

## Mathematics Year 3

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 2 Y3	Number Place Value			
KS 2 Y3	Number Place Value	[KEY] Count from 0 in multiples of 4, 8, 50 and 100. ↳ <b>GD objective:</b> Confidently count from 0 in multiples of 4, 8, 50 and 100.	<i>I can count from 0 in steps of 4, 8, 50 and 100.</i>	<i>I can count confidently from 0 in steps of 4, 8, 50 and 100.</i>
KS 2 Y3	Number Place Value	[KEY] Find 10 or 100 more or less than a given number. ↳ <b>GD objective:</b> Find 10 or 100 more or less than a given number in contexts of money and measures.	<i>I can find 10 or 100 more or less than a given number.</i>	<i>I can find 10 or 100 more or less than a given number when working with money or measures.</i>
KS 2 Y3	Number Place Value	[KEY] Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). ↳ <b>GD objective:</b> Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) and use this to solve mental calculations.	<i>I know what each digit means in three-digit numbers such as 204.</i>	<i>I know what each digit means in three-digit numbers such as 204 and I can use this to solve mental calculations.</i>
KS 2 Y3	Number Place Value	Compare and order numbers up to 1000. ↳ <b>GD objective:</b> Compare and order numbers up to 1000 and apply this to real-life situations.	<i>I can compare and order numbers up to 1000.</i>	<i>I can compare and order numbers up to 1000 and apply this to real-life situations.</i>
KS 2 Y3	Number Place Value	Identify, represent and estimate numbers using different representations. ↳ <b>GD objective:</b> Identify, estimate and calculate numbers using different representations.	<i>I can identify and estimate numbers in different units such as length (mm and m) and weight (g and kg).</i>	<i>I can identify, estimate and calculate numbers in different units such as length (mm and m) and weight (g and kg).</i>
KS 2 Y3	Number Place Value	Read and write numbers up to 1000 in numerals and in words. ↳ <b>GD objective:</b> Read and write numbers up to 1000 in numerals and including decimal values in words.	<i>I read and write numbers up to 1000 in numerals and in words.</i>	<i>I read and write numbers up to 1000, including decimal values, in numerals and in words.</i>
KS 2 Y3	Number Place Value	[KEY] Solve number problems and practical problems involving working with and estimating numbers up to 1000 in a variety of units. ↳ <b>GD objective:</b> Independently solve more complex number and practical problems involving working with and estimating numbers up to 1000 in a variety of units.	<i>I can solve number problems, working with numbers up to 1000 and in different units of measurement.</i>	<i>I can solve more complex number problems, working with numbers up to 1000 and in different units of measurement.</i>
KS 2 Y3	Addition Subtraction			
KS 2 Y3	Addition Subtraction	[KEY] Add and subtract numbers mentally, including three-digit number and ones. ↳ <b>GD objective:</b> Rapidly add and subtract numbers mentally, including three-digit number and ones.	<i>I can add and subtract numbers in my head, including questions such as 432 - 7.</i>	<i>I can rapidly add and subtract numbers in my head, including questions such as 762 - 7.</i>
KS 2 Y3	Addition Subtraction	[KEY] Add and subtract numbers mentally, including three-digit number and tens. ↳ <b>GD objective:</b> Rapidly add and subtract numbers mentally, including three-digit number and tens.	<i>I can add and subtract numbers in my head, including questions such as 432 - 70.</i>	<i>I can add and subtract numbers in my head, including questions such as 402 - 70 rapidly.</i>
KS 2 Y3	Addition Subtraction	[KEY] Add and subtract numbers mentally, including three-digit number and hundreds. ↳ <b>GD objective:</b> Add and subtract numbers mentally, including three-digit number and hundreds in different contexts.	<i>I can add and subtract numbers in my head, including questions such as 432 - 300.</i>	<i>I can add and subtract numbers in my head, including questions such as 732 - 300 in different</i>

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				<i>contexts.</i>
KS 2 Y3	Addition Subtraction	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. ↳ <b>GD objective:</b> Independently add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.	<i>I can use written methods to add or subtract two three-digit numbers.</i>	<i>I can use written methods to add or subtract two three-digit numbers independently.</i>
