

HIAS MOODLE+ RESOURCE

HIAS Scheme of Learning for Mathematics

Medium Term Plans for Mixed Year Two and Three

HIAS Maths Team
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Final version

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Overview

This document contains...

Long-term curriculum map for Y2 and 3

Medium-term overview plans for Y2 and 3 designed to support mixed age classes

Points to consider when using this resource

This medium-term plan identifies the key objectives in each unit.

For more detail and a break-down of these objectives please refer to the relevant unit plan.

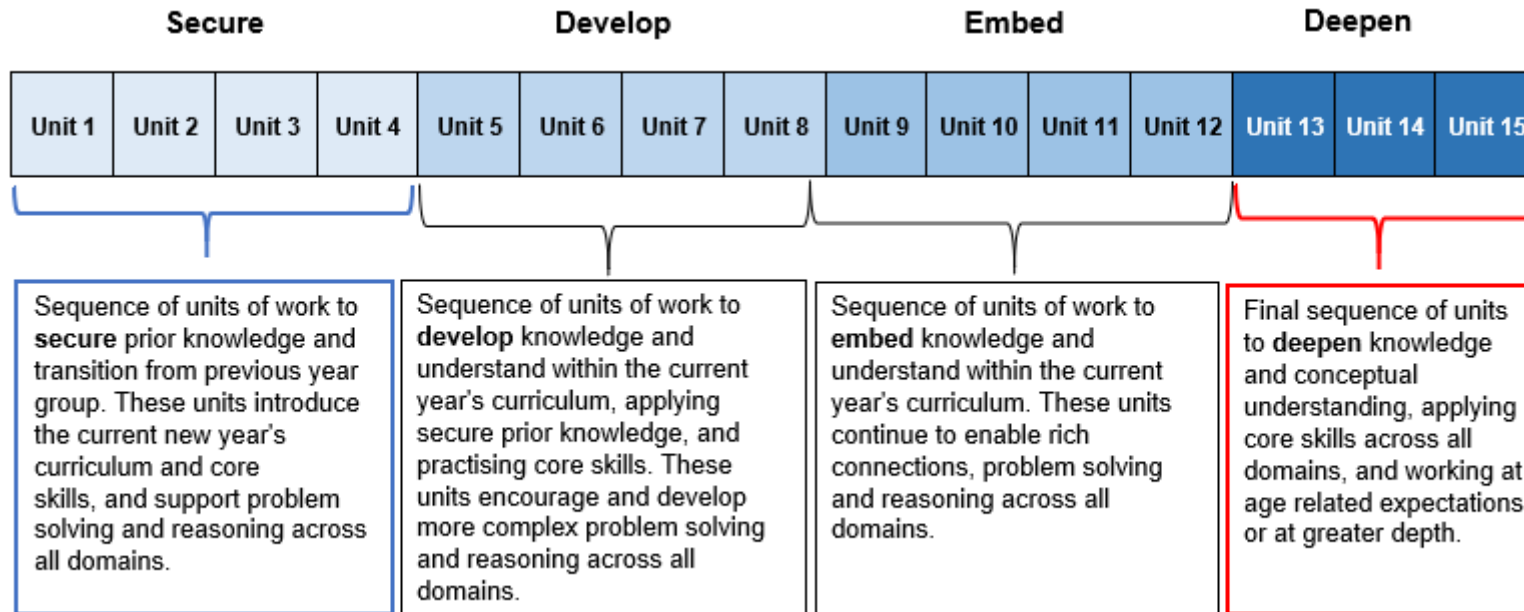
Unit plans identify a learning journey, required prior knowledge, misconceptions, key vocabulary, and suggested tasks.

Appropriate models, images, concrete resources, and visual representations are an implicit element in all units.

A suggested schedule for assessment is included as colour-coded bands, linked to the Hampshire Assessment Model if required.

