

Year 3

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, mass 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 multiplication using known multiplication tables, including 2-digit x 1-digit, using mental and progressing to formal written methods. ▪ 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. 	<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 length. 	<ul style="list-style-type: none"> ▪ I practise formal methods of multiplication and division, including a high focus on reasoning.

Year 3 (continued)

Aspect	Autumn	Spring	Summer
Fractions		<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 increasing accuracy to the nearest minute; Tell and write the time from an analogue clock, including using Roman numerals from I to XII. 	<ul style="list-style-type: none"> • I measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/ capacity (l/ml). • 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 know the numbers of seconds in a minute and the number of days in each month, year and leap year. • 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.