

# Busy Ant Maths Medium-Term Mixed-age Plan – Years 2 and 3

Year 2		Year 3	
<b>National Curriculum attainment targets</b> Pupils should be taught to:		<b>National Curriculum attainment targets</b> Pupils should be taught to:	
<b>Unit 1</b> <b>Week 1</b>	<b>Number – Number and place value</b> <ul style="list-style-type: none"><li>• recognise the place value of each digit in a two-digit number (tens, ones)</li><li>• identify, represent and estimate numbers using different representations, including the number line</li><li>• compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li><li>• read and write numbers to at least 100 in numerals and in words</li><li>• use place value and number facts to solve problems</li></ul>	<b>Unit 1</b> <b>Week 1</b>	<b>Number – Number and place value</b> <ul style="list-style-type: none"><li>• recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li><li>• compare and order numbers up to 1000</li><li>• read and write numbers up to 1000 in numerals</li><li>• solve number problems and practical problems involving these ideas</li></ul>
<b>Unit 1</b> <b>Week 2</b>	<b>Number – Addition and subtraction</b> <ul style="list-style-type: none"><li>• recall and use addition and subtraction facts to 20 fluently</li><li>• show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li><li>• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li></ul>	<b>Unit 1</b> <b>Week 2</b>	<b>Number – Addition and subtraction</b> <ul style="list-style-type: none"><li>• practise solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the answers could exceed 100. *</li><li>• add and subtract numbers mentally, including:<ul style="list-style-type: none"><li>– a three-digit number and ones</li><li>– a three-digit number and tens</li></ul></li></ul>

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National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 1 Week 3	<b>Geometry – Properties of shapes</b> <ul style="list-style-type: none"><li>• identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li><li>• compare and sort common 2-D shapes</li><li>• draw lines and shapes using a straight edge *</li></ul>	Unit 5 Week 3	<b>Geometry – Properties of shapes</b> <ul style="list-style-type: none"><li>• draw 2-D shapes and describe them</li><li>• recognise angles as a property of shape</li></ul>
Unit 5 Week 3	<b>Geometry – Properties of shapes</b> <ul style="list-style-type: none"><li>• identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li><li>• identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]</li><li>• compare and sort common 2-D and 3-D shapes and everyday objects</li></ul>	Unit 1 Week 3	<b>Geometry – Properties of shapes</b> <ul style="list-style-type: none"><li>• make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li></ul>

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<b>National Curriculum attainment targets</b> Pupils should be taught to:		<b>National Curriculum attainment targets</b> Pupils should be taught to:	
<b>Unit 2</b> <b>Weeks 1 and 2</b>	<b>Number – Addition and subtraction</b> <ul style="list-style-type: none"><li>• solve problems with addition and subtraction:<ul style="list-style-type: none"><li>– using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li><li>– applying their increasing knowledge of mental methods</li></ul></li><li>• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li><li>• recognise and use the inverse relationship between addition and subtraction and use this to solve missing number problems</li></ul>	<b>Unit 2</b> <b>Week 1</b>	<b>Number – Number and place value</b> <ul style="list-style-type: none"><li>• find 10 more or less than a given number</li></ul> <b>Number – Multiplication and division</b> <ul style="list-style-type: none"><li>• recall and use multiplication and division facts for the 3 multiplication table</li><li>• 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</li></ul>
<b>Unit 3</b> <b>Weeks 1 and 2</b>	<b>Number – Number and place value</b> <ul style="list-style-type: none"><li>• count in steps of 2 and 5 from 0, forwards and backwards</li></ul> <b>Number – Multiplication and division</b> <ul style="list-style-type: none"><li>• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs</li><li>• show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li><li>• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li></ul>		

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# Busy Ant Maths Medium-Term Mixed-age Plan – Years 2 and 3

