

Power Maths Year 3, yearly overview

| Textbook | Strand | Unit | Number of Lessons | |
|--|--------------------------------------|------|---------------------------------|----|
| Textbook A / Practice Book A (Term 1) | Number – number and place value | 1 | Place value within 1,000 | 11 |
| | Number – addition and subtraction | 2 | Addition and subtraction (1) | 10 |
| | Number – addition and subtraction | 3 | Addition and subtraction (2) | 9 |
| | Number – multiplication and division | 4 | Multiplication and division (1) | 15 |
| Textbook B / Practice Book B (Term 2) | Number – multiplication and division | 5 | Multiplication and division (2) | 14 |
| | Measurement | 6 | Money | 5 |
| | Statistics | 7 | Statistics | 5 |
| | Measurement | 8 | Length | 11 |
| | Number – fractions | 9 | Fractions (1) | 11 |
| Textbook C / Practice Book C (Term 3) | Number – fractions | 10 | Fractions (2) | 9 |
| | Measurement | 11 | Time | 11 |
| | Geometry – properties of shapes | 12 | Angles and properties of shapes | 9 |
| | Measurement | 13 | Mass | 6 |
| | Measurement | 14 | Capacity | 6 |

Power Maths Year 3, Textbook 3A (Term 1) Overview

| Strand 1 | Strand 2 | Unit | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 | |
|---------------------------------|----------|--------|--------------------------|--------------|------------------------------------|--|--|--|
| Number – number and place value | | Unit 1 | Place value within 1,000 | 1 | Counting in 100s | Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) | Read and write numbers up to 1,000 in numerals and in words | Identify, represent and estimate numbers using different representations |
| Number – number and place value | | Unit 1 | Place value within 1,000 | 2 | Representing numbers to 1,000 | Identify, represent and estimate numbers using different representations | Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) | Read and write numbers up to 1,000 in numerals and in words |
| Number – number and place value | | Unit 1 | Place value within 1,000 | 3 | 100s, 10s and 1s (1) | Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) | Identify, represent and estimate numbers using different representations | Read and write numbers up to 1,000 in numerals and in words |
| Number – number and place value | | Unit 1 | Place value within 1,000 | 4 | 100s, 10s and 1s (2) | Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) | Identify, represent and estimate numbers using different representations | Read and write numbers up to 1,000 in numerals and in words |
| Number – number and place value | | Unit 1 | Place value within 1,000 | 5 | The number line to 1,000 (1) | Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) | Identify, represent and estimate numbers using different representations | Read and write numbers up to 1,000 in numerals and in words |
| Number – number and place value | | Unit 1 | Place value within 1,000 | 6 | The number line to 1,000 (2) | Compare and order numbers up to 1,000 | Read and write numbers up to 1,000 in numerals and in words | Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) |
| Number – number and place value | | Unit 1 | Place value within 1,000 | 7 | Finding 1, 10 and 100 more or less | Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) | Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number | Identify, represent and estimate numbers using different representations |
| Number – number and place value | | Unit 1 | Place value within 1,000 | 8 | Comparing numbers to 1,000 (1) | Compare and order numbers up to 1,000 | Identify, represent and estimate numbers using different representations | Read and write numbers up to 1,000 in numerals and in words |
| Number – number and place value | | Unit 1 | Place value within 1,000 | 9 | Comparing numbers to 1,000 (2) | Compare and order numbers up to 1,000 | Solve number problems and practical problems involving these ideas | Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) |
| Number – number and place value | | Unit 1 | Place value within 1,000 | 10 | Ordering numbers to 1,000 | Compare and order numbers up to 1,000 | Recognise the place value of each digit in a three-digit number (100s, 10s, 1s) | Read and write numbers up to 1000 in numerals and in words |
| Number – number and place value | | Unit 1 | Place value within 1,000 | 11 | Counting in 50s | Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number | Solve number problems and practical problems involving these ideas | |

