HIAS Scheme of Learning for Mathematics

Medium Term Plans for Year Three

HIAS Maths Team
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Final version

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Overview

This document contains…
Long-term curriculum map for Y3
Medium-term overview plans for Y3 designed to support single age classes

Points to consider when using this resource
This medium-term plan identifies the key objectives in each unit.
For more detail and a break-down of these objectives please refer to the relevant unit plan.
Unit plans identify a learning journey, required prior knowledge, misconceptions, key vocabulary, and suggested tasks.
Appropriate models, images , concrete resources, and visual representations are an implicit element in all units.

A suggested schedule for assessment is included as colour-coded bands, linked to the Hampshire Assessment Model if required.

Plans are based on a **39-week school year** and will need to be **adjusted** on a term-by-term basis
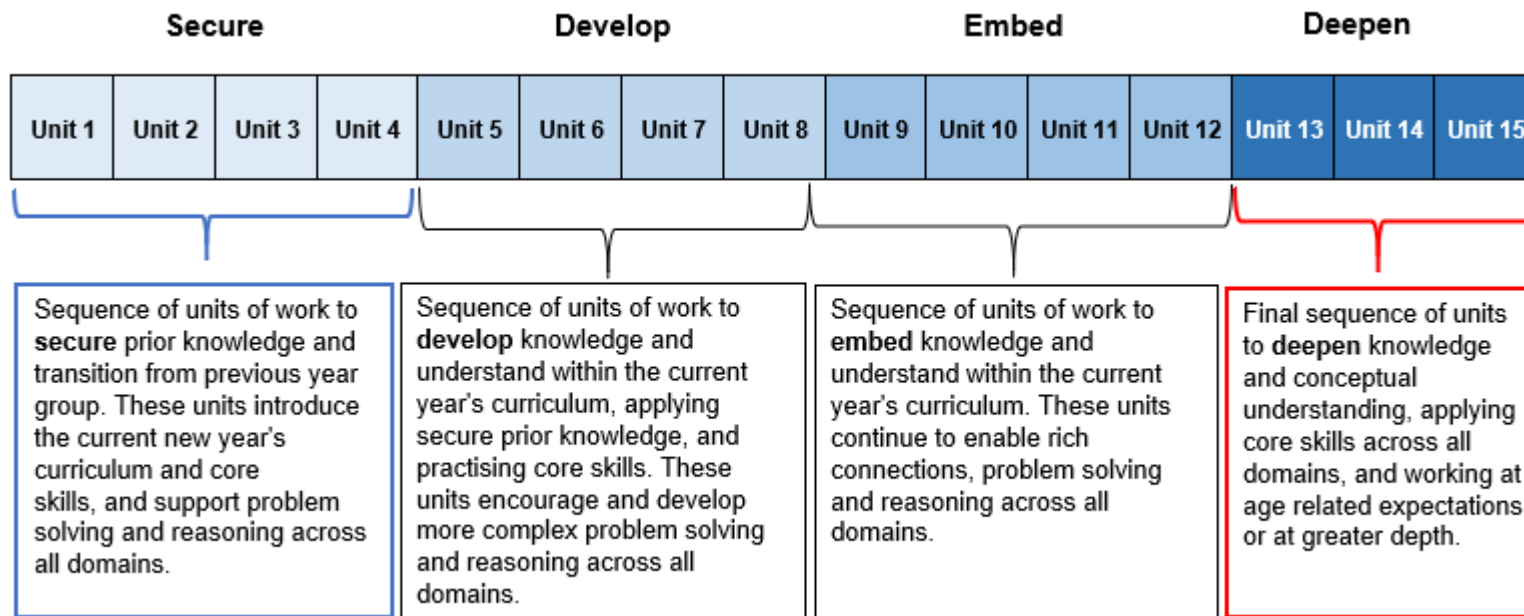
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Long term curriculum map for Year 3

Year 3 – Yearly Overview   Hampshire Services (HIAS SCHOOL IMPROVEMENT)   **HIAS MOODLE+ RESOURCE**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	3.1 Number and Place Value Addition and Subtraction			3.2 Measurement: Money	3.2 Addition and Subtraction	3.3 Multiplication and Division		3.4 Fractions		3.4 Geometry		3.5 Measurement	3.5 Measurement: Time	

Measurement: Time : Utilise everyday opportunities to tell the time from an analogue clock. Use the vocabulary of time (am/pm; morning/afternoon; noon/midnight. Know the number of days in each month, year and leap year

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Spring	3.6 Fractions	3.6 Geometry	3.7 Addition and Subtraction			3.8 Measurement: Time	3.9 Multiplication and Division		3.9 Fractions	3.10 Number and Place Value Addition and Subtraction with Measurement		3.10 Statistics		

