Year 3 Maths Overview

Term 1

Block 1 **Place Value** (4 Weeks)	NSM – Make 10 and then	Block 2 **Addition and Subtraction** (5 Weeks)	NSM - calculating	Block 3 **Multiplication and Division** (4 Weeks)	NSM – strategy selection Fractions

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Term 2

Block 4 **Fractions** (5 Weeks)	NSM - Doubles Length	Block 5 **Length and Perimeter** (2 Weeks)	NSM – 2 x tables Mass and Capacity	Block 6 **Mass and Capacity** (4 Weeks)	NSM – 2 x tables & square times tables Angles	Block 7 **Four operations application**	NSM – square tables Line and Shape

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Term 3

Block 8 **Shape** (3 weeks)	NSM – 5 x table Money	Block 9 **Money** (3 Weeks)	NSM – 5 x table Time	Block 10 **Time** (2 Weeks)	NSM – 3 x table Revisit based on AfL	Block 11 **AfL (from assessment)**	NSM – 4 x table Revisit based on AfL

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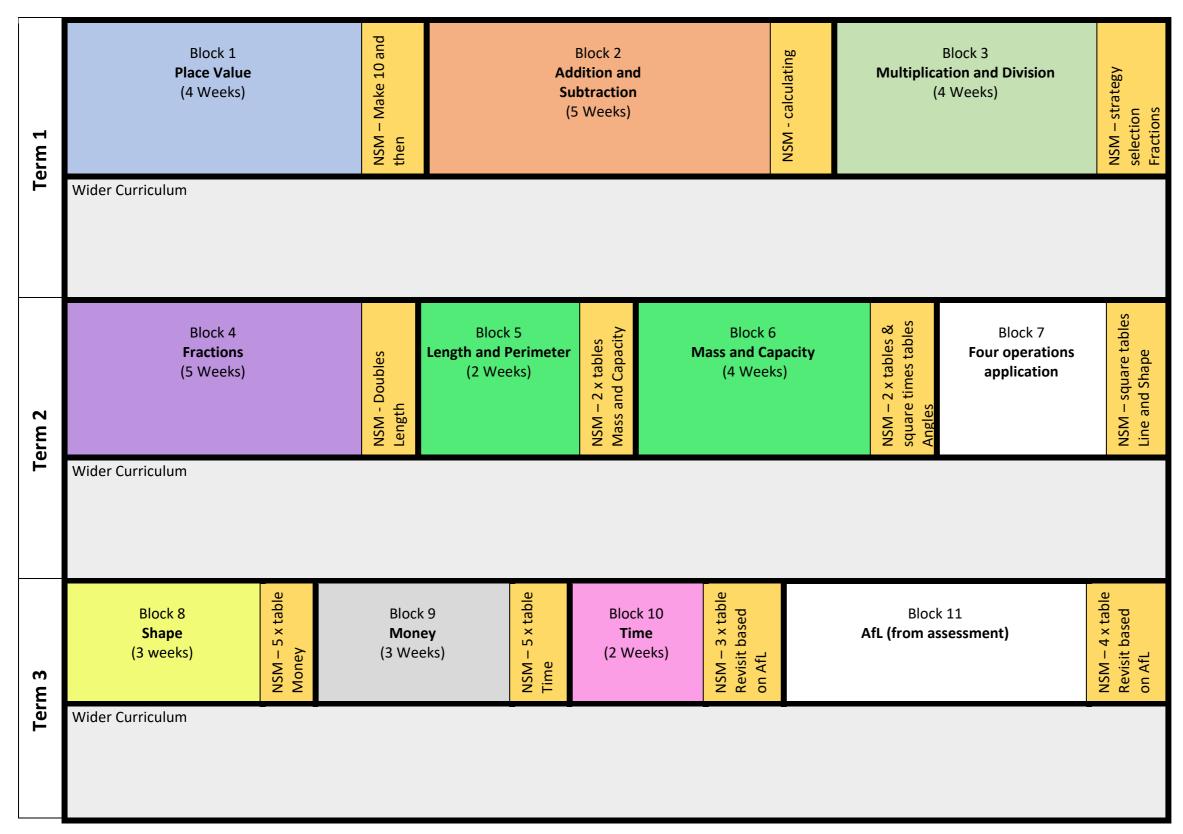
NB. There will be an assessment week within each term as well.

