**Number:** *Pink = Significant focus, Yellow = some focus, Blue = light touch*

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|  | **Number: Number and Place Value** | | | | | | **Number: Addition and Subtraction** | | | |
| **Nat Curriculum Objective** | Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number | Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) | Compare and order numbers up to 1000 | Identify, represent and estimate numbers using different representations | Read and write numbers up to 1000 in numerals and in words | Solve number problems and practical problems involving these ideas | Add and subtract numbers mentally, including a 3-digit number and ones; a 3-digit number and tens and a 3-digit number and hundreds | Add and subtract nos with up to 3 digits, using formal written methods of columnar addition and subtraction | Estimate the answer to a calculation and use inverse operations to check answers | Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction |
| **AP1** | | | | | | | | | | |
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| **AP2** | | | | | | | | | | |
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| **AP3** | | | | | | | | | | |
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**Number:**

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|  | **Number: Multiplication and Division** | | | **Number: Fractions** | | | | | | |
| **Nat Curriculum Objective** | Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables | Write and calculate mathematical statements for × and ÷ using the multiplication tables that they know, including for 2-digit nos times 1-digit nos, using mental and progressing to formal written methods | Solve problems, including missing number problems, involving × and ÷, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. | Count up & down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit nos or quantities by 10 | Recognise, find & write fractions of a discrete set of objects: unit fractions & non-unit fractions with small denominators | Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators | Recognise and show, using diagrams, equivalent fractions with small denominators | Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7 ] | Compare and order unit fractions, and fractions with the same denominators | Solve problems that involve all of the above |
| **AP1** | | | | | | | | | | |
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**Measurement:**

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|  | **Measurement** | | | | | | |
| **Nat Curriculum Objective** | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | Measure the perimeter of simple 2-D shapes | Add and subtract amounts of money to give change, using both £ and p in practical contexts | Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks | Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight | Know the number of seconds in a minute and the number of days in each month, year and leap year | Compare durations of events [for example to calculate the time taken by particular events or tasks]. |
| **AP1** | | | | | | | |
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**Shape and Data:**

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|  | **Geometry:**  **Properties of Shape** | | | | **Statistics** | |
| **Nat Curric Objective** | Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them | Recognise angles as a property of shape or a description of a turn | Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle | Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. | Interpret and present data using bar charts, pictograms and tables | Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables. |
| **AP1** | | | | | | |
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| **AP2** | | | | | | |
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