Maths Curriculum Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Term 1/2	**Unit 1 Adding and subtracting across 10**		**Unit 2 Numbers to 1,000**									Assessment **Unit 2 recap.**	Revise, reflect, review
Term 3/4	**Unit 3 Right angles**		**Unit 4… additive relationships**			**Unit 5 Column addition**		**Unit 6 2,4,8 times tables**			**Unit 7 Column subtraction**	Assessment **Unit 7 recap.**	Revise, reflect, review
Term 5/6	**Unit 8 Unit fractions**				**Unit 9 Non unit fractions**				**Unit 10 Parallel and perpendicular sides in polygons**		**Unit 11 time**	Assessment **Unit 11 recap.**	Revise, reflect, review

Unit	Block	Number of lessons and weeks
1	Adding and subtracting across 10	10 lessons, 2 weeks
2	Numbers to 1,000	45 lesson, 9 weeks (instead of 10)
3	Right angles	10 lessons, 2 weeks
4	Manipulating the additive relationship and securing mental addition	15 lessons, 3 weeks (instead of 4)
5	Column addition	10 lessons, 2 weeks
6	2,4,8 times tables	15 lessons, 3 weeks
7	Column subtraction	5 lessons, 1 week
8	Unit fractions	20 lessons, 4 weeks (instead of 5)
9	Non-unit fractions	20 lessons, 4 weeks
10	Parallel and perpendicular sides in polygons	10 lessons, 2 weeks
11	Time	5 lessons, 1 week

Unit 1 – adding and subtracting across 10

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Adding and subtracting across 10	Addition and subtraction – bridging 10	Ready to Progress Y3
1	Learning Outcome 1 Pupils add 3 addends **WALT add**	Teaching point 1 Steps 1:1-1:3 (pgs. 4-5)	3NF-1 P25-27
2	Learning Outcome 2 Pupils use a 'First.. Then… Now" story to add 3 addends **WALT add**	Teaching point 2 Steps 2:1-2:5 (pgs. 6-7)	
3	Learning Outcome 3 Pupils explain that addends can be added in any order **WALT explain**	Teaching point 3 Steps 3:1-3:4 (pgs. 8-10)	
4	Learning Outcome 4 Pupils add 3 addends efficiently **WALT add efficiently**	Teaching point 4 Steps 4:1-4:4 (pgs. 11-12)	
5 and 6	Learning Outcome 5 Pupils add 3 addends efficiently by finding two addends that total 10 **WALT identify**	Teaching point 4 Steps 4:5-4:10 (pgs. 13-15)	
7	Learning Outcome 6 Pupils add two numbers that bridge through 10 **WALT add**	Teaching point 5 Steps 5:1-5:7 (pgs. 16-19)	
8 and 9	Learning Outcome 7 Pupils subtract two numbers that bridge through 10 **WALT subtract**	Teaching point 6 Steps 6:1-6:8 (pgs. 20-26)	
10	Opportunities for consolidation and assessment	RTP 3NF-1 P26/27 Assessment questions	I See Reasoning P44 Which answer? Teaching for Mastery Y3 P13 GD task for children needing a deeper delve into addition of integers

Unit 2 – numbers to 1,000

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Numbers to 1,000	Composition and calculation: 100 and bridging 100	Ready to Progress Y3
1	Learning Outcome 1 Pupils explain that 100 is composed of ten tens and one hundred ones **WALT identify**	Teaching point 1 Steps 1:1-1:4 (pgs. 5-8)	
2 and 3	Learning Outcome 2 (Spread across two lessons) Pupils explain that 100 is composed of 50s 25s and 20s **WALT identify**	Teaching point 1 Steps 1:5-1:7 (pgs. 8-12)	
4	Learning Outcome 3 Pupils use known facts to find multiples of ten that compose 100 **WALT identify**	Teaching point 2 Steps 2:1-2:2 (pgs. 13-17)	
5	Learning Outcome 4 Pupils will use known facts to find a two-digit number and a one- or two-digit number that compose 10 **WALT identify**	Teaching point 2 Steps 2:3-2:6 (pgs. 17-20)	
6	Learning Outcome 5 Pupils use known facts to find correct complements to 10 **WALT identify**	Teaching point 2 Steps 2:7-2:8 (pgs. 20-21) *NB although this is a short teaching point, it is essential that children secure this before moving on.*	
7	Learning Outcome 6 Pupils use known facts to find complements to 100 accurately and efficiently **WALT identify**	Teaching point 2 Steps 2:9-2:11 (pgs. 21-23)	N Rich Reach 100 GD task for those very secure in bonds to 100
8	Learning Outcome 7 Pupils represent a three-digit number which is a multiple of ten using their numerals and names **WALT represent**	Teaching point 3 Steps 3:1-3:5 (pgs. 24-27)	
9	Learning Outcome 8 Pupils use place value knowledge to write addition and subtraction equations **WALT devise**	Teaching point 3 Steps 3:6-3:8 (pgs. 27-29)	
10	Learning Outcome 9 Pupils bridge 100 by adding or subtracting in multiples of ten **WALT bridge 100**	Teaching point 3 Steps 3:9-3:10 (pgs. 30-32)	

