New National Curriculum 2014 Year 3 Coverage

Autumn T1&2 Spring T3&4 Summer T5&6

Year 3 programme of study **Year 3 problem solving references**

Number – number and place value Pupils should be taught to:	T1	T2	T3	T4	T5	T6
count from 0 in multiples of 4, 8, 50 and 100; 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						
identify, represent and estimate numbers using different representations						
read and write numbers up to 1000 in numerals and in words						
solve number problems and practical problems involving these ideas (appropriate for place value).						

Number – addition and subtraction Pupils should be taught to:	T1	T2	T3	T4	T5	T6
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 Pupils should be taught to:	T1	T2	T3	T4	T5	T6
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 that 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 integer scaling problems and correspondence problems in which n objects are connected to m objects.						

Number – fractions (including decimals) Pupils should be taught to:	T1	T2	T3	T4	T5	T6
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, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators						
recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators						
recognise and show, using diagrams, equivalent fractions with small denominators						
add and subtract fractions with the same denominator within one whole (e.g. $5/7 + 1/7 = 6/7$)						
compare and order unit fractions, and fractions with the same denominator						
solve problems involving all the elements of the fractions domain						

Measurement Pupils should be taught to:	T1	T2	T3	T4	T5	T6
measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)						
measure the perimeter of simple 2-D shapes						
add and subtract amounts of money to give change, using both £ and p in practical contexts						
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, hours and o'clock; use vocabulary such as 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 shapes Pupils should be taught to:	T1	T2	T3	T4	T5	T6
draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them						
recognise that angles are 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						

Statistics Pupils should be taught to:	T1	T2	T3	T4	T5	T6
interpret and present data using bar charts, pictograms and tables						
solve one-step and two-step questions such as ‘How many more?’ and ‘How many fewer?’ using information presented in scaled bar charts and pictograms and tables						