Year 3

Term 1

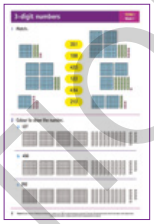
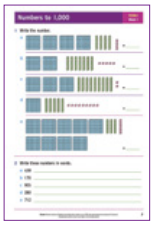
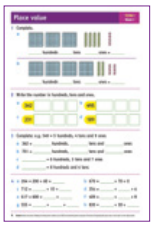
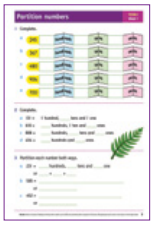
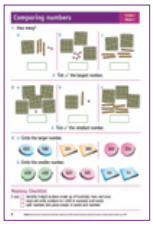
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Term 1 Teaching Overview

Week & Unit	High-Level Curriculum Focus	Student Book and Online lessons	Resources
Week 1 **Number: Number structures: Numbers to 1,000**	**Number** Number structures The whole numbers from 0 to 1000 form a sequence. The base 10 number system is organised by place value (thousands, hundreds, tens, and ones for four-digit numbers).	**Pages 2–6** **Mathseeds lesson 105**	base-10 materials, place value mats, hundred chart, 3-digit numeral cards
Week 2 **Number: Number structures: Counting to 1,000**	**Number** Number structures The whole numbers from 0 to 1000 form a sequence. The base-10 number system is organised by place value (thousands, hundreds, tens, and ones for four-digit numbers).	**Pages 7–11** **Mathseeds lesson 106**	counting chart 0–1000, number sequences on the decade, number lines for a range of 3-digit numbers, floor number lines, mini white boards
Week 3 **Number: Operations: Number line + –**	**Number** Operations Adding and subtracting numbers up to 1,000	**Pages 12–16** **Mathseeds lessons 110, 120, 144, 146**	number lines, two-digit numerals, base-10 materials
Week 4 **Number: Operations: Multiplication**	**Number** Operations Multiplying or dividing using equal sharing, grouping, repeated addition or subtraction, or known facts	**Pages 17–21** **Mathseeds lessons 113, 115**	pictures of arrays, number lines, counters, blocks, cubes
Week 5 **Algebra: Equations and relationships: Number patterns**	**Algebra** Equations and relationships Recognising, continuing, and creating growing number patterns	**Pages 22–25** **Mathseeds lesson 117**	number lines, hundred charts
Checkpoint 1 **Mid-term review**	**Assessment and Review** Review numbers to 1,000, operations and number patterns.	**Pages 26–27**	
Week 6 **Number: Operations: Partition to add**	**Number** Operations Renaming (regrouping) is needed when adding or subtracting across place values. Column methods for addition and subtraction align digits in numbers by their place values.	**Pages 28–32** **Mathseeds lesson 96**	number charts, number lines, counters, base-10 materials
Week 7 **Number: Operations: Partition to subtract**	**Number** Operations Renaming (regrouping) is needed when adding or subtracting across place values. Column methods for addition and subtraction align digits in numbers by their place values.	**Pages 33–37**	number charts, number lines, counters, base-10 materials, word problem cards
Week 8 **Geometry: Shapes: 2D shapes**	**Geometry** Shapes, Spatial reasoning A regular polygon is a two-dimensional shape with all sides of equal length A line of symmetry is the line that divides a shape or an object into two equal and symmetrical parts. Line symmetry is where one half of an object or shape is a mirror image of the other half, across a line of symmetry.	**Pages 38–42**	2D shapes and shape cards (triangles, a range of quadrilaterals, hexagon, pentagon), string, playdough, geoboards, rubber bands, craft sticks, straws, rulers, rope, pencils, strips of paper
Week 9 **Geometry: Shapes: 3D objects**	**Geometry** Shapes Identifying, describing, visualising, and sorting 3D shapes	**Pages 43–45** **Mathseeds lessons 99, 121**	3D objects (cubes, cylinders, cones, a range of prisms), dot stickers, connecting cubes, paint, dot paper
Checkpoint 2 **End-of-term review**	**Assessment and Review** Review numbers to 100, addition, subtraction, length, as well as 2D shapes, symmetry and 3D objects.	**Pages 44–47**	

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Term 1 Week 1 Overview Number: Number structures: Numbers to 1,000

Lesson & Topic	Learning Intention	Success Criteria	Main Activities	Student Book Practice
1 **3-digit numbers**	3-digit numbers are made up of hundreds, tens and ones.	✓ Identify hundreds, tens and ones in a 3-digit number ✓ Match place value representations to numerals ✓ Represent 3-digit numbers using hundreds, tens and ones ✓ Explain the value of each digit	– Identify hundreds, tens and ones using place value materials – Match place value representations to numerals – Build and represent 3-digit numbers – **Mathseeds lesson 105: Partitioning numbers to 1,000**	**Page 2:** Match place value representations to numerals and represent 3-digit numbers using hundreds, tens and ones. 
2 **Numbers to 1,000**	Numbers to 1,000 can be represented, read and written using place value.	✓ Write numerals from place value representations ✓ Read and write numbers to 1,000 ✓ Write numbers in words ✓ Identify the value of digits in 3-digit numbers	– Write numerals from hundreds, tens and ones representations – Read and write number words – Identify digit values in 3-digit numbers	**Page 3:** Write numerals from place value representations and write numbers in words. 
3 **Place value**	3-digit numbers can be partitioned into hundreds, tens and ones.	✓ Identify hundreds, tens and ones in 3-digit numbers ✓ Partition numbers into place value parts ✓ Write numbers in expanded form ✓ Explain the value of each digit	– Identify place value parts in numbers – Write numbers in hundreds, tens and ones – Partition numbers into expanded form	**Page 4:** Complete place value tasks and partition numbers into hundreds, tens, ones and expanded form. 
4 **Partition numbers**	Numbers can be partitioned in different ways using place value and expanded form.	✓ Partition numbers into hundreds, tens and ones ✓ Write numbers in expanded form ✓ Connect place value language to numerals ✓ Explain digit values clearly	– Partition numbers using place value language – Write numbers in expanded form – Connect numerals with expanded form representations	**Page 5:** Partition numbers into hundreds, tens and ones and write numbers in expanded form. 
5 **Comparing numbers**	3-digit numbers can be compared using place value knowledge.	✓ Compare 3-digit numbers ✓ Identify the largest and smallest numbers ✓ Use place value to explain comparisons ✓ Compare numbers using hundreds, tens and ones	– Compare numbers using place value representations – Identify larger and smaller numbers – Order numbers using place value knowledge	**Page 6:** Compare 3-digit numbers and identify the largest and smallest numbers. 

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Unit: Number: Number structures: Numbers to 1,000

Focus: Reading, writing, partitioning, representing and comparing 3-digit numbers using hundreds, tens and ones.

Key Understandings to Assess

Area	Expected Understanding	Evidence to Look For
Place value understanding	Students understand that 3-digit numbers are made up of hundreds, tens and ones.	Correctly identifies place value parts and explains the value of digits.
Reading and writing numbers	Students can read and write numbers to at least 1,000 in numerals and words.	Accurately records numerals and writes number words correctly.
Representing numbers	Students can represent numbers using place value materials, diagrams and expanded form.	Builds or draws numbers accurately using hundreds, tens and ones.
Partitioning numbers	Students can partition numbers into hundreds, tens and ones and write expanded forms.	Correctly partitions numbers and records expanded form accurately.
Comparing numbers	Students compare and order numbers using place value knowledge.	Correctly identifies larger/smaller numbers and explains comparisons using place value language.

