



Year 3 Maths Assessment (Statements)

Name: _____

Class: _____

Number and Place Value

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 (hundreds, tens, ones).

To compare and order numbers up to 1000.

To identify, represent and estimate numbers using different representations.

To read and write numbers up to 1000 in numerals and in words.

To solve number and practical problems involving the above

Addition and Subtraction

To add and subtract numbers mentally including:

- A 3-digit number and ones.

- A 3-digit number and tens.

- A 3-digit number and hundreds.

Add	Subtract
257+7	257-7
257+30	257-30
257+200	257-200

To add _____ and subtract _____ numbers up to 3-digits, using formal written methods.

To estimate the answer to a calculation and use inverse operations to check answers.

To solve problems, including missing number facts, place value and more complex addition and subtraction.

Multiplication and Division

To recall & use multiplication & division facts for the 3 _____ 4 _____ and 8 _____ times tables.

To write and calculate mathematical statements for multiplication and division using the multiplication tables I know – including for two-digit by one-digit numbers

To use formal written methods to multiply and divide two-digit numbers by one-digit numbers.

To solve problems involving multiplication _____ and division. _____

To solve problems involving positive integer scaling. (e.g. 4 times as high).

To solve correspondence problems in which n objects are connected to m objects.

To solve multi-step word problems involving all four operations.

Fractions

To count up and down in tenths.

To know that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10.

To recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

To recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.

To recognise and show, using diagrams, equivalent fractions with small denominators.

To add _____ and subtract _____ fractions with the same denominator within 1 whole.

To compare and order unit fractions and fractions with the same denominator.



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To solve problems that involve all the above.

Measurement

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 add and subtract amounts of money and give change in £ and p in practical contexts.

To measure the perimeter of simple 2D shapes.

To tell and write the time from an analogue clock including using Roman Numerals from I to XII and 12-hour and 24-hour clocks.

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, a.m./p.m., morning, afternoon, noon and midnight.

To know the number of seconds in a minute & the number of days in each month, year and leap year.

To compare durations of events (for example calculate the time taken by particular events or tasks).

To solve problems involving the calculation and conversion of units of measure.

Geometry (Properties of shapes)

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 parallel lines.

Statistics

To interpret and present data using bar charts, pictograms and tables.

To solve one-step and two-step questions (for example 'How many more? How many fewer?') using information presented in scaled bar charts, pictograms and tables.

To use simple scales (e.g. 2, 5, 10 units per cm) in pictograms and bar charts.

To interpret data presented in many contexts and provide use my findings to explain my reasoning when answering problems.

Autumn

Spring

Summer

For a child to be EXP they have to achieve 39 targets in black or purple.

For a child to be EXC they have to achieve all targets in black and purple.