Autumn 1-30 days plus 5 problem solving days Number and place value - 2/3 days Number and place value of each digit in a three-digit number (hundreds, tens, ones) -compare and order numbers up to 1000 -compare and ored numbers up to 1000 -compare and order numbers up to 1000 -	MATHS		Year 3 Objectives
Mentalrecap times tables and division facts as necessary across the term Number and place value - 2/3 days		<u>Spring</u>	
necessary across the term Number and place value -5 days -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number number (hundreds, tens, ones) compare and order numbers up to 1000 measurement -2 days Measurement -2 days Mental- adding and subtracting 10 and 100 from given numbers -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 middliton and subtraction -2 days - but also bring into other weeks in starter activities -add and subtract numbers mentally, including: a three- digit number and hundreds mentally, including: a three- digit number and nones, a three-digit number and hundreds mental mental mental many a three-digit number and hundreds mentally including: a three- digit number and place value -4 days Mental - doubling and halving -x3.x5.x10 and division facts -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (KPI) Multiplication and division and thission using the multiplication and division using the multiplication and vision using the multiplication and vision. In on this place value -3 days -read and write numbers up to 1000 in numerals and in works using multiplication and vis	Autumn 1 -30 days plus 5 problem solving days	Spring 1 -25 days plus 5 problem solving days	Summer 1 -30 days plus 5 problem solving days
Number and place value of each digit in a three-digit number (hundreds, tens, ones) -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (hundreds, tens, ones) -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (hundreds, tens, ones) -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (hundreds, tens, ones) -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number and hours use ocabulary such as of a turn four a complete turn; identify horizontal and vertical lines and pairs of perpendicular sign or least than a given number sign of each digit in a three-digit number and lou from given numbers up to 1000 in numerals and in words -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (kPl) -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (kPl) -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (kPl) -recad and write numbers dead digit in a three-digit number and in three-digit numbers up to 1000 in numerals and in words -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (kPl) -recognise the place value of each digit in a three-digit number in three-digit numbers up to 1000 in mumerals and in words -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (kPl) -recad and write numbers up to 1000 in numerals and in words -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (hundreds, tens, ones) -compare and order number (kPl) -recad and write numbers up to 1000 in numerals and in words -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number and in a three-digit number and in words -count from 0 in multiples of 4, 8, 50 and 100; find 10	Number and place value – 2/3 days	Mental –recap times tables and division facts as	Mental –recap times tables and division facts as
-count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (KPI) -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (KPI) -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (KPI) -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (KPI) -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (KPI) -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (KPI) -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (KPI) -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (KPI) -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (KPI) -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (KPI) -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (KPI) -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (KPI) -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (KPI) -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (KPI) -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (KPI) -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (KPI) -compare and order numbers up to 1000 in numerals and in number (kerl) -compare and order numbers up to 1000 in numerals and in number (kerl) -compare and order numbers up to 1000 in numerals and in number (kerl) -compare and order numbers (kerl) -compare and order numbers (kerl) -compare and practical problems -compare and read time with increasing accuracy to the nearest minute; record a	-count from 0 in multiples of 4, 8, 50 and 100; find 10 or		necessary across the term (KPI)
number (hundreds, tens, ones) -compare and order numbers up to 1000 in numerals and in words -read and write numbers up to 1000 in numerals and in words -compare and order numbers up to 1000 in numerals and in words -compare and order numbers up to 1000 in numerals and in umber (hundreds, tens, ones) -compare and order numbers up to 1000 in numerals and in umber (hundreds, tens, ones) -compare and order numbers up to 1000 in numerals and in umber (hundreds, tens, ones) -compare and order numbers up to 1000 in numerals and in umber (hundreds, tens, ones) -compare and order numbers up to 1000 in numerals and in umber (hundreds, tens, ones) -compare and order numbers up to 1000 in numerals and in umber (hundreds, tens, ones) -compare and order numbers up to 1000 in numerals and in umber (hundreds, tens, ones) -compare and order numbers up to 1000 in numerals and in umber (hundreds, tens, ones) -compare and order numbers up to 1000 in numerals and in umber (hundreds, tens, ones) -compare and order numbers up to 1000 in numerals and in umber (hundreds, tens, ones) -compare and order numbers up to 1000 in numerals and in umber (hundreds, tens, ones) -compare and order numbers up to 1000 in numerals and in words -solve numbers up to 1000 in numerals and in words -solve number and pace value of each digit in a three-digit number, using mental and progress to formal written methods is (KPI) -solve problems, including missing number problems, involving multiplication and division, including missing number problems, involving multiplication and division, including missing number of solve numbers up to 1000 in numerals and in words -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 im and tens and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight im a tens of seconds, minutes and hours; use vocabulary su		Number and place value -5 days	Multiplication and division -6 days