Assessment Opportunities

Assessment Type	Suggested Activity	What to Observe
Observation	Watch students build, partition and compare numbers during lessons.	Are students identifying hundreds, tens and ones accurately?
Oral Check	Ask questions about digit value, expanded form and comparing numbers.	Listen for correct place value language and reasoning.
Written Work	Review student book pages 2–6.	Check accuracy of place value tasks, expanded form, number words and comparisons.
Practical Task	Build and explain 3-digit numbers using place value materials.	Can students explain the value of each digit clearly?
Exit Ticket	Quick question involving partitioning or comparing a 3-digit number.	Identify students needing support with place value understanding or comparisons.

Quick Quiz / Exit Ticket (5 Questions)

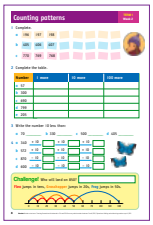
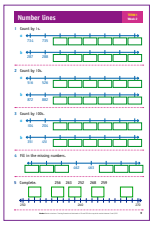
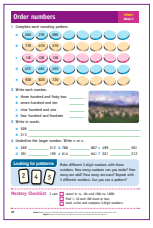
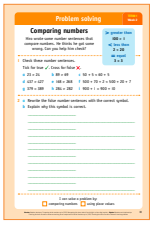
1. What is the value of the 5 in 351?
2. Partition 264 into expanded form.
3. Which number is greater: 711 or 101?
4. Write 438 in words.
5. How many tens are in 495?

Teaching as Inquiry: Reflection Notes

Reflection Prompts	Notes/Next Steps
Which students confidently identify hundreds, tens and ones?	
Are students accurately partitioning numbers into expanded form?	
Which students can explain digit value clearly using place value language?	
Are students confidently comparing and ordering 3-digit numbers?	
What misconceptions or gaps need revisiting next week?	
Which students need extension or additional support with place value concepts?	

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Term 1 Week 2 Overview Number: Number structures: Counting to 1,000

Lesson & Topic	Learning Intention	Success Criteria	Main Activities	Student Book Practice
1 **Count to 1,000**	Numbers can be counted forwards and backwards in 10s and 100s to 1,000.	✓ Count forwards and backwards in 10s and 100s ✓ Identify missing numbers in patterns ✓ Find 10 more, 10 less, 100 more and 100 less	– Count in 10s and 100s using number charts – Complete missing-number patterns – Find 10 more/less and 100 more/less – **Mathseeds lesson 106: Counting 500–1,000**	**Page 7:** Count forwards and backwards in 10s and 100s and complete number patterns to 1,000. 
2 **Counting patterns**	Counting patterns follow predictable rules when counting forwards and backwards.	✓ Continue counting patterns ✓ Count forwards and backwards accurately ✓ Find 1, 10 and 100 more ✓ Find 10 less than a number	– Continue number patterns – Complete 'more than' tables – Identify counting rules in sequences	**Page 8:** Complete counting patterns and find 1 more, 10 more, 100 more and 10 less. 
3 **Number lines**	Number lines help show counting patterns and sequences.	✓ Count forwards in 1s, 10s and 100s ✓ Identify missing numbers on number lines ✓ Use number patterns to solve problems ✓ Continue sequences accurately	– Count on number lines in 1s, 10s and 100s – Complete missing-number tasks – Use number lines to continue patterns	**Page 9:** Count on number lines in 1s, 10s and 100s and complete missing numbers. 
4 **Order numbers**	3-digit numbers can be ordered, compared, read and written using place value knowledge.	✓ Continue counting patterns ✓ Read and write 3-digit numbers ✓ Compare numbers ✓ Identify larger and smaller numbers	– Continue increasing and decreasing patterns – Write numbers in words and numerals – Compare numbers using < and >	**Page 10:** Continue counting patterns, read and write numbers and compare numbers using symbols. 
5 **Problem solving: Comparing numbers**	Place value helps compare numbers and solve number problems.	✓ Compare numbers using place value ✓ Identify true and false number sentences ✓ Use <, > and = correctly ✓ Explain comparisons clearly	– Check true and false number sentences – Correct comparison symbols – Explain comparisons using place value	**Page 11:** Compare numbers, correct false number sentences and explain comparisons using place value. 

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Unit: Number: Number structures: Counting to 1,000

Focus: Counting forwards and backwards in 1s, 10s and 100s, recognising number patterns, using number lines, ordering and comparing numbers, and solving comparison problems using place value knowledge.

Key Understandings to Assess

Area	Expected Understanding	Evidence to Look For
Counting patterns	Students can count forwards and backwards in 1s, 10s and 100s to 1,000.	Continues number sequences accurately and identifies missing numbers in patterns.
Place value understanding	Students use place value knowledge to identify 10 more, 10 less, 100 more and 100 less.	Correctly changes the hundreds or tens digit when solving more/less tasks.
Number line understanding	Students use number lines to continue sequences and identify missing numbers.	Accurately completes number lines and explains counting patterns.
Comparing and ordering numbers	Students compare and order 3-digit numbers using place value.	Correctly identifies larger/smaller numbers and uses comparison symbols accurately.
Problem solving	Students apply place value knowledge to solve comparison problems.	Explains why number sentences are true or false using place value language.

Assessment Opportunities

Assessment Type	Suggested Activity	What to Observe
Observation	Watch students complete counting patterns and number line tasks.	Are students recognising counting rules and patterns accurately?
Oral Check	Ask questions about counting, comparing numbers and finding more or less.	Listen for correct place value language and counting strategies.
Written Work	Review student book pages 7–11.	Check counting patterns, number line tasks, comparisons and problem-solving explanations.
Practical Task	Use number cards or number lines to compare and order numbers.	Can students explain comparisons using hundreds, tens and ones?
Exit Ticket	Quick question involving counting patterns or comparison symbols.	Identify students needing support with place value or number comparison.

Quick Quiz / Exit Ticket (5 Questions)

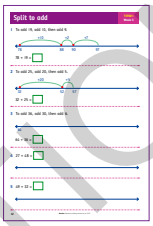
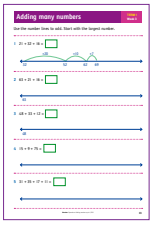
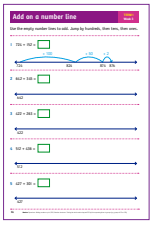
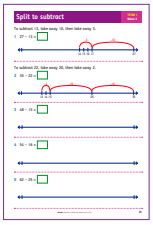
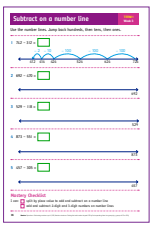
1. What is 10 more than 450?
2. Count forwards in 100s from 351.
3. Which number is greater: 614 or 641?
4. What number comes after 735?
5. Which symbol makes this true: 168 ___ 268?

Teaching as Inquiry: Reflection Notes

Reflection Prompts	Notes/Next Steps
Which students confidently count forwards and backwards in 1s, 10s and 100s?	
Are students accurately identifying number patterns and missing numbers?	
Which students confidently compare and order 3-digit numbers?	
Are students using comparison symbols correctly?	
What misconceptions or gaps need revisiting next week?	
Which students need extension or additional support with place value and number comparison?	

