25. I am able to draw and describe 2D shapes and their properties
26. I am able to include reflective symmetry, regular & irregular
27. I am able to identify right angles and angles greater than or less than 90°
28. I am able to describes acute and obtuse for angles greater or lesser than a right angle **e.g. recognise right-angled and equilateral triangles**
29. I am able to make, recognise and describe 3D shapes, *and their properties,* in different orientations **e.g. triangular prism, square based pyramid**
30. I am able to connect decimals and rounding when drawing and measuring straight lines in cm in a variety of contexts
31. I am able to recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn (360°)
32. I am able to interpret and present data using bar charts, pictograms and tables and use a key
33. I am able to compare data e.g. say how many more…than… and recognise the category that has most/least
34. I am able to understand and use simple scales in pictograms and bar charts with increasing accuracy
35. I am able to solve one-step and two-step questions *e.g. How many more? How many fewer?*
36. I am able to use information presented in scaled bar charts, pictograms and *tables in many contexts*
37. I am able to respond to questions of a more complex nature *e.g. How many children took part in this survey altogether? How would the data differ if we asked the children in Year 6?*

BeDifferent Federation

The BeDifferent Federation

Success and Challenge Card

BAND 3 Mathematics

Name:

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Class:

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BeDifferent Federation

1. I am able to estimate the answer to a calculation and use inverse operations to check answers ***4 x 12 x 5 = 4 x 5 x 12 = 20 x 12= 240/ 3 x 2 = 6, 6 ÷ 3 = 2 and 2 = 6 ÷ 3 to derive facts 30 x 2 = 60, 60 ÷ 3 = 20***
2. I am able to add and subtract numbers mentally, including- a three-digit number and ones, a three-digit number and tens and a three-digit number and hundreds
3. I am able to recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
4. I am able to write and calculate mathematical statements for x and ÷ using the tables that I know, including for two-digit numbers times one-digit numbers, using mental and formal written methods
5. I am able to add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction
6. I am able to add and subtract fractions with the same denominator within one whole ***e.g 5/7 + 1/7 = 6/7***
7. I am able to solve problems including: **missing number problems, more complex addition and subtraction, multiplication and division, integer scaling problems *e.g. four times as high, eight times as long* and fractions**
8. I am able to count: from 0 in multiples of 4, 8, 50 and 100 - up and down in tenths; recognising that tenths arise from dividing an object into 10 equal parts and in dividing one- digit numbers or quantities by 10
9. I am able to read, write, compare and order numbers up to 1000 in numerals and words
10. I am to recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
11. I am able to find 10 or 100 more or less than a given number
12. I am able to identify, represent and estimates numbers using different representations *including those related to measure*

13. I am to solve number problems and practical problems within the context of the fluency focus
14. I am able to understand unit fractions and non-unit fractions with small denominators: recognise, find, write and use fractions of a discrete set of objects and recognise and show, using diagrams, equivalent fractions *e.g. on a number line* and deduces relationships between them such as size and equivalence going beyond the [0,1] interval, including relating to measure
15. I am able to compare and order unit fractions and fractions with the same denominators
16. I am able becoming fluent in recognising the value of coins
17. I am able to use standard metric units of length (m/cm/mm), capacity/volume (l/ml) and mass (kg/g) in a range of contexts to measure, compares, adds and subtracts
18. I am able to measure the perimeter of simple 2D shapes, I understand perimeter as a measure of length
19. I am able to estimate, read, tell and write the time with increasing accuracy to the nearest minute- uses both analogue and digital including using Roman numerals from I to XII -12 & 24 hour clocks using am and pm where necessary– records time
20. I am able to identify and recall: the number of seconds in a minute/ the number of days in each month, year and leap year
21. I am able to use vocabulary of time such as o'clock, morning, afternoon, noon, midnight
22. I am able to compare duration of events including in terms of seconds, minutes and hours
23. I am able to add and subtract amounts of money to give change using £ and p including mixed units
24. I am able to solve problems in practical contexts: calculate the time taken by particular events or tasks - solve problems involving length, mass and capacity/volume