



Year 3 End of Year Expectations			
Strand	Autumn	Spring	Summer
Number and Place Value	<ul style="list-style-type: none"> 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) read and write numbers up to 1000 in numerals and in words compare and order numbers up to 1000 Pupils now use multiples of 2, 3, 4, 5, 8, 10, 50 and 100. They use larger numbers to at least 1000, applying partitioning related to place value using varied and increasingly complex problems, building on work in year 2 (for example, $146 = 100 + 40$ and $6, 146 = 130 + 16$). 	<ul style="list-style-type: none"> 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. read and write numbers up to 1000 in numerals and in words round any number to the nearest 100. read Roman numerals to 12, and recognise the numerals for 50 and 100. identify, represent and estimate numbers using different representations. read, write, order and compare numbers up to one decimal place. use larger numbers to at least 1000, applying partitioning related to place value using varied and increasingly complex problems, building on work in year 2 (for example, $146 = 100 + 40$ and $6, 146 = 130 + 16$). Pupils now use multiples of 2, 3, 4, 5, 8, 10, 50 and 100. 	<ul style="list-style-type: none"> 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. read and write numbers up to 1000 in numerals and in words round any number to the nearest 100. Pupils now use multiples of 2, 3, 4, 5, 8, 10, 50 and 100. use larger numbers to at least 1000, applying partitioning related to place value using varied and increasingly complex problems, building on work in year 2 (for example, $146 = 100 + 40$ and $6, 146 = 130 + 16$).
Addition and Subtraction	<ul style="list-style-type: none"> estimate the answer to a calculation and use inverse operations to check answers e.g. using rounding add and subtract numbers mentally, including: <ul style="list-style-type: none"> a three-digit number and ones a three-digit number and tens a three-digit number and hundreds 	<ul style="list-style-type: none"> add and subtract numbers with up to three digits, using formal written methods including expanded method of columnar addition and subtraction - where appropriate - ie. Only use when a mental method or jotting is not more efficient. add and subtract numbers with up to three digits, using formal written methods 	<ul style="list-style-type: none"> add and subtract numbers with up to three digits, using formal written methods including expanded method of columnar addition and subtraction - where appropriate - ie. Only use when a mental method or jotting is not more efficient. add and subtract numbers with up to three digits, using formal written methods

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	<ul style="list-style-type: none"> add and subtract numbers with up to three digits, using formal written methods including expanded method of columnar addition and subtraction - where appropriate - ie. Only use when a mental method or jotting is not more efficient 	<p>including expanded method of columnar addition and subtraction - where appropriate - ie. Only use when a mental method or jotting is not more efficient</p> <ul style="list-style-type: none"> estimate the answer to a calculation and use inverse operations to check answers e.g. using rounding Complements to 100 	<p>including expanded method of columnar addition and subtraction - where appropriate - ie. Only use when a mental method or jotting is not more efficient</p> <ul style="list-style-type: none"> estimate the answer to a calculation and use inverse operations to check answers e.g. using rounding solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. solve problems involving addition, subtraction, multiplication and division e.g. If I double a number and add six and the answer is 18, what was the number?
Multiplication and Division	<ul style="list-style-type: none"> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Counting in 6s, 7s, 9s, 11s, 12s Connect 2, 4 and 8x through doubling write estimate 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 Pupils continue to practise their mental recall of multiplication tables when they are calculating mathematical statements in order to improve fluency. 	<ul style="list-style-type: none"> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. write estimate 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. doubling facts of multiples of 10 up to double 100 Counting in 6s, 7s, 9s, 11s, 12s Connect 2, 4 and 8x through doubling Pupils continue to practise their mental recall of multiplication tables when they are calculating mathematical statements in order to improve fluency. 	<ul style="list-style-type: none"> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. write estimate 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. Counting in 6s, 7s, 9s, 11s, 12s. Connect 2, 4 and 8x through doubling. Understand remainders in the context of division. 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.



