Objectives	Met objective (must be met 3 times to achieve the objective)	Date Achieved	Objectives	Met objective (must be met 3 times to achieve the objective)	Date Achieved
Count from zero in multiples of 4 **e.g. counting in 4s, what are the next three numbers after 20?**	☆☆☆		Recognise the place value of each digit in a three-digit number **e.g. What is the value of 4 in 491?**	☆☆☆	
Count from zero in multiples of 8 **e.g. counting in 8s, what are the next three numbers after 10?**	☆☆☆		Compare and order numbers from 0 up to 1000 **e.g. Put the following numbers in order, starting with the smallest: 439, 512, 431.**	☆☆☆	
Find 10 or 100 more or less than a given number e.g. **What is 100 more than 786?**	☆☆☆				
Count from zero in multiples of 50 and 100 **e.g. Counting in 50s, what are the next three numbers after 21?**	☆☆☆		Read and write numbers to at least 1000 in numbers and words **e.g. Write the number six hundred and eight in numerals.**	☆☆☆	
Add and subtract mentally a three-digit and ones **e.g. 423 add 6**	☆☆☆		Add and subtract mentally a three-digit and hundreds **e.g. 312 add 200**	☆☆☆	
Add and subtract mentally a three-digit and tens **e.g. 312 add 30**	☆☆☆		Recognise and use numbers bonds to 100 **e.g. How many must you add to 68 to make 100?**	☆☆☆	
Recall and use multiplication and division facts for the 3x multiplication tables **e.g. 7 x 3?**	☆☆☆		Double two-digit numbers **e.g. What is double 74?**	☆☆☆	
Recall and use multiplication and division facts for the 4x multiplication tables **e.g. 24 ÷ 4?**	☆☆☆		Halve even numbers to 100 **e.g. What is half of 56?**	☆☆☆	
Recall and use multiplication and division facts for the 8x multiplication tables **e.g. 56 ÷ 8?**	☆☆☆		Count up and down in tenths **e.g. what are the next three fractions:** 9/10 1 1 1/10	☆☆☆	
Add and subtract fractions with the same denominator within one whole **e.g. What is 3/6 + 2/6?**	☆☆☆		Compare and order unit fractions and fractions with the same denominator **e.g. Order these fractions, starting with the smallest: 3/6 1/6 5/6**	☆☆☆	

Name:

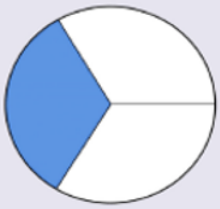
Blakehill KIRFs Stage 3 Objectives

1. Count from zero in multiples of 4, 8, 50 and 100
   e.g. Counting in 4s, what are the next three numbers after 20?
2. Find 10 or 100 more or less than a given number
   e.g. What is 100 more than 786?
3. Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
   e.g. What is the value of the 4 in the number 491?
4. Compare and order numbers up to 1000
   e.g. Put the following numbers in order, starting with the smallest: 439, 512, 431
5. Read and write numbers up to 1000 in numerals and in words
   e.g. Write the number six hundred and eight in numerals

6. Add and subtract numbers mentally including
   - a three-digit number and ones
   - a three-digit number and tens
   - a three-digit number and hundreds

   e.g. What is 472 + 80?
7. Recognise and use number bonds / complements to 100*
   e.g. How many must you add to 68 to make 100?

8. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
   e.g. What is 56 ÷ 8?
9. 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
   e.g. What is 17 x 3?
10. Double two-digit numbers*
    e.g. What is double 74?
11. Halve even numbers to 100*
    e.g. What is half of 56?



12. Count up and down in tenths
    e.g. What are the next three fractions:
    $^{9}/_{10}$ 1 1 $^{1}/_{10}$
13. Add and subtract fractions with the same denominator within one whole
    e.g. What is $^{3}/_{6} + {}^{2}/_{6}$?
14. Compare and order unit fractions and fractions with the same denominators
    e.g. Order these fractions, starting with the smallest:
    $^{3}/_{6}$ $^{1}/_{6}$ $^{5}/_{6}$

*This is an additional objective, included to support the National Curriculum

Blue — Number and Place Value

Yellow — Addition and Subtraction

Green — Multiplication and Division

Purple — Fractions

These are the times tables you child should know by the end of this KIRF stage: