

AUTUMN 1 - YEAR 3 MATHEMATICS OBJECTIVES- 2026 27

	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.	- 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	Times Tables: 2x Counting back and forward in 2s, 3s and 5s from 0 and counting back and forwards in 10s from any number. Number bonds to 10/20/100 Related addition facts Adding three one-digit numbers mentally
Week 4 and 5	Place value	- 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	Adding 1,10, 100 mentally Times tables – 5x Counting from any number in multiples of 10 and 100 Count from 0 in multiples of 50 and 100
Weeks	Addition	To partition numbers with up to three digits.	Times Tables – 10x

6, 7	1) Partition 2) Expanded column 3) Then column method	- 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	- 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	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

Week 5,6 and 7	Measure: temperature, length and perimeter	• 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.	Times Tables consolidation so far – 2x,5x,10x,3x Number bonds to 100 from any number Doubles to 20 Counting in different units of measure (mm, cm, m)
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Spring 1 - YEAR 3 MATHEMATICS OBJECTIVES – 2025			
	TOPIC	<i>For all units of work, problem solving and reasoning opportunities are integrated.</i>	<i>Fluency</i>
Week 1, 2 and 3	Multiplication and division <i>Grid method for multiplication</i> <i>Repeated subtraction on a number line for division.</i>	- 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 x 4 , 36 x 5)	Focus: Times tables 4x Doubles to 50 Count in multiples of 3, 4 and 8
Week 4 and 5	Geometry (properties of shape)	- 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	- 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>	<i>Fluency</i>
Week 1, 2 and 3	Measure (mass and capacity)	- 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.	Focus: 8 x tables Count from 0 in multiples of 3, 4 and 8 (up to 100) Count back in multiples of 3, 4 and 8 starting from 12x that number. Count in g, kg, l, ml
Week 4	Statistics	Interpret and present data using bar charts, pictograms and tables.	Focus: 8 x tables Add and subtract 1/10/100/1000 to any given number.
Week 5 and 6	Fractions	- 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	Focus: Consolidate times tables – 3x,4x,8x Count up and down in tenths. Count up and down in $\frac{1}{2}$ and $\frac{1}{4}$

Summer 1 - YEAR 3 MATHEMATICS OBJECTIVES - 2025			
	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>	- 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.	Focus: 3x and 4x tables Quick telling time- quarter past/quarter to/o'clock/half past Quick time facts: Seconds in a minute Minutes in an hour Hours in a day Days in a week/month/year
Weeks 3 and 4	Measurement (mass and capacity)	- 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	Focus: 8x and 3x tables Counting up and down in different measures - use a counting stick Number bonds to 100/1000 Quick comparing measures

		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	• 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	Focus: 4x and 8x Count in g, kg, l, ml
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	- 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.	Focus: Consolidate all tables (2x,3x,4x,5x,8x,10x). Include division facts Number bonds to 100 from any number (helps with finding change) Mentally finding change from £1, £2, £5, £10
Week 2 and 3	Fractions <i>Problem solving must be integrated</i>	- 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.	Focus: Consolidate all tables (2x,3x,4x,5x,8x,10x). Include division facts Counting in halves and quarters using counting sticks How many left to make a whole – whiteboards eg. $\frac{2}{5} + \frac{3}{5}$ Count up and down in tenths.
Week 4 and 5	Time	- 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.	Focus: Consolidate all tables (2x,3x,4x,5x,8x,10x). Include division facts Quick telling time- quarter past/quarter to/o'clock/half past

		• 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	Quick time facts: Seconds in a minute Minutes in an hour Hours in a day Days in a week/month/year
Week 5 and 6+	Assessment Consolidation/ Investigations	<u>Consolidation</u> 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.	All times tables count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number add and subtract numbers mentally, including: ♣ a three-digit number and ones ♣ a three-digit number and tens ♣ a three-digit number and hundreds