

	2006 OBJECTIVES	RELATED 1999 OBJECTIVES	UNIT PLAN REFS RELATED TO 1999 OBJECTIVES
Y3 Using & Applying Maths 1	• Solve one- and two-step problems involving numbers, money or measures, including time, choosing and carrying out appropriate calculations	Year 3 67 Year 3 69 Year 3 71 Year 3 61	Year3 Autumn Unit 2 Day 1; Day 5 Year3 Autumn Unit 3 Day 2 - 5 Year3 Spring Unit 3 Day 1 -3; Day 5 Year3 Summer Unit 9 Day 4 - 5
Y3 Using & Applying Maths 2	• Represent the information in a puzzle or problem using numbers, images or diagrams; use these to find a solution and present it in context, where appropriate using £.p notation or units of measure	Year 3 67 Year 3 69 Year 3 71 Year 3 61	Year3 Autumn Unit 2 Day 1; Day 5 Year3 Autumn Unit 3 Day 2 - 5 Year3 Spring Unit 3 Day 1 -3; Day 5 Year3 Summer Unit 9 Day 4 - 5
Y3 Using & Applying Maths 3	• Follow a line of enquiry by deciding what information is important; make and use lists, tables and graphs to organise and interpret the information	Year 3 91 Year 3 93	
Y3 Using & Applying Maths 4	• Identify patterns and relationships involving numbers or shapes, and use these to solve problems	Year 3 63 Year 3 65 Year 3 3 Year 3 5 Year 3 7	Year3 Spring Unit 3 Day 1; Day 4 - 5 Year3 Spring Unit 8 Day 1 - 5 Year3 Summer Unit 8 Day 1 - 5
Y3 Using & Applying Maths 5	• Describe and explain methods, choices and solutions to puzzles and problems, orally and in writing, using pictures and diagrams	Year 3 65	Year3 Spring Unit 3 Day 1; Day 4 - 5 Year3 Spring Unit 8 Day 3 - 5
Y3 Counting & Understanding Number 1	• Read, write and order whole numbers to at least 1000 and position them on a number line; count on from and back to zero in single-digit steps or multiples of 10	Year 3 11 Year 3 13 Year 3 15	
Y3 Counting & Understanding Number 2	• Partition three-digit numbers into multiples of one hundred, ten and one in different ways	Year 3 9	
Y3 Counting & Understanding Number 3	• Round two- or three-digit numbers to the nearest 10 or 100 and give estimates for their sums and differences	Year 3 19 Year 4 10 Year 4 12	Year4 Autumn Unit 1 Day 2 Year4 Spring Unit 1 Day 3 Year4 Summer Unit 1 Day 3
Y3 Counting & Understanding Number 4	• Read and write proper fractions, e.g. $\frac{3}{7}$ , $\frac{9}{1}$ , interpreting the denominator as the parts of a whole and the numerator as the number of parts; identify and estimate fractions of shapes; use diagrams to compare fractions and establish equivalents	Year 3 21 Year 3 23	
Y3 Knowing & Using Number Facts 1	• Derive and recall all addition and subtraction facts for each number to 20, sums and differences of multiples of 10 and number pairs that total 100	Year 3 31 Year 4 38	
Y3 Knowing & Using Number Facts 2	• Derive and recall multiplication facts for the 2, 3, 4, 5, 6 and 10 times- tables and the corresponding division facts; recognise multiples of 2, 5 or 10 up to 1000	Year 3 53 Year 3 7 Year 4 58	Year4 Autumn Unit 9 Day 1 Year3 Spring Unit 8 Day 1 - 2 Year4 Spring Unit 9 Day 2 Year3 Summer Unit 8 Day 1 - 3

Y3 Knowing & Using Number Facts 3	• Use knowledge of number operations and corresponding inverses, including doubling and halving, to estimate and check calculations	Year 3 59	Year3 Spring Unit 2 Day 5
Y3 Calculating 1	• Add or subtract mentally combinations of one- and two-digit numbers	Year 3 37 Year 3 39 Year 3 41 Year 3 33 Year 3 35	Year3 Autumn Unit 2 Day 3 Year3 Autumn Unit 3 Day 1 - 4 Year3 Spring Unit 2 Day 1; Day 3 - 4
Y3 Calculating 2	• Develop and use written methods to record, support or explain addition and subtraction of two- and three- digit numbers	Year 3 43 Year 3 45	
Y3 Calculating 3	• Multiply one- and two-digit numbers by 10 or 100, and describe the effect	Year 3 55	
Y3 Calculating 4	• Use practical and informal written methods to support multiplication and division of two-digit numbers (e.g. $13 \times 3$ , $30 \div 4$ ); round remainders up or down, depending on the context	Year 3 51 Year 3 57	
Y3 Calculating 5	• Understand that division is the inverse of multiplication and vice versa and use to derive and record related multiplication and division number sentences	Year 3 49 Year 3 55	Year3 Autumn Unit 9 Day 4 -5
Y3 Calculating 6	• Find unit fractions of numbers and quantities, e.g. $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ and $\frac{1}{6}$ of 12 litres	Year 3 21 Year 3 23	
Y3 Understanding Shape 1	• Relate 2-D shapes and 3-D solids to drawings of them; describe, visualise, classify, draw and make the shapes	Year 3 81 Year 3 83	
Y3 Understanding Shape 2	• Draw and complete shapes with reflective symmetry and draw the reflection of a shape in a mirror line along one side	Year 3 85	Year3 Autumn Unit 9 Day 4 -5
Y3 Understanding Shape 3	• Read and record the vocabulary of position, direction and movement, using the four compass directions to describe movement about a grid	Year 3 87	
Y3 Understanding Shape 4	• Use a set-square to draw right angles and to identify right angles in 2-D shapes; compare angles with a right angle; recognise that a straight line is equivalent to two right angles	Year 3 89	
Y3 Measuring 1	• Know the relationships between kilometres and metres, metres and centimetres, kilograms and grams, litres and millilitres; choose and use appropriate units to estimate, measure and record measurements	Year 3 73 Year 3 75	
Y3 Measuring 2	• Read, to the nearest division and half-division, scales that are numbered or partially numbered; use the information to measure and draw to a suitable degree of accuracy	Year 3 77	
Y3 Measuring 3	• Read the time on a 12-hour digital clock and to the nearest five minutes on an analogue clock; calculate time intervals and find start or end times for a given time interval	Year 3 79 Year 3 71 Year 4 98 Year 4 100	Year3 Autumn Unit 3 Day 4 - 5
Y3 Handling Data 1	• Answer a question by collecting, organising and interpreting data; use tally charts, frequency tables, pictograms and bar charts to represent results and illustrate observations; use ICT to create a simple bar chart	Year 3 91 Year 3 93 Year 4 116	
Y3 Handling Data 2	• Use Venn diagrams or Carroll diagrams to sort data and objects using more than one criterion	Year 3 91 Year 3 93 Year 4 116	

