<table>
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<th>Term</th>
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| Autumn                      | 1. **Number within 100** (2 weeks)  
• use place value and number facts to solve problems  
• recognise the place value of each digit in a two-digit number (tens, ones)  
• identify, represent and estimate numbers to 100 using different representations, including the number line  
• compare and order numbers from 0 up to 100; use <, > and = signs  
• read and write numbers to at least 100 in numerals and in words  
• count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
|                             | 2. **Addition and subtraction of 2-digit numbers** (2 weeks)  
• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100  
• show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot  
• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers
|                             | 3. **Addition and subtraction word problems** (2 weeks)  
• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems  
• solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods  
• estimate the answer to a calculation and use inverse operations to check answers (Y3)
|                             | 4. **Measures: length** (2 weeks)  
• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers and scales  
• compare and order length and record the results using >, < and =  
• apply knowledge of numbers to 100 to read scales to the nearest appropriate standard unit in the context of length (m/cm)
|                             | 5. **Graphs** (1 week)  
• interpret and construct simple pictograms, tally charts, block diagrams and simple tables  
• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity  
• ask and answer questions about totalling and comparing categorical data
|                             | 6. **Multiplication and division**  
• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs  
• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts  
• show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot  
• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
| Spring | 7. Time (2 weeks) | • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times  
• know the number of minutes in an hour and the number of hours in a day  
• compare and sequence intervals of time |
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| 8. Fractions (2 weeks) | • recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity  
• write simple fractions for example, $\frac{1}{2}$ of 6 = 3  
• recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ |
| 9. Addition and subtraction of 2-digit numbers (regrouping and adjusting) (2 weeks) | • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100  
• show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot  
• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers  
• solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods  
• estimate the answer to a calculation and use inverse operations to check answers (Y3) |
| 10. Money (2 weeks) | • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value  
• find different combinations of coins that equal the same amounts of money  
• solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change |
| 11. Faces, shapes and patterns; lines and turns (3 weeks) | • identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces  
• identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]  
• identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line  
• compare and sort common 2-D and 3-D shapes and everyday objects  
• order and arrange combinations of mathematical objects in patterns and sequences  
• use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise) |
### Summer

12. **Number within 1000**
   - (1 week)
   - Use place value and number facts to solve problems
   - Identify, represent and estimate numbers to 1000 using different representations (Y3)
   - Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) (Y3)
   - Compare and order numbers up to 1000 (Y3)
   - Read and write numbers up to 1000 in numerals and in words (Y3)
   - Count from 0 in multiples of 100; find 10 or 100 more or less than a given number (Y3)
   - Apply knowledge of numbers to 1000 to read scales

13. **Measures: capacity and volume**
   - (2 weeks)
   - Choose and use appropriate standard units to estimate and measure capacity (litres/ml) and temperature (°C) to the nearest appropriate unit, using scales, thermometers and measuring vessels
   - Compare and order volume and capacity and record the results using >, < and =
   - Apply knowledge of numbers to 1000 to read scales to the nearest appropriate standard unit in the context of capacity (litres/ml) and temperature (°C)
   - Using known facts to derive new facts (2ml + 2ml = 4ml so 200ml + 200ml = 400ml)

14. **Measures: mass**
   - (1 week)
   - Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
   - Compare and order mass and record the results using >, < and =
   - Apply knowledge of numbers to 1000 to read scales to the nearest appropriate standard unit in the context of mass (kg/g)
   - Using known facts to derive new facts (2g + 2g = 4g so 200g + 200g = 400g)

15. **Exploring calculation strategies**
   - (2 weeks)
   - Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
   - Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
   - Add and subtract numbers mentally, including: a two-digit number and ones; a two-digit number and tens; a two-digit number and hundreds
   - Add and subtract numbers with up to two digits, using written methods

16. **Multiplication and division**
   - (3 weeks)
   - Recall and use multiplication and division facts for the 3 and 4 multiplication tables (Y3)
   - Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
   - Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
   - Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot