

### Year 3 Long Term Plan (KPIs)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Ma Place Value S 3.02</b> recognise the place value of each digit in a three-digit number (hundreds, tens, ones) <b>Ma Place Value S 3.03</b> compare and order numbers up to 1000 <b>Ma Place Value S 3.04</b> identify, represent and estimate numbers using different representations <b>Ma Place Value S 3.05</b> read and write numbers up to 1000 in numerals and in words</p> <p><b>Ma Measurement S 3.01</b> measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <p><b>Ma Measurement S 3.03</b> add and subtract amounts of money to give change, using both £ and p in practical contexts</p>	<p><b>Ma Mt Dv S 3.01</b> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p><b>Ma Mt Dv S 3.02</b> write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p><b>Ma Statistics S 3.01</b> interpret and present data using bar charts, pictograms and tables <b>Ma Statistics S 3.02</b> 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><b>Ma Place Value S 3.01</b> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</p> <p><b>Ma Ad Sb S 3.01</b> add and subtract numbers mentally, including: a three-digit number and ones <b>Ma Ad Sb S 3.02</b> add and subtract numbers mentally, including: a three-digit number and tens</p> <p><b>Ma Fractions S 3.01</b> count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 <b>Ma Fractions S 3.02</b> recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators <b>Ma Fractions S 3.03</b> recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p>	<p><b>Ma Ad Sb S 3.03</b> add and subtract numbers mentally, including: a three-digit number and hundreds</p> <p><b>Ma Fractions S 3.04</b> recognise and show, using diagrams, equivalent fractions with small denominators <b>Ma Fractions S 3.05</b> add and subtract fractions with the same denominator within one whole [for example, five sevenths + one seventh = six sevenths] <b>Ma Fractions S 3.06</b> compare and order unit fractions, and fractions with the same denominators <b>Ma Fractions S 3.07</b> solve problems that involve all of the above</p> <p><b>Ma Measurement S 3.02</b> measure the perimeter of simple 2-D shapes</p> <p><b>Ma Measurement S 3.01</b> measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p>	<p><b>Ma Place Value S 3.06</b> solve number problems and practical problems involving these ideas</p> <p><b>Ma Measurement S 3.04</b> tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks <b>Ma Measurement S 3.05</b> estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight <b>Ma Measurement S 3.06</b> know the number of seconds in a minute and the number of days in each month, year and leap year <b>Ma Measurement S 3.07</b> compare durations of events [for example to calculate the time taken by particular events or tasks]</p> <p><b>Ma Geom Shape S 3.01</b> draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them <b>Ma Geom Shape S 3.02</b> recognise angles as a property of shape or a description of a turn <b>Ma Geom Shape S 3.03</b> identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle <b>Ma Geom Shape S 3.04</b> identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p>	<p><b>Ma Ad Sb S 3.04</b> add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction <b>Ma Ad Sb S 3.05</b> estimate the answer to a calculation and use inverse operations to check answers <b>Ma Ad Sb S 3.06</b> solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p> <p><b>Ma Mt Dv S 3.03</b> 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 objects</p>

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Autumn 1 <b>Unit 1 Literacy</b>	Autumn 2 <b>Unit 3 Literacy</b>	Spring 1 <b>Unit 5 Literacy</b>	Spring 2 <b>Unit 6 Literacy</b>	Summer 1 <b>Unit 2 Literacy</b>	Summer 2 <b>Unit 4 Literacy</b>
<p><b>Review Y2 KPI and continue to gap fill where appropriate. Year 2</b></p> <ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly - see <a href="#">English appendix 2</a>, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>the present and past tenses correctly and consistently, including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul>	<p><b>Yr 3 Continue to teach KPIs taught so far</b></p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p>	<p><b>Yr 3 Continue to teach KPIs taught so far</b></p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials</p> <p>using commas after fronted adverbials</p>	<p><b>Yr 3 Continue to teach KPIs taught so far</b></p> <p>using and punctuating direct speech</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>draft and write by organising paragraphs around a theme: in narratives, creating settings, characters and plot</p>	<p><b>Yr 3 Continue to teach KPIs taught so far</b></p> <p><b>Plug in gaps</b></p>	<p><b>Yr 3 Continue to teach KPIs taught so far</b></p> <p><b>Plug in gaps</b></p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Review Y2 KPI and continue to gap fill where appropriate.</i>	<i>Continue to teach KPIs taught so far</i>	<i>Continue to teach KPIs taught so far</i>	<i>Continue to teach KPIs taught so far</i>	<i>Continue to teach KPIs taught so far</i>	<i>Continue to teach KPIs taught so far</i>
<b>Word Reading</b>	<b>En Word Read S 34.01</b> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	<b>En Word Read S 34.01</b> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	<b>En Word Read S 34.01</b> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	<b>En Word Read S 34.02</b> read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	<b>En Word Read S 34.02</b> read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	<b>En Word Read S 34.02</b> read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
<b>Comprehension</b> <i>Ongoing and flexible</i>	<b>En Compre S 34.02</b> reading books that are structured in different ways and reading for a range of purposes  <b>En Compre S 34.09</b> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  <b>En Compre S 34.15</b> retrieve and record information from non-fiction  <b>En Compre S 34.16</b> participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	<b>En Compre S 34.03</b> using dictionaries to check the meaning of words that they have read  <b>En Compre S 34.10</b> asking questions to improve their understanding of a text	<b>En Compre S 34.04</b> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  <b>En Compre S 34.05</b> identifying themes and conventions in a wide range of books  <b>En Compre S 34.07</b> discussing words and phrases that capture the reader's interest and imagination	<b>En Compre S 34.13</b> identifying main ideas drawn from more than one paragraph and summarising these	<b>En Compre S 34.01</b> listening to and discussing a wide range of fiction, <b>poetry</b> , plays, non-fiction and reference books or textbooks <b>En Compre S 34.06</b> preparing <b>poems</b> and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <b>En Compre S 34.08</b> recognising some different forms of <b>poetry</b> [for example, free verse, narrative poetry]	<b>En Compre S 34.14</b> identifying how language, structure, and presentation contribute to meaning  <b>En Compre S 34.11</b> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  <b>En Compre S 34.12</b> predicting what might happen from details stated and implied