

	<b>YEAR 3 LEVEL RECORD</b>	<b>R</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
	<b>NUMBERS AND THE NUMBER SYSTEM</b> <b>COUNTING, PROPERTIES OF NUMBERS &amp; NUMBER SEQUENCES</b>							
3/1	Fill in gaps on a number track less than 1000 with some numbers already entered.							
3/2	Place numbers a specified interval in front of or behind a given number on a number track to 1000.							
3/3	Counting forwards/backwards on a number track to 1000, give the interval between two specified numbers.							
3/4	Count larger collections by grouping them: eg in tens, then other numbers.							
3/5	Use, read and begin to write 'count', 'tally' and 'how many?'							
3/6	Suggest appropriate tally groupings for counting scenarios in the hundreds.							
3/7	Describe and extend number sequences.							
3/8	Count on in twos starting from any two-digit number.							
3/9	Count on in steps of 3 from any small number to at least 50.							
3/10	Count on in steps of 4 from any small number to at least 50.							
3/11	Count on in steps of 5 from any small number to at least 50.							
3/12	Count on or back in tens, starting from any two- or three-digit number.							
3/13	Count back in twos starting from any two-digit number.							
3/14	Count back in steps of 3 from any small number to at least 50.							
3/15	Count back in steps of 4 from at least 50.							
3/16	Count back in steps of 5 from at least 50.							
3/17	Count back in tens, starting from any two- or three-digit number.							
3/18	Investigate the patterns when you count on in 3s on a 4x4 grid and colour the square you land on. Repeat on a 5x5 and then predict 6x6. For each square, predict numbers not on it which would be coloured/not coloured.							

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3/18	Describe the rule, and extend, for ascending and descending sequences to 100 which are increments of 2, 3, 4 or 5, starting from zero or any small number.							
3/19	Create sequences with a given constraint eg includes the numbers 7 and 12.							
3/20	Know how many tens were counted on or back to get from one specified number to another.							
3/21	Count on in hundreds, starting from any two- or three-digit number.							
3/22	Count back in hundreds, starting from any two- or three-digit number.							
3/23	Know how many hundreds were counted on or back to get from one specified number to another.							
3/24	Count on in multiples of 50, starting at zero.							
3/25	Count back in multiples of 50, starting at a multiple of 50.							
3/26	Recognise two-digit and three- digit multiples of 2 as numbers ending in 0, 2, 4, 6, 8.							
3/27	Recognise two-digit and three-digit multiples of 5 as numbers ending in 0 or 5.							
3/28	Recognise two-digit and three-digit multiples of 10 as numbers ending in 0.							
3/29	Recognise three-digit multiples of 50 as numbers ending in 00 or 50.							
3/30	Recognise three-digit multiples of 100 as numbers ending in 00.							
3/31	Be able to give multiples of 10, 50 or 100 before or after a specified number.							
3/32	Use <i>multiple</i> .							
3/33	Read <i>multiple</i> .							
3/34	Begin to write <i>multiple</i> .							
3/35	Know how to recognise odd and even numbers to at least 100.							
3/36	Know which odd/even number comes before/ after a specified number to at least 30.							
3/37	Know an even number ends in 0, 2, 4, 6 or 8 and an odd numbers ends in 1, 3, 5, 7, 9.							

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3/38	Know if you add two odd or even numbers, the answer is even, and if you add an odd and even, the answer is odd.							
3/39	Use <i>odd, even, sequence, predict, continue, rule and relationship</i>							
3/40	Read the above vocabulary.							
3/41	Begin to write the above vocabulary.							
	<b>PLACE VALUE AND ORDERING</b>							
3/42	<b>Read whole numbers to at least 1000</b> in figures.							
3/43	<b>Read whole numbers to at least 1000</b> in words.							
3/44	<b>Write whole numbers to at least 1000</b> in figures.							
3/45	<b>Write whole numbers to at least 1000</b> in words.							
3/46	<b>Know what each digit in a three-digit number represents, including zero as a place holder.</b>							
3/47	Partition three-digit numbers into a multiple of 100, a multiple of ten and one (HTU).							
3/48	Show three-digit numbers on an abacus.							
3/49	Use <i>units or ones, tens, hundreds, digits, one-digit number, two-digit number, three-digit number, place value.</i>							
3/50	Read the above vocabulary.							
3/51	Begin to write the above vocabulary.							
3/52	In one step (operation) make 478 into 978 etc, make 326 into 396 etc, change 707 into 507 etc, change 263 into 203 etc							
3/53	Explain what number needs to go in each box- $364 = \square + 60 + 4$ , $472 = 400 + \square + 2$							
3/54	Make the biggest and smallest numbers with three provided digits.							
3/55	Exchange pennies for £1, 10p and 1p coins.							
3/56	Use the vocabulary of comparing and ordering numbers eg <i>ordinal numbers in words, how many, the same number as, equal to, more than, less than, fewer than, greater than, smaller than, larger than, most, least, smallest, largest, order, first, last, before, after, next, between, halfway between.</i>							
3/57	Read the above vocabulary.							

