

Y3 MATHEMATICS TERMLY PATHWAY

	NUMBER	MEASURE	GEOMETRY	STATISTICS
Autumn	<p>Number and Place Value Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</p> <p>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p> <p>Compare and order numbers up to 1000</p> <p>Identify, represent and estimate numbers using different representations</p> <p>Read and write numbers up to 1000 in numerals and in words</p> <p>Addition and Subtraction Pupils should be taught to: add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds <p>Multiplication and Division Pupils should be taught to:</p> <ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 3, 4 • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know <p>Fractions</p>	<p>Add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>Estimate and read time with increasing accuracy use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</p>	<p>Properties of Shape Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p>	<p>Interpret and present data using bar charts, pictograms and tables</p> <p>solve one-step questions.</p>

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Spring	<p>Number and Place Value Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</p> <p>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p> <p>Solve number problems and practical problems involving these ideas.</p> <p>Addition and Subtraction Pupils should be taught to:</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, ▪ estimate the answer to a calculation ▪ solve problems, including missing number problems, using number facts, place value. <p>Multiplication and Division Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>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</p> <p>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.</p> <p>Fractions 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.</p>	<p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour clocks</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year</p>	<p>Properties of Shape Recognise angles as a property of shape or a description of a turn</p> <p>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</p>	<p>Statistics Interpret and present data using bar charts, pictograms and tables</p> <p>Solve one-step questions.</p>

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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 [eg $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]

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	NUMBER	MEASURE	GEOMETRY	STATISTICS
Summer	<p>Number and Place Value Solve number problems and practical problems involving these ideas.</p> <p>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</p> <p>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p> <p>Compare and order numbers up to 1000</p> <p>Identify, represent and estimate numbers using different representations</p> <p>Read and write numbers up to 1000 in numerals and in words</p> <p>Addition and Subtraction Add and subtract numbers with up to three digits, use formal written methods of columnar addition and subtraction</p> <p>Estimate the answer to a calculation and use inverse operations to check answers</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>Multiplication and Division Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Recall and use multiplication and division facts 8 multiplication tables ▪ 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 	<p>Measure the perimeter of simple 2-D shapes</p> <p>Tell and write the time from an analogue clock, including 12-hour and 24-hour clocks</p> <p>Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours;</p> <p>Compare durations of events [for example to calculate the time taken by particular events or tasks].</p>	<p>Properties of Shape Pupils extend their use of the properties of shapes, including lengths of lines and acute and obtuse for angles greater or lesser than a right angle.</p> <p>Pupils connect decimals and rounding to drawing and measuring straight lines in centimetres, in a variety of contexts.</p>	<p>Solve two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</p> <p>Pupils understand and use simple scales (for example, 2, 5, 10 units per cm) in pictograms and bar charts with increasing accuracy. They continue to interpret data presented in many contexts.</p>

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	<p>progressing to formal written methods</p> <ul style="list-style-type: none">▪ 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. <p>Fractions: 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.</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>Add and subtract fractions with the same denominator within one whole [eg $5/7 + 1/7 = 6/7$]</p> <p>Compare and order unit fractions, and fractions with the same denominators</p> <p>Solve problems that involve all of the above.</p>			
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