


Netherbrook Primary School
Mathematics Assessment: Stage 3

Number and Place Value		Multiplication and division	
1	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.	11	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables and connect them to each other.
	Count backwards through zero to include negative numbers.	12	Write and calculate 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.
2	Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).	13	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.
3	Compare and order numbers up to 1000 and <i>partition in different ways e.g. 146= 100 + 40 + 6 and 146= 130 + 16</i>		Find the effect of multiplying a one or two digit number by 10 and 100; identify the value of the digits.
4	Identify, represent and estimate numbers using different representations.	14	Divide two-digit number by one-digit numbers progressing to formal written methods, which include remainders.
5	Read and write numbers up to 1000 in numerals and in words		Recall and use doubles of multiples to 100 and corresponding halves.
6	Solve number problems and practical problems involving these ideas.		Double multiples of 10 and 100 to 1000.
7	Find 10 more or 10 less than a given number		Fractions
	Round numbers to at least 1000 to the nearest 10 or 100	15	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.
	Compare and order numbers with one decimal place and identify the value of each digit and represent on a numberline	16	Recognise, find and write fractions of a discrete set of objects <i>including measures and shapes</i> : unit fractions and non-unit fractions with small denominators.
	Addition and Subtraction	17	Recognise and use fractions as numbers: unit fractions (numerator of 1) and non-unit fractions with small denominators <i>using numberline and go beyond 1</i> .
8	Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds.	18	Recognise and show, using diagrams, equivalent fractions with small denominators.
9	Add and subtract <i>at least 2 numbers</i> with up to three digits, using formal written methods of columnar addition and subtraction	19	Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$].
	Estimate the answer to a calculation and use inverse operations to check answers.	20	Compare and order unit fractions, and fractions with the same denominators.
10	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	21	Solve problems that involve all of the above.
	Recall and use addition and subtraction facts to 100.		Solve problems involving finding 25%, 50% and 75% of amounts, understanding that percent relates to 'number of parts per hundred'

Measurements		Geometry: Properties of shape	
22	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).	33	Draw 2-D shapes and make 3-D shapes using modelling materials.
		34	Recognise 3-D shapes in different orientations and describe them.
23	Measure the perimeter of simple 2-D shapes.	35	Recognise angles as a property of shape or a description of a turn.
	Find the approximate area of everyday objects by counting whole squares, $\frac{1}{2}$ squares and combining squares.	36	Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
24	Add and subtract amounts of money (including mixed units) to give change, using both £ and p in practical contexts, initially recording £ and p separate, leading to decimal notation when appropriate.	37	Identify right angles, recognize 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.
25	Tell and write the time from an analogue clock, a 12-hour and 24-hour clocks.		Interpret, sort and present data and shapes using Carroll and Venn diagrams.
	Tell and write the time from an analogue clock including using Roman numerals from I to XII.		
26	Estimate and read time with increasing accuracy to the nearest minute.	Algebra	
27	Record and compare time in terms of seconds, minutes and hours	38	Solve missing number problems involving: the four operations; number facts; and place value
28	Use vocabulary such as o'clock, a.m. /p.m., morning, afternoon, noon and midnight.		Use two-step function machines using all four operations.
29	Know the number of seconds in a minute and the number of days in each month, year and leap year.		Calculate balance puzzles with more than one variable for example: $\triangle + 3 = 20$ $50 - \square = 10$
30	Compare durations of events [for example to calculate the time taken by particular events or tasks].		
	Choose and use appropriate standard units to estimate and measure temperature to the nearest degree (°c)		
Statistics			Generate, describe and continue linear number sequences using the word 'term' (e.g. link to work on counting, multiplication tables).
31	Interpret and present data using bar charts, pictograms and tables.		
	Read to the nearest division scales that are numbered or partially numbered.		
32	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.		Recognise and continue growing patterns 

Assessment Guidance



Statements are N.C. statutory and assessed

Statements are N.C. non- statutory



Statements are taught only. (Dudley Progression)