KS 2 Y3	Addition Subtraction	Estimate the answer to a calculation and use inverse operations to check answers. ↳ <b>GD objective:</b> Accurately estimate the answer to a calculation and use inverse operations to check answers.	<i>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.</i>	<i>I can accurately estimate the answer to a question before I work it out and then use inverse operations to check the answer when I have finished.</i>
KS 2 Y3	Addition Subtraction	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. ↳ <b>GD objective:</b> Solve more complex problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	<i>I solve problems such as missing numbers (for example, <math>452 - ? = 122</math>) using my knowledge of number facts and methods of addition and subtraction.</i>	<i>I solve harder problems such as missing numbers using my knowledge of number facts and methods of addition and subtraction.</i>
KS 2 Y3	Multiplication Division			
KS 2 Y3	Multiplication Division	[KEY] Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. ↳ <b>GD objective:</b> Rapidly recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	<i>I know my 3, 4 and 8 times tables.</i>	<i>I can use my 3, 4 and 8 times tables quickly to solve problems.</i>
KS 2 Y3	Multiplication Division	[KEY] 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. ↳ <b>GD objective:</b> Solve problems by writing and calculating 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>I can answer multiplication and division questions such as <math>16 \times 5</math> or 45 divided by 9.</i>	<i>I can answer a range of problems involving multiplication and division.</i>
KS 2 Y3	Multiplication Division	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. ↳ <b>GD objective:</b> 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 and begin to identify rules.	<i>I can solve more complex problems and missing number questions involving multiplication and division.</i>	<i>I can solve more complex problems and missing number questions involving multiplication and division and begin to identify rules and patterns.</i>
KS 2 Y3	Fractions			
KS 2 Y3	Fractions	[KEY] Count up and down in tenths. ↳ <b>GD objective:</b> Quickly count up and down in tenths in different contexts.	<i>I can count up and down in tenths.</i>	<i>I can quickly count up and down in tenths in different contexts.</i>
KS 2 Y3	Fractions	[KEY] Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. ↳ <b>GD objective:</b> Calculate and solve problems involving tenths.	<i>I know that tenths can be found by dividing an object or shape into ten equal parts or by dividing numbers</i>	<i>I can calculate and solve problems involving tenths.</i>

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			<i>by 10.</i>	
KS 2 Y3	Fractions	[KEY] Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. ↳ <b>GD objective:</b> Recognise, find and write fractions of amounts and use this in different subjects.	<i>I can find a fraction (such as 2/5 or 3/4) of a set of objects.</i>	<i>I can find a fraction (such as 2/7 or 3/8) of amounts and use this in other subjects.</i>
KS 2 Y3	Fractions	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. ↳ <b>GD objective:</b> Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators and use this to solve problems.	<i>I know how to find fractions of a number or shape - such as 3/5, 1/4 or 4/6.</i>	<i>I know how to find fractions of a number or shape - such as 3/8, 1/7 or 4/12 and use this to solve problems.</i>
KS 2 Y3	Fractions	[KEY] Recognise and show, using diagrams, equivalent fractions with small denominators. ↳ <b>GD objective:</b> Recognise, compare and show, using diagrams, equivalent fractions with larger denominators.	<i>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.</i>	<i>I can show and compare many different fractions that mean the same.</i>
KS 2 Y3	Fractions	Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$ ]. ↳ <b>GD objective:</b> Add and subtract fractions with the same denominator within one whole [for example, $5/12 + 1/12 = 6/12$ ] and use this practically in different subjects.	<i>I can add and subtract fractions with the same denominator [for example, <math>5/7 + 1/7 = 6/7</math>].</i>	<i>I can add and subtract fractions with the same denominator [for example, <math>5/12 + 1/12 = 6/12</math>] and use this in practically in other subjects.</i>