Year 2		Year 3	
National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 4 Week 2	<b>Number – Fractions</b> <ul style="list-style-type: none"><li>recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li><li>write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li></ul>	Unit 2 Week 2	<b>Number – Fractions</b> <ul style="list-style-type: none"><li>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li><li>add fractions with the same denominator within one whole [for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>]</li><li>solve problems that involve all of the above</li></ul>
Unit 2 Week 3	<b>Measurement (length and height)</b> <ul style="list-style-type: none"><li>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers</li><li>compare and order lengths and record the results using &gt;, &lt; and =</li></ul>	Unit 6 Week 3	<b>Measurement (length)</b> <ul style="list-style-type: none"><li>measure, compare, add and subtract lengths (m/cm/mm)</li></ul>
Unit 6 Week 3	<b>Measurement (mass)</b> <ul style="list-style-type: none"><li>choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using scales</li><li>compare and order mass and record the results using &gt;, &lt; and =</li></ul>	Unit 2 Week 3	<b>Measurement (mass)</b> <ul style="list-style-type: none"><li>measure, compare, add and subtract mass (kg/g)</li></ul>

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<b>National Curriculum attainment targets</b> Pupils should be taught to:		<b>National Curriculum attainment targets</b> Pupils should be taught to:
<b>Unit 3</b> <b>Weeks</b> <b>1 and 2</b>	<b>Number – Number and place value</b> <ul style="list-style-type: none"><li>count in steps of 2 and 5 from 0, forwards and backwards</li></ul> <b>Number – Multiplication and division</b> <ul style="list-style-type: none"><li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (<math>=</math>) signs</li><li>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li><li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li></ul>	Refer to the following unit to consolidate Year 3 attainment targets taught in the previous unit on Number – Number and place value, and Number – Multiplication and division: <ul style="list-style-type: none"><li>Unit 2, Week 1</li></ul>
	Refer to the following unit to consolidate Year 2 attainment targets taught in the previous unit on Number – Addition and subtraction: <ul style="list-style-type: none"><li>Unit 2, Weeks 1 and 2</li></ul>	<b>Number – Addition and subtraction</b> <ul style="list-style-type: none"><li>add and subtract numbers mentally, including:<ul style="list-style-type: none"><li>a three-digit number and ones</li><li>a three-digit number and tens</li><li>a three-digit number and hundreds</li></ul></li><li>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li></ul>

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Year 2		Year 3
<b>National Curriculum attainment targets</b> Pupils should be taught to:		<b>National Curriculum attainment targets</b> Pupils should be taught to:
<b>Unit 3</b> <b>Week 3</b>	<b>Geometry – Position and direction</b> <ul style="list-style-type: none"><li>order and arrange combinations of mathematical objects in patterns and sequences</li><li>use mathematical vocabulary to describe position, direction and movement, including movement in a straight line</li></ul>	Geometry – Position and direction is not in the Year 3 Programme of Study.
Refer to the following unit to consolidate Year 2 attainment targets taught in the previous unit on Geometry – Properties of shapes: <ul style="list-style-type: none"><li>Unit 1, Week 3</li></ul>	<b>Unit 3</b> <b>Week 3</b>	<b>Geometry – Properties of shapes</b> <ul style="list-style-type: none"><li>recognise angles as a property of shape or a description of a turn</li><li>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</li></ul>

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<b>National Curriculum attainment targets</b> Pupils should be taught to:		<b>National Curriculum attainment targets</b> Pupils should be taught to:	
<b>Unit 4</b> <b>Week 1</b>	<b>Number – Number and place value</b> <ul style="list-style-type: none"><li>count in steps of 2 and 5 from 0, and in tens from any number, forwards and backwards</li></ul> <b>Number – Multiplication and division</b> <ul style="list-style-type: none"><li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (<math>=</math>) signs</li><li>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li><li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li></ul>	<b>Unit 4</b> <b>Weeks 1 and 2</b>	<b>Number – Number and place value</b> <ul style="list-style-type: none"><li>count from 0 in multiples of 4 and 8</li></ul> <b>Number – Multiplication and division</b> <ul style="list-style-type: none"><li>recall and use multiplication and division facts for the 4 and 8 multiplication tables</li><li>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</li></ul>
<b>Unit 4</b> <b>Week 2</b>	<b>Number – Fractions</b> <ul style="list-style-type: none"><li>recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li><li>write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li></ul>	<b>Unit 2</b> <b>Week 2</b>	<b>Number – Fractions</b> <ul style="list-style-type: none"><li>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li><li>add fractions with the same denominator within one whole [for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>]</li><li>solve problems that involve all of the above</li></ul>