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3/58	Begin to write the above vocabulary.							
3/59	Use the = sign to represent equality.							
3/60	Compare two given three-digit numbers and say which is more or less.							
3/61	Give a number which lies between two given three-digit numbers							
3/62	Say the number that is 1 more than any given two- or three-digit number.							
3/63	Say the number that is 10 more than any given two- or three-digit number.							
3/64	Say the number that is 100 more than any given two- or three-digit number.							
3/65	Say the number that is 1 less than any given two- or three-digit number.							
3/66	Say the number that is 10 less than any given two- or three-digit number.							
3/67	Say the number that is 100 less than any given two- or three-digit number.							
3/68	<b>Order whole numbers to at least 1000.</b>							
	<b>ESTIMATION AND ROUNDING</b>							
3/69	Use <i>guess how many, estimate, round, nearest, roughly, nearly, close to, approximately, too many, too few, enough, not enough.</i>							
3/70	Read the above vocabulary.							
3/71	Write the above vocabulary.							
3/72	Give a sensible estimate of up to about 100 objects.							
3/73	Explain how estimates were made and justify why they are reasonable.							
3/74	Estimate the position of an undivided number line whose ends are numbered and $\leq 100$ .							
3/75	Round any two-digit number to the nearest 10.							
3/76	Round any three-digit number to the nearest 100.							
3/75	Round numbers which are units of measurement eg £, g, m, cm etc.							

	<b>FRACTIONS</b>	<b>R</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
3/76	Use <i>part, fraction, one whole, one half, one quarter, three quarters, one third, two thirds, one tenth etc.</i>							
3/77	Read the above vocabulary.							
3/78	Begn to Write the above vocabulary.							
3/79	<b>Recognise unit fractions up to <math>1/n</math> where <math>n \leq 10</math>.</b>							
3/80	Shade fractions of the form $1/n$ on shapes which have been subdivided, including into parts $>n$ .							
3/81	Recognise shapes shaded in ways which are not equal fractions eg <i>not</i> $1/5$ .							
3/82	Identify the fraction of a shape <i>not</i> shaded.							
3/83	Identify the fraction ( $1/n$ )of a set which has been ringed or collected.							
3/84	Identify the fraction of a set of objects which have not been ringed or collected.							
3/85	Complete shading partly shaded, subdivided shapes to make a specified fraction.							
3/86	Begin to recognise simple fractions that are several parts of a whole.							
3/87	Begin to recognise simple equivalent fractions: for example, five tenths and one half, five fifths and one whole.							
3/88	Place halves, quarters, three quarters on a number line.							
3/89	Compare familiar fractions: for example, know that on the number line one half lies between one quarter and three quarters, a half is less than three quarters etc.							
3/90	Use a number line to find half of any number to 100.							
3/91	Estimate a simple fraction eg it is nearly half past, a jar of 100 sweets is nearly half empty, so it has about 50 sweets.							
	<b>CALCULATIONS</b>							
	<b>UNDERSTANDING ADDITION AND SUBTRACTION</b>							
3/92	Read <i>more, add, sum, total, altogether, equals, sign.</i>							
3/93	Begin to write the above vocabulary.							
3/94	Use the +, – and = signs.							
3/95	Extend understanding of the operations of addition and subtraction.							

