Year 3 Curriculum	Number and place value	Addition and subtraction	Multiplication and Division	Fractions
Autumn term	• Count on and back in ones, tens and hundreds from any number • To know what each number represents in a three digit number • To read, write and partition three digit numbers • To order numbers to 1000 • To find 10 and 100 more or less than any three digit number • Count on and back in multiples of 2, 3, 4, 5, 10 and 100 • To know the multiple of 10 that comes before or after any two or three digit number • To round two and three digit numbers to the nearest 10 • To order and compare numbers using symbols < > stating which number is bigger or smaller	• Recall fluently number facts up to 20 for + - • Use and apply facts to add several digits • To add and subtract one digit numbers to/from three digit numbers • To know addition and subtraction facts involving multiples of 10 and 100 (190 – 70) • To add and subtract two digit numbers crossing the hundreds boundary, mentally • To add and subtract multiples of 10 and 100 to and from any given three digit number • To know what must be added to any two and three digit number to make the next multiple of 10 (127+___ = 130) (8 – 4 = 4 so… 80 – 40 = 40) • To find a small difference between two numbers up to 1000 (267 – 254) • To use a range of calculation strategies to solve problems in the context of money and measures	• Count on from zero in 2s, 3s, 4s 5s, 8s and 10s • To know multiplication facts for the 2, 5, 10 times tables and the related division facts • Begin to recognise multiples of 3, 4 and 8 • Fill in missing numbers in sequences for 2s, 5s and 10s • To solve missing number problems for multiplication and division • Use simple arrays when representing multiplication • Understand and present multiplication as repeated addition (6 x 5 'adding 5 six times') • Record doubles in number sentences and link them to the x2 table • To know doubles and corresponding halves to 50 • Use objects and pictorial presentations to show answers for a multiplication problem • To use multiplication facts to answer worded problems • To solve division problems practically by grouping and sharing (18 marbles put into 3 groups) • To multiply a 'teens' number by a single digit number (14 x 3)	• To count in halves, quarters and thirds • To understand the terms numerator and denominator • To know that one whole is equal to 2 halves, 3 thirds, 5 fifths etc. • To understand the term tenths and that this arises from dividing an object into ten equal parts • To know the difference between unit and non-unit fractions • To compare and order unit fractions • To find unit fractions of amounts (1/3 of 12 =) • To solve worded problems and reason about fractions

Year 3 Curriculum	Number and place value	Addition and subtraction	Multiplication and Division	Fractions
Spring term	• Count on and back in ones, tens and hundreds from any number • To know what each number represents in a three digit number • To read, write and partition three digit numbers • To partition two and three digit numbers in different ways (853 = 700 + 153) • To order numbers to 1000 • To find 10 and 100 more or less than three digit numbers • Count on and back in multiples of 2, 3, 4, 5, 8, 10, 50 and 100 • To use knowledge of the above multiples to create, describe and solve sequences • To know the multiple of 10 that comes before or after any two or three digit number • To round two and three digit numbers to the nearest 10 • To order and compare numbers using symbols < > stating which number is bigger or smaller • To use the vocabulary of estimation and approximation • To solve number problems with reference to money and measures	• Recall fluently number facts up to 20 for + - • Begin to derive pairs to 100 (34+66) • Use and apply facts to add several digits • To add and subtract one digit numbers to/from three digit numbers • To know addition and subtraction facts involving multiples of 10 and 100 (190 – 70) • To add and subtract two three digit numbers using place value equipment and a range of written methods where exchanging is required (column addition/subtraction) • To add and subtract two digit numbers crossing the hundreds boundary, mentally • To add and subtract multiples of 10 and 100 to and from any given three digit number • To know what must be added to any two and three digit number to make the next multiple of 10 (127+___ = 130) (8 – 4 = 4 so… 80 – 40 = 40) • To find a small difference between two numbers up to 1000 (267 – 254) • To use a range of calculation strategies to solve problems in the context of money and measures • To solve problems mentally when adding and subtracting two and three digit numbers	• Count on from zero in 2s, 3s, 4s 5s, 8s and 10s • To know multiplication facts for the 2, 4, 5, 10 times tables and the related division facts • To know the 3 and 8 times tables • To connect the 4 and 8 times table by doubling • Fill in missing numbers in sequences for 2s, 5s and 10s • To solve missing number problems for multiplication and division • Use simple arrays when representing multiplication • Understand and present multiplication as repeated addition (6 x 5 'adding 5 six times') • To know and use the inverse to link multiplication and division • To know doubles and corresponding halves to 50 • Use objects and pictorial presentations to show answers for a multiplication problem • To use