# End of Year 3 Maths Expectations

| 1. Number and place value |
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| a. Can read and write numbers to at least 100 and extend to 1000 in numerals and words |
| b. Can find 10 more or 10 less than a given number up to 100 and extend to 1000 |
| c. Can find 100 more or 100 less than a given number up to 1000 |
| d. Can understand the place value of each digit in a two-digit and three-digit number |
| e. Can represent two-digit and three-digit numbers using different representations including the number line, base 10 apparatus etc |
| f. Can compare and order numbers up to 100 and extend to 1000 sometimes using the <, > and = signs correctly |
| g. Can solve problems using place value and number facts |

| 2. Number - addition, subtraction (mental and written) |
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| a. Can fluently recall all addition and subtraction facts within 20 |
| b. Can add three single digit numbers mentally |
| c. Can add a two-digit and extend to three-digit number and ones mentally |
| d. Can add a two digit and extend to three-digit number and tens mentally |
| e. Can subtract three single digit numbers mentally |
| f. Can subtract a two digit and extend to three-digit number and ones mentally |
| g. Can subtract a two digit and extend to three-digit number and tens mentally |
| h. Can add two-digit and extend to three-digit numbers using the expanded column method (not bridging ten) |
| i. Can add two-digit and extend to three-digit numbers using the expanded column method (bridging ten) |
| j. Can subtract two-digit numbers using the expanded column method (not bridging ten) |
| k. Can subtract two-digit numbers using the expanded column method (bridging ten) |
| l. Can use knowledge of inverse operations to check answers to addition and subtraction calculations. |
| m. Can solve problems including missing number problems involving addition |
| n. Can solve problems including missing number problems involving subtraction |

| 3. Number - multiplication and division (mental and written) |
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| a. Can recall and use multiplication and division facts for the 2, 5 and 10 times tables |
| b. Can recall and use multiplication and division facts for the 3 times table |
| c. Can write mathematical statements for known multiplication and division facts using x, ÷ and = |
| d. Can multiply two-digit by one-digit numbers using informal methods such as arrays, base 10 apparatus etc |
| e. Can multiply two digit by one digit numbers using partitioning and known facts (e.g. 24 x 3 = 3 x 4 = 12 and 3 x 20 = 60. 60 + 12 = 72) |
| f. Can divide two-digit by one-digit numbers using informal methods such as known facts, arrays and number lines (repeated subtraction) |
| g. Can solve missing number problems involving multiplication and division |
| h. Can solve problems involving multiplication and division |

| 4. Number - fractions (including decimals and percentages) |
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| a. Can understand the relationship between fractions, division and multiplication facts |
| b. Can understand that the denominator denotes the number of equal parts the whole is divided into |
| c. Can understand that the numerator denotes the number of equal parts represented |
| d. Can place 1/4, 1/2, 3/4 1 1/4, 1 1/2, 1 3/4 etc on a number line |
| e. Can find 1/2, 1/4 or 3/4 of a shape or set of objects |
| f. Can place 1/3, 1 1/3, 1 2/3 , 2, 21/3 etc on a number line |
| g. Can understand 1/3 represents one of three equal parts of one whole |
| h. Can find 1/3 of a shape and set of objects |
| i. Can recognise that tenths arise from dividing an object into ten equal parts |
| j. Can find one tenth of a shape or set of objects by dividing by 10 |
| k. Can recognise and show using diagrams, counters or paper folding equivalent fractions with small denominators e.g 1/3 and 2/6 |
| l. Can solve problems involving fractions |

| 5. Measures |
|---|
| a. Can understand the relationship between mm, cm, m and g, kg and ml, l. |
| b. Can compare and order lengths using mm, cm and m |
| c. Can measure lengths using appropriate measuring equipment and record using the correct unit |
| d. Can compare and order mass using g and kg |
| e. Can measure mass using appropriate measuring equipment and record using the correct unit |
| f. Can compare and order capacity using ml and l |
| g. Can measure capacities using appropriate measuring equipment and record using the correct unit |
| h. Can calculate the value of the increment on a simple scale given some information e.g 0 to 100 in four increments equals 25 |
| i. Can add amounts of money within £1 and extend beyond £1 |
| j. Can subtract an amount of money within £1 and extend to beyond £1 |
| k. Can combine amounts and calculate change |
| l. Can tell the time to the nearest minute |
| m. Can tell the time on a 24 hour digital clock |
| n. Can calculate how long an event takes given the start and finish time e.g bus journey |
| o. Can calculate start/finish time given start/finish time e.g time a film finishes given start time |

| 6. Geometry - properties of shape |
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| a. Can recognise and describe the properties of 2D and 3D shapes using appropriate vocabulary (including in different orientations) |
| b. Can compare and sort 2D and 3D shapes according to their geometric properties |
| c. Can identify horizontal lines of symmetry in 2D shapes |
| d. Can identify right angles |
| e. Can identify whether angles are greater or less than a right angle |
| f. Can recognise angles as a property of a shape e.g right angles in a square |
| g. Can solve problems and reason about shape |
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| **7. Geometry - position and direction** |

| 8. Statistics |
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| a. Can interpret pictograms where one symbol represents more than one |
| b. Can interpret bar charts where the scale goes up in twos or fives or tens |
| c. Can understand how to present data in a simple pictogram, bar chart or table in an appropriate context |
| d. Can respond to questions such as 'How many more?' and 'How many fewer?' |
| e. Can solve one step problems such as adding amounts e.g what is the total sum of money collected across a week? |
| f. Can solve two step problems  e.g how much more do the class need to collect to reach their total? |