Measurement: Time: Utilise everyday opportunities to tell the time, including on a clock face with Roman numerals.
Number: Practise counting in multiples of 3, 4 and 50, and in 100s from any number.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Summer	3.11 Multiplication and Division			3.12 Geometry		3.13 Addition and Subtraction		3.14 Multiplication and Division		3.14 Fractions	3.15 Measurement: Money and Time		3.16 Measurement: length	

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Overview of curriculum intent

Secure	Develop	Embed	Deepen
Unit 1 Unit 2 Unit 3 Unit 4	Unit 5 Unit 6 Unit 7 Unit 8	Unit 9 Unit 10 Unit 11 Unit 12	Unit 13 Unit 14 Unit 15

Sequence of units of work to **secure** prior knowledge and transition from previous year group. These units introduce the current new year's curriculum and core skills, and support problem solving and reasoning across all domains.

Sequence of units of work to **develop** knowledge and understand within the current year's curriculum, applying secure prior knowledge, and practising core skills. These units encourage and develop more complex problem solving and reasoning across all domains.

Sequence of units of work to **embed** knowledge and understand within the current year's curriculum. These units continue to enable rich connections, problem solving and reasoning across all domains.

Final sequence of units to **deepen** knowledge and conceptual understanding, applying core skills across all domains, and working at age related expectations or at greater depth.

Key for assessment bands

AM1	AM2	AM3	ARE
Assessment Milestone 1	Assessment Milestone 2	Assessment Milestone 3	Assessment ARE

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YEAR 3 Autumn Term

Measurement: Find everyday opportunities to tell the time from an analogue clock. Estimate and read time with increasing accuracy to the nearest minute. Use the vocabulary of time (am/pm; morning/ afternoon; noon/midnight). Know the number of days in each month, year, and leap year.

Subsequent units should continue to revisit material from previous units to deepen learning, encourage automaticity and allow rich connections to be made across the year.

A.M	Unit	Hours	Domain	Y3 National Curriculum Objectives	Learning journey - 'I can…' statements
	3.1	5	Number: Place Value,	• Y2: Compare and order numbers from zero up to 100; using >, < and = signs • Recognise the place value of each digit in the 3-digit number (hundreds, tens and ones) up to 1000 • Find 10 or 100 more or less than a given number • Identify, represent and estimate numbers using different representations particularly including number lines Solve number problems and practical problems involving these ideas.	• I can compare and order numbers up to 100. • I can solve number problems using partitioning with numbers up to 100. • I can compare and order numbers up to 1000. • I can compare and order numbers up to 1000 on a number line. • I can solve number problems using partitioning with numbers up to 1000.

		10	Addition and Subtraction	• Y2: Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
				• Add and subtract numbers mentally, including:
				    o A 3-digit number and ones
				    o A 3-digit number and tens
				    o A 3-digit number and hundreds
				• Estimate the answer to a calculation and use inverse operations to check answers
					• I can add and subtract numbers mentally.
					• I can mental strategies when solving a problem.

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A.M	Unit	Hours	Domain	Y3 National Curriculum Objectives	Learning journey - 'I can…' statements
	3.2	5	Addition and subtraction with measurement	• Y2: Find different combinations of coins that equal the same amounts of money. • Add and subtract amounts of money to give change using both £ and p in practical contexts.	• I can recall key facts in relation to money. • I can find different combinations of coins that equal the same amounts of money. • I can add amounts of money. • I can subtract amounts of money to give change.

		5		• Measure, compare, add and subtract length (m / cm / mm)
				• Add and subtract numbers mentally, including:
				    o A three-digit number and ones
				    o A three-digit number and tens
				    o A three-digit number and hundreds
				• Measure the perimeter of simple 2-D shapes.
					• I can measure accurately using a ruler.
					• I can add and subtract to solve problems involving measure.
					• I can measure perimeter.

	3.3	10	Multiplication and Division	• Y2: Recall and use multiplication and division facts for the 2,5 and 10 multiplication tables. • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental strategies. • Solve problems, including missing number problems involving multiplication and division	• I can represent multiplication and division facts as arrays using a grid and a number-line • I can show division as grouping. • I can solve problems involving multiplication and division. • I can count in multiples of 3s and 4s. • I can write and calculate multiplication and division statements.

