Mathematics assessment guidelines

Name of child: **Class:**

	Number, ratio and proportion, and algebra			Measurement, geometry and statistics		
	AF1 - Number, place value, approximation and estimation/rounding	AF2 - Addition, subtraction, multiplication and division (calculations)	AF3 - Fractions, decimals and percentages	AF6 - Measurement	AF7 - Geometry – properties of shape	AF8 - Statistics
Standard 3	• Count from 0 in multiples of 4, 8, 50 and 100 **3N1b** • Compare and order numbers up to 1000 **3N2a** • Read and write numbers to 1000 in numerals and in words **3N2a** • Find 10 or 100 more or less than a given number **3N2a** • Recognise the place value of each digit in a three-digit number (hundreds, tens, and ones) **3N3** • Identify, represent and estimate numbers using different representations **3N4** • Solve number problems and practical problems involving **3N1-5**	• Add and subtract numbers mentally, including: - a three-digit number and ones - a three-digit number and tens - a three digit number and hundreds **3C1** • Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction **3C2** • Estimate the answer to a calculation and use inverse operations to check answers **3C3** • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction **3C4** • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables **3C6** • Write a calculate mathematical statements for multiplication and division, using the multiplication tables that children know, including for two-digit numbers times one digit numbers, using mental and progressing to formal written methods **3C7** • Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which *n* objects are connected to *m* objects **3C8**	• 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 **3F1a** • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominations **3F1b** • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators **3F1c** • Recognise and show, using diagrams, equivalent fractions with small denominators **3F2** • Compare and order unit fractions and fractions with the same denominators **3F3** • Add and subtract fractions with the same denominator within one whole *(e.g. 5/7 + 1/7 = 6/7)* **3F4** • Solve problems that involve **3F1-3F4**	• Compare lengths (m/cm/mm), mass (kg/g) and volume/capacity (l/ml) **3M1** • Measure lengths, mass and volume/ capacity**3M2** • Tell and write the time from an analogue clock; 12-and 24-hour clocks **3M4** • Tell and write the time from an analogue clock, including using Roman numerals from I to XII **3M4c** • Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock/a.m./ p.m., morning, afternoon, noon and midnight **3M4d** • Know the number of seconds in a minute and the number of days in each month, year and leap year **3M4e** • Compare durations of events *(e.g. to calculate the time taken by particular events or tasks)* **3M4f** • Measure the perimeter of simple 2-D shapes **3M7** • Add and subtract amounts of money to give change, using both £ and p in practical context **3M9a** • Add and subtract lengths, mass and volume/capacity **3M9b-d**	• Identify horizontal, vertical lines and pairs of perpendicular and parallel lines **3G2** • Draw 2-D shapes **3G3a** • Make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them **3G3b** • Recognise that angles are a property of shape or a description of a turn **3G4a** • 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 **3G4b**	• Interpret and present data using bar charts, pictograms and tables **3S1** • Solve one-step and two-step questions *(e.g. 'How many more?' and 'How many fewer?')* using information presented in scaled bar charts, pictograms and tables **3S2**