



Orton Wistow Primary School – Curriculum Plan



Subject : Maths

Year : 3

Unit : Number and Place Value



Vocabulary

Knowledge

Understanding

Skills

What children will know

What children will understand

What children will be able to do

Define the word and include etymology if useful.

Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating

Numbers to one thousand

Placeholder - a significant zero in the decimal representation of a number.

Increasing – becoming greater in size or amount

Decreasing – becoming smaller in size or amount

Ascending - increasing in size

Descending – decreasing in size

Multiple – a number that may be divided by another a certain number of times without a remainder.

Factor – a whole number that divides exactly into another number.

Rule – the given procedure to follow to continue a pattern

Roman Numerals – numerals invented by the ancient Romans which use seven letters of the alphabet to represent numerical values.

- Pupils know that a three-digit number is made up of 100s, 10s and 1s
- Pupils will know the place value of each digit in a three-digit number
- Pupils will know 10/100 more or less than a given number
- Pupils know the symbols $<$, $>$ and $=$
- Pupils know that when comparing numbers, they start from the hundreds digit and work their way to the ones
- Pupils know the relationship between counting in 4s and counting in 8s

Stem Sentences

_____ is 10 more than _____

_____ is 10 less than _____

_____ is 100 more than _____

_____ is 100 less than _____

- Pupils understand that 100 ones make 1 hundred
- Pupils understand that 10 tens make 1 hundred
- Pupils will understand that hundreds are bigger than tens and tens are bigger than ones.
- Pupils will understand the importance of 0 as a place holder

- Count from 0 in multiples of 4, 8, 50 and 100
- Can find 10 or 100 more or less than a given number
- Read and write numbers up to 1000 in numerals and words
- Can compare and order numbers up to 1000
- Can use different representations to show the relationship between ones, tens and hundreds
- Can use place value charts to show the place value of each digit in a three-digit number
- Can complete number patterns with terms that are 1 more or less
- Can complete number patterns with terms that are 10 more or less
- Can complete number patterns with terms that are 100 more or less

Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do						
Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
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<p>Approximate – to estimate a number, amount or total</p> <p>Rounding – to change a number to a more convenient value.</p>	<p>There are _____ hundreds, _____ tens and _____ ones, the number is _____.</p> <p>The _____ means _____ ten(s) and the _____ means _____ one(s)</p> <p>_____ is equal to _____ ten(s) plus _____</p>								

Subject : Maths

Year : 3

Unit : Addition and Subtraction

Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do						
Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
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<p>Addition Add, more, and, make, sum, total, altogether Double Near double Half, halve One more, two more... ten more</p>	<ul style="list-style-type: none"> Pupils know they can use their knowledge of number bonds to 10 to find complements to 100, e.g. $7+3=10$ so <ul style="list-style-type: none"> $70 + 30 = 100$ $97 + 3 = 100$ $77 + 23 = 100$ 	<ul style="list-style-type: none"> Pupils understand which digits are affected when adding ones to a 3-digit number. Pupils understand how to regroup or rename ones for tens. 	<ul style="list-style-type: none"> Use concrete objects and pictorial representations to add and subtract. Pupils will use prior knowledge of adding and subtracting ones and 						



			
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Define the word and include etymology if useful.	Learning Teaching Assessment	Learning Teaching Assessment	Learning Teaching Assessment
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<p>Addends – the numbers added together to make the sum</p> <p>Subtraction Take away, minus, fewer, less, difference between One less, two less... ten less</p> <p>Equals Is equal to, is the same as</p> <p>Number bonds Number pair Number facts Part, part, whole Partition Recombine</p> <p>Missing number Tens boundary / Hundreds boundary Commutative</p>	<ul style="list-style-type: none"> Pupils will know how to add and subtract numbers mentally, including: HTU+U, HTU+T and HTU+H Pupils know how to align the digits correctly in order to use column addition or subtraction. Pupils know that in column addition, the digits of the addends are added working from the lowest valuedigit (right) to the greatest value digit (left) Pupils know that if any column sums to ten or greater, then they must 'regroup' Pupils know that when subtracting, if there is an insufficient number of any unit to subtract in a given column, they must exchange from the column to the left. <p>The ones column represents _____ one(s) minus ____ one(s) is equal to _____ one(s).</p> <p>The ones column represents _____ one(s) minus ____ one(s) is equal to _____ one(s).</p> <p>Stem Sentences</p> <p>Addend plus addend is equal to the sum.</p>	<ul style="list-style-type: none"> Pupils understand how to use the inverse operation to solve missing number problems. Pupils understand the importance of the position of digits and their place value to add and subtract 2 and 3-digit numbers. 	<p>tens to adding and subtracting multiples of 100.</p> <ul style="list-style-type: none"> Pupils will be able to add multiples of 10 to a 3-digit number with an exchange. Pupils will subtract multiples of 10 from a 3-digit number where I have to regroup. Pupils can look for patterns to enable them to predict answers to calculations.

