YEAR 3 NUMBER - PLACE VALUE

- I can read and write numbers up to 1000 in numerals and in words.
- I can identify, represent and estimate numbers using different representations.
- I can recognise the place value of each digit in a 3 digit number.
- I can order and compare numbers to 1000.
- I can solve number problems and practical problems involving these ideas.

	SMALL STEPS	Comments
Representing Numbers • **Numbers to 1000** • **100s, 10s 1s** • **Number line to 1000**	• I can use Base 10 primarily, I will be introduced to any number up to 1,000. Base 10 will show me the difference in size so they can clearly see that tens are bigger than ones. • I need to see numbers with zeros in different columns and show me with concrete and pictorial representations. • I will not use the place value grid in this step but will focus on it in the next step. • I should understand that a 3 digit number is made up of 100s, 10s and 1s. • I can read numbers shown in different representations on a place value grid and be able to write them in numerals. I should be able to represent different 3 digit numbers using a variety of methods such as Base 10 or numerals. • I should now use place value counters to represent different numbers and understand how a number is made. • Working with Base 10 should help me understand that the hundreds counter is worth more than the tens counter and the tens counter is worth more than the ones counter. • I am expected to estimate, work out and write numbers on a number line. • Number lines can be shown with or without start and end numbers or with numbers already placed on it.	
Counting and Multiples • **Hundreds** • **Count in 50s**	• I will build on prior learning in Year 2, I need to understand what 100 is. • I can explore 100 using a variety of different representations. • I understand the concept of 100, I will count objects and numbers in multiples of 100 up to 1,000. • I can use my knowledge of the patterns in the 5 times table to count in steps of 50. • I should start from a multiple of 50 and be able to count forwards and backwards.	
More or Less • **1, 10, 100 more or less**	• I will build on my learning in Year 2 where they explored finding 1 more/less. I will move onto finding 10 and 100 more or less than a given number. • I can represent their answer in a variety of ways. For example, as numerals or words or with concrete resources.	

Compare and Order • **Comparing objects** • **Comparing numbers** • **Ordering numbers**	• I will continue to use objects to represent numbers to 1,000. • When given two numbers represented by objects, I can use comparison language and symbols to determine which is greatest and which is smallest. I can build up the numbers using concrete manipulatives and draw them pictorially. • Use stem sentences to ensure the correct vocabulary is being used e.g. ____ is greater than ___ I will be given numbers as digits rather than objects. I need to be encouraged to use previous learning to choose an efficient method to compare the numbers. For example, I may: - Place numbers on a number line - Make the numbers using a concrete representation and compare each column - Draw the numbers in a place value chart and compare each column • I can explore ordering a set of numbers from smallest to greatest and greatest to smallest. • I need to be able to explain their reasoning for their choices. • At this point I will be introduced to the words ascending and descending.	

🎤	**ELICITATION TARGET**
🎯	**MOVING ON**

YEAR 3 NUMBER - ADDITION AND SUBTRACTION

- I can add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- I can estimate the answer to a calculation and use inverse operations to check answers.

	SMALL STEPS	Comments
Add and subtract multiples of 100	Within this small step, children are introduced, for the first time, to numbers greater than 100. In year 2 children would have been exposed to the bar model when working with fact families. Using concrete manipulatives and pictorial representations throughout is important so the children can see the value of hundreds.	
Add and subtract 3-digit numbers and ones - not crossing 10	This small step progresses on from previous learning of 1-1 correspondence; as children will need to understand that one 100 counter represents ten 10 counters and one hundred one counters. The examples used throughout this step build on children's understanding of Base 10 equipment, as the individual units can no longer be seen.	
Add 2-digit and 3-digit numbers - crossing 10 and 100	Children add 3 and 2 digit numbers that cross both the 10 and 100 barrier. They will build upon the previous small steps and the concept of 'exchange' is explored. In this small step it is important to focus on the position of numbers and place value. The placement of numbers is also key- i.e 'Does it matter which number goes on top?' The use of Base 10 equipment will support understanding at this stage. Once children are confident adding two 3-digit numbers together with no exchange, they need to be able to add two 3-digit numbers that do cross the 10 and 100 barrier.The examples used throughout this step build on children's understanding of Base 10 equipment, as the individual units can no longer be seen.	
Subtract 3-digits from 3-digits – no exchange	It is important for the children to understand that there are different methods of subtraction. In this step children need to explore efficient strategies for subtraction, including: • counting on (number lines) • near subtraction • number bonds They then need to move on to setting out formal column subtraction supported by practical equipment.	

