

Band 3

Number and Place Value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Properties of space	Statistics
Count from 0 in multiples of 4, 8, 50 and 100; finding 10 or 100 more or less than a given number, including crossing the barrier - mentally - jottings Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Compare and order numbers up to 1000 identify, represent and estimate numbers using different representations. Read and write numbers to at least 1000 in numerals and in words. Solve number problems and practical problems involving these ideas. - one step - two step Recognise patterns in some multiplication tables 2,5 10,4 and 8.	Count in 10's and 100's and add or subtract 10 or 100 from any given number to 1000. Estimate the answer to a calculation and use inverse operations to check answers I can add 2 and 3 digit numbers using the expanded column method. I can add 2 and 3 digit numbers using the column method, including carrying. I can subtract 2 and 3 digit numbers using the column method, including borrowing. To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know. To solve one -step multiplication and division problems. I can partition a number into 10's and 1's to multiply (distributive law) I can use related facts to multiply multiples of 10. (eg $2 \times 3 = 6$ therefore you also know that $2 \times 30 = 60$) To explore the effect of partitioning a number to multiply. (exploring 7×8 by splitting 7 into $2 + 5$ and then calculating 2×8 and 5×8) Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.	Recognise fractions of shapes, unit and non unit. Recognise, find and write fractions of a discrete set of objects: Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Use unit fractions and non-unit fractions with small denominators. $\frac{1}{2}$ $\frac{1}{4}$ $\frac{3}{4}$ $\frac{1}{5}$. 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. Recognise and write the decimal equivalent of a 10^{th} using a place value board. Compare and order fractions with the same denominator and recognise a whole as a fraction. I can compare and order unit fractions with the support of fraction boards and number lines. Recognise and show, using diagrams, equivalent fractions with small denominators. Solve problems that involve all of the above.	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) I can solve problems including measures involving simple problems with scale e.g. twice as high. - one step - two step Measure the perimeter of simple 2-D shapes. Tell and write the time from an analogue clock to the nearest five minute interval, -Including using Roman numerals from I to XII, and 12-hour and 24- hour clocks. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; -use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute, minutes in the hour, hours in a day, days in a week, and the number of days in each month, year and leap year. I can read and write the time on a digital clock and compare to an analogue clock. Calculate and compare time durations. Add and subtract amounts of money to give change, using both £ and p in practical contexts. I can solve money problems including finding change.	Draw 2-D shapes and make 3- D shapes using modelling materials; See step 3 Describe them with increasing accuracy. See step 3 Identify horizontal, vertical, perpendicular and parallel lines in relation to other lines. I can recognise a 3D shape including different orientation. Recognise angles as a property of shape and associate angles with turning. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn. Identify whether angles are greater than or less than a right angle.	Interpret and present data using bar charts, pictograms and tables, including reading a scale of 2,5 and 10. Solve problems and answer questions such as: 'How many more?' and 'How many fewer?' - one-step -two-step Use information presented in scaled bar charts and pictograms and tables.

--	--	--	--	--	--	--