Year Group	# YEAR 3 2024-2025 Objectives highlighted in yellow are 'Ready to Progress criteria' – children need to be secure on these before moving on. **PROBLEM SOLVING AND REASONING MUST BE INCORPORATED INTO ALL TOPICS FOR ALL CHILDREN.**
Autumn 1	**Number – Place Value** Identify, represent and estimate numbers using different representations. Know that 10 tens are equivalent to 100 and 100 is 10 x bigger than 10. Identify and work out how many 10's there are in other 3-digit multiples of 10 **(3NPV-1)** Recognise the place value of each digit in a three-digit number**(3NPV-2)** Count in multiples of hundred Read and write numbers up to 1,000 in numerals and words. Find 1, 10 or 100 more or less than a given number. Reason about the location of any 3-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10 **(3NPV-3)** Compare and order numbers up to 1,000. Count from zero in multiples of 50 Divide 100 into 2, 4, 5 and 10 equal parts and read scales/number lines marked in multiples of 100's and 1000's with 2, 4, 5 and 10 equal parts**(3NPV-4)** Solve number problems and practical problems involving these ideas **Number – Addition and Subtraction** Secure fluency in addition and subtraction facts that bridge 10, through continued practice. **(3NF–1)** Add and subtract numbers mentally, including: a 3-digit number and ones, a 3-digit number and tens, 3-digit number and hundreds. Calculate complements to 100 **(3AS-1)** Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction **(3AS-2)** Understand the inverse relationship between addition and subtraction and how both relate to the part-part-whole structure. Understand the commutative property of addition and understand the related property of subtraction **(3AS-3)** 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.
Autumn 2	**Number – Multiplication and Division** Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot **(Y2).** Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward **(Y2).** Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers **(Y2) (3NF-2)** Count from zero in multiples of 4, 8, Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables **(3NF-2)** Apply known multiplication and division facts to solve contextual problems with different structures, including quotative and partitive division. **(3MD–1)**

	Recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2) Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-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
Spring 1	**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 **Measurement - Length** Measure, compare, add and subtract: lengths (m/cm/mm) Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction **Measurement – Money** Add and subtract amounts of money to give change, using both £ and p in practical contexts
Spring 2	**Number – Fractions** Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts 3F–1 Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators 3F-2 Compare and order unit fractions, and fractions with the same 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 **Measurement – Mass and capacity** Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
Summer 1	**Number – Fractions** • Add and subtract fractions with the same denominator within one whole. • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. **Measurement – Time** • 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, am/pm, 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]
Summer 2	**Geometry – Shape** Draw 2-D shapes -3G2 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 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle – 3G-1

	Identify horizontal and vertical lines and pairs of perpendicular and parallel lines – 3G-2 **Measurement - Perimeter** Measure the perimeter of simple 2-D shapes
Continuous objectives	**The continuous objectives are woven into the teaching continually during the year. Children are given continual and regular opportunities to apply their knowledge to problem solving and reasoning.** •solve problems, including missing number problems, using number facts, place value, and more complex 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 •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. •solve problems using all fraction knowledge
Key Basic skills to be taught continuously through the year	**Count from zero in multiples of 4, 8, 50 and 100 using bridging strategies as appropriate** **Recall multiplication facts and related division facts for 3, 4, 8 times tables** **Add and subtract a series of one-digit numbers** **Use knowledge of complements to 100 to find change from £1** **Use knowledge of complements to 30 to calculate time within half an hour** **Find 10 or 100 more or less than a given number** **Read and write numbers up to 1000** **Recognise the place value of each digit in a three-digit number** **Compare and order numbers up to 1000** **Partition numbers into place value columns** **Partition numbers in different ways** **Round any three-digit number to the nearest 10 and 100** **Use rounding to support estimation and calculation** **Use knowledge of place value to derive new addition and subtraction facts** **Use knowledge of inverse to derive associated addition and subtraction facts and check answers** **Double any number between 1 and 50 and find all corresponding halves** **Add and subtract mentally HTU ± U, HTU ± T and HTU ± H** **Multiply any three-digit number by 10 and any two-digit number by 100** **Divide any three-digit multiple of 10 by ten** **Use knowledge of inverse to derive associated multiplication and division facts** **Use known facts to derive nearby facts** **Use known facts to derive equivalent facts** **Count up and down in tenths** **Recall fraction pairs to 1** **Identify fractions greater or less than a half** **Identify equivalent fractions with small denominators** **Order fractions with the same denominator** **Tell and write the time from a 12-hour analogue clock and a clock with Roman numerals and a digital clock display** **Convert between money and measures including time** **Recognise right angles, straight angles, half and full turns and identify whether the turn is greater, less than or the same as a right angle**