



Year Three

Number Place value	<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.● Round numbers (up to 1000) to the nearest ten or hundred.● Identify, represent and estimate numbers using different representations.● Read and write numbers up to 1000 in numerals and in words.● Use larger numbers to at least 1000, applying partitioning to place value [for example, $146 = 100 + 40 + 6$; $146 = 130 + 16$].● Solve number problems and practical problems involving these ideas.
Addition and Subtraction	<ul style="list-style-type: none">● Add and subtract numbers mentally, including:<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. [See Calculation Policy and video footage.]● Estimate the answer to a calculation [by using rounding] and use inverse operations to check answers.● Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
Multiplication and Division	<ul style="list-style-type: none">● Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. [Through doubling, connect the 2, 4 & 8 multiplication tables.]● Develop efficient mental methods [for example, $4 \times 12 \times 5 = 4 \times 5 \times 12 = 20 \times 12 = 240$ and $3 \times 2 = 6$; $6 \div 3 = 2$ and $6 \div 2 = 3$].● 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:<ul style="list-style-type: none">– missing number problems– positive integer scaling problems [for example, four times as high, eight times as long]– correspondence problems in which n objects are connected to m objects [for example, 3 hats and four coats, how many different outfits?]
Fractions	<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. [Link to division 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. [Use number lines to deduce relationships between them, such as size and equivalence.]● Recognise and show, using diagrams, equivalent fractions with small denominators.● Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$].● Compare and order unit fractions, and fractions with the same denominators.

	<ul style="list-style-type: none"> • Solve problems that involve all of the above.
Measurement	<ul style="list-style-type: none"> • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). [Compare and use mixed units such as 1kg and 200g. use simple equivalents of mixed units, for example, 5m = 500 cm.] • Measure the perimeter of simple 2-D shapes. • Add and subtract amounts of money to give change, using both £ and p in practical contexts. [Record £ and p separately as the decimal recording of money is introduced formally in Y4.] • 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].
Geometry Properties of Shapes	<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 [extending at this stage to symmetrical and non-symmetrical polygons and polyhedral]. • 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. • Connect decimals and rounding to drawing and measuring straight lines in centimetres.
Statistics	<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 [for example, 2, 5, 10 units per cm] and pictograms and tables.