

 Unit	Lesson name	Step No	Learning objective	Expected Standard (EXS)	Greater Depth Standard (GDS)
Place Value - Block 1	<a href="#">Represent Numbers to 100</a>	1	To represent and describe numbers to 100 using place value knowledge.	Pupils represent numbers to 100 using concrete, pictorial, and abstract methods.	Pupils use different representations fluently and explain the value of each digit in a number up to 100.
	<a href="#">Partition Numbers to 100</a>	2	To partition numbers up to 100 in different ways.	Pupils partition numbers to 100 into tens and ones using place value.	Pupils show multiple ways to partition numbers and explain the flexibility of different representations.
	<a href="#">Number Line to 100</a>	3	To estimate and place numbers on a number line up to 100.	Pupils identify and place numbers up to 100 accurately on a number line.	Pupils estimate and justify number placement between marked intervals on a number line to 100.
	<a href="#">Hundreds</a>	4	To recognise the value of hundreds and build numbers using hundreds, tens and ones.	Pupils recognise the value of 100 and understand how it builds from tens.	Pupils explain the role of 100 in the base-10 system and apply it when comparing and building numbers.
	<a href="#">Represent Numbers to 1000</a>	5	To represent numbers to 1000 using models and place value language.	Pupils represent 3-digit numbers using hundreds, tens, and ones in different formats.	Pupils flexibly use concrete, pictorial, and abstract representations to compare and compose numbers.
	<a href="#">Partition Numbers to 1000</a>	6	To partition numbers to 1000 in different ways.	Pupils partition 3-digit numbers into hundreds, tens, and ones.	Pupils represent numbers in multiple partitioned forms and use them to support calculations.
	<a href="#">Flexible Partitioning of Numbers to 1000</a>	7	To partition numbers to 1000 flexibly to support calculation.	Pupils partition numbers to 1000 in different ways (e.g. $346 = 300 + 40 + 6$ or $200 + 140 + 6$ ).	Pupils explain the efficiency of flexible partitioning in different contexts and apply it to problem-solving.
	<a href="#">Hundreds, tens and ones</a>	8	To understand and use place value in 3-digit numbers.	Pupils identify the place value of digits in 3-digit numbers.	Pupils explain how changing one digit affects the value of the number and apply this in reasoning tasks.
	<a href="#">Find 1, 10 or 100 more or less</a>	9	To find 1, 10 or 100 more or less than a given number.	Pupils find 1, 10, or 100 more or less than a given number up to 1000.	Pupils identify patterns and explain the impact on each digit when adding or subtracting 1, 10 or 100.
	<a href="#">Number Line to 1000</a>	10	To estimate and position numbers on a number line to 1000.	Pupils place and identify numbers to 1000 on a number line with marked intervals.	Pupils estimate missing values and justify placements using number sense and place value understanding.
	<a href="#">Estimate On A Number Line to 1000</a>	11	To estimate values between benchmarks on a number line.	Pupils estimate the position of numbers on a partially marked number line to 1000.	Pupils use reasoning and known benchmarks to justify and refine their estimates.
	<a href="#">Compare Numbers to 1000</a>	12	To compare numbers up to 1000 using place value knowledge.	Pupils compare 3-digit numbers using symbols (<, >, =) and place value understanding.	Pupils explain and justify comparisons using digit values and number structure.
	<a href="#">Order Numbers to 1000</a>	13	To order numbers up to 1000 from smallest to largest and vice versa.	Pupils order a set of 3-digit numbers from smallest to greatest (and vice versa).	Pupils justify the order of numbers using reasoning about hundreds, tens, and ones.
	<a href="#">Count in 50s</a>	14	To count in steps of 50 from any multiple.	Pupils count in multiples of 50 up to 1000.	Pupils identify and describe patterns in the 50s sequence and use them in real-life contexts.
<a href="#">Assessment</a>					
Addition And Subtraction - Block 2	<a href="#">Apply Number Bonds within 10</a>	1	To apply number bond knowledge within 10 to support addition and subtraction.	Pupils use known number bonds within 10 to support mental calculations.	Pupils apply number bonds flexibly in varied contexts and explain how they support more complex calculations.