| Strand 1 | Strand 2 | Unit | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 | |
|--------------------------------------|----------|--------|---------------------------------|--------------|--|---|---|---|
| Number – addition and subtraction | | Unit 3 | Addition and subtraction (2) | 5 | Subtracting a 3-digit number from a 3-digit number (2) | Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction | Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds | Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction |
| Number – addition and subtraction | | Unit 3 | Addition and subtraction (2) | 6 | Estimating answers to additions and subtractions | Estimate the answer to a calculation and use inverse operations to check answers | | |
| Number – addition and subtraction | | Unit 3 | Addition and subtraction (2) | 7 | Checking strategies | Estimate the answer to a calculation and use inverse operations to check answers | | |
| Number – addition and subtraction | | Unit 3 | Addition and subtraction (2) | 8 | Problem solving – addition and subtraction (1) | Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction | | |
| Number – addition and subtraction | | Unit 3 | Addition and subtraction (2) | 9 | Problem solving – addition and subtraction (2) | Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction | | |
| Number – multiplication and division | | Unit 4 | Multiplication and division (1) | 1 | Multiplication – equal grouping | 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 | Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables | 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 |
| Number – multiplication and division | | Unit 4 | Multiplication and division (1) | 2 | Multiplying by 3 | Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables | 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 | 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 |
| Number – multiplication and division | | Unit 4 | Multiplication and division (1) | 3 | Dividing by 3 | 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, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods | 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 |
| Number – multiplication and division | | Unit 4 | Multiplication and division (1) | 4 | 3 times-table | 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, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods | 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 |
| Number – multiplication and division | | Unit 4 | Multiplication and division (1) | 5 | Multiplying by 4 | 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, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods | 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 |
| Number – multiplication and division | | Unit 4 | Multiplication and division (1) | 6 | Dividing by 4 | 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 | Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables | 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 |

Power Maths Year 3, yearly overview

| Textbook | Strand | Unit | | Number of lessons |
|--|--------------------------------------|------|---------------------------------|-------------------|
| Textbook A / Practice Book A (Term 1) | Number – number and place value | 1 | Place value within 1,000 | 11 |
| | Number – addition and subtraction | 2 | Addition and subtraction (1) | 10 |
| | Number – addition and subtraction | 3 | Addition and subtraction (2) | 9 |
| | Number – multiplication and division | 4 | Multiplication and division (1) | 15 |
| Textbook B / Practice Book B (Term 2) | Number – multiplication and division | 5 | Multiplication and division (2) | 14 |
| | Measurement | 6 | Money | 5 |
| | Statistics | 7 | Statistics | 5 |
| | Measurement | 8 | Length | 11 |
| | Number – fractions | 9 | Fractions (1) | 11 |
| Textbook C / Practice Book C (Term 3) | Number – fractions | 10 | Fractions (2) | 9 |
| | Measurement | 11 | Time | 11 |
| | Geometry – properties of shapes | 12 | Angles and properties of shapes | 9 |
| | Measurement | 13 | Mass | 6 |
| | Measurement | 14 | Capacity | 6 |

Power Maths Year 3, Textbook 3B (Term 2) overview

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|--------------------------------------|----------|--------|---------------------------------|---------------|--|---|----------------|----------------|
| Number – multiplication and division | | Unit 5 | Multiplication and division (2) | 1 | Comparing multiplication and division statements (1) | 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 | | |
| Number – multiplication and division | | Unit 5 | Multiplication and division (2) | 2 | Related multiplication calculations | 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 | | |
| Number – multiplication and division | | Unit 5 | Multiplication and division (2) | 3 | Related multiplication and division calculations | 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 | | |
| Number – multiplication and division | | Unit 5 | Multiplication and division (2) | 4 | Comparing multiplication and division statements (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 | | |

