

## Coverage of National Curriculum MATHS – UKS2 (Year 3 objectives)

Number: Number and Place Value							Number: Addition and Subtraction			
National Curriculum Objective	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)	Compare and order numbers up to 1000	Identify, represent and estimate numbers using different representations	Read and write numbers up to 1000 in numerals and in words	Solve number problems and practical problems involving these ideas	Add and subtract numbers mentally, including a 3-digit number and ones; a 3-digit number and tens and a 3-digit number and hundreds	Add and subtract nos with up to 3 digits, using formal written methods of columnar addition and 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
Autumn 1	Cycle A	Cycle B			Ongoing		Cycle B		Cycle A	
Autumn 2	Cycle B		Cycle A							
Spring 1		Cycle A					Cycle A	Cycle B		
Spring 2				Cycle A/B				Cycle A	Cycle B	
Summer 1						Cycle A/B				Cycle B
Summer 2			Cycle B							Cycle A

## Coverage of National Curriculum MATHS – UKS2 (Year 3 objectives)

	Number: Multiplication and Division			Number: Fractions						
Nat Curriculum Objective	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Write and calculate mathematical statements for $\times$ and $\div$ using the multiplication tables that they know, including for 2-digit nos times 1-digit nos, using mental and progressing to formal written methods	Solve problems, including missing number problems, involving $\times$ and $\div$ , including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	Count up & down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit nos or quantities by 10	Recognise, find & write fractions of a discrete set of objects: unit fractions & non-unit fractions with small denominators	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	Recognise and show, using diagrams, equivalent fractions with small denominators	Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$ ]	Compare and order unit fractions, and fractions with the same denominators	Solve problems that involve all of the previous objectives
Autumn 1	Cycle A									
Autumn 2		Cycle B	Cycle A							
Spring 1	Cycle B					Cycle A				
Spring 2										
Summer 1		Cycle A								
Summer 2					Cycle B					

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	Measure						
National Curriculum Objective	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	Measure the perimeter of simple 2-D shapes	Add and subtract amounts of money to give change, using both £ and p in practical contexts	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight	Know the number of seconds in a minute and the number of days in each month, year and leap year	Compare durations of events [for example to calculate the time taken by particular events or tasks].
Autumn 1	Cycle B (Mass)						
Autumn 2			Cycle B	Cycle A	Cycle A	Cycle A	Cycle A
Spring 1				Cycle B	Cycle B	Cycle B	Cycle B
Spring 2	Cycle B (Length)						
Summer 1							
Summer 2	Cycle A (Volume/Capacity)		Cycle A				

## Coverage of National Curriculum MATHS – UKS2 (Year 3 objectives)

	Geometry: Shape	Geometry: Position, direction, movement			Statistics	
National Curriculum Objective	Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	Recognise angles as a property of shape or a description of a turn	Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle	Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	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.
Autumn 1						
Autumn 2						
Spring 1						
Spring 2					Cycle A	Cycle A
Summer 1	Cycle B	Cycle A	Cycle A			
Summer 2	Cycle A				Cycle B	Cycle B