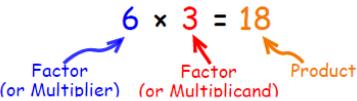
									
Vocabulary	Knowledge What children will know	Understanding What children will understand			Skills What children will be able to do				
Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
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	<p>I know ____ plus ____ is equal to ten, so I know ____ plus ____ is equal to one hundred.</p> <p>I know that ten minus ____ is equal to ____, so I know that one hundred minus ____ is equal to ____.</p> <p>We line up the ones; ____ ones plus ____ ones. We line up the tens; ____ tens plus ____ tens.</p> <p>In column addition, we start at the right-hand side.</p> <p>If the column sum is equal to ten or more, we must regroup.</p> <p>Minuend minus subtrahend is equal to the difference.</p> <p>The ones column represents ____ one(s) minus ____ one(s) is equal to ____ one(s). The tens column represents ____ ten(s) minus ____ ten(s) is equal to ____ ten(s).</p>								

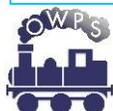
Subject : Maths

Year : 3

Unit : Multiplication and Division



			
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do
Define the word and include etymology if useful.	Learning Teaching Assessment	Learning Teaching Assessment	Learning Teaching Assessment
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<p>Multiplication Multiply Multiplied by Groups of Times Repeated addition</p> <p>Multiple - The result of multiplying a number by an integer (not by a fraction).</p> <p>Factor - Numbers we can multiply together to get another number.</p> <p>Multiplicand – The number to be multiplied</p> <p>Multiplier – The number by which the multiplicand is multiplied by</p> <p>Product – The result of a multiplication</p> <p>Multiplication: </p> <p>Division Dividing Divide Divided by</p>	<ul style="list-style-type: none"> Pupils will know the multiplication and division facts for the 3, 4 and 8 multiplication tables. Pupils know that products that are in the two, four and eight times table share the same factors. Pupils know that any number multiplied by zero will have a product of zero. Pupils will know the divisibility rules for the two, four and eight times table. <p>Stem Sentences</p> <p>“factor times factor is equal to product” “The order of the factors does not affect the product.”</p> <p>“When zero is a factor, the product is zero.”</p> <p>“For every one group of four, there are two groups of two.”</p> <p>“Products in the four times table are also in the two times table.”</p> <p>“Products in the eight times table are also in the four times table.”</p> <p>“7 times 2 is 14, so 14 divided by 2</p>	<ul style="list-style-type: none"> Pupils understand that products in the four times table are double the products in the two times table. Pupils understand that products in the eight times table are double the products in the four times table. Pupils understand that the commutative property of multiplication will allow them to solve problems from the 5, 10, 2, 4 and 8 times tables, e.g. if they know 7 X 5, they can find 5 X 7 even though they have not learnt the 7 times table. Pupils understand that they can use known division facts corresponding to the 5, 10, 2, 4 and 8 multiplication tables to solve both quotitive (grouping) and partitive (sharing) contextual division problems. 	<ul style="list-style-type: none"> Pupils can use arrays to show multiplication. Pupils will use concrete resources and pictorial representations to show multiplication and division. Pupils will be able to use mental methods, e.g. partitioning to multiply two-digit numbers by one-digit numbers. <p>Pupils will be able to use formal written methods to multiply two-digit numbers by one-digit numbers.</p>



									
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<p>Divided into</p> <p>Grouping</p> <p>Sharing</p> <p>Shared equally</p> <p>Left over</p> <p>Remainder</p> <p>Equal groups of</p> <p>Dividend – The amount that you want to divide up.</p> <p>Divisor – The number we divide by.</p> <p>Quotient - The answer after we divide one number by another.</p> <p>dividend ÷ divisor = quotient.</p> <p>Doubling</p> <p>Halving</p> <p>Array</p> <p>Multiplication table</p> <p>Multiplication fact</p> <p>Division fact</p>	<p>is 7."</p> <p>"14 divided into groups of 2 is equal to 7."</p> <p>"7 times 2 is 14, so 14 divided by 2 is 7."</p> <p>"£14 shared between 2 is equal to £7 each."</p> <p>"If the ones digit of a number is even, the number can be divided by two."</p> <p>"For numbers with more than two digits: if the final two digits are divisible by four, then the number is divisible by four."</p>								

