ALL SAINTS CEVA PRIMARY SCHOOL

National Curriculum 2014 MATHEMATICS

KEY STAGE 2 These are the Year 3 objectives and 'child speak' targets for **MATHEMATICS**
The 'key' objectives are highlighted.

Objective	**Child Speak Target**
Number Place Value	
Count from 0 in multiples of 4, 8, 50 and 100.	*I can count from 0 in steps of 4, 8, 50 and 100.*
Find 10 or 100 more or less than a given number.	*I can 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).	*I know what each digit means in three-digit numbers such as 204.*
Compare and order numbers up to 1000.	*I can compare and order numbers up to 1000.*
Identify, represent and estimate numbers using different representations.	*I can identify and estimate numbers in different units such as length (mm and m) and weight (g and kg).*
Read and write numbers up to 1000 in numerals and in words.	*I read and write numbers up to 1000 in numerals and in words.*
Solve number problems and practical problems involving working with and estimating numbers up to 1000 in a variety of units.	*I can solve number problems, working with numbers up to 1000 and in different units of measurement.*
Addition Subtraction	
Add and subtract numbers mentally, including three-digit number and ones.	*I can add and subtract numbers in my head, including questions such as 432 - 7.*
Add and subtract numbers mentally, including three-digit number and tens.	*I can add and subtract numbers in my head, including questions such as 432 - 70.*
Add and subtract numbers mentally, including three-digit number and hundreds.	*I can add and subtract numbers in my head, including questions such as 432 - 300.*
Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.	*I can use written methods to add or subtract two three-digit numbers.*
Estimate the answer to a calculation and use inverse operations to check answers.	*I can estimate the answer to a question before I work it out and then use inverse operations to check the answer when I have finished.*
Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	*I solve problems such as missing numbers (for example, 452 - ? = 122) using my knowledge of number facts and methods of addition and subtraction.*
Multiplication Division	
Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	*I know my 3, 4 and 8 times tables.*
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.	*I can answer multiplication and division questions such as 16 x 5 or 45 divided by 9.*
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.	*I can solve more complex problems and missing number questions involving multiplication and division.*
Fractions	
Count up and down in tenths.	*I can 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.	*I know that tenths can be found by dividing an object or shape into ten equal parts or by dividing numbers by 10.*
Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.	*I can find a fraction (such as 2/5 or 3/4) of a set of objects.*

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Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.	*I know how to find fractions of a number or shape - such as 3/5 ,1/4 or 4/6.*
Recognise and show, using diagrams, equivalent fractions with small denominators.	*I can show that some fractions have the same value - such as 1/2, 3/6 and 5/10 or 1/3 and 3/9.*
Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7].	*I can add and subtract fractions with the same denominator [for example, 5/7 + 1/7 = 6/7].*
Compare and order unit fractions, and fractions with the same denominators.	*I can compare and order unit fractions, and fractions with the same denominators.*
Solve problems that involve my understanding of fractions.	*I solve problems that finding, ordering or comparing fractions.*
Measurement	
Measure, compare, add and subtract: lengths (m,cm,mm); mass (kg,g); volume,capacity (l,ml).	*I can measure and compare in these units: lengths (m,cm,mm), weight (kg,g) and capacity (l,ml).*
Measure the perimeter of simple 2-D shapes.	*I can measure the perimeter od a 2-D shape such as a square or triangle.*
Add and subtract amounts of money to give change, using both £ and p in practical contexts.	*I can work on money problems, adding and subtracting amounts of money and working out how much change is left. I use both £ and p in my problems.*
Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.	*I can tell and write the time from a clock with numbers or Roman numerals or using 12 and 24 hour clocks.*
Estimate and read time with increasing accuracy to the nearest minute.	*I can tell the time accurately to the nearest minute.*
Record and compare time in terms of seconds, minutes and hours.	*I can measure and record time passing in seconds, minutes and hours.*
Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.	*I know and use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight in my maths work.*
Know the number of seconds in a minute and the number of days in each month, year and leap year.	*I 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].	*I can calculate how long an event or task took to complete.*
Shape	
Draw 2-D shapes and make 3-D shapes using modelling materials.	*I draw 2-D shapes and make 3-D shapes using modelling materials.*
Recognise 3-D shapes in different orientations and describe them.	*I recognise and can describe 3-D shapes even when they have been turned about in different ways.*
Recognise angles as a property of shape or a description of a turn.	*I know an angle is used to measure how far something turns. An angle is also the point in a 2-D shape.*
Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn .	*I know what a right angles is and I know that two right angles make a half-turn, three make three quarters of a turn and four right angles make a complete turn.*
Identify whether angles are greater than or less than a right angle.	*I can tell whether an angle is greater than or less than a right angle.*
Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	*I know when a line is horizontal or vertical or when two lines are perpendicular or parallel.*
Statistics	
Interpret and present data using bar charts, pictograms and tables.	*I can answer questions about bar charts, pictograms and tables and make my own 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.	*I can answer maths problems such as 'How many more?' and 'How many fewer?' by finding the information in bar charts, pictograms and tables.*