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Term 1 Week 3 Overview Number: Operations: Number line + –

Lesson & Topic	Learning Intention	Success Criteria	Main Activities	Student Book Practice
1 **Split to add**	Numbers can be split by place value to make addition easier on a number line.	✓ Split a 2-digit number into tens and ones to add ✓ Use a number line to add tens then ones ✓ Complete addition number sentences ✓ Explain the split-to-add strategy	– Model splitting numbers on a number line – Add tens jumps, then ones jumps – Complete addition equations using the strategy – **Mathseeds lesson 120: Addition**	**Page 12:** Use split-to-add strategy on number lines to solve addition problems. 
2 **Adding many numbers**	When adding multiple numbers, starting with the largest makes the process more efficient.	✓ Identify the largest number to start with ✓ Add remaining numbers in order using a number line ✓ Complete multi-addend number sentences ✓ Explain why starting with the largest helps	– Order addends from largest to smallest – Use number lines to add multiple numbers – Solve multi-addend equations	**Page 13:** Use number lines to add three or more numbers, starting with the largest. 
3 **Add on a number line**	3-digit numbers can be added on a number line by jumping hundreds, then tens, then ones.	✓ Add 3-digit numbers using a number line ✓ Jump by hundreds, then tens, then ones ✓ Record addition jumps clearly ✓ Complete 3-digit addition equations	– Model 3-digit addition with number-line jumps – Record hundreds, tens and ones jumps – Solve 3-digit addition equations independently	**Page 14:** Use number lines to add 3-digit numbers by jumping hundreds, tens, then ones. 
4 **Split to subtract**	Numbers can be split by place value to make subtraction easier on a number line.	✓ Split a 2-digit number into tens and ones to subtract ✓ Use a number line to jump back tens then ones ✓ Complete subtraction number sentences ✓ Explain the split-to-subtract strategy	– Model splitting subtrahends on a number line – Jump back tens, then ones – Complete subtraction equations using the strategy – **Mathseeds lesson 110: Take away by partitioning**	**Page 15:** Use split-to-subtract strategy on number lines to solve subtraction problems. 
5 **Subtract on a number line**	3-digit numbers can be subtracted on a number line by jumping back hundreds, then tens, then ones.	✓ Subtract 3-digit numbers using a number line ✓ Jump back by hundreds, then tens, then ones ✓ Record subtraction jumps clearly ✓ Complete 3-digit subtraction equations	– Model 3-digit subtraction with number-line jumps – Record hundreds, tens and ones backwards jumps – Solve 3-digit subtraction equations independently	**Page 16:** Use number lines to subtract 3-digit numbers by jumping back hundreds, tens, then ones. 

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Unit: Number: Operations: Number line + –

Focus: Using split strategies and place-value jump sequences to add and subtract 2-digit and 3-digit numbers on number lines; developing efficient mental strategies grounded in place-value understanding.

Key Understandings to Assess

Area	Expected Understanding	Evidence to Look For
Split to add	Students can split a 2-digit number into tens and ones and use each part as a separate jump on a number line.	Correctly labels and completes tens and ones jumps; explains the strategy using place-value language.
Adding many numbers	Students identify the largest addend and add remaining numbers in order using a number line.	Consistently starts with the largest number; accurately completes all jumps to find the total.
Add on a number line (3-digit)	Students add 3-digit numbers by jumping hundreds, then tens, then ones on a number line.	Labels all three jumps correctly; accurately records landing points and the final total.
Split to subtract	Students can split a 2-digit subtrahend into tens and ones and jump backwards on a number line.	Correctly completes backwards tens then ones jumps; uses the word 'difference' to describe the result.
Subtract on a number line (3-digit)	Students subtract 3-digit numbers by jumping back hundreds, then tens, then ones.	Labels all three backwards jumps; accurately identifies the difference.

Assessment Opportunities

Assessment Type	Suggested Activity	What to Observe
Observation	Watch students complete number-line tasks during hands-on activities.	Are students making correct and labelled jumps? Do they use place-value language?
Oral Check	Ask students to explain their jumps and strategies aloud.	Listen for accurate use of hundreds, tens, ones, split, jump back and difference.
Written Work	Review student book pages 12–16.	Check accuracy of jumps, landing points and final answers.
Practical Task	Have students solve a new equation on a blank number line with no scaffolding.	Can students independently choose and label all jumps?
Exit Ticket	Quick task: one addition and one subtraction equation to solve on a number line.	Identify students needing further support with place-value jump strategies.

Quick Quiz / Exit Ticket (5 Questions)

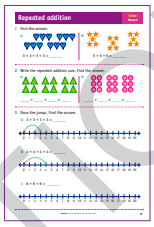
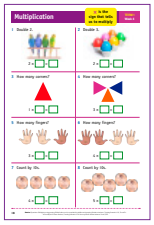
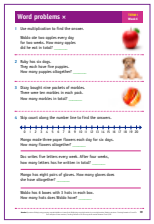
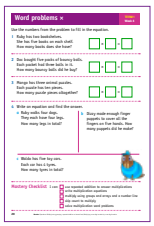
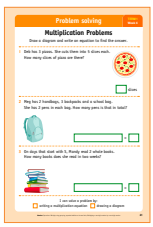
1. How do you split 36 to add or subtract it?
2. If I start at 74 and jump back 30 then back 2, where do I land?
3. What are the three jumps needed to add 462 + 215?
4. Why do we start with the largest number when adding many numbers?
5. What is the difference between 873 and 551?

Teaching as Inquiry: Reflection Notes

Reflection Prompts	Notes/Next Steps
Which students are confidently applying the split strategy for both addition and subtraction?	
Which students are correctly sequencing hundreds, tens and ones jumps for 3-digit problems?	
Are students using place-value language accurately when explaining their number-line strategies?	
What misconceptions or errors appeared most frequently this week?	
Which students need extension or additional support?	

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Term 1 Week 4 Overview Number: Operations: Multiplication

Lesson & Topic	Learning Intention	Success Criteria	Main Activities	Student Book Practice
1 **Repeated addition**	Repeated addition combines equal groups and can be represented using number lines and addition sentences.	✓ Identify equal groups ✓ Write repeated addition sentences ✓ Use number lines to show repeated addition ✓ Explain repeated addition strategies	– Build equal groups – Write repeated addition sentences – Use number line jumps to find totals – **Mathseeds lesson 113: Grouping**	**Page 17:** Count groups, write number sentences and jump along a number line. 
2 **Multiplication**	Multiplication represents equal groups and repeated addition.	✓ Identify equal groups ✓ Use multiplication to represent groups ✓ Use repeated addition to solve multiplication problems ✓ Count in equal groups accurately	– Connect repeated addition to multiplication – Build equal groups – Skip count to solve multiplication problems – **Mathseeds lesson 115: Multiplying groups**	**Page 18:** Count in twos, threes, fives and tens and write matching multiplication number sentences. 
3 **Multiplication word problems**	Multiplication can be used to solve word problems involving equal groups.	✓ Identify equal groups in word problems ✓ Use multiplication to find totals ✓ Use skip counting on a number line ✓ Explain problem-solving strategies	– Solve multiplication word problems – Use repeated addition and skip counting – Represent problems with drawings, counters or number lines	**Page 19:** Solve multiplication word problems using repeated addition and developing multiplication skills. 
4 **Word problems: Multiplication**	Multiplication equations can be written from word problems involving equal groups.	✓ Identify equal groups ✓ Write multiplication equations ✓ Solve using equal groups ✓ Explain how the equation matches the story	– Write equations from word problems – Use drawings and arrays – Connect equations to real-life situations	**Page 20:** Solve multiplication word problems with multiplication equations. 
5 **Problem solving: Multiplication problems**	Multiplication word problems can be solved using diagrams and equations.	✓ Identify equal groups ✓ Draw diagrams to show multiplication ✓ Write multiplication equations ✓ Explain how drawings match equations	– Draw diagrams for multiplication problems – Write matching equations – Solve and explain multiplication problem-solving strategies	**Page 21:** Solve multiplication word problems with diagrams and equations. 

