****

Waterside Primary School

Maths Scheme of Work

Year Three – Yearly Overview

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn One**  | **Autumn Two**  | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Week 1** | Baseline  | Multiplication and division  | Measure | Place Value  | Multiplication and division  | Geometry |
| **Week 2** | Place Value  | Multiplication | Money | Place Value | Multiplication | Consolidation |
| **Week 3** | Place Value | Division | Geometry | Addition/Subtraction | Division | Consolidation |
| **Week 4** | Addition/Subtraction | Fractions | Statistics | Addition | Fractions | Transition |
| **Week 5** | Addition | Fractions | Time | Subtraction | Fractions | Transition |
| **Week 6** | Subtraction | Fractions | Consolidation | Geometry | Fractions | Transition |
| **Week 7** | Time | Consolidation |  |  |  | Transition |
| **Week 8**  | Geometry |  |  |  |  |  |

**Year Three – Content and Coverage**

|  |  |  |
| --- | --- | --- |
|  | **Autumn One**  | **Content and Coverage**  |
| **Week 2-3** | **Place Value** | Know that 10 tens are equivalent to 100 and that 100 is 10 times the size of 10 to work out how many tens in other 3 digit numbers Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)identify, represent and estimate numbers using different representations – numbers lines compare and order numbers up to 1000(including reading and writing numbers up to 1000 in numerals and in words) – reason about the location of any three-digit numbers in the linear system. Identifying the previous and next multiple of 10 and 100Divide 100 into 2,4,5 and 10 equal parts and read scales marked with multiples of 100 with 2,4,5, and 10 equal parts.count from 0 in multiples of 4, 8, 50 and 100 |
| **Week 4** | **Addition and Subtraction**  | Secure fluency in addition and subtraction facts that bridge 10 Apply place value knowledge to know additive number facts (scaling facts by 10)Calculating complements to 100 find 10 or 100 more or less than a given numberAdd and subtract a three-digit number add one, tens, hundreds mentally Understand the inverse relationship between addition and subtraction and how both relate to the part-part-whole structure Understand and use the commutative property of addition and understand the related property for subtraction  |
| **Week 5** | **Addition**  | Add numbers with up to three digits using formal written methods of columnar addition |
| **Week 6** | **Subtraction** | Subtract numbers with up to three digits using formal written methods of columnar subtraction |
| **Week 7** | **Time** | 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 midnightknow the number of seconds in a minute and the number of days in each month, year and leap yearcompare durations of events [for example to calculate the time taken by particular events or tasks]. |
| **Week 8** | **Geometry** | recognise 2-D shapes in different orientations and describe themrecognise 3-D shapes in different orientations and describe themidentify horizontal and vertical lines and pairs of perpendicular and parallel lines.Draw polygons by joining marked points |

|  |  |  |
| --- | --- | --- |
|  | **Autumn Two** | **Content and Coverage**  |
| **Week 3** | **Multiplication and division** | Recall Multiplication facts and corresponding division facts in the 10,5,2,4,8 multiplication tables and recognise products in the tables as multiples of the corresponding number. Apply place value knowledge to know multiplicative facts (scaling facts by 10) Apply known multiplication and division facts to solve contextual problems  |
| **Week 1**  | **Multiplication** | write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods |
| **Week 2** | **Division** | write and calculate mathematical statements for division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methodssolve 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 objects. |
| **Week 4** | **Fractions** | Interpret and write proper fractions to represent 1 or several parts of a while that is divided into equal parts 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 10Reason about the location of any fraction within 1 in the linear number system  |
| **Week 5** | **Fractions** | Recognise and show, using diagrams, equivalent fractions with small denominatorscompare and order unit fractions, and fractions with the same denominators |
| **Week 6** | **Fractions** | add and subtract fractions with the same denominator within one whole Find unit fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators using know division facts  |
| **Week 7** | **Consolidation** |

|  |  |  |
| --- | --- | --- |
|  | **Spring One**  | **Content and Coverage**  |
| **Week 1** | **Measure** | measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)measure the perimeter of simple 2-D shapes |
| **Week 2** | **Money** | add and subtract amounts of money to give change, using both £ and p in practical contexts |
| **Week 3** | **Geometry** | recognise angles as a property of shape or a description of a turnidentify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turnidentify whether angles are greater than or less than a right angle |
| **Week 4** | **Statistics** | interpret and present data using bar charts, pictograms and tablessolve 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. |
| **Week 5** | **Times** | tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks |
| **Week 6** |  |

|  |  |  |
| --- | --- | --- |
|  | **Spring Two**  | **Content and Coverage**  |
| **Week 1** | **Place Value** | recognise the place value of each digit in a three-digit number (hundreds, tens, ones)compare and order numbers up to 1000identify, represent and estimate numbers using different representations – numbers lines(including reading and writing numbers up to 1000 in numerals and in words)count from 0 in multiples of 4, 8, 50 and 100 |
| **Week 2** | **Addition** | Add and Subtract multiples of 100Add numbers with up to three digits using formal written methods of columnar additionsolve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.Estimate the answer to a calculation and use inverse operations to check answers (knowledge of rounding) |
| **Week 3** | **Subtraction** | Subtract numbers with up to three digits using formal written methods of columnar subtractionsolve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.Estimate the answer to a calculation and use inverse operations to check answers (knowledge of rounding) |
| **Week 4** |  |  |
| **Week 5** |  |  |
| **Week 6** |  |  |

|  |  |  |
| --- | --- | --- |
|  | **Summer One**  | **Content and Coverage**  |
| **Week 1/2** | **Place Value** | Know that 10 tens are equivalent to 100 and that 100 is 10 times the size of 10 to work out how many tens in other 3 digit numbers Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)compare and order numbers up to 1000identify, represent and estimate numbers using different representations – numbers lines(including reading and writing numbers up to 1000 in numerals and in words) – reason about the location of any three-digit numbers in the linear system. Identifying the previous and next multiple of 10 and 100Divide 100 into 2,4,5 and 10 equal parts and read scales marked with multiples of 100 with 2,4,5, and 10 equal parts.count from 0 in multiples of 4, 8, 50 and 100 |
| **Week 3** | **Addition and Subtraction**  | Secure fluency in addition and subtraction facts that bridge 10 Apply place value knowledge to know additive number facts (scaling facts by 10)Calculating complements to 100 find 10 or 100 more or less than a given numberAdd and subtract a three-digit number add one, tens, hundreds mentally Understand the inverse relationship between addition and subtraction and how both relate to the part-part-whole structure Understand and use the commutative property of addition and understand the related property for subtraction  |
| **Week 4** | **Addition**  | Add numbers with up to three digits using formal written methods of columnar addition |
| **Week 5** | **Subtraction** | Subtract numbers with up to three digits using formal written methods of columnar subtraction |
| **Week 6** | **Geometry** | recognise 2-D shapes in different orientations and describe themrecognise 3-D shapes in different orientations and describe themidentify horizontal and vertical lines and pairs of perpendicular and parallel lines.Draw polygons by joining marked points |

|  |  |  |
| --- | --- | --- |
|  | **Summer Two**  | **Content and Coverage**  |
| **Week 1** | **Geometry** | recognise angles as a property of shape or a description of a turnidentify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turnidentify whether angles are greater than or less than a right angle |
| **Week 2** | Consolidation  |
| **Week 3** | Consolidation |
| **Week 4** | **Transition** |
| **Week 5** | **Transition** |
| **Week 6** | **Transition**  |
| **Week 7** | **Transition** |