

This side should be glued to the cover of pupils' maths books.

Green – Autumn Term

Red – Spring Term

Purple – Summer Term

This should be kept as an on-going record of pupils' achievement.
Working towards objective – no mark
At mastery – yellow shade
At Greater Depth – red shade

Name:	
Number and Place Value	
I can count from 1000 in multiples of 4, 8, 50 and 100. I can also find 1000 more or less than a given number.	
I can read and write numbers to 1000 in numerals and words.	
I can compare and order numbers up to 1000.	
I can identify the place value of each digit in a 3 digit number.	
Addition and Subtraction	
I can add and subtract numbers mentally, including: 3-digit number and ones; 3-digit numbers and tens; 3-digit numbers and hundreds.	
I can add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction.	
I can estimate the answer to a calculation and use the inverse operations to check answers.	
I can count up and down in tenths; recognise that tenths arise from dividing numbers or quantities by 10 equal parts.	
I can add and subtract measures (length, weight and volume) with up to 3 digits, using formal written methods of columnar addition and subtraction.	
I can solve word problems including missing number problems, number facts, place value and more complex addition and subtraction.	

Measures

I can measure the perimeter of simple 2D shapes.

I can estimate and read time with increasing accuracy to the nearest minute; Tell and write the time from an analogue clock, including using Roman numerals from I to XII.

I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/ capacity (l/ml).

I can read 12-hour and 24-hour clocks.

I can record and compare time in terms of seconds, minutes and hours.

I can use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight.

I know the numbers of seconds in a minute and the number of days in each month, year and leap year.

I can compare durations of events, and calculate the amount of time it takes to partake in the task/event.

Multiplication and Division

I can recall and use the multiplication and division facts for the 3, 4 and 8 tables.

I can write and calculate mathematical statements for multiplication and division using mental and formal written methods, including long multiplication and long division, including 2-digit x 1-digit using mental and progressing to formal written methods.

I can write and calculate mathematical statements for multiplication and division using known multiplication tables, including 2-digit x 1-digit using mental and progressing to formal written methods.

Write and calculate mathematical statements for multiplication and division using known multiplication tables, including use of money and length.

I practise formal methods of multiplication and division, including a high focus on reasoning.

Geometry

I can make 3D shapes using modelling materials. I can also recognise 3D shapes in different orientations and describe them.

I can draw 2D shapes.

I recognise angles are a property of shape or a description of a turn.

I can identify right angles, recognise that two right angles make a half-turn, three make three quarters and four a complete turn.

I can 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 1-step and 2-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts pictograms and other graphs.

Fractions

I can recognise and show, using diagrams, equivalent fractions with small denominators.

I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

I can compare and order unit fractions, and fractions with the same denominators.

I can add and subtract fractions with the same denominator within one whole.

Name:

Reading Words

I apply my knowledge of root words, to use prefixes and suffixes to read aloud.	
<ul style="list-style-type: none"> I apply my knowledge of root words, to use prefixes and suffixes to understand the meaning of unfamiliar words. 	
When reading exception words, I am able to note the unusual correspondences between spelling and sound.	
I attempt pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.	

Comprehension

<ul style="list-style-type: none"> I have experience of and can discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. 	
<ul style="list-style-type: none"> I know that non-fiction books are structured in different ways and can use them effectively. 	
<ul style="list-style-type: none"> I appreciate that different narrative books are structured in different ways, such as, quest stories and stories with dilemmas. 	
<ul style="list-style-type: none"> I am confident enough to ask questions to improve my understanding of a text. 	
<ul style="list-style-type: none"> I can predict what might happen after reading part of a story. 	

Name: _____

Composition

I can look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure, grammatical features and use of vocabulary.

- I can compose sentences using a wide range of structures linked to the grammar objectives.
- I can write a narrative with a clear structure, setting, characters and plot.

I can write a non-narrative using simple organisational devices such as headings and sub-headings.

Vocabulary and Grammar

- I can use a range of sentences with more than one clause by using a wider range of conjunctions, such as: when, if, because, although.
- I can use the perfect form of verbs to mark relationships of time and cause (I **have bought** a new car).
- I can use conjunctions, adverbs and prepositions to express time and cause.
- I know when to use 'a' or 'an' depending on what the next word begins with.

Writing Year 3

Spelling

- I can spell words with additional prefixes and suffixes and understand how to add them to root words, for example – form nouns using super, anti, auto.
- I recognise and spell additional homophones, for example – he'll, heel, heal.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can spell correctly word families based on common words, for example – solve, solution, solver.
- I can spell identified commonly misspelt words from Year 3 and 4 word list.
- I can make comparisons from a word already known to apply to an unfamiliar word.
- I can identify the root word in longer words.

Punctuation

- I know that inverted commas are used to open and close what someone is saying in text.
- I am starting to use paragraphs.
- I can write simple sentences that have been dictated to me using context.

Handwriting

- I can use the diagonal and horizontal strokes that are needed to form letters.
- I understand which letters, when adjacent to one another, are best left joined.
- I can increase the legibility, consistency and quality of handwriting.

Proof Reading, Drafting & Editing

- I can suggest improvement to writing through discussing writing with peers and through self assessment.
- I can make improvements by proposing changes to grammar and vocabulary to improve consistency, for example. the accurate use of pronouns in sentences.
- I consistently proof-read to check for errors in my spelling and punctuation.