



Year 3		Key Milestone Indicator:	Evidence:
Number	1	I can read and write numbers up to 1,000 in numerals and in words	
	2	I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	
	3	I can identify, represent and estimate numbers using different representations.* *(Allow children to use range of apparatus such as Numicon, counting sticks, cubes, 100 squares etc)	
	4	I can compare and order numbers up to 1,000	
	5	I can recognise the place value of each digit in a 3-digit number (hundreds, tens, ones)	
	6	Solve number and practical problems with increasingly large positive numbers.	
	7	I can 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	
	8	I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	
	9	I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	
	10	I can recognise and show, using diagrams, equivalent fractions with small denominators	
	11	I can add and subtract fractions with the same denominator within one whole.	
	12	I can compare and order unit fractions, and fractions with the same denominators .	
	13	I can solve problems that involve all of the above. Solve problems involving increasingly harder fractions.	
Calculating	14	I can add and subtract numbers mentally.	
	15	I can add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction .	
	16	I can estimate the answer to a calculation and use inverse operations to check answers.	
	17	I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	



Year 3		Key Milestone Indicator:	Evidence:
Calculating (Cont)	18	I can solve two-step addition and subtraction problems in contexts, deciding which operations and methods to use and why.	
	19	I can recall and use multiplication and division for the 3,4 and 8 times tables.	
	20	I can write and calculate mathematical statements for multiplication and division using the multiplication facts that they know including TU x U, using mental and then progressing to formal written methods.	
	21	I can solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.	
Geometry	22	I can draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.	
	23	I can recognise angles as a property of shape or a description of a turn.	
	24	I can identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle.	
	25	I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	
	26	I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).	
	27	I can measure the perimeter of simple 2-D shapes.	
Measurement	28	I can add and subtract amounts of money to give change, using both £ and p in practical contexts.	
	29	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.	
	30	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, am/pm, morning, afternoon, noon and midnight.	
	31	I know the number of seconds in a minute and the number of days in each month, year and leap year.	
	32	I can compare durations of events [for example, to calculate the time taken by particular events or tasks]	
Statistics	33	I can interpret and present data using bar charts, pictograms and tables.	
	34	I can 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.	