

St Anne's C of E Primary School Curriculum Plan

Subject: Maths

Year: 3

Term: Autumn



Unit: Number and place value



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>Numbers to one thousand</p> <p>Placeholder - a significant zero in the decimal representation of a number.</p> <p>Increasing - becoming greater in size or amount</p> <p>Decreasing - becoming smaller in size or amount</p> <p>Ascending - increasing in size</p> <p>Descending - decreasing in size</p> <p>Multiple - a number that may be divided by another a certain number of times without a remainder.</p>	<ul style="list-style-type: none"> a three-digit number is made up of 100s, 10s and 1s the place value of each digit in a three-digit number 10/100 more or less than a given number the symbols $<$, $>$ and $=$ when comparing numbers, they start from the hundreds digit and work their way to the ones the relationship between counting in 4s and counting in 8s <p>Stem Sentences</p> <p>_____ is 10 more than _____</p> <p>_____ is 10 less than _____</p>	<ul style="list-style-type: none"> 100 ones make 1 hundred 10 tens make 1 hundred Pupils will understand that hundreds are bigger than tens and tens are bigger than ones. Pupils will understand the importance of 0 as a place holder 	<ul style="list-style-type: none"> count from 0 in multiples of 4, 8, 50 and 100 find 10 or 100 more or less than a given number read and write numbers up to 1000 in numerals and words compare and order numbers up to 1000 use different representations to show the relationship between ones, tens and hundreds use place value charts to show the place value of each digit in a three-digit number complete number patterns with terms that are 1 more or less complete number patterns with terms that are 10 more or less complete number patterns with terms that are 100 more or less

<p>Factor – a whole number that divides exactly into another number.</p> <p>Rule – the given procedure to follow to continue a pattern</p> <p>Roman Numerals – numerals invented by the ancient Romans which use seven letters of the alphabet to represent numerical values.</p> <p>Approximate – to estimate a number, amount or total</p> <p>Rounding – to change a number to a more convenient value.</p>	<p>_____ is 100 more than _____</p> <p>_____ is 100 less than _____</p> <p>There are _____ hundreds, _____ tens and _____ ones, the number is _____.</p> <p>The _____ means _____ ten(s) and the _____ means _____ one(s)</p> <p>_____ is equal to _____ ten(s) plus _____</p>		
--	--	--	--

St Anne's C of E Primary School Curriculum Plan

Subject: Maths

Year: 3

Term: Autumn



Unit: Addition and subtraction



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>Addition</p> <p>Add, more, and, make, sum, total, altogether</p> <p>Double</p> <p>Near double</p> <p>Half, halve</p> <p>One more, two more... ten more</p> <p>Addends – the numbers added together to make the sum</p> <p>Subtraction</p>	<ul style="list-style-type: none"> they can use their knowledge of number bonds to 10 to find complements to 100, e.g. <p>$7+3=10$ so</p> <ul style="list-style-type: none"> $70 + 30 = 100$ $97 + 3 = 100$ $77 + 23 = 100$ how to add and subtract numbers mentally, including: HTU+U, HTU+T and HTU+H how to align the digits correctly in order to use column addition or subtraction. 	<ul style="list-style-type: none"> which digits are affected when adding ones to a 3-digit number. how to regroup or rename ones for tens. how to use the inverse operation to solve missing number problems. the importance of the position of digits and their place value to add and subtract 2 and 3-digit numbers. 	<ul style="list-style-type: none"> use concrete objects and pictorial representations to add and subtract. use prior knowledge of adding and subtracting ones and tens to adding and subtracting multiples of 100. add multiples of 10 to a 3-digit number with an exchange.

<p>Take away, minus, fewer, less, difference between</p> <p>One less, two less... ten less</p> <p>Minuend – a quantity or number from which another is to be subtracted</p> <p>Subtrahend - a quantity or number to be subtracted from another.</p> <p>Equals</p> <p>Is equal to, is the same as</p> <p>Number bonds</p> <p>Number pair</p> <p>Number facts</p> <p>Part, part, whole</p> <p>Partition</p> <p>Recombine</p> <p>Missing number</p> <p>Tens boundary / Hundreds boundary</p> <p>Commutative</p>	<ul style="list-style-type: none"> • in column addition, the digits of the addends are added working from the lowest value digit (right) to the greatest value digit (left) • if any column sums to ten or greater, then they must 'regroup' • when subtracting, if there is an insufficient number of any unit to subtract in a given column, they must exchange from the column to the left. <p>The ones column represents _____ one(s) minus _____ one(s) is equal to _____ one(s).</p> <p>The ones column represents _____ one(s) minus _____ one(s) is equal to _____ one(s).</p> <p>Stem Sentences</p> <p>Addend plus addend is equal to the sum.</p> <p>I know _____ plus _____ is equal to ten, so I know _____ plus _____ is equal to one hundred.</p>		<ul style="list-style-type: none"> • subtract multiples of 10 from a 3-digit number where I have to regroup. • look for patterns to enable them to predict answers to calculations.
---	---	--	---

