Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Baseline	AFL Daily to inform mountain differentiation, Regular end of unit tests followed by consolidation to inform Cringe Assessment Tool				Summative test followed by teaching gaps
Place Value, Addition and subtraction, Properties of numbers in multiplication and division. (1-6) (7-12) (13) (25 money)		Multiplication and division, Recognising fractions, Measurement (13-15) (23,24)		Fractions, Geometry, Measurement including time, (17-22) (30-33) (27-29)	
				Consolidation – Revision of gaps as seen from summative assessment.	

Essentials

- Concrete, Pictorial, Abstract learning journeys.
- Varied Fluency, Reasoning and Problem Solving
- Reference to White Rose Small Steps
- **Statistics** taught cross-curricular with STEM and foundation subjects (Skills taught discretely in maths)(34,35)
- Opportunities should be sought for objectives to be taught cross-curricular for real life context.

Mental Maths and Times Table slot									
Count 10 more or less than a given number	Count from 0 in multiples of 100 (Use knowledge of counting in 10).	Count 100 more or less than a given number	Count from 0 in multiples 50 (Use knowledge of counting in multiples of 5).	Count from 0 in multiples of 4 with corresponding division facts	Count from 0 in multiples of 8 with corresponding division facts	Count up and down in roman numerals from I - XII	Count up and down in tenths	Count up and down in fractions with the same denominator	Consolidate objectives based on gaps
Teachers judgement to be used to consolidate a previous objective									