

## Year 3 programme of study (statutory requirements)

Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry: properties of shapes	Statistics
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>▪ recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>▪ compare and order numbers up to 1000</li> <li>▪ identify, represent and estimate numbers using different representations</li> <li>▪ read and write numbers up to 1000 in numerals and in words</li> <li>▪ solve number problems and practical problems involving these ideas.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ add and subtract numbers mentally, including:               <ul style="list-style-type: none"> <li>- a three-digit number and ones</li> <li>- a three-digit number and tens</li> <li>- a three-digit number and hundreds</li> </ul> </li> <li>▪ add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>▪ estimate the answer to a calculation and use inverse operations to check answers</li> <li>▪ Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>▪ 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</li> <li>▪ 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.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>▪ recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>▪ recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>▪ add and subtract fractions with the same denominator within one whole (for example, <math>\frac{1}{7} + \frac{6}{7} = \frac{7}{7}</math>)</li> <li>▪ compare and order unit fractions, and fractions with the same denominators</li> <li>▪ solve problems that involve all of the above.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>▪ measure the perimeter of simple 2-D shapes</li> <li>▪ add and subtract amounts of money to give change, using both £ and p in practical contexts</li> <li>▪ tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>▪ 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</li> <li>▪ know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>▪ compare durations of events [for example to calculate the time taken by particular events or tasks].</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li> <li>▪ recognise that angles are a property of shape or a description of a turn</li> <li>▪ 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</li> <li>▪ identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ interpret and present data using bar charts, pictograms and tables</li> <li>▪ 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.</li> </ul>