Mathematical aspect			National Curriculum statement (End of Year) Be advised that you might need to revisit this concept later in the year.	Linked to MNP planning - Refer to year group to merge the lessons Yr 3 objectives are in grey Refer to NCETM materials for subject knowledge and additional planning resources
U & A	Week 1&2	Number and place value: counting, reading and writing 2-digit numbers, place value	To count in multiples To read, write and find numbers up to and beyond 100 or 1 000 To count forward and backwards To understand place value in 2 and 3 digit numbers To compare numbers up to and beyond 100 or 1 000 To identify, represent and estimate numbers using different representations To solve problems in context	**Chapter 1** L1 yr2 Counting in tens/ L1 yr 3 counting in hundreds L2 yr 2 Place value / L2 yr 3 counting in hundreds tens and ones L2 yr 2 (repeat concept) Place value / L3 yr 3 Place value L3 yr 2 Comparing numbers / L3 yr 3 Comparing and ordering numbers L4 yr2 Number bonds (partition 2- digit numbers) / L4 yr 2 Partition of 3 digits no. (may need a few days) L5 yr 2 Number patterns / L6 yr 3 Number patterns L6 yr 2 Number patterns / L7 yr 3 Number patterns Review and consolidate.
U & A	Week 3- 8	Addition and subtraction: concrete, visual and number facts	To add and subtract numbers mentally. To add and subtract numbers. using appropriate strategy To estimate the answer to a calculation and use inverse operations to check answers	**Chapter 2** Yr 2 related addition & subtraction facts linked to no. bonds(refer to L1 yr3 and pitch appropriately) / L1 yr 3 Addition and subtraction facts. L13 yr 2 – adding of 3 numbers to make ten eg 6 + 8 + 4 make ten/ L13 yr 2 – adding of 3 numbersto make ten and use to make hundreds eg 60 + 80 + 40. L1 yr2 simple adding - adding a 1-digit to a 2 digit/ L2 yr 3 simple adding - adding a 1digit to a 3 digit. L2 yr 2 simple adding – using known facts eg 3 + 2 = 5, so 30 + 20 = 50, / L2 yr2 simple adding – using known facts eg 3 + 2 = 5, so 30 + 20 = 50, so 300 + 200 = 500

			To recognise that addition of two numbers can be done in any order. To recognise and use the inverse relationship between addition and subtraction To solve addition and subtraction problems	L3 yr 2 Simple adding – adding multiples of 10/ L3 yr 3 simple adding – adding multiples of 10 to a 3 digit no. L3 yr 2 Simple adding – adding multiples of 10/ L4 yr 3 simple adding – adding multiples of 100 to a 3 digit no. L4 yr 2 Simple adding – add the ones, add the tens (refer to calculation policy for procedure) L5 yr 3 simple adding – adding 3 digit no. (ensure secure before moving on – drawing of dienes may be needed to support some children's understanding) **Yr 2 consolidation of above** L1 yr2 simple adding - adding a 1-digit to a 2 digit/ L6 Y3 – L6 adding with renaming 1 digit to 3 digit L3 yr 2 Simple adding – adding multiples of 10 / L7 yr 3 adding with renaming – adding multiples of 10 L4 yr 2 Simple adding – add the ones, add the tens (refer to calculation policy for procedure)/ L8 yr 3 adding with renaming 3 digit number (crossing the ones boundary) L4 yr 2 Simple adding – add the ones, add the tens (refer to calculation policy for procedure / L9 yr 3 adding with renaming 3 digit number crossing the tens boundary) L4 yr 2 Simple adding – add the ones, add the tens (refer to calculation policy for procedure / L10 yr 3 adding with renaming 3 digit number crossing the tens and one boundary L7 yr 2 simple subtracting – using known facts eg 8-3 to support 28-3/ L11 Simple subtracting – 1 digit from 2 digit using known facts

				L8 yr 2 simple subtracting using known facts eg 5-2 = 3 so 50-20 = 30/ L8 yr 2 simple subtracting using known facts eg 5-2 = 3 so 50-20 = 30, so 500- 200 = 300 L7 yr 2 simple subtracting – using known facts eg 8-3 to support 28-3/ L12 simple subtracting 1 digit from 3 digits L9 yr simple subtracting – multiples of ten/ L13 yr simple subtracting – multiples of ten. L7 yr 2 simple subtracting – using known facts eg 8-3 to support 28-3/ L14 yr 3 simple subtracting using known facts L10 yr 2 simple subtracting 2 digit by 2 digit (refer to calculation policy for procedure) / L15 simple subtraction 3 digit by 3 digit. Ensure secure before moving on – drawing of dienes may be needed to support some children's understanding) **Yr 2 consolidation of above** L7 yr 2 simple subtracting – using known facts / L16 yr 3 subtracting with renaming – ones only L10 yr 2 simple subtracting 2 digit by 2 / L17 yr subtracting with renaming – tens only L10 yr 2 simple subtracting 2 digit by 2 / L18 yr 3 subtracting with renaming – crossing both ones and tens boundary Yr 2 subtraction as difference NCETM resource 1.12 subtraction as difference teaching point 2 / L19 – subtracting with renaming – but this really needs to be taught as subtraction as difference eg using a number line – teaching and efficient strategy

U & A	Week 9-13	Multiplication and division: repeated addition and repeated subtraction	calculations To write and calculate mathematical statements for multiplication and division, using facts and place value To recall and use multiplication and division facts To understand that multiplication of two numbers can be done in any order To use a formal written method for multiplication and division. To understand the effect of dividing a one- or two- digit number by 10 and 100 To solve problems, including missing number problems, involving multiplication and division	**Chapter 3** L1 yr 2 Multiplication as Equal groups/ L1 yr 2 Multiplication as Equal groups – need additional challenge. (a couple of days on concept - refer to NCETM 2.2 structures: multiplcation representing equal groups to support planning of concept. L6 yr 2 10 times tables / yr 3 application of 10 x tables eg word problems L7 yr 2 10 times tables / yr 3 depth and reasoning of 10 x tables eg I see reasoning or conince me cards L4 yr 2 5 times tables / yr 3 application of 5 x tables eg word problems L5 yr 2 5 times tables / yr 3 depth and reasoning of relationship between 5 and 10 times tables L2 yr 2 2 times tables / L3 yr 3, 4 times table L3 yr 2 2 times tables / L4 yr 3, 4 times tables L8 yr 2 multiplying by 2,5,10 / L5 yr 3, 4 and 8 times tables L9 yr 2multiplying by 2, 5, 10 / L6 yr 3, 8 times tables L10 yr 2 solving word problems / L12 yr 3 solving word problems (only using 4s and 8s) **Chapter 4 yr 2** L1 yr 2 grouping (this is a structure of division) / L1 yr 2 grouping (this is a structure of division) worded problems that involving grouping L2 yr 2 sharing (this is a different structure of division) / L2 yr 2 sharing (this is a different structure of division) worded problems that involve sharing

				L5 yr 2 dividing by 10 / yr 3 application of diving by 10 and 100 eg word problems L4 yr 2 diving by 5 / yr 3 application of diving by 5 eg word problems L3 yr 2 diving by 2 / yr 3 application of diving by 2 eg word problems L6 yr 2 multiplication and division / L10 yr 3 mutlipying and dividing L6 yr 2 multiplication and division / L11 yr 3 related facts and missing L10 yr 2 solving problems / yr 3 teaching grid method for multiplication. L11 yr 3 solving problems / yr 3 teaching division method (refer to calculation)