

Year 3 Maths Intent

Autumn													
Autumn	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	Wk13
	Place Value		Addition and Subtraction				Multiplication and Division				Revision Week	Assessment week	GAPS
Spring													
Spring	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	
	Place Value	Fractions			Addition and Subtraction	Multiplication and Division	Geometry			Revision Week	Assessment Week	GAPS	
Summer													
Summer	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	Wk13
	Place Value	Measure - Money	Statistics		Measure - Time		Measure - Length and Perimeter	Measure - Mass and Capacity		Revision Week	Assessment Week	GAPS	Problem Solving Investigations

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Autumn															
Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk 11	Wk 12	Wk 13			
Place Value		Addition and Subtraction				Multiplication and Division						Revision Week	Assessment Week	GAPS	
NC Objectives															
Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number		Add and subtract numbers mentally, including: - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds				Recall and use multiplication and division facts for the 3, 4 and 8 multiplication table									
Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)		Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction				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 progressing to formal written method									
Identify, represent and estimate numbers using different representations		Estimate the answer to a calculation and use inverse operations to check answer. (Also in Spring 1)				Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which in objects are connected to m objects. (Also in Spring 1)									
Pupils now use multiples of 2, 3, 4, 5, 8, 10, 50 and 100.		Pupils practise solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the answers could exceed 100.				Pupils continue to practise their mental recall of multiplication tables when they are calculating mathematical statements in order to improve fluency. Through doubling, they connect the 2, 4 and 8 multiplication tables.									
They use larger numbers to at least 1000, applying partitioning related to place value using varied and increasingly complex problems, building on work in year 2 (for example, $146 = 100 + 40$ and 6 , $146 = 130 + 16$).		Pupils use their understanding of place value and partitioning, and practise using columnar addition and subtraction with increasingly large numbers up to three digits to become fluent.				Pupils develop reliable written methods for multiplication and division, starting with calculations of two-digit numbers by one-digit numbers and progressing to the formal written methods of short multiplication and division.									
Using a variety of representations, including those related to measure, pupils continue to count in						Pupils develop efficient mental methods, for example, using commutativity and associativity (for example, $4 \times 12 \times 5 = 4 \times 5 \times 12 = 20 \times 12 = 240$) and multiplication and division facts (for									

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ones, tens and hundreds, so that they become fluent in the order and place value of numbers to 1000 (appears in Summer 2 as well)		example, using $3 \times 2 = 6$, $6 \div 3 = 2$ and $2 = 6 \div 3$) to derive related facts (for example, $30 \times 2 = 60$, $60 \div 3 = 20$ and $20 = 60 \div 3$)			
SEND Priority					
Can find 10 more or 10 less than a given number up to 100 and extend to 1000	Can subtract a two digit and extend to three-digit number and ones mentally	Can recall and use multiplication and division facts for the 2, 5 and 10 times tables			
Can find 100 more or 100 less than a given number up to 1000	Can subtract a two digit and extend to three-digit number and tens mentally	Can write mathematical statements for known multiplication and division facts using \times , \div and $=$			
Can understand the place value of each digit in a two-digit.	Can add two-digit and extend to three-digit numbers using the expanded column method (not bridging ten).	Can multiply two digit by one digit numbers using partitioning and known facts (e.g. $24 \times 3 = 3 \times 4 = 12$ and $3 \times 20 = 60$. $60 + 12 = 72$)			
Can represent two-digit numbers using different representations including the number line, base 10 apparatus etc	Can add two-digit and extend to three-digit numbers using the expanded column method (bridging ten)	Can divide two-digit by one-digit numbers using informal methods such as known facts, arrays and number lines (repeated subtraction)			

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Spring											
Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12
Place Value	Fractions			Addition and Subtraction	Multiplication and Division	Geometry					
NC Objectives											
Compare and order numbers up to 1000	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			Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which m objects are connected to n objects. (Also in Autumn 2)	Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them			Revision Week	Assessment Week	GAPS
Read and write numbers up to 1000 in numerals and in word	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators			Estimate the answer to a calculation and use inverse operations to check answers (Also in Autumn 1)	Pupils solve simple problems in contexts, deciding which of the four operations to use and why. These include measuring and scaling contexts, (for example, four times as high, eight times as long etc.) and correspondence problems in which m objects are connected to n objects (for example, 3 hats and 4 coats, how many different outfits?; 12 sweets shared equally between 4 children; 4 cakes shared equally between 8 children)	Recognise angles as a property of shape or a description of a turn.					
Using a variety of representations, including those related to measure, pupils continue to count in ones, tens and hundreds, so	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators					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.					