<a href="#">Add and Subtract 1s</a>	2	To add and subtract 1s from 2- and 3-digit numbers using mental and written methods.	Pupils add and subtract ones from 2- or 3-digit numbers mentally.	Pupils use efficient mental strategies and explain the impact of adding or subtracting ones on place value.	
<a href="#">Add and Subtract 10s</a>	3	To add and subtract multiples of 10 from any number.	Pupils add and subtract multiples of 10 from 2- or 3-digit numbers.	Pupils explain how place value supports adding or subtracting 10s and apply it in problem-solving.	
<a href="#">Add and Subtract 100s</a>	4	To add and subtract multiples of 100 from any number.	Pupils add and subtract multiples of 100 from 3-digit numbers.	Pupils use known facts and place value knowledge to add or subtract 100s in a range of contexts.	
<a href="#">Spot The Pattern</a>	5	To identify and use patterns in addition and subtraction to support reasoning.	Pupils identify and describe numerical patterns involving addition and subtraction.	Pupils generalise and extend patterns, explaining rules using mathematical vocabulary.	
<a href="#">Add 1s Across a 10</a>	6	To add across a tens boundary using mental strategies.	Pupils add ones to a number where the total crosses a multiple of 10.	Pupils confidently apply partitioning and compensation strategies to bridge across a ten.	
<a href="#">Add 10s Across a 100</a>	7	To add across a hundreds boundary using mental and written strategies.	Pupils add 10s where the total crosses a multiple of 100.	Pupils explain changes in the hundreds and tens digits and apply this understanding to solve problems.	
<a href="#">Subtract 1s Across A 10</a>	8	To subtract across a tens boundary using known facts.	Pupils subtract ones from numbers where the total crosses a ten boundary.	Pupils flexibly apply mental strategies and explain the use of number facts to bridge through tens.	
<a href="#">Subtract 10s Across A 100</a>	9	To subtract across a hundreds boundary using known facts.	Pupils subtract multiples of 10 where the calculation crosses a hundred boundary.	Pupils reason about place value to accurately subtract and explain the effect on each digit.	
<a href="#">Make Connections</a>	10	To make connections between known number facts and new calculations.	Pupils identify links between number facts and strategies for calculation.	Pupils articulate and apply connections across different operations and number relationships.	
<a href="#">Add Two Numbers (No Exchange)</a>	11	To add 2- or 3-digit numbers without exchange using column addition.	Pupils add two 3-digit numbers where no regrouping is required.	Pupils choose appropriate methods and explain why no exchange is needed based on place value.	
<a href="#">Subtract Two Numbers (No Exchange)</a>	12	To subtract 2- or 3-digit numbers without exchange using column subtraction.	Pupils subtract two 3-digit numbers without needing to regroup.	Pupils explain how place value supports subtraction and accurately apply column methods.	

	Add Two Numbers (Across A 10)	13	To add numbers with one exchange across a tens boundary.	Pupils add two numbers where regrouping across the tens place is required.	Pupils explain and represent exchanges clearly in both written and mental strategies.
	Add Two Numbers (Across A 100)	14	To add numbers with exchange across a hundreds boundary.	Pupils add two numbers where regrouping across the hundreds place is required.	Pupils reason about the need to exchange and explain the impact on the digits involved.
	Subtract Two Numbers (Across A 10)	15	To subtract with exchange across a tens boundary.	Pupils subtract where regrouping across a ten is needed.	Pupils accurately regroup and explain the steps and reasons behind each change in value.
	SUsubtract Two Numbers (Across A 100)	16	To subtract with exchange across a hundreds boundary.	Pupils subtract where regrouping across a hundred is needed.	Pupils solve complex subtraction problems and justify their steps using place value reasoning.
	Add 2 Digit and 3 Digit Numbers	17	To add a 2-digit number to a 3-digit number using formal written methods.	Pupils add a 2-digit and a 3-digit number using formal and mental strategies.	Pupils choose the most efficient strategy and explain how they ensured accuracy.
	Subtract A 2 Digit Number From A 3 Digit Number	18	To subtract a 2-digit number from a 3-digit number using column subtraction.	Pupils subtract a 2-digit number from a 3-digit number using formal written or mental methods.	Pupils flexibly decide when to use mental or written methods and justify their reasoning.