multiplication facts to answer worded problems • To solve division problems practically by grouping and sharing (18 marbles put into 3 groups) To solve division calculations with exact answers and those with remainders • To multiply a 'teens' number by a single digit number (14 x 3) • To multiply a 2 digit number by a single digit number (24 x 5) • To multiply one digit numbers by multiples of 10 (3 x 5)	• To count in halves, quarters, thirds, fifths and tenths (one fifth, two fifths, three fifths) • To understand the terms numerator and denominator • To understand that the larger the denominator the smaller the unit fraction as it is divided into more equal parts • To understand and recognise equivalent fractions • To know that one whole is equal to 2 halves, 3 thirds, 5 fifths etc. • To understand the term tenths and that this arises from dividing an object into ten equal parts • To identify pairs of fractions that make a whole (2/5 + 3/5) • To know the difference between unit and non-unit fractions • To find unit and non-unit fractions of amounts and quantities (1/5 of £45) • To compare and order unit fractions • To solve worded problems and reason about fractions

Year 3 Curriculum	Number and place value	Addition and subtraction	Multiplication and Division	Fractions
Summer term	• Count on and back in ones, tens and hundreds from any number • To know what each number represents in a three digit number • To read, write and partition three digit numbers • To partition two and three digit numbers in different ways (853 = 700 + 153) • To order numbers to 1000 • To find 10 and 100 more or less than three digit numbers • Count on and back in multiples of 2, 3, 4, 5, 8, 10, 50 and 100 • To use knowledge of the above multiples to create, describe and solve sequences • To know the multiple of 10 that comes before or after any two or three digit number • To estimate given points on a number line or measuring scale • To round two and three digit numbers to the nearest 10 and 100 • To order and compare numbers (to 1000) using symbols < > stating which number is bigger or smaller • To find which whole number is half way between two given numbers (What number is half way between 26 and 48?) • To use the vocabulary of estimation and approximation • To solve number problems with reference to money and measures	• Recall fluently number facts up to 20 for + - • To know number pairs to 100 (34+66) • Use and apply facts to add several digits • To add and subtract one digit numbers to/from three digit numbers • To know addition and subtraction facts involving multiples of 10 and 100 (190 – 70) • To add and subtract two three digit numbers using place value equipment and a range of written methods where exchanging is required (column addition/subtraction) • To mentally, add and subtract a three digit number and ones/tens/hundreds • To add and subtract multiples of 10 and 100 to and from any given three digit number • To know what must be added to any two and three digit number to make the next multiple of 10 (127+___ = 130) (8 – 4 = 4 so… 80 – 40 = 40) • To find a small difference between two numbers up to 1000 (267 – 254) • To use a range of calculation strategies to solve problems in the context of money and measures • To solve problems mentally when adding and subtracting two and three digit numbers • Estimate an answer to a calculation and use inverse operations to check the answer	• To know multiplication facts for the 2, 3 4, 5,8, 10 times tables and the related division facts • To connect the 4 and 8 times table by doubling • Fill in missing numbers in sequences for 2s, 5s and 10s • To solve missing number problems for multiplication and division • Use simple arrays when representing multiplication • Understand and present multiplication as repeated addition (6 x 5 'adding 5 six times') • To know and use the inverse to link multiplication and division • To know doubles and corresponding halves to 100 • Use objects and pictorial presentations to show answers for a multiplication problem • To use multiplication facts to answer worded problems • To solve division problems practically by grouping and sharing (18 marbles put into 3 groups) To solve division calculations with exact answers and those with remainders • To divide a two digit number by a single digit number using a written method • To multiply a 'teens' number by a single digit number (14 x 3) • To multiply a 2 digit number by a single digit number (24 x 5) • To multiply one digit numbers by multiples of 10 (3 x 50)	• To count in halves, quarters, thirds, fifths and tenths (one fifth, two fifths, three fifths) • Be able to place fractions on a number line • To understand the terms numerator and denominator • To understand that the larger the denominator the smaller the unit fraction as it is divided into more equal parts • To understand and recognise equivalent fractions • To know that one whole is equal to 2 halves, 3 thirds, 5 fifths etc. • To understand the term tenths and that this arises from dividing an object into ten equal parts • To identify pairs of fractions that make a whole (2/5 + 3/5) • Add and subtract fractions with the same denominator • To know the difference between unit and non-unit fractions • To find unit and non-unit fractions of amounts and quantities (1/5 of £45) • To compare and order unit fractions • To solve worded problems and reason about fractions