

Marking guidance

↓ NC objective in a year below ↑ NC objective in a year above * Key question

Qu.	National curriculum objectives	Progression map outcome	Answers	Marks	Possible errors	Advice
1*	Y3.NPV.2 Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Y3.NAS.1 Add and subtract numbers mentally, including; a three-digit number and tens and a three-digit number and hundreds	AS a) Add numbers mentally , including 2-digit and 3-digit numbers. b) Subtract 2-digit numbers from 3-digit numbers, and begin to subtract 3-digit numbers from 3-digit numbers, using counting up and by looking for patterns in the digits.	a) 837 b) 745	1	Watch out for children who are not using their knowledge of place value or number facts, or do not see which digit changes, so count on in 100s or back in 10s.	Use base 10 equipment to model additions and subtractions of multiples of 10 or 100.
2*	Y3.NPV.2 Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	NPV Multiply and divide by 10 (whole number answers).	a) 150 b) 24	1	Some children may have added or subtracted 10, or moved one digit but not another, giving answers of the same digits and zero, e.g. 105 and 204.	Use a place-value grid so children can see that the digits move left when multiplying by 10 and we put the zero in the 1s column, and that digits move right when dividing by 10 and we no longer need the zero. Watch out for children who think we add a zero when multiplying by 10 as this will not work when they come to multiply decimals by 10, e.g. they may think $4 \cdot 2 \times 10 = 4 \cdot 20$.

10	Y3.NAS.1 Add and subtract numbers mentally, including a three-digit number and ones; a three-digit number and tens and a three-digit number and hundreds	AS Subtract 2-digit numbers from 3-digit numbers, and begin to subtract 3-digit numbers from 3-digit numbers, using counting up and by looking for patterns in the digits.	46	1	Award half a mark for two correct jumps drawn, and half a mark for correct addition of whatever jumps children have drawn, but give the whole mark if the answer is correct no matter how children arrived at the answer. It is a common error for children to think that 31 rather than 21 needs to be added to 79 to make 100. They should use place value ($100 + ? = 125$) to work out the size of the second jump. If they have correctly worked out the size of each jump, they should get the answer right as the addition of 25 and 21 is quite straightforward.	Give children a bead string. Ask them to pull 79 beads to one side. They look to see how many more beads are needed to make 100. Point out the two whole groups of 10 on the string, and the single bead to make the 21 necessary to make 100. Repeat with other 2-digit numbers.
			Total	10		