

Year 3 outcomes for Spring

How to use these sheets

- Print the 2 pages back to back on one sheet of A4
- Copy so you have one per child
- Fold in the middle so that the outcomes list is on the front of an A5 leaflet
- This page then sticks into the back of each child's exercise book.
- The outcomes are then on the front of the folded leaflet
- When you open the leaflet, you can see each week's outcomes.
- After marking the work each day, use your own ticking system to indicate how well the child has performed against the outcome for that day/week.
- The child, after each week, can self assess against the outcomes.
- If appropriate, parents can also assess their child's performance against outcomes.

Suggested ticking system

Red = need more help with this

Green = have mastered this outcome

Orange = not yet mastered but can do it with support.

Abbreviations used on the Outcomes Sheets

T Teacher P Parent/Carer C Child

NB Outcomes are also listed on the medium term plans

Key outcomes are in **bold**.

1. **Read, write and locate any 3-digit number on a landmarked line from 0-1000 and use this to order and compare numbers.**
2. Estimate quantities and represent numbers in different ways.
3. **Understand place value in 3-digit numbers; add/subtract 1, 10, 100 without difficulty.**
4. Count from 0 in 2s, 4s, 8s, 10s, 100s, and 50s.
5. Solve number problems and practical problems involving place value.
6. Round to the nearest ten and hundred, e.g. 34 to nearest 10 is 30, 276 to nearest hundred is 300.
7. **Know securely number pairs for all the numbers up to and including 20, e.g. pairs which make 15 (7+8, 6+9, 5+10, 4+11, 3+12, 2+13, 1+14, 0+15).**
8. **Mentally add or subtract any pair of 2 digit numbers, e.g. 75 + 58 or 75 – 58.**
9. Mentally add and subtract multiples of 1s, 10s and 100s to/from 3-digit numbers.
10. **Recognise that there are two ways of completing subtractions, either by counting up or by counting back.**
11. Add numbers with 3-digits using column addition, first expanded then compact method
12. **Subtract larger numbers with confidence, using 'Frog' for counting up, e.g. 302 – 288.**
13. **Estimate answers and use addition to check subtraction, understanding that addition and subtraction are inverse operations.**
14. Solve problems, including missing number problems.
15. **Understand that multiplication is commutative, and write mathematical statements for multiplication and division**
16. **Understand that division is the inverse of multiplication, e.g. $? \times 3 = 21 \equiv 21 \div 3 = ?$.**
17. **Know the 2x, 3x, 4x, 5x, 8x and 10x times tables, including division facts.**
18. Multiply 2-d nos by 10 or 1-d nos by 100; divide multiples of 10 or 100 by 10 or 100. Understand the effect of \times or \div by 10/100.
19. Multiply a 1 digit number by a 2 digit number using partitioning.
20. **Partition to double and halve numbers.**
21. Solve problems, including missing number and scaling problems.
22. Recognise and show using diagrams, equivalent fractions for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, e.g. $\frac{1}{4} \equiv \frac{3}{12}$.
23. **Recognise, find and write unit and non-unit fractions of convenient amounts, e.g. 1/10 of 100 or 1/3 of 60.**
24. Count up and down in fractional steps, e.g. counting in $\frac{1}{2}$ s, $\frac{1}{4}$ s or $\frac{1}{3}$ s; hence recognise fractions as numbers.
25. **Count up and down in tenths and understand that tenths are the result of dividing an object or quantity into 10 equal parts.**
26. Compare and order unit fractions and fractions with the same denominator; add or subtract fractions with the same denominator.
27. Solve problems involving fractions.
28. **Measure, compare, add and subtract lengths, weights and capacities.**
29. Know that there are 100cm in a metre and that there are 10mm in a centimetre
30. **Use a ruler to measure lines.**
31. Measure the perimeter of simple 2-D shapes.
32. **Add and subtract amounts of money and give change by counting up; use both £ and p in practical contexts.**
33. **Tell and write the time on digital and analogue clocks (incl. those with Roman numerals).**
34. Record times in seconds, minutes, hours, days, weeks, months, years including leap years, converting from one unit to another.
35. Compare durations of events using analogue/digital times & vocabulary such as am and pm.
36. **Interpret and represent data on scaled bar charts, pictograms and tables, and solve problems using these.**
37. **Draw 2-D and make 3-D shapes, recognising both in different orientations, and describe them.**
38. Identify right angles as 90° in shapes, and also as turns; recognise angles as less than or greater than 90° .
39. Identify horizontal and vertical lines, and pairs of parallel and perpendicular lines.

