



Poulton Lancelyn Maths Long Term Plan Y3 2023/24

	W1- Number: Number	W2 -Number: Number	W3 – Number: Number and Place	W4 – Number: Number	W5 – Number:	W6 – Number:	W7 – Number:	
	and Place Value	and Place Value	Value	and Place Value	Addition and	Addition and	Addition and	
	and Place value	and Place value	value	and Place value			Subtraction	
					Subtraction	Subtraction		
1	Recap Year 2:	Recognise the place value	Recognise the place value of	Recognise the place value	Add and subtract	Add and subtract	Add and subtract	
	Recognise the place	of each digit in a three-	each digit in a three-digit number	of each digit in a three-	numbers mentally,	numbers mentally,	numbers mentally,	
	value of each digit in a	digit number (100s, 10s,	(100s, 10s, 1s)	digit number (100s, 10s,	including: a three-digit	including: a three-digit	including: a three-	
	two-digit number	1s)		1s)	number and ones, a	number and ones, a	digit number and	
	(tens, ones)		Identify, represent and estimate		three-digit number	three-digit number and	ones, a three-digit	
		Identify, represent and	numbers using different	Count from 0 in multiples	and tens, a three-digit	tens, a three-digit	number and tens, a	
	Year 3:	estimate numbers using	representations, including the	of 4, 8, 50 and 100; find 10	number and hundreds	number and hundreds	three-digit number	
	Compare and order	different representations,	number line	or 100 more or less than a			and hundreds	
	numbers up to 1,000	including the number line		given number	Add and subtract	Add and subtract		
			Count from 0 in multiples of 4, 8,		numbers with up to	numbers with up to	Add and subtract	
	Count from 0 in		50 and 100; find 10 or 100 more	Compare and order	three digits, using	three digits, using	numbers with up to	
	multiples of 4, 8, 50		or less than a given number	numbers up to 1,000	formal written	formal written methods	three digits, using	
	and 100; find 10 or				methods of columnar	of columnar addition	formal written	
	100 more or less than		Compare and order numbers up	Recap Year 2:	addition and	and subtraction	methods of columnar	
	a given number		to 1,000	Recognise the place value	subtraction		addition and	
	- 3.10.1.10.1			of each digit in a two-digit			subtraction	
	Identify, represent			number (10s, 1s)			Sabriaction	
	and estimate							
	numbers using			Year 3:				
	different			Add and subtract numbers				
	representations,			mentally, including: a				
	including the number			three-digit number and				
	line			ones, a three-digit number				
				and tens, a three-digit				
	Recognise the place			number and hundreds				
	value of each digit in a							
	three-digit number							
	(hundreds, tens, ones)							
eady	3NPV-1 Know that 10 te	ens are equivalent to 1 hundre	d, and that 100 is 10 times the size of	10; apply this to identify and	3NF-1 Secure fluency in	addition and subtraction fac	ts that bridge 10,	
)		there are in other three-digit	•		through continued pract	ice.		
ogress	3NPV–2 Recognise the p	lace value of each digit in thre	e-digit numbers, and compose and d	ecompose three-digit	3NF–3 Apply place-value	knowledge to known additi	ve and multiplicative	
	numbers using standard	and non-standard partitioning	g.		number facts (scaling fac	ts by 10).		
	3NPV–3 Reason about th	ne location of any three-digit r	number in the linear number system,	including identifying the				
	previous and next multi	ole of 100 and 10.						
	3NPV-4 Divide 100 into	2, 4, 5 and 10 equal parts, and	read scales/number lines marked in	multiples of 100 with 2, 4, 5				
	and 10 equal parts.							
	W1 – Number:	W2 – Number:	W3 – Number:	W4 – Number:	W5 – Number:	W6 – Number:	W7 - Number:	Week 8 -
	Addition and	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Multiplication and	Multiplication and	Multiplication and	Number:
	Subtraction				Division	Division	Division	Multiplication
								and Division
	Add and subtract	Add and subtract numbers	Add and subtract numbers with	Solve problems, including	Write and calculate	Write and calculate	Recall and use	
	numbers with up to	with up to three digits,	up to three digits, using formal	missing number problems,	mathematical	mathematical	multiplication and	
	three digits, using	using formal written	written methods of columnar	using number facts, place	statements for	statements for	division facts for the	
	formal written	methods of columnar	addition and subtraction	value, and more complex	multiplication and	multiplication and	3, 4 and 8	
	methods of columnar	addition and subtraction		addition and subtraction	division using the	division using the	multiplication tables	
	addition and		Add and subtract numbers		multiplication tables	multiplication tables	maniplication tables	
		Add and subtract numbers			that they know,	-	Write and calculate	
	subtraction		mentally, including: a three-digit		· · ·	that they know,	Write and calculate	
		mentally, including: a three-digit number and	number and ones, a three-digit		including for two-digit numbers times one-	including for two-digit numbers times one-digit	mathematical statements for	