Subject : Mathematics

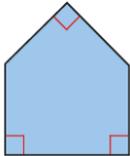
Year : 3

Unit : Fractions



									
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do						
Define the word and include etymology if useful.	Learning Teaching Assessment	Learning Teaching Assessment	Learning Teaching Assessment						
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
<p>unit fraction – a fraction with a numerator of 1</p> <p>Non-unit fraction – a fraction where the numerator is greater than 1</p> <p>equivalent fraction – equal in value</p> <p>mixed number – a whole number and a fraction combined into one number</p> <p>denominator</p> <p>equal part</p> <p>equal grouping</p> <p>equal sharing</p> <p>parts of a whole</p> <p>half, two halves</p> <p>one of two equal parts</p> <p>quarter, two quarters, three quarters</p> <p>one of four equal parts</p> <p>one third, two thirds</p> <p>one of three equal parts</p> <p>sixths, sevenths, eighths, tenths ...</p>	<ul style="list-style-type: none"> Pupils know a unit fraction always has a numerator of 1. Pupils know that the numerator and denominator are the same when the fraction is equivalent to one whole. Pupils know that tenths arise from dividing one whole into 10 equal parts. Pupils know that ten tenths make one whole. Pupils know that when adding fractions with the same denominator, you add the numerator but the denominator remains the same. Pupils know that when subtracting fractions with the same denominator, you subtract the numerator but the denominator remains the same. Pupils know a number line can be divided into different amounts of equal parts to find equivalent fractions <p>Stem Sentences</p> <p>The parts are equal. I know this because the number of ____ in each part is the same.</p> <p>Equal-sized parts do not have to look the same.</p> <p>The whole is divided into 3 equal parts. Each part is one-third of the whole.</p>	<ul style="list-style-type: none"> Pupils understand how to find a unit fraction of an amount by dividing an amount into equal groups. Pupils understand 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. Pupils understand that the numerator is the number of equal parts from a whole being counted. Pupils understand that the denominator is the total number of equal parts a whole has been divided into. Pupils understand equivalent fractions are equal. . Pupils understand the relationship with multiplication when finding equivalent fractions. Pupils understand that the larger the denominator, the smaller the fraction as you are dividing into more equal parts. 	<ul style="list-style-type: none"> Pupils can count in tenths forward and backwards. Pupils can represent tenths in different ways. Pupils can place fractions on a number line. Pupils can find unit fractions of amounts using concrete and pictorial representations. Pupils can make number pairs of a fraction to total one whole. Pupils can add fractions with the same denominator. Pupils can divide a whole into smaller parts to find equivalent fractions by drawing. Pupils can look for patterns between the numerator and denominator to find equivalent fractions. Pupils can compare unit fractions or fractions with the same denominator. Pupils can order unit fractions and fractions with the same denominator. 						

			
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	<p>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.</p> <p>The whole is 12 oranges. The whole is divided into 4 equal parts. Each part is $\frac{1}{4}$ of the whole. $\frac{1}{4}$ of 12 oranges is 3 oranges.</p> <p>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.</p> <p>One fifth, two fifths, three fifths...</p> <p>1 one-fifth, 2 one-fifths, 3 one-fifths...</p> <p>When adding fractions with the same denominators, just add the numerators.</p> <p>When subtracting fractions with the same denominators, just subtract the numerators.</p>		