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<b>Unit 4</b> <b>Week 3</b>	<b>Measurement (time)</b> <ul style="list-style-type: none"><li>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</li><li>know the number of minutes in an hour</li></ul>	<b>Unit 4</b> <b>Week 3</b>	<b>Measurement (time)</b> <ul style="list-style-type: none"><li>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li><li>estimate and read time with increasing accuracy to the nearest minute; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</li></ul>
<b>Unit 5</b> <b>Week 1</b>	<b>Number – Number and place value</b> <ul style="list-style-type: none"><li>count in steps of 3 from 0, forwards and backwards</li><li>identify, represent and estimate numbers using different representations, including the number line</li><li>compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li><li>read and write numbers to at least 100 in numerals and in words</li></ul>	<b>Unit 5</b> <b>Week 1</b>	<b>Number – Number and place value</b> <ul style="list-style-type: none"><li>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li><li>compare and order numbers up to 1000</li><li>identify, represent and estimate numbers using different representations</li><li>read and write numbers up to 1000 in numerals and in words</li><li>solve number problems and practical problems involving these ideas</li></ul>

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<b>Unit 5</b> <b>Week 2</b>	<b>Number – Addition and subtraction</b> <ul style="list-style-type: none"><li>• solve problems with addition and subtraction:<ul style="list-style-type: none"><li>– using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li><li>– applying their increasing knowledge of mental methods</li></ul></li><li>• add and subtract numbers using concrete objects, pictorial representations and mentally, including:<ul style="list-style-type: none"><li>– a two-digit number and ones</li></ul></li></ul> <b>Measurement (money)</b> <ul style="list-style-type: none"><li>• recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li></ul>	<b>Unit 5</b> <b>Week 2</b>	<b>Number – Addition and subtraction</b> <ul style="list-style-type: none"><li>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li></ul> <b>Measurement (money)</b> <ul style="list-style-type: none"><li>• add and subtract amounts of money to give change, using both £ and p in practical contexts</li></ul>

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<b>National Curriculum attainment targets</b> Pupils should be taught to:		<b>National Curriculum attainment targets</b> Pupils should be taught to:	
<b>Unit 5</b> <b>Week 3</b>	<b>Geometry – Properties of shapes</b> <ul style="list-style-type: none"><li>• identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li><li>• identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]</li><li>• compare and sort common 2-D and 3-D shapes and everyday objects</li></ul>	<b>Unit 1</b> <b>Week 3</b>	<b>Geometry – Properties of shapes</b> <ul style="list-style-type: none"><li>• make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li></ul>
<b>Unit 1</b> <b>Week 3</b>	<b>Geometry – Properties of shapes</b> <ul style="list-style-type: none"><li>• identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li><li>• compare and sort common 2-D shapes</li><li>• draw lines and shapes using a straight edge *</li></ul>	<b>Unit 5</b> <b>Week 3</b>	<b>Geometry – Properties of shapes</b> <ul style="list-style-type: none"><li>• draw 2-D shapes and describe them</li><li>• recognise angles as a property of shape</li></ul>

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National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 6 Weeks 1 and 2	<b>Number – Number and place value</b> <ul style="list-style-type: none"><li>count in steps of 2 and 5 from 0, and in tens from any number, forwards and backwards</li></ul> <b>Number – Multiplication and division</b> <ul style="list-style-type: none"><li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li><li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (<math>=</math>) signs</li><li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li></ul>	Unit 6 Week 1	<b>Number – Number and place value</b> <ul style="list-style-type: none"><li>count from 0 in multiples of 4 and 8</li></ul> <b>Number – Multiplication and division</b> <ul style="list-style-type: none"><li>recall and use multiplication and division facts for the 4 and 8 multiplication tables</li><li>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</li></ul>
	Refer to the following unit to consolidate Year 2 attainment targets taught in the previous unit on Number – Fractions: <ul style="list-style-type: none"><li>Unit 4, Week 2</li></ul>	Unit 6 Week 2	<b>Number – Fractions</b> <ul style="list-style-type: none"><li>recognise, find and write fractions of a discrete set of objects: unit and non-unit fractions with small denominators</li><li>recognise and use fractions as numbers: unit and non-unit fractions with small denominators</li><li>compare and order unit fractions and fractions with the same denominators</li><li>solve problems that involve all of the above</li></ul>