	Add and subtract numbers mentally, including: a three- digit number and ones, a three-digit number and tens, a three-digit number and hundreds	ones, a three-digit number and tens, a three- digit number and hundreds	number and tens, a three-digit number and hundreds Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction Estimate the answer to a calculation and use inverse operations to check answers		digit numbers, using mental and progressing to formal written methods Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	numbers, using ment and progressing to formal written metho Recall and use multiplication and division facts for the 4 and 8 multiplication tables Recall and use multiplication and division facts for the 4 and 8 multiplication tables	division using the multiplication tables that they know, including for two-digit numbers times one- digit numbers, using mental and progressing to formal written methods
Ready to Progress	3AS-1 Calculate comple 3AS-2 Add and subtract 3AS-3 Manipulate the a how both relate to the p	ments to 100. up to three-digit numbers usi dditive relationship: Understa	s that bridge 10, through continued p ng columnar methods. nd the inverse relationship between a derstand and use the commutative p	iddition and subtraction, and	3NF–2 Recall multiplicati corresponding division fa 10, 5, 2, 4 and 8 multiplic and recognise products in multiplication tables as n the corresponding numb	acts, in the and co cation tables, the 10, in these tables, nultiples of these r er. multip 3MD-1 and div contex structu	Recall multiplication facts, rresponding division facts, in 5, 2, 4 and 8 multiplication and recognise products in nultiplication tables as es of the corresponding r. Apply known multiplication ision facts to solve cual problems with different res, including quotitive and e division.
	W1 – Number: Multiplication and	W2 – Number: Multiplication and	W3 – Number: Multiplication and Division	W4 – Number: Multiplication and Division	W5 – Number: Multiplication and	W6 – Number: Multiplication and	
	Division	Division			Division	Division	
Sp1	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one- digit numbers, using mental and progressing to formal written methods	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two- digit numbers times one-digit numbers, using mental and progressing to formal written methods Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.	Solve problems involving multiplicati and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, includi problems in contexts Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-dig numbers times one-conumbers, using menta and progressing to formal written method	rg t igit al

Ready to Progress	3NF–2 Recall multiplicat corresponding division f multiplication tables, ar these multiplication tab corresponding number.	acts, in the 10, 5, 2, 4 and 8 Id recognise products in les as multiples of the	3NF–2 Recall multiplication facts, a recognise products in these multipl 3NF–3 Apply place-value knowledg	ication tables as multiples of th	ne corresponding number.		
	3MD-1 Apply known m facts to solve contextua	ultiplication and division I problems with different otitive and partitive division.	W/2 Number Fractions	W4 – Number: Fractions	WE Mossuromont		
	Length and Perimeter	W2 - Measurement: Length and Perimeter	W3 – Number: Fractions	w4 – Number: Fractions	W5 – Measurement: Mass		
Sp2	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Measure the perimeter of simple 2D shapes	Recognise and use fractions as numbers: unit fractions and non- unit fractions with small denominators	Compare and order unit fractions, and fractions with the same denominators Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)		
Ready to Progress			3F–1 Interpret and write proper fra several parts of a whole that is divid 3F–3 Reason about the location of a linear number system.	ded into equal parts.			
	W1 – Measurement: Mass Measurement: Capacity	W2 – Measurement: Capacity	W3 – Number: Fractions	W4 - Number: Fractions	W5 – Measurement: Money	W6- Measurement: Time NTS assessments	
Su1	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g);	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7]	Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7]	Add and subtract amounts of money to give change, using both £ and p in practical contexts	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24- hour clocks	

