

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily triangles and polygons, creating a dynamic, layered effect. The shapes are positioned on the left and right sides of the page, framing the central white space.

# Maths in Year 3

## 2022-2023

# Scheme of learning overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number <b>Place value</b> VIEW		Number <b>Addition and subtraction</b> VIEW				Number <b>Multiplication and division A</b> VIEW					
Spring term	Number <b>Multiplication and division B</b> VIEW		Measurement <b>Length and perimeter</b> VIEW		Number <b>Fractions A</b> VIEW		Measurement <b>Mass and capacity</b> VIEW					
Summer term	Number <b>Fractions B</b> VIEW	Measurement <b>Money</b> VIEW	Measurement <b>Time</b> VIEW			Geometry <b>Shape</b> VIEW	<b>Statistics</b> VIEW		Consolidation			

Each block of learning is split into small steps which informs our teaching and learning.

The blocks follow on from learning of the previous lesson within the unit.

As you can see here we looked at representing numbers to 100, then 1000. We then began to partition those numbers to 1000, compared and ordered them.

The progression through the block of learning then leads onto the next block of learning.

**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

### Practise:

Practise what you have learnt. Follow all the steps you have been taught to get to your answer.

### Fluency:

Now you can do the basics, but how well do you understand what you are doing?  
Can you apply what you know in different ways e.g. with different kinds of numbers or with the question written in different ways?

### Reasoning:

There are questions you need to think through. You can work them out yourself based on what you already know. You need to look for patterns and relationships. You might come up with ideas and then test them out. You will need to explain how you got to your answer.

### Problem Solving:

Can you apply what you know to solve different kinds of problems? Read your problem carefully. You may have to break the problem down into smaller steps and then check your answer is correct at each step. When you think you have the final answer, check it answers the question you are being asked. Don't give up – be resilient!

# Expectations for Year 3

- ▶ Children change from larger squares to smaller squares. Presentation in maths books is really important.
- ▶ Children need to be able to use efficient methods to solve problems accurately.
- ▶ Continue to focus on problem solving and reasoning skills.



# Presentation

- ▶ Often it was found that children struggled to find the correct answer because they were unable to follow their working out.
- ▶ Encourage to cross out mistakes rather than use a rubber so that we can support them through their mistakes

28.9.21

161 COUNT IN ~~10s~~

D 20 ✓  
2 15 ✓  
3 5 ✓  
2 50 100 150 200 250 300 ✓

1 How many cards does each person have?

Filip	Eva	Mo	Aisha
100	150	200	300 ✓

Teddy has 8 packs of cards.  
How many cards does Teddy have?  
Teddy has  cards.

2 Complete the number tracks.

200	250	300	350	400	450	500	550
650	700	750	800	850	900	950	1000
650	600	550	500	450	400	350	300

# Problem Solving and Reasoning

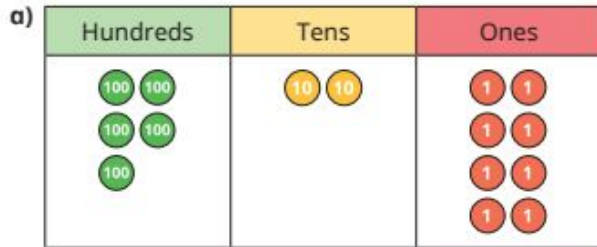
- ▶ Continue to focus on problem solving and reasoning.
- ▶ Children will still need to use these daily and at their level.
- ▶ Children will be taught how to solve more opened ended problems and to explain their thinking.
- ▶ Some lessons will focus on problem solving skills so they have time to apply their knowledge.
- ▶ Bar models and stem sentences will support these.

# Examples of Year 3 Maths Problems and reasoning .

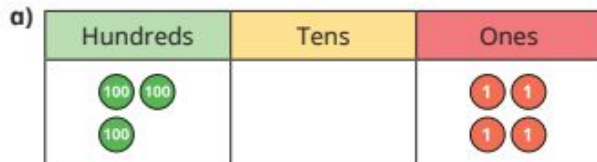
Complete the sentences to describe each number.

There are  hundreds,  tens and  ones.

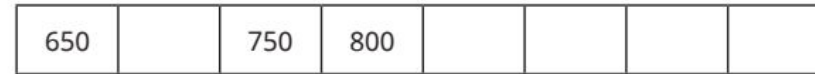
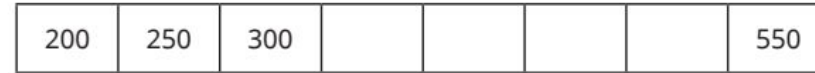
The number is



What numbers are shown in the place value charts?

