Year 3 Maths Curriculum Overview

Curriculum Strand	Learning Objectives	Areas of Fluency
Number Place Value	- Count from 0 in multiples of 4, 6, 11, 12, 50 and 100 - Read numbers up to 1000 in numerals - Write numbers up to 1000 in numerals - Identify numbers up to 1000 using different representations - Represent numbers up to 1000 using different representations - Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, ones) - Estimate numbers up to 1000 using different representations - Order numbers up to 1000 - Compare numbers up to 1000 - Find 10 or 100 more than a given number - Find 10 or 100 less than a given number - Solve number problems and practical problems involving these ideas. - Find missing numbers in scales up to 1000 - To find the next 5 (etc) terms of a number sequence - Read numbers up to 1000 in words - Write numbers up to 1000 in words	- Count from 0 forwards and backwards 0 in multiples of 4, 6, 11, 12, 50, 100 - Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, ones) - Read and write numbers up to 1000 - Compare and order numbers up to 1000 - Count in ones, tens and hundreds to become fluent in the place value of numbers to 1000 - Find 10 or 100 more than a given number - Find 10 or 100 less than a given number
Number Addition	- Add numbers mentally, including: - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds - Add numbers with up to three digits, using formal written methods which demonstrate place value - Use inverse operations to check answers	- Number bonds to 100 - Add numbers mentally, including: - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds

	- Solve missing number problems, - Solve problems using number facts - Solve problems using place value - Solve problems using more complex addition and subtraction - Solve missing number problems, using letters to represent unknown numbers and lengths.		
Number Subtraction	- Subtract numbers mentally, including: - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds - Subtract numbers with up to three digits, using formal written methods which demonstrate place value - Use inverse operations to check answers - Solve missing number problems, - Solve problems using number facts - Solve problems using place value - Solve problems using more complex addition and subtraction - Solve missing number problems, using letters to represent unknown numbers and lengths.	- Subtract numbers mentally, including: - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds	
Number Multiplication	- Recall and use multiplication facts for the 4, 6, 11 and 12 multiplication tables - Recall facts for the 4,6, 11 and 12 multiplication tables - Solve problems, including: -missing number problems - involving multiplication and division - including positive integer scaling problems - correspondence problems in which n objects are connected to m objects. - Multiply and divide whole numbers and by 10 - Solve missing number problems, using letters to represent unknown numbers and lengths.	- Recall and use multiplication facts for the 4, 6, 11 and 12 multiplication tables - Multiply whole numbers and by 10	

Number Division	- Recall and use division facts for the 4,6, 11 and 12 multiplication tables - Solve problems, including: -missing number problems - involving division - including positive integer scaling problems - correspondence problems in which n objects are connected to m objects. - Divide whole numbers and by 10 - Solve missing number problems, using letters to represent unknown numbers and lengths.	- Divide whole numbers and by 10 - Recall and use division facts for the 4,6, 11 and 12 multiplication tables
Number Algebra	- Solve missing number problems, using letters to represent unknown numbers and lengths. For example: a 5 + ☐ 5 + a = 9 9 - 5 4 4 = a - Number Addition and Subtraction, Multiplication and Division and Measures	
Number Fractions	- Recognise fractions in context of parts of a whole, numbers, measurements, a shape, and a unit fractions as a division of a quantity - Count up and down in quarters and sixths - Begin to understand that unit and non-unit fractions can be represented on a number line - Connect tenths to place value, decimal measures and to division by 10	- Count in fractions of a half starting from any number - Count up and down in quarters and sixths - 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 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 [for example, 5/7 + 1/7 = 6/7] • Solve problems that involve all of the above	
Measures	• Measure, compare, add and subtract: lengths (m/cm/mm); using the correct unit • 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]. • Tell and write the time from a digital clock • Tell the time on analogue using o'clock, half past, quarter to and quarter past • Begin to read any given time on an analogue clock	• Tell and write the time from a digital clock • Tell the time on analogue using o'clock, half past, quarter to and quarter past • Know the number of seconds in a minute and the number of days in each month, year and leap year • Use the correct units for measures
Geometry Properties of Shape	• Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • Identify diagonal, horizontal and vertical lines and pairs of perpendicular and parallel lines. • Use conventional lines to mark parallel lines • Recognise angles as a property of shape or a description of a turn • Use conventional lines to mark a right angle • Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a	• Identify right angles • Identify whether angles are greater than or less than a right angle • Recognise that two right angles make a half-turn • Identify horizontal and vertical lines

	complete turn; identify whether angles are greater than or less than a right angle	