				-		-	_	
	volume/capacity							
	(l/ml)							
Ready			3F–2 Find unit fractions of quantities using known division facts					
to			(multiplication tables fluency).					
Progress			3F–4 Add and subtract fractions with the same denominator,					
			within 1.					
	W1 – Measurement:	W2 – Measurement: Time	W3 – Geometry: Turns and	W4 – Geometry: Turns and	W5 – Statistics	W6 – Statistics	W7 – Fluency	W8 - Fluency
	Time		Angles	Angles			consolidation	
Su 2	Tell and write the	Estimate and read time	Recognise angles as a property of	Draw 2D shapes and make	Interpret and present	Interpret and present		
	time from an	with increasing accuracy	shape or a description of a turn	3D shapes using modelling	data using bar charts,	data using bar charts,		
	analogue clock,	to the nearest minute;		materials; recognise 3D	pictograms and tables	pictograms and tables		
	including using	record and compare time	Identify right angles, recognise	shapes in different				
	Roman numerals from	in terms of seconds,	that two right angles make a half-	orientations and describe	Solve one-step and	Solve one-step and two-		
	I to XII, and 12-hour	minutes and hours; use	turn, three make three quarters	them	two-step questions	step questions [for		
	and 24-hour clocks	vocabulary such as	of a turn and four a complete		[for example, 'How	example, 'How many		
		o'clock, am/pm, morning,	turn; identify whether angles are	Identify horizontal and	many more?' and 'How	more?' and 'How many		
	Estimate and read	afternoon, noon and	greater than or less than a right	vertical lines and pairs of	many fewer?'] using	fewer?'] using		
	time with increasing	midnight	angle	perpendicular and parallel	information presented	information presented		
	accuracy to the			lines	in scaled bar charts	in scaled bar charts and		
	nearest minute;	Compare durations of	Draw 2D shapes and make 3D		and pictograms and	pictograms and tables		
	record and compare	events [for example to	shapes using modelling		tables			
	time in terms of	calculate the time taken	materials; recognise 3D shapes in					
	seconds, minutes and	by particular events or	different orientations and					
	hours; use vocabulary	tasks]	describe them					
	such as o'clock,							
	am/pm, morning,		Identify horizontal and vertical					
	afternoon, noon and		lines and pairs of perpendicular					
	midnight		and parallel lines					
Ready			3G–1 Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes					
to			presented in different orientations.					
Progress								
			3G–2 Draw polygons by joining marked points, and identify					
			parallel and perpendicular sides.					

			Year 2 conceptual prerequisite	Year 3 ready-to-progress criteria	Future applications
			Add and subtract across 10, for example: 8+5=13 13-5=8	<u>3NF-1</u> Secure fluency in addition and subtraction facts that bridge 10, through continued practice.	Add and subtract mentally where digits sum to more than 10, for example: 26 + 37 = 63
			13-3=0		Add and subtract across other powers of 10, without written methods, for example:
Ready-to-progress cr	riteria				1.3 - 0.4 = 0.9 Add within a column during columnar addition when the column sums to more than 10 (regrouping), for example, for: 126 + 148
Year 2 conceptual prerequisite	Year 3 ready-to-progress criteria	Future applications			Subtract within a column during columnar subtraction when the minuend of the
Know that 10 ones are equivalent to 1 ten, and that 40 (for example) can be composed from 40 ones or	1 ten, and that ple) can be om 40 ones orare equivalent to 1 hundred, and that 100 is 10 times the size of 10; applyproblems that that involve a scaling structure, such as 'ten times as long'.		column is smaller than the subtrahend (exchanging), for example, for: 45 3 – 12 4		
4 tens. Know how many tens there are in multiples of 10 up to 100.	this to identify and work out how many 10s there are in other three-digit multiples of 10.		Automatically recall addition and subtraction facts within 10, and across 10. Unitise in tens: understand that 10 can be thought of as a single unit of 1 ten.	<u>3NF-2</u> Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication	during application of formal written layout.
Recognise the place value of each digit in <i>two</i> -digit numbers, and compose and decompose <i>two</i> -digit numbers using standard and non-standard	<u>3NPV-2</u> Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard	Compare and order numbers. Add and subtract using mental and formal written methods.		tables, and recognise products in these multiplication tables as multiples of the corresponding number.	Use division facts during short division and long division.
Reason about the location of any <i>two</i> -digit number in the linear number system,	and non-standard partitioning. <u>3NPV-3</u> Reason about the location of any <i>three</i> -digit number in the linear	Compare and order numbers. Estimate and approximate		<u>3NF-3</u> Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10), for example:	Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100), for example:
including identifying the previous and next multiple of 10.	number system, including identifying the previous and next multiple of 100 and 10.	to the nearest multiple of 1,000, 100 or 10.		80 + 60 = 140 140 - 60 = 80	8 + 6 = 14 and 14 - 6 = 8 so 800 + 600 = 1,400
Count in multiples of 2, 5 and 10.	3NPV-4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of	Read scales on graphs and measuring instruments.		30 × 4 = 120 120 ÷ 4 = 30	1,400 - 600 = 800 $3 \times 4 = 12$ and $12 \div 4 = 3$ so

