Hilton Lane Primary School
Maths Year 3 Overview

Number – number and place value	Number-addition and subtraction	Number- multiplication and division
-Count from 0 in multiples of 4, 8, 50 and 100 -Count up and down in tenths -Read and write numbers up to 1000 in numerals and in words -Read and write numbers with one decimal place -Identify, represent and estimate numbers using different representations (including the number line) -Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) -Identify the value of each digit to one decimal place -Partition numbers in different ways (e.g. 146 = 100+ 40+6 and 146 = 130+16) -Compare and order numbers up to 1000 -Compare and order numbers with one decimal place -Find 1, 10 or 100 more or less than a given number -Round numbers to at least 1000 to the nearest 10 or 100 -Find the effect of multiplying a one- or two-digit number by 10 and 100, identify the value of the digits in the answer -Describe and extend number sequences involving counting on or back in different steps -Read Roman numerals from I to XII -Solve number problems and practical problems involving these ideas	-Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) -Select a mental strategy appropriate for the numbers involved in the calculation -Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context -Recall/use addition/subtraction facts for 100 (multiples of 5 and 10) -Derive and use addition and subtraction facts for 100 -Derive and use addition and subtraction facts for multiples of 100 totalling 1000 -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	-Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) -Understand that division is the inverse of multiplication and vice versa -Understand how multiplication and division statements can be represented using arrays -Understand division as sharing and grouping and use each appropriately -Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables -Derive and use doubles of all numbers to 100 and corresponding halves -Derive and use doubles of all multiples of 50 to 500 -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 -Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy -Solve problems, including missing number problems, involving multiplication and division (and interpreting remainders), including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
Number- Fractions	**Geometry- Properties of shapes**	**Measures**
-Show practically or pictorially that a fraction is one whole number divided by another (e.g. $\frac{3}{4}$can be interpreted as 3 ÷ 4) -Understand that finding a fraction of an amount relates to division -Recognise that tenths arise from dividing objects 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 [for example, $\frac{5}{7}+\frac{1}{7}=\frac{6}{7}$]	-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	-Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) -Continue to estimate and measure temperature to the nearest degree (°C) using thermometers -Understand perimeter is a measure of distance around the boundary of a shape -Measure the perimeter of simple 2-D shapes -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/read time with increasing accuracy to the nearest minute

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<td>-Compare and order unit fractions, and fractions with the same denominators (including on a number line)
-Count on and back in steps of $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$.
-Solve problems that involve all of the above</td>
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<td rowspan="3">-Record/compare time in terms of seconds, minutes, hours; use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon, 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)
-Continue to recognise and use the symbols for pounds (£) and pence (p) and understand that the decimal point separates pounds/pence
-Recognise that ten 10p coins equal £1 and that each coin is 1 10 of £1
-Add and subtract amounts of money to give change, using both £ and p in practical contexts
-Solve problems involving money and measures and simple problems involving passage of time</td>
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<td>Statistics</td>
<td>Geometry-position and direction</td>
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<td>-Use sorting diagrams to compare and sort objects, numbers and common 2-D and 3-D shapes and everyday objects
-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</td>
<td>-Describe positions on a square grid labelled with letters and numbers</td>
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