Mathematics Key Objectives Record of Achievement/Self Assessment Sheet

Name _____ Year 3

	1	2	Year 3: main objectives (calculations)	4	5
A	I can use apparatus or jottings to help me do addition and subtraction sums like… 30 + 6, 65 + 30 and 8 + 7 and 9 – 4, 43 -2 and 56 – 20	When I do sums in my head, I can add a one-digit number or a multiple of 10 to any two-digit number. I can also take away a one-digit number or a multiple of 10 from any two-digit number.	**When I do sums in my head, I can add a one-digit and a two-digit number. I can also take away a one-digit number from a two-digit number.**	When I do sums in my head, I can add or take away pairs of two-digit whole numbers (e.g. 47 + 58, 91 – 35).	When I do sums in my head, I can add and take away numbers up to 1000. I can also take away one near-multiple of 1000 from another (e.g. 6070 – 4097).
B		I can use apparatus and jottings to help me add and take away two-digit numbers.	**I use written methods to add and subtract two digit and three digit numbers and to help me explain these sorts of sums.**	I use efficient written methods to add and subtract two-digit and three-digit numbers. I can also use written methods to add and subtract money in pounds and pence (e.g. £3.75 + £2.50; £3.75 - £2.50).	I use efficient written methods to add and subtract whole numbers and decimals with up to two places.
C			**I can times one-digit and two-digit numbers by 10 and 100.** **I can describe what happens to the digits in numbers when I times them by 10 or 100.**	I can multiply numbers up to a thousand by 10 and 100 and divide them by 10 and 100 (when the answers are whole numbers). I understand the effect of multiplying and dividing by 10 or 100 and I can relate this to changing from centimetres to metres, from grams to kilograms etc. and vice versa.	Using my knowledge of place value, I can multiply and divide whole numbers and decimals by 10, 100 and 1000.
D		I can use my maths vocabulary, apparatus and jottings to help me do multiplication and division sums, including divisions with remainders.	**I can use apparatus and jottings to multiply and divide two-digit numbers (e.g. 13 × 3, 50 ÷ 4).** **I can round remainders up or down after thinking about the context of the question and deciding which makes sense.**	I can use written methods to work out and explain multiplication and division of two-digit numbers by a one-digit number (e.g. 15 × 9, 98 ÷ 6), including division sums with remainders	I use efficient written methods to multiply and divide (including HTU × U, TU × TU, U.t × U and HTU ÷ U).
E	I can solve problems which need me to count, add, take away, double or halve numbers, measurements or money (e.g. to pay for something, to give change).	I can solve problems which need me to add, take away, times or divide numbers, measurements or money (pounds and pence).	**I can solve one-step and two-step problems involving numbers, money or measurements (including time).** **I decide what sums to do and complete them correctly.**	I can solve one-step and two-step problems involving numbers, money or measurements (including time). I decide what sums to do and complete them correctly. I use a calculator when it is sensible to do so.	I can solve one-step and two-step problems involving whole numbers and decimals and all four operations (+, -, x, ÷). I make good decisions about the best ways to do the calculations (when to use: mental methods with jottings, written methods and/or a calculator).

	1	2	Year 3: main objectives	4	5
F	I can put the numbers 0 to 20 in the right places on a number track and number line.	I can tell you the value of each digit in a two-digit number, including numbers like 20, 30, 40, 90. I can partition two-digit numbers in different ways, including into multiples of 10 and 1.	**I can partition three-digit numbers into multiples of 100, 10 and 1 in different ways.**	I can partition four-digit whole numbers. I can also round them to the nearest 100 or nearest 10 and put them in order correctly.	I can say what each digit represents in whole numbers and in decimals (up to two places). I can partition, round and order these numbers.
G	I know all the pairs of numbers which add up to 10. I am good at adding up numbers which give an answer up to 5. I can work out the answer to take away sums with these numbers.	I know all my number bonds (addition and subtraction) for each number up to at least 10. I know all the pairs which add up to 20. I also know all the pairs of "10s" numbers (e.g. 10, 20, 30.....90) which add up to 100.	**I know all my number bonds (addition and subtraction) for each number to 20.** **I know the sums and differences of multiples of 10 (10, 20, 30.....90) and pairs of numbers that add up to 100.**	I use my knowledge of number bonds and place value to work out sums and differences of pairs of multiples of 10, 100 or 1000.	I use my knowledge of place value and addition and subtraction of two-digit numbers to work out sums and differences … of decimals (e.g. 6.5 + 2.7 and 6.5 – 2.7).
H		I can spot reflective symmetry in patterns and 2-D Shapes. I can also draw lines of symmetry in shapes.	**I can draw and complete shapes with reflective symmetry. I can draw the reflection of a shape in a mirror line along one side.**	… I can sort polygons into different types by spotting their properties, including their line symmetry.	I can correctly complete patterns with 0, 1 or 2 lines of symmetry.
I	I can estimate, measure, weigh and compare objects. When I measure things, I choose and use suitable units and measuring instruments (e.g. a lever balance, metre stick or measuring jug).	When I am measuring something, I can read the numbered divisions on a ruler and other scales and even work out the correct measurement when each of the marks is not numbered (e.g. on a scale from 0 to 25 with intervals of 1 shown but only the divisions 0, 5, 10, 15 and 20 numbered). I can use a ruler to draw and measure lines to the nearest centimetre.	**When I am measuring something, I can read scales even when they are not completely numbered. I can read the measurement to the nearest division and half-division.** **I can use the information to measure and draw quite accurately.**	I can interpret intervals and divisions on scales that are not completely numbered. I record readings accurately – and to the nearest tenth of a unit where it is sensible to do so.	When I am measuring, I can interpret a reading that lies between two unnumbered divisions on a scale.
J	I can use diagrams to sort objects into groups according to a given criterion. I can suggest a different criterion for grouping the same objects.	I can use lists, tables and diagrams to sort objects. I can explain my choices clearly (using good language, including the word 'not').	**I can use Venn diagrams or Carroll diagrams to sort data and objects using more than one criterion.**		