

YEAR 3 MATHS EXPECTATIONS

These end of year expectations show you what your child is expected to achieve at the end of their year.

Working towards expected standards means that your child is still working towards the expectations for the year group.

Working at the expected standard means that your child is confidently achieving the end of year expectations.

Working at greater depth means that your child is confidently achieving above the expectations for the year group.

Working towards expected standard for Year 3

Add any 2 two-digit numbers using the column method, where no regrouping is required.

Subtract any 2 two-digit numbers using the column method, where no regrouping is required.

Recall all number bonds and associated facts to and within 10.

Recall multiplication and division facts for 2, 5 and 10.

Identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$ & $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of the whole.

Read the time on an analogue clock to the nearest 5 minutes.

Describe properties of 2-D shapes (e.g. number of sides, vertices, right angles and symmetry) and name the shapes.

Describe properties of 3-D shapes (e.g. number of edges, vertices and faces) and name the shapes.

Ask and answer questions by counting the number of objects in 2, 5, 10.

Working at expected standard for Year 3

Annotate/make jottings to support understanding.

Recognise place value HTO/U.

Read, write, compare and order numbers up to 1000.

Round a three digit number to the nearest 10.

Begin to use formal methods for addition & subtraction for whole numbers, where regrouping is required.

Recall and use multiplication and division facts for 2, 3, 4, 5, 8, 10, 50 and 100 and make deductions outside known multiplication facts.

Solve simple word problems that involve one or more steps, including missing numbers.

Count up and down in tenths.

Find unit fractions of a set of objects.

Add and subtract fractions with the same denominator within one whole.

Read the time on an analogue clock to the nearest minute.
Know related time facts (eg 60 secs = 1 min).
Measure the perimeter of simple 2D shapes.
Solve problems involving measures.
Draw, recognise and describe 2D shapes.
Make, recognise and describe 3D shapes.
Identify right angles in relation to quarter, half and three quarter turns.
Identify horizontal, vertical, parallel and perpendicular lines.
Interpret and present data using bar charts and tables.
Working at greater depth within Year 3
Round any whole number to the nearest 10 and 100.
Use formal methods for addition & subtraction for whole numbers to solve problems.
Use grid method and chunking to solve problems.
Know conversion factors for measurement (e.g. 1000g = 1kg).
Read and write time using analogue and digital 12 and 24 hour clocks.
Find perimeter of simple rectilinear shapes by counting.
Know the properties of regular polygons including different types of angles.
Interpret discrete and continuous data.

WHAT IS GREATER DEPTH?

In addition to the term **end of year expectations**, the term **greater depth** is used to measure a pupil's level of understanding. Achievement is focussed on the **depth of understanding** of the areas taught and the ability to apply this understanding in a variety of contexts.

This means that pupils working at greater depth are expected to be able to:

- apply their learning to different contexts, including other areas of the curriculum.
- work independently after some initial input.
- apply their skills and knowledge consistently, confidently and fluently.
- organise their ideas to make connections with other areas of learning.
- use their ideas to help them work with new areas of learning.
- clearly explain what they have been doing and why they know they are correct to others.
- Have a secure understanding of the audience and purpose for their writing.

GREATER DEPTH IS NOT:

- working on content from the next year group.
- practising the same concept with bigger numbers.
- reading a more challenging text.
- an extension activity at the end of a lesson.

HOW IS GREATER DEPTH TAUGHT AT MARSH GIBBON SCHOOL?

When ready, pupils are provided with the opportunity to work at greater depth through carefully planned lessons and activities. Teachers will provide pupils with the time and opportunity to explore the learning objectives taught and will allow pupils the independence to apply their learning at a deeper level. Pupils may access greater depth challenges at any point in the week and across a range of subjects, as the teacher assesses their knowledge and progress. Greater depth cannot be awarded overall until the teacher has seen sufficient evidence across the subject and not just in a specific area e.g. punctuation, spelling, calculation, scientific investigations etc.