



# Maths Coverage

## Year 3 2021-22

### AUTUMN Term



	Term 1								Term 2						
	Week 1 (2 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 (4 days)
<b>NC Focus</b>	Number and Place Value (3 weeks)			Number – Addition and Subtraction (5 weeks)					Number – Multiplication and Division (7 weeks)						
<b>NC Objectives</b>	<u>Number – Place Value</u> <ul style="list-style-type: none"> <li>Identify, represent and estimate numbers using different representations.</li> <li>Find 10 or 100 more or less than a given number</li> <li>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</li> <li>Compare and order numbers up to 1000</li> <li>Read and write numbers up to 1000 in numerals and in words.</li> <li>Solve number problems and practical problems involving these ideas.</li> <li>Count from 0 in multiples of 4, 8, 50 and 100</li> </ul>			<u>Number – Addition and Subtraction</u> <ul style="list-style-type: none"> <li>Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.</li> <li>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</li> <li>Estimate the answer to a calculation and use inverse operations to check answers.</li> <li>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul>					<u>Number – Multiplication and Division</u> <ul style="list-style-type: none"> <li>Count from 0 in multiples of 4, 8, 50 and 100</li> <li>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li> <li>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</li> <li>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 objectives.</li> </ul>						
<b>Ready to progress criteria</b>	<p><b>3NPV-1</b> Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10.</p> <p><b>3NPV-2</b> Recognise the place value of each digit in <i>three</i>-digit numbers, and compose and decompose <i>three</i>-digit numbers using standard and non-standard partitioning.</p> <p><b>3NPV-3</b> Reason about the location of any <i>three</i>-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10.</p> <p><b>3NPV-4</b> Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.</p>			<p><b>3NF-1</b> Secure fluency in addition and subtraction facts that bridge 10, through continued practice.</p> <p><b>3NF-2</b> Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.</p> <p><b>3NF-3</b> Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).</p> <p><b>3AS-1</b> Calculate complements to 100.</p> <p><b>3AS-2</b> Add and subtract up to three-digit numbers using columnar methods.</p> <p><b>3AS-3</b> Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part-part-whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.</p>					<p><b>3MD-1</b> Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.</p>						

<p><b>White Rose Small Steps</b></p>	<ul style="list-style-type: none"> <li>• <b>Hundreds</b></li> <li>• <b>Represent numbers to 1,000</b></li> <li>• <b>100s, 10s and 1s (1)</b></li> <li>• <b>100s, 10s and 1s (2)</b></li> <li>• <b>Number line to 1,000</b></li> <li>• <b>Find 1, 10, 100 more or less than a given number</b></li> <li>• Compare objects to 1,000</li> <li>• <b>Compare numbers to 1,000</b></li> <li>• <b>Order numbers</b></li> <li>• <b>Count in 50s</b></li>   <li>• <i>Scales of 2/4/5/10</i></li> </ul>	<ul style="list-style-type: none"> <li>• Add and subtract multiples of 100</li> <li>• Add and subtract 3-digit numbers and ones – not crossing 10</li> <li>• Add 3-digit and 1-digit numbers – crossing 10</li> <li>• Subtract a 1-digit number from a 3-digit number – crossing 10</li> <li>• Add and subtract 3-digit numbers and tens – not crossing 100</li> <li>• Add a 3-digit number and tens – crossing 100</li> <li>• Subtract tens from a 3-digit number – crossing 100</li> <li>• Add and subtract 100s</li> <li>• Spot the pattern – making it explicit</li> <li>• Add and subtract a 2-digit and 3-digit number – not crossing 10 or 100</li> <li>• Add a 2-digit and 3-digit number – crossing 10 or 100</li> <li>• Subtract a 2-digit number from a 3-digit number – cross the 10 or 100</li> <li>• Add two 3-digit numbers – not crossing 10 or 100</li> <li>• Add two 3-digit numbers – crossing 10 or 100</li> <li>• Subtract a 3-digit number from a 3-digit number – no exchange</li> <li>• Subtract a 3-digit number from a 3-digit number – exchange</li> <li>• Estimate answers to calculations</li> <li>• Check</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication – equal groups</li> <li>• Multiplying by 3</li> <li>• Dividing by 3</li> <li>• The 3 times-table</li> <li>• Multiplying by 4</li> <li>• Dividing by 4</li> <li>• The 4 times-table</li> <li>• Multiplying by 8</li> <li>• Dividing by 8</li> <li>• The 8 times-table</li> </ul>	
<p><b>Y2 Revisit</b></p>	<ul style="list-style-type: none"> <li>• Count in 3s</li> </ul>	<ul style="list-style-type: none"> <li>• bonds to 100 eg <math>\_\_ + 57 = 100</math></li> </ul>	<ul style="list-style-type: none"> <li>• Divide by 5 Divide by 10</li> </ul>	
<p><b>Consolidation Required</b> (based on End of Block Assessments)</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	

