

Year 3 Maths Knowledge and Skills Document

Working Towards	At	Above
<p>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</p> <p>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p> <p>Compare and order numbers up to 1000</p> <p>Identify, represent and estimate numbers using different representations</p> <p>Read and write numbers up to 1000 in numerals</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>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</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>Compare and order unit fractions, and fractions with the same denominators</p> <p>Measure the perimeter of simple 2-D shapes</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p>	<p>Read and write numbers up to 1000 in words</p> <p>Solve number problems and practical problems involving these ideas</p> <p>Add and subtract numbers mentally, including a three-digit number and ones</p> <p>Add numbers with up to three digits using the formal method of columnar addition</p> <p>Add and subtract numbers mentally, including a three-digit number and tens</p> <p>Subtract numbers with up to three digits using the formal method of columnar subtraction</p> <p>Add and subtract numbers mentally, including a three-digit number and hundreds</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that he/she knows, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>Add fractions with the same denominator within one whole e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$</p> <p>Subtract fractions with the same denominator within one whole e.g. $\frac{6}{7} - \frac{1}{7} = \frac{5}{7}$</p> <p>Solve fraction problems</p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p>	<p>Estimate the answer to a calculation and use inverse operations to check answers</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p> <p>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</p> <p>Reason using knowledge of 4s, 8s, 50s and 100s e.g. explain why 38 is not a multiple of 4.</p> <p>Experiment with mental methods to suit different contexts and use formal methods of addition and subtraction</p> <p>Explain links between other multiples based on 2s, 3s, 4s and 8s. e.g. 40s, 6s, 16s.</p> <p>Create contextualized problems</p> <p>Consistently use a range of vocabulary across different contexts.</p> <p>Justify choices in presenting data.</p>

<p>Identify right angles and identify whether other angles are greater or less than a right angle</p> <p>Interpret and present data using bar charts, pictograms and tables</p>	<p>Add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>Tell the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>Write the time using an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>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</p> <p>Compare durations of events e.g. to calculate the time taken by particular events or tasks</p> <p>Recognise angles as a property of shape or a description of a turn</p> <p>Recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p> <p>Solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables</p>	
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