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Unit: Number: Operations: Multiplication

Focus: Recognising equal groups, using repeated addition, introducing multiplication symbols, skip counting, solving multiplication word problems, and representing multiplication using number lines, diagrams, arrays and equations

Key Understandings to Assess

Area	Expected Understanding	Evidence to Look For
Equal groups	Students understand that multiplication involves equal groups.	Identifies equal groups accurately in pictures, stories and materials.
Repeated addition	Students use repeated addition to count groups efficiently.	Writes repeated addition sentences and finds totals correctly.
Multiplication understanding	Students connect multiplication to repeated addition and equal groups.	Matches multiplication equations to groups or pictures correctly.
Skip counting	Students use skip counting to solve multiplication problems.	Counts accurately in 2s, 5s and 10s.
Representing multiplication	Students represent multiplication using diagrams, arrays and number lines.	Draws organised representations that match the problem.
Problem solving	Students solve multiplication word problems using appropriate strategies.	Identifies groups and totals correctly and explains thinking clearly.

Assessment Opportunities

Assessment Type	Suggested Activity	What to Observe
Observation	Watch students build equal groups and use number lines.	Are students recognising equal groups and counting accurately?
Oral Check	Ask students to explain multiplication strategies aloud.	Listen for correct mathematical language and understanding.
Written Work	Review student book pages 17–21.	Check repeated addition, equations, diagrams and problem-solving accuracy.
Practical Task	Build equal groups using counters or cubes.	Can students connect groups to repeated addition and multiplication?
Exit Ticket	Quick multiplication or repeated addition problem.	Identify students needing support with groups, skip counting or equations.

Quick Quiz / Exit Ticket (5 Questions)

1. Write a repeated addition sentence for 4 groups of 3.
2. Skip count by 5s to 30.
3. What does the multiplication sign mean?
4. Draw an array for 3 × 5.
5. Solve: 5 groups of 2.

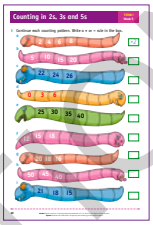
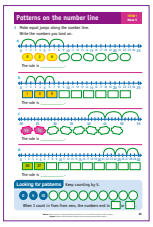
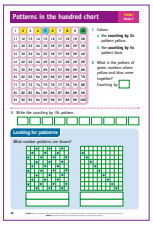
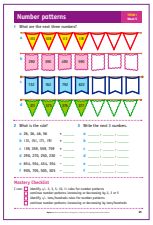
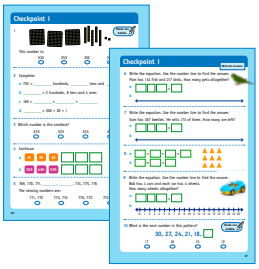
Teaching as Inquiry: Reflection Notes

Reflection Prompts	Notes/Next Steps
Which students can connect repeated addition to multiplication?	
Are students skip counting accurately?	
Can students write multiplication equations independently?	
Which students can represent multiplication clearly using diagrams or arrays?	
What misconceptions or gaps need revisiting next week?	
Which students need extension or additional support?	

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Term 1 Week 5 Overview

Algebra: Equations and relationships: Number patterns

Lesson & Topic	Learning Intention	Success Criteria	Main Activities	Student Book Practice
1 **Counting in 2s, 3s and 5s**	Skip-counting patterns can be continued using repeated rules.	✓ Recognise skip-counting patterns ✓ Continue patterns accurately ✓ Identify counting rules ✓ Count forwards and backwards	– Continue skip-counting patterns – Identify increasing and decreasing rules – Explain pattern rules	**Page 22:** Complete number patterns in 2s, 3s and 5s. 
2 **Patterns on the number line**	Equal jumps on a number line create number patterns.	✓ Recognise equal jumps ✓ Continue number patterns ✓ Identify pattern rules ✓ Count forwards and backwards	– Use equal jumps on number lines – Continue forwards and backwards patterns – Explain number-line rules	**Page 23:** Continue number patterns on the number line. 
3 **Patterns in the hundred chart**	Skip-counting patterns can be identified on a hundred chart.	✓ Recognise patterns on a hundred chart ✓ Count in 2s, 5s and 10s ✓ Identify pattern rules ✓ Describe number patterns	– Colour and identify hundred-chart patterns – Count by 2s, 5s and 10s – Explain pattern observations	**Page 24:** Colour and create patterns in the hundred chart counting by 2s, 5s and 10s. 
4 **Number patterns**	Number patterns can increase or decrease using different rules.	✓ Continue number patterns accurately ✓ Identify increasing and decreasing patterns ✓ Identify pattern rules ✓ Explain number changes	– Continue increasing and decreasing patterns – Identify rules using tens and hundreds – Explain pattern strategies – **Mathseeds lesson 117: Skip counting patterns**	**Page 25:** Continue number patterns by working out the rule. 
5 **Checkpoint 1**	Apply understanding of place value, operations, multiplication and number patterns.	✓ Represent hundreds, tens and ones ✓ Solve addition and subtraction problems ✓ Continue patterns ✓ Use multiplication strategies	– Complete checkpoint assessment tasks – Solve operations and pattern problems – Apply multiplication and skip-counting understanding	**Pages 26–27:** Checkpoint 1 

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Unit: Algebra: Equations and relationships: Number patterns

Focus: Recognising and continuing number patterns, skip counting in 2s, 3s, 5s and 10s, identifying pattern rules, using number lines and hundred charts, and applying place value and operations strategies.

Key Understandings to Assess

Area	Expected Understanding	Evidence to Look For
Skip counting	Students recognise and continue skip-counting patterns.	Counts forwards and backwards accurately in equal steps.
Pattern rules	Students identify increasing and decreasing rules.	Correctly identifies + and - rules in patterns.
Number lines	Students use equal jumps on number lines.	Continues patterns using consistent jumps.
Hundred chart patterns	Students recognise patterns on a hundred chart.	Identifies and explains counting patterns in 2s, 5s and 10s.
Number patterns	Students continue and explain number sequences.	Correctly continues patterns using tens and hundreds rules.
Operations and place value	Students apply number knowledge to checkpoint tasks.	Accurately partitions numbers and solves equations.

Assessment Opportunities

Assessment Type	Suggested Activity	What to Observe
Observation	Watch students complete skip-counting and pattern tasks.	Are students recognising and continuing patterns accurately?
Oral Check	Ask students to explain pattern rules aloud.	Listen for correct mathematical language and reasoning.
Written Work	Review student book pages 22–27.	Check pattern rules, operations and place value understanding.
Practical Task	Use number lines and hundred charts to create patterns.	Can students explain how patterns change?
Exit Ticket	Quick pattern or skip-counting question.	Identify students needing support with rules or counting sequences.

Quick Quiz / Exit Ticket (5 Questions)

1. What is the rule in this pattern: 5, 10, 15, 20?
2. What number comes next: 30, 27, 24, __?
3. Is this pattern increasing or decreasing?
4. Count by 10s from 40 to 100.
5. Continue: 290, 390, 490, __.

Teaching as Inquiry: Reflection Notes

Reflection Prompts	Notes/Next Steps
Which students confidently recognise and continue patterns?	
Which students can explain pattern rules clearly?	
Are students skip counting accurately in equal steps?	
Which students still rely on counting by ones?	
Can students use number lines and hundred charts confidently?	
What misconceptions or gaps need revisiting next week?	
Which students need extension or additional support?	
Which students confidently recognise and continue patterns?	

