**Curriculum prioritisation in primary maths 2020/21**Evaluation document: Current Year 3 pupils

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|  |  | **Year 2 ready-to-progress criteria** | **Chris Quigley Milestone 1** | **Notes on provision, and priority for teaching** |  | **Year 3 ready-to-progress criteria** | **Chris Quigley Milestone 2** | **Notes on provision, and priority for teaching** |
| **Number and Place Value** |  | **2NPV–1** Recognise the  place value of each digit  in two-digit numbers, and  compose and decompose  two-digit numbers using  standard and non-standard partitioning. | Recognise the place value of each digit in a two-digit number (tens, ones). |  |  | **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 three-digit multiples of 10. | Recognise the place value of each digit in a four-digit number. (thousands, hundreds, tens, and ones)  (3-digit at Year 3) |  |
|  | **2NPV–2** Reason about  the location of any two-digit number in the linear  number system, including  identifying the previous  and next multiple of 10. | Use place value and number facts to solve problems. |  |  | **3NPV–2** Recognise the place value of each digit in three-digit numbers and compose and decompose three-digit numbers using standard and non-standard partitioning. | Recognise the place value of each digit in a four-digit number. (thousands, hundreds, tens, and ones)  (3-digit at Year 3) |  |
|  |  |  |  |  | **3NPV–3** Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10. | Find 1000 more or less than a given number.  (100 & 10 at Year 3)  Order and compare numbers beyond 1000.  (Up to 1,000 at Year 3) |  |
|  |  |  |  |  | **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. | Identify, represent and estimate numbers using different representations. |  |
| **Number Facts** |  | **2NF–1** Secure fluency in addition and subtraction facts within 10, through continued practice. | Represent and use number bonds and related subtraction facts within 20. |  |  | **3NF–1** Secure fluency in addition and subtraction facts that bridge 10, through continued practice. | Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction. |  |
|  |  | Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. |  |  | **3NF–2** Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number. | Recall multiplication and division facts for multiplication tables up to 12 × 12.  (x10, 5, 2, 4, 8 at Year 3) |  |
|  | **2NF–2** Secure fluency in addition and subtraction facts within 20. | Represent and use number bonds and related subtraction facts within 20.  Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. |  |  | **3NF–3** Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10). | Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.  Solve problems involving multiplying and dividing, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems (such as n objects are connected to m objects).  Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction. |  |
| **Addition and Subtraction** |  | **2AS–1** Add and subtract across 10. | Add and subtract numbers using concrete objects, pictorial representations, and mentally |  |  | **3AS–1** Calculate complements to 100. | Recognise the place value of each digit in a four-digit number. (thousands, hundreds, tens, and ones) |  |
|  | **2AS–2** Recognise the subtraction structure of ‘difference’ and answer questions of the form, “How many more…?”. | Use place value and number facts to solve problems. |  |  | **3AS–2** Add and subtract up to three-digit numbers using columnar methods. | Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.  (3-digits at Year 3) |  |
|  | **2AS–3** Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.  **2AS–4** Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers. | Solve one-step problems with addition and subtraction:     • Using concrete objects and pictorial representations including those involving numbers, quantities and measures.     • Using the addition (+), subtraction (-) and equals (=) signs.     • Applying their increasing knowledge of mental and written methods.  Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:  • One-digit and two-digit numbers to 20, including zero.  • A two-digit number and ones.  • A two-digit number and tens.  • Two two-digit numbers.  • Adding three one-digit numbers.  • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. |  |  | **3AS–3** Manipulate the additive relationship: Understand the 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. | Estimate and use inverse operations to check answers to a calculation. |  |
| **Multiplication and Division** |  | **2MD–1** Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. | Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.  Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.  Solve problems involving multiplication and division using mental methods. |  |  | **3MD–1** Apply known multiplication and division facts to solve contextual problems with different structures, including quotative and partitive division. | Solve problems involving multiplying and dividing, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems (such as n objects are connected to m objects). |  |
|  | **2MD–2** Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotative division). | Use known multiplication facts to check the accuracy of calculations.  Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.  Use multiplication and division facts to solve problems. |  |  |  |  |  |
| **Fractions** |  |  |  |  |  | **3F–1** Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. | Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. |  |
|  |  |  |  |  | **3F–2** Find unit fractions of quantities using known division facts (multiplication tables fluency). | Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.  Calculate quantities and fractions to divide quantities (including non-unit fractions where the answer is a whole number). |  |
|  |  |  |  |  | **3F–3** Reason about the location of any fraction within 1 in the linear number system. | Compare and order unit fractions and fractions with the same denominators. |  |
|  |  |  |  |  | **3F–4** Add and subtract fractions with the same denominator, within 1. | Add and subtract fractions with the same denominator within one whole. |  |