

Year 3 MATHEMATICS

Aspect	Autumn	Spring	Summer
Number and Place Value	<ul style="list-style-type: none"> • I count from 0 in multiples of 4, 8, 50 and 100. • I can find 10 or 100 more, or less, than a given number. • I read and write numbers to 1,000 in numerals and words 	<ul style="list-style-type: none"> • I compare and order numbers up to 1000. • I recognise the place value of each digit in a 3-digit number. 	
Addition and Subtraction		<ul style="list-style-type: none"> • I add and subtract numbers mentally, including: 3-digit number and ones; 3-digit numbers and tens; 3-digit numbers and hundreds. • I add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction. 	<ul style="list-style-type: none"> • I estimate the answer to a calculation and use the inverse operations to check my answers. • I count up and down in tenths; recognise that tenths arise from dividing an object into ten equal parts and in dividing numbers or quantities by 10. • I add and subtract measures (length, weight and volume) with up to 3 digits, using formal written methods of columnar addition and subtraction. • I solve word problems including missing number problems, number facts, place value and more complex addition and subtraction.
Multiplication and Division	<ul style="list-style-type: none"> • I recall and use the multiplication and division facts for the 3, 4 and 8 tables. • I write and calculate mathematical statements for 	<ul style="list-style-type: none"> • I write and calculate mathematical statements for multiplication and division using known multiplication tables, including use of money and 	<ul style="list-style-type: none"> • I practise formal methods of multiplication and division, including a high focus on reasoning

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	<p>multiplication using known multiplication tables, including 2-digit x 1-digit, using mental and progressing to formal written methods.</p> <ul style="list-style-type: none"> I write and calculate mathematical statements for division using known multiplication tables, including 2-digit x 1-digit, using mental and progressing to formal written methods. 	length.	
Fraction		<ul style="list-style-type: none"> I recognise and show, using diagrams, equivalent fractions with small denominators. I recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. I compare and order unit fractions, and fractions with the same denominators. I add and subtract fractions with the same denominator within one whole. 	
Measures	<ul style="list-style-type: none"> I measure the perimeter of simple 2D shapes. I estimate and read time with 	<ul style="list-style-type: none"> I measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/ capacity 	<ul style="list-style-type: none"> I know the numbers of seconds in a minute and the number of days in each month, year and leap year.

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	<p>increasing accuracy to the nearest minute; tell and write the time from an analogue clock, including using Roman numerals from I to XII.</p>	<p>(l/ml).</p> <ul style="list-style-type: none"> • I read 12-hour and 24-hour clocks. • I record and compare time in terms of seconds, minutes, hours. • I use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight. 	<ul style="list-style-type: none"> • I compare durations of events, for example to calculate time taken by particular events or tasks.
Geometry	<ul style="list-style-type: none"> • I make 3D shapes using modelling materials; recognise 3D shapes in different orientations; and describe them. 	<ul style="list-style-type: none"> • I draw 2D shapes. • I recognise angles are a property of shape or a description of a turn. • I identify right angles, recognise that two right angles make a half-turn, three make three quarters and four a complete turn • I identify whether angles are greater than or less than a right angle. 	<ul style="list-style-type: none"> • I identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
Statistics	<ul style="list-style-type: none"> • I interpret and present data using: bar charts; pictograms and tables. 		<ul style="list-style-type: none"> • I solve 1-step and 2-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts pictograms and other graphs.

Working at a HIGHER STANDARD (Greater Depth)

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Number and Place Value	4 Operations (+, -, x, ÷)	Fractions	Measures	Geometry	Statistics
<ul style="list-style-type: none"> I am very confident and consistent when dealing with all Year 3 number objectives. I can explain to my peers how I have reached an answer and justify my reasoning. 	<ul style="list-style-type: none"> I return to a mathematical problem involving the four operations after a break and feel confident about coping with the problem. I can find missing digits within mathematical problems involving the four operations. 	<ul style="list-style-type: none"> I am able to link fractional values to numbers, eg, $\frac{3}{4}$ of 120 animals were cows, how many animals were not cows? 	<ul style="list-style-type: none"> I confidently apply my knowledge of number to solve problem with money and measures. I measure the perimeter of irregular shapes using the principles of measuring the perimeter of an oblong. 	<ul style="list-style-type: none"> I am able to apply my knowledge of parallel and perpendicular lines to solve mathematical problems. 	<ul style="list-style-type: none"> I know which mathematical operation may be required when setting out statistical evidence.
<ul style="list-style-type: none"> I provide a convincing argument for the methods or solutions I use or arrive at. I am confident to respond to 'What if?' questions. I confidently discuss mathematical work and begin to explain my thinking. I spot patterns in results and use these patterns to find other possibilities. When I have solved a problem, I am able to pose a similar problem for a partner. With support, I understand a general statement by finding particular examples that match it. I willingly reflect on others' explanations, methods or strategies and use this to improve my own understanding. 					