Plans are based on a **39-week school year** and will need to be **adjusted** on a term-by-term basis

Overview of curriculum intent



Key for assessment bands

AM1	AM2	AM3	ARE
Assessment Milestone 1	Assessment Milestone 2	Assessment Milestone 3	Assessment ARE

YEAR 2 and 3 Autumn Term

A.M	Unit	Hours	Domain	Y2 National Curriculum Objectives	Y3 National Curriculum Objectives
	2.1 3.1	20	Number: Place Value, Addition and Subtraction	<ul style="list-style-type: none"> Y1: Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Read and write numbers to at least 100 in numerals and in words. Identify, represent, and estimate numbers using different representations, including the number line. Compare and order numbers from 0 up to 100, use $<$, $>$ and $=$ signs. Count in steps of 10 from any number, forward or backward. Given a number, identify one/ten more and one/ ten less. Y1: represent and use number bonds and related subtraction facts within 20. Y1: solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ Recognise the place value of each digit in a two-digit number (tens and ones) 	<ul style="list-style-type: none"> Y2: Read and write numbers to at least 100 in numerals and in words. Y2: Compare and order numbers from zero up to 100; using $>$, $<$ and $=$ signs Recognise the place value of each digit in the 3-digit number (hundreds, tens, and ones) up to 1000. Find 10 or 100 more or less than a given number. Identify, represent, and estimate numbers using different representations particularly including number lines. Solve number problems and practical problems involving these ideas. Y2: Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Add and subtract numbers mentally, including: <ul style="list-style-type: none"> A 3-digit number and ones A 3-digit number and tens A 3-digit number and hundreds Estimate the answer to a calculation and use inverse operations to check answer.
			I can...	<ul style="list-style-type: none"> I can count to and across 100, forwards and backwards. I can represent numbers using different representations. I can order numbers up to 100. I can reason where to put numbers on a number line. I can find the nearest multiple of 10 on a number line. I can compare and order numbers using $<$, $>$ and $=$ I can solve problems that involve counting in steps of 10. I can find one more/one less, two more/two less, bridging through tens and through one hundred. I can solve problems using known facts I can revisit number bonds to 10 and then 20. I can find all the ways to partition any number up to 20. I can partition numbers. I can add and subtract a 2-digit number with a 1 digit with no bridging. I can add and subtract 2-digit and a multiple of 10 I can add and subtract within 20 using known facts. I can use number bonds to solve missing number problems. 	<ul style="list-style-type: none"> I can compare and order numbers up to 100. I can solve number problems using partitioning with numbers up to 100. I can compare and order numbers up to 1000. I can compare and order numbers up to 1000 on a number line. I can solve number problems using partitioning with numbers up to 1000. I can add and subtract numbers mentally. I can mental strategies when solving a problem.

A.M	Unit	Hours	Domain	Y2 National Curriculum Objectives	Y3 National Curriculum Objectives
	2.2 3.2	15	Addition and Subtraction Measurement: Length and Money	<ul style="list-style-type: none"> Compare and order lengths and record the results using $>$, $<$ and $=$ Choose and use appropriate standard units to estimate and measure length/height in any direction (cm) using rulers Find different combinations of coins that equal the same amounts of money. Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Y1: Represent and use number bonds and related subtraction facts within 20. Add and subtract numbers using concrete objects, pictorial representations and mentally, including: <ul style="list-style-type: none"> a 2-digit number and ones; a 2-digit number and tens; adding three one-digit numbers. Solve problems in a practical context involving addition and subtraction of money of the same unit. 	<ul style="list-style-type: none"> Y2: Find different combinations of coins that equal the same amounts of money. Add and subtract amounts of money to give change using both £ and p in practical contexts. Measure, compare, add and subtract length (m / cm / mm) Add and subtract numbers mentally, including: <ul style="list-style-type: none"> A three-digit number and ones A three-digit number and tens A three-digit number and hundreds Measure the perimeter of simple 2-D shapes.
			I can...	<ul style="list-style-type: none"> I can recognise the value of coins. I can count in 2s, 5s and 10s. I can find different combinations of coins that equal the same amounts of money, I can add a 2-digit number with a 1 digit with no bridging in the context of money. I can add 2-digit and multiples of 10 in the context of money. I can add within 20. I can add three one-digit numbers. I can subtract a 2-digit number with a 1 digit with no bridging in the context of money. I can subtract 2-digit and multiples of 10 in the context of money. I can subtract within 20. I can compare lengths using $>$, $<$ and $=$ I can measure in centimetres (cms). 	<ul style="list-style-type: none"> I can recall key facts in relation to money. I can find different combinations of coins that equal the same amounts of money. I can add amounts of money. I can subtract amounts of money to give change. I can measure accurately using a ruler. I can add and subtract to solve problems involving measure. I can measure perimeter.

