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| **Benthal Year 3 Yearly Overview**  |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Wk 1**Place value – read and write ( TS1) | * Read and write numbers up to 1000 in figures and words
* Partition 3-digit numbers into H, T and U;
* Know what each digit in a 3-digit number represents, including 0 as place holder
 | **Wk 1 -**Mental Calculation ( TS7)  | * Add a 1-digit number to a 2-digit number, bridging a multiple of 10
* Add a 1-digit number to a 3-digit number, bridging a multiple of 10
* Subtract a 1-digit number from a 2-digit number, crossing a multiple of 10
* Subtract a 1-digit number from a 3-digit number, not crossing a multiple of 10
 | **Wk 1**Place value – rounding ( TS11) | * Round numbers less than 100 to the nearest 10
* Say a number lying between two 3-digit numbers;
* Say the number that is 1, 10 or 100 more or less than any 2- or 3-digit number
* Order numbers up to at least 1000;
 | **Wk 1**Data / bar charts (TS16) | * Organise and interpret numerical data in frequency tables
* Organise and interpret numerical data in bar charts
 | **Wk 1**Place value – rounding money ( TS21) | * Begin to round 3-digit numbers to the nearest 100 and 10
* Understand and use £.p notation – identify how many more to next £
* Solve ‘real-life’ problems involving money (comparing amounts)
 | **Wk 1**Data/ Time ( TS26) | * Use units of time and know the relationship between them: years,
* months, weeks, days, hours; Begin to use a calendar
* Classify and sort data according to one or two criteria in Venn and
* Carroll diagrams
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| **Wk 2**Grouping/ mental add ( TS2) | * Count up to 100 objects by grouping in 5s or 10s
* Estimate a number of objects up to 100
* Say the number that is 1, 10 or 100 more or less than a given number
 | **Wk 2** Time – (TS8) | * Read the time to 5 minutes on analogue clocks
* Read the time to 5 minutes on analogue and 12-hour digital clocks;
* Solve problems involving time: say the number of minutes earlier or later than a given 5-minute time
 | **Wk 2**( TS12) | * Recognise multiples of 10, 100 and 50
* Recognise odd and even numbers up to at least 50
 | **Wk 2**Addition ( TS17/18) | * Add and subtract a multiple of 10 to and from a 2-digit number, crossing100 when adding
* Add and subtract a multiple of 10 to and from a 3-digit number,
* beginning to cross 100
* Add and subtract two 2-digit numbers, beginning to cross a multiple of 10
* Add and subtract a 2-digit number to and from a 3-digit number
* Add and subtract 9,1 and 11 to and from a 2- or 3-digit number
* Add and subtract 19 and 29 to and from a 2- or 3-digit number;
 | **Wk 2**Addition ( TS22 and TS27 ) | * Begin to use column addition to add 2- and 3-digit numbers
* Add near doubles mentally
 | **Wk 2**Subtraction inc find difference by counting on | * Find a difference between two 2- or 3-digit numbers by counting on
* Use column method to record subtractions for 2- and 3-digit numbers
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| **Wk 3**Mental Addition ( TS3) | * Know by heart addition and subtraction facts for pairs of numbers that total up to 20;
* Identify how many more to next 10
* pairs of multiples of 10 that total 100
* Add several numbers by finding pairs that total 10
* Recognise addition can be done in any order;
 | **Wk 3**Multiplication and division ( TS9) | * Understand multiplication/division as repeated addition/subtraction
* Understand division as the inverse of multiplication
* Derive division facts corresponding to the 2 times table;
* Know by heart the multiplication facts for the 2 times table
* Solve missing number problems
 | **Wk 3**Mental Addition ( TS13) | * Know by heart pairs of multiples of 100 that total 1000;
* Derive all pairs of multiples of 5 that total 100
* Derive all number pairs that total 100;
* Use pairs that total 100 to make the next multiple of 100
 | **Wk 3**Mental Subtraction ( TS17/18) | * subtract a multiple of 10 to and from a 2-digit number, crossing100 when adding