number (hundreds, tens, ones) -compare and order numbers up to 1000 in numerals and in words -read and write numbers up to 1000 in numerals and in number (hundreds, tens, ones) -read and write numbers up to 1000 in numerals and in number (hundreds, tens, ones) -read and write numbers up to 1000 in numerals and in number (hundreds, tens, ones) -compare and order numbers up to 1000 in numerals and in number (hundreds, tens, ones) -compare and order numbers up to 1000 in numerals and in number (hundreds, tens, ones) -compare and order numbers up to 1000 in numerals and in number (hundreds, tens, ones) -compare and order numbers up to 1000 in numerals and in number (hundreds, tens, ones) -compare and order numbers up to 1000 in numerals and in number (hundreds, tens, ones) -compare and order numbers up to 1000 in numerals and in number (hundreds, tens, ones) -compare and order numbers up to 1000 in numerals and in number (hundreds, tens, ones) -compare and order numbers up to 1000 in numerals and in number (hundreds, tens, ones) -compare and order numbers up to 1000 in numerals and in words -compare and order numbers up to 1000 in numerals and in words -compare and order numbers up to 1000 in numerals and in words -compare and order numbers up to 1000 in numerals and in words -compare and order numbers up to 1000 in numerals and in words -compare and order numbers up to 1000 in numerals and in words -compare and order numbers up to 1000 in numerals and in words -compare and order numbers up to 1000 in numerals and in words -compare and order numbers up to 1000 in numerals and in words -compare and order numbers up to 1000 in numerals and in words -compare and order numbers up to 1000 in numerals and in words -compare and order numbers up to 1000 in numerals and in words -compare and order numbers up to 1000 in numerals and in words -compare and order numbers up to 1000 in numerals and in words -compare and order numbers up to 1000 in numerals and in words -compare and order numbers up to 1000 in numerals and in wor	recognise the place value of each digit in a three-digit	-count from 0 in multiples of 4, 8, 50 and 100; find 10 or	-write and calculate mathematical statements for
-read and write numbers up to 1000 in numerals and in words Measurement -2 days Mental- adding and subtracting 10 and 100 from given numbers -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 addition and subtraction -2 days -but also bring into other weeks in starter activities -add and subtract numbers mentally, including: a three-digit number and hundreds wKPl) Number and place value - 4 days Mental - doubling and halving -,x3,x5,x10 and division facts -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number with increasing and order numbers up to 1000 in numerals and in words -read and order numbers up to 1000 in numerals and in words -read and write numbers up to 1000 in numerals and in words -solve number and practical problems Measurement -2 days -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 or lock in which n objects are connected to m objects. WKPI Number and place value -3/4 days -recognise angles as a property of shape or a description of a turn 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 or lock in which n objects are connected to m objects. WKPI Number and place value -3/4 days -read and write numbers up to 1000 in numerals and in words -solve numbers up to 1000 in numerals and in words -solve numbers up to 1000 in numerals and in words -solve numbers up to 1000 in numerals and in words -solve numbers up to 1000 in purporation of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight or lock in which n objects	number (hundreds, tens, ones) [SEP]	100 more or less than a given number (KPI)	multiplication and division using the multiplication
-compare and order numbers up to 1000 more or less than a given number words -compare and order numbers up to 1000 in numerals and in words -compare and order numbers up to 1000 in numeral	-compare and order numbers up to 1000 [SEP]	recognise the place value of each digit in a three-digit	tables that they know, including for two-digit numbers
Measurement -2 days Mental- adding and subtracting 10 and 100 from given numbers -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 addition and subtraction -2 days —but also bring into other weeks in starter activities -add and subtract numbers mentally, including: a three-digit number and hundreds aftere-digit number and tens, a three-digit number and tens, a three-digit number and place value -4 days Mental – doubling and halving -x,3,x,5,x,10 and division facts -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number words -read and write numbers up to 1000 in numerals and in words -solve problems, including missing number problems, involving multiplication and division, including position in which n objects are connected to m objects. Measurement -2 days -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 will be a complet to a complete time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight will be a complete to a complete time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight will be a complete to a complete time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight will be a complete to a	-read and write numbers up to 1000 in numerals and in	number (hundreds, tens, ones) [SEP]	times one-digit numbers, using mental and progressing
