

**St. Patrick’s Catholic Primary School**

**Mathematics Year 3 – Yearly Overview**

At St. Patrick’s Catholic Primary School, we follow White Rose overviews and small steps to structure our mathematics curriculum. The children are taught a 45minute mathematics lesson and a separate 15-minute number sense lesson focusing on fluency of arithmetic skills.

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| Term | Week 1 | Week 2 | | Week 3 | Week 4 | | Week 5 | Week 6 | | Week 7 | Week 8 | | Week 9 | | Week 10 | Week 11 | Week 12 | |
| Autumn | Place Value | | | | Addition and Subtraction | | | | | | | | Multiplication and Division | | | | | |
| Spring | Multiplication and Division | | | | Measurement:  Length and Perimeter | | | | Fractions | | | | | Measurement:  Mass and Capacity | | | | |
| Summer | Fractions | | Measurement: Money | | | Measurement: Time | | | | | | Geometry:  Shape | | | Statistics | | | Consolidation |

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|  | **Week 1 - 3**  **BLOCK 1** | **Week 4 - 8**  **BLOCK 2** | **Week 9 - 12**  **BLOCK 4** |
| **Number: Place Value** | **Number: Addition and Subtraction** | **Number: Multiplication and Division** |
| **White Rose Maths Small Steps** | * Represent numbers to 100 * Partition numbers to 100 * Number line to 100 * Hundreds * Represent numbers to 1,000 * Partition numbers to 1,000 * Flexible partitioning of numbers to 1,000 * Hundreds, tens and ones * Find 1, 10 or 100 more or less * Number line to 1,000 * Estimate on a number line to 1,000 * Compare numbers to 1,000 * Order numbers to 1,0000 * Count in 50s | * Apply number bonds within 10 * Add and subtract 1s * Add and subtract 10s * Add and subtract 100s * Spot the pattern * Add 1s across a 10 * Add 10s across a 100 * Subtract 1s across a 10 * Subtract 10s across a 100 * Make connections * Add two numbers (no exchange) * Subtract two numbers (no exchange) * Add two numbers (across a 10) * Add two numbers (across a 100) * Subtract two numbers (across a 10) * Subtract two numbers (across a 100) * Add 2-digit and 3-digit numbers * Subtract a 2-digit number from a 3-digit number * Complements to 100 * Estimate answers * Inverse operations * Make decisions | * Multiplication – equal groups. * Use arrays * Multiplies of 2 * Multiples of 5 and 10 * Sharing and grouping * Multiply by 3 * Divide by 3 * The 3 times-table * Multiply by 4 * Divide by 4 * The 4 times-table * Multiply by 8 * Divide by 8 * The 8 times-table * The 2,4 and 8 times-tables |
| **National Curriculum Link** | * 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. | * 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. | * 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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|  | **Week 1 - 3**  **BLOCK 1** | **Week 3-6**  **BLOCK 2** | **Week 7 - 9**  **Block 3** | **Week 10 - 12**  **BLOCK 5** |
| **Number: Multiplication and Division** | **Measurement: Length and Perimeter** | **Number: Fractions** | **Measurement: Mass and Capacity** |
| **White Rose Maths Small Steps** | * 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? | * Measure length. * Equivalent lengths – m &   cm.   * Equivalent lengths – mm & cm. * Compare lengths. * Add lengths. * Subtraction lengths. * Measure perimeter. * Calculate perimeter. | * Unit and non-unit fractions. * Making the whole. * Tenths. * Count in tenths. * Tenths as decimals. * Fractions of a number line. * Fractions of a set of objects (1). * Fractions of a set of objects (2). * Fractions of a set of objects (3). * Equivalent fractions (1), * Equivalent fractions (2). * Equivalent fractions (3). * Compare fractions. * Order fractions. * Add fractions. * Subtract fractions. | * 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 Link** | * 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); mass (kg/g); volume/capacity (l/ml). * Measure the perimeter of simple 2D shapes. | * 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. | * Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). |

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|  | **Week 1-2**  **BLOCK 1** | **Week 3-4**  **BLOCK 2** | **Week 5-7**  **BLOCK 3** | **Week 8-10**  **BLOCK 4** | **Week 9 - 11**  **BLOCK 4** |
| **Number: Fractions** | **Measurement: Money** | **Measurement: Time** | **Geometry: Property of Shapes** | **Statistics** |
| **White Rose Maths Small Steps** | * Unit and non-unit fractions. * Making the whole. * Tenths. * Count in tenths. * Tenths as decimals. * Fractions of a number line. * Fractions of a set of objects (1). * Fractions of a set of objects (2). * Fractions of a set of objects (3). * Equivalent fractions (1), * Equivalent fractions (2). * Equivalent fractions (3). * Compare fractions. * Order fractions. * Add fractions. * Subtract fractions. | * Count money in pence * Count money in pounds * Pounds and pence * Covert pounds and pence * Add money * Subtract money * Give Change | * 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. | * 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. | * Pictograms. * Bar charts. * Tables. |
| **National Curriculum Link** | * 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. | * 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]. | * 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 3-D shapes using modelling materials. * Recognise 3-D shapes in different orientations and describe them. | * 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. |