Declarative knowledge – highlight is new knowledge that year

Year 3: Block 1 (Place Value)

Declarative Knowledge
Make ten and then: Addition
Make ten and then: subtraction
More doubles and Near doubles
Adjusting

Count in 50's
Count in 100's

Place Value Objectives (Small Steps)	Links to Wider Curriculum
1) Represent and Partition numbers to 100 2) Number line to 100 3) Represent and partition numbers to 1000 4) Hundreds, tens and ones 5) Find 1, 10 or 100 more or less 6) Estimate on a number line to 1000 7) Compare and Order numbers to 1000 **8)** Reasoning and problem solving within place value (1 week)	

Year 3: Block 2 (Addition and Subtraction)

Declarative Knowledge
Make ten and then: Subtraction Part 2
Strategy selection
Calculating with multiples of 10
Calculating with ones
Calculating with tens
Make the next 10 and then make the previous 10

Addition and Subtraction Objectives	Links to Wider Curriculum
1) Add two numbers (no exchange) 2) Add two numbers (across a 10) 3) Add two numbers (across a 100) 4) Add two and three digit numbers 5) Subtract two numbers (no exchange) 6) Subtract two numbers (across a 10) 7) Subtract two numbers (across a 100) 8) Subtract a two digit number from a three digit number 9) Inverse operations 10) Reasoning and problem solving within addition and subtraction (1 week)	

Year 3: Block 3 (Multiplication and Division)

Declarative Knowledge
Strategy selection

A fraction is an equal part of a whole
I know that a numerator shows how many parts of the whole are needed
I know that a denominator is how many equal parts are in the whole
A unit fraction is a fraction where the numerator is 1
A non-unit fraction is a fraction where the numerator is greater than 1
Equivalent fractions are 2 or more fractions that are all equal even though they have different numerators and denominators

Multiplication and Division Objectives	Links to Wider Curriculum
1) Multiplication – equal groups and arrays 2) Sharing and grouping 3) Multiples of 10 & Related calculations 4) Multiply a 2-digit number by a 1-digit number – no exchange 5) Multiply a 2-digit numbers with a 1-digit number – with exchange 6) Link multiplication and division 7) Divide a 2-digit number by a 1-digit number – no exchange 8) Divide a 2-digit number by a 1-digit number – with remainders. 9) Reasoning and problem solving within multiplication and division inc. Scaling (1 week)	

Year 3: Block 4 (Fractions)

Declarative Knowledge
Doubles

I know that there are 10mm in 1cm.
I know that there are 100cm in 1m.
I know that perimeter is the total distance around a 2D shape

Fractions Objectives	Links to Wider Curriculum
1) Understand the denominators of unit fractions. 2) Compare and order unit fractions 3) Understand the numerator of non-unit fractions 4) Understand the whole 5) Compare and order non-unit fractions 6) Fractions on a number line 7) Count in fractions on a number line 8) Equivalent fractions on a number line 9) Add & Subtract fractions including partition the whole 10) Unit fractions of a set of objects 11) Non-unit fractions of a set of objects 12) Reasoning and problem solving within fractions (1 week)	

Year 3: Block 5 (Length and Perimeter)

Declarative Knowledge

2 times tables (8 facts)

Capacity is the total amount of fluid that can be contained in a container.
Capacity can be measured is millilitres or litres.
I know that 1000 millilitres is equal to 1 litre.
Mass is the measure of an amount of matter in a substance or object.
Mass can be measured is grams or kilograms.
I know that 1000 grams are equal to 1 kilogram.

