

This side should be glued to the cover of pupils' maths books.

Green – Autumn Term

Red – Spring Term

Purple – Summer Term

This should be kept as an on-going record of pupils' achievements.  
Working towards objective – no mark  
At mastery – yellow shade  
At Greater Depth – red shade

Name:

## Number and Place Value

I can count from 0 in multiples of 4, 8, 50 and 100.  
Find 10 or 100 more or less than a given number.

I can read and write numbers to 1,000 in numerals and words

I can compare and order numbers up to 1000

I recognise the place value of each digit in a 3 digit number

## Addition and Subtraction

I can add and subtract numbers mentally, including:  
3-digit number and ones; 3-digit numbers and tens; 3-digit numbers and hundreds

I can add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction.

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

I can count up and down in tenths; recognise that tenths arise from dividing and object into ten equal parts and in dividing numbers or quantities by 10.

I can add and subtract measures (length, weight and volume) with up to 3 digits, using formal written methods of columnar addition and subtraction.

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

## Measures

I can measure the perimeter of simple 2D shapes.

I can estimate and read time with increasing accuracy to the nearest minute; Tell and write the time from an analogue clock, including using Roman numerals from I to XII

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

I can read 12-hour and 24-hour clocks

I can record and compare time in terms of seconds, minutes, hours.

I use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight.

I know the numbers of seconds in a minute and the number of days in each month, year and leap year.

I can compare durations of events, for example to calculate time taken by particular events or tasks.

## Multiplication and Division

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

I can write and calculate mathematical statements for multiplication using known multiplication tables, including 2-digit x 1-digit, using mental and progressing to formal written methods.

I can write and calculate mathematical statements for division using known multiplication tables, including 2-digit x 1-digit, using mental and progressing to formal written methods.

Write and calculate mathematical statements for multiplication and division using known multiplication tables, including use of money and length

I practise formal methods of multiplication and division, including a high focus on reasoning

## Geometry

I can make 3D shapes using modelling materials; recognise 3D shapes in different orientations; and describe them

I can draw 2D shapes

I recognise angles are a property of shape or a description of a turn.

I can identify right angles, recognise that two right angles make a half-turn, three make three quarters and four a complete turn

I can identify whether angles are greater than or less than a right angle

I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

## Statistics

I can interpret and present data using: bar charts; pictograms and tables

I can solve 1-step and 2-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts pictograms and other graphs

## Fractions

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

I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

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

I can add and subtract fractions with the same denominator within one whole.