



Year 3		Step 1	Step 2	Step 3	End of Year Expectations
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 $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ of a set of objects and shade a shape including those divided into equal regions (2a) (Yr2)	I can use fractions such as $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{10}$ 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	



					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 $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ 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. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)
			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. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ (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
			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. $2 \times 3 = 6$ so $2 \times 30 = 60$; $6 \div 2 = 3$ so $60 \div 2 = 30$	I can mentally calculate $TU \times U$ and $TU \div U$ using my times table facts using jottings to support	I can mentally calculate $TU \times U$ and $TU \div U$ using my times table facts	I can write and calculate mathematical statements for multiplication and division using the multiplication facts that they know including $TU \times U$, 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 add 5. 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
		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: Lengths and heights Mass and weight Capacity and volume Time (hours, mins, seconds) (Yr1)		
				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
			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