**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
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| **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.
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| **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.
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| **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.
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| **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).
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| **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.
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| **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.
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| **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
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