Autumn 1			Autumn 2	
Week 1-3	**Week 4-6**	**Week 7**	**Week 8-10**	**Week 11-14**
Composition of numbers 20-100 (Year 1 and 2 recap) Mastery materials writing frame	***Subtraction as difference (Year 2 recap)*** *Calculations within 20 | NCETM* **Adding and subtracting across 10 (Year 3)** Mastery materials writing frame	**Numbers to 1000 (Year 3)** **Composition and calculation:100 and bridging 100** Mastery materials writing frame	**Numbers to 1000 (Year 3)** **Composition and calculation:100 and bridging 100** Mastery materials writing frame	**Numbers to 1000 (Year 3)** **Composition and calculation: three-digit numbers** Mastery materials writing frame ***Not including mass or capacity objectives- moved to Year 4***
• Count to 100 and beyond. • Count large groups by grouping into tens and ones. • Use unitising to count in tens and ones. • Represent numbers from 20 to 99 in different ways. • Locate and explain numbers 20–99 on a number line. • Understand numbers 20–99 as lengths. • Compare two-digit numbers. • Partition two-digit numbers into tens and ones. • Add two-digit numbers using partitioning.	• Compare numbers and describe how many more or less. • Find the difference, including using pictograms and bar charts. • Add three numbers using different strategies (e.g. combining or adding in parts). • Understand that the order of adding numbers doesn't change the total (associative and commutative laws). • Add three numbers efficiently by spotting pairs that make ten. • Add two numbers that cross a tens boundary using the "make ten" strategy. • Subtract across the tens boundary by subtracting *through* ten or subtracting *from* ten.	• Understand that 100 is made up of ten tens or one hundred ones. • Explore different ways to make 100 using 50s, 25s, and 20s.	• Use number facts to find pairs that make 100 (e.g. multiples of 10, two-digit numbers). • Read and write three-digit numbers that are multiples of ten in words and numerals. • Use place value to write addition and subtraction number sentences. • Add and subtract in multiples of ten across 100. • Solve problems using addition and subtraction of multiples of ten across the hundreds boundary. • Count on from 100 and beyond.	• Understand that three-digit numbers can be composed from hundreds, tens and ones- use this to support additive calculation. • Understand unique positioning on number line (0-1000). Use a number line up to 1000 to count in hundreds and tens, and find the nearest multiples of 100. • Compare and order three-digit numbers. • Represent three-digit multiples of ten using both repeated addition and multiplication. • Use known addition and subtraction facts across tens and hundreds to solve additive calculations within 1000. • Extend counting sequences to 1000.

Spring 1		Spring 2	
Week 1-4	**Week 5-6**	**Week 7-9**	**Weeks 10-11**
Securing additive relationship & mental calculations Mastery materials writing frame	**Column addition** Column addition | NCETM	**Y2 recap: doubling, halving, quotative and partitive division** ncetm_spine2_segment05_y2.pdf ncetm_spine2_segment06_y2.pdf	**Column subtraction** Mastery materials writing frame
• Add two 3-digit numbers using partitioning, adjusting and redistribution methods. • Subtract a pair of 2 or 3-digit numbers, bridging a multiple of 10 (using partitioning) • Pupils subtract a pair of 2-digit or 3-digit numbers, crossing a ten or hundreds boundary, by finding the difference between them • Pupils accurately and efficiently solve multi-step addition and subtraction problems • Commutative law: children chose addition and subtraction steps in a multi-step calculation to simplify the arithmetic	• Understand how to align addends correctly before adding numbers. • Learn how to add from the least significant digit (on the right) to the most significant digit (on the left) • Regroup when a column adds up to 10 or more. • Add numbers in each column in the most efficient order.	• Use the 2 times table to solve doubling problems. • Understand that doubling and halving are opposites (inverse operations). • Know that 10 times table answers are double those in the 5 times table, and 5 times table answers are half of those in the 10 times table. • Group objects equally, sometimes with remainders. • Use division equations to show sharing problems. • Find answers to division problems using known multiplication and halving facts. • Understand what happens when dividing by 1, dividing 0, or when the answer is 1	• Understand how to align the minuend and subtrahend correctly before subtracting numbers. • Learn how to subtract from the least significant digit (on the right) to the most significant digit (on the left) • Exchange from the column to the left if there is an insufficient number of any unit to subtract from in a given column.

Summer 1		Summer 2		
Week 1-3	**Week 4-6**	**Week 7-10**	**Week 11**	**Week 12**
2,4 and 8 times tables ncetm_spine2_segment07_y3.pdf	**Shape (Y2 recap)** **Shape | NCETM**	**Unit fractions** **ncetm_spine3_segment01_y3.pdf** **ncetm_spine3_segment02_y3.pdf**	**Money (Y2 recap)** **Money | NCETM**	**Time (Y2 recap)** **Time | NCETM**
• Count in 4s and use the 4 times table to solve problems. • Understand how the 2 and 4 times tables are linked and use this to help solve problems. • Count in 8s and use the 8 times table to solve problems. • Explain how the 4 and 8 times tables are related. • Understand the connection between the 2, 4, and 8 times tables.	• Describe and sort polygons • Sort polygons by number of sides and vertices • Discuss and compare shape and size of polygons • Explore and describe 3D shapes and their nets. • Sort 3D shapes based on their features.	• Understand that a whole can be split into parts. • Compare the size of different parts. • Identify if parts are equal or unequal. • Build a whole from equal parts. • Use fraction notation to describe equal parts of a whole. • Know that one equal part is called a unit fraction. • Understand that equal parts don't have to look the same. • Compare unit fractions by looking at the denominator – the bigger the denominator, the smaller the part.	• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • Find different combinations of coins that equal the same amounts of money • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	• Compare and sequence intervals of time • Tell and write the time to five minutes, including quarter past/to the hour • Draw the hands on a clock face to show these times • know the number of minutes in an hour and the number of hours in a day.