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A.M	Unit	Hours	Domain	Y3 National Curriculum Objectives	Learning journey - 'I can…' statements
	3.4	10	Fractions	• Recognise, find, and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • Compare and order unit fractions and fractions with the same denominators. • Recognise and show, using diagrams, equivalent fractions with small denominators. • Count up and down in tenths; recognise that tenths arise from dividing and object into ten equal parts and in dividing one-digit numbers or quantities by 10.	• I can recognise, find and write fractions. • I can count up and down in tenths. • I can order and compare fractions with the same denominator. • I can recognise equivalent fractions. • I can order and compare unit fractions and fractions with different denominators.
		10	Geometry	• Y2: Identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line. • Y2: Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. • Draw 2D shapes and make 3D shapes using modelling materials. • Identify right angles, recognise that two right angles make a right turn, three make three quarters of a turn and four make a complete turn. • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	• I can identify and describe the properties of 2D shapes. • I can draw 2D shapes. • I can identify half and quarter of a given 2D shape. • I can identify and describe the properties of 3D shapes. • I can make 3D shapes.

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A.M		Unit	Hours	Domain	Y3 National Curriculum Objectives	Learning journey - 'I can…' statements
		3.5	5	Place Value with Measurement	• Measure, compare, add and subtract lengths (mm/cm/m); mass (kg/g) • Count up and down in tenths; recognising that tenths arise from dividing an object into ten equal parts and in dividing one-digit numbers or quantities by 10. • Recognise the place value of each digit in a three-digit number (hundreds, tens and ones) • Find 10 or 100 more or less than a given number	• I can derive associated facts for length. • I can measure and compare lengths. • I can add and subtract in the context of length. • I can derive associated facts for mass. • I can measure and compare mass. • I can add and subtract in the context of mass.
			10	Time	• Y2: Tell and write the time to five minutes, including quarter past/to the hour, and draw hands on a clock face to show these times. • 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 within increased accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight. • Know the number of seconds in a minute, days in each month, year and leap year.	• I can tell and write the time to five minutes, including quarter past and to the hour. • I can tell and write the time to five minutes and draw hands on a clock face to show these times. • I can tell and write the time from an analogue clock (12 hour)
Christmas						

Year 3 Spring Term

Measurement Find everyday opportunities to tell the time, including on a clock face with Roman numerals. Practise counting in multiples of 3,4 and 50 and in 100s from any number.

A.M		Unit	Hours	Domain	Y3 National Curriculum Objectives	Learning journey - 'I can…' statements
		3.6	7	Fractions	- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. - Compare and order unit fractions and fractions with the same denominators. - Recognise and show, using diagrams, equivalent fractions with small denominators. - Add and subtract fractions with the same denominator within one whole e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$. - Solve problems that involve all of the above.	- I can compare and order fractions. - I can recognise and show equivalent fractions. - I can add and subtract fractions with the same denominator. - I can solve problems involving fractions.
			3	Geometry	- Recognise angles as properties of shape or a direction 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.	- I can recognise angles as a property of shape. - I can recognise angles as a direction of turn. - I can identify whether angles are greater than or less than a right angle.

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A.M		Unit	Hours	Domain	Y3 National Curriculum Objectives	Learning journey - 'I can…' statements

		3.7	15	Addition and Subtraction	• 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 calculations and use inverse operations to check answers.
					• Read and write numbers up to 1000 in numerals and in words.
					• Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.
						• I can add and subtract a three-digit number and ones.
						• I can add and subtract a three-digit number and hundreds.
						• I can add and subtract a three-digit number and tens (not crossing the hundreds boundary).
						• I can add and subtract a three-digit number and tens (crossing the hundreds boundary).
						• I can add and subtract numbers with up to three digits using partitioning.
						• I can add and subtract numbers with up to three digits using number bonds.
						• I can add and subtract numbers with up to three digits using rounding and adjusting.
						• I can estimate the answer to a problem.

		3.8	5	Measurement: Time	• 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, hours and o'clock; use vocabulary such as a.m/p.m, morning, afternoon, noon, and midnight. • Know the number of seconds in a minute, days in each month, year, and leap year. • Compare durations of events, for example to calculate the time taken by particular events or tasks.	• I can recall key facts of time. • I can read the time to the nearest minute. • I can tell and write the time using 12-hour and 24-hour clocks. • I can compare durations of events.