11	Learning Outcome 10 Pupils use knowledge of addition and subtraction of multiples of ten bridging the hundreds boundary to solve problems **WALT apply**	Teaching point 3 Steps 3:11-3:13 (pgs. 33-35)	
12	Learning Outcomes 11 &12 Pupils count across and on from 100 Pupils represent a three-digit number up to 199 in different ways **WALT represent**	Teaching point 4 Steps 4:1-4:4 (pgs. 36-39)	
13	Learning Outcome 13 Pupils bridge 100 by adding or subtracting a single-digit number **WALT bridge 100**	Teaching point 4 Steps 4:5-4:6 (pgs. 39-40)	Lots of independent practice needed (teacher-devised questions).
14 and 15	Learning Outcomes 14 & 15 Pupils find ten more or ten less than a given number Pupils cross the hundreds boundary when adding and subtracting any two-digit multiple of ten **WALT calculate**	Teaching point 4 Steps 4:7 – 4:10 (pgs. 40-46)	I See Reasoning P6 Which answer? P7 Different ways
		Ready to Progress Y3	
16	Learning Outcome 16 Pupils become familiar with a metre ruler (marked and unmarked intervals, 1 x 1m, 10 x 10cm, 100 x 1cm) **WALT identify**	3 NPV-1 Pgs. 13-15 Ppt slides 160-161	
17	Learning Outcomes 17 & 18 Pupils measure length and height from zero using whole metres and cm **WALT measure**	NB there are no slides for outcomes 17-23 Teachers are encouraged to offer practical learning coupled with modelling of effective use of a ruler to measure. WRM could be used for extra tasks but should not be followed as a 'unit'. Where possible, practical maths can be linked to learning enquiries (measuring the height of a plant for science investigations/ estimating the height of	I See Reasoning P94 Explain
18	Learning Outcome 19 Pupils convert between m and cm (include whole m to cm, cm to whole m and cm and vice versa) **WALT convert**		
19	Learning Outcome 20 Pupils become familiar with a ruler in relation to cm and mm (marked and unmarked intervals, knowing 1cm = 10mm) **WALT identify**		
20	Learning Outcome 21 Pupils measure length from zero using mm / whole cm and mm **WALT measure**		Teaching for Mastery Y3 P27 both activities

21	Learning Outcome 22 Pupils convert between cm and mm (include whole cm to mm, mm to whole cm and mm and vice versa) **WALT convert**	a bridge, etc). A good example of how this can work is below: N Rich Working with dinosaurs	I See Reasoning P94 True or false? P95 Which answer?
22	Learning Outcome 23 Pupils estimate a length/height, measure a length/height and record in a table **WALT estimate**		I See Reasoning P96 Explain N Rich How Tall? Class investigation
		Composition and calculation: three digit numbers	
23	Learning Outcome 24 Pupils use knowledge of place value to represent a three-digit number in different ways **WALT represent**	Teaching point 1 Steps 1:1-1:5 (pgs. 4-9)	I See Reasoning P4 True or false? P5
24	Learning Outcome 25 Pupils represent a three-digit number up to 1000 in different ways **WALT represent**	Teaching point 1 Steps 1:6-1:7 (pgs. 10-12)	
25	Learning Outcome 26 Pupils use knowledge of the additive relationship to solve problems **WALT apply**	Teaching point 1 Steps 1:8-1:12 (pgs. 12-16)	
26	Learning Outcomes 27 & 28 Pupils count in hundreds and tens on a number line Pupils identify the previous, next and nearest multiple of 100 on a number line for a three-digit multiples of ten **WALT count**	Teaching point 2 Steps 2:1-2:4 (pgs. 17-20)	
27	Learning Outcome 29 Pupils position three-digit numbers on number lines **WALT identify**	Teaching point 2 Steps 2:5-2:7 (20-22)	I See Reasoning P9 & P12
28	Learning Outcome 30 Pupils estimate the position of three-digit numbers on unmarked number lines **WALT estimate**	Teaching point 2 Step 2:8 (pgs. 22-25)	
29	Learning Outcomes 31, 32 & 33 Pupils compare one (and two)-, two- and three-digit numbers Pupils order sets of three-digit numbers **WALT compare and order**	Teaching point 3 Steps 3:1-3:4 (pgs. 26-28)	I See Reasoning P14 Explain Teaching for Mastery Y3 P12 GD only

