

Year 3 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
Phase 1	Number and Place Value		Addition and Subtraction				Multiplication and division			Measures		
Phase 2	Multiplication and division			Geometry		Fractions						
Phase 3	Measures		Fractions			Measures						
Phase 4 (EoY)	Statistics											

Ongoing throughout the year:

Time

Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks

Multiplication facts

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables























Counting

Count from 0 in multiples of 50 and 100






















Year 3 Phase 3 Objectives

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<u>Statistics</u> 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		<u>Consolidation</u>					
Phase 2 S & D sessions							

Year 3 MTP – Phase 3

Domain	NC Objectives	Example tasks fluency	Example tasks reasoning	Example tasks problem solving																										
Statistics	Interpret and present data using bar charts, pictograms and tables	<ul style="list-style-type: none"> Transfer the following information into a table. <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Year</th> <th>Amount of children</th> </tr> </thead> <tbody> <tr> <td></td> <td> = 4</td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>2</td> <td> +3</td> </tr> <tr> <td>3</td> <td> +3</td> </tr> <tr> <td>4</td> <td></td> </tr> <tr> <td>5</td> <td></td> </tr> <tr> <td>6</td> <td> +3</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Look at the above pictogram. True or false? Year 2 has double the amount of children Year 3 has. 	Year	Amount of children		 = 4	1		2	 +3	3	 +3	4		5		6	 +3	<ul style="list-style-type: none"> Which would be most suitable for this information? A bar chart or pictogram. Explain why. <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Charity</th> <th>Amount raised in a year (£).</th> </tr> </thead> <tbody> <tr> <td>Donkey Rescue</td> <td>2790</td> </tr> <tr> <td>Save the Rhinos</td> <td>5650</td> </tr> <tr> <td>Money for Meerkats</td> <td>3000</td> </tr> <tr> <td>Collecting for cats</td> <td>4430</td> </tr> </tbody> </table> <ul style="list-style-type: none"> What's the same and what's different about a bar chart and a pictogram? 	Charity	Amount raised in a year (£).	Donkey Rescue	2790	Save the Rhinos	5650	Money for Meerkats	3000	Collecting for cats	4430	<ul style="list-style-type: none"> 62 people are going to a football game. They can travel in a car, minibus or coach. <p>A car can hold 5 people. A minibus can hold 7 people. A coach can hold 15 people.</p> <p>Each vehicle they take is full.</p> <p>Decide how many of each vehicle is taken to the match. Choose a table to represent this information. Is this the only option?</p> <p><i>(If this is completed in a pictogram then the images can be printed out for children to move around.)</i></p> <div style="text-align: center;">  </div> <p>It costs £150 to hire the coach. It costs £84 to hire a minibus. It costs £55 for the petrol in a car.</p> <p>What would the cheapest option be for the whole group?</p>
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Statistics	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	<table border="1" data-bbox="555 293 983 842"> <thead> <tr> <th>Day</th> <th>People at park</th> </tr> </thead> <tbody> <tr> <td></td> <td> = 3</td> </tr> <tr> <td>Mo</td> <td></td> </tr> <tr> <td>Tu</td> <td> +3</td> </tr> <tr> <td>We</td> <td>+2</td> </tr> <tr> <td>Th</td> <td></td> </tr> <tr> <td>Fr</td> <td></td> </tr> <tr> <td>Sa</td> <td> +3</td> </tr> <tr> <td>Su</td> <td> +2</td> </tr> </tbody> </table> <ul data-bbox="555 852 983 1283" style="list-style-type: none"> • How many more people went to the park on Sunday than Monday? • How many fewer went to the park on Wednesday than the day after? • How many people attended in the week if all the people were different? • The next week 12 more people went on Saturday. How many went? 	Day	People at park		 = 3	Mo		Tu	 +3	We	+2	Th		Fr		Sa	 +3	Su	 +2	<ul data-bbox="1037 280 1480 871" style="list-style-type: none"> • True or false? At the park there 4 double swings and 6 single swings. Look at the table on the left. There weren't enough swings for the people at the park on Thursday. • Always, sometimes, never. Pictograms can only have data where each row is a multiple of the key given. e.g. If the key equals 3 then only multiples of 3 can be in the pictogram. 	<ul data-bbox="1529 280 2007 1278" style="list-style-type: none"> • How many questions can you create for your partner for this set of data? <table border="1" data-bbox="1536 421 2002 695"> <thead> <tr> <th>Day</th> <th>Amount of hours shop open</th> </tr> </thead> <tbody> <tr> <td>Monday</td> <td>6</td> </tr> <tr> <td>Tuesday</td> <td>8</td> </tr> <tr> <td>Wednesday</td> <td>8.5</td> </tr> <tr> <td>Thursday</td> <td>7</td> </tr> <tr> <td>Friday</td> <td>10</td> </tr> <tr> <td>Saturday</td> <td>12</td> </tr> </tbody> </table> <ul data-bbox="1529 775 2007 1278" style="list-style-type: none"> • Look at the table above. The shop closes for 45 minutes each day so the workers can have their lunch. How many hours are the workers there in a week? • Work in a group to work out how many hours you each spend sleeping a week. Consider what will be the best way to record these results so they can all be displayed in one graph. 	Day	Amount of hours shop open	Monday	6	Tuesday	8	Wednesday	8.5	Thursday	7	Friday	10	Saturday	12
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