



Y3

Planning overview

Statutory Requirement	Aut	Spr	Sum
Number : number and 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.	✓	✓	✓
Number : addition & 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	✓	✓	✓
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.	✓	✓	✓
Number : multiplication & 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.		✓	✓



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Number : fractions			
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, find and write fractions of a discrete set of objects: unit fractions with small denominators	✓	✓	✓
recognise, find and write fractions of a discrete set of objects: non-unit fractions with small denominators		✓	✓
recognise and use fractions as numbers: unit fractions with small denominators	✓	✓	✓
recognise and use fractions as numbers: 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, $75 + 71 = 76$]			✓
compare and order unit fractions, and fractions with the same denominators			✓
solve problems that involve all of the above.	✓		✓
Geometry : properties of shape			
draw 2-D shapes	✓	✓	✓
make 3-D shapes using modelling materials;		✓	✓
recognise 3-D shapes in different orientations and describe them		✓	✓
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.	✓	✓	✓



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Measurement			
measure, compare, add and subtract: lengths (m/cm/mm);		✓	✓
measure, compare, add and subtract: mass (kg/g)		✓	
measure, compare, add and subtract: volume/capacity (l/ml)	✓	✓	
measure the perimeter of simple 2-D shapes	✓		✓
add and subtract amounts of money to give change, using both £ and p in practical contexts	✓		✓
tell and write the time from an analogue clock	✓	✓	✓
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].	✓	✓	✓
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.	✓	✓	✓