	Complements to 100	19	To find and use number pairs that total 100.	Pupils identify pairs of numbers that sum to 100.	Pupils apply knowledge of complements to 100 in missing number and word problems.
	Estimate Answers	20	To estimate answers by rounding and adjusting.	Pupils round numbers to estimate the answers to addition and subtraction problems.	Pupils explain the purpose of estimation and use it to check the reasonableness of their answers.
	Inverse Operations	21	To use inverse operations to check calculations and solve missing number problems.	Pupils use inverse operations to check calculations and solve missing number problems.	Pupils explain the relationship between operations and use inverse reasoning to solve multi-step problems.
	Make Decisions	22	To decide which calculation strategy is most efficient for solving a problem.	Pupils choose appropriate strategies for solving different types of calculation problems.	Pupils explain and justify their decisions when selecting methods and solving unfamiliar problems.
	Assessment				
<a href="#">Multiplication &amp; Division - Block 3</a>	Multiplication Equal Groups	1	To understand multiplication as equal groups and represent it using repeated addition.	Pupils represent multiplication as equal groups and describe what multiplication means.	Pupils explain the relationship between equal groups and repeated addition using varied representations.
	Use Arrays	2	To use arrays to represent and solve multiplication problems.	Pupils use arrays to model and solve multiplication problems.	Pupils interpret and create arrays to represent different multiplication and division statements.
	Multiplication of 2	3	To recall and use multiplication facts for the 2 times table.	Pupils recall and use multiplication facts for the 2 times table.	Pupils apply knowledge of the 2 times table to solve word problems and reason about patterns.
	Multiples of 5 and 10	4	To recall and use multiplication and division facts for the 5 and 10 times tables.	Pupils count in steps of 5 and 10 and recognise multiples.	Pupils use multiples of 5 and 10 in reasoning and problem-solving contexts, including money and measures.
	Sharing and Groupings	5	To use sharing and grouping strategies to understand division.	Pupils solve division problems using sharing and grouping methods.	Pupils choose between sharing and grouping strategies and explain their reasoning clearly.
	Multiply By 3	6	To recall and use multiplication facts for the 3 times table.	Pupils recall and use multiplication facts for the 3 times table.	Pupils apply their knowledge of 3x facts in different contexts and solve two-step problems involving multiplication.
	Divide By 3	7	To divide by 3 using known facts and models.	Pupils solve division problems involving the 3 times table.	Pupils use the inverse relationship between multiplication and division to check and explain answers.
	The 3 Times Tables	8	To consolidate knowledge of the 3 times table through application.	Pupils fluently recall and apply multiplication and division facts for the 3 times table.	Pupils identify patterns and connections within the 3 times table and use it in word problems.
	Multiply By 4	9	To recall and use multiplication facts for the 4 times table.	Pupils recall and use multiplication facts for the 4 times table.	Pupils use known multiplication facts to solve unfamiliar problems and explain patterns within the 4 times table.
	Divide By 4	10	To divide by 4 using known facts.	Pupils solve division problems related to the 4 times table.	Pupils reason about the relationship between multiplication and division and apply known facts flexibly.
	The 4 Times Table	11	To apply understanding of the 4 times table in reasoning and problem solving.	Pupils fluently recall and apply multiplication and division facts for the 4 times table.	Pupils explain links between the 2 and 4 times tables and use them to solve multi-step problems.
	Multiply by 8	12	To recall and use multiplication facts for the 8 times table.	Pupils recall and use multiplication facts for the 8 times table.	Pupils identify links between the 2, 4, and 8 times tables and apply them in a range of contexts.
	Divide By 8	13	To divide by 8 using known facts.	Pupils solve division problems using facts from the 8 times table.	Pupils apply inverse operations and explain how multiplication helps solve division efficiently.
	The 8 Times Table	14	To apply understanding of the 8 times table to solve problems.	Pupils fluently recall and apply multiplication and division facts for the 8 times table.	Pupils reason about and solve complex problems using the 8 times table, justifying their strategies.
