Y3 expected standard		*Evidence – 6 pieces*					
	NUMBER	**Dates:**					
Number & Place Value	Count from 0 in multiples of 4, 8, 50 and 100						
	Use multiples of 2, 3, 4, 5, 8, 10, 50 and 100						
	Find 10 or 100 more or less than a given number						
	Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)						
	Compare and order numbers up to 1,000						
	Identify, represent and estimate numbers using different representations						
	Use larger numbers to at least 1,000, applying partitioning related to place value using varied and increasingly complex problems, building on work in year 2 (for example, 146 = 100 + 40 + 6, 146 = 130 +16).						
	Read and write numbers up to 1,000 in numerals and in words						
	Solve number problems and practical problems involving these ideas						
Addition & Subtraction	Add and subtract numbers mentally, including: • a three-digit number and 1s						
	• a three-digit number and 10s						
	• a three-digit number and 100s						
	For mental calculations with two-digit numbers, the answers could exceed 100.						
	Add and subtract numbers with up to 3 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						
Multiplication & Division	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables						
	Through doubling, connect the 2, 4 and 8 multiplication tables.						
	Write and calculate x and ÷ mathematical statements using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods for x and ÷						
	Develop efficient mental methods, for example, using commutativity and associativity (for example, 4 × 12 × 5 = 4 × 5 × 12 = 20 × 12 = 240)						
	Develop efficient mental methods, using x and ÷ facts (for example, using 3 × 2 = 6, 6 ÷ 3 = 2 and 2 = 6 ÷ 3) to derive related facts (30 × 2 = 60, 60 ÷ 3 = 20 and 20 = 60 ÷ 3).						
	Solve x and ÷ problems, including missing number problems						
	Solve simple problems in contexts, deciding which of the 4 operations to use and why. These include measuring and scaling contexts, (for example 4 times as high, 8 times as long etc.)						

DAYS LANE PRIMARY SCHOOL

Y3 National Curriculum MATHS Assessment Grid

Y3 expected standard		*Evidence – 6 pieces*					
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						
	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators						
	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators						
	Recognise and show, using diagrams, equivalent fractions with small denominator						
	Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]						
	Compare and order unit fractions, and fractions with the same denominators						
	Solve problems that involve all of the above						
	Practise adding and subtracting fractions with the same denominator through a variety of increasingly complex problems						
	MEASUREMENT	**Dates:**					
	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)						
	Measure the perimeter of simple 2-D shapes						
	Add and subtract amounts of money to give change, using both £ and p in practical contexts						
	Record £ and p separately. (The decimal recording of money is introduced formally in Y4.)						
	Estimate and read time to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary - o'clock, am/pm, morning, afternoon, noon, midnight						
	Know the number of seconds in a minute and the number of days in each month, year and leap year						
	Compare durations of events [for example, to calculate the time taken by particular events or tasks]						
	GEOMETRY	**Dates:**					
Properties of Shapes	Draw 2-D shapes and make 3-D shapes using modelling materials						
	Recognise 3-D 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 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle						
	Identify horizontal, vertical lines, pairs of perpendicular and parallel lines						
	STATISTICS	**Dates:**					
	Interpret and present data using bar charts, pictograms and tables						
	Understand and use simple scales (for example, 2, 5, 10 units per cm) in pictograms and bar charts with increasing accuracy.						
	Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables						