**Federation of Golden Flatts and Lynnfield Primary Schools**

|  |  |  |
| --- | --- | --- |
| **Year 3 - Autumn** | **Year 3 - Spring** | **Year 3 - Summer** |
| **Expected Standard** | | |
| **Number: Place Value** | **Measures: Money** | **Measures: Time** |
| * 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 idea | * Add and subtract amounts of money to give change, using both £ and p in practical contexts. | * 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]. |
| **Number: Addition and Subtraction** | **Statistics** | **Geometry: Properties of Shape** |
| * 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. | * 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. | * 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. |
| **Number: Multiplication and Division** | **Measures: Length and Perimeter** | **Measures: Mass and Capacity** |
| * 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. | * Measure, compare, add and subtract: lengths (m/cm/mm). * Measure the perimeter of simple 2D shapes . | * Measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml). |
| **Number: Fractions** | **Number: Fractions** |
| * 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. * Compare and order unit fractions, and fractions with the same denominators. * Solve problems that involve all of the above. | •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 ]   * Solve problems that involve all of the above |
| **Number: Multiplication and Division** |
| * 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. * 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. |
| **Greater Depth** | | |
| * ‘Higher score’ in standardised tests. * Reasoning and explain using age appropriate mathematical vocabulary precisely (eg, if I know 3 x 4 = 12 I know 3 x 8 = 24 because double 4 is 8 so double 12 is 24). * Make connections between different aspects of the curriculum (eg, connect decimals and rounding to drawing and measuring straight lines in cm – if my line is 6cm long rounded to the nearest number what are the longest and shortest they could be?). * Independently use a systematic approach to problem solving. * Solve problems of greater complexity, where the problem has multiple steps. * Explain their thinking to others. * Represent and record answers clearly in a variety of ways. * Eg, ‘Putting the digits 1, 2 and 3 in the empty boxes, how many different calculations can you make? Which one gives the largest answer? Which one gives the smallest answer?’ | * ‘Higher score’ in standardised tests. * Reasoning and explain using age appropriate mathematical vocabulary precisely (eg, if I know 3 x 4 = 12 I know 3 x 8 = 24 because double 4 is 8 so double 12 is 24). * Make connections between different aspects of the curriculum (eg, connect decimals and rounding to drawing and measuring straight lines in cm – if my line is 6cm long rounded to the nearest number what are the longest and shortest they could be?). * Independently use a systematic approach to problem solving. * Solve problems of greater complexity, where the problem has multiple steps. * Explain their thinking to others. * Represent and record answers clearly in a variety of ways. * Eg, ‘The shape is divided into 4 equal parts. Do you agree? Explain why. | * ‘Higher score’ in standardised tests. * Reasoning and explain using age appropriate mathematical vocabulary precisely (eg, if I know 3 x 4 = 12 I know 3 x 8 = 24 because double 4 is 8 so double 12 is 24). * Make connections between different aspects of the curriculum (eg, connect decimals and rounding to drawing and measuring straight lines in cm – if my line is 6cm long rounded to the nearest number what are the longest and shortest they could be?). * Independently use a systematic approach to problem solving. * Solve problems of greater complexity, where the problem has multiple steps. * Explain their thinking to others. * Represent and record answers clearly in a variety of ways. * Eg, ‘6 toy cars balance 2 dolls. 4 dolls balance 1 toy robot. If the robot weighs 3kg, what does each toy car weigh?’ |