



Year 3 Mathematics

Year 3 KPI's

Number and place value

- Counts from 0 in multiples of four, eight, 50 and 100
- Can work out if a given number is greater or less than 10 or 100
- Recognises the place value of each digit in a three-digit number (hundreds, tens, and ones)
- Solves number problems and practical problems involving these ideas

Addition and subtraction

- Adds and subtracts numbers mentally including:
- a three-digit number and ones;
- a three-digit number and tens; and
- a three-digit number and hundreds.

Multiplication and division

- Recalls and uses multiplication and division facts for the multiplication tables:
 - three;
 - four; and
 - eight.
-
- Writes and calculates mathematical statements for multiplication and division using the multiplication tables that are known including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

Fractions (including decimals)

- Counts up and down in tenths; recognises that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- Recognises, finds and writes fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- Recognises and shows, using diagrams, equivalent fractions with small denominators

Measurement

- Measures, compares, adds and subtracts lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- Adds and subtracts amounts of money to give change, using both £ and p in practical contexts
- Tells and writes the time from an analogue clock and 12-hour and 24-hour clocks
- Identifies right angles, recognises that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identifies whether angles are greater than or less than a right angle

Statistics

- Interprets and presents data using bar charts, pictograms and tables

Key Findings from Assessments

Fractions

- Add and Subtract Simple Unit Fractions

E.g. $\frac{1}{7} + \frac{2}{7} =$

- Pictorial Understanding of Fractions

- Basic Equivalence –

E.g. $\frac{1}{2}$ is the same as $\frac{2}{4}$

Key Findings from Assessments

Measurement

- Telling and Writing the Time on a 24 hour clock and 12 hour clocks.
- Using Money – Add and Subtracting amounts or finding how much change.

Making sure our basic methods of addition and subtraction are secure.

Addition

Moving to formal methods

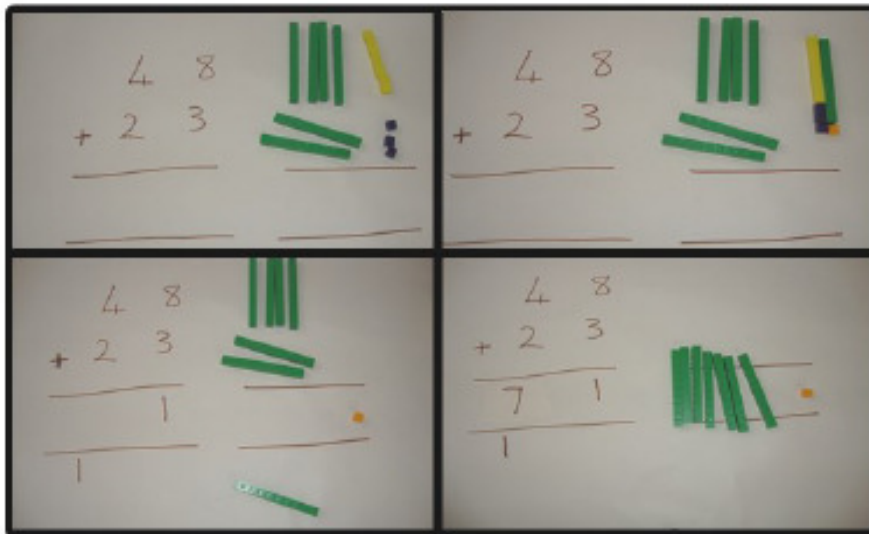
Year 3

- Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction.

Year 4

- Add and subtract numbers with up to 4 digits, using formal written methods of columnar addition and subtraction where appropriate

$8 + 3 = 11$ (exchange for 1 ten and 1 one)



Key skills progression

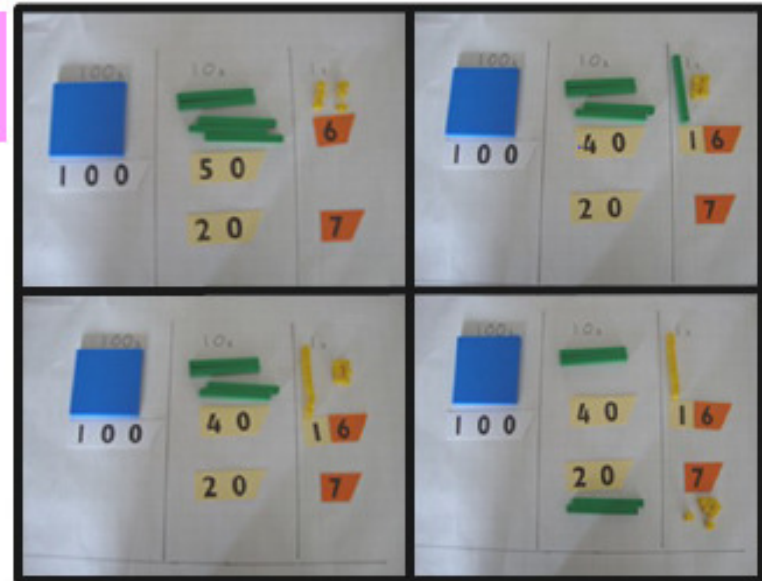
Carrying 10s

Carrying 100s/1000s

Carrying in more than 1 column (e.g. 10's and 100's)

