

Year 3 Maths Targets Autumn Term

Number and Place Value

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

solve number problems and practical problems involving these ideas

Addition and Subtraction

add and subtract numbers mentally, including a three-digit number and ones, tens and hundreds

add and subtract numbers with up to three digits, using formal columnar methods

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

Multiplication and Division

develop my fluency of recalling the 3x, 4x, 8x tables

through doubling, I can connect the 2x and 4x tables

understand and use the commutative law

use written methods for multiplication and division with a degree of accuracy and with resources, I am becoming fluent

solve simple problems in contexts

choose the correct operation and explain my choice

solve simple problems including measuring and scaling using pictures or resources for support.
Eg. Using blocks to demonstrate 4 times higher

Measurement – Money, length and perimeter

choose appropriate resources and units to measure

use resources and images to compare and use mixed units practically. Eg. 1kg and 200g is heavier than 1kg and 100g

understand the relationship between mixed units.

Eg. 2m is 200cm, 3m is 300m

with resources, solve simple scaling problems

begin to measure the perimeter of simple 2-D shapes

recognise the value of coins, and use money resources to add and take away without having to convert. Eg. £1.57 – 50p

Statistics

understand and use simple scales – Eg; 2, 5, 10 units per cm – in pictograms and bar charts with increasing accuracy

answer one and two step questions about data, with support

Fractions

count up and down in tenths, and am beginning to cross boundaries. Eg. 4.8, 4.9, 5.0, 5.1

begin to recognise that tenths arise from dividing an object, number or quantity by 10

order familiar fractions on a number line independently. Eg. $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$

compare fractions, written as numbers or as pictures with the same denominator

begin to make links between division and fractions of amounts for my familiar times tables

begin to recognise fractions in the context of parts of a whole

apply my understanding of familiar fractions – $\frac{1}{4}$, $\frac{1}{2}$, - to numbers, measure, shapes and quantity

add and subtract fractions with the same denominator, below a whole

begin to recognise fractions which are equivalent to $\frac{1}{2}$ and $\frac{1}{4}$ using resources

Measurement - Time

tell and write the time from an analogue and digital clock in 5 minutes intervals.

develop my skills of estimating and telling the time to the nearest minute

use a stop watch or clock to record and compare time in terms of seconds, minutes and hours

using words such as o'clock, morning, afternoon, noon and midnight

tell you the number of seconds in a minute, and begin to know the number of days in each month, year and leap year.

Geometry – Properties of Shape

understand symmetry using mirrors to support

use accurate language to describe the properties of 2-D and 3-D shapes

describe turns as a number of quarters and begin to recognise the associated angles

identify horizontal and vertical lines and develop my knowledge of perpendicular and parallel lines

draw and measure straight lines in cm and mm as a tenth of a cm