

An overview of our Maths throughout the year



Year 3

- count in 4s, 8s, 50s, 100s and tenths from zero
- read, write, compare and order numbers to at least 1000
- know the place value of each digit in three-digit numbers
- find 10 or 100 more or less than a given number

- add and subtract ones, tens and hundreds to or from three-digit numbers mentally, two two-digit numbers where the answers could exceed 100
- add and subtract three-digit numbers using formal written columnar methods
- tables and division facts for x3, x4 and x8
- add and subtract fractions with the same denominator
- develop formal written multiplication and division methods for two-digit by one-digit numbers
- begin to understand unit and non-unit fractions as numbers on the number line, and deduce relations between them, such as size and equivalence

- measure the perimeter of simple shapes
- tell the time to the nearest minute using analogue clocks
- add and subtract amounts of money to give change, using both £ and p in practical contexts

- draw 2-D and make 3-D shapes
- recognise and describe 3-D shapes in different orientations
- recognise that angles are a property of shape or a description of a turn, using right angles as a marker
- horizontal and vertical lines and pairs of perpendicular and parallel lines

- understand and use simple scales (e.g. 2,5,10 units per cm) in pictograms and bar charts

- **solve number problems and practical problems involving these ideas**

This term we will be learning:

Number

- know the **value** of each digit in a three-digit number *e.g. In one step make 478 into 978; make 326 into 396; change 707 to 507; change 263 to 203*
- **read** and **write** whole numbers to at least 1000 in **numerals** and **words**
- **partition** two and three-digit numbers in different ways

Calculation

- **recall fluently** addition and subtraction facts to 20
- begin to **derive pairs** to 100 *e.g. 34 + 66*
- **add** and **subtract** one-digit numbers to/from three-digit numbers mentally
- **add** and **subtract** two two-digit numbers **mentally**

Geometry

- **construct** 3-D shapes using construction kits and straws and count the number of edges or vertices
- **describe** the **features** of 3-D shapes including hemispheres and prisms using appropriate mathematical vocabulary
- **sort** 3-D shapes

Statistics

- know that a **bar chart** should have a title and that both **axis** should be labelled
- **interpret** and **present** data on a scaled bar chart where either the **vertical** or **horizontal axis** are marked in **multiples** of 2, 5, 10 or 50
- **interpret** data on bar chart using key questions
- complete a **partially** filled in bar chart using information from a **table** and vice versa

Multiplication

- **know** multiplication facts for the 2, 5, and 10 times-tables and corresponding division facts
- **identify** and **sort** multiples of 2, 5, 10 within 1000 *e.g. Is 36 a multiple of 5, explain how you know*
- **secure** understanding of multiplication as repeated addition and division as grouping and sharing
- **know** and use the fact that multiplication is **commutative** and can be done in any order
- know what happens when you multiply then divide by the same number, understanding that division **reverses** multiplication

This is how you can help:

Number games

Roll two dice. Make two-digit numbers, e.g. if you roll a 6 and 4, this could be 64 or 46. If you haven't got two dice, roll one dice twice. Ask your child to do one or more of the activities below.



- ◆ Count on or back from each number in tens.
- ◆ Add 19 to each number in their head. (A quick way is to add 20 then take away 1.)
- ◆ Subtract 9 from each number. (A quick way is to take away 10 then add back one.)
- ◆ Double each number.

Can you tell the time?

Whenever possible, ask your child to tell you the time to the nearest 5 minutes. Use a clock with hands as well as a digital watch or clock.

Also ask:

- ◆ What time will it be one hour from now? What time was it one hour ago