I know that ten minus _____ is equal to _____, so I know that one hundred minus _____ is equal to _____.

We line up the ones; _____ ones plus _____ ones. We line up the tens; _____ tens plus _____ tens.

In column addition, we start at the right-hand side.

If the column sum is equal to ten or more, we must regroup.

Minuend minus subtrahend is equal to the difference.

The ones column represents _____ one(s) minus _____ one(s) is equal to _____ one(s). The tens column represents _____ ten(s) minus _____ ten(s) is equal to _____ ten(s).

St Anne's C of E Primary School Curriculum Plan

Subject: Maths

Year: 3

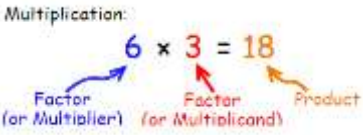
Term: Autumn/ Spring



Unit: Multiplication and division



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>Multiplication</p> <p>Multiply</p> <p>Multiplied by</p> <p>Groups of</p> <p>Times</p> <p>Repeated addition</p> <p>Multiple - The result of multiplying a number by an integer (not by a fraction).</p>	<ul style="list-style-type: none"> the multiplication and division facts for the 3, 4 and 8 multiplication tables. products that are in the two, four and eight times table share the same factors. any number multiplied by zero will have a product of zero. the divisibility rules for the two, four and eight times table. <p>Stem Sentences</p>	<ul style="list-style-type: none"> products in the four times table are double the products in the two times table. that products in the eight times table are double the products in the four times table. that the commutative property of multiplication will allow them to solve problems from the 5,10, 2, 4 and 8 times tables, e.g. if they know 7×5, they can find 5×7 even though they have not learnt the 7 times table. that they can use known division facts corresponding to the 5, 10, 2, 4 and 8 	<ul style="list-style-type: none"> use arrays to show multiplication. use concrete resources and pictorial representations to show multiplication and division. use mental methods, e.g. partitioning to multiply two-digit numbers by one-digit numbers. use formal written methods to multiply two-digit numbers by one-digit numbers.

<p>Factor - Numbers we can multiply together to get another number.</p> <p>Multiplicand – The number to be multiplied</p> <p>Multiplier – The number by which the multiplicand is multiplied by</p> <p>Product – The result of a multiplication</p>  <p>Division</p> <p>Dividing</p> <p>Divide</p> <p>Divided by</p> <p>Divided into</p> <p>Grouping</p> <p>Sharing</p> <p>Shared equally</p> <p>Left over</p>	<p>“factor times factor is equal to product”</p> <p>“The order of the factors does not affect the product.”</p> <p>“When zero is a factor, the product is zero.”</p> <p>“For every one group of four, there are two groups of two.”</p> <p>“Products in the four times table are also in the two times table.”</p> <p>“Products in the eight times table are also in the four times table.”</p> <p>“7 times 2 is 14, so 14 divided by 2 is 7.”</p> <p>“14 divided into groups of 2 is equal to 7.”</p> <p>“7 times 2 is 14, so 14 divided by 2 is 7.”</p>	<p>multiplication tables to solve both quotitive (grouping) and partitive (sharing) contextual division problems.</p>	
--	---	---	--

<p>Remainder</p> <p>Equal groups of</p> <p>Dividend – The amount that you want to divide up.</p> <p>Divisor – The number we divide by.</p> <p>Quotient - The answer after we divide one number by another.</p> <p>dividend ÷ divisor = quotient.</p> <p>Doubling</p> <p>Halving</p> <p>Array</p> <p>Multiplication table</p> <p>Multiplication fact</p> <p>Division fact</p>	<p>“£14 shared between 2 is equal to £7 each.”</p> <p>“If the ones digit of a number is even, the number can be divided by two.”</p> <p>“For numbers with more than two digits: if the final two digits are divisible by four, then the number is divisible by four.”</p>		
--	---	--	--

