



## Year 3 – End of Year Maths Targets



Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry – Properties of shape
<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, ones)</li> <li>❖ 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>	<ul style="list-style-type: none"> <li>❖ add and subtract numbers mentally, including:               <ul style="list-style-type: none"> <li>▪ a three-digit number and ones</li> <li>▪ a three-digit number and tens</li> <li>▪ a three-digit number and hundreds</li> </ul> </li> <li>❖ add and subtract numbers with up to three digits, using formal written methods of columnar 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>	<ul style="list-style-type: none"> <li>❖ recall 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 for 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</li> </ul>	<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</li> <li>❖ recognise and use fractions as numbers</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</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>	<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 2-D shapes</li> <li>❖ add and subtract amounts of money to give change, using both £ and 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, a.m./p.m., morning, afternoon, noon and midnight</li> <li>❖ know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>❖ compare durations of events [for example to calculate the time taken by particular events or tasks]</li> </ul>	<ul style="list-style-type: none"> <li>❖ draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D 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 three quarters of a 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 style="text-align: center;"><b>Statistics</b></p> <ul style="list-style-type: none"> <li>❖ interpret and present data using bar charts, pictograms and tables</li> <li>❖ 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</li> </ul>