Subtract 2-digits from 3-digits – exchange	Children will build upon previous learning of column addition. The term exchange' will be key during this small step and their understanding of place value will help them to see when they should be exchanging. In this small step it is important to focus on the position of numbers and place value.	
Subtract 3-digits from 3-digits – exchange	This step focuses on a more formal/written method for subtraction where previous strategies may not be appropriate. Children will explore column subtraction using concrete manipulative. It could be seen that this previous step is easier for many children as there is no ambiguity where to put the numbers.	
Estimate answers to calculations	It is an important skill for children to see the reasonablenessof their answer. While rounding is not formally introduced until Y4, it is helpful that children can refer to 'near numbers' to see whether an estimate is sensible.	
Check	In this step, children need to explore ways of checking to seeif an answer is reasonable. Checking using inverse is to be encouraged so that children are using a different method and not just potentially repeating an error, for example, if they add in a different order.	
🎤	**ELICITATION TARGET**	
🎯	**MOVING ON**	

YEAR 3 NUMBER - MULTIPLICATION AND DIVISION

- I can count from 0 in multiples of 4, 8, 50 and 100
- I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- I can write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
- I can solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.

	SMALL STEPS	Comments
Multiplication - equal groups	Children will recap their understanding of recognising, making and adding equal groups. This will allow them to build on prior understanding and prepare them for the next small steps.	
Multiplying by 3	At this stage, children will draw on their knowledge of counting in threes in order to start to multiply by 3. They will use their knowledge of equal groups to use concrete and pictorial methods to solve multiplication.	
Dividing by 3	Here children will explore dividing by 3 through sharing into three groups and grouping in threes. They will use concrete and pictorial representations and use their knowledge of the inverse to check their answers.	
The 3 times table	Here children draw together their knowledge of multiplying and dividing by three in order to become more fluent in the three times table. Children apply their knowledge to different contexts.	
Multiplying by 4	Building on their knowledge of the two times table, children start to multiply by four. They can link to the idea of doubling the number and doubling again. They can link multiplying by four to repeated addition and counting in fours. To show the multiplication of four, teachers may use Numicon, cubes, counters, bar models etc.	
Dividing by 4	Here children will explore dividing by 4 through sharing into four groups and grouping in fours. They will use concrete and pictorial representations and use their knowledge of the inverse to check their answers.	

The 4 times-table	Pupils will use knowledge of known multiplication tables (2, 3, 5 and 10× table) and understanding of key concepts of multiplication: Pupils who have learnt 3 × 4 = 12 can use understanding of commutativity to know 4 × 3 = 12	
Multiplying by 8	Building on their knowledge of the four times table, children start to multiply by eight. They can link to the idea of doubling the number twice and then doubling again. They can link multiplying by eight to previous knowledge of equal groups and repeated addition. Children will explore the concept of multiplying by 8 in different ways; when 8 is the multiplicand and where 8 is the multiplier.	
Dividing by 8	Here children will explore dividing by 8 through sharing into eight groups and grouping in eights. They will use concrete and pictorial representations and use their knowledge of the inverse to check their answers.	
The 8 times-table	Pupils should use prior knowledge of multiplication facts for 2, 3, 4 and 5× tables (from prior learning) along with distributive law in order to calculate unknown multiplication facts.	
🎤	**ELICITATION TARGET**	
🎯	**MOVING ON**	

YEAR 3 NUMBER - MULTIPLICATION AND DIVISION

- I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- I can write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
- I can solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.

	SMALL STEPS	Comments
Comparing Statements	• I can use my knowledge of multiplication and division facts to compare statements using inequality symbols. • It is important that I am exposed to a variety of representations of multiplication and division, including arrays and repeated addition.	
Related calculations	• I can use known multiplication facts to solve other multiplication problems. I understand that because one of the numbers in the calculation has got ten times bigger, then the answer will also become ten times bigger. • It is important that I develop myconceptual understanding through the use of concrete manipulatives.	
Multiply 2-digits by 1-digit (1)	• I use my understanding of repeated addition to represent a two-digit number multiplied by a one-digit number with concrete manipulatives.I can also apply my understanding of partitioning to represent and solve calculations. • I will explore multiplication with no exchange on this step.	
Multiply 2-digits by 1-digit (2)	• I continue to use my understanding of repeated addition to represent a two-digit number multiplied by a one-digit number with concrete manipulatives. • I will move on to explore multiplication with exchange. CI will apply my understanding of place value to exchange when there are 10 or more in a place value column.	

