

National Curriculum for England 2014 Medium Term Plan



Key: * first time attainment target is covered ** consolidation ↓ NC objective in a year below ↑ NC objective in a year above

Abacus always covers the content of the National Curriculum within the paired age range (i.e. Y1/2, Y3/4, 5/6). Very occasionally Abacus postpones something from the first year of a range e.g. Year 3 and teaches it in Year 4. This is to ensure a rigorous progression in terms of children's acquisition of mathematical skills. Less occasionally Abacus teaches something from the second year of an age range in the first year. This is to ensure that the building blocks are in place for more challenging topics and to allow critical and challenging skills to be consolidated and revisited.

| Abacus | | | National Curriculum in England | | |
|--------|---|---|--------------------------------|------------------------------------|---|
| Wk | Strands | Weekly Summary | Yr | Domain | Attainment target |
| 1 | Mental addition and subtraction (MAS) | Use multiple of 5 and 10 bonds to 100 to solve additions and subtractions; add and subtract 1-digit numbers to and from 2-digit numbers | 3 | Number - addition and subtraction | *Y3.NAS.4 Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction |
| | | | 3 | Number - addition and subtraction | *Y3.NAS.1 Add and subtract numbers mentally, including a three-digit number and ones; a three-digit number and tens and a three-digit number and hundreds |
| 2 | Number and place value (NPV); Mental addition and subtraction (MAS) | Understand place value in 2- and 3-digit numbers; Compare and order 2- and 3-digit numbers using > and < signs; solve problems using place value; add and subtract multiples of 10 and near multiples of 10 to and from 2-digit numbers; add and subtract two 2-digit numbers using number facts; count on and back in 10s and 1s; add and subtract 2-digit numbers | 3 | Number - number and place value | **Y3.NPV.2 Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) |
| | | | 3 | Number - addition and subtraction | **Y3.NAS.1 Add and subtract numbers mentally, including a three-digit number and ones; a three-digit number and tens and a three-digit number and hundreds |
| | | | 3 | Number - number and place value | *Y3.NPV.3 Compare and order numbers up to 1000 |
| | | | 3 | Number - addition and subtraction | **Y3.NAS.4 Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction |
| 3 | Mental multiplication and division (MMD) | Know multiplication and division facts for the 5, 10, 2, 4 and 3x tables; doubling and halving | 2 | Number-multiplication and division | ↓**Y2.NMD.1 Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers |
| | | | 3 | Number-multiplication and division | **Y3.NMD.1 Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables |
| | | | 3 | Number - number and place value | **Y3.NPV.1 Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number |
| | | | 3 | Number-multiplication and division | *Y3.NMD.2 Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods |
| | | | 3 | Number-multiplication and division | *Y3.NMD.3 Solve problems, including missing number problems, involving multiplication and division including positive integer scaling problems and correspondence problems in which n objects are connected to m objects |



