



Maths Coverage

Year 3

AUTUMN Term



	Term 1							Term 2							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
NC Focus	Place Value			Number – Addition and Subtraction				Number – Multiplication and Division							Consolidation
NC Objectives	<p>Number – Place Value</p> <ul style="list-style-type: none"> 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 			<p>Number – Addition and Subtraction</p> <ul style="list-style-type: none"> 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. 				<p>Number – Multiplication and Division</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. 							Reasoning and Problem solving linked to the operations.
White Rose Small Steps	<ul style="list-style-type: none"> Hundreds Represent numbers to 1,000 100s, 10s and 1s (1) 100s, 10s and 1s (2) Number line to 1,000 Find 1, 10, 100 more or less than a given number Compare objects to 1,000 Compare numbers to 1,000 Order numbers Count in 50s 			<ul style="list-style-type: none"> Add and subtract multiples of 100 Add and subtract 3-digit numbers and ones – not crossing 10 Add 3-digit and 1-digit numbers – crossing 10 Subtract a 1-digit number from a 3-digit number – crossing 10 Add and subtract 3-digit numbers and tens – not crossing 100 Add a 3-digit number and tens – crossing 100 Subtract tens from a 3-digit number – crossing 100 Add and subtract 100s Spot the pattern – making it explicit Add and subtract a 2-digit and 3-digit number – not crossing 10 or 100 Add a 2-digit and 3-digit number – crossing 10 or 100 Subtract a 2-digit number from a 3-digit number – cross the 10 or 100 Add two 3-digit numbers – not crossing 10 or 100 Add two 3-digit numbers – crossing 10 or 100 Subtract a 3-digit number from a 3-digit number – no exchange Subtract a 3-digit number from a 3-digit number – exchange Estimate answers to calculations Check 				<ul style="list-style-type: none"> Multiplication – equal groups Multiplying by 3 Dividing by 3 The 3 times-table Multiplying by 4 Dividing by 4 The 4 times-table Multiplying by 8 Dividing by 8 The 8 times-table 							

21 Steps

Number: Place Value

Step 10

- I can find 10 and 100 more and less than a given number using concrete materials
- I am beginning to recognise the place value of each digit in a 3-digit number

Step 11

- I can compare and order numbers up to 1,000 based on the hundreds column
- I can find 10 and 100 more and less than a given number using resources.
- I can identify, represent and estimate numbers using different representations

Step 12

- I can read and write, compare and order numbers up to 1,000 in numerals and in words
- I can recognise the place value of each digit in a 3-digit number (hundreds, tens, ones).

Number: Counting

Step 10

- I can count fluently from 0 in steps of 50 and 100
- I can count forwards and backwards from 0 in steps of 3 and 4.

Step 11

- I can count forwards and backwards from 0 in steps of 3, 4 and 8.

Step 12

- I can count forwards and backwards in 10s or 100s from any number.

Calculating: Addition and Subtraction

Step 10

- I can add a three-digit number and 1s (HT1s+1s), mentally
- I can add and subtract up to 3 digit numbers informally.
- I can add and subtract numbers with 2 digits, using formal written methods of columnar addition and subtraction without regrouping.
- I can add and subtract 2 2-digit numbers within 100, mentally.
- I can begin to estimate the answer to a calculation.

Step 11

- I can add a three-digit number and 10s (HT1s+T1s), mentally
- I can add and subtract numbers with 3 digits, using formal written methods of columnar addition and subtraction without regrouping.
- I can estimate the answer to a calculation.
- I can add and subtract 2 2-digit numbers beyond 100, mentally.

Step 12

- I can add a three-digit number and 100s (HTOs + HTOs)
- I can add and subtract numbers with 3-digits, using formal written methods of column addition and subtraction with regrouping.
- I can use inverse operations to check my answers.

Calculating: Multiplication and Division

Step 10

- I can recall and use multiplication and division for the 3 and 4 times tables up to $\times 5$
- I can use the multiplication tables I know to help me calculate (mentally) mathematical statements for multiplication and division (e.g. $2 \times 3 = 6$ so $2 \times 30 = 60$; $6 \div 2 = 3$ so $60 \div 2 = 30$).
- I understand multiplication as scaling.
- I show multiplication is distributive using arrays. (e.g. $2 \times 24 = (2 \times 20) + (2 \times 4)$)

Step 11

- I can recall and use multiplication and division for the 3 and 4 times tables up to $\times 12$ I can recall the 8 times table facts up to $\times 5$.
- I can see the relationship between the 2, 4 and 8 times table and use this to help me to remember the facts.
- I can use the multiplication tables I know to help me write and calculate mathematical statements for multiplication and division.

