

A Year 3 Mathematician

Autumn Term

Number – Place Value

Identify, represent and estimate numbers using different representations.

Find 10 or 100 more or less than a given number

Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)

Compare and order numbers up to 1000

Read and write numbers up to 1000 in numerals and in words.

Solve number problems and practical problems involving these ideas. Count from 0 in multiples of 4, 8, 50 and 100

Number – Addition and Subtraction

Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.

Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.

Estimate the answer to a calculation and use inverse operations to check answers.

Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Number – Multiplication and Division

Count from 0 in multiples of 4, 8, 50 and 100

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 they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written 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 objectives.

Spring Term

Number – multiplication and division

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 they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written 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 objectives.

Measurement – money

Add and subtract amounts of money to give change, using both £ and p in practical contexts.

Statistics

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

Measurement – length and perimeter

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

Measure the perimeter of simple 2D shapes.

Number – fractions

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 and use fractions as numbers: unit fractions and non-unit fractions with small denominators.

Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

Solve problems that involve all of the above.

Summer Term

Number – fractions

Recognise and show, using diagrams, equivalent fractions with small denominators.

Compare and order unit fractions, and fractions with the same denominators.

Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]

Solve problems that involve all of the above.

Measurement – time

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, a.m./p.m., 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

Recognise angles as a property of shape or a description of a turn.
Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four 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.
Draw 2-D shapes and make 3-D shapes using modelling materials.
Recognise 3-D shapes in different orientations and describe them.

Measurement – mass and capacity

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

A Year 3 Writer

I can use prefixes and suffixes
I can recognise and spell homophones e.g. fair and fare
I can spell the words on the year 3 list
My handwriting is neat and joined
I can correctly use inverted commas to punctuate direct speech
I can use a range of punctuation such as CL, FS !, ?, ` , (for lists)
I can use headings and sub-headings to organise my writing
I can organise my writing using bullet points
I am starting to use paragraphs
I can use conjunctions such as while/before/after/because/although/if
I can use a range of adverbs such as then/soon/next/therefore
I can use prepositions such as before/after/during/in/above/in front of/behind
I can use past and present tense correctly and consistently
I can vary the sentence structure in my writing

A Year 3 Reader

I have a record of unfamiliar words that I can now pronounce by drawing on prior knowledge of similar looking words
I have kept a record of all the different texts I have read from start to finish
I have used the points shared by others in my discussion circle to help me develop my points.
I have read aloud to an audience and responded to feedback on how to improve.
In my reading journal I have demonstrated my understanding of the structure and organisation of non-fiction text
I have challenged others to explain their understanding of a text through asking challenging questions.
In my discussion circle I can predict what might happen based on evidence from the text.
I can record the feelings, thoughts, motives of characters by keeping a record of what they are saying in their heads (internal dialogue)
I have used quotes from a character as evidence of how language choice demonstrates mood, intentions and actions.
I have written a review for a book on the blog, expressing the main events of the story.
I can find evidence from a text to answer retrieval questions based on who what when why how questions.
I have recorded my performance of a poem and reflected on the feedback I have received on my intonation, tone, volume and action
I can respond to questions on how a character from a text is portrayed
In non-fiction texts I can identify the purpose of the text in bold, italics and bullet points
I have read and formed opinions on a range of books and shared these with others
I have read 6 whole texts as part of a shared reading experience
I have read at least two books by the same author
I can skim to summarise what each paragraph is about
I can scan to find the key information when responding to questions