Broadwood Primary School
Maths Yearly Overview: Year 3

Number Facts Targets to be practised throughout the year:

Ready to Progress Criteria 3NF-1: Secure fluency in addition and subtraction facts that bridge 10, through continued practice, 3NF-2: Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number, 3NF-3: Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).

<table>
<tr><th colspan="7">Autumn 1</th></tr>
<tr><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th><th>Week 7</th></tr>
<tr><td>Place Value</td><td>Place Value</td><td colspan="2">Addition and Subtraction
(fluency with facts to 20 to be revisited regularly from KS1 through daily basic skills session)</td><td colspan="2">Multiplication and Division
(arrays, times tables, commutativity)</td><td>Fractions (recap previous learning)</td></tr>
<tr><td colspan="2">• count from 0 in multiples of 2, 5, 10, 50 and 100
• begin to count in multiples of 4 and 8 making links to counting in 2s
• use a variety of representations, including number lines and those related to measure, to count in ones, tens and hundreds (to support fluency in the order and place value of numbers to 1000)
• Ready to Progress Criteria 3NPV-1: Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three digit multiples of 10
• find 10 or 100 more or less than a given number
• identify and represent numbers using different representations
• read and write numbers up to 1000 in numerals and in words</td><td colspan="2">• use place value to add and subtract a three-digit number and ones or tens or hundreds
• calculate compliments to 100 (see Ready to Progress criteria 3AS-1)
• add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction (see Ready to Progress criteria 3AS-2)
• use place value knowledge to estimate the answer to a calculation</td><td colspan="2">• recall and use multiplication and division facts for the 4 and 8 multiplication tables making links between the tables
• use known facts from 2s, 5s, 10s, 4s and 8s to derive related facts
• write and calculate mathematical statements for multiplication and division using the multiplication tables that they know
• understand what the multiplication, division and equals signs represent in written calculations
• solve problems, including missing number problems
• represent multiplication as arrays and use this to deepen understanding of commutativity</td><td>Use Ready to Progress criteria 3F-1:
• Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts</td></tr>
</table>

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Autumn 2						
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Place Value	Addition and Subtraction		Multiplication and Division (number facts for 2, 5, 10, 4, 8, 3 and 6 times tables are then revisited regularly in daily basic skills sessions)		*Assessment*	Fractions (recap previous learning)
• Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning (Ready to Progress criteria 3NPV-2) • applying partitioning related to place value (for example 146 = 130 + 16) • solve problems using the composition and decomposition of 3-digit numbers	• revisit calculating compliments to 100 (see Ready to Progress criteria 3AS-1) • revisit addition and subtraction of numbers with up to three digits, using formal written methods of columnar addition and subtraction – to include exchange and regrouping (see Ready to Progress criteria 3AS-2) • understand and use inverse relationships to solve problems • manipulate the additive relationship (see Ready to Progress criteria 3AS-3) • add and subtract amounts of money to give change, using both £ and p in practical contexts		• recall and use multiplication and division facts for the 3 and 6 multiplication tables making connections between the tables • use known facts to derive related facts • apply known multiplication tables to a scaling model of multiplication • solve scaling and correspondence problems in which n objects are connected to m objects • understand what the multiplication, division and equals signs represent in written calculations • solve problems, including missing number problems • solve division problems in different contexts, including both quotitive and partitive structures of division (see Ready to Progress criteria 3MD-1) • use language of factor and product		Revisit Ready to Progress criteria 3F-1: • Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts

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Spring 1						
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Place Value		Fractions (as an operator)		Time (then revisit regularly in key skills session	Measures: Length and Perimeter	Open questions: Problem solving with all four operations
• Ready to Progress Criteria 3NPV–3: Reason about the location of any three digit number in the linear number system, including identifying the previous and next multiple of 100 and 10 • find 10 or 100 more or less than a given number • compare and order numbers up to 1000 • identify, represent and estimate numbers up to 1000 using different resources and pictorial representations including number lines		• continue to recognise fractions in the context of parts of a whole • recognise, find and write unit fractions of a discrete set of objects • begin to find non-unit fractions of a quantity using objects or representations to support • understand the relation between unit fractions as operators (fractions of), and division by integers • recognise and show, using objects or diagrams, equivalent fractions with small denominators • Ready to Progress Criteria 3F-2: Find unit fractions of quantities using known division facts (multiplication tables fluency) -		• tell and write the time from an analogue clock with increasing accuracy to the nearest minute • read digital 12-hour clocks • record and compare time in terms of seconds, minutes and hours • use vocabulary: 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	• measure length in m, cm and mm • compare lengths • add and subtract lengths • measure the perimeter of simple 2-D shapes • use appropriate tools to measure length • use mixed units e.g. 7cm 2mm • use simple equivalents e.g. 2m = 200cm •	• solve simple problems in contexts, deciding which of the four operations to use and why • solve problems involving comparison of measures by simple scaling (e.g. a measure is twice as long or five times as high) and connect this to multiplication • add and subtract amounts of money to give change, using both £ and p in practical contexts

