



## **Mathematics in Year 3**

### **A guide for parents**

‘Without mathematics, there's nothing  
you can do.

Everything around you is mathematics.

Everything around you is numbers.’



The purpose of this short booklet is to make you aware of the National Curriculum end of year expectations for the teaching of Maths for your child's specific year group.

With the latest National Curriculum (2014) the mathematical knowledge and understanding that children in KS2 require has become more demanding than any previous curriculum. We hope this booklet will make you aware of the standards required and enable you to support your child in their learning.

Best Wishes

Lower Key Stage 2 Team

You will never have this day again so, with the guidance of God, make it count!



## Number – number and place value

### Pupils should be taught to:

- 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.

## Number – addition and subtraction

### Pupils should be taught to:

- 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.

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## Number – multiplication and division

### Pupils should be taught to:

- 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 positive integer scaling problems and correspondence problems in which  $n$  objects are connected to  $m$  objects.

## Number – fractions

### Pupils should be taught to:

- 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
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.

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## Measurement

### Pupils should be taught to:

- 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 and hours; use vocabulary such as o'clock, 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 shape

### Pupils should be taught to:

- 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
- 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

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### Pupils should be taught to:

- interpret and present data using bar charts, pictograms and tables
- 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.

### How to help your child:

Spend at least 30 minutes a week completing activities on Mathematics as well as completing mathematics Home Learning tasks.

Spend two minutes every so often counting on and back from different starting points in 4's, 8's, 50's and 100's. Compare and order numbers up to 1000.

Spend time learning and recalling multiplication and division facts linking to 3, 4 and 8 times table.

Each day use appropriate language linking to money discuss what coins could be used to buy objects in a shop e.g. sweets. Closely look at a group of coins identifying them and adding them together.

Name different 2D and 3D shapes when walking to the shops or going to the park. Can you see any patterns in the fencing panels? What shapes can you see in road signs? Discuss the properties of known shapes, how do you know it's a rectangle? Are there any lines of symmetry, Parallel or perpendicular lines?

Regularly talk about days of the week and months of the year putting them in chronological order, understanding the number of days in each month.

Help your child read and write numbers to 1000 encouraging accurate pronunciation and spelling.

Regularly discuss the time of the day to the nearest minute. Identify the number of minutes in a day and the number of minutes in an hour.

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