

Maths - ALL, MOST, SOME Statements

Year 3

(Some of the problem solving objectives to be differentiated according to complexity of problem)

Number – number and place value

Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number

ALL – I can count from 0 in multiples of 4, 8 and 100

MOST – I can count from 0 in multiples of 4, 8, 50 and 100

ALL – I can find 10 more or less than a given number

MOST – I can find 10 and 100 more or less than a given number

SOME – I can find 10 and 100 more or less, explaining what happens to the place value

Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)

ALL – I can recognise the place value of each digit in a three-digit number

Compare and order numbers up to 1000

ALL – I can compare numbers to 1000

MOST – I can compare and order numbers to 1000

Identify, represent and estimate numbers using different representations

ALL – I can identify, represent and estimate using different representations

Read and write numbers up to 1000 in numerals and in words

ALL – I can read and write numbers to 200 in numerals and words

MOST – I can read and write numbers to 1000 in numerals and words

(Solve number problems and practical problems involving these ideas)

Number – addition and subtraction

Add and subtract numbers mentally, including:

- a three-digit number and ones
- a three-digit number and tens
- a three-digit number and hundreds

ALL – I can add and subtract numbers with support

MOST – I can add and subtract numbers mentally

SOME – I can choose and use the most efficient mental strategy to add and subtract

Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

ALL – I can use the column method to add numbers with up to three digits

ALL – I can use the column method to subtract numbers with up to three digits (no exchange)

MOST – I can use the column method to subtract numbers with up to three digits (with exchange)

Estimate the answer to a calculation and use inverse operations to check answers

ALL – I can use near numbers to make reasonably accurate estimations

MOST – I can use near numbers to make increasingly accurate estimations

ALL – I can use the inverse operation to check answers

(Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction)

Number - multiplication and division

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

ALL – I can count in multiples of 3, 4 and 8

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

Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

ALL – I can write and calculate mathematical statements for multiplication and division with support from models and images

MOST – I can write and calculate mathematical statements for multiplication and division, using mental and formal written methods

(Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects)

Number – Fractions (including decimals and percentages)

Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10

ALL – I understand that tenths arise from dividing an object or quantity into 10 equal parts

MOST – I can count up and down in tenths

SOME – I can associate an amount of tenths greater than ten with a whole number and a fraction (eg $13/10$ is equal to 1 and $3/10$)

Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators

ALL – I can find unit fractions of a set of objects

MOST – I can find unit and non-unit fractions of a set of objects

SOME – I can apply my knowledge of fractions of amounts to a range of contexts

Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators

ALL – I can recognise and use fractions as numbers: $\frac{1}{2}$ and $\frac{1}{4}$

MOST – I can recognise and use fractions as numbers: unit and non-unit fractions with small denominators

Recognise and show, using diagrams, equivalent fractions with small denominators

ALL – I can use diagrams to recognise and show pairs of simple equivalent fractions

MOST – I can use diagrams to recognise and show equivalent fractions

SOME – I can make connections between numerators and denominators to find equivalent fractions

Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$]

ALL – I can add and subtract two fractions with the same denominator

MOST – I can add (two or more) and subtract fractions with the same denominator

Compare and order unit fractions, and fractions with the same denominators

ALL – I can compare and order fractions with the same denominator

MOST – I can compare and order unit fractions and fractions with the same denominator

(Solve problems that involve all of the above)

Measurement

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

ALL – I can measure lengths, mass and capacity using given equipment

MOST – I can measure, choosing the most appropriate equipment, and compare measurements

MOST – I understand the relationship between mm and cm, and cm and m, and can apply this understanding to compare measurements given in different units

MOST – I understand that litres and kilograms are used for larger/heavier containers/objects and can use this to compare capacity/mass

SOME – I can apply my understanding of equivalent measurements to compare a range of measurements given in different units

ALL – I can add and subtract lengths, mass and capacity when the units of measurement are the same

MOST – I can add and subtract lengths, mass and capacity when the units of measurement are different

SOME – I can choose, with justification, the most efficient way to calculate lengths, mass and capacity

Measure the perimeter of simple 2-D shapes

ALL – I can measure the perimeter of simple 2D shapes

MOST – I can compare 2D shapes that have the same perimeter

MOST – I can calculate the perimeter of rectangles and simple regular 2D shapes

SOME – I can make connections between 2D shapes and measuring their perimeter

SOME – I can choose the most efficient method to calculate perimeter

Add and subtract amounts of money to give change, using both £ and p in practical contexts

ALL – I know the value of each coin and note, and understand that money can have the same value but be represented in different ways

MOST – I can convert between pounds and pence to add and subtract money

SOME – I can choose, with justification, the most efficient method to calculate amounts of money

Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks

ALL – I can tell and write the time from an analogue clock, and 12-hour clocks

MOST – I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks

Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight

ALL – I can sort times and events into a.m. and p.m.

MOST – I can estimate and sort times from latest to earliest using the correct vocabulary

Know the number of seconds in a minute and the number of days in each month, year and leap year

ALL – I know the number of seconds in a minute and the number of days in each month

MOST – I know the number of seconds in a minute and the number of days in each month, and the difference between a year and a leap year

Compare durations of events [for example to calculate the time taken by particular events or tasks]

ALL – I can find the duration of events, with support from models such as number lines

MOST – I can find the duration of events in both analogue and digital time, and compare durations of events

MOST – I can find the end time of an event when given the start time, and vice versa

SOME – I can explore the most efficient method for finding and comparing the duration of events

Geometry – properties of shapes

Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

ALL – I can draw straight lines accurately in centimetres

MOST – I can draw straight lines accurately in centimetres and millimetres, and I can round measurements to the nearest cm

ALL – I can describe a 2D shape using its basic properties

MOST – I can draw a 2D shape based on given properties

SOME – I can identify a 2D shape by asking effective questions about its properties

ALL – I can describe the basic properties of 3D shapes

MOST – I know the difference between a face and a surface

MOST – I can explain the difference between a prism and pyramid

SOME – I can identify a 3D shape by asking effective questions about its properties

Recognise angles as a property of shape or a description of a turn

ALL – I can describe turns as $\frac{1}{2}$, $\frac{1}{4}$ or $\frac{3}{4}$ turns

MOST – I can recognise angles as $\frac{1}{2}$, $\frac{1}{4}$ or $\frac{3}{4}$ turns

Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle

ALL – I can identify right angles in simple shapes

ALL – I can identify angles greater than or less than right angles

MOST – I can identify right angles in a variety of representations and orientations

MOST – I can identify angles greater than or less than right angles by measuring and use the correct terminology to describe them

Identify horizontal and vertical lines and pairs of perpendicular and parallel lines

ALL – I can identify horizontal and vertical lines

MOST – I can identify horizontal and vertical lines, including lines of symmetry

ALL – I can identify parallel and perpendicular lines

MOST – I can identify parallel and perpendicular lines in a range of practical contexts

MOST – I can use the correct notation to represent parallel and perpendicular lines

Statistics

Interpret and present data using bar charts, pictograms and tables

ALL – I can interpret and present data using simple bar charts, pictograms and tables

MOST – I can interpret data from bar charts with scales of 1, 2, 5 and 10

MOST – I can ask and answer, using my addition and subtraction skills, questions about data in tables

SOME – I can, with justification, choose the most appropriate scale for my own chart

(Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables)

NB Differentiation and depth of understanding may also be demonstrated by: the learning stage (concrete, pictorial or abstract), level of support or the pupil’s ability to:

- solve problems of greater complexity,
- apply their understanding within a wider range of contexts,
- explain processes and reason mathematically,
- justify their choice of method or approach,
- or work systematically.