

Year 3 – Summer Term

Some units such as statistics and digital time are new units as are individual objectives within repeated units; most units revise previous content and then apply these skills at an increasingly challenging level, incorporating more opportunities for the children to solve problems, investigate, hypothesise, explain and reason about Maths; there is also more of a focus on synthesising skills, for example using rounding to check validity of answers, revising the 4 operations through money and measure.

Unit 1	Unit 2:	Unit 3:	Unit 4:
Place value	Four operations	Time	Statistics – graphs/pictograms
<ul style="list-style-type: none"> Partition numbers to 1000 in standard and non-standard way (456 = 400 + 50 + 6 or 300 + 150 + 6; describe 456 as 45 tens and 6 ones) Use knowledge of place value to find 1, 10 or 100 more or less mentally (or multiples of these such as +300 --20) To order a series of numbers up to 1000 Place numbers to 1000 on a number line and estimate where a number is on a number line count in 100s and 50s solve problems and reason about statements involving place value concepts Round numbers to nearest 10 and use skill to estimate answers 	<p>Mental strategies to be covered through starters: including use knowledge of number bonds to aid mental calculations (3 + ? = 10; 100 – 40 = ?; 23 + ? = 100; 100 – 31 = ?; strategies such as compensation adding too much then subtracting and v.v.; counting on; adding on the tens then the ones through understanding of partitioning; also lots of times tables coverage in starters (without access to table squares)</p> <ul style="list-style-type: none"> Add two numbers without and with exchange Subtract two numbers without and with exchange Solve problems involving addition and subtraction Develop mental strategies e.g compensation method, count on, partition, justifying choices (revised and extended through starters) Use inverse operations to make fact families, and help answer missing number sentences use arrays to explain link between multiplication and division and to help answer missing number sentences use known multiplication facts to answer questions involving multiplication and division within the times tables grid and related facts (30 x 4 7 x 50 120 ÷ 3 etc) use the formal method for multiplication, with no exchange initially then with use manipulatives and images to divide a 2-digit number by a 1-digit number, with no exchange at first then with use non-standard methods to divide a 2-digit number by 1-digit number where there is a remainder solve problems involving multiplication and division, including scale problems (Jaz’s sunflower is three times taller than...) solve a mixture of problems involving all 4 operations – one -step solve a mixture of problems involving all 4 operations – two step be systematic in finding combinations in different contexts e.g. correspondence problems 	<ul style="list-style-type: none"> Read analogue time to nearest minute Read and record time shown on a digital clock Understand, recognise and record am and pm Calculate durations of time between given start and end times Use a time line to calculate how to count forward to find an end time, and count back to find a start time. 	<ul style="list-style-type: none"> Interpret data using bar charts (using 2,5,10 intervals) solve problems such as 'How many more?' and 'How many fewer?' by finding the information in bar chart Interpret data using pictograms solve problems such as 'How many more?' and 'How many fewer?' by finding the information in pictograms

Unit 5	Unit 6	Unit 7	Unit 8	
Fractions	Measure – money/length/weight/capacity: 8 lessons	Time – units of time	Shape	
<ul style="list-style-type: none"> • use understanding of the numerator and denominator to justify comparisons between fractions • use knowledge that when denominator and numerator are the same it makes a whole one to solve problems (e.g. $1 - \frac{3}{7}$ or $\frac{4}{10} + ? = 1$) • Count up and down in fractions and place fractions on a number line • Use bar models and other strategies to explore equivalent fractions • Add and subtract fractions with the same denominator • Calculate unit fractions of a set of objects, a grid or a quantity • Calculate non-unit fractions of a set of objects, a grid or a quantity 	<ul style="list-style-type: none"> • Order money by converting amounts between pounds and pence • use counting up as an efficient method to calculate the difference and to find change • Solve problems involving addition and subtraction of amounts of money • Solve problems involving multiplication and division of money • Convert between cm and m and between cm and mm • Solve length problems, including those that involve conversion and perimeter • Solve capacity problems involving interpreting scales on measuring cylinders and jugs (include practical element for estimating capacity) • Solve mass problems involving interpreting weighing scales (include practical element for estimating mass) 	<p>Time-related facts such as 12 months in a year and the months that have 31 days etc as starters</p> <ul style="list-style-type: none"> • Solve problems based on there being 24 hours in a day, and 7 days in a week • Use knowledge that there are 60 seconds in one minute and 60 min in an hour to solve problems • Solve problems based on knowing the number of days in a week/month, and the number of days and months in a year • Compare lengths of time using different units • Solve problems involving time 	<ul style="list-style-type: none"> • Recognise, describe and make 3-D shapes • Describe angles relative to a right angle and identify them within a 2D shape • Identify different lines within a 2D shape (parallel, perpendicular, horizontal, vertical) • Justify sorting 2-D shapes, using mathematical features • use known properties to draw polygons accurately 	<p>NFER TESTS – 3 lessons in June</p> <p>Activity week - July</p>