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 representations  PV5- 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 100s  AS2- 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 shapes  M3- Add and subtract amounts of money to give change, using both £ and p in practical contexts  M4- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks  M5- 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 midnight  M6- Know the number of seconds in a minute and the number of days in each month, year and leap year  M7- 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 them  G2- Recognise angles as a property of shape or a description of a turn  G3- 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  G4- 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. |