

Hollywood Primary School Mathematics Curriculum Overview

Set _____ Teacher _____. Please date and highlight in the appropriate colour when taught. Term 1 Term 2 Term 3 Term 4

Mathematics Year 3

Number – Number and Place Value	Number – Addition and subtraction	Number – Multiplication and division	Number – fractions	Measurement	Geometry – Properties of shape	Geometry – Position and direction	Statistics
<p>Pupils should be taught to:</p> <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 ▪ recognise the place value of each digit in a three-digit number (hundreds, tens, ones) ▪ compare and order numbers up to 1000 ▪ identify, represent and estimate numbers using different representations ▪ read and write numbers up to 1000 in numerals and in words ▪ solve number problems and practical problems involving these ideas. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ add and subtract numbers mentally, including: <i>21.05.14</i> <ul style="list-style-type: none"> ▪ 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables ▪ write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods ▪ solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ count up and down in tenths; recognise that tenths arise from dividing an object into 10 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 with small denominators ▪ recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators ▪ recognise and show, using diagrams, equivalent fractions with small denominators 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) ▪ measure the perimeter of simple 2-D shapes ▪ add and subtract amounts of money to give change, using both £ and p in practical contexts ▪ tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks ▪ estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, 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]. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them ▪ recognise angles as a property of shape or a description of a turn ▪ identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle ▪ identify horizontal and vertical lines and pairs of perpendicular and parallel lines. 	<p>No objectives for Year 4</p> <p><u>Year 2 Objective</u></p> <p><i>use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</i></p> <p><u>Year 4 Objective</u></p> <p><i>describe positions on a 2-D grid as coordinates in the first quadrant</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ interpret and present data using bar charts, pictograms and tables ▪ solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

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	facts, place value, and more complex addition and subtraction.		<ul style="list-style-type: none">▪ add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7}$ + $\frac{1}{7}$ = $\frac{6}{7}$]▪ compare and order unit fractions, and fractions with the same denominators▪ solve problems that involve all of the above.				
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