

Year 3		
Autumn 1 Objectives		New vocabulary
Week 1	<p><b>LO: to understand place value and be able to count on and back in 1s, 10s and 100s</b></p> <p><b>3LS1-Place value and regrouping</b>  <i>National curriculum statement: Recognise the place value of each digit in a three-digit number (hundreds, tens and ones)</i></p> <p><b>3LS2-Counting on and back on 1s, 10s and 100s</b>  <i>National curriculum statement: Find 10 or 100 more or less than a given number</i></p>	Ones, tens, hundreds, thousands, estimate, compare, regroup, sum of, equal, equal to, more, less
Week 2	<p><b>LO: To estimate, order and round numbers including measures</b></p> <p><b>3LS3-Estimation, magnitude and rounding</b>  <i>National curriculum statement: Compare and order numbers up to 1000</i></p> <p><b>3LS4-Measures – comparison, estimation and magnitude</b>  <i>National curriculum statement: Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</i></p>	Compare, order, estimate, round, nearest ten/hundred, digit, most significant, magnitude, equal, equivalence, approximate
Week 3	<p><b>LO: To use mental strategies for addition</b></p> <p><b>3LS5- Mental fluency – addition</b>  <i>National curriculum statement: Add and subtract numbers mentally, including:</i></p> <ul style="list-style-type: none"> <li>- a three-digit number and ones</li> <li>- a three-digit number and tens</li> <li>- a three-digit number and hundreds</li> </ul>	Addition, subtraction, inverse, calculation, explain, reason, sum of, calculation, solve, regroup
Week 4	<p><b>LO: To use mental strategies for subtraction</b></p> <p><b>3LS6-Mental fluency – subtraction</b>  <i>National curriculum statement: Add and subtract numbers mentally, including:</i></p> <ul style="list-style-type: none"> <li>- a three-digit number and ones</li> <li>- a three-digit number and tens</li> </ul>	Addition, subtraction, inverse, calculation, explain, reason, sum of, calculation, solve, regroup, range, demonstrate

	- a three-digit number and hundreds	
Week 5	<p><b>LO: To use fact families and inverse operation to solve problems</b>  <b>3LS7-Fact families and applying the inverse</b>  <i>National curriculum statement: Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</i></p>	Inverse, commutative, equal, difference between, sum, total, more, less, addition, subtraction
Week 6	<p><b>LO: To use formal written method for addition</b>  <b>3LS8- Written addition</b>  <i>National curriculum statement: Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</i></p>	More, less, identify, represent, hundreds, tens, ones, value, regroup, exchange, altogether, estimate, reasonable.
Week 7	<b>Review and close the gap</b>	

Autumn 2 Objectives		New vocabulary
Week 1	<p><b>LO: To use formal written method for subtraction</b>  <b>3LS9-Written subtraction</b>  <i>National curriculum statement: Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</i></p>	More, less, identify, represent, hundreds, tens, ones, value, regroup, exchange, altogether, estimate, reasonable, inverse, difference
Week 2	<p><b>LO: To solve multistep worded problems</b>  <b>3LS10- Problem Solving - worded problems</b>  <i>National curriculum statement: Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</i></p>	Array, repeated addition, multiplication, division, equal, compare, value, balance, same, part, whole.
Week 3	<p><b>LO: To interpret bar charts and tables</b>  <b>3LS11-Statistics – interpreting bar charts and tables</b>  <i>National curriculum statement: Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables</i></p>	Graph, scale, bar chart, data, difference, more, fewer, altogether
Week 4	<p><b>LO: To compare, order and classify shapes according to their angles</b>  <b>3LS12- Angles, right angles and estimation</b>  <i>National curriculum statement: Recognise that angles are a property of shape or a description of a turn 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</i></p>	Rotation, clockwise, anti clockwise, turn, direction, angle, right angle, quarter, greater/less than, vertex, vertices, perpendicular, parallel, vertical, horizontal, straight, lines, diagonal
Week 5	<p><b>LO: To identify perpendicular, parallel, vertical and horizontal lines and use these to classify and draw 2D shapes</b></p>	2d, 3d shape names, sides, vertices, edges, surface, face,