			Year 2 conceptual prerequisite	Year 3 ready-to-progress criteria	Future applications
Year 2 conceptual prerequisite	Year 3 ready-to-progress criteria	Future applications		3F-1 Interpret and write proper fractions to	Use unit fractions as the basis to understand non-
Automatically recall number bonds to 9 and to 10. Know that 10 ones are equivalent to 1 ten, and 10	<u>3AS-1</u> Calculate complements to 100, for example: 46 + ? = 100	Calculate complements to other numbers, particularly powers of 10. Calculate how much		represent 1 or several parts of a whole that is divided into equal parts.	unit fractions, improper fractions and mixed numbers, for example: $\frac{2}{5}$ is 2 one-fifths
tens are equivalent to 1 hundred.		change is due when paying for an item.			$\frac{6}{5}$ is 6 one-fifths, so $\frac{6}{5} = 1\frac{1}{5}$
Automatically recall addition and subtraction facts within	3AS-2 Add and subtract	Add and subtract other numbers, including four-			· · · ·
10 and across 10. Recognise the place value of each digit in two- and three-digit numbers.	up to three-digit numbers using columnar methods.	digits and above, and decimals, using columnar methods.		<u>3F-2</u> Find unit fractions of quantities using known division facts (multiplication tables fluency).	Apply knowledge of unit fractions to non-unit fractions.
Know that 10 ones are equivalent to 1 ten, and 10 tens are equivalent to 1 hundred.			Reason about the location of whole numbers in the linear number system.	<u>3F–3</u> Reason about the location of any fraction within 1 in the linear number system.	Compare and order fractions.
Have experience with the commutative property of addition, for example, have recognised that $3+2$ and $2+3$ have the same sum. Be able to write an equation in different ways, for example,	3AS-3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part-part-whole structure. Understand and use the	All future additive reasoning.	Automatically recall addition and subtraction facts within 10. Unitise in tens: understand that 10 can be thought of as a single unit of 1 ten, and that these units can be added and subtracted.	3F-4 Add and subtract fractions with the same denominator, within 1.	Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.
2+3=5 and $5=2+3Write equations torepresent addition andsubtraction contexts.$	commutative property of addition, and understand the related property for subtraction.		Recognise standard and non-standard examples of 2D shapes presented in different orientations.	<u>3G–1</u> Recognise right angles as a property of shape or a description of a turn, and identify right	Compare angles. Estimate and measure angles in degrees.
Recognise repeated addition contexts and represent them with multiplication equations.	<u>3MD-1</u> Apply known multiplication and division facts to solve contextual problems with different		Identify similar shapes.	angles in 2D shapes presented in different orientations.	
Relate grouping problems where the number of groups is unknown to multiplication equations	structures, including quotitive and partitive division.		Compose 2D shapes from smaller shapes to match an exemplar, rotating and turning over shapes to place them in specific	<u>3G–2</u> Draw polygons by joining marked points, and identify parallel and perpendicular sides.	Find the area or volume of a compound shape by decomposing into constituent shapes.
with a missing factor, and to division equations (quotitive division).			orientations.		Find the perimeter of regular and irregular polygons.