# Year Three Mathematics Curriculum KPIs 2025

| Autumn 1 | Number and Place Value | Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) |
| | | Position 3 digit numbers on a number line and explain reasoning about where they are positioned |
| | | Identify, represent and estimate numbers using different representations |
| | | Use representations such as dienes, place value counters and money to represent 3 digit numbers |
| | | Read and write numbers up to 1000 in numerals |
| | | Use understanding of numbers 1 – 100 to read and write numbers to 1000 |
| | | Solve number problems and practical problems involving these ideas |
| | | Solve place value problems |
| | 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 |

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| Autumn 2 | Multiplication and Division | 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<br><br>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects |
| Spring 1 | Measures | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)<br><br>Add and subtract amounts of money to give change, using both £ and p in practical contexts |
| Spring 2 | Measures | Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks<br><br>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<br><br>Can solve problems involving time<br><br>Know the number of seconds in a minute and the number of days in each month, year and leap year |
| Summer 1 | 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<br><br>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators |

| | | Recognise and show, using diagrams, equivalent fractions with small denominators |
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| | | Add and subtract fractions with the same denominator within one whole |
| | | Compare and order unit fractions, and fractions with the same denominators |
| | | Compare and order fractions with the same denominator |
| | | Solve fraction word problems |
| | Statistics | Interpret and present data using bar charts, pictograms and tables |
| | | 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 |
| Summer 2 (Ongoing targets included here. Once MNP lessons finished, time used to consolidate, secure and revise learning) | 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 |
| | Multiplication and Division | Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables |
| | Measures | Measure the perimeter of simple 2D shapes |
| | | Can measure the sides of regular polygons in centimetres and find their perimeters in centimetres |
| | Properties of Shape | Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them |
| | | Recognise angles as 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 |
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