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that they become fluent in the order and place value of numbers to 1000(Also in Autumn 1)							
	Recognise and show, using diagrams, equivalent fractions with small denominators			Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.			
	Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$]			Pupils' knowledge of the properties of shapes is extended at this stage to symmetrical and non-symmetrical polygons and polyhedra. Pupils extend their use of the properties of shapes. They should be able to describe the properties of 2-D and 3-D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or lesser than a right angle.			
	Compare and order unit fractions, and fractions with the same denominators			Pupils connect decimals and rounding to drawing and measuring straight lines in centimetres, in a variety of contexts.			
	Solve problems that involve all of the above.						
	Pupils connect tenths to place value, decimal measures and to division by 10.						
	They begin to understand unit and non-unit fractions as numbers on the number line, and deduce relations between them, such as size and equivalence. They should go beyond the [0, 1] interval,						

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	including relating this to measure						
	Pupils understand the relation between unit fractions as operators (fractions of), and division by integers						
	They continue to recognise fractions in the context of parts of a whole, numbers, measurements, a shape, and unit fractions as a division of a quantity						
	Pupils practise adding and subtracting fractions with the same denominator through a variety of increasingly complex problems to improve fluency.						
SEND Priority							
Can read and write numbers to at least 100 and extend to 1000 in numerals and words	Can find $\frac{1}{2}$, $\frac{1}{4}$ or $\frac{3}{4}$ of a shape or set of objects	Solve problems with addition and subtraction, using concrete objects and pictorial representations, including those involving numbers, quantities and measures	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Can recognise and describe the properties of 2D and 3D shapes using appropriate vocabulary (including in different orientations)			
Can understand the place value of each digit in a three-digit number							
Can represent three-digit numbers using different	Can find $\frac{1}{3}$ of a shape and set of objects			Can compare and sort 2D and 3D shapes according to their geometric properties			

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representations including the number line, base 10 apparatus etc							
	Can understand $\frac{1}{3}$ represents one of three equal parts of one whole			Can identify horizontal lines of symmetry in 2D shapes			
	Can understand that the denominator denotes the number of equal parts the whole is divided into			Can identify right angles			
	Can understand that the numerator denotes the number of equal parts represented						

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Summer															
Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk 10	Wk 11	Wk 12	Wk13			
Place Value	Measure - Money	Statistics		Measure - Time		Measure - Perimeter and Length	Measure - Capacity and Mass/Weight		Revision	Assessment Week	GAPS	Problem Solving Investigations			
NC Objectives															
Solve number problems and practical problems involving these ideas.	Add and subtract amounts of money to give change, using both £ and p in practical context	Interpret and present data using bar charts, pictograms and tables.	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks		Measure the perimeter of simple 2-D shapes	Measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)									
Recap any Place Value objectives that need it going over.	Pupils continue to become fluent in recognising the value of coins, by adding and subtracting amounts, including mixed units, and giving change using manageable amounts. They record £ and p separately. The decimal recording of money is introduced formally in year 4.	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.	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		Measure, compare, add and subtract: lengths (m/cm/mm)										
		They continue to interpret data presented in many contexts	Know the number of seconds in a minute and the number of days in each month, year and leap year		Pupils 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, 1 kg and 200g) and										

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				simple equivalents of mixed units (for example, 5m = 500cm).				
		Pupils understand and use simple scales (for example, 2, 5, 10 units per cm) in pictograms and bar charts with increasing accuracy.	Compare durations of events [for example to calculate the time taken by particular events or tasks]	The comparison of measures includes simple scaling by integers (for example, a given quantity or measure is twice as long or five times as high) and this connects to multiplication				
			Pupils use both analogue and digital 12-hour clocks and record their times. In this way they become fluent in and prepared for using digital 24-hour clocks in year 4.					
SEND Priority								
Can compare and order numbers up to 100 and extend to 1000 sometimes using the <, > and = signs correctly.	Can add amounts of money within £1 and extend beyond £1	Can interpret pictograms where one symbol represents more than one	Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times	Can compare and order lengths using mm, cm and m	Can understand the relationship between g, kg and ml, l.			
	Can subtract an amount of money within £1 and extend to beyond £1 Can combine amounts and calculate change	Can interpret bar charts where the scale goes up in twos or fives or ten	Know the number of minutes in an hour and the number of hours in a day	Can measure lengths using appropriate measuring equipment and record using the correct unit	Can compare and order mass using g and kg			
		Can understand how to present		Can understand the relationship	Can measure mass using appropriate			

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		data in a simple pictogram, bar chart or table in an appropriate context		between mm, cm, m.	measuring equipment and record using the correct unit				
					Can compare and order capacity using ml and l				
					Can measure capacities using appropriate measuring equipment and record using the correct unit				