	The 2, 4 and 8 Times Table	15	To identify relationships between the 2, 4 and 8 times tables.	Pupils make connections between the 2, 4, and 8 times tables.	Pupils explain the relationships between the 2, 4, and 8 times tables and use this knowledge to solve problems efficiently.
	Assessment	16			
	L1 – Understand the Denominators of Unit Fractions		To understand that the denominator represents the number of equal parts a whole is divided into.	Pupils can identify and explain the meaning of denominators in unit fractions.	Pupils can reason about denominators and explain how they affect the size of fractions.
	L2 – Compare and Order Unit Fractions		To compare and order unit fractions by considering the size of the denominator.	Pupils can compare and order unit fractions by reasoning about the denominator size.	Pupils can justify comparisons between unit fractions using mathematical reasoning and examples.

Year 3 Spring Block 1 - Fractions A	L3 – Understand the Numerators of Non-Unit Fractions		To understand that the numerator represents how many equal parts are being considered.	Pupils can identify and explain the role of the numerator in non-unit fractions.	Pupils can explain how numerators affect the value of non-unit fractions and compare fractions with the same denominator.
	L4 – Understand the Whole		To understand the relationship between parts and the whole and identify wholes made up of equal parts.	Pupils can recognise the relationship between parts and wholes using visual models.	Pupils can represent and explain the relationship between parts and wholes using different visual models.
	L5 – Compare and Order Non-Unit Fractions		To compare and order non-unit fractions using both numerator and denominator.	Pupils can compare and order non-unit fractions using diagrams and reasoning.	Pupils can reason about and compare non-unit fractions with different numerators and denominators.
	L6 – Fractions and Scales		To use fractions to represent values on scales, including measurement contexts.	Pupils can read scales and identify fractional intervals between whole numbers.	Pupils can explain fractional values on scales and apply understanding to solve real-world problems.
	L7 – Fractions on a Number Line		To identify and place fractions accurately on a number line.	Pupils can identify and label fractions accurately on a number line.	Pupils can reason about the placement of fractions on a number line and explain their reasoning.
	L8 – Count in Fractions on a Number Line		To count forwards and backwards in fractions on a number line.	Pupils can count forwards and backwards in equal fractional steps on a number line.	Pupils can extend number line patterns beyond one whole, explaining relationships between fractions.
	L9 – Equivalent Fractions on a Number Line		To recognise and identify equivalent fractions on a number line.	Pupils can identify and match equivalent fractions represented on a number line.	Pupils can find and explain equivalent fractions using number lines and visual reasoning.
	L10 – Equivalent Fractions as Bar Models		To use bar models to represent and compare equivalent fractions visually.	Pupils can use bar models to show and compare equivalent fractions accurately.	Pupils can use bar models to reason about equivalence and prove relationships between fractions.
	Assessment	16			
Year 3 Spring Block 2 - Multiplication & Division	L1 – Multiples of 10		To explore and understand multiples of 10 through counting and patterns.	Pupils can identify multiples of 10 and describe patterns in the 10 times table.	Pupils can identify patterns in multiples of 10 and use reasoning to predict further terms.
	L2 – Related Calculations		To use known multiplication and division facts to solve related calculations.	Pupils can use known multiplication and division facts to calculate related facts.	Pupils can apply related multiplication and division facts flexibly in problem-solving contexts.
	L3 – Reasoning About Multiplications		To reason about multiplication facts using patterns and relationships.	Pupils can explain and apply reasoning when solving multiplication problems.	Pupils can use reasoning to explain and justify multiplication patterns and strategies.
	L4 – Multiply 2-Digit by 1-Digit (No Exchange)		To multiply a 2-digit number by a 1-digit number using a formal written method without exchange.	Pupils can multiply 2-digit by 1-digit numbers accurately without exchange.	Pupils can explain their method for multiplying and reason about when exchanges are needed.
	L5 – Multiply 2-Digit by 1-Digit (Exchange)		To multiply a 2-digit number by a 1-digit number using a formal written method with exchange.	Pupils can multiply 2-digit by 1-digit numbers accurately with exchange using the formal method.	Pupils can use and explain efficient methods for multiplying numbers with exchange confidently.
	L6 – Link Multiplication and Division		To understand the relationship between multiplication and division.	Pupils can use multiplication facts to derive division facts and explain their relationship.	Pupils can reason about and explain the inverse relationship between multiplication and division.
