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| **Year 3 - Building and assessing the conceptual understanding and learning – Number and Place Value** | | | |
| **End of Year Expectations:**  Pupils should be taught to:  count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number  recognise the place value of each digit in a three-digit number (hundreds, tens, ones)  compare and order numbers up to 1000  identify, represent and estimate numbers using different representations  read and write numbers up to 1000 in numerals and in words  solve number problems and practical problems involving these ideas. | | **Non-statutory guidance:**  Pupils now use multiples of 2, 3, 4, 5, 8, 10, 50 and 100.  They use larger numbers to at least 1000, applying partitioning related to place value using varied and increasingly complex problems, building on work in year 2 (e.g. 146 = 100 and 40 and 6, 146 = 130 and 16).  Using a variety of representations, including those related to measure, pupils continue to count in ones, tens and hundreds, so that they become fluent in the order and place value of numbers to 1000. | |
| **Autumn** | **Spring** | | **Summer** |
| * Continue and extend counting skills – counting in steps of 2 or 10 from any number forwards and backwards. Starting numbers can now be between 100 and 1000. * Count in multiples of 3 and 5 from zero. * Count in steps of 50 / 100. * Round a two digit numbers to the nearest 10. * Begin to count in multiples of 4 and 8 from 0 * Extend place value knowledge into three digit numbers – hundreds tens and units. * Compare and order numbers up to 500, extending to 1000. * Identify, represent and estimate numbers using different representations (extending over 100, to 500, then to 1000) * Begin to read and write numbers up to 500 (ten to 1000) in numerals and words * Solve number problems and practical problems involving these ideas (working with numbers up to 500 first, then up to 1000) | * Continue and extend counting skills – counting in steps of 2 or 10 from any number forwards and backwards. Starting numbers can now be between 100 and 1000. * Count in multiples of 3 and 5 from zero. * Count in multiples of 4 and 8 from 0 * Practise and consolidate counting in all steps covered to date to ensure confidence and fluency, particularly over tens and hundreds boundaries. * Count in fractional steps, placing known fractions on a number line (see fractions domain). * Extend place value knowledge into three digit numbers – hundreds tens and units. * Compare and order numbers up to 500, extending to 1000, stating the value of each digit in any three digit number. * Identify, represent and estimate numbers using different representations (extending over 100, to 500, then to 1000) * Consolidate how to confidently recognise, read and write numbers up to 500 (ten to 1000) in numerals and words * Solve number problems and practical problems involving these ideas (working with numbers up to 500 first, then up to 1000) | | * count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number * To round a three digit numbers to the nearest 10. * recognise the place value of each digit in a three-digit number (hundreds, tens, ones) * recognise and explain the effect of multiplying by 10 on two digit numbers. * begin to understand the effect of dividing by 10.(for example dividing 350, 80 by 10) * compare and order numbers up to 1000 * identify, represent and estimate numbers using different representations * read and write numbers up to 1000 in numerals and in words * solve number problems and practical problems involving understanding and reasoning about place value. |

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| **Key questions:**   * Can I confidently count in steps of 2 or 10 from any number (forwards and backwards), extending beyond 100? * Can I confidently count in multiples of 5 from zero, forwards and backwards, extending over 100? * Can I count in multiples of three and explain / describe the pattern and the rule? * Can I round any two digit number to the nearest 10? * Can I count in steps of 100 up to at least 1000? * Can I count in steps of 50 up to 1000? * Can I make and represent three digit numbers to show my understanding of place value? * Can I compare and order numbers up to at least 500? * Can I accurately write numbers up to 500 (ten to 1000) in numerals? * Can I confidently use and apply my knowledge of place value to solve problems involving 2 digit numbers and some 3 digit numbers? | **Key questions:**   * Can I confidently count in steps of 2 or 10 from any number (forwards and backwards), up to 1000? * Can I count and recognize multiples of 5 in numbers up to 1000? * Can I count in multiples of 4 to 48? * Can I count in multiples of 8 from 0- 96? * Can I also beging to count in fractional steps, placing known fractions on a number line (see fractions domain? * Can I compare and order numbers up to 500, extending to 1000? * Can I accurately write numbers up to 1000 in numerals? * Can I confidently use and apply my knowledge of place value to solve problems involving 2 digit and 3 digit numbers?   **See NCETM “Teaching for Mastery” Year 3 book – number and place value.**  https://www.ncetm.org.uk/public/files/23305581/Mastery\_Assessment\_Y3\_Low\_Res.pdf | **Key questions:**   * Can I count from 0 in multiples of 4, 8? * Can I count from 0 in 50 and 100 up to 1000? * Can I mentally add 10 or 100 to any 3 digit number and understand which digits change and which stay the same? * Can I round any three digit number to the nearest 10? * Can I reason about, demonstrate and explain the value of each digit in a three-digit number (hundreds, tens, units/ones)? * Can I multiply a number by 10 and explain the effect on a 2 digit number? * Can I divide by 10 and explain the effect of this on some two and three digit numbers (e.g. 350, 80)? * Can I compare and order numbers up to 1000? * Can I read and write numbers up to 1000 in numerals and in words? * Can I solve number problems and practical problems involving reasoning and understanding of place value? |