Year Three – Non negotiables

Autumn Term	
Ist Half Term	2nd Half Term
• Count on/back in steps of 2s, 5s, 10s, 3s to 100 and beyond, from 0 and any given number • Count on/back in 4s from 0 to 100 • Count on/back in 50s and 100s from 0 to 1000 • Find 10/100 more or less than a given number up to 500 • Read and write all numbers to 1000 in numerals and write all numbers in words to 200 and over • Order a set of numbers (4 and/or 5) to at least 1000 in increasing and decreasing value • Compare numbers up to 200 using =, <, > symbols • Round numbers to the nearest 10 to at least 200 • Partition 3 digit numbers (hundreds, tens and ones) • Recall fluently all addition number bonds to 20 and know all the subtraction number bonds to 20 to begin to become fluent in deriving facts (e.g. 3 + 7 = 10; 10 – 7 = 3 and 7 = 10 -3 to calculate 30 + 70 = 100; 100 – 70 = 30 and 70 = 100 – 30 and 300 + 700 = 1000; 1000 – 700 = 300 and 700 = 1000 – 300)	• Count on/back in steps of 2s, 5s, 10s, 3s to 100 and beyond, from 0 and any given number • Count on/back in multiples of 4 and 8 from 0 • Count on/back in 50s, 100s from 0 to 1000 • Find 10/100 more or less than a given number up to 500 • Count on/back in tenths • Read and write all numbers to 1000 in numerals and write all numbers in words to 400 and over • Order a set of numbers (4 and/or 5) to at least 1000 in increasing and decreasing value • Compare numbers up to 200 and beyond using =, <, > symbols • Round numbers to the nearest 10 to at least 500 and to the nearest 100 to 500 • Partition 3 digit numbers (hundreds, tens and ones) • Recall fluently all addition number bonds to 20 and know all the subtraction number bonds to 20 to begin to become fluent in deriving facts (e.g. 3 + 7

• Add/subtract: 2-digit and 1-digit numbers, a 2-digit number and tens, two 2- digit numbers and add 3 one digit numbers • Recall the 2, 5 and 10 times tables and the derived division facts and begin to learn the 4 and 3 times tables • Double any number up to 50 and halve any even 2-digit number up to 100	= 10; 10 – 7 = 3 and 7 = 10 -3 to calculate 30 + 70 = 100; 100 – 70 = 30 and 70 = 100 – 30 and 300 + 700 = 1000; 1000 – 700 = 300 and 700 = 1000 – 300) • Add/subtract: 3-digit and 1-digit numbers, a 3-digit number and tens and a 3-digit number and hundreds • Count on/back in ½s , ¼s and 1/3s including on a number line • Recall the 2, 3, 4, 5 and 10 times tables and the derived division facts • Double any number up to 50 and halve any even 2-digit number up to 100

Spring Term

Ist Half Term	2nd Half Term
• Count on/back in steps of 2s,5s, 10s, 3s to 100 and beyond, from 0 and any given number • Count on/back in multiples of 4 and 8 from 0 • Count on/back in 50s, 100s from 0 to 1000 • Find 10/100 more or less than a given number up to 500 and more	• Count on/back in steps of 2s, 5s, 10s, 3s to 100 and beyond, from 0 and any given number • Count on/back in multiples of 4 and 8 from 0 • Count on/back in 50s, 100s from 0 to 1000 • Find 10/100 more or less than a given number up to 500 and more

- Read and write all numbers to 1000 in numerals and write all numbers in words to 500
- Order a set of numbers (4 and/or 5) to at least 1000 in increasing and decreasing value
- Compare numbers up to 500 using =, <, > symbols
- Round numbers to the nearest 10 to at least 1000 and to the nearest 100 to 1000
- Recognise the place value of each digit (hundreds, tens and ones)
- Recall fluently all addition number bonds to 20 and know all the subtraction number bonds to 20 to begin to become fluent in deriving facts (e.g. 3 + 7 = 10; 10 – 7 = 3 and 7 = 10 -3 to calculate 30 + 70 = 100; 100 – 70 = 30 and 70 = 100 – 30 and 300 + 700 = 1000; 1000 – 700 = 300 and 700 = 1000 – 300)
- Add/subtract: 3-digit and 1-digit numbers, a 3-digit number and tens and a 3-digit number and hundreds
- Recall the 2, 3, 4, 5 and 10 times tables and the derived division facts
- Double any number up to 100; double any multiple of 50 up to 500 and halve any number up to 100
- Find complements to 100 and recall addition and subtraction facts for 100 (e.g. 37 + 63 = 100, 63 + 37 = 100, 100 – 37 = 63, 100 – 63 = 37)