	L7 – Divide 2-Digit by 1-Digit (No Exchange)		To divide a 2-digit number by a 1-digit number using a formal written method without exchange.	Pupils can divide 2-digit numbers by 1-digit numbers accurately without exchange.	Pupils can reason about division results and explain when numbers divide exactly or leave remainders.
	L8 – Divide 2-Digit by 1-Digit (Exchange)		To divide a 2-digit number by a 1-digit number using a formal written method with exchange.	Pupils can divide 2-digit numbers by 1-digit numbers accurately with exchange using the formal method.	Pupils can use and explain exchanges in division and check their work using multiplication.
	L9 – Divide 2-Digit by 1-Digit (Remainders)		To divide a 2-digit number by a 1-digit number where there is a remainder.	Pupils can divide with remainders and record answers appropriately.	Pupils can solve complex division problems and explain the meaning of remainders in context.
	L10 – Scaling		To solve problems involving scaling using multiplication and division.	Pupils can solve problems involving scaling using multiplication and division facts.	Pupils can reason about proportional relationships when solving scaling problems.
	L11 – How Many Ways		To explore combinations and solve problems involving the number of possible arrangements.	Pupils can use reasoning to find all possible combinations in simple problems.	Pupils can solve multi-step reasoning problems involving combinations and systematically record outcomes.
	Assessment	16			
	L1 – Measure in Metres and Centimetres		To measure length accurately in metres and centimetres using a ruler or tape measure.	Pupils can measure objects in metres and centimetres accurately using appropriate tools.	Pupils can estimate and measure in metres and centimetres, explaining their reasoning.
	L2 – Measure in Millimetres		To measure length accurately in millimetres using appropriate equipment.	Pupils can measure lengths accurately in millimetres using a ruler.	Pupils can choose suitable units and tools for measuring very small objects in millimetres.
	L3 – Measure in Centimetres and Millimetres		To measure and record lengths in both centimetres and millimetres.	Pupils can record and compare lengths in centimetres and millimetres.	Pupils can explain when it is more appropriate to use centimetres or millimetres for measuring.
	L4 – Metres, Centimetres and Millimetres		To understand the relationship between metres, centimetres, and millimetres.	Pupils can explain the relationship between metres, centimetres, and millimetres.	Pupils can convert between different metric units confidently and explain the relationships.

Year 3 Spring Block 3- Length & Perimeter	L5 – Equivalent Lengths (m and cm)	To find equivalent lengths when converting between metres and centimetres.	Pupils can convert between metres and centimetres using multiplication and division by 100.	Pupils can solve problems involving conversions between metres and centimetres.
	L6 – Equivalent Lengths (cm and mm)	To find equivalent lengths when converting between centimetres and millimetres.	Pupils can convert between centimetres and millimetres using multiplication and division by 10.	Pupils can solve problems involving conversions between centimetres and millimetres.
	L7 – Compare Lengths	To compare lengths using greater than, less than, and equal to symbols.	Pupils can compare lengths accurately using standard units and comparison symbols.	Pupils can reason about length comparisons and explain their thinking using mathematical vocabulary.
	L8 – Add Lengths	To add lengths using standard units of measurement.	Pupils can add two or more lengths using standard units of measurement.	Pupils can solve word problems involving the addition of lengths in mixed units.
	L9 – Subtract Lengths	To subtract lengths using standard units of measurement.	Pupils can subtract one length from another to find the difference.	Pupils can solve word problems involving subtraction of lengths in mixed units.
	L10 – What is Perimeter	To understand that perimeter is the total distance around a shape.	Pupils can explain what perimeter means and identify it on 2D shapes.	Pupils can reason about the perimeter and describe how it changes with shape size.
	L11 – Measure Perimeter	To measure the perimeter of simple 2D shapes using rulers.	Pupils can measure and record the perimeter of shapes using a ruler accurately.	Pupils can calculate perimeters of composite shapes and explain their methods.
	L12 – Calculate Perimeter	To calculate the perimeter of rectangles and other 2D shapes using addition.	Pupils can calculate the perimeter of rectangles by adding the lengths of sides.	Pupils can solve multi-step problems involving perimeter, conversions, and missing lengths.
