**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.

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Progressing to the compact columnar method.

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|  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.

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|  **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.
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