Learning Profile B3
Number and Place Value
I can find 10 more than a given number
I can find 10 less than a given number
I can find 100 more than a given number
I can find 100 less than a given number
I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
I can write numbers up to 1000 in words
I can read numbers up to 1000 in words
I can compare objects to 1000
I can compare numbers up to 1000
I can order numbers up to 1000
I can estimate numbers using different representations e.g. on a place value grid with base 10 or place value counters
I can read numbers up to 1000 in numerals
I can write numbers up to 1000 in numerals
I can identify numbers using different representations
I can count from 0 in multiples of 4
I can count from 0 in multiples of 8
I can count from any multiple of 50 in multiples of 50 forwards or backwards
I can count from 0 in multiples of 100
I can represent numbers using different representations e.g. on a place value grid with base 10, using place value counters or a number line.
Addition and Subtraction
I can add and subtract multiples of 100.
I can add and subtract 3-digit numbers and ones – not crossing 10.
I can add 3-digit and 1-digit numbers – crossing 10.
I can subtract a 1-digit number from a 3-digit number – crossing 10.
I can add and subtract 3-digit numbers and tens – not crossing 100.
I can add a 3-digit number and tens – crossing 100.
I can add and subtract 100s.
I can spot the pattern – making it explicit.
I can add and subtract a 2-digit and 3-digit number – not crossing 10 or 100.
I can add a 2-digit and 3-digit number – crossing 10 or 100.
I can subtract 2-digit number from a 3-digit number cross the 10 or 100.
I can add two 3-digit numbers – not crossing 10 or 100. Then…
I can add two 3-digit numbers – crossing 10 or 100.
I can subtract a 3 –digit number from a 3-digit number – no exchange.
I can subtract a 3-digit number from a 3-digit number – exchange.
I can estimate answers to calculations
I can check my answers using inverse the operation
Multiplication and Division: 1
I can recall multiplication facts for the 3 multiplication tables
I can use multiplication facts for the 3 multiplication tables
I can recall division facts for the 3 multiplication tables
I can use division facts for the 3 multiplication tables
I can recall multiplication facts for the 4 multiplication tables
I can use multiplication facts for the 4 multiplication tables
I recognise multiplication as repeated addition of equal groups
I can recall division facts for the 4 multiplication tables

I can use division facts for the 4 multiplication tables
I can recall multiplication facts for the 8 multiplication tables
I can use multiplication facts for the 8 multiplication tables
I can recall division facts for the 8 multiplication tables
I can use division facts for the 8 multiplication tables
I can count from 0 in multiples of 4 and 8
I can use concrete and pictoral representations and my knowledge of inverse to check my calculations
I can write mathematical statements for multiplication using the multiplication tables that I know
I can write mathematical statements for division using the multiplication tables that I know
Multiplication and Division: 2
I can compare statements for multiplication and division facts using < > =
I can use known facts to relate calculations. E.g. 2 × 6 = 12, so we also know 2 × 60 = 120
Multiply 2-digits by 1-digit (no exchange)
Multiply 2-digits by 1-digit (with exchange)
Divide 2-digits by 1-digit (10s first then 1s, no remainders)
Divide 2-digits by 1-digit (partitioning, using exchange).
Divide 2-digits by 1-digit (with a remainder).
I can use scaling (using vocabulary 'times as many' and bar models to support)
I can find all the ways of solving a problem with known x and ÷ facts using a systematic approach
Statistics
I can interpret data using bar charts
I can interpret data using pictograms
I can interpret data using tables
I can present data using bar charts
I can present data using pictograms
I can present data using tables
I can solve one-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts
I can solve one-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in pictograms
I can solve one-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in tables.
I can solve two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts
I can solve two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in pictograms
I can solve two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in tables.
Money
Pounds and pence: I know the value of each coin and note and what it represents.
I can convert between pounds and pence knowing that 100pence is equal to £1
I can add coins together and find the total amount.
I can add two amounts of money using pictoral representations to support me.
I can use different methods to subtract money.
I can give change using number lines or 'part-whole' models.
Length and perimeter
I can choose the most appropriate tool to measure length in m cm or mm
I can convert multiples of 100cm into metres and partition numbers that are not multiples of 100 into metres and cm (without using decimals)

