An Daras Multi Academy Trust

Assessing Pupil Progress – Mathematics (Y3)

Integrated Curriculum Scheme of Learning - 2015	
Document:	**ADMAT Assessing Pupil Progress (APP)**
National Curriculum Subjects:	**Maths**
Year Group:	**Year 3**
Agreed and Approved:	**Sept 15 (v3)**
Leader In Year Review Dates:	**Sept 17**
Related Documents and Guidance:	National Curriculum 14/15 Dimensions Skill Ladders 14 Maths Scheme of Learning 15 Non-Negotiable 14 Maths Policy 15 Calculation Policy 15 Assessment Policy 15 Marking Policy 15

Stage 1	•Curriculum Scheme of Work •Assessment Process/Policy	• Reviewed annually • Curriculum Policy • DfE Guidance • Pupil Outcomes
Stage 2	•Planned Units of Work •Integrated Cross Curricular Assessment Opportunities	• Reviewed Termly • Cross Curricular evidence
Stage 3	•AfL - Daily/weekly •APP - Half termly	• Marking • Rich Evidence • Standardisation Tasks
Stage 4	•Formative and diagnostic assessment - Ongoing •Summative assessment - Half termly/termly	• Analysis • I Track • 85% on track ARE
Stage 5	•Moderation - Half Termly/termly •Standardisation - Half termly/termly	• Within school • Across MAT • Practical exemplars
Stage 6	•Pupil Voice - Half termly •Tracking Analysis - Cohort/Significant groups - Half termly	• Within school • Across MAT • Practical Exemplar • Feeds into planned units of work
Stage 1	•Curriculum Scheme of Work •Assessment Process/Policy	• Reviewed annually • Curriculum Policy • DfE Guidance • Pupil Outcomes

ADMAT/ARE Year 3 Maths/Key Concepts (v3)	Pupil Name: Class Teacher:	**Term 1** Autumn 1: Autumn 2:	**Term 2** Spring 1: Spring 2:	**Term 3** Summer 1: Summer 2:	**Are Related Expectation Key:**	**NE** = Not Enough Evidence **EM** = Emerging **TI** = Towards Independence **EXP** = Expected **EXP+** = Expected Plus **EXC** = Exceeding

A/Number: place value	**B/Number: addition and subtraction**	**C/Number: multiplication and division**	**D/Fractions**	**E/Measurement**	**F/ Geometry**	**G/Statistics**	**H/**
A1. Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	**B1.** Add and subtract numbers mentally, including: a three-digit number and 1s, a three-digit number and 10s, a three-digit number and 100s	**C1.** Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	**D1.** 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	**E1.** Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	**F1.** Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.	**G1.** Interpret and present data using bar charts, pictograms and tables	
EM 1 **TI** 2 **EXP** 3 **EXC** 4	**EM** 1 **TI** 2 **EXP** 3	**EM** 1 **TI** 2 **EXP** 3 **EXC** 4	**EM** 1 **TI** 2 **EXP** 3 **EXC** 4	**EM** 1 **TI** 2 **EXP** 3 **EXC** 4	**EM** 1 **TI** 2 **EXP** 3 **EXC** 4	**EM** 1 **TI** 2 **EXP** 3 **EXC** 4	
A2. Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)	**B2.** Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction	**C2.** Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	**D2.** Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	**E2.** Measure the perimeter of simple 2-D shapes and outside environment	**F2.** Recognise angles as a property of shape or a description of a turn	**G2.** 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	
EM 1 **TI** 2 **EXP** 3 **EXC** 4	**EM** **1** **TI** 2 **EXP** 3 **EXC** 4	**EM** **1** **TI** 2 **EXP** 3 **EXC** 4	**EM** **1** **TI** 2 **EXP** 3 **EXC** 4	**EM** **1** **TI** 2 **EXP** 3 **EXC** 4	**EM** **1** **TI** 2 **EXP** 3 **EXC** 4	**EM** **1** **TI** 2 **EXP** 3 **EXC** 4	
A3. Compare and order numbers up to 1,000	**B3.** Estimate the answer to a calculation and use inverse operations and rounding to check answers	**C3.** 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 objects	**D3.** Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	**E3.** Add and subtract amounts of money to give change, using both £ and p in practical contexts	**F3.** Identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle		

EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC
1	2	3	4	**1**	2	3	4	**1**	2	3	4	**1**	2	3	4	**1**	2	3	4	**1**	2	3	4								
A4. Identify, represent and estimate numbers using different representations				**B4.** Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction								**D4.** Recognise and show, using diagrams, equivalent fractions with small denominators				**E4.** Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks				**F4.** Identify horizontal and vertical lines and pairs of perpendicular and parallel lines											
EM	**TI**	**EXP**	**EXC**									**EM**	**TI**	**EXP**	**EXC**	**EM**	**TI**	**EXP**	**EXC**	**EM**	**TI**	**EXP**	**EXC**								
1	2	3	4									1	2	3	4	1	2	3	4	1	2	3	4								
A5. Read and write numbers up to 1,000 in numerals and in words												**D5.** Add and subtract fractions with the same denominator **within** one whole e.g., $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$				**E5.** 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, am/pm, morning, afternoon, noon and midnight**											
EM	**TI**	**EXP**	**EXC**									**EM**	**TI**	**EXP**	**EXC**	**EM**	**TI**	**EXP**	**EXC**												
1	2	3	4									1	2	3	4	1	2	3	4												
A6. Solve number problems and practical problems involving these ideas												**D6. Compare and order unit fractions, and fractions with the same denominators**				**E6.** Know the number of seconds in a minute and the number of days in each month, year and leap year														
EM	**TI**	**EXP**	**EXC**									**EM**	**TI**	**EXP**	**EXC**	**EM**	**TI**	**EXP**	**EXC**												
1	**2**	**3**	**4**									**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**												
												D7. Solve problems that involve all of the above				**E7.** Compare durations of events [for example, to calculate the time taken by particular events or tasks]														
												EM	**TI**	**EXP**	**EXC**	**EM**	**TI**	**EXP**	**EXC**												
												1	**2**	**3**	**4**	**1**	**2**	**3**	**4**												

Rich Evidence – Guidance Year 3	**Autumn Term** (Terms 1+2)	**Spring Term** (Terms 3+4)	**Summer Term** (Terms 5+6)
Formative	Elicitation tasks Problem solving activities: at least 1 per week. Convince me/Prove it activities. Maths across the curriculum. Weekly Arithmetic Tests	Elicitation tasks Problem solving activities: at least 1 per week. Convince me/Prove it activities. Maths across the curriculum. Weekly Arithmetic Tests	Elicitation tasks Problem solving activities: at least 1 per week. Convince me/Prove it activities. Maths across the curriculum. Weekly Arithmetic Tests
Summative	Assessment tasks as per Headstart books (at distance min of 2 weeks)	Assessment tasks as per Headstart books (at distance min of 2 weeks)	Assessment tasks as per Headstart books (at distance min of 2 weeks)