A.M	Unit	Hours	Domain	Y2 National Curriculum Objectives	Y3 National Curriculum Objectives
	2.3 3.3	10	Multiplication and division	<ul style="list-style-type: none"> Count in steps of 2, 3 and 5 from 0, and in tens from any given number, forward or backward. Recognise, find, and name a half as one of two equal parts of an object, shape or quantity. 	<ul style="list-style-type: none"> Y2: Recall and use multiplication and division facts for the 2,5 and 10 multiplication tables. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental strategies. Solve problems, including missing number problems involving multiplication and division.
			I can...	<ul style="list-style-type: none"> I can count in 2, 5 and 10. I can explore patterns when counting in 2s, 5s and 10s. I can count in 3s from 0 I can create arrays with concrete objects. I can understand the difference between sharing and grouping. I can solve problems involving groups of 2, 5 and 10 objects using pictorial recording. 	<ul style="list-style-type: none"> I can represent multiplication and division facts as arrays using a grid and a number line. I can show division as grouping. I can solve problems involving multiplication and division. I can count in multiples of 3s and 4s. I can write and calculate multiplication and division statements.

A.M	Unit	Hours	Domain	Y2 National Curriculum Objectives	Y3 National Curriculum Objectives
	2.3 3.4	10 15	Fractions and Geometry	<ul style="list-style-type: none"> Identify and describe properties of 2D shapes, including the number of sides and symmetry in a vertical line. Identify 2D shapes on the surface of 3D shapes, for example a circle on a cylinder and a triangle on a pyramid. Recognise, find, name and write fractions for $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. 	<ul style="list-style-type: none"> Recognise, find, and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Compare and order unit fractions and fractions with the same denominators. Recognise and show, using diagrams, equivalent fractions with small denominators. Count up and down in tenths; recognise that tenths arise from dividing an object into ten equal parts and in dividing one-digit numbers or quantities by 10. Draw 2D shapes and make 3D shapes using modelling materials. Identify right angles, recognise that two right angles make a right turn, three make three quarters of a turn and four make a complete turn. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
			I can...	<ul style="list-style-type: none"> I can recap properties of 2D and 3D shapes. I can recognise and name half as one of two equal parts. I can identify lines of symmetry within 2D shapes. I can find a half and a quarter of 2D shapes. I can count in fractional steps. 	<ul style="list-style-type: none"> I can recognise, find and write fractions. I can count up and down in tenths. I can order and compare fractions with the same denominator. I can recognise equivalent fractions. I can order and compare unit fractions and fractions with different denominators. I can identify and describe the properties of 2D shapes. I can draw 2D shapes. I can identify half and quarter of a given 2D shape. I can identify and describe the properties of 3D shapes. I can make 3D shapes.

A.M	Unit	Hours	Domain	Y2 National Curriculum Objectives	Y3 National Curriculum Objectives
	2.4	15	Number and Place Value Addition and Subtraction	<ul style="list-style-type: none"> Read and write numbers to at least 100 in numerals and in words. Compare and order numbers from zero up to 100 using $>$, $<$ and $=$. Count in steps of 2, 3 and 5 from 0, and in tens from any number forward or backwards. Given a number, identify one/ten more and one/ ten less. 	<ul style="list-style-type: none"> Y2: Tell and write the time to five minutes, including quarter past/to the hour, and draw hands on a clock face to show these times. 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 within increased accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute, days in each month, year and leap year.
	3.5b	10	Measurement: Time	<ul style="list-style-type: none"> Add and subtract numbers using concrete objects, pictorial representations and mentally, including; <ul style="list-style-type: none"> A two-digit number and ones A two-digit number and tens Solve one-step problems that involve addition and subtractions, using concrete objects and pictorial representations. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sort the categories by quantity. 	
			I can...	<ul style="list-style-type: none"> I can write numbers in words. I can compare and order numbers using $>$, $<$ and $=$ I can explore patterns when counting forwards and backwards in tens. I can add and subtract one and ten. I can add and subtract a two-digit number and ones without bridging. I can add and subtract a two-digit number and ones with bridging. I can explain information given in a pictogram and tally chart. I can ask and answer simple questions about the information given in a pictogram and tally chart. I can construct a simple pictogram and tally chart. 	<ul style="list-style-type: none"> I can tell and write the time to five minutes, including quarter past and to the hour. I can tell and write the time to five minutes and draw hands on a clock face to show these times. I can tell and write the time from an analogue clock (12 hour)
Christmas Holidays					

