Eastfield Mathematics Expectations

Pupil's Name: _____   **Year 3 Mathematician**

	TARGETS	SEEN	SECURE
	Number – Place Value		
1	I can count from 0 in multiples of 4, 8, 50 and 100.		
2	I can compare and order numbers up to 1,000.		
3	I can read and write numbers to 1,000 in numerals and words.		
4	I can find 10 and 100 more or less than a given number.		
5	I can recognise the place value of each digit in a 3-digit number (hundreds, tens, ones).		
6	I can identify, represent and estimate numbers using different representations including a blank number line.		
7	I can solve number problems and practical problems using estimation and different representations.		
	Number – Addition and Subtraction		
8	I can add and subtract mentally a 3-digit number and ones, tens and hundreds.		
9	I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.		
10	I can estimate the answer to a calculation.		
11	I can use inverse operation to check answers.		
12	I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.		
1	I can use an appropriate method when calculating and explain my reasons.		
	Number – Multiplication and Division		
13	I can double and halve numbers beyond 100 using partitioning.		
14	I can recall and use multiplication facts for the 3, 4, 8x tables.		
15	I can recall and use division facts for the 3, 4 and 8x tables.		
16	I can write and calculate mathematical statements for multiplication using the 3, 4 and 8x tables *(including 2-digit numbers times a 1-digit number)* using mental and formal written methods.		
17	I can write and calculate mathematical statements for division using the 3, 4 and 8x tables, using mental and formal written methods.		
18	I can solve missing number problems.		
19	I can solve 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?)		
	Number - Fractions		
20	I can count up and down in tenths; recognising that a tenth is derived from dividing an object into 10 equal parts.		
21	I can divide 1-digit numbers or quantities by 10.		
22	I can find and write factions of a discrete set of objects.		
23	I recognise and use fractions as numbers.		
24	I can recognise and show, using diagrams, equivalent fractions with small denominators.		
25	I can compare and order unit fractions and fractions with the same denominators.		
26	I can add and subtract fractions with the same denominator within one whole.		
27	I can solve problems involving all of the above.		
	Measurement		
28	I can compare and measure lengths (m, cm & mm), mass (kg & g) and volume / capacity (l/ml).		
29	I can add and subtract lengths (m, cm & mm), mass (kg & g) and volume / capacity (l & ml).		
2	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.		
30	I can tell and write the time from an analogue clock, including the use of Roman numerals to XII (12 and 24 hours).		
31	I can estimate and read the time with increasing accuracy to the nearest minute.		

32	I can record and compare time in terms of seconds, minutes and hours.		
33	I can use the following vocabulary: o'clock, am, pm, morning, afternoon, noon & midnight and compare/order these.		
34	I know the number of seconds in a minute and the number of days in each month, year and leap year.		
35	I can compare the duration of events.		
3	I can order time in different units. (For example, 20 minutes, 600 seconds or 1/4 of an hour).		
36	I can measure the perimeter of simple 2D shapes.		
4	I can reason about perimeter. For example, when given three different irregular shapes, chn can order the smallest to largest perimeter without measuring.		
37	I can add and subtract amounts of money to give change, using both £ and p in a practical context.		
	Geometry – Properties of Shapes		
38	I can identify horizontal, vertical lines and pairs of perpendicular and parallel lines.		
39	I can draw 2D shapes (circle, triangle, quadrilateral, kite, rectangle, pentagon, hexagon, septagon/ heptagon, octagon, nonagon, decagon, polygon, regular and irregular).		
40	I can make 3D shapes using modelling materials.		
41	I recognise 3D shapes in different orientations and describe them.		
42	I recognise angles as a property of shape or a description of a turn.		
43	I can identify right angles and identify whether angles are greater or less.		
44	I recognise that two right angles make a half turn, three angles make a three – quarter turn and that four angles make a whole turn.		
	Statistics		
45	I can interpret and present data using bar charts, pictograms and tables.		
46	I can solve one-step and two step questions using information presented in scaled bar charts, pictograms and tables (e.g. How many more? How many fewer? How many in total?)		