Week	Strand	Learning Objectives	Guidance and things to look out for …..	Abacus	Vocabulary	Assessment Focus
1	Place Value	• Count beyond 100 and recognise patterns when counting across 100s boundaries to 1000 • Read, write and say aloud numbers written in figures from 100 to 1000	Look for patterns when counting up to and across hundreds boundaries, for example: 99, 100, 101, ...,199, 200, 201,..., 299, 300, 301,...999, 1000 *Start with numbers from 100 to 199 in figures.* *Use mathematics apparatus and pictorial representations, for example:* *Dienes blocks and a place value table. [IMAGE N3.1C]* *Move on to reading, writing and saying aloud numbers not in a place value table.*	TB1 p13, 14,	ones, tens, hundreds, thousands	
2	Place Value	• Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) and write numbers in expanded form • Write or say aloud 1, 10 or 100 more than any given number up to 1000 (with answers no more than 1000); write or say aloud 1, 10 or 100 less than any given number up to 1000 (with answers no less than 0)	Use Dienes blocks and a place value table to partition and say aloud the hundreds, tens and ones, for example: 253 is 2 hundreds, 5 tens and 3 ones Then write in expanded form, for example: 253 = 200 + 50 + 3 Move on to apply partitioning in different ways, for example: 253 = 200 + 53 or 253 = 250 + 3 *Count objects and people up to and including 1000, grouped in hundreds, tens and ones. For example: A picture of people in stands at a sports event, where each stand seats 100 people, and each row in each stand seats 10 people.*	TB1 p15 TB2 p48	partition bigger, biggest small, smallest	
3	Measures/ Money	• Read and record amounts of local money in notes and coins up to 1000 units	Use standard abbreviations to record local currency.	TB1 p59, 60, 61		

4	Addition and Subtraction	• Add several one-digit and two-digit numbers (up to and including 20) • Recognise and work out bonds for numbers to 100	Introduce different strategies, like looking for pairs that add to 10 or 20, and looking for doubles, for example: 14 + 5 + 6 + 5 14 + 6 = 20 and 5 + 5 = 10 So 14 + 5 + 6 + 5 = 20 + 10 = 30 Use number facts to work out number bonds to 100. For example: 100 = 97 + 3 100 = 87 + 13 100 = 77 + 23	TB1 p4, 5, 6, 7, 8, 9, 10, 11 TB1 72, 73	number bond	
5	Addition and Subtraction	• Mentally add numbers: a three-digit number and ones a three-digit number and tens a three-digit number and hundreds	Use Dienes blocks and number lines. For a three-digit number and ones, count on in 1s, including bridging multiples of 10. For example: 136 + 8 (bridging 140) Use number facts to solve related additions, for example: 6 + 3 to work out 126 + 3 and 54 + 5 to work out 254 + 5 For a three-digit number and tens, count on in 10s, for example: 127 + 10, 543 + 20 For a three-digit number and hundreds (for answers less than 1000 only), count on in 100s, for example: 352 + 100, 294 + 300 *Use number stories, and pictorial representations. For example:* *There are 280 children in school A. There are 187 children in school B. How many children are in both schools?* *Encourage students to tell their own number stories, using pictures to assist them with language.* Use the language of 'how many?', 'how many altogether?', 'how many in total?', and so on.	TB1 p 17, 18	add plus total increase	