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A.M			Unit	Hours	Domain	Y3 National Curriculum Objectives	Learning journey - 'I can…' statements
			3.9	10	Multiplication and Division	• Y2: Recall and use multiplication and division facts for the 2,5 and 10 multiplication tables. • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • Count from zero in multiples of 4, 8, 50 and 100. • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental strategies. • Solve problems, including missing number problems involving multiplication and division.	• I can recall and use multiplication and division facts for the 2, 5 and 10 tables. • I can represent and use multiplication and division facts for the 3 times table. • I can represent and use multiplication and division facts for the 4 times table. • I can represent and use multiplication and division facts for the 8 times table. • I can solve problems using multiplication and division. • I can solve problems using division as grouping.
				5	Fractions	• 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.	• I can recognise, find, and write unit fractions of a discrete set of objects. • I can recognise, find, and write non-unit fractions of a discrete set of objects. • I can recognise and use fractions as numbers.
			3.10	15	Addition and Subtraction with Statistics Measurement: Volume, Capacity & Scales	• Compare and order numbers up to 1000. • Read and write numbers up to 1000 in numerals and words. • Identify, represent, and estimate numbers using different representations. • Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction. • Count up and down in tenths, recognising that tenths arise from dividing an object in ten equal parts and in dividing one-digit numbers or quantities by 10. • Measure, compare, add and subtract: o volume/capacity (l / ml)	• I can represent numbers using different representations. • I can compare and order numbers up to 1000. • I can use representations to show compositions of 100 and 1000. • I can use a number line to estimate and position numbers up to 1000. • I can use key number facts, including number bonds, to solve problems. • I can solve problems involving measure. • I can solve one-step and two-step questions using information presented in pictograms. • I can solve one-step and two-step questions using information presented in bar charts. • I can solve one-step and two-step questions using information presented in tables.
Easter Holidays							

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Summer Term

A.M			Unit	Hours	Domain	Y3 National Curriculum Objectives	Learning journey - 'I can…' statements
			3.11	15	Multiplication and Division	• Recognise the place of each digit in a three-digit number (hundreds, tens, and ones). • Y2: Recall and use multiplication and division facts for the 2,5 and 10 multiplication tables. • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • Count from zero in multiples of 4, 8, 50 and 100. • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental strategies. • Solve problems, including missing number problems involving multiplication and division.	• I can recognise the place of each digit in a three-digit number. • I can recall and use multiplication and division facts for the 3, 4 and 8 times table. • I can use related division facts for the 3, 4 and 8 multiplication tables. • I can solve problems involving multiplication and division (no remainders). • I can divide and find remainders using my multiplication and division facts. • I can solve problems involving multiplication and division, including interpreting remainders in context. • I can solve multiplication and division problems. • I can solve problems, including missing number problems involving multiplication and division.
			3.12	10	Geometry	• Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	• I can sort and classify 2-D shapes in different ways. • I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines. • I can solve problems involving horizontal and vertical lines and pairs of perpendicular and parallel lines. • Assessment Opportunity • I can sort and classify 3-D shapes in different ways. • I can describe properties of prisms and pyramids. • I can construct prisms and pyramids.

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A.M	Unit	Hours	Domain	Y3 National Curriculum Objectives	Learning journey - 'I can…' statements

	3.13	10	Addition and Subtraction	• 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 formally written methods of columnar addition and subtraction.
				• Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction
					• I can represent problems using the bar model.
					• I can add and subtract numbers mentally.
					• I can solve addition and subtraction problems.
					• I can add numbers using formally written methods.
					• I can subtract numbers using formally written methods.
					• I can identify when to use mental strategies or a formal written method.

	3.14	10	Multiplication and Division	• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • Count from zero in multiples of 4, 8, 50 and 100. • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental and progressing to formal written methods. • Solve problems, including missing number problems involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.	• I can recall and use multiplication and division facts. • I can solve multiplication and division problems using my known facts. • I can solve multiplication and division problems involving missing number. • I can solve multiplication and division problems involving integer scaling problems. • I can solve multiplication problems using formal written methods.
		5	Fractions	• Recognise, find, and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. • Compare and order unit fractions and fractions with the same denominators. • Recognise and show, using diagrams, equivalent fractions with small denominators. • Add and subtract fractions with the same denominator within one whole e.g. $\frac{5}{7}+\frac{1}{7}=\frac{6}{7}$. • Solve problems that involve all of the above.	• I can compare and order unit fractions and fractions with the same denominator. • I can recognise and show equivalent fractions. • I can recognise, find and write fractions of a discrete set of objects. • I can add and subtract fractions with the same denominator. • I can solve problems involving fractions.

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A.M	Unit	Hours	Domain	Y3 National Curriculum Objectives	Learning journey - 'I can…' statements
	3.15	5	Measurement: Money	• Add and subtract amounts of money to give change, using both £ and p in practical contexts.	• I can find totals using different coins and notes. • I can add and subtract amounts of money to give change.
		5	Measurement: Time	• Tell the time from an analogue clock, including using Roman numerals I to XII, 12-hour and 24-hour clocks. • Estimate and read the time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., midnight and noon. • 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.	• I can tell the time to the nearest minute. • I can compare durations of events.
	3.16	5	Measurement: length	• Measure, compare, add and subtract lengths (m/cm/mm). • Measure and compare the perimeter of simple 2-D shapes. • 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 recall and use key facts to 1000 in the context of length. • I can measure, compare, add, and subtract lengths. • I can measure and compare perimeter.
Summer Holidays					

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For further details on the full range of services available please contact us using the following email:htlcdev@hants.gov.uk

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