

**Year 3 Maths Long Term Overview Scheme 3.0**

***Rationale***

This overview is designed to run alongside the White Rose Schemes of Learning (Version 3.0) found [here](https://whiterosemaths.com/resources/primary). The small steps within White Rose are not necessarily designed to cover one lesson so some may be repeated which can be used to consolidate concepts or allow children greater access to reasoning and problem solving. The lessons that are linked to the [DFE ready to progress criteria](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf) are identified with a reference such as **(NPV-1),** teachers can use these to refer to the document for additional planning support. Due to differing term lengths, these overviews do not directly match those on White Rose. For instance, some units are started earlier in the term or the term before, but they all correlate with the schemes of learning.

***Vocabulary***

There are also two vocabulary rows on the document, which show the subject specific vocabulary that needs to be introduced or re-introduced as part of the unit as well as what should have been covered in the previous year group. It is essential that teachers refer to previous year’s vocabulary especially if children are not secure. If children are still struggling to define certain pieces of vocabulary, teachers should be encouraged to reintroduce them. Whole school vocabulary progression documents are within the Maths area on ReachIn and this language is also present on the accompanying knowledge organisers.

**Consolidation/revisiting**

The consolidation row has been removed from the most recent overviews as we suggest that the White Rose ‘Flashback 4s’ are used to revisit and consolidate learning as they reduce workload for teachers and comprehensively revisit taught content. If you chose not to use these, teachers should be encouraged to spend half the week looking at the previous year’s small steps before teaching a unit and revisit them briefly. For the other half, they’d be encouraged to revisit learning they’ve done during the current year.

Also, the new White Rose schemes have removed the explicit recap sessions, however the beginning of the units include steps from the previous year to ensure children have the required knowledge to access new learning.

***Assessment/Consolidation Weeks***

The end of unit assessments have been left in, these can be taken from the previous years’ resources as they will broadly match the topic being taught. Finally, within the plans there are also assessment/consolidation weeks which have been put in to revisit topics children struggled with or as buffers for if and when units overrun to accommodate assessments, trips, productions etc. These documents are also fully editable so topics or assessment weeks can be moved around or lengthened if necessary and to accommodate different term lengths. The term lengths are kept as seven weeks for the two autumn half terms and summer 2 and six for the rest. However, they can be adapted to meet differing term lengths. However, they can be adapted to meet differing term lengths