KS 2 Y3	Fractions	Compare and order unit fractions, and fractions with the same denominators. ↳ <b>GD objective:</b> Compare and order unit fractions, and fractions with the same denominators saying which is largest and smallest.	<i>I can compare and order unit fractions, and fractions with the same denominators.</i>	<i>I can compare and order unit fractions, and fractions with the same denominators saying which is largest or smallest.</i>
KS 2 Y3	Fractions	Solve problems that involve my understanding of fractions. ↳ <b>GD objective:</b> Solve more complex problems that involve my understanding of fractions.	<i>I solve problems that finding, ordering or comparing fractions.</i>	<i>I solve more difficult problems that finding, ordering or comparing fractions.</i>
KS 2 Y3	Measurement			
KS 2 Y3	Measurement	[KEY] Measure, compare, add and subtract: lengths (m,cm,mm); mass (kg,g); volume,capacity (l,ml). ↳ <b>GD objective:</b> Measure, compare, add and subtract: lengths (m,cm,mm); mass (kg,g); volume/capacity (l,ml) and use this to solve practical problems.	<i>I can measure and compare in these units: lengths (m,cm,mm), weight (kg,g) and capacity (l,ml).</i>	<i>I can measure and compare in these units: lengths (m,cm,mm); weight (kg,g) and capacity (l,ml) and use this to solve practical problems.</i>
KS 2 Y3	Measurement	Measure the perimeter of simple 2-D shapes. ↳ <b>GD objective:</b> Measure the perimeter of 2-D shapes including larger or finer measurements.	<i>I can measure the perimeter of a 2-D shape such as a square or triangle.</i>	<i>I can measure the perimeter of larger scale 2-D shapes using the correct units of measurements.</i>
KS 2 Y3	Measurement	[KEY] Add and subtract amounts of money to give change, using both £ and p in practical contexts. ↳ <b>GD objective:</b> Add and subtract larger amounts of money to give change, using both £ and p in practical contexts.	<i>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.</i>	<i>I can work on more difficult money problems, adding and subtracting amounts of money and working out how much change is left. I use both £ and p</i>

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				<i>in my problems.</i>
KS 2 Y3	Measurement	[KEY] Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. ↳ <b>GD objective:</b> Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks and use this to solve problems.	<i>I can tell and write the time from a clock with numbers or Roman numerals or using 12 and 24 hour clocks.</i>	<i>I can tell and write the time from a clock with numbers or Roman numerals or using 12 and 24 hour clocks and use this to solve problems.</i>
KS 2 Y3	Measurement	Estimate and read time with increasing accuracy to the nearest minute. ↳ <b>GD objective:</b> Independently estimate and read time with near accuracy to the nearest minute and use this to measure real-life events.	<i>I can tell the time accurately to the nearest minute.</i>	<i>I can tell the time accurately without help to the nearest minute and use this to measure real-life events.</i>
KS 2 Y3	Measurement	Record and compare time in terms of seconds, minutes and hours. ↳ <b>GD objective:</b> Record, compare and order time in terms of seconds, minutes and hours.	<i>I can measure and record time passing in seconds, minutes and hours.</i>	<i>I can record, compare and order time passing in seconds, minutes and hours.</i>
KS 2 Y3	Measurement	Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. ↳ <b>GD objective:</b> Confidently use vocabulary such as o'clock, a.m., p.m., morning, afternoon, noon and midnight in different subjects such as their writing.	<i>I know and use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight in my maths work.</i>	<i>I know and use vocabulary such as o'clock, a.m, p.m., morning, afternoon, noon and midnight in different subjects.</i>
KS 2 Y3	Measurement	Know the number of seconds in a minute and the number of days in each month, year and leap year. ↳ <b>GD objective:</b> Know the number of seconds in a minute and the number of days in each month, year and leap year and can calculate how many days or minutes it is until an event.	<i>I know the number of seconds in a minute and the number of days in each month, year and leap year.</i>	<i>I know the number of seconds in a minute and the number of days in each month, year and leap year and can calculate how many days or how many minutes it is until an event</i>