| Strand 1 | Strand 2 | Unit | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 | |
|--------------------------------------|---|--------|---------------------------------|--------------|--|---|---|--|
| Number – multiplication and division | | Unit 5 | Multiplication and division (2) | 5 | Multiplying a 2-digit number by a 1-digit number (1) | 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 | | |
| Number – multiplication and division | | Unit 5 | Multiplication and division (2) | 6 | Multiplying a 2-digit number by a 1-digit number (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 | | |
| Number – multiplication and division | | Unit 5 | Multiplication and division (2) | 7 | Multiplying a 2-digit number by a 1-digit number (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 | | |
| Number – multiplication and division | | Unit 5 | Multiplication and division (2) | 8 | Dividing a 2-digit number by a 1-digit number (1) | 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 | | |
| Number – multiplication and division | | Unit 5 | Multiplication and division (2) | 9 | Dividing a 2-digit number by a 1-digit number (2) | 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 | | |
| Number – multiplication and division | | Unit 5 | Multiplication and division (2) | 10 | Dividing a 2-digit number by a 1-digit number (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 | | |
| Number – multiplication and division | | Unit 5 | Multiplication and division (2) | 11 | How many ways? | 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 | | |
| Number – multiplication and division | Year 5 - Number - multiplication and division | Unit 5 | Multiplication and division (2) | 12 | Problem solving - mixed problems (1) | 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 | 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 | Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign |
| Number – multiplication and division | Year 5 - Number - multiplication and division | Unit 5 | Multiplication and division (2) | 13 | Problem solving - mixed problems (2) | 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 | 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 | Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign |

| Strand 1 | Strand 2 | Unit | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 | |
|--------------------------------------|---|--------|---------------------------------|--------------|--|---|---|--|
| Number – multiplication and division | Year 5 - Number - multiplication and division | Unit 5 | Multiplication and division (2) | 14 | Problem solving - mixed problems (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 | 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 | Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign |
| Measurement | | Unit 6 | Money | 1 | Pounds and pence | Add and subtract amounts of money to give change, using both £ and p in practical contexts | | |
| Measurement | | Unit 6 | Money | 2 | Converting pounds and pence | Add and subtract amounts of money to give change, using both £ and p in practical contexts | | |
| Measurement | | Unit 6 | Money | 3 | Adding money | Add and subtract amounts of money to give change, using both £ and p in practical contexts | | |
| Measurement | | Unit 6 | Money | 4 | Subtracting amounts of money | Add and subtract amounts of money to give change, using both £ and p in practical contexts | | |
| Measurement | | Unit 6 | Money | 5 | Problem solving - money | Add and subtract amounts of money to give change, using both £ and p in practical contexts | | |
| Statistics | | Unit 7 | Statistics | 1 | Pictograms (1) | Interpret and present data using bar charts, pictograms and tables | | |
| Statistics | | Unit 7 | Statistics | 2 | Pictograms (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 | | |
| Statistics | | Unit 7 | Statistics | 3 | Bar charts (1) | Interpret and present data using bar charts, pictograms and tables | | |
| Statistics | | Unit 7 | Statistics | 4 | Bar charts (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 | | |
| Statistics | | Unit 7 | Statistics | 5 | 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 | | |
| Measurement | | Unit 8 | Length | 1 | Measuring length (1) | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | | |
| Measurement | | Unit 8 | Length | 2 | Measuring length (2) | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | | |
| Measurement | | Unit 8 | Length | 3 | Equivalent lengths - metres and centimetres | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | | |
| Measurement | | Unit 8 | Length | 4 | Equivalent lengths - centimetres and millimetres | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | | |
| Measurement | | Unit 8 | Length | 5 | Comparing lengths | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | | |

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|--------------------|----------|--------|---------------|---------------|-----------------------------------|--|--|----------------|
| Measurement | | Unit 8 | Length | 6 | Adding lengths | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | | |
| Measurement | | Unit 8 | Length | 7 | Subtracting lengths | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | | |
| Measurement | | Unit 8 | Length | 8 | Measuring the perimeter (1) | Measure the perimeter of simple 2-d shapes | | |
| Measurement | | Unit 8 | Length | 9 | Measuring the perimeter (2) | Measure the perimeter of simple 2-d shapes | | |
| Measurement | | Unit 8 | Length | 10 | Problem solving - length (1) | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | Measure the perimeter of simple 2-d shapes | |
| Measurement | | Unit 8 | Length | 11 | Problem solving - length (2) | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | Measure the perimeter of simple 2-d shapes | |
| Number – fractions | | Unit 9 | Fractions (1) | 1 | Unit and non-unit fractions | Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators | | |
| Number – fractions | | Unit 9 | Fractions (1) | 2 | Making the whole | Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators | | |
| Number – fractions | | Unit 9 | Fractions (1) | 3 | Tenths (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 | | |
| Number – fractions | | Unit 9 | Fractions (1) | 4 | Tenths (2) | 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 | | |
| Number – fractions | | Unit 9 | Fractions (1) | 5 | Fractions as numbers (1) | 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 | |
| Number – fractions | | Unit 9 | Fractions (1) | 6 | Fractions as numbers (2) | 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 | |
| Number – fractions | | Unit 9 | Fractions (1) | 7 | Fractions as numbers (3) | 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 | |
| Number – fractions | | Unit 9 | Fractions (1) | 8 | Fractions of a set of objects (1) | Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators | | |
| Number – fractions | | Unit 9 | Fractions (1) | 9 | Fractions of a set of objects (2) | Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators | | |
| Number – fractions | | Unit 9 | Fractions (1) | 10 | Fractions of a set of objects (3) | Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators | | |
| Number – fractions | | Unit 9 | Fractions (1) | 11 | Problem solving - fractions | Solve problems that involve all of the above | | |

