Number and Place Value				Addition and Subtraction				Multiplication and Division			

Number and Place Value	Addition and Subtraction	Multiplication and Division
• 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 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 recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables ☐☐☐
• I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones) ☐☐☐	• I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction ☐☐☐	• I can 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 progressing to formal written methods ☐☐☐
• I can compare and order numbers up to 1000 ☐☐☐	• I can estimate the answer to a calculation and use inverse operations to check answers ☐☐☐	• 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. ☐☐☐
• I can identify, represent and estimate numbers using different representations ☐☐☐	• I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. ☐☐☐	**Fractions**
• I can read and write numbers up to 1000 in numerals and in words ☐☐☐		• 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 ☐☐☐
• I can solve number problems and practical problems involving these ideas. ☐☐☐		• 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 (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$) ☐☐☐
		• I can compare and order unit fractions, and fractions with the same denominators ☐☐☐
		• I can solve problems that involve all of the above. ☐☐☐

Measurement			
• 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, hours and o'clock; use vocabulary such as 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, for example to calculate the time taken by particular events or tasks.			

Geometry			
• 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 that angles are 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 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.			

Statistics			
• I can interpret and present data using bar charts, pictograms and tables			
• I can solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.			