Subject : Mathematics		Year : 3			Unit : Properties of Shape				
Vocabulary	Knowledge			Understanding			Skills		
	What children will know			What children will understand			What children will be able to do		
Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
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<p>2-D shape Polygon (from Greek "many-angled") Quadrilateral (Latin <i>quadrilaterus</i>, from <i>quadri-</i> "four" and <i>latus</i> "the side, flank of humans or animals, lateral surface,") Vertex, vertices sides point, pointed 3-D shape Face Edge vertex, vertices apex prism</p> <p>Angle Right-angle Acute obtuse Clockwise Anti-clockwise</p> <p>Line Horizontal Vertical Parallel Perpendicular</p>	<ul style="list-style-type: none"> Pupils know that 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. Pupils know if an angle in a shape is greater than or less than a right-angle. Pupils know the standard convention for marking right-angles (as maked below).  <ul style="list-style-type: none"> Pupils know that the only polygon in which every angle is a right-angle is a quadrilateral Pupils know quadrilaterals that have 4 right angles are rectangles irrespective of the length of their sides. Pupils know 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 <p>Stem Sentences</p>	<ul style="list-style-type: none"> Pupils understand angles are a measure of turn. Pupils understand that an angle is created when two straight lines meet at a point. Pupils understand that a right angle can be found in any orientation 0- it does not have to be made from a horizontal and a vertical ine. Pupils understand that parallel lines remain equidistant at all points. Pupils understand that perpendicular lines meet or cross each other at a right-angle. Pupils understand that a prism has the same shape all the way through, wheras a pyramis tapers to a point. Pupils understand that a curved surface on a 3D shape is not called a face. 	<ul style="list-style-type: none"> Pupils can recognise right angles in any orientation. Pupils can identify horizontal and vertical lines in a range of contexts. Pupils can identify horizontal and vertical lines of symmetry. Pupils can identify a pair of parallel or perpendicular lines, as well as horizontal and vertical lines. Pupils can draw polygons by joining marked points, precisely, using a ruler. Pupils can recognise, describe and draw 2D shapes accurately. Pupils can use the properties, including types of angles, lines, symmetry and length to describe 2D shapes. Pupils can use the properties including the number of faces, edges and vertices to describe 3d shapes. Pupils can make 3D shapes using construction materials. 						



									
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	<p>"These 2 lines are parallel because they are always the same distance apart. They will never meet no matter how far we extend them."</p> <p>"These 2 lines are perpendicular because they are at right angles to each other."</p>								



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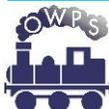


Subject : Mathematics

Year : 3

Unit : Length and Perimeter

									
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do						
Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
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<p>measure measurement size compare measuring scale length height</p>	<ul style="list-style-type: none"> Pupils know the term 'centimetres' and abbreviate with cm. Pupils know the term millimetres and abbreviation mm. Pupils know the term 'metres' and abbreviate with m. 	<ul style="list-style-type: none"> Pupils understand that when measuring, you must start from 0 cm. Pupils understand the intervals on a ruler or tape measure. Pupils understand which equipment is most suitable for 	<ul style="list-style-type: none"> Pupils can measure length in metres and centimetres. Pupils can write lengths in metres and centimetres. Pupils can estimate a distance of 1 km. 						



			
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<p>width depth perimeter - The distance around a two-dimensional shape. millimetre – one thousandth of a metre centimetre - a combination of the Latin word for "hundred," centum, and the French mètre. metre - from French <i>mètre</i>, from Greek <i>metron</i> 'measure' kilometre – one thousand metres ruler metre stick tape measure</p>	<ul style="list-style-type: none"> Pupils know there are 10mm in 1 cm. Pupils know that there are 100 cm in 1 m. Pupils know that kilometres are used to measure distances. Pupils know the difference between centimetres, metres and kilometres. Pupils know that there are 1000 m in 1 km. <p>Stem Sentences</p> <p>There are 10 millimetres in 1 cm so to convert millimetres to centimetres, you need to divide by 10.</p> <p>For every 1 centimetres, there are 10 millimetres, so to convert centimetres to millimetres, you need to multiply by 10.</p> <p>There are 100 centimetres in 1 metre so to convert centimetres to metres, you need to divide by 100.</p> <p>For every 1 metre, there are 100 centimetres, so to convert metres to centimetres, you need to multiply by 100.</p>	<p>measuring different objects/ distances.</p> <ul style="list-style-type: none"> Pupils understand how to convert lengths in centimetres and millimetres into millimetres and vice versa. Pupils understand how to convert lengths in metres and centimetres into centimetres and vice versa. Pupils understand how to convert kilometres and metres to metres and vice versa. Pupils understand 'perimeter' as 'the total length around a shape'. Pupils understand that they can calculate the perimeter of a rectangle by finding the sum of the length and breadth and then multiplying by 2. Pupils understand that they can calculate the perimeter of a square by multiplying one side by 4. Pupils understand the connection between the properties of 2D shapes and measuring the perimeter. 	<ul style="list-style-type: none"> Pupils can read and write distances in kilometres and metres. Pupils can compare lengths in centimetres. Pupils can compare lengths in metres and centimetres. Pupils can compare lengths in metres. Pupils can compare lengths in kilometres and metres. Pupils can count the number of sides on 1 cm grid paper to determine the perimeter. Pupils can draw a figure on 1 cm grid paper when given a perimeter. Pupils can calculate the perimeter of a figure by adding all the sides.



