

# Year 3

## MATHS

# Checklist



Tutoring by Teachers

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[www.tutoringbyteachersuk.com](http://www.tutoringbyteachersuk.com)

Dear parent, teacher or tutor!

I'm so excited to share these carefully designed checklists with you!

As a teacher, I know first-hand how overwhelming it can be to keep track of everything when it comes to supporting a child's learning journey.

Each checklist is designed to:

- ✓ Provide clear steps to help guide your child's learning at home and in school.
- ✓ Support organisation, planning, and confidence-building in key areas of education.
- ✓ Offer expert-backed strategies to make learning engaging, stress-free, and effective.

Whether you're looking for ways to boost reading comprehension, build confidence, prepare for transitions, or establish strong study habits, these checklists will give you practical tools to help your child thrive.

### ★ How to Use These Checklists:

- Print and display them in a visible spot at home, have them in the car for quick quizzes or in the classroom.
- Tick off progress as your child works through each step.
- Use them as conversation starters with teachers or tutors to align on goals.

I truly believe that small, consistent steps lead to big success in learning.

I hope these checklists empower you to support your child's growth with clarity and confidence!

💬 I'd love to hear your feedback! If you find these checklists helpful, let me know how they're working for you—or suggest ideas for future ones!

Let's make learning simpler, more structured, and more enjoyable for every child! 🎉

Best wishes,

Sophie Wong

Tutoring by Teachers UK

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# Year 3

## MATHS

# Checklist



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## Place Value

I can count from 0 in multiples of 4, 8, 50 and 100.	
I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones).	
I can compare and order numbers up to 1000.	
I can identify, represent and estimate numbers using different representations.	
I can read and write numbers up to 1000 in numerals and in words.	
I can solve number problems and practical problems involving these ideas.	

## Addition and Subtraction

I can add and subtract numbers mentally, including: a three-digit number and ones	
a three-digit number and tens	
a three-digit number and hundreds	
I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.	
I can estimate the answer to a calculation and use inverse operations to check answers.	
I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	

## Multiplication and Division

I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	
I can write and calculate mathematical statements for multiplication and division using the multiplication tables that I know, including for two-digit numbers times one digit numbers, using mental and progressing to formal written methods.	
I can 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.	

## Fractions

I can 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.	
I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.	
I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.	
I can recognise and show, using diagrams, equivalent fractions with small denominators.	
I can add and subtract fractions with the same denominator within one whole	
I can compare and order unit fractions, and fractions with the same denominators.	
I can solve problems that involve all of the above.	

## Statistics

I can interpret and present data using bar charts, pictograms and tables.	
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## Measurement

I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).	
I can measure the perimeter of simple 2-D shapes.	
I can add and subtract amounts of money to give change, using both £ and p in practical contexts.	
I know the number of minutes in an hour and the number of hours in a day	
I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.	
I can 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.	
I know the number of seconds in a minute and the number of days in each month, year and leap year.	
I can compare durations of events [for example to calculate the time taken by particular events or tasks].	

## Shape

I can draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.	
I can recognise angles as a property of shape or a description of a turn.	
I can identify right angles, recognise that two right angles make a halfturn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.	
I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	