**High Ercall Primary School**

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| **Year 3 National Curriculum Programme of Study** |
| **Number and Place Value** |
| I can compare and order numbers up to 1000. |
| I can count from 0 in multiples of 4, 8, 50 and 100. |
| I can find 10 or 100 more or less than a given number. |
| I can recognise the place value of each digit in a three-digit number. |
| I can read and write numbers to 1000 in numerals and in words. |
| I can identify, represent and estimate numbers in different contexts. |
| I can solve number problems and practical problems. |
| **Addition and Subtraction.**  |
| I can add and subtract a 3 digit-numbers mentally by 1s, 10s and 100s.  |
| I can add numbers up to three digits using formal written methods of columnar addition and subtraction. |
| I can subtract numbers up to three digits using formal written methods of columnar addition and subtraction. |
| I can estimate the answer to a calculation and use inverse operations. |
| I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction |
| **Multiplication and Division.**  |
| I can recall and use multiplication and division facts for the 3, 4 and 8 times tables.  |
| I can write and calculate mathematical statements for multiplication and division using the multiplication tables.  |
| I can write and calculate mathematical statements for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods |
| I can solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects |
| **Fractions**  |
| 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 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 and show, using diagrams, equivalent fractions with small denominators |
| I can add and subtract fractions with the same denominator within one whole. |
| I can compare and order unit fractions, and fractions with the same denominators |
| I can solve problems that involve all of the above |
| **Measurement** |
| I can measure the perimeter of simple 2-D shapes. |
| I can measure and compare, add and subtract length, mass and volume/capacity (l/ml). |
| I can add and subtract amounts of money to give change using £ and p. |
| 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 the number of seconds in a minute, days in each month and leap year.  |
| I can compare durations of events |
| **Geometry**  |
| I can draw 2-D shapes and make 3-D shapes using modelling materials. |
| I can recognise 3D shapes in different orientations.  |
| I can recognise angles as a property of shape or a description of a turn |
| I can recognise that two right angles make a half-turn, 3 make 3/4 of a turn and 4 make a complete turn. |
| I identify whether angles are greater than or less than a right angle. |
| I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines. |
| **Statistics** |
| I can interpret and present data using bar charts, pictograms and tables.  |
| I can solve two-step problems using presented data solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables. |