Year 3 - Maths Termly Overview

	AUTUMN		SPRING		SUMMER	
Year 3	WK		WK		WK	
	1-4	Place Value to 100	1-5	Addition and Subtraction to 1000 (include links to money)	1-11	Fractions
	5-6	Recap 0x, 1x, 10x, 2x,, 5x times tables	6-7	3x, 6x times tables		
	7-8	4x, 8x Times Tables	8-11	Multiplication and Division		
	9-12	Addition and Subtraction to 1000				
	1 day each week	Statistics – Bar Graphs, Venn and Carroll diagrams	1 day each week	Measure – Time	1 day each week	Measurement – Mass and Capacity
		Length and Perimeter				Geometry/Shape– Angles, perpendicular and parallel lines

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Autumn Term Weeks 1-4	**Place Value**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. - Recognise the place value of each digit in a two-digit number (tens, ones). - Identify, represent and estimate numbers using different representations, including the number line. - Compare and order numbers from 0 up to 100; use <, > and = signs. - Read and write numbers to at least 100 in numerals and words. - Use place value and number facts to solve problems.	- Identify, represent and estimate numbers using different representations - Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones) - Count from zero in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number - Read and write numbers up to 1,000 in numerals and words - Compare and order numbers up to 1,000 - Solve number problems and practical problems involving these ideas	Compare Estimate Exchange Integer Odd number Place holder Even Positive Representation
	Ready to Progress	2NPV–1 Recognise the place value of each digit in two-digit numbers, and compose and decompose twodigit numbers using standard and nonstandard partitioning. 2NPV–2 Reason about the location of any twodigit number in the linear number system, including identifying the previous and next multiple of 10.	3NPV-1 - Know that 10 tens are equivalent to 1 hundred, & 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 3NPV-2 - Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning. 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 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.	

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Autumn Term Weeks – 5-6	**Recap 0x, 1x, 10x, 2x, 5x tables**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. - Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. - Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. - Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	- Show that multiplication of two numbers can be done in any order (commutative) and division on one number by another cannot (Y2) - Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward (Y2) - Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2)	Array Commutative Multiple Multiplicand Multiplication Multiplication table Operation Multiply Product
	Ready to Progress	2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. 2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).	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. 3MD-1 - Apply known multiplication and division facts to solve contextual problems with different structures, including quantitive and partitive division.	

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Autumn Term Weeks 7-10	**4x, 8x tables**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. - Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. - Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	- 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 that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods	Array Commutative Multiple Multiplicand Multiplication Multiplication table Operation Multiply Product
	Ready to Progress	2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. 2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).	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. 3MD-1 - Apply known multiplication and division facts to solve contextual problems with different structures, including quantative and partitive division.	

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Autumn Term Weeks 11-12	**Addition and Subtraction**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Solve problems with addition and subtraction: Using concrete objects and pictorial representations, including those involving numbers, quantities, and measures. Applying mental and written methods. - Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. - Add and subtract numbers: Two-digit number and ones Two-digit number and tens Two two-digit numbers Adding three one-digit numbers - Show that addition of two numbers can be done in any order (commutative) and subtraction cannot. - Recognise and use the inverse relationship between addition and subtraction to check calculations and solve missing number problems.	Add and subtract numbers mentally, including: • a 3-digit number and ones • a 3-digit number and tens • a 3-digit number and hundreds	Addition Addend Algebra Associative Commutative Double Equal Inverse operations Operation Plus Repeated addition Sign Sum Total Difference Equal Inverse operations Minus Operation Repeated subtraction Sign Subtract Subtraction Subtrahend Take away
	Ready to Progress	2AS–1 Add and subtract across 10, for example: 8+5=13 13-5=8 2AS–2 Recognise the subtraction structure of ‘difference’ and answer questions of the form, “How many more…?”. 2AS–3 Add and subtract within 100 by applying related onedigit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.	3NF-1 - Secure fluency in addition and subtraction facts that bridge 10, through continued practice. 3AS-1 - Calculate complements to 100 3AS-3 - 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.	

