Maths Target Sheet – Stage 3					
WTS (3.0-3.2)		EXS (3.3 – 3.4)		GDS (3.5)	
Big Ideas				**Connections**	
*1a. I know the value of digits in HTO (3-digit numbers)		1b. I can compare HTO numbers (3-digit numbers) using < & >		1c. I can represent numbers with resources	
				1d. I can identify numbers shown using resources	
				1e. I can estimate the quantity of a set of objects	
				1f. I can read & write numbers to 1000 in numerals	
				1g. I can read numbers to 1000 in words	
				1h. I can write numbers to 1000 in words	
				*1i. I can solve number problems and practical problems involving HTO amounts	
2a. I can partition HTO flexibly *e.g. 146 = 100 + 40 + 6, 146 = 130 + 16* unitise flexibly e.g. 146 = 1 hundred + 4 tens + 6 ones = 14 tens + 6 ones		2b. I can partition amounts up to HTO in the most useful way and show this through unitising		2c. I can represent numbers with resources	
				2d. I can identify numbers shown using resources	
				2e. I can read & write numbers to 1000 in numerals	
				2f. I can use reasonable representation when using a bar model	
				*2e. I can solve number problems and practical problems involving HTO amounts	
*3a. I can find 10 more or less than a given number		*3b. I can find 100 more or less than a given number		3c. I can use unitising to add and subtract multiples of 10 and 100, e.g. 125 + 300 means 125 + 3 hundreds	
				3d. I can use my place value knowledge to add and subtract	
				*3e. I can add and subtract lengths or mass *e.g. 200g + 500g*	
				*3f. I can find the total when using £ and p (up to £10.00)	
				*3g. I can add and subtract measures *e.g. 350ml – 200ml*	
				3h. I can use reasonable representation when using a bar model	
				3i.I can use reasonable representation when using a bar model for calculation	
4a. I can identify proximity of numbers accurately up to HTO, e.g. 80 is closer to 100 than 0.		4b. I can develop a sense of scale, e.g. using estimation to plot on a number line up to HTO		4c. I can read & write numbers to 1000 in numerals	
				4d. I can use reasonable representation when using a bar model	
				4i. I can use reasonable representation when using a bar model for calculation	
				4d. I can estimate the quantity of a set of objects	
				*4e. I can solve number problems and practical problems involving HTO amounts	
*5a. I can mentally add ones, tens or hundreds to HTO with no bridge over a multiple of ten boundary *e.g. 342 + 2, e.g. 342 + 20, e.g. 342 + 200*		*5b. I can mentally subtract ones, tens or hundreds from HTO with no bridge over a multiple of 10 boundary *e.g. 345 – 3, e.g. 345 – 30, e.g. 345 - 300*		5c. I can use unitising to help me add and subtract	
				5d. I can use my place value knowledge to add and subtract	
				*5e. I can add and subtract lengths or mass *e.g. 250g + 40g*	
				*6f. I can find the total when using £ and p (up to £10.00)	
				*6g. I can add and subtract measures *e.g. 350ml – 20ml*	
*6a. I can mentally add ones, tens or hundreds to HTO using bridging, e.g. 344 + 8 = 344 + 6 + 2 =, e.g. 340 + 80 = 340 + 60 + 20, e.g. 300 + 800 = 300 + 700 + 100		*6b. I can mentally subtract ones or tens from HTO using bridging, e.g. 345 – 8 = 345 – 5 – 3, e.g. 340 – 60 = 340 – 40 – 20		2b. I can partition amounts up to HTO in the most useful way and show this through unitising	
				*6c. I can mentally add/subtract ones, tens or hundreds to/from HTO using bridging, linking representations to justify my choice, e.g Part-part-whole, bar model or number lines	

				6d. I can use unitising to help me add and subtract, e.g. 70 + 80 = 7 tens + 8 tens and; 150 – 80 = 15 tens – 8 tens	
				6e. I can add and subtract lengths or mass *e.g. 75g + 8g*	
				*6f. I can find the total when using £ and p (up to £10.00)	
				*6g. I can add and subtract measures *e.g. 350ml – 70ml*	
7a. I can mentally subtract from HTO using taking from the whole, e.g. 152 – 80 = 100 – 80 + 52		7b. I can subtract from HTO using taking from then whole, linking representations to justify my choice.		2b. I can partition amounts up to HTO in the most useful way and show this through unitising	
				*7c. I can add and subtract lengths or mass *e.g. 152g - 80g*	
				*7d. I can find the total when using £ and p (up to £10.00)	
				*8e. I can add and subtract measures *e.g. 320ml – 70ml*	
8a. I can solve addition and subtraction calculations using the most efficient strategy (partitioning , doubles/near doubles , bridging , friendly numbers)		8b. I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.		2b. I can partition amounts up to HTO in the most useful way and show this through unitising	
				*8c. I can mentally add/subtract ones, tens or hundreds to/from HTO using bridging, linking representations to justify my choice, e.g Part-part-whole, bar model or number lines	
				*8d. I can add and subtract measures *e.g. 152g - 80g*	
				*8e. I can find the total when using £ and p (up to £10.00)	
				8f. I can interpret and present data using bar charts, pictograms and tables.	