YEAR 2 and 3 Spring Term

A.M	Unit	Hours	Domain	Y2 National Curriculum Objectives	Y3 National Curriculum Objectives
	2.5 3.7	10	Addition and Subtraction	<ul style="list-style-type: none"> Add and subtract numbers using concrete objects, pictorial representations and mentally, including: <ul style="list-style-type: none"> A two-digit number and ones. A two-digit number and tens. Add three one-digit numbers. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another number cannot. 	<ul style="list-style-type: none"> Add and subtract numbers mentally including: <ul style="list-style-type: none"> a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds. Add and subtract numbers with up to three digits. Estimate the answer to a calculations and use inverse operations to check answers. Read and write numbers up to 1000 in numerals and in words. Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.
			I can...	<ul style="list-style-type: none"> I can add a two-digit number and ones without bridging. I can add three one-digit numbers. I can add two-digit number and tens. I can add a two-digit number and ones with bridging. I can subtract a two-digit number and ones without bridging. I can subtract a two-digit and tens. I can subtract a two-digit number and ones with bridging. I can show that addition can be done in any order. 	<ul style="list-style-type: none"> I can add and subtract a three-digit number and ones. I can add and subtract a three-digit number and hundreds. I can add and subtract a three-digit number and tens (not crossing the hundreds boundary). I can add and subtract a three-digit number and tens (crossing the hundreds boundary). I can add and subtract numbers with up to three digits using partitioning. I can add and subtract numbers with up to three digits using number bonds. I can add and subtract numbers with up to three digits using rounding and adjusting. I can estimate the answer to a problem.

A.M	Unit	Hours	Domain	Y2 National Curriculum Objectives	Y3 National Curriculum Objectives
	2.5 3.8	5	Measurement: Time	<ul style="list-style-type: none"> Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on the clock face to show these times. Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time. 	<ul style="list-style-type: none"> 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, hours and o'clock; use vocabulary such as a.m/p.m, morning, afternoon, noon, and midnight. Know the number of seconds in a minute, days in each month, year, and leap year. Compare durations of events, for example to calculate the time taken by particular events or tasks.
			I can...	<ul style="list-style-type: none"> I can recall the number of minutes in an hour. I can show quarter past and quarter to on a clock face. I can solve problems involving time. I can recall the number of hours in a day. 	<ul style="list-style-type: none"> I can recall key facts of time. I can read the time to the nearest minute. I can tell and write the time using 12-hour and 24-hour clocks. I can compare durations of events.
	2.5 3.5a	5	Measurement	<ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales. Compare and order mass and record the results using <, > and = 	<ul style="list-style-type: none"> Measure, compare, add and subtract lengths (mm/cm/m); mass (kg/g) Count up and down in tenths; recognising that tenths arise from dividing an object into ten equal parts and in dividing one-digit numbers or quantities by 10. Recognise the place value of each digit in a three-digit number (hundreds, tens and ones) Find 10 or 100 more or less than a given number.
			I can...	<ul style="list-style-type: none"> I can compare and describe mass. I can estimate mass. I can estimate and measure mass. 	<ul style="list-style-type: none"> I can derive associated facts for length. I can measure and compare lengths. I can add and subtract in the context of length. I can derive associated facts for mass. I can measure and compare mass. I can add and subtract in the context of mass.

A.M	Unit	Hours	Domain	Y2 National Curriculum Objectives	Y3 National Curriculum Objectives
	2.6 3.6	10	Fractions and Geometry	<ul style="list-style-type: none"> Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line. Identify and describe the properties of a 3-D shape, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid. Compare and sort common 2-D and 3-D shapes and everyday objects. Recognise, find, name, and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantities. Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. 	<ul style="list-style-type: none"> Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Compare and order unit fractions and fractions with the same denominators. Recognise and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$. Solve problems that involve all of the above. Recognise angles as properties of shape or a direction 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.
			I can...	<ul style="list-style-type: none"> I can identify and describe the properties of 2-D shapes. I can identify and describe the properties of 3-D shapes. I can identify and describe the properties of 2-D and 3-D shapes. I can identify 2-D shapes on the surface of 3-D shapes. I can recognise a fraction of a shape. 	<ul style="list-style-type: none"> I can compare and order fractions. I can recognise and show equivalent fractions. I can add and subtract fractions with the same denominator. I can solve problems involving fractions. I can recognise angles as a property of shape. I can recognise angles as a direction of turn. I can identify whether angles are greater than or less than a right angle.

