

**version plan - learning sequence 1**

2	3	4	5	6	7	8	9	10	
<p>count from 0 in multiples of 4, 8, 50 and 100 and 2, 3, 5 and 10 from Y2 <b>3N1b</b></p> <p>read and write numbers up to 1000 in numerals and in words <b>3N2a</b></p> <p>compare and order numbers up to 1000 <b>3N2a</b></p> <p>add 10 or 100 more or less than a given number using concrete resources and pictorial presentations <b>3N2b</b></p> <p>recognise the place value of each digit in a three-digit number (hundreds, tens, ones) <b>3N3</b></p> <p>round numbers to the nearest 10 and 100</p> <p>identify, represent and estimate numbers using different representations and concrete resources <b>3N4</b></p> <p>solve problems involving all of the above <b>3N6</b></p>									
<ul style="list-style-type: none"> <li>add and subtract numbers mentally, including:               <ul style="list-style-type: none"> <li>a three-digit number and ones</li> <li>any pair of two digit numbers including bridging through multiples of ten and through 100</li> <li>a near double e.g. 19 + 16, 60 + 70</li> <li>recall sums and differences of pairs of multiples of 10, 100 or 1000</li> <li>recall doubles and halves of multiples of 10 to 100 e.g. 90 + 90 <b>3C1</b></li> </ul> </li> <li>understand that addition is commutative and that subtraction is not e.g. 7-5 is not the same as 5-7</li> <li>estimate the answer to a calculation and use inverse operations to check answers and rounding to nearest 10 or 100 <b>3C3</b></li> </ul>									
		<ul style="list-style-type: none"> <li>continue to identify and name a greater repertoire of regular and irregular shapes</li> <li>identify horizontal and vertical lines and pairs of perpendicular and parallel lines <b>3G2</b></li> <li>draw 2-D shapes <b>3G3a</b> <ul style="list-style-type: none"> <li>measuring sides with increasing accuracy</li> <li>to include symmetrical and non-symmetrical polyhedra</li> </ul> </li> <li>make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them <b>3G3b</b></li> <li>recognise that angles are a property of shape or a description of a turn <b>3G4a</b></li> <li>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 and classify acute and obtuse angles <b>3G4b</b></li> </ul>							
		<ul style="list-style-type: none"> <li>measure, compare, add and subtract: lengths (m/cm/mm) (no conversion between units and expressed as mixed units e.g. 1m 30cm) <b>3M1a/2a/9b</b></li> <li>measure the perimeter of simple 2-D shapes <b>3M7</b></li> </ul>		<ul style="list-style-type: none"> <li>measure, compare, add and subtract:               <ul style="list-style-type: none"> <li>lengths (m/cm/mm); <b>3M1a/2a/9b</b></li> <li>mass (kg/g); <b>3M1b/2b/9c</b></li> <li>volume/capacity (l/ml) <b>3M1c/2c/9d</b></li> </ul>               (no conversion between units and expressed as mixed units e.g. use known multiplication facts for scaling of measures by in quantity or measure is twice as long or five times as high)             </li> </ul>					

