



# Year 3 Maths Assessment (Statements)

|  |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
|--|---|----|---|----|---|----|--------|---|----|---|----|---|----|--------|---|----|---|----------------------|---|----|
| Name: _____  |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
|  | B | B+ | W | W+ | S | S+ |        | B | B+ | W | W+ | S | S+ |        | B | B+ | W | W+                   | S | S+ |
| Autumn   |   |    |   |    |   |    | Spring |   |    |   |    |   |    | Summer |   |    |   |                      |   |    |
| <b>Number</b>  |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| <b>Number and Place Value</b>  |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   | <b>Date achieved</b> |   |    |
| To count from 0 in multiples of 4 and 8  |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| To count from 0 in multiples of 50 and 100   |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| To find 10 or 100 more or less than a given number   |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| To recognise the value of each digit in a 3 digit number   |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| To compare and order numbers upto 1000.  |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| To identify, represent and estimate numbers in different contexts  |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| To read and write numbers to at least 1000 in numerals and words.  |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| To solve number and practical problems   |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| <b>Addition and Subtraction</b>  |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| To + and - numbers mentally including 3 digit numbers and ones. (257+7)                                      |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| To + and – numbers mentally including 3 digit numbers and tens. (e.g. 257+30)                                |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| To + and – numbers mentally including 3 digit numbers and hundreds. (e.g. 257+200)                           |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| To add numbers mentally including 3 digit numbers using an efficient written method.                         |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| To add numbers mentally including 3 digit numbers using an efficient written method.                         |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| To estimate the answer to a calculation and use inverse operations to check answers                          |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| To solve missing number and single step word problems involving + and -                                      |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| To solve multi-step word problems involving + and -  |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| <b>Multiplication and Division</b>   |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| To recall and use X and ÷ for the 3 times table  |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| To recall and use X and ÷ for the 4 times table  |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| To recall and use X and ÷ for the 8 times table  |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| To use mental strategies to multiply a 2 digit number by a 1 digit number using known multiplication facts)  |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| To use efficient written methods to x a two digit number using tables that I know. (2,3,4,5,8,10 e.g.34 x 8) |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| To solve problems involving multiplication and division  |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| To solve missing number problems involving multiplication and division                                       |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| To solve problems using measuring and scaling. (e.g. 4 times as high)  |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| To solve correspondence problems in which m objects are connected to n objects                               |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| <b>Fractions</b>   |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| To count up and down in tenths   |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| To know that tenths arise from dividing and object into 10 equal parts                                       |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| To recognise, find and write fractions for a set of objects.   |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| To recognise and use fractions as numbers. Unit fractions and non-unit fractions with small denominators.    |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |
| To recognise and show equivalent fractions using diagrams  |   |    |   |    |   |    |        |   |    |   |    |   |    |        |   |    |   |                      |   |    |



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|---|--|
| To + and – fractions with the same denominator within 1 whole   |  |
| To compare and order fractions with the same denominator.   |  |
| To solve problems involving fractions   |  |
| <b>Measurement</b>  |  |
| To measure, compare, add and subtract volume/capacity. (l/ml)   |  |
| To measure, compare, add and subtract mass .(kg/g)  |  |
| To measure, compare, add and subtract lengths. (m/cm/mm)  |  |
| To + and – amounts of money and give change in £ and p  |  |
| To measure the perimeter of simple 2D shapes  |  |
| To tell and write the time from an analogue clock and 24 hour clock                                   |  |
| To estimate and record time with increasing accuracy to the nearest minute.                           |  |
| To record and compare time in seconds, minutes and hours  |  |
| To use vocabulary such as o'clock, am, pm, morning, afternoon, and midnight.                          |  |
| To know the number of seconds in a minute, number of days in each month, year and leap year           |  |
| To compare durations of events.   |  |
| To recognise and write the Roman numerals from I to XII   |  |
| <b>Geometry (Properties of shapes)</b>  |  |
| To draw 2D shapes   |  |
| To make 3D shapes using modelling materials   |  |
| To recognise and describe 3D shapes in different orientations   |  |
| To recognise angles as a property of shapes and associate angles with turning                         |  |
| To identify right angles  |  |
| To know that 2 right angles make a half turn, 3 make a $\frac{3}{4}$ turn and 4 make a complete turn. |  |
| To identify angles that are greater or less than a right angle  |  |
| To identify horizontal, vertical, perpendicular and parallel lines in relation to other lines         |  |
| <b>Statistics</b>   |  |
| To interpret and present data using bar charts.   |  |
| To interpret and present data using pictograms.   |  |
| To interpret and present data using tables.   |  |
| To solve one step problems such as 'How many more? How many fewer?'                                   |  |
| To solve two step problems.   |  |
| To use simple scales (e.g. 2,5, 10 units per cm) in pictograms and bar charts                         |  |
| To interpret data presented in many contexts  |  |

### Steps

|   |   |  |  |  |   |
|---|---|--|--|--|---|
| <b>B</b><br>1-12<br>statements<br>highlighted | <b>B+</b><br>12-21<br>statements<br>highlighted | <b>W</b><br>22 – 31<br>statements<br>highlighted | <b>W+</b><br>32 -41<br>statements<br>highlighted | <b>S</b><br>42-52<br>statements<br>highlighted | <b>S+</b><br>53-60<br>statements<br>highlighted |
|---|---|--|--|--|---|