# Numeracy Assessment Grid - Year 3 Working Towards Standard (WTS) – Evidence of Fluency

| Number and Place Value | Evidence | | | Number: Addition and Subtraction | Evidence | | | Measurement | Evidence | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Count from 0 in multiples of 4, 8, 50 and 100 | | | | Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens and a three-digit number and hundreds | | | | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | | | |
| Count up and down in tenths | | | | Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction | | | | Measure the perimeter of simple 2-D shapes | | | |
| Read and write numbers up to 1000 in numerals and in words | | | | Estimate the answer to a calculation and use inverse operations to check answers | | | | Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks | | | |
| Identify, represent and estimate numbers using different representations | | | | Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction | N/A | N/A | N/A | Estimate/read time with increasing accuracy to the nearest minute | | | |
| Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) | | | | **Number: Multiplication and Division** | **Evidence** | | | Record/compare time in terms of seconds, minutes, hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon, midnight | | | |
| Compare and order numbers up to 1000 | | | | Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables | | | | Know the number of seconds in a minute and the number of days in each month, year and leap year | | | |
| Find 1, 10 or 100 more or less than a given number | | | | 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 | | | | Compare durations of events [for example to calculate the time taken by particular events or tasks] | | | |
| | | | | | | | | Add and subtract amounts of money to give change, using both £ and p in practical contexts | | | |
| Solve number problems and practical problems involving these ideas | N/A | N/A | N/A | 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 | N/A | N/A | N/A | **Number: Fractions** | **Evidence** | | |
| **Statistics** | **Evidence** | | | **Geometry: Properties of Shapes** | **Evidence** | | | Recognise that tenths arise from dividing objects 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 | | | |
| Interpret and present data using bar charts, pictograms and tables | | | | Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them | | | | Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators | | | |
| 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 | N/A | N/A | N/A | 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 | | | | Recognise and show, using diagrams, equivalent fractions with small denominators | | | |
| | | | | | | | | Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] | | | |
| | | | | Recognise angles as a property of shape or a description of a turn | | | | Compare and order unit fractions, and fractions with the same denominators | | | |
| | | | | Identify horizontal and vertical lines and pairs of perpendicular and parallel lines | | | | Solve problems that involve all of the above | N/A | N/A | N/A |

When recording evidence, please use the following Key: Numeracy Book (NB), Test (T) or Arithmetic Tracking (AT). A date must accompany the annotation so that evidence can be more easily located e.g. NB 25/2. **Key:** Autumn Spring Summer Across more than one term

# Numeracy Assessment Grid - Year 3 Expected Standard (EXP) – Evidence of Reasoning

| Number and Place Value | Evidence | | | Number: Addition and Subtraction | Evidence | | | Measurement | Evidence | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Count from 0 in multiples of 4, 8, 50 and 100 | | | | Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens and a three-digit number and hundreds | | | | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | | | |
| Count up and down in tenths | | | | Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction | | | | Measure the perimeter of simple 2-D shapes | | | |
| Read and write numbers up to 1000 in numerals and in words | | | | Estimate the answer to a calculation and use inverse operations to check answers | | | | Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks | | | |
| Identify, represent and estimate numbers using different representations | | | | Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction | N/A | N/A | N/A | Estimate/read time with increasing accuracy to the nearest minute | | | |
| Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) | | | | **Number: Multiplication and Division** | **Evidence** | | | Record/compare time in terms of seconds, minutes, hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon, midnight | | | |
| Compare and order numbers up to 1000 | | | | Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables | | | | Know the number of seconds in a minute and the number of days in each month, year and leap year | | | |
| Find 1, 10 or 100 more or less than a given number | | | | 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 | | | | Compare durations of events [for example to calculate the time taken by particular events or tasks] | | | |
| | | | | | | | | Add and subtract amounts of money to give change, using both £ and p in practical contexts | | | |
| Solve number problems and practical problems involving these ideas | N/A | N/A | N/A | 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 | N/A | N/A | N/A | **Number: Fractions** | **Evidence** | | |
| **Statistics** | **Evidence** | | | **Geometry: Properties of Shapes** | **Evidence** | | | Recognise that tenths arise from dividing objects 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 | | | |
| Interpret and present data using bar charts, pictograms and tables | | | | Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them | | | | Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators | | | |
| 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 | N/A | N/A | N/A | 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 | | | | Recognise and show, using diagrams, equivalent fractions with small denominators | | | |
| | | | | | | | | Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] | | | |
| | | | | Recognise angles as a property of shape or a description of a turn | | | | Compare and order unit fractions, and fractions with the same denominators | | | |
| | | | | Identify horizontal and vertical lines and pairs of perpendicular and parallel lines | | | | Solve problems that involve all of the above | N/A | N/A | N/A |

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# Numeracy Assessment Grid - Year 3 Greater Depth Standard (GDS) – Evidence of Problem Solving

| Number and Place Value | Evidence | | | Number: Addition and Subtraction | Evidence | | | Measurement | Evidence | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Count from 0 in multiples of 4, 8, 50 and 100 | | | | Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens and a three-digit number and hundreds | | | | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | | | |
| Count up and down in tenths | | | | Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction | | | | Measure the perimeter of simple 2-D shapes | | | |
| Read and write numbers up to 1000 in numerals and in words | | | | Estimate the answer to a calculation and use inverse operations to check answers | | | | Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks | | | |
| Identify, represent and estimate numbers using different representations | | | | Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction | | | | Estimate/read time with increasing accuracy to the nearest minute | | | |
| Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) | | | | **Number: Multiplication and Division** | *Evidence* | | | Record/compare time in terms of seconds, minutes, hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon, midnight | | | |
| Compare and order numbers up to 1000 | | | | Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables | | | | Know the number of seconds in a minute and the number of days in each month, year and leap year | | | |
| Find 1, 10 or 100 more or less than a given number | | | | 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 | | | | Compare durations of events [for example to calculate the time taken by particular events or tasks] | | | |
| | | | | | | | | Add and subtract amounts of money to give change, using both £ and p in practical contexts | | | |
| Solve number problems and practical problems involving these ideas | | | | 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 | | | | **Number: Fractions** | *Evidence* | | |
| **Statistics** | *Evidence* | | | **Geometry: Properties of Shapes** | *Evidence* | | | Recognise that tenths arise from dividing objects 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 | | | |
| Interpret and present data using bar charts, pictograms and tables | | | | Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them | | | | Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators | | | |
| 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 | | | | 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 | | | | Recognise and show, using diagrams, equivalent fractions with small denominators | | | |
| | | | | | | | | Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] | | | |
| | | | | Recognise angles as a property of shape or a description of a turn | | | | Compare and order unit fractions, and fractions with the same denominators | | | |
| | | | | Identify horizontal and vertical lines and pairs of perpendicular and parallel lines | | | | Solve problems that involve all of the above | | | |

When recording evidence, please use the following Key: Numeracy Book (NB), Test (T) or Arithmetic Tracking (AT). A date must accompany the annotation so that evidence can be more easily located e.g. NB 25/2. **Key:** Autumn Spring Summer Across more than one term