P3 Benchmarks: Numeracy and Maths

Numeracy

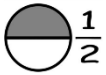
Counting 

- I am beginning to read and write any number up to 1000, in numbers and words.
- I can count forwards and backwards in ones up to 1000.
- I can count forwards and backwards in 2s, 3s, 5s, and 10s
- I can count in 10s beyond 100 and I can count in 10s from any number (e.g. 27, 37, 47)

Calculations 

- I am starting to partition a number into hundreds, tens and ones (e.g. 234 = 200 + 30 + 4).
- I can put numbers in the correct order up to 1000 and I can identify the number *before* or *after* a number.
- I understand the *commutative* law of more challenging calculations e.g. 3 x 2 = 6 so 2 x 3 = 6
- Using column method and empty number line methods, I can add and subtract 2-digit numbers.
- I am starting to add through ten (e.g. 16 + 5 = 21).

Maths

Fractions 

- I am beginning to remember half and doubles facts within 20, e.g. 8 + 8 = 16 so half of 16 = 8
- I am beginning to recall doubles + 1 facts: 8 + 9 = 17
- I am starting to double and half 2-digit numbers
- I can divide a shape into halves, quarters and eights and place these fractions on a number line.
- I can read and write halves, quarters and eighths and explain what the numbers mean (e.g. 1/2)

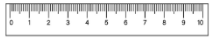
Time 

- I can read *o'clock, half past and quarter to/past* times on analogue and digital clocks.
- I can convert these analogue times into digital times.
- I can write the long and short date.
- I know time facts, such as 60 seconds = 1 minute.
- I can order the months of the year and I have experienced using a calendar.

- I am starting to subtract through ten (e.g. 13 – 7= 6).
- I can add and subtract by multiples of tens (e.g. 34 – 20 -= 24).
- I can add in three one-digit numbers (e.g. 2 + 6 + 7).
- I can find the missing number to get me to the next tens numbers (e.g. 23 + ? = 30)
- I understand that timestables are repeated addition (e.g. 3 x 2 is the same as 2 + 2 + 2 = 6)
- I can use physical materials and skip counting to find the total of a group (e.g. counting in 3s to find that there are 9 counters)
- I can use share counters into equal groups and I can find how many are in a group (e.g. dividing 20 into 4 equal groups).
- I can use x and ÷ symbols when solving simple multiplication and division calculations.
- I can find the value of a missing symbol in a calculation.
  e.g 45 + ◊ = 52.
- I can use < > symbols accurately in a number sentence.

Money 

- I recognise all the notes and coins within £20.
- I can solve addition and subtraction calculations within £1, including 2-digit calculations.

Measurement 

- I can measure the size of an object in **cm**, the capacity of an object in **ml** and weight of something in **grams** and **kgs**.
- I can use scales, rulers, metre sticks and measuring jugs to gather measurement information.
- By counting squares, I can find the simple area of a 2D shape.

Patterns 

- I can identify and continue shape or number patterns.

Shape 

- I can name and classify a wider range of 2D and 3D shapes, using vocabulary such as *straight, round, flat* and *curved*.

Directions 

- I can create and follow directions using vocabulary such clockwise and anticlockwise.
- I can read grid references and explain where they are used.

Angles and symmetry 

- I can find right angles are 90^{o} and I can find them in my environment.
- I can find examples of symmetry in my environment and I can more complicated symmetrical pictures of my own.

Information Handling 

- I can understand simple graphs and answer questions about the information shown.
- I can conduct a class survey and use this to create a tally chart.
- I can create a range of simple graphs, including a bar graph.