Mental- adding and subtracting 10 and 100 from given numbers -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 addition and subtraction -2 days -but also bring into other weeks in starter activities -add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and place value -4 days Number and place value -3/4 days -recognise angles as a property of shape or a description of a turn separate than or less than a right angle separate than or less than a r	words [SEP]	-compare and order numbers up to $1000 \frac{1}{\text{SEP}}$	to formal written methods [SEP](KPI)
-solve number and practical problems -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 weeks in starter activities -add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and place value – 4 days Mental – doubling and halving -x3,x5,x10 and division facts -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number 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 weeks in starter activities -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number 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 weeks in starter activities -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number 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 weeks in starter activities -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number 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 weeks in starter activities -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number 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 weeks in start	Measurement -2 days	-read and write numbers up to 1000 in numerals and in	-solve problems, including missing number problems,
-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 weeks in starter activities -add and subtract numbers mentally, including: a three-digit number and hundreds wkPl) Number and place value -4 days Mental – doubling and halving -,x3,x5,x10 and division facts -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number 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 weeks in starter activities -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 weeks in starter activities -recognise angles as a property of shape or a description of a turn words -recognise angles as a property of shape or a description of a turn words -recognise 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 wkPl) Geometry –properties of shapes -2/3 days -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 wkPl) Geometry –properties of shapes -2/3 days -identify right angles, recognise that two right angles involving these ideas. WkPl) Geometry –properties of shapes -2/3 days -identify right angles are greater than or less than a right angle wkPl) Geometry –properties of shapes -2/3 days -identify right angles are greater than or less than a right angle wkPl) Geometry –properties of shapes -2/3 days -identify right angles are greater than or less than a	Mental- adding and subtracting 10 and 100 from given	words	involving multiplication and division, including positive
-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 weeks in starter activities -add and subtract numbers mentally, including: a three-digit number and hundreds wkPl) Number and place value -4 days Mental – doubling and halving -,x3,x5,x10 and division facts -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number 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 weeks in starter activities -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 weeks in starter activities -recognise angles as a property of shape or a description of a turn words -recognise angles as a property of shape or a description of a turn words -recognise 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 wkPl) Geometry –properties of shapes -2/3 days -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 wkPl) Geometry –properties of shapes -2/3 days -identify right angles, recognise that two right angles involving these ideas. WkPl) Geometry –properties of shapes -2/3 days -identify right angles are greater than or less than a right angle wkPl) Geometry –properties of shapes -2/3 days -identify right angles are greater than or less than a right angle wkPl) Geometry –properties of shapes -2/3 days -identify right angles are greater than or less than a	numbers	-solve number and practical problems	integer scaling problems and correspondence problems
seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight Addition and subtraction -2 days -but also bring into other weeks in starter activities -add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds Number and place value -4 days Mental - doubling and halving -x3,x5,x10 and division facts -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number The count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number The count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number The count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number The count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number The count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number The count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number The count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number The count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number The count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number The count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number The count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number The count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number The count in multiples of a description of a turn and 100 more or less than a right angles The count in multiples of a description of a turn and 100 more or less than a given number The count in the midting interms of a term of in mumbers us 1000 in numerals and in words	-estimate and read time with increasing accuracy to the		in which n objects are connected to m objects. [SEP](KPI)
