National curriculum 2014
Maths objectives - Year 3

Objective	Child Speak Target
Number Place Value	
Count from 0 in multiples of 4, 8, 50 and 100.	*I can count from 0 in steps of 4, 8, 50 and 100.*
Find 10 or 100 more or less than a given number.	*I can find 10 or 100 more or less than a given number.*
Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).	*I know what each digit means in Hundred Tens and Unit numbers such as 204.*
Compare and order numbers up to 1000.	*I can compare and order numbers up to 1000.*
Identify, represent and estimate numbers using different representations.	*I can identify and estimate numbers in different units such as length (mm and m) and weight (g and kg).*
Read and write numbers up to 1000 in numerals and in words.	*I read and write numbers up to 1000 in numerals and in words.*
Solve number problems and practical problems involving working with and estimating numbers up to 1000 in a variety of units.	*I can solve number problems, working with numbers up to 1000 and in different units of measurement.*
Addition Subtraction	
Add and subtract numbers mentally, including three-digit number and ones.	*I can add and subtract numbers in my head, including questions such as 432 - 7.*
Add and subtract numbers mentally, including three-digit number and tens.	*I can add and subtract numbers in my head, including questions such as 432 - 70.*
Add and subtract numbers mentally, including three-digit number and hundreds.	*I can add and subtract numbers in my head, including questions such as 432 - 300.*
Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.	*I can use written methods to add or subtract two three-digit numbers.*
Estimate the answer to a calculation and use inverse operations to check answers.	*I can estimate the answer to a question before I work it out and then use inverse operations to check the answer when I have finished.*
Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	*I solve problems such as missing numbers (for example, 452 - ? = 122) using my knowledge of number facts and methods of addition and subtraction.*
Multiplication Division	
Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	*I know my 3, 4 and 8 times tables.*
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 answer multiplication and division questions such as 16 x 5 or 45 divided by 9.*
Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	*I can solve more complex problems and missing number questions involving multiplication and division.*
Fractions	
Count up and down in tenths.	*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 know that tenths can be found by dividing an object or shape into ten equal parts or by dividing numbers by 10.*
Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.	*I can find a fraction (such as 2/5 or 3/4) of a set of objects.*

Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.	I know how to find fractions of a number or shape - such as 3/5 , 1/4 or 4/6.
Recognise and show, using diagrams, equivalent fractions with small denominators.	I can show that some fractions have the same value - such as 1/2, 3/6 and 5/10 or 1/3 and 3/9.
Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7].	I can add and subtract fractions with the same denominator [for example, 5/7 + 1/7 = 6/7].
Compare and order unit fractions, and fractions with the same denominators.	I can compare and order unit fractions, and fractions with the same denominators.
Solve problems that involve my understanding of fractions.	I solve problems that finding, ordering or comparing fractions.
Measurement	
Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).	I can measure and compare in these units: lengths (m/cm/mm), weight (kg/g) and capacity (l/ml).
Measure the perimeter of simple 2-D shapes.	I can measure the perimeter od a 2-D shape such as a square or triangle.
Add and subtract amounts of money to give change, using both £ and p in practical contexts.	I can work on money problems, adding and subtracting amounts of money and working out how much change is left. I use both £ and p in my problems.
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 tell and write the time from a clock with numbers or Roman numerals or using 12 and 24 hour clocks.
Estimate and read time with increasing accuracy to the nearest minute.	I can tell the time accurately to the nearest minute.
Record and compare time in terms of seconds, minutes and hours.	I can measure and record time passing in seconds, minutes and hours.
Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.	I know and use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight in my maths work.
Know the number of seconds in a minute and the number of days in each month, year and leap year.	I know the number of seconds in a minute and the number of days in each month, year and leap year.
Compare durations of events [for example to calculate the time taken by particular events or tasks].	I can calculate how long an event or task took to complete.
Shape and position	
Draw 2-D shapes and make 3-D shapes using modelling materials.	I draw 2-D shapes and make 3-D shapes using modelling materials.
Recognise 3-D shapes in different orientations and describe them.	I recognise and can describe 3-D shapes even when they have been turned about in different ways.
Recognise angles as a property of shape or a description of a turn.	I know an angle is used to measure how far something turns. An angle is also the point in a 2-D shape.
Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn.	I know what a right angles is and I know that two right angles make a half-turn, three make three quarters of a turn and four right angles make a complete turn.
Identify whether angles are greater than or less than a right angle.	I can tell whether an angle is greater than or less than a right angle.
Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	I know when a line is horizontal or vertical or when two lines are perpendicular or parallel.
Statistics	
Interpret and present data using bar charts, pictograms and tables.	I can answer questions about bar charts, pictograms and tables and make my own bar charts, pictograms and tables.
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.	I can answer maths problems such as 'How many more?' and 'How many fewer?' by finding the information in bar charts, pictograms and tables.