30	Learning Outcomes 34 & 35 Pupils use known facts to add or subtract multiples of 100 within 1000 Pupils write a three-digit multiple of 10 as a multiplication equation **WALT represent**	Teaching point 4 Steps 4:1-4:3 (pgs. 29-31)	
31	Learning Outcomes 36 & 37 Pupils partition three-digit numbers in different ways Pupils use known facts to solve problems involving partitioning numbers **WALT partition**	Teaching point 5 Steps 5:1-5:4 (pgs. 32-36)	
32	Learning Outcomes 38 & 39 Pupils use known facts to add or subtract to/from multiples of 100 in tens Pupils use known facts to add or subtract to/from multiples of 100 in ones **WALT calculate**	Teaching point 5 Steps 5:5-5:7 (pgs. 36-40)	
33	Learning Outcome 40 Pupils add/subtract multiples of ten bridging 100 **WALT calculate**	Teaching point 5 Steps 5:8-5:10 (pgs. 40-42)	
34	Learning Outcome 41 Pupils add/subtract to/from a three-digit number in ones bridging 100 **WALT calculate**	Teaching point 5 Steps 5:11-5:12 (pgs. 42-43)	
35	Learning Outcome 42 Pupils find 10 more or less across any hundreds boundary **WALT calculate**	Teaching point 5 Step 5:13 (pgs. 43-44) *NB although a short teaching point, this step is vital to support fluency and must be secured.*	
36	Learning Outcome 43 Pupils use knowledge of adding or subtracting to/from three-digit numbers to solve problems **WALT make links**	Teaching point 5 Steps 5:14-5:15 (pgs. 44-46)	
37	Learning Outcome 44 Pupils count forwards and backwards in multiples of 2, 20, 5, 50 and 25 **WALT count**	Teaching point 6 Step 6:1 (pgs. 47-48)	
38	Learning Outcome 45 Pupils use knowledge of counting in multiples of 2, 20, 5, 50 and 25 to solve problems **WALT**	Teaching point 6 Step 6:2 (pgs. 48-49)	
39	Opportunities for consolidation of learning outcomes 24-45	Use RTP document to secure learning and/or assessment questions	3NPV -1, 2, 3 3NF 3, 3AS-1

		Ready to Progress Y3	
40	Learning Outcomes 46 & 47 Pupils become familiar with different weighing scales up to 1kg (intervals of 100g, 200g, 250g and 500g) Pupils become familiar with the tools to measure volume and capacity up to 1 litre (intervals of 100ml, 200ml, 250ml and 500ml) **WALT read**	3NPV- 4 pgs. 22-24 N Rich What's my weight? GD task, but could be adapted for whole-class investigation/teaching	N Rich Do you measure up? Board game, needs printing
41	Learning Outcomes 48 & 49 Pupils measure mass from zero up to 1kg using grams Pupils measure mass from zero above 1kg using whole kg and grams **WALT measure**	Ensure this is well-resourced. Children should have access to weights and containers in order to measure practically.	Teaching for Mastery Y3 P23 Mastery & GD N Rich Watermelons GD kg to g conversion task
42	Learning Outcomes 50 & 51 Pupils measure volume from zero up to 1 litre using ml Pupils measure volume from zero above 1 litre using whole litres and ml **WALT measure**		Teaching for Mastery Y3 P24 Mastery & GD (top activities only)
43	Learning Outcome 52 Pupils estimate mass in grams and volume in ml **WALT estimate**	This could be done as part of a linked project with other areas of learning or a child-led investigation.	
44	Learning Outcome 53 Pupils estimate a mass/volume, measure a mass/volume and record in a table **WALT estimate**		N Rich Bottles Resources needed
45	Opportunities for consolidation of learning outcomes 46-53	3NVP-4 Assessment questions p24	

