Maths Year 3 Standard

Assessment of Maths is 65% - 70% number

Standard for Number and Place Value:

- 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, ones) and partition in different ways, e.g. $146 = 130 + \Box$

- compare and order numbers up to 1000

- identify, represent and estimate numbers using different representations

- read and write numbers up to 1000 in numerals and in words

- solve number problems and practical problems involving these ideas

Standard for multiplication and division:

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

- 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

- 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.

Standard for fractions:

- 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 (*up to ninths on MTP*)

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

- recognise and show, using diagrams, equivalent fractions with small denominators (*up to ninths on MTP*)

- add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]

- compare and order unit fractions, and fractions with the same denominators

- solve problems that involve all of the above.

Standard for addition and subtraction:

- 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 columnar addition and subtraction

- consistently, and without prompts, 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.

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Standard for measurement:

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml), including the use of mixed units, e.g. 1kg 200g

- measure the perimeter of simple 2-D shapes

- add and subtract amounts of money to give change, using both £ and p in practical contexts

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

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

- know the number of seconds in a minute and the number of days in each month, year and leap year

- compare durations of events [for example to calculate the time taken by particular events or tasks].

Standard for Geometry – position and direction

No additional objectives on new NC

Standard for Geometry – properties of shapes

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

- 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 a complete turn; identify whether angles are greater than or less than a right angle

- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Standard for statistics:

- interpret and present data using bar charts, pictograms and tables

- 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.