



Year 3 programme of study

Class:

Name:

Number- number and place value Pupils should be taught to:	Fluency		Reasoning and Problem solving		Problem solving at a greater depth	
	Evidence	Hot Task	Evidence	Hot Task	Evidence	Hot Task
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 3-digit number (100s, 10s, 1s)						
compare and order numbers up to 1,000						
identify, represent and estimate numbers using different representations						
read and write numbers up to 1,000 in numerals and in words						
<i>solve number problems and practical problems involving these ideas</i>						

Addition and subtraction Pupils should be taught to:	Fluency		Reasoning and Problem solving		Problem solving at a greater depth	
	Evidence	Hot Task	Evidence	Hot Task	Evidence	Hot Task
add and subtract numbers mentally, including: <ul style="list-style-type: none"> - a three-digit number and 1s - a three-digit number and 10s - a three-digit number and 100s 						
add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction						
estimate the answer to a calculation and use inverse operations to check answers						
<i>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</i>						

Multiplication and Division Pupils should be taught to:	Fluency		Reasoning and Problem solving		Problem solving at a greater depth	
	Evidence	Hot Task	Evidence	Hot Task	Evidence	Hot Task
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						

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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						



Number – fractions Pupils should be taught to:	Fluency		Reasoning and Problem solving		Problem solving at a greater depth	
	Evidence	Hot Task	Evidence	Hot Task	Evidence	Hot Task
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 [for example, $5/7 + 1/7 = 6/7$]						
compare and order unit fractions, and fractions with the same denominators						
<i>solve problems that involve all of the above</i>						

Measurement Pupils should be taught to:	Fluency		Reasoning and Problem solving		Problem solving at a greater depth	
	Evidence	Hot Task	Evidence	Hot Task	Evidence	Hot Task
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, 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]						



Geometry: Properties of shape Pupils should be taught to:	Fluency		Reasoning and Problem solving		Problem solving at a greater depth	
	Evidence	Hot Task	Evidence	Hot Task	Evidence	Hot Task
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 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						
identify horizontal and vertical lines and pairs of perpendicular and parallel lines						

Statistics Pupils should be taught to:	Fluency		Reasoning and Problem solving		Problem solving at a greater depth	
	Evidence	Hot Task	Evidence	Hot Task	Evidence	Hot Task
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						

