

Ellingham C of E Primary School
Year 3 Assessment Expectations
Mathematics: Number

End of Term 1	End of Term 2	End of Term 3
To know and use numbers:		
I often count, read and write numbers up to 1000 in numerals and words.	I can compare and order numbers up to 1000.	Accurately reads and writes numbers up to and beyond 1000 in numerals and in words Connects and explains changes in numbers counted to place value.
I can identify the number that is 10 more or less than any number to 1000.	I can identify the number that is ten or one hundred more or less than any number up to 1000.	Fluently compares and orders numbers up to 1000.
I understand the place value of each digit in a two-digit number, and I am starting to extend to three digit numbers.	I can recognise the place value of each digit in a three-digit number, developing my partitioning e.g. $146 = 100 + 40 + 6 = 130 + 16$	Confidently identifies the number ten or one hundred more or less than any number up to 1000 and beyond.
I identify and represent two digit and then three digit numbers using different representations, e.g. number lines.	I can identify, represent and estimate numbers up to 1000 using different representations.	Recognises the place value of each digit in a three-digit number (hundreds, tens, ones) and demonstrates understanding in a range of number problems.
I can round numbers up to 100 to the nearest 10 in a range of contexts, e.g. money or measures.	I round numbers up to 1000 to the nearest 10 in a range of contexts and explain decisions.	Identifies, represents and estimates numbers up to and beyond 1000 using different representations.
I confidently count forwards and back in multiples of 2, 3, 5, 10 and 100.	Counts from 0 in multiples of 4, 8, 50 and 100.	Rounds numbers up to 1000 to the nearest 10 or 100 in a range of contexts Understands reasons for rounding.
I recognise patterns in sequences of multiples and connections between.	I recognise and extend patterns in sequences of multiples and connections between them	Fluently counts from 0 in multiples of 4, 8, 50 and 100 from any given multiple of that number.
I can compare and order numbers within 500 using $< > =$		Explores and discusses patterns, properties and relationships between multiples.
Problem Solving: I consistently solve on-step problems in a range of contexts.	I am beginning to solve two-step problems in a variety of contexts.	I solve two-step problems in a variety of contexts, deciding which operations and methods to use and why.