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| 4 | Measurement (MEA) ; Geometry: properties of shapes (GPS) | Know and understand the calendar, including days, weeks, months, years; tell the time to the nearest 5 minutes on analogue and digital clocks; know the properties of 3D shapes | 3 | Measurement | *Y3.M.6 Know the number of seconds in a minute and the number of days in each month, year and leap year |
| | | | 3 | Measurement | *Y3.M.7 Compare durations of events [for example to calculate the time taken by particular events or tasks] |
| | | | 3 | Measurement | *Y3.M.4 Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks |
| | | | 3 | Geometry- properties of shapes | *Y3.GPS.1 Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them |
| 5 | Number and place value (NPV) ; Mental addition and subtraction (MAS) | Compare, order and understand place value of 2- and 3-digit numbers; subtract from 2- and 3-digit numbers; using prediction to estimate calculations | 4 | Number - number and place value | *Y3.NPV.4 Identify, represent and estimate numbers using different representations |
| | | | 3 | Number - number and place value | **Y3.NPV.3 Compare and order numbers up to 1000 |
| | | | 4 | Number - number and place value | ↑*Y4.NPV.7 Round any number to the nearest 10, 100 and 1000 |
| | | | 3 | Number - addition and subtraction | **Y3.NAS.1 Add and subtract numbers mentally, including a three-digit number and ones; a three-digit number and tens and a three-digit number and hundreds |
| | | | 3 | Number - addition and subtraction | **Y3.NAS.4 Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction |
| 6 | Mental multiplication and division (MMD) ; Fractions, ratio and proportion (FRP) | Double and halve numbers up to 100 using partitioning; understand fractions and fractions of numbers | 3 | Number-multiplication and division | **Y3.NMD.2 Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods |
| | | | 3 | Number-multiplication and division | **Y3.NMD.3 Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. |
| | | | 3 | Number-fractions | **Y3.NF.3 Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators |
| | | | 3 | Number-fractions | *Y3.NF.6 Compare and order unit fractions, and fractions with the same denominators |
| | | | 3 | Number-fractions | *Y3.NF.2 Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators |
| 7 | Mental addition and subtraction (MAS) ; Measurement (MEA) | Use money to add, subtract and record using the correct notation and place value; add and subtract 2-digit numbers using partitioning; add three 2-digit numbers by partitioning and recombining | 3 | Measurement | *Y3.M.3 Add and subtract amounts of money to give change, using both £ and p in practical contexts |
| | | | 3 | Number - addition and subtraction | **Y3.NAS.1 Add and subtract numbers mentally, including a three-digit number and ones; a three-digit number and tens and a three-digit number and hundreds |
| | | | 3 | Number - addition and subtraction | **Y3.NAS.4 Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction |



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| 8 | Measurement (MEA) | Choose an appropriate instrument to measure a length and use a ruler to estimate, measure and draw to the nearest centimetre; know 1 litre = 1000 ml; estimate and measure capacity in millilitres | 3 | Measurement | *Y3.M.1 Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) |
| 9 | Number and place value (NPV); Mental addition and subtraction (MAS) | Place 2- and 3-digit numbers on a number line; round 3-digit numbers to nearest 100; use counting up to do mental subtractions with answers between 10 and 20, 10 and 30, and either side of 100 | 4 | Number - number and place value | **Y3.NPV.4 Identify, represent and estimate numbers using different representations |
| | | | 3 | Number - number and place value | **Y3.NPV.3 Compare and order numbers up to 1000 |
| | | | 3 | Number - addition and subtraction | **Y3.NAS.1 Add and subtract numbers mentally, including a three-digit number and ones; a three-digit number and tens and a three-digit number and hundreds |
| | | | 3 | Number - addition and subtraction | **Y3.NAS.4 Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction |
| 10 | Mental addition and subtraction (MAS); Mental multiplication and division (MMD) | Revise times-tables learned and derive division facts; perform division with remainders; choose a mental strategy to solve additions and subtractions; solve word problems | 3 | Number-multiplication and division | **Y3.NMD.1 Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables |
| | | | 3 | Number-multiplication and division | **Y3.NMD.2 Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods |
| | | | 3 | Number-multiplication and division | **Y3.NMD.3 Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects |
| | | | 3 | Number - addition and subtraction | **Y3.NAS.1 Add and subtract numbers mentally, including a three-digit number and ones; a three-digit number and tens and a three-digit number and hundreds |
| | | | 3 | Number - addition and subtraction | **Y3.NAS.4 Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction |



