MATHS YEAR 3
National Curriculum Non-Negotiables

Number and Place Value

Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
I can count from 0 in multiples of 4, 8, 50 and 100 and 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 can recognise the place value of each digit of a number with hundreds, tens and units.

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 find, show and estimate numbers using objects and pictures.

Read and write numbers up to 1000 in numerals.
I can read and write numbers up to 1000 in numbers.

Read and write numbers up to 1000 in words.
I can read and write numbers up to 1000 in words.

Solve number problems and practical problems involving these ideas.
I can solve number and word problems.

Addition and Subtraction

Add and subtract numbers mentally, including a three-digit number and ones.
I can add and subtract numbers in my head, including a three digit number and ones.

Add and subtract numbers mentally, including a three-digit number and tens.
I can add and subtract numbers in my head, including a three digit number and tens.

Add and subtract numbers mentally, including a three-digit number and hundreds.
I can add and subtract numbers in my head, including a three digit number and hundreds.

Add numbers with up to three digits using the formal written method of columnar addition.
I can add numbers with up to three digits using formal column methods.

Subtract numbers with up to three digits using the formal written method of columnar subtraction.
I can subtract numbers with up to three digits using formal column methods.

Estimate the answer to a calculation and use inverse operations to check answers.
I can estimate the answer to a calculation and use this and inverse operations to check answers.

Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Multiplication and Division

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
I can recall and use multiplication and division facts for the 3, 4 and 8 times tables.

Write and calculate mathematical statements for multiplication and division using the multiplication tables that he/she knows, including for two-digit numbers times one-digit numbers, using mental methods and progressing to formal written methods.
I can calculate multiplication and division problems, both mentally and in writing, using the times tables, including two digit numbers times one digit numbers.

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.
I can count up and down in tenths, and know that tenths are made 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.
I can write and find fractions for a set of data and can recognise fractions with small denominators.

Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
I can find and use fractions of numbers e.g. 1/4 of 8 = 2 and 3/4 of 8 = 6.

Recognise and show, using diagrams, equivalent fractions with small denominators.
I can identify and show equivalent fractions.

Add fractions with the same denominator within one whole e.g. 5/7 + 1/7 = 6/7.
I can add fractions with the same denominator within one whole.

Subtract fractions with the same denominator within one whole e.g. 6/7 - 1/7 = 5/7.
I can subtract fractions with the same denominator within one whole.

Compare and order unit fractions, and fractions with the same denominators.
I can compare and order fractions with the same denominator.

Solve fraction problems.
I can solve fraction problems.

Properties of Shape

Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.
I can draw 2-D shapes and make 3-D shapes using modelling materials. I can recognise 3-D shapes in different orientations.

Recognise angles as a property of shape or a description of a turn.
I can recognise angles a property of shape. I know that angles are 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.
I can spot right angles. I know that two right angles make a half-turn, three make three quarters of a turn and four make a full turn. I can spot when angles are greater or less than a right angle.

Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
I can spot horizontal and vertical lines and pairs of perpendicular and parallel lines.

Measurement

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume and capacity (l/ml).

Measure the perimeter of simple 2-D shapes.
I can measure the perimeter of simple 2-D shapes.

Add and subtract amounts of money to give change, using both £ and p in practical contexts.
I can add and subtract money giving, change and using pounds and pence. I can do this with real coins and notes.

Tell the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.
I can tell the time on a clock face. I can do this if it uses Roman numerals from I to XII, and I can use 12-hour or 24-hour clocks.

Write the time using an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.
I can write the time on a clock face. I can do this if I use Roman numerals from I to XII, and I can use 12-hour or 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.
I can estimate and read the time to the nearest minute. I can record time in seconds, minutes and hours. I can use the words 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.
I can tell you the number of seconds in a minute and how many days there are in a month, a year, and a leap year.

Compare durations of events e.g. calculate the time taken by particular events or tasks.
I can compare how much time is taken by different events or tasks.

Statistics

Interpret and present data using bar charts, pictograms and tables.
I can interpret and present data using bar charts, pictograms and tables.

Solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?', using information presented in scaled bar charts, pictograms and tables.
I can solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?' using information presented in scaled bar charts, pictograms and tables.

*All these Target Tracker statements cover the National Curriculum statutory requirements
** Statements in bold are Target Tracker KPI's

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I can solve problems, including missing number problems, involving multiplication and division, including factors and ratio.