

Inspire Maths Year 3 National Curriculum Correlation Chart

NC objective	Inspire Maths page reference	Additional activity
Number – number and place value		
Pupils should be taught to:		
<ul style="list-style-type: none"> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number 	PB2A Unit 1: Numbers to 1000 pp 6–7, 9–13 PB2A Unit 6: Multiplying by 4, 5 and 10 pp 106–107 PB3A Unit 1: Numbers to 10 000 pp 6, 9 PB3A Unit 5: Multiplying by 6, 7, 8 and 9 pp 67–68 PB2A Unit 1: Numbers to 1000 pp 8–9, 21–23 PB3A Unit 1: Numbers to 10 000 pp 9–10, 21–22	
<ul style="list-style-type: none"> recognise the place value of each digit in a three-digit number (hundreds, tens, ones) 	PB2A Unit 1: Numbers to 1000 pp 6–25 PB2A Unit 2: Addition and Subtraction within 1000 pp 27–59	
<ul style="list-style-type: none"> compare and order numbers up to 1000 	PB2A Unit 1: Numbers to 1000 pp 14–23, 25	NC Activity 3.1
<ul style="list-style-type: none"> identify, represent and estimate numbers using different representations 	PB2A Unit 1: Numbers to 1000 pp 6–17, 21 PB2A Unit 3: Using Models: Addition and Subtraction pp 60–78 PB2A Unit 4: Multiplication and Division pp 79–85 PB2A Unit 6: Multiplying by 4, 5 and 10 pp 106–107, 109–116, 118–119, 121–123, 125–129, 131 PB2A Unit 7: Using Models: Multiplication and Division pp 132–136	NC Activity 3.2
<ul style="list-style-type: none"> read and write numbers up to 1000 in numerals and in words 	PB2A Unit 1: Numbers to 1000 pp 6–25	
<ul style="list-style-type: none"> solve number problems and practical 	PB2A Unit 1: Numbers to 1000 pp 13, 18, 20–26 PB2A Unit 3: Using Models: Addition and Subtraction pp	

problems involving these ideas.	61–78 PB2A Unit 4: Multiplication and Division pp 79–85 PB2A Unit 6: Multiplying by 4, 5 and 10 pp 106–107, 109–116, 118–119, 121–123, 125–129, 131 PB2A Unit 7: Using Models: Multiplication and Division pp 132–136	
Number – addition and subtraction		
Pupils should be taught to:		
<ul style="list-style-type: none"> add and subtract numbers mentally, including: <ul style="list-style-type: none"> a three-digit number and ones a three-digit number and tens a three-digit number and hundreds 	PB2B Unit 10: Mental Calculations pp 6–18 PB3A Unit 9: Mental Calculations pp 124–131	NC Activity 3.3
<ul style="list-style-type: none"> add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction 	PB2A Unit 2: Addition and Subtraction within 1000 pp 27–59	
<ul style="list-style-type: none"> estimate the answer to a calculation and use inverse operations to check answers 	PB4A Unit 2: Whole Numbers (2) pp 32, 35	NC Activity 3.4
<ul style="list-style-type: none"> solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 	PB2A Unit 2: Addition and Subtraction within 1000 pp 30, 34, 36–37, 39, 41–43, 46, 50–51, 55, 58–59 PB2A Unit 3: Using Models: Addition and Subtraction pp 61–78 PB2A Unit 8: Length pp 148–151 PB2A Unit 9: Mass pp 159–160, 164, 167–172, 175 PB2B Unit 14: Volume pp 89–91 PB3B Unit 10: Money pp 6–10, 13–18, 22–26 PB3B Unit 11: Length, Mass and Volume p 44	

	PB3B Unit 12: Solving Word Problems: Length, Mass and Volume pp 45–46, 48–50	
Number – multiplication and division		
Pupils should be taught to:		
<ul style="list-style-type: none"> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 	PB2A Unit 5: Multiplying by 2 and 3 pp 95–105 PB2A Unit 6: Multiplying by 4, 5 and 10 pp 106–114, 126–131 PB2A Unit 7: Using Models: Multiplication and Division pp 132–136 PB2A Unit 8: Length pp 152–153 PB2B Unit 15: Graphs pp 98–99, 106–107 PB3A Unit 5: Multiplying by 6, 7, 8 and 9 pp 67–68, 70, 72–78 PB3A Unit 9: Mental Calculations pp 132–136	
<ul style="list-style-type: none"> 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 	PB2A Unit 7: Using Models: Multiplication and Division pp 132–136 PB2A Unit 8: Length pp 152–153 PB2A Unit 9: Mass pp 173–175 PB2B Unit 14: Volume pp 92–93 PB3A Unit 6: Multiplication pp 79–92 PB3A Unit 7: Division pp 93–96, 98–110 PB3A Unit 8: Solving Word Problems 2: Multiplication and Division pp 111–123 PB3A Unit 9: Mental Calculations pp 132–136	
<ul style="list-style-type: none"> solve problems, including missing number problems, involving multiplication and division, including positive integer scaling 	PB2A Unit 4: Multiplication and Division pp 79–85 PB2A Unit 5: Multiplying by 2 and 3 pp 86–105 PB2A Unit 6: Multiplying by 4, 5 and 10 pp 106–131	NC Activity 3.5

