

The Piggott School: Charvil Primary



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Curriculum Map: Maths Year 3

	Autumn	Spring	Summer
<p>Content Declarative Knowledge 'I know'</p>	<p><u>KIRFS</u> *Know number bonds for all numbers to 20 *Know the multiplication and division facts for the 3 times table <u>Main Content</u> 1. Place Value 2. Addition and Subtraction 3. Multiplication and Division A</p>	<p><u>KIRFS</u> *Know facts about duration of time *Know the multiplication and division facts for 4 times table <u>Main Content</u> 1. Multiplication and Division B 2. Length and Perimeter 3. Fractions A 4. Mass and capacity</p>	<p><u>KIRFS</u> *Tell the time (nearest 5 minutes). Multiple clock types *Know the multiplication and division facts for the 8 times table <u>Main Content</u> 1. Fractions B 2. Money 3. Time 4. Shape 5. Statistics</p>
<p>Skills Procedural Knowledge 'I know how to'</p>	<p>**For mapping of skills by unit please see whole school national curriculum/procedural knowledge mapping overview here**</p> <p><u>Place Value</u> *count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number *recognise the place value of each digit in a three-digit number (hundreds, tens, ones) *compare and order numbers up to 1000 *identify, represent and estimate numbers using different representations *read and write numbers up to 1000 in numerals and in words *solve number problems and practical problems involving these ideas <u>Addition and Subtraction</u> *add and subtract numbers mentally, including: - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds</p>		

- *add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
 - *estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Multiplication and Division

- *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, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- *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

Fractions, decimals and percentages

- *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
 - *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 [for example, $5/7 + 1/7 = 6/7$]
 - *compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above

Measurement

- *measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- *add and subtract amounts of money to give change, using both £ and p in practical contexts
 - *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]

Geometry

- *draw 2-D shapes and 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

Statistics

- *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		
Vocabulary	<p><u>Place Value and Number</u> Numbers to one thousand</p> <p><u>Addition and Subtraction</u> Column addition and subtraction</p> <p><u>Multiplication and Division</u> Product, Multiples of four, eight, fifty and one hundred , Scale up</p> <p><u>Fractions, decimals and percentages</u> Numerator, denominator, Unit fraction, non-unit fraction, Compare and order , Tenths</p> <p><u>Measurement</u> Leap year, Twelve-hour/twenty-four- hour clock, Roman numerals I to XIII</p> <p><u>Geometry</u> Horizontal, perpendicular and parallel lines, Greater/less than ninety degrees, Orientation (same orientation, different orientation)</p> <p><u>Statistics</u> Chart, bar chart, frequency table, Carroll diagram, Venn diagram, Axis, axes, Diagram</p>		
Key Questions	Key questions and sentence stems planned for individual small steps of teaching by White Rose Maths scheme		
Assessment	Teacher assessment on Insight every term which is triangulated by the use of PUMA paper for Year 3 three times annually Peer and self-assessment opportunities Option to use White Rose End of Block assessments at teacher’s discretion		
Cross Curricular Links/Character Education	Social skills developed through verbal reasoning and oracy throughout. Spiritual development developed through engaging children with in depth thinking and problem solving.		
	Science – measuring during scientific enquiry unit Geography – mapping and time zones link to telling the time DT – measuring – making soup	Music – value of notes/note lengths – whole class recorder lessons DT – measuring – cam toys	Art and Design – shape Roman mosaics