| Year 3 | | Step 1 | Step 2 | Step 3 | End of Year Expectations |
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| **Using and Applying** | | I can solve number problems and practical problems involving these ideas | | | |
| **Number** | **Number system and counting** | | Can I read and write numbers up to 100 in numerals (2b) | I can read and write numbers up to 100 in words (2b) | I can read and write numbers up to 1000 in numerals and in words (3b) |
| | | I can count from 0 in steps of 1 and 2. | I can count from 0 in steps of 5, 10 and 100 (2c) | I can count in steps of 2, 3, 5 and 10 from any given number | I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (3b) |
| | | | I can recognise and partition a 2 digit number | I can recognise the values of the hundreds digit | I can recognise the place value of each digit in a 3-digit number (H, T, U) |
| | | | | I can compare and order numbers to at least 100 (2a) | I can compare and order numbers up to 1,000 |
| | | | | | I can identify, represent and estimate numbers using different representations |
| | **Fractions and decimals** | | | I can count up and down in halves and quarters | I can count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 |
| | | | I can find ½, ¼, ¾ of a set of objects and shade a shape including those divided into equal regions (2a) (Yr2) | I can use fractions such as ½, 1/3, ¼, ¾, 1/5, 1/6, 1/10 for sets of objects of objects (3a) | I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators |

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| | | | | | I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators |
| | | | I can recognise, find and name a half as one of two equal parts of an object, shape or quantity (Yr1) | I can recognise, find, name and write fractions 1/3, ¼, 2/4, and ¾ of a length, shape and set of objects or quantity (Yr2) | I can recognise and show, using diagrams, equivalent fractions with small denominators |
| | | | | | I can add and subtract fractions with the same denominator within one whole (E.g. 5/7 + 1/7 = 6/7) |
| | | | I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (Yr1) | I can write simple fractions e.g. ½ of 6 = 3 and recognise the equivalence of ½ and 2/4 (Yr2) | I can compare and order unit fractions with the same denominators |
| | | | | | I can solve problems that involve all of the above |
| **Calculating** | **Addition & Subtraction** | I can add a three-digit number and 1s (HTU+U) | I can add a three-digit number and 10s (HTU+TU) | I can add a three-digit number and 100s (HTU+HTU) | I can add and subtract numbers mentally |
| | | I can add and subtract up to 3 digit numbers informally | I can add and subtract numbers with 2 digits, using formal written methods of columnar addition and subtraction without bridging 10 | I can add and subtract numbers with 2 digits, using formal written methods of columnar addition and subtraction | I can add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction |
| | | I can begin to estimate the answer to a calculation | I can estimate the answer to a calculation and say | I can make all related number sequences (e.g. | I can estimate the answer to a calculation and use |

| | | | whether my answer is likely. | 6+8=14, 8+6=14, 14-6=8, 14-8=6) | inverse operations to check answers |
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| | | | I can solve simple addition and subtraction problems (2c) | Solve one step problems in context, deciding which operations and methods to use and why (2b) | I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction |
| | **Multiplication & Division** | I can count in 2, 5 and 10 | I know my 2, 5 and 10 times tables. | I know my 2, 5 and 10 times tables and related division facts | Recall and use multiplication and division for the 3, 4 and 8 times tables |
| | | I can relate times table facts to multiples of 10 e.g. 2x3=6 so 2x30=60; 6÷2=3 so 60÷2=30 | I can mentally calculate TUxU and TU÷U using my times table facts using jottings to support | I can mentally calculate TUxU and TU÷U using my times table facts | I can write and calculate mathematical statements for multiplication and division using the multiplication facts that they know including TUxU, using mental and then progressing to formal written methods |
| | | I can find a division fact from a multiplication fact (3c) | I can find the associated number statements for a given number fact (3b) | I can use inverses in number problems (3a) e.g. I think of a number, double it and add5. The answer is 35. What was my number? | I can solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which *n* objects are connected to *m* objects |
| **Geometry – Properties of** | | | I can name a circle, square, | I can describe the | Draw 2-D shapes and make |

| Shape | | triangle, rectangle, pentagon, hexagon, octagon, cube, cylinder, sphere, cuboid, cone, pyramid | properties of shapes learnt (e.g. flat faces, curved edges) | 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them |
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| | | I know the difference between straight and turning movements (e.g. left/right clockwise/anticlockwise) | I can recognise right angles/quarter turns (2a) | Recognise angles as a property of shape or a description of a turn |
| | | | I can give directions using 90°/quarter turns (3a) | Identify right angles, recognise that 2 right angles make a half turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle |
| | | | I can understand parallel and perpendicular (5c) | I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines |
| Measurement | | I can compare, describe and solve practical problems for: Lengths and heights Mass or weight Capacity/Volume (full/empty ,more, less, quarter) Time (Earlier/later) (Yr1) I can measure and begin to | I can compare and order lengths, mass, volume/capacity, and record the results using <> and = (Yr2) | I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) |

| | | record the following:<br>Lengths and heights<br>Mass and weight<br>Capacity and volume<br>Time (hours, mins, seconds)<br>(Yr1) | | |
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| | | | | I can measure the perimeter of simple 2-D shapes |
| | | I can recognise and know the value of different denominations of coins (Yr1) | I can solve simple problems in a practical context involving the addition and subtraction of money of the same unit, including giving change. (Yr2) | I can add and subtract amounts of money to give change, using both £ and p in practical contexts |
| | | I can tell the time to the hour and half past the hour and draw hands on a clock face to show these times (Yr1) | I can tell and write the time to five minutes, including quarter past/ to the hour and draw hands on a clock face to show these times (Yr2) | I can 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 can estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight |
| | | | I know the number of minutes in an hour and hours in a day (Yr2) | I know the number of seconds in a minute and the number of days in each |

| | | | | month, year and leap year |
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| | | | I can compare and sequence time intervals (Yr2) | I can compare durations of events [for example, to calculate the time taken by particular events or tasks] |
| **Statistics** | | | I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables (Yr2) | I can interpret and present data using bar charts, pictograms and tables |
| | | I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity (Yr2) | I can ask and answer simple questions about totalling and comparing categorical data. (Yr2) | I can 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 |