Listerdale Junior Academy – Year 3 Maths LTP

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Each week: M- Daily arithmetic -10 qus T- Number of the week W- Daily arithmetic- 10 qus Th- Number connections F – Daily arithmetic –10 qus Daily arithmetic to include all operations at the appropriate level. Ensure differentiation takes place is needed	Number: Place Value *National Curriculum objectives* *1. count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number* *2. Recognise the place value of each digit in a three-digit* *3. Compare and order numbers up to 1000* *4. Identify, represent and estimate numbers using different representations* *5.Read and write numbers up to 1000 in numerals and in words* *6. Solve number problems and practical problems involving these ideas.* Small Steps Week 1 • Number bonds to 10, 20, 100 • Represent numbers to 1000 (Use numbers as words for spellings) • Partitioning numbers - 100s, 10s and 1s • Number line to 1000 • Compare numbers to 1000 Week 2 • Order numbers up to 1000 • Find, 1 and 10 more or less than a given number • Count in 100s and find 100 more or less than a given number • Count in 50s		Number: Addition and Subtraction *National Curriculum objectives* *1. Add and subtract numbers mentally, including:* *a) three-digit number and ones* *b) a three-digit number and tens* *c) a three-digit number and hundreds* *2. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction* *3. Estimate the answer to a calculation and use inverse operations to check answers* *4. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.* Small Steps Week 1 • Add 3-digit number and 1s and 10s (not using formal) • Formal method addition - not crossing 10s/100s (of two 2 digit numbers) • Formal method of two 3 digit numbers not crossing 10/100 • Formal method crossing 10s/100s (of two 2 digit numbers) • Formal method crossing 10s/100s (of two 3 digit numbers) Week 2 • Subtract 3-digit number and 1s and 10s (not using formal) • Formal method subtraction no exchanges (of two 2 digit numbers) • Formal method subtraction no exchange (of two 3 digit numbers) • Formal subtraction inc exchanges (of two 2 digit numbers) • Formal subtraction inc exchanges (of two 3 digit numbers)		Number: Multiplication and Division *National Curriculum objectives* *1. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables* *2. 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* *3. 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.* Small Steps Week 1 • Multiple and divide by 4 (4 times tables) • Formal method multiplication with no carrying (2 digits by 1 digit) • Formal method multiplication with carrying (2 digits by 1 digit) Week 2 • Divide by sharing into groups • Divide 2 digit by 1 digit (for 2s and 5s) • Divide 2 digit by 1 digit (for 4s) • Divide 2 digit by 1 (for 3s)		Measurement: Time *National curriculum objectives* *1. Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks* Small steps Week 1 • Months and years • O'clock and half past • Quarter past and quarter to • AM and PM with 24 hours	Number: Fractions *National Curriculum objectives* *1. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators* *2. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators* *3. Recognise and show, using diagrams, equivalent fractions with small denominators* *4. 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* Small Steps: Week 1 • Make equal parts • Recognise, find and shade unit and non-unit fractions (objects) • Count in fractions • Tenths (counting and tenths as decimals)	Geometry: Shape *National Curriculum objectives* *1. Draw 2-D shapes, make 3-D shapes; recognise 3-D shapes and describe them* *2. Recognise angles as a property of shape or a description of a turn* *3. Identify right angles, recognise that 2 right angles make a half-turn, 3 make 3 quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle* *4. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines* Small Steps Week 1: • Recognise and describe 2d shapes • Draw 2d shapes accurately • Horizontal and vertical • Parallel lines Week 2: • Recognise 3D shapes in the environment • Properties of 3D shapes • Make 3D shapes • Recognising angles		Measurement: Money *National Curriculum objectives* *1. Add and subtract amounts of money to give change, using both £ and p in practical contexts* Small steps Week 1 • Recognising coins and notes • Convert pounds and pence • Add money (practical)	Assessment Week
Spring Each week: M- Daily arithmetic -10 qus T- Number of the week W- Daily arithmetic- 10 qus Th- Number connections F – Daily arithmetic –10 qus Daily arithmetic to include all operations at the appropriate level. Ensure differentiation takes place is needed	Number: Place Value *National Curriculum objectives* *1. count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number* *2. Recognise the place value of each digit in a three-digit* *3. Compare and order numbers up to 1000* *4. Identify, represent and estimate numbers using different representations* *5.Read and write numbers up to 1000 in numerals and in words* *6. Solve number problems and practical problems involving these ideas.* Small steps: Week 1 • Represent numbers to 1,000 • Partitioning numbers to 1,000 • Doubling and halving • Problem solving and reasoning	Number: Addition and subtraction *National Curriculum objectives* *a) three-digit number and ones* *b) a three-digit number and tens* *c) a three-digit number and hundreds* *2. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction* *4. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.* Small steps Week 1 • Add a 3 digit and 2-digit number not crossing 10 • Add a 3 and a 2 digit numbers crossing 10 • Subtract a 3 digit and a 2-digit number without exchange • Subtract a 3 digit number and a 2 digit number with exchange	Number: Multiplication and Division *National Curriculum objectives* *1. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables* *2. 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 formal written methods* *3. 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.