

NUMERACY	Framework 2015 - 2016		Year 3
Autumn Term	Spring Term	Summer Term	
<p>Arithmetic</p> <ul style="list-style-type: none"> • Read and write numbers up to 1000 in numerals and in words • Count from 0 in multiples of 4, 8, 50 and 100 (KPI) • find 10 or 100 more or less than a given number • Add and subtract numbers mentally, including: HTO+O, HTO+T and HTO+H (KPI) • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction (KPI) • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables (KPI) <p>Geometry</p> <ul style="list-style-type: none"> • Finding and recognising lines of symmetry in regular and irregular shapes • Describe, name and sort regular and irregular 2D and 3D shapes using Venn and Carroll diagram. • Recognise angles as a property of shape or a description of a turn 	<p>Arithmetic</p> <ul style="list-style-type: none"> • Compare and order numbers up to 1000 • Can work out if a given number is greater or less than 10 or 100 (KPI) • Add and subtract numbers mentally, including: HTO+O, HTO+T and HTO+H (KPI) • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction (KPI) • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables (KPI) <p>Geometry</p> <ul style="list-style-type: none"> • Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them 	<p>Arithmetic</p> <ul style="list-style-type: none"> • Solve number problems and practical problems involving money and place value (KPI) • Add and subtract numbers mentally, including: HTO+O, HTO+T and HTO+H (KPI) • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction (KPI) • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables (KPI) <p>Geometry</p> <ul style="list-style-type: none"> • 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 (KPI) • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines 	

<p>Number</p> <ul style="list-style-type: none"> • Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) (KPI) • Identify, represent and estimate numbers using different representations • Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction • Estimate the answer to a calculation and use inverse operations to check answers • 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 (KPI) • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators (KPI) <p>Statistics</p>	<p>Number</p> <ul style="list-style-type: none"> • Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction (KPI) • 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 (KPI) • <i>Compare and order unit fractions</i>, and fractions with the same denominators • Recognise and show, using diagrams, equivalent fractions with small denominators (KPI) <p>Statistics</p> <ul style="list-style-type: none"> • Interpret and present data using bar charts, pictograms and tables (KPI) 	<p>Number</p> <ul style="list-style-type: none"> • 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 (KPI) • 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. (KPI) • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators (KPI) • Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$] • Solve problems that involve fractions <p>Statistics</p> <ul style="list-style-type: none"> • Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information
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<ul style="list-style-type: none"> • Interpret and present data using bar charts, pictograms and tables (KPI) <p>Measures</p> <ul style="list-style-type: none"> • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) (KPI) • Measure the perimeter of simple 2-D shapes • Add and subtract amounts of money to give change, using both £ and p in practical contexts (KPI) 	<p>Measures</p> <ul style="list-style-type: none"> • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) (KPI) • Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks (KPI) • Know the number of seconds in a minute and the number of days in each month, year and leap year • Compare durations of events [for example to calculate the time taken by particular events or tasks] 	<p>presented in scaled bar charts and pictograms and tables</p> <p>Measures</p> <ul style="list-style-type: none"> • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) (KPI) • Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks (KPI) • 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
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KPIs KPIs are identified in the term in which they will be a primary focus (as they feature in the curriculum plan) and must be assessed (on the Arbor Curriculum tracker) for every child. However all KPIs for the year group can be assessed and updated at any point in the academic year.

By the end of the summer term, in preparation for a summative assessment, teachers will need to revisit KPIs from the autumn and spring terms to revise and update judgements.