**Year 3 Maths New Curriculum Objectives**

**Transition Sheet**

**NUMBER**

**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
* 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.

**Addition and Subtraction**

* 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.

**Multiplication and Division**

* 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 integer scaling problems and correspondence problems in which n objects are connected to m objects.

**Fractions**

* 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 whole (e.g. 5/7 + 1/7 = 6/7)
* compare and order unit fractions, and fractions with the same denominators
* solve problems that involve all of the above.

**MEASUREMENT**

* 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, hours and o’clock; use vocabulary such as 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 Shapes**

* draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
* recognise that angles are 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**

* interpret and present data using bar charts, pictograms and tables
* solve one-step and two-step questions such as ‘How many more?’ and ‘How many fewer?’ using information presented in scaled bar charts and pictograms and tables.