o'clock, a.m./p.m., morning, afternoon, noon and midnight see and subtraction -2 days -but also bring into other weeks in starter activities -add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and place value -4 days Number and place value -4 days Mental - doubling and halving -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number seeconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight seeconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight seeconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight seeconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight seeconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight seeconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight seeconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight seeconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight seeconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight seeconds. Geometry -properties of shapes -2/3 days -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 seeconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight seeconds. Geometry -properties of shapes -2/3 days -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 le	nearest minute; record and compare time in terms of	-estimate and read time with increasing accuracy to the	Number and place value –3/4 days
midnight **E** Addition and subtraction -2 days -but also bring into other weeks in starter activities -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**(KPI) Number and place value -4 days Mental - doubling and halving -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number **E**(KPI) o'clock, a.m./p.m., morning, afternoon, noon and midnight **E** Geometry -properties of shapes -2/3 days -recognise angles as a property of shape or a description of a turn **E** -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 **E** -identify horizontal and vertical lines and pairs of perpendicular and parallel lines -be able to draw and measure straight lines in centimer and in words **E** -read and write numbers up to 1000 in numerals and in words **E** -read and write numbers up to 1000 in numerals and in words **E** -read and write numbers up to 1000 in numerals and in words **E** -read and write numbers up to 1000 in numerals and in words -read and write numbers up to 1000 in numerals and in words -read and write numbers up to 1000 in numerals and in words -read and write numbers up to 1000 in numerals and in words -recognise angles as a property of shape or a description 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 -be able to draw and measure straight lines in centimer and in words -identify horizontal and vertical lines and pairs of perpendicular and parallel lines -be able to draw and measure straight lines and in words -identify horizontal and vertical lines and pairs of perpendicular and parallel lines -be able to draw and measure straight lines and in words	seconds, minutes and hours; use vocabulary such as	nearest minute; record and compare time in terms of	-identify, represent and estimate numbers using
Addition and subtraction -2 days -but also bring into other weeks in starter activities -add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds [Le](KPI) Number and place value -4 days Mental - doubling and halving -x3,x5,x10 and division facts -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number [Le](KPI) midnight [Le] Geometry -properties of shapes -2/3 days -recognise angles as a property of shape or a description of a turn [Le] -identify night 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 [Le](KPI) -identify horizontal and vertical lines and pairs of perpendicular and parallel lines -be able to draw and measure straight lines in centimer and in a variety of contexts —also be able to round to whole centimetres.	o'clock, a.m./p.m., morning, afternoon, noon and	seconds, minutes and hours; use vocabulary such as	different representations [SEP]
weeks in starter activities -add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds [FF] (KPI) Number and place value -4 days Mental – doubling and halving -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number [FF] (KPI) Geometry –properties of shapes -2/3 days -recognise angles as a property of shape or a description of a turn [FF] (KPI) Geometry –properties of shapes -2/3 days -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 [FF] (KPI) -identify horizontal and vertical lines and pairs of perpendicular [FF] (KPI) identify horizontal and vertical lines and pairs of perpendicular [FF] (KPI) identify horizontal and vertical lines and pairs of perpendicular [FF] (KPI) identify horizontal and vertical lines and pairs of perpendicular [FF] (KPI)	midnight [sep]	o'clock, a.m./p.m., morning, afternoon, noon and	-read and write numbers up to 1000 in numerals and
-add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds (KPI) Number and place value -4 days Mental – doubling and halving -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (KPI) -recognise angles as a property of shape or a description of a turn given and tens, a -identify right angles, recognise that two right angles are greater than or less than a right angle (KPI) -recognise angles as a property of shape or a description of a turn given and tens, a -identify horizontal and vertical lines and pairs of perpendicular given number (KPI) -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 (KPI) -identify horizontal and vertical lines and pairs of perpendicular given number shape or a description of a turn given mumber in two right angles (KPI) -identify right angles, recognise that two right angles in two right angles in the recognise angles as a property of shape or a description of a turn given mumber in multiples of a given number in		midnight [sep]	
