St Anne's C of E Primary School Curriculum Plan

Subject: Maths | Year: 3 | Term: Spring / Summer

Unit: Fractions

Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
unit fraction – a fraction with a numerator of 1 **Non-unit fraction** – a fraction where the numerator is greater than 1 **equivalent fraction** – equal in value **mixed number** – a whole number and a fraction combined into one number **denominator** **equal part** **equal grouping** **equal sharing** **parts of a whole** **half, two halves** **one of two equal parts** **quarter, two quarters, three quarters** **one of four equal parts** **one third, two thirds**	• a unit fraction always has a numerator of 1. • the numerator and denomintor are the same when the fraction is equivalent to one whole. • tenths arise from dividing one whole into 10 equal parts. • ten tenths make one whole. • when adding fractions with the same denominator, you add the numerator but the denominator remains the same. • when subtracting fractions with the same denominator, you subtract the numerator but the denominator remains the same.	• how to find a unit fraction of an amount by dividing an amount into equal groups. • the relationship between the numerator and the denominator. • Pupils understand that non-unit fractions are repeated additions of unit fractions, for example, three-eighths is one-eighth add one-eighth add one-eighth. • the numerator is the number of equal parts from a whole being counted. • the denominator is the total number of equal parts a whole has been divided into.	• count in tenths forward and backwards. • represent tenths in different ways. • place fractions on a number line. • find unit fractions of amounts using concrete and pictorial representations. • make number pairs of a fraction to total one whole. • add fractions with the same denominator. • divide a whole into smaller parts to find equivalent fractions by drawing.

one of three equal parts sixths, sevenths, eighths, tenths …	• a number line can be divided into different amounts of equal parts to find equivalent fractions **Stem Sentences** The parts are equal. I know this because the number of _____ in each part is the same. Equal-sized parts do not have to look the same. The whole is divided into 3 equal parts. Each part is one-third of the whole. The whole is divided into 8 equal parts and 5 of those parts are shaded. $\frac{5}{8}$ of the shape is shaded. $\frac{5}{8}$ is 5 one-eighths. The whole is 12 oranges. The whole is divided into 4 equal parts. Each part is ¼ of the whole. ¼ of 12 oranges is 3 oranges. To find $\frac{1}{5} of$ 15, we divide 15 into 5 equal parts. 15 divided by 5 is equal to 3, so $\frac{1}{5}$ of 15 is equal to 3. One fifth, two fifths, three fifths… 1 one-fifth, 2 one-fifths, 3 one-fifths…	• equivalent fractions are equal. • the relationship with multiplication when finding equivalent fractions. • the larger the denominator, the smaller the fraction as you are dividing into more equal parts.	• look for patterns between the numerator and denominator to find equivalent fractions. • compare unit fractions or fractions with the same denominator. • order unit fractions and fractions with the sae denominator.

	When adding fractions with the same denominators, just add the numerators. When subtracting fractions with the same denominators, just subtract the numerators.		

St Anne's C of E Primary School Curriculum Plan

Subject: Maths | Year: 3 | Term: Summer

Unit: Money

Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
money **coin** **penny, pence, pound** **price, cost** **buy, bought, sell, sold** **spend, spent** **pay** **change** **dear, costs** **more**	• the value of all the coins. • the value of all the notes. • the signs for pounds and pence. • that £1 = 100p • where to put the amounts on an empty number line to solve calculations.	• money can be represented in different ways but still have the same value. • when adding values, they should add the pounds first and then add the pence. They then exchange the pence for pounds to complete their calculations. • how to use a number line to count on or back to find the difference between amounts. • how to use empty number lines to subtract to find change.	• count in ones, fives and tens. • read money in pounds and pence. • write money in pounds and pence. • add coin values together to find the total amount. • group 100 pennies into pounds when counting money. • use number bonds appropriately to make 100

cheap, costs less, cheaper costs the same as **how much …?** **how many …?** **total**			pence and rename the amount to £1. • count on to find the total amount. • use the column method to add money.

St Anne's C of E Primary School Curriculum Plan

Subject: Maths | Year: 3 | Term: Summer

Unit: Time

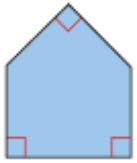
Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
days of the week, Monday, Tuesday … **months of the year (January, February …)** **seasons: spring, summer, autumn, winter** **day, week, weekend, fortnight, month, year, century** **morning, afternoon, evening, night**	• the number of days in each month. • the number of days in a year and a leap year. • 'half past' as 30 minutes past the hour. • 'quarter past' as 15 minutes past the hour. • 'quarter to' as 15 minutes to the hour. • there are 24 hours in a day.	• how a leap year is different to a non-leap year. • a.m as just after midnight to just before noon. • p.m. as just after noon to just before midnight. • the 1-minute and 5-minute intervals on a clock. • the difference between past and to the hour. • 12 o'clock can be noon or midnight depending on whether it is day or night time. • how to convert 12 hour time to 24 hour time.	• tell the time to the minute. • read the time on a digital clock and an analogue clock. • match analogue times to digital times. • determine whether it is morning or afternoon/evening based on the 24-hour time. • measure activity lengths in seconds. • compare time in seconds. • use empty number lines to calculate durations of time across the hour barrier.