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3/96	Recognise the use of a symbol such as n or s to stand for an unknown number.							
3/97	Complete using rapid recall for facts to 20.							
3/98	Continue to recognise that addition can be done in any order.							
3/99	Extend understanding that more than two numbers can be added.							
3/100	Add two-digit and three-digit numbers with the help of apparatus or pencil and paper.							
3/101	Extend understanding that subtraction is the inverse of addition.							
3/102	Add three or four single-digit numbers mentally.							
3/103	Add three or more one-, two-or three-digit numbers with the help of 10p and 1p coins or 10-sticks and unit bricks. (totals up to 1000).							
3/104	Add three or more one-, two-or three-digit numbers with the help of a number line (totals up to 1000).							
3/105	Add three or more one-, two-or three-digit numbers with the help of 100 square (totals up to 1000).							
3/106	Add three or more one-, two or three-digit numbers (totals up to 1000) using and explaining mental strategies							
3/107	Investigate 3 hops on a number line from a given start to a specified end $\leq 1000$ and record in the form $132 + \nabla + \square = 100$ .							
3/108	Find the missing number in equations of the forms- $190 + \square + 5 = 300$ , $190 + 105 + \square = 300$ , $\square + 105 + 5 = 35$							
3/109	Explore the different totals which can be made by adding different combinations of provided numbers eg three out of 19, 63, 54, 106, 97.							
3/110	Using coins if necessary, add bills containing 3 or more two-digit numbers of pennies.							
3/111	Using coins if necessary, add bills containing 3 or more figures of the form £4.50.							
	<b>RAPID RECALL OF ADDITION AND SUBTRACTION FACTS</b>							
3/112	<b>Know by heart all addition and subtraction facts for each number to 20.</b>							
3/113	Know by heart all pairs of multiples of 100 with a total of 1000 (e.g. $300 + 700$ ).							

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3/114	Derive quickly all pairs of multiples of 5 with a total of 100 (e.g. 35 + 65).							
	<b>MENTAL CALCULATION STRATEGIES (+ AND -)</b>							
3/115	Use knowledge that addition can be done in any order to do mental calculations more efficiently. For example: put the larger number first and count on; add three or four small numbers by putting the largest number first and/or by finding pairs totalling 9, 10 or 11.							
3/116	Partition into '5 and a bit' when adding 6, 7, 8 or 9 (e.g. $47 + 8 = 45 + 2 + 5 + 3 = 50 + 5 = 55$ ).							
3/117	Partition into tens and units, then recombine (e.g. $34 + 53 = 30 + 50 + 4 + 3$ ).							
3/118	Find a small difference by counting up from the smaller to the larger number (e.g. $102 - 97$ ).							
3/119	Identify near doubles, using doubles already known (e.g. $80 + 81$ ).							
3/120	<b>Add mentally a 'near multiple of 10' to or from a two-digit number</b> by adding 10, 20, 30... and adjusting.							
3/121	<b>Subtract mentally a 'near multiple of 10' to or from a two-digit number</b> by subtracting 10, 20, 30... and adjusting.							
3/122	Use patterns of similar calculations eg $4-3=$ , $14-3=$ to derive $84-3$ .							
3/123	Say or write a subtraction statement corresponding to a given addition statement, and vice versa.							
3/124	Use known number facts and place value to add/subtract mentally eg different number sentences linking 5,8,13.							
3/125	Add or subtract a single digit to or from any three-digit number without crossing the tens boundary eg $532+5$ .							
3/126	Add a two-digit number to a multiple of hundred.							
3/127	Subtract a single digit from a multiple of hundred.							
3/128	Begin to add a two-digit number to a multiple of ten, crossing 100.							
3/129	Add a pair of teens numbers without crossing the tens boundary or 100.							
3/130	Subtract a pair of teens numbers without crossing the tens boundary or 100.							
3/131	Add 10 to or from any two-or three-digit number including crossing the hundreds boundary.							

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3/132	Subtract 10 to or from any two- or three-digit number including crossing the hundreds boundary.							
3/133	Begin to subtract or add a pair of multiples of 10, crossing 100.							
3/134 3/135	Find what must be added to a three-digit multiple of 10 to make the next higher multiple of 100.							
3/136	Add or subtract a multiple of 10 to or from a two-digit number, crossing 100.							
3/137	Add or subtract a pair of multiples of 100, crossing 1000.							
3/138	Bridge through a multiple of 10, then adjust.							
3/139	Consolidate subtracting a single digit from a 'teens' number, crossing 10.							
3/140	Add or subtract a single digit to/from a two-digit number, crossing the tens boundary.							
3/141	Find a small difference between a pair of numbers lying each side of a multiple of 100 from 100 to 1000.							
3/142	Begin to add or subtract any pair of two-digit numbers.							
	<b>PENCIL AND PAPER PROCEDURES (+ AND -)</b>							
3/143	Use informal pencil and paper methods to support, record or explain partial mental jottings.							
3/144 3/145	Discuss and compare methods and explain how they work. Start with TU + TU, then HTU+TU or HTU + HTU using jumps of 100, 10 or 1, then by adding the most (or least) significant number first.							
3/146	Begin to use column addition for HTU + TU where the calculation cannot easily be done mentally.							
3/147	Begin to use column subtraction for HTU - TU where the calculation cannot easily be done mentally.							
3/148	Use informal pencil and paper methods to support, record or explain partial mental jottings.							
3/149 3/150 3/151	Discuss and compare methods and explain how they work. Start with TU-TU, developing to HTU-TU or HTU-HTU. Do this first not crossing the tens or hundreds boundary, then crossing either the tens or the hundreds. Do first by counting up from the smaller to the bigger (complementary addition-3/149), then by compensation (take too much off, add back- 3/150), then by decomposition (3/151).							