	Assessment			
Year 3 Spring Block 4- Angles & Shapes	L1 – Turns and Angles	To recognise angles as a measure of turn and describe turns using fractions of a full turn.	Pupils can recognise that angles are formed when two lines meet and describe them as turns.	Pupils can describe and compare angles using accurate mathematical vocabulary such as acute, right, and obtuse.
	L2 – Right Angles	To identify and recognise right angles in shapes and the environment.	Pupils can identify and name right angles in shapes and everyday contexts.	Pupils can find and classify right angles in complex shapes and justify their findings.
	L3 – Compare Angles	To compare angles and identify those greater or smaller than a right angle.	Pupils can compare angles and identify those larger or smaller than a right angle.	Pupils can explain and reason about the size of angles relative to a right angle.
	L4 – Measure and Draw Accurately	To measure and draw lines accurately using a ruler and recognise angles in drawings.	Pupils can measure and draw straight lines accurately to the nearest millimetre.	Pupils can draw and measure accurately, explaining how precision affects accuracy.
	L5 – Horizontal and Vertical	To identify and describe horizontal and vertical lines in shapes and real-life objects.	Pupils can identify and draw horizontal and vertical lines in 2D shapes.	Pupils can describe horizontal and vertical lines in context and explain their relationship to position and direction.
	L6 – Parallel and Perpendicular	To recognise and describe parallel and perpendicular lines in shapes and the environment.	Pupils can identify and describe parallel and perpendicular lines in shapes.	Pupils can identify and explain examples of parallel and perpendicular lines in real-life contexts.
	L7 – Recognise and Describe 2D Shapes	To recognise and describe the properties of 2D shapes, including sides and angles.	Pupils can recognise and describe common 2D shapes and their properties.	Pupils can reason about 2D shapes using their properties, including angles, sides, and symmetry.
	L8 – Draw Polygons	To draw polygons accurately using a ruler and recognise their properties.	Pupils can draw simple polygons accurately using a ruler and describe their features.	Pupils can construct accurate polygons and explain their properties and classifications.
	L9 – Recognise and Describe 3D Shapes	To recognise and describe the properties of 3D shapes, including faces, edges, and vertices.	Pupils can identify and describe 3D shapes by counting faces, edges, and vertices.	Pupils can reason about the properties of 3D shapes, comparing similarities and differences.
	L10 – Make 3D Shapes	To make 3D shapes using different materials and describe their properties.	Pupils can make simple 3D models and describe their properties clearly.	Pupils can design and construct 3D models and explain how their properties relate to real-life structures.
	Assessment	16		
Year 3 Summer Block 1 - Fractions A	L1 – Add Fractions	To add fractions with the same denominator and represent results visually and numerically.	Pupils can add fractions with the same denominator and record results using correct notation.	Pupils can explain and justify the process of adding fractions using visual representations and reasoning.
	L2 – Subtract Fractions	To subtract fractions with the same denominator and represent results visually and numerically.	Pupils can subtract fractions with the same denominator using visual models and notation.	Pupils can reason about the relationship between subtraction and addition of fractions.
	L3 – Partition the Whole	To understand how a whole can be partitioned into equal fractional parts.	Pupils can partition a whole into equal fractional parts using diagrams or models.	Pupils can partition wholes into different equal fractional parts and explain their reasoning.
	L4 – Unit Fractions of a Set of Objects	To find unit fractions of a set of objects by dividing equally into groups.	Pupils can find unit fractions of a set of objects accurately using division.	Pupils can explain how to find unit fractions of a set and apply their understanding in varied contexts.
	L5 – Non-Unit Fractions of a Set of Objects	To find non-unit fractions of a set of objects by multiplying unit fractions.	Pupils can find non-unit fractions of a set of objects accurately using multiplication.	Pupils can solve problems involving non-unit fractions and explain their reasoning using mathematical vocabulary.
	L6 – Reasoning with Fractions of an Amount	To use reasoning to solve problems involving fractions of quantities and amounts.	Pupils can solve problems involving fractions of amounts using reasoning and simple calculations.	Pupils can use reasoning to solve complex word problems involving fractions of quantities and explain their strategies clearly.

