

## Year 3 Maths Checklist 2018/19

### **NUMBER**

#### **Number and Place value**

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|---|--|--|--|
| <b>Learning Objective</b>   |  |  |  |
| I can count from 0 in multiples of 4, 8, 50 and 100; 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 (hundreds, tens, ones).         |  |  |  |
| I can compare and order numbers up to 1000.   |  |  |  |
| I can identify, represent and estimate numbers using different representations.                       |  |  |  |
| I can read and write numbers up to 1000 in numerals and in words.                                     |  |  |  |
| I can solve number problems and practical problems involving these ideas.                             |  |  |  |

#### **Addition and Subtraction**

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| <b>Learning Objective</b>   |  |  |  |
| I can add and subtract numbers mentally, including:<br>a three digit number and ones;<br>a three-digit number and tens;<br>a three digit number and hundreds. |  |  |  |
| I can add and subtract numbers with 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 to check answers.   |  |  |  |
| I can solve problems, including missing number facts, place value, and more complex addition and subtraction.   |  |  |  |

#### **Multiplication and Division**

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| <b>Learning Objective</b>  |  |  |  |
| I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.   |  |  |  |
| I can write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including 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**

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|---|--|--|--|
| <b>Learning Objective</b>   |  |  |  |
| 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 [for example, $5/7 + 1/7 = 6/7$ ]. |  |  |  |
| I can compare and order unit fractions, and fractions with the same denominators.                              |  |  |  |
| I can solve problems that involve all of the above.  |  |  |  |

## MEASUREMENT

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| <b>Learning Objective</b>  |  |  |  |
| I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).  |  |  |  |
| I can measure the perimeter of simple 2-D shapes.  |  |  |  |
| I can add and subtract amounts of money to give change, using both £ and p in practical contexts.  |  |  |  |
| 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, a.m./p.m., morning, afternoon, noon and midnight. |  |  |  |
| I can know the number of seconds in a minute and the number of days in each month, year and leap year.   |  |  |  |
| I can compare durations of events [for example to calculate the time taken by particular events or tasks].   |  |  |  |

## GEOMETRY

### Properties of Shapes

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|---|--|--|--|
| <b>Learning Objective</b>   |  |  |  |
| I can draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.  |  |  |  |
| I can recognise angles as 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 of a turn and four a complete turn; 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

|   |  |  |  |
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| <b>Learning Objective</b>   |  |  |  |
| I can interpret and present data using bar charts, pictograms and tables.   |  |  |  |
| I can 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. |  |  |  |