*9w. I can explain the exchange system, e.g. I know that I can exchange 10 ones for 1 ten.		9b. I can multiply and divide HTO numbers by 10 through understanding of the exchange system		*9c. I can find the total when using £ and p (up to £10.00)	
*10a. I can multiply 2-digit numbers by 2 using tables facts *e.g. 34 x 2* and know that I am doubling		*10b. I can multiply 2-digit numbers by 3, 4 and 8 using tables facts *e.g. 23 x 4*		2a. I can partition HTO flexibly *e.g. 146 = 100 + 40 + 6, 146 = 130 + 16* unitise flexibly e.g. 146 = 1 hundred + 4 tens + 6 ones = 14 tens + 6 ones	
				2b. I can partition amounts up to HTO in the most useful way and show this through unitising	
				*10c. I can count on in 4s and 8s from zero	
				10d. I can pattern spot and make generalisations about the 4 and 8 times table	
				10e. I can use a grid to record TO x O	
11a. I can use partitioning to solve **TO** x **O** *e.g. 24 x 6 = (20x6) + (4x6) [Distributive Law]*		*11b. I can use doubling and x10 to solve multiplication problems mentally *e.g. 20 x 16 = 16 x 10 x 2 [Distributive Law]*		2a. I can partition HTO flexibly *e.g. 146 = 100 + 40 + 6, 146 = 130 + 16* unitise flexibly e.g. 146 = 1 hundred + 4 tens + 6 ones = 14 tens + 6 ones	
				2b. I can partition amounts up to HTO in the most useful way and show this through unitising	
				*10b. I can multiply 2-digit numbers by 2 using tables facts *e.g. 34 x 2* and know that I am doubling	
*12a. I can solve TO ÷ O using multiplication facts		12b. I use unitising to derive related facts *e.g. 6 ÷ 3 = 2 so 60 ÷ 3 = 20*		2b. I can partition amounts up to HTO in the most useful way and show this through unitising	
				*12c. I can count on in 4s and 8s from zero	
				12d. I can pattern spot and make generalisations about the 4 and 8 times table	
				*12e. I can find the total when using £ and p (up to £10.00)	
				12f. I know I **cannot** change the order of division when solving problems.	
