

YEAR THREE MATHS OVERVIEW

Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry: properties of shapes	Statistics
<p>Pupils should be taught to:</p> <p>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</p> <p>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p> <p>compare and order numbers up to 1000</p> <p>identify, represent and estimate numbers using different representations</p> <p>read and write numbers up to 1000 in numerals and in words</p> <p>solve number problems and practical problems involving these ideas</p>	<p>Pupils should be taught to:</p> <p>add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds <p>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p>estimate the answer to a calculation and use inverse operations to check answers</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p>	<p>Pupils should be taught to:</p> <p>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>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</p> <p>☑ solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</p>	<p>Pupils should be taught to:</p> <p>☑ 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</p> <p>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>add and subtract fractions with the same denominator within one whole (for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)</p> <p>compare and order unit fractions, and fractions with the same denominators</p> <p>solve problems that involve all of the above</p>	<p>Pupils should be taught to:</p> <p>measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <p>measure the perimeter of simple 2-D shapes</p> <p>add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>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</p> <p>know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>☑☑ compare durations of events [for example to calculate the time taken by particular events or tasks]</p>	<p>Pupils should be taught to:</p> <p>draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <p>recognise that angles are a property of shape or a description of a turn</p> <p>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</p> <p>identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p>	<p>Pupils should be taught to:</p> <p>interpret and present data using bar charts, pictograms and tables</p> <p>solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables</p>