Hallfield Primary School

Growing, Learning, Achieving Together

Year 3 Maths Curriculum Overview

A Structure for Mathematics

The sequence for teaching builds skills over time with a deep understanding of mathematical concepts that can be applied to a range of concepts. Throughout a lesson, teachers should plan to include opportunities to practice, use and apply, problem solve and reason and explain. As per the Curriculum, Teaching and Learning policy, the teaching of mathematics embeds the principles of mastery and quality first teaching. Teachers use the practices of metacognition and self-regulation as well as managing cognitive load when planning and teaching. The following framework offers practical guidance and should be referred to in planning.

Prior knowledge

Teachers should be clear about the children's prior learning before entering the new teaching unit and how they are building on these to move children forward, as well as introducing new skills and concepts. The overview below shows how in each year group concepts are revisited and built on throughout a year.

Vocabulary

At the beginning of each new unit, children will be introduced to key vocabulary relevant to the unit. Throughout the unit these words will be learned and revisited. The vocabulary progresses throughout the year groups and is revisited within similar units from Year 1-6.

Discover

Within a lesson, a 'Discover Challenge' is introduced to the students linked to the main learning of the lesson. Here the children explore new maths problems and have a chance to tackle a challenge applying the maths knowledge they already know. The teacher encourages any strategies and children should not be afraid to make mistakes as a culture of learning from mistakes is embedded into lessons.

Share

Following on from the Discover, the children and teacher have a chance to share their strategies for how they approached the Discover questions. Often there are multiple solutions- this encourages different ideas, thinking and approaches within the class.

Think together

Next in the 'Think together' section the children and teacher have a go at some similar problems together. The children use what they have learnt to approach new but similar challenges. The main teaching input takes place in this section and the children have a chance to practise methods and strategies using models before doing their independent work.

Independent task

Having received the teaching input, the children progress onto their independent learning. The learning in books is designed to develop fluency of their knowledge and skills. The tasks set follow a pattern of practice to use and apply which aim to develop fluency of a skill involving a range of representations. Having practiced the skill, the following challenges aim to develop problem solving and reasoning skills and develop a deeper understanding of key ideas and concepts.

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End of unit check

Having covered a unit in a block of lessons, the children complete an 'End of Unit' check, which involves a set of questions covering all the knowledge, skills and concepts that have been taught. This is useful for teachers to address any misconceptions and gaps in learning that can be planned for in future lessons.

Term	Mathematical strand	Key coverage
Autumn	Number-place value	Counting in 100s Representing numbers to 1,000 100s, 10s and 1s The number line to 1,000 Finding 1, 10 and 100 more or less Comparing numbers to 1,000 Ordering numbers to 1,000 Counting in 50s
	Number- addition and subtraction	Adding and subtracting 100s Adding and subtracting a 3-digit number and 1s Adding a 3-digit number and 1s Subtracting 1s from a 3-digit number Adding and subtracting a 3-digit number and 10s Adding a 3-digit number and 10s Subtracting 10s from a 3-digit number Adding and subtracting a 3-digit and 2-digit number Addition and subtraction patterns Adding two 3-digit numbers Subtracting a 3-digit number from a 3-digit number Estimating answers to additions and subtractions Problem solving – addition and subtraction
	Number – multiplication and division	Multiplication – equal grouping Multiplying by 3 Dividing by 3 Multiplying by 4 Dividing by 4 Multiplying by 8 Dividing by 8 Problem solving – multiplication and division (Understanding divisibility

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Spring	Number – multiplication and division	Comparing multiplication and division statements Related multiplication calculations Multiplying a 2-digit number by a 1-digit number Dividing a 2-digit number by a 1-digit number
	Measurement – money	Pounds and pence Converting pounds and pence Adding money Subtracting amounts of money Problem solving - money
	Statistics	Pictograms Bar charts Tables
	Measurement- length	Measuring length Equivalent lengths - metres and centimetres Equivalent lengths - centimetres and millimetres Comparing lengths Adding lengths Subtracting lengths Measuring the perimeter Problem solving - length
	Number-fractions	Unit and non-unit fractions Making the whole Tenths Fractions as numbers Fractions of a set of objects
Summer	Number-fractions	Equivalent fractions Comparing fractions Ordering fractions Adding fractions Subtracting fractions Problem solving – fractions of measure
	Measurement- time	Months and years Hours in a day Estimating time Telling time to 5 minutes Telling time to the minute Finding the duration Measuring time in seconds
	Geometry- properties of shape	Turns and angles Right angles in shapes Comparing angles Drawing accurately Types of line Recognising and describing 2D shapes Constructing 3D shapes

	Measurement- mass and capacity	Measuring mass Comparing masses Adding and subtracting masses Measuring capacity Comparing capacities Adding and subtracting capacities