

Year 3

Progression of Objectives through I Can Statements

Using and Applying Maths	Solve one-step and two-step problems involving numbers, money or measures, including time, choosing and carrying out appropriate calculations	D1	<i>I can work out what calculations to do to solve a word problem that involves measurements</i>
		B2	<i>I can explain how I solve problems</i>
		E2	<i>I can recognise when a word problem involves multiplication or division</i>
		A3	<i>I can solve a problem by writing down what calculation I should do</i>
		B3	<i>I can solve a problem by writing down what calculation I should do</i>
		D3	<i>I can explain how I found the answer to a word problem that involves measurements</i>
		E3	<i>I know that a division problem can involve sharing or grouping</i>
	Represent the information in a puzzle or problem using numbers, images or diagrams; use these to find a solution and present it in context, where appropriate using £.p notation or units of measure	B1	<i>I can solve problems using numbers, pictures and diagrams</i>
		B2	<i>I can draw pictures and make notes to help me solve a problem</i>
		D2	<i>I can draw a picture, make jottings or write calculations to help me answer a problem</i>
		B3	<i>I can draw a picture to help make sense of a problem</i>
	Follow a line of enquiry by deciding what information is important; make and use lists, tables and graphs to organise and interpret the information	C1	<i>I can decide what information to collect to answer a question</i>
		E1	<i>I can make a table to record my results</i>
		C2	<i>I can decide what information to collect to answer a question</i>
		C3	<i>I can decide what information to collect to answer a question I can choose how to show others what I have found out</i>
		E3	<i>I can test examples to follow an enquiry about numbers</i>
	Identify patterns and relationships involving numbers or shapes, and use these to solve problems	B1	<i>I can describe patterns when I solve problems</i>
		E1	<i>I can describe the pattern when I count in fives</i>
		B2	<i>I can describe and continue patterns</i>
		B3	<i>I can find numbers or shapes that match a property</i>
		E3	<i>I can recognise and continue a pattern</i>
	Describe and explain methods, choices and solutions to puzzles and problems, orally and in writing, using pictures and diagrams	A1	<i>I can explain how I solve problems</i>
		A2	<i>I can explain how I solve problems</i>
		C3	<i>I can explain how the class used information to solve a problem</i>

Counting and Understanding Number	Read, write and order whole numbers to at least 1000 and position them on a number line; count on from and back to zero in single-digit steps or multiples of 10	A1	<i>I can read and write numbers to 1000 and put them in order</i>
	Partition three-digit numbers into multiples of 100, 10 and 1 in different ways	A1	<i>I can split a number into hundreds, tens and ones I can explain how the digits in a number change when I count in 10s or 100s</i>
		A2	<i>I can split a number into hundreds, tens and ones I can explain how the digits in a number change when I count in 10s or 100s</i>
		E3	<i>I can partition numbers in different ways</i>
	Round two-digit or three-digit numbers to the nearest 10 or 100 and give estimates for their sums and differences	A2	<i>I can round numbers to the nearest 10 or 100 and estimate a sum or difference</i>
		A3	<i>I can use rounding to estimate a sum or difference</i>
	Read and write proper fractions (e.g. $\frac{3}{7}$, $\frac{9}{10}$), interpreting the denominator as the parts of a whole and the numerator as the number of parts; identify and estimate fractions of shapes; use diagrams to compare fractions and establish equivalents	B2	<i>I can find $\frac{1}{2}$ and $\frac{1}{4}$ of different shapes</i>
		E2	<i>I know that the number on the bottom of a fraction tells me how many pieces the whole is divided into</i>
		B3	<i>I can say what fraction of a shape is shaded</i>
		E3	<i>I can recognise what fraction of a shape is shaded, and say and write it</i>

Knowing and Using Number Facts	Derive and recall all addition and subtraction facts for each number to 20, sums and differences of multiples of 10 and number pairs that total 100	A1	<i>I know the sum and difference of any pair of numbers to 20 I can add and subtract multiples of 10 or 100 in my head</i>
		B1	<i>I know and use addition and subtraction facts for all numbers to 20</i>
		E1	<i>I know addition and subtraction facts for number to 20 I can add and subtract multiples of 10</i>
		A2	<i>I know the sum and difference of any pair of numbers to 20 I can add and subtract multiples of 10 or 100 in my head I know number pairs that sum to 100</i>
		B2	<i>I know and use addition and subtraction facts for all numbers to 20 I can add and subtract multiples of 10 in my head</i>
		B3	<i>I know and use all addition and subtraction facts to 20 I can find what to add to a number to make 100</i>
	Derive and recall multiplication facts for the 2, 3, 4, 5, 6 and 10 times-tables and the corresponding division facts; recognise multiples of 2, 5 or 10 up to 1000	B1	<i>I know the 2, 3, 4, 5, 6 and 10 times tables and use them for division facts I recognise multiples of 2, 5 and 10</i>
		E1	<i>I know the 2, 5 and 10 times tables I can use multiplication facts to answer division questions</i>
		A2	<i>I know my tables for 2, 3, 4, 5, 6 and 10</i>
		B2	<i>I know the 2, 3, 4, 5, 6 and 10 times tables and use them for division facts I recognise multiples of 2, 5 and 10</i>
		E2	<i>I know the 2, 3, 4, 5, 6 and 10 times tables</i>
		A3	<i>I can use my tables for 2, 3, 4, 5, 6 and 10 to work out division facts</i>
		B3	<i>I know the 2, 3, 4, 5, 6 and 10 times tables and use them for division I recognise multiples of 2, 5 and 10</i>
		E3	<i>I can use my knowledge of multiplication tables to find division facts</i>
	Use knowledge of number operations and corresponding inverses, including doubling and halving, to estimate and check calculations	B1	<i>I can estimate and check my calculations</i>
		B3	<i>I can estimate and check my calculations</i>
		D3	<i>I can check whether the answer to a calculation is correct</i>

Calculating	Add or subtract mentally combinations of one-digit and two-digit numbers	A1	<i>I can add and subtract one-digit and two-digit numbers in my head (e.g. $62 + 7$, $7 + 45$, $48 - 6$, $60 - 8$)</i>
		D1	<i>I can add or subtract a one-digit number to or from a two-digit number I can add or subtract a multiple of 10 to or from a two-digit number</i>
		A2	<i>I can add or subtract one-digit and two-digit numbers in my head (e.g. $62 + 7$, $7 + 45$, $48 - 6$, $60 - 8$)</i>
		D2	<i>I can add or subtract two 2digit numbers I know how to find the difference between two 2digit numbers</i>
		A3	<i>I can find the sum of or difference between one-digit and two-digit numbers in my head (e.g. $7 + 45$, $45 - 7$) I can add several one-digit numbers in my head</i>
	Develop and use written methods to record, support or explain addition and subtraction of two-digit and three-digit numbers	D2	<i>I can record how I work out an addition or subtraction calculation showing each step</i>
		A3	<i>I can add and subtract numbers using an empty number line I can add and subtract numbers by writing one number under the other and using partitioning</i>
		D3	<i>I write down my method to add or subtract two-digit or three-digit numbers</i>
		E3	<i>I can add and subtract two-digit and three-digit numbers by writing them down</i>
	Multiply one-digit and two-digit numbers by 10 or 100, and describe the effect	A2	<i>I can multiply by 10 or 100 and say what happens to the number I multiply</i>
		E2	<i>I can multiply a number by 10 or 100</i>
	Use practical and informal written methods to multiply and divide two-digit numbers (e.g. 13×3 , $50 \div 4$); round remainders up or down, depending on the context	E1	<i>I can multiply a 'teen' number by 2, 3, 4, 5 or 6</i>
		D2	<i>I can multiply a 'teen' number by a one-digit number I can divide a two-digit number by a one-digit number</i>
		E2	<i>I can multiply a multiple of 10 by a one-digit number</i>
		A3	<i>I can use the tables facts that I know to work out division facts I can multiply or divide a two-digit number by a one-digit number If there is a remainder when I divide, I can work out whether to round the answer up or down</i>
		D3	<i>I can multiply and divide a two-digit number by a one-digit number</i>
		E3	<i>I can multiply and divide a two-digit number by a one-digit number</i>
	Understand that division is the inverse of multiplication and vice versa; use this to derive and record related multiplication and division number sentences	E2	<i>I can give the multiplication fact that is linked to a division fact</i>
		D3	<i>I can say what multiplication fact I would use for a division calculation</i>
	Find unit fractions of numbers and quantities (e.g. $1/2$, $1/3$, $1/4$ and $1/6$ of 12 litres)	D1	<i>I can find $1/2$ or $1/4$ of a measurement</i>
E1		<i>I can find fractions of numbers by using division</i>	
D2		<i>I can use division to find $1/2$, $1/3$, $1/4$, $1/5$ and $1/6$ of a measurement</i>	
E2		<i>I can find a fraction of a number by using division</i>	
E3		<i>I can find fractions of numbers</i>	

