**Year 3 Maths KEY PERFORMANCE INDICATOR Assessment Framework**   Name: _____

| | | | | | | | Summary |
|---|---|---|---|---|---|---|---|
| **Working at the expected standard** | | | | | | | |
| **Number and Place Value** | | | | | | | |
| Count from 0 in multiples of 4, 8, 50 and 100. | | | | | | | |
| Find 10 or 100 more or less than a given number. | | | | | | | |
| Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) and understand that 0 can be used a placeholder. | | | | | | | |
| Identify, represent and estimate numbers using different representations up to 1000. | | | | | | | |
| Compare and order numbers up to 1000. | | | | | | | |
| **Number – Addition and Subtraction** | | | | | | | |
| Add and subtract numbers mentally: | a three-digit number and ones. | | | | | | | |
| | a three-digit number and tens. | | | | | | | |
| | a three-digit number and hundreds. | | | | | | | |
| Add and subtract numbers up to 3 digits, using formal written methods (column). | | | | | | | |
| Estimate the answer to a calculation and us inverse operations to check answers. | | | | | | | |
| **Number – Multiplication and Division** | | | | | | | |
| Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. | | | | | | | |
| Multiply using known tables facts, an array and an empty number line before progressing to formal written methods. | | | | | | | |
| Distinguish between grouping and sharing situations for division. | | | | | | | |
| Divide using known tables facts, an array and an empty number line. | | | | | | | |
| **Number - Fractions** | | | | | | | |
| 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. | | | | | | | |
| Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. | | | | | | | |
| Recognise and show, using diagrams, equivalent fractions with small denominators. | | | | | | | |
| Compare and order unit fractions. | | | | | | | |
| Compare and order fractions with the same denominator. | | | | | | | |
| Add and subtract fractions with the same denominator within one whole. | | | | | | | |
| **Measurement** | | | | | | | |
| Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). | | | | | | | |
| Add and subtract amounts of money to give change, using both £ and p in practical contexts. | | | | | | | |
| Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour. | | | | | | | |

| Geometry – Properties of Shape | | | | | | | |
|---|---|---|---|---|---|---|---|
| Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. | | | | | | | |
| Recognise angles as a property of shape or a description of a turn. | | | | | | | |
| 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. | | | | | | | |
| **Statistics** | | | | | | | |
| 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. | | | | | | | |