Hunnyhill - Year 3 2021-2022 Yearly Maths Overview - Recovery

Term	Estimated duration	Domain	Strands
Autumn 1 6 weeks +3days	13 lessons	Number and place value (Link to measures)	Y2 • Counting in 2s, 3s, 5s and 10s forwards and backwards (Daily) • Understand the place value of 2 digit numbers, including: recognize the place value of each digit; • Represent and estimate 2-digit numbers • Compare and order 2 digit numbers, including the use of <, > = symbols • read/ write numbers to 100 in numerals and words
	10 lessons	Addition and subtraction (Link to measures)	Y2 • Add and subtract two-digit numbers and ones (including bridging through ten) • Add and subtract three one-digit numbers (using mental strategies) • Add and subtract any 2 two-digit numbers using an efficient strategy • Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships • Understand that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. • Confidently solve problems involving adding or subtracting numbers within 100
	10 lessons	Multiplication and division (Link to measures including money)	Y2 • Count in 2s, 3s, 5s, 10s from 0 forwards and backwards (Daily) (Count in 5s around the numbers on a clock if possible) • Recap on the use of the x and ÷ symbols and what they represent • Recap on the link between the x and ÷ symbols and their link to repeated addition/subtraction • Recall multiplication and division facts for 2, 5 and 10 times tables, demonstrating an understanding of commutativity as necessary. (recap on recognising coins and then link to counting coins) • Use known multiplication and division facts for 2, 5 and 10 times tables to solve problems. • Solve problems involving multiplication and division, include problems in contexts of measures. *Y3* • Introduce 3 times table using knowledge of counting in 3s
Autumn 2 7 weeks	10 lessons	Fractions (Link to division and geometry)	Y2 • Make links between fractions and division • Identify 1/4, 1/3, ½ of a number or shape, and know that all parts must be equal parts of the whole. (link to naming shapes) • Begin to explore the concept of equivalence – such as 2/4 is equivalent to ½. • Introduce the concept of non-unit fractions and begin to find ¾ of a shape and/or quantity • Identify 2/4, 3/4, of a number or shape, and know that all parts must be equal parts of the whole. • Begin to place fractions (halves, quarters) on a number line

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	10 lessons	Number and Place Value (Link to measures)	Y2 ● Understand the place value of 2 digit numbers, including: recognizing the place value of each digit ● Compare and order 2 digit numbers, including the use of <, > = symbols ● Read/ write numbers to 100 in numerals and words Y3 Daily counting: I can count in steps of 2, 3, 5 and 10 and begin to count beyond 100. ● Can I begin to make and represent three digit numbers with concrete apparatus to show my understanding of place value? ● Can I compare and order 3 digit numbers using concrete apparatus? ● Can I accurately write 3 digit numbers in numerals? ● Can I confidently use and apply my knowledge of place value to solve problems involving 2 digit numbers and 3 digit numbers?
	15 lessons	Addition and subtraction (Link to measures)	Y2 ● Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20 and to/within 100 (Link to adding coins and notes) ● Add and subtract two-digit numbers and ones (including bridging through ten) ● Add and subtract any 2 two-digit numbers using an efficient strategy (including bridging through ten) Y3 ● Using number bonds to support adding and subtracting multiples of 10 and 100 ● Begin to move towards partitioning method involving jottings (based on secure mental methods) – modelling with dienes (alongside). ● Introduce rounding to approximate mentally ● Add and subtract 1 to/from any three digit number (where no bridging is required) *(Link to place value)* ● Add and subtract 10 to/from any 3 digit number (where no bridging is required) *(Link to place value)* ● Add and subtract 100 to/from any three digit number (where no bridging is required) *(Link to place value)*
Spring 1 6 weeks	10 lessons	Multiplication and division (Link to money and measures)	Y2 ● Count in 2s, 3s, 5s and 10s from 0 forwards and backwards (Daily) (Link to coins and clocks if possible) ● Recall multiplication and division facts for 2, 5 and 10 times tables, demonstrating an understanding of commutativity as necessary. Y3 Daily counting: Introduce counting in 4s by linking to knowledge of the 2 times table. ● Continue to consolidate conceptual understanding of multiplication and division through discussion and application around practical problems. ● Begin to investigate the relationship between 2 and 4 times tables ● Continue to practise and learn multiplication and division facts for the 2, 4, 5 and 10 times tables

