My Year 3 Learning Journey for Mathematics

Strand			I am Working Towards Year 3's objectives with support (Emerging)	I am Working Towards Year 3's objectives (Developing)	I am Achieving Year 3's objectives (Secure)
NUMBER	Number & Place Value	1	I can begin to count from 0 in multiples of 4 and 100, making some progress with the sequence eg counting as far as 20 in 4's.	I can count from 0 in multiples of 4 and 100.	**I can count from 0 in multiples of 4, 8, 50 and** 100 eg continue the sequence 200,400,600; 8,16,24
		2	I can read and write numbers to 100 and sometimes beyond, saying which of two numbers is larger or smaller.	I can read and write numbers to 100 and sometimes beyond, using the signs < > = to compare two numbers.	*** I can read, write** (in numbers and words), **compare and order numbers to 1,000 placing < > = between two numbers**
		3	I know the place value of each digit in a 2-digit number (tens and ones). I can show my partitioning of numbers in at least one way.	I know the place value of each digit in a 3-digit number (hundreds, tens, and ones). I can show my partitioning of numbers in at least one way.	*** I know the place value of each digit in a 3-digit number** (hundreds, tens, and ones). I can show my partitioning of numbers in different ways (eg numbers, pictures, sums, diagrams) and use place value to solve problems eg Arrange 3,4,7 to make the biggest possible 3 digit number and show why your answer is correct.
		4	I can find 1 or 10 more or less than a given number to 100.	I can find 10 or 100 more or less than a given number to 100 and sometimes beyond.	*** I can find 10 or 100 more or less than a given number to 1,000** eg 10 less than 372 or 100 more than 604.
		5	I can use a formal written method such as partitioning to add and subtract numbers with up to two digits with help.	I can use a formal written column method to add and subtract numbers with up to two digits.	*** I can use a formal written column method to add and subtract numbers** with up to three digits.
		6	I can recall and use multiplication and division facts for the 2, 5 and 10 x multiplication tables.	I can recall and use multiplication and division facts for the 2, 5 and 10 x multiplication tables and, given time, work out facts for the 3, 4, and 8 times tables and use these to solve simple word problems.	***I can quickly recall and use multiplication and division facts for the 2, 3, 4, 5 and 8 and 10 x multiplication tables and use these to solve simple word problems.**
		7	I can write down multiplication and division sums involving the 2,5 and 10 times multiplication tables, using x ÷ and =. I can work out the answer in my head..	I can write and work out multiplication and division sums involving a one and two digit number (using the multiplication tables that I know) using written workings out (jottings) to help me.	*** I can write and work out multiplication and division sums** involving a one and two digit number (using the multiplication tables that I know) **by starting to use a formal written method** eg grid method or chunking eg 4 x 27, 81÷3.
		8	I can solve one step problems involving totals to 100 with some support, including missing number, place value or one of the 4 operations.	I can often solve problems with one or more parts involving totals to 100 and sometimes beyond, including missing number, place value or one of the 4 operations.	***I can solve problems with one or more parts involving totals to 1,000**, including missing number, place value and real life problems involving one of the 4 operations eg I am thinking of a number. I subtract 14 from it and add 5. I get 91. What is my number? Fred has 4 goldfish and Jake has four times as many. How many goldfish does Jake have?
	Fractions & Decimals	9	I can count up and down in tenths using a number line to help. I can. I know that an object divided into ten parts is in tenths and that the column after the decimal point is tenths.	I can count up and down in tenths below 1 using decimals or fractions. I can describe a number of tenths eg four out of ten pizza slices as 4/10 and sometimes give the decimal equivalent eg 0.4	***I can explain what a tenth is and how it is written as a decimal or a fraction. I can count up and down in tenths to 1 and sometimes beyond, using fractions or decimals.** I can describe a number of tenths eg four out of ten pizza slices as 4/10 or 0.4
		10	I can recognise and find fractions of a set of objects (1/2, 1/3, ¼, 2/4) eg I can arrange 12 counters into equal groups and select 1/3 of them.	I can recognise, find and write fractions of a set of objects (unit fractions and ¾) eg I can arrange 12 counters into equal groups and select 1/6 of them.	***I can recognise, find and write fractions of a set of objects** (unit fractions and non-unit fractions with small denominators) eg I can arrange 24 counters into equal groups and select 1/6 or 4/6 of them.
		11	I can recognise and show equivalent fractions to ½ eg by drawing a rectangle on squared paper and showing that 2/4 is equivalent to ½ .	I can recognise and show two equivalent fractions with small denominators eg by drawing a rectangle on squared paper and showing that 2/8 is equivalent to ¼.	***I can recognise and show more than two equivalent fractions with small denominators** eg by drawing a rectangle on squared paper and showing that 1/2 is equivalent to 2/4 and 4/8 .

