**Planning the LNF across Year 3**

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| **Strands** | **Elements** | **Code** | **Children are able to:** |  | | |
| **AUTUMN** | **SPRING** | **SUMMER** |
| Developing numerical reasoning | Identify processes and connections | **KS2.1** | transfer mathematical skills to a variety of contexts and everyday situations |  |  |  |
| **KS2.2** | identify the appropriate steps and information needed to complete the task or reach a solution |  |  |  |
| **KS2.3** | select appropriate mathematics and techniques to use |  |  |  |
| **KS2.5** | select and use suitable instruments and units of measurement |  |  |  |
| **KS2.4** | choose an appropriate mental or written strategy and know when it is appropriate to use a calculator |  |  |  |
| **KS2.7** | estimate and visualise size when measuring and use the correct units |  |  |  |
| Represent and communicate | **KS2.11** | explain results and procedures clearly using mathematical language |  |  |  |
| **KS2.13** | refine informal methods of recording written calculations, moving to formal methods of calculation when developmentally ready |  |  |  |
| **KS2.14** | use appropriate notation, symbols and units of measurement |  |  |  |
| **KS2.15** | select and construct appropriate charts, diagrams and graphs with suitable scales |  |  |  |
| Review | **KS2.17** | select from an increasing range of checking strategies to decide if answers are reasonable |  |  |  |
| **KS2.18** | interpret answers within the context of the problem and consider whether answers, including calculator, analogue and digital displays, are sensible |  |  |  |
| **KS2.19** | draw conclusions from data and recognise that some conclusions may be misleading or uncertain |  |  |  |

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| **AUTUMN** | **SPRING** | **SUMMER** |
| Using number skills | Use number facts and relationships | **3.N2** | read and write numbers to 1 000 |  |  |  |
| **3.N3** | compare and estimate with numbers up to  100 |  |  |  |
| **3.N4** | use mental strategies to recall number facts within 20 |  |  |  |
| **3.N5** | recall 2, 3, 4, 5 and 10 multiplication tables and use to solve multiplication and division problems |  |  |  |
| **3.N6** | multiply numbers by 10 |  |  |  |
| Fractions, decimals, percentages and ratio | **3.N8** | use halves and quarters |  |  |  |
| **3.N8a** | halve 2-digit numbers in the context of number, money and measure |  |  |  |
| **3.N8b** | find fractional quantities linked to known multiplication facts, *e.g. 1⁄3 of 18, 1⁄5 of 15* |  |  |  |
| Calculate using mental and written methods | **3.N12** | find differences within 100 |  |  |  |
| **3.N12a** | use mental strategies to add and subtract 2-digit numbers |  |  |  |
| **3.N13** | use partitioning to double and halve 2-digit numbers |  |  |  |

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| **AUTUMN** | **SPRING** | **SUMMER** |
| Using number skills | Estimate and check | **3.N16** | check subtraction using addition |  |  |  |
| **3.N16a** | check halving using doubling |  |  |  |
| **3.N16b** | check multiplication using repeated addition |  |  |  |
| Manage money | **3.N17** | use different combinations of money to pay for items up to £2 and calculate the change |  |  |  |
| **3.N17a** | order and compare items up to £10 |  |  |  |
| **3.N18** | record money spent and saved |  |  |  |
| Using measuring skills | Length, weight/mass, capacity | **3.M2** | recognise that perimeter is the distance around a shape |  |  |  |
| **3.M1** | use standard units of measure: - length: measure on a ruler to the nearest ½ cm - weight/mass: use 5g, 10g and 100g weights - capacity: use litres and half litres; measure to the nearest 100ml |  |  |  |
| Time | **3.M5** | tell the time to the nearest 5 minutes on an analogue clock and calculate how long it is to the next hour |  |  |  |
| **3.M5a** | read hours and minutes on a 12-hour digital clock using am/pm conventions |  |  |  |
| Temperature | **3.M8** | take temperature readings using thermometers and interpret readings above and below 0°C |  |  |  |

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| Using measuring skills | Area and volume  Angle and position | **3.M10** | find areas by counting squares |  |  |  |
| **3.M9** | use the four compass points to describe directions |  |  |  |
| Using data skills | Collect and record data  Present and analyse data  Interpret results | **3.D4** | represent data using: - lists, tally charts, tables and diagrams - bar charts and bar line graphs labelled in 2s, 5s and 10s - pictograms where one symbol represents more than one unit using a key - Venn and Carroll diagrams |  |  |  |
| **3.D3** | extract and interpret information from charts, timetables, diagrams and graphs. |  |  |  |