

	EXPECTATIONS	SEEN	SECURE
	<b>Number – Number and place value</b>		
1	I can count from 0 in multiples of 4 and 8.		
2	I can count from 0 in multiples of 50 and 100.		
3	I can compare and order numbers up to 1,000.		
4	I can read numbers to 1,000 in numerals and words.		
5	I can write numbers to 1,000 in numerals and words.		
6	I can find 10 more or less than a given number.		
7	I can find 100 more or less than a given number.		
8	I can recognise the place value of each digit in a 3-digit number (hundreds, tens, ones).		
9	I can identify, represent and estimate numbers using different representations e.g. estimate an amount of objects.		
10	I can use a blank number line to estimate a number		
11	I can solve number problems and practical problems using estimation and different representations.		
	<b>Number – addition and subtraction</b>		
12	I can add and subtract mentally a 3-digit number and ones.		
13	I can add and subtract mentally a 3-digit number and tens.		
14	I can add and subtract mentally a 3-digit number and hundreds.		
15	I can add numbers with up to three digits, using formal written methods of column addition.		
16	I can subtract numbers with up to three digits, using formal written methods of column subtraction.		
17	I can estimate the answer to a calculation.		
18	I can use inverse operation to check answers.		
19	I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.		
	<b>Number – multiplication and division</b>		
20	I can double numbers beyond 100 using partitioning.		
21	I can halve numbers beyond 100 using partitioning.		
22	I can recall and use multiplication facts for the 3x tables.		
23	I can recall and use multiplication facts for the 4x tables.		
24	I can recall and use multiplication facts for the 8x tables.		

25	I can recall and use division facts for the 3x tables.		
26	I can recall and use division facts for the 4x tables.		
27	I can recall and use division facts for the 8x tables.		
28	I can write and calculate mathematical statements for multiplication and division using the multiplication tables, including for 2-digit numbers, using mental and progressing to formal written methods.		
29	I can solve problems, including missing number problems, involving multiplication and division, including integer scaling problems (e.g. recipes) and correspondence problems in which n objects are connected to m objects. (E.g. if three cakes cost 60p. How much does one cake cost?)		

## A Year 3 Mathematician

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	EXPECTATIONS	SEEN	SECURE
	<b>Number - Fractions</b>		
30	I can count up and down in tenths.		
31	I can divide an object into 10 equal parts and know that each part is called 1/10.		
32	I can divide 1-digit numbers or quantities by 10.		
33	I can recognise the numerator is the top digit and is the number of parts of a whole		
34	I can recognise the denominator is the bottom digit and is the number of equal pieces a whole is divided into.		
35	I can find and write a fraction of a set of objects.		
36	I can show equivalent fractions using a diagram.		
37	I can divide a shape into equivalent fractions.		
38	I can compare and order unit fractions and fractions with the same denominators.		
39	I can add and subtract fractions with the same denominator within one whole.		
40	I can solve problems involving fractions.		
	<b>Measurement</b>		
41	I can compare lengths using m, cm & mm.		
42	I can compare mass using kg & g.		
43	I can compare volume/capacity using l & ml.		
44	I can measure lengths using m, cm & mm.		
45	I can measure mass using kg & g.		
46	I can measure volume/capacity using l & ml.		
47	I can add and subtract lengths using m, cm & mm.		

48	I can add and subtract mass using kg & g.		
49	I can add and subtract volume/capacity using l & ml.		
50	I can tell and write the time from an analogue clock (12 hour clock).		
51	I can tell and write the time from an analogue clock (24 hour clock).		
52	I can tell and write the time from an analogue clock (Roman numerals).		
53	I can estimate and read time with increasing accuracy to the nearest minute.		
54	I can record and compare time in terms of seconds, minutes and hours.		
55	I can use the following vocabulary: o'clock, am, pm, morning, afternoon, noon & midnight and compare/order these.		
56	I know the number of seconds in a minute.		
57	I know the number of days in each month, year and leap year.		
58	I can compare the duration of events.		
59	I understand perimeter is the distance around the outside of a 2D shape.		
60	I can measure the perimeter of simple 2D shapes.		
61	I can find the perimeter of a simple 2D shapes by adding its dimensions.		
62	I can add amounts of money, using both £ and p in a practical context and a formal written method.		
63	I can subtract amounts of money to give change, using both £ and p in a practical context and a formal written method.		
	<b>Geometry – properties of shapes</b>		
64	I can identify horizontal, vertical lines and pairs of perpendicular and parallel lines.		

	EXPECTATIONS	SEEN	SECURE
65	I can draw 2D shapes (circle, triangle, quadrilateral, kite, rectangle, pentagon, hexagon, septagon/ heptagon, octagon, nonagon, decagon, polygon, regular and irregular).		
66	I can make 3D shapes using modelling materials.		
67	I recognise 3D shapes in different orientations and describe them.		
68	I recognise that angles are a property of shape or a description of a turn.		
69	I can identify right angles.		
70	I recognise that two right angles make a half-turn		
71	I recognise that three angles make a three quarter turn.		
72	I recognise that four angles make a whole turn.		
73	I can identify whether angles are greater than or less than a right angle.		
74	I can use a mirror line to reflect a shape.		
75	I can draw a shape using a horizontal or vertical mirror line.		

	Statistics		
76	I can interpret and present data using bar charts.		
77	I can interpret and present data using pictograms.		
78	I can interpret and present data using tables.		
79	I can solve one-step questions using information presented in scaled bar charts, pictograms and tables (e.g. How many more? How many fewer?)		
80	I can solve two-step questions using information presented in scaled bar charts, pictograms and tables (e.g. How many in total?)		

### Exceeding Year 3 Expectations

	EXPECTATIONS	SEEN	SECURE
81	I can recognise the value of each digit in a 4-digit number and the value of a tenth.		
82	I know all multiplication facts up to 12 x 12 and can instantaneously answer questions such as, how many 7s in 42?		
83	I can add numbers with any number of digits using formal written methods.		
84	I can subtract numbers with any number of digits using formal written methods.		
85	I am beginning to have an understanding about negative numbers recognising they are smaller than zero.		
86	I can multiply any 2-digit number by a single digit number		
87	I can divide any 2-digit number by a single digit number and have an understanding of 'remainder'.		
88	I can find fractional values (from $\frac{1}{2}$ to $\frac{1}{10}$ ) of amounts up to 1000.		
89	I can use my knowledge of number to solve problems related to money, time and measures.		
90	I know that the total internal angles of a triangle measure 180°.		
91	I can measure an angle up to 180°.		
92	I can use my knowledge of time to help me solve problems related to timetables.		
93	I can measure, compare, add and subtract when solving more complex problems using common metric measures set out in Kg,gms; Kl,litres; Km and metres, etc.		