Subtraction

Moving to formal methods



Model using practical apparatus alongside written methods so children UNDERSTAND what is happening.

Key skills progression—exchanging or regrouping

No regrouping/exchanging required

Regrouping tens (exchanging from 1s for 10s only)

Regrouping from hundreds only (exchanging from 10s)

Regrouping in more than 1 column (e.g. exchanging both 1s and 10s for 100s)

How can you help?

Year 3 programme of study

Year 3: Number and Place Value

Year 3: Addition and Subtraction

Year 3: Multiplication and Division

Year 3: Fractions

Year 3: Measures

Year 3: Geometry: Properties of Shapes

Year 3: Statistics

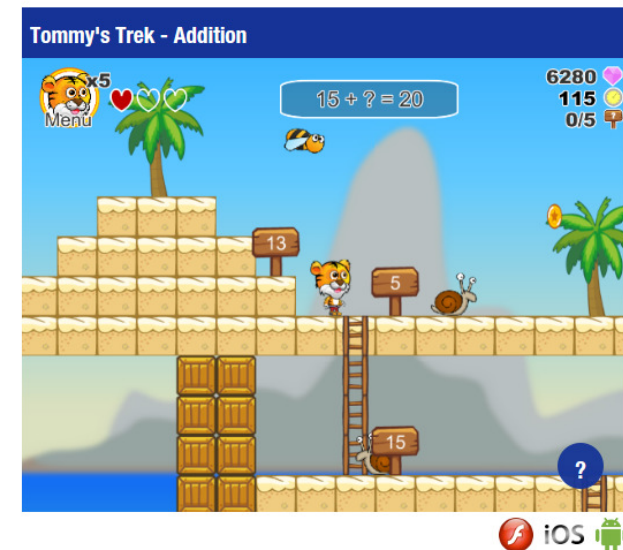
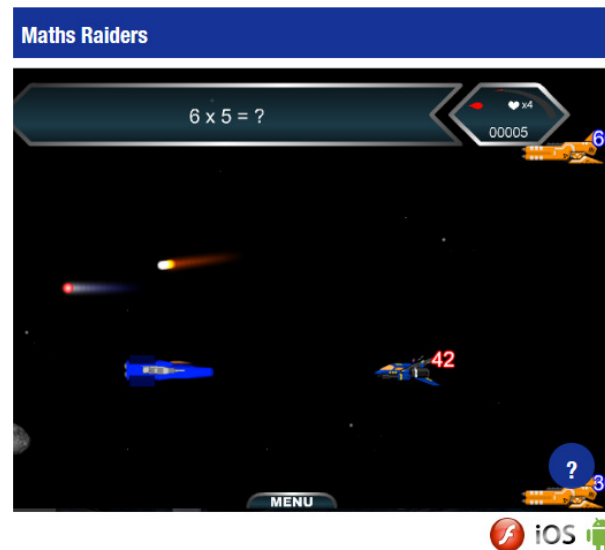
www.mathsframe.co.uk

Username – stjohsmaths

PW – stjohns1

The games are excellent and the worksheets are very useful too.

Both are tailored to meet curriculum objectives.



How can you help?



- Complete 4 -5 games for 5 nights a week and the children will be getting plenty of repetition and knowledge.
- Tables have been set for the next 6 weeks in the groups that Mr Emery set.

How can you help?

Methods of Addition and Subtraction

- You can complete problems with numbers up to 999.
- Please use the column method – no others!
- Focus on the concept of carrying the tens when adding and exchanging when subtracting.

Subtraction

- It may help to write the problem like this to begin with:

H	T	O	
300 ²⁰⁰	¹⁵⁰ 50	7	
			-
100	60	5	
<hr/>			
100	90	2	= 192

Subtraction – Your turn!

H	T	O
400	30	8
		-
200	50	5

Have a go – what would the answer be? Can you accurately exchange the numbers?

Summary

- Thank you for helping!
- Look at ways you can integrate your child in maths on a regular basis. E.g. Buying things at the shop with coins, telling the time on a clock at home.
- Use Maths Frame and Rock Stars for online work.