Maths Targets   A Stage 3 Mathematician

	TARGETS						
	Number and Place Value						
E	I can count forwards and backwards in steps of 2,3 and 5 from 0 and can begin to count in multiples of 50 and 100						
E	I can find 10 more or less than a given number within 100						
E	I can read and write numbers to 500 in numerals and words						
D	I can count from 0 in multiples of 50 and 100						
D	I am beginning to count in multiples of 4						
D	I can begin to compare and order numbers up to 1,000.						
D	I can recognise the place value of each digit in a 3-digit number.						
S	I can count from 0 in multiples of 4, 8, 50 and 100.						
S	I can find 10 or 100 more or less than a given number.						
S	I can compare and order numbers up to 1,000.						
S	I can read and write numbers to 1,000 in numerals and words.						
S	I can identify, represent and estimate numbers using different representations.						
S	I can solve number problems and practical problems using the above.						
	Emerging		Developing		Secure		

	Addition and Subtraction						
E	I can begin to add and subtract numbers mentally including: A 3-digit number and ones, a 3-digit number and ten						
E	I can add and subtract 2-digit numbers, using formal written methods of column + and -						
E	I can solve simple problems, including missing number problems, using number facts, place value, and addition and subtraction.						
D	I can add and subtract numbers mentally including: A 3-digit number and ones, a 3-digit number and ten						
D	I can estimate the answer to a calculation						
D	I can solve problems, including missing number problems, using number facts, place value, and addition and subtraction.						
S	I can add and subtract numbers mentally, including: A 3-digit number and hundreds						
S	I can add and subtract numbers up to three digits, using formal written methods of column + and -						
S	I can estimate the answer to a calculation and use inverse operation to check answers.						
S	I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.						
	Emerging		Developing		Secure		

	Multiplication and Division						
E	I can recall and use multiplication and division facts for the x3 table						
E	I can write and calculate mathematical statements for multiplication and continue to recall and use x and ÷ facts for x2, x5 and x10 tables						
D	I can recall and use multiplication and division facts for the x4 table						
D	I can begin to write and calculate mathematical statements for x and ÷ using times tables I know						
S	I can recall and use multiplication and division facts for the x8 table						
S	I can write and calculate mathematical statements for x and ÷ using tables, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods.						
S	I can solve problems, including missing number problems, involving x and ÷, including integer scaling problems and correspondence problems in which n objects are connected to m objects.						
	Emerging		Developing		Secure		

Fractions							
E	I can recognise unit fractions and can find and write unit fractions of a discrete set of objects						
E	I can use diagrams to show simple equivalent fractions						
E	I can use diagrams to add and subtract fractions with the same denominator within one whole						
E	I can order simple fractions with the same denominator						
D	I recognise and can find and write unit fractions of a discrete set of objects						
D	I can count up and down in tenths.						
D	I recognise that tenths arise from dividing an object into 10 equal parts						
D	I can recognise and use unit fractions as numbers						
D	I can begin to add and subtract fractions with the same denominator within one whole.						
D	I can begin to solve problems involving the above						
S	I can recognise and use unit and non-unit fractions as numbers (small denominators)						
S	I recognise and can find and write unit and non-unit fractions of a discrete set of objects (small denominators)						
S	I recognise that tenths arise from dividing 1-digit numbers or quantities by 10.						
S	I can recognise and show, using diagrams, equivalent fractions with small denominators						
S	I can add and subtract fractions with the same denominator within one whole.						
S	I can compare and order unit fractions and fractions with the same denominators.						
S	I can solve problems involving the above.						
	Emerging		Developing		Secure		
Measurement							
E	I can measure, compare, add and subtract lengths (cm), mass (g), capacity (ml)						
E	I can begin to tell the time with an analogue 12 hour clock						
E	From given measurements, I can calculate the perimeter of simple 2D shapes						
E	I can add and subtract amounts of money to give change, using pence in practical contexts						
E	I can use the following vocabulary: o'clock, morning, afternoon, noon & midnight.						
D	I can measure, compare, add and subtract lengths (m, cm), mass (g, kg), capacity (l, ml)						
D	I can tell and write the time from an analogue clock (12 hour and begin with Roman Numerals).						
D	I can measure the perimeter of simple 2D shapes.						
D	I know the number of seconds in a minute and the number of days in each month						
D	I can estimate and read time with increasing accuracy to the nearest minute.						
S	I can measure, compare, add and subtract lengths (m, cm, mm), mass (g, kg), capacity (l, ml)						
S	I can tell and write the time from an analogue clock (24 hour clock and Roman Numerals).						
S	I can add and subtract amounts of money to give change, using both £ and p in a practical context.						
S	I can use the following vocabulary: o'clock, am, pm, morning, afternoon, noon & midnight.						
S	I know the number of days in a year and leap year.						
S	I can record and compare time in terms of seconds, minutes and hours.						
S	I can compare the duration of events.						
	Emerging		Developing		Secure		

	Shape and Geometry							
E	I can draw and measure in centimetres							
E	I can identify right angles.							
E	I recognise that two right angles make a half-turn							
D	I can draw 2D shapes and make 3D shapes using modelling materials.							
D	I recognise that angles are a property of shape or a description of a turn.							
D	I can identify horizontal and vertical lines							
S	I recognise 3D shapes in different orientations and describe them.							
S	I recognise that two right angles make a half-turn, 4 make a full turn & three make a three quarter turn.							
S	I can identify whether angles are greater than or less than a right angle.							
S	I can identify horizontal, vertical lines and pairs of perpendicular and parallel lines.							
	Emerging	Developing			Secure			

	Statistics							
E	I can interpret and represent data using simple bar charts and pictiograms (2,5,10 intervals)							
E	I can solve 1-step questions using information presented in simple scaled bar charts and tables eg How many more/fewer?							
D	I can begin to interpret and present data in simple tables							
D	I can solve 1-step questions using information presented in scaled bar charts and tables eg How many more/fewer?							
S	I can interpret and present data using bar charts, pictograms and tables.							
S	I can solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.							
	Emerging	Developing			Secure			