

Progression in Mathematics – Year 3

	Dimension 1 – Number			Dimension 2 - Measurement
	Aspect 1 – Place Value	Aspect 2 – Four Rules	Aspect 3 – Fractions (including decimals and percentages)	Aspect 4 – Measurement
Year 3	- Counts from 0 in multiples of 4, 8, 50 and 100 - Finds 10 or 100 more or less than a given number - Recognises the place value of each digit in a three-digit number (hundreds, tens, ones) - Compares and orders numbers up to 1000 - Identifies, represents and estimates numbers using different representations - Reads and writes numbers up to 1000 in numerals and in words - Solves number problems and practical problems involving these ideas	- Adds and subtracts numbers mentally, including: - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds - Adds and subtracts numbers with up to three digits, using formal written methods of columnar addition and subtraction - Estimates the answer to a calculation and uses inverse operations to check answers - Solves problems, including missing number problems, using number facts, place value, and more complex addition and subtraction - Recalls and uses multiplication and division facts for the 3, 4 and 8 multiplication tables - Writes and calculates 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 - Solves 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	- Counts up and down in tenths - Recognises that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 - Recognises, finds and writes fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators - Recognises and uses fractions as numbers: unit fractions and non-unit fractions with small denominators - Recognises and shows, using diagrams, equivalent fractions with small denominators - Adds and subtracts fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$) - Compares and orders unit fractions, and fractions with the same denominators - Solves problems that involve all of the above	- Measures, compares, adds and subtracts: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) - Measures the perimeter of simple 2-D shapes - Adds and subtracts amounts of money to give change, using both £ and p in practical contexts - Tells and writes the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks - Estimates and reads time with increasing accuracy to the nearest minute - Records and compares time in terms of seconds, minutes and hours - Uses vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight - Knows the number of seconds in a minute and the number of days in each month, year and leap year - Compares durations of events, (for example to calculate the time taken by particular events or tasks)

	Dimension 3 – Geometry			Dimension 4 – Statistics	Dimension 5 - Algebra	Dimension 6 – Ratio and Proportion
	Aspect 5 – Properties of shapes		Aspect 6 – Position and direction	Aspect 7 – Statistics	Aspect 8 – Algebra	Aspect 9 – Ratio and Proportion
Year 3	- Draws 2-D shapes and make 3-D shapes using modelling materials - Recognises 3-D shapes in different orientations and describes them - Recognises angles as a property of shape or a description of a turn			Interprets and presents data using bar charts, pictograms and tables		

	- Identifies right angles - Recognises that two right angles make a half-turn, three make three quarters of a turn and four a complete turn - Identifies whether angles are greater than or less than a right angle - Identifies horizontal and vertical lines and pairs of perpendicular and parallel lines		Solves 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		
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Overall assessment (tick one box only) **Emerging Year 3** ☐ **Developing Year 3** ☐ **Secure Year 3** ☐

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Overall assessment (tick one box only) **Emerging Year 3** ☐ **Developing Year 3** ☐ **Secure Year 3** ☐

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