

SUMMER 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	
Fractions 3 weeks	❖ add and subtract fractions with the same denominator within one whole for example $5/7 + 1/7 = 6/7$ ❖ solve problems that involve all of the above	• Add fractions • Subtract fractions • Partition the whole • Unit fractions of a set of objects • Non-unit fractions of a set of objects • Reasoning with fractions of an amount	3F-2 Find unit fractions of quantities using known division facts (multiplication tables fluency). 3F-4 Add and subtract fractions with the same denominator, within 1	• Add fractions • Subtract fractions • Unit fractions of a set of objects	End of block assessment
Money 2 weeks	❖ add and subtract amounts of money to give change, using both £ and p in practical contexts	• Pounds and pence • Convert to pounds and pence • Add money • Subtract money • Find change			End of block assessment

Time 3 weeks	❖ 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]	• Roman numerals to 12 • Tell the time to five minutes • Tell the time to the minute • Read the time on a digital clock • Use am and pm • Years, months and days • Days and hours • Hours and minutes – use start and end times • Hours and minutes – use durations • Minutes and seconds • Use of time • Solve problems with time			End of block assessment
Geometry 2 weeks	❖ draw 2-D shapes ❖ 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	• Turns and angles • Right angles • Compare angles • Measure and draw accurately • Horizontal and vertical • Parallel and perpendicular • Recognise and describe 2-D shape • Draw polygons • Recognise and describe 3-D shapes • Make 3-D shapes	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.	• Right angles • Parallel and perpendicular • Draw polygons	End of block assessment

Statistics 2 weeks	❖ 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	• Interpret data • Draw pictograms • Interpret bar charts • Draw bar charts • Collect and represent data • Two-way Tables			
Consolidation					