## Hart Side Curriculum 2022-23

	Mathematics Curriculum – Year 3 Autumn						
Unit:	Number: Place Value	Number: Addition and Subtraction	Number – multiplication and division				
Term:	Autumn 1: 3 Weeks	Autumn 1: 5 Weeks	Autumn 2: 4 Weeks				
What We Will Learn	Children will build on their understanding of tens and link this to 100. They will have the opportunity to explore 100 explicitly. They will do this through using a variety of concrete equipment to help understand the relationship. Pupils will practice counting in 100's. They will use a base of ten to help them become familiar with any number up to 1,000.	Pupils will have the opportunity to add numbers greater than 100 they will apply their prior knowledge of adding and subtracting ones and tens to adding and subtracting multiples of 100. Children will have access to a range of manipulative and pictorial representations throughout so that the pupils can see and understand the value of the digits.	Pupils will focus on finding equal groups, They will recap on 2,5 and 10 times table and explore the3, 4 and 8 times tables. Pupils will link their counting with real life experiences. They will use arrays and number tracks to help them explore and calculate multiplications statements.				
What We Will Do	Identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given number; recognise the place value of each digit in a three digit number (hundreds, tens and ones). Compare and order numbers up to 1000 Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas. Count from 0 in multiples of 50 and 100	Add and subtract numbers mentally, including: a three digit number and ones; a three-digit number and tens; a three digit number and hundreds. Add and subtract numbers with up to three 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. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.				
Skills Learned	Pupils will further develop their knowledge in number and place value they will recognise the value of a digit based on its location within a number and learn that a 3 digit number is made up of 100's, 10's and 1's.	Pupils will begin to develop their knowledge with addition and subtraction and understand the relationship between numbers and how quantities relate to one another.	Pupils will build on prior knowledge and will learn to identify the difference between columns and rows. They will gain fluency and know basic definitions for multiplication.				

		Mathematics Curriculum – Year 3 Summer				
Unit:	Number - Fractions	Time	Properties of shape	Mass and capacity		
Term:	Summer 1: 3 Weeks	Summer 1: 3 Weeks	Summer 2: 2 Weeks	Summer 2: 3 Weeks		

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	Mathematics Curriculum – Year 3 Spring							
Uı		Nunibewill คxมโดงตั้งสุรปัการสาป will recap on the Associated numerator and denominator. Pupils will	Pupils will have the opportunity to time. The same will have the opportunity to	ge of	Statistics develop their k shape and angles, they v	nowledge aroung hering hering will have the opportunity	neter comparing	the mass of different objects. They
Те		practise partitioning will practise partitioning will produce they will explore	addition and subtraction, and und that th <b>s</b> ন্ধেনান্ত 60 miredex in an h will be able to compare the length	our, they <b>Sp</b> n of time	to practice and explore ri ក្រសួលមុខដូចស្វេន 2 right and right angles make three-o	ght angles and that it is les make <b>sphali</b> gt <b>u</b> ir <b>s We</b> quarters of a turn and 4	will initially ekgass of tw their knowl	o or more objects. They will transfer ledge of greater than
	What W Will Learn	ve ilsealmatherelationetamestiable omupilseville apportunitation of the companion of the co	Ptakkenwhy pavticuleroppontariotyask tofieding startengetionesing moving noteskh Eorwak amountarinf playzione st	s.P. pastion b haadseeniay antspootsion to what time be construct a tally. They v	uit <b>übh anide anoake</b> daeom earee examplasije different	pletephlenwilPuleikelwiphtheir orrieatatiensenn.thatey are thihanooleoekoles molthaete	leamdingmpa objects bas for the eir etres and ifferent	remaisswitting rand and build sed op ribe is a first should be made here to dividing by 2/3/4.  Pupils will have the opportunity to practice the concept of sharing to find a half/quarter and thirds they will use a range of objects e.g.: Paper
Wha W Le		y Rvák benússánarnabstitiovní rogi trog rediangramos setvei vákláigtt árakyti ordágárith usantia histenominators. Add and	ccīels and woitestaedinmedeostaad ar thalotheyncaudinegrepineseRoteraim nur diff@rleotuwanyst. 204thstillrhalovektheEstii	n <b>edelstians</b> lym m <b>æte</b> næsdents a	bodesamioptsioary oxfhoatuitrn. Ider	ropu <del>let</del> ns ofæstænpænsuares, i itilskirkshandstænsdle whee	n <b>eWre</b> asure, o Is.(mThenyn/mm	optpærs, landopsnæhslutorateinlænsgibs be ; insæsstiks/gir,evolujeræścianba/2it/3/4
	What W	involve all of the above	saexxi viature with increasing accurace nearest minute. Record and com terms of seconds, minutes and how vocabulary such as o'clock, a.m./morning, afternoon, noon and micknow the number of seconds in a	by to the pare time in purs. Use p.m., dnight.	three make three quarter complete turn; identify wh greater than or less than horizontal and vertical lin perpendicular and paralle shapes and make 3-D sh	s of cast unpparopriatur aleper eithe caregieth ayeare mea a Tigan, and lexploretalysim esperion poersand discuss in I presenties v 2-D apes using modelling	dingrober prosuration, and lessoration appropriate using a wiccomparing	oblems, using number facts, place more complex addition and continue to measure using the tools and units, progressing to er range of measures, including and using mixed units (for example,
		all and use multiplication and sion facts for the 3, 4 and 8 tiplication tables. Solve problems, uding missing number problems, living multiplication and division, uding positive integer scaling blems and correspondence	Addathesubmaer amdayasirobach r mamelycapogreachaogreausiolgration bottor basamplentopradicetate the time copausicular events or tasks).	s chave notice to takers top an example, 'H 'How many information	grarientationalated. @ssloribe		mmixed united united missing number nore btraction.	OB) candisise the desire that took as from the result of the control of the contr
Wha Wil		blenusiks with outment between their necessal to and interest to a substantial to a substan	Pupils will further develop their understanding of time they will ur the durations of time using both a and digital clocks.	nderstand	Pupils will further develor vocabulary and fluency ti identify properties includi	tteishæutesntooindahue to neusimit the atplertopriate to ngutujusesnoogaegdase to us theogeidesntoodescsibiecl	meansilusewill olsramosfer ov nosvabowiatervo uctipogly their ixeducimous co	ustoavreingterothskiRsettogeriablithato entematiskandsveledigne tolvaldidgrand object luintes1@nebcappaaittesanTcheydiwilding uoderstigitdiognobedsfloreplamitetboobsy umm addition/subtraction, finding
	;	Pupils will further develop their fluency and know basic definitions for multiplication.	Pupils will further develop and gain fluency in written techniques for all of the four operations within this unit.	understandi relationship categorising	urther develop the ng of patterns and s, including sorting and g, representation of a and its value.	Pupils will build on prior knowledge of measuring standard unit mm and the become familiar with a measuring devices. The to recall their knowledge and identify properties of shapes.	g in ney will range of ey be able e of shape	Pupils will further develop their knowledge of number by using the mathematical language of numerator, denominator and what these represent. Pupils will extend and recall their knowledge of the whole and halves to quarters, thirds of shapes, objects and quantities.

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