Year 3 Mathematics Progress and Target Record Sheet Name: _____

	1	2	Year 3
Number and Place Value	☐☐☐☐☐☐ a1 I can count (forwards and backwards) to more than 100, beginning from any given number (including 0) ☐☐☐☐☐☐ a2 I can count in steps of two, five and ten	☐☐☐☐☐☐ a I can count (forwards and backwards) in steps of 2, 3, and 5 from 0, and in tens from any number ☐☐☐☐☐☐ b I know the place value of both digits in a two-digit number (like 48)	☐☐☐☐☐☐ a1 I can count from 0 in multiples of 4, 8, 50 and 100 ☐☐☐☐☐☐ a2 I can say 10 or 100 more or less than a number I am given ☐☐☐☐☐☐ b I know the place value of each digit in a three-digit number ☐☐☐☐☐☐ c I can find answers to number problems (including practical problems and ones using objects) using my knowledge of counting in 4s, 8s, 50s & 100s; my knowledge of place value and my ability to count on and count back 10 or 100.
Addition and Subtraction	☐☐☐☐☐☐ d I can add and subtract one-digit and two-digit numbers to 20, including zero (e.g. doing sums like 13-7; 6+13)	☐☐☐☐☐☐ d I can do addition (add) and subtraction (take away) sums including: TU+U, TU+T, TU+TU and U+U+U; TU-U, TU-T and TU-TU	☐☐☐☐☐☐ d I can add and subtract numbers in my head, including: HTU+U, HTU+T and HTU+H ☐☐☐☐☐☐ E I can add and subtract numbers with up to three digits, using written column addition and subtraction
Multiplication and Division		☐☐☐☐☐☐ f I know the 2, 5 and 10 times tables; I can use these multiplication and division facts to help me answer sums and to recognise odd and even numbers ☐☐☐☐☐☐ g I can find answers to simple times (multiplication) and share by (division) sums; I can write down sums using the multiplication (×), division (÷) and equals (=) signs	☐☐☐☐☐☐ f I know my 3, 4 and 8 multiplication tables and I can use these multiplication and division facts to help me do calculations ☐☐☐☐☐☐ g1 I can write down and find answers to multiplication and division sums using the multiplication tables I know (including for TUxU) in my head ☐☐☐☐☐☐ g2 I am beginning to use written methods for multiplication and division sums
Fractions	☐☐☐☐☐☐ i1 I know that a half is one of two equal parts of an object, shape or number; I can recognise a half of something ☐☐☐☐☐☐ i2 I know that a quarter is one of four equal parts of an object, shape or number; I can recognise a quarter of something	☐☐☐☐☐☐ i I can recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, a shape, a set of objects or a quantity	☐☐☐☐☐☐ h1 I can count up and down in tenths; ☐☐☐☐☐☐ h2 I know that tenths come from dividing something into 10 equal parts and by dividing numbers by 10 ☐☐☐☐☐☐ i I can work out and write down fractions of a set of objects; I can work out and write unit fractions [such as $\frac{1}{4}$] and some non-unit fractions [such as $\frac{3}{4}$]* ☐☐☐☐☐☐ j I can pick out and show, using diagrams, some equivalent fractions*
Measures	☐☐☐☐☐☐ k1 I can measure length/height, weight/mass, capacity/volume & time; I can write down my measurements with some help ☐☐☐☐☐☐ k3 I can compare and describe lengths/heights (using maths terms like long, short, tall, longer, shorter, taller, double, half) and do the same for weight/mass, capacity/volume & time; I can find answers to practical measurement problems	☐☐☐☐☐☐ k1 I can measure (to the nearest unit): lengths and heights (in metres or centimetres); mass (in kilograms and grams); temperature (in °C); capacity (in litres or millilitres) ☐☐☐☐☐☐ k3 I can compare and order lengths, mass, volume/capacity and record the results; I can use symbols >, < and = to do this	☐☐☐☐☐☐ k I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volumes/capacities (l/ml)
(Money)	☐☐☐☐☐☐ l In money, I know the value of different coins and notes; I can pick out a coin or note I am asked to	☐☐☐☐☐☐ l I can use coins and notes to add up and take away amounts of money (using pounds or pence) including giving change	☐☐☐☐☐☐ l I can use coins and notes to add and subtract amounts of money; I can give change, using both £ and p
(Time)	☐☐☐☐☐☐ m I can tell the time to the hour and half past the hour; I can draw the hands on a clock face to show these times ☐☐☐☐☐☐ N I can put events in (time) order using language like: before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening	☐☐☐☐☐☐ m I can tell the time to five minutes, including quarter past/quarter to the hour; I can write the time and draw the hands on a clock face to show times ☐☐☐☐☐☐ N When thinking about time, I can say which internals are longer and which are shorter and can put them in order of length	☐☐☐☐☐☐ m I can tell and write down the time from an analogue clock (including using Roman *numerals from I to XII*) and 12-hour and 24-hour clocks ☐☐☐☐☐☐ N I can estimate and read time to the nearest minute; I can record and compare time in terms of seconds, minutes and hours and use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
Geometry: Properties of Shape	☐☐☐☐☐☐ O I recognise and can name common 3-D shapes (e.g. cubes, cuboids, pyramids & spheres)	☐☐☐☐☐☐ O I can name and describe the properties of 3-D shapes, including the number of edges, vertices and faces ☐☐☐☐☐☐ P I can describe a turn in terms of right angles for quarter, half and ¾ turns	☐☐☐☐☐☐ O I can name 3-D shapes in different orientations and describe them ☐☐☐☐☐☐ p1 I can identify right angles; I know that two right angles make a half-turn, three make three quarters of a turn and four a complete turn ☐☐☐☐☐☐ p2 I can tell whether angles are greater or less than a right angle
Statistics		☐☐☐☐☐☐ q I can read and draw simple pictograms, tally charts, block diagrams and simple tables	☐☐☐☐☐☐ q I can read and present data using bar charts, pictograms and tables

Maths I have used in different topics, projects and subjects:

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My maths diary: what I particularly enjoyed; what helped me learn; important targets for me

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Name _____

Class _____ **School Year** _____

Year 3 Mathematics Progress and Targets Booklet