# Year 3

## Number - number and place value

| Curriculum Statement | Big Maths Location |
|---|---|
| count from 0 in multiples of 4, 8, 50 and 100; finding 10 or 100 more or less than a given number | **CLIC: Counting: Count Fourways**<br>**CLIC: Counting: Counting Multiples:** Steps 5, 6 |
| recognise the place value of each digit in a three-digit number (hundreds, tens, ones) | **CLIC: Counting: Squiggleworth:** Step 2 |
| compare and order numbers up to 1000 | **CLIC: Counting: CORE Numbers:** Step 4 |
| identify, represent and estimate numbers using different representations | **CLIC: Counting: CORE Numbers:** Step 4 |
| read and write numbers to at least 1000 in numerals and in words | **CLIC: Counting: Reading Numbers:** Steps 5, 6 |
| solve number problems and practical problems involving these ideas | **CLIC: Calculation: Addition**<br>**CLIC: Calculation: Subtraction**<br>**CLIC: Counting: Counting Along**<br>**CLIC: It's Nothing New: The Pim Principle:** Steps 2, 3 |

## Number - addition and subtraction

| Curriculum Statement | Big Maths Location |
|---|---|
| add and subtract numbers mentally, including:<br>• a three-digit number and ones<br>• a three-digit number and tens<br>• a three-digit number and hundreds | • **CLIC: Calculation: Addition:** Step 20<br>**CLIC: Calculation: Subtraction:** Step 19<br>• **CLIC: Calculation: Addition:** Step 26<br>**CLIC: Calculation: Subtraction:** Step 29<br>• **CLIC: Calculation: Addition:** Step 28<br>**CLIC: Calculation: Subtraction:** Step 29 |
| add and subtract numbers with up to three digits, using the efficient written methods of columnar addition and subtraction | **Cool Moves: Column Methods: Addition:** Step 5<br>**Cool Moves: Column Methods: Subtraction:** Step 5 |
| estimate the answer to a calculation and use inverse operations to check answers | **CLIC: Counting: Core Numbers**<br>**CLIC: It's Nothing New: Fact Families** |
| solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction | **Real Life Maths**<br>**CLIC: Calculation: Addition**<br>**CLIC: Calculation: Subtraction**<br>**CLIC: It's Nothing New: The Pim Principle:** Steps 1 - 3 |

## Number - multiplication and division

| Curriculum Statement | Big Maths Location |
|---|---|
| recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables | **CLIC: Learn Its:** Steps 10 - 12 |
| 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 efficient written methods | **CLIC: It's Nothing New: Fact Families:** Steps 1 - 3<br>**CLIC: It's Nothing New: Smile Multiplication:** Steps 1 - 3<br>**CLIC: Calculation: Multiplication:** Step 11<br>**Cool Moves: Column Methods: Multiplication:** Step 1 |
| • solve problems, including missing number problems, involving multiplication and division,<br>• including integer scaling problems and correspondence problems in which n objects are connected to m objects | • **Real Life Maths**<br>**CLIC: It's Nothing New: Fact Families:** Steps 4, 5<br>• **SAFE: Fractions: Ratio:** Step 3<br>**Dangerous Maths: Prove It!:** Step 3 |

## Number - fractions

| Curriculum Statement | Big Maths Location |
|---|---|
| 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 | **SAFE: Fractions: Fractions: Counting:** Steps 7, 8 |
| recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators | **SAFE: Fractions: Fractions of a Set:** Steps 9, 10 |
| recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators | **SAFE: Fractions: Fractions: Calculation:** Step 1 |
| recognise and show, using diagrams, equivalent fractions with small denominators | **SAFE: Fractions: Fractions of a Whole:** Step 15 |
| add and subtract fractions with the same denominator within one whole, for example, 5/7 + 1/7 = 6/7 | **SAFE: Fractions: It's Nothing New:** Step 4 |
| compare and order unit fractions, and fractions with the same denominators | **SAFE: Fractions: Fractions: Counting:** Step 9 |
| solve problems that involve all of the above | **SAFE: Fractions** |

## Measurement

| Curriculum Statement | Big Maths Location |
|---|---|
| measure, compare, add and subtract:<br>• lengths (m/cm/mm);<br>• mass (kg/g);<br>• volume/capacity (l/ml) | • **SAFE: Amounts: Amounts of Distance:** Step 14<br>• **SAFE: Amounts: Amounts of Mass:** Step 13<br>• **SAFE: Amounts: Amounts of Space:** Step 13 |
| measure the perimeter of simple 2-D shapes | **SAFE: Amounts: Amounts of Distance:** Step 18 |
| add and subtract amounts of money to give change, using both £ and p in practical contexts | **SAFE: Amounts: Amounts of Money:** Step 13 |
| tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks | **SAFE: Amounts: Amounts of Time: Telling the Time:** Steps 12, 14 |
| 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 | **SAFE: Amounts: Amounts of Time: Telling the Time:** Steps 11, 13 |
| know the number of seconds in a minute and the number of days in each month, year and leap year | **SAFE: Amounts: Amounts of Time:** Steps 16, 22 |
| compare durations of events [for example to calculate the time taken by particular events or tasks]. | **SAFE: Amounts: Amounts of Time:** Step 21 |

## Geometry - properties of shapes

| Curriculum Statement | Big Maths Location |
|---|---|
| draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them | **SAFE: Shape: 3D Shape:** Steps 17 - 19 |
| recognise angles as a property of shape or a description of a turn | **SAFE: Amounts: Amounts of Turn:** Steps 4, 14 |
| 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 | **SAFE: Amounts: Amounts of Turn:** Step 8 |

| Curriculum Statement | Big Maths Location |
|---|---|
| identify horizontal and vertical lines and pairs of perpendicular and parallel lines | **SAFE: Shape: Explore & Draw:** Steps 15 - 17 |

## Statistics

| Curriculum Statement | Big Maths Location |
|---|---|
| interpret and present data using bar charts, pictograms and tables | **SAFE: Explaining Data: Bar Charts:** Steps 5, 6<br>**SAFE: Explaining Data: Diagrams & Tables:** Steps 17 - 20 |
| 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 | **SAFE: Explaining Data: Bar Charts:** Steps 7 - 9<br>**SAFE: Explaining Data: Diagrams & Tables:** Steps 17 - 20 |