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| 11 | Number and place value (NPV) | Rehearse place value in 3-digit numbers, order them on a number line and find a number in between; compare number sentences; solve additions and subtractions using place value; multiply and divide by 10 (whole number answers); count in steps of 10, 50 and 100 | 3 | Number - number and place value | **Y3.NPV.2 Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) |
| | | | 4 | Number - number and place value | **Y3.NPV.4 Identify, represent and estimate numbers using different representations |
| | | | 3 | Number - number and place value | **Y3.NPV.3 Compare and order numbers up to 1000 |
| | | | 3 | Number - number and place value | *Y3.NPV.6 Solve number problems and practical problems involving these ideas |
| | | | 3 | Number - addition and subtraction | **Y3.NAS.4 Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction |
| | | | 3 | Number - addition and subtraction | **Y3.NAS.1 Add and subtract numbers mentally, including; a three-digit number and tens and a three-digit number and hundreds |
| | | | 3 | Number - number and place value | **Y3.NPV.4 Identify, represent and estimate numbers using different representations |
| | | | 3 | Number - number and place value | **Y3.NPV.1 Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number |
| 12 | Mental addition and subtraction (MAS); Mental multiplication and division (MMD) | Add pairs of 2-digit numbers using partitioning (crossing 10s, 100 or both) and then extend to add two 3-digit numbers (not crossing 1000); recognise and sort multiples of 2, 3, 4, 5, and 10; double the 4 times table to find the 8 times table; derive division facts for the 8 times table; multiply and divide by 4 by doubling or halving twice | 3 | Number - addition and subtraction | **Y3.NAS.1 Add and subtract numbers mentally, including a three-digit number and ones; a three-digit number and tens and a three-digit number and hundreds |
| | | | 3 | Number - number and place value | **Y3.NPV.1 Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number |
| | | | 3 | Number-multiplication and division | **Y3.NMD.1 Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables |
| | | | 3 | Number-multiplication and division | **Y3.NMD.2 Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods |
| 13 | Fractions, ratio and proportion (FRP) | Identify $\frac{1}{2}$ s, $\frac{1}{3}$ s, $\frac{1}{4}$ s, $\frac{1}{6}$ s, and $\frac{1}{8}$ s; realise how many of each make a whole; find equivalent fractions; place fractions on a 0 to 1 line; find fractions of amounts | 3 | Number-fractions | **Y3.NF.3 Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators |
| | | | 3 | Number-fractions | *Y3.NF.5 Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] |
| | | | 3 | Number-fractions | *Y3.NF.4 Recognise and show, using diagrams, equivalent fractions with small denominators |
| | | | 3 | Number-fractions | *Y3.NF.1 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 |
| | | | 3 | Number-fractions | **Y3.NF.2 Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators |



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| 14 | Geometry: properties of shapes (GPS); Geometry: position and direction (GPD); Measurement (MEA) | Recognise right angles and know they are 90°; understand angles are measured in degrees; recognise ° as the symbol for the measurement of degrees; name and list simple properties of 2D shapes; begin to understand and use the term perimeter to mean the length/distance around the edge (border) of a 2D shape; begin to calculate using a ruler; know a right angle is a quarter turn; know 360° is a full turn; begin to understand angles and identify size of angles in relation to 90° | 3 | Geometry- properties of shapes | *Y3.GPS.2 Recognise angles as a property of shape or a description of a turn |
| | | | 3 | Geometry- properties of shapes | *Y3.GPS.3 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 |
| | | | 3 | Geometry- properties of shapes | **Y3.GPS.1 Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them |
| | | | 3 | Measurement | *Y3.M.2 Measure the perimeter of simple 2-D shapes |
| 15 | Number and place value (NPV); Mental addition and subtraction (MAS) | Place 3-digit numbers on empty 100 number lines; begin to place 3-digit numbers on 0-1000 landmarked and empty number lines; round 3-digit numbers to the nearest ten and to the nearest hundred; use counting up as a strategy to perform mental subtraction (Frog); subtract pounds and pence from five pounds; use counting up (Frog) as a strategy to perform mental subtraction of amounts of money; subtract pounds and pence from ten pounds | 4 | Number - number and place value | **Y3.NPV.4 Identify, represent and estimate numbers using different representations |
| | | | 4 | Number - number and place value | ↑**Y4.NPV.7 Round any number to the nearest 10, 100 and 1000 |
| | | | 3 | Number - addition and subtraction | **Y3.NAS.1 Add and subtract numbers mentally, including a three-digit number and ones; a three-digit number and tens and a three-digit number and hundreds |
| | | | 3 | Measurement | **Y3.M.3 Add and subtract amounts of money to give change, using both £ and p in practical contexts |
| 16 | Number and place value (NPV); Written addition and subtraction (WAS) | Understand place-value in 3-digit numbers; separate 3-digit numbers into hundreds, tens, and ones; add two 3-digit numbers using vertical written addition (expanded); add 2- and 3- digit numbers using vertical written addition (expanded) | 3 | Number - number and place value | **Y3.NPV.2 Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Solve number problems and practical problems involving these ideas (from Number and Place value Strand) |
| | | | 3 | Number - addition and subtraction | *Y3.NAS.2 Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction |



