# Autumn Term

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|---|---|---|---|---|---|---|
| | **Block 1: Place Value within 1000** | | | **Block 2: Addition and subtraction within 1000** | | |
| **Small Steps** | ●Represent numbers within 100<br>●Partition numbers within 100<br>●Use a number line to 100<br>●Use hundreds<br>●Represent numbers within 1000 | ●Partition numbers within 1000<br>●Use hundreds, tens and ones<br>●Find 1, 10 or 100 more or less<br>●Use a number line to 1000 | ●Estimate on a number line<br>●Compare numbers within 1000<br>●Order numbers within 1000<br>●Count in 50s | ●Use number bonds within 10<br>●Add and subtract ones<br>●Add and subtract tens<br>●Add and subtract hundreds<br>●Use patterns to add and subtract 1s, 10s and 100s | ●Add ones to a 3-digit number (crossing ten)<br>●Add tens to a 3-digit number (crossing 100)<br>●Subtract ones from a 3-digit number (crossing ten)<br>●Subtract tens from a 3-digit number (crossing 100)<br>●Related facts using ones, tens and hundreds | ●Add two 2-digit or 3-digit numbers (no exchange)<br>●Subtract two 2-digit or 3-digit numbers (no exchange)<br>●Add two 2-digit or 3-digit numbers (exchanging ones)<br>●Add two 3-digit numbers (exchanging tens)<br>●Solve problems with 2- and 3-digit additions. |
| **National Curriculum** | ●Identify, represent and estimate numbers using different representations<br><br>●Read and write numbers up to 1,000 in numerals and in words<br><br>●Recognise the place value of each digit in a 3-digit numbers (100s, 10s, 1s)<br><br>●Count from 0 in multiples of 100 | ●Recognise the place value of each digit in a 3-digit numbers (100s, 10s, 1s)<br><br>●Find 10 or 100 more or less than a given number<br><br>●Identify, represent and estimate numbers using different representations | ●Identify, represent and estimate numbers using different representations<br><br>●Compare and order numbers up to 1000<br><br>●Count from 0 in multiples of 50<br>●<br>●Solve number problems and practical problems involving these ideas | ●Add and subtract numbers mentally, including:<br>○ a three-digit number and 1s<br>○ a three-digit number and 10s<br>○ a three-digit number and 100s<br><br>●Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction<br><br>●Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction | | |
| **Ready-to -Progress Criteria** | **3NPV–1** Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10.<br><br>**3NPV–2** Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning.<br><br>**3NPV–3** Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10<br><br>**3NPV–4** Divide 100 into 2,4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts. | | | **3NF–1** Secure fluency in addition and subtraction facts that bridge 10, through continued practice<br><br>**3NF–3** Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10)<br><br>**3AS–2** Add and subtract up to three-digit numbers using columnar methods | | |

# Autumn Term

| | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|---|---|---|---|---|---|---|
| | Block 2: Addition and subtraction within 1000 | | Block 3: Multiplication and division | | | |
| **Small Steps** | ●Subtract two 2-digit or 3-digit numbers (exchanging a ten)<br>●Subtract two 3-digit numbers (exchanging a hundred)<br>●Add 2-digit and 3-digit numbers<br>●Subtract a 2-digit number from a 3-digit number<br>●Solve problems with 2- and 3-digit subtractions | ●Find complements to 100<br>●Estimate answers to additions and subtractions<br>●Use the inverse operation<br>●Choose a method to solve addition and subtraction problems | ●Make and describe equal groups<br>●Use arrays<br>●Identify multiples of 2<br>●Identity multiples of 5<br>●Identify multiples of 10 | ●Share and group to make equal groups<br>●Multiply by 3<br>●Divide by 3<br>●Explore the 3 times table | ● Multiply by 4<br>● Divide by 4<br>● Explore the 4 times table<br>● Multiply by 8<br>● Divide by 8 | ●Explore the 8 times table<br>●Explore the 2, 4 and 8 times tables |
| **National Curriculum** | ●Add and subtract numbers mentally, including:<br>○a three-digit number and 1s<br>○a three-digit number and 10s<br>○a three-digit number and 100s<br><br>●Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction<br><br>●Estimate the answer to a calculation and use inverse operations to check answers<br><br>●Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction | | ●Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables<br><br>●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<br><br>●Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling | | | |
| **Ready-to -Progress Criteria** | **3AS–1** Calculate complements to 100<br><br>**3AS–2** Add and subtract up to three-digit numbers using columnar methods<br><br>**3AS–3** Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction. | | **3MD–1** Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.<br><br>**3NF–2** Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number. | | | |

