



# Year Maths 3 – Key Performance Indicators



|  | <b>Evidence collection</b> |  |  |  |  |  |  |
|--|----------------------------|--|--|--|--|--|--|
| <b><u>Meeting statements</u></b>   |                            |  |  |  |  |  |  |
| <b>Number, Place Value, approximation estimation and rounding</b>  |                            |  |  |  |  |  |  |
| I can count from 0 in multiples of 4,8,50 and 100  |                            |  |  |  |  |  |  |
| I can compare and order numbers up to 1000   |                            |  |  |  |  |  |  |
| I can read and write numbers to 1000 in numerals and words   |                            |  |  |  |  |  |  |
| I can find 10 or 100 more or less than a given number  |                            |  |  |  |  |  |  |
| I can recognise the place value of each digit in a 3 digit number  |                            |  |  |  |  |  |  |
| I can identify represent and estimate numbers using different representations  |                            |  |  |  |  |  |  |
| I can solve number problems and practical problems using the above   |                            |  |  |  |  |  |  |
| <b>Calculations</b>  |                            |  |  |  |  |  |  |
| I can add and subtract mentally a 3 digit number and ones  |                            |  |  |  |  |  |  |
| I can add and subtract mentally a 3 digit number and tens  |                            |  |  |  |  |  |  |
| I can add and subtract mentally a 3 digit number and hundreds  |                            |  |  |  |  |  |  |
| I can add and subtract numbers with up to 3 digits using formal written methods of addition and subtraction  |                            |  |  |  |  |  |  |
| I can estimate the answer to a calculation and use inverse operation to check answers  |                            |  |  |  |  |  |  |
| I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction  |                            |  |  |  |  |  |  |
| I can recall and use multiplication and division facts for the 3x, 4x and 8x table   |                            |  |  |  |  |  |  |
| I can write and calculate mathematical statements for multiplication and division using the multiplication tables, including for 2 digit numbers, using mental and progressing to formal written methods |                            |  |  |  |  |  |  |
| I can solve problems, including missing number problems, involving multiplication and division, including integer scaling and correspondence problems in which n objects are connected to m objects      |                            |  |  |  |  |  |  |
| <b>Fractions, decimals and percentages</b>   |                            |  |  |  |  |  |  |
| I can count up and down in tenths  |                            |  |  |  |  |  |  |
| I recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1 digit numbers or quantities by 10  |                            |  |  |  |  |  |  |



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|--|--|--|--|--|--|--|--|
| I recognise and can 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 denominator   |  |  |  |  |  |  |  |
| I can add and subtract fractions with the same denominator within a whole  |  |  |  |  |  |  |  |
| I can solve problems involving the above   |  |  |  |  |  |  |  |
| <b>Measurement</b>   |  |  |  |  |  |  |  |
| I can compare and measure lengths using cm, m and mm   |  |  |  |  |  |  |  |
| I can compare and measure mass using kg and g  |  |  |  |  |  |  |  |
| I can compare and measure volume and capacity using l and ml   |  |  |  |  |  |  |  |
| I can add and subtract lengths using m, cm and mm  |  |  |  |  |  |  |  |
| I can add and subtract mass using kg and g   |  |  |  |  |  |  |  |
| I can add and subtract volume and capacity including using l and ml  |  |  |  |  |  |  |  |
| I can tell and write the time from an analogue clock (12 hour clock)   |  |  |  |  |  |  |  |
| I can tell and write the time from an analogue clock (24 hour clock)   |  |  |  |  |  |  |  |
| I can tell and write the time from an analogue clock (roman numerals)  |  |  |  |  |  |  |  |
| I can estimate and read time with increasing accuracy to the nearest minute  |  |  |  |  |  |  |  |
| I can record and compare time in terms of seconds, minutes and hours   |  |  |  |  |  |  |  |
| I can use the following vocabulary: o'clock, am, pm, morning, afternoon, noon and midnight   |  |  |  |  |  |  |  |
| I know the numbers of seconds in a minute  |  |  |  |  |  |  |  |
| I know the number of days in each month, year and leap year  |  |  |  |  |  |  |  |
| I can measure the perimeter of simple 2d shapes  |  |  |  |  |  |  |  |
| I can add and subtract amounts of money to give change, using both £ and p in a practical context  |  |  |  |  |  |  |  |
| I can compare the duration of events   |  |  |  |  |  |  |  |
| <b>Geometry-properties of shapes</b>   |  |  |  |  |  |  |  |
| I can identify horizontal, vertical lines and pairs of parallel and perpendicular lines  |  |  |  |  |  |  |  |
| I can draw 2d shapes   |  |  |  |  |  |  |  |



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|   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| I can make 3d shapes using modelling materials  |  |  |  |  |  |  |  |
| I recognise 3d shapes in different orientations and describe them   |  |  |  |  |  |  |  |
| I recognise that angles are a property of shape or a description of turn  |  |  |  |  |  |  |  |
| I can identify right angles   |  |  |  |  |  |  |  |
| I recognise that 2 right angles make a half turn and three make a quarter turn                                      |  |  |  |  |  |  |  |
| I can identify whether angles are greater than or less than a right angle   |  |  |  |  |  |  |  |
| I can identify whether angles are greater than or less than a right angle   |  |  |  |  |  |  |  |
| <b>Statistics</b>   |  |  |  |  |  |  |  |
| I can interpret and present data using bar charts and, pictograms and tables  |  |  |  |  |  |  |  |
| I can solve one step and two step questions using information presented in scaled bar charts, pictograms and tables |  |  |  |  |  |  |  |