

Year 3**Number and Place Value****Expected**

- To count from 0 in multiples of 4, 8, 50 and 100 and find 10 or 100 more or less than a given number.
- To recognise the place value of each digit of a three- digit number with hundreds, tens and ones.
- To partition three-digit numbers
- To compare and order numbers up to 1000.
- To identify, represent and estimate numbers using objects and pictures.
- To read and write numbers up to 1000 in numbers and words.
- To solve number and word problems involving these ideas.

Addition Subtraction, Multiplication and Division**Expected**

- To add and subtract numbers in my head, including a three digit number and ones.
- To add and subtract numbers in my head, including a three digit number and tens.
- To add and subtract numbers in my head, including a three digit number and hundreds.
- To add and subtract numbers with up to three digits using formal column methods (compact, expanded)
- To estimate the answer to a calculation and use this and inverse operations to check answers.
- To use the inverse to solve missing number problems
- To solve problems using number facts
- To solve problems involving addition and subtraction.
- To recall and use multiplication and division facts for the 3, 4 and 8 times tables.
- To calculate a 2-digit by a 1-digit numbers using formal written methods
- To solve multiplication problems (2-digit numbers times by 1-digit numbers)
- To solve division problems (2-digit numbers times by 1-digit numbers)
- To solve problems, including missing number problems, involving multiplication and division, including factors and ratio.

Fractions (including fractions and percentages)**Expected**

- To count up and down in tenths, and know that tenths are made by dividing an object into 10 equal parts and dividing one-digit numbers or quantities by 10.
- To recognise, write and find fractions for a set of objects.
- To find fractions of amounts
- To recognise fractions with small denominators.
- To find and use fractions as numbers e.g. $\frac{1}{4}$ of 8 = 2 and $\frac{3}{4}$ of 8 = 6.
- To identify and show equivalent fractions using diagrams.
- To simplify fractions
- To add fractions with the same denominator within one whole.
- To subtract fractions with the same denominator within one whole.
- To compare and order fractions with the same denominator.
- To solve fraction problems

Measurement	Expected
	<ul style="list-style-type: none"> • To measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume and capacity (l/ml). • To measure the perimeter of simple 2-D shapes. • To add and subtract money, giving change and using pounds and pence in practical contexts. • To tell and write the time on an analogue clock (12-hour) • To tell and write the time on an analogue clock (24-hour) • To estimate and read the time with increasing accuracy to the nearest minute. • To record and compare time in seconds, minutes and hours. • To use vocabulary such as o'clock, a.m., p.m., morning, afternoon, noon and midnight. • To know the number of seconds in a minute and how many days there are in a month, a year, and in a leap year. • To compare duration of events (for example, how much time is taken by different events or tasks).

Properties of Shape	Expected
	<ul style="list-style-type: none"> • To draw 2-D shapes and make 3-D shapes using modelling materials. • To recognise 3-D shapes in different orientations and describe them. • To recognise angles as properties of shape or a description of a turn. • To identify right angles as quarter turns • To recognise that two right angles make a half-turn, three make three quarters of a turn and four make a full turn. • To identify when angles are greater or less than a right angle (acute and obtuse) • To identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Statistics	Expected
	<ul style="list-style-type: none"> • To interpret and present data using bar charts, pictograms and tables. • To solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?', using information presented in scaled bar charts, pictograms and tables.

Greater Depth (End of KS2)	
<ul style="list-style-type: none"> • To solve problems of greater complexity (i.e. where the approach is not immediately obvious), demonstrating creativity and imagination. • To independently explore and investigate mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics. • To represent their learning in a variety of ways including constructing a model, drawing a mathematical picture, using manipulative or writing down their thoughts. • To be able to refine, consolidate and develop their understanding by entering into learning conversations with their peers and teachers. • To be able to independently explore and investigate mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics. • To be able to make a distinction between absolute words such as; always, all, every, etc and qualifying words such as most, sometimes and usually. • To be able to articulate their ideas, justify their thinking and share ideas with others through reflecting, representing and reporting. • To be able to recall facts quickly and efficiently with the flexibility to move between different contexts and representations of mathematics. • To apply skills and organise their ideas to make connections with other areas of learning, different contexts and new areas. 	