

Year 3 - Yearly Objectives

<u>Times Tables</u>	<u>Number</u> Properties of Number and Place Value	<u>Number</u> Addition and Subtraction	<u>Number</u> Multiplication and Division	<u>Number</u> Fractions
<ul style="list-style-type: none"> • Recall and use multiplication and division facts for 3 & 4 times table. • Recall and use multiplication and division facts for 8 times table recognising its relationship to the 4 times table. 	<ul style="list-style-type: none"> • Recognise patterns in some multiplication tables - 2, 5, 10, 4 & 8). • Count from 0 in multiples of 4, 8, 50 and 100. • Find 1, 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, including the number line. • Read and write numbers up to 1000 in numerals and in words. • To count in 10's and 100's and can add / subtract 10 or 100 from any given number up to 1000. • Find the effect of multiplying a one- or two-digit number by 10 and 100, identify the value of the digits in the answer. • Read Roman numerals from I to XII. 	<ul style="list-style-type: none"> • Add and subtract numbers mentally, including: <ul style="list-style-type: none"> - a three-digit number and ones. - a three-digit number and tens. - a three-digit number and hundreds. • Add 2 and 3 digit number using expanded column addition. • Partition a number and subtract using column subtraction without decomposing (2 & 3 digit numbers). • To subtract 2 and 3 digit numbers without decomposing. • Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. • Add and subtract using £ and p and to give change in practical contexts. • Estimate the answer to a calculation and use inverse operations to check answers. 	<ul style="list-style-type: none"> • 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 methods. • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers by one-digit numbers, progressing to formal written methods. • Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. • To explore the effect of partitioning a number to multiply (distributive) - exploring 7×8 by splitting 7 into 2 & 5 then calculating 8×2 and 8×5 • Use related facts to multiply multiples of 10 - 6×8 / 60×80. • Partition a number into 10's and 1's then multiply (distributive law). • To divide 2 digit numbers by another number using the known tables. 	<ul style="list-style-type: none"> • Recognise fractions of shapes - unit and non-unit. • Recognise a 'whole' as a fraction • 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 (using diagrams) (for example, $5/7 + 1/7 = 6/7$). • Compare and order unit fractions and fractions with the same denominators (including on a number line).

<u>Measurement</u>	<u>Geometry</u> Properties of shape	<u>Statistics</u>	<u>Problem solving</u>
<ul style="list-style-type: none"> • Measure, compare, add and subtract: <ul style="list-style-type: none"> - lengths (m/cm/mm) - mass (kg/g) - volume/capacity (l/ml) • Confidently read measuring instruments with increasing accuracy. • Read measures in mixed units and convert simple whole units of measure - 5m = 500cm. • 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 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) • Recognise that ten 10p coins are equivalent to £1 and that each coin is 1/10 of £1. 	<ul style="list-style-type: none"> • Draw 2-D shapes and describe them. • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. • Make 3-D shapes using modelling materials; recognise them 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. • Say if an angle is greater or less than a right angle. 	<ul style="list-style-type: none"> • Interpret and present data using bar charts, pictograms and tables. • Interpret and present data in charts and graphs including using scales of 2, 5 and 10. 	<ul style="list-style-type: none"> • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. • Solve problems, including missing number problems, involving multiplication and division (and interpreting remainders), including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. • Solve money problems involving addition and finding change. (£ & p). • To solve missing number problems for all four operations with numbers up to 100 using knowledge of number facts and relationships between numbers. • Solve 1 step word problems using all 4 operations with numbers beyond 100. • Solve simple correspondence problems - <i>4 hats, 3 coats how many outfits, share 4 cakes between 8 people.</i> • Solve simple scaling problems - <i>twice as long as...</i> • 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. • Estimate answers and use inverse to check.