**Year 3 Lynnfield Curriculum Progression Overview - Maths**

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| **Year 3** | **Autumn** | **Spring** | **Summer** |
| **Objectives** | **The Romans**  **‘How can you be as fit as a Roman soldier?’ (Healthy eaters/movers) - History** | **Rocks and Soils**  **How can you make the best milkshake for a troll? (Healthy eaters) - Science** | **The Weather**  **Can the weather make us feel better?**  **(Healthy thinkers) - Geography** |
| **NPVR** | * Identify, represent and estimate numbers using different representations. * 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 * Read and write numbers up to 1000 in numerals and in words. * Solve number problems and practical problems involving these ideas. * Count from 0 in multiples of 4, 8, 50 and 100 | * Identify, represent and estimate numbers using different representations. * 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 * Read and write numbers up to 1000 in numerals and in words. * Solve number problems and practical problems involving these ideas. * Count from 0 in multiples of 4, 8, 50 and 100 | * Identify, represent and estimate numbers using different representations. * 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 * Read and write numbers up to 1000 in numerals and in words. * Solve number problems and practical problems involving these ideas. * Count from 0 in multiples of 4, 8, 50 and 100 |
| **A&S** | * Number – 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. | * Number – 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. | * Number – 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. |
| **M&D** | * Count from 0 in multiples of 4, 8, 50 and 100 * 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 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 objectives. | * 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 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 objectives. | * Count from 0 in multiples of 4, 8, 50 and 100 * Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. * 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. |
| **F** |  | * 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 use fractions as numbers: unit fractions and non-unit fractions with small denominators. * Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. * Solve problems that involve all of the above. | * Recognise and show, using diagrams, equivalent fractions with small denominators. * Compare and order unit fractions, and fractions with the same denominators. * Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7 ] * Solve problems that involve all of the above. |
| **M** |  | * Add and subtract amounts of money to give change, using both £ and p in practical contexts. * Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). * Measure the perimeter of simple 2D shapes | * 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]. * Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). |
| **Sh** |  |  | * 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. * Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. * Draw 2-D shapes and make 3D shapes using modelling materials. * Recognise 3-D shapes in different orientations and describe them. |
| **St** |  | * 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. |  |
| **Fluency** | * Multiplication facts for 3x table * Division facts for 3x table * Multiplication facts for 4x table * Division facts for 4x table * Multiplication facts for 8x table * Division facts for 8x table | | |