Year 3 Guidance

Ready-to-progress criteria

Year 2 conceptual prerequisite	Year 3 ready-to-progress criteria	Future applications
Know that 10 ones are equivalent to 1 ten, and that 40 (for example) can be composed from 40 ones or 4 tens. Know how many tens there are in multiples of 10 up to 100.	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.	Solve multiplication problems that that involve a scaling structure, such as 'ten times as long'.
Recognise the place value of each digit in *two*-digit numbers, and compose and decompose *two*-digit numbers using standard and non-standard partitioning.	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.	Compare and order numbers. Add and subtract using mental and formal written methods.
Reason about the location of any *two*-digit number in the linear number system, including identifying the previous and next multiple of 10.	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.	Compare and order numbers. Estimate and approximate to the nearest multiple of 1,000, 100 or 10.
Count in multiples of 2, 5 and 10.	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.	Read scales on graphs and measuring instruments.

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Add and subtract across 10, for example: $8 + 5 = 13$ $13 - 5 = 8$	**3NF–1** Secure fluency in addition and subtraction facts that bridge 10, through continued practice.	Add and subtract mentally where digits sum to more than 10, for example: $26 + 37 = 63$ Add and subtract across other powers of 10, without written methods, for example: $1.3 - 0.4 = 0.9$ Add within a column during columnar addition when the column sums to more than 10 (regrouping), for example, for: $126 + 148$ Subtract within a column during columnar subtraction when the minuend of the column is smaller than the subtrahend (exchanging), for example, for: $453 - 124$
Calculate products within the 2, 5 and 10 multiplication tables.	**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.	Use multiplication facts during application of formal written layout. Use division facts during short division and long division.
Automatically recall addition and subtraction facts within 10, and across 10. Unitise in tens: understand that 10 can be thought of as a single unit of 1 ten.	**3NF–3** Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10), for example: $80 + 60 = 140$ $140 - 60 = 80$ $30 \times 4 = 120$ $120 \div 4 = 30$	Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100), for example: $8 + 6 = 14$ and $14 - 6 = 8$ so $800 + 600 = 1,400$ $1,400 - 600 = 800$ $3 \times 4 = 12$ and $12 \div 4 = 3$ so $300 \times 4 = 1,200$ $1,200 \div 4 = 300$

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Automatically recall number bonds to 9 and to 10. Know that 10 ones are equivalent to 1 ten, and 10 tens are equivalent to 1 hundred.	**3AS–1** Calculate complements to 100, for example: $46 + ? = 100$	Calculate complements to other numbers, particularly powers of 10. Calculate how much change is due when paying for an item.
Automatically recall addition and subtraction facts within 10 and across 10. Recognise the place value of each digit in two- and three-digit numbers. Know that 10 ones are equivalent to 1 ten, and 10 tens are equivalent to 1 hundred.	**3AS–2** Add and subtract up to three-digit numbers using columnar methods.	Add and subtract other numbers, including four-digits and above, and decimals, using columnar methods.
Have experience with the commutative property of addition, for example, have recognised that $3 + 2$ and $2 + 3$ have the same sum. Be able to write an equation in different ways, for example, $2 + 3 = 5$ and $5 = 2 + 3$ Write equations to represent addition and subtraction contexts.	**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.	All future additive reasoning.
Recognise repeated addition contexts and represent them with multiplication equations. Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).	**3MD–1** Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.	

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	3F–1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.	Use unit fractions as the basis to understand non-unit fractions, improper fractions and mixed numbers, for example: $\frac{2}{5}$ is 2 one-fifths $\frac{6}{5}$ is 6 one-fifths, so $\frac{6}{5} = 1\frac{1}{5}$
	3F–2 Find unit fractions of quantities using known division facts (multiplication tables fluency).	Apply knowledge of unit fractions to non-unit fractions.
Reason about the location of whole numbers in the linear number system.	**3F–3** Reason about the location of any fraction within 1 in the linear number system.	Compare and order fractions.
Automatically recall addition and subtraction facts within 10. Unitise in tens: understand that 10 can be thought of as a single unit of 1 ten, and that these units can be added and subtracted.	**3F–4** Add and subtract fractions with the same denominator, within 1.	Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.
Recognise standard and non-standard examples of 2D shapes presented in different orientations. Identify similar shapes.	**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.	Compare angles. Estimate and measure angles in degrees.
Compose 2D shapes from smaller shapes to match an exemplar, rotating and turning over shapes to place them in specific orientations.	**3G–2** Draw polygons by joining marked points, and identify parallel and perpendicular sides.	Find the area or volume of a compound shape by decomposing into constituent shapes. Find the perimeter of regular and irregular polygons.

Year 3 Guidance

The criteria are organised into 6 strands, each with their own code. These are listed below.

Criteria Strands	Code
Number and place value	NPV
Number facts	NF
Addition and subtraction	AS
Multiplication and division	MD
Fractions	F
Geometry	G