



Year 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	NPV 1 Know that 10 tens are equivalent to 100 and that 1 hundred is 10 times the size of ten; apply this to work out how many tens there are in other 3-digit multiples of 10.	NPV 2 Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) and compose and decompose them using standard and non-standard partitioning e.g. dienes, part-part-whole, bar model (this includes NC objective: identify, represent and estimate numbers using different representations)		Read and write numbers up to 1000 in numerals Find 10 more or less than a given number Find 100 more or less than a given number Add and subtract numbers mentally, including: a three digit-number and ones; a three-digit number and tens; a three-digit number and hundreds		NPV 3 Reason about the location of any 3-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10. Compare and order numbers up to 1000	NPV 4 Divide 100 into 2, 4, 5 and 10 equal parts and read scales/number lines split into these equal parts Interpret data using bar graphs and pictograms and tables and use these to solve one step and two step questions
Autumn 2	NF1 Secure fluency in addition and subtraction facts that bridge 10 through continued practice i.e. 27+5, 33-7, 132-6, 259+8	NF-2 Continue to recall multiplication facts and corresponding division facts in the 10, 5 and 2 times table	NF-2 Recall multiplication and division facts for the 4 multiplication table and use them to solve contextual problems with different structures	NF-2 Recall multiplication and division facts for the 8 multiplication table and use them to solve contextual problems with different structures Count from 0 in multiples of 4, 8, 50 and 100	NF-3 Apply place value knowledge to known facts to scale them by ten e.g. $4 \times 7 = 28$ so $4 \times 70 = 280$ and apply this to inverse relationships	Using the multiplication tables that they know, multiply two-digit numbers by one-digit numbers, using mental and progressing to formal written methods	



Spring 1	AS-1 Calculate complements to 100 AS-2 Add and subtract numbers with up to three digits and solve problems using formal written methods of columnar addition and subtraction	Add and subtract amounts of money to give change using both £ and p in practical contexts AS-3 Use part-part-whole and bar models to represent the inverse relationship between addition and subtraction	MD-1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotative (grouping) and partitive (sharing) division		
Spring 2	F-1 Interpret and write unitary fractions and non-unitary fractions (focus especially on non-unitary)	F-2 Find unitary fractions of quantities (CPA) using known tables facts i.e. $\frac{1}{4}$ of 24 = 6	F-3 Reason about the location of any fraction within 1 in the linear number system. compare and order unit fractions, and fractions with the same denominators Recognise and show, using diagrams, equivalent fractions with small denominators	F-4 Add and subtract fractions with the same denominator within 1 (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)	

Summer 1	Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10	G-1 Recognise right angles as a description of a turn and know that that two right angles make a half-turn, three make three quarters of a turn and four a complete turn	G-1 Recognise right angles as a property of shape and identify right angles in 2D shapes in different orientations	Measure the perimeter of simple 2-D shapes	Revisit AS2 with focus on application (missing number problems, using number facts, place value, and three-digit addition and subtraction).		
Summer 2	Revisit MD1 with focus on application (missing number problems, using number facts, place value, and three-digit addition and subtraction).	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks		Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight	Know the number of seconds in a minute and the number of days in each month, year and leap year	Compare durations of events [for example to calculate the time taken by particular events or tasks].