

AUTUMN 1 - YEAR 3 MATHEMATICS OBJECTIVES- 2025

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	TOPIC	<i>For all units of work, problem solving and reasoning opportunities are integrated. Red typing refers to Year 2 objectives</i>	Fluency
Week 1, week 2, week 3	Year 2 objectives – transition unit.	<ul style="list-style-type: none"> • Say the number names to at least 100, from and back to zero. • Know what each digit in a two-digit number represents including 0 as place holder. • Compare and order numbers from 0 up to 100; use <, > and = signs • To recognise odd and even numbers • Compare two two–digit numbers, say which is more or less and give a number that lies between them • To recall number bonds to 10 and use related facts to 100 (8 + 2= 10) 80 + 20= 100 • Recall pairs of multiples of 10 that make 100. • To recall number bonds to 20 (17 + 3, 11+ 9) • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 where applicable (17- 2, 16 + 3). The answer should not exceed 20. • Count in steps of 1, 2, 3, and 5 from 0, and in tens from any two-digit number, forward or backwards • Add a two-digit number and ones/ tens • Add two two-digit numbers • Adding three one-digit numbers 	<p>Times Tables: 2x</p> <p>Counting back and forward in 2s, 3s and 5s from 0 and counting back and forwards in 10s from any number.</p> <p>Number bonds to 10/20/100</p> <p>Related addition facts</p> <p>Adding three one-digit numbers mentally</p>
Week 4 and 5	Place value	<ul style="list-style-type: none"> • To recognise the place value of each digit in a three digit number (hundreds, tens, ones). • Number – place value Identify, represent and estimate numbers using different representations • Compare and order numbers up to 1000 • Find 10 or 100 more or less than a given number • Read and write numbers up to 1000 in numerals and in words. . • Solve number problems and practical problems involving these ideas. • Count from 0 in multiples of 50 and 100 	<p>Adding 1,10, 100 mentally</p> <p>Times tables – 5x</p> <p>Counting from any number in multiples of 10 and 100</p> <p>Count from 0 in multiples of 50 and 100</p>
Weeks	Addition	<ul style="list-style-type: none"> • To partition numbers with up to three digits. 	Times Tables – 10x

6, 7	1) Partition 2) Expanded column 3) Then column method	<ul style="list-style-type: none"> • Add numbers mentally, including: a three- digit number and ones; a three-digit number and tens; a three digit number and hundreds. • To add numbers with up to three digits by using the expanded method of partitioning • To add three digit numbers using column addition 	Add numbers mentally, including: a three- digit number and ones; a three-digit number and tens; a three digit number and hundreds.
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AUTUMN 2 - YEAR 3 MATHEMATICS OBJECTIVES - 2024			
	TOPIC	<i>For all units of work, problem solving and reasoning opportunities are integrated.</i>	Fluency
Weeks 1 and 2	Subtraction 4) Partition 5) Expanded column 6) Then column method	<ul style="list-style-type: none"> • To subtract three digit numbers using the expanded method of partitioning • To subtract three digit numbers using column subtraction • 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. 	Times Tables – 3x Count from 0 in multiples of 50 and 100
Week 3 and 4	Multiplication and Division	<ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables. • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context. • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another can not. 	Times Tables – 3x Find 10 and 100 more/ less than any given number. Count from 0 in multiples of 3, 4 and 8

<p>Week 5,6 and 7</p>	<p>Measure: temperature, length and perimeter</p>	<ul style="list-style-type: none"> • Measure lengths in cm/m/ and m • To convert between cm and m (only use whole numbers 5m= 500cm or 1m and 30cm= 130cm) • Compare lengths • add and subtract: lengths (m/cm/mm). • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. • Measure the perimeter of simple 2D shapes. • Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed and simple equivalents of mixed units. 	<p>Times Tables consolidation so far – 2x,5x,10x,3x</p> <p>Number bonds to 100 from any number</p> <p>Doubles to 20</p> <p>Counting in different units of measure (mm, cm, m)</p>
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Spring 1 - YEAR 3 MATHEMATICS OBJECTIVES – 2025

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	TOPIC	<i>For all units of work, problem solving and reasoning opportunities are integrated.</i>	Fluency
Week 1, 2 and 3	Multiplication and division <i>Grid method for multiplication</i> <i>Repeated subtraction on a number line for division.</i>	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 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 objectives. To know that division is repeated subtraction Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. (Grid method for two by one digits 23×4 , 36×5) 	Focus: Times tables 4x Doubles to 50 Count in multiples of 3, 4 and 8
Week 4 and 5	Geometry (properties of shape)	<ul style="list-style-type: none"> Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-term, 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 and vertical lines and pairs of perpendicular and parallel lines. Draw 2-D shapes and make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them 	Focus: Times tables 4x
Week 6	Addition and subtraction	<ul style="list-style-type: none"> Add and subtract amounts of money to give change, using both £ and p in practical contexts. Arithmetic test 	Times tables consolidation 2x,5x,10x,3x,4x Number bonds with money (eg. finding change from £1, £2, £5)

