

The new “End of Year” curriculum objectives are highlighted in yellow. Up to three ‘stepping stones’ have been provided for each Year Group objective. These are suggested skills that children should have learnt before moving on to the new end of year objective. In many cases these have been taken from APP documents or the previous Year Group’s program of study from the 2014 curriculum. These ‘stepping stones’ are for advice only and are by no means definitive or the only route into an objective.

Year 3		Step 1	Step 2	Step 3	End of Year Expectations
Using and Applying	Problem solving	<ul style="list-style-type: none"> I can solve money problems involving addition and finding change (both £ and p). I can solve missing number problems for addition, subtraction, multiplication and division with numbers up to 100 using my knowledge of number facts and the relationship between operations. I can solve one step word problems involving addition and subtraction (including numbers beyond 100). I can solve one step word problems involving multiplication and division. I can solve simple correspondence problems e.g. ‘share 4 cakes equally between 8 children’ or ‘4 hats, 3 coats how many different outfits?’ I can estimate an answer to an addition or subtraction problem and use the inverse to check. I can solve simple scaling problems e.g. twice as long. 			<p>I can solve number problems and practical problems. ALSO REFER TO EXPECTATIONS FROM NCETM WHEN MAKING JUDGEMENTS.</p>
Number	Number system	<p>I can count from 0 in steps of 5, 10, 50 and 100 (2c)</p> <p>I can recognise the value of the digits in a 2-digit number.</p>	<p>I can read and write numbers up to 100 in numerals and words.(2b)</p> <p>I can count from 0 in steps of 5, 10, 50 and 100.</p> <p>I can partition a 2 digit number.</p>	<p>I can read and write numbers up to 500 in words and numerals.</p> <p>I can count from 0 in steps of 2, 4, 8 from any given number.</p> <p>I can recognise the value of the hundreds digit</p> <p>I can compare and order numbers to at least 100 (2a)</p>	<p>I can read and write numbers up to 1,000 in numerals and in words.(3b)</p> <p>I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (3b)</p> <p>I can recognise the place value of each digit in a 3-digit number (H, T, U)</p> <p>I can compare and order numbers up to 1,000</p> <p>I can identify, represent and estimate numbers using different representations*</p>

					(Allow children to use range of apparatus such as Diennes, Numicon, straws, 100 squares etc)
	Fractions and decimals	I can count up and down in halves and quarters.	<p>I know that tenths arise from dividing an object/shape in to 10 equal parts.</p> <p>I can find $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ of a set of objects and shade a shape including those divided into equal regions. (2a) (Y2)</p> <p>I can recognise, find and name a half as one of two equal parts of an object, shape or quantity (Yr1)</p> <p>I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. (Yr1)</p>	<p>I can count up and down in tenths.</p> <p>I can use fractions such as $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$/$\frac{3}{4}$ $\frac{1}{5}$ $\frac{1}{6}$ $\frac{1}{10}$ for sets of objects (3a)</p> <p>I can recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape and set of objects or quantity (Yr2)</p> <p>I can write simple fractions e.g $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ (Yr2)</p>	<p>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</p> <p>I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>I can recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>I can add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]</p> <p>I can compare and order unit fractions, and fractions with the same denominators</p> <p>I can solve problems that involve all of the above</p>

<p>Calculating</p>	<p>Addition and Subtraction</p>	<p>I can add a three-digit number and 1s (HTU+U)</p> <p>I can add and subtract up to 3 digit numbers informally</p> <p>I can begin to estimate the answer to a calculation</p>	<p>I can add a three-digit number and 10s (HTU+TU)</p> <p>I can add and subtract numbers with 2 digits, using formal written methods of columnar addition and subtraction without exchanging.</p> <p>I can estimate the answer to a calculation and say whether my answer is likely.</p> <p>I can solve simple addition and subtraction problems (2c)</p>	<p>I can add a three-digit number and 100s (HTU+HTU)</p> <p>I can add and subtract numbers with 2 digits, using formal written methods of columnar addition and subtraction</p> <p>I can make all related number sequences (e.g. $6+8=14$, $8+6=14$, $14-6=8$, $14-8=6$) (3a)</p> <p>Solve one step problems in context, deciding which operations and methods to use and why (2b)</p>	<p>I can add and subtract numbers mentally.</p> <p>I can add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction</p> <p>I can estimate the answer to a calculation and use inverse operations to check answers</p> <p>I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p>
	<p>Multiplication and Division</p>	<p>I know my 5 and 10 times tables. And related division facts.</p> <p>I can relate times table facts to multiples of 10, e.g. $2 \times 3 = 6$ so $2 \times 30 = 60$; $6 \div 2 = 3$ so $60 \div 2 = 30$</p> <p>I can find a division fact from a multiplication fact (3c)</p>	<p>I know my 2, 4 and 8 times tables and related division facts.</p> <p>I can mentally calculate $TU \times U$ and $TU \div U$ using my times table facts using jottings to support</p> <p>I can find the associated number statements for a given number fact. (3b)</p>	<p>I know my 3 times tables</p> <p>I can mentally calculate $TU \times U$ and $TU \div U$ using my times table facts</p> <p>I can use inverses in number problems (3a) E.g. I think of a number, double it and add 5. The answer is 35. What was my number?</p>	<p>Recall and use multiplication and division for the 3,4 and 8 times tables</p> <p>I can write and calculate mathematical statements for multiplication and division using the multiplication facts that I know including $TU \times U$, using mental and then progressing to formal written methods</p> <p>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</p>

