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| **YEAR 3 OVERVIEW** | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1**  | **SPRING 2** | **SUMMER 1**  | **SUMMER 2** |
| **Number & Place Value** | * count from 0 in multiples of 4, 8, 50 and 100; 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
 | * identify, represent and estimate numbers using different representations
* 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 4, 8, 50 and 100; find 10 or 100 more or less than a given number
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| **Number -Addition and subtraction** | * add and subtract numbers mentally, including:
* a three-digit number and ones
* a three-digit number and tens
* a three-digit number and hundreds
* 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. | * add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
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| **Number – multiplication and division** | * recall and use multiplication and division facts for the 3, 4 and 8 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. | * recall and use multiplication and division facts for the 3, 4 and 8 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. |
| **Fractions** | * recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators

solve problems that involve all of the above. | * 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 use fractions as numbers: unit fractions and non-unit fractions with small denominators
 | * recognise and show, using diagrams, equivalent fractions with small denominators
* add and subtract fractions with the same denominator within one whole [for example,  +  = ]
 | * compare and order unit fractions, and fractions with the same denominators

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* add and subtract fractions with the same denominator within one whole [for example,  +  = ]

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| **Measurement** | * measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
* 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
 | * measure the perimeter of simple 2-D shapes
* add and subtract amounts of money to give change, using both £ and p in practical contexts

compare durations of events [for example to calculate the time taken by particular events or tasks]. | * know the number of seconds in a minute and the number of days in each month, year and leap year
* tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
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| **Geometry – properties of shape** | * draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

\*identify horizontal and vertical lines and pairs of perpendicular and parallel lines. | * 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
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| **Statistics** | * 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. | * interpret and present data using bar charts, pictograms and tables
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| **Using & Applying** | Solve problems involving +/-/x/÷ in different contexts. | Solve problems involving +/-/x/÷ in different contexts. | Solve problems involving +/-/x/÷ in different contexts. | Solve problems involving +/-/x/÷ in different contexts. | Solve problems involving +/-/x/÷ in different contexts. | Solve problems involving +/-/x/÷ in different contexts. |