Unit 3 – right angles

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Right angles	Ready to Progress Y3	
1	Learning Outcome 1 Pupils rotate two lines around a fixed point to make different sized angles **WALT rotate**	RTP 3G-1 (p61-64) Ppt slides 6-10 (slides 61-62 also provide printable paper for this unit)	I See Reasoning P115/116 Order
2	Learning Outcome 2 Pupils draw triangles and quadrilaterals and identify vertices **WALT draw**	Slides 13-16	Teaching for Mastery Y3 P27 (bottom mastery task only)
3 and 4	Learning Outcome 3 Pupils learn that a right angle is a 'square corner' and identify them in the environment **WALT identify**	Slides 19-29	
5	Learning Outcome 4 Pupils learn that a rectangle is a 4-sided polygon with four right angles **WALT describe**	Slides 32-34	
6	Learning Outcome 5 Pupils learn that a square is a rectangle in which the four sides are equal length **WALT describe**	Slides 37-40	
7	Learning Outcome 6 Pupils cut rectangles and squares on the diagonal and investigate the shapes they make **WALT investigate**	Slides 43-46	
8	Learning Outcome 7 Pupils join four right angles at a point using different right-angled polygons **WALT create**	Slides 49-51	
9	Learning Outcome 8 Pupils investigate and draw other polygons with right angles **WALT draw**	Slides 53-60	
10	Opportunities for assessment	RTP 3G-1 Assessment questions (p63/64)	

Unit 4 – manipulating the additive relationship and securing mental addition

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Manipulating the additive relationship and securing mental addition	Securing mental strategies: calculation up to 999	Ready to Progress Y3
1	Learning Outcome 1 Pupils add two 3-digit numbers using partitioning **WALT partition**	Teaching point 1 Steps 1:1-1:3 (pgs. 5-8)	I See Reasoning Y3 P27 Rank by difficult (second task)
2 and 3	Learning Outcome 2 (may wish to spread across two lessons) Pupils add two 3-digit numbers using adjusting **WALT adjust**	Teaching point 2 Steps 2:1-2:5 (pgs. 9-15)	I See Reasoning Y3 P28
4 and 5	Learning Outcome 3 (may wish to spread across two lessons) Pupils add a pair of 2- or 3-digit numbers using redistribution **WALT redistribute**	Teaching point 2 Steps 2:6-2:12 (pgs. 15-20)	Teaching for Mastery Y3 P13 Mastery (only)
6	Learning Outcome 4 Pupils subtract a pair of 2- or 3-digit numbers, bridging a multiple of 10, using partitioning **WALT partition**	Teaching point 3 Steps 3:1-3:2 (pgs. 21-22)	I See Reasoning Y3 P29 Explain the mistakes
7	Learning Outcome 5 Pupils subtract a pair of 2-digit numbers, crossing a ten or hundreds boundary, by finding the difference between them **WALT subtract**	Teaching point 3 Steps 3:3-3:5 (pgs. 22-25)	
8	Learning Outcome 6 Pupils subtract a pair of three-digit multiples of 10 within 1000 by finding the difference between them **WALT find the difference**	Teaching point 3 Steps 3:6-3:8 (pgs. 25-26)	
9	Learning Outcome 7 Pupils evaluate the efficiency of strategies for subtracting from a 3-digit number **WALT evaluate**	Teaching point 3 Steps 3:9-3:11 (pgs. 27-29)	I See Reasoning Y3 P37 Gold, silver, bronze
10	Learning Outcome 8 Pupils explain why the order of addition and subtraction steps in a multi-step problem can be chosen **WALT explain**	Teaching point 4 Steps 4:1-4:2 (pgs. 30-31) *NB although there are no slides for these steps, the guidance gives examples which can be built on and extended.*	Provide opportunities for children to write their own, similar calculations.

11	Learning Outcome 9 Pupils accurately and efficiently solve multi-step addition and subtraction problems **WALT apply**	Teaching point 4 Steps 4:3-4:4 (pgs. 32-33) *As above*	I See Reasoning Y3 P42 Which picture?
12	Learning Outcomes 10 & 11 Pupils understand and can explain that both addition and subtraction equations can be used to describe the same additive relationship (2-digit and 3-digit numbers) **WALT make links**	RTP 3AS-3 Pgs. 40-42 (guidance) Ppt slides 64-66	N Rich Roll these dice High- ceiling, open- ended, child-led investigation
13	Learning Outcome 12 Pupils use knowledge of the additive relationship to rearrange equations **WALT apply**	RTP 3AS-3 Pgs. 40-43 (guidance and assessment questions)	I See Reasoning Y3 P41 I know so…
14	Learning Outcome 13 Pupils use knowledge of the additive relationship to identify what is known and what is unknown in an equation **WALT identify**		I See Reasoning Y3 P44 Which answer?
15	Learning Outcome 14 Pupils use knowledge of the additive relationship to rearrange equations before solving **WALT apply**		

