End of Year Expectations for Year 3 (Maths)

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| Year 3 Number and Place Value  |
| Number and Place Value  | Addition and Subtraction  | Multiplication and Division  | Fractions  |
| Sufficient evidence shows the ability to: PV1- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.PV2- Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s).PV3- Compare and order numbers up to 1,000.PV4- Identify, represent and estimate numbers using different representationsPV5- Read and write numbers up to 1,000 in numerals and in words.PV6- Solve number problems and practical problems involving these ideas. | Sufficient evidence shows the ability to: AS1- Add and subtract numbers mentally, including:-a three-digit number and 1s-a three-digit number and 10s- a three-digit number and 100sAS2- Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction.AS3- Estimate the answer to a calculation and use inverse operations to check answers.AS4- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.  | Sufficient evidence shows the ability to: MD1- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.MD2- 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.MD3- 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. | Sufficient evidence shows the ability to: F1- 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.F2- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.F3- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.F4- Recognise and show, using diagrams, equivalent fractions with small denominators.F5- Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7 ]F6- Compare and order unit fractions, and fractions with the same denominators. |
| Year 3 Geometry and Measures  |
| Measures  | Geometry – Properties of Shapes  | Geometry – Position and Movement  | Statistics  |
| Sufficient evidence shows the ability to: M1- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)M2- Measure the perimeter of simple 2-D shapesM3- Add and subtract amounts of money to give change, using both £ and p in practical contextsM4- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocksM5- 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, am/pm, morning, afternoon, noon and midnightM6- Know the number of seconds in a minute and the number of days in each month, year and leap yearM7- Compare durations of events [for example, to calculate the time taken by particular events or tasks] | Sufficient evidence shows the ability to: G1- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe themG2- Recognise angles as a property of shape or a description of a turnG3- 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 angleG4- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines  | Sufficient evidence shows the ability to:  | Sufficient evidence shows the ability to: S1- Interpret and present data using bar charts, pictograms and tables.S2- 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.  |