

YEAR 3

AUTUMN TERM- 27

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| Number and place value | <ul style="list-style-type: none"> -Read and write numbers up to 1000 in numerals and in words. -Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s). |
| Addition and Subtraction | <ul style="list-style-type: none"> -Recall or quickly find multiples of 5 bonds to 100. -Use number bonds and number patterns to add and subtract 1-digit numbers from 2-digit numbers. -Add several numbers, spotting doubles and bonds. -Add and subtract multiples and near multiples of 10 by counting on and back or by using number facts and place value. -Work systematically, using logical reasoning and deduction, to find number pairs that total a 2-digit number. -Spot patterns to add any pair of 2-digit numbers, choosing an appropriate strategy, for example using bonds. -Spot patterns to subtract any pair of 2-digit numbers, choosing an appropriate strategy, for example using bonds. -Use knowledge of bonds to add to the next multiple of 10 and then on to 100. -Begin to derive pairs of numbers that total 100. |
| Multiplication and Division | <ul style="list-style-type: none"> -Recall doubles of numbers 1 to 20, derive the related halves and apply reasoning skills to choose numbers that will give the longest halving chains. -Double 2-digit numbers to 50 and halve 2-digit numbers up to 100. -Recall and use multiplication and division facts for the 2, 3, 4, 5 and 10 multiplication tables. -Understand that division is the inverse of multiplication. -Understand that a remainder is the amount left over after a division and begin to understand the patterns of remainders. -Use commutativity to find multiplication facts using known facts. |
| Fractions, Decimals, Ratios and Percentages | <ul style="list-style-type: none"> -Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators, e.g. $\frac{1}{2}$, $\frac{1}{3}$s and $\frac{1}{4}$s of multiples of 2, 3 and 4, using visual representations. -Understand fractions as parts of a whole and compare unit fractions. -Understand that a fraction is an equal part of a whole and that a unit fraction is one part and a non-unit fraction is several parts. -Look for patterns, make predictions and begin to see the relationship between finding fractions of amounts and division. |
| Measures | <ul style="list-style-type: none"> -Tell and write the time to the nearest 5 minutes from an analogue or digital clock, including using Roman numerals from I to XII. -Know the number of days in each month, year and leap year and use this to try different approaches and find ways of overcoming difficulties. -Solve number and practical problems using place value to add and subtract amounts of money. -Measure and compare lengths; (m/cm/mm) and capacity (ml/L). |
| Geometry | <ul style="list-style-type: none"> -Draw and make 3D shapes using modelling materials -Recognise 3D shapes in different orientations and describe them.. |
| Statistics | |