	<p><b>3LS13- Perpendicular and Parallel Lines, Vertical and Horizontal Lines</b>  <i>National curriculum statement: Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</i></p> <p><b>3LS14-2 D shape – properties and drawing</b>  <i>National curriculum statement: Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</i></p>	<p>regular, irregular, symmetry, line of symmetry, symmetrical, identical, reflection, mirror line, angle, internal angle, congruent</p>
Week 6	<p><b>LO: To calculate perimeter and solve problems</b>  <b>3LS15-Perimeter including problem solving using written and mental methods</b>  <i>National curriculum statement: Measure the perimeter of simple 2-D shapes</i></p>	<p>Perimeter,measure, distance, boundary, length, width, shorter, longer, equal</p>
Week 7	<p><b>Review and close the gap</b></p>	

	Spring 1	New vocabulary
Week 1	<p><b>LO: To use and recall the 3, 4 and 8 times tables</b>  <b>3LS16 Multiplication – 3,4,8 times tables including counting</b>  <i>National curriculum statement: Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</i></p>	Multiplication, times, groups/lots of, arrays, repeated addition, sequence, multiples
Week 2	<p><b>LO: To divide using the 1, 2, 3, 4, 5 and 8 times tables and to begin using the associative and distributive law for multiplying</b>  <b>3LS17 Division – 1,2,3,5,4,8 times tables</b>  <i>National curriculum statement: Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</i>  <b>3LS18 Multiplication – strategy, associative and distributive laws</b>  <i>National curriculum statement: 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</i></p>	Multiplication, times, groups/lots of, arrays, repeated addition, sequence, multiples, divide, share, group, division, halve, double, product, strategy.
Week 3	<p><b>LO: To use pictograms and scaled bar charts</b>  <b>3LS19 Statistics, Pictograms and scaled bar charts</b>  <i>National curriculum statement: Interpret and present data using bar charts, pictograms and tables</i></p>	Interpret, data, bar chart, pictogram, table, similarity, difference, scale, total, value
Week 4	<p><b>LO: To solve multiplication and division word problems</b>  <b>3LS20 Multiplication and division worded problems</b>  <i>National curriculum statement: 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</i></p>	Multiply, multiplication, divide, division, array, share, group, groups of, information, unknown, product, combination.
Week 5 Week 6	<p><b>LO: To find unit and non-unit fractions of quantities</b>  <b>3LS21 Fractions – finding fractions of discrete and continuous quantities</b>  <i>National curriculum statement: Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit</i></p>	Fraction, part, whole, half, quarter, third, three quarters, halving, share, groups, equal, identical, numerator,

# Year 3 Coverage Map

	<i>fractions with small denominators. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</i>	denominator, unit/ non unit fraction, fifth, tenth
--	---	--

	Spring 2	New vocabulary
Week 1	<p><b>LO: To order and compare fractions</b>  <b>3LS22 Ordering and comparing fractions</b>  <i>National curriculum statement: Recognise and show, using diagrams, equivalent fractions with small denominators. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</i></p>	<p>Fraction, part, whole, half, quarter, third, three quarters, halving, share, groups, equal, identical, numerator, denominator, unit/ non unit fraction, fifth, tenth, order, compare, equivalent, equivalence, same, part of</p>
Week 2	<p><b>LO: To add and subtract fractions with the same denominator</b>  <b>3LS23 Adding and subtracting fractions with the same denominators</b>  <i>National curriculum statement: Add and subtract fractions with the same denominator within one whole (for example, <math>5/7 + 1/7 = 6/7</math>)</i></p>	<p>Denominator, numerator, whole, fraction, complements, add, subtract, solve</p>
Week 3	<p><b>LO: To solve problems involving fractions</b>  <b>3LS24 Fractions – problem solving with unit and non-unit fractions</b>  <i>National curriculum statement: Solve problems that involve all of the above [fraction objectives from Year 3]</i></p>	<p>As before                      Largest, smallest, order</p>
Week 4	<p><b>LO: To understand the effect of multiplying by 10</b>  <b>3LS25 Multiplication – Multiplying multiples of ten</b>  <i>National curriculum statement: 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</i></p>	<p>Multiply, multiples, multiple of, scaling, greater, place value, product, compare</p>
Week 5	<p><b>LO: To begin to use formal written methods for multiplication</b>  <b>3LS26 Multiplication – formal written multiplication</b>  <i>National curriculum statement: 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</i></p>	<p>Multiply, regroup, regrouping, double, product, tens, ones, hundreds, calculate</p>
Week 6	Review and fill the gap	