problems and correspondence problems in which n objects are connected to m objects.	<p>PB2A Unit 7: Using Models: Multiplication and Division pp 132–136</p> <p>PB2A Unit 8: Length pp 152–153</p> <p>PB2A Unit 9: Mass pp 173–175</p> <p>PB2B Unit 14: Volume pp 92–93</p> <p>PB2B Unit 15: Graphs pp 95–109</p> <p>PB3A Unit 6: Multiplication pp 91–92</p> <p>PB3A Unit 7: Division pp 93–95, 99–110</p> <p>PB3A Unit 8: Solving Word Problems 2: Multiplication and Division pp 111–123</p> <p>PB3B Unit 12: Solving Word Problems: Length, Mass and Volume pp 47–55</p> <p>PB3B Unit 15: Time pp 111–112</p>	
Number – fractions		
Pupils should be taught to:		
<ul style="list-style-type: none"> 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 	<p>PB2B Unit 12: Fractions pp 32–37, 43, 48</p> <p>PB4B Unit 9: Decimals (1) pp 8–13</p>	NC Activity 3.6
<ul style="list-style-type: none"> recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators 	PB4A Unit 5: Fractions pp 104–107, 110–115	
<ul style="list-style-type: none"> recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators 	PB2B Unit 12: Fractions pp 46, 48, 51–53	
<ul style="list-style-type: none"> recognise and show, using diagrams, equivalent fractions with small 	PB3B Unit 14: Fractions pp 69–74, 78–83	

denominators		
<ul style="list-style-type: none"> add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] 	PB2B Unit 12: Fractions pp 50–59	
<ul style="list-style-type: none"> compare and order unit fractions, and fractions with the same denominators 	PB2B Unit 12: Fractions pp 44–49	
<ul style="list-style-type: none"> solve problems that involve all of the above. 	PB2B Unit 12: Fractions pp 38–47, 56–59 PB3B Unit 14: Fractions pp 70–71	
Measurement		
Pupils should be taught to:		
<ul style="list-style-type: none"> measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) 	PB2A Unit 8: Length pp 137–151 PB2A Unit 9: Mass pp 155–172 PB2B Unit 14: Volume pp 85–91, 94 PB3B Unit 11: Length, Mass and Volume pp 27–29, 33–44 PB3B Unit 12: Solving Word Problems: Length, Mass and Volume pp 45–46, 48	NC Activity 3.7
<ul style="list-style-type: none"> measure the perimeter of simple 2-D shapes 	PB3B Unit 18: Area and Perimeter pp 163–165, 167, 172	
<ul style="list-style-type: none"> add and subtract amounts of money to give change, using both £ and p in practical contexts 	PB1B Unit 19: Money (2) pp 132–143 PB2A Unit 3: Using Models: Addition and Subtraction pp 64, 70, 72, 74 PB2B Unit 11: Money pp 28–30	
<ul style="list-style-type: none"> tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour 	PB2B Unit 13: Time pp 60–78 PB3B Unit 15: Time pp 91–94 PB4B Unit 11: Time pp 86–97	NC Activity 3.8

clocks		
<ul style="list-style-type: none"> 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 	PB2B Unit 13: Time pp 60–73 PB3B Unit 15: Time pp 91–94 PB4B Unit 11: Time pp 82–83, 85	NC Activity 3.9
<ul style="list-style-type: none"> know the number of seconds in a minute and the number of days in each month, year and leap year 	PB4B Unit 11: Time pp 81–85	NC Activity 3.10
<ul style="list-style-type: none"> compare durations of events [for example to calculate the time taken by particular events or tasks]. 	PB2B Unit 13: Time pp 74–77 PB3B Unit 15: Time pp 105–110, 112–114 PB4B Unit 11: Time pp 81–85, 87–96	
Geometry – properties of shapes		
Pupils should be taught to:		
<ul style="list-style-type: none"> draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them 	PB2A Unit 4: Multiplication and Division p 84 PB2B Unit 16: Lines and Surfaces pp 114–119 PB2B Unit 17: Shapes and Patterns pp 122–131, 135–136 PB3B Unit 16: Angles pp 121–122, 125–126	NC Activity 3.11
<ul style="list-style-type: none"> recognise angles as a property of shape or a description of a turn 	PB3B Unit 16: Angles pp 115–122 PB4A Unit 6: Angles pp 125–132	NC Activity 3.12
<ul style="list-style-type: none"> 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 	PB3B Unit 16: Angles pp 123–126 PB4A Unit 6: Angles pp 125–126	

<ul style="list-style-type: none"> identify horizontal and vertical lines and pairs of perpendicular and parallel lines. 	PB3B Unit 17: Perpendicular and Parallel Lines pp 127–131, 138–142, 148 PB4A Unit 7: Perpendicular and Parallel Lines pp 133–141 PB4A Unit 8: Squares and Rectangles pp 142–145	NC Activity 3.13
Statistics		
Pupils should be taught to:		
<ul style="list-style-type: none"> interpret and present data using bar charts, pictograms and tables 	PB2A Unit 9: Mass pp 157, 166, 171 PB2B Unit 13: Time pp 77 PB2B Unit 14: Volume pp 87 PB2B Unit 15: Graphs pp 95–109 PB3A Unit 5: Multiplying by 6, 7, 8 and 9 p 73 PB3B Unit 11: Length, Mass and Volume pp 36, 42 PB3B Unit 13: Bar Graphs pp 56–67 PB3B Unit 16: Angles p 121 PB3B Unit 17: Perpendicular and Parallel Lines pp 131, 142	
<ul style="list-style-type: none"> 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. 	PB2A Unit 1: Numbers to 1000 pp 24–25 PB2B Unit 15: Graphs, 95–103 pp 106–109 PB3B Unit 13: Bar Graphs pp 62–67 PB3B Unit 15: Time pp 112	