

Year 3 Maths Achievement Records Name: _____ Class: _____	Accumulative over the year		
<p>At the beginning of a unit, before it is taught, elicit understanding of previous and present year's objectives. Secure learning needs a green tick if understanding of objective is not required and children can go straight on to securing and enriching understanding through problem solving and reasoning activities. Secure understanding must be shown using a black tick (except green tick to show understanding prior to first cycle of teaching).</p>	Secure learning	Using and applying	
		Problem Solving	Reasoning
Number			
<i>Count from 0 in multiples of 4, 8, 50, 100; find 10 or 100 more or less than a given number</i>			
<i>Recognise the place value of each digit in a three-digit number</i>			
<i>Compare and order numbers up to 1000</i>			
<i>Identify, represent and estimate numbers using different representations</i>			
<i>Read and write numbers up to 100 in numerals and in words</i>			
<i>Solve number problems and practical problems involving these ideas</i>			
Addition and Subtraction			
<i>Add and subtract numbers mentally including, a three- digit number and ones, a three- digit number and tens, a three- digit number and hundreds</i>			
<i>Add and subtract numbers with up to three digits, using formal written methods of columnar + and -</i>			
<i>Estimate the answer to a calculation and use inverse operation to check answers</i>			
<i>Solve problems including missing number problems, using number facts, place value and more complex + and -</i>			
Multiplication and division			
<i>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</i>			
<i>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 progression to formal written methods</i>			
<i>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.</i>			
Fractions			
<i>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</i>			

<i>Recognise, find and write fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators</i>			
<i>Recognise and show, using diagrams, equivalent fractions with small denominators</i>			
<i>Add and subtract fractions with the same denominator within one whole [for example $5/7 + 1/7 = 6/7$]</i>			
<i>Compare and order unit fractions and fractions with the same denominator</i>			
Measurement			
Measure, compare, add and subtract: length (m/cc/mm); mass (kg/g); volume/capacity (l/ml)			
Measure the perimeter of simple 2-D shapes			
Add and subtract amounts of money to give change, using both £ and p in practical contexts			
<i>Tell and write the time from an analogue clock, using Roman numerals from I to XII and 12 and 24 hour.</i>			
Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight			
Know the number of seconds in a minute and the number of days in each month, year and leap year			
Compare the duration of events [for example to calculate the time taken by particular events or tasks].			
Geometry- Properties of shapes			
<i>Draw 2-D and make 3-D shapes using modelling materials; recognise 3-D shapes orientation and properties</i>			
Recognise angles as a property of a shape or a direction of a turn			
Identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four make a full turn; identify whether angles are greater than or less than a right angle			
Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.			
Statistics			
<i>Interpret and present data using bar charts, pictograms and tables</i>			
Solve one and two step questions [for example, 'How many more?' and 'how many fewer?'] using information presented in scaled bar charts and pictograms and tables.			
Total number of secure objectives.	— 31	— 31	— 31