

St John Learning Ladder

Name

Year:3

Times Tables	Addition	Subtraction	Decimals	Problem solving
5) I can recall and use the multiplication facts for the 3 and 4 times.	9) I can add 2 digit numbers and 3 digit numbers using expanded column addition.	8) I can partition a number and subtract using expanded subtraction (2 and 3 digit numbers). <i>*Note: This target is mental subtraction with no crossovers.</i>	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 finding the change (both £ and pence).
6) I can recall and use the multiplication and division facts for the 3 and 4 times table.	10) I can estimate the answer to an addition calculation or use the inverse to check it is correct.	9) 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. $6 \times \square = 30$ $30 = \square \times 6$
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).	11) I can add 2 digit numbers and 3 digit numbers using column addition. <i>*Note: this should only be moved onto when children are secure with expanded column addition.</i>	10) I can subtract 2 and 3 digit numbers using expanded column subtraction.	Properties of Number	11) I can solve 1 step word problems involving addition and subtraction (including numbers beyond 100)
	12) I can add using both £ and p in practical contexts.	11) I can subtract money using both £ and p to give change in practical contexts.		
Multiplication	Fractions	Place Value	Time	12) I can solve 1 step word problems involving multiplication and division.
4) I can explore the effect of partitioning a number larger than 10 when multiplying it by a one digit number. e.g. exploring 14×8 by splitting 14 into 10 and 4 then calculating 10×8 then 4×8 .	6) I can recognise fractions of shapes by counting the whole amount to find the denominator and then counting how many parts needed for the numerator.	9) 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.	13) I can solve simple problems (e.g. 'share 4 cakes equally between 8 children' or '4 hats, 3 coats, how many different outfits?')
5) I can use related facts to multiply multiples of 10 e.g. $2 \times 3 = 6$ $2 \times 30 = 60$	7) 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	10) 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.	14) I can estimate an answer to an addition or subtraction problem and use the inverse to check an answer
6) I can partition a number into 10's and units to multiply.	8) I can compare and order fractions with the same denominator.	11) 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)	15) I can solve simple scaling problems e.g. this measurement / weight is twice as long as...
Division	9) I can add and subtract fractions with the same denominator and recognise a whole as a fraction e.g. $2/5 + 1/5 = 3/5$	12) I can count in tens and hundreds 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.	Perimeter and Area
4) I can divide 2 digit numbers by another number using my knowledge of times tables (inverse knowledge).	10) I can compare and order simple fractions with the support of fraction boards and number lines.		13) I can recognise and compare time durations. 14) I can read the time on a digital clock (12 hour).	1) I can measure using cm and mm the perimeter of simple 2D shapes.

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Class:3

Statistics	Fractions (continued...)	Measures	Time (continued...)	Shape
6) I can solve one step problems using the information presented in charts and graphs.	11) I can recognise and show using diagrams, simple equivalent fractions.	11) I can read measuring instruments accurately	15) I can read the time on a 24 hour digital clock and compare this to the time on an analogue clock.	7) I can recognise a 3D shape in different orientations.
		12) I can compare, add and subtract measures		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?		13) I can add and subtract amounts of money to give change , using both £ and p in practical contexts		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		14) I can solve problems involving measures including simple problems for scale e.g. twice as high		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.		15) I can read measures in mixed units and can convert simple whole units of measure e.g. 5m = 500cm		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.
				12) I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.