# Spring Term

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|---|---|---|---|---|---|---|
| | Block 1: Multiplication and division | | | Block 2: Measurement - Length and perimeter | | |
| **Small Steps** | • Multiply by 10<br>• Explore related calculations<br>• Compare calculations<br>• Multiply a 2-digit by a 1-digit number (no exchange) | • Multiply a 2-digit by a 1-digit number (with exchange)<br>• Recognise the link between multiplication and division facts<br>• Divide a 2-digit by a 1-digit number (no exchange) | • Divide a 2-digit by a 1-digit number (by partitioning in different ways)<br>• Divide a 2-digit by a 1-digit number (with remainders)<br>• Relate multiplication to scaling<br>• Find all the possible combinations | • Measure length in cm<br>• Measure length in m and cm<br>• Measure length in millimetres<br>• Measure in cm and mm<br>• Compare metres, centimetres and millimetres | • Find equivalent lengths (m and cm)<br>• Find equivalent lengths (cm and mm)<br>• Compare lengths<br>• Add lengths<br>• Subtract lengths | • Learn about perimeter<br>• Measure perimeter<br>• Calculate perimeter |
| **National Curriculum** | • Recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2)<br><br>• Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods<br><br>• Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling | | | • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)<br><br>• Measure the perimeter of simple 2-D shapes | | |
| **Ready-to -Progress Criteria** | **3MD–1** Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.<br><br>**3NF–2** Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.<br>**Year 2 conceptual prerequisite**: Calculate products within the 2, 5 and 10 multiplication tables. | | | **3NPV–2** Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning.<br><br>**3NPV–3** Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10.<br><br>**3AS–2** Add and subtract up to three-digit numbers using columnar methods.<br>**Year 2 conceptual prerequisite**:<br>• Automatically recall addition and subtraction facts within 10 and across 10.<br>• Recognise the place value of each digit in two- and three-digit numbers.<br>• Know that 10 ones are equivalent to 1 ten, and 10 tens are equivalent to 1 hundred. | | |

# Spring Term

| | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|---|---|---|---|---|---|---|
| | Block 3: Fractions | | | Block 4: Measurement - Mass and capacity | | |
| **Small Steps** | ●Understand denominators of unit fractions<br>●Compare and order unit fractions<br>●Understand numerators of fractions | ●Explore one whole<br>●Compare and order non-unit fractions<br>●Use fractions to read scales | ●Show fractions on a number line<br>●Count in fractions<br>●Find equivalent fractions on a number line<br>●Find equivalent fractions using a bar model | ●Explore scales<br>●Measure mass in grams<br>●Measure mass (kg and g)<br>●Find equivalent masses in g and kg | ●Compare mass<br>●Add and subtract mass<br>●Measure capacity and volume (ml)<br>●Measure capacity and volume (l and ml) | ●Find equivalent volumes in ml and l<br>●Compare capacity and volume<br>●Add and subtract capacity and volume |
| **National Curriculum** | ●Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators<br>●Compare and order unit fractions, and fractions with the same denominators<br>●Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators<br>●Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators<br>●Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)<br>●Recognise and show, using diagrams, equivalent fractions with small denominators | | | ●Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | | |
| **Ready-to -Progress Criteria** | **3F–1** Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.<br>**Future applications:** Use unit fractions as the basis to understand non-unit fractions, improper fractions and mixed numbers<br><br>**3F–3** Reason about the location of any fraction within 1 in the linear number system.<br>**Year 2 conceptual prerequisites**: Reason about the location of whole numbers in the linear number system.<br>**Future applications:** Compare and order fractions. | | | **3F–3** Reason about the location of any fraction within 1 in the linear number system.<br>**Year 2 conceptual prerequisites**: Reason about the location of whole numbers in the linear number system.<br>**Future applications:** Compare and order fractions.<br><br>**3NPV–3** Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10.<br>**Year 2 conceptual prerequisites**: Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.<br>**Future applications:** Compare and order numbers. Estimate and approximate to the nearest multiple of 1,000, 100 or 10.<br><br>**3NPV–4** Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.<br>**Year 2 conceptual prerequisites**: Count in multiples of 2, 5 and 10.<br>**Future applications:** Read scales on graphs and measuring instruments. | | |

