**Mathematics in Year 3**

* Compare & order numbers up to 1000. Read & write all numbers to 1000 in digits and words.
* Find 10 or 100 more/less than a given number.
* Count from 0 in multiples of 4, 8, 50 and 100.
* Recall & use multiplication & division facts for 3, 4, 8 tables.
* Recognise place value of any 3-digit number.
* Add and subtract - 3-digit nos and ones, 3-digit nos and tens, 3-digit nos and hundreds
* Add and subtract Numbers with up to 3-digits using written columnar method.
* Estimate and use inverse to check.
* Multiply 2-digit by 1-digit
* Count up/down in tenths.
* Compare and order fractions with same denominator.
* Add and subtract fractions with same denominator with whole.
* Tell time using 12 and 24 hour clocks; and using Roman numerals. Tell time to nearest minute.
* Know number of days in each month and number of seconds in a minute.

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| Y3 Addition | Y3 Subtraction |
| * Continue with partitioned columnar method. * Introduce expanded columnar addition.  |  |  |  | | --- | --- | --- | | **H** | **T** | **O** |   Progressing to the compact columnar method.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | T O  2 3  + 4 2  6 5 | H T O  3 1 5  + 6 2 4  9 3 9 | T O  9 4  + 7 3  1 6 7 | H T O  5 6 1  + 7 1 8  1 2 7 9 | T O  4 7  + 2 5  7 2  1 | H T O  2 3 7  + 5 1 6  7 5 3  1 |  * Add money using both £ and pence in practical contexts. | * Continue with vertical number line subtraction progressing to the expanded columnar subtraction method.   **89–35 = 54**  80 + 9  **-** 30 + 5  50 + 4 = **54**   * Introduce exchanging through the expanded columnar subtraction method.   60 70 + **1**2  **-** 40 + 7  20 + 5 = **25**   * Progressing on to compact columnar subtraction.  |  |  |  | | --- | --- | --- | | **T O**  4 7  - 2 3  2 4 | **H T O**  8 6 4  - 6 2 1  2 4 3 | **T O**  4511  - 3 6  1 5 |  * Emphasise value of digit, e.g. 4 tens subtract 2 tens = 2 tens. Use the correct language for subtraction i.e. exchange rather than borrow. * Subtract amounts of money to give change. |

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| **Y3 Multiplication** |
| * Recall and use multiplication tables for 3, 4 and 8. * Continue to use arrays and number lines/Cuisenaire rods for 3, 4 and 8 multiplication tables. * Write and calculate mathematical statements for multiplication. Statements to include the multiplication tables that they know and 2 digit numbers x 1 digit numbers. Pupils use mental methods and progress to formal written methods. * Introduce grid model.   X 10 4  6 60 + 24 = 84       * Progressing to expanded method of multiplication.   T O  1 4  x 5  2 0 (5x4)  + 5 0 (5x10)  7 0 |

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| Y3 Division |
| * Recall and use division facts for 3, 4, and 8 times tables. * Continue with repeated subtraction on a vertical number line. * Write and calculate mathematical statements for division using the tables they know. * Introduce grouping method before short division, encourage children to estimate answers before attempting calculation. Create fact box to encourage efficient grouping e.g. not always groups of 10 - 1x, 2x, 5x, 10x, 20x, 50x, 100x.   13  5) 65  - 50 (5 x 10)  15  - 15 (5 x 3)  0   * Introduce short division, with exact answers.        * Progressing to short division involving carrying, with exact answers. |