	12	I can say which is the larger or smaller of two fractions with the same denominator eg 2/6 and 5/6, using diagrams/equipment to help and I can place ½ , ¼ , 2/4 and ¾ in the right place on a number line.	I can say which is the larger or smaller of two fractions with the same denominator eg 2/6 and 5/6 and can place some simple fractions (1/4, ½, 1/3 , ¾ in the right place on a number line.	*** I can say which is the larger or smaller of two unit fractions or two fractions with the same denominator** eg 1/3 and 1/7; 2/7 and 5/7 and **can place these fractions correctly on a number line.**
MONEY	13	I can count a pile of coins to £1 and write the total in £ or p. I can solve real-life money problems adding, subtracting and giving change to £1.	I can count a pile of coins to £2 and write the total in £ and p. I can solve real-life money problems involving £ and p together, adding, subtracting and giving change to £2 eg I buy a comic for £1 and a drink for 55p. How much change do I get from £2?	***I can count a pile of coins to £5 and write the total in £ and p. I can solve real-life money problems** involving £ and p together, adding, subtracting and giving change to £5 eg I buy a comic for £1 and a drink for 55p. How much change do I get from £5?
MEASURES	14	I can choose and use appropriate standard units to measure: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).	I can solve measuring problems by measuring and comparing: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)eg Which of these three pencils is longest? How do you know?	*** I can solve measuring problems** by measuring, comparing, adding and subtracting: lengths (m/cm/mm); mass (kg/g); volume/ capacity (l/ml)eg How much longer is my pencil than yours?
	15	I can tell and write the time to the nearest five minutes from an analogue clock.	I can tell and write the time to the nearest five minutes from an analogue clock, and 12 and 24-hour clock.	*** I can tell and write the time to the nearest minute** from an analogue clock, and 12 and 24-hour clock
GEOMETRY	16	I can name and describe common 2-D shapes using the number of sides. With help, I can draw squares and rectangle with straight sides measured in cm. I am starting to recognise 3D shapes from a given set of everyday objects.	I can describe 2-D shapes using accurate language, including lengths of lines. I can draw some simple 2-D shapes with straight sides measured in cm eg a rectangle with sides of 5cm and 7cm. I can recognise some 3D shapes in the environment.	**I can describe 2-D shapes using accurate language**, including lengths of lines and angles greater or less than a right angle. **I can draw a range of 2-D shapes with straight sides** measured in cm eg a parallelogram with sides of 5cm and 7cm. **I can recognise a range of 3D shapes in the environment.**
	17	I can recognise horizontal and vertical lines around the classroom with some help.	I can recognise horizontal, vertical and parallel lines around the classroom.	**I can recognise horizontal and vertical lines, and pairs of perpendicular and parallel lines around the classroom.**
	18	I can say whether an angle is a right angle by comparing it eg with the corner of a book. I can recognise and make a quarter, half, three quarters or full turn.	I can say whether an angle is a right angle or greater or less by comparing it eg with the corner of a book. I can recognise and make a quarter, half, three quarters or full turn and am starting to link these turns to right angles.	**I can say whether an angle is a right angle or greater or less than a right angle. I know that angle describes a turn and that 2 right angles make a half-turn, three make ¾ of a turn and four a complete turn.**
	19	I can answer one step questions eg 'Which is most/least popular?' 'How many people liked…' using information shown in bar charts, pictograms and tables where one picture/block = one unit. With help, I can make a simple table to show information	I can answer one step questions eg 'Which is most/least popular?' 'How many people liked…' using information shown in scaled bar charts, pictograms and tables. I can present data using simple pictograms and tables.	***I can answer one/two step questions** [eg 'How many more?' and 'How many fewer?' 'Order from most to least popular'] **using information shown in scaled bar charts, pictograms and tables. I can present data in more than one way, using bar charts, pictograms** where 1 picture represents more than 1 unit**, tables**.

My Learning Reflection		
Autumn Test Score:	**Spring Test Score:**	**Summer Test Score:**

- **DO NOT PRINT OUT**

- All steps with an asterisk are KPI's (Key Performance Indicators)
- Numbering has no significance but is for ease of reference.
- 'Most' or 'Mostly' or 'nearly always' indicates that the statement is generally met with only occasional errors. If this is not specified in the 'Secure' column, the assumption is that the statement is nearly always met.
- 'Often' indicates that the skill is correctly demonstrated more often than not ie on more than half of occasions attempted.
- 'Some' or 'sometimes' indicates that the skill / knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.
- 'With support / help' indicates that the child needed some level of support or intervention to achieve the statement. If support is not specified, the assumption is that the child could achieve the statement independently.