A.M	Unit	Hours	Domain	Y2 National Curriculum Objectives	Y3 National Curriculum Objectives
	2.6 3.9	10	Multiplication and Division	<ul style="list-style-type: none"> Count in steps of 2, 3 and 5 from 0 and in tens from any number forward and backward. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Recognise, find, and name a half as one of two equal parts of an object, shape or quantity. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (\div) and equals (=) signs. 	<ul style="list-style-type: none"> Y2: Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Count from zero in multiples of 4, 8, 50 and 100. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental strategies. Solve problems, including missing number problems involving multiplication and division..
			I can...	<ul style="list-style-type: none"> I can represent multiplication facts pictorially. I can represent multiplication facts as arrays. I can solve multiplication problems, using pictorial representations. I can solve multiplication problems involving unknown facts, using pictorial representations. I can solve multiplication problems in context. I can solve division problems in context. 	<ul style="list-style-type: none"> I can recall and use multiplication and division facts for the 2, 5 and 10 tables. I can represent and use multiplication and division facts for the 3 times table. I can represent and use multiplication and division facts for the 4 times table. I can represent and use multiplication and division facts for the 8 times table. I can solve problems using multiplication and division. I can solve problems using division as grouping.

A.M	Unit	Hours	Domain	Y2 National Curriculum Objectives	Y3 National Curriculum Objectives
	2.7 3.10	10	Number and Place Value Addition and Subtraction Including measurement	<ul style="list-style-type: none"> Y1: Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Read and write numbers to at least 100 in numerals and in words. Add and subtract numbers using concrete objects, pictorial representations and mentally, including: <ul style="list-style-type: none"> A two-digit and tens Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Y1: Solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems such as $7 = \square - 9$. 	<ul style="list-style-type: none"> Compare and order numbers up to 1000. Read and write numbers up to 1000 in numerals and words. Identify, represent, and estimate numbers using different representations. Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction. Count up and down in tenths, recognising that tenths arise from dividing an object in ten equal parts and in dividing one-digit numbers or quantities by 10. Measure, compare, add and subtract: volume/capacity (l / ml)
			I can...	<ul style="list-style-type: none"> Compare and order numbers up to 1000. Read and write numbers up to 1000 in numerals and words. Identify, represent, and estimate numbers using different representations. Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction. Count up and down in tenths, recognising that tenths arise from dividing an object in ten equal parts and in dividing one-digit numbers or quantities by 10. Measure, compare, add and subtract: volume/capacity (l / ml) 	<ul style="list-style-type: none"> I can represent numbers using different representations. I can compare and order numbers up to 1000. I can use representations to show compositions of 100 and 1000. I can use a number line to estimate and position numbers up to 1000. I can use key number facts, including number bonds, to solve problems. I can solve problems involving measure.

A.M	Unit	Hours	Domain	Y2 National Curriculum Objectives	Y3 National Curriculum Objectives
	2.7 3.10	5	Statistics	<ul style="list-style-type: none"> Count in steps of 2, 3 and 5 from 0, and in tens from any number forward and backward. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sort categories by quantity. Ask and answer questions about totalling and comparing categorical data. 	<ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables. solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.
			I can...	<ul style="list-style-type: none"> I can count in steps of 2s, 5s, 10s, and 3s. I can interpret simple tally charts. I can interpret simple pictograms. I can ask and answer simple question. I can construct simple pictograms, tally charts, block diagrams and simple tables. 	<ul style="list-style-type: none"> I can solve one-step and two-step questions using information presented in pictograms. I can solve one-step and two-step questions using information presented in bar charts. I can solve one-step and two-step questions using information presented in tables.
	2.8 3.9	5	Fractions	<ul style="list-style-type: none"> Recognise, find, name, and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantities. Write simple fractions, e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. 	<ul style="list-style-type: none"> Recognise, find, and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise and use fractions as numbers; unit fractions and non-unit fractions with small denominators.
			I can...	<ul style="list-style-type: none"> I can recognise and find fractions of shape. I can draw bar models to represent fractions. I can find a fraction of a quantity. 	<ul style="list-style-type: none"> I can recognise, find, and write unit fractions of a discrete set of objects. I can recognise, find, and write non-unit fractions of a discrete set of objects. I can recognise and use fractions as numbers.
Easter Holidays					