Step 12

- I can recall and use multiplication and division for the 8 times tables up to $\times 12$.
- I can use formal written methods to write and calculate mathematical statements for multiplication (T1s \times 1s) and division. (T1s \div 1s, no remainder) for known time tables.



Maths Coverage

Year 3

SPRING Term

	Term 3							Term 4						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 (2 days)	Week 7
NC Focus	Number – Multiplication and Division			Money	Statistics				Measure: length and perimeter		Number - fractions		Consolidation	
NC Objectives	Number – Multiplication and Division <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. 			Measurement – money <ul style="list-style-type: none"> Add and subtract amounts of money to give change, using both £ and p in practical contexts. 	Statistics <ul style="list-style-type: none"> 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. 				Measurement – length and perimeter <ul style="list-style-type: none"> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2D shapes. 		Number – fractions <ul style="list-style-type: none"> 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. 			
White Rose Small Steps	<ul style="list-style-type: none"> Multiplication – equal groups Multiplying by 3 Dividing by 3 The 3 times-table Multiplying by 4 Dividing by 4 The 4 times-table Multiplying by 8 Dividing by 8 The 8 times-table 			<ul style="list-style-type: none"> Pounds and pence Converting pounds and pence Adding money Subtracting money Giving change 	<ul style="list-style-type: none"> Pictograms Bar Charts Tables 				<ul style="list-style-type: none"> Measure length Equivalent lengths – m & cm Equivalent lengths – mm & cm Compare lengths Add lengths Subtract lengths Measure perimeter Calculate perimeter 		<ul style="list-style-type: none"> 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) 			

21 Steps

Calculating: Multiplication and Division

Step 10

- I can recall and use multiplication and division for the 3 and 4 times tables up to x 5
- I can use the multiplication tables I know to help me calculate (mentally) mathematical statements for multiplication and division (e.g. $2 \times 3 = 6$ so $2 \times 30 = 60$; $6 \div 2 = 3$ so $60 \div 2 = 30$).
- I understand multiplication as scaling.
- I show multiplication is distributive using arrays. (e.g. $2 \times 24 = (2 \times 20) + (2 \times 4)$)

Step 11

- I can recall and use multiplication and division for the 3 and 4 times tables up to x12 I can recall the 8 times table facts up to x5.
- I can see the relationship between the 2, 4 and 8 times table and use this to help me to remember the facts.
- I can use the multiplication tables I know to help me write and calculate mathematical statements for multiplication and division.

Step 12

- I can recall and use multiplication and division for the 8 times tables up to x12. I can use formal written methods to write and calculate mathematical statements for multiplication (T1s x 1s) and division. (T1s ÷ 1s, no remainder) for known time tables.

Measurement:

Money

Step 10

- I can add and subtract amounts of money to give change up to the next £1

Step 11

- I can add and subtract amounts of money to give change, using both £ and p in practical contexts up to £5
- I can recognise and know the value of different denominations of coins.

Step 12

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

Statistics

Steps 10

- I can read and insert data into bar charts, pictograms and tables.

Steps 11

- I can draw, read and insert data into bar charts, pictograms and tables.
- I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

Step 12

- I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- I can ask and answer simple questions about totalling and comparing categorical data.

Measurement

Step 10

- I can measure and compare lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) using mixed units
- I can measure the perimeter of simple 2D shapes.

Step 11

- I can add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) using mixed units

Step 12

I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) using simple equivalents of mixed units where appropriate (e.g. comparing 1L with 750ml)

Number: Fraction and

Decimals

Step 10

- I can count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts
- I can begin to recognise, find and write fractions of a discrete set of objects: unit fractions
- I can begin to recognise and show, using diagrams, equivalent fractions with small denominators. ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$)
- I can compare fractions with the same denominators.

Step 11

- I can count up and down in tenths; recognising that tenths arise by dividing one-digit numbers or quantities by 10.
- I can begin to recognise, find and write fractions of a discrete set of objects: non-unit fractions with small denominators.
- I can add and subtract fractions with the same denominator within one whole using concrete materials and pictorial representations
- I can compare and order unit fractions on a number line < 1

Step 12

- I can 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.
- I can recognise, find and write fractions of a discrete set of objects and numbers: unit fractions and non-unit fractions with

						small denominators. I am beginning to compare and order unit fractions on a number line > 1			
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Maths Coverage

Year 3

SUMMER Term



	Term 5							Term 6						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
NC Focus	Number - Fractions			Measurement - Time				Measurement - Time		Geometry – properties of shape	Measurement – Mass and Capacity			Consolidation
NC Objectives	<u>Number – fractions</u> <ul style="list-style-type: none"> 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, $57 + 17 = 67$] Solve problems that involve all of the above.			<u>Measurement – time</u> <ul style="list-style-type: none"> 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].				<u>Measurement – time</u> <ul style="list-style-type: none"> 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].		<u>Geometry – properties of shape</u> <ul style="list-style-type: none"> 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 	<u>Measurement – mass and capacity</u> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).			