| | Summer Term | | | | | |
|---|---|---|---|---|---|---|
| | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| | **Block 1: Fractions** | | **Block 2: Measurement - Money** | | **Block 3: Measurement - Time** | |
| **Small Steps** | ●Add fractions<br>●Subtract fractions<br>●Partition one whole<br>●Find a unit fraction of a set<br>●Find a unit fraction of an amount | ●Find non-unit fractions of a set<br>●Find non-unit fractions of an amount<br>●Solve problems by finding fractions<br>●Solve multi-step problems by finding fractions | ●Count money in pence<br>●Count money in pounds<br>●Count money in pounds and pence<br>●Convert money | ●Add money<br>●Subtract money<br>●Calculate change | ●Tell the time using Roman numerals<br>●Tell time to the quarter of an hour<br>●Tell the time to 5 minutes<br>●Tell the time to the minute<br>●Read time on a digital clock | ●Understand and use am and pm<br>●Understand days, weeks, months and years<br>●Understand days and hours<br>●Find durations of time (using start and end times)<br>●Find start and end times (using durations of time) |
| **National Curriculum** | ●Add and subtract fractions with the same denominator within one whole<br>●Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators<br>●Solve problems that involve all of the above | | ●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<br>●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, am/pm, morning, afternoon, noon and midnight<br>●Know the number of seconds in a minute and the number of days in each month, year and leap year<br>●Compare durations of events | |
| **Ready-to -Progress Criteria** | **3F–4** Add and subtract fractions with the same denominator, within 1.<br>**Year 2 conceptual prerequisite -** Automatically recall addition and subtraction facts within 10. Unitise in tens: understand that 10 can be thought of as a single unit of 1 ten, and that these units can be added and subtracted.<br>**Future applications:** Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.<br><br>**3F–2** Find unit fractions of quantities using known division facts (multiplication tables fluency)<br>**Future applications:** Apply knowledge of unit fractions to non-unit fractions<br><br>**3F–1** Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.<br>**Future applications:** Use unit fractions as the basis to understand non-unit fractions, improper fractions and mixed numbers. | | **3NPV–2** Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning<br>**Future applications:** Compare and order numbers. Add and subtract using mental and formal written methods<br><br>**3AS–1** Calculate complements to 100<br>**Year 2 conceptual prerequisite:** Automatically recall number bonds to 9 and to 10. Know that 10 ones are equivalent to 1 ten, and 10 tens are equivalent to 1 hundred<br>**Future applications:** Calculate complements to other numbers, particularly powers of 10. Calculate how much change is due when paying for an item.<br><br>**3AS–2** Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning.<br>**Future applications:** Add and subtract other numbers, including four digits and above, and decimals, using columnar methods | | **3NF–3** Scaling number facts by 10 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10)<br><br>**3NF–2** Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number<br>**Year 2 conceptual prerequisite:** Calculate products within the 2, 5 and 10 multiplication tables. | |

| | Summer Term | | | | | |
|---|---|---|---|---|---|---|
| | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Wk 12** |
| | **Block 3 Measurement - Time** | **Block 4: Geometry - shape** | | **Block 5: Statistics** | | **Consolidation Week** |
| **Small Steps** | ●Measure in minutes and seconds<br>●Use and compare units of time<br>●Solve problems involving time | ●Recognise turns and angles<br>●Recognise right angles<br>●Compare angles<br>●Measure and draw straight lines<br>●Recognise and draw horizontal and vertical lines | ●Recognise parallel and perpendicular lines<br>●Recognise and describe 2-D shapes<br>●Draw polygons<br>●Recognise and describe 3-D shapes<br>●Make 3-D shapes | • Interpret pictograms<br>• Draw pictograms<br>• Interpret bar charts<br>• Draw bar charts | ●Collect data<br>●Represent data<br>●Interpret two-way tables | |
| **National Curriculum** | ●Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks<br>●Compare durations of events<br>●Know the number of seconds in a minute and the number of days in each month, year and leap year<br>●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, am/pm, morning, afternoon, noon and midnight | ●Recognise angles as a property of shape or a description of a turn<br>●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<br>●Measure the perimeter of simple 2-D shapes<br>●Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them<br>● Measure, compare, add and subtract: lengths (m/cm/mm)<br>●Identify horizontal and vertical lines and pairs of perpendicular and parallel lines | | • Interpret and present data using bar charts, pictograms and tables<br>• Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables | | |
| **Ready-to -Progress Criteria** | **3NF–3** Scaling number facts by 10 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10)<br><br>**3NF–2** Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number<br>**Year 2 conceptual prerequisite:** Calculate products within the 2, 5 and 10 multiplication tables. | **3G–1** Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations.<br>**Year 2 conceptual prerequisite:**<br>●Recognise standard and non-standard examples of 2D shapes presented in different orientations.<br>●Identify similar shapes.<br>**Future applications:**<br>●Compare angles.<br>●Estimate and measure angles in degrees.<br><br>**3G–2** Draw polygons by joining marked points, and identify parallel and perpendicular sides.<br>**Future applications:** Find the perimeter of regular and irregular polygons | | **3NPV–4** Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.<br>**Year 2 conceptual prerequisite:** Count in multiples of 2, 5 and 10.<br>**Future applications:** Read scales on graphs and measuring instruments. | | |