YEAR 2 and 3 Summer Term

A.M	Unit	Hours	Domain	Y2 National Curriculum Objectives	Y3 National Curriculum Objectives
	2.10 3.11	10	Multiplication and Division	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odds and evens. Recognise, find, and name a half as one of two equal parts of an object, shape or quantity. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts including problems in context. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs 	<ul style="list-style-type: none"> Recognise the place of each digit in a three-digit number (hundreds, tens, and ones). Y2: Recall and use multiplication and division facts for the 2,5 and 10 multiplication tables. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Count from zero in multiples of 4, 8, 50 and 100. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental strategies. Solve problems, including missing number problems involving multiplication and division.
			I can...	<ul style="list-style-type: none"> I can recall and use multiplication and division facts for the 10 times table. I can solve problems using multiplication and division facts for the 10 times table. I can recall and use multiplication and division facts for the 2 times table. I can solve problems using multiplication and division facts for the 2 times table. I can recall and use multiplication and division facts for the 5 times table. I can solve problems using multiplication and division facts for the 5 times table. I can share objects equally by counting how many in each group. I can solve two step problems using multiplication and division facts. 	<ul style="list-style-type: none"> I can recognise the place of each digit in a three-digit number. I can recall and use multiplication and division facts for the 3, 4 and 8 times table. I can use related division facts for the 3, 4 and 8 multiplication tables. I can solve problems involving multiplication and division (no remainders). I can divide and find remainders using my multiplication and division facts. I can solve problems involving multiplication and division, including interpreting remainders in context. I can solve multiplication and division problems. I can solve problems, including missing number problems involving multiplication and division.

A.M	Unit	Hours	Domain	Y2 National Curriculum Objectives	Y3 National Curriculum Objectives
	2.9 (part) 2.15 3.12	10	Geometry	<ul style="list-style-type: none"> Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices, and faces. Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid. Compare and sort common 2-D and 3-D shapes and everyday objects. Use mathematical vocabulary to describe position, direction, and movement, including movement in a straight line and distinguishing between rotational as a turn and in turns of right angles for quarter, half, and three-quarter turns (clockwise and anti-clockwise). 	<ul style="list-style-type: none"> Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
			I can...	<ul style="list-style-type: none"> I can identify and describe properties of 2-D shapes. I can identify and describe properties of 3-D shapes. I can describe rotational turns. I can use positional and directional language. 	<ul style="list-style-type: none"> I can sort and classify 2-D shapes in different ways. I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines. I can solve problems involving horizontal and vertical lines and pairs of perpendicular and parallel lines. Assessment Opportunity I can sort and classify 3-D shapes in different ways. I can describe properties of prisms and pyramids. I can construct prisms and pyramids.

A.M	Unit	Hours	Domain	Y2 National Curriculum Objectives	Y3 National Curriculum Objectives
	2.9 and 2.12 3.13	15	Addition and Subtraction	<ul style="list-style-type: none"> Recognise the place value of each digit in a two-digit number (tens and ones). Identify, represent, and estimate numbers using different representations using the number line. Compare and order numbers from 0 up to 100; using $<$, $>$ and $=$ signs. Use place value and number facts to solve problems. Add and subtract numbers using concrete objects, pictorial representations and mentally, including: <ul style="list-style-type: none"> A two-digit number and ones. A two-digit number and tens. Two two-digit numbers. Adding three one-digit numbers. Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities, and measures. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. 	<ul style="list-style-type: none"> Add and subtract numbers mentally including: <ul style="list-style-type: none"> a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds. Add and subtract numbers with up to three digits, using formally written methods of columnar addition and subtraction. Estimate the answer to a calculations and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction
			I can...	<ul style="list-style-type: none"> I can partition numbers in different ways. I can partition number in tens and ones in different ways. I can position numbers on a number line. I can add and subtract a two-digit number and ones. I can add and subtract a two-digit number and tens. I can add and subtract two two-digit numbers without bridging. I can add two two-digit numbers with bridging. I can subtract two two-digit numbers with bridging. I can add three one-digit numbers. I can explain commutativity. I can recognise the inverse calculation. I can solve missing number problems. I can solve two-step problems using addition and subtraction. 	<ul style="list-style-type: none"> I can represent problems using the bar model. I can add and subtract numbers mentally. I can solve addition and subtraction problems. I can add numbers using formally written methods. I can subtract numbers using formally written methods. I can identify when to use mental strategies or a formal written method.