# Maths Coverage

## Year 3



### SPRING Term

	Term 3						Term 4						
	Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
<b>NC Focus</b>	Money (2 weeks)		Statistics (2 weeks)		Length and Perimeter (3 weeks)			Fractions (5 weeks)				Assessment Week (TBC)	Consolidation
<b>NC Objectives</b>	<u>Measurement – money</u> <ul style="list-style-type: none"> <li>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</li> </ul>		<u>Statistics</u> <ul style="list-style-type: none"> <li>Interpret and present data using bar charts, pictograms and tables.</li> <li>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.</li> </ul>		<u>Measurement – length and perimeter</u> <ul style="list-style-type: none"> <li>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</li> <li>Measure the perimeter of simple 2D shapes.</li> </ul>			<u>Number – fractions</u> <ul style="list-style-type: none"> <li>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</li> <li>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</li> <li>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</li> <li>Solve problems that involve all of the above.</li> <li>recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> </ul> <p>write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p>					
<b>Ready to progress criteria</b>								<b>3F–1</b> Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.  <b>3F–2</b> Find unit fractions of quantities using known division facts (multiplication tables fluency).  <b>3F–3</b> Reason about the location of any fraction within 1 in the linear number system.  <b>3F–4</b> Add and subtract fractions with the same denominator, within 1.					
<b>White Rose Small Steps</b>	<ul style="list-style-type: none"> <li>Pounds and pence</li> <li>Converting pounds and pence</li> <li>Adding money</li> <li>Subtracting money</li> <li>Giving change</li> </ul>		<ul style="list-style-type: none"> <li>Pictograms</li> <li>Bar Charts</li> <li>Tables</li> </ul>		<ul style="list-style-type: none"> <li>Measure length</li> <li>Equivalent lengths – m &amp; cm</li> <li>Equivalent lengths – mm &amp; cm</li> <li>Compare lengths</li> <li>Add lengths</li> <li>Subtract lengths</li> <li>Measure perimeter</li> <li>Calculate perimeter</li> </ul>			<ul style="list-style-type: none"> <li>Unit and non-unit fractions</li> <li>Making the whole</li> <li>Tenths</li> <li>Count in tenths</li> <li>Tenths as decimals</li> <li>Fractions of a number line</li> <li>Fractions of a set of objects (1)</li> <li>Fractions of a set of objects (2)</li> <li>Fractions of a set of objects (3)</li> </ul>					
<b>Y2 Revisit</b>	<ul style="list-style-type: none"> <li>find change</li> <li>2 step problems</li> </ul>		<ul style="list-style-type: none"> <li>Interpret pictograms (2, 5 and 10)</li> </ul>					<ul style="list-style-type: none"> <li>Count in fractions</li> <li>Find three quarters</li> </ul>					