KS 2 Y3	Measurement	Compare durations of events [for example to calculate the time taken by particular events or tasks]. ↳ <b>GD objective:</b> Confidently compare durations of real-life events [for example in science, to calculate the time taken by particular events or tasks].	<i>I can calculate how long an event or task took to complete.</i>	<i>I can calculate how long real-life events lasted [for example in science] or task took to complete.</i>
KS 2 Y3	Shape			
KS 2 Y3	Shape	Draw 2-D shapes and make 3-D shapes using modelling materials. ↳ <b>GD objective:</b> Draw 2-D shapes and make 3-D shapes using modelling materials; identifying the 2-D shapes that make up 3-D shapes.	<i>I draw 2-D shapes and make 3-D shapes using modelling materials.</i>	<i>I draw 2-D shapes and make 3-D shapes using modelling materials by identifying the 2-D shapes needed.</i>
KS 2 Y3	Shape	Recognise 3-D shapes in different orientations and describe them. ↳ <b>GD objective:</b> Recognise the 3-D shapes in different orientations that make up larger objects and describe them using mathematical vocabulary.	<i>I recognise and can describe 3-D shapes even when they have been turned about in different ways.</i>	<i>I recognise 3-D shapes that make up larger objects when they have been turned around and describe them using mathematical language.</i>
KS 2 Y3	Shape	Recognise angles as a property of shape or a description of a turn.	<i>I know an angle is used to measure</i>	<i>I know an angle is used to</i>

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		↳ <b>GD objective:</b> Recognise angles as a property of shape or a description of a turn and say whether it is more or less than a quarter or half turn.	<i>how far something turns. An angle is also the point in a 2-D shape.</i>	<i>measure how far something turns and say whether it is more or less than a quarter or half turn. An angle is also the point in a 2-D shape.</i>
KS 2 Y3	Shape	[KEY] Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn. ↳ <b>GD objective:</b> Solve problems by identifying right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn.	<i>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>	<i>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 and can use this to solve problems</i>
KS 2 Y3	Shape	[KEY] Identify whether angles are greater than or less than a right angle. ↳ <b>GD objective:</b> Identify whether angles are greater than or less than a right angle even with small difference; order them from smallest to largest.	<i>I can tell whether an angle is greater than or less than a right angle.</i>	<i>I can tell whether an angle is greater than or less than a right angle, and can order them from smallest to largest.</i>
KS 2 Y3	Shape	Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. ↳ <b>GD objective:</b> Identify all of the horizontal and vertical lines and pairs of perpendicular and parallel lines in regular 2-D shapes or in a complex pattern.	<i>I know when a line is horizontal or vertical or when two lines are perpendicular or parallel.</i>	<i>I can find all of the horizontal or vertical and parallel lines in a 2-D regular shape or a complex pattern.</i>
KS 2 Y3	Statistics			
KS 2 Y3	Statistics	[KEY] Interpret and present data using bar charts, pictograms and tables. ↳ <b>GD objective:</b> Interpret and present data using bar charts, pictograms and tables across different subject areas.	<i>I can answer questions about bar charts, pictograms and tables and make my own bar charts, pictograms and tables.</i>	<i>I can answer questions about bar charts, pictograms and tables and make my own bar charts, pictograms and tables in different subject areas.</i>
KS 2 Y3	Statistics	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. ↳ <b>GD objective:</b> Solve more complex two-step questions using challenging information presented in scaled bar charts and pictograms and tables.	<i>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>	<i>I can answer more complex two-step problems from reading information in bar charts, pictograms and tables.</i>