

Busy Ant Maths Curriculum Comparison Map – Years 2 and 3

| Number – Number and place value | |
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| Year 2 National Curriculum attainment targets Pupils should be taught to: | Year 3 National Curriculum attainment targets Pupils should be taught to: |
| <ul style="list-style-type: none">count in steps of 2, 3, and 5 from 0, and in tens from any number, forwards and backwards | <ul style="list-style-type: none">count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number |
| <ul style="list-style-type: none">recognise the place value of each digit in a two-digit number (tens, ones) | <ul style="list-style-type: none">recognise the place value of each digit in a three-digit number (hundreds, tens, ones) |
| <ul style="list-style-type: none">identify, represent and estimate numbers using different representations, including the number line | <ul style="list-style-type: none">identify, represent and estimate numbers using different representations |
| <ul style="list-style-type: none">compare and order numbers from 0 up to 100; use <, > and = signs | <ul style="list-style-type: none">compare and order numbers up to 1000 |
| <ul style="list-style-type: none">read and write numbers to at least 100 in numerals and in words | <ul style="list-style-type: none">read and write numbers up to 1000 in numerals and in words |
| <ul style="list-style-type: none">use place value and number facts to solve problems | <ul style="list-style-type: none">solve number problems and practical problems involving these ideas |

* National curriculum Notes and guidance (non-statutory)

Busy Ant Maths Curriculum Comparison Map – Years 2 and 3

| Number – Addition and subtraction | |
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| Year 2 National Curriculum attainment targets Pupils should be taught to: | Year 3 National Curriculum attainment targets Pupils should be taught to: |
| <ul style="list-style-type: none"> • solve problems with addition and subtraction: <ul style="list-style-type: none"> – using concrete objects and pictorial representations, including those involving numbers, quantities and measures – applying their increasing knowledge of mental and written methods | <ul style="list-style-type: none"> • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction |
| <ul style="list-style-type: none"> • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 | <ul style="list-style-type: none"> • add and subtract numbers mentally, including: <ul style="list-style-type: none"> – a three-digit number and ones – a three-digit number and tens – a three-digit number and hundreds • practise solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the answers could exceed 100. * |
| <ul style="list-style-type: none"> • add and subtract numbers using concrete objects, pictorial representations and mentally, including: <ul style="list-style-type: none"> – a two-digit number and ones – a two-digit number and tens – two two-digit numbers – adding three one-digit numbers | |
| <ul style="list-style-type: none"> • record addition and subtraction in columns to support place value and prepare for formal written methods with larger numbers * | <ul style="list-style-type: none"> • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction |
| <ul style="list-style-type: none"> • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot | |
| <ul style="list-style-type: none"> • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems | <ul style="list-style-type: none"> • estimate the answer to a calculation and use inverse operations to check answers |

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Busy Ant Maths Curriculum Comparison Map – Years 2 and 3

| Number – Multiplication and division | |
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| Year 2 National Curriculum attainment targets Pupils should be taught to: | Year 3 National Curriculum attainment targets Pupils should be taught to: |
| <ul style="list-style-type: none">recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numberscalculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs | <ul style="list-style-type: none">recall and use multiplication and division facts for the 3, 4 and 8 multiplication tableswrite 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 |
| <ul style="list-style-type: none">show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot | |
| <ul style="list-style-type: none">solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts | <ul style="list-style-type: none">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 |

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Busy Ant Maths Curriculum Comparison Map – Years 2 and 3

| Number – Fractions | |
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| Year 2 National Curriculum attainment targets Pupils should be taught to: | Year 3 National Curriculum attainment targets Pupils should be taught to: |
| | <ul style="list-style-type: none">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 |
| <ul style="list-style-type: none">recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantitywrite simple fractions, for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$write simple fractions, for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ | <ul style="list-style-type: none">recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominatorsrecognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators |
| | <ul style="list-style-type: none">recognise and show, using diagrams, equivalent fractions with small denominators |
| | <ul style="list-style-type: none">add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] |
| | <ul style="list-style-type: none">compare and order unit fractions and fractions with the same denominators |
| | <ul style="list-style-type: none">solve problems that involve all of the above |

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Busy Ant Maths Curriculum Comparison Map – Years 2 and 3

| Measurement | |
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| Year 2 National Curriculum attainment targets Pupils should be taught to: | Year 3 National Curriculum attainment targets Pupils should be taught to: |
| <ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels | <ul style="list-style-type: none"> measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) |
| <ul style="list-style-type: none"> compare and order lengths, mass, volume/capacity and record the results using >, < and = | |
| <ul style="list-style-type: none"> recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value | <ul style="list-style-type: none"> measure the perimeter of simple 2-D shapes |
| <ul style="list-style-type: none"> find different combinations of coins that equal the same amounts of money | <ul style="list-style-type: none"> add and subtract amounts of money to give change, using both £ and p in practical contexts |
| <ul style="list-style-type: none"> solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change | |
| <ul style="list-style-type: none"> compare and sequence intervals of time | <ul style="list-style-type: none"> compare durations of events [for example to calculate the time taken by particular events or tasks] |
| <ul style="list-style-type: none"> tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times | <ul style="list-style-type: none"> tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks |
| <ul style="list-style-type: none"> know the number of minutes in an hour and the number of hours in a day | <ul style="list-style-type: none"> know the number of seconds in a minute and the number of days in each month, year and leap year |
| | <ul style="list-style-type: none"> 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, a.m./p.m., morning, afternoon, noon and midnight |

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Busy Ant Maths Curriculum Comparison Map – Years 2 and 3

| Geometry – Properties of shapes | |
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| Year 2 National Curriculum attainment targets Pupils should be taught to: | Year 3 National Curriculum attainment targets Pupils should be taught to: |
| <ul style="list-style-type: none">• identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line | <ul style="list-style-type: none">• draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them |
| <ul style="list-style-type: none">• compare and sort common 2-D and 3-D shapes and everyday objects | |
| <ul style="list-style-type: none">• draw lines and shapes using a straight edge * | |
| <ul style="list-style-type: none">• identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces | <ul style="list-style-type: none">• draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them |
| <ul style="list-style-type: none">• identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] | |
| <ul style="list-style-type: none">• compare and sort common 2-D and 3-D shapes and everyday objects | |
| <ul style="list-style-type: none">• use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise) [Geometry – Position and direction] | <ul style="list-style-type: none">• 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 |
| | <ul style="list-style-type: none">• identify horizontal and vertical lines and pairs of perpendicular and parallel lines |

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Busy Ant Maths Curriculum Comparison Map – Years 2 and 3

| Geometry – Position and direction | |
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| Year 2 National Curriculum attainment targets Pupils should be taught to: | Year 3 National Curriculum attainment targets Pupils should be taught to: |
| <ul style="list-style-type: none">• order and arrange combinations of mathematical objects in patterns and sequences | |
| <ul style="list-style-type: none">• use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise) | <ul style="list-style-type: none">• recognise angles as a property of shape or a description of a turn [Geometry – Properties of shapes]• 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] |

| Statistics | |
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| Year 2 National Curriculum attainment targets Pupils should be taught to: | Year 3 National Curriculum attainment targets Pupils should be taught to: |
| <ul style="list-style-type: none">• interpret and construct simple pictograms, tally charts, block diagrams and simple tables• use many-to-one correspondence in pictograms with simple ratios of 2 *• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity• ask and answer questions about totalling and comparing categorical data | <ul style="list-style-type: none">• interpret and present data using bar charts, pictograms and 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 |

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