A.M	Unit	Hours	Domain	Y2 National Curriculum Objectives	Y3 National Curriculum Objectives
	Air-brick	10	Multiplication and Division	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Count from zero in multiples of 4, 8, 50 and 100. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental and progressing to formal written methods. Solve problems, including missing number problems involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.
	2.13 (part) 3.14		I can...	<ul style="list-style-type: none"> Using your AfL build a learning journey embedding the objectives above. 	<ul style="list-style-type: none"> I can recall and use multiplication and division facts. I can solve multiplication and division problems using my known facts. I can solve multiplication and division problems involving missing number. I can solve multiplication and division problems involving integer scaling problems. I can solve multiplication problems using formal written methods.

A.M	Unit	Hours	Domain	Y2 National Curriculum Objectives	Y3 National Curriculum Objectives
	2.13 (part)	10	Fractions	<ul style="list-style-type: none"> Recognise, find, name, and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantities. Write simple fractions for example, $\frac{1}{2}$ of 6 = 3, and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables 	<ul style="list-style-type: none"> Recognise, find, and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Compare and order unit fractions and fractions with the same denominators. Recognise and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$. Solve problems that involve all of the above.
	3.14			<ul style="list-style-type: none"> I can recognise, find, name and write fractions. I can count in fractional steps. I can solve problems by counting in fractional steps. I can find fractions of a quantity. I can solve problems involving fractions of quantity. 	<ul style="list-style-type: none"> I can compare and order unit fractions and fractions with the same denominator. I can recognise and show equivalent fractions. I can recognise, find and write fractions of a discrete set of objects. I can add and subtract fractions with the same denominator. I can solve problems involving fractions.

A.M	Unit	Hours	Domain	Y2 National Curriculum Objectives	Y3 National Curriculum Objectives
	2.14 3.15 3.16	10	Measurement	<ul style="list-style-type: none"> 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. Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using <, > and = Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on the clock face to show these times. Know the number of minutes in an hour and the number of hours in a day. 	<ul style="list-style-type: none"> Tell the time from an analogue clock, including using Roman numerals I to XII, 12-hour and 24-hour clocks. Estimate and read the time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., midnight and noon. 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. Measure, compare, add and subtract lengths (m/cm/mm). Measure and compare the perimeter of simple 2-D shapes. Count up and down in tenths, recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
	I can...	<ul style="list-style-type: none"> I can find different combinations of coins that equal the same amounts of money. I can solve two-step problems involving money. I can measure length accurately. I can measure mass accurately. I can measure temperature accurately. I can measure capacity accurately. I can tell the time to 5 minutes. I can compare and order time intervals. I can order durations of time. 	<ul style="list-style-type: none"> I can tell the time to the nearest minute. I can compare durations of events. I can recall and use key facts to 1000 in the context of length. I can measure, compare, add, and subtract lengths to solve problems. I can measure and compare perimeter. 		
Summer Holidays					

HIAS Maths Team

Jo Lees – Lead Inspector
Email: jo.lees@hants.gov.uk

Kate Spencer – Lead Inspector
Email: kathryn.spencer@hants.gov.uk

Rebecca Vickers – Teaching & Learning Adviser
Email: rebecca.vickers@hants.gov.uk

Nikki Barber – Teaching & Learning Advisor
Email – nicola.barber@hants.gov.uk

Olivia Goodburn – Teaching & Learning Advisor
Email – olivia.goodburn@hants.gov.uk

For further details on the full range of services available please contact us using the following email:htlcdev@hants.gov.uk

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