

Autumn Term Breakdown: 13 weeks

Number- 9 weeks

Measurement- 2 weeks

Geometry- 1 week

Statistics- 1 week

<u>Year 2 Support Objectives</u>	<u>Year 3 Core Objectives</u>	<u>Challenge Objectives</u>
<p style="text-align: center;">Number and Place Value</p> <ul style="list-style-type: none"> ❖ count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward ❖ recognise the place value of each digit in a two-digit number (tens, ones) ❖ identify, represent and estimate numbers 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 ▪ Use place value and number facts to solve problems 	<p style="text-align: center;">Number and Place Value</p> <ul style="list-style-type: none"> ▪ recognise the place value of each digit in a three-digit number (hundreds, tens, ones) ▪ count from 0 in multiples of 4, 8, 50 and 100; finding 10 or 100 more or less than a given number ▪ compare and order numbers up to 1000 ▪ identify, represent and estimate numbers using different representations ▪ read and write numbers to at least 1000 in numerals and in words ▪ solve number problems and practical problems involving these ideas. 	
<p style="text-align: center;">Addition and Subtraction</p> <ul style="list-style-type: none"> ❖ 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 ❖ recall and use addition and subtraction facts to 20 	<p style="text-align: center;">Addition and Subtraction</p> <ul style="list-style-type: none"> ▪ add and subtract numbers mentally, including: <ul style="list-style-type: none"> • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds 	

<p>fluently, and derive and use related facts up to 100</p> <ul style="list-style-type: none"> ❖ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> ❖ a two-digit number and ones ❖ a two-digit number and tens ❖ two two-digit numbers ❖ adding three one-digit numbers ❖ show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot ▪ recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. 	<ul style="list-style-type: none"> • 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. 	
Multiplication and Division	Multiplication and Division	
<ul style="list-style-type: none"> ▪ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers 	<ul style="list-style-type: none"> ▪ 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 efficient written methods ▪ solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects. 	
Measurement	Measurement	
<ul style="list-style-type: none"> ❖ choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels 	<ul style="list-style-type: none"> ▪ measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) ▪ add and subtract amounts of money to give 	

<ul style="list-style-type: none"> ❖ compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ ❖ recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value ❖ solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change ❖ compare and sequence intervals of time ❖ 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. 	<p>change, using both £ and p in practical contexts</p> <ul style="list-style-type: none"> ▪ 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, hours and o'clock; use vocabulary such as 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	Geometry	
<ul style="list-style-type: none"> ❖ identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line ❖ 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] ▪ compare and sort common 2-D and 3-D shapes and everyday objects. 	<ul style="list-style-type: none"> ▪ draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them with increasing accuracy ▪ recognise angles as a property of shape and associate angles with turning 	
	Fractions	
<ul style="list-style-type: none"> ▪ order and arrange combinations of mathematical objects in patterns and sequences 	<ul style="list-style-type: none"> ▪ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators 	

	<ul style="list-style-type: none"> ▪ 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 and use fractions as numbers: unit fractions and non-unit fractions with small denominators 	
Statistics	Statistics	
<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ interpret and present data using bar charts, pictograms and tables 	

Spring Term Breakdown: 11.5 weeks

Number- 9 weeks

Measurement-1.5 weeks

Geometry- 0.5 of a week

Statistics- 0.5 of a week

Year 2 Support Objectives	Year 3 Core Objectives	Challenge Objectives
<ul style="list-style-type: none"> • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • recognise the place value of each digit in a two-digit number (tens, ones) • identify, represent and estimate numbers 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 • Use place value and number facts to solve problems 	<p style="text-align: center;">Number and Place Value</p> <ul style="list-style-type: none"> ▪ recognise the place value of each digit in a three-digit number (hundreds, tens, ones) ▪ count from 0 in multiples of 4, 8, 50 and 100; finding 10 or 100 more or less than a given number ▪ compare and order numbers up to 1000 ▪ identify, represent and estimate numbers using different representations ▪ read and write numbers to at least 1000 in numerals and in words ▪ solve number problems and practical problems involving these ideas. 	
<ul style="list-style-type: none"> • 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 • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • add and subtract numbers using concrete objects, 	<p style="text-align: center;">Addition and Subtraction</p> <ul style="list-style-type: none"> ▪ add and subtract numbers mentally, including: <ul style="list-style-type: none"> • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds • estimate the answer to a calculation and use inverse operations to check answers • solve problems, including missing number 	