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			• Ensure pupils can identify when a division problem involves grouping / sharing. • Continue to explore the relationship between multiplication and division through the use of arrays and visualisations. a number line • Explain the effect when multiplying/dividing a number by 10
	10 lessons	Fractions (Link to division)	Y2 • Make links between fractions and division • Identify 1/4, 1/3, ½, 2/4 and ¾ of a number or shape, and know that all parts must be equal parts of the whole. • Place fractions (half, quarter) on a number line Y3 • Recognise, find and write fractions of a discrete set of objects and quantities: unit fractions and non-unit fractions by small denominators (Link to measures)
	10 lessons	Measures - Time	Y2 • Read the time on a clock to the nearest 15 minutes (o clock, half past, quarter past, quarter to) • Read the time on a clock to the nearest 5 minutes (link to 5 times table) • Compare and sequence intervals of time Y3 • Begin to estimate and read time with increasing accuracy to the nearest minute • Record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., 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
Spring 2 4 weeks 4 days Introduce counting in 8s	10 lessons	Geometry	Y2 • Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry. • Identify 2-D shapes on the surface of 3-D shapes • Use mathematical vocabulary to describe position, direction and movement (quarter, half and three quarter turns) (Link to time) Y3 • Can I draw a range of 2D shapes and describe them, confidently and accurately referring to their properties? • Can I demonstrate that I understand the terms horizontal, vertical, perpendicular and parallel when referring to lines within shapes? • Can I confidently and accurately measure the perimeter of simple 2D shapes (using cms)? *(Link to addition)* • Can I recognize and talk about a range of angles – right angles, obtuse and acute angles?
	10 lessons	Measures – Length, mass,	Y2 • Understand the appropriate tool for measuring different units of measure

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		volume/capacity (Link to addition and subtraction)	• Begin to record measures of length, mass and capacity. • Compare and order lengths and record the results using >, < and = *(Link to place value)* • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) <u>Y3</u> • Measure and read scales for a variety of objects using m/cm/mm/g/kg/ml/l *(Link to place value of 3 digit numbers)* • Solve problems which involve comparing, adding and subtracting lengths (m/cm/mm) and mass (kg/g) and capacity (ml/l) *(Link to addition and subtraction of 3 digit numbers and ones, tens and hundreds)* • Measure the perimeter of simple 2-D shapes *(Link to addition)*
	5 lessons	Statistics (Link to place value and addition and subtraction)	<u>Y2</u> • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity (Link to Place Value) • Ask and answer questions about totalling and comparing categorical data (Link to Place Value) <u>Y3</u> • Can I choose and appropriate representation for presenting data (e.g. a bar chart, a pictogram or a table), explaining why the one I have chosen is the most suitable? • Can I demonstrate that I can read a range of scales in pictograms and bar charts?
Summer 1 7 weeks	10 lessons	Measures – Money (Link to addition and subtraction)	<u>Y2</u> • I know the value of different coins and can recognise and use symbols for pounds (£) and pence (p) • I can combine amounts to make a particular value <u>Y3</u> • Begin to convert pence to pounds and pounds to pence *(Link to place value)* • Solve problems which involve comparing, adding and subtracting money (notes/coins) *(Link to addition and subtraction with 3 digit numbers)* • Solve problems which involving working out change through mental strategies of addition and subtraction (e.g. rounding, number lines, partitioning, etc.)
	20 lessons	Fractions (Link to division and addition)	<u>Y3</u> • Add and subtract fractions with the same denominator within one whole • Count up and down in tenths; recognise that tenths arise from dividing an object into ten 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 by small denominators • Recognise and use numbers: unit fractions and non-unit fractions by small denominators • Recognise and show, using diagrams, equivalent fractions with small denominators • Compare and order unit fractions, fractions with the same denominator

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	5 lessons	Measures - Time	Y3 ● Tell and write the time from an analogue clock, including using Roman numerals from I to XII ● Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., 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.
Summer 2 7 weeks	18 lessons	Multiplication and division (Link to measures)	Y3 Daily counting: Count in 3, 4, 100 and 50s forwards and backwards ● Introduce the 8 times tables and make links to the 2 and 4 times table ● Secure multiplication and division fact fluency for the 2, 3 4, 5, 8 and 10 times tables ● Continue to use a range of strategies e.g. number line, concrete apparatus arrays and known facts to make sense of and solve a range of division problems in context. See school's calculation policy ● Begin to use and apply known table facts to solving multiplication problems involving 2 digit by 1 digit multiplication, using partitioning. (Use resources – e.g. dienes, place value counters)
	10 lessons	Addition and subtraction (Link to measures)	Daily counting: Count in 3, 4, 8s, 100 and 50s forwards and backwards Y3 ● Continue to refine and develop mental strategies for addition and subtraction of 3 digit numbers *(bridging, partitioning, doubles/near doubles, etc.)* ● Continue with partitioning method and introduce expanded column method for addition and subtraction ● Estimating and checking using rounding ● Add and subtract ones, tens and hundreds to/from 3 digit numbers (including bridging through ten) ● Solve a range of addition and subtraction problems, choosing an appropriate strategy (mental / with jottings / written) for the numbers involved.
	7 lessons	Geometry – 5 lessons - properties of shape 2 lessons - Position and direction	Y3 ● Can I classify and group 2d shapes by their properties? (Include lines of symmetry, sides, vertices) ● Can I demonstrate that I understand the terms horizontal, vertical, perpendicular and parallel when referring to lines within shapes? ● Can I recognize and talk about a range of angles – right angles, obtuse and acute angles? ● Can I talk about half, three quarter and complete turns by describing how many right angles make up each turn?