TJA – 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

Daily 5 carried out each day – to contain:

1 x addition
1 x subtraction
1 x division
1 x multiplication
1 x inverse operation

2 challenge questions – can be reasoning focus

Ensure differentiation takes place is needed

Number: Place Value (Weeks 1–2)

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 number
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 (Weeks 3–4)

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/100 (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 (Weeks 5–6)

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 (Week 7)

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 (Week 8)

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 (Weeks 9–10)

National Curriculum objectives
1. Draw 2-D shapes, make 3D shapes; recognise 3D 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 ¾ 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 (Week 11)

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)

Week 12
Assessment Week

Spring

Daily 5 carried out each day – to contain:

1 x addition
1 x subtraction
1 x division
1 x multiplication
1 x inverse operation

2 challenge questions – can be reasoning focus

Ensure differentiation takes place is needed

Number: Place Value (Week 1)

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. Rrecognise the place value of each digit in a three-digit number
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 (Week 2)

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 (Weeks 3–4)

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 (Week 5)

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 (Week 6)

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 (Weeks 7–8)

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 (Weeks 9–10)

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 (Weeks 11)

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

Week 12
Assessment Week

Summer

Daily 5 carried out each day – to contain:

1 x addition
1 x subtraction
1 x division
1 x multiplication
1 x inverse operation

2 challenge questions – can be reasoning focus

Ensure differentiation takes place is needed

Number: Place Value (Week 1)

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 (Weeks 2–3)

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 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 (Week 4)

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 (Week 5)

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 (Weeks 6–7)

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 (Weeks 8–9)

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 ¾ 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 (Weeks 10–11)

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

Week 12
Assessment Week

Any spare weeks in any term = gap analysis