



Maths Medium Term Overview – Autumn Year 3

Year 3 – Autumn 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	- Read and write numbers up to 1000 in numerals and in words. - Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). - Identify, represent and estimate 3 digit numbers using different representations – focus on identifying and representing numbers using different equipment and diagrams. - Solve number problems and practical problems involving these ideas.
2 – Number – Number and Place value	- Compare and order numbers up to 1000. - Find 10 or 100 more or less than a given number. - Revise counting from 0 in multiples of 2, 3, 5 and 10 – extend to counting in multiples of 50 and 100 (link to 5 and 10). - Solve number problems and practical problems involving these ideas.
3 - Addition	- Add and subtract numbers mentally, including: a three-digit number and ones (focus on addition) – include strategies for adding 9. 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 – revision of practical/visual method from Y2 <u>with 2-digit numbers</u>, progressing to written method, following build it,



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	draw it, write it approach. Refer to pages 19-20 addition booklet. - Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction – focus on single step problems. Mental maths strategy of number pairs to 100.
4 - Subtraction	- Add and subtract numbers mentally, including: a three-digit number and ones– include strategies for subtracting 9. Refer to pages 23-24 mental strategies booklet, bridging multiples of 10 and compensating. - Subtract numbers with up to three digits, using formal written methods of columnar subtraction – revision of practical/visual method from Y2 <u>with 2 digit numbers</u>, progressing to written method, following build it, draw it, write it approach. Refer to pages 25-27 subtraction booklet. - Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction – focus on single step problems.
5 – Measurement – Money (To include work on addition and subtraction – mental and written methods continued from previous two weeks)	- Consolidate recognition of value of coins and notes from Y2. - Add and subtract amounts of money to give change, using both £ and p in practical contexts (£ and p recorded separately) – simple calculations. Link to work on number pairs to 100 and mental calculation.



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6 – Geometry & Statistics	2D SHAPE FOCUS ▪ Draw 2-D shapes (consolidate names of shapes). ▪ Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. ▪ Recognise angles as a property of shape. ▪ Identify right angles. ▪ Sort 2D shapes into Carroll and Venn diagrams.
7 - Multiplication	▪ Consolidate multiplication facts for 2, 5, 10 multiplication tables. ▪ Recall and use multiplication facts for the 3 (leads on from counting in 3s from Y2) and 4 multiplication tables – link 4 times table to 2 times table and doubling. ▪ 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 – focus on use of multiplication facts and then progressing to practically partitioning arrays for those outside of the multiplication facts – Flexible array building – refer to page 11 & 12 multiplication booklet. ▪ Solve problems, including missing number problems, involving multiplication.
8 - Division	▪ Consolidate division facts for 2, 5, 10 multiplication tables. ▪ Recall and use division facts for the 3 and 4 multiplication tables – link dividing by 4 to dividing by 2 and halving.



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	- 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 – consolidate understanding of grouping and sharing from Y2. Group and share larger numbers (2 digit) using concrete equipment to support and make links to each part of the number sentence – Refer to pg 11 & top section of pg 12 division booklet. - Solve problems, including missing number problems, involving division.
9 - Fractions	- Consolidate fractions from Y2 – identify in shapes and quantities. - 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. - Solve fraction problems related to these.
10 – Measurement - time	- Know the number of seconds in a minute and the number of days in each month, year and leap year. - Record and compare time in terms of seconds, minutes and hours. - Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour clocks – revisit 5 minute intervals and progress to 5 minute intervals on digital clocks. - Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.



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	▪ Solve simple time problems related to these.
11 – Measurement – length and perimeter	▪ Measure, compare, add and subtract: lengths (m/cm/mm) – to include comparing and using mixed units and simple equivalents of mixed units and to include simple scaling of integers. ▪ Measure the perimeter of simple 2-D shapes. ▪ Problem solving related to these.
12 - Statistics	▪ Interpret and present data using pictograms. ▪ Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled pictograms.
ADDITIONAL WEEKS FOR ASSESSMENT, REVISITING, CONSOLIDATION & THEMED WORK	