


ALDER COPPICE PRIMARY SCHOOL YEAR 3 LONG TERM OVERVIEW

Wk	AUTUMN	Unit Specific Vocabulary	
1-4	<p>Place Value to 1000</p> <p>National Curriculum Objectives</p> <ul style="list-style-type: none"> count from 0 in multiples of 4, 8, 50 and 100 and 25 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 identify, represent and estimate numbers using different representations, including the number line find 10 or 100 more or less than a given number solve number problems and practical problems involving these ideas. compare and order: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) and record the results using >, < and = 	<p>place value</p> <p>represent</p> <p>digit</p> <p>tens</p> <p>ones</p> <p>hundreds</p> <p>compare</p> <p>order</p> <p>greatest</p> <p>smallest</p> <p>equal to =</p> <p>more than ></p> <p>less than <</p>	<p>more</p> <p>less</p> <p>fewer</p> <p>most</p> <p>least</p> <p>multiple</p> <p>numerals and words</p> <p>number pattern</p> <p>odd</p> <p>even</p> <p>amount</p> <p>multiple</p> <p>partition</p>
5-6	<p>Recap 0x,1x,10x, 2x, 5x, Times Tables</p> <p>National Curriculum Objectives</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 2,5,and 10 multiplication tables use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1 dividing by 1 	<p>repeated addition</p> <p>equal groups</p> <p>times tables</p> <p>multiply</p> <p>multiple</p> <p>commutative</p> <p>times</p> <p>factor</p> <p>product</p>	
7-10	<p>Addition and Subtraction to 1000</p> <p>National Curriculum Objectives</p> <ul style="list-style-type: none"> add and subtract numbers mentally, including: <ul style="list-style-type: none"> 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 (FIRST TIME CHN WILL HAVE ENCOUNTERED FORMAL COLUMN METHOD) estimate the answer to a calculation and use inverse operations to check answers 	<p>plus</p> <p>add</p> <p>addend</p> <p>sum</p> <p>more than</p> <p>total</p> <p>altogether</p> <p>minus</p> <p>subtract</p> <p>minuend (first</p>	<p>equation</p> <p>inverse</p> <p>partition</p> <p>number bonds</p> <p>part-part-whole</p> <p>equal</p> <p>systematic</p> <p>represent</p> <p>double</p> <p>half</p>

	<ul style="list-style-type: none"> • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. • add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • add and subtract amounts of money to give change, using both £ and p in practical contexts (£ and pence separately NOT decimals) <p>USE ESTIMATION TO CHECK ANSWERS TO EQUATIONS AND DETERMINE, IN THE CONTEXT OF A PROBLEM, AN APPROPRIATE DEGREE OF ACCURACY </p> <p>Include teaching of balance equations such as: $13 + 12 = ? + 19$</p>	time introduced) subtrahend (first time introduced) difference take away less than	make 10 strategy
11-12	4x, 8x, Times Tables <p style="text-align: center;">National Curriculum Objectives</p> <ul style="list-style-type: none"> • recall and use multiplication and division facts for the 4,8, multiplication tables <p style="text-align: center;"><i>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know,</i></p>	repeated addition equal groups times tables multiply multiple commutative times factor product	
1 day each week	Statistics - Bar Graphs, Venn and Carroll diagrams <p style="text-align: center;">National Curriculum Objectives</p> <ul style="list-style-type: none"> • <i>interpret and construct simple bar charts showing discrete and continuous data, and Venn diagrams and Carroll diagrams</i> <ul style="list-style-type: none"> ❖ ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ❖ ask and answer questions about totalling and comparing categorical data • solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and tables. • solve comparison, sum and difference problems using information presented in above. 	data table symbol tally tally chart bar chart Venn diagram Carroll diagram interpret	compare more than less than most least horizontal bar chart vertical bar chart scale axes
	Weekly Units are subject to change based on Teacher assessment.		