	Assessment	16			
<b>Year 3 Summer Block 2 - Mass Capacity and Volume</b>	L1 – Use Scales		To read and use different types of scales accurately to measure mass and capacity.	Pupils can read scales in intervals and use them to measure mass or capacity accurately.	Pupils can interpret scales with varied intervals and explain strategies for accurate reading.
	L2 – Measure Mass in Grams		To measure mass accurately in grams using appropriate equipment.	Pupils can measure objects in grams using scales and record results correctly.	Pupils can choose suitable units and estimate masses before measuring, justifying their choices.
	L3 – Measure Mass in Kilograms and Grams		To measure mass accurately in kilograms and grams and record using both units.	Pupils can measure and record mass using kilograms and grams correctly.	Pupils can select efficient units (kg/g) for context and explain conversions.
	L4 – Equivalent Masses (kg and g)		To convert between kilograms and grams to find equivalent masses.	Pupils can convert between kilograms and grams using multiplication and division by 1000.	Pupils can solve multi-step problems involving conversions between kg and g.
	L5 – Compare Mass		To compare masses using standard units and comparison symbols.	Pupils can compare masses and use >, < and = symbols accurately.	Pupils can reason about comparisons and justify which object is heavier and by how much.
	L6 – Add and Subtract Mass		To add and subtract masses recorded in grams and kilograms.	Pupils can solve addition and subtraction problems involving mass in kg and g.	Pupils can solve word problems involving mixed units of mass and explain their methods.
	L7 – Measure Capacity and Volume in Millilitres		To measure capacity/volume accurately in millilitres using measuring cylinders and jugs.	Pupils can measure liquid volumes in millilitres accurately.	Pupils can select appropriate measuring tools, estimate, and then measure in millilitres.
	L8 – Measure Capacity and Volume in Litres and Millilitres		To measure capacity/volume in litres and millilitres and record using both units.	Pupils can measure and record volumes in litres and millilitres correctly.	Pupils can decide when to use litres or millilitres and convert between them fluently.
	L9 – Equivalent Capacity and Volume (L and mL)		To convert between litres and millilitres to find equivalent capacities/volumes.	Pupils can convert between litres and millilitres accurately.	Pupils can solve complex problems involving conversions between litres and millilitres.
	L10 – Compare Capacity and Volume		To compare capacities and volumes using standard units and symbols.	Pupils can compare and order capacities/volumes using standard units.	Pupils can reason about capacity comparisons and explain differences using calculation.
	L11 – Add and Subtract Capacity and Volume		To add and subtract capacities/volumes recorded in litres and millilitres.	Pupils can solve addition and subtraction problems involving litres and millilitres.	Pupils can solve multi-step problems involving addition and subtraction of capacities/volumes with conversions.
		Assessment	16		
<b>Year 3 Summer Block 3 - Money</b>	L1 – Pound and Pence		To recognise and use symbols for pounds (£) and pence (p) and combine amounts to make a total.	Pupils can recognise and use the symbols £ and p accurately when recording money amounts.	Pupils can represent and explain the relationship between pounds and pence using reasoning.
	L2 – Convert Pounds and Pence		To convert between pounds and pence using understanding of 100 pence = £1.	Pupils can convert between pounds and pence correctly using their knowledge of equivalence.	Pupils can explain and solve problems that involve converting between pounds and pence in different contexts.
	L3 – Add Money		To add amounts of money using both pounds and pence.	Pupils can add amounts of money in pounds and pence accurately.	Pupils can solve word problems involving addition of money, including totals in mixed units.
	L4 – Subtract Money		To subtract amounts of money using both pounds and pence.	Pupils can subtract amounts of money in pounds and pence accurately.	Pupils can solve multi-step problems involving subtraction of money with reasoning and explanations.
	L5 – Find Change		To calculate change from a given amount using subtraction.	Pupils can calculate change accurately using subtraction and number facts.	Pupils can reason about and solve complex problems involving finding change from given totals using different strategies.
		Assessment	16		
<b>Year 3 Summer Block 4 - Data Handling</b>	L1 – Interpret Pictograms		To interpret information presented in pictograms and answer questions about the data.	Pupils can interpret pictograms using a key and answer one-step questions accurately.	Pupils can reason about and explain what pictograms show, identifying patterns or trends in the data.
