YEAR THREE	
Week	Objectives
1 – Number, Counting and Place Value (Chapter 1)	• I can count from zero in 50s and 100 *(up to 10x)* • I can identify the place value of each digit in a 3 digit number (hundreds, tens, ones) • I can order and compare numbers and use the symbols < = > for numbers up to 1000
2 – Number Facts Addition and Subtraction (Chapter 2)	• I can recall number bonds and facts within twenty • *I can add: 3-digit number and ones; (without regrouping)*
3 – Addition (Chapter 2)	• *I can add: 3-digit number and tens; 3 digit number and hundreds (without regrouping)*
4 – Addition (Chapter 2)	• *I can add: 3-digit number and tens; 3 digit number and hundreds (with regrouping)*
5 – Subtraction (Chapter 2)	• *I can subtract including: 3-digit number and ones; 3-digit number and tens (without regrouping)*
6 - Subtraction (Chapter 2)	• *I can subtract including: 3-digit number and ones; 3-digit number and tens (with regrouping)*
7 – Addition and Subtraction (Chapter 2)	• *I can solve addition and subtraction problems, including missing number problems for numbers up to 1000.*

YEAR THREE	
Week	Objective
8 – Multiplication Facts (Chapter 3)	• I can recall and use the multiplication and division facts for the 3 and 4 times tables (up to 12x) • *I can respond to and write my own mathematical statements for multiplication (x) using the equals (=) symbol, for the 2,5,10, 3, 4, 8x tables* • To be able to understand that multiplication is the same as repeated addition of equal groups.
9 – Multiplication Facts (Chapter 3)	• I can recall and use the multiplication facts for the 4- and 8-times tables (up to 12x) • *I can respond to and write my own mathematical statements for multiplication (x) using the equals (=) symbol, for the 2,5,10, 3, 4, 8x tables* • To be able to understand that multiplication is the same as repeated addition of equal groups.
10 – Division (Chapter 3)	• I can recall and use the division facts for the 3, 4 and 8 times tables (up to 12x) • *I can respond to and write my own mathematical statements for division (÷) using the equals (=) symbol, for the 2,5,10, 3, 4, 8x tables* • *I can solve multiplication and division problems, including missing number problems for numbers up to 1000*
11 – Multiplication (Chapter 4)	• I can use written methods of multiplication (two-digit multiple of ten and 2-digit numbers by one-digit numbers) – (no regrouping)
12 – Multiplication (Chapter 4)	• I can use written methods of multiplication (2-digit numbers by one-digit numbers) – (no regrouping)

YEAR 3	
Week	Objective
13 – Multiplication (Chapter 4)	• I can use formal short written multiplication (two-digit numbers by one-digit numbers)
14 – Multiplication (Chapter 4)	• I can use formal short written multiplication (two-digit numbers by one-digit numbers) (with regrouping)
15 – Multiplication and Division (Chapter 4)	• I can use the expanded written method/short written method for division of two-digit numbers by one digit
16 – Multiplication and Division (Chapter 4)	• *I can solve multiplication and division problems, including missing number problems for numbers up to 1000*
17 - Week 5 (Chapter 4)	Consolidation

YEAR 3	
Week	Objectives
18 – Number, Counting and Place Value (extra unit)	• I can count from zero in 50s and 100 *(up to 10x)* • I can identify the place value of each digit in a 3-digit number (hundreds, tens, ones) • I can order and compare numbers and use the symbols < = > for numbers up to 1000 • *I can solve problems, including missing number problems, using number facts, place value, for numbers up to 1000.*
19 - Measuring Lengths (Chapter 5)	• I can measure lengths (km/m/cm/mm)
20 - Measuring Adding & Subtracting Lengths (Chapter 5)	• I can compare, add and subtract lengths (km/m/cm/mm)
21 – Measuring Mass/Reading Scales (Chapter 6)	• I can measure, compare, add and subtract mass (kg/g) • I can solve simple problems in contexts including measuring
22 - Measuring Capacity (Chapter 7)	• I can measure, compare, add and subtract volume/capacity (l/ml) • I can solve simple problems in contexts including measuring

YEAR 3	
Week	Objectives
23 - Fractions (Chapter 11)	• I can 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 add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] • I can identify 2 fractions that add up to a whole
24 – Fractions (Chapter 11)	• I can compare and order unit fractions, and fractions with the same denominators (on a number line) • I can recognise and show, using diagrams, equivalent fractions with small denominators • I can recognise, find and write fractions of a discrete set of objects: unit fractions (i.e. one as numerator) and non-unit fractions (i.e. numerator is a digit other than one) with small denominators
25 – Fractions (Chapter 11)	• I understand the relation between unit fractions as operators (fractions of), and division by integers i.e. ¼ of 20 = 20 ÷ 4 • I understand the relation between simple non-unit fractions as operators (fractions of), and division by integers i.e. ¼ of 20 = 20 ÷ 4, ¾ of 20 5 x 3 - 15
26 – Shape (Chapter 12/13)	• recognise angles as a property of shape or a description of a turn • I can identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn • I can identify whether angles are greater than or less than a right angle, using the terminology acute and obtuse • I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines
27 – Measuring & Shape (Chapter 14)	• I can measure the perimeter of simple 2-D shapes • I can draw 2-D shapes and make 3-D shapes using modelling materials; recognising 3-D shapes in different orientations and describing them (including symmetrical and non-symmetrical polygons and poly-hedra)

YEAR 3	
Week	Objectives
28 – Money & Addition (Chapter 8)	I can add amounts of money to find totals, using both £ and p in practical contexts *I can solve addition problems, including missing number problems for numbers up to 1000 including money.*
29 - Money, Addition & Subtraction (Chapter 8)	I can add and subtract amounts of money to find change, using both £ and p in practical contexts *I can solve addition and subtraction problems, including missing number problems for numbers up to 1000 including money.*
30 – Time (Chapter 9)	• I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • I can 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 • I know the number of seconds in a minute and the number of days in each month, Year and leap Year • I can compare durations of events [for example to calculate the time taken by particular events or tasks (ensure Y2 learning revisited)
31 – Time (Chapter 9)	
32 – Statistics (Chapter 10)	• I can interpret and present data using bar charts, pictograms and tables • I can solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts (for example for example, 2, 5, 10 units per cm) and pictograms and tables.