Divide 2-digits by 1-digit (1)	• I will build on my understanding of division from Year 2 and will continue to make connections with known multiplication facts to solve problems. At this stage I will be using numbers that divide exactly without remainders. • I will be exposed to different representations and will use concrete manipulatives to further my understanding.	
Divide 2-digits by 1-digit (2)	• It is important that I know that there are multiple ways to partition a number. • I will apply this partitioning knowledge and known multiplication facts to divide. • For example, 42 ÷ 3. 42 can be partitioned in to 30 and 12, these numbers are both multiples of 3 therefore I can be divided by 3 easily.	
Divide 2-digits by 1-digit (3)	• I will move onto solving division problems with a remainder. I will make links between division and repeated subtraction, which builds on learning in Year 2. • I need to recognise that they don't have to start at the multiple when counting back from the dividend. Questions are designed to visually represent the concept of a reminder and will require the use of exchange.	
Scaling	• I will explore multiplication and division involving scaling. • I will use concrete and visual representations to understand scaling. • I wiill connect the concept of scaling to multiplication and division facts. For example, 30 is 6 times bigger than 5 or 5 is 6 times smaller than 30	
How many ways?	• I can calculate the number of ways that an unknown number of objects can be connected to another unknown number of objects. For example, the number of ways that n objects are connected to m objects. • I will use practical and visual representations to understand this relationship.	
🎤	**ELICITATION TARGET**	
🎯	**MOVING ON**	

YEAR 3 MEASUREMENT - MONEY

- I can add and subtract amounts of money to give change, using both £ and p in practical contexts.

	SMALL STEPS	Comments
Pounds and pence	Children need to know the value of each coin and note and understand what these values represent. They should understand that money can be represented in different ways but still have the same value. Children will need to be able to add coin values together to find the total amount.	
Converting pounds and pence	Children convert between pounds and pence using the knowledge that £1 = 100 p Children group pence to make pounds when counting money. They apply their place value knowledge and use their number bonds to 100	
Adding money	Children build on their understanding of different coins and their knowledge of converting. Children use their understanding of the value of each coin before they start to add across a pound boundary. When adding across a pound boundary children should be encouraged to look for number bonds (E.g. 70 p and 30 p), or ways to partition numbers differently to make a pound.	
Subtracting money	Children develop their knowledge of the value of coins from Year 2 and use number lines to solve subtraction problems involving money. They continue to make connections between place value and money. Children use a number line to count on to help finding change. They may also explore other methods and compare which is most efficient.	
Giving change	Children use their subtraction skills with money to calculate change. They continue to use a number line and a part whole model to support their calculations. Children apply previous skills and knowledge to contextual problems.	
🎤	**ELICITATION TARGET**	
🎯	**MOVING ON**	

YEAR 3 STATISTICS

- I can interpret and present data using bar charts, pictograms and tables.
- I can solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

	SMALL STEPS	Comments
Pictograms	• I will build on prior understanding of pictograms from Year 2. I continue to read and interpret information from pictograms, make comparisons and ask questions about data. • It is important that I understand the value of each symbol used and what it means when half a symbol is used.	
Bar Charts	• I will draw bar charts from information given in pictograms and tables. They interpret information from bar charts and ask and answer questions relating to the data. • I will read and interpret bar charts with scales of 1, 2, 5 and 10. I will decide which scale will be the most appropriate when drawing my own bar charts.	
Tables	• I will interpret information from tables to answer both one and two-step problems. • I will use my addition and subtraction skills to answer questions accurately and ask my own questions about the data in tables..	
🎤	**ELICITATION TARGET**	
🎯	**MOVING ON**	

YEAR 3 MEASUREMENT - LENGTH, HEIGHT AND PERIMETER

- I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- I can measure the perimeter of simple 2D shapes.

	SMALL STEPS	Comments
Measure length	• I will be introduced to millimetres for the first time and build on my understanding of centimetres and metres. • It is important that I have a variety of hands on experiences and opportunities to explore the concept of a millimetre.	
Equivalent lengths m and cm	• I understand that 100 cm is equivalent to 1 m. Once they are secure with this, I can start to convert between metres and centimetres by partitioning.	
Equivalent lengths mm and cm	• I understand that 10 mm is equivalent to 1 cm • Once I am secure with this, I can start to convert between centimetres and millimetres by partitioning.	
Compare lengths	• I compare and order lengths based on measurements in mm, cm and m. • I use my knowledge of converting between units of measurement to help me compare and order.	
Add lengths	• I can add lengths including examples where there are mixed units and they need to convert. • I will be encouraged to look for the most efficient way to calculate and develop their mental addition strategies.	
Subtract lengths	• I can subtract lengths including examples where there are mixed units and they need to convert. • I should be encouraged to look for the most efficient way to calculate and develop my mental subtraction strategies.	
Measure perimeter	• I will be introduced to perimeter for the first time. • I will explore what perimeter is and what it isn't. • I will measure the perimeter of simple 2D shapes. I may compare different 2D shapes which have the same perimeter. • I will make connections between the properties of 2D shapes and measuring the perimeter.	