Spring 2 - YEAR 3 MATHEMATICS OBJECTIVES - 2025

	TOPIC	<i>For all units of work, problem solving and reasoning opportunities are integrated.</i>	Fluency
Week 1, 2 and 3	Measure (mass and capacity)	<ul style="list-style-type: none"> • To compare, add and subtract: mass (kg/g); volume/capacity (l/ml). • Measure mass • Compare mass • To explore the capacity of different containers and measure the volume of liquid in a container • Compare capacities and volumes of liquid in a container • Converting measures. (Only whole numbers 1kg-1000g or 2kg and 500g= 2500g) <i>no decimals needed.</i> • To solve word problems involving mass and capacity (add and subtract different measures.) • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 	<p>Focus: 8 x tables</p> <p>Count from 0 in multiples of 3, 4 and 8 (up to 100)</p> <p>Count back in multiples of 3, 4 and 8 starting from 12x that number.</p> <p>Count in g, kg, l, ml</p>
Week 4	Statistics	<ul style="list-style-type: none"> • Interpret and present data using bar charts, pictograms and tables. 	<p>Focus: 8 x tables</p> <p>Add and subtract 1/10/100/1000 to any given number.</p>
Week 5 and 6	Fractions	<ul style="list-style-type: none"> • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. (Finding fractions of amounts of objects) • 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>Focus: Consolidate times tables – 3x,4x,8x</p> <p>Count up and down in tenths.</p> <p>Count up and down in $\frac{1}{2}$ and $\frac{1}{4}$</p>

Summer 1 - YEAR 3 MATHEMATICS OBJECTIVES - 2025

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	Topic	<i>For all units of work, problem solving and reasoning opportunities are integrated.</i>	<i>Fluency:</i>
Weeks 1 and 2.	Measurement- time <i>Problem solving must be integrated</i>	<ul style="list-style-type: none"> • Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. • Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time. • To understand what is meant by am and pm and use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. • To know the number of minutes in an hour and hours in a day • Tell the time to the nearest hour and half hour • To read and draw the times 'quarter to' and 'quarter past' • To tell the time to the nearest 5 minutes • To compare durations of time. 	<p>Focus: 3x and 4x tables</p> <p>Quick telling time- quarter past/quarter to/o'clock/half past</p> <p>Quick time facts: Seconds in a minute Minutes in an hour Hours in a day Days in a week/month/year</p>
Weeks 3 and 4	Measurement (mass and capacity)	<ul style="list-style-type: none"> • To measure mass (g and kg) • To convert between g and kg (only whole numbers 1kg-1000g or 2kg and 500g= 2500g) no decimals needed. • To explore the capacity of different containers and measure the volume of liquid in a container. • To convert between ml and L (only whole numbers 1kg-1000g or 2kg and 500g= 2500g) no decimals needed) • Continue to measure using the appropriate tools and units, progressing to 	<p>Focus: 8x and 3x tables</p> <p>Counting up and down in different measures - use a counting stick</p> <p>Number bonds to 100/1000</p> <p>Quick comparing measures</p>

		using a wider range of measures, including comparing and using mixed units (for example, 1kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm).	
Week 5	Statistics	<ul style="list-style-type: none"> • Interpret and present data using bar charts, pictograms and tables. • 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 	<p>Focus: 4x and 8x</p> <p>Count in g, kg, l, ml</p>
Week 6 (or earlier)	<i>End of year assessment to take place during this half term.</i>		

Year 3 - Summer 2 2025			Fluency
	TOPIC	<i>For all units of work, problem solving and reasoning opportunities are integrated.</i>	
Week 1	Money	<ul style="list-style-type: none"> Add and subtract amounts of money to give change, using both £ and p in practical contexts Solve problems including missing number problems, using number facts, place value, and more complex addition and subtraction. 	<p>Focus: Consolidate all tables (2x,3x,4x,5x,8x,10x). Include division facts</p> <p>Number bonds to 100 from any number (helps with finding change)</p> <p>Mentally finding change from £1, £2, £5, £10</p>
Week 2 and 3	Fractions <i>Problem solving must be integrated</i>	<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. Compare and order unit fractions, and fractions with the same denominators. Solve problems that involve all of the above. 	<p>Focus: Consolidate all tables (2x,3x,4x,5x,8x,10x). Include division facts</p> <p>Counting in halves and quarters using counting sticks</p> <p>How many left to make a whole – whiteboards eg. $\frac{2}{5} + \frac{3}{5}$</p> <p>Count up and down in tenths.</p>
Week 4 and 5	Time	<ul style="list-style-type: none"> Know the number of seconds in a minute and the number of days in each month, year and leap year. (months and years and hours in a day). To tell the time to the nearest 5 minutes Estimate and read time with increasing accuracy to the nearest minute. 	<p>Focus: Consolidate all tables (2x,3x,4x,5x,8x,10x). Include division facts</p> <p>Quick telling time- quarter past/quarter to/o'clock/half past</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. • Record and compare time in terms of seconds, minutes and hours. • Compare durations of events [for example to calculate the time taken by particular events or tasks]. • (Find duration between events) • Find start and end times • Measure time in seconds 	<p>Quick time facts: Seconds in a minute Minutes in an hour Hours in a day Days in a week/month/year</p>
<p>Week 5 an 6+</p>	<p>Assessment Consolidation/ Investigations</p>	<p>Consolidation Place value Times tables and applying known number facts- 2,3,4,5,8 and 10. Ensure that all children can add and subtract three digit numbers fluently. Ensure that all children can multiply 2 digits by 1 digit numbers fluently using the grid method. Revisit properties of 2D and 3D shapes. Complete longer open-ended investigations.</p>	<p>All times tables</p> <p>count from 0 in multiples of 4, 8, 50 and 100;</p> <p>find 10 or 100 more or less than a given number</p> <p>add and subtract numbers mentally, including: ♣ a three-digit number and ones ♣ a three-digit number and tens ♣ a three-digit number and hundreds</p>