Power Maths Year 3, yearly overview

| Textbook | Strand | Unit | | Number of Lessons |
|---------------------------------------|--------------------------------------|------|---------------------------------|-------------------|
| | | Unit | Unit | |
| Textbook A / Practice Book A (Term 1) | Number – number and place value | 1 | Place value within 1,000 | 11 |
| | Number – addition and subtraction | 2 | Addition and subtraction (1) | 10 |
| | Number – addition and subtraction | 3 | Addition and subtraction (2) | 9 |
| | Number – multiplication and division | 4 | Multiplication and division (1) | 15 |
| Textbook B / Practice Book B (Term 2) | Number – multiplication and division | 5 | Multiplication and division (2) | 14 |
| | Measurement | 6 | Money | 5 |
| | Statistics | 7 | Statistics | 5 |
| | Measurement | 8 | Length | 11 |
| | Number – fractions | 9 | Fractions (1) | 11 |
| Textbook C / Practice Book C (Term 3) | Number – fractions | 10 | Fractions (2) | 9 |
| | Measurement | 11 | Time | 11 |
| | Geometry – properties of shapes | 12 | Angles and properties of shapes | 9 |
| | Measurement | 13 | Mass | 6 |
| | Measurement | 14 | Capacity | 6 |

Power Maths Year 3, Textbook 3C (Term 3) Overview

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|--------------------|----------|---------|---------------|---------------|--|---|---|----------------|
| Number – fractions | | Unit 10 | Fractions (2) | 1 | Equivalent fractions (1) | Recognise and show, using diagrams, equivalent fractions with small denominators | | |
| Number – fractions | | Unit 10 | Fractions (2) | 2 | Equivalent fractions (2) | Recognise and show, using diagrams, equivalent fractions with small denominators | Compare and order unit fractions, and fractions with the same denominators | |
| Number – fractions | | Unit 10 | Fractions (2) | 3 | Equivalent fractions (3) | Recognise and show, using diagrams, equivalent fractions with small denominators | Solve problems that involve all of the above | |
| Number – fractions | | Unit 10 | Fractions (2) | 4 | Comparing fractions | Recognise and show, using diagrams, equivalent fractions with small denominators | Compare and order unit fractions, and fractions with the same denominators | |
| Number – fractions | | Unit 10 | Fractions (2) | 5 | Comparing and ordering fractions | Compare and order unit fractions, and fractions with the same denominators | | |
| Number – fractions | | Unit 10 | Fractions (2) | 6 | Adding fractions | Add and subtract fractions with the same denominator within one whole (for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$) | | |
| Number – fractions | | Unit 10 | Fractions (2) | 7 | Subtracting fractions | Add and subtract fractions with the same denominator within one whole (for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$) | | |
| Number – fractions | | Unit 10 | Fractions (2) | 8 | Problem solving – adding and subtracting fractions | Solve problems that involve all of the above | Add and subtract fractions with the same denominator within one whole (for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$) | |