Unit 5 – column addition

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Column addition	Algorithms: column addition	Ready to Progress Y3
1 and 2	Learning Outcomes 1 and 2 Pupils identify the addends and the sum in column addition Pupils use their knowledge of place value to correctly lay out column addition **WALT identify**	Teaching points 1 and 2 Steps 1:1-2:4 (pgs. 4-9)	I See Reasoning P27 rank by difficulty (first task)
3	Learning Outcomes 3 and 4 Pupils add a pair of 2-digit numbers using column addition Pupils add using column addition **WALT add**	Teaching point 3 Steps 3:1-3:4 (pgs. 10-12)	
4	Learning Outcome 5 Pupils use their knowledge of column addition to solve problems **WALT apply**	Teaching point 3 Step 3:5 (pgs. 12-13)	*NB this is a short teaching point but offers lots of opportunity for independent practice before moving on.*
5	Learning Outcome 6 Pupils add a pair of 2-digit numbers using column addition with regrouping in the ones column **WALT add**	Teaching point 4 Steps 4:1-4:3 (pgs. 14-15)	
6	Learning Outcome 7 Pupils add a pair of 2-digit numbers using column addition with regrouping in the tens column **WALT regroup**	Teaching point 4 Step 4:4 (pg. 16)	
7	Learning Outcome 8 Pupils add using column addition with regrouping **WALT regroup**	Teaching point 4 Steps 4:5-4:7 (pgs. 16-17)	
8	Learning Outcome 9 Pupils use known facts and strategies to accurately and efficiently calculate and check column addition **WALT apply**	Teaching point 5 Steps 5:1-5:4 (pgs. 18-19)	
19	Learning Outcome 10 Pupils use their knowledge of column addition to solve problems **WALT apply**	Teaching point 5 Step 5:5 (pg. 20)	RTP 3 AS-2 (addition questions only) Teaching for Mastery Y3 P15 top two activities M and M with GD

10	Opportunities for consolidation and assessment		I See Reasoning P30/31 Missing digits Teaching for Mastery Y3 P14 all activities

Unit 6 – 2,4,8 times tables

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	2,4,8 times tables	Times tables:2,4,8 and the relationship between them	Ready to Progress Y3
1	Learning Outcome 1 Pupils represent counting in fours as the 4 times table **WALT represent**	Teaching point 1 Steps 1:1-1:6 (pgs. 4-9)	I See Reasoning P46 Which number sentence?
2	Learning Outcome 2 Pupils use knowledge of the 4 times table to solve problems **WALT apply**	Teaching point 1 Steps 1:7-1:8 (pgs. 10-13)	I See Reasoning P49 Read the picture 1 P50 Draw 1
3	Learning Outcome 3 Pupils explain the relationship between adjacent multiples of four **WALT explain**	Teaching point 1 Steps 1:9-1:11 (pgs. 14-17)	
4	Learning Outcome 4 Pupils explain the relationship between multiples of 2 and multiples of 4 **WALT explain**	Teaching point 2 Steps 2:1-2:5 (pgs. 18-23)	Teaching for Mastery Y3 P16
5	Learning Outcome 5 Pupils use knowledge of the relationships between the 2 and 4 times tables to solve problems **WALT apply**	Teaching point 2 Steps 2:6-2:8 (pgs. 23-25)	
6 and 7 May be appropriate to plan as a two-day long session	Learning Outcome 6 Pupils represent counting in eights as the 8 times table **WALT represent**	Teaching point 3 Steps 3:1-3:7 (pgs. 26-32)	I See Reasoning P50 Is it the same? 2
	Learning Outcome 7 Pupils explain the relationship between adjacent multiples of eight **WALT explain**	Teaching point 3 Steps 3:8-3:10 (pgs. 33-37)	
8	Learning Outcome 8 Pupils explain the relationship between multiples of 4 and multiples of 8 **WALT explain**	Teaching point 4 Steps 4:1-4:5 (pgs. 38-43)	
9	Learning Outcome 9 Pupils use knowledge of the relationships between the 4 and 8 times tables to solve problems **WALT apply**	Teaching point 4 Steps 4:6-4:8 (pgs. 43-45)	I See Reasoning P58 Explain 1

