Year 3	1	2	3	4	5	6	7	8	9	10	11	12

| Autumn | **Number: Place Value**
I can count forwards and backwards in 100s to 1,000.
I can recognise the place value of each digit in a three-digit number, focussing on the hundreds
I can read, write and represent numbers to 1,000 using different representations
I can partition three-digit number into different combinations of hundreds, tens and ones e.g. 146 = 100 + 40 + 6, 146 = 130 + 16.
I can round any whole number to the nearest 10 and 100 (number line to 1000).
I can find 1, 10 or 100 more or less than a given number
I can compare objects and numbers to 1,000
I can order numbers to 1,000
I can count in forwards and backwards multiples of 50s. | **Number: Addition and Subtraction**

I can add numbers mentally to a 3 digit number:
- a 3 digit number and ones   - a 3 digit number and tens   - a 3 digit number and hundreds
I can subtract numbers mentally to and from a 3 digit number
- a 3 digit number and ones   - a 3 digit number and tens   - a 3 digit number and hundreds
I can add numbers with up to three digits, using formal written methods (column addition)
I can subtract numbers with up to three digits, using formal written methods
I can estimate the answer to a calculation and use inverse operations to check answers

Children to be secure at mental addition and subtraction before bordering tens and hundreds. | **Number: Multiplication and Division**
I can recall and use multiplication facts for the 3 times table.
I can recall and use multiplication facts for the 4 times table.
I can recall and use multiplication facts for the 8 times table. |
| | **Representations and structure**
Part part whole, bar model, number track, number lines, hundred square, thousand squares, hundred booklet, place value chart
Place value counters, tens frame, base 10, bead strings. | **Fluency**
Automaticity of number bonds to apply to larger numbers.
Representations and structure
Part part whole, bar model, number track, number lines, place value chart
Place value counters, base 10, cubes. | **Fluency**
Automaticity of multiplication and division facts for the 3, 4 and 8 times tables.
Representations and structure
Hundred square, number lines, number tracks, sorting circles, tens frames, arrays, place value chart.
Numicon, counting objects, digit cards, place value counters, base 10.
*equal groups of representations |

Year 3	1	2	3	4	5	6	7	8	9	10	11	12
Spring	Consolidate	**Number - Multiplication and Division** I can write and calculate mathematical statements for multiplication using the multiplication tables I know for 2 digit numbers x 1 digit numbers, mentally then progressing to formal written methods. I can write and calculate mathematical statements for division using the multiplication tables I know for 2 digit numbers x 1 digit numbers, mentally then progressing to formal written methods. I can solve problems involving scaling.		Measurement Money	Statistics		Measurement: Length and Perimeter			**Number: Fractions** I can recognise, find and write unit fractions of a discrete set of objects (with small denominators). I can recognise, find and write non-unit fractions of a discrete set of objects (with small denominators). I can recognise that tenths arise from dividing an object into 10 equal parts. I can count up and down in tenths.		
		Fluency Automaticity of multiplication and division facts for the 3, 4 and 8 times tables. **Representations and structure** Hundred square, number lines, number tracks, sorting circles, tens frames, arrays, place value chart. Numicon, counting objects, digit cards, place value counters, base 10. *equal groups of representations								**Fluency** Can count in fractions (familiar fractions with small denominators). **Representations and structure** Bar model, shape, tangible objects, non-examples and examples (e.g. not two equal parts, compared to two equal parts), number line (with pictorial representations and fraction form and 0-1), part part whole.		

Year 3	1	2	3	4	5	6	7	8	9	10	11	12
Summer	Consolidate	**Number: Fractions** I can recognise that a tenth is dividing one-digit numbers or quantities by 10 (tenths as decimals). I can recognise, find and write unit fractions of a discrete set of number and quantities (with small denominators). I can recognise, find and write non-unit fractions of a discrete set of number and quantities (with small denominators). I can recognise equivalent fractions using diagrams and numbers. I can compare and order unit fractions. I can compare and order fractions with the same denominators. I can add fractions with the same denominator within one whole. I can subtract fractions with the same denominator within one whole.		Measurement: Time			Geometry: Properties of Shapes		Measurement: Mass and Capacity			

Fluency

Know that the decimal place is a fixed point.

Can count in fractions (familiar fractions with small denominators).

Can understand that when comparing unit fractions the smaller the denominator, the larger the fraction (e.g. ½ > 1/3).

Can understand that when comparing non-unit fractions, if the numerators are the same, they can apply their understanding of the denominator size (e.g. 4/7 > 4/8).

Can understand that when comparing fractions with the same denominator, the larger the numerator, the larger the part (e.g. 3/7 < 4/7).

Can understand that when the denominators are the same, normal rules of arithmetic apply (e.g. 3/7 + 2/7 = 5/7)

Representations and structure

Bar model, shape, tangible objects, non-examples and examples (e.g. not two equal parts, compared to two equal parts), number line (with pictorial representations and fraction form and 0-1), part part whole.