today, yesterday, tomorrow before, after earlier, later next, first, last **midnight** **calendar, date** **early, late, earliest, latest quick, quicker, quickest, quickly slow, slower, slowest, slowly old, older, oldest** **new, newer, newest** **takes longer, takes less** **how long ago? how long will it be to …? how long will it take to …? how often?** **always, never, often, sometimes usually** **once, twice hour, o'clock, half past, quarter past, quarter to 5, 10, 15 … minutes past** **a.m., p.m.** **digital/analogue clock/watch, timer hour hand, minute hand hours, minutes, seconds** **Roman numerals 12-hour clock time, 24-hour clock time**	• that 15 minutes and 45 minutes make 1 hour.	• when telling 'to' the next hour, you may need to count on to find out how many minutes are left in the hour. • when calculating time, they can not use the base 10 system. • there are 60 seconds in a minute.	• count in 5- 10- 15- and 30-minute intervals. • use number bonds to break up an amount of time in minutes. • convert minutes to seconds and vice versa. • use number bonds to break up a duration of time into multiples of 60 and the remainder. • use a calender to identify start and end dates and calculate duration of events in days.

St Anne's C of E Primary School Curriculum Plan

Subject: Maths | Year: 3 | Term: Summer

Unit: Properties of shape

Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<u>2-D shape</u> **Polygon**- (from Greek "many-angled) **Quadrilateral**- (Latin *quadrilaterus*, from *quadri*- "four" and *latus* "the side, flank of humans or animals, lateral surface,") **Vertex, vertices** **sides** **point, pointed** **<u>3-D shape</u>**	• a right-angle is a quarter turn, 2 right-angles is a half turn, 3 right-angles make three-quarters of a turn and 4 right-angles make a complete turn. • if an angle in a shape is greater than or less than a right-angle. • the standard convention for marking right-angles (as maked below).  • the only polygon in which every angle is a right-angle is a quadrilateral	• angles are a measure of turn. • an angle is created when two straight lines meet at a point. • a right angle can be found in any orientation 0- it **does not** have to be made from a horizontol and a vertical ine. • parallel lines remain equidistant at all points. • perpendicular lines meet or cross each other at a right-angle. • a prism has the same shape all the way through, wheras a pyramid tapers to a point. • a curved surface on a 3D shape is not called a face.	• recognise right angles in any orientation. • identify horizontal and vertical lines in a range of contexts. • identify horizontal and vertical lines of symmetry. • identify a pair of parallel or perpendicular lines, as well as horizontal and vertical lines. • draw polygons by joining marked points, precisely, using a ruler. • recognise, describe and draw 2D shapes accurately. • use the properties, including types of angles, lines, symmetry and length to describe 2D shapes.

Face **Edge** **vertex, vertices** **apex** **prism** **<u>Angle</u>** **Right-angle** **Acute** **obtuse** **Clockwise** **Anti-clockwise** **<u>Line</u>** **Horizontal** **Vertical** **Parallel** **Perpendicular**	• quadrilaterals that have 4 right angles are rectangles irrespective of the length of their sides. • a quadrilateral that has all side-lengths equal and every vertex a right angle is a regular rectangle that can also be called a square **<u>Stem Sentences</u>** "These 2 lines are parallel because they are always the same distance apart. They will never meet no matter how far we extend them." "These 2 lines are perpendicular because they are at right angles to each other."		• use the properties including the number of faces, edges and vertices to describe 3d shapes. • make 3D shapes using construction materials.

St Anne's C of E Primary School Curriculum Plan

Subject: Maths | Year: 3 | Term: Summer

Unit: Statistics

Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
Chart, **bar chart,** **frequency table,** **Carroll diagram,** **Venn diagram** **Axis, axes** **Diagram** **Horizontal rows** **Vertical columns**	• the importance of the key in a pictogram. • how to read scales of 1,2,5 and 10	• the value of each symbol used in a pictogram. • what it means when half a symbol is used in a pictogram. • when it is appropriate to use a symbol to represent more than one item. • which scale is the most appropriate when drawing their own bar charts. • how to read and interpret information from tables reading across the rows and down the columns.	• read and interpret information from tally charts and pictograms. • answer questions from tally charts and pictograms. • construct pictograms and choose an appropriate key. • carry out their own data collection. • construct bar charts from information in pictograms and tally charts. • use addition and subtraction to answer questions about data in a table. • create their own questions about the data in tables and charts.