| Week | Outcome | T | C | P |
|--------------------------------|--|---|---|---|
| 1 | 1. Read, write, locate any 3-digit number on landmarked line from 0-1000 and use this to order and compare nos. | | | |
| | 2. Estimate quantities & represent numbers in different way | | | |
| | 3. Understand place value in 3-digit numbers | | | |
| | 5. Solve number problems and practical problems involving place value | | | |
| 2 | 8. Mentally add or subtract any pair of 2 digit numbers, e.g. 75 + 58 or 75 – 58. | | | |
| | 9. Mentally add and subtract multiples and near multiples of 10 to/from 2-digit numbers. (adapted) | | | |
| | 10. Recognise that there are two ways of completing subtractions, either by counting up or by counting back | | | |
| 3 | 10. Recognise that there are two ways of completing subtractions, either by counting up or by counting back | | | |
| | 11. Add numbers with 3-digits using column addition, first expanded then compact method | | | |
| | 12. Subtract larger numbers with confidence, using 'Frog' for counting up, e.g. 102 – 88. | | | |
| | 14. Solve problems, including missing number problems. | | | |
| 4 | 28. Measure, compare, add and subtract lengths, and weights. | | | |
| | 29. Know that there are 100cm in a metre and that there are 10mm in a centimetre. | | | |
| | 30. Use a ruler to measure lines. | | | |
| | 36. Interpret and represent data on scaled bar charts and tables; solve problems using these. | | | |
| 5 | 24. Count up and down in fractional steps, e.g. counting in $\frac{1}{2}$ s, $\frac{1}{4}$ s or $\frac{1}{3}$ s; hence recognise fractions as numbers. | | | |
| | 23. Recognise, find and write unit and non-unit fractions of convenient amounts, e.g. 1/3 of 60 | | | |
| | 22. Recognise and show using diagrams, equivalent fractions for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, e.g. $\frac{1}{4} \equiv \frac{3}{12}$. | | | |
| | 26. Compare and order unit fractions and fractions with the same denominator; add fractions with same denominator | | | |
| 6 Cont. on next page | 3. Understand place value in 3-digit numbers; add and subtract 1, 10, 100 without difficulty. | | | |
| | 5. Solve number problems and practical problems involving place value. | | | |
| | 32. Understand and use both £ and p in practical contexts. | | | |
| | 15. Understand that multiplication is commutative; write mathematical statements for multiplication and division | | | |

| Week | Outcome | T | C | P |
|-------------------|--|---|---|---|
| 6 Cont. | 18. Multiply 2-d nos by 10 or 1-d nos by 100; divide multiples of 10 or 100 by 10 or 100. Understand the effect. | | | |
| | 16. Understand that division is the inverse of multiplication, e.g. $? \times 3 = 21 \equiv 21 \div 3 = ?$. | | | |
| | 21. Solve problems, including missing number problems. | | | |
| 7 | 3. Understand place value in 3-digit numbers; add/subtract 1, 10, 100 without difficulty. | | | |
| | 5. Solve number problems and practical problems involving place value. | | | |
| | 9. Mentally add and subtract multiples of 1s, 10s and 100s to/from 3-digit numbers. | | | |
| | 14. Solve problems, including missing number problems. | | | |
| 8 | 11. Add numbers with 3-digits using column addition, first expanded then compact method | | | |
| | 12. Subtract larger numbers with confidence, using 'Frog' for counting up, e.g. 302 – 288. | | | |
| | 13. Estimate answers and use addition to check subtraction, understanding that addition and subtraction are inverse operations. | | | |
| | 14. Solve problems, including missing number problems. | | | |
| 9 | 33. Tell and write the time on digital and analogue clocks (incl. those with Roman numerals). | | | |
| | 34. Record times in minutes and hours. | | | |
| | 35. Compare durations of events using analogue/digital times & vocabulary such as am and pm. | | | |
| | 38. Identify right angles as 90° in shapes, and also as turns; recognise angles as less than or greater than 90°. | | | |
| 10 | 17. Know the 2x, 3x, 4x, 5x and 8x times tables, including division facts. | | | |
| | 15. Understand that multiplication is commutative, and write mathematical statements for multiplication and division | | | |
| | 16. Understand that division is the inverse of multiplication. | | | |
| 11 | 22. Recognise and show using diagrams, equivalent fractions for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, e.g. $\frac{1}{4} \equiv \frac{3}{12}$. | | | |
| | 23. Recognise, find and write unit and non-unit fractions of convenient amounts, e.g. 1/10 of 100 or 1/3 of 60. | | | |
| | 27. Solve problems involving fractions | | | |