

Year 3 'Curriculum for Depth' Programme of Study - 'Term per page overview'

Half term	National Curriculum requirements	
Autumn 1	Reasoning within 100 (2 weeks)	<ul style="list-style-type: none"> • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction • recognise the place value of each digit (tens, ones), compare and order numbers up to 100 • find 10 more or less than a given number • read and write numbers up to 100 in numerals and in words • add and subtract two-digit numbers mentally • estimate the answer to a calculation and use inverse operations to check answers • solve number problems and practical problems involving these ideas • identify, represent and estimate numbers using different representations, including the number line • add and subtract amounts of money to give change, using both £ and p in practical contexts
	Multiplication and division word problems (2 weeks)	<ul style="list-style-type: none"> • recall and use multiplication and division facts for the 3 and 4 multiplication tables • 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
	Time: analogue, digital and finding how long (1 week)	<ul style="list-style-type: none"> • 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 • know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events [for example to calculate the time taken by particular events or tasks]
Autumn 2	3 digit number (1 week)	<ul style="list-style-type: none"> • identify, represent and estimate numbers using different representations • find 10 or 100 more or less than a given number; recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000 • read and write numbers up to 1000 in numerals and in words • solve number problems and practical problems involving these ideas • count from 0 in multiples of 50 and 100
	4 digit number (Y4 NC) (2 weeks)	<ul style="list-style-type: none"> • identify, represent and estimate numbers using different representations • find 1000 more or less than a given number; recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • order and compare numbers beyond 1000 • round any number to the nearest 10, 100 or 1000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers
	Word problems – addition and subtraction with up to 4 digits (2 weeks)	<ul style="list-style-type: none"> • add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction • estimate the answer to a calculation and use inverse operations to check answers • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Spring 1	Using 10s, 100s and 1000s to multiply and divide large numbers (3 weeks)	<ul style="list-style-type: none"> recall and use multiplication and division facts for the 3 and 4 multiplication tables 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 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
	Graphs (2 weeks)	<ul style="list-style-type: none"> 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
Spring 2	Fractions (3 weeks)	<ul style="list-style-type: none"> recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators 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 recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above
	Length and perimeter (2 weeks)	<ul style="list-style-type: none"> measure, compare, add and subtract: lengths (m/cm/mm) solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction measure the perimeter of simple 2-D shapes continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed ... and simple equivalents of mixed units (for example, 5m = 500cm)

Summer 1	6 & 8 times tables (Y4 NC) (1 week)	<ul style="list-style-type: none"> 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
	(Length), weight & volume (3 weeks)	<ul style="list-style-type: none"> measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1 kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm)
	7 & 9 times tables (Y4 NC) (1 week)	<ul style="list-style-type: none"> 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
Summer 2	Exploring calculation strategies (2 weeks)	<ul style="list-style-type: none"> consolidation and application opportunities
	Angles and shape (3 weeks)	<ul style="list-style-type: none"> recognise angles as 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 identify horizontal and vertical lines and pairs of perpendicular and parallel lines draw 2-D shapes and make 3-D shapes using modelling materials recognise 3-D shapes in different orientations and describe them measure the perimeter of simple 2-D shapes