

## Mathematics- Year 3 Programme of Study

| Term<br>1 | Term<br>2 | Term<br>3 | Working<br>towards<br>objective | Working just<br>below<br>objective | Working at level of objective  | Exceeding level of objective |
|-----------|-----------|-----------|---------------------------------|------------------------------------|--|------------------------------|
|           |           |           |                                 |                                    | <b>NUMBER- Number and Place Value</b>  |                              |
|           |           |           |                                 |                                    | Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number   |                              |
|           |           |           |                                 |                                    | Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)   |                              |
|           |           |           |                                 |                                    | Compare and order numbers up to 1000   |                              |
|           |           |           |                                 |                                    | Identify, represent and estimate numbers using different representations   |                              |
|           |           |           |                                 |                                    | Read and write numbers up to 1000 in numerals and in words   |                              |
|           |           |           |                                 |                                    | Solve number problems and practical problems involving these ideas.  |                              |
|           |           |           |                                 |                                    |  |                              |
|           |           |           |                                 |                                    | <b>NUMBER- addition and subtraction</b>  |                              |
|           |           |           |                                 |                                    | Add and subtract numbers mentally, including: <ul style="list-style-type: none"> <li>a three-digit number and ones</li> <li>a three-digit number and tens</li> </ul> |                              |

## Mathematics- Year 3 Programme of Study

|  |  |  |  |  |   |  |
|--|--|--|--|--|---|--|
|  |  |  |  |  | <ul style="list-style-type: none"> <li>a three-digit number and hundreds</li> </ul>   |  |
|  |  |  |  |  | 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.  |  |
|  |  |  |  |  |   |  |
|  |  |  |  |  | <b>NUMBER- multiplication and division</b>  |  |
|  |  |  |  |  | Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables   |  |
|  |  |  |  |  | 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 |  |
|  |  |  |  |  | Solve problems, including missing   |  |

## Mathematics- Year 3 Programme of Study

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  | number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which $n$ objects are connected to $m$ objects. |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  | <b>NUMBER- Fractions (including decimals)</b>  |  |
|  |  |  |  |  | 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                         |  |
|  |  |  |  |  | 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 eg. five sevenths + one seventh= six sevenths (using fraction terminology)                                   |  |

## Mathematics- Year 3 Programme of Study

|  |  |  |  |  |   |  |
|--|--|--|--|--|---|--|
|  |  |  |  |  | Compare and order unit fractions, and fractions with the same denominators  |  |
|  |  |  |  |  | Solve problems that involve all of the above.   |  |
|  |  |  |  |  |   |  |
|  |  |  |  |  | <b>MEASUREMENT</b>  |  |
|  |  |  |  |  | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)  |  |
|  |  |  |  |  | Measure the perimeter of simple 2-D shapes  |  |
|  |  |  |  |  | Add and subtract amounts of money to give change, using both £ and p in practical contexts  |  |
|  |  |  |  |  | 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 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, a.m./p.m., morning, afternoon, noon and midnight |  |
|  |  |  |  |  | Know the number of seconds in a   |  |

## Mathematics- Year 3 Programme of Study

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  | 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  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  | <b>GEOMETRY- Properties of shapes</b>  |  |
|  |  |  |  |  | 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.  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  | <b>STATISTICS</b>  |  |
|  |  |  |  |  | Interpret and present data using bar charts, pictograms and tables   |  |
|  |  |  |  |  | Solve one-step and two-step  |  |

## Mathematics- Year 3 Programme of Study

|  |  |  |  |  |   |  |
|--|--|--|--|--|---|--|
|  |  |  |  |  | questions for example, 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables. |  |
|  |  |  |  |  |   |  |
|  |  |  |  |  |   |  |