10	Learning Outcome 10 Pupils explain the relationship between multiples of 2, 4 and multiples of 8 **WALT explain**	Teaching point 4 Steps 4:9-4:11 (pgs. 45-49)	
11	Learning Outcome 11 Pupils use knowledge of the relationships between the 2, 4 and 8 times tables to solve problems **WALT apply**	Teaching point 4 Steps 4:12 – 4:13 (pgs. 50-53)	Teaching for Mastery Y3 P17 (not the bottom GD task) & P18
12	Learning Outcome 12 Pupils use knowledge of the divisibility rules for divisors of 2 and 4 to solve problems **WALT apply**	Teaching point 5 Steps 5:1-5:4 (pgs. 51-56)	I See Reasoning P59/60 I know so… P61 True or false? P70/71 How many ways? GD
13	Learning Outcome 13 Pupils use knowledge of the divisibility rules for divisors of 8 to solve problems **WALT apply**	Teaching point 5 Steps 5:5-5:7 (pgs. 56-58)	I See Reasoning P72 Which picture? 2 N Rich Times tables shifts For any GD children who need a deeper delve into multiplicative structures
14	Learning Outcome 14 Pupils scale known multiplication facts by 10 **WALT scale**	Slides 125-126	RTP 3NF-3 P30-32
15	Learning Outcome 15 Pupils scale division derived from multiplication facts by 10 **WALT scale**	Slides 129-130	RTP 3NF-3 P30-32

Unit 7 – column subtraction

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Column subtraction	Algorithms: column subtraction	Ready to Progress Y3
1	Learning Outcomes 1&2 Pupils identify the minuend and the subtrahend in column subtraction Pupils explain the column subtraction algorithm **WALT identify and explain**	Teaching point 1 Steps 1:1-1:6 (pgs. 4-8)	I See Reasoning P34 & 35 Is it the same? P36 Spot the pattern
2	Learning Outcome 3 Pupils subtract from a 2-digit number using column subtraction with exchanging from tens to ones **WALT subtract**	Teaching point 2 Steps 2:1-2:3 (pgs. 9-11)	
3 and 4	Learning Outcomes 4&5 Pupils subtract from a 3-digit number using column subtraction with exchanging from hundreds to tens **WALT subtract**	Teaching point 2 Steps 2:4-2:8 (pgs. 11-14)	I See Reasoning P37/38 Mistakes RTP 3 AS-2 (subtraction questions only)
5	Learning Outcome 6 Pupils evaluate the efficiency of strategies for subtraction **WALT choose**	Teaching point 2 Steps 2:9-2:10 (pgs. 15-16)	N Rich subtraction surprise This is a GD task ONLY for those very confident in place value and have a conceptual understanding of commutativity.

Unit 8 – Unit fractions

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Unit fractions	Preparing for fractions – the part/whole relationship	Ready to Progress Y3
1	Learning Outcomes 1&2 Pupils identify a whole and the parts that make it up Pupils explain why a part can only be defined when in relation to a whole **WALT identify & explain**	Teaching point 1 Steps 1:1-1:7 (pgs. 4-10)	
2	Learning Outcome 3 Pupils identify the number of equal or unequal parts in a whole **WALT identify**	Teaching point 2 Steps 2:1-2:4 (pgs. 11-14)	
3	Learning Outcome 4 Pupils identify equal parts when they do not look the same **WALT identify**	Teaching point 2 Steps 2:5-2:7 (pg. 15-19)	I See Reasoning Y3 P75 read the pictures 1
4	Learning Outcome 5 Pupils explain the size of the part in relation to the whole **WALT explain**	Teaching point 3 Steps 3:1-3:6 (pgs. 20-25)	
5	Learning Outcome 6 Pupils construct a whole when given a part and the number of parts **WALT identify**	Teaching point 4 Steps 4:1-4:5 (pgs. 26-29)	I See Reasoning Y3 P76 Draw
		Unit fractions – identifying, representing and comparing	
6	Learning Outcome 7 Pupils identify how many equal parts a whole has been divided into **WALT identify**	Teaching point 1 Steps 1:1-1:2 (pgs. 4-5)	
7 and 8	Learning Outcome 8 Pupils use fraction notation to describe an equal part of the whole **WALT describe**	Teaching point 2 Steps 2:1-2:4 (pgs. 6-10)	
9	Learning Outcome 9 Pupils represent a unit fractions in different ways **WALT represent**	Teaching point 2 Steps 2:5-2:6 (pgs. 10-12)	