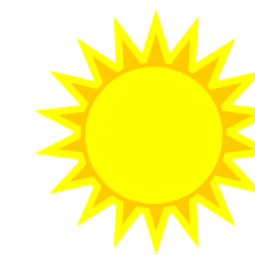
		• Block diagrams				
<b>Consolidation Required</b> (based on End of Block Assessments)	•	•	•	•		



# Maths Coverage

## Year 3

### SUMMER Term



	Term 5						Term 6						
	Week 1 (4 days)	Week 2	Week 3 (4 days)	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 (3 days)
NC Focus	Fractions (5 weeks cont)		Time (3 weeks)			Consolidation	Shape (2 weeks)		Mass and Capacity (3 weeks)			Consolidation	
<b>NC Objectives</b>	See above		<u>Measurement – time</u> <ul style="list-style-type: none"> <li>Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.</li> <li>Estimate and read time with increasing accuracy to the nearest minute.</li> <li>Record and compare time in terms of seconds, minutes and hours.</li> <li>Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</li> <li>Know the number of seconds in a minute and the number of days in each month, year and leap year.</li> <li>Compare durations of events [for example to calculate the time taken by particular events or tasks].</li> </ul>				<u>Geometry – properties of shape</u> <ul style="list-style-type: none"> <li>Recognise angles as a property of shape or a description of a turn.</li> <li>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.</li> <li>Draw 2-D shapes and make 3-D shapes using modelling materials.</li> <li>Recognise 3-D shapes in different orientations and describe them.</li> </ul>		<u>Measurement – mass and capacity</u> <ul style="list-style-type: none"> <li>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</li> </ul>				
<b>Ready to progress criteria</b>			<ul style="list-style-type: none"> <li>O'clock and half past</li> <li>Quarter past and quarter to</li> <li>Telling time to 5 minutes</li> <li>Minutes in an hour, hours in a day</li> <li>Find durations of time</li> <li>Compare durations of time</li> </ul>				<b>3G–1</b> Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations.  <b>3G–2</b> Draw polygons by joining marked points, and identify parallel and perpendicular sides.						
<b>White Rose Small Steps</b>	See above		<ul style="list-style-type: none"> <li>Months and years</li> <li>Hours in a day</li> <li>Telling the time to 5 minutes</li> <li>Telling the time to the minute</li> <li>AM and PM</li> <li>24 hour clock</li> <li>Finding the duration</li> <li>Comparing the duration</li> </ul>				<ul style="list-style-type: none"> <li>Turns and angles</li> <li>Right angles in shapes</li> <li>Compare angles</li> <li>Draw accurately</li> <li>Horizontal and vertical</li> <li>Parallel and perpendicular</li> <li>Recognise and describe 2D shapes</li> </ul>		<ul style="list-style-type: none"> <li>Measure mass (1)</li> <li>Measure mass (2)</li> <li>Compare mass</li> <li>Add and subtract mass</li> <li>Measure capacity (1)</li> <li>Measure capacity (2)</li> <li>Compare capacity</li> <li>Add and subtract capacity</li> </ul>				

		<ul style="list-style-type: none"> <li>• Start and end times</li> <li>• Measuring time in seconds</li> </ul>		<ul style="list-style-type: none"> <li>• Recognise and describe 3D shapes</li> <li>• Make 3D shapes</li> </ul>		
<b>Y2 Revisit</b>		<ul style="list-style-type: none"> <li>• Telling the time to 5 minutes</li> <li>• Compare durations of time</li> </ul>		<ul style="list-style-type: none"> <li>• describing turns</li> <li>• Count edges on 3D shapes</li> <li>• Make patterns with 3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Measure length- standard units- use of ruler accuracy.</li> <li>• Measure lengths in metres</li> <li>• Four operations with lengths</li> <li>• Reading scales on measuring equipment – particularly l/ml and kg/g</li> </ul>	
<b>Consolidation Required</b> (based on End of Block Assessments)		<ul style="list-style-type: none"> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	