# Year 3 | Mastery Overview Term by Term

Objectives to be covered throughout units.

Estimate the answer to a calculation and use inverse operations to check answers.

Identify, represent and estimate numbers using different representations.

# Term by Term Objectives
## Year 3 Overview

| | 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** | Number – Place Value | | | Number – Addition and Subtraction | | | Number – Multiplication and Division | | | | Measurement- including money. | |
| **Spring** | Number - Multiplication and Division | | | Number - Fractions | | | Number – Four Operations (including Money) | | | | | |
| **Summer** | Number- Place Value | | Number- Fractions and Decimals | | Geometry- Position, Direction and Shape | | | Measurement- Time, Length, Capacity, Mass. | | | Statistics | |

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MathsHUBS
White Rose

# Term by Term Objectives

## Year 3

| Year group | 3 | Term | Autumn |
| --- | --- | --- | --- |

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

**Number – place value**

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 50 and 100

**Number – addition and subtraction**

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.

Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

**Number – multiplication and division**

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**

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.

**Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.**

Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

**Measurement- Including Money**

**Add and subtract amounts of money to give change, using both £ and p in practical contexts.**

Measure, compare, add and subtract: lengths (m/cm/mm).

**Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.**

Measure the perimeter of simple 2D shapes.

Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed and simple equivalents of mixed units.

# Term by Term Objectives

| Year group | 3 | Term | Spring |
|---|---|---|---|

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|---|---|---|---|---|---|---|---|---|---|

**Number – multiplication and division**
Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

**Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.**

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.

**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.**

**Number – fractions**
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.**

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

**Number- Four Operations (including money)**

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 <u>mental</u> and progressing to formal written methods.

**Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.**

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.

Add and subtract amounts of money to give change, using both £ and p in practical contexts.

# Term by Term Objectives

## Year 3

| Year group | 3 | Term | Summer |
|---|---|---|---|

Week 1 – Week of inspirational maths (see separate resoruces)

| Week 2 / Week 3 | Week 4 / Week 5 | Week 6 / Week 7 / Week 8 | Week 9 / Week 10 | Week 11 | Week 12 / Week 13 |
|---|---|---|---|---|---|
| **Number – place value** 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 **Solve number problems and practical problems involving these ideas.** | Number- Fractions and Decimals Recognise and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole. Compare and order unit fractions, and fractions with the same denominators. Solve problems that involve all of the above | Geometry- Position, Direction and Shape Recognise angles as a property of shape or a description of a turn. **Identify right angles, recognise that two right angles make a half-term, 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. | Measurement- Time, length, capacity and mass. Tell and write the time from an analogue clock, including using Roman numerals and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute. Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Record and compare time in terms of seconds, minutes and hours. 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). Measure, compare, **add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)** Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, **including comparing and using mixed units (for example, 1kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm).** Add and subtract amounts of money to give change, using both £ and p in practical contexts. | Statistics 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 | . **Time at the beginning or end of the term for consolidation n, gap filling, seasonal activities, assessments, etc.** |