Maths Targets
Year 3

SHAPE

I can recognise a 3D shape in different orientations.

I can make 3D shapes using modelling materials and name and describe their properties.

I can draw 2D shapes and describe them using my knowledge of sides and angles.

I can recognise right angles in 2D shapes and say if an angle is greater or less than a right angle.

I can identify right angles and describe how right angles can make up 1/4, 1/2, 3/4 and a whole turn.

I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

PLACE VALUE

I can count in 10s and 100s and can add or subtract 10 or 100 from any given number up to 1000.

I can compare and order numbers up to 1000.

I can read and write numbers up to 1000 in numerals and words.

I can understand the value of each digit in a 3 digit number.

BROCKTON C.E. PRIMARY SCHOOL

LEARNING LADDERS

READING, WRITING AND MATHS

YEAR 3

Name _____

Class _____

New Curriculum & Changes to Assessment

BACKGROUND

In September 2014, schools teaching KS1 and KS2 pupils took on a new Primary National Curriculum. This now applies to all pupils, except for those in Year 2 and 6 who are still working on the old curriculum for maths and English.

The government wanted to provide schools with a slimmed down curriculum that ensure that the core principles were outlined, whilst giving teachers more freedom with the breadth of the content. This is particularly the case in the foundation subjects where key principles have been shared but the 'topics' for driving this can be wide ranging.

The new maths and English curriculums are aimed at further raising standards nationally and many objectives have been moved into lower year groups as children are expected to grasp key skills more quickly.

With the change in curriculum expectations comes a change in assessment. Children who are currently in Year 2 and Year 6 will continue with the previous maths and English curriculum and its end of year assessment procedures, but children in Year 1, 3, 4 and 5 will no longer be assessed using 'Levels'.

The government felt that schools should have greater autonomy in deciding how they assess pupil achievement, and that the Levels system had become out-dated and was no longer fit for purpose. It was also felt that parents did not feel that Levels were clear enough in explaining their child's attainment and progress.

We will be trialling a new Learning Ladders system for the purposes of target setting, reporting, assessing and recording. This project was recognised by the Department for Education earlier this year and is being adopted by schools nationally.

Maths Targets
Year 3

PROBLEM SOLVING

I can solve simple scaling problems (eg twice as long).

I can estimate an answer to an addition or subtraction problem and use the inverse to check an answer.

I can solve simple correspondence problems eg share 4 cakes equally between 8 children.

I can solve 1 step word problems involving multiplication and division.

I can solve 1 step word problems involving addition and subtraction beyond 100.

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 questions.

I can solve money problems involving addition and finding the change (from both £ and p).

PROPERTIES OF NUMBER

I can recognise patterns in some multiplication tables (2,5,10,4 and 8)

MEASURES

I can read measures in mixed units and can convert simple whole units of measure.

I can solve problems involving measures including simple problems of scale.

I can add and subtract amounts of money to give change, using both £ and p in practical contexts.

I can compare, add and subtract measures.

TIME

I can read the time on a 24 hour digital clock.

I can read the time on a digital clock (12 hour) and compare to an analogue clock.

I can calculate and compare time duration.

I can read and write the time to the nearest minute on an analogue clock.

I can record time in seconds, minutes and hours and can compare lengths of time.

I understand and use vocabulary such as o'clock, am, pm, noon and midnight.

I can use the vocabulary of time and know the number of seconds in a minute, days in each month, year and leap year.

PERIMETER AND AREA

I can measure the perimeter of simple 2D shapes.

STATISTICS

I can solve 2 step problems using the information presented in charts and graphs.

I can solve one step problems using the information presented in charts and graphs.

I can present data in charts and graphs including using a scale of 2,5 and 10.

I can interpret data in charts and graphs including reading a scale of 2,5 and 10.

Maths Targets
Year 3

TIMES TABLES

I can recall and use the multiplication and division facts for the 8 times tables, recognising its relationship to the 4 times table.

I can recall and use the multiplication and division facts for the 3 and 4 times tables.

I can recall and use the multiplication facts for the 3 and 4 times tables.

ADDITION

I can add using both £ and p in practical contexts.

I can add 2 digit numbers and 3 digit numbers using column addition.

I can estimate the answer to an addition calculation or use the inverse to check it is correct.

I can add 2 digit numbers and 3 digit numbers using expanded column addition.