6	Multiplication and Division	• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables; recognise and work out multiplication and division for the 3 and 4 multiplication tables (up to and including 10 x ...) • Know doubles up to and including 20; know their related halves	Relate to counting on and repeated addition. Use the language of 'lots of', 'groups of', 'times' and 'multiplied by' Connect the 2 and 4 multiplication tables, and the 5 and 10 multiplications, through doubling. Use a variety of language to describe multiplication and division, for example: 5 times 4 and share 20 equally between 5 4 lots of 3 and divide 12 by 4 6 groups of 3 and how many groups of 3 are there in 18? Use the commutative nature of multiplication, for example: Use 2 x 4 to work out 4 x 2 Use 5 x 3 to work out 3 x 5 Know doubles and halves up to and including 20 by heart.	TB1 p 22, 23, 24, 25	multiply divide groups of share lots of	
7	Multiplication and Division	• Read, write and interpret mathematical statements involving multiplication and division using the multiplication (×), division (÷) and equals (=) signs, for the 3 and 4 multiplication tables • Know how to find remainders	Relate multiplication and division as inverse operations and support with arrays, for example: [IMAGE N3.3D]	TB1 p85, 86 TB1 p87, 88, 89 TB2 p 13	equals	
8	Statistics	• Record data in simple tally charts and tables • Interpret simple tally charts and tables	Collect data using tallies in a pre-prepared table. Give practical experience in tallying, for example: tally the number of boys, girls and adults in a park Practise counting in 5s for interpreting tally charts. Read information from a simple table with 2 or 3 rows or columns.		table tally data	

9	Measures/ Money	• Know how many of a smaller denomination is equivalent to a bigger denominations, and record them separately • Add and subtract amounts of money to give change	Count these denominations and record them separately as mixed units (not decimals). Use the local currency and add and subtract amounts, including mixed units.	TB1 p59, 60, 61	cost change	
10	Shape	• Draw 2-D shapes (not to accurate dimensions) on a cm squared grid and make 3-D solids • Identify horizontal and vertical lines • Recognise symmetry in pictures of shapes and real life objects with a vertical or horizontal line of symmetry; draw the single line of symmetry	Use a ruler or straight edge to draw 2-D shapes, for example: - a square - a rectangle Use modelling materials and cubes to make 3-D solids, for example: - cubes - cylinders cuboids Identify horizontal and vertical lines in shapes, and in everyday objects.	TB1 p64, 65, 66 TB2 p30, 31, 32 TB3 p 64, 65, 66 TB1 p38, 39	side, vertex, angle horizontal, vertical parallel perpendicular symmetry symmetrical edge, face	

Week	Strand	Learning Objectives	Guidance and things to look out for …..	Abacus	Vocabulary
1	Place Value	Compare and order numbers to 1000 and write statements using inequality signs < or > Round three-digit numbers to the nearest 100	Use a number line going up in intervals of 100 Use the language of 'more than' and 'greater than' for > and 'less than' for < *Put numbered items in order.* *Use number stories. For example:* *On a highway, there are 194 cars and there are 126 trucks. Are there more cars or more trucks?* *Use a number line.* *Use the language of 'close', 'near', 'closest' and 'nearest'.*	TB1 p16 TB1 p76, 77, 78 TB2 p4 TB2 p38,39, 40, 41 TB2 p74, 75, 76	interval
2	Number Measure	Count from 0 in multiples of 3, 4, 50 and 100 Measure lengths (mm, cm and m), weights/masses (g and kg), and capacity (ml and l) with standard units	Use a number line to count on in 3s and 4s from zero. Relate counting in 4s to counting in 2s. Use a number line marked in intervals of 10s to count on in 50s. Use number lines marked in 50s and 100s. Look for patterns when counting in 4s, 50s and 100s. Use the language of 'count on'. Understand the need for a standard unit of weight/mass and capacity. Introduce common standard units. For example: - mm using a ruler marked with mm and cm. - weights/masses using balancing scales and 10g, 50g, 100g and 1kg weights. - capacity using jugs with simple scales marked in 50ml or 100ml intervals; litres using litre bottles	TB3 p32	length weight mass capacity

