

Our Lady Mother of the Saviour

Year Three New Curriculum Assessment Grid

Number Place Value	Number Addition Subtraction	Number Multiplication Division	Number Fractions	Measurement	Geometry Properties of Shape	Geometry Position and Direction	Statistics
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number <input type="checkbox"/> recognise the place value of each digit in a three-digit number (hundreds, tens, ones) <input type="checkbox"/> compare and order numbers up to 1000 <input type="checkbox"/> identify, represent and estimate numbers using different representations <input type="checkbox"/> read and write numbers up to 1000 in numerals and in words <input type="checkbox"/> solve number problems and practical problems involving these ideas. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> add and subtract numbers mentally, including: <ul style="list-style-type: none"> <input type="checkbox"/> a three-digit number and ones <input type="checkbox"/> a three-digit number and tens <input type="checkbox"/> a three-digit number and hundreds <input type="checkbox"/> add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction <input type="checkbox"/> estimate the answer to a calculation and use inverse operations to check answers <input type="checkbox"/> solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables <input type="checkbox"/> 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 <input type="checkbox"/> 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators <input type="checkbox"/> recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators <input type="checkbox"/> recognise and show, using diagrams, equivalent fractions with small denominators <input type="checkbox"/> add and subtract fractions with the same denominator within one whole [for example, $7 \frac{5}{6} + 7 \frac{1}{6} = 14 \frac{6}{6}$] <input type="checkbox"/> compare and order unit fractions, and fractions with the same denominators <input type="checkbox"/> solve problems that involve all of the above. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) <input type="checkbox"/> measure the perimeter of simple 2-D shapes <input type="checkbox"/> add and subtract amounts of money to give change, using both £ and p in practical contexts <input type="checkbox"/> tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks <input type="checkbox"/> 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 <input type="checkbox"/> know the number of seconds in a minute and the number of days in each month, year and leap year <input type="checkbox"/> compare durations of events [for example to calculate the time taken by particular events or tasks 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them <input type="checkbox"/> recognise angles as a property of shape or a description of a turn <input type="checkbox"/> 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 <input type="checkbox"/> identify horizontal and vertical lines and pairs of perpendicular and parallel lines. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> interpret and present data using bar charts, pictograms and tables <input type="checkbox"/> 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. 	