Year 3

SPRING TERM-

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| <p>Number and place value</p> | <p>Understand 2- and 3-digit numbers; find 1, 10 or 100 more or less than a given number without difficulty. Round numbers to the nearest 10 and 100, using a number line. Identify, represent and estimate numbers using different representations including a number line Multiply and divide by 10 (whole-number answers). Count from 0, in steps of 10, 50 and 100, and find 10 or 100 more or less than a given number; spot patterns in both systems to solve problems. Begin to compare and order numbers up to 1000, using < and > signs. Work systematically and make generalisations.</p> |
| <p>Addition and Subtraction</p> | <p>Find pairs with a total of 100 or a maximum total of £1.00. Add numbers mentally, including 2-digit and 3-digit numbers. Subtract 2-digit numbers from 3-digit numbers, and begin to subtract 3-digit numbers from 3-digit numbers, using counting up and by looking for patterns in the digits. Count up to find change from £5 and £10 (multiples of 5p). Solve simple word problems using addition or subtraction. Begin to add numbers with up to 3 digits, using formal written methods of columnar addition (1s greater than 10s or 10s greater than 100s). Investigate patterns when adding numbers, estimate the answer to a calculation and begin to use a systematic approach, including using inverse operations, to check answers.</p> |
| <p>Multiplication and Division</p> | <p>Understand the relationship between doubling and halving. Recall and use multiplication and division facts for the 2, 3, 4, 5 and 10 multiplication tables. Multiply 2-digit numbers by 4 by doubling twice, and divide 2-digit numbers by 4 by halving twice (whole-number answers) Solve problems, including missing number problems, involving multiplication and division Double numbers, and halve even numbers, up to 100 by partitioning. Multiply numbers between 10 and 25 by 3, 4 and 5. Multiply and divide multiples of 10 by 3, 4 and 5 (with no remainders). Begin to use the grid method to multiply 2-digit numbers from 10 to 25 by 1-digit numbers.</p> |
| <p>Fractions, Decimals, Ratios and Percentages</p> | <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators, e.g. identify $1/2$s, $1/3$s, $1/4$s, $1/5$s, $1/6$s and $1/8$s, and say how many are needed to make a whole. Mark and identify simple fractions on 0 to 1 lines. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators, for example $1/2$s, $1/3$s, $1/4$s, and $1/5$s of amounts (whole number answers only). Recognise and show, using diagrams, equivalent fractions with small denominators.</p> |
| <p>Measures</p> | <p>Tell and write the time to the nearest minute from an analogue clock, including using Roman Numerals from I to XII, or a digital clock. Calculate time intervals and compare durations of events. Begin to measure the perimeter of simple 2D shapes. Know the number of seconds in a minute.</p> |
| <p>Geometry</p> | <p>Identify and draw 2D shapes, and describe their properties. Identify right angles, recognise that 2 right angles make a half turn, 3 make $3/4$ of a turn and 4 complete a turn; identify whether angles are greater than or less than a right angle.</p> |
| <p>Statistics</p> | |

Year 3

SUMMER TERM-

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| Number and place value | Count from 0 in multiples of 4, 8, 10, 50 and 100; find 10 or 100 more or less than a give number. Compare and order numbers up to 1000, using < and > signs. Solve number problems and practical problems involving these ideas. |
| Addition and Subtraction | Subtract a 2-digit or 3-digit number using place value. Find change from £10 and begin to find change from £20. Subtract numbers with up to 3 digits by counting up (difference less than 100); work systematically to find possibilities and begin to explain mathematical patterns. Estimate the answer to a calculation and use inverse operations to check answers (use addition to check subtraction). Use number facts to add and subtract numbers mentally, including a 3-digit number and 1s, a 3-digit number and 10s, and a 3-digit number and 100s, and explain their methods. Choose an appropriate strategy (mental or written) to solve addition of 3-digit numbers. Add numbers with up to 3 digits using column addition and using reasoning and trial and improvement. Use reasoning skills to invent appropriate addition questions. |
| Multiplication and Division | Recall and use multiplication and division facts for the 2, 3, 4, 5, 8 and 10 multiplication tables. Understand the relationship between multiplication and division. Write and calculate mathematical statements for multiplication using multiplication tables, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods, for example using grid methods to multiply 2-digit numbers by 3, 4, 5, and 8. Begin to make generalisations and solve problems, including missing number problems and word problems, involving 2-digit by 1-digit multiplication or division. Solve positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Write and calculate mathematical statements for division using the multiplication tables that they know, using mental and progressing to formal written methods, for example divide by 3, 4, 5, 8 with and without remainders (answers less than 20). Divide numbers just beyond the range of known table facts by subtracting 10 times the divisor. |
| Fractions, Decimals, Ratios and Percentages | Add and subtract fractions with the same denominator within one whole. Compare and order unit fractions, and fractions with the same denominators. Solve problems with fractions that involve all of the above. Recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10. |
| Measures | Add and subtract amounts of money to give change, using both £ and p in practical contexts. Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (L/ml). Measure the perimeter of simple 2D shapes. 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, am/pm, morning, afternoon, noon and midnight. Tell and write the time from 12-hour and 24-hour clocks. |
| Geometry | Recognise angles as a property of shape or a description of a turn. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines |
| Statistics | Interpret and present data using bar charts, pictograms and tables. Solve 1-step and 2-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables. |