<p>pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. 	<p>problems, using number facts, place value, and more complex addition and subtraction.</p> <ul style="list-style-type: none"> • add and subtract numbers with up to three digits, using the efficient written methods of columnar addition and subtraction 	
	<p>Multiplication and Division</p>	
<ul style="list-style-type: none"> • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 	<ul style="list-style-type: none"> • 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 efficient written methods • solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects. 	
	<p>Fractions</p>	
<ul style="list-style-type: none"> ▪ 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 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. 	<p>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</p> <ul style="list-style-type: none"> • 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 	

	<p>fractions and non-unit fractions with small denominators</p> <ul style="list-style-type: none"> • recognise and show, using diagrams, equivalent fractions with small denominators • add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$) • compare and order unit fractions with the same denominator • solve problems that involve all of the above. 	
	<p>Measurement</p>	
<ul style="list-style-type: none"> • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ • 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 • compare and sequence intervals of time • 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 	<ul style="list-style-type: none"> • 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, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight • compare durations of events, for example to calculate the time taken by particular events or tasks. 	

<ul style="list-style-type: none"> • know the number of minutes in an hour and the number of hours in a day. 		
<ul style="list-style-type: none"> ▪ order and arrange combinations of mathematical objects in patterns and sequences ▪ use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line. ▪ 	<p style="text-align: center;">Geometry</p> <ul style="list-style-type: none"> • draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them with increasing accuracy • recognise angles as a property of shape and associate angles with turning • 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, vertical, perpendicular and parallel lines in relation to other lines. 	
<ul style="list-style-type: none"> ▪ 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. 	<p style="text-align: center;">Statistics</p> <ul style="list-style-type: none"> • interpret and present data using bar charts, pictograms and tables ▪ solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables. 	

Summer Term Breakdown: 10.5 weeks

Number- 7 weeks

Measurement- 2 weeks

Geometry- 1 week

Statistics- 0.5 of a week

<u>Year 2 Support Objectives</u>	<u>Year 3 Core Objectives</u>	<u>Challenge Objectives</u>
<ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward recognise the place value of each digit in a two-digit number (tens, ones) identify, represent and estimate numbers 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 Use place value and number facts to solve problems 	<p style="text-align: center;">Number and Place Value</p> <ul style="list-style-type: none"> recognise the place value of each digit in a three-digit number (hundreds, tens, ones) count from 0 in multiples of 4, 8, 50 and 100; finding 10 or 100 more or less than a given number compare and order numbers up to 1000 identify, represent and estimate numbers using different representations read and write numbers to at least 1000 in numerals and in words solve number problems and practical problems involving these ideas. 	
<ul style="list-style-type: none"> 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 recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones 	<p style="text-align: center;">Addition and Subtraction</p> <ul style="list-style-type: none"> add and subtract numbers mentally, including: <ul style="list-style-type: none"> a three-digit number and ones a three-digit number and tens a three-digit number and hundreds estimate the answer to a calculation and use inverse operations to check answers solve problems, including missing add and subtract numbers with up to three 	

<ul style="list-style-type: none"> • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. 	<p>digits, using the efficient written methods of columnar addition and subtraction.</p>	
<p>Multiplication and Division</p>		
<ul style="list-style-type: none"> • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 	<ul style="list-style-type: none"> • 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 efficient written methods • solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects. 	
<p>Fractions</p>		
<ul style="list-style-type: none"> ▪ 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 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. 	<ul style="list-style-type: none"> • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$) • recognise and show, using diagrams, equivalent fractions with small denominators • solve problems that involve all of the above. 	

	Measurement	
<ul style="list-style-type: none"> • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order lengths, mass, volume/capacity and record the results using >, < and = • 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 • compare and sequence intervals of time • 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. 	<ul style="list-style-type: none"> • measure the perimeter of simple 2-D shapes • estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour • compare durations of events, for example to calculate the time taken by particular events or tasks. 	
	Geometry	
<ul style="list-style-type: none"> • identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • 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] • 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 	<ul style="list-style-type: none"> • 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, vertical, perpendicular and parallel lines in relation to other lines. 	

position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line.		
	Statistics	
<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> • interpret and present data using bar charts, pictograms and tables ▪ solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables. 	

	Autumn	Spring	Summer	Total
Number	9 weeks	9 weeks	7 weeks	25 weeks
Measurement	2 weeks	2 weeks	2 weeks	6 weeks
Geometry	1 week	1 week	1 week	3 weeks
Statistics	1 week	0.5 of a week	0.5 of a week	2 weeks