**Version plan - learning sequence 2**

2	3	4	5	6	7	8	9	10				
<p>Count up and down in tenths <i>including bridging through 1s</i>:  <i>relate counting in tenths to counting in known multiples e.g. relate counting in multiples of 4 to counting in multiples of 0.4</i> <b>3F1a</b></p> <p>Recognise that tenths arise from dividing an <b>object</b> into 10 equal parts and dividing one-digit numbers or quantities by 10 <b>3F1a</b></p> <p>Represent numbers with decimal tenths using concrete resources and pictorial representations</p> <p>Partition numbers with one decimal place</p> <p>Order and compare numbers with one decimal place</p> <p>Round numbers with one decimal place to the nearest whole number</p> <p>Relate decimal tenths to fractional tenths e.g. <math>1/10 = 0.1</math></p> <p>Relate decimal tenths to multiples of ten pence when working with money</p> <p>Add and subtract fractions with the same denominator within one whole (for example, <math>5/7 + 1/7 = 6/7</math>) <b>3F4</b></p> <p>Add and subtract decimal tenths</p> <p>Solve problems that involve applying knowledge of fractions work so far <b>10</b></p>												
					<ul style="list-style-type: none"> <li>add and subtract numbers mentally, including: <ul style="list-style-type: none"> <li>a three-digit number and ones <b>including partitioning the ones number when bridging through multiples of 10 and 100</b></li> <li>a three-digit number and tens <b>and relate to counting on and back in tens from any number bridging through multiples of 100</b></li> <li>a three-digit number and hundreds</li> <li>calculate what must be added to any 3 digit number to make the next multiple of 100 e.g. <math>521 + \square\square = 600</math> using knowledge of complements to 100 from Y2 <b>3C1</b></li> </ul> </li> <li>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction using concrete resources and understanding of place value <ol style="list-style-type: none"> <li>no exchange</li> <li>extra (+) or fewer (-) digits in the answer</li> <li>exchanging units to tens</li> <li>exchanging tens to hundreds</li> <li>exchanging units to tens and tens to hundreds <b>3C2</b></li> </ol> </li> <li>estimate the answer to a calculation and use rounding to 10 and 100 and inverse operations to check answers <b>3C3</b></li> <li>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction <b>3C4</b></li> </ul>							
					<ul style="list-style-type: none"> <li>add and subtract amounts of money to give change, using both £ and p in practical contexts (<i>they record £ and p separately and not as decimals which is introduced formally in Y4</i>) <b>3M9a</b></li> <li>develop fluency when recognising the value of coins and notes</li> </ul>				<ul style="list-style-type: none"> <li>tell and write the time on a clock, including using the names of the hours from I to XII, and 1 to 60 seconds on a clock <b>3M4a/b/c</b></li> <li>estimate and read the time on a clock to the nearest 5 minutes and accuracy to the nearest minute</li> <li>record and compare durations in seconds, minutes and hours</li> <li>use vocabulary such as morning, afternoon and evening <b>3M4d</b></li> <li>know the number of days in each month and the number of years in a century and the number of years in a leap year</li> <li>compare durations and calculate the time between events or tasks]</li> </ul>			
					<ul style="list-style-type: none"> <li>recall and use multiplication and division facts for</li> </ul>							

round up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing 2-digit numbers or quantities by 10 **3F1a**

recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators **3F1b**

recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators **3F1c**

recognise and show, using diagrams and concrete resources, equivalent fractions with small denominators **3F2**

compare and order unit fractions, and fractions with the same denominators *on a number line including beyond 0-1* *I relate this to measure* **3F3**

add and subtract fractions with the same denominator within one whole (for example,  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ ) **3F4**

solve problems that involve all of the above **3F10**

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) **3M1abc/3M2abc/3M9bcd**
  - reading scales that increase in simple rates such as 2s, 5s, 10s, 50s and 100s
  - derive and begin to recall simple equivalence of units that relate to work on fractions  $1m = 100cm$ ,  $\frac{1}{2}m = 50cm$ ,  $\frac{1}{10}m = 10cm$
  - compare and order measures using mixed units e.g. 1kg and 200g
- measure the perimeter of simple 2-D shapes **3M7**
  - with increasing accuracy and draw rectilinear shapes with given perimeters in centimetres

- add and subtract amounts of money to give change, using both £ and p in practical contexts (*they record £ and p separately and not as decimals which is introduced formally in Y4*) **3M9a**
- develop fluency when recognising the value of coins and notes

- continue to identify and name a greater repertoire of regular and irregular shapes
- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them **3G3ab**
  - draw sides of 2D shapes and construct 3D shapes using measuring tools with increasing accuracy in centimetres in a variety of contexts
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines **3G2**
  - describe shapes using accurate language
- recognise that angles are a property of shape or a description of a turn **3G4a**
- 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 and classify acute and obtuse angles **3G4b**
- read and record the vocabulary of position, direction and movement using the four points of a compass to describe movement around a grid

- add and subtract numbers mentally, including:
  - a three-digit number and ones
  - a three-digit number and tens
  - a three-digit number and hundreds **3C1**
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction **3C2**
  - no exchange
  - extra (+) or fewer (-) digits in the answer
  - exchanging units to tens
  - exchanging tens to hundreds
  - exchanging units to tens and tens to hundreds
- estimate the answer to a calculation and use