



Living our learning

Year 3 Expectations in Maths

Throughout the year your child will be working towards these expectations.

Number and Place Value

Count in 100s to and from zero, using support apparatus e.g hundreds, tens and unit cards or number lines if needed.

Count in 50s to and from zero, using support apparatus or number lines if needed.

Count in 4s to and from zero using support apparatus or number lines if needed.

Count in 8s to and from zero using support apparatus or number lines if needed.

Use apparatus (hundreds, tens and units cards) or number lines to find **10 or 100 more or less** than any given number e.g $992 + 10 =$ $992 + 100 =$

Recognise the **place value of each digit in a three-digit number** (hundreds, tens, ones)

e.g 130 can be written as 1 hundred, 3 tens (or 30) and zero units. 2, 5, 3, use these three digits to make an even number less than 500. What does the 2 represent in each of the following numbers ; 352, 265, 321 ?

Compare and order numbers up to **1000**; use **<**, **>** and **=** signs

e.g $9\ 989 < 10\ 000$

Read and write numbers up to **1000** in **numerals and in words** e.g 713 is seven hundred and thirteen

Solve number problems and practical problems with numbers up to 1000 e.g Write in order all the 3 digit numbers that can be made from the digits 2, 3, 3, 6. The first one would be 233

Addition and Subtraction

Add and subtract numbers mentally, including a **three-digit number and ones** e.g $429 + 1 =$

Add and subtract numbers mentally, including a **three-digit number and tens** e.g $499 + 10 =$

Add and subtract numbers mentally, including a **three-digit number and hundreds** e.g $499 + 300 =$

Add numbers with up to three digits, using **formal column written methods**.

See our Written Method Policy on the school website for more information. for more information.

$$\begin{array}{r} 478 \\ + 246 \\ \hline 724 \\ 11 \end{array}$$

Subtract numbers with up to three digits, using **formal column written methods**

$$\begin{array}{r} 343 \\ - 124 \\ \hline 219 \end{array}$$

Estimate the answer to a calculation

Begin to use knowledge of **inverse operations in order to check calculations**.

Solve problems, including missing number problems, using **number facts, place value, addition and subtraction**
e.g $856 - \square = 615$

Multiplication and Division

Remember and use **multiplication and division facts** for the **3, 4 and 8 multiplication tables**

e.g. $4 \times 8 = 32$ and $32 \div 4 = 8$

Record and solve multiplication problems (using the multiplication tables that they know) including **two-digit numbers multiplied by one-digit numbers** using **column written methods**.

$$\begin{array}{r} 23 \\ \times 4 \\ \hline 92 \\ \hline \end{array}$$

Record and solve division problems (using the multiplication tables that they know) including **two-digit numbers divided by one-digit numbers** using **formal written methods**

$$43 \div 3 = \begin{array}{r} 14 \\ 3 \overline{) 43} \\ \underline{3} \\ 12 \\ \underline{12} \\ 0 \end{array}$$

Solve problems, including **missing number problems**, **involving multiplication and division**, including **scaling problems and correspondence problems** e.g. $12 \times \square = 72 \div 2 =$

Fractions

Find **simple fractions** e.g. $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}$ etc. of a **shape, measure or quantity** by using an **understanding of the denominator**. E.g. $\frac{1}{2}$ of $48 = 24$

Find **non-unit fractions** e.g. $\frac{2}{3}, \frac{3}{4}, \frac{3}{5}, \frac{5}{6}$ of a **shape, measure or quantity** by using an **understanding of the denominator and numerator**. E.g. $\frac{3}{4}$ of $20 = 15$

Compare and order fractions with the **same denominators** e.g. $\frac{1}{3}, \frac{2}{3}$.

Compare and order unit fractions through direct comparison on diagrams e.g. $\frac{1}{2}, \frac{1}{3}$

Understand **one tenth** is recorded as $\frac{1}{10}$. Understand that a tenth is found by **dividing a shape or object in to ten equal parts or dividing a quantity by ten**.

Count up and down in tenths

Recognise and show, using diagrams, **equivalent fractions with small denominators**

Add and subtract fractions with the same denominator within one whole e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$

Solve fraction problems. E.g. Which of these fractions adds up to 1 ; $\frac{1}{5}, \frac{5}{4}, \frac{4}{2}, \frac{2}{5}, \frac{5}{1}, \frac{1}{3}, \frac{3}{5}$?

Measurement

Measure, compare, add and subtract lengths (m/cm/mm). E.g. Jim is 185 cm tall and Alex is 125cm. What is the difference in their heights?

Measure, compare, add and subtract volume/capacity (l/ml). E.g. Put some water into a measuring jug and say how much is in the jug. Try with differing amounts.

Measure, compare, add and subtract mass (kg/g). E.g. Write these masses in order 1 kg, $\frac{3}{4}$ kg, 7 kg, 700g.

Measure perimeter (length of the outside edge of a shape) of 2D shapes to the nearest cm or m.

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 24-hour clocks
Know that a minute contains 60 seconds . Time events in seconds and order these
Round times to the nearest minute and half 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 days in each month
Compare durations of events e.g. to calculate the time taken by particular events or tasks

Geometry - Properties of Shape

Recognise angles as a property of shape
Recognise angles as a description of a turn
Recognise right angles in drawings and in the environment
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 (90°)
Identify whether a line is horizontal or vertical .
Begin to identify parallel lines on common 2-D shapes
Begin to identify perpendicular lines and link this to an understanding of right angles.
Draw 2-D shapes
Make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

Statistics

Read and interpret data using bar charts, pictograms and tables
Understand and use simple scales in pictograms, bar charts and tables (the scale is recorded in 2s, 5s, 10s)
Interpret data by answering questions e.g. How many more? How many fewer?