



# STANBRIDGE LOWER SCHOOL

New National Curriculum 2014 - Programmes of Study

## Maths- Year 3

### Spoken Language (Yr1-Yr4)

\*Listen and respond \*ask questions to extend understanding and knowledge \*build vocabulary \*articulate and justify answers, arguments and opinions \*give well structure description  
 \*participate actively in collaborative conversations \*speculate, hypothesise, imagine and explore ideas \*participate in discussions, presentations, performances, role play, improvisations and debates \*gain, maintain and monitor the interest of the listener(s) \*consider and evaluate different viewpoints.

<p><b>Number - number and place value</b></p> <ul style="list-style-type: none"> <li>count from 0 in multiples of 4,8,50 and 100; find 10 or 100 more or less than a given number</li> <li>recognise the place value of each digit in a three-digit number (hundreds, tens and ones) compare and order numbers up to 1000</li> <li>identify, represent and estimate numbers using different representations</li> <li>read and write numbers up to 1000 in numerals and in words</li> <li>solve number problems and practical problems involving these ideas.</li> </ul>	<p><b>Number - addition and subtractions</b></p> <ul style="list-style-type: none"> <li>Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds</li> <li>Add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction</li> <li>Estimate the answer to a calculation and use inverse operations to check answers</li> <li>Solve problems including missing number problems using number facts, place value and more complex addition and subtraction.</li> </ul>	<p><b>Number - fractions</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Recognise, find and write fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators</li> <li>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>Recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>Add and subtract fractions with the same denominator within one whole Eg. <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math></li> <li>Compare and order unit fractions and fractions with the same denominators</li> <li>Solve problems that involve all of the above.</li> </ul>	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Measure, compare, add and subtract: lengths (m,cm,mm); mass (kg/g); volume/capacity (l/ml)</li> <li>Measure the perimeter of simple 2D shapes</li> <li>Add and subtract amounts of money to give change, sing both £/p in practical contexts</li> <li>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12 hour and 24 hour clocks</li> <li>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, am/pm, morning, afternoon, noon and midnight</li> <li>Know the number of seconds in a minute and the number of days in a months, year and leap year</li> <li>Compare durations of events Eg to calculate the time taken by particular events or tasks.</li> </ul>
	<p><b>Number - multiplication and division</b></p> <ul style="list-style-type: none"> <li>Revise and use multiplication and division facts for the 3.4 and 8 multiplication tables</li> <li>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know including two-digit numbers times one digit numbers using mental and progressing to formal written methods</li> <li>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.</li> </ul>	<p><b>Geometry - proportion of shapes</b></p> <ul style="list-style-type: none"> <li>Draw 2D shapes and make 3D shapes using modeling materials; recognise 3D shapes in different orientations and describe them.</li> <li>Recognise angles as a property of shape or a description of a turn</li> <li>Identify right angles, recognise that two right angles make a half turn, three make a three quarters turn and four a complete turn; identify whether angles are greater than or less than a right angle</li> <li>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> </ul>	<p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Interpret and construct simple bar charts, pictograms and tables</li> <li>Solve one step and two step questions Eg. How many more? And How many fewer? Using information presented in scaled bar charts, pictograms and tables.</li> </ul>

