Alder Brook Stage 3 Progression Map

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| **Domain** | **National Curriculum attainment target** |
|
| 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 |
| Recognise the place value of each digit in a three-digit number  (hundreds, tens, ones) |
| Compare and order numbers up to 1000 |
| Identify, represent and estimate numbers using different representations |
| Read and write numbers up to 1000 in numerals and in words |
| Solve number problems and practical problems involving these ideas  [i.e. Number and place value] |
| 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 |
| Add and subtract numbers with up to three digits, using formal written  methods of columnar addition and subtraction |
| Estimate the answer to a calculation and use inverse operations 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 |
| 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 |
| 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 | 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 |
| Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators |
| Recognise and use fractions as numbers: unit fractions and non-unit  fractions with small denominators |
| Recognise and show, using diagrams, equivalent fractions with  small denominators |
| Add and subtract fractions with the same denominator within one whole  [for example, 57 + 17 = 67 ] |
| Compare and order unit fractions, and fractions with the  same denominators |
| Solve problems that involve all of the above [i.e. Fractions] |

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|  | **National Curriculum attainment target** | **Teacher assessment – tick when achieved** | | | | | |
| **Autumn** | | **Spring** | | **Summer** | |
| Measurement | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) |  |  |  |  |  |  |
| Measure the perimeter of simple 2-D shapes |  |  |  |  |  |  |
| Add and subtract amounts of money to give change, using both £ and p  in practical contexts |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |
| Know the number of seconds in a minute and the number of days in each month, year and leap year |  |  |  |  |  |  |
| Compare durations of events [for example to calculate the time taken by particular events or tasks] |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |
| Recognise angles as a property of shape or a description of a turn |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |
| Identify horizontal and vertical lines and pairs of perpendicular and parallel lines |  |  |  |  |  |  |
| Design, write and debug programs that accomplish specific goals, solve problems by decomposing them in smaller parts. Using Beebots and extending to I-Pad program Alex |  |  |  |  |  |  |
| use sequence, selection and repetition in programs using beebots and extending to Alex |  |  |  |  |  |  |
| Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and program |  |  |  |  |  |  |
| Recognise common uses of information technology beyond school. |  |  |  |  |  |  |
| Statistics | Interpret and present data using bar charts, pictograms and tables |  |  |  |  |  |  |
| 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 |