			<ul style="list-style-type: none"> • Understand scaling a number by a scale factor of 3 as making the number (or measurement) 3 times larger • Link scaling to the understanding of multiplication e.g. $6+6+6 = 6 \times 3$ • Pupils continue to practise their mental recall of multiplication tables when they are calculating mathematical statements in order to improve fluency.
<p>Fractions</p>	<ul style="list-style-type: none"> • Find unit fractions of amounts. E.g. $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ of 12kg. • 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 • Continue to recognise fractions in the context of parts of a whole, numbers, measurements, a shape, and unit fractions as a division of a quantity. 	<ul style="list-style-type: none"> • 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 (understand what they are) with small denominators • compare and order unit fractions, and fractions with the same denominators • 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 	<ul style="list-style-type: none"> • 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 (understand what they are) with small denominators • compare and order unit fractions, and fractions with the same denominators. • 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 • Counting in $\frac{1}{5}$ $\frac{1}{10}$, $\frac{1}{100}$ • add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] • read, write, order and compare numbers up to one decimal place (money link). • Complements of 1 to 1dp (2dp with money). • Link to division. E.g. 15 divided by 3 is $\frac{15}{3}$ • Decimals - link to money i.e. tenths / hundredths.

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			<ul style="list-style-type: none"> • solve problems that involve all of the above. and simple measures (cm-m, kg/g, l, ml and money (see y4).
Ratio and Proportion	<ul style="list-style-type: none"> • Recognise more complex regular (and simple irregular) patterns e.g. 2 red, 3 green and 4 blue and comment on them. RRGGBBBB • Next one RGGRRGGRRG 3 green 2 red. 		<ul style="list-style-type: none"> • Solve problems involving similar shapes where the scale factor is known.
Measurement	<ul style="list-style-type: none"> • measure, using appropriate tools and units-progressing to using a wider range of measures, including mixed units • compare and find simple equivalents e.g. 5m = 500cm, compare, add and subtract: lengths (m/cm/mm) • measure the perimeter of simple 2-D shapes • know the number of seconds in a minute and the number of days in each month, year and leap year. • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks (am & pm) • add and subtract amounts of money to give change, using both £ and p in practical contexts. 	<ul style="list-style-type: none"> • measure, using appropriate tools and units-progressing to using a wider range of measures, including mixed units e.g. 1kg and 200g). • compare and find simple equivalents e.g. compare, add and subtract mass (kg/g) • The comparison of measures includes simple scaling by integers (e.g. a given quantity or measure is twice as long or 5 times as high) and this connects to multiplication. • 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. • add and subtract amounts of money to give change, using both £ and p in practical contexts. 	<ul style="list-style-type: none"> • measure, using appropriate tools and units-progressing to using a wider range of measures, including mixed units • compare and find simple equivalents e.g. compare, add and subtract: volume/capacity (l/ml). • add and subtract amounts of money to give change, using both £ and p in practical contexts. • compare durations of events [for example to calculate the time taken by particular events or tasks].
Geometry (Properties of Shape)	<ul style="list-style-type: none"> • draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • recognise angles as a property of shape or a description of a turn. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • identify horizontal and vertical lines and pairs of perpendicular and parallel lines. • Pupils connect decimals and rounding to drawing and measuring straight lines in centimetres, in a variety of contexts.

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		<ul style="list-style-type: none"> Pupils' knowledge of the properties of shapes is extended at this stage to symmetrical and non-symmetrical polygons and polyhedra. 	
Geometry (Position and Direction)			
Statistics	<ul style="list-style-type: none"> interpret and present data using bar charts, pictograms and tables 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Pupils understand and use simple scales (for example, 2, 5, 10 units per cm) in pictograms and bar charts with increasing accuracy. They continue to interpret data presented in many contexts.
Algebra	<ul style="list-style-type: none"> Counting in constant steps, related to repeated addition and times tables 	<ul style="list-style-type: none"> Counting in constant steps, related to repeated addition and times tables. Generate simple formulae with e.g. simple shapes and 'Taktiles'. 	<ul style="list-style-type: none"> Two step function machines. Build linear sequences practically with straws and cubes. Growing linear patterns. Extend balance puzzles with e.g. shapes as numbers, more than one variable. Concept of algebraic notation e.g. practical missing number envelopes.