Year 3 Maths Overview 2022 - 2023

'With each small step the Lord guides me to the best that I can be'

	Week	Mental Maths	Curriculum
Half Term 1 (Autumn 1)	1	*Use pre-assessment of KS1 objectives to identify misconceptions / gaps in knowledge. Use the mental starter sessions to address gaps.* -Counting in 2,3,5 and 10 from 0 and any number forwards and backwards throughout the week. -Number bonds to 10 / 20 / 100	*Pre-Assessment of Y2 Place Value to take place* <u>Year 2 Place Value</u> • Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • Recognise the place value of each digit in a two-digit number (tens, ones) • Identify, represent and estimate numbers using different representations, including the number line • Compare and order numbers from 0 up to 100; use and = signs • Read and write numbers to at least 100 in numerals and in words <u>Year 3 Place Value</u> • Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • Compare and order numbers up to 1000 • Identify, represent and estimate numbers using different representations • Read and write numbers up to 1000 in numerals and in words • Solve number problems and practical problems involving these ideas *End of unit check for Y3 Place Value to take place* *Pre-Assessment of Y2 Addition and Subtraction to take place*
	2	Compare and order numbers from 0 up to 100; use <, > and = signs (Y2 consolidation)	
	3	Recall and use addition facts up to 20 fluently (Y2 consolidation)	
	4	Derive and use related facts up to 100 (Y2 consolidation)	

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	5	KS1 Basic mental addition strategies, including addition with money	Year 2 Addition and Subtraction
			• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
			• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
			  ○ a two-digit number and ones
			  ○ a two-digit number and tens
			  ○ two-digit numbers
			  ○ adding three one-digit numbers
			• show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
			• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
			
			Year 3 Addition and Subtraction
			• Add and subtract numbers mentally, including:
			  ○ a three-digit number and ones
			  ○ a three-digit number and tens

	6	KS1 Basic mental subtraction strategies, including subtraction with money	
	7	**Consolidation Week** Add and subtract numbers mentally, including: a three-digit number and ones	Consolidation Week • Place Value • Addition and Subtraction (Y2 Objectives) • Addition and Subtraction (Y3 Objective - Mental addition of 3 digits and ones and tens)

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		Mental Maths	Curriculum

Half Term 2 (Autumn 2)	1	2 Times Tables (including division facts) counting forwards and backwards	Year 3 Addition and Subtraction
			• 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 inverse operations to check answers
			• Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
			
			End of unit check for Y3 Addition and Subtraction to take place
			Pre-Assessment of Y2 Multiplication and Division to take place

	2	5 Times Tables (including division facts) counting forwards and backwards	
	3	10 Times Tables (including division facts) counting forwards and backwards	Year 2 Multiplication and Division • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
	4	3 Times Tables (including division facts) counting forwards and backwards	

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	5	3 Times Tables (including division facts) counting forwards and backwards	Year 3 Multiplication and Division • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
	6	**Assessment Week** Division facts for the 3 times tables	
	7	**Consolidation Week** 2, 3, 5, 10 counting forwards and backwards (including division facts)	Consolidation Week • Addition and Subtraction • Multiplication and Division (Y2 Objectives) • Multiplication and Division (Y3 Objective - 3, 4 and 8 multiplication tables)

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	Week	Mental Maths	Curriculum
Half Term 3 (Spring 1)	1	4 Times Tables (including division facts) counting forwards and backwards	Year 3 Multiplication and Division • 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. *End of unit check for Y3 Multiplication and Division to take place* *Pre-Assessment of Y2 Measurement (Length and Height) to take place*
	2	4 Times Tables (including division facts) counting forwards and backwards	
	3	8 Times Tables (including division facts) counting forwards and backwards	
	4	8 Times Tables (including division facts) counting forwards and backwards	Year 2 Measurement (Length) • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) • Compare and order lengths and record the results using >, < and = Year 3 Measurement (Length and Perimeter) • Measure, compare, add and subtract: lengths (m/cm/mm) • Measure the perimeter of simple 2-D shapes *End of unit check for Y3 Measurement (Length and Perimeter) to take place* *Pre-Assessment of Y2 Fractions to take place*
	5	2, 4 and 8 Times Tables (making connections). Counting forwards, backwards and including division facts.	