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Spring 2					
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Place Value	Properties of Shape (then revisit in key skills session)	Fractions (as a number)		*Assessment*	Open questions: Problem solving with all four operations
• Ready to Progress Criteria 3NPV–4: Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts	• recognise 3-D shapes in different orientations and describe them • Ready to Progress 3G-1: recognise angles as a property of shape or a description of a turn and identify right angles in 2D shapes presented in different orientations • 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 and introduce terms 'acute' and 'obtuse' • identify horizontal and vertical lines • Ready to Progress 3G-2: Draw polygons by joining marked points, and identify parallel and perpendicular sides • make 3-D shapes using modelling materials (teach cross-curricular)	• begin to understand unit and non-unit fractions as numbers on the number line • Ready to Progress Criteria 3F-3: Reason about the location of any fraction within 1 in the linear number system • count up and down in fractions on a number line • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • add and subtract fractions with the same denominator within one whole e.g. 5/7 + 1/7 = 6/7 (Ready to Progress Criteria 3F-4) • compare and order unit fractions, and fractions with the same denominators			• solve simple problems in contexts, deciding which of the four operations to use and why. • Solve correspondence problems in which m objects are connected to n objects (for example, 3 hats and 4 coats, how many different outfits?; 12 sweets shared equally between 4 children; 4 cakes shared equally between 8 children) • add and subtract amounts of money to give change, using both £ and p in practical contexts

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Summer 1				
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**
Measures: mass and capacity (linked to Place Value and Fractions)		Addition and subtraction	Multiplication and Division	Data and Statistics
• Revisit Ready to Progress 3NPV-4: Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts • measure and compare mass using kg/g • measure and compare volume/capacity using l/ml • add and subtract mass in kg/g • add and subtract volume/capacity in l/ml • use appropriate tools • use mixed units e.g. 2*l* 300*ml* • use simple equivalents e.g. 2kg = 2000g • compare measures using simple scaling e.g. twice as much, five times heavier, half the volume • Link to Ready to Progress 3F-1 and 3F-2: Describing fractions of measures and finding fractions of quantities		• add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction involving regrouping or exchange • estimate the answer to a calculation • use inverse operations to check answers • solve problems, including missing number problems, using number facts and place value	• Revisit multiplication and division using Ready to Progress criteria 3MD-1: Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division. • And Ready to Progress criteria 3NF-3: Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).	• 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 • understand and use simple scales (for example, 2, 5, 10 units per cm) in pictograms and bar charts with increasing accuracy • interpret data presented in many contexts

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Summer 2					
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6 – 7**
Place Value	Shape	Time	Four Operations	*Assessment*	Ready to Progress: Teacher Assessment
• Ready to Progress Criteria 3NPV–3: Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10 • find 10 or 100 more or less than a given number • solve problems using the composition and decomposition of 3-digit numbers	• recognise 3-D shapes in different orientations and describe them • Ready to Progress 3G-1: recognise angles as a property of shape or a description of a turn and identify right angles in 2D shapes presented in different orientations • 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 and introduce terms 'acute' and 'obtuse' • identify horizontal and vertical lines • Ready to Progress 3G-2: Draw polygons by joining marked points, and identify parallel and perpendicular sides	• tell and write the time from an analogue clock with increasing accuracy to the nearest minute • read digital 12-hour clocks • record and compare time in terms of seconds, minutes and hours • use vocabulary: 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	• solve simple problems in contexts, deciding which of the four operations to use and why		Planning in response to cohort need – addressing any issues identified from Y3 ready to progress criteria