	Summer 1	New vocabulary
Week 1	<p><b>LO: To divide by sharing and grouping</b>  <b>3LS27 Division problem solving – sharing and grouping</b>  <i>National curriculum statement: 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</i></p>	Divide, share, group, solve, equal, multiplication, calculation, part, whole, array
Week 2	<p><b>LO: To divide 2 and 3 digit numbers by 1 digit including halving</b>  <b>3LS28-Division – Two and three digit numbers by one digit</b>                      numbers including halving  <i>National curriculum statement: 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</i></p>	Divide, share, group, solve, equal, multiplication, calculation, part, whole, array, halve, hundreds, tens, ones, regroup, remainder, multiple, quotient
Week 3	<p><b>LO: 3LS29- Multiplication, division and fractions – scaling and correspondence problems</b>  <i>National curriculum statement: 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</i></p>	Multiplication, division, fractions, compare, bar model, quotient, remainder, share, regrouping
Week 4	<p><b>LO: To begin to use formal written method for long division</b>  <b>3LS30- Long division</b>  <i>National curriculum statement: 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</i></p>	
Week 5	<p><b>LO: To understand how time is measured and how to tell the time</b>  <b>3LS31- Time – hrs, mins, secs, days, weeks, months, years</b>  <i>National curriculum statement: Know the number of seconds in a minute and the number of days in each month, year and leap year</i></p>	Time, days, weeks, months, hours, minutes, consecutive, complements, intervals, equal to, digital, analogue, a.m, p.m, Roman numeral, estimate



	<p><b>3LS32-Time – telling the time (analogue and digital) and estimation</b>  <i>National curriculum statement:</i> 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</p>	
<p>Week 6</p>	<p><b>LO: To tell the time with increasing accuracy using digital and analogue clocks and to calculate time durations</b>  <b>3LS32- Time – telling the time (analogue and digital) and estimation</b>  <i>National curriculum statement:</i> 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  <b>3LS33- Time – duration</b>  <i>National curriculum statement:</i> Compare durations of events [for example, to calculate the time taken by particular events or tasks]</p>	<p>Time, days, weeks, months, hours, minutes, consecutive, complements, intervals, equal to, digital, analogue, a.m, p.m, Roman numeral, estimate</p>

	Summer 2	New vocabulary
Week 1	<p><b>LO: To solve problems using the 4 operations</b>  <b>3LS34-Securing the 4 operations with whole number including problem solving</b>  <i>National curriculum statement:</i> Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction 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 Add and subtract amounts of money to give change, using both £ and p in practical contexts</p>	Place value, addition, subtraction, multiplication, division, column, regroup, share, complements, strategy
Week 2	<p><b>LO: To identify numbers which are 10x greater or smaller including decimals</b>  <b>3LS35-Place value and decimals – 10x greater and smaller</b>  <i>National curriculum statement:</i> 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</p>	Tenths, divide, equal, unit/non unit fraction, denominator, compare, place value, whole, smaller, decimal
Week 3	<p><b>LO: To understand how to regroup decimal numbers</b>  <b>3LS36-Place value and decimals – regrouping</b>  <i>National curriculum statement:</i> Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p>	Tenths, divide, equal, unit/non unit fraction, denominator, compare, place value, whole, smaller, decimal
Week 4	<p><b>LO: To order, compare and round decimal numbers</b>  <b>3LS37-Place value and decimals – estimation, comparing, and rounding</b>  <i>National curriculum statement:</i> Count up and down in tenths. Compare and order numbers up to 1000</p>	Tenths, divide, equal, unit/non unit fraction, denominator, compare, place value, whole, smaller, decimal, hundreds, tens, ones, estimate, round, compare, whole number
Week 5	<p><b>LO: To identify and compare different measures</b>  <b>3LS38- Measures – measuring and problem solving</b></p>	Length, mass, volume, capacity, measure, compare, metre, centimetre, millimetre, litre, millilitre, kilogram, gram

## Year 3 Coverage Map

	<i>National curriculum statement:</i> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	
Week 6	<p><b>LO: To identify, build and describe 3D shapes</b></p> <p><b>3LS39-3D shape – building and identifying properties</b></p> <p><i>National curriculum statement:</i> Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p>	Angle, edge, vertices, vertex, face, surface, pyramid, prism, cone, regular, irregular, right angles, parallel, perpendicular
Week 7	<b>Review and close the gap</b>	