**Mathematics Curriculum Progression of Skills Assessment Grids**

**Note initials of children WB, WT, EXP and GD.**

**Year 3**

Use Assessment Questions from the Ready-to-Progress Criteria Non-Statutory Guidance (DfE, 2020).

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| Strand | Ready-to-progress Criteria | Working Below | Working towards | EXP | Greater Depth |
| Number and Place Value (NPV) | 3NPV–1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties. |  |  |  |  |
| 3NPV–2 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning. |  |  |  |  |
| 3NPV–3 Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10. |  |  |  |  |
| 3NPV–4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts. |  |  |  |  |
| Number Facts (NF) | 3NF–1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice. |  |  |  |  |
| 3NF–2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number. |  |  |  |  |
| 3NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10), for example: 80 + 60 = 140 140 - 80 = 60  30 x 4 = 120 120 ÷ 4 = 30 |  |  |  |  |
| Addition and Subtraction (AS) | 3AS–1 Calculate complements to 100, for example:  46 + ? = 100 |  |  |  |  |
| 3AS–2 Add and subtract up to three-digit numbers using columnar methods. |  |  |  |  |
| 3AS–3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. |  |  |  |  |
| 3AS-3 Understand and use the commutative property of addition, and understand the related property for subtraction. |  |  |  |  |
| Multiplication and Division (MD) | 3MD–1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division. |  |  |  |  |
| Fractions (F) | 3F–1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. |  |  |  |  |
| 3F–2 Find unit fractions of quantities using known division facts (multiplication tables fluency). |  |  |  |  |
| 3F–3 Reason about the location of any fraction within 1 in the linear number system. |  |  |  |  |
| 3F–4 Add and subtract fractions with the same denominator, within 1. |  |  |  |  |
| Geometry (G) | 3G–1 Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations. |  |  |  |  |
| 3G–2 Draw polygons by joining marked points, and identify parallel and perpendicular sides. |  |  |  |  |

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| **Attitude To Learning** | **Note initials of children’s attitude to Learning** |
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