Year 3		Step 1	Step 2	Step 3	End of Year Expectations
Geometry	Properties	<p>I can name a circle, square, triangle, rectangle, pentagon, hexagon, octagon, cube, cylinder, sphere, cuboid, cone, pyramid</p> <p>I know the difference between straight and turning movements</p> <p>-I know left/right -I know clockwise / anticlockwise (2b)</p>	<p>I can describe the properties of shapes learnt (eg flat faces, curved edges, numbers of lines of symmetry.)</p> <p>I can recognise right angles/quarter turns/half turns (2a)</p> <p>I can give directions using 90° /quarter turns (3a)</p> <p>I can use mathematical terms such as horizontal and vertical.</p>	<p>I can draw 2-D shapes using rulers, set squares to help me.</p> <p>I can make 3-D shapes using modelling materials.</p> <p>I can recognise angles that are greater than/less than a right angle.</p> <p>I know 2 right angles = 180° 3 right angles = 270° There are 360° in a full turn.</p> <p>I can understand parallel and perpendicular (5c)</p>	<p>draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <p>recognise angles as a property of shape or a description of a turn</p> <p>identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle</p> <p>I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p>
	Position and direction				<p>Read and record the vocabulary of position, direction and movement, using the four compass directions to describe movement about a grid (RF ob)</p>

Measurement	<p>I can compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> - Lengths and heights - Mass or weight - Capacity/volume (full/empty, more, less, quarter) - Time (Earlier / later) (Yr 1) <p>I can measure and begin to record the following:</p> <ul style="list-style-type: none"> - Lengths and heights - Mass and weight - Capacity and volume - Time (hours, mins, seconds) (Yr 1) 	<p>I can compare and order lengths, mass, volume/ capacity, and record the results using < > and = (Yr2)</p> <p>I can measure the perimeter of simple 2-D shapes.</p>	<p>I can add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p>	<p>I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <p>I can measure the perimeter of simple 2-D shapes</p>
Money		<p>I can recognise and know the value of different denominations of coins (Yr 1)</p>	<p>I can solve simple problems in a practical context involving the addition and subtraction of money of the same unit, including giving change. (Yr 2)</p>	<p>I can add and subtract amounts of money to give change, using both £ and p in practical contexts</p>
Time	<p>I can tell the time to the hour and half past the hour and draw hands on a clock face to show these times (Yr 1)</p> <p>(using analogue clocks with Roman numerals)</p>	<p>I can tell and write the time to five minutes, including quarter past/ to the hour and draw hands on a clock face to show these times (Yr 2)</p> <p>(using analogue clocks with Roman numerals)</p> <p>I know the number of minutes in an hour and hours in a day (Yr 2)</p> <p>I know the number of days in each month, year/leap year.</p> <p>I can compare and sequence</p>	<p>I can tell the time to the nearest minute.</p> <p>I know the number of seconds in a minute.</p> <p>I can read a 12-hour clock and calculate time durations that do not go over the hour.</p> <p>I can tell the time using the 24-hour clock.</p>	<p>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</p> <p>I can 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, am/pm, morning, afternoon, noon and midnight</p>

		time intervals (Yr 2)		<p>I know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>I can compare durations of events [for example, to calculate the time taken by particular events or tasks]</p>
Statistics	I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity (Yr 2)	<p>I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables (Yr 2)</p> <p>I can ask and answer simple questions about totalling and comparing categorical data. (Yr 2)</p>	<p>I can interpret and present data using bar charts.</p> <p>I can answer questions about given data, such as 'How many children took part in this survey altogether?' or 'How would the data differ if we asked the children in Year 4?'</p>	<p>I can interpret and present data using bar charts, pictograms and tables</p> <p>I can 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.</p>

Judgements (based on the end of year expectation statements): **Some highlighting (approx 10 – 50%) = Developing** **Good level of highlighting (50-80%) = Securing**

Vast majority of highlighting (80%+10%) = Exceeding

