

# Term by Term Objectives

# Stage Three

## Stage Three Overview

	Term 1			Term 2		
Autumn	Number: Place Value	Number: Addition and Subtraction	Co- ordinates	Number: Multiplication and Division	Measures: Length and Mass	
	Term 3			Term 4		
Spring	Number: Place Value	Number: Multiplication and Division	Measures: Time		Number: Fractions	
	Term 5			Term 6		
Summer	Geometry: Properties of Shapes		Number: Fractions	Measures: Volume and Temperature	Handling Data	

# Term by Term Objectives

# Stage Three

## Stage Three Long Term Plan: Autumn

Term 1			Term 2	
<p>Number – place value Identify, represent and estimate numbers using different representations.</p> <p>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).</p> <p>Compare and order numbers up to 1000</p> <p>Read and write numbers up to 1000 in numerals and in words.</p> <p>Solve number problems and practical problems involving these ideas.</p> <p>Count from 0 in multiples of 4, 8, 50 and 100.</p>	<p>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.</p> <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</p> <p>Estimate the answer to a calculation and use inverse operations to check answers.</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>Measure the perimeter of simple 2D shapes.</p>	<p>Co-ordinates Describe position on a square grid with letters and numbers.</p>	<p>Number – multiplication and division Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p>	<p>Measurement Measure, compare, add and subtract: lengths (m/cm/mm) and mass (kg/g).</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>Measure the perimeter of simple 2D shapes.</p> <p>Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed and simple equivalents of mixed units.</p>

# Term by Term Objectives

# Stage Three

## Stage Three Long Term Plan: Spring

Term 3			Term 4	
<p>Number: Place Value Count from 0 in multiples of 4, 8, 50 and 100.</p> <p>Describe and extend number sequences involving counting on or back in different steps.</p> <p>Partition numbers in different ways.</p>	<p>Number – multiplication and division Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>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 objectives.</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p>	<p>Measurement: Time Tell and write the time from an analogue clock, including using Roman numerals and 12-hour and 24-hour clocks.</p> <p>Estimate and read time with increasing accuracy to the nearest minute.</p> <p>Record and compare time in terms of seconds, minutes and hours.</p> <p>Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>Compare durations of events (for example to calculate the time taken by particular events or tasks).</p>	<p>Number – fractions Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p>Count up and down in tenths.</p> <p>Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 1</p>	<p>Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc.</p>

# Term by Term Objectives

# Stage Three

## Stage Three Long Term Plan: Summer

Term 5		Term 6		
<p>Geometry – properties of shape Recognise angles as a property of shape or a description of a turn.</p> <p>Identify right angles, recognise that two right angles make a half-term, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p>Draw 2-D shapes and make 3-D shapes using modelling materials.</p> <p>Recognise 3-D shapes in different orientations and describe them.</p>	<p>Number – fractions</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p>Add and subtract fractions with the same denominator within one whole.</p> <p>Compare and order unit fractions, and fractions with the same denominators.</p> <p>Solve problems that involve all of the above.</p>	<p>Measurement Measure, compare, add and subtract: volume/capacity (l/ml).</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm).</p> <p>Continue to estimate and measure temperature to the nearest degree (°C) using thermometers.</p>	<p>Data Handling Extract and interpret information presented in simple lists, bar charts, pictograms and tables.</p> <p>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</p> <p>Use Venn and Carroll diagrams to sort and classify information.</p>	<p>Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc.</p>