									
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	<p>The perimeter is the total length around a 2D shape.</p> <p>To calculate the perimeter of a square, measure the length of one side and multiply by 4.</p> <p>To calculate the perimeter of a rectangle, find the sum of the length and the breadth and then multiply by 2.</p>								



Orton Wistow Primary School – Curriculum Plan



Subject : Mathematics

Year : 3

Unit : Mass and Capacity

									
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Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
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<p>measure measurement size</p> <p>compare measuring scale</p> <p>mass</p>	<ul style="list-style-type: none"> Pupils know that 1kg is heavier than 1g. Pupils know the difference between volume and capacity. (Capacity is the amount a 	<ul style="list-style-type: none"> Pupils understand how to calculate the missing intervals when reading a range of different scales. 	<ul style="list-style-type: none"> Pupils can read a range of different scales, including those with missing intervals. Pupils can measure the mass of different objects and record them 						



			
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<p>weight gram - from French <i>gramme</i>, from late Latin <i>gramma</i> 'a small weight' kilogram - The prefix kilo is derived from the Greek word κίλο (kiló), meaning "thousand" weigh, weighs balances heavy, light heavier than, lighter than heaviest, lightest scales Capacity - the amount a container or something can hold. Volume - the amount of space occupied by an object. Litre - a metric unit for measuring capacity from Greek <i>litra</i> millilitre - from Latin <i>mille</i> 'thousand'. full, empty half full more than, less than</p>	<p>container can hold, volume is the amount it is actually holding.)</p> <ul style="list-style-type: none"> Pupils know that kilograms are a larger unit of measure than grams. Pupils know that litres are a larger unit of measure than millilitres. Pupils know there are 1000 grams in 1 kilogram. Pupils know there are 1000 millilitres in 1 litre <p>Stem Sentences</p> <p>There are _____ intervals between 0 and 100. $100 \div \underline{\quad} = \underline{\quad}$ Each interval is worth _____ g.</p> <p>There are 1000g in 1kg.</p> <p>There are 1000ml in 1 l.</p>	<ul style="list-style-type: none"> Pupils understand the difference between gram and kilogram weights. Pupils understand that kilograms are used to measure heavier objects and grams are used to measure lighter objects. Pupils understand the most efficient strategy to use when calculating mass or capacity. Pupils understand that litres are used to measure larger containers and millilitres are used for smaller containers. 	<p>as a mixed measurement in kilograms and grams.</p> <ul style="list-style-type: none"> Pupils can compare mixed measurements using the inequality symbols. Pupils can add and subtract mass and capacity. Pupils can measure capacity with litres and millilitres.



Orton Wistow Primary School – Curriculum Plan



Subject : Mathematics

Year : 3

Unit : Money



									
Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
<p>money coin penny, pence, pound price, cost buy, bought, sell, sold spend, spent pay change dear, costs more cheap, costs less, cheaper costs the same as how much ...? how many ...? total</p>	<ul style="list-style-type: none"> Pupils know the value of all the coins. Pupils know the value of all the notes. Pupils know the signs for pounds and pence. Pupils know that £1 = 100p Pupils know where to put the amounts on an empty number line to solve calculations. 			<ul style="list-style-type: none"> Pupils understand that money can be represented in different ways but still have the same value. Pupils understand that 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. Pupils understand how to use a number line to count on or back to find the difference between amounts. Pupils understand how to use empty number lines to subtract to find change. 			<ul style="list-style-type: none"> Pupils can count in ones, fives and tens. Pupils can read money in pounds and pence. Pupils can write money in pounds and pence. Pupils can add coin values together to find the total amount. Pupils can group 100 pennies into pounds when counting money. Pupils can use number bonds appropriately to make 100 pence and rename the amount to £1. Pupils can count on to find the total amount. Pupils can use the column method to add money. 		