**Currently only Autumn term on document**

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| **Autumn 1**  | **Week 1**  | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Units**  | **Number: Place Value**  | **Number: Place Value** | **Number: Place Value**  | **Number: Addition and subtraction**  | **Number: Addition and subtraction**  | **Number: Addition and subtraction**  | **Number: Addition and subtraction** |
| **Lesson objectives (Small steps)** | 1) Represent numbers to 100 **(NPV-2)**2) Partition numbers to 100 **(NPV-2)**3) Numbers line to 100 **(NPV-3)**4) Hundreds **(NPV-1, NPV-2)**5) Represent numbers to 1000 **(NPV-2)** | 6) Partition numbers to 1000 **(NPV-2)** 7) Flexible partitioning of numbers to 1000 **(NPV-2)**8) Hundreds, tens and ones **(NPV-2)**9) Find 1,10 and 100 more or less **(NPV-3)** 10) Number line to 1000 **(NPV-3)** | 11) Estimate on a number line to 1000 **(NPV-3)**12) Compare numbers to 1000 **(NPV-3)**13) Order numbers to 1000 **(NPV-3)**14) Count in 50s **(NPV-4)**15) Mini-assessment (end of unit assessment) | 1) Apply number bonds within 102) Add and subtract 1s **(AS-2)**3) Add and subtract 10s **(AS-2)**4) Add and subtract 100s **(AS-2)**5) Spot the pattern **(AS-2)** | 6) Add 1s across a 10 **(AS-2)**7) Add 10s across 100 **(AS-2)**7) Subtract 1s across a 10 **(AS-2)**9) Subtract 10s across 100 **(AS-2)**10) Make connections **(AS-2)**  | 11) Add two numbers (no exchange) **(AS-2)**12) Subtract two numbers (no exchange) **(AS-2)**13) Add two numbers (across a 10) **(AS-2)**14) Add two numbers (across a 100) **(AS-2)** | 15) Subtract two numbers (across a 10) **(AS-2)**16) Subtract two numbers (across a 100) **(AS-2)**17) Add 2-digit and 3-digit numbers **(AS-2)**18) Subtract a 2-digit number from a 3-digit number **(AS-2)**  |
| **Vocabulary (Year group specific)** | Three-digithundreds  | Three-digit10 or 100 more10 or 100 less hundreds | Three-digitAscending Descending hundreds 10 or 100 more10 or 100 less | 3 digit numberEstimate | 3-digit numberColumn addition Column subtraction EstimateExchange | 3-digit numberColumn addition Column subtraction EstimateExchange | 3-digit numberColumn addition Column subtraction EstimateExchange |
| **Previous years Vocabulary** | MultiplesPlace value CompareCount in stepsEstimatePartition TensOnes  | Place value CompareCount in stepsEstimate Partition Tens Ones  | Multiples Place value CompareCount in stepsDigit Two digitsEstimate | Facts2-digit numberCommutativeInverseNumber bonds Addition/addSubtraction/subtract  | Facts2-digit numberCommutativeInverseAddition/addSubtraction/subtract | Facts2-digit numberCommutativeInverseAddition/addSubtraction/subtract | Facts2-digit numberCommutativeInverseAddition/addSubtraction/subtract |

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| **Autumn 2**  | **Week 1**  | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Units**  | **Number: Addition and subtraction**  | **Number: Multiplication and division** | **Assessment/****consolidation week** | **Number: Multiplication and division** | **Number: Multiplication and division** | **Number:****Multiplication and division**  | **Consolidation week** |
| **Lesson objectives (Small steps)** | 19) Complements to 100 **(AS-1)**20) Estimate answers **(AS-2)**21) Inverse operations **(AS-2)**22) Make decisions 23) Mini-assessment (end of unit assessment) | 1) Multiplication –equal groups **(MD-1)**2) Using arrays **(MD-1)**3) Multiples of 2 **(MD-1)**4) Multiples of 5 and 10 **(MD-1)** | Assessment week or consolidation week. This can also act as a buffer for any units that overran  | 5) Sharing and grouping **(MD-1)**6) Multiply by 3 **(MD-1)**7) Divide by 3 **(MD-1)**8) The 3 times-table **(MD-1)** | 9) Multiply by 4 **(MD-1)** 10) Divide by 4 **(MD-1)**11) The 4 times-tables **(MD-1)**12) Multiply by 8 **(MD-1)**  | 13) Divide by 8 **(MD-1)**14) The 8 times-table **(MD-1)**15) The 2, 4 and 8 times-tables16) Mini-assessment (end of unit assessment) | Revisit concepts children struggled with as well as act as a buffer for any units that overran |
| **Vocabulary (Year group specific)** | 3-digit numberColumn addition Column subtraction EstimateExchangeComplements Operations  | Mathematical statements Missing number problems Correspondence problems Derived facts  |  | Mathematical statements Missing number problems Correspondence problems Derived facts | Mathematical statements Missing number problems Correspondence problems Derived facts | Mathematical statements Missing number problems Correspondence problems Derived facts  |  |
| **Previous years Vocabulary** | Facts2-digit numberCommutativeInverse | Commutative Repeated additionMultiplication tables Odd numbers Even numbers  |  | Commutative Repeated additionMultiplication tables Odd numbers Even numbers  | Commutative Repeated additionMultiplication tables Odd numbers Even numbers  | Commutative Repeated additionMultiplication tables Odd numbers Even numbers  |  |