SUBTRACTION

I can subtract money using both £ and p to give change in practical contexts.

I can subtract 2 and 3 digit numbers using column subtraction without decomposing.

I can estimate the answer to a subtraction calculation or use the inverse to check it is correct.

I can partition a number and subtract using column subtraction without decomposing. (2 and 3 digit numbers).

MULTIPLICATION

I can partition a number into 10s and 1s to multiply.

I can use related facts to multiply multiples of 10 eg 2x3-6, 2x30=60

I can explore the effect of partitioning a number to multiply eg exploring 7x8 by splitting 7 into 2 and 5 then calculating 2x8 and 5x8

DIVISION

I can divide 2 digit numbers by another number using the tables I know.

FRACTIONS

I can recognise and show using diagrams, simple equivalent fractions.

I can compare and order fractions with the support of fraction boards and number lines.

I can add and subtract fractions with the same denominator and recognise a whole as a fraction eg 2/5 + 1/5 =3/5

I can compare and order fractions with the same denominator.

I can work out fractions of amounts for common fractions eg 1/2, 3/4, 1/3 of a set of objects.

I can recognise fractions of shapes (unit and non unit).

DECIMALS

I can recognise and write the decimal equivalent of a tenth using a place value board eg 1/10=0.1

I can count in tenths and understand as part of a whole divided into 10 equal parts.

LEARNING LADDERS

How do Learning Ladders Work?

'Learning Ladders' is an assessment system involving a set of ladders for the core subjects of reading, writing and maths. Each of these ladders divides the new curriculum up into key skills, and the rungs on the ladders are then the key milestones. The ladders depict the progression steps that children will make in their learning.

'Learning Ladders' is primarily an assessment tool to be used by teachers within school to replace Assessing Pupils Progress (APP) sheets for assessment and record keeping. However we felt that as parents, you would be interested in knowing the key skills that your child would be expected to achieve for their age, to allow you to appropriately support your child's learning, so we have adapted the ladders to show the key skills in reading, writing and maths for each year group.

This 'Learning Ladder' Booklet for Parents provides you with attainment statements for reading, writing and maths to help you understand what they will be learning at school.

Writing Targets
Year 3

ORGANISATION

I can include details to add an element of humour, surprise or suspense.

Some evidence of viewpoint is established.

PURPOSE

I can group similar information together in paragraphs in non-fiction writing.

I can use paragraphing in narrative for a new location in a story .

GRAMMAR GIANTS

I can use a wider range of conjunctions e.g when, if, although, however.

I can write in complex sentences to clarify relationships in time and place, e.g meanwhile, during, while, until and following.

I can proof read for errors.

WORD WONDER

I can use detail to clarify Information.

I can modify nouns by one or more precise adjectives e.g a loud, wailing sound.

My vocabulary is interesting and appropriate .

SUPER SPELLER

I can spell the next 22 set of homophones or near-Homophones.

I can use the prefixes 'dis', 'mis', 'in', 'im'.

I can spell words ending in 'sion/ tion/cian/ssion' .

HANDWRITING HERO

I can use the diagonal and horizontal strokes that are needed to join letters and I understand which letters, when adjacent to one another, are best left un-joined.

Reading Targets
Year 3

DECODER

I can read out loud confidently, understanding how to use a range of punctuation.

I can use knowledge of root words, suffixes and prefixes to read and understand new words.

I can use the context of the sentence to help me to read unfamiliar words.

COMPREHENDER

I can use alphabetically ordered texts to find information.

I can identify the features of different types.

I can use a range of organisational features to locate information, such as labels, diagrams and charts.

READING DETECTIVE

I can justify inferences with evidence from a text.

I can justify predictions with evidence from a text.

I can empathise with a character.

LANGUAGE LOVER

I can discuss words and phrases that capture the readers imagination and interest.

I can comment on the choice of language to create mood and add tension. *'Crept makes you know the was quiet, but also that he was going slowly because he did not want to be caught.'*

RESPONDER

I understand what the writer might be thinking—*'He thinks they are being mean.'*

I can begin to identify and comment on different points of view in the text.

I can evaluate specific texts with references to text types.

BIG READER

I can start to make simple connections between books by the same author eg *'Dick King Smith often writes about animals.'*

I can start to recognise some features of the text that relate to its historical setting or its social or cultural background.

I can retell some of the stories that I am familiar with orally.