

Year 3 Number and Place Value Learning Journey

Ready to Progress

Non-statutory guidance for key skills and knowledge needed

Resources, ideas and assessment questions available in the Maths Guidance NCETM

Year 2 Prior Learning	Year 3	NCETM
	Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10.	
Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.	Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) and compose and decompose three-digit numbers using standard and non-standard partitioning	
	✓ Understand place value in numbers up to 1000	
	✓ Use zero as a place holder in numbers up to 1000	
	✓ Partition 3 digit numbers in different ways	
Read and write numbers up at least 100 in numerals and in words	Read and write numbers up to 1000 in numerals and in words	
	✓ Write numbers up to 1000	
	✓ Read numbers up to 1000	
Compare and order numbers from) up to 100; use <, > and = signs	Compare and order numbers up to 1000	
	✓ Order numbers up to 1000	
	✓ Compare numbers up to 1000	
Identify, represent and estimate numbers using different representations, including the number line	Identify, represent and estimate numbers using different representations Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts	
	✓ Interpret numbers up to 1000 on a number line	
	✓ Represent numbers up to 1000 using a number line	
	✓ Interpret and use scales representing measurements with numbers up to 1000	
	✓ Use scales to represent measurements with numbers up to 1000	

Year 2 Prior Learning	Year 3	NCETM
Reason about the location of any two-digit number in the linear system, including identifying the previous and next multiple of 10.	Reason about the location of any three-digit number in the linear system, including identifying the previous and next multiple of 100 and 10.	
	✓ Find 10 more than a given number	
	✓ Find 10 less than a given number	
	✓ Find 100 more than a given number	
	✓ Find 100 less than a given number	
Count in steps of 2, 3 and 5 from), and in tens from any number, forward and backward	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	
	<ul style="list-style-type: none"> ✓ Count (from 0) in multiples of 4 ✓ Count (from 0) in multiples of 8 ✓ Count (from 0) in multiples of 50 ✓ Count (from 0) in multiples of 100 	
Use place value and number facts to solve problems	Solve number problems and practical problems involving these ideas	

Number Facts

Year 2 Prior Learning	Year 3	Extra Resources
Secure fluency in addition and subtraction facts within 10, through continued practice	Secure fluency in addition and subtraction facts that bridge 10 through continued practice	
	Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10)	