Key Learning in Mathematics – Year 3

Number – number and place value	Number – addition and subtraction	Number – multiplication and division
§ Count from 0 in multiples of 4, 8, 50 and 100. § Count up and down in tenths. § Read and write numbers up to 1000 in numerals and in words. § *Read and write numbers with one decimal place.* § Identify, represent and estimate numbers using different representations *(including the number line).* § Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). § *Identify the value of each digit to one decimal place.* § *Partition numbers in different ways (e.g. 146 = 100+ 40+6 and 146 = 130+16).* § Compare and order numbers up to 1000. § *Compare and order numbers with one decimal place.* § Find *1,* 10 or 100 more or less than a given number. § *Round numbers to at least 1000 to the nearest 10 or 100.* § *Find the effect of multiplying a one- or two-digit number by 10 and 100, identify the value of the digits in the answer.* § *Describe and extend number sequences involving counting on or back in different steps.* § *Read Roman numerals from I to XII.* § Solve number problems and practical problems involving these ideas.	§ *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).* § *Select a mental strategy appropriate for the numbers involved in the calculation.* § *Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context.* § *Recall/use addition/subtraction facts for 100 (multiples of 5 and 10).* § *Derive and use addition and subtraction facts for 100.* § *Derive and use addition and subtraction facts for multiples of 100 totalling 1000.* § 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.	§ *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).* § *Understand that division is the inverse of multiplication and vice versa.* § *Understand how multiplication and division statements can be represented using arrays.* § *Understand division as sharing and grouping and use each appropriately.* § Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. § *Derive and use doubles of all numbers to 100 and corresponding halves.* § *Derive and use doubles of all multiples of 50 to 500.* § 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. § *Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.* § Solve problems, including missing number problems, involving multiplication and division *(and interpreting remainders),* including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Key Learning in Mathematics – Year 3

Number – fractions

- *Show practically or pictorially that a fraction is one whole number divided by another (e.g. $\frac{3}{4}$ can be interpreted as 3 ÷ 4).*
- *Understand that finding a fraction of an amount relates to division.*
- Recognise that tenths arise from dividing objects 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 [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$].
- Compare and order unit fractions, and fractions with the same denominators *(including on a number line).*
- *Count on and back in steps of $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$.*
- Solve problems that involve all of the above.

Geometry – properties of shapes

- 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.

Geometry – position and direction

- *Describe positions on a square grid labelled with letters and numbers.*

Measurement

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- *Continue to estimate and measure temperature to the nearest degree (°C) using thermometers.*
- *Understand perimeter is a measure of distance around the boundary of a shape.*
- Measure the perimeter of simple 2-D shapes.
- 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/read time with increasing accuracy to the nearest minute.
- Record/compare time in terms of seconds, minutes, hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon, 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].
- *Continue to recognise and use the symbols for pounds (£) and pence (p) and understand that the decimal point separates pounds/pence.*
- *Recognise that ten 10p coins equal £1 and that each coin is $\frac{1}{10}$ of £1.*
- Add and subtract amounts of money to give change, using both £ and p in practical contexts.
- *Solve problems involving money and measures and simple problems involving passage of time.*

Statistics

- *Use sorting diagrams to compare and sort objects, numbers and common 2-D and 3-D shapes and everyday objects.*
- 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 and pictograms and tables.