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National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 6 Week 3	<b>Measurement (mass)</b> <ul style="list-style-type: none"><li>choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using scales</li><li>compare and order mass and record the results using &gt;, &lt; and =</li></ul>	Unit 2 Week 3	<b>Measurement (mass)</b> <ul style="list-style-type: none"><li>measure, compare, add and subtract mass (kg/g)</li></ul>
Unit 2 Week 3	<b>Measurement (length and height)</b> <ul style="list-style-type: none"><li>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers</li><li>compare and order lengths and record the results using &gt;, &lt; and =</li></ul>	Unit 6 Week 3	<b>Measurement (length)</b> <ul style="list-style-type: none"><li>measure, compare, add and subtract lengths (m/cm/mm)</li></ul>

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<b>Unit 7</b> <b>Weeks</b> <b>1 and 2</b>	<b>Number – Addition and subtraction</b> <ul style="list-style-type: none"><li>• solve problems with addition and subtraction:<ul style="list-style-type: none"><li>– using concrete objects and pictorial representations, including those involving numbers</li><li>– applying their increasing knowledge of mental methods</li></ul></li><li>• add and subtract numbers using concrete objects, pictorial representations and mentally, including:<ul style="list-style-type: none"><li>– a two-digit number and tens</li><li>– adding three one-digit numbers</li></ul></li><li>• show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li><li>• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li></ul> <b>Measurement (money)</b> <ul style="list-style-type: none"><li>• find different combinations of coins that equal the same amounts of money</li><li>• solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li></ul>	<b>Unit 7</b> <b>Weeks</b> <b>1 and 2</b>	<b>Number – Addition and subtraction</b> <ul style="list-style-type: none"><li>• add and subtract numbers mentally, including:<ul style="list-style-type: none"><li>– a three-digit number and ones</li><li>– a three-digit number and tens</li><li>– a three-digit number and hundreds</li></ul></li><li>• add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li><li>• estimate the answer to a calculation and use inverse operations to check answers</li><li>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li></ul> <b>Measurement (money)</b> <ul style="list-style-type: none"><li>• add and subtract amounts of money to give change, using both £ and p in practical contexts</li></ul>

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<b>Unit 7</b> <b>Week 3</b>	<b>Statistics</b> <ul style="list-style-type: none"><li>• interpret and construct tally charts and simple tables</li><li>• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li><li>• ask and answer questions about totalling and comparing categorical data</li></ul>	<b>Unit 7</b> <b>Week 3</b>	<b>Statistics</b> <ul style="list-style-type: none"><li>• interpret and present data using bar charts, pictograms and tables</li><li>• 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</li></ul>

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<b>Unit 8 Week 1</b>	<b>Number – Number and place value</b> <ul style="list-style-type: none"><li>count in steps of 2 and 5 from 0, and in tens from any number, forwards and backwards</li></ul> <b>Number – Multiplication and division</b> <ul style="list-style-type: none"><li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li><li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</li><li>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li></ul>	<b>Unit 8 Week 1</b>	<b>Number – Number and place value</b> <ul style="list-style-type: none"><li>count from 0 in multiples of 50 and 100; find 100 more or less than a given number</li></ul> <b>Number – Multiplication and division</b> <ul style="list-style-type: none"><li>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li><li>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</li></ul>
<b>Unit 8 Week 2</b>	<b>Number – Fractions</b> <ul style="list-style-type: none"><li>recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li><li>write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li></ul>	<b>Unit 8 Week 2</b>	<b>Number – Fractions</b> <ul style="list-style-type: none"><li>recognise and show, using diagrams, equivalent fractions with small denominators</li><li>subtract fractions with the same denominator within one whole</li><li>compare and order unit fractions and fractions with the same denominators</li><li>solve problems that involve all of the above</li></ul>

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<b>Unit 8</b> <b>Week 3</b>	<b>Measurement (volume and capacity)</b> <ul style="list-style-type: none"><li>choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using measuring vessels</li><li>compare and order volume/capacity and record the results using &gt;, &lt; and =</li></ul>	<b>Unit 10</b> <b>Week 3</b>	<b>Measurement (volume and capacity)</b> <ul style="list-style-type: none"><li>measure, compare, add and subtract volume/capacity (l/ml)</li></ul>
<b>Unit 10</b> <b>Week 3</b>	<b>Measurement (temperature, length and height, mass, and volume and capacity)</b> <ul style="list-style-type: none"><li>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</li><li>compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li></ul>	<b>Unit 8</b> <b>Week 3</b>	<b>Measurement (perimeter)</b> <ul style="list-style-type: none"><li>measure the perimeter of simple 2-D shapes</li></ul>

