

SAFE Challenge 10: Year 3 - Term 1

Q	Title of Step	No.	Progress Drive	Teacher Notes
1	I can recognise horizontal and vertical lines	15	Shape: Explore & Draw	This question checks to see if children understand what it means when a line is horizontal and vertical. They are given three lines and asked to identify the one horizontal or vertical line.
2	I can recognise parallel lines	16	Shape: Explore & Draw	This question checks to see if children understand what it means when two lines are parallel. They are given three pairs of lines (only one of which are parallel lines) and they have to identify the one pair of parallel lines.
3	I can recognise perpendicular lines	17	Shape: Explore & Draw	This question checks to see if children understand what it means when two lines are perpendicular. They are given three pairs of intersecting lines (only one of which intersects at right angles to each other) and they have to identify the one pair of perpendicular lines
4	I can tell if an angle is greater than or less than a right angle	8	Amounts: Amounts of Turn	This question checks to see if a child can tell if an angle is greater than or less than a right angle. This is done through combining use of the child applying the greater than (>) or less than (<) symbol to show the correct relationship between two angles, one of which is a right angle. This thinking will lead into defining acute and obtuse angles at Steps 11 and 12 on this Progress Drive.
5	I can spot right angles in shapes	10	Amounts: Amounts of Turn	Pupils are familiar with right angles at this step but here we assess for deeper understanding by checking to see if they can still recognise a right angle in the context of a 2D shape. So, they are given a simple polygon and asked to identify the one right angle in that shape.
6	I can tell you fractions equal to 1, e.g. two halves, three thirds, four quarters, etc.	9	Fractions: Fractions of a Whole	This step has pupils seeing fractions of a whole equal to 1 and then recording them. Here we assess if the child has this understanding decontextualized from a diagram. Hence they are given 3 different fractions and they have to identify the only one equal to 1. Answers will either be 2/2, 3/3, 4/4 or 5/5. This step leads later on into knowing any fraction equal to 1 (Step 14 on this Progress Drive and assessed through SAFE 12 Question 6) and to identifying when a fraction is more than 1 or less than 1 (Fractions: Fractions: Counting: Step 18 and assessed through SAFE 17 Question 5).

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7	I can find any simple fraction of any simple shape	12	Fractions: Fractions of a Whole	This is a big moment because it is at this step that we can give the child any diagram for fractions of a whole and they can record the fraction. Questions here won't go past the whole being split into any more than 10 equal parts, although Big Maths teachers will be keen to extend this briefly in the classroom lessons.
8	I can count in thirds	6	Fractions: Fractions: Counting	Children will be counting thirds in the classroom Big Maths lesson and so this question shows a visual fractional representation of an amount of thirds and asks pupils to write it down as a fraction. They will need to write it down as a mixed number, although recording it as an improper fraction will also be classed as correct. This skill of seeing improper fractions and mixed numbers together through counting is then developed in Fractions: Fractions: Calculation: Step 11
9	I can add and subtract fractions with the same denominator (within 1)	4	Fractions: Fractions: It's Nothing New	Using the Pim Principle, children are taught at this step that if we know, for example, that $5 + 1 = 6$, then if we swap 'the thing' to a fraction, for example, a seventh, then $5/7 + 1/7$ must equal $6/7$. Questions include proper fractions only and fractions with denominators of less than 10. Some questions are subtraction questions.
10	I see fractions as 'just another number'	1	Fractions: Fractions: Calculation	This question checks to see if the pupil recognises fractions as numbers. This is assessed by incorporating a simple proper fraction into a straightforward calculation such as $3 + 1/4 + 10 = [\quad]$. Unit fractions and non-unit fractions with small denominators are used.