

# Numeracy Key Objectives Record of Achievement/Self Assessment Sheet

Name \_\_\_\_\_ Year 3

	1	2	Year 3 key objectives	4	5
A	I can read and write numerals from 0 to at least 20. (KO) I can sometimes say what each digit in a two-digit number represents.	I can read and write whole numbers to at least 100 in figures and words. I know what each digit in a two-digit number represents, including 0 as a place holder. (KO)	I can read, write and order whole numbers to at least 1000 in figures and words; I know what each digit represents.	I can read, write and order whole numbers to at least 10000 in figures and words; I know what each digit represents.	I can read, write and order whole numbers in figures and words; I know what each digit represents.
B	I can count on and back in ones from any small number I can in tens from and back to zero. (KO)	I can count on or back in ones or tens, starting from any two-digit number. (KO)	I can count on or back in tens or hundreds from any two or three-digit number	(For number patterns formed by counting from any number in steps of constant size) I can spot number sequences and say what number is being added or taken away each time. I can continue the sequences; I can go back beyond zero when counting back.	And...I can do this for number patterns that include decimals.
C		I can sometimes spot half a shape and one quarter of a shape. I can sometimes show half or a quarter of a small numbers of objects.	I know fractions such as $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{1}{5}$ , $\frac{1}{10}$ . I can show $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ , etc. of a shape or set of objects. I can use these to find fractions of shapes and numbers.	I know fractions such as $\frac{2}{3}$ or $\frac{5}{8}$ that are several parts of a whole, and mixed numbers, such as $5\frac{3}{4}$ ; I can pick out equivalent fractions. I can write some fractions that are equivalent to a fraction I am given. (KO)	I can use fraction notation, including mixed numbers, and the terms <i>numerator</i> and <i>denominator</i> . I can change improper fractions to mixed numbers. I notice when two simple fractions are equivalent, and I can relate hundredths to tenths.
D	I know by heart all pairs of numbers with a total of 10. (KO)	I know by heart all addition and subtraction facts for each number to 10. (KO) (I don't have to count up or back in my head to find the answer and I can give my answers quite quickly.)	I know by heart all addition and subtraction facts for each number to 20. (I don't have to count up or back in my head to find the answer and I can give my answers quite quickly.)	I know all addition and subtraction facts for each number to 20 by heart really well. I give my answers straight away.	I can give correct answers quickly to sums where I need to know: <ul style="list-style-type: none"> <li>• pairs decimals that total 1 (e.g. 0.2 + 0.8)</li> <li>• pairs decimals that total 10 (e.g. 6.2 + 3.8).</li> <li>• two-digit pairs that total 100 (e.g. 43 + 57)</li> <li>• pairs of multiples of 50 with a total of 1000 (e.g. 350 + 650).</li> </ul>
E	I can add 9 to single-digit numbers by adding 10 then subtracting 1.	I can add/subtract 9 or 11 by adding/subtracting 10 and adjusting by 1. I am beginning to add/subtract 19 or 21 by adding/subtracting 20 and adjusting by 1.	I can add and subtract mentally a 'near multiple of 10' (e.g. 39, 61, etc.) to or from any two-digit number.	In mental arithmetic, I can add or subtract the nearest multiple of 10 and then adjust to find the correct answer.	In mental arithmetic, I can add or subtract the nearest multiple of 10 or 100 and then adjust to find the correct answer.
F		I know by heart all the facts for the 2 and 10 multiplication tables. (KO)	I know by heart all the facts for the 2, 5 and 10 multiplication tables	I know by heart all the facts for the 2, 3, 4, 5 and 10 multiplication tables. (KO)	I know by heart all multiplication facts up to 10x10. (KO)
G		I am beginning to understand division as grouping things (repeated subtraction) or sharing things out.	I understand division and know that division is the inverse (the opposite) of multiplication.	I understand how division is the inverse (the opposite) of multiplication and how division is related to subtraction.	Understand the effect of addition, subtraction, multiplication and division. I understand the relationships between these four operations.
H		When working with money, I am beginning to use the £, p signs to read and write amounts of money.	When working with money, I understand and use £, p signs correctly to read and write amounts of money.	I can change pounds into pence and I can change pence into pounds and pence.	I can make simple conversions of pounds to foreign currency.
I	I can choose and use the right number operations (addition or subtraction) and mental strategies to solve problems.	I can choose and use the right number operations (addition or subtraction) and efficient calculation strategies (e.g. mental, mental with jottings) to solve problems. (KO)	I can choose and use the right number operations (addition, subtraction, multiplication or division) to solve word problems. I can explain my methods and reasoning.	I can choose and use appropriate number operations and ways of calculating (mental, mental with jotting, pencil & paper) to solve problems. I can explain my methods and reasoning.	I can choose and use appropriate number operations and ways of calculating (mental, mental with jotting, written methods and calculator) to solve problems. I can explain my methods and reasoning.

1	2	Year 3 key objectives	4	5
I can make whole turns and half turns.	I know that a right angle is a quarter turn. I can point out right angles in squares and rectangles.	I can point out right angles in shapes printed in a book and in the classroom.	I know that a whole turn is 4 right angles. I know that a quarter turn is 1 right angle and that a right angle is 90°.	

J

I understand and can use words to do with telling the time.	I can use units of time (second, minute, hour, day, week) correctly and know the relationships between them (e.g. how many hours in a day, minutes in an hour, etc.)	I can use units of time (second, minute, hour, day, week, month, year) correctly and know the relationships between them (e.g. how many hours in a day, minutes in an hour, etc.)	I can use, read and write words related to time. Estimate and check times using secs, mins, hrs. Read analogue clocks (to nearest minute) and 12 hr digital clocks. Use am/pm and digital notation for reading and writing time.	I can use units of time, read the time on a 24 hour clock and use 24 hour clock notation.
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K

I can fold shapes in half, then make them into symmetrical patterns.	I can sometimes spot a line symmetry of a shape.	I can identify lines of symmetry in simple shapes and recognise shapes that do not have any lines of symmetry.	I can draw the reflection of a simple shape in a mirror line (when the mirror line is parallel to one side and all sides are parallel or perpendicular to the mirror line).	I can complete symmetrical patterns with 2 lines of symmetry at right angles. I can recognise where a shape will be after it is reflected in a mirror line.
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L

1	2	Year 3 key objectives	4	5
I can solve a maths problem by sorting, classifying and organising information (such as objects or pictures) in a list or simple table.	I can solve a maths problem by sorting, classifying and organising information in a list, a simple table, a pictogram or block graph.	I can solve a maths problem by organising data in simple lists, tables and graphs and then deciding what the data means.	I can solve a problem by quickly collecting and organising data, putting it into tables, charts, graphs & diagrams (including ones done on the computer) and then deciding what the data means.	I can solve a problem by putting data into tables, charts, graphs and diagrams, including those produced by computer. I can interpret the data, deciding what it means.

M

I can choose and use the right number operations (addition or subtraction) and mental strategies to solve problems.	I can choose and use the right number operations (addition or subtraction) and efficient calculation strategies (e.g. mental, mental with jottings) to solve problems. (KO)	I can choose and use the right number operations (addition, subtraction, multiplication or division) to solve word problems. I can explain my methods and reasoning.	I can choose and use appropriate number operations and ways of calculating (mental, mental with jotting, pencil & paper) to solve problems. I can explain my methods and reasoning.	I can choose and use appropriate number operations and ways of calculating (mental, mental with jotting, written methods and calculator) to solve problems. I can explain my methods and reasoning.
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