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|--------------------|----------|---------|---------------|---------------|---|---|---|---|
| Number – fractions | | Unit 10 | Fractions (2) | 9 | Problem solving – fractions of measures | Solve problems that involve all of the above | Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators | Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators |
| Measurement | | Unit 11 | Time | 1 | Months and years | Know the number of seconds in a minute and the number of days in each month, year and leap year | | |
| Measurement | | Unit 11 | Time | 2 | Hours in a day | 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, am/pm, morning, afternoon, noon and midnight | Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks | |
| Measurement | | Unit 11 | Time | 3 | Estimating time | Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks | | |
| Measurement | | Unit 11 | Time | 4 | Telling time to 5 minutes | Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks | | |
| Measurement | | Unit 11 | Time | 5 | Telling time to the minute (1) | 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, am/pm, morning, afternoon, noon and midnight | | |
| Measurement | | Unit 11 | Time | 6 | Telling time to the minute (2) | 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, am/pm, morning, afternoon, noon and midnight | | |
| Measurement | | Unit 11 | Time | 7 | Telling time to the minute (3) | 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, am/pm, morning, afternoon, noon and midnight | |
| Measurement | | Unit 11 | Time | 8 | Finding the duration | 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, am/pm, morning, afternoon, noon and midnight | | |
| Measurement | | Unit 11 | Time | 9 | Comparing duration | Compare durations of events (for example to calculate the time taken by particular events or tasks) | 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, am/pm, morning, afternoon, noon and midnight | |

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|---------------------------------|----------|---------|---------------------------------|---------------|--------------------------------------|---|--|----------------|
| Measurement | | Unit 11 | Time | 10 | Finding start and end times | 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, am/pm, morning, afternoon, noon and midnight | Compare durations of events (for example to calculate the time taken by particular events or tasks) | |
| Measurement | | Unit 11 | Time | 11 | Measuring time in seconds | 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, am/pm, morning, afternoon, noon and midnight | Compare durations of events (for example to calculate the time taken by particular events or tasks) | |
| Geometry – properties of shapes | | Unit 12 | Angles and properties of shapes | 1 | Turns and angles | 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 | |
| Geometry – properties of shapes | | Unit 12 | Angles and properties of shapes | 2 | Right angles in shapes | 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 | |
| Geometry – properties of shapes | | Unit 12 | Angles and properties of shapes | 3 | Comparing angles | 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 | Recognise angles as a property of shape or a description of a turn | |
| Geometry – properties of shapes | | Unit 12 | Angles and properties of shapes | 4 | Drawing accurately | Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them | Identify horizontal and vertical lines and pairs of perpendicular and parallel lines | |
| Geometry – properties of shapes | | Unit 12 | Angles and properties of shapes | 5 | Types of line (1) | Identify horizontal and vertical lines and pairs of perpendicular and parallel lines | | |
| Geometry – properties of shapes | | Unit 12 | Angles and properties of shapes | 6 | Types of line (2) | Identify horizontal and vertical lines and pairs of perpendicular and parallel lines | | |
| Geometry – properties of shapes | | Unit 12 | Angles and properties of shapes | 7 | Recognising and describing 2D shapes | Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them | | |
| Geometry – properties of shapes | | Unit 12 | Angles and properties of shapes | 8 | Recognising and describing 3D shapes | Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them | | |
| Geometry – properties of shapes | | Unit 12 | Angles and properties of shapes | 9 | Constructing 3D shapes | Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them | | |
| Measurement | | Unit 13 | Mass | 1 | Measuring mass (1) | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | | |

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|-------------|----------|---------|----------|---------------|-----------------------------------|--|----------------|----------------|
| Measurement | | Unit 13 | Mass | 2 | Measuring mass (2) | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | | |
| Measurement | | Unit 13 | Mass | 3 | Measuring mass (3) | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | | |
| Measurement | | Unit 13 | Mass | 4 | Comparing masses | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | | |
| Measurement | | Unit 13 | Mass | 5 | Adding and subtracting masses | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | | |
| Measurement | | Unit 13 | Mass | 6 | Problem solving – mass | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | | |
| Measurement | | Unit 14 | Capacity | 1 | Measuring capacity (1) | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | | |
| Measurement | | Unit 14 | Capacity | 2 | Measuring capacity (2) | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | | |
| Measurement | | Unit 14 | Capacity | 3 | Measuring capacity (3) | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | | |
| Measurement | | Unit 14 | Capacity | 4 | Comparing capacities | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | | |
| Measurement | | Unit 14 | Capacity | 5 | Adding and subtracting capacities | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | | |
| Measurement | | Unit 14 | Capacity | 6 | Problem solving – capacity | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | | |