

# Curriculum prioritisation in primary maths 2020/21

## Evaluation document: Current Year 3 pupils

Using the \*2020 DfE guidance ready-to-progress criteria, listed in the table below, identify aspects that have:

- been taught in school to children by the class teacher
- been taught remotely, or by someone who does not know the children as well
- not been taught at all.

Reflect on how effectively pupils have learnt, remembered and are able to apply what has been taught. Where you are unsure, you should note this down.

From these reflections, prioritise criteria for teaching and learning and use the **Curriculum planning grid** to plan your curriculum for the remainder of this academic year. This evaluation, used continuously over the rest of the year, will also be a useful transition document for the next class teacher.

	Year 2 ready-to-progress criteria	Notes on provision, and priority for teaching	July 2021 update: transition notes for new teacher	Year 3 ready-to-progress criteria	Notes on provision, and priority for teaching	July 2021 update: transition notes for new teacher
Number and Place Value	<b>2NPV-1</b> Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.			<b>3NPV-1</b> 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.		
	<b>2NPV-2</b> Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.			<b>3NPV-2</b> Recognise the place value of each digit in three-digit numbers and compose and decompose three-digit numbers using standard and non-standard partitioning.		
				<b>3NPV-3</b> Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10.		

Number Facts	<b>2NF-1</b> Secure fluency in addition and subtraction facts within 10, through continued practice.			<b>3NPV-4</b> 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.	
				<b>3NF-1</b> Secure fluency in addition and subtraction facts that bridge 10, through continued practice.	
				<b>3NF-2</b> Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.	
Addition and Subtraction				<b>3NF-3</b> Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).	
	<b>2AS-1</b> Add and subtract across 10.			<b>3AS-1</b> Calculate complements to 100.	
	<b>2AS-2</b> Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".			<b>3AS-2</b> Add and subtract up to three-digit numbers using columnar methods.	
	<b>2AS-3</b> Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number. <b>2AS-4</b> Add and subtract within 100 by applying related one-digit addition and subtraction facts: add			<b>3AS-3</b> Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part-part-whole structure. Understand and use the commutative property of addition and understand the related property for subtraction.	

	and subtract any 2 two-digit numbers.					
Multiplication and Division	<b>2MD-1</b> Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.			<b>3MD-1</b> Apply known multiplication and division facts to solve contextual problems with different structures, including quotative and partitive division.		
	<b>2MD-2</b> Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotative division).					
Fractions				<b>3F-1</b> Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.		
				<b>3F-2</b> Find unit fractions of quantities using known division facts (multiplication tables fluency).		
				<b>3F-3</b> Reason about the location of any fraction within 1 in the linear number system.		
				<b>3F-4</b> Add and subtract fractions with the same denominator, within 1.		

<b>Geometry</b>	<b>2G-1</b> Use precise language to describe the properties of 2D and 3D shapes and compare shapes by reasoning about similarities and differences in properties.			<b>3G-1</b> Recognise right angles as a property of shape or a description of a turn and identify right angles in 2D shapes presented in different orientations.		
				<b>3G-2</b> Draw polygons by joining marked points and identify parallel and perpendicular sides.		

\*DfE Guidance: 'Teaching mathematics in primary schools June 2020', can be downloaded in full, or per year group, from this page: [www.gov.uk/government/publications/teaching-mathematics-in-primary-schools](http://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools). Summary tables on pages 9-15 (of the full, Years 1-6 document) track criteria across year groups. Within the year group documents, the 'Making connections' blue boxes, detail connections across criteria.