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Year 2		Year 3	
<b>National Curriculum attainment targets</b> Pupils should be taught to:		<b>National Curriculum attainment targets</b> Pupils should be taught to:	
<b>Unit 9</b> <b>Week 1</b>	<b>Number – Number and place value</b> <ul style="list-style-type: none"> <li>count in steps of 3 from 0, forwards and backwards</li> <li>recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>use place value and number facts to solve problems</li> </ul>	<b>Unit 9</b> <b>Week 1</b>	<b>Number – Number and place value</b> <ul style="list-style-type: none"> <li>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>compare and order numbers up to 1000</li> <li>identify, represent and estimate numbers using different representations</li> <li>read and write numbers up to 1000 in numerals and in words</li> <li>solve number problems and practical problems involving these ideas</li> </ul>
<b>Unit 9</b> <b>Week 2</b>	<b>Number – Addition and subtraction</b> <ul style="list-style-type: none"> <li>add and subtract numbers using concrete objects, pictorial representations and mentally, including:                             <ul style="list-style-type: none"> <li>two two-digit numbers</li> </ul> </li> <li>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>recognise and use the inverse relationship between addition and subtraction and use this to check calculations</li> </ul>	<b>Unit 9</b> <b>Week 2</b>	<b>Number – Addition and subtraction</b> <ul style="list-style-type: none"> <li>add and subtract numbers mentally, including:                             <ul style="list-style-type: none"> <li>a three-digit number and ones</li> <li>a three-digit number and tens</li> <li>a three-digit number and hundreds</li> </ul> </li> <li>add and subtract numbers with up to three digits</li> <li>using formal written methods of columnar addition and subtraction</li> <li>estimate the answer to a calculation and use inverse operations to check answers</li> <li>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> </ul>

\* National curriculum Notes and guidance (non-statutory)

# Busy Ant Maths Medium-Term Mixed-age Plan – Years 2 and 3

Year 2		Year 3
<b>National Curriculum attainment targets</b> Pupils should be taught to:		<b>National Curriculum attainment targets</b> Pupils should be taught to:
<b>Unit 9 Week 3</b>	<b>Geometry – Position and direction</b> <ul style="list-style-type: none"><li>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)</li></ul>	Geometry – Position and direction is not in the Year 3 Programme of Study. Refer to the following unit to consolidate Year 3 attainment targets taught in the previous unit on Geometry – Properties of shapes: <ul style="list-style-type: none"><li>Unit 3, Week 3</li></ul>
Refer to the following units to consolidate Year 2 attainment targets taught in previous units on Geometry – Properties of shapes: <ul style="list-style-type: none"><li>Unit 1, Week 3</li><li>Unit 5, Week 3</li></ul>		<b>Unit 9 Week 3</b> <b>Geometry – Properties of shapes</b> <ul style="list-style-type: none"><li>draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li><li>identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li></ul>

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# Busy Ant Maths Medium-Term Mixed-age Plan – Years 2 and 3

Year 2		Year 3	
National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 10 Weeks 1 and 2	<p><b>Number – Number and place value</b></p> <ul style="list-style-type: none"><li>count in steps of 2 and 5 from 0, and in tens from any number, forwards and backwards</li></ul> <p><b>Number – Multiplication and division</b></p> <ul style="list-style-type: none"><li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li><li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (<math>=</math>) signs</li><li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li></ul>	Unit 10 Week 1	<p><b>Number – Multiplication and division</b></p> <ul style="list-style-type: none"><li>write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li><li>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</li></ul>

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# Busy Ant Maths Medium-Term Mixed-age Plan – Years 2 and 3

Year 2		Year 3
National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:
Unit 12 Week 2	Number – Fractions <ul style="list-style-type: none"><li>recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li><li>write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li></ul>	Unit 10 Week 2
		Number – Fractions <ul style="list-style-type: none"><li>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</li><li>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li><li>recognise and show, using diagrams, equivalent fractions with small denominators</li><li>solve problems that involve all of the above</li></ul>