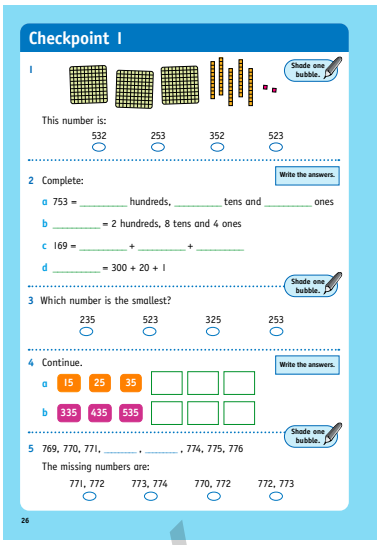
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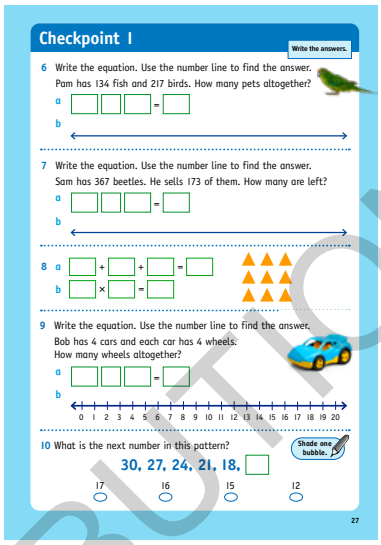
CHECKPOINT 1

Purpose

This Checkpoint assesses students' understanding of place value, number patterns, addition, subtraction, multiplication and skip counting. It provides teachers with a snapshot of students' ability to represent three-digit numbers, identify and continue number patterns, solve equations using number lines, and apply multiplication understanding using equal groups.

The Checkpoint should take approximately **30–40 minutes** and may be completed in **two sittings.**





Assessment Overview

Part	Focus	Questions	Curriculum Links	Skills Assessed
1–3	Place value	Representing and partitioning three-digit numbers, expanded form, comparing numbers	Number structures	Interprets base-10 representations, identifies hundreds, tens and ones, partitions numbers in different ways, connects standard and expanded forms, compares three-digit numbers using place value
4–5, 10	Number patterns	Continuing increasing and decreasing patterns, identifying missing numbers	Equations and relationships	Recognises increasing and decreasing patterns, identifies the amount of change, continues sequences accurately, finds missing terms, applies counting patterns with ones, tens and hundreds
6–7	Addition and subtraction	Addition and subtraction word problems, equations, number-line strategies	Operations	Identifies the required operation, represents problems with equations, uses number lines to calculate, applies addition and subtraction strategies, solves contextual problems and checks answers for reasonableness
8–9	Multiplication	Equal groups, repeated addition, multiplication equations, number-line strategies	Operations	Recognises equal groups, connects repeated addition to multiplication, writes matching multiplication equations, uses skip counting and number lines to represent multiplication, solves simple multiplication problems

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CHECKPOINT 1 Student Recording Sheet & Marking Rubric

Unit: Number: Number structures, Operations, Algebra: Equations and relationships
Weeks: 1–5 / Year 3 Mathematics **Total Marks:** 30

Student Name: **Date:**

Marking Sheet

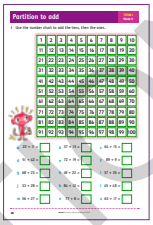
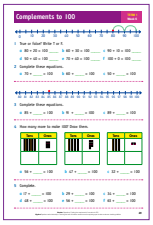
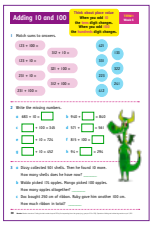
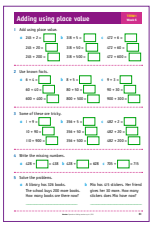
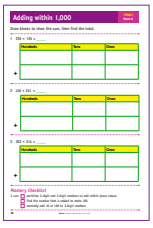
Part	Task	Max Marks	Student Score	Notes / Observations
1. Place value identification	Identify the correct three-digit number	1	/ 1	
2. Partitioning numbers	Complete hundreds, tens and ones questions	4	/ 4	
3. Smallest number	Identify the smallest three-digit number	1	/ 1	
4. Continue patterns	Continue increasing patterns	4	/ 4	
5. Missing numbers	Complete missing-number sequence	2	/ 2	
6. Addition problem	Write and solve addition equation	4	/ 4	
7. Subtraction problem	Write and solve subtraction equation	4	/ 4	
8. Multiplication problem	Write multiplication equation and solve	4	/ 4	
9. Number pattern rule	Identify and continue pattern	4	/ 4	
10. Number pattern rule	Identify and continue pattern	2	/ 2	
	TOTAL:	30	/ 30	

Achievement Rubric

Score Range	Progress Descriptor	Interpretation	Suggested Follow-Up
27–30	**Exceeding**	Strong and consistent understanding of number, operations, patterns, geometry, money and measurement.	Extend with larger numbers, multi-step problems, open-ended investigations and problems requiring mathematical reasoning.
22–26	**Proficient**	Secure understanding of the assessed concepts, with only occasional errors.	Reinforce through mixed practice and real-life number, money, measurement and problem-solving tasks.
17–21	**Consolidating**	Sound understanding of most concepts, with some gaps or inconsistencies.	Continue guided practice with place value, rounding, patterns, calculation strategies, money and measurement.
9–16	**Developing**	Developing understanding of number, operations, patterns and applied mathematical concepts.	Focus on place-value structure, number sequences, number facts, calculation strategies and concrete representations.
0–8	**Emerging**	Beginning to develop foundational understanding of the assessed concepts.	Revisit number recognition, place value, basic facts and operations using concrete materials and visual models.

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Term 1 Week 6 Overview Number: Operations: Partition to add

Lesson & Topic	Learning Intention	Success Criteria	Main Activities	Student Book Practice
1 **Partition to add**	Partitioning numbers into tens and ones helps solve addition problems efficiently.	✓ Partition numbers into tens and ones ✓ Add tens first, then ones ✓ Use number charts to solve addition ✓ Explain addition strategies	– Partition numbers to add – Use number-chart jumps – Add tens before ones – **Mathseeds lesson 96: Bridging to ten**	**Page 28:** Use the number chart to partition to add. 
2 **Complements to 100**	Complements combine to make 100 and can be solved using number relationships.	✓ Find complements to 100 ✓ Use number lines and place value ✓ Solve missing-number equations ✓ Explain strategies clearly	– Use number lines to make 100 – Partition tens and ones – Solve complements mentally	**Page 29:** Identify equations that are true and complete mental complements to 100. 
3 **Adding three numbers**	Partitioning and grouping numbers helps add three numbers efficiently.	✓ Partition numbers into tens and ones ✓ Add three numbers accurately ✓ Use number lines to support addition ✓ Explain strategies clearly	– Add tens and ones separately – Use friendly-number strategies – Solve addition using number lines	**Page 30:** Partition three 2-digit numbers and add together. 
4 **Mentally add**	Place value helps us mentally add 10 and 100 to numbers.	✓ Mentally add 10 and 100 ✓ Identify changing digits ✓ Solve simple word problems mentally ✓ Explain mental strategies	– Use place value patterns – Mentally add 10 and 100 – Solve mental addition word problems	**Page 31:** Use mental addition to add 10 and 100 for equations and word problems. 
5 **Adding within 1,000**	Place value supports adding larger numbers within 1,000.	✓ Partition hundreds, tens and ones ✓ Add 3-digit numbers accurately ✓ Use place value materials ✓ Explain addition strategies	– Partition and combine place values – Use place value blocks – Add within 1,000	**Page 32:** Use base-10 materials to partition and add 3-digit numbers. 

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Unit: Number: Operations: Partition to add

Focus: Partitioning numbers, using place value strategies, complements to 100, mentally adding 10 and 100, adding three numbers and adding within 1,000.

Key Understandings to Assess

Area	Expected Understanding	Evidence to Look For
Partitioning numbers	Students partition numbers into hundreds, tens and ones.	Correctly separates numbers into place values before adding.
Addition strategies	Students use efficient strategies to solve addition problems.	Adds tens first, then ones and explains strategies clearly.
Complements to 100	Students identify missing numbers needed to make 100.	Uses number relationships and place value to solve complements.
Mental addition	Students mentally add 10 and 100 using place value understanding.	Identifies which digit changes when adding 10 or 100.
Adding larger numbers	Students add 2-digit and 3-digit numbers accurately.	Combines place values correctly to find totals.
Mathematical communication	Students explain addition thinking clearly.	Uses mathematical vocabulary to describe strategies and reasoning.