3	Measure	Know that 10 mm is equivalent to 1 cm; 100 cm is equivalent to 1 metre; 1000 g is equivalent to 1 kg and 1000 ml is equivalent to 1 l Compare lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Choose appropriate standard units (mm or cm or m; g or kg; ml or l) to use; compare, order and describe weights/masses and capacities, where measures are in the same units, and record the results using >, < and =	Use practical and measuring equipment to demonstrate equivalence between measures, for example: - measure 1cm on a ruler and then measure again in mm on a ruler - measure a 1m length of string on a metre ruler, and then use a centimetre ruler weigh a 1kg bag of sugar on digital scales in grams and then in kilograms Compare measures up to 1000, starting with measures in the same units, for example: - 230g and 203g - 750 ml and 675 ml Move on to measures in mixed units, for example: 1 m and 20 cm and 75 cm (using knowledge of 1 m is equivalent to 100 cm, but not working out conversions) Choose appropriate units, for example: - mm to measure an ant, or the exact length of a pencil in cm and mm. - g to measure the weight of a coin; kg to measure the weight of a person; - ml to measure water in a glass; l to measure water in a bath. Measure and compare weights/masses and capacities.	TB1 p69, 70, 71 TB1 p72, 73, 74, 75 TB3 p33, 34, 35	compare greater/less than
4	Addition and Subtraction	Mentally subtract numbers: a three-digit number and ones a three-digit number and tens a three-digit number and hundreds	Use Dienes blocks and number lines. For a three-digit number and ones, including bridging multiples of 10. For example: 132 – 8 (bridging 130). Use number facts to solve related subtractions, for example: 9 – 4 to work out 239 – 4 and 54 – 5 to work out 354 – 5 For a three-digit number and tens, count back in 10s, for example: 146 – 10, 457 – 20 For a three-digit number and hundreds, count back in 100s, for example: 372 – 100, 821 – 300 *Use number stories, and pictorial representations. For example:* *There are 280 students in a school. 138 are boys. How many are girls?* *Encourage students to tell their own number stories, using pictures to assist them with language.* Use the language of 'how many?', 'how many more?', 'find the difference', and so on.		

5	Multiplication and Division	Multiply and divide numbers by 10 Multiply numbers by 100 with answers up to and including 1000	Relate to counting from 0 in multiples of 100 and repeated addition to 1000. Relate multiplication and division as inverse operations and support with arrays, for example: [IMAGE N3.3D]	TB2 p9, 10	array
6	Fractions	Recognise, find and name unit fractions of a shape (for fractions with denominators up to and including ten) Recognise that 2 halves make one whole, 3 thirds make one whole, 4 quarters make one whole, 5 fifths make one whole...10 tenths make one whole (for fractions with denominators up to and including ten)	Use pictorial representations of a variety of shapes, cut into thirds, fifths, sixths etc. Introduce the fraction walL. [IMAGE N3.5A] Emphasize the importance of equal parts. Write 1 half, 1 third, 1 quarter, 1 fifth,... 1 tenth as well as 1/2, 1/3, 1/4, 1/5,... 1/10 Always represent fractions with a horizontal line between numerator and denominator. Use pictorial representations of a variety of shapes.	TB1 p54, 55 TB2 p 21	half, halves third quarter three quarters fifth eighth tenth
7	Fractions Measure	Recognise, find and name non-unit fractions of a shape (for fractions with denominators up to and including ten) Compare and order unit fractions, and compare and order fractions with the same denominators (for fractions with	Use pictorial representations of a variety of shapes, cut into thirds, fifths, sixths etc. Use the fraction wall and fraction bars. For example: [INSERT IMAGE N3.5C] Emphasize the importance of equal parts. Start with naming unit fractions: 1/3, 1/5, 1/10 .... before moving on to related non-unit fractions. Write 2 thirds, 3 fifths, 7 tenths..., as well as 2/3, 3/5, 7/10… Use pictorial diagrams, such as fraction walls, concrete objects and bars. For example: [INSERT IMAGE 3.5D] Make quarter and three-quarter turns in both clockwise and anti-clockwise directions.	TB2 p18, 19, 20 TB3 p10, 11, 12 TB3 p79, 80	turn / rotate half, quarter, three quarters, third etc right angle