digit number and ones, a three-digit number and tens, a three-digit number and hundreds specific (KPI) Number and place value -4 days Mental – doubling and halving -,x3,x5,x10 and division facts -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number specific (KPI) of a turn specific (KPI) 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 specific (KPI) identify right angles, recognise that two right angles make a half-turn and four a complete turn; identify horizontal and vertical lines and pairs of perpendicular specific (KPI) identify right angles, recognise that two right angles make a half-turn and four a complete turn; identify horizontal and vertical lines and pairs of perpendicular and measure straight lines in centimer and tens, a cidentify horizontal and vertical lines and pairs of perpendicular specific (KPI) identify right angles, recognise that two right angles make a half-turn and four a complete turn; identify horizontal and vertical lines and pairs of perpendicular specific (KPI) identify right angles, recognise that two right angles make a half-turn and four a complete turn; identify horizontal and vertical lines and pairs of perpendicular specific (KPI) identify right angles, recognise that two right angles make a half-turn and four a complete turn; identify horizontal and vertical lines and pairs of perpendicular and parallel lines and in a variety of contexts –also be able to round to whole centimetres.	weeks in starter activities	Geometry –properties of shapes -2/3 days	sep-solve number problems and practical problems
three-digit number and hundreds (KPI) Number and place value -4 days Mental – doubling and halving -,x3,x5,x10 and division facts -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (KPI) -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 (KPI) -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 horizontal and vertical lines and pairs of perpendicular straight lines in centimer and hundreds (KPI) -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 horizontal and vertical lines and pairs of perpendicular and measure straight lines in centimer and hundreds (KPI) -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 horizontal and vertical lines and pairs of perpendicular and parallel lines and in a variety of contexts –also be able to round to whole centimetres.	-add and subtract numbers mentally, including: a three-	-recognise angles as a property of shape or a description	involving these ideas. [SEP](KPI)
three-digit number and hundreds (KPI) Number and place value -4 days Mental – doubling and halving -,x3,x5,x10 and division facts -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (KPI) -identify right angles, recognise that two right angles make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle (KPI) -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 (KPI) -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 horizontal and vertical lines and pairs of perpendicular and parallel lines -be able to draw and measure straight lines in centimer and pairs of perpendicular and parallel lines and in a variety of contexts –also be able to round to whole centimetres.		of a turn [SEP]	Geometry –properties of shapes -2/3 days
Number and place value -4 days Mental – doubling and halving -,x3,x5,x10 and division facts -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (KPI) 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 (KPI) identify horizontal and vertical lines and pairs of perpendicular and parallel lines be able to draw and measure straight lines in centimer and in a variety of contexts –also be able to round to whole centimetres.	three-digit number and hundreds [SEP](KPI)	-identify right angles, recognise that two right angles	
Mental – doubling and halving -,x3,x5,x10 and division facts -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (KPI) four a complete turn; identify whether angles are greater than or less than a right angle (KPI) -identify horizontal and vertical lines and pairs of perpendicular (KPI) four a complete turn; identify whether angles are greater than or less than a right angle (KPI) -identify horizontal and vertical lines and pairs of perpendicular (KPI) whole centimetres.		make a half-turn, three make three quarters of a turn and	
-,x3,x5,x10 and division facts -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (KPI) than or less than a right angle (KPI) -identify horizontal and vertical lines and pairs of perpendicular (KPI) -be able to draw and measure straight lines in centimeter and in a variety of contexts –also be able to round to whole centimetres.	Mental – doubling and halving		
-count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number [SEP] (KPI) -identify horizontal and vertical lines and pairs of perpendicular [SEP] and in a variety of contexts —also be able to round to whole centimetres.	-,x3,x5,x10 and division facts		
100 more or less than a given number str. (KPI) perpendicular str. whole centimetres.			
	100 more or less than a given number (KPI)	perpendicular [SEP]	
	-recognise the place value of each digit in a three-digit	Addition and subtraction -6 days	
number (hundreds, tens, ones) -add and subtract numbers mentally, including: a three-symmetrical and non-symmetrical symmetrical symmetric	number (hundreds, tens, ones) [SEP]	-add and subtract numbers mentally, including: a three-	
- identify, represent and estimate numbers using different digit number and ones, a three-digit number and tens, a	- identify, represent and estimate numbers using different	digit number and ones, a three-digit number and tens, a	
representations three-digit number and hundreds representations representation representations representation representations representation representa			
Geometry – properties of shape-2 days -add and subtract numbers with up to three digits, using -measure, compare, add and subtract with volume and			-measure, compare, add and subtract with volume and
-draw 2-D shapes and describe their properties. formal written methods of columnar addition and capacity (KPI)	-draw 2-D shapes and describe their properties.		
-recognise angles as a property of shape or a description subtraction subtraction subtraction	-recognise angles as a property of shape or a description	subtraction	
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		-estimate the answer to a calculation and use inverse	-recognise and use fractions as numbers: unit fractions
Measures -4 days operations to check answers [SEP] and non-unit fractions with small denominators	Measures -4 days		
Mental – 3 and 4 times table and division facts -solve problems, including missing number problems, -solve problems, including missing number problems, [17] recognise and show, using diagrams, equivalent	Mental -3 and $\overline{4}$ times table and division facts	-solve problems, including missing number problems,	

