

Primary – Maths

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	- Number and the Number System - Counting and comparing - Visualising and constructing	- Calculating: addition and subtraction - Calculating: Multiplication and division - Assessment and Enrichment	- Exploring Time - Exploring Fractions	- Measuring space - Preventing the gap/Going Deeper - Assessment and Enrichment	- Investigating angles - Calculating fractions & Decimals	- Exploring money - Presentation of Data - Assessment and Enrichment - Preventing the gap/Going Deeper
Skills, Knowledge, and Learning	Over the course of this half term, pupils will look at using place value with numbers up to 1000, including comparing numbers. Pupils will have opportunities to use Base ten equipment to support with their development, identifying patterns within numbers including counting from 0 in multiples of 4,8,50 and 100. This will help build their problem-solving skills. Pupils will also look at identifying different types of lines, which will lead into drawing 2D shapes and identifying 3D shapes. Pupils will have access to 3D models of shapes to hold and manipulate to	In this term pupils will be focused on addition and subtraction using both mental and written methods including three-digit numbers. This will help pupils to build on their knowledge of place value and with promote maths Fluency. Pupils will also be focussing on recalling and using multiplication and division facts for 3,4 and 8 times tables as well as using mental and written methods for two-digit numbers times by one-digit numbers. Pupils will be given a range of strategies to work through these problems, helping them to develop a method that works for them. This will be applied to word-based questions to help	During this term, Pupils will be looking at understanding time, both analogue and digital clocks including the use of Roman numerals for I to XII to help develop Fluency within Maths. Pupils will understand different lengths of time and compare times of events in different units by using Mathematical reasoning to justify their solutions. The second part of the term will focus on recognising, finding, and writing fractions using a discrete set of objects for both unit and non-unit fractions. This will require students to use Mathematical reasoning and promote Fluency within the subject	This term pupils will investigate comparing and measuring lengths. This will call upon pupils to build knowledge of basic units of measure before applying prior learning of addition and subtraction to solve problems. This will help develop the pupils Fluency in using these key skills. The unit then moves onto Mass where pupils again will develop knowledge of different units of mass, comparing these by using Mathematical reasoning to justify answers to questions. Pupils will also become familiar with finding the perimeter of simple 2D shapes by measuring lengths of sides and using their	This term will allow pupils to recognise angles within shapes or a turn, developing their Fluency and building on their knowledge of a right angles into larger angles, allowing opportunities for mathematical reasoning and problem solving. Pupils will also focus on tenths, counting up and down as well as recognising that tenths arise from dividing by 10. Pupils will also building prior knowledge of Fractions with adding and subtracting Fractions with same denominator within 1 whole with worded problems allowing pupils to develop their problem-solving skills	This final term allows pupils to recall previous work on money and solve problems in a practical context. Pupils will become familiar with graphs. Reading and making picture graphs will be key knowledge pupils will obtain. This will require pupils to use mathematical reasoning to answer questions about graphs they look at. This is a key skill for helping pupils to develop independence by accessing bus timetables etc outside of school. Pupils will be given the opportunity to recap on the year's learning, to embed the many taught concepts (developing maths fluency). Pupils will also face appropriate

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	see the shapes from different views allowing pupils to use mathematical reasoning.	pupils relate the learning to real life situations. The word questions focus on pupils applying their learning to problem solve, calling upon mathematical reasoning to justify their answers. i.e., starting to make connections between multiplication and division facts. This term also allows for pupil assessments and enrichment tasks to enhance the work cover so far in the term, allowing for development of Mathematical reasoning and Fluency.		addition skills. Word problems will also help pupils to develop independence. Within this term, pupils can revisit previous topics and ensure solid understanding of topics covered and allow students to delve deeper into topics to deepen their understanding. This term also allows for pupil assessments and enrichment tasks to enhance the work cover so far in the term, allowing for development of Mathematical reasoning and Fluency.		word-based assessments to allow them to demonstrate their ability to problem solve with questions related to real life contexts. This will highlight to pupils that transferable skills knowledge learning they can use outside of the classroom and school. A final assessment will be carried out to see overall progress from the year, pupils can revisit areas required following their assessment to ensure solid understanding of topics covered and allow students to delve deeper into topics to deepen their understanding.
NC/Qualification Objectives	- recognise the place value of each digit in a three-digit number (hundreds, tens, ones) - read and write numbers up to 1000 in numerals and in words - identify, represent, and estimate numbers using different representations	- add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds - 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	- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks - 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.,	- measure, compare, add, and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) - measure the perimeter of simple 2-D shapes	- recognise angles as a property of shape or a description of a turn - 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 - count up and down in tenths; recognise that tenths arise from	- add and subtract amounts of money to give change, using both £ and p in practical contexts - interpret and present data using bar charts, pictograms, and tables - solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts

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	• solve number problems and practical problems involving these ideas • compare and order numbers up to 1000 • count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • solve number problems and practical problems involving these ideas • identify horizontal and vertical lines and pairs of perpendicular and parallel lines • draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	inverse operations to check answers • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • 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 • 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	morning, afternoon, noon, and midnight • 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 events or tasks] • recognise, find, and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • recognise and show, using diagrams, equivalent fractions with small denominators • compare and order unit fractions, and fractions with the same denominators		dividing an object into 10 equal parts and in dividing one-digit • add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]	and pictograms and tables
Enrichment/ Experiences	- Reading Shopping Trip – estimation, using money, adding costs of items - Marwell Zoo – Data collection - Wellington Country Park– Estimating and measuring distances					

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Curriculum End Point / Goal	By the end of the term pupils should be confident in using numbers up to 1000, such as adding/subtracting/ordering these numbers. Knowledge of place value should underpin this, will pupils able to work with ones, tens, and hundreds. Pupils should also be able to recognise parallel and perpendicular lines, draw 2D shapes and recognise 3D shapes from different views.	By the end of this term pupils should have developed confidence in their ability to add, subtract, multiply and divide numbers in a range of contexts. Pupils should they are able to tackle real world problems involving basic operations they have worked on. This term will also have helped identify gaps in knowledge of topics covered to date and allowed time for recapping and securing of this knowledge.	By the end of this term pupils should be able to compare and order like fractions and be able to use fractions in real world contexts. Pupils should be able to read and understand time and become familiar with volumes. Adding and subtraction skills should continue to have been embedded and pupils should show more fluency in using these	By the end of this term pupils should have an awareness of different types of measurement used in the real world and should be confident in using these. Pupils should be able to measure different objects using meters and centimetres around the classroom Applying learning to real world situations is important for helping pupils' development of independence and problem solving these. This term will also have helped identify gaps in knowledge of topics covered to date and allowed time for recapping and securing of this knowledge.	By the end of this term pupils will be able to recognise angle properties of basic shapes and describe fractions of a turn in increments of 90° . Pupils will also be able to count up and down in tenths and understand that a tenth of a number is from dividing by 10. Pupils will be able to add and subtract fractions with the same denominator up to one whole.	In this term pupils should have developed an ability to read basic graphs and be able to transfer this knowledge to read everyday graphs we use in real life situations. Pupils should also understand how to count pounds and pence allowing them to feel more confident with money. Applying learning to real world situations is important for helping pupils' development of independence and problem solving these This final term should have helped to identify gaps in knowledge and embedded key skills, knowledge, and learning. Pupils should be demonstrating improved fluency between skills being used in different units, with problem solving skills being improved when answering functional skills style word problems
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