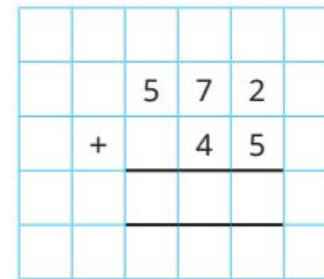
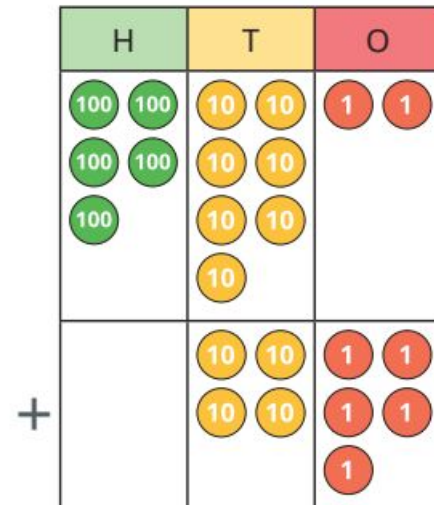


2 Complete the number tracks.

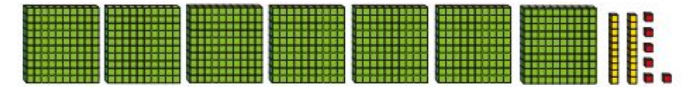


Work out the additions.

a)  $572 + 45$



2 Filip makes the number 726



Cross out the hundreds to help you complete the number sentences.

a)  $726 - 100 = \square$

c)  $726 - 400 = \square$

b)  $726 - 200 = \square$

d)  $726 - 700 = \square$

3 Complete the number sentences.

a)  $400 + 300 = \square$

b)  $700 - 200 = \square$

$430 + 300 = \square$

$780 - 200 = \square$

$439 + 300 = \square$

$783 - 200 = \square$

$300 + 477 = \square$

$701 - 200 = \square$

What patterns do you notice?



# Add 2-digit and 3-digit numbers

1 Use the place value chart to work out  $328 + 36$

H	T	O
+		

	3	2	8
	+	3	6

2 Work out the additions.

a)  $572 + 45$

H	T	O
+		

	5	7	2
	+	4	5

b)  $754 + 66$

H	T	O
+		

	7	5	4
	+	6	6

3 Work out the additions.

a)

	1	7	5
	+	7	2

d)  $845 + 72$


b)

	3	0	7
	+	8	4

e)  $436 + 85$

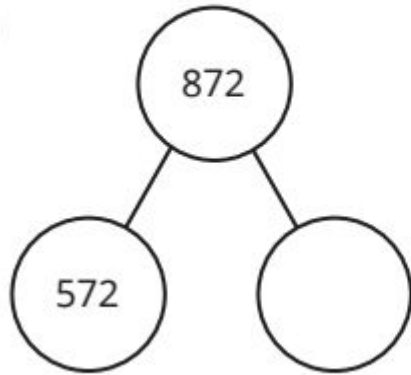

c)  $35 \text{ kg} + 239 \text{ kg}$


f)  $£739 + £68$

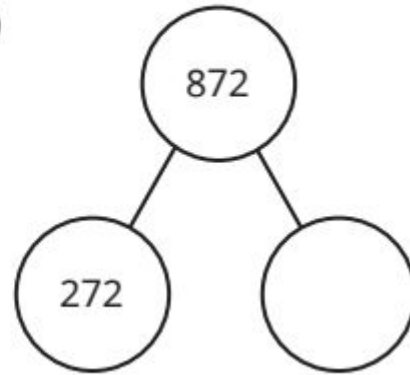

# Different question types

4 Complete the part-whole models.

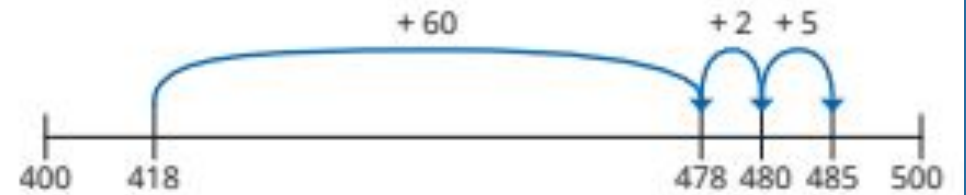
a)



b)



7 Mo uses a number line to work out an addition.



What addition has Mo worked out?

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

8 Mrs Lee wants to buy a new computer.

She has saved £287

Each month she saves another £100

How many more months will it take Mrs Lee to save enough to buy the computer?



# Battle of the Blues

- ▶ Children will take regular tests to check their number bond levels and times tables levels.
- ▶ The children will progress through the levels (Bronze, Silver, Gold and Blue) and try and answer all of the questions in the time given.
- ▶ Regular practising of these skills at home will help support the children to Beat the Blues and meet the standard.
- ▶ Mathletics and TTrackstars are both good websites that they can use at home to support these skills.
- ▶ These will also help children to prepare for the Year 4 times table tests next year.

# Resources to help

## Maths

<http://www.mathsisfun.com/>

<http://www.topmarks.co.uk/maths-games/7-11-years/problem-solving>

<http://www.mathschamps.co.uk/>

<http://www.primarygames.com/math.php>

<http://resources.woodlands-junior.kent.sch.uk/maths/>

<http://www.primaryinteractive.co.uk/maths.htm>

<http://www.bbc.co.uk/skillswise>

<https://trockstars.com/>

<https://community.mathletics.com>

<https://classroom.thenational.academy/subjects-by-year/year-3/subjects/maths>