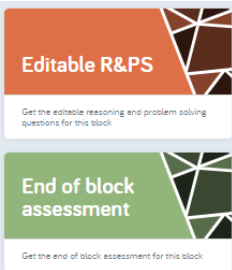
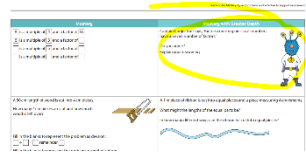


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Essentials Planning		DfE core guidance	NCETM PD spine materials	Challenge
			Adding and subtracting across 10 https://www.ncetm.org.uk/classroom-resources/cp-year-3-unit-1-adding-and-subtracting-across-10/	Option 1: Click on relevant White Rose link in previous column e.g. https://resources.whiterosemaths.com/resources/year-3/autumn-block-1-place-value/ and click on editable reasoning and problem solving:
3LS1 3LS2	Place Value and Regrouping Counting On and Back in Ones, Tens and Hundreds	3NPV-1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10.	1.17 Composition and calculation: 100 and bridging 100 https://www.ncetm.org.uk/classroom-resources/primm-1-17-composition-and-calculation-100-and-bridging-100/	 <p>Option 2: Recommended Books</p> <ul style="list-style-type: none"> - Maths No Problem Textbook 3A and 3B - CGP KS2 Maths- Year 3 10- Minute weekly workouts - CGP KS2 Maths Year 3 Targeted question book <p>Option 3: NCETM primary assessment materials for Year 3 which have a master with greater depth column</p>
		3NPV-2 Recognise the place value of each digit in <i>three</i> -digit numbers, and compose and decompose <i>three</i> -digit numbers using standard and non-standard partitioning.	1.18 Composition and calculation: three-digit numbers https://www.ncetm.org.uk/classroom-resources/primm-1-18-composition-and-calculation-three-digit-numbers/	
3LS3 3LS4	Estimation, Magnitude and Rounding Measures – Comparison, Estimation and Magnitude	3NPV-3 Reason about the location of any <i>three</i> -digit number in the linear number	1.18 Composition and calculation: three-digit numbers https://www.ncetm.org.uk/classroom-resources/primm-1-18-	

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		<p>system, including identifying the previous and next multiple of 100 and 10.</p>	<p>https://www.ncetm.org.uk/media/oaqfcvjq/mastery_assessment_y3.p</p>	 <p>df</p> <p>Option 4: NRICH– use the National Curriculum tracking document to locate relevant material https://docs.google.com/spreadsheets/d/1i6RPbZA1i0tdJDZtwBjiNtwjOE-1NcmtHYgOIdJrvDM/edit#gid=694489868</p>
		<p><u>3NPV–4</u> Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.</p>	<p>1.17 Composition and calculation: 100 and bridging 100 https://www.ncetm.org.uk/classroom-resources/primm-1-17-composition-and-calculation-100-and-bridging-100/</p>	
<p>3LS5 3LS6 3LS7</p>	<p>Mental Fluency – Addition ensure that they understand rebalancing for equal sum from 2LS9 Step 3 (and see if they can apply it to larger numbers – up to 3 digits) Mental Fluency – Subtraction The strategies in steps 1-3 are useful but steps 4-7 –the children find these strategies hard to understand, hard to compute and therefore rarely use them mentally! Instead of steps 4-7 ensure that they understand Rebalancing to find the equal difference from 2LS9 Step 6 (and see if they can apply it to larger numbers up to 3 digits)</p>	<p><u>3NF–1</u> Secure fluency in addition and subtraction facts that bridge 10, through continued practice.</p>	<p>1.11 Addition and subtraction: bridging 10 https://www.ncetm.org.uk/classroom-resources/primm-1-11-addition-and-subtraction-bridging-10/</p>	
		<p><u>3NF–3</u> Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10), for example: $80 + 60 = 140$ $140 - 60 = 80$ $30 \times 4 = 120$</p>	<p>1.17 Composition and calculation: 100 and bridging 100 https://www.ncetm.org.uk/classroom-resources/primm-1-17-composition-and-calculation-100-and-bridging-100/</p>	

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	Fact Families and Applying the Inverse	$120 \div 4 = 30$	
		<p><u>3AS-1</u> Calculate complements to 100, for example: $46 + ? = 100$</p>	<p>1.17 Composition and calculation: 100 and bridging 100 https://www.ncetm.org.uk/classroom-resources/primm-1-17-composition-and-calculation-100-and-bridging-100/</p>
		<p><u>3AS-3</u> Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part-part-whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.</p>	
3LS8	Written Addition	<p><u>3AS-2</u> Add and subtract up to three-digit numbers using columnar methods.</p>	<p>1.20 Algorithms: column addition https://www.ncetm.org.uk/classroom-resources/primm-1-20-algorithms-column-addition/</p>
3LS9	Written Subtraction		