* subtract a multiple of 10 to and from a 3-digit number beginning to cross 100
* subtract two 2-digit numbers, beginning to cross a multiple of 10
* subtract a 2-digit number to and from a 3-digit number
 | **Wk 3** Odd and even ( TS23) | * Recognise odd and even numbers up to at least 100
* Know by heart the multiplication facts for the 4 times table;
* Derive division facts corresponding to the 4 times table;
 | **Wk 3**Division and multiplication | * Understand division as grouping;
* Find remainders after simple division
* Round up or down after division, depending on the context
* Multiply by 10 and 100, shifting the digits 1 or 2 places to the left;
* Use known facts to multiply a multiple of 10 by a 1-digit number
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| **Wk 4** 2d Shapes ( TS4) | * Classify and describe 2D shapes, including quadrilaterals
* Sketch the reflection of a simple shape in a mirror line along one edge;
* Identify and sketch lines of symmetry in simple shapes;
* Recognise shapes with no lines of symmetry
 | **Wk 4**Multiplication and division ( TS10) | * Recognise unit fractions
* Find unit fractions of numbers;
* Know by heart doubles of numbers up to 20 and the corresponding halves
* recognise halving as the inverse of doubling;
* Derive doubles of multiples of 5 up to 100 and the corresponding halves;
* Derive doubles of multiples of 50 up to 500 and the corresponding halves
 | **Wk 4** 3D shapes ( TS14) | * Introduce, classify and describe prisms;
* Relate prisms to pictures of them
* Classify and describe common 3D shapes by properties: number of faces, edges, vertices; types of face
 | **Wk 4**Multiplication – TS19 | * Know by heart the multiplication facts for the 5 and 10 times tables;
* Derive division facts corresponding to the 5 and 10 times tables
* Rehearse division as the inverse of multiplication;
* Understand multiplication as describing an array
* Solve empty box questions
 | **Wk 4**Angles / compass directions ( TS24) | * Compare angles with a right angle;
* Identify right angles in 2D shapes and the environment;
* Recognise that a straight line is equivalent to two
* right angles;
* Make and describe right-angled turns
* Recognise and use the four compass directions N, S, E, W;
* Describe a route using distance and direction;
* Make and describe right-angled turns between the four compass points
 | **Wk 4** | * Begin to recognise simple equivalent fractions;
* Compare familiar fractions
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| **Wk 5**Length ( TS5) | * Use a ruler to draw and measure lines to the nearest half centimetre;
* Know the relationship between kilometres and metres, metres and Centimetres
* Measure and compare lengths using standard units: metres, centimetres
* Use decimal notation for metres and centimetres
 | Wk 5 |  | **Wk 5**Measures - capacity ( TS15) | * Read a capacity scale to the nearest labelled and unlabelled division;
* Measure and compare capacities using standard units: litres, millilitres;
* Know the relationship between litres and millilitres
 | **Wk 5**Fractions - (TS20) | * Know by heart the multiplication facts for the 3 times table;
* Begin to know multiplication facts for the 6 times table and
* corresponding division facts
* Find non-unit fractions of shapes and numbers;
* Recognise non-unit fractions
 | **Wk 5** (Measures - massTS25) | * Locate position on a grid with the rows and columns labelled
* Know the relationship between kilograms and grams
* Measure and compare weights using standard units: kilograms, grams;
* Read weighing scales to the nearest labelled and unlabelled division
 | **Wk 5** | * Rehearse £.p notation;
* Find totals, give change and work out which coins to pay
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| **Wk 6**Data – tally/pictog( TS6) | solve a given problem by organising and interpreting numerical data in simple lists, tally charts and frequency tablesSolve a given problem by organising and interpreting data in pictogram (symbol representing two units) | **Wk 6** |  | **Wk 6** |  | **Wk 6** |  | **Wk 6** |  | **Wk 6** |  |