	L2 – Draw Pictograms		To draw pictograms accurately using a key and appropriate symbols to represent data.	Pupils can draw pictograms accurately using a given key and symbols to represent data.	Pupils can design their own pictograms using appropriate symbols and justify their choice of key.
	L3 – Interpret Bar Charts		To interpret bar charts by reading and comparing data represented on the chart.	Pupils can interpret bar charts to answer simple comparison questions.	Pupils can interpret bar charts with different scales and explain comparisons in detail.
	L4 – Draw Bar Charts		To draw bar charts accurately using scales and labels to represent data.	Pupils can draw bar charts accurately using scales and correct labelling.	Pupils can create bar charts from raw data, choosing appropriate scales and explaining their choices.
	L5 – Collect and Represent Data		To collect, organise, and represent data using pictograms and bar charts.	Pupils can collect data and represent it clearly in pictograms or bar charts.	Pupils can plan investigations to collect data, represent it in multiple forms, and draw conclusions.
	L6 – Two-Way Tables		To interpret and complete two-way tables by organising and comparing data sets.	Pupils can interpret and complete two-way tables by reading and comparing data.	Pupils can analyse data in two-way tables, explain relationships, and use reasoning to answer complex questions.
		Assessment	16		

Year 3 Summer Block 5 - Time	L1 – Roman Numerals to 12	To read and write Roman numerals to 12 and understand their use on clock faces.	Pupils can read and write Roman numerals to 12 and recognise them on clock faces.	Pupils can explain the structure and pattern of Roman numerals and their link to modern numbers.
	L2 – Tell the Time to 5 Minutes	To tell and write the time to the nearest 5 minutes on an analogue clock.	Pupils can tell and record the time to the nearest 5 minutes using an analogue clock.	Pupils can reason about time to the nearest 5 minutes and explain patterns on a clock face.
	L3 – Tell the Time to the Minute	To tell and write the time to the nearest minute on an analogue and digital clock.	Pupils can tell and record the time to the nearest minute using analogue and digital clocks.	Pupils can estimate and reason about the passage of time to the nearest minute.
	L4 – Read Time on a Digital Clock	To read and record times accurately using a digital clock format.	Pupils can read times accurately on digital clocks and record them correctly.	Pupils can interpret 12-hour and 24-hour digital time and convert between them.
	L5 – Using AM and PM	To understand and use AM and PM correctly when reading and recording time.	Pupils can distinguish between AM and PM and apply them when recording times.	Pupils can apply AM and PM knowledge to real-life contexts such as timetables.
	L6 – Years, Months and Days	To know the relationship between years, months, and days.	Pupils can identify and order the months of the year and know the number of days in each.	Pupils can reason about time in larger units and explain relationships between them.
	L7 – Days and Hours	To know the relationship between days and hours and use them in real-life contexts.	Pupils can relate days to hours and solve problems using these relationships.	Pupils can reason about and calculate total durations involving multiple days and hours.
	L8 – Hours and Minutes – Use Start and End Times	To calculate time intervals using given start and end times.	Pupils can calculate time intervals using start and end times in hours and minutes.	Pupils can solve complex time problems involving multiple start and end times.
	L9 – Hours and Minutes – Use Durations	To calculate durations of time in hours and minutes accurately.	Pupils can calculate durations of time accurately in hours and minutes.	Pupils can solve real-world problems involving durations and justify their methods.
	L10 – Minutes and Seconds	To understand and convert between minutes and seconds.	Pupils can convert between minutes and seconds using multiplication and division.	Pupils can reason about and convert accurately between seconds, minutes, and hours.
	L11 – Units of Time	To understand and convert between different units of time.	Pupils can convert between units of time such as seconds, minutes, hours, and days.	Pupils can solve problems that require conversion between multiple units of time.
	L12 – Solve Problems with Time	To solve problems involving time, including conversions and elapsed time.	Pupils can solve word problems involving time intervals, conversions, and durations.	Pupils can solve multi-step reasoning problems involving time intervals, conversions, and elapsed time.
	Assessment	16		











