



Curriculum map

Year 3 Autumn Term

| | Week 1-5 Block 1 | Week 6-10 Block 2 | Week 11-15 Block 3 |
|---------------------------|---|--|--|
| | Place value 3 Digit numbers | Addition and subtraction | Multiplication and division |
| Small Steps | <ul style="list-style-type: none"> • Hundreds. • Represent numbers to 1,000. • 100s, 10s and 1s (1). • 100s, 10s and 1s (2). • Number line to 1,000. • Find 1, 10, 100 more or less than a given number. • Compare objects to 1,000. • Compare numbers to 1,000. • Order numbers. • Count in 50s. | <ul style="list-style-type: none"> • Add and subtract multiples of 100. • Add and subtract 3-digit numbers and ones – not crossing 10. • Add 3-digit and 1-digit numbers – crossing 10. • Subtract a 1-digit number from a 3-digit number – crossing 10. • Add and subtract 3-digit numbers and tens – not crossing 100. • Add a 3-digit number and tens – crossing 100. • Add and subtract 100s. • Spot the pattern – making it explicit. • Add and subtract a 2-digit and 3-digit number – not crossing 10 or 100. • Add a 2-digit and 3-digit number – crossing 10 or 100. • Subtract 2-digit number from a 3-digit number cross the 10 or 100. • Add two 3-digit numbers – not crossing 10 or 100. • Add two 3-digit numbers – crossing 10 or 100. • Subtract a 3 –digit number from a 3-digit number – no exchange. • Subtract a 3-digit number from a 3-digit number – exchange. • Exchange answers to calculations. • Check. | <ul style="list-style-type: none"> • Multiplication – equal groups. • Multiplying by 3. • Dividing by 3. • The 3 times-table. • Multiplying by 4. • Dividing by 4. • The 4 times-table. • Multiplying by 8. • Dividing by 8. • The 8 times-table |
| National curriculum links | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. |



Curriculum map

Year 3 Spring Term

| | Week 1-3 Block 1 | Week 4 | Week 5-6 | Week 7-9 | Weeks 10-12 |
|---------------------------|--|--|---|---|--|
| | Multiplication and division | money | Statistics | Length and perimeter | Fractions |
| Small Steps | <ul style="list-style-type: none"> Comparing statements. Related calculations. Multiply 2-digits by 1-digit (1). Multiply 2-digits by 1-digit (2). Divide 2-digits by 1-digit (1). Divide 2-digits by 1-digit (2). Divide 2-digits by 1-digit (3). Scaling. How many ways? | <ul style="list-style-type: none"> Pounds and pence Convert pounds and pence Add money Subtract money Give change | <ul style="list-style-type: none"> Pictograms. Bar charts. Tables. | <ul style="list-style-type: none"> Measure length Equivalent lengths – m & cm Equivalent lengths – mm & cm Compare lengths Add lengths Subtract lengths Measure perimeter Calculate perimeter | <ul style="list-style-type: none"> Unit and non-unit fractions Making the whole Tenths Count in tenths Tenths as decimals Fractions on a number line Fractions of a set of objects (1) Fractions of a set of objects (2) Fractions of a set of objects (3) |
| National curriculum links | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Add and subtract amounts of money to give change, using both £ and p in practical contexts. | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2-D shapes. | <ul style="list-style-type: none"> 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.. |



Year 3

| | Weeks 1-3 | Weeks 4-6 | Weeks 6-8 | Week 8-12 Block 4 |
|---------------------------|--|--|--|--|
| | Fractions | Time | Geometry | Measures |
| Small Steps | <ul style="list-style-type: none"> Equivalent fractions (1) Equivalent fractions (2) Equivalent fractions (3) Compare fractions Order fractions Add fractions Subtract fractions | <ul style="list-style-type: none"> Months and years. Hours in a day. Telling the time to 5 minutes. Telling the time to the minute. AM and PM. 24 hour clock. Finding the duration. Comparing the duration. Start and end times. Measuring time in seconds. | <ul style="list-style-type: none"> Turns and angles. Right angles in shapes. Compare angles. Draw accurately. Horizontal and vertical. Parallel and perpendicular. Recognise and describe 2D shapes. Recognise and describe 3D shapes. Make 3D shapes. | <ul style="list-style-type: none"> Measure mass (1). Measure mass (2). Compare mass. Add and subtract mass. Measure capacity (1) Measure capacity (2). Compare capacity. Add and subtract capacity |
| National curriculum links | <p>Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p>Compare and order unit fractions, and fractions with the same denominators.</p> <p>Add and subtract fractions with the same denominator within one whole</p> <p>Solve problems that involve all of the above</p> | <ul style="list-style-type: none"> 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]. | <ul style="list-style-type: none"> Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a halfturn, 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 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them | <ul style="list-style-type: none"> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) |



Ideas for revisiting skills

Although we have put our units into blocks, we need to revisit skills taught throughout the year. This can be done in a variety of ways including:

- Cold maths
- Arithmetic papers
- The power of three
- Maths mats
- Four rules Friday
- Consolidation weeks