Assessment Opportunities

Assessment Type	Suggested Activity	What to Observe
Observation	Watch students use number charts and place value materials.	Are students partitioning and combining place values accurately?
Oral Check	Ask students to explain mental and partitioning strategies.	Listen for correct mathematical language and reasoning.
Written Work	Review student book pages 28–32.	Check addition accuracy, partitioning and strategy use.
Practical Task	Use place value blocks to model addition problems.	Can students organise hundreds, tens and ones correctly?
Exit Ticket	Quick addition or complement-to-100 question.	Identify students needing support with place value or addition strategies.

Quick Quiz / Exit Ticket (5 Questions)

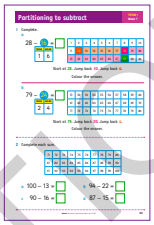
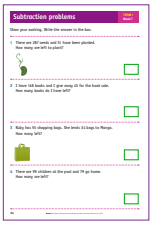
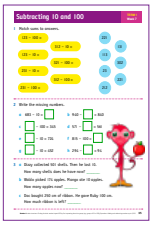
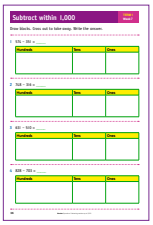
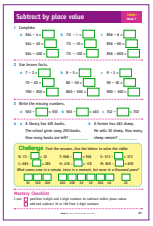
1. What number must be added to 85 to make 100?
2. What is 231 + 10?
3. Solve: 41 + 37 + 21
4. What is 253 + 135?
5. Which place value changes when adding 100?

Teaching as Inquiry: Reflection Notes

Reflection Prompts	Notes/Next Steps
Which students confidently partition numbers into place values?	
Are students mentally adding 10 and 100 accurately?	
Which students still rely heavily on counting strategies?	
What misconceptions or gaps need revisiting next week?	
Which students need extension or additional support?	

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Term 1 Week 7 Overview Number: Operations: Partition to subtract

Lesson & Topic	Learning Intention	Success Criteria	Main Activities	Student Book Practice
1 **Partitioning to subtract**	Numbers can be split by place value to make subtraction easier using a number chart.	✓ Decompose the into tens and ones ✓ Jump back on a number chart to subtract ✓ Complete subtraction number sentences ✓ Explain the partitioning strategy	– Model partitioning on a number chart – Jump back tens, then ones – Complete subtraction equations using the strategy	**Page 33:** Use a number chart to subtract by jumping back tens then ones. 
2 **Subtraction problems**	Subtraction strategies can be applied to solve word problems.	✓ Identify the key information in a word problem ✓ Choose an appropriate subtraction strategy ✓ Show working clearly ✓ Write the answer in context	– Read and interpret one-step subtraction word problems – Choose a strategy and show working – Solve problems involving numbers to 1,000	**Page 34:** Show working and write answers for one-step subtraction word problems. 
3 **Mentally subtract**	Subtracting 10 or 100 from a 3-digit number changes only one place-value digit.	✓ Subtract 10 or 100 from 3-digit numbers mentally ✓ Identify which digit changes when subtracting 10 or 100 ✓ Complete open subtraction equations ✓ Solve word problems involving mental subtraction	– Match subtraction equations to answers using place-value reasoning – Write missing numbers in open equations – Solve word problems by subtracting 10 or 100 mentally	**Page 35:** Match equations, find missing numbers and solve word problems using mental subtraction of 10 or 100. 
4 **Subtract within 1,000**	3-digit numbers can be subtracted by representing them with base-10 blocks and crossing out the amount taken away.	✓ Draw base-10 blocks to represent each number ✓ Cross out blocks to show subtraction ✓ Record the answer after crossing out ✓ Subtract 3-digit numbers within 1,000	– Draw hundreds, tens and ones blocks in columns – Cross out the correct number of blocks for each place value – Write the remaining total	**Page 36:** Draw and cross out base-10 blocks in the hundreds, tens and ones columns to solve subtractions within 1,000. 
5 **Subtract by place value**	A 3-digit number can be decomposed by place value so that like place values are subtracted in sequence.	✓ Decompose the subtrahend into hundreds, tens and ones ✓ Subtract each place value in turn ✓ Record each step of working clearly ✓ Find the final answer	– Decompose subtrahends using a branching diagram – Subtract hundreds, then tens, then ones in sequence – Record each subtraction step	**Page 37:** Decompose numbers and subtract by place value, recording each step of working. 

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Unit: Number: Operations: Partition to subtract

Focus: Partitioning numbers for subtraction, solving subtraction word problems, mentally subtracting 10 and 100, subtracting within 1,000 and subtracting using place value strategies.

Key Understandings to Assess

Area	Expected Understanding	Evidence to Look For
Partitioning numbers	Students partition numbers into hundreds, tens and ones for subtraction.	Correctly separates numbers into place values before subtracting.
Subtraction strategies	Students use efficient subtraction strategies.	Subtracts tens first, then ones and explains strategies clearly.
Mental subtraction	Students mentally subtract 10 and 100 using place value understanding.	Identifies which digit changes when subtracting 10 or 100.
Subtracting larger numbers	Students subtract 2-digit and 3-digit numbers accurately.	Uses place value strategies correctly to find differences.
Word problems	Students identify and solve subtraction word problems.	Chooses subtraction appropriately and explains reasoning.
Mathematical communication	Students explain subtraction thinking clearly.	Uses mathematical vocabulary to describe strategies and reasoning.

Assessment Opportunities

Assessment Type	Suggested Activity	What to Observe
Observation	Watch students use number charts and place value materials.	Are students partitioning and subtracting accurately?
Oral Check	Ask students to explain subtraction and mental strategies.	Listen for correct mathematical language and reasoning.
Written Work	Review student book pages 33–37.	Check subtraction accuracy, place value understanding and strategy use.
Practical Task	Use place value blocks to model subtraction problems.	Can students organise hundreds, tens and ones correctly?
Exit Ticket	Quick subtraction or mental subtraction question.	Identify students needing support with subtraction strategies or place value.

Quick Quiz / Exit Ticket (5 Questions)

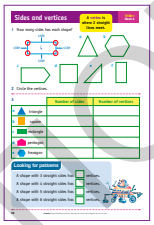
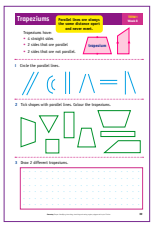
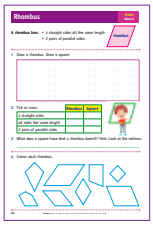
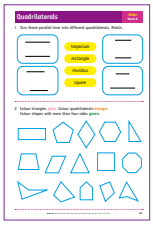
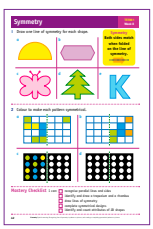
1. What is 683 − 10?
2. What is 321 − 100?
3. Solve: 574 − 351
4. Which digit changes when subtracting 100?
5. What clue words tell us to subtract in a word problem?

Teaching as Inquiry: Reflection Notes

Reflection Prompts	Notes/Next Steps
Which students confidently partition numbers for subtraction?	
Are students mentally subtracting 10 and 100 accurately?	
Can students explain subtraction thinking clearly?	
What misconceptions or gaps need revisiting next week?	
Which students need extension or additional support?	