Orton Wistow Primary School – Curriculum Plan



Subject : Mathematics

Year : 3

Unit : Time



									
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do						
Define the word and include etymology if useful.	Learning Teaching Assessment	Learning Teaching Assessment	Learning Teaching Assessment						
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
<p>time 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 today, yesterday, tomorrow before, after, earlier, later, next, first, last, midnight calendar, date now, soon, 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</p>	<ul style="list-style-type: none"> Pupils know the number of days in each month. Pupils know the number of days in a year and a leap year. Pupils know 'half past' as 30 minutes past the hour. Pupils know 'quarter past' as 15 minutes past the hour. Pupils know 'quarter to' as 15 minutes to the hour. Pupils know there are 24 hours in a day. Pupils know that 15 minutes and 45 minutes make 1 hour. 	<ul style="list-style-type: none"> Pupils understand how a leap-year is different to a non-leap year. Pupils understand a.m. as just after midnight to just before noon. Pupils understand p.m. as just after noon to just before midnight. Pupils understand the 1-minute and 5-minute intervals on a clock. Pupils understand the difference between past and to the hour. Pupils understand 12 o'clock can be noon or midnight depending on whether it is day or night time. Pupils understand how to convert 12 hour time to 24 hour time. Pupils understand that when telling 'to' the next hour, you may need to count on to find out how many minutes are left in the hour. Pupils understand that when calculating time, they can not use the base 10 system. 	<ul style="list-style-type: none"> Pupils can tell the time to the minute. Pupils can read the time on an analogue clock. Pupils can read the time on a digital clock. Pupils can match analogue times to digital times. Pupils can determine whether it is morning or afternoon/evening based on the 24-hour time. Pupils can measure activity lengths in seconds. Pupils can compare time in seconds. Pupils can use empty number lines to calculate durations of time across the hour barrier. Pupils can count in 5- 10- 15- and 30- minute intervals. Pupils can use number bonds to break up an amount of time in minutes. Pupils can convert minutes to seconds and vice versa. Pupils can use number bonds to break up a duration of time into multiples of 60 and the remainder. 						

									
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do						
Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
a.m., p.m. clock, clock face, watch, hands digital/analogue clock/watch, timer hour hand, minute hand hours, minutes, seconds Roman numerals 12-hour clock time, 24-hour clock time		<ul style="list-style-type: none"> Pupils understand there are 60 seconds in a minute. 	<ul style="list-style-type: none"> Pupils can use a calendar to identify start and end dates and calculate duration of events in days. 						



Orton Wistow Primary School – Curriculum Plan

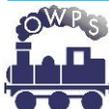


Subject : Maths

Year : 3

Unit : Statistics

									
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do						
Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
count, tally, sort, vote graph, bar chart, pictogram represent group, set list, table, chart, bar chart, frequency table two-way table, label, title, axis, axes diagram	<ul style="list-style-type: none"> Pupils know that pictograms can use half, quarter or three-quarter symbols to represent data. Pupils know that they always need to show the numerical value of a full symbol in a key. 	<ul style="list-style-type: none"> Pupils understand why a particular symbol has been chosen and its relationship to the data being presented. Pupils understand the value of each symbol and what it means 	<ul style="list-style-type: none"> Pupils ask and answer questions about information presented in both horizontal and vertical pictograms. Pupils can use counters and printed grids to present data before moving on to choose their 						



									
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do						
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
<p>most popular, most common least popular, least common</p>	<ul style="list-style-type: none"> • Pupils know that data can be represented both horizontally and vertically. • Pupils know that bar charts represent data. • Pupils know that the axes on a bar chart show the scale. • Children can use their knowledge of drawing pictograms to make comparisons with drawing bar charts, noting how they are the same and how they are different. • Pupils know that tables are a way of collecting and representing information 	<p>when a half, quarter or three-quarter symbol is used.</p> <ul style="list-style-type: none"> • Pupils understand the key is a crucial element of understanding the data. • Pupils understand they need to select a symbol that is easily replicated and be able to divide it into half, quarter and three-quarter symbols. • Pupils understand bar charts, with scales limited to steps of 1, 2, 5 and 10 • Pupils understand the most appropriate scale for their bar chart. • Pupils understand how two-way tables works, considering each row and column in turn. • Pupils can identify which cell shows what information. 	<p>own appropriate symbols to match the topic of the data.</p> <ul style="list-style-type: none"> • Pupils can read and interpret the data on bar charts. • Pupils use information from tally charts, pictograms and tables to construct bar charts. • Pupils can label their bar charts accurately and align the top of each bar carefully. • Pupils use their calculation skills and understanding of the context to answer one- and two-step problems. 						