10	Learning Outcome 10 Pupils identify parts and wholes in different contexts **WALT identify**	Teaching point 3 Steps 3:1-3:4 (pgs. 13-16)	
11	Learning Outcome 11 Pupils identify parts and wholes in different contexts **WALT identify**	Teaching point 3 Steps 3:5-3:8 (pgs. 17-20)	
12	Learning Outcome 12 Pupils identify equal parts when they do not look the same **WALT identify**	Teaching point 4 Steps 4:1-4:6 (pgs. 21-24)	
13 and 14	Learning Outcomes 13 & 14 Pupils compare and order unit fractions by looking at the denominator Pupils identify when unit fractions cannot be compared **WALT compare (and identify)**	Teaching point 5 Steps 5:1-5:4 (pgs. 25-31)	
15	Learning Outcome 15 Pupils construct a whole when given one part and the fraction that it represents **WALT construct**	Teaching point 6 Steps 6:1-6:3 (pgs. 32-34)	
16	Learning Outcome 16 Pupils use knowledge of the relationship between parts and wholes in unit fractions to solve problems **WALT apply**	Teaching point 6 Steps 6:4-6:9 (pgs. 34-37)	
		Ready to Progress Y3	
17	Learning Outcome 17 Pupils identify the whole, the number of equal parts and the size of each part as a unit fraction **WALT identify**	Ready to progress Y3 document 3F-2 pgs. 51-53	
18	Learning Outcome 18 Pupils quantify the number of items in each part and connect to the unit fraction operator **WALT quantify**	As above plus CP slide 188	
19	Learning Outcome 19 Pupils calculate the value of a part by using knowledge of division and division facts **WALT calculate**		I See Reasoning Y3 P81 Explain

20	Learning Outcome 20 Pupils calculate the value of a part by connecting knowledge of division and division facts with finding a fraction of a quantity **WALT calculate**	CP slides 193-195	I See Reasoning Y3 P82 Which picture?
21	Learning Outcome 21 Pupils find fractions of quantities using knowledge of division facts with increasing fluency **WALT calculate**	CP slides 198 RTP 3F-2 Assessment questions	I See Reasoning Y3 P85 Different ways (GD)
22-25	These extra four days can be used to spend more time on specific learning points OR for consolidation/ intervention/ assessment or extension of learning.		Teaching for Mastery Y3 P19-21 – there are a number of activities here pertaining to unit fractions both for mastery and greater depth learners

Unit 9 – Non-unit fractions

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Non-unit fractions	Non-unit fractions: identifying, representing and comparing	Ready to Progress Y3
1	Learning Outcome 1 Pupils explain that non-unit fractions are composed of more than one unit fraction **WALT explain**	Teaching point 1 Steps 1:1-1:4 (pgs. 4-6)	
2	Learning Outcome 2 Pupils identify non-unit fractions **WALT identify**	Teaching point 1 Steps 1:5-1:6 (pgs. 7-8)	I See Reasoning P75 Read the pictures
3	Learning Outcome 3 Pupils describe, identify and label non-unit fractions, including using the correct notation **WALT describe**	Teaching point 2 Steps 2:1-2:5 (pgs. 9-14)	N Rich Fraction Match Run as an adult-led GD group task (deepen fraction sense)
4	Learning Outcome 4 Pupils use knowledge of non-unit fractions to solve problems **WALT apply**	Teaching point 2 Steps 2:6-2:7 (pgs. 15-18)	I See Reasoning P76 Read the pictures P77 Explain
5	Learning Outcome 5 Pupils use knowledge of unit fractions to find one whole **WALT identify**	Teaching point 3 Steps 3:1-3:5 (pgs. 19-22)	
6	Learning Outcome 6 Pupils place fractions between 0 and 1 on a number line **WALT identify**	Teaching point 4 Steps 4:1-4:5 (pgs. 23-26)	I See Reasoning P79 Draw P81 Draw
7	Learning Outcome 7 Pupils use repeated addition of a unit fraction to form a non-unit fraction **WALT create**	Teaching point 5 Steps 5:1-5:6 (pgs. 27-33)	
8	Learning Outcome 8 Pupils use repeated addition of a unit fraction to form 1 **WALT add**	Teaching point 6 Steps 6:1-6:3 (pgs. 34-36)	
9	Learning Outcome 9 Pupils compare using knowledge of non-unit fractions equivalent to one **WALT compare**	Teaching point 6 Steps 6:4-6:6 (pgs. 36-38)	I See Reasoning P80 Read the pictures

