

Year 3: Counting and Understanding number

Mathematics from elementary



A total summary of some of the most important maths concepts to be taught in Year 3

3. Counting

Making progress with counting will still be important in year 3, using up to three digit numbers. Grouping items into tens and using tally charts are both effective ways of counting larger sets of objects.

In Year 3 work on counting in tens will cross the hundreds boundary (eg count on from 200, 300, 400 etc.). This is harder than an eight digit and requires a good understanding of counting. It is of real work is necessary if children are to become confident with this and it will help a great deal with mental arithmetic if children can count up and down in tens from any starting point.

Starting counting from one number to another is a good idea to self-assessing how they have counted.

Counting on and back will progress to larger numbers. Starting with one small number, it is expected that children will be able to count on or back of 1, 5, 10, 25, 50 and 100.

Counting on and back in whole hundreds, up to 1,000, is also introduced in year 3.

Simple sequences, or patterns of numbers, which go up or down in equal steps should be recognised and children should continue to try to say what the rule is when they recognise a sequence.

They should also begin to make up their own sequences of numbers, given certain conditions eg 'make a sequence that has a number 10 in it' or 'make a sequence which goes up in tens'.

Work will continue with multiples, referring to multiples of 100 and 1000.