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Autumn Term Topic 1	**Statistics**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. - Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. - Ask and answer questions about totalling and comparing categorical data.	Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables	Average Bar line chart Column Graph Interpret Interval Frequency Pictogram Set Table Tally
	Ready to Progress			

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Autumn Term Topic 2	**Measurement – Length and Perimeter**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	Tell and write the time to five minutes, including quarter past and quarter to, and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time. Use appropriate vocabulary related to time (e.g., o'clock, half past, quarter past, quarter to).	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Measure the perimeter of simple 2-D shapes	Length Perimeter Centimetre Millimetre Kilometre Metre
	Ready to Progress		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 3AS-3 - 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.	

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	Addition and Subtraction to 1000 (inc money links)			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
Spring Term Weeks 1-5	**National Curriculum**	- Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures - Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods - Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 - Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones - Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and tens - Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two two-digit numbers - Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: adding three one-digit numbers - Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot - Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems - Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value - Find different combinations of coins that equal the same amounts of money	- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction - Solve 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 - Add and subtract amounts of money to give change, using both £ and p in practical contexts	Addition Addend Algebra Associative Commutative Double Equal Inverse operations Operation Plus Repeated addition Sign Sum Total Difference Equal Inverse operations Minus Operation Repeated subtraction Sign Subtract Subtraction Subtrahend

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		Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change		Take away
	Ready to Progress	2AS–1 Add and subtract across 10, for example: 8+5=13 13-5=8 2AS–2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more…?". 2AS–3 Add and subtract within 100 by applying related onedigit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number. 2AS–4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 twodigit numbers.	3AS-2 - Add and subtract up to three-digit numbers using columnar methods.	

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Spring Term Weeks 6-7	**3x, 6x times tables**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers - Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs - Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot - Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Array Commutative Multiple Multiplicand Multiplication Multiplication table Operation Multiply Product
	Ready to Progress	2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. 2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).	3MD–1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.	

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		Multiplication and Division		
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
Spring Term Weeks 8-11	**National Curriculum**	- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers - Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs - Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot - Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	- Write and calculate mathematical statements for multiplication and division using the multiplication tables that 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 objects	Array Commutative Multiple Multiplicand Multiplication Multiplication table Operation Multiply Product
	Ready to Progress		3MD–1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.	

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Spring Term Topic 1	**Measure - Time**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Compare and sequence intervals of time - Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times - Know the number of minutes in an hour and the number of hours in a day	- 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]	Analogue clock Anticlockwise Chronological Clockwise Digital clock Hour Minute Second Time
	Ready to Progress			

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Summer Term Weeks 1-11	**Fractions**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity - Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.	- 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, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators - Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators - Recognise and show, using diagrams, equivalent fractions with small denominators - Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7] - Compare and order unit fractions, and fractions with the same denominators - Solve problems that involve all of the above	Common fraction Fraction Simple fraction Unit fraction Denominator Numerator
	Ready to Progress		3F–1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. 3F–2 Find unit fractions of quantities using known division facts (multiplication tables fluency). 3F–3 Reason about the location of any fraction within 1 in the linear number system. 3F–4 Add and subtract fractions with the same denominator, within 1.	

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Spring Term Topic 1	**Measurement – Mass and Capacity**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels - Compare and order lengths, mass, volume/capacity and record the results using >, < and =	- Measure, compare, add and subtract: lengths (m/cm/mm); **mass (kg/g); volume/capacity (l/ml)**	Millilitre Capacity Mass Kilogram Gram
	Ready to Progress			

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Summer Term Topic 2	**Geometry/Shape – Properties of Shape**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line - Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces - Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] - Compare and sort common 2-D and 3-D shapes and everyday objects **Position and Direction** - Order and arrange combinations of mathematical objects in patterns and sequences - Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)	- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them - 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	Angle Acute angle Right angle Turn Parallel Perpendicular Line
	Ready to Progress	2G–1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.	3G–1 Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations. 3G–2 Draw polygons by joining marked points, and identify parallel and perpendicular sides.	