Year 3
Mathematics Targets

Number and place value			
1	I can count from 0 in multiples of four, eight, 50 and 100		
2	I can work out if a given number is greater or less than 10 or 100 -Count on or back in tens or hundreds from any number under 1000, e.g., '462,472,482		
3	I can recognise the place value of each digit in a three-digit number (hundreds, tens, and ones)		
4	I can solve number problems and practical problems involving these ideas.		
Addition and subtraction			
5	I can add and subtract numbers mentally, including: HTU+U, HTU+T, HTU+H		
6	I can work calculations out mentally, such as 56+29 and 72-23.		
7	I can add and subtract numbers with up to three digits, using informal written methods and working towards standard expanded methods.		
8	I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.		
Multiplication and division			
9	I know by heart and use the multiplication and division facts for 2, 3,4 5, 8 and 10 times tables.		
10	I can write and calculate mathematical statements for multiplication and division using the multiplication tables that are known.		
11	I can multiply two-digit numbers by a one-digit number using informal methods and progressing to expanded formal layout.		
12	I can do simple divisions with remainders, such as 27÷5		
13	I can solve problems, including missing number problems, involving multiplication and division.		
Fractions (including decimals)			
14	I can recognise and show, using diagrams, equivalent fractions with small denominators		
15	I can 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		
16	I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.		
Measurement			
17	I can measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)		
18	I can add and subtract amounts of money to give change, using both £ and p in practical contexts		
19	I can tell and write the time from an analogue clock and 12-hour and 24-hour clocks.		
Geometry			
20	I can identify horizontal, vertical, perpendicular and parallel lines in relation to other lines.		
21	I can 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.		
22	I can draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.		
Statistics			
23	I can interpret and present data using bar charts, pictograms and tables.		

Upminster Junior School

YEAR 3

Mathematics learning

There are many ways you can help your child in maths. Adults use lots of maths at home, in everyday activities such as cooking, shopping and DIY.

We use a range of maths when spending money, measuring, calculating, and so on.

You can talk with your child about things like planning meals for the week and making a shopping list. Using money is good for counting and doing maths in your head, and measuring is good for estimating.

On the back of this leaflet you will find a list of some of the things your child will be learning about numbers. In year 3 the focus is on mentally adding and subtracting numbers. But maths also includes measuring, statistics, and geometry. Your child will learn about all of these.

Ways to help your child with maths

You can use this 100-grid to become confident with calculations in his head.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Things to do with a 100-grid

- Read the numbers in order.
- Colour all the numbers in the 10 times table yellow (10,20,30,40 and so on). Colour all the numbers in the 5 times table red (5, 10, 15, 20 and so on). Why have the 'tens' numbers ended up 'orange'?
- Check the names of the numbers.

> Is that number thirty-four or forty three?

- Count in tens starting at any number.

> 14, 24, 34, 44, 54, 64…..

- Look for patterns and talk about them.

> Look at the numbers in the diagonal line: 10,19,28, 37,46, … Each number is 9 more.

Extension-

Look at numbers beyond 100, counting on and back in 1s, 10s, or 100s.

Initial the number (2 or more people)

You need a pack of cards with the picture cards removed.

Turn the pack of cards face down. Take turns to pick two cards and add their numbers together. Then find two numbers on the 100-grid whose difference is the same as your total. Write your initial in those two squares. The winner is the first person to write their initial in four squares in a line.

Three in a line

You need two dice and coloured counters.

Take turns to roll two dice and multiply the numbers together. On the 100-grid, cover your total with a counter. The winner is the first person to get three in a row.

(Remember you will only use some of the numbers up to 36)