Length and Perimeter Objectives	Links to Wider Curriculum
1) Metres, centimetres, millimetres 2) Equivalent lengths (m and cm) 3) Equivalent lengths (cm and mm) 4) Add and subtract lengths 5) Calculate perimeter 6) Measure perimeter (measure in millimetres and centimetres) *Reasoning and problem solving covered following next block.	

Year 3: Block 6 (Mass and Capacity)

Declarative Knowledge
2 times tables (8 facts)
Square times table (7 new facts)

I know that angles are created when two straight lines meet at a point or intersect.
I know that an acute angle is less than 90^0.
I know that a right angle is 90^0.
I know that an obtuse angle is an angle more than 90^0 but less than 180^0.

Mass and Capacity Objectives

1) Use/understand Scales
2) Reading scales with grams and grams and kilograms
3) Compare mass
4) Add and subtract mass
5) Reading scales with volume in millilitres and litres
6) Compare Capacity and volume
7) Add and subtract capacity and volume
8) Reasoning and problem solving within length, perimeter, mass and capacity (1 week)

Links to Wider Curriculum

Year 3: Block 7 (Four Operations Revisit)

Four Operations Revisit Objectives	Links to Wider Curriculum
Either; Re-teaching following assessment analysis Or; Opportunity to apply within broader curriculum	

Year 3: Block 8 (Shape)

Declarative Knowledge
5 times tables (6 new facts)

I know that there is 100 pence in £1
I know that different coins and notes represent different amounts of money (e.g. Coins - 1p, 2p, 5p, 10p, 20p, 50p, £1, £2. Notes - £5, £10, £20, £50)
I know that change can be given when paying for items in shops.

Shape Objectives	Links to Wider Curriculum
1) Recognise and describe 2D shapes (names, sides, vertices) 2) Recognise and describe 2D shapes (horizontal, vertical, perpendicular, parallel) 3) Recognise and describe 3D shapes (faces, edges, vertices) 4) Right angles (focused on turns) 5) Compare angles 6) Reasoning and problem solving within shape (1 week)	

Year 3: Block 9 (Money)

Declarative Knowledge
5 times tables (6 new facts)

A minute is composed of 60 seconds
An hour is composed of 60 minutes
There are 24 hours in a day.
I know that AM is before midday
I know that PM is after midday
I know that an analogue clock has moving hands
I know that a digital clock displays numerals digitally
I know that there at 7 days in a week.
I know that there are 365 days in a year.
I know that there are 366 days in a leap year.
I know that there are 52 weeks in a year.
I know that there are 12 months in a year.
I know that there are 31 days in January, March, May, July, August, October and December.
I know that there are 30 days in April, June, September and November.
I know that there are either 28 or 29 days in February.

Money Objectives	Links to Wider Curriculum
1) Counting and representing pounds and pence 2) Convert pounds and pence 3) Add money 4) Subtract money 5) Reasoning and problem solving within money including 'giving change' (1 week)	

Year 3: Block 10 (Time)

Declarative Knowledge

3 times tables (5 new facts)

Time Objectives	Links to Wider Curriculum
1) Telling the time to 5 minutes 2) Telling the time to nearest minute 3) Read time on a digital clock 4) Hours and minutes (start/end times & durations) 5) Reasoning and problem solving within time	

Year 3: Block 11 – Based on assessment

Declarative Knowledge

4 times tables (4 new facts)

Objectives	Links to Wider Curriculum
Either;	
Re-teaching following assessment analysis	
Or;	
Opportunity to apply within broader curriculum	

Maths Objectives to be covered in the wider curriculum

The below objectives need to be taught or revisited at some point in the year through the Year 3 broader curriculum.

Teach

- Draw polygons (Art)
- Practical measuring (of all measures)
- Roman numerals (History) FROM YEAR 4
- Interpret and present data using bar charts, pictograms and tables

Revisit

- Money (enterprise project/DT)
- Time durations (science)
- Four operations (throughout)