Calculate perimeter	• I will use my understanding of the properties of shape to calculate the perimeter of simple 2D shapes. • It is important to note I will not explore the formula for a rectangle at this point. • I will explore different methods for calculating the perimeter of a shape. For example, I may use repeated addition or I may make connections to multiplication.	
🎤	**ELICITATION TARGET**	
🎯	**MOVING ON**	

YEAR 3 NUMBER - FRACTIONS

- I can count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
- I recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

	SMALL STEPS	Comments
Unit and non-unit fractions	• I will recap my understanding on unit and non-unit fractions from Year 2. I will explain the difference between a unit and non- unit fraction. • I will look at unit and non-unit fractions of shapes and amounts.	
Making the whole	• I will begin by counting up or down in fractions to make the link with the whole. • I look at the whole of shapes and quantities and see that when a fraction is equivalent to a whole, the numerator and denominator are the same.	
Tenths	• I will explore what a tenth is. I recognise that tenths arise from dividing one object into 10 equal parts. • I represent tenths in different ways and use words and fractions to describe them. For example, one tenth and 1/10	
Count in tenths	• I can count up and down in tenths. I will continue to represent tenths in multiple ways and to use words and fractions to describe • 1 them. For example, one tenth and 1/10 • Children also explore what happens when counting past 10/10 and link this to my understanding of wholes.	

Tenths as decimals	• I will be introduced to tenths as decimals for the first time. I compare fractions and decimals written as words, in fraction form and as decimals and link them to pictorial representations. • I will learn that the number system extends to the right of the decimal point into the tenths column.	
Fractions of a number line	• I will use a number line to represent fractions beyond one whole. I will count forwards and backwards in fractions. • I need to know how to divide a number line into specific fractions. i.e. when dividing into quarters, we need to ensure our number line is split into four sections.	
Fractions of a set of objects	• I will find a unit fraction of an amount by dividing an amount into equal groups. I will build on my understanding of division by using place value counters to find fractions of larger quantities including where I need to exchange tens for ones. • I need to understand the denominator of the fraction tell us how many equal parts the whole has been divided into. 1/3 means dividing the whole into 3 equal parts. They need to understand that the numerator tells them how many • parts of the whole there are. Eg. . 2/3 means dividing the whole into 3 • 3 equal parts, then counting the amount in 2 of these parts. • I will now apply my knowledge and understanding of fractions to solve problems in various contexts. • I will build and recap my understanding of different measures.	
🎤	**ELICITATION TARGET**	
🎯	**MOVING ON**	

YEAR 3 GEOMETRY PROPERTIES OF SHAPES/POSITION AND DIRECTION

- I can recognise angles as a property of shape or a description of a turn.
- I can Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.
- I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- I can draw 2-D shapes and make 3-D shapes using modelling materials.
- I can recognise 3-D shapes in different orientations and describe them.

	SMALL STEPS	Comments
Turns and angles	• I recognise angles as a description of a turn. They practise making 1/2, 1/4, 3/4 and whole turns from different starting points moving in a clockwise and anti-clockwise direction in practical contexts. I need to be encouraged to listen to/follow instructions and also give instructions in order to use the correct mathematical language in different contexts. • I understand that an angle is created when 2 straight lines meet at a point.	
Right angles in shapes	• I recognise that a right-angle is a quarter turn, 2 right-angles make a half-turn, 3 right-angles make three-quarters of a turn and 4 right-angles make a complete turn. • I need to see examples in different orientations so that they understand a right angle does not have to be made up of a horizontal and vertical line.	
Compare angles	• I identify angles which are greater or less than a right angle in shapes and turns by measuring, comparing and reasoning in practical contexts. • I am introduced to the words 'acute' and 'obtuse' as a way of describing angles.	
Draw accurately	• I measure and draw straight lines accurately in centimetres and millimetres. • I also practice rounding measurements to the nearest centimetre. • Make sure that I am correctly position the '0' on the ruler when measuring/drawing the line.	

