Achievement Statements
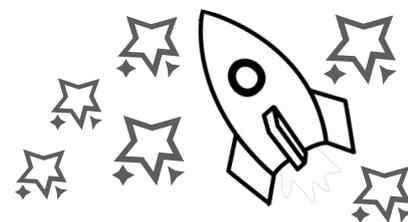## Year 3 Mathematics

Foundational Achievement Statements	Power Statement
I can say the value of each digit in a 3-digit number (hundreds, tens, ones)	☆
I can read, write, compare and order numbers up to 1000	☆
I can use column addition and column subtraction to add and subtract 3-digit numbers	☆
I can say 1000 more or less than a given number	
I can add and subtract ones, tens and hundreds to and from any 3-digit number	☆
I can count in multiples of 6, 7, 9, 25 and 1000	
I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	☆
I can calculate the double of any number up to 1000	☆
I can calculate the half of any number up to 1000	☆
I can write and calculate mathematical statements for multiplication and division within the multiplication tables I know, including 2-digit numbers × 1-digit numbers using mental and written methods	☆
I can count up and down in tenths	☆
I can recognise, find and write fractions of a discrete set of objects or numbers using fractions with a small denominator or a numerator of 1 and put these in order.	
I can add and subtract fractions with the same denominator with one whole (e.g. 5/7 + 1/7 = 6/7)	
I can use vocabulary such as a.m, p.m, morning, afternoon, noon and midnight	☆
I can compare time in terms of seconds, minutes, hours and o'clock/time of day	
I can read time to the nearest minute on an analogue clock	
I can recall the number of seconds in a minute and the number of days in each month, year and leap year	
I can add and subtract amounts of money to give change, using both £ and p in practical contexts	
I can read and give the full names for abbreviations for metric units of measure	☆
I can label horizontal, vertical, perpendicular and parallel lines in relation to other lines	
I can measure the perimeter of simple 2-D shapes using the best standard unit	☆
I can say how many right angles make up quarter, half, three-quarter and full turns	☆
I can say whether an angle is less than or greater than a right angle	☆
I can describe compass positions in terms of right-angled turns and half turns	☆

Conceptual Achievement Statements	Power Statement
I can solve number problems (including missing number problems) and practical problems by using my knowledge of number facts and place value. I use diagrams, measuring equipment and written methods to help me (Number facts include addition and subtraction facts, multiplication and division facts and inverse operations)	
I can solve multiplication and division problems (which include missing number problems), including scaling problems and correspondence problems in which n objects are connected to m objects	
I can estimate the answer to a calculation and use inverse operations to check answers	☆
I can show that tenths that arise from dividing a single digit number or quantity by 10 are represented by a decimal number	
I can explain and use the language of fractions including denominator and numerator	☆
I can compare and order fractions with the same denominator	☆
I can recognise and show equivalent fractions with small denominators using diagrams	
I can solve problems that involve fractions, including equivalent fractions and addition of fractions.	
I can show that tenths that arise from dividing an object into 10 equal parts are represented by a fraction	☆
I can measure, compare, add and subtract: lengths (m/cm/mm), mass (kg/g), volume /capacity (l/ml)	
I can compare durations of events, for example to calculate the time taken up by particular events or tasks	
I can draw 2-D and make 3-D shapes using modelling materials and name these shapes in different orientations	
I can recognise 2-D and 3-D shapes in different orientations, and describe them accurately in terms of faces, edges, vertices and lines of symmetry	
I can describe angles in terms of measurements of turning e.g. four right angles make a full turn, a right angle is a quarter turn, a given angle is more or less than a quarter turn	
I can present data using simple bar charts, pictograms and tables	☆
I can solve one-step and two-step questions such as "Which has the most?" and "How many more?" using information presented in scaled bar charts and pictograms and tables	☆

The Progression of Evidence				
This objective has been TAUGHT.	Achieved with SUPPORT.	Achieved INDEPENDENTLY.	Shown in a CROSS-CURRICULAR piece of work.	INDEPENDENTLY APPLIED.