Maths Assessment Grid – Year 3

Context/Name/Date												
Number and Place Value												
Count from 0 in multiples of 4, 8, 50 and 100	**1**											
Compare and order numbers up to 1000	**2**											
Find 10 or 100 more or less than a given number	**3**											
Recognise the place value of each digit in a 3-digit number (hundreds, tens, and ones)	**4**											
Solve number problems and practical problems involving these ideas	**5**											
Be able to unitise and therefore know the value of a counter is dependent upon its place on the grid	**6 GDS**											
Represent a three-digit number in different ways e.g. understand that 67 tens is equivalent to 670 or 6 hundreds and 7 tens	**7 GDS**											
Addition and Subtraction												
Add and subtract numbers mentally, including: a 3-digit number and ones a 3-digit number and tens a 3-digit number and hundreds	**8**											
Add numbers with up to three digits, using formal written methods of columnar addition and subtraction using the appropriate calculation strategies: • Place value counters leading to column addition	**9**											
Subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction using the appropriate calculation strategies: • Place value counters leading to column method with regrouping	**10**											
Solve problems including missing number problems, using number facts, place value and more complex addition and subtraction	**11**											
To have a secure understanding of addition and subtractions facts to use estimation skills/knowledge of inverse operations to be able to answer questions without 'doing' the calculations.	**12 GDS**											
Multiplication and Division												
Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	**13**											
Write and calculate mathematical statements for **multiplication** using the multiplication tables that they know, including 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods of: • Arrays • Grid Method	**14**											
Write and calculate mathematical statements for **division** using the multiplication tables that they know, including 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods of: • Division with a remainder using concrete resources e.g. lollipop sticks, using pictorial representations, times tables facts and repeated addition on a number line. • 2digit divided by 1digit using base 10 or place value counters	**15**											
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	**16**											
Apply knowledge of rules of divisibility - patterns of multiples rather than repeated addition	**17 GDS**											
Fractions												
Count up and down in tenths; recognise that tenths arise from dividing an object into ten equal parts and in dividing 1-digit numbers or quantities by ten	**18**											

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Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	**19**											
Recognise and show, using diagrams, equivalent fractions with small denominators	**20**											
Add fractions with the same denominator within one whole (for example, 5 7 + 1 7 = 6 7) using appropriate calculation strategies: • Part whole models leading to addition of numerators	**21**											
Subtract fractions with the same denominator within one whole (for example, 5 7 + 1 7 = 6 7) using appropriate calculation strategies: • Part whole models leading to subtraction of numerators	**22**											
Compare and order unit fractions, and fractions with the same denominators	**23**											
Solve problems that involve all of the above	**24**											
Recognise and explain how parts of whole shapes can have the same value even if they do not look the same.	**25 GDS**											
Understand and use facts and procedures creatively to solve complex or unfamiliar problems involving fractions	**26 GDS**											
Measurement												
Measure, compare, add and subtract: • lengths (m/cm/mm)	**27**											
Measure, compare, add and subtract: • mass (kg/g)	**28**											
Measure, compare, add and subtract: • volume/capacity (l/ml)	**29**											
Add and subtract amounts of money to give change, using both £ and p in practical contexts	**30**											
Tell and write the time from an analogue clock, and 12 and 24-hour clock	**31**											
Understand and use facts and procedures creatively to solve complex or unfamiliar problems linked to measurement	**32 GDS**											
Geometry												
Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	**33**											
Recognise angles as a property of shape or a description of a turn	**34**											
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	**35**											
Identify horizontal and vertical lines, and pairs of perpendicular and parallel lines	**36**											
Understand and use facts and procedures creatively to solve complex or unfamiliar problems involving shape	**37 GDS**											
Statistics												
Interpret and present data using bar charts, pictograms and tables	**38**											
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	**39**											
Understand and use facts and procedures creatively to solve complex or unfamiliar problems involving statistics	**40 GDS**											
Score												
Stage judgement												