Hampshire Mathematics Team Assessment Model

Version 3: August 2015

Problem solving should be a focus in every phase

Aims

The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately

- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Key Reference

Black Text	National curriculum statements
Bold/italic	NAHT Key performance indicators
Red Text	Hampshire additional guidance
(green)	Phase 1
(purple)	Phase 2
(orange)	Phase 3
Bold coloured	Problem solving statements

YEAR 3: Phase 3

Number and place value

Pupils should be taught to:

- *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.**

Addition and subtraction

Pupils should be taught to:

add and subtract numbers mentally, including
- *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 facts, place value, and more complex addition and subtraction.**

Statistics - Solve one-step and two-step questions such as "How many more?" and "How many fewer?" using information presented in scaled bar charts, pictograms and tables

Statistics – interpret and present data using bar charts, pictograms and tables

Use number line recording in Y3 to support mental strategies. Formal methods are reductive…

Multiplication and division

Pupils should be taught to:

- *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 strategies

and progressing to formal written methods
- **solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.**

Formal methods are reductive- use arrays to underpin grid method (arrays will support fractions)

Fractions

Pupils should be taught to:

- *count up and down in tenths; recognising 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*
- add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)
- compare and order unit fractions, fractions with the same denominators
- **solve problems that involve all of the above.**

Measurement

Pupils should be taught to:

- *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, 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, 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.

Statistics – interpret and present data using bar charts, pictograms and tables

Geometry: Properties of shapes

Pupils should be taught to:

- 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.

Lower Key Stage 2 Years 3 and 4

The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.
By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.

Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

Year 3

Number and place value

Pupils now use multiples of 2, 3, 4, 5, 8, 10, 50 and 100.
They use larger numbers to at least 1000, applying partitioning related to place value using varied and increasingly complex problems, building on work in year 2 (for example, 146 = 100 + 40 and 6, 146 = 130 + 16).
Using a variety of representations, including those related to measure, pupils continue to count in ones, tens and hundreds, so that they become fluent in the order and place value of numbers to 1000.

Addition and subtraction

Pupils practise solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the answers could exceed 100.
Pupils use their understanding of place value and partitioning, and practise using columnar addition and subtraction with increasingly large numbers up to three digits to become fluent (see Mathematics Appendix 1).

Multiplication and division

Pupils continue to practise their mental recall of multiplication tables when they are calculating mathematical statements in order to improve fluency. Through doubling, they connect the 2, 4 and 8 multiplication tables.
Pupils develop efficient mental methods, for example, using commutativity and associativity (for example, $4 \times 12 \times 5 = 4 \times 5 \times 12 = 20 \times 12 = 240$) and multiplication and division facts (for example, using $3 \times 2 = 6$, $6 \div 3 = 2$ and $2 = 6 \div 3$) to derive related facts (for example, $30 \times 2 = 60$, $60 \div 3 = 20$ and $20 = 60 \div 3$).
Pupils develop reliable written methods for multiplication and division, starting with calculations of two-digit numbers by one-digit numbers and progressing to the formal written methods of short multiplication and division.
Pupils solve simple problems in contexts, deciding which of the four operations to use and why. These include measuring and scaling contexts, (for example, four times as high, eight times as long etc.) and correspondence problems in which m objects are connected to n objects (for example, 3 hats and 4 coats, how many different outfits?; 12 sweets shared equally between 4 children; 4 cakes shared equally between 8 children).

Fractions

Pupils connect tenths to place value, decimal measures and to division by 10.
They begin to understand unit and non-unit fractions as numbers on the number line, and deduce relations between them, such as size and equivalence. They should go beyond the [0, 1] interval, including relating this to measure.
Pupils understand the relation between unit fractions as operators (fractions of), and division by integers.
They continue to recognise fractions in the context of parts of a whole, numbers, measurements, a shape, and unit fractions as a division of a quantity.
Pupils practise adding and subtracting fractions with the same denominator through a variety of increasingly complex problems to improve fluency.

Measurement

Pupils continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1 kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm).
The comparison of measures includes simple scaling by integers (for example, a given quantity or measure is twice as long or five times as high) and this connects to multiplication.
Pupils continue to become fluent in recognising the value of coins, by adding and subtracting amounts, including mixed units, and giving change using manageable amounts. They record £ and p separately. The decimal recording of money is introduced formally in year 4.
Pupils use both analogue and digital 12-hour clocks and record their times. In this way they become fluent in and prepared for using digital 24-hour clocks in year 4.

Geometry- properties of shapes

Pupils' knowledge of the properties of shapes is extended at this stage to symmetrical and non-symmetrical polygons and polyhedra. Pupils extend their use of the properties of shapes. They should be able to describe the properties of 2-D and 3-D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or lesser than a right angle.
Pupils connect decimals and rounding to drawing and measuring straight lines in centimetres, in a variety of contexts.

Geometry-position and direction

(see year 2 and year 4)

Statistics

Pupils understand and use simple scales (for example, 2, 5, 10 units per cm) in pictograms and bar charts with increasing accuracy.
They continue to interpret data presented in many contexts.