Year 3 Maths Target Tracker Statements

Number and Place Value		Solve fraction problems.
Count from 0 in multiples of 4,8,50 and 100; find 10 or 100 more or less than a given number.		**Measurement**
Recognise the place value of each digit in a 3 digit number (hundreds, tens, ones).		Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
Compare and order numbers up to 1000.		Measure the perimeter of a simple 2-d shapes.
Identify, represent and estimate numbers using different representations.		Add and subtract amounts of money to give change, using both £ and p in practical contexts.
Read and write numbers up to 1000 in numerals.		Tell the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.
Read and write numbers up to 1000 in words.		
Solve number problems and practical problems involving these ideas.		Write the time using an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.
Addition and Subtraction		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, midnight.
Add and subtract numbers mentally, including a 3 digit number and ones.		
Add numbers with up to three digits using the formal method of columnar addition.		
Add and subtract numbers mentally, including a 3 digit number and tens.		Know the number of seconds in a minute and the number of days in each month, year and leap year.
Subtract numbers with up to three digits using the formal method of columnar subtraction.		Compare durations of events e.g. To calculate the time taken by particular events or tasks.
Add and subtract numbers mentally, including a 3 digit number and hundreds.		**Geometry: Properties of shape**
Estimate the answer to a calculation and use inverse operations to check answers.		Draw 2-d shapes and make 3-d shapes using modelling materials; recognise 3-d shapes in different orientations and describe them.
Solve problems, including missing number problems, using number facts and place value and more complex addition and subtraction.		Recognise angles as a property of shape or a description of a turn.
Multiplication and Division		Identify right angles and identify whether angles are greater than or less than a right angle.
Recall and use multiplication and division facts for the 3,4 and 8 multiplication times tables.		Recognise that two angles make a half turn, three make three quarters of a turn and four a complete turn.
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 written methods.		Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
		Statistics
Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects and connected to m objects.		Interpret and present data using bar charts, pictograms and tables.
Fractions		Solve one-step and two step questions e.g. 'How many more?' and 'how many fewer?' using information presented in scaled bar charts and pictograms and tables.
Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and dividing one-digit numbers or quantities by 10.		
Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.		
Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.		
Recognise and show, using diagrams, equivalent fractions with small denominators.		

Add fractions with the same denominator within one whole e.g. 5/7 + 1/7 = 6/7		
Subtract fractions with the same denominator within one whole e.g. 6/7 – 1/7 = 5/7		
Compare and order unit fractions, and fractions with the same denominators.		