

MPPS Y3 Maths Progression Statements

Working towards the expected standard in Y3	Working at the expected standard in Y3	Working at greater depth in Y3
Number and Place Value		
Count in 100s, forwards and backwards, starting from 0	Count in multiples of 100s, forwards and backwards, starting from 0	Count in multiples of 100s, forwards and backwards, identifying this with a pattern or sequence
Identify 10 more or less than any 2- or 3-digit number. Including finding the starting number if the other numbers are given	Identify 10 or 100, more or less than any 2- or 3-digit number	Identify multiples of 10 or 100, more or less than any 2- or 3-digit number. Including finding the starting number if the other numbers are given (e.g. 20 more than 186).
Count forwards in steps of 4, 8 and 50, starting with 0	Count forwards and backwards, in steps of 4, 8 and 50, starting with 0.	Count in multiples of 4, 8 and 50, forwards and backwards, identifying this with a pattern or sequence
	Recognise the place value of each digit in any 3-digit number, using the terms hundreds, tens, and ones	Recognise place value of 3-digit numbers within a problem-solving context (e.g., Find a 3-digit number where the hundreds digit is 6 more than the ones digit)
	Identify, represent, and estimate numbers up to 1000 using objects and pictures	Identify, represent, and estimate numbers up to 1000, in a variety of different ways, using objects and pictures
Read and write numbers up to 500 in digits and words	Read and write numbers up to 1000 in digits and words	Read and write numbers beyond 1000 in digits and words
Compare and order numbers to 500	Compare and order numbers up to 1000	Compare and order numbers beyond 1000
	Solve number problems and practical problems involving the above	
Addition and Subtraction		
Add and subtract, up to 3 digits by 1 digit, using partitioning or column methods	Add and subtract, up to 3 digits by 3 digits, using partitioning or column methods. Including exchanging and carrying across place value boundaries	Add and subtract, up to 3 digits by 3 digits, using partitioning or column methods. Including exchanging and carrying across place value boundaries and missing numbers
Mentally add and subtract numbers up to 3 digits by 1 digit	Mentally add and subtract 3-digit numbers up to 3 digits by ones, tens and hundreds	Mentally add and subtract numbers up to 3 digits by hundreds
Check addition and subtraction calculations using approximation.	Check addition and subtraction calculations using estimating and the inverse operation	Check addition and subtraction calculations using the inverse operation, using rounding to estimate when appropriate
Multiplication and Division		
Recognise multiplication and division facts for the 3 & 4 tables	Recall multiplication and division facts for the 3, 4 and 8x tables	Recall multiplication and division facts for the 3, 4 and 8x tables, to aid them to solve problems. Using the appropriate symbols when recording
Mentally multiply and divide 1 digit by 1-digit numbers, for the multiplication facts they know	Mentally multiply and divide 1 digit by 2-digit numbers, for the multiplication facts they know.	Mentally multiply and divide 1 digit by 2-digit numbers, including within a word problem context
Begin using informal written methods when calculating	Can use formal written methods when calculating multiplication	Can use formal written methods when calculating multiplication