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			1.21 Algorithms: column subtraction https://dev-ncetm.s1.umbraco.io/classroom-resources/primm-1-21-algorithms-column-subtraction/	
3LS10	Problem Solving – Worded Problems build into other addition and subtraction units			
3LS11	Statistics – Interpreting Bar Charts and Tables			
3LS12 3LS13	Angles, Right Angles and Estimation Perpendicular and Parallel Lines, Vertical and Horizontal Lines	3G-1 Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different		
3LS14	2-D Shape – Properties and Drawing Do before LS39 in summer term	3G-2 Draw polygons by joining marked points, and identify parallel and perpendicular sides.		
3LS15	Perimeter Including Problem Solving Using Written and Mental Methods			
3LS16 3LS17 3LS18	Multiplication – 10 5, 2, 3-4 and 8 Times Tables including Counting Drip feed daily through maths meetings during Autumn term and beyond	3NF-2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise	2.4 Times tables: groups of 10 and of 5, and factors of 0 and 1 https://www.ncetm.org.uk/classroom-resources/primm-2-04-times-tables-groups-of-10-and-of-5-and-factors-of-0-and-1/	

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	<p>Division – 1, 2, 3, 5, 4 and 8 Times Tables Multiplication – Strategy, Associative and Distributive Laws</p>	<p>products in these multiplication tables as multiples of the corresponding number.</p>	<p>2.7 Times tables: 2, 4 and 8, and the relationship between them https://www.ncetm.org.uk/classroom-resources/primm-2-07-times-tables-2-4-and-8-and-the-relationship-between-them/</p>	
		<p><u>3MD–1</u> Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.</p>	<p>2.5 Commutativity (part 2), doubling and halving https://www.ncetm.org.uk/classroom-resources/primm-2-05-commutativity-part-2-doubling-and-halving/</p> <p>2.6 Structures: quotitive and partitive division https://www.ncetm.org.uk/classroom-resources/primm-2-06-structures-quotitive-and-partitive-division/</p>	
3LS19	<p>Statistics – Pictograms and Scaled Bar Charts consider how to cover in science if short for time</p>			
3LS20	<p>Multiplication and Division Worded Problems Drip feed as part of times table practise</p>			
3LS21	<p>Fractions – Finding Fractions of Discrete and Continuous Quantities</p>	<p><u>3F–1</u> Interpret and write proper fractions to represent 1 or several parts of a whole that is</p>	<p>3.1 Preparing for fractions: the part-whole relationship https://www.ncetm.org.uk/classroom-resources/primm-3-01-</p>	

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		<p>divided into equal parts..</p>	<p>preparing-for-fractions-the-part-whole-relationship/</p> <p>3.2 Unit fractions: identifying, representing and comparing https://www.ncetm.org.uk/classroom-resources/primm-3-02-unit-fractions-identifying-representing-and-comparing/</p> <p>3.3 Non-unit fractions: identifying, representing and comparing https://www.ncetm.org.uk/classroom-resources/primm-3-03-non-unit-fractions-identifying-representing-and-comparing/</p>	
<p>3LS22 3LS23 3LS24</p>	<p>Ordering and Comparing Fractions Adding and Subtracting Fractions with the Same Denominators Fractions – Problem Solving with Unit and Non-Unit Fractions</p>	<p><u>3F-2</u> Find unit fractions of quantities using known division facts (multiplication tables fluency).</p>	<p>3.2 Unit fractions: identifying, representing and comparing https://www.ncetm.org.uk/classroom-resources/primm-3-02-unit-fractions-identifying-representing-and-comparing/</p> <p>3.6 Multiplying whole numbers and fractions https://www.ncetm.org.uk/classroom-resources/primm-3-06-multiplying-whole-numbers-and-fractions/</p>	

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		<p><u>3F-3</u> Reason about the location of any fraction within 1 in the linear number system.</p>	<p>3.2 Unit fractions: identifying, representing and comparing https://www.ncetm.org.uk/classroom-resources/primm-3-02-unit-fractions-identifying-representing-and-comparing/</p> <p>3.3 Non-unit fractions: identifying, representing and comparing https://www.ncetm.org.uk/classroom-resources/primm-3-03-non-unit-fractions-identifying-representing-and-comparing/</p>	
		<p><u>3F-4</u> Add and subtract fractions with the same denominator, within 1.</p>	<p>3.4 Adding and subtracting within one whole https://www.ncetm.org.uk/classroom-resources/primm-3-04-adding-and-subtracting-within-one-whole/</p>	
3LS25 3LS26	<p>Multiplication – Multiplying Multiples of Ten</p> <p>Multiplication – Formal Written Multiplication</p>			
3LS27	<p>Division Problem Solving – Sharing and Grouping</p>			
3LS28	<p>Division – Two and Three-Digit Numbers by One-Digit Numbers including Halving</p> <p>leave formal method until year 4</p>			

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3LS29	Multiplication, Division and Fractions – Scaling and Correspondence Problems			
3LS30	Division – Long Division <i>leave formal method until year 4</i>			
3LS31 3LS32 3LS33	Time – Hours, Minutes, Seconds, Days, Weeks, Months, Years Time – Telling the Time (Analogue and Digital) and Estimation Time – Duration <i>drip feed 3LS31-33 through maths meetings if short for time</i>			
3LS34	Securing the Four Operations with Whole Number including Problem Solving <i>Leave until last unit of summer term</i>			
3LS35 3LS36 3LS37	Place Value and Decimals – Ten Times Greater and Ten Times Smaller Place Value and Decimals – Regrouping Place Value and Decimals – Estimation, Comparing and Rounding			
3LS38	Measures – Measuring and Problem Solving			
3LS39	3-D Shape – Building and Identifying Properties			

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