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| 17 | Mental addition and subtraction (MAS); Written addition and subtraction (WAS) | Add two 2-digit numbers mentally; add 2-digit to 3-digit numbers mentally using place value and rounding; add two 3-digit numbers using expanded written method (answers under 1000); begin to move tens and hundreds moving towards formal written addition; add two 3-digit numbers using expanded column addition; investigate patterns in numbers when adding them; choose to solve addition using a mental method or expanded column addition (written method) | 3 | Number - addition and subtraction | **Y3.NAS.1 Add and subtract numbers mentally, including a three-digit number and ones; a three-digit number and tens and a three-digit number and hundreds |
| | | | 3 | Number - addition and subtraction | **Y3.NAS.2 Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction |
| | | | 3 | Number - addition and subtraction | **Y3.NAS.4 Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction |
| 18 | Measurement (MEA) | Tell the time to the nearest minute on analogue and digital clocks (minutes past and minutes to); time events in minutes and seconds; find a time after a given interval (not crossing the hour); calculate time intervals; solve word problems involving time | 3 | Measurement | **Y3.M.4 Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks |
| | | | 3 | Measurement | *Y3.M.5 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 |
| | | | 3 | Measurement | **Y3.M.6 Know the number of seconds in a minute and the number of days in each month, year and leap year |
| | | | 3 | Measurement | **Y3.M.7 Compare durations of events [for example to calculate the time taken by particular events or tasks] |
| 19 | Mental addition and subtraction (MAS); Number and place value (NPV) | Order 3-digit numbers and find numbers between; solve subtractions of 3-digit – 3-digit numbers using counting up (Frog); use counting up and counting back as strategies to perform mental subtractions; choose to solve a given subtraction by counting up or counting back | 3 | Number - number and place value | **Y3.NPV.3 Compare and order numbers up to 1000 |
| | | | 3 | Number - addition and subtraction | **Y3.NAS.1 Add and subtract numbers mentally, including a three-digit number and ones; a three-digit number and tens and a three-digit number and hundreds |
| | | | 3 | Number - addition and subtraction | **Y3.NAS.4 Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction |

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| 20 | Mental multiplication and division (MMD); Number and place value (NPV) | Double and halve numbers up to 100 by partitioning; solve word problems involving doubling and halving; multiply numbers between 10 and 25 by 1-digit numbers using the grid method; divide multiples of 10 by 1-digit numbers using known tables facts; see the relation between multiplication and division | 3 | Number-multiplication and division | **Y3.NMD.2 Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods |
| | | | 3 | Number-multiplication and division | **Y3.NMD.3 Solve problems, including missing number problems, involving multiplication and division including positive integer scaling problems and correspondence problems in which n objects are connected to m objects |
| 21 | Mental addition and subtraction (MAS); Fractions, ratio and proportion (FRP) | Add 3-digit and 1-digit numbers mentally, using number facts; subtract 1-digit numbers from 3-digit numbers mentally using number facts; add and subtract multiples of 10 by counting on and back in 10s and using number facts to cross 100s; compare and order fractions with the same denominator; begin to recognise equivalences of 1/2; add and subtract fractions with the same denominator | 3 | Number - addition and subtraction | **Y3.NAS.1 Add and subtract numbers mentally, including a three-digit number and ones; a three-digit number and tens and a three-digit number and hundreds |
| | | | 3 | Number - addition and subtraction | **Y3.NAS.4 Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction |
| | | | 3 | Number-fractions | **Y3.NF.6 Compare and order unit fractions, and fractions with the same denominators |
| | | | 3 | Number-fractions | **Y3.NF.4 Recognise and show, using diagrams, equivalent fractions with small denominators |
| | | | 3 | Number-fractions | **Y3.NF.5 Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$] |
| 22 | Written multiplication and division (WMD); Mental multiplication and division (MMD) | Use function machines to multiply by 2, 3, 4, 5 and 8 and understand the inverse; use scaling to multiply heights and weights by 2, 4, 8, 5 and 10; use known facts to multiply multiples of 10 by 2, 3, 4 and 5; multiply numbers between 10 and 30 by 3, 4 and 5 using the grid method; multiply 2-digit numbers by 3, 4, 5 and 8 using the grid method | 3 | Number-multiplication and division | **Y3.NMD.1 Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables |
| | | | 3 | Number-multiplication and division | **Y3.NMD.3 Solve problems, including missing number problems, involving multiplication and division including positive integer scaling problems and correspondence problems in which n objects are connected to m objects |
| | | | 3 | Number-multiplication and division | **Y3.NMD.2 Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods |



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| 23 | Mental multiplication and division (MMD); Written multiplication and division (WMD) | Divide without remainders, just beyond the 12 th multiple; division using chunking, with remainders; use the grid method to multiply 2-digit numbers by 3, 4, 5 and 8; begin to estimate products | 3 | Number-multiplication and division | **Y3.NMD.2 Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods |
| | | | 3 | Number-multiplication and division | **Y3.NMD.3 Solve problems, including missing number problems, involving multiplication and division including positive integer scaling problems and correspondence problems in which n objects are connected to m objects |
| 24 | Statistics (STA); Measurement (MEA) | Draw and interpret block graphs and pictograms where one square/symbol represents two units; compare and measure weights in multiples of 100g; know how many grams are in a kilogram; estimate and weigh objects to the nearest 100g; draw and interpret bar charts where one square represents one hundred units | 3 | Statistics | *Y3.S.1 Interpret and present data using bar charts, pictograms and tables |
| | | | 3 | Statistics | *Y3.S.2 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 |
| | | | 3 | Measurement | **Y3.M.1 Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) |
| 25 | Mental addition and subtraction (MAS); Written addition and subtraction (WAS) | Add 3-digit and 2-digit numbers using mental strategies; add two 3-digit numbers using mental strategies or by using column addition; use reasoning and trial and improvement to solve problems involving more complex addition | 3 | Number - addition and subtraction | **Y3.NAS.1 Add and subtract numbers mentally, including a three-digit number and ones; a three-digit number and tens and a three-digit number and hundreds |
| | | | 3 | Number - addition and subtraction | **Y3.NAS.2 Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction |
| | | | 3 | Number - addition and subtraction | *Y3.NAS.3 Estimate the answer to a calculation and use inverse operations to check answers |
| | | | 3 | Number - addition and subtraction | **Y3.NAS.4 Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction |
| 26 | Written addition and subtraction (WAS); Mental addition and subtraction (MAS) | Use column addition to add three 2- and 3-digit numbers together and four 2- and 3-digit numbers together; subtract 3-digit numbers using counting up; solve word problems choosing an appropriate method | 3 | Number - addition and subtraction | **Y3.NAS.2 Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction |
| | | | 3 | Number - addition and subtraction | **Y3.NAS.1 Add and subtract numbers mentally, including a three-digit number and ones; a three-digit number and tens and a three-digit number and hundreds |
| | | | 3 | Number - addition and subtraction | **Y3.NAS.3 Estimate the answer to a calculation and use inverse operations to check answers |
| | | | 3 | Number - addition and subtraction | **Y3.NAS.4 Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction |



