

# YEAR 3 MATHS

- As a school, we follow White Rose Maths.  
They split each half term into different topics across Maths.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number <b>Place value</b>			Number <b>Addition and subtraction</b>					Number <b>Multiplication and division A</b>			
Spring	Number <b>Multiplication and division B</b>			Measurement <b>Length and perimeter</b>			Number <b>Fractions A</b>			Measurement <b>Mass and capacity</b>		
Summer	Number <b>Fractions B</b>		Measurement <b>Money</b>		Measurement <b>Time</b>			Geometry <b>Shape</b>		Statistics		Consolidation

# Concrete – Pictorial – Abstract (CPA)

Research shows that all children, when introduced to a new concept, should have the opportunity to build competency by following the CPA approach. This features throughout our schemes of learning.

## Concrete

Children should have the opportunity to work with physical objects/concrete resources, in order to bring the maths to life and to build understanding of what they are doing.



## Pictorial

Alongside concrete resources, children should work with pictorial representations, making links to the concrete. Visualising a problem in this way can help children to reason and to solve problems.



## Abstract

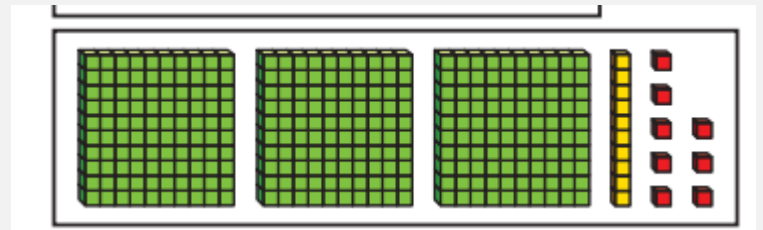
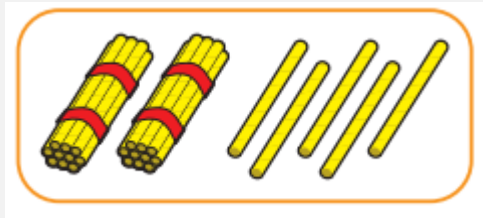
With the support of both the concrete and pictorial representations, children can develop their understanding of abstract methods.

$$5 + 7$$

## AUTUMN 1 and 2

- This term we are focusing on:
- Place Value
- Addition and Subtraction
- Multiplication and division.

# PLACE VALUE



Complete the number sentences.

▶  $847 = 800 + 40 + \underline{\quad}$

▶  $615 = \underline{\quad} + 10 + 5$

▶  $324 = 300 + \underline{\quad} + \underline{\quad}$

▶  $560 = 500 + \underline{\quad}$

▶  $\underline{\quad} = 400 + 70 + 9$

▶  $\underline{\quad} = 300 + 2$

Step 1

Represent numbers to 100

Step 2

Partition numbers to 100

Step 3

Number line to 100

Step 4

Hundreds

Step 5

Represent numbers to 1,000

Step 6

Partition numbers to 1,000

Step 7

Flexible partitioning of numbers to 1,000

Step 8

Hundreds, tens and ones

**Step 9**

Find 1, 10 or 100 more or less

**Step 10**

Number line to 1,000

**Step 11**

Estimate on a number line to 1,000

**Step 12**

Compare numbers to 1,000

**Step 13**

Order numbers to 1,000

**Step 14**

Count in 50s

1 1 Suray  
8 tens + 3 ones  
 $80 + 3 = 83$

8 tens + 3 ones  
 $80 + 3 = 83$   
Bryn

8 tens + 3 ones  
 $80 + 3 = 83$   
Shyla

8 tens + 3 ones  
 $80 + 3 = 83$   
Milana

8 tens + 3 ones  
 $80 + 3 = 83$   
Kalyce

8 Tens + 3 ones  
 $80 + 3 = 83$   
Lara

8 tens + 3 ones  
 $80 + 3 = 83$   
Alexander

8 tens 3 ones 2 + 30  
Reggie



## ADDITION AND SUBTRACTION

- Number bonds are vital for them to know.
- Number bonds to 10 and number bonds to 20.
- Top Marks – Hit the button



## ADDITION AND SUBTRACTION

- Knowing which column is going to change.
- Are they crossing a ten or hundred?
- Use anything you have at home to help them.
- Again in school, they would be using straws/base 10.

# MULTIPLICATION AND DIVISION

- Multiplying and dividing by:
- 3
- 4
- 8
- These are the times tables we will be focusing on this year, so please practice them at home all of the time.

# MULTIPLICATION AND DIVISION

- How many groups of?
- Shared between?
- Divided
- Multiplied
- How many lots of?
- Are the groups equal or unequal?