

**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
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| **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.  |