Name		Class of	
Mathematics: Planning & Assessment Y3			
Statements	11	23	34, **including all bold KPIs**
Attainment	**Year 3 Emerging**	**Year 3 Developing**	**Year 3 Secure**
For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas as possible. *Ensure you have identified and dated where children have achieved each statement in the boxes below.*			

Y3 Maths- 43 statements and 20KPIs		**Date when statement has been achieved.**		
Number & Place Value	**Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.**			
	Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).			
	Compare and order numbers up to 1000.			
	Identify, represent and estimate numbers using different representations.			
	Read and write numbers up to 1000 in numerals and in words.			
	Solve number problems and practical problems involving these ideas.			
Addition & Subtraction	**Add and subtract numbers mentally, including: a three-digit number and ones;**			
	Add and subtract numbers mentally, including: a three-digit number and tens;			
	Add and subtract numbers mentally, including: a three-digit number and hundreds.			
	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.			
	Estimate the answer to a calculation and use inverse operations to check answers.			
	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.			
Multiplication & Division	**Recall and use multiplication and division facts for the multiplication tables: x3**			
	Recall and use multiplication and division facts for the multiplication tables: x4			
	Recall and use multiplication and division facts for the multiplication tables: x8.			
	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.			
	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	**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.**			
	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.			
	Recognise and use fractions as numbers: unit fractions (numerator of 1) and non-unit fractions with small denominators.			
	Recognise and show, using diagrams, equivalent fractions with small denominators.			
	Add and subtract fractions with the same denominator within one whole [for example,5/7 + 1/7 = 6/7].			
	Compare and order unit fractions, and fractions with the same denominators.			
	Solve problems that involve all of the above.			
Measurement	**Measure, compare, add and subtract: lengths (m/cm/mm);**			
	Measure, compare, add and subtract: mass (kg/g);			
	Measure, compare, add and subtract: volume/capacity (l/ml).			
	Measure the perimeter of simple 2-D shapes.			
	Add and subtract amounts of money to give change, using both £ and p in practical contexts.			
	Tell and write the time from: an analogue clock and 12-hour and 24-hour clocks;			
	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.			
	Know the number of seconds in a minute and the number of days in each month, year and leap year			
	Compare durations of events [for example to calculate the time taken by particular events or tasks].			
	Tell and write the time from: an analogue clock, including using Roman numerals from I to XII.			
Geometry: Properties of shapes	Draw 2-D shapes and make 3-D shapes using modelling materials.			
	Recognise 3-D shapes in different orientations and describe them.			
	Recognise angles as a property of shape or a description of a turn.			
	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.			
	Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.			
Statistics	**Interpret and present data using bar charts, pictograms and tables.**			
	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.			