www.cornholmeschool.co.uk

Year 3

Maths Targets

Name _____

	Child Speak Target		Greater Depth Target	
	Number Place Value			
K	*I can count from 0 in steps of 4, 8, 50 and 100.*		*I can count confidently from 0 in steps of 4, 8, 50 and 100.*	
K	*I can find 10 or 100 more or less than a given number.*		*I can find 10 or 100 more or less than a given number when working with money or measures.*	
K	*I know what each digit means in three-digit numbers such as 204.*		*I know what each digit means in three-digit numbers such as 204 and I can use this to solve mental calculations.*	
	I can compare and order numbers up to 1000.		*I can compare and order numbers up to 1000 and apply this to real-life situations.*	
	I can identify and estimate numbers in different units such as length (mm and m) and weight (g and kg).		*I can identify, estimate and calculate numbers in different units such as length (mm and m) and weight (g and kg).*	
	I read and write numbers up to 1000 in numerals and in words.		*I read and write numbers up to 1000, including decimal values, in numerals and in words.*	
K	*I can solve number problems, working with numbers up to 1000 and in different units of measurement.*		*I can solve more complex number problems, working with numbers up to 1000 and in different units of measurement.*	
	Addition Subtraction			
K	*I can add and subtract numbers in my head, including questions such as 432 - 7.*		*I can rapidly add and subtract numbers in my head, including questions such as 762 - 7.*	
K	*I can add and subtract numbers in my head, including questions such as 432 - 70.*		*I can add and subtract numbers in my head, including questions such as 402 - 70 rapidly.*	
K	*I can add and subtract numbers in my head, including questions such as 432 - 300.*		*I can add and subtract numbers in my head, including questions such as 732 - 300 in different contexts.*	
	I can use written methods to add or subtract two three-digit numbers.		*I can use written methods to add or subtract two three-digit numbers independently.*	
	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 can accurately 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 solve problems such as missing numbers (for example, 452 - ? = 122) using my knowledge of number facts and methods of addition and subtraction.		*I solve harder problems such as missing numbers using my knowledge of number facts and methods of addition and subtraction.*	
	Multiplication Division			
K	*I know my 3, 4 and 8 times tables.*		*I can use my 3, 4 and 8 times tables quickly to solve problems.*	
K	*I can answer multiplication and division questions such as 16 x 5 or 45 divided by 9.*		*I can answer a range of problems involving multiplication and division.*	
	I can solve more complex problems and missing number questions involving multiplication and division.		*I can solve more complex problems and missing number questions involving multiplication and division and begin to identify rules and patterns.*	

	Fractions		
K	*I can count up and down in tenths.*	*I can quickly count up and down in tenths in different contexts.*	
K	*I know that tenths can be found by dividing an object or shape into ten equal parts or by dividing numbers by 10.*	*I can calculate and solve problems involving tenths.*	
K	*I can find a fraction (such as 2/5 or 3/4) of a set of objects.*	*I can find a fraction (such as 2/7 or 3/8) of amounts and use this in other subjects.*	
	I know how to find fractions of a number or shape - such as 3/5 ,1/4 or 4/6.	*I know how to find fractions of a number or shape - such as 3/8, 1/7 or 4/12 and use this to solve problems.*	
K	*I can show that some fractions have the same value - such as 1/2, 3/6 and 5/10 or 1/3 = 3/9.*	*I can show and compare many different fractions that mean the same.*	
	I can add and subtract fractions with the same denominator [for example, 5/7 + 1/7 = 6/7].	*I can add and subtract fractions with the same denominator [for example, 5/12 + 1/12 = 6/12] and use this in practically in other subjects.*	
	I can compare and order unit fractions, and fractions with the same denominators.	*I can compare and order unit fractions, and fractions with the same denominators saying which is largest or smallest.*	
	I solve problems that finding, ordering or comparing fractions.	*I solve more difficult problems that finding, ordering or comparing fractions.*	
	Measurement		
K	*I can measure and compare in these units: lengths (m,cm,mm), weight (kg,g) and capacity (l,ml).*	*I can measure and compare in these units: lengths (m,cm,mm); weight (kg,g) and capacity (l,ml) and use this to solve practical problems.*	
	I can measure the perimeter of a 2-D shape such as a square or triangle.	*I can measure the perimeter of larger scale 2-D shapes using the correct units of measurements.*	
K	*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 can work on more difficult money problems, adding and subtracting amounts of money and working out how much change is left. I use both £ and p in my problems.*	
K	*I can tell and write the time from a clock with numbers or Roman numerals or using 12 and 24 hour clocks.*	*I can tell and write the time from a clock with numbers or Roman numerals or using 12 and 24 hour clocks and use this to solve problems.*	
	I can tell the time accurately to the nearest minute.	*I can tell the time accurately without help to the nearest minute and use this to measure real-life events.*	
	I can measure and record time passing in seconds, minutes and hours.	*I can record, compare and order time passing in seconds, minutes and hours.*	
	I know and use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight in my maths work.	*I know and use vocabulary such as o'clock, a.m, p.m., morning, afternoon, noon and midnight in different subjects.*	
	I know the number of seconds in a minute and the number of days in each month, year and leap year.	*I know the number of seconds in a minute and the number of days in each month, year and leap year and can calculate how many days or how many minutes it is until an event*	
	I can calculate how long an event or task took to complete.	*I can calculate how long real-life events lasted [for example in science] or task took to complete.*	
	Shape		

	I draw 2-D shapes and make 3-D shapes using modelling materials.	I draw 2-D shapes and make 3-D shapes using modelling materials by identifying the 2-D shapes needed.	
	I recognise and can describe 3-D shapes even when they have been turned about in different ways.	I recognise 3-D shapes that make up larger objects when they have been turned around and describe them using mathematical language.	
	I know an angle is used to measure how far something turns. An angle is also the point in a 2-D shape.	I know an angle is used to measure how far something turns and say whether it is more or less than a quarter or half turn. An angle is also the point in a 2-D shape.	
	I know what a right angle 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 know what a right angle 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 and can use this to solve problems	
K	I can tell whether an angle is greater than or less than a right angle.	I can tell whether an angle is greater than or less than a right angle, and can order them from smallest to largest.	
	I know when a line is horizontal or vertical or when two lines are perpendicular or parallel.	I can find all of the horizontal or vertical and parallel lines in a 2-D regular shape or a complex pattern.	
	Statistics		
K	I can answer questions about bar charts, pictograms and tables and make my own bar charts, pictograms and tables.	I can answer questions about bar charts, pictograms and tables and make my own bar charts, pictograms and tables in different subject areas.	
	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 can answer more complex two-step problems from reading information in bar charts, pictograms and tables.	