# Y3 Curriculum Summary

| Arithmetic | Reasoning |
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| **Number and Place Value**<br>1. Count from 0 in multiples of 4, 8, 50 and 100.<br>2. Find 10 or 100 more or less than a given number<br><br>**Addition and Subtraction**<br>1. Add and subtract numbers with up to three digits, using formal written (column) methods<br>2. Use inverse operations to check answers<br><br>**Multiplication and Division**<br>1. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.<br>2. 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<br>**3.** Multiply and divide up to three digit numbers by one, ten and a hundred<br><br>**Fractions**<br>1. Count up and down in tenths.<br>2. Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7].<br><br>**Measurement**<br>1. Measure, compare, add and subtract: lengths (m/cm/mm), mass (kg/g), volume/capacity (l/ml)<br>2. Measure the perimeter of simple 2-D shapes. | **Number and Place Value**<br>1. Read and write numbers up to 1000 in numerals and in words<br>2. Recognise the place value of each digit in a three-digit number (HTO)<br>3. Compare and order numbers up to 1000<br>4. Identify, represent and estimate numbers using different representations.<br>5. Solve number problems and practical problems involving these ideas.<br><br>**Addition and Subtraction**<br>1. Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens and a three-digit number and hundreds<br>2. Estimate the answer to a calculation and use inverse operations to check answers<br>3. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.<br><br>**Multiplication and Division**<br>1. Begin to expose children to language of multiples and factors e.g.: twelve is a multiple of two (and six), two is a factor of twelve.<br>2. Solve problems, including: missing number problems, problems involving multiplication and division, problems including positive integer scaling, correspondence problems in which n objects are connected to m objects<br><br>**Fractions**<br>1. Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.<br>2. Recognise, find, write and use fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.<br>3. Recognise and show, using diagrams, equivalent fractions with small denominators.<br>4. Compare and order unit fractions with the same denominators.<br>5. Solve problems that involve all of the above.<br><br>**Measurement**<br>1. Add and subtract amounts of money to give change, using both £ and p in practical contexts.<br><br>**Time**<br>1. Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.<br>2. Estimate and read time with increasing accuracy to the nearest minute<br>3. Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight |

4. Record and compare time in terms of seconds, minutes and hours.
5. Know the number of seconds in a minute and the number of days in each month, year and leap year.
6. Compare durations of events [for example to calculate the time taken by particular events or tasks].

**Properties of Shapes**
1. Draw 2-D shapes and make 3-D shapes using modelling materials.
2. Recognise 3-D shapes in different orientations and describe them.
3. Recognise angles as a property of shape or a description of a turn.
4. Identify right angles and angles that are greater than or less than a right angle.
5. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

**Position and Direction**
1. Recognise angles as a description of a turn
2. Identify and recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn

**Data and Statistics**
1. Interpret and present data using bar charts, pictograms and tables.
2. Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?']
3. Solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.