



# UNIT OBJECTIVES

## UNIT OBJECTIVES AND LINKS WITH THE FRAMEWORK

### UNITS 1-3

Unit Objectives	Linked to the Y2 teaching programme	Working towards these objectives from the Y3 teaching programme
<p><b>1</b> Read and write whole numbers to at least 100</p> <p>Know what each digit in a two-digit number represents, including 0 as a placeholder</p> <p>Order whole numbers to at least 100</p>	<p><b>Read and write whole numbers to at least 100 in figures and words</b></p> <p><b>Know what each digit in a two-digit number represents, including 0 as a placeholder, and partition two-digit numbers into a multiple of tens and ones (TU)</b></p> <p><b>Order whole numbers to at least 100, and position them on a number line and 100 square</b></p>	<p><b>Read and write whole numbers to at least 1000 in figures and words</b></p> <p><b>Know what each digit in a two-digit number represents, and partition three-digit numbers into a multiple of 100, a multiple of tens and ones (HTU)</b></p> <p><b>Order whole numbers to at least 1000, and position them on a number line</b></p>
<p><b>2</b> Know by heart all addition and subtraction facts for 10 and 20</p> <p>Understand that subtraction is the inverse of addition</p> <p>Know that addition can be done in any order</p> <p>Know all pairs of multiples of 10 with a total of 100</p>	<p><b>Know by heart: all addition and subtraction facts for each number to at least 10; all pairs of numbers with a total of 20</b></p> <p><b>Understand that subtraction is the inverse of addition</b></p> <p>Recognise that addition can be done in any order, but not subtraction</p> <p>Know by heart: all pairs of multiples of 10 with a total of 100</p>	<p><b>Know by heart: all addition and subtraction facts for each number to 20</b></p> <p>Extend understanding that subtraction is the inverse of addition</p> <p>Continue to recognise that addition can be done in any order</p> <p>Know by heart: all pairs of multiples of 100 with a total of 1000</p>
<p><b>3</b> Count on and back in ones and tens</p> <p>Say the number that is 1 or 10 more/less than any given two-digit number</p> <p>Say the number 20, 30 more/less than any given number</p>	<p><b>Describe and extend simple number sequences: count on or back in ones or tens, starting from any two-digit number</b></p> <p>Say the number that is 1 or 10 more or less than any given two-digit number</p>	<p><b>Describe and extend simple number sequences: count on or back in tens or hundreds, starting from any two- or three-digit number</b></p> <p>Say the number that is 1, 10 or 100 more or less than any given two- or three-digit number</p>

Key objectives in the *Framework* are in bold red type. Information about how yearly teaching programmes relate to the National Curriculum levels can be found on page 42 of the Introduction to the *Framework*

## UNIT OBJECTIVES • UNITS 4–6

Unit Objectives	Linked to the Y2 teaching programme	Working towards these objectives from the Y3 teaching programme
<p><b>4</b> Know by heart doubles of numbers to 10; doubles of multiples of ten up to 50</p> <p>Identify near doubles using doubles already known</p> <p>Halve even numbers from 20 to 2</p> <p>Measure and compare lengths using a standard measure</p>	<p>Know by heart: doubles of all numbers to 10 and the corresponding halves</p> <p><b>Know and use halving as the inverse of doubling</b></p> <p>Identify near doubles, using doubles already known (for example, <math>8 + 9</math>, <math>40 + 41</math>)</p> <p><b>Estimate, measure and compare lengths using standard units</b></p>	<p>Derive quickly: doubles of all whole numbers to at least 20, doubles of multiples of 5 to 100, doubles of multiples of 50 to 500 and all the corresponding halves</p> <p>Identify near doubles, using doubles already known (for example, <math>80 + 81</math>)</p> <p>Measure and compare using standard units, including using a ruler to draw and measure lines to the nearest half centimetre</p>
<p><b>5</b> Use knowledge that addition can be done in any order</p> <p>Know to start with the larger number when adding</p> <p>Know whether to count on in ones or tens</p> <p>Use known number facts and place value to add/subtract mentally</p>	<p><b>Use knowledge that addition can be done in any order to do mental calculations more efficiently.</b> For example: put the larger number first and count on in tens and ones; add three small numbers by putting the largest number first and/or finding a pair totalling 10</p> <p>Use known number facts and place value to add/subtract mentally</p>	<p>Use knowledge that addition can be done in any order to do mental calculations more efficiently. For example: put the larger number first and count on; add three or four small numbers by putting the largest number first and/or finding pairs totalling 9, 10 or 11</p> <p>Use known number facts and place value to add/subtract mentally</p>
<p><b>6</b> Find a small difference by counting on from the smaller to the larger number</p> <p>Measure and compare lengths using standard units</p>	<p>Find a small difference by counting on from the smaller to the larger number (for example, <math>42 - 39</math>)</p> <p><b>Estimate, measure and compare lengths using standard units</b></p>	<p>Find a small difference by counting on from the smaller to the larger number (for example, <math>102 - 97</math>)</p> <p>Measure and compare using standard units, including using a ruler to draw and measure lines to the nearest half centimetre</p>

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## UNIT OBJECTIVES • UNITS 7–10

Unit Objectives	Linked to the Y2 teaching programme	Working towards these objectives from the Y3 teaching programme
<p><b>7</b> Understand the operation of multiplication as describing an array</p> <p>Know by heart the facts of the two-, five- and ten-times tables</p>	<p>Understand the operation of multiplication as describing an array</p> <p>Know by heart: multiplication facts for the two- and ten-times tables. Begin to know: multiplication facts for the five-times table</p>	<p>Know by heart: multiplication facts for the two-, five- and ten-times tables. Begin to know the three- and four-times tables</p>
<p><b>8</b> Choose and use appropriate operations and calculation strategies to solve problems</p> <p>Explain how a problem was solved orally and, where appropriate, in writing</p>	<p>Choose and use appropriate operations and efficient calculation strategies, (for example, mental, mental with jottings) to solve problems</p> <p>Explain how a problem was solved orally and, where appropriate, in writing</p>	<p>Choose and use appropriate operations (including multiplication and division) to solve word problems, and appropriate ways of calculating: mental, mental with jottings, pencil and paper</p> <p>Explain methods and reasoning orally and, where appropriate, in writing</p>
<p><b>9</b> Solve simple word problems involving money</p> <p>Give change and work out which coins to pay</p>	<p>Use mental addition and subtraction, simple multiplication and division, to solve simple word problems involving money</p> <p>Recognise all coins and begin to use £.p notation for money. Find totals, give change, and work out which coins to pay</p>	<p>Solve word problems involving money, using one or more steps, including finding totals and giving change, and working out which coins to pay</p> <p>Recognise all coins and notes. <b>Understand and use £.p notation</b></p>
<p><b>10</b> Read a simple scale to the nearest labelled division</p> <p>Round numbers less than 100 to the nearest 10</p>	<p>Read a simple scale to the nearest labelled division</p> <p>Round numbers less than 100 to the nearest 10</p>	<p>Read scales to the nearest division (labelled or unlabelled)</p> <p>Round any two-digit number to the nearest 10 and any three-digit number to the nearest 100</p>

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# PART 3