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| **Term** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** |
| **Autumn 1 – 6 Weeks & 4 days** | **Autumn 2 – 8 Weeks** |
| **Autumn** | **Number: Place Value****3 Weeks** **Small Steps: 14** | **Number: Addition & Subtraction****5 Weeks** **Small Steps: 21** | **Consolidation/****Assessment** | **Number: Addition & Subtraction****5 Weeks** **Small Steps: 23** | **Number: Multiplication & Division A** **4 Weeks****Small Steps: 15** | **Number: Multiplication & Division B****3 Weeks****Small Steps:**  | **Consolidation/****Assessment** |
| **Spring 1 – 6 Weeks & 3 days** |  |  | **Spring 2 – 5 Weeks** |
| **Spring** | **Measurement: Length & Perimeter****3 Weeks****Small Steps:**  | **Number: Fractions A****3 weeks** **Small Steps:**  | **Consolidation/****Assessment** |  | **Number: Fractions A****3 Weeks** **Small Steps:**  | **Measurement: Mass and Capacity****3 Weeks****Small Steps:**  | **Consolidation/ Assessment** |  |
|  **Summer 1 – 6 Weeks** |  | **Summer 2 – 5 Weeks & 4 days** |
| **Summer** | **Number: Fractions B****3 Weeks** **Small Steps:**  | **Measurement: Money** **2 Weeks****Small Steps:**  | **Consolidation & Problem Solving** |  | **Measurement: Time** **3 Weeks****Small Steps:**  | **Geometry: Properties of Shape****2 Weeks****Small Steps:**  | **Statistics**  |

YEAR 3 – KS2 Mathematics Curriculum Map 2022-23

**Year 3 National Curriculum Objectives, White Rose Small Steps & NCTEM Spine Teaching Points**

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| **Autumn** | **Number: Place Value – 3 Weeks** | **Number: Addition & Subtraction - 5 Weeks** | **Number: Multiplication & Division A –** **4 Weeks** | **Number: Multiplication & Division B –** **3 Weeks** |  |
| **National Curriculum Objectives** | * 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 3-digit number (100s, 10s, 1s)
* compare and order numbers up to 1,000
* identify, represent and estimate numbers using different representations
* read and write numbers up to 1,000 in numerals and in words
* solve number problems and practical problems involving these ideas
 | * add and subtract numbers mentally, including:
* a three-digit number and 1s
* a three-digit number and 10s
* a three-digit number and 100s
* add and subtract numbers with up to 3 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
 | * 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
 | * 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 |  |
| **White Rose Small steps** | * Step 1: Represent numbers to 100
* Step 2: Partition numbers to 100
* Step 3: Number line to 100
* Step 4: Hundreds
* Step 5: Represent numbers to 1,000
* Step 6: Partition numbers to 1,000
* Step 7: Flexible partitioning of numbers to 1,000
* Step 8: Hundreds, tens and ones
* Step 9: Find 1, 10 or 100 more or less
* Step 10: Number line to 1,000
* Step 11: Estimate on a number line to 1,000
* Step 12: Compare numbers to 1,000
* Step 13: Order numbers to 1,000
* Step 14: Count in 50s
 | * Step 1: Bonds to 10
* Step 2: Fact families - addition and subtraction bonds within 20
* Step 3: Related facts
* Step 4: Bonds to 100 (tens)
* Step 5: Add and subtract 1s
* Step 6: Add by making 10
* Step 7: Add three 1-digit numbers
* Step 8: Add to the next 10
* Step 9: Add across a 10
* Step 10: Subtract across 10
* Step 11: Subtract from a 10
* Step 12: Subtract a 1-digit number from a 2-digit number (across a 10)
* Step 13: 10 more, 10 less
* Step 14: Add and subtract 10s
* Step 15: Add two 2-digit numbers (not across a 10)
* Step 16: Add two 2-digit numbers (across a 10)
* Step 17: Subtract two 2-digit numbers (not across a 10)
* Step 18: Subtract two 2-digit numbers (across a 10)
* Step 19: Mixed addition and subtraction
* Step 20: Compare number sentences
* Step 21: Missing number problems
 | * Step 1: Multiplication – equal groups
* Step 2: Use arrays
* Step 3: Multiples of 2
* Step 4: Multiples of 5 and 10
* Step 5: Sharing and grouping
* Step 6: Multiply by 3
* Step 7: Divide by 3
* Step 8: The 3 times-table
* Step 9: Multiply by 4
* Step 10: Divide by 4
* Step 11: The 4 times-table
* Step 12: Multiply by 8
* Step 13: Divide by 8
* Step 14: The 8 times-table
* Step 15: The 2, 4 and 8 times-tables
 | * Released November 2022
 | * Count money (pence)
* Count money (pounds)
* Pounds and pence
* Convert pounds and pence
* Add money
* Subtract money
* Give change
 |
| **Spring** | **Measurement: Length & Perimeter – 3 Weeks** | **Number: Fractions A – 3 Weeks** | **Measurement: Mass & Capacity – 3 Weeks** |
| **National Curriculum Objectives** | * measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
* measure 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
* 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 | * measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
 |
| **White Rose Small steps** | * Released November 2022
 | * Released November 2022
 | Released November 2022 |
| **Summer** | **Number: Fractions B – 3 Weeks** | **Measurement: Money –** **2 Weeks** | **Measurement: Time – 3 weeks** | **Geometry: Properties of Shape – 2 Weeks** | **Statistics**  |
| **National Curriculum Objectives** | * 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
 | * add and subtract amounts of money to give change, using both £ and p in practical contexts
* Pupils continue to become fluent in recognising the value of coins, by adding and subtracting amounts, including mixed units, and giving change using manageable amounts. They record £ and p separately. The decimal recording of money is introduced formally in year 4.
 | * 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, am/pm, 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]
 | * 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 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 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
 | * 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
 |
| **White Rose Small steps** | * - Released March 2023
 | * Released March 2023
 | * Released March 2023
 | * Released March 2023
 | * Released March 2023
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