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	<b>UNDERSTANDING MULTIPLICATION AND DIVISION</b>							
3/151	Read <i>double, times, multiply, multiplied by, multiple of, lots of, groups of, times as (big, long, wide...)</i> and read and write the <i>x</i> sign; <i>share, halve, divide, divided by, equal groups of, left over, remainder, the sign ÷</i> and understand that $\frac{1}{2}$ means one divided into two parts.							
3/152	Begin to write the above vocabulary.							
3/153	Understand multiplication as repeated addition.							
3/154	Extend understanding that multiplication can be done in any order.							
3/157	<b>Understand division</b> as grouping (repeated subtraction) or sharing.							
3/158	<b>Recognise that division is the inverse of multiplication.</b>							
3/159	Use counters for sharing.							
3/160	Use a number line for division by repeated subtraction.							
3/161	Use mental strategies for dividing larger two-digit numbers by 1-12.							
3/162	Use the <i>x, ÷</i> and <i>=</i> signs to record mental calculations in a number sentence.							
3/163	Recognise the use of a symbol such as $\pounds$ or $\pounds$ to stand for an unknown number involving <i>x</i> or <i>÷</i> .							
3/164	Begin to find remainders after simple division, expressing them in whole numbers.							
3/165	Round up or down after division, depending on the context.							
	<b>RAPID RECALL OF MULTIPLICATION AND DIVISION FACTS</b>							
3/166	Use <i>double, twice, half, halve, whole, divide by two, divide into two etc</i> and know that $\frac{1}{2}$ is one half.							
3/167	Read the above vocabulary.							
3/168	Begin to write the above vocabulary.							
3/169	<b>Know by heart multiplication facts for the 2 times-table.</b>							
3/170	<b>Know by heart multiplication facts for the 5 times-table.</b>							

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3/171	<b>Know by heart multiplication facts for the 10 times-table.</b>							
3/172	Begin to know the 3 times-table.							
3/173	Begin to know the 4 times-table.							
3/174	Derive quickly division facts corresponding to the 2 times-tables.							
3/175	Derive quickly division facts corresponding to the 5 times-tables.							
3/176	Derive quickly division facts corresponding to the 10 times-tables.							
3/177	Derive quickly doubles of all whole numbers to at least 20 (e.g. $17 + 17$ or $17 \times 2$ ).							
3/178	Derive quickly doubles of multiples of 5 to 100 (e.g. $75 \times 2$ , $90 \times 2$ ).							
3/179	Derive quickly doubles of multiples of 50 to 500 (e.g. $450 \times 2$ ).							
3/180	Derive halves quickly eg $36 \div 2$ , half of 130, $900 \div 2$ .							
	<b>MENTAL CALCULATION STRATEGIES (x and <math>\div</math>)</b>							
3/181	To multiply by 10/100, shift the digits one/two places to the left, observing the patterns made by successive multiplying by 10 eg $3 \times 10$ , $3 \times 10 \times 10$ etc.							
3/182	Use doubling or halving, starting from known facts (e.g. $8 \times 4$ is double $4 \times 4$ ).							
3/183	Find a quarter of a number as a half of a half.							
3/184	Say or write a division statement corresponding to a given multiplication statement.							
3/185	Use known number facts and place value to carry out mentally simple multiplications.							
3/186	Use known number facts and place value to carry out mentally simple and divisions.							
3/187	Multiply a single digit by 1, 10 or 100.							
3/188	Divide a three-digit multiple of 100 by 10 or 100.							
3/189	Double any multiple of 5 up to 50.							
3/190	Halve any multiple of 10 to 100.							
3/191	Multiply a two-digit multiple of 10 up to 50 by 2,3,4,5 or 10.							

