

Year 3 Maths I can statements

| | |
|--|--|
| Name: | |
| <u>Number</u> | |
| <u>Number and Place Value:</u> | |
| I can count from 0 in multiples of 4,8,50 and 100; find 10 or 100 more or less than a given number. | |
| I can recognise the place value of each digit in a three-digit number (hundreds, tens and ones). | |
| I can compare and order numbers up to 1000. | |
| I can identify, represent and estimate numbers using different representations. | |
| I can read and write numbers up to 1000 in numerals and in words. | |
| I can solve number problems and practical problems involving these ideas. | |
| <u>Number</u> | |
| <u>Addition and Subtraction</u> | |
| I can 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 can add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction. | |
| I can estimate the answer to a calculation and use inverse operations to check answers | |
| I can solve problems, including missing number facts, place value, and more complex addition and subtraction. | |
| <u>Number</u> | |
| <u>Multiplication and Division</u> | |
| I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. | |
| I can write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit x 1-digit numbers, using mental methods and progressing to formal written methods. | |
| I can 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. | |
| | |

| | |
|---|--|
| <u>Number</u> | |
| <u>Fractions</u> | |
| I can count up and down in tenths, recognise that tenths arise from dividing an object in to 10 equal parts and in dividing one-digit numbers or quantities by 10. | |
| I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. | |
| I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. | |
| I can recognise and show, using diagrams, equivalent fractions with small denominators. | |
| I can add and subtract fractions with the same denominator within one whole ($\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$). | |
| I can compare and order unit fractions, and fractions with the same denominators. | |
| I can solve problems that involve all of the above. | |
| <u>Measurement</u> | |
| I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). | |
| I can measure the perimeter of simple 2-D shapes. | |
| I can add and subtract amounts of money to give change, using both £ and p in practical contexts. | |
| I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. | |
| I can 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. | |
| I can know the number of seconds in a minute and the number of days in each month, year and leap year. | |
| I can compare durations of events (calculate time taken to a certain event) | |
| <u>Geometry</u> | |
| <u>Properties of Shapes</u> | |
| I can draw 2-D shapes and make 3-D shapes using modelling materials 'recognise 3-D shapes in different orientations and describe them. | |

| | |
|--|--|
| I can recognise angles as a property of shape or a description of a turn. | |
| I can identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four make a complete turn; identify whether angles are greater than or less than a right angle. | |
| I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines. | |
| <u>Statistics</u> | |
| I can interpret and present data using bar charts, pictograms and tables | |
| I can solve one-step and two-step questions (How many more?) (How many fewer?) using information presented in scaled bar charts and pictograms and tables . | |