

# Mathematics Curriculum - Year 3

Number		Fractions	Measurement
<p><b><u>Number &amp; Place Value:</u></b></p> <ul style="list-style-type: none"> <li>▪ count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>▪ recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>▪ compare and order numbers up to 1000</li> <li>▪ identify, represent and estimate numbers using different representations</li> <li>▪ read and write numbers up to 1000 in numerals and in words</li> <li>▪ solve number problems and practical problems involving these ideas</li> </ul> <p><b><u>Addition &amp; Subtraction:</u></b></p> <ul style="list-style-type: none"> <li>▪ add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds</li> <li>▪ add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>▪ estimate the answer to a calculation and use inverse operations to check answers</li> <li>▪ solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> </ul>	<p><b><u>Multiplication &amp; Division:</u></b></p> <ul style="list-style-type: none"> <li>▪ recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>▪ 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 methods and progressing to formal written methods</li> <li>▪ solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which <math>n</math> objects are connected to <math>m</math> objects</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>▪ recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>▪ recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>▪ add and subtract fractions with the same denominator within one whole (for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>)</li> <li>▪ compare and order unit fractions, and fractions with the same denominators</li> <li>▪ solve problems that involve all of the above</li> </ul>	<ul style="list-style-type: none"> <li>▪ measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>▪ measure the perimeter of simple 2-D shapes</li> <li>▪ add and subtract amounts of money to give change, using both £ and p in practical contexts</li> <li>▪ tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour &amp; 24-hour clocks</li> <li>▪ estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours; use vocabulary such as: o'clock, a.m./p.m., morning, afternoon, noon and midnight</li> <li>▪ know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>▪ compare durations of events (for example to calculate the time taken by particular events or tasks)</li> </ul>
		Statistics	Geometry
		<ul style="list-style-type: none"> <li>▪ interpret and present data using bar charts, pictograms and tables</li> <li>▪ solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables</li> </ul>	<p><b><u>Properties of Shapes:</u></b></p> <ul style="list-style-type: none"> <li>▪ draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li> <li>▪ recognise angles as a property of shape or a description of a turn</li> <li>▪ identify right angles, recognise that 2 right angles make a half-turn, 3 make <math>\frac{3}{4}</math> of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle</li> <li>▪ Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li> </ul>