



Y3 Maths overview 2022-23

Maths Activity	Building Skills and Disciplinary Knowledge	Approaches to Developing Skills and Disciplinary Knowledge	Building Substantive Knowledge and Understanding	Approaches to Developing Substantive Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Arithmetic	Problem solving Reasoning	Times tables
Fluency	<ul style="list-style-type: none"> Recall the answers to basic math facts automatically and without hesitation 	<p>Times table testing- each class has a weekly slot to test the children on their timetables</p> <p>144 Club - Incentive for children to learn all of their times tables</p>	<p>Understanding place value of numbers</p> <p>Understanding addition and subtraction of numbers</p>	<ul style="list-style-type: none"> Class teacher modelling Class differentiated tasks Concrete resources available Using outdoor opportunities Money week Mathletics online resource 	<p>TERM 1:</p> <ul style="list-style-type: none"> Reasoning within 100 Place value Multiplication and division word problems Time: analogue, digital and finding how long 3 digit numbers and 4 digit numbers Word problems Addition and subtraction with up to 4 digits 	<p>Most children will be able to... (working at)</p>	<p>Some children will not yet be able to...(working towards)</p>	<p>Some children are confidently able to... (exceeding)</p>
Reasoning	<ul style="list-style-type: none"> Follow a line of enquiry, Conjecturing relationships and generalisations, Develop an argument, Justify or prove using mathematical language 	<p>Modelled and displayed appropriate Maths vocabulary to support children as reasoning requires active talk</p> <p>Modelled strategies by peers and from masters over time</p>	<p>Understanding Geometry- shape/positional language</p> <p>Understanding multiplication and division of numbers</p>	<ul style="list-style-type: none"> Maths home learning Problem-solving opportunities in lessons 	<p>TERM 2:</p> <ul style="list-style-type: none"> Using 10s, 100s and 1000s to multiply and divide large numbers Graphs Fractions, length and perimeter 			
Problem-solving	<ul style="list-style-type: none"> Identify and understanding the problem, Plan the ways to solve a problem, Monitor progress in tackling a problem Review a solution to a problem 	<p>Opportunities to apply this skill in their maths lessons daily</p> <p>Problem-solving is applied across other subjects such as Science and DT</p> <p>We will be having a problem solving focused week in the year which will link to another subject</p>	<p>Understanding Measurement-length/weight/ volume/height time/money/temperature/capacity</p> <p>Understanding fractions of numbers</p>		<p>TERM 3:</p> <ul style="list-style-type: none"> 6 & 8 times tables Length, weight and volume 7 & 9 times tables Exploring calculation strategies Angles and shapes 			
Mathletics	<ul style="list-style-type: none"> Apply the skills they have learnt 	<p>Children can access Mathletics offsite</p> <p>Teachers monitor progress by accessing pupil levels and encourage appropriately</p> <p>Rewards are given in Fridays worship for completing certain levels</p>	<p>Problem solving</p> <p>Understanding statistics</p>					
Presenting data/ Communicating	<ul style="list-style-type: none"> Use a variety of software (excel) to present information 	<p>Opportunities to use excel to present collected data</p>						
SMSC	<ul style="list-style-type: none"> Working with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y3 maths curriculum Resolve conflicts and differing opinions should these arise Use of imagination and creative thinking Reflect on tasks Show willingness to explore and understand maths from a variety of cultural backgrounds enjoyment of Y3 Maths curriculum (investigating, problem-solving, teamwork, collaborating, presenting) 	<p>Provide opportunities for children to research in pairs</p> <p>Plan in collaboration, teamwork, problem-solving and investigating opportunities</p>						