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multiplication and division for 2 digits by 1 digit (grid method)	and division for 2 digits by 1 digit, including simple remainders e.g. r3	and division for 2 digits by 2 digits, including simple remainders e.g. r3
Solve number problems using the above statements, to include missing number and scaling up problems	Solve number problems using the above statements; to include missing number, scaling up and word-based problems	Solve number problems using the above statements; to include missing number, scaling up, quantities and word-based problems
Fractions and Decimals		
Recognise, find and write fractions that have a 1-digit denominator and a numerator of 1.	Recognise, find and write fractions that have a 1-digit denominator and a numerator	Recognise, name and apply fraction knowledge involving $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$ of a length, shape, object or quantity
Find fractions of amounts which have a numerator of 1 and a denominator with known multiplication facts.	Find fractions of amounts which have a numerator of 1 and a denominator with known multiplication facts.	Recognise, name and apply fraction knowledge involving $\frac{2}{4}$ and $\frac{3}{4}$, of a length, shape, object or quantity
Compare and order fractions with the same denominator (1 digit).	Compare and order fractions with the same denominator	Recognise equivalent fractions for a $\frac{1}{2}$, including beginning to use improper and mixed numbers
Add and subtract fractions with the same 1-digit denominator	Add and subtract fractions with the same denominator	Find and compare fractions of amounts (using above fractions)
Count up, including within a sequence, in tenths	Count up and down, including within a sequence, in tenths	
Recognise and show, using objects, equivalent fractions with 1-digit denominators	Recognise and show, using diagrams and objects, equivalent fractions with 1-digit denominators	
	Solve problems that involve all the above	
Measurement		
Tell and write the time on analogue and 12-hour digital clocks, using appropriate vocabulary (a.m./p.m., morning/afternoon)	Tell and write the time using analogue and 24-hour digital clocks, using appropriate vocabulary (a.m./p.m., morning/afternoon, noon and midnight)	Tell, write and convert the time between analogue and 24-hour digital clocks, using appropriate vocabulary (a.m./p.m., morning/afternoon).
Tell and write the time using Roman Numerals, with support	Tell and write the time using Roman Numerals	Know the number of seconds in a minute, the number of days in each month and days in a year (including leap years), estimating the amount of time until a specific event
Know the number of seconds in a minute and the number of days in each month	Know the number of seconds in a minute, the number of days in each month and days in a year (including leap years)	Solve problems involving comparing durations of events for at least three events (e.g. I have four hours, which films could I watch?)
Compare durations of events for at least two events (e.g. which film is shorter?)	Compare durations of events for at least three events (e.g. which film is shortest?)	Add and subtract larger amounts of money, to include giving exact change, recording the outcome with appropriate signs (£ or p)
Add and subtract simple amounts of money, to include giving exact change, recording the outcome with appropriate signs (£ or p)	Add and subtract amounts of money, to include giving exact change, recording the outcome with appropriate signs (£ or p)	Measure, record, compare, add and subtract the following, using appropriate resources, including within a problem-solving context: <ul style="list-style-type: none"> • Length (m/cm/mm) • Mass (kg/g) • Volume (l/ml)
Measure, record, add and subtract the following, using appropriate resources:	Measure, record, compare, add and subtract the following, using appropriate resources:	

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<ul style="list-style-type: none"> • Length (m/cm) • Mass (kg/g) • Volume (l/ml) 	<ul style="list-style-type: none"> • Length (m/cm/mm) • Mass (kg/g) • Volume (l/ml) 	
Properties of Shape		
Measure the perimeter of regular 2-D shapes, with support	Measure the perimeter of simple 2-D shapes	Measure the length and width of simple and irregular 2-D shape and then calculate its perimeter
Draw and describe 2-D shapes (in cm) using appropriate vocabulary	Draw and describe 2-D shapes (in cm) using appropriate vocabulary. Comparing the angles to a right angle (greater/smaller than)	Draw and describe 2-D shapes (in cm). Explaining the difference between similar shapes, using appropriate vocabulary (e.g. acute, obtuse, reflex)
Recognise, describe and model 3-D shapes, such as spheres and cylinders, in a variety of contexts	Recognise, describe and model, in different orientations, wide range of 3-D shapes within a variety of contexts	Recognise, describe and model, in different orientations, a wide range of 3-D shapes within a variety of contexts. Explaining why things may be shaped in the way that they are.
Identify horizontal and vertical lines, beginning to identify parallel lines.	Identify horizontal, vertical, parallel and perpendicular lines	Identify horizontal, vertical, parallel and perpendicular lines. Explain the relationship that exists between them
Position, Direction and Movement		
Identify a right angle	Identify whether an angle is greater or smaller than a right angle, using appropriate vocabulary (e.g. acute, obtuse and reflex)	Identify and order angles based on their size compared to a right angle
Recognise the equivalents between major turns (e.g. two quarter turns = half turn)	Recognise the equivalents between major turns	
Give multi-step directions using the above language, with prompts	Give multi-step directions using the above language	Give multi-step directions using the above language to create a specified shape
Identify a given square on a grid, referring to its row and column, with some support	Identify a given square on a grid, referring to its row and column	Identify a given square on a grid, referring to its row and column. Labelling the grid with their own system, including the origin (point 0,0).
Statistics		
Interpret and construct simple pictograms, tally charts and tables	Interpret and construct simple bar charts, pictograms, tally charts and tables	Recognise a variety of scales on pictograms and bar charts (e.g. scales going up in 2's, 3's, 4's, 5's and 10's)
Recognise simple scales on pictograms and bar charts (e.g. scales going up in 2's and 10's)	Recognise scales on pictograms and bar charts (e.g. scales going up in 2's, 5's and 10's)	Solve and create more complex problems using the above statistical diagrams, including sorting objects/numbers by quantity (e.g. what sort of pet do pupils favour and why? – looking for generalisations based on data).
Solve one-step questions using the above statistical diagrams, including (e.g. how many children have dogs?)	Solve one and two-step questions using the above statistical diagrams, including sorting objects/numbers by quantity (e.g. how many more children have cats than dogs?)	