**Year 3**

| Topic Area | Autumn | Spring | Summer |
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| Number and place value | • To read and write numbers up to 1000 in numerals and in words.<br>• To count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.<br>• To recognise the place value of each digit in a three-digit number (hundreds, tens, ones).<br>• To compare and order numbers up to 1000. | • To recognise the place value of each digit in a three digit number (hundreds, tens, ones).<br>• To compare and order numbers to 1000 in numerals and words.<br>• To recall addition and subtraction facts to 100 fluently.<br>• To count from 0 in multiples of 4, 8, 50 and 100.<br>• To find 10 or 100 more or less than a given number, identify, represent and estimate numbers using different representations.<br>• To solve number problems and practical problems involving these ideas. | • To recognise the place value of each digit in a three digit number (hundreds, tens, ones).<br>• To compare and order numbers to 1000 in numerals and words.<br>• To recall addition and subtraction facts to 100 fluently. |
| Addition and Subtraction | • To add and subtract numbers mentally, including: a three-digit number and ones.<br>• To add and subtract numbers mentally, including: a three-digit number and tens.<br>• To add numbers with up to three digits, using formal written methods of columnar addition and subtraction.<br>• To add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. | • To add and subtract numbers mentally, including: a three-digit number and ones<br>• To estimate the answer to a calculation and use inverse operations to check answers.<br>• To solve problems involving missing number problems, using number facts and more complex addition and subtraction.<br>• To record £ and p separately.<br>• To add and subtract amounts of money to give change, using both £ and p in practical contexts. | • To add and subtract numbers mentally, including a three-digit number and hundreds.<br>• To estimate the answer to a calculation and use inverse operations to check answers.<br>• To add numbers with up to three digits, using formal written methods of columnar addition and subtraction.<br>• To add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. |
| Multiplication and division | • To recall multiplication and division facts of 7s and 9s.<br>• To read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. | • To estimate an answer to a calculation and use inverse operations to check the answer.<br>• To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.<br>• To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know.<br>• To use mental methods for multiplication of two-digit by one-digit numbers.<br>• To use mental methods for multiplication of two-digit by one-digit numbers.<br>• Progression to: To know formal written methods for two-digit numbers times one-digit numbers. | • To use informal methods to divide a two digit number by a one digit number.<br>• To begin to interpret the remainder in a division calculation. |

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| Fractions including decimals | • To recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.<br>• To recognise, find and write fractions of a discrete set of objects (or shapes). | • To recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.<br>• To count up and down in tenths, recognise that tenths arse from dividing an object into 10 equal parts and in dividing one-digit numbers of quantities by 10.<br>• To understand unit and non-unit fractions on the number line and deduce relationships between them, such as size and equivalence, going beyond 0, 1 interval, including relating this to measure (money).<br>• To solve problems involving fractions of a discrete set of objects. | • To recognise and show, using diagrams, equivalent fractions with small denominators. |
| Measurement | • To know the number of seconds in a minute and the number of days in each month and leap year.<br>• To 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.<br>• To tell the time from an analogue clock.<br>• To use a variety of representations (number lines) including those related to measure, pupils continue to count in ones, tens and hundreds, so that they become fluent in the order and place value of numbers to 1000.<br>• To measure lengths.<br>• To compare, add and subtract lengths.<br>• To solve problems involving missing number problems, using number facts, place value and more complex addition and subtraction. | • To measure and add and subtract mass using kg and g.<br>• To compare mass using mixed units (1kg and 200g) and simple equivalents: 1200g = 1.2kg).<br>• To solve problems number and practical problems involving the place value of digits and comparing and ordering numbers up to 1000 in the context of measures. | • To use a variety of representations, including those related to measure.<br>• To measure and add and subtract volume/capacity (l/ml).<br>• To compare mass using mixed units (1kg and 200g) and simple equivalents: 1200g = 1.2kg). |

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| Geometry: properties of shapes and position and direction | • To draw 2-D shapes and recognise 2-D shapes in different orientations and describe them. | • To measure the perimeter of simple 2D shapes.<br>• To recognise angles as a property of a shape or a description of a turn.<br>• To 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. | • To identify polygons and polyhedral that are symmetrical/not symmetrical.<br>• To recognise 3D shapes in different orientations and describe them using accurate language.<br>• To make 3D shapes using modelling materials.<br>• To measure the perimeter of simple 2D shapes.<br>• To recognise angles as a property of a shape or a description of a turn. |
| Statistics | • To interpret and present data using pictograms and tables. | • To interpret and present data using bar charts and tables. | • To understand and use simple scales in bar charts. To interpret data in many contexts.<br>• To solve one-step and two-step questions for example, how many more, how many fewer using information in scales. |