Understanding Shape	Relate 2-D shapes and 3-D solids to drawings of them; describe, visualise, classify, draw and make the shapes	B1	<i>I can recognise shapes from drawings</i>
		B2	<i>I can name and describe shapes I can sort shapes into sets, saying what is the same about each of the shapes I can recognise whether a 2D shape is symmetrical or not and describe how I know</i>
		B3	<i>I can describe the properties of shapes I can sort shapes using different properties</i>
	Draw and complete shapes with reflective symmetry; draw the reflection of a shape in a mirror line along one side	B2	<i>I can draw a symmetrical shape I can reflect a shape when the mirror line is one of its sides</i>
		D2	<i>I can reflect a shape in one of its sides</i>
	Read and record the vocabulary of position, direction and movement, using the four compass directions to describe movement about a grid	D1	<i>I can describe the position of a square on a grid I can use the compass points (north, south, east and west) to describe a direction</i>
		D2	<i>I can follow and give instructions to make turns</i>
	Use a set-square to draw right angles and to identify right angles in 2-D shapes; compare angles with a right angle; recognise that a straight line is equivalent to two right angles	D2	<i>I can identify right angles in shapes and use a set-square to check</i>
		B3	<i>I can say whether the angles of a 2D shape are right angles or whether they are smaller or bigger</i>
		D3	<i>I can test whether an angle is equal to, bigger than or smaller than a right angle</i>

Measuring	Know the relationships between kilometres and metres, metres and centimetres, kilograms and grams, litres and millilitres; choose and use appropriate units to estimate, measure and record measurements	C1	<i>I can suggest sensible units to measure lengths</i>
		D1	<i>I know how many grams are the same as 1 kg I can estimate whether an object is lighter than a 100 g weight</i>
		C2	<i>I know that temperature can be measured in degrees Celsius</i>
		D2	<i>I know how many cm make 1 metre and how many metres make 1 km I can decide whether a length would be measured in centimetres, metres or kilometres</i>
		C3	<i>I can choose suitable units to estimate and measure length</i>
	Read, to the nearest division and half-division, scales that are numbered or partially numbered; use the information to measure and draw to a suitable degree of accuracy	C1	<i>I can use a ruler or a tape measure to measure a length to the nearest 1/2 cm</i>
		D1	<i>I can read scales to the nearest division or half-division</i>
		C2	<i>I can read the temperature on a thermometer to the nearest degree</i>
		C3	<i>I can read a scale to the nearest division or half-division</i>
		D3	<i>I can say what one division on a scale is worth I can read a scale to the nearest division or half-division</i>
	Read the time on a 12-hour digital clock and to the nearest 5 minutes on an analogue clock; calculate time intervals and find start or end times for a given time interval	D1	<i>I can tell the time to the nearest 5 minutes I can find how long an activity takes if I know when it starts and when it ends</i>
		C2	<i>I can find how long a journey took if I know the start and end times</i>
		D3	<i>I can tell the time to the nearest 5 minutes I can work out the start or end time for an activity</i>

Handling Data	Answer a question by collecting, organising and interpreting data; use tally charts, frequency tables, pictograms and bar charts to represent results and illustrate observations; use ICT to create a simple bar chart	C1	<i>I can explain what a frequency chart tells me</i>
		C2	<i>I can show information in a pictogram where each picture represents 2 people</i>
		C3	<i>I can show information in a tally chart or bar chart</i>
	Use Venn diagrams or Carroll diagrams to sort data and objects using more than one criterion	C1	<i>I can place objects on a Venn diagram</i>
		C2	<i>I can place objects on a Carroll diagram</i>