



Mathematics Year 3



Number and Place Value

1. I can read, write numbers up to 1000 in numerals.
2. I can write numbers up to 1000 in words.
3. I can recognise the place value of each digit in a three-digit number.
4. I can compare and order numbers up to 1000.
5. I can estimate numbers up to 1000.
6. I can count from 0 in multiples of 4, 8, 50 and 100
7. I can find 10 or 100 more or less than a given number.
8. I can round any number to 10 and 100.
9. I can applying partitioning related to place value using varied and increasingly complex problems, building on work in year 2 (for example, $146 = 100 + 40$ and $6, 146 = 130 + 16$).

Addition and Subtraction

1. I can add and subtract numbers mentally, including:
 - a three-digit number and ones
 - a three-digit number and tens
 - a three-digit number and hundreds
2. I can add and subtract numbers with up to three digits, using formal written methods of column addition to solve problems.
3. I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
4. I can estimate the answer to a calculation and use inverse operations to check answers.

Multiplication and Division

1. I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
2. I can start to use my times table and division knowledge for commutativity and associativity (for example, $4 \times 12 \times 5 = 4 \times 5 \times 12 = 20 \times 12 = 240$) and multiplication and division facts (for example, using $3 \times 2 = 6$, $6 \div 3 = 2$ and $2 = 6 \div 3$) to derive related facts (for example, $30 \times 2 = 60$, $60 \div 3 = 20$ and $20 = 60 \div 3$).
3. I can write and calculate mathematical statements for multiplication and division using mental methods to solve problems.
3. I can write and calculate mathematical statements for multiplication and division using formal written methods to solve problems.
4. I can multiply and divide whole numbers by 10, 100 and 1000.

NOTE: Please see additional ARE sheet for times tables.

Fractions, Decimals, Percentages and Proportions

1. I can 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.
2. I can recognise fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
3. I can find fractions of a discrete set of objects or a given number.
4. I can write the fraction or a shape or amount.
5. I know the vocabulary numerator and denominator.
6. I can add and subtract fractions with the same denominator within one whole.
7. I am starting to understand the link between fractions and place value when fractions are out of 10 and 100.
8. I can recognise and show, using diagrams, equivalent fractions with small denominators.
9. I can compare and order unit fractions, and fractions with the same denominators.

Measure

1. I can measure, compare, add and subtract: lengths (m/cm/mm), mass (kg/g); volume/capacity (l/ml) for example, measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1 kg and 200g) and simple equivalents of mixed units (for example, $5m = 500cm$).
2. I know how many g in a kg, ml in a l, m in a km, cm in a m, mm in a cm.
3. I can measure the perimeter of simple 2-D shapes.
4. I can add and subtract amounts of money to give change, using both £ and p in practical contexts and mixed amounts.
5. I can tell and write the time from an analogue clock (to the nearest minute), including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.
6. I can compare durations of events [for example to calculate the time taken by particular events or tasks].
7. I can estimate and read time with increasing accuracy to the nearest minute in analogue and digital; 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.
8. I know the number of seconds in a minute and the numbers of days in each month, year and leap year.

Geometry

1. I can identify 2-D and 3-D shapes.
2. I can recognise 3-D shapes in different orientations and describe them.
3. I can draw 2-D shapes and make 3-D shapes.
4. I can describe and compare 2-D and 3-D shapes.
5. I can recognise angles as a property of shape or a description of a turn.
6. I can recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn.
7. I can identifying whether angles are greater or less than a right angle and use the vocabulary obtuse and acute.
8. I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Statistics

1. I can interpret and present data using bar charts, pictograms and tables.
2. I can 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.