

Year 3 Maths Objectives

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| <p>[KEY] I can show that some fractions have the same value - such as $\frac{1}{2}$, $\frac{3}{6}$ and $\frac{5}{10}$ or $\frac{1}{3}$ and $\frac{3}{9}$.</p> | <p>I solve problems such as missing numbers (for example, $452 - ? = 122$) using my knowledge of number facts and methods of addition and subtraction.</p> | <p>[KEY] I can add and subtract numbers in my head, including questions such as $432 - 7$.</p> | <p>[KEY] I can add and subtract numbers in my head, including questions such as $432 - 70$.</p> | <p>[KEY] I know my 3, 4 and 8 times tables.</p> | <p>I can add and subtract fractions with the same denominator [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$].</p> | |
| | <p>[KEY] I can answer multiplication and division questions such as 16×5 or 45 divided by 9.</p> | <p>I can compare and order numbers up to 1000.</p> | <p>[KEY] I can count from 0 in steps of 4, 8, 50 and 100.</p> | <p>I can identify and estimate numbers in different units such as length (mm and m) and weight (g and kg).</p> | <p>I can solve more complex problems and missing number questions involving multiplication and division.</p> | |
| <p>[KEY] I can count up and down in tenths.</p> | <p>I read and write numbers up to 1000 in numerals and in words.</p> | <p>[KEY] I can find 10 or 100 more or less than a given number.</p> | <p>[KEY] I know what each digit means in three-digit numbers such as 204.</p> | <p>[KEY] I can solve number problems, working with numbers up to 1000 and in different units of measurement.</p> | <p>[KEY] I know that tenths can be found by dividing an object or shape into ten equal parts or by dividing numbers by 10.</p> | |
| | <p>[KEY] I can find a fraction (such as $\frac{2}{5}$ or $\frac{3}{4}$) of a set of objects.</p> | <p>I can use written methods to add or subtract two three-digit numbers.</p> | <p>[KEY] I can add and subtract numbers in my head, including questions such as $432 - 300$.</p> | <p>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.</p> | <p>I know how to find fractions of a number or shape - such as $\frac{3}{5}$, $\frac{1}{4}$ or $\frac{4}{6}$.</p> | |

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| | I recognise and can describe 3-D shapes even when they have been turned about in different ways. | I can measure and record time passing in seconds, minutes and hours. | I know and use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight in my maths work. | I know an angle is used to measure how far something turns. An angle is also the point in a 2-D shape. | |
| | [KEY] I know what a right angle 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. | I can measure the perimeter of a 2-D shape such as a square or triangle. | I can compare and order unit fractions, and fractions with the same denominators. | [KEY] 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. | [KEY] I can tell whether an angle is greater than or less than a right angle. |
| I know when a line is horizontal or vertical or when two lines are perpendicular or parallel. | [KEY] I can tell and write the time from a clock with numbers or Roman numerals or using 12 and 24 hour clocks. | I solve problems that involve finding, ordering or comparing fractions. | [KEY] I can measure and compare in these units: lengths (m,cm,mm), weight (kg,g) and capacity (l,ml). | I can tell the time accurately to the nearest minute. | [KEY] I can answer questions about bar charts, pictograms and tables and make my own bar charts, 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. | I can calculate how long an event or task took to complete. | I know the number of seconds in a minute and the number of days in each month, year and leap year. | I draw 2-D shapes and make 3-D shapes using modelling materials. | | |