- Read and write all numbers to 1000 in numerals and write all numbers in words to 500 and over
- Order a set of numbers (4 and/or 5) to at least 1000 in increasing and decreasing value
- Compare numbers up to 500 and beyond using =, <, > symbols
- Round numbers to the nearest 10 to at least 1000 and to the nearest 100 to 1000
- Partition 3 digit numbers (hundreds, tens and ones) and partition numbers in different ways
- Recall fluently all addition number bonds to 20 and know all the subtraction number bonds to 20 to begin to become fluent in deriving facts (e.g. 3 + 7 = 10; 10 – 7 = 3 and 7 = 10 -3 to calculate 30 + 70 = 100; 100 – 70 = 30 and 70 = 100 – 30 and 300 + 700 = 1000; 1000 – 700 = 300 and 700 = 1000 – 300)
- Add/subtract: 3-digit and 1-digit numbers, a 3-digit number and tens and a 3-digit number and hundreds
- Count on/back in ½s , ¼s and $^{1}/_{3}$s including on a number line
- Recall the 2, 3, 4, 5, and 10 times tables and the derived division facts
- Double any number up to 100; double any multiple of 50 up to 500 and halve any number up to 100

	• Find complements to 100 and recall addition and subtraction facts for 100 (e.g. 37 + 63 = 100, 63 + 37 = 100, 100 – 37 = 63, 100 – 63 = 37)

Summer Term	
Ist Half Term	2nd Half Term
• Count on/back in steps of 1s, 10s, or 100 from any 2/3 digit numbers • Count on/back in 50s, 100s from 0 to 1000 • Find 10/100 more or less than a given number up to 1000 • Read and write all numbers to 1000 in numerals and write all numbers in words to at least 1000 • Order a set of numbers (4 and/or 5) to at least 1000 in increasing and decreasing value • Compare numbers up to 1000 using =, <, > symbols • Round numbers to the nearest 10 to 1000 and beyond and to the nearest 100 to 1000 and beyond • Partition 3 digit numbers (hundreds, tens and ones) and partition numbers in different ways • Count in tenths, read and write numbers with 1 decimal place and compare numbers with one decimal place • Recall fluently all addition number bonds to 20 and know all the subtraction number bonds to 20 to begin to become fluent in deriving facts (e.g. 3 + 7 = 10; 10 – 7 = 3 and 7 = 10 -3 to calculate 30 + 70 = 100; 100 –	• Count on/back in steps of 2s,5s, 10s, 3s to 100 and beyond, from 0 and any given number • Count on/back in multiples of 4 and 8 from 0 • Count on/back in 50s, 100s from 0 to 1000 • Find 10/100 more or less than a given number up to 1000 and more • Read and write all numbers to 1000 in numerals and write all numbers in words to at least 1000 • Order a set of numbers (4 and/or 5) to 1000 and beyond in increasing and decreasing value • Compare numbers up to 1000 and beyond using =, <, > symbols • Round numbers to the nearest 10 to 1000 and beyond and to the nearest 100 to 1000 and beyond • Begin to partition 4 digit numbers (thousands, hundreds, tens and ones) • Count in tenths, read and write numbers with 1 decimal place and compare numbers with one decimal place • Add/subtract: 3-digit and 1-digit numbers, a 3-digit number and tens and a 3-digit number and hundreds

70 = 30 and 70 = 100 – 30 and 300 + 700 = 1000; 1000 – 700 = 300 and 700 = 1000 – 300) • Find complements to 100 and recall addition and subtraction facts for 100 (e.g. 37 + 63 = 100, 63 + 37 = 100, 100 – 37 = 63, 100 – 63 = 37) • Add/subtract: 3-digit and 1-digit numbers, a 3-digit number and tens and a 3-digit number and hundreds • Recall the 2, 3, 4, 5, 8 and 10 times tables and the derived division facts • Double any number up to 100; double any multiple of 50 up to 500 and halve any number up to 200	• Count on/back in ½s , ¼s , 1/3s and 1/10s including on a number line • Find complements to 100 and recall addition and subtraction facts for 100 (e.g. 37 + 63 = 100, 63 + 37 = 100, 100 – 37 = 63, 100 – 63 = 37) • Recall the 2, 3, 4, 5, 8 and 10 times tables and the derived division facts • Double any number up to 100; double any multiple of 50 up to 500 and halve any number up to 200