10	Learning Outcome 10 Pupils compare non-unit fractions with the same denominator **WALT compare**	Teaching point 7 Steps 7:1-7:6 (pgs. 39-45)	
11	Learning Outcome 11 Pupils compare unit fractions **WALT compare**	Teaching point 8 Steps 8:1-8:5 (pgs. 46-50)	
12	Learning Outcome 12 Pupils compare fractions with the same numerator **WALT compare**	Teaching point 8 Steps 8:6-8:13 (pgs. 50-58)	
		Adding and subtracting within one whole	
13	Learning Outcome 13 Pupils add up fractions with the same denominator **WALT add**	Teaching point 1 Steps 1:1-1:5 (pgs. 4-7)	
14	Learning Outcome 14 Pupils add on fractions with the same denominator **WALT add**	Teaching point 1 Steps 1:6 -1:8 (pgs. 8-10)	
15	Learning Outcome 15 Pupils add fractions with the same denominator using a generalised rule **WALT add**	Teaching point 1 Steps 1:9-1:15 (pgs. 10-15)	I See Reasoning P86 Which way?
16	Learning Outcome 16 Pupils subtract fractions with the same denominator **WALT subtract**	Teaching point 2 Steps 2:1-2:5 (pgs. 16-19)	I See Reasoning P87 Fill the gaps
17	Learning Outcome 17 Pupils add and subtract fractions with the same denominator **WALT calculate**	Teaching point 2 Steps 2:6-2:8 (pgs. 19-22)	I See Reasoning P87 Two ways P88 How many ways? Teaching for Mastery P20 bottom activities
18	Learning Outcome 18 Pupils explain that addition and subtraction of fractions are inverse operations **WALT explain**	Teaching point 3 Steps 3:1-3:5 (pgs. 23-26)	
19	Learning Outcome 19 Pupils subtract fractions from a whole by converting the whole to a fraction **WALT subtract**	Teaching point 4 Steps 4:1-44 (pgs. 27-31)	

20	Learning Outcome 20 Pupils represent a whole as a fraction in different ways and use this to solve problems involving subtraction And opportunities for assessment	Teaching point 4 Step 4:5 (pgs. 31-33)	3F-1 (questions 3,4 and parts of 5) 3F-3 3F-4

Unit 10 – Parallel and perpendicular sides in polygons

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Parallel and perpendicular sides in polygons	Ready to Progress Y3	
1	Learning Outcome 1 Pupils make compound shapes by joining two polygons in different ways (same parts, different whole) **WALT create**	3G-2 p64-66 CP ppt slide 7	Slides 36-41 contain backgrounds (isometric paper, geoboards) that can be printed
2	Learning Outcome 2 Pupils investigate different ways of composing and decomposing a polygon (same whole, different parts) **WALT investigate**	CP ppt slides 9-10	
3	Learning Outcome 3 Pupils draw polygons on isometric paper **WALT draw**	CP ppt slides 12-13	
4	Learning Outcome 4 Pupils use geostrips to investigate quadrilaterals with and without parallel and perpendicular sides **WALT investigate**	CP ppt slides 15-18	I See Reasoning P114 What's the same, what's different?
5	Learning Outcome 5 Pupils make and draw compound shapes with and without parallel and perpendicular sides **WALT draw**	CP ppt slide 20	
6	Learning Outcome 6 Pupils learn to extend lines and sides to identify parallel and perpendicular lines **WALT identify**	CP ppt slides 22-25	I See Reasoning P111/112 Agree or disagree?
7	Learning Outcome 7 Pupils make and draw triangles on circular geoboards **WALT draw**	CP ppt slides 27-29 N Rich Virtual geoboard – use for whole class teaching/modelling	N Rich Inside triangles – initial task or support for those not confident N Rich 9 pin triangles – GD investigation
8	Learning Outcome 8 Pupils make and draw quadrilaterals on circular geoboards **WALT draw**	CP ppt slides 31-33	

9	Learning Outcome 9 Pupils draw shapes with given properties on a range of geometric grids **WALT draw**	CP ppt slide 35	Teaching for Mastery Y3 P27 bottom two activities (one GD investigation)
10	Opportunities for consolidation and assessment	3G-2 assessment questions (p65-66)	

Unit 11 – Time

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Time (please read the web page first)		Ready to Progress Y3
1	Learning Outcome 1 Pupils know the number of seconds in a minute and the number of days in each month, year and leap year Learning Outcome 2 Pupils compare durations of events and time in terms of seconds, minutes and hours **WALT compare**	Storybots time song	I See Reasoning P104
2 and 3	Learning Outcome 3 Pupils tell the time from an analogue clock using roman numerals from 1 to X11 using vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight **WALT identify**	Numberblocks – about time Special episode- telling the time **Introducing roman numerals on a clock face** **Introducing a 12 hour digital clock (see web page)**	Teaching for Mastery Y3 P25
4 and 5	Learning Outcome 4 Pupils estimate and read time to the nearest minute **WALT estimate**		