St John Baptist School Maths Ladder Year 3

Times Tables	Addition	Subtraction	Decimals	Problem solving
5) I can **recall and use the multiplication facts for the 3 and 4 times tables.**	12) * I can **add mentally 3 digit numbers and ones,3 digit numbers and tens and 3 digit numbers and hundreds.**	10) I can mentally **partition** a number and **subtract using expanded subtraction** (3 digits - ones, tens or hundreds without crossing into the next place value).	1) I can **count in tenths and understand a tenth as part of a whole divided into 10 equal parts.**	9) * I can **solve money problems involving addition and subtraction and find the change** (both £ and pence).
6) * I can **recall and use the multiplication and division facts for the 3 and 4 times tables.**	13) I can **estimate the answer** to an addition calculation **and use the inverse** to check it is correct.	11) I can **estimate** the answer to a subtraction calculation or use the **inverse to check it is correct.**	2) I can **recognise and write the decimal equivalent of a tenth using a place value board e.g. 1/10 = 0.1**	10) * 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. e.g. 6 x ☐ = 30 30 = ☐ x 6
7) * I can **recall and use the multiplication and division facts for the 8 times tables** recognising **its relationship to the 4 times table** (doubling or halving).	14) I can **add 2 digit numbers and 3 digit numbers using formal written methods.**	12) * I can **subtract 2 and 3 digit numbers either using expanded column or formal column subtraction (borrowing).**	**Properties of Number**	
	Fractions	13) I can **subtract money using both £ and p** to give change in practical contexts.	1) I **can recognise patterns in some multiplication tables (2, 5, 10, 4 and 8).**	11) * I can **solve word problems** involving **addition and subtraction (including numbers beyond 100).**
Multiplication	6) * I can **recognise fractions of shapes,** or find fractions of a group of objects, by counting the whole amount to find the denominator and then counting how many parts needed for the numerator.	**Place Value**	**Time**	12) * I can solve **word problems involving multiplication and division.**
6) I can explore **the effect of partitioning** a number larger than 10 **when multiplying** it by a one digit number. e.g. exploring 14x8 by splitting 14 into 10 and 4 then calculating 10x8 then 4x8.		12) * I can **understand the value of each digit in a 3 digit number.**	9) * I can use the **vocabulary of time** and **know the number of seconds in a minute, days in each month, year and leap year.**	
7) I can use **related facts to multiply multiples of 10** e.g. 2x3=6 2x30=60	7) I **can count up and down in tenths, recognising that tenths as dividing a whole into 10 equal parts.**	13) I can **read and write numbers up to 1000 in numerals and words.**	10) I understand and use **vocabulary such as o'clock, am, pm, noon and midnight.**	13) I can solve **simple problems** (e.g. 'share 4 cakes equally between 8 children' or '4 hats, 3 coats, how many different outfits?'
8) * I can **partition a number into 10's and ones to multiply** (distributive law).	8) I can work out **fractions of amounts** for **common fractions** e.g. 1/2 1/4 3/4 1/5 of a set of objects.	14) * I can **compare and order numbers up to 1000.**	11) I **can record time in seconds, minutes and hours and can compare lengths of time** (e.g. which is longer)	14) I can **estimate an answer to an addition or subtraction problem and use the inverse to check an answer.**
9) I can start to use the grid method to multiply two digits, by one digit numbers.	9) I can count forwards and backwards in halves, quarters, tenths and thirds past one whole e.g 2"one quarter, two quarters, three quarters, one whole, one and one quarter, one and a half…"	15) I can **count in 10s, 50s and 100s** and can **add or subtract 10 or 100 from any given number up to 1000.**	12) I can **read and write the time to the nearest minute** on an **analogue** clock (also on clocks with Roman numerals).	15) I can **solve simple scaling problems** e.g. (e.g. twice as long).

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Division	Fractions (continued…)	Place Value (continued…)	Time (continued…)	Perimeter and Area
5) * I can **divide 2 digit numbers by another number using my knowledge of times tables that I have been taught** (inverse knowledge).	10) * I can **compare and order fractions with the same denominator** and **recognise simple equivalent fractions.**	16) I can **count in multiples of 4 and 8 from 0.**	13) I can **calculate and compare time durations.**	1) * I can **measure using cm and mm the perimeter of simple 2D shapes.**
6) I am starting to use **formal written methods to solve 2 digit numbers by one digit division calculations.**	11) I can **add and subtract fractions with the same denominator and recognise a whole as a fraction** e.g. 2/5 + 1/5 = 3/5	17) I can identify, represent and estimate numbers using my place value knowledge.	14) * I can **read the time on both a 12 hour and 24 hour digital clock and compare this to times on an analogue clock.**	**Shape**
Statistics	12) * I **can compare and order simple fractions.**	**Measures**	15) I can **use vocabulary such as 'o'clock, am/pm, morning, afternoon, evening, noon and midnight.**	7) I can recognise a 3D shape in different orientations.
6) I can solve one step problems using the information presented in charts and graphs.	13* I can recognise and show **simple equivalent fractions** using diagrams.	11) I can read **measuring instruments accurately**: length (m/cm/mm), mass (kg/g), volume/capacity (l/ml).		8) I can make 3D shapes using modelling materials and name and describe their properties. 8) I can make 3D shapes using modelling materials and name and describe their properties.
7) I can solve 2 step problems using the information presented in charts and graphs e.g. how many more/fewer?		12) I can **compare, add and subtract measures in length** (m/cm/mm), mass (kg/g), volume/capacity (l/ml).		9) I can draw 2D shapes and describe them using my knowledge of sides and angles.
8) * I can present data in charts and graphs including using a scale of 2, 5 and 10.		13) * I can **add and subtract amounts of money to give change**, using both £ and p in practical contexts.		10) * I can recognise right angles in 2D shapes and say if an angle is greater or less than a right angle.
9) * I can interpret data in charts and graphs including reading a scale of 2, 5 and 10.		14) * I can **solve problems involving measures including simple problems for scale** e.g. twice as high		11) I can identify right angles and describe how right angles can make up $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ and a whole turn.
		15) I can read **measures in mixed units and can convert simple whole units of measure** e.g. 5m = 500cm		12) * I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.