



Maths Medium Term Overview – Summer Year 3

Year 3 – Summer term	
Week & Focus	NC objectives to be covered. NB – Non-statutory guidance and small step changes in repeated objectives are in bold.
1 – Number – Number and Place value	- Count from zero in multiples of 8 - Read and write numbers up to 1000 in numerals and in words – consolidation (more complex problem solving focus) – BEGIN TO EXTEND BEYOND 1000 - Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) – consolidation (more complex problem solving focus) BEGIN TO EXTEND BEYOND 1000 - Identify, represent and estimate 3 digit numbers using different representations – consolidation (more complex problem solving focus) BEGIN TO EXTEND BEYOND 1000 - Compare and order numbers up to 1000 - consolidation (more complex problem solving focus) BEGIN TO EXTEND BEYOND 1000 - Find 10 or 100 more or less than a given number - consolidation (more complex problem solving focus) - Solve number problems and practical problems involving these ideas.
2 – Addition	Add numbers mentally, including: a three-digit number and ones, tens and hundreds– include strategies for adding near multiples of 100 – e.g. 99, 199 Refer to pages 23-24 mental strategies booklet, bridging



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	multiples of 10 and compensating. ■ Add numbers with up to three digits, using formal written methods of columnar addition – using standard written method with 3-digit numbers, using build it, draw it, write it, looking at calculations involving more than one exchange. Refer to pages 21-24 as appropriate. ■ 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 – more complex problems and particular focus on missing number problems using inverse operations.
3 - Subtraction	■ Subtract numbers mentally, including: a three-digit number and ones, tens and hundreds– include strategies for adding near multiples of 100 – e.g. 99, 199 Refer to pages 23-24 mental strategies booklet, bridging multiples of 10 and compensating. ■ Add numbers with up to three digits, using formal written methods of columnar addition – using standard written method with 3 digit numbers, using build it, draw it, write it, looking at calculations involving more than one exchange. Refer to pages 28-32 as appropriate. ■ 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 – more complex problems and particular focus on missing number problems



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	using inverse operations.
4 - Geometry	FOCUS ON ANGLES AND TURNS - Recognise angles as a property of shape or a description of a turn – consolidation. - 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 - Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them – consolidate 2D and 3D shape work through problem solving and reasoning.
5 & 6 - Multiplication	- Consolidate multiplication facts for 2, 3, 4, 5, 8, 10 multiplication tables - 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 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 $20 = 60 \div 3$). - Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental methods and progressing to formal written methods – recap grid method ‘build it, ‘draw it’, secure expanded written and then short written as appropriate -Refer to pgs 12-13 multiplication booklet. - Solve problems, including missing number problems, involving multiplication, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects



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6 & 7 - Division	- Consolidate division facts for 2, 3, 4, 5, 8, 10 multiplication tables - 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 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 $20 = 60 \div 3$). - Write and calculate mathematical statements for division using the multiplication tables that they know, including for two-digit numbers divide by one-digit numbers, using mental methods and progressing to formal written methods – secure grouping 2-digit numbers on a place value grid (including whiteboard notations in preparation for progressing to formal written method of short division in Y4) and progress to using exchange. Refer to pgs 14-15 division booklet. - Solve problems, including missing number problems, involving multiplication, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
7 - Fractions	- Recognise and show, using diagrams, equivalent fractions with small denominators. - Compare and order unit fractions, and fractions with the same denominators - Problem solving related to all fraction objectives.
8 – 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 – consolidate analogue and 12-hour digital times to the nearest minute and begin to look at 24 hour times (simple examples) - Estimate and read time with increasing accuracy to the nearest minute



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	- Compare durations of events [for example to calculate the time taken by particular events or tasks]. - Solve problems related to these
9 – Measurement – volume/capacity	- Measure, compare, add and subtract: lengths (l/ml) – to include comparing and using mixed units and simple equivalents of mixed units and to include simple scaling of integers - Problems related to the above objectives.
10 – Measurement – money (Include work on consolidation of all four number operations – mental and written methods)	Add and subtract amounts of money to give change, using both £ and p in practical contexts – in more complex problems involving budgeting and event planning
11 - Statistics	- Interpret and present data using tables - Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in tables.
ADDITIONAL WEEKS FOR ASSESSMENT, REVISITING, CONSOLIDATION & THEMED WORK	