| WEEK 1 | OBJECTIVES | NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING |
| :---: | :---: | :---: |
| Number <br> Place Value | - Represent numbers to 100 <br> - Partition numbers to 100 <br> - Number line to 100 <br> - Hundreds <br> - Represent numbers to 1,000 | Pupils use larger numbers to at least 1000 starting with 100 , applying partitioning related to place value using varied and increasingly complex probems, building on work in year 2 (for example, $146=100+40+6$ and also $146=130+16$ <br> Using a variety of representations, including those related to mesure, puils continue to count on ones, tens \& hundreds, so that they become fluent in the order and place value of numbers to 1000 <br> (e.g. use base 10 manipulatives and then place value counters for pupils to explore and investigate.) <br> NRICH: Take Three Numbers * <br> NRICH: Three Neighbours ** <br> NRICH: Prison Cells ** <br> NRICH: Spot Thirteen * <br> NRICH: Square Subtraction *** <br> NRICH: Planning a School Trip * <br> NRICH: Number Differences* <br> NRICH: Sitting Round the Party Tables * <br> NRICH: Dotty Six* |


| WEEK 2 | OBJECTIVES | NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING |
| :---: | :---: | :---: |
| Number <br> Place Value | - Partition numbers to 1,000 <br> - Flexible partitioning of numbers to 1000 <br> - Hundreds, tens and ones <br> - Find 1, 10 or 100 more or less <br> - Number line to 1,00 | Pupils now use multiples of 2, 3, 4, 5, 8, 1050 \& 100. <br> Pupils practice solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the answers could exceed 100 <br> Pupils use partition larger numbers to at least 1000, applying partitioning related to place value using varied and increasingly complex probems , building on work in year 2 (for example, $146=$ $100+40+6$ and also $146=130+16$ <br> (Use concrete manipulatives to develop mental maths) <br> NRICH: Magic Vs ** <br> NRICH: How Do You See it? * <br> NRICH: Swimming Pool ${ }^{*}$ <br> NRICH: First Connect Three * <br> NRICH: Sea Level * <br> NRICH: A Bit of a Dicey Problem |


| WEEK 3 \& 4 | OBJECTIVES | NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING |
| :---: | :---: | :---: |
| Number Place Value | - Estimating on a number line to 1,000 <br> - Compare numbers to 1,000 <br> - Order numbers to 1,000 <br> - Count in 50 s <br> - Apply number bonds within 10 <br> - Add and subtract 1 s <br> - Add and subtract 10 s <br> - Add and subtract 100s <br> - Spot the pattern | Order and Compare numbers to 1000. Count in 50s from any given number. <br> Pupils practice solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the answers could exceed 100 <br> Pupils use partition larger numbers to at least 1000, applying partitioning related to place value using varied and increasingly complex probems , building on work in year 2 (for example, $146=$ $100+40+6$ and also $146=130+16$ <br> (Use concrete manipulatives to develop mental maths) <br> NRICH: Magic Vs ** <br> NRICH: How Do You See it? * <br> NRICH: Swimming Pool* <br> NRICH: First Connect Three * <br> NRICH: Sea Level * <br> NRICH: A Bit of a Dicey Problem |


| WEEK 5 | OBJECTIVES | NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING |
| :---: | :---: | :---: |
| Numbers <br> Addition \& Subtraction | - Add 1 s across a 10 <br> - Add 10s across a 100 <br> - Subtract 1 s across a 10 <br> - Subtract 10s across a 100 <br> - Make connections | Pupils practice solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the answers could exceed 100 <br> Pupils use partition larger numbers to at least 1000, applying partitioning related to place value using varied and increasingly complex probems , building on work in year 2 (for example, $146=$ $100+40+6$ and also $146=130+16$ <br> (Use concrete manipulatives to develop mental maths) <br> NRICH: Magic Vs ** <br> NRICH: How Do You See it? * <br> NRICH: Swimming Pool* <br> NRICH: First Connect Three * <br> NRICH: Sea Level * <br> NRICH: A Bit of a Dicey Problem |


| WEEK 6 | OBJECTIVES | NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING |
| :---: | :---: | :---: |
| Numbers <br> Addition \& Subtraction | - Add two numbers (no exchange) <br> - Subtract two numbers (no exchange) <br> - Add two numbers (across a 10 ) <br> - Add two numbers (across a 100 ) <br> - Subtract two numbers (across a 10 ) | Pupils practice solving varied addition and subtraction questions across 10 and 100 <br> Pupils use their understanding of place value and partitioning, and practice using columnar addition and subtraction with increasingly large numbers up to three digits to become fluent. <br> (Children to learn both conceptual and procedural fluency. The use of Deines \& place value counters would support this) <br> SEE SCHOOL CALCULATION POLICY FOR PROGRESSION <br> NRICH: A Square of Numbers * <br> NRICH: Buying a Balloon* <br> NRICH: GOT IT ** <br> NRICH: Make 37 ** <br> NRICH: Consecutive Numbers ** <br> NRICH: Super Shapes* <br> NRICH: Strike it Out * |