13a. I can solve simple scaling problems *e.g. draw a wall four times as high*		13b. I can solve correspondence problems *e.g. 3 hats, 4 coats. How many different outfits?*		*10b. I can multiply 2-digit numbers by 3, 4 and 8 using tables facts *e.g. 23 x 4*	
				11a. I can use partitioning to solve **TO** x **O** *e.g. 24 x 6 = (20x6) + (4x6) [Distributive Law]*	
				13c. I can pattern spot and make generalisations about the 4 and 8 times table	
				13d. I can draw 2D shapes using a ruler *e.g. square, oblong, right-angled triangle,*	
*14a. I can divide an object and set into ten equal parts using the stem sentence, **'_____ is divided into _____equal parts and _____ of the parts is _____.'**		14b. I can find a unit fraction of an amount using the stem sentences, **'_____ is divided into _____equal parts and _____ of the parts is _____.'**		*14c. I can count up and down in tenths from 2 to 0	
				9b. I can multiply and divide HTO numbers by 10 through understanding of the exchange system	
				13a. I can solve simple scaling problems *e.g. draw a wall four times as high*	
15a. I can compare and order unit fractions *e.g.* $\frac{1}{4} < \frac{1}{3}$		15b. I can compare and order fractions when **either** the numerators **or** the denominators are the same.		*15c. I can count up and down in tenths from 2 to 0	
16a. I can compare and order similar fractions *e.g.* $\frac{1}{6}, \frac{3}{6}, \frac{5}{6}$				*16c. I can count up and down in tenths from 2 to 0	

*17a. I can show equivalent fractions using diagrams *e.g.* $\frac{2}{4}=\frac{3}{6}$				15a. I can compare and order unit fractions *e.g.* $\frac{1}{6}, \frac{3}{6}, \frac{5}{6}$	
18a. I can add fractions with the same denominator *e.g.* $\frac{5}{7}+\frac{1}{7}=\frac{6}{7}$		18b. I can subtract fractions with the same denominator *e.g.* $\frac{5}{7}-\frac{1}{7}=\frac{4}{7}$		*17a. I can show equivalent fractions using diagrams *e.g.* $\frac{2}{4}=\frac{3}{6}$	
*19a. I can measure lengths including perimeter using millimetres (mm), centimetres (cm) and metres (m)		*19b. I can measure mass in grams (g) and kilograms (kg), and I can measure volume/capacity in millilitres (ml) and liters (l)		*9w. I can explain the exchange system, e.g. I know that I can exchange 10 ones for 1 ten.	
				9b. I can multiply and divide HTO numbers by 10 through understanding of the exchange system	
				8a. I can solve addition and subtraction calculations using the most efficient strategy (partitioning, doubles/near doubles, bridging, friendly numbers)	
20a. I can identify and draw regular and irregular polygons		20b. I can name 3D shapes from pictures of them		20c. I know 2D shapes are **polygons**	
				20d. I know 3D shapes are **polyhedra**	
				20e. I can draw 2D shapes using a ruler *e.g. square, oblong, right-angled triangle*	
				20f. I can find horizontal and vertical lines	
				20g. I can find parallel and perpendicular lines	
21a. I recognise angles as a property of shape or a description of a turn		*21b. I can find right angles in 2D shapes		*21c. I know two right angles make a half turn, three make a three-quarter turn, and four a whole turn.	
				*21d. I know if an angle is greater (obtuse) than or less than (acute) a right angle	
				20e. I can find parallel and perpendicular lines	
*22a. I can tell and write the time from an analogue clock		*22b. I can tell write the time from an analogue clock which uses Roman numerals		22c. I know there are 60 seconds in a minute	
				22d. I can estimate a minute	
				22e. I can read time to the nearest minute	
				*22f. I know two right angles make a half turn, three make a three-quarter turn, and four a whole turn.	
				22g. I can record times in seconds, minutes and hours and compare them	
				22h. I know the number of days in each month	
				22i. I know there are 365 days in one year (366 in one leap year)	
*23a. I can tell the time from an 24-hour analogue clock		*23b. I can write the time using 24-hour notation *e.g. 14:35*		23c. I know there are 60 seconds in a minute	
				23d. I can estimate a minute	
				23e. I can read time to the nearest minute	
				22g. I can record times in seconds, minutes and hours and compare them	
				*24d. I can solve two-step problems with scaled bar charts (e.g 2, 5, 10 units per cm)	
				*19a. I can measure length using millimetres (mm), centimetres (cm) and metres (m)	
				13. I can solve simple scaling problems *e.g. draw a wall four times as high*	

Fluency					
*25. I can count on in 50s & 100s from zero		31. I can use reasonable representation when using a bar model		37. I can estimate a minute	
*26. I can count on in 4s and 8s from zero		32. I can count up and down in tenths from 2 to 0		38. I know the number of days in each month	
27. I can pattern spot and make generalisations about the 4 and 8 times table		33. I can draw 2D shapes using a ruler *e.g. square, oblong, right-angled triangle*		39. I know there are 365 days in one year (366 in one leap year)	
28. I can read & write numbers to 1000 in numerals		34. I can find horizontal and vertical lines		40. I can use time vocabulary such as o'clock, a.m./p.m, morning, afternoon, noon and midnight	
29. I can read numbers to 1000 in words		35. I can find parallel and perpendicular lines		41. I can generalise about multiplying by 0 and 1	

30. I can write numbers to 1000 in words		36. I know there are 60 seconds in a minute		42. I can generalise about dividing a number by 1	