					<ul style="list-style-type: none"> shapes and make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them. 		
White Rose Small Steps	<ul style="list-style-type: none"> Equivalent fractions (1) Equivalent fractions (2) Equivalent fractions (3) Compare fractions Order fractions Add fractions Subtract fractions 	<ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Measure mass (1) Measure mass (2) Compare mass Add and subtract mass Measure capacity (1) Measure capacity (2) Compare capacity Add and subtract capacity
21 Steps	<p><u>Number: Fractions and Decimals</u></p> <p>Step 10</p> <ul style="list-style-type: none"> I can count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts I can begin to recognise, find and write fractions of a discrete set of objects: unit fractions I can begin to recognise and show, using diagrams, equivalent fractions with small denominators. ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$) I can compare fractions with the same denominators. <p>Step 11</p> <ul style="list-style-type: none"> I can count up and down in tenths; recognising that tenths arise by dividing one-digit numbers or quantities by 10. I can begin to recognise, find and write fractions of a discrete set of objects: non-unit fractions with small denominators. I can add and subtract fractions with the same denominator within one whole using concrete materials and pictorial representations 	<p><u>Measurement: Time</u></p> <p>Step 10</p> <ul style="list-style-type: none"> I can tell and write the time from a 12- hour digital and analogue clock I can estimate and read time in 5 minute and 1 minute intervals. I can use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. I am beginning to know the number of seconds in a minute and the number of days in each month, year and leap year. <p>Step 11</p> <ul style="list-style-type: none"> I can tell and write the time from a 24-hour 			<p><u>Measurement: Time</u></p> <p>Step 10</p> <ul style="list-style-type: none"> I can tell and write the time from a 12- hour digital and analogue clock I can estimate and read time in 5 minute and 1 minute intervals. I can use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. I am beginning to know the number of seconds in a minute and the number of days in each month, year and leap year. <p>Step 11</p> <ul style="list-style-type: none"> I can tell and write the time from a 24-hour digital clock. I can record and compare time in terms of seconds, minutes and hours. I know the number of seconds 	<p><u>Geometry: Properties of Shape</u></p> <p>Step 10</p> <ul style="list-style-type: none"> I can draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. I can recognise 2D and 3D shapes with line symmetry. 	<p><u>Measurement</u></p> <p>Step 10</p> <ul style="list-style-type: none"> I can measure and compare lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) using mixed units. <p>Step 11</p> <ul style="list-style-type: none"> I can add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) using mixed units <p>Step 12</p> <ul style="list-style-type: none"> I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) using simple equivalents of mixed units where appropriate (e.g. comparing 1L with 750ml)

	<ul style="list-style-type: none"> I can compare and order unit fractions on a number line < 1 <p>Step 12</p> <ul style="list-style-type: none"> I can 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. I can recognise, find and write fractions of a discrete set of objects and numbers: unit fractions and nonunit fractions with small denominators. <p>I am beginning to compare and order unit fractions on a number line > 1</p>	<p>digital clock.</p> <ul style="list-style-type: none"> I can record and compare time in terms of seconds, minutes and hours. I know the number of seconds in a minute and the number of days in each month, year and leap year. <p>Step 12</p> <ul style="list-style-type: none"> I can compare durations of events (for example, to calculate the time taken by particular events or tasks). <p>I can 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</p>			<p>in a minute and the number of days in each month, year and leap year.</p> <p>Step 12</p> <ul style="list-style-type: none"> I can compare durations of events (for example, to calculate the time taken by particular events or tasks). <p>I can 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</p>	<p>Step 11</p> <ul style="list-style-type: none"> I can recognise angles as a property of shape or a description of a turn. I can identify whether angles are greater than or less than a right angle. I can identify horizontal and vertical lines <p>Step 12</p> <ul style="list-style-type: none"> I can recognise angles as a property of shape or a description of a turn. I can identify whether angles are greater than or less than a right angle. <p>I can identify horizontal and vertical lines</p>		
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