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Term 1 Week 8 Overview Geometry: Shape: 2D shapes

Lesson & Topic	Learning Intention	Success Criteria	Main Activities	Student Book Practice
1 **Sides and vertices**	2D shapes can be identified and described by their number of sides and vertices.	✓ Count the sides and vertices of 2D shapes ✓ Record properties in a table ✓ Identify and circle vertices on shapes ✓ Notice the relationship between sides and vertices	– Identify and label sides and vertices on a range of 2D shapes – Complete a table recording sides and vertices – Explore the pattern between sides and vertices	**Page 38:** Count and record the sides and vertices of 2D shapes and explore the pattern between them. 
2 **Trapeziums**	A trapezium is a quadrilateral with exactly one pair of parallel sides.	✓ Identify parallel lines ✓ Recognise a trapezium by its properties ✓ Distinguish trapeziums from other quadrilaterals ✓ Draw a trapezium	– Identify and circle parallel lines in diagrams – Sort shapes by whether they have parallel sides – Colour trapeziums and draw two different examples	**Page 39:** Identify parallel lines, sort shapes, colour trapeziums and draw two different trapeziums. 
3 **Rhombuses**	A rhombus is a quadrilateral with four equal sides and two pairs of parallel sides.	✓ Describe the properties of a rhombus ✓ Compare a rhombus and a square ✓ Identify rhombuses among a group of shapes ✓ Draw a rhombus	– Compare properties of a rhombus and a square in a table – Explain what a square has that a rhombus does not – Identify and colour rhombuses in a mixed set of shapes	**Page 40:** Compare rhombuses and squares, identify rhombuses in a set of shapes and draw a rhombus and a square. 
4 **Quadrilaterals**	Quadrilaterals are 2D shapes with four straight sides that can be sorted and named by their properties.	✓ Name quadrilaterals including square, rectangle, rhombus and trapezium ✓ Sort shapes into quadrilaterals, triangles and polygons with more than four sides ✓ Match parallel lines to the correct quadrilateral ✓ Colour-code shapes by type	– Match pairs of parallel lines to the correct quadrilateral name – Colour shapes by type: triangles, quadrilaterals and polygons with more than four sides	**Page 41:** Match parallel lines to quadrilateral names and sort shapes by type using colour coding. 
5 **Symmetry**	A shape or pattern is symmetrical if both sides match when folded along the line of symmetry.	✓ Identify and draw a line of symmetry on shapes ✓ Determine whether a shape has zero, one or more lines of symmetry ✓ Complete a symmetrical pattern ✓ Explain what symmetry means	– Draw lines of symmetry on a variety of shapes and letters – Colour grid and dot patterns to make them symmetrical	**Page 42:** Draw lines of symmetry on shapes and complete symmetrical colour patterns on grids and dot arrays. 

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Unit: Geometry: Shape: 2D shapes

Focus: Identifying and describing 2D shapes, recognising shape properties, identifying parallel sides, classifying quadrilaterals, and recognising and drawing lines of symmetry.

Key Understandings to Assess

Area	Expected Understanding	Evidence to Look For
Sides and vertices	Students identify and count sides and vertices accurately.	Correctly counts and describes sides and vertices of shapes.
Parallel lines	Students recognise and describe parallel sides.	Identifies lines that stay the same distance apart and never meet.
Shape classification	Students classify shapes by their properties.	Correctly identifies trapeziums, rhombuses, quadrilaterals and other polygons.
Comparing shapes	Students compare similarities and differences between shapes.	Uses geometry language to explain shape properties.
Symmetry	Students identify and draw lines of symmetry.	Correctly identifies symmetrical shapes and completes symmetrical patterns.
Mathematical communication	Students explain shape reasoning clearly.	Uses mathematical vocabulary confidently when describing shapes and symmetry.

Assessment Opportunities

Assessment Type	Suggested Activity	What to Observe
Observation	Watch students sort, build and describe shapes.	Are students accurately identifying shape properties?
Oral Check	Ask students to explain sides, vertices, parallel lines and symmetry.	Listen for correct geometry vocabulary and reasoning.
Written Work	Review student book pages 38–42.	Check accuracy of shape identification, symmetry lines and classifications.
Practical Task	Use shape materials, geoboards or folding activities.	Can students' model and explain shape properties correctly?
Exit Ticket	Draw or identify a shape property or symmetry line.	Identify students needing support with geometry vocabulary or symmetry concepts.

Quick Quiz / Exit Ticket (5 Questions)

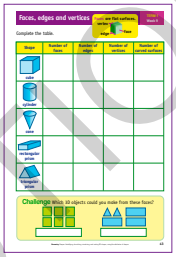
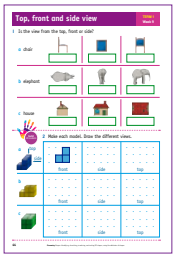
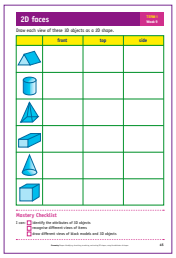
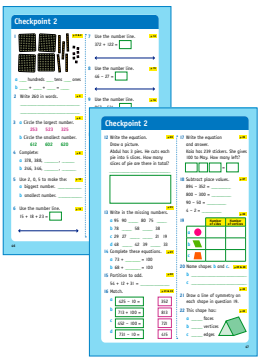
1. What is 10 more than 450?
2. Count forwards in 100s from 351.
3. Which number is greater: 614 or 641?
4. What number comes after 735?
5. Which symbol makes this true: 168 ___ 268?

Teaching as Inquiry: Reflection Notes

Reflection Prompts	Notes/Next Steps
Which students confidently identify and describe shape properties?	
Can students recognise and explain parallel lines?	
Which students accurately classify quadrilaterals?	
Are students able to identify and draw lines of symmetry independently?	
What misconceptions or gaps need revisiting next week?	
Which students need extension or additional support?	

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Term 1 Week 9 Overview Geometry: Shapes: 3D objects

Lesson & Topic	Learning Intention	Success Criteria	Main Activities	Student Book Practice
1 **Faces, edges and vertices**	3D objects can be identified and described by their number of faces, edges, vertices and curved surfaces.	✓ Identify faces, edges and vertices on 3D objects ✓ Distinguish flat faces from curved surfaces ✓ Complete a table of 3D object properties ✓ Name common 3D objects	– Examine and describe the attributes of cube, cylinder, cone, rectangular prism and triangular prism – Complete a table recording faces, edges, vertices and curved surfaces – Challenge: identify which 3D object a set of 2D faces would make – **Mathseeds lesson 99: 3D objects**	**Page 43:** Complete a table of faces, edges, vertices and curved surfaces for common 3D objects. 
2 **Top, front and side view**	3D objects look different depending on the perspective from which they are viewed.	✓ Identify the top, front and side view of objects and models ✓ Match photos to the correct view label ✓ Draw the front, side and top view of a block model ✓ Build a model and represent its views	– Match photographs of real objects to top, front and side view labels – Build block models and draw all three views on dot paper – **Mathseeds lesson 121: Different views of 3D objects**	**Page 44:** Identify views of real objects from photographs and draw the front, side and top views of block models. 
3 **2D faces**	Each view of a 3D object can be drawn as a 2D shape.	✓ Identify what 2D shape is seen from the front, top and side of a 3D object ✓ Draw each view as a 2D shape ✓ Use correct 2D shape names ✓ Recognise that different 3D objects can share the same 2D face shape	– Draw the front, top and side view of a range of 3D objects as 2D shapes in a table – Identify and name the 2D shape for each view	**Page 45:** Draw front, top and side views of 3D objects as 2D shapes and record them in a table. 
4 **Checkpoint 2**	Apply understanding of number operations and geometry concepts.	✓ Represent and compare numbers ✓ Solve addition and subtraction problems ✓ Apply multiplication understanding ✓ Identify shape properties and symmetry	– Complete checkpoint assessment tasks – Solve operations and geometry questions – Apply place value and geometry understanding	**Pages 46–47:** Checkpoint 2 

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Unit: Geometry: Shapes 3D objects

Focus: Identifying properties of 3D objects, recognising faces, edges, vertices, curved surfaces, identifying different viewpoints and recognising 2D faces within 3D objects.

