

Year 3 Mathematics Targets

Number and Place Value	Number – Addition & Subtraction	Number - Multiplication and Division	Number – Fractions
<ul style="list-style-type: none"> ☞ 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. 	<ul style="list-style-type: none"> ☞ add and subtract numbers mentally, including: <ul style="list-style-type: none"> ☞ 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. 	<ul style="list-style-type: none"> ☞ 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; ☞ 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. 	<ul style="list-style-type: none"> ☞ 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 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 (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$); ☞ compare and order unit fractions, and fractions with the same denominators; ☞ solve problems that involve all of the above.
Measurement		Geometry – Properties of shapes	Statistics
<ul style="list-style-type: none"> ☞ measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); 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, 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 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). 		<ul style="list-style-type: none"> ☞ 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. 	<ul style="list-style-type: none"> ☞ 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.

