	Long term maths planning – Year 3 2017 - 2018					
wk	**Autumn Term 4th September - 21st December 2017 10th Nov Phase 1 ends**		wk	**Spring Term 8th January – 29th March 2018 9th Feb Phase 2 ends**	wk	**Summer Term 16th April-23rd July 2018 4th May Phase 3 ends**
1	4/9 Number-Place Value		1	8/1 Number-Place Value *(Count in multiples of 4, 50 and 100, compare and order numbers up to 1000, read and write numbers up to 1000 in numerals and in words)*	1	16/4 Number-Place Value *(Repeat from Phase1,2-deeper)*
2	11/9 Number-Place Value *(solve problems, including missing number problems, using number facts, place value)*		2	15/1 Addition/Subtraction *(+/- numbers with up to 3 digits, a 3-digit number and tens, word problems/Money/Give change)*	2	23/4 The four operations *(Word problems/Measurement, repeat from Phase 1,2-deeper)*
3	18/9 Addition/Subtraction		3	22/1 Addition/Subtraction *(Solve problems including missing number problems, using number facts, PV and more complex +/-)*	3	30/4 The four operations *(Word problems/Measurement, repeat from Phase 1,2-deeper)* *Assessment – Data drop on Friday 4th May 2018*
4	25/9 Addition/Subtraction *(Word problems/Money)*		4	29/1 Multiplication/Division (*Use arrays to underpin grid method, w.pb)*	4	7/5 Fractions *(Repeat from Phase 1,2-deeper)*
5	2/10 Multiplication/Division		5	5/2 Fractions *(Recognise that tenths arise from ÷ an object into 10 equal parts and ÷ one-digit numbers/quantities*	5	14/5 Geometry *(Recognise 3D shapes in different orientations and describe them, identify pairs of*

				by 10, compare and order fractions) *Assessment – Data drop on Friday 9th February 2018*			*perpendicular and parallel lines, angles) repeat from Phase 1,2-deeper)*	
				Half term (12/2-18/2/2018)		6	21/5 The four operations *(Word problems/Measurement/Time including using Roman numerals from I-XII)*	
6	9/10 Multiplication/Division		6	19/2 Measurements *(Time, know the number of sec in a min, in a year and leap year)*			Half term (28/5-3/6/2018)	
			7	26/2 Number/PV *(Count in multiples of 4, 8, 50 and 100, w.pb)*				
7	16/10 Measurement (*Lengths, Perimeter)*		8	5/3 Addition/Subtraction *(Word problems including missing number pb)*		7	4/6 The four operations *(Word problems/Measurement)*	
	Half term (23/10-29/10/2017)		9	12/3 Multiplication/Division *(Recall and use x/÷ facts for the 3, 4 and 8 x tables, calculate x facts for 2 digit numbers by 1 digit number)*		8	11/6 Fractions *(Repeat from Phase 1,2-deeper)*	
8	30/10 Measurement (*Time)*		10	19/3 Fractions (*Find and write unit fractions and non-unit fractions, fractions with the same denominators, +/- fractions with the same denominator, w.pb)*		9	18/6 Fractions *(Repeat from Phase 1,2-deeper)*	
9	6/11 Geometry *(2D/3D shapes, right angles, horizontal/vertical lines)*		11	26/3 Geometry *(Recognise 3D shapes in different orientations and describe*		10	25/6 Geometry *(Repeat from Phase 1,2-deeper, shapes/lines/angles)*	

	Assessment - Data drop on Friday 10th Nov 2017			*them, identify pairs of perpendicular and parallel lines, angles)*				
10	13/11 Multiplication/Division *(Recall and use x/÷ facts for the 3, 4 x tables)*					11	2/7 Geometry *(Repeat from Phase 1,2-deeper, shapes/lines/angles)*	
11	20/11 Fractions *(Count in tenths, recognise, find and write unit fractions, fractions with the same denominators, w.pb)*		By the end of spring term the **minimum** children need to be able to do: • Count from 0 in multiples of four, eight, 50 and 100 • Work out if a given number is greater or less than 10 or 100 • Recognise the place value of each digit in a three digit number (hundreds, tens and ones) • Solve number problems and practical problems involving these ideas • Add and subtract numbers mentally including: a three digit number and ones, a three digit number and tens and a three digit number and hundreds • Interpret and present data using bar charts, pictograms and tables • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables: • Count up and down in tenths; recognises that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • Recognise, find and write fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators • Recognise and show, using diagrams, equivalent fractions with small denominators		12	9/7 Measures and Data *(volume/capacity, lengths)*	
						13	16/7 Revision	
12	27/11 Fractions (*Recognise and show, using diagrams, equivalent fractions with small denominators)*					By the end of Y3, a child should be **fluent** with: • Solving a range of number and place value problems • Comparing different shapes with reference to its angles • Using measuring instruments and making reference to their units of measure • Telling the time accurately • Recalling the majority of the multiplication tables • Reading and writing simple fractions and decimals. • Reading and spelling mathematical vocabulary correctly and confidently, using growing word reading knowledge and knowledge of spelling	
13	4/12 Geometry (*Shapes/angles, recognise that 2 right angles make a half-turn)*							
14	11/12 Statistics *(Interpret and present data using bar charts, pictograms and tables)*							
15	18/12 Revision							
By the end of autumn term the **minimum** children need to be able to do: • Develop written and mental methods using the four operations including number facts and the concept of place value, and perform calculations with whole numbers • Start to compare different shapes with reference to its angles • Start to use measuring instruments, making reference to their units of measure • Start to tell the time accurately								

• Read and spell mathematical vocabulary correctly and confidently, using growing word reading knowledge and knowledge of spelling	• Measure/compare/add and subtract lengths (m/cm/mm), mass (kg/g), volume/capacity (l/ml) • 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 and 12 hour and 24 hour clocks • Identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle	