



Mathematics Year 3 – Autumn Term 2026



Number Place Value	Number Addition and Subtraction	Measurement – Money
Identify, represent and estimate numbers using different representations.	<u>Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds.</u>	Find total of money shown in notes and coins and record in pounds and pence.
<u>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</u>	<u>Use concrete and pictorial resources to introduce conceptual understanding methods of addition with up to 3 digits crossing the tens/hundreds boundary (to develop conceptual understanding).</u>	Convert between pounds and pence (e.g. five 20p coins = £1, 20 5p coins = £1)
Compare and order numbers up to 1000.	<u>Calculate the complements to 100 eg $46 + ? = 100$.</u>	Add and subtract amount of money to give change, using both £ and p in practical contexts.
Read and write numbers up to 1000 in numerals and words.	<u>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</u>	
<u>Reason about the location of any 3 digit number, including finding the previous and next multiple of 10 or 100 from a given number (100 or 10 more or less) and crossing hundreds and tens boundaries, eg 10 less than 204.</u>	Estimate the answer to a calculation and use inverse operations to check answers.	
<u>Count from 0 in multiples of 50 and 100.</u>	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	
Count from 0 in multiples of 4 and 8.		
Solve number problems involving these ideas.		

Children should engage with appropriate number and practical problems throughout each topic. Statements underlined have been identified as 'ready to progress' objectives: key concepts which are essential building blocks for the next steps in learning. These objectives must be embedded across the year so that children are fluent. Resources to support teaching of these specific objectives can be found here:

[Maths Guidance KS1/ KS2](#)

[NCETM progress criteria](#)