

Maths – End of Year 3 Expectations

New National Curriculum Objectives

Number and Place Value	count from 0 in multiples of 4, 8, 50 and 100;
	find 10 or 100 more or less than a given number
	compare and order numbers up to 1 000
	identify, represent and estimate numbers using different representations
	read and write numbers up to 1 000 in numerals and in words
	tell and write the time from an analogue clock, including using Roman numerals
	recognise the place value of each digit in a three digit number (hundreds, tens, ones)
	solve number problems and practical problems involving above ideas.
Addition and Subtraction	add and subtract numbers mentally, including: a three-digit number and ones / a three-digit number and tens / a three-digit number and hundreds
	add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
	estimate the answer to a calculation and use inverse operations to check answers
	solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
Multiplication and Division	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
	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
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	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
Fractions, Decimals and Percentages	count up and down in tenths
	recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
	recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10.
	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
	compare and order unit fractions, and fractions with the same denominators
	recognise and show, using diagrams, equivalent fractions with small denominators
	add and subtract fractions with the same denominator within one whole. E.g one seventh + 3 sevenths = 4 sevenths.
	Solve problems that involve all of the above using fractions.
Measurement	compare durations of events, for example to calculate the time taken by particular events or tasks
	add and subtract amounts of money to give change, using both £ and p in practical contexts
	measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
	measure the perimeter of simple 2-D shapes
	know the number of seconds in a minute and the number of days in each month, year and leap year
	measure, compare, add & subtract using common metric measures

Telling the time	estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight
	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, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight
Geometry Shape and Position	draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes 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
Statistics	identify horizontal and vertical lines and pairs of perpendicular and parallel lines
	interpret and present data using bar charts, pictograms and tables
	solve one-step and two step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.