Mathematics: Planning and Assessment from National Curriculum Year 3

ELEANOR PALMER PRIMARY SCHOOL

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Number & Place Value	Addition & Subtraction	Multiplication & Division	Fractions	Measurement	Geometry: Properties of Shapes
❖ Count from 0 in multiples of 4, 8, 50 and 100; find 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. ❖ Read and write numbers up to 1000 in numerals and in words. ❖ Solve number problems and practical problems involving these ideas.	*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.	❖ Recall and use multiplication and division facts for the 3x table. ❖ Recall and use multiplication and division facts for the 4x table. ❖ Recall and use multiplication and division facts for the 8x table. ❖ 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. ❖ 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.	❖ 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 (numerator of 1) 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 *[for example, $5/7 + 1/7 = 6/7$].* ❖ Compare and order unit fractions, and fractions with the same denominators. ❖ Solve problems that involve all of the above.	❖ Measure, compare, add and subtract lengths (m/cm/mm); ❖ Measure, compare, add and subtract mass (kg/g); ❖ Measure, compare, add and subtract volume/capacity (l/ml). ❖ 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 and 12-hour and 24-hour clocks; ❖ an analogue clock, including using Roman numerals from I to XII. ❖ 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].*	❖ 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. ❖ Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. **Statistics** ❖ Interpret and present data using bar charts, pictograms and tables. ❖ 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.