I recognise that 100cm is 1m and 10mm is 1 cm
I can convert multiples of 10cm into mm and partition numbers that are not multiples of 10 into cm and mm (without using decimals)
I can compare and order lengths based on measurements in mm, cm and m
I can add lengths given in different units of measure.
I can subtract lengths given in different units of measure.
I can measure the perimeter of simple 2D shapes.
I can calculate perimeter of simple 2D shapes.
Fractions 1
I can explain the difference between unit and non-unit fractions.
I can see when a fraction is equivalent to a whole.
I understand what a tenth is.
I can count in tenths using different representations.
I recognise tenths as decimals and link it to pictoral representations
I can use a number line to represent fractions beyond a whole one.
I can divide a number line / bar model into specific fractions.
Fractions of a set of objects: 1 (dividing into equal groups).
Fractions of a set of objects: 2 (understanding the meanings of denominator and numerator).
Fractions of a set of objects: 3 (applying the knowledge).
Fractions 2
Equivalent fractions (1): I can explore equivalent fractions using Cuisenaire rods or number rods
Equivalent fractions (2): I can deepen my understanding of equivalent fractions using number lines and Cuisenaire rods.
Equivalent fractions (3). I can link pictorial images to equivalent fractions and solve missing denominator or numerator questions using these images.
I can compare unit fractions or fractions with the same denominator
I can order unit fractions or fractions with the same denominator
I can use practical equipment and pictorial representations to add fractions where there is the same denominator and the total is less than 1
I can use practical equipment and pictorial representations to subtract fractions with the same denominator within one whole.
Time
I know the number of days in a week and each month, months of the year and recognise a leap year
I can use vocabulary morning, afternoon, noon and midnight
I can tell the time (1) to the nearest 5 minutes on an analogue clock and recognise roman numerals on a clock face
I can tell the time (2) to the nearest minute on an analogue clock
I can use the terms a.m. and p.m. to describe the time of the day
I can write the time from an analogue clock
I can read the time from a 24 hour digital clock
I can measure time in seconds
I can find the duration of events using analogue and digital time
I can compare the duration of events using analogue and digital time
I can find the start and end times to the nearest minute using analogue and digital time
Mass and capacity
Measure mass (1): I can read a range of scales with some missing numbers) to measure mass in Kg or g.
Measure mass (2): I can measure and record the mass of objects by calculating the intervals of scales.

I can compare mixed mass measurements using the inequality symbols.
I can add and subtract mass using a range of mental and written methods.
Measure capacity (1): I can use millilitres and litres to explore capacity (not as mixed measurements)
Measure capacity (2): I can measure capacity with litres and millilitres together and record measurements as __ l and __ ml, for example 5 l and 500 ml.
I can compare capacity using full and empty
I can compare actual numerical measures, including mixed measurements using the inequality symbols. For example, 1 l and 500 ml < 2 l.
I can add and subtract capacity using mental or written methods.
Geometry: Properties of Shape
I can recognise angles as a measure of a turn.
I can make ¼ ½ ¾ and whole turns from different starting points clockwise and anticlockwise.
I understand that an angle is made when two straight lines meet.
I can identify right angles and recognise them in turns.
I can identify if an angle is greater or less than a right angle using the words obtuse and acute
I can draw lines accurately in cm and mm
I can recognise horizontal and vertical lines in shapes including horizontal and vertical lines of symmetry.
I can recognise parallel and perpendicular lines in a range of contexts
I can use arrow notation to represent parallel lines and right-angle notation to represent perpendicular lines.
I can recognise, describe and draw 2D shapes.
I can recognise and describe 3D shapes including in different orientations.
I can make 3-D shapes using modelling materials
I can They use correct mathematical language to describe the shapes they have made (edges, faces, vertices, curved surfaces).