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	6	Counting in steps of 50 and 100 forwards and backwards.	Year 2 Fractions • Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity • Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. Year 3 Fractions • 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
	7	**Consolidation Week** 2, 4, 8 Times tables and division facts, counting in 50s and 100s.	Consolidation Week • Multiplication and Division • Measurement (Length, Height and Perimeter) • Fractions (Y2 Objectives) • Fractions (Unit and non-unit fractions)

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	Week	Mental Maths	Maths Curriculum
Half Term 4 (Spring 2)	1	Counting in tenths Counting forwards and backwards.	<u>Year 3 Fractions</u> • Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • Recognise and show, using diagrams, equivalent fractions with small denominators • Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7] • Compare and order unit fractions, and fractions with the same denominators • Solve problems that involve all of the above *Pre-Assessment of Y2 Measurement (Mass and Capacity) to take place*
	2	Using the inverse operation to calculate division facts	
	3	Using the inverse operation to calculate division facts	<u>Year 2 Measurement (Mass and Capacity)</u> • Choose and use appropriate standard units to estimate and measure mass (kg/g) and capacity (litres/ml) to the nearest appropriate unit, using rulers, scales and measuring vessels • Compare and order mass, volume/capacity and record the results using >, < and = <u>Year 3 Measurement (Mass and Capacity)</u> • Measure, compare, add and subtract mass (kg/g) and volume/capacity (l/ml)
	4	**Assessment Week** Converting measures (g and kg)	
	5	**Consolidation Week** Converting measures (ml and l)	<u>Consolidation Week</u> • Fractions • Measurement (Mass and Capacity) *End of unit check for Y3 Measurement (Mass and Capacity) to take place*

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	Week	Mental Maths	Maths Curriculum
Half Term 5 (Summer 1)	1	Equivalent fractions	<u>Year 3 Fractions</u> • Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • Recognise and show, using diagrams, equivalent fractions with small denominators • Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7] • Compare and order unit fractions, and fractions with the same denominators • Solve problems that involve all of the above *End of unit check for Y3 Fractions to take place* *Pre-Assessment of Y2 Money to take place*
	2	Equivalent fractions	
	3	Basic addition and subtraction with money (pounds and pence)	<u>Year 1 Money</u> • Recognise and know the value of different denominations of coins and notes <u>Year 2 Money</u> • Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • Find different combinations of coins that equal the same amounts of money <u>Year 3 Money</u> • Add and subtract amounts of money to give change, using both £ and p in practical contexts *End of unit check for Y3 Money to take place* *Pre-Assessment of Y2 Time to take place*
	4	3, 4 and 8 Times Tables Counting forwards and backwards.	

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	5	Time (o'clock, half past, quarter to, quarter past)	Year 1 Time • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Year 2 Time • Compare and sequence intervals of time • Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • Know the number of minutes in an hour and the number of hours in a day.
	6	**Consolidation Week** Times Tables Consolidation Equivalent Fractions Basic addition and subtraction with money	Consolidation Week • Fractions • Money • Y1 and Y2 Time Objectives

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	Week	Mental Maths	Maths Curriculum
Half Term 6 (Summer 2)	1	Time (to the nearest 5 minutes, 1 minute, 12 hour clock and 24 hour)	<u>Year 3 Time</u> • 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., 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 particular events or tasks] *End of unit check for Y3 Time to take place* *Pre-Assessment of Y2 Shape, Position and Direction to take place*
	2	**Assessment Week** Calculating time taken between events	
	3	Position and direction – types of turn	<u>Year 2 Properties of Shapes</u> • Identify and describe the properties of 2-D shapes, including the number of sides • Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • Compare and sort common 2-D and 3-D shapes and everyday objects. <u>Year 2 Position and Direction</u> • Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). <u>Year 3 Properties of Shapes</u> • Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • Recognise angles as a property of shape or a description of a turn
	4	2D and 3D Shapes	

			• 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 • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. *End of unit check for Y3 Shape to take place* *Pre-Assessment of Y2 Statistics to take place*
	5	2, 3, 4, 5, 8, 10 times tables consolidation	<u>Year 2 Statistics</u> • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • Ask and answer questions about totalling and comparing categorical data. <u>Year 3 Statistics</u> • 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 and pictograms and tables.
	6	**Consolidation Week** 2, 3, 4, 5, 8, 10 times tables consolidation	<u>Consolidation Week</u> • Time • Shape • Statistics *End of unit check for Statistics to take place*