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3/188	Multiply a two-digit number by 2,3,4 or 5 without crossing the tens boundary.							
	<b>CHECKING THE RESULTS OF CALCULATIONS</b>							
3/189	Check subtraction with addition, halving with doubling and division with multiplication.							
3/190	Repeat addition or multiplication in a different order.							
3/191	Check with an equivalent calculation.							
	<b>SOLVING PROBLEMS</b>							
	<b>MAKING DECISIONS</b>							
3/192	Use <i>operation, sign, symbol, number sentence, equation</i> .							
3/193	Read the above vocabulary.							
3/194	Begin to write the above vocabulary.							
3/195	<b>Choose and use appropriate operations (including multiplication and division) to solve word problems</b> , and appropriate ways of calculating: mental, mental with jottings, pencil and paper.							
3/196	Decide what equipment will be needed eg cubes, squared paper, 100 square, coins etc.							
3/197	Explain how the problem was solved.							
	<b>REASONING ABOUT NUMBERS OR SHAPES</b>							
3/198	Solve mathematical problems or puzzles, recognise simple patterns And relationships, generalise and predict.							
3/199	Suggest extensions by asking 'What if...?' or 'What could I try next?'							
3/200	Investigate a general statement about familiar numbers or shapes by finding examples that satisfy it.							
3/201	<b>Explain methods and reasoning</b> orally and, where appropriate, in writing.							

<b>YEAR 4 LEVEL RECORD</b>		<b>R</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>PROBLEMS INVOLVING 'REAL LIFE', MONEY OR MEASURES.</b>								
3/202	Use mental addition and subtraction, simple multiplication and division, to solve simple word problems involving money in real life', money or measures using one or two steps and explaining how the problem was solved.							
<b>MONEY</b>								
3/203	Use <i>coin, pound, £, pence, note, price, cost, cheaper, more/less expensive, pay, change, total, how much?</i>							
3/204	Read the above vocabulary.							
3/205	Begin to write the above vocabulary.							
3/206	Recognise all coins and £20, £10 and £5 notes.							
3/207	Exchange a note for its equivalent value in smaller notes or in £2 and £1 coins.							
3/208	<b>Understand and use £.p notation</b> (for example, know that £3.06 is £3 and 6p.							
3/209	Find totals, give change, and work out which coins to pay.							
<b>MEASURES, SHAPE AND SPACE</b>								
<b>MEASURES</b>								
3/212	Read <i>long, short, tall, high, low, wide, narrow, deep, shallow, thick, thin, far, near, close, weight, weighs, heavy, light, balances, full, empty, holds, distance, roughly, nearly, about, approximately.</i>							
3/213	Begin to write the above vocabulary.							
3/214	Know that- 1 kilometre = 1000 metres      1 metre = 1000 centimeters 1 metre = 1000 centimeters      1 litre = 1000 millilitres 1 kilogram = 1000 grams							
3/215	Begin to use decimal notation for metres and centimetres.							
3/216	Estimate, measure and compare lengths in km.							
3/217	Estimate, measure and compare masses using g.							
3/218	Estimate, measure and compare capacities, using millilitres.							
3/219	For a variety of practical situations, correctly select km, m, cm, kg, g, ml or l.							

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3/220	Read scales to the nearest division (labeled or unlabelled).							
3/221	Record estimates and measurements to the nearest whole or half unit (e.g. 'about 3.5 kg'), or in mixed units (e.g. '3 m and 20 cm').							
3/222	Use a ruler to draw and measure lines to the nearest half centimetre.							
2/223	Solve simple problems incorporating these units, using one or two steps, explaining reasoning and, where appropriate, writing a number sentence.							
	<b>TIME</b>							
3/224	<b>Read names of the days of the week, names of the months, seasons of the year, second, <i>minute, hour, day, week, fortnight, month, year, date, century, calendar, season, morning, afternoon, evening, night, midnight, weekend, today, yesterday, a.m., p.m., tomorrow, now, soon, early, late, before, after, first, second, next, quick, fast, slow, how long ago?, how long will it be to...?, how long will it take to...?, how often...?, always, never, often, sometimes, usually, once, twice, and comparatives such as faster, slower, takes longer etc.</i></b>							
3/225	<b>Begin to write the above vocabulary.</b>							
3/226	Suggest suitable Year 3 units to estimate or measure time and use them in practical contexts.							
3/227	Use a calendar to find the date.							
3/228	Write the date correctly.							
3/229	Know birthdate (d/m/y).							
3/230	<b>Know 1 year = 365 days      1 year = 52 weeks 1 year = 12 months      1 week = 7 days 1 day = 24 hours      1 hour = 60 minutes 1 minute = 60 secs.</b>							
3/231	Use mental strategies to solve simple problems using these units.							
3/232	Read the time to 5 minutes on an analogue clock.							
3/233	Read the time to 5 minutes on a 12-hour digital clock							
	<b>SHAPE AND SPACE</b>							
3/224	Use <i>shape, pattern, flat, solid, hollow, side, edge, face, straight, curved, round, point, pointed, corner, sort, draw, make, build, circular, triangular, rectangular, surface, circular, triangular, rectangular, surface.</i>							

