Year 3	1	2	3	4	5	6	7	8	9	10	11	12
Autumn	Number: Plac I can count for I can recogniss number, I can read, wri different I can partition combinations 40 + 6, 146 = 2 I can round ar (number I can find 1, 10 I can compare I can order nu I can count in	ce Value rwards and back e the place value focussing on the ite and represen representations n three-digit nu s of hundreds, t 130 + 16. ny whole numbe line to 1000). 0 or 100 more on e objects and numbers to 1,000 forwards and back	wards in 100s to 1, e of each digit in a f hundreds t numbers to 1,000 mber into differer ens and ones e.g. r to the nearest 10 r less than a given r mbers to 1,000	,000. three-digit D using nt 146 = 100 + and 100 number of 50s.	Number: Ad I can add nur - a 3 digit nur number I can subtrac: - a 3 digit nur digit nur I can add nur (column I can subtrac: methods I can estimat check answer <b>Children to I</b> <b>bordering te</b>	dition and Sub nbers mentally mber and ones and hundreds t numbers men mber and ones nber and hundr nbers with up to addition) t numbers with s e the answer to rs be secure at mens ens and hundre	traction to a 3 digit num - a 3 digit numl tally to and fron - a 3 digit eds o three digits, u up to three digi a calculation ar ental addition eds.	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.				
	Representati Part part who hundred place val Place value co	ons and structu ole, bar model, square, thousa ue chart ounters, tens fr	<b>ire</b> number track, nur nd squares, hundi ame, base 10, bea	Fluency Automaticity Representat Part part wh chart Place value o	y of number bo ions and struc ole, bar model counters, base	nds to apply to <b>ture</b> , number track 10, cubes.	o larger numbe	rs. , place value	Fluency Automaticity facts for the 3 Representati Hundred squa tracks, sorting place value cl Numicon, cou place value co *equal group	of multiplicatio 3, 4 and 8 times ons and structu are, number ling g circles, tens fr nart. unting objects, o punters, base 10 s of representa	n and division tables. <b>ire</b> es, number ames, arrays, digit cards, 0. tions	

Year 3	1	2	3	4	5	6	7	8	9	10	11	12
Spring	solidate	Number - Mul Division I can write and mathematical multiplication for 2 digit num numbers, men progressing to methods. I can write and mathematical division using f multiplication for 2 digit num numbers, men progressing to methods. I can solve pro scaling.	tiplication and d calculate statements for using the tables I know abers x 1 digit atally then formal written d calculate statements for the tables I know abers x 1 digit atally then formal written formal written	Measurem ent Money	Statistics		Measurement Perimeter	:: Length and		Number: Fra I can recognis of a discrete denominator I can recognis fractions of a small denom I can recognis dividing an ol I can count u	ctions se, find and writ set of objects (w s). se, find and writ discrete set of o inators). se that tenths an oject into 10 equ p and down in to	e unit fractions vith small e non-unit objects (with rise from ual parts. enths.
	S	Fluency Automaticity of and division fa and 8 times ta Representatio structure Hundred squal lines, number circles, tens fra place value ch Numicon, cour digit cards, pla counters, base *equal groups representation	of multiplication icts for the 3, 4 bles. <b>Ins and</b> re, number tracks, sorting ames, arrays, art. Inting objects, ice value e 10. of ns							Fluency Can count in with small de Representati Bar model, sh examples and parts, compa number line ( and fraction f	fractions (famili nominators). <b>ons and structu</b> nape, tangible o d examples (e.g. red to two equa (with pictorial re form and 0-1), p	ar fractions <b>re</b> bjects, non- not two equal l parts), epresentations art part whole.

Summer     Number: Fractions     Measurement:     Geometry:     Measurement:       I can recognise that a tenth is dividing one-digit numbers or quantities by 10 (tenths as decimals)     Measurement:     Properties of Shapes     Measurement:	12	11	10	9	8	7	6	5	4	3	2	1	Year 3
<ul> <li>L can recognise, find and write unit fractions of a discrete set of number and quantities (with small denominators).</li> <li>L can recognise, find and write non-unit fractions of a discrete set of number and quantities (with small denominators).</li> <li>L can recognise equivalent fractions using diagrams and numbers.</li> <li>L can compare and order unit fractions.</li> <li>L can compare and order fractions with the same denominators.</li> <li>L can add fractions with the same denominator within one whole.</li> <li>L can subtract fractions with the same denominator within</li> </ul>			: acity	Measurement Mass and Cap	Shapes	Geometry: Properties of		ıt:	Measuremer Time	tions e that a tenth is ligit numbers or 10 (tenths as e, find and write of a discrete set d quantities nominators). e, find and write ions of a f number and th small ). e equivalent g diagrams and and order unit and order unit the same cions with the nator within one fractions with pominator within	Number: Fract I can recognise dividing one-d quantities by 1 decimals). I can recognise unit fractions of of number and (with small dee I can recognise non-unit fractii discrete set of quantities (wit denominators) I can recognise fractions using numbers. I can compare fractions. I can compare fractions with denominators. I can add fract same denomin whole. I can subtract	Consolidate	Summer

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. $\frac{1}{2}$ >		
1/3).		
Can understand that when		
comparing non-unit fractions,		
if the numerators are the		
same, they can apply their		
understanding of the		
4/0).		
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		
traction form and 0-1), part		
part whole.		