* Small Steps Week 1 • Times table lesson (3,4,8s) • Comparing calculations • Missing number problems • Related calculations Week 2 • 2 digit by 1 digit multiplication re-cap (inc reasoning and problem solving) • Scaling • How many ways • Divde 2 digits by 1 digit		Measurement: Money *National Curriculum objectives* *1.. Add and subtract amounts of money to give change, using both £ and p in practical contexts* Small Steps Week 1 • Add money • Subtract money (practical) • Subtract money • Give change	Statistics *National Curriculum objectives* *1. interpret and present data using bar charts, pictograms and tables 2. Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables* Small Steps Week 1 • Pictograms • Bar charts • Tables	Measurement: Length & Perimeter *National Curriculum objectives* *1. Measure, compare, add and subtract: lengths (m/cm/mm* *2. Measure the perimeter of simple 2-D shapes* Small Steps Week 1 • Measure lengths (cm) • Equivalent lengths – mm & cm • Measure lengths (m) • Equivalent lengths – m & cm Week 2 • Compare lengths • Add and subtract lengths • Measure perimeter • Calculate perimeter		Measurement: Time *National Curriculum objectives* *1. Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks* *2. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use correct vocabulary* Small steps Week 1 • Telling the time to 5 minutes on an analogue clock • Drawing the time to the nearest 5 minutes • Converting between analogue and digital telling the time to 5 minutes • Finding the duration (from a table – to 5 mins)	Number: Fractions *National Curriculum objectives* *1. Recognise, find and write fractions of a discrete set of objects: unit fractions and nonunit fractions with small denominators* *2. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators* *3. Recognise and show, using diagrams, equivalent fractions with small denominators* Small Steps Week 1 • Tenths • Making the whole • Add fractions • Subtract fractions Week 2 • Equivalent fractions (1/2 and 2/4) • Count in fractions • Recognise and find ½ ¼ and 1/3 of a given number • Order fractions on a number line	Assessment Week
Summer Each week: M- Daily arithmetic -10 qus T- Number of the week W- Daily arithmetic- 10 qus Th- Number connections F – Daily arithmetic –10 qus Daily arithmetic to include all operations at the appropriate level. Ensure differentiation takes place is needed	Number: Place Value *National curriculum objectives* *1. Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks* Small Steps Week 1: • Roman numerals from 1-12 • Represent numbers beyond 1,000 • Compare and order numbers beyond 1,000	Number: Four operations *National Curriculum objectives* *1. Add and subtract numbers mentally, including:* *a) three-digit number and ones* *b) a three-digit number and tens* *c) a three-digit number and hundreds* *2. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction* *3. Estimate the answer to a calculation and use inverse operations to check answers* *4. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.* *2. 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* *3. 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.* Small Steps: Week 1: • Add and subtract 3 digits and 1s,10s and 100s using mental strategies • Add and subtract 3 digit numbers using formal written methods • Efficient methods • Problem solving (inc money) Week 2: • Multiplication of 2 digits by 1 digit • Division of 2 digits by 1 digit (3,4,5, 8,2 times tables) • Estimate answers and use inverse operations to check answers • Problem solving	Statistics *National Curriculum objectives* *1. interpret and present data using bar charts, pictograms and tables 2. Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables* Small Steps Week 1 • Pictograms • Bar charts • Tables	Number: Fractions *National Curriculum objectives* *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 2. Recognise, find and write fractions of a discrete set of objects: unit fractions and nonunit fractions with small denominators* *3. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators* *4. Recognise and show, using diagrams, equivalent fractions with small denominators* *5. Add and subtract fractions with the same denominator within one* *6. Compare and order unit fractions, and fractions with the same denominators 7. Solve problems that involve all of the above* Small Steps - Week 1: • Add and subtract fractions (problem base) • Compare and order fractions • Equivalent fractions • Fractions of amounts (use bar model)	Measurement: Time *National Curriculum objectives* *1. Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks* *2. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use correct vocabulary* Small Steps Week 1 • Telling the time to the minute • Telling the time to the minute with roman numerals • Hours in the day/ seconds in a minute/ minutes in an hour • 24 hour clock with am and pm/ midnight/noon/morning/afternoon • Week 2 • Finding the duration (from a table – to the minute) • Comparing durations • Start and end times • Measuring time in seconds	Geometry: Shape *National Curriculum objectives* *1. Draw 2-D shapes, make 3-D shapes; recognise 3-D shapes and describe them* *2. Recognise angles as a property of shape or a description of a turn* *3. Identify right angles, recognise that 2 right angles make a half-turn, 3 make 3 quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle* *4. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines* Small Steps - Week 1 • Turns and angles • Right angles in shapes • Compare angles • Horizontal and vertical Week 2 • Parallel and perpendicular • Recognise and describe 2D • Recognise and describe 3D shapes • Accurately draw 2d shapes and indicate parallel and perpendicular lines	Measurement: Mass & Capacity *National Curriculum objectives* *1. Measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)* Small Steps - Week 1 • Measure mass • Read scales • Compare and order mass • Add and subtract mass Week 2: • Measure volume • Read scales • Compare and order volume • Add and subtract volume	Assessment Week

Any spare weeks in any term = gap analysis