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| 27 | Written addition and subtraction (WAS); Mental addition and subtraction (MAS); Measurement (MEA) | Add 3-digit numbers using column addition; solve problems involving measures; solve subtractions of 3-digit numbers using counting up on a line and work systematically to find possibilities; choose an appropriate strategy to solve addition or subtraction | 3 | Number - addition and subtraction | **Y3.NAS.2 Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction |
| | | | 3 | Measurement | **Y3.M.1 Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) |
| | | | 3 | Number - addition and subtraction | **Y3.NAS.1 Add and subtract numbers mentally, including a three-digit number and ones; a three-digit number and tens and a three-digit number and hundreds |
| | | | 3 | Number - addition and subtraction | **Y3.NAS.4 Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction |
| 28 | Measurement (MEA); Geometry: properties of shapes (GPS) | Identify, name and draw horizontal, vertical, perpendicular, parallel and diagonal lines, angles and symmetry in 2D shapes; measure the perimeter of 2D shapes by counting and measuring with a ruler; tell the time on analogue and digital clocks to the minute, begin to tell the time 5, 10, 20 minutes later, recognise am and pm and 24-hour clock times | 3 | Geometry- properties of shapes | *Y3.GPS.4 Identify horizontal and vertical lines and pairs of perpendicular and parallel lines |
| | | | 3 | Geometry- properties of shapes | **Y3.GPS.2 Recognise angles as a property of shape or a description of a turn |
| | | | 3 | Measurement | **Y3.M.2 Measure the perimeter of simple 2-D shapes |
| | | | 3 | Measurement | **Y3.M.4 Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks |
| | | | 3 | Measurement | **Y3.M.5 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 |
| 29 | Written multiplication and division (WMD); Fractions, ratio and proportion (FRP); Decimals, percentages and their equivalence to fractions (DPE) | Use the grid method to multiply 2-digit numbers by 3, 4, 5, 6 and 8; estimate products; divide using chunking, with and without remainders; decide whether to use multiplication or division to solve word problems; recognise tenths and equivalent fractions; find one-tenth and several tenths of multiples of 10 and begin to find one-tenth of single-digit numbers | 3 | Number-multiplication and division | **Y3.NMD.2 Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods |
| | | | 3 | Number-multiplication and division | **Y3.NMD.3 Solve problems, including missing number problems, involving multiplication and division including positive integer scaling problems and correspondence problems in which n objects are connected to m objects |
| | | | 3 | Number-fractions | **Y3.NF.4 Recognise and show, using diagrams, equivalent fractions with small denominators |
| | | | 3 | Number-fractions | **Y3.NF.1 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 |



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| Wk | Strands | Weekly Summary | Yr | Domain | Attainment target |
| 30 | Written addition and subtraction (WAS); Mental addition and subtraction (MAS); Written multiplication and division (WMD) | Revise column addition for adding three 3-digit numbers; revise mental strategies for addition; subtract 3-digit numbers using written and mental methods; find change using counting up; check subtraction using addition; multiply numbers between 10 and 40 by 1-digit numbers using grid method; solve division problems just beyond the known tables facts | 3 | Number - addition and subtraction | **Y3.NAS.2 Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction |
| | | | 3 | Number - addition and subtraction | **Y3.NAS.1 Add and subtract numbers mentally, including a three-digit number and ones; a three-digit number and tens and a three-digit number and hundreds |
| | | | 3 | Number - addition and subtraction | **Y3.NAS.4 Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction |
| | | | 3 | Measurement | **Y3.M.3 Add and subtract amounts of money to give change, using both £ and p in practical contexts |
| | | | 3 | Number-multiplication and division | **Y3.NMD.2 Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods |