

Year 3 – White Rose order of National Curriculum Progression

		National Curriculum Progression Statements	Ready to Progress Statements
Term 1 / 2	Number: Place Value	I can identify, represent and estimate numbers using different representations	3NPV-1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other 3 digit multiples of 10. Autumn 1, 2 and 3 Spring 2
		I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	
		I can compare and order numbers up to 1000	
		I can read and write numbers up to 1000 in numerals and in words	
		I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	
		I can solve number problems and practical problems involving these ideas	
	Number: Addition and Subtraction	I can add and subtract numbers mentally including: a three-digit number with ones, tens or hundreds	3NPV-2 Recognise the place value of each digit in <i>three</i> -digit numbers, and compose and decompose <i>three</i> -digit numbers using standard and non-standard partitioning. Autumn 1
		I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	
		I can estimate and use inverse operations to check answers to a calculation	
		I can solve problems including missing number problems, using number facts and more complex addition and subtraction	
	Number: Multiplication and Division (A)	I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	3NPV-3 Reason about the location of any <i>three</i> -digit number in the linear number system, including identifying the previous and next multiple of 100 and 10. Autumn 1
		I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	
I can 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			
Term 3 / 4	Number: Multiplication and Division (B)	I can 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	3NPV-4 Divide 100 into 2,4, 5 and 10 equal parts, and read scales/ number lines marked in multiples of 100 with 2,4,5 and 10 equal parts. Autumn 1 Spring 2
		I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	
		I can solve calculation problems involving multiplication and division, including missing number problems, simple positive integer scaling and simple correspondence problems in which n objects are connected to m objects	
	Measurement: Length and Perimeter	I can measure, compare, add and subtract: lengths (m/cm/mm)	3NF-1 Secure fluency in addition and subtraction facts that bridge 10, through continued practise. Autumn 2
		I can measure the perimeter of simple 2D shapes	
	Number: Fractions (A)	I can 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	3NF-2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplications tables as multiples of the corresponding number. Autumn 3
		I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	
		I can recognise, find and write fractions of a discrete set of objects, unit fractions and non-unit fractions with small denominators	
		I can recognise and show, using diagrams, equivalent fractions with small denominators	
		I can compare and order unit fractions and fractions with the same denominators	
	Measurement: Mass and Capacity	I can solve problems with fractions from the Year 3 curriculum	3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10) Spring 1 and 3
		I can measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)	
Term 5 / 6	Number: Fractions (B)	I can add and subtract fractions with the same denominator within one whole for example $5/7 + 1/7 = 6/7$	3AS-1 Calculate complements to 100. Autumn 2 Summer 2
		I can solve problems with fractions from the Year 3 curriculum	
	Measurement: Money	I can add and subtract amounts of money to give change, using both £ and p in practical contexts	3AS-2 Add and subtract up to three-digit numbers using columnar methods. Autumn 2
	Measurement: Time	I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	
		I can estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight	
		I can know the number of seconds in a minute and the number of days in each month, year and leap year	3AS-3 Manipulate the additive relationship: Understand the

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		I can compare durations of events [for example to calculate the time taken by particular events or tasks]	inverse relationship between addition and subtraction, and how both relate to the part-part-whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction. Autumn 2 Summer 2 3MD-1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division. Autumn 3 Spring 1
	Geometry: Property of Shapes	I can recognise angles as a property of shape or a description of a turn	
		I can identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn	
		I can identify whether angles are greater than or less than a right angle	
		I can draw 2-D shapes	
		I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines	
		I can recognise 3D shapes in different orientations and describe them	
		I can make 3D shapes using modelling materials	
	Statistics	I can solve one step and two step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in bar charts and pictograms and tables	
		I can interpret and present data in bar charts, pictograms and tables	

3F-1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. Spring 3
3F-2 Find unit fractions of quantities using known division facts (multiplication tables fluency). Summer 1
3F-3 Reason about the location of any fraction within 1 in the linear number system. Spring 3
3F-4 Add and subtract fractions with the same denominator, within 1. Summer 1
3G-1 Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations. Summer 4
3G-2 Draw polygons by joining marked points, and identify parallel and perpendicular sides. Summer 4