

Ashill Community Primary School
National Curriculum Objectives with Child Speak Targets
Year 3 Mathematics



Pupil's Name:

Emerging: 10%-39%, Developing 40%-69% Secure 70% (must include key objectives)

Autumn Term:

Spring Term:

Summer Term:

| Strand | National Curriculum Objective | Child Speak Target |
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| Number Place Value | Count from 0 in multiples of 4, 8, 50 and 100. | <i>I can count from 0 in steps of 4, 8, 50 and 100.</i> |
| Number Place Value | Find 10 or 100 more or less than a given number. | <i>I can find 10 or 100 more or less than a given number.</i> |
| Number Place Value | Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). | <i>I know what each digit means in Hundred Tens and Unit numbers such as 204.</i> |
| Number Place Value | Compare and order numbers up to 1000. | <i>I can compare and order numbers up to 1000.</i> |
| Number Place Value | Identify, represent and estimate numbers using different representations. | <i>I can identify and estimate numbers in different units such as length (mm and m) and weight (g and kg).</i> |
| Number Place Value | Read and write numbers up to 1000 in numerals and in words. | <i>I read and write numbers up to 1000 in numerals and in words.</i> |
| Number Place Value | Solve number problems and practical problems involving working with and estimating numbers up to 1000 in a variety of units. | <i>I can solve number problems, working with numbers up to 1000 and in different units of measurement.</i> |
| Addition Subtraction | Add and subtract numbers mentally, including three-digit number and ones. | <i>I can add and subtract numbers in my head, including questions such as 432 - 7.</i> |
| Addition Subtraction | Add and subtract numbers mentally, including three-digit number and tens. | <i>I can add and subtract numbers in my head, including questions such as 432 - 70.</i> |
| Addition Subtraction | Add and subtract numbers mentally, including three-digit number and hundreds. | <i>I can add and subtract numbers in my head, including questions such as 432 - 300.</i> |
| Addition Subtraction | Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. | <i>I can use written methods to add or subtract two three-digit numbers.</i> |
| Addition Subtraction | Estimate the answer to a calculation and use inverse operations to check answers. | <i>I can estimate the answer to a question before I work it out and then use inverse operations to check the answer when I have finished.</i> |
| Addition Subtraction | Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. | <i>I solve problems such as missing numbers (for example, $452 - ? = 122$) using my knowledge of number facts and methods of addition and subtraction.</i> |
| Multiplication | Recall and use multiplication and division | <i>I know my 3, 4 and 8 times tables.</i> |

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| Division | facts for the 3, 4 and 8 multiplication tables. | |
| Multiplication Division | Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. | <i>I can answer multiplication and division questions such as 16×5 or 45 divided by 9.</i> |
| Multiplication Division | Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. | <i>I can solve more complex problems and missing number questions involving multiplication and division.</i> |
| Fractions | Count up and down in tenths. | <i>I can count up and down in tenths.</i> |
| Fractions | Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. | <i>I know that tenths can be found by dividing an object or shape into ten equal parts or by dividing numbers by 10.</i> |
| Fractions | Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. | <i>I can find a fraction (such as $\frac{2}{5}$ or $\frac{3}{4}$) of a set of objects.</i> |
| Fractions | Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. | <i>I know how to find fractions of a number or shape - such as $\frac{3}{5}$, $\frac{1}{4}$ or $\frac{4}{6}$.</i> |
| Fractions | Recognise and show, using diagrams, equivalent fractions with small denominators. | <i>I can show that some fractions have the same value - such as $\frac{1}{2}$, $\frac{3}{6}$ and $\frac{5}{10}$ or $\frac{1}{3}$ and $\frac{3}{9}$.</i> |
| Fractions | Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]. | <i>I can add and subtract fractions with the same denominator [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$].</i> |
| Fractions | Compare and order unit fractions, and fractions with the same denominators. | <i>I can compare and order unit fractions, and fractions with the same denominators.</i> |
| Fractions | Solve problems that involve my understanding of fractions. | <i>I solve problems that finding, ordering or comparing fractions.</i> |
| Measurement | Measure, compare, add and subtract: lengths (m,cm,mm); mass (kg,g); volume, capacity (l,ml). | <i>I can measure and compare in these units: lengths (m,cm,mm), weight (kg,g) and capacity (l,ml).</i> |
| Measurement | Measure the perimeter of simple 2-D shapes. | <i>I can measure the perimeter of a 2-D shape such as a square or triangle.</i> |
| Measurement | Add and subtract amounts of money to give change, using both £ and p in practical contexts. | <i>I can work on money problems, adding and subtracting amounts of money and working out how much change is left. I use both £ and p in my problems.</i> |
| Measurement | Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. | <i>I can tell and write the time from a clock with numbers or Roman numerals or using 12 and 24 hour clocks.</i> |

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| Measurement | Estimate and read time with increasing accuracy to the nearest minute. | <i>I can tell the time accurately to the nearest minute.</i> |
| Measurement | Record and compare time in terms of seconds, minutes and hours. | <i>I can measure and record time passing in seconds, minutes and hours.</i> |
| Measurement | Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. | <i>I know and use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight in my maths work.</i> |
| Measurement | Know the number of seconds in a minute and the number of days in each month, year and leap year. | <i>I know the number of seconds in a minute and the number of days in each month, year and leap year.</i> |
| Measurement | Compare durations of events [for example to calculate the time taken by particular events or tasks]. | <i>I can calculate how long an event or task took to complete.</i> |
| Shape | Draw 2-D shapes and make 3-D shapes using modelling materials. | <i>I draw 2-D shapes and make 3-D shapes using modelling materials.</i> |
| Shape | Recognise 3-D shapes in different orientations and describe them. | <i>I recognise and can describe 3-D shapes even when they have been turned about in different ways.</i> |
| Shape | Recognise angles as a property of shape or a description of a turn. | <i>I know an angle is used to measure how far something turns. An angle is also the point in a 2-D shape.</i> |
| Shape | Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn . | <i>I know what a right angles is and I know that two right angles make a half-turn, three make three quarters of a turn and four right angles make a complete turn.</i> |
| Shape | Identify whether angles are greater than or less than a right angle. | <i>I can tell whether an angle is greater than or less than a right angle.</i> |
| Shape | Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. | <i>I know when a line is horizontal or vertical or when two lines are perpendicular or parallel.</i> |
| Statistics | Interpret and present data using bar charts, pictograms and tables. | <i>I can answer questions about bar charts, pictograms and tables and make my own bar charts, pictograms and tables.</i> |
| Statistics | Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. | <i>I can answer maths problems such as 'How many more?' and 'How many fewer?' by finding the information in bar charts, pictograms and tables.</i> |