		denominators up to and including ten) and write statements using inequality signs < or > Understand quarter and three-quarter turn rotations			
8	Place Value Measure	Estimate numbers on a number line Compare, order, describe and record temperature (positive integers of degrees Celsius only)	Estimate a number marked with an arrow on a number line that goes up in intervals of 10 or 100. Find the position of a number on a number line that goes up in intervals of 10 or 100, for example: Use an arrow to mark 29 on this number line [IMAGE N3.2I] Use the language of 'hot', 'warm', 'cold', 'hotter', 'colder', 'how hot?' Introduce the common standard unit of degrees Celsius using a thermometer.	TB2 p4 TB2 p39, 40, 41	degree
9	Addition and Subtraction	Add numbers with two digits, using formal written methods of column addition Add numbers with up to three digits, using formal written methods of column addition	Support with Dienes blocks and place value cards. [IMAGE N3.2E] Start with no re-grouping (carrying) and answers less than 100 [IMAGE N3.2Ei] Move on to answers over 100, for example: [IMAGE N3.2Eii] Introduce re-grouping (carrying), for example: [IMAGE N3.2Eiii] Note: these calculations should be possible mentally too. *Use number stories.* Support with Dienes blocks and place value cards. Include three-digits add two-digits and three-digits add three-digits, all with answers less than 1000, for example: [IMAGE N3.2F] *Use number stories.*	TB3 p39, 40 TB3 p45, 46, 47, 48	

10	Fractions	Recognise and name a third as one of three equal parts on a number line, and recognise that three thirds make one whole; recognise and name other unit fractions as one of equal parts on a number line, and recognise how many of the unit fractions make a whole (for fractions with denominators up to and including ten)	Use a number line. Emphasize the importance of equal parts. Write 1/3, 2/3, 3/3 = 1 whole... Write 1/10, 2/10, 3/10... 10/10 = 1 whole Use pictorial representations of a variety of shapes, with fractions cut in different orientations. Use the fraction wall and fraction bars. For example: [IMAGE N3.5E] Use the language of 'equivalent to'	TB2 p21, 22, 23	equal equivalent

PRIMARY Maths | YEAR 3 – Scheme of Work Term 3

Week	Strand	Learning Objectives	Guidance and things to look out for …..	Abacus	Vocabulary	Assessment Focus
1	Addition and Subtraction	• Subtract numbers with two digits, using formal written methods of column subtraction • Subtract numbers with up to three digits, using formal written methods of column subtraction	Support with Dienes blocks. Start with no re-grouping, for example: [IMAGE N3.2Gi] Introduce re-grouping, for example: [IMAGE N3.2Gii] Use the language of 'exchange one ten for ten ones' or 'exchange one hundred for ten tens' (not 'borrow', because borrowing implies there is something to give back). *Use number stories.* Include three-digits subtract two-digits and three-digits subtract three-digits, for example: [IMAGE N3.2H] *Use number stories.*			TB3 p49, 50 informal methods
2	Addition and Subtraction	• Estimate the answer to a calculation • Understand when to add and when to subtract, and the relationship between addition and subtraction	Use rounding to the nearest 10 or 100 and then mental calculation. Use addition to check subtraction calculations, and vice versa. For example, [IMAGE N3.2K] *Use pictorial representations, for example:* *[IMAGE N3.2L]* *Tell number stories, and encourage students to decide which operation to use.* *Move on to missing number calculations, for example:* *376 = 300 + □ + 6* *□ + 223 = 459* *367 - □ = 250*	TB3 p 58, 59, 60 TB3 p61, 62	Estimate	
3	Measure Shape	• Add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) in the same units • Recognise angles as a description of a turn and identify right angles	Add and subtract measures (up to three digits), for example: 75 cm + 45 cm = 120 cm 125 g + 350 g = 475 g Recognise a right angle is a quarter of a turn, and that two right angles make a half-turn, three make three quarters of a turn and four a complete turn.	TB2 p37	angle turn degree	