Key Understandings to Assess

Area	Expected Understanding	Evidence to Look For
3D object properties	Students identify faces, edges, vertices and curved surfaces.	Correctly describes and compares 3D objects using geometry vocabulary.
Different viewpoints	Students identify top, front and side views.	Accurately matches and draws object views from different positions.
2D faces	Students recognise 2D faces on 3D objects.	Correctly identifies and draws flat faces from objects.
Mathematical communication	Students explain mathematical reasoning clearly.	Uses mathematical vocabulary confidently when explaining strategies and geometry ideas.

Assessment Opportunities

Assessment Type	Suggested Activity	What to Observe
Observation	Watch students investigate and describe 3D objects.	Are students identifying faces, edges, vertices and curved surfaces accurately?
Oral Check	Ask students to explain different viewpoints and object properties.	Listen for correct geometry vocabulary and reasoning.
Written Work	Review student book pages 43–47.	Check accuracy of object views, geometry understanding and number strategies.
Practical Task	Use real objects or block models for students to explore and draw.	Can students match 2D views to 3D objects correctly?
Exit Ticket	Draw or identify a view or property of a 3D object.	Identify students needing support with viewpoints or geometry vocabulary.

Quick Quiz / Exit Ticket (5 Questions)

1. What is a face on a 3D object?
2. Which object has a curved surface?
3. What is the difference between a face and an edge?
4. What 2D shape can you see on a cylinder?
5. Which view shows an object from above?

Teaching as Inquiry: Reflection Notes

Reflection Prompts	Notes/Next Steps
Which students confidently identify faces, edges, vertices and curved surfaces?	
Can students accurately identify top, front and side views?	
Which students recognise 2D faces on 3D objects independently?	
What misconceptions or gaps need revisiting next term?	
Which students need extension or additional support?	

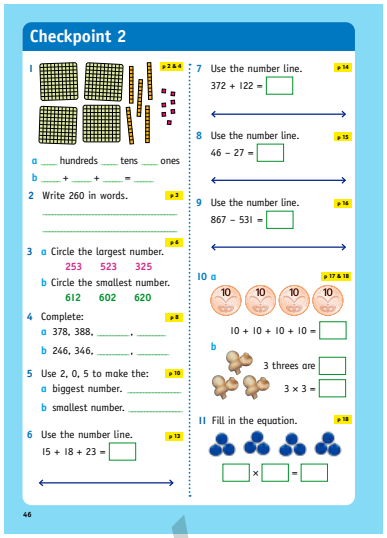
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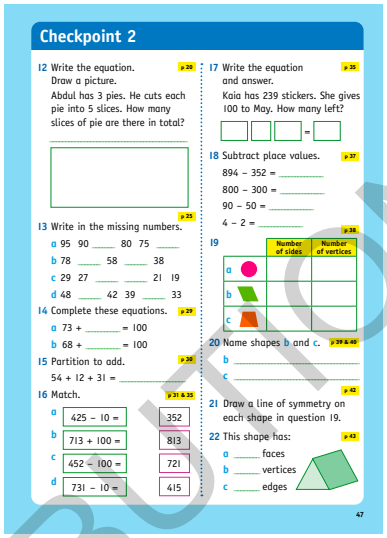
CHECKPOINT 2

Purpose

This checkpoint assesses students' understanding of place value, number patterns, addition, subtraction, multiplication, geometry, symmetry and 3D objects. It provides teachers with a snapshot of students' ability to represent and compare three-digit numbers, solve equations using number lines and place value strategies, apply multiplication understanding using equal groups, and identify and describe properties of 2D and 3D shapes.

The checkpoint should take approximately **30–40 minutes** and may be completed in **two sittings**.





Assessment Overview

Part	Focus	Questions	Curriculum Links	Skills Assessed
1–3, 5	Place value	Three-digit number representation and partitioning, number names, comparing and constructing numbers	Number structures	Interprets base-10 representations, identifies hundreds, tens and ones, partitions numbers into place values, writes numbers in words, compares three-digit numbers, constructs the largest and smallest numbers using given digits
4, 13	Number patterns	Increasing and decreasing number sequences, identifying missing numbers	Equations and relationships	Recognises increasing and decreasing patterns, identifies the amount of change, continues sequences accurately, determines missing terms, applies skip-counting and number relationships
6–9, 14–18	Addition and subtraction	Number-line calculations, complements to 100, partitioning, place-value operations, word problems	Operations	Uses number lines to add and subtract, finds complements to 100, partitions numbers to calculate, adds and subtracts tens and hundreds, applies place-value strategies, writes equations, solves contextual subtraction problems
10–12	Multiplication	Equal groups, repeated addition, multiplication equations, multiplication word problems	Operations	Recognises equal groups, connects repeated addition to multiplication, interprets visual representations, writes multiplication equations, represents multiplication with drawings, solves contextual multiplication problems
19–22	Geometry	2D shape properties and names, symmetry, properties of 3D objects	Equations and relationships	Identifies sides and vertices of 2D shapes, names familiar shapes, recognises and draws lines of symmetry, identifies faces, vertices and edges of 3D objects, uses geometric language accurately

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CHECKPOINT 2 Student Recording Sheet & Marking Rubric

Unit: Number: Operations, Algebra: Equations and relationships Geometry: Shapes, Spatial reasoning
Weeks: 1–9 / Year 3 Mathematics **Total Marks:** 30

Student Name: **Date:**

Marking Sheet

Part	Task	Max Marks	Student Score	Notes / Observations
1	Represent and partition a three-digit number	2	/ 2	
2	Write a three-digit number in words	1	/ 1	
3	Identify the largest and smallest numbers	2	/ 2	
4	Continue increasing number patterns	2	/ 2	
5	Make the largest and smallest number using given digits	2	/ 2	
6–9	Solve addition and subtraction using number lines	4	/ 4	
10–11	Represent equal groups using repeated addition and multiplication	3	/ 3	
12	Solve a multiplication problem using an equation and representation	2	/ 2	
13	Complete decreasing number patterns	2	/ 2	
14	Find complements to 100	1	/ 1	
15	Partition numbers to add	1	/ 1	
16	Add and subtract tens and hundreds	2	/ 2	
17	Solve a subtraction word problem	1	/ 1	
18	Subtract using place-value partitioning	1	/ 1	
19–20	Identify properties and names of 2D shapes	2	/ 2	
21	Identify lines of symmetry	1	/ 1	
22	Describe properties of a 3D object	1	/ 1	
	TOTAL:	30	/ 30	

Achievement Rubric

Score Range	Progress Descriptor	Interpretation	Suggested Follow-Up
27–30	Exceeding	Strong and consistent understanding of number structure, patterns, operations and geometric concepts. Applies strategies accurately across familiar and unfamiliar tasks.	Extend with larger numbers, multi-step problems, more complex patterns and investigations requiring students to explain and justify their strategies.
22–26	Proficient	Secure understanding of the assessed concepts, with only occasional errors in calculation or application.	Reinforce through mixed practice involving place value, number-line strategies, multiplication, subtraction and geometric reasoning.
17–21	Consolidating	Sound understanding of most concepts, with some gaps or inconsistencies in selecting and applying strategies.	Continue guided practice with number patterns, partitioning, addition and subtraction strategies, equal groups and properties of shapes.
9–16	Developing	Developing understanding of place value, number patterns and operations, with support required to apply concepts consistently.	Focus on place-value structure, counting patterns, number facts, number-line strategies and concrete representations of multiplication and shapes.
0–8	Emerging	Beginning to develop foundational understanding of the assessed number, operation and geometry concepts.	Revisit number recognition, hundreds–tens–ones, simple patterns and basic operations using concrete materials, number lines and visual models.

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