Horizontal and vertical	• I can identify and find horizontal and vertical lines in a range of practical contexts. I can identify horizontal and vertical lines of symmetry in shapes, symbols and capital letters.	
Parallel and perpendicular	• I can identify and find parallel and perpendicular lines in a range of practical contexts. I use the arrow notation to represent parallel lines and the right angle notation for perpendicular lines. • Ensure that I am presented with lines that are not horizontal and vertical, and that also start from different points. I may need to use their right angle tester to help them check that lines are perpendicular.	
Recognise and describe 2D shapes	• I recognise, describe and draw 2D shapes accurately. • I use properties including types of angles, lines, symmetry and lengths of sides to describe the shape. • I should be given opportunities to identify/draw a hidden shape from a description given and also describe a shape for a friend to identify/draw.	
Recognise and describe 3D shapes	• I recognise, and describe 3D shapes in different orientations. • I use properties including the number of faces, edges and vertices to describe the shape. Where a shape has a curved surface, I should know that this is not called a face. E.g. a cylinder has 2 circular faces and a curved surface. • I should be given opportunities to identify a hidden shape from a description given and also describe a shape, using accurate language, for a friend to identify.	
Make 3D shapes	• I make 3D shapes (cubes, cuboids, prisms, cylinders, pyramids, cones, spheres) using construction materials. • I use correct mathematical language to describe the shapes I have made (edges, faces, vertices, curved surfaces).	
🎤	**ELICITATION TARGET**	
🎯	**MOVING ON**	

YEAR 3 MEASUREMENT - TIME

- I can tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.
- I can estimate and read time with increasing accuracy to the nearest minute.
- I can record and compare time in terms of seconds, minutes and hours.
- I can use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.
- I know the number of seconds in a minute and the number of days in each month, year and leap year.
- I can compare durations of events [for example to calculate the time taken by particular events or tasks].

	SMALL STEPS	Comments
Months and years	• I look at the concept of a year and months. I am introduced to leap years and how they are different from a non- leap year. • I should explore years using calendars to investigate the number of days in each month. rhymes, and songs are also helpful for children to remember the number of days in each month.	
Hours in a day	• I am introduced to the number of hours in a day as well as language such as: 'noon', 'midday', 'midnight'. I do not need to know the difference between am or pm at this point. • Other facts such as days in a week/month are also taught. • Attention should be drawn to the difference between a school week and a calendar week.	
Telling the time to 5 minutes	• I can tell time to the nearest 5 minutes on an analogue clock. I focus on the language of past and to, as well as using Roman numerals on a clock face. • Attention should be drawn to the difference between the minute and hour hand. This is especially important for times that are close to the next hour, for example: 5 minutes to 12	
Telling the time to the minute	• I can tell time to the nearest minute using an analogue clock. I use the terms 'past' and 'to'. When telling time 'to' the next hour, children may need to count on to find how many minutes are left in the hour.	
AM and PM	• I use 'morning', 'afternoon', 'am' and 'pm' to describe the time of day. • I continue using analogue clocks and will be introduced to digital time for the first time.	

24 hour clock	• I am introduced to telling the time on a 24 hour digital clock for the first time. • I spend time looking at an analogue and digital clocks at various times throughout the day, in order to compare what is the same and what is different.	
Finding the duration	• I find durations using analogue and digital clocks. I should be given opportunities to practically work out durations of time using real clocks. I explore the most efficient ways of breaking the time down in order to work out the duration. For example: half hours, quarter of an hour and five minutes.	
Comparing the duration	• I compare durations of time using analogue and digital clocks. • I use my knowledge of addition and subtraction to compare the length of time taken by particular events or tasks.	
Start and end times	• I find start and end times to the nearest minute using analogue and digital times. • I use real clocks with moveable hands moving to number lines to help calculate start and end times.	
Measuring time in seconds	• I measure and compare durations of time in seconds. It is important for children to have a realistic sense of what time in seconds feels like as they often count in seconds much quicker. I need to use a stop watch to compare, for example, counting to 10 seconds with the timed duration. I recognise that there are 60 seconds in one minute and use this to write durations of time in different ways. For example, 80 seconds and 1 minute, 20 seconds.	
🎤	**ELICITATION TARGET**	
🎯	**MOVING ON**	

YEAR 3 MEASUREMENT - MASS AND CAPACITY

- I can measure, compare, add and subtract mass/volume/ capacity (l/ml)

