



Domain	Autumn
NPV Addition and subtraction	<ul style="list-style-type: none"> • Y2: Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • Y3: Compare and order numbers from zero up to 1000; using $<$, $>$ and $=$ signs • Y3: Add and subtract numbers mentally including a 3-digit number and ones and a 3-digit number and hundreds. • Secure number bonds of 100 and related subtraction facts Solve number problems and practical problems involving: <ul style="list-style-type: none"> • Recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens and ones) Up to 10,000 • Identify, represent and estimate numbers using different representations including number-lines • Find 10, 100, 1000 more or less than a given number • Round any number to the nearest 10, 100, 1000 (represent on a number line) • Read and write numbers to at least 1000 in numerals and in words • Estimate the answer to a calculation and use inverse operations to check answers • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
Measurement (money and length) Addition and subtraction	<ul style="list-style-type: none"> • Y3: Add and subtract amounts of money to give change using both £ and p to solve problems • Use known and derived facts to work out change from £1 (100p), £10, £100 • Know $100p = £1$; $2 \times 50p = £1$; $10 \times 10p = £1$; $5 \times 20p = £1$; $20 \times 5p = £1$; $50 \times 2p = £1$; relate to multiplication facts/ repeated addition in the context of money. • Y3: Measure, compare, add and subtract lengths (m/cm/mm) • Y3: Measure and compare the perimeter of simple 2-D shapes in practical contexts • Record addition and subtraction money calculations using pictorial representations such as a number-line and bar-models. • Estimate, compare and calculate money in £ and p • Convert between units (£ and p) • Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m • Convert between units (km to m, m to cm, cm to mm (x) and vice versa (\div)) • Know $1000m = 1km$ • Derive $500m = \frac{1}{2} km$, $250 m = \frac{1}{4} km$, $750 m = \frac{3}{4} km$ and $100m = \frac{1}{10} km$ • Solve problems involving all of the above • Order and compare numbers beyond 1000 (represent on number lines, context of length)

<p>Multiplication and division</p>	<ul style="list-style-type: none"> • Y2/3: Recall and use multiplication and division facts for the 2,3,4,5,8,10 multiplication tables. • Y3: Write and calculate mathematical statements for multiplication and division using the tables they know, including for two-digit numbers times one-digit numbers, using mental strategies and written strategies as appropriate (use arrays to underpin grid method) • Represent multiplication and division facts as arrays using a grid (rather than dots) and a number-line • Y3/ Y4: Solve problems including missing number problems involving multiplication and division, recording solutions with a range of representations to include number-lines, bar-models and arrays. • Use place value, known and derived facts to multiply and divide mentally • Count in multiples of 3 and 4 from zero. • Derive, recall and use multiplication and division facts for 6x and 12x multiplication tables • Solve problems involving multiplying and adding (partitioning and recombining). E.g. $37 \times 8 = (30 \times 8) + (7 \times 8)$.
<p>Fractions</p> <p>Geometry</p>	<ul style="list-style-type: none"> • Y3: Recognise, find and write fractions of a discrete set of objects (unit and non-unit fractions, small denominators) • Y3: Recognise and use fractions as numbers (unit and non-unit fractions, small denominators) • Y3: Recognise and show, using diagrams, equivalent fractions with small denominators • Y3: Add and subtract fractions with the same denominator within one whole (e.g. $5/7 + 1/7 = 6/7$) • Y3: Compare and order fractions with the same denominator within one whole • Count up and down in tenths (proper and decimal fractions); recognise that tenths arise from dividing an object into ten equal parts. Record using number lines (making explicit links with decimals) and bar models • Round decimals with one decimal place to the nearest whole number using different representations, including the number line • Find the effect of dividing a one-or two-digit number by 10 and 100; use place value understanding. • Recognise and show, using diagrams, families of common equivalent fractions • Add and subtract fractions with the same denominator (number-lines and bar-models) • Y3: Sort and classify 2-D and 3-D shapes using numbers of faces, edges and vertices. • Y3: Use the vocabulary of parallel, perpendicular, horizontal and vertical lines to describe and classify 2-D shapes • Y3: Recognise 3-D shapes in different orientations and describe them • Y3: Know the names of common 3-D shapes • Y3: Sort and group according to prisms and pyramids • Y3: Construct prisms and pyramids with prepared nets, describe the shape of the faces. • Compare and classify geometric shapes, including quadrilaterals based on their properties and sizes • Identify acute and obtuse angles • Complete a simple symmetric figure with respect to a specific line of symmetry • Describe positions on a 2-D grid as co-ordinates in the first quadrant ((x,y) co-ordinates) • Find the area of rectilinear shapes by counting squares (relate to tables facts on array grids)

Measurement	<ul style="list-style-type: none"> • Y3: Measure and compare lengths (mm/cm/m) • Y3: Measure and compare the perimeter of simple 2-D shapes in practical contexts • Y3: Solve problems involving length • Y3: Count up and down in tenths, recognise that tenths arise from dividing an object into 10 equal parts • Y3: Tell the time from an analogue clock, including using Roman numerals I to XII, 12- hour and 24-hour clocks. Use vocabulary such as a.m./p.m., midnight and noon • Y3: Estimate and read the time with increasing accuracy to the nearest minute • Y3: Record and compare time in terms of seconds, minutes, hours and o'clock, comparing durations of events • Y3: Know the number of seconds in a minute and the number of days in each month, year and leap year • Convert between units (km to m, m to cm, cm to mm (x) and vice versa (\div)) • Measure and compare mass (g/kg) • Count up and down in hundredths; recognising that hundredths arise from dividing an object by 100 and dividing tenths by 10. (bar-model and number-line) • Recognise the place value of each digit in a 4-digit number (1000s,100s, 10s and ones) • Find 1000 more or less than a given number • Order and compare numbers beyond 1000 (represent on number lines) • Read, write and convert time between analogue and digital 12 and 24-hour clocks • Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days
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