

SPRING TERM MATHEMATICS OVERVIEW – YEAR 3

Daily Mathematics Lesson – 1 hour (one/two lessons each week to be a discrete arithmetic lesson)

1 x 30 minute discrete times tables lesson – Y3 target - 66 challenge (TTRS/use of tackling times table cards for early morning work)

BLOCKS	NATIONAL CURRICULUM OBJECTIVES KEY OBJECTIVES	SMALL STEPS	READY TO PROGRESS CRITERIA	Linked Step	
Multiplication & Division 3 weeks	❖ recall and use $\times$ and $\div$ facts for the 3, 4 and 8 multiplication tables ❖ write and calculate mathematical statements for $\times$ and $\div$ 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 $\times$ and $\div$, including positive integer scaling problems & correspondence problems in which n objects are connected to m objects	• Multiples of 10 • Related calculations • Reasoning about multiplication • Multiply a 2-digit number by a 1-digit number – no exchange • Multiply a 2-digit number by a 1-digit number – with exchange • Link multiplication and division • Divide a 2-digit number by a 1-digit number – no exchange • Divide a 2-digit number by a 1-digit number – flexible partitioning • Divide a 2-digit number by a 1-digit number – with remainders • Scaling • How many ways?	3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10). 3MD-1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.	• Multiples of 10 • Related calculations • Scaling All steps in this block relate to this criterion	End of block assessment
Length & Perimeter 3 weeks	❖ measure, compare, add and subtract: lengths (m/cm/mm) ❖ measure the perimeter of simple 2-D shapes	• Measure in metres and centimetres • Measure in millimetres • Measure in centimetres and millimetres • Metres, centimetres and millimetres • Equivalent lengths (metres and centimetres) • Equivalent lengths (centimetres and millimetres) • Compare lengths • Add lengths • Subtract lengths • What is perimeter? • Measure perimeter • Calculate perimeter	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 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.	• Equivalent lengths (metres and centimetres) • Equivalent lengths (centimetres and millimetres) • Measure in metres and centimetres • Measure in millimetres • Measure in centimetres and millimetres	End of block assessment

Fractions 3 weeks	❖ count up & 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 ❖ compare and order unit fractions, and fractions with the same denominators ❖ solve problems that involve all of the above	• Understand the denominators of unit fractions • Compare and order unit fractions • Understand the numerators of non-unit fractions • Understand the whole • Compare and order non-unit fractions • Fractions and scales • Fractions on a number line • Count in fractions on a number line • Equivalent fractions on a number line • Equivalent fractions as bar models	3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10). 3F-1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. 3F-3 Reason about the location of any fraction within 1 in the linear number system.	• Fractions and scales • Equivalent fractions on a number line • Equivalent fractions as bar models • Understand the denominators of unit fractions • Understand the numerators of non-unit fractions • Understand the whole • Compare and order unit fractions • Compare and order non-unit fractions • Fractions on a number line - Count in fractions on a number line	End of block assessment
Mass & Capacity 3 weeks	❖ measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)	• Use scales • Measure mass in grams • Measure mass in kilograms and grams • Equivalent masses (kilograms and grams) Compare mass • Add and subtract mass • Measure capacity and volume in millilitres Measure capacity and volume in litres and millilitres • Equivalent capacities and volumes (litres and millilitres) • Compare capacity and volume • Add and subtract capacity and volume		•	End of block assessment