-measure, compare, add and subtract: lengths (m/cm/mm); (KPI)

-measure the perimeter of simple 2-D shapes [SEP]

Number –place value -3 days

- -order and compare numbers up to 1000
- -solve number and practical problems

<u>Autumn 2-</u> 30 days plus 5 problem solving days Fractions -1 week

Mental -3 and 4 times table and division facts

- -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 [FF] (KPI)
- -recognise, find and write fractions of a discrete set of objects: unit fractions and non- unit fractions with small denominators. [SEP](KPI)
- -recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators

Number –place value -1 week

Mental –recap multiplication and division facts

- -read and write numbers up to 1000 in numerals and in words [SEP]
- -recognise the place value of each digit in a three-digit number (hundreds, tens, ones) [SEP](KPI)
- -order and compare numbers up to 1000
- -solve number problems and practical problems involving these ideas.
- -value of coins and amounts [SEP]

Addition and subtraction -1 week

Mental -addition and subtraction facts

- -add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction (may also be appropriate to do partitioning method first)
- -solve money problems
 - -coins for given values
 - -totals and change (KPI)

Fractions -6 days

Mental

-recognise, find and write fractions of a discrete set of

using number facts, place value, and more complex addition and subtraction. (KPI)

Measurement -2/3 days

Mental –recap telling the time

- -measure, compare, add and subtract with mass (KPI)
- -solve word problems with mass

Multiplication -mental

-recall and use multiplication and division facts for the 3, 4 and 8 SEP(KPI)

Fractions -3 days

Mental -addition and subtraction facts

- -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 (KPI)
 - -also bring in measurements
- -recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- -solve problems that involve elements from fractions Addition and subtraction -2 days
- -estimate the answer to a calculation and use inverse operations to check answers [SEP]
- -solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. [SEP](KPI)

<u>Spring 2</u> -25 days plus 5 problem solving days Mental –recap times tables and division facts as necessary across the term

Measurement -1 week

Mental –names and properties of 2d and 3d shapes -tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks [LF](KPI)

- -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 [SEP]
- -know the number of seconds in a minute and the number of days in each month, year and leap year [sep] -compare durations of events [for example to calculate the

fractions with small denominators [SEP](KPI)

- -compare and order unit fractions, and fractions with the same denominators
- -solve problems that involve all of the above.

Addition and subtraction | 3/4 days

- -add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds sep(KPI)
- -subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction -solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

<u>Summer 2</u> -30 days plus 5 problem solving days (there are extra days here so you can add recap sessions)

Mental –recap times tables and division facts as necessary across the term

Statistics -2/3 days

- -present data using bar charts, pictograms and tables -emphasis on using keys and variety of scale -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.
- Multiplication and division -4 days
- -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 [SEP]
- -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. [SEP] Statistics -2 days
- -interpret Venn and Carroll diagrams
- -interpret data using bar charts, pictograms and tables emphasis on using keys and variety of scale
- -solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using

objects: unit fractions and non- unit fractions with small denominators [SEP]

- -recognise and show, using diagrams, equivalent fractions with small denominators (KPI)
- sep-add and subtract fractions with the same denominator within one whole
- -solve fraction problems

Statistics -3 days

-interpret and present data using bar charts, pictograms and tables (KPI)

time taken by particular events or tasks]. [Fractions -1 week

- -telling the time with Roman numeral clockface / recap number of seconds in a minute etc
- -add and subtract fractions with the same denominator within one whole
- -compare and order unit fractions, and fractions with the same denominators (KPI)
- -fraction number lines
- -solve problems that involve all of the above.

<u>Multiplication and division -</u>7 days

- -recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables [SEP]
- -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 [SEP]
- -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. [SEP] Statistics -2 days
- -interpret and present data using bar charts, pictograms and tables (KPI)
- -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

Number -2 days

and tables.

-solve number and practical problems that involve all of the place value ideas

Geometry –properties of shapes -2 days

- -make 3-D shapes using modelling materials; recognise
- 3-D shapes in different orientations and describe them

information presented in scaled bar charts and pictograms and tables.

Addition and subtraction -4/5 days

- -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. (KPI)
- -add and subtract amounts of money to give change, using both £ and p in practical sep contexts (from measurement section)

Fractions 4 days

Mental –multiplying and dividing numbers by 10 -recognise, find and write fractions of a discrete set of objects: unit fractions and non- unit fractions with small denominators of KPI)

- -compare and order unit fractions, and fractions with the same denominators [1]
- -solve problems that involve all of the above.

Measurement -5 days

- -tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks (KPI)[51]
- -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 [SE]
- -know the number of seconds in a minute and the number of days in each month, year and leap year [ST]
- -compare durations of events [for example to calculate the time taken by particular events or tasks].