	SMALL STEPS	Comments
Measure mass 1	Children use gram and kilogram weights and standard scales to explore mass. In this step, children focus on the mass of an object in either grams or kilograms, and not as a mixed measurement. Children can build on their place value skills and explore scales that increase by 4, 8, 50 and 100 where appropriate. They should be able to describe the increments on a scale.	
Measure mass 2	Children use gram and kilogram weights and standard scales to explore mass. Children measure kilograms and grams together and record measurements as __ kg and __ g, for example 5 kg and 500 g. Children continue to build on their place value skills and explore scales that increase by 4, 8, 50 and 100 where appropriate.	
Compare mass	Children continue to build on Year 2 and use 'lighter' and 'heavier' to compare mass. They use their understanding that kilograms are used for heavier objects and will use this to help them compare mass. For example 500 g is less than 500 kg. Children also compare actual numerical measures, including mixed measurements using the inequality symbols. For example, 1 kg and500g <2kg.	
Add and subtract mass	Children add and subtract mass. They can apply their understanding of different methods such as formal, finding the difference etc. Children should choose the correct method depending on the context of the problem. They continue to use mixed measures. Children may use concrete resources to represent kilograms and grams. Children could also use bar models to represent calculations.	

Measure capacity 1	Children use litres and millilitres and standard scales to explore capacity. In this step, children focus on the capacity in either litres or millilitres and not as a mixed measurement, for example 5 l and 500 ml. Children continue to use place value skills to explore scales. Children build on their knowledge from KS1, recognising the capacity is the amount of liquid a container can hold and the volume is how much liquid is in the container.	
Measure capacity 2	Children use litres and millilitres and standard scales to explore capacity. Children measure capacity with litres and millilitres together and record measurements as __ l and __ ml, for example 5 l and 500 ml. Children continue to use place value skills to read and interpret scales.	
Compare capacity	Children continue to build on Year 2 and use 'full' and 'empty' to compare capacity. They use their understanding that litres are used for larger containers and will use this to help them compare capacity. For example 500 ml is less than 5 l. Children also compare actual numerical measures, including mixed measurements using the inequality symbols. For example, 1 l and 500ml <2l.	
Add and subtract capacity	Children add and subtract capacities. They can apply their understanding of different methods such as formal, finding the difference etc. Children should choose the correct method depending on the context of the problem. They continue to use mixed measures. Children may use concrete resources to represent litres and millilitres. Children could also use bar models to represent calculations.	
🎤	**ELICITATION TARGET**	
🎯	**MOVING ON**	

YEAR 3 FRACTIONS

- I recognise and show, using diagrams, equivalent fractions with small denominators.
- I can compare and order unit fractions, and fractions with the same denominators.

I can add and subtract fractions with the same denominator within one whole [f o r e x a m p l e , 5/7 + 1/7 = 6/7]

- Solve problems that involve all of the above.

	SMALL STEPS	Comments
Equivalent fractions 1	• I begin by using Cuisenaire or number rods to investigate and record equivalent fractions.I will then move on to exploring equivalent fractions through strip diagrams or bar models. • I will explore equivalent fractions in pairs and can start to spot patterns.	
Equivalent fractions 2	• I can use practical equipment such as number rods or strips of paper over a number line to explore equivalent fractions. • I then use pictorial representations to identify equivalent fractions on a number line. • Once I see the link between the scales and the number of parts I can then move to finding equivalent fractions on a number line more abstractly.	
Equivalent fractions 3	• I can find equivalent fractions using proportional reasoning introduced initially through visual diagrams. • I will look for patterns between numerators and denominators which will prepare them for the abstract method.	
Compare fractions	• I start to compare unit fractions or fractions with the same denominator. • For unit fractions, children's natural tendency might be to say that 1/2 is smaller than 1/4 as 2 is smaller than 4. Discuss how breaking something into more equal parts makes each part smaller.	

Order fractions	• I swill order unit fractions and fractions with the same denominator. • I use bar models and number lines to order the fractions and write them in ascending and descending order.	
Add fractions	• I will use practical equipment and pictorial representations to add two or more fractions with the same denominator where the answer is less than 1 • I understand that we only add the numerators and the denominators stay the same.	
Subtract fractions	• I will use practical equipment and pictorial representations to subtract fractions. • I should identify the larger fraction first and then subtract the smaller fraction from this. • I will look at take away and find the difference as different forms of subtraction.	
🎤	**ELICITATION TARGET**	
🎯	**MOVING ON**	