Year 3 (47 Targets)

	Autumn Term	Secure	GD
	Number : Place Value		
1.	Can I identify, represent and estimate numbers using different representations?		
2.	Can I find 10 or 100 more or less than a given number; recognise the place value of each digit in a three digit number (hundreds, tens, ones)?		
3.	Can I compare and order numbers up to 1000?		
4.	Can I read and write numbers up to 1000 in numerals and in words?		
5.	Can I solve number problems and practical problems involving these ideas (place value)?		
6.	Can I recognise the place value of each digit in a three-digit number (hundreds, tens, ones)?		
7.	Can I count from 0 in multiples of 4, 8, 50 and 100?		
	Number – addition and subtraction		
8.	Can I add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds?		
9.	Can I add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction?		
10.	Can I estimate the answer to a calculation and use inverse operations to check answers?		
11.	Can I solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction (crossing 10 and 100, spotting patterns and estimation)?		
	Number – multiplication and division		
12.	**Can I recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables?**		
13.	Can I write and calculate mathematical statements for multiplication and division using multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods?		
14.	Can I solve problems, including missing numbers problems, involving multiplication and division, including positive integer scaling problems and corresponding problems in which n objects are connected to m objects?		

	Spring Term	Secure	GD
	Number – multiplication and division		
15.	Can I 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 objectives?		
16.	Can I write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods?		
	Measurement - Money		
17.	Can I add and subtract amounts of money to give change using both £ and p in practical context?		
	Statistics		
18.	Can I interpret and present data using bar charts, pictograms and tables?		
19.	Can I 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?		
	Measurement – length and perimeter		
20.	Can I measure, compare, add and subtract: lengths (m/cm/mm) including decimals?		
21.	Can I measure the perimeter of simple 2D shapes?		
	Number – fractions		
22.	Can I count up and down in tenths; recognising that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10?		
23.	Can I recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators?		
24.	Can I count up and down in tenths?		
25.	Can I solve problems that involve all of the above?		

	Summer Term	Secure	GD
	Number - fractions		
26.	Can I recognise and show, using diagrams, equivalent fractions with small denominators (1/2, 1/3, ¼, 1/5, 1/6)?		
27.	Can I add and subtract fractions with the same denominator within one whole?		
28.	Can I compare and order unit fractions with the same denominators?		
29.	Can I compare and order non-unit fractions with the same denominators?		
30.	Can I solve problems that involve all of the above?		
	Geometry – properties of shape		
31.	Can I recognise angles as a property of shape or a description of a turn?		
32.	Can I identify right angles, recognise that two right angles make a half-term, three make three quarters of a turn and four a complete turn?		
33.	Can I identify whether angles are greater than or less than a right angle?		
34.	Can I identify horizontal and vertical lines and pairs of perpendicular and parallel lines?		
35.	Can I draw 2-D shapes and make 3-D shapes using modelling materials?		
36.	Can I recognise 3-D shapes in different orientations and describe them?		
	Measurement – mass and capacity		
37.	Can I measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)?		
38.	Can I measure, compare, add and subtract: volume/capacity (l/ml)?		
39.	Can I continue to measure using the appropriate tools and units, progressing to using a wider range of measures (g/kg, l/ml, mm/cm/m/km), including comparing and using mixed units (for example, 1kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm)?		
	Measurement - time		
40.	Can I tell and write the time from an analogue clock, including using Roman numerals and 12-hour?		
41.	Can I tell and write the time from an analogue clock, including 24-hour clocks?		
42.	Can I record and compare time in terms of seconds, minutes and hours?		
43.	Can I understand the relationship between digital and an analogue clock?		
44.	Can I use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight?		
45.	Do I know the number of seconds in a minute and the number of days in each month, year and leap year?		
46.	Can I compare durations of events (for example to calculate the time taken by particular events or tasks)?		
47.	Can I estimate and read time with increasing accuracy to the nearest minute?		