YEAR 3 ASSESSMENT

Greater depth means that children can explain and reason mathematically, enabling them to deepen their mathematical understanding.

Assessment Standards:	
Number and Place Value	
Working towards:	
Count from 0 in multiples of 4, 50 and 100; find 10 more or less than a given number.	
Recognise the place value of each digit in a three-digit number less than 200 (hundreds, tens, ones).	
Compare and order numbers up to 200.	
Identify, represent and estimate numbers using different representations with support.	
Read and write numbers up to 200 in numerals and words.	
Solve number problems and practical problems involving these ideas.	
Expected:	
Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.	
Recognise the place value of each digit in a three digit number. (hundreds, tens and ones)	
Compare and order numbers up to 1000.	
Identify, represent and estimate numbers using different representations.	
Read and write numbers up to 1000 in numbers and words.	
Solve number problems and practical problems involving these ideas.	
Greater depth:	
Count from 0 and other numbers in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number, explaining what happens to the different place value.	
Addition and Subtraction	
Working towards:	
Add and subtract numbers with support of models or images, including: a three digit number and ones, a three digit number and tens, a three digit number and hundreds.	
Add and subtract numbers with up to three digits, using simple formal written methods of column 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 and place value.	
Expected:	
Add and subtract numbers mentally, including: a three digit number and ones, a three digit number and tens, a three digit number and hundreds.	
Add and subtract numbers with up to three digits, using formal written methods of column 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 and Division	
Working towards:	
Recall and use multiplication and division facts for 3 and 4 multiplication tables.	
Write and calculate mathematical statements for multiplication and division using the multiplication and division using the multiplication tables that they know, including two-digit numbers times one-digit numbers, using support of models and images.	
Solve problems including missing numbers problems, involving multiplication and division.	
Expected:	
Recall and use multiplication and division facts for 3, 4 and 8 multiplication tables.	

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Write and calculate mathematical statements for multiplication and division using the multiplication and division using the multiplication tables that they know, including two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.	
Solve problems including missing numbers problems, involving multiplication and division, including positive integer scaling problems in which n objects and connected to m objects.	
Fractions	
Working towards:	
Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts.	
Recognise, find and write fractions of a discrete set of objects: unit fractions.	
Recognise and use fractions as numbers: ½ and ¼	
Recognise and show, using diagrams equivalent fractions with small denominators.	
Add and subtract fractions with the same denominator within one whole (for example, 5/7 +1/7= 6/7)	
Compare and order fractions with the same denominators.	
Solve problems that involve all of the above.	
Expected:	
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 with small denominators.	
Recognise and show, using diagrams equivalent fractions with small denominators.	
Compare and order unit fractions with the same denominators.	
Measurement	
Working towards:	
Measure, compare add and subtract lengths (m/cm/mm); mass (k/kg); volume/capacity (l/ml).	
Measure the perimeter of simple 2D shapes.	
Add and subtract amounts of money to give change, using £ and p in practical contexts.	
Tell and write the time from an analogue clock, including Roman numerals from I to XII, and 12-hour clocks.	
Estimate and read time with increasing accuracy to the nearest 5 minutes.	
Record and compare time in terms of seconds, minutes and hours.	
Use vocabulary such as o'clock, am/pm, morning, afternoon and midnight.	
Know the number of seconds in a minute.	
Compare durations of events [for examples to calculate the time taken by a particular events or tasks]	
Expected:	
Tell and write the time from an analogue clock, including Roman numerals from I to XII, and 12-hour clocks and 24-hour clocks.	
Estimate and read time with increasing accuracy to the nearest minute.	
Know the number of days in a year and leap year.	
Know the number of days in each month.	
Know the number of seconds in a minute.	
Geometry - Shape	
Working towards:	
Draw 2D shapes and make 3D shapes using modelling materials.	
Recognise angles as a property of shape or a description of a turn.	
Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four complete a turn.	
Identify horizontal and vertical lines.	

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Expected:	
Recognise 3D shapes in different orientations and describe them.	
Identify whether angles are greater than or less than a right angle.	
Identify horizontal and vertical lines and pairs of perpendicular and parallel.	
Statistics	
Working towards:	
Interpret and present data using simple bar charts, pictograms and tables.	
Solve one-step questions [for example, 'How many more? and How many fewer?] using information presented in simple bar charts and pictograms and tables.	
Expected:	
Solve one-step questions [for example, 'How many more? and How many fewer?] using information presented in scaled bar charts and pictograms and tables.	