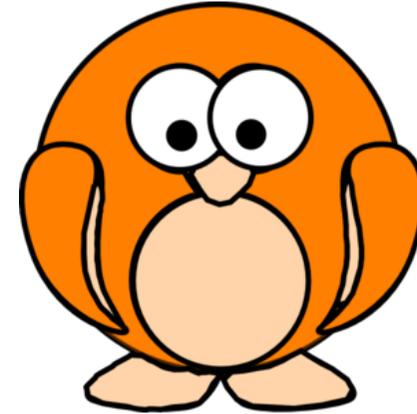


Assessment Outcomes to Track Progress

We track progress using the following outcomes:

- **Y3 Commencing** (*where pupils should be by the end of autumn term*)
- **Y3 Developing** (*where pupils should be by the end of spring term*)
- **Y3 SECURE** (*Year group objectives achieved*)
- **Y3 Secure Advanced** (*for secure+ and more able learners*)
- **Y3 Secure Deep** (*for more able learners*)



All Saints C of E Primary

'I Can' Statements

Supporting Assessment in
MATHS

YEAR 3

INFORMATION FOR PARENTS

What are 'I can' Statements?

These are a series of statements from the programmes of study to be taught and achieved for each year group. These are used for teaching and for assessing whether children have understood particular aspects of these programmes of study.

How are they used for assessment and tracking progress?

There are *two categories* of 'I can' statements – '*essential*' and '*other*'. In order to achieve **SECURE** for Year 3 (the National Expectation), children need to have achieved ALL of the statements from the previous year plus the following essential statements **by the end of the year**:

Essential Statements for MATHS

I can say the value of each digit in a 3-digit number (hundreds, tens, ones).

I can read, write, compare and order numbers up to 1 000.

I can add and subtract ones, tens and hundreds to and from any 3-digit number.

I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

I can calculate the double of any number up to 1 000.

I can calculate half of any number up to 1 000.

I can identify how many right angles make up quarter, half, three-quarter and full turns.

I can say whether an angle is less than or greater than a right angle.

I can use vocabulary such as am/pm, morning, afternoon, noon and midnight.

I can recall the number of seconds in a minute and the number of days in each month, year and leap year.

I can measure the perimeter of simple 2-D shapes using the best standard unit.

I can estimate the answer to a calculation and use inverse operations to check answers using addition and subtraction.

I can estimate the answer to a calculation and use inverse operations to check answers using multiplication & division.

I can show that tenths that arise from dividing an object into 10 equal parts are represented by a fraction.

I can explain and use the language of fractions including denominator and numerator.

I can solve problems that involve fractions, including equivalent fractions and addition of fractions.

I can solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.

I can recognise and use full names and abbreviations for metric units of measure.