4	Fractions	• Count in unit fractions along a number line (for fractions with denominators up to and including 10; count beyond one whole). • Recognise, find and name equivalent fractions (for fractions with denominators up to and including ten), on a number line	Count up in unit fractions on a number line; say aloud '1 third, 2 thirds, 3 thirds, which is equivalent to 1, 1 and 1 third, 1 and 2 thirds...', 1 tenth, 2 tenths, 3 tenths... 10 tenths, which is equivalent to 1; 1 and 1 tenth, 1 and 2 tenths…' For example: [IMAGE N3.5H] Use the language of 'equivalent to'	TB2 p22, 23,	equivalent half, halves third quarter three quarters fifth eighth tenth	
5	Fractions	• Recognise, find and name equivalent fractions (for fractions with denominators up to and including ten), using pictorial representations • Understand whole and fractions of a whole (for fractions with denominators up to and including ten) as mixed numbers	Use pictorial representations of a variety of shapes to understand mixed numbers using wholes and half, wholes and thirds, wholes and quarters, and so on. Write 1 whole and 1 half, 2 wholes and 3 quarters..., as well as 1 1/2, 2 3/4...	TB2 p24		
6	Multiplication and DivisionAll Four Operations	• *Solve one-step problems involving multiplying and dividing by 2, 3, 4, 5 and 10* • *Solve missing number problems for multiplication and division facts for the 2, 3, 4, 5 and 10 multiplication tables* • *Solve simple problems in contexts, deciding which of the four operations to use*	Use concrete objects, pictorial representations and arrays.*Use number stories. For example:There are 4 girls. There are three times as many boys. How many boys are there?For sharing equally:There are 12 pens. They are shared equally between 4 children. How many pens to do they each get?For grouping:There are 20 children in a class. How many groups of 4 children can you make?*For multiplying, use the language of 'lots of', 'groups of', 'times', 'multiplied by'.For dividing, use the language of 'groups of', 'share equally', 'half', remainder and so on.*Use pictorial representations for missing number problems, for example:Write mathematical statements for this array:[IMAGE N3.3F] Move on to missing number calculations, for example:□ ÷ 3 = 6□ x 4 = 28*			

7	Measure	• Estimate length/height, mass/weight, volume/capacity and time to the nearest appropriate unit • *Solve measure problems, involving comparing, rounding and the four operations (integer measures only)*	Compare to known measures, for example: - estimate the height of a door as twice my height estimate the volume of a jug as four cups Use this as an opportunity to reinforce Year 3 Number, for example: - comparing lengths, mass and volume/capacity up to 1000 units add and subtract three digit measures (integers only) round measures to the nearest hundred units	TB3 p32, 33, 34, 35 TB3 p52, 53 TB3 p78		
8	Measure	• Show and write the times: o'clock', half-past, quarter past and quarter to the hour • Know the number of minutes in one hour, and the number of seconds in one minute	Draw the hands on a clock face to show o'clock, half-past, quarter to and quarter past the hour. Write these times using numerals.	TB1 p 34, 35, 36, 37 TB2 p69 TB3 p70, 71, 72, 73, 74		
9	Statistics	• Interpret and construct pictograms (where one picture represents 1, 2, 5 or 10 items) and bar charts (using a scale of 1, 2, 5 or 10) • *Solve problems using data in tables, and presented in scaled bar charts or pictograms, where two categories are compared*	Record, interpret and compare information in a pictogram or a bar chart. Relate working with the key in a pictogram or the scale on a bar chart to counting up, for example in 2s, 5s or 10s. *For example,* *for a bar chart showing people's favourite colours:* *- ask how many fewer people liked blue than red* *- ask how many more people liked red than green* *Use the language of 'how many?', 'how many more?', 'how many fewer', most/least popular*	TB3 p30, 31		
10	Measure Shape	• *Solve problems in a practical context involving money (integer money amounts only)* • Recognise symmetry in pictures of shapes and real life objects with a vertical or horizontal line of symmetry; draw the single line of symmetry	Use this as an opportunity to reinforce Year 3 Number, for example: - comparing amounts up to 1000 units - add and subtract three digit amounts of money (integers only) round amounts of money to the nearest 100 units Create irregular symmetrical shapes by cutting shapes from folded paper and draw the line of symmetry along the fold. Recognise symmetry in pictures of everyday objects and shapes, and draw the line of symmetry, for example: - in flowers - in butterflies - in an isosceles triangle	TB2 p42, 43, 44, 45		