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3/225	Read the above vocabulary.							
3/226	Begin to write the above vocabulary.							
3/227	Use the mathematical names for hemisphere, prism, semi-circle, quadrilateral.							
3/228	Classify and describe 3-D and 2-D shapes, including the hemisphere, prism, semi-circle, quadrilateral, referring to properties such as reflective symmetry (2-D), the number or shapes of faces, the number of sides/edges and vertices, whether sides/edges are the same length, whether or not angles are right angles.							
3/229	Make and describe shapes and patterns: for example, explore the different shapes that can be made from four cubes; fold and cut paper to make squares, octagons and stars; put 2 identical 2D shapes together and describe the new shape.							
3/230	Use a programmable robot to draw rectilinear shapes.							
3/231	Relate solid shapes to pictures of them.							
3/232	Make 3D shapes from provided nets.							
	<b>SYMMETRY</b>							
3/233	Use <i>fold, match, mirror line, reflection, symmetrical</i> .							
3/234	Read the above vocabulary.							
3/235	Begin to write the above vocabulary.							
3/236	<b>Identify</b> and sketch <b>lines of symmetry in simple shapes</b> with more than one line.							
3/237	<b>Recognise shapes with no lines of symmetry.</b>							
3/238	Sketch the reflection of a simple shape in a mirror line along one edge.							
	<b>POSITION AND MOVEMENT</b>							
3/239	Use <i>position, over, under, underneath, above, below, on, in, outside, inside, in front, behind, beside, before, after, next to, opposite, between, close, far apart, middle, edge, corner, centre, top, bottom, side, direction, left, right, up, down, forwards, backwards, sideways, across, along, around, through, to, from, towards, away from, journey. higher, lower, clockwise, anti-clockwise, route, grid, row, column, map, plan, compass point, north, south, east, west, horizontal, vertical, diagonal, descend, ascend.</i>							

	<b>YEAR 3 MATHS RECORD</b>	<b>R</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
3/240	Read the above vocabulary.							
3/241	Begin to write the above vocabulary.							
3/242	Describe and find the position of a square on a grid of squares with the rows labeled in numbers and columns labeled in letters.							
3/243	Recognise and use the four compass directions N, S, E, W.							
3/244	Describe movement on squared paper in terms of number of squares and N/S/E/W direction.							
3/245	Use <i>slide, roll, turn, whole turn, half turn, quarter turn, right angle, straight line</i> , and be able to say that <i>an angle is greater/smaller than...</i>							
3/246	Read the above vocabulary.							
3/247	Begin to write the above vocabulary.							
3/248	Make and describe right- angled turns clockwise and anti-clockwise.							
3/249	Make and describe right-angled turns, including turns between the four compass points.							
3/250	Know a straight line is two right angles.							
3/251	<b>Identify right angles</b> in 2-D shapes and the environment.							
3/252	Sort shapes according to their right angles.							
3/253	Recognise that a straight line is equivalent to two right angles.							
3/253	Compare angles with a right angle ie bigger/same/smaller.							
3/254	Use a tiling computer programme to create a pattern which is repeated along a line. Reflect the tile in one axis, and describe how the pattern changes.							
	<b>ORGANISING AND USING DATA</b>							
3/255	Use <i>sort, set, graph, represent, chart, pictogram, diagram, table, list, count, tally, axis, label, title, most/least, common/popular</i> .							
3/256	Read the above vocabulary.							
3/257	Begin to write the above vocabulary.							
3/258	<b>Solve a given problem by organising and interpreting numerical data in simple lists, tables and graphs,</b>							







