

Number: Key Assessment Criteria	OCT	DEC	FEB	APR	MAY	JUL
<u>Number and Place Value</u>						
• I can count from 0 in multiples of 4, 8, 50 and 100.						
• I can recognise the value of each digit in a 3 digit number (1s, 10s and 100s).						
• I can order and compare numbers to 1,000.						
• I can identify, represent and estimate numbers using different representations.						
• I can read and write numbers up to 1,000 in numbers and words.						
• I can solve number problems and practical problems with all of the above.						
<u>Number: Addition and Subtraction</u>						
• I can add and subtract a 3-digit number and ones mentally.						
• I can add and subtract a 3-digit number and tens mentally.						
• I can add and subtract a 3-digit number and hundreds mentally.						
• I can add whole numbers with up to 3-digits using formal written methods.						
• I can subtract whole numbers with up to 3-digits using formal written methods.						
• I can estimate and use inverse operations to check answers to calculations (use + to check a – calculation).						
• I can solve problems, including missing number problems, using number facts, place value and addition and subtraction.						
<u>Number: Multiplication and Division</u>						
• I can recall multiplication and division facts for multiplication and division facts for 3, 4 and 8 times tables.						
• I can write and calculate number sentences for multiplication and division mentally using the x table facts I know						
• I can use mental methods to multiply 2-digit number by a 1-digit and am beginning to use a formal written method.						
• I can solve problems including missing number problems, with multiplication and division (e.g. If there are 3 hats and 4 coats, how many different outfits are there? Or 12 cakes are shared equally between 4 children.)						

Number: Fractions	OCT	DEC	FEB	APR	MAY	JUL
• I can count up and down in tenths; recognising that tenths are made by dividing an object into 10 bits.						
• I can recognise, find and write fractions of quantities including non unit fractions with small denominators.						
• I can recognise and use fractions as numbers (unit and non-unit fractions with small denominators).						
• I can add and subtract fractions with the same denominator within 1 whole ($\frac{2}{7} + \frac{4}{7} = \frac{6}{7}$)						
• I can compare and order unit fractions and fractions with the same denominator.						
• I can solve problems involving all of the above.						

Measurement: Key Assessment Criteria	OCT	DEC	FEB	APR	MAY	JUL
• I can measure, compare, add and subtract: length (m/cm/mm), mass (g/kg) and capacity (ml/l).						
• I can measure perimeters of simple 2-D shapes.						
• I can calculate the area of rectilinear shapes by counting squares.						
• I can add and subtract amounts of money to give change using £ and p in practical contexts.						
• I can tell and write the time from an analogue clock (including Roman numerals from I to XII) and digital 12-hour and 24-hour clocks.						
• I can estimate and read time with increasing accuracy to the nearest minute.						
• I can record and compare time in terms of seconds, minutes and hours using vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight.						
• I know the number of seconds in a minute and the number of days in each month, year and leap year.						
• I can compare the duration of events (How long does it take to have dinner or tidy up?)						
TOTAL						
NUMBER of targets achieved at 2 or 3						

Geometry - Properties of Shapes: Key Assessment Criteria	OCT	DEC	FEB	APR	MAY	JUL
• I can draw 2-D shapes and make 3-D shapes using modelling materials						
• I can recognise 3-D shapes in different orientations and describe them.						
• I can recognise angles as a property of a shape and a description of a turn.						
• I can identify right angles and recognise that 2 right angles make a half turn, 3 make 3 quarters of a turn and 4 make a complete turn.						
• I can identify whether angles are greater or less than a right angle.						
• I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.						

Statistics: Key Assessment Criteria	OCT	DEC	FEB	APR	MAY	JUL
• I can interpret and present data using bar charts, pictograms and tables.						
• I can solve one and 2 step questions (e.g. how many more? How many fewer?) using information presented in scaled bar charts, pictograms and tables.						
TOTAL						
NUMBER of targets achieved at 2 or 3						
PERCENTAGE of targets achieved at 2 or 3						

Maths Progress Checker Year 3 : Exceeding

Name: _____

Number, Measurement, Geometry and Statistics: Key Assessment Criteria	OCT	DEC	FEB	APR	MAY	JUL
<ul style="list-style-type: none">I can recognise the value of each digit in a 4-digit number and the value of a tenth in a decimal number in the context of measures or other 'real life' scenarios e.g. I ran 43.6m further than my brother, there were 4,567 people in the crowd.						
<ul style="list-style-type: none">I know all multiplication facts up to 10 x 10 and can instantaneously answer questions such as 'how many 7s in 42?'						
<ul style="list-style-type: none">I can add and subtract numbers with up to 5 digits using formal written methods.						
<ul style="list-style-type: none">I am beginning to have an understanding about negative numbers (in a 'real life' context e.g. temperature) recognising that they are smaller than zero.						
<ul style="list-style-type: none">I can multiply and divide any 2 digit number by a single digit number and have a concept of the remainder in a real life context e.g. giving 56 children 6 books each or putting 73 children in groups of 7.						
<ul style="list-style-type: none">I can find fractions of quantities from $\frac{1}{2}$ to $\frac{1}{10}$ of amounts up to 1000 e.g. I can find $\frac{1}{4}$ of 456.						
<ul style="list-style-type: none">I can use by knowledge and understanding of number to solve problems related to money, time and measures.						
<ul style="list-style-type: none">I know that the angles on a straight line and internal angles in a triangle add up to 180° and I can measure angles using a protractor.						
<ul style="list-style-type: none">I can solve problems about time using bus/train timetables.						
<ul style="list-style-type: none">I can measure, compare, add and subtract more complex problems using metric measures set out in g/kg, L/ml and Km/m/cm/mm						
TOTAL						
NUMBER of targets achieved at 2 or 3						
PERCENTAGE of targets achieved at 2 or 3						