

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.NPV.3 Compare and order numbers up to 1000 Y3.NPV.6 Solve number problems and practical problems involving these ideas Y3.NAS.4 Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	NPV Understand 2- and 3-digit numbers; find 1, 10 or 100 more or less than a given number without difficulty.	a) Any pair of 10s and 1s to make the second number bigger than the first b) Any pair of 10s and 1s to make the second number smaller than the first c) Any number between 600 and 700 d) Any number between 478 and 578	2	Children may get parts (a) and (b) wrong if they cannot remember which inequality sign is which or if they do not realise that if the first digit is the same in a pair of numbers, the next digit is most important when comparing numbers. They could have made the second digit the same also, as long as they made sure that the last digit was less/more than the last digit in the first number. For part (c) children may not have realised that any number between 600 and 700 needs to have 6 in the 100s place. For part (d) children may have written a number with 4 or 5 in the 100s place but not necessarily written a number between 478 and 578.	Remind children which inequality sign is which by using the crocodile mouth image – the wider part goes against the larger number. Make pairs of 3-digit numbers using base 10 equipment to compare them side by side or using balancing scales. Match to place-value cards. Place the two numbers on a 0–1000 landmarked line and ask children to place a number in between. Make the number using base 10 equipment to check.

10	Y3.M.3 Add and subtract amounts of money to give change, using both £ and p in practical contexts	AS Count up to find change from £5 and £10 (multiples of 5p).	a) £1:25 b) £3:80	2	Children's experience of giving change outside of school is likely to vary. For part (a) children may think that 35p should be added to 75p to make the next pound. Watch out for children who do not know their multiples of 10 bonds to 100.	Some children may lack experience of handling coins outside of school and so need opportunities within school to use coins and physically count up with them. If they are unsure of the bonds to 100 they could count up to the next pound in 10ps. They can then see that the pence are Frog's first hop and the pounds are Frog's second hop. Practise change to £1 first. Give children a bead string. Ask them to pull 75 beads to one side. They look at how many more beads are needed to make 100. Point out the nine whole groups of 10 on the strings, and the two groups of five beads to make the tenth 10 necessary to make 100. Repeat with other 2-digit numbers.
			Total	20		