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# Busy Ant Maths Medium-Term Mixed-age Plan – Years 2 and 3

Year 2		Year 3	
<b>National Curriculum attainment targets</b> Pupils should be taught to:		<b>National Curriculum attainment targets</b> Pupils should be taught to:	
<b>Unit 10 Week 3</b>	<b>Measurement (temperature, length and height, mass, and volume and capacity)</b> <ul style="list-style-type: none"><li>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</li><li>compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li></ul>	<b>Unit 8 Week 3</b>	<b>Measurement (perimeter)</b> <ul style="list-style-type: none"><li>measure the perimeter of simple 2-D shapes</li></ul>
<b>Unit 8 Week 3</b>	<b>Measurement (volume and capacity)</b> <ul style="list-style-type: none"><li>choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using measuring vessels</li><li>compare and order volume/capacity and record the results using &gt;, &lt; and =</li></ul>	<b>Unit 10 Week 3</b>	<b>Measurement (volume and capacity)</b> <ul style="list-style-type: none"><li>measure, compare, add and subtract volume/capacity (l/ml)</li></ul>

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Year 2		Year 3	
<b>National Curriculum attainment targets</b> Pupils should be taught to:		<b>National Curriculum attainment targets</b> Pupils should be taught to:	
<b>Unit 11</b> <b>Weeks</b> <b>1 and 2</b>	<b>Number – Addition and subtraction</b> <ul style="list-style-type: none"><li>• solve problems with addition and subtraction:<ul style="list-style-type: none"><li>– using concrete objects and pictorial representations including those involving numbers, quantities and measures</li><li>– applying their increasing knowledge of mental and written methods</li></ul></li><li>• add and subtract numbers using concrete objects, pictorial representations and mentally, including:<ul style="list-style-type: none"><li>– two two-digit numbers</li></ul></li><li>• show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li><li>• recognise and use the inverse relationship between addition and subtraction and use this to check calculations</li><li>• record addition and subtraction in columns to support place value and prepare for formal written methods with larger numbers *</li></ul>	<b>Unit 11</b> <b>Weeks</b> <b>1 and 2</b>	<b>Number – Addition and subtraction</b> <ul style="list-style-type: none"><li>• add and subtract numbers mentally, including:<ul style="list-style-type: none"><li>– a three-digit number and ones</li><li>– a three-digit number and tens</li><li>– a three-digit number and hundreds</li></ul></li><li>• add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li><li>• estimate the answer to a calculation and use inverse operations to check answers</li><li>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li></ul> <b>Measurement (money)</b> <ul style="list-style-type: none"><li>• add and subtract amounts of money to give change, using both £ and p in practical contexts</li></ul>

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Year 2		Year 3	
<b>National Curriculum attainment targets</b> Pupils should be taught to:		<b>National Curriculum attainment targets</b> Pupils should be taught to:	
<b>Unit 11</b> <b>Week 3</b>	<b>Statistics</b> <ul style="list-style-type: none"><li>• interpret and construct simple pictograms, block diagrams and simple tables</li><li>• use many-to-one correspondence in pictograms with simple ratios of 2 *</li><li>• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li><li>• ask and answer questions about totalling and comparing categorical data</li></ul>	<b>Unit 12</b> <b>Week 3</b>	<b>Statistics</b> <ul style="list-style-type: none"><li>• interpret and present data using bar charts, pictograms and tables</li><li>• 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</li></ul>
<b>Unit 12</b> <b>Week 3</b>	<b>Measurement (time)</b> <ul style="list-style-type: none"><li>• compare and sequence intervals of time</li><li>• 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</li><li>• know the number of minutes in an hour and the number of hours in a day</li></ul>	<b>Unit 11</b> <b>Week 3</b>	<b>Measurement (time)</b> <ul style="list-style-type: none"><li>• tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li><li>• 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</li><li>• know the number of seconds in a minute and the number of days in each month, year and leap year</li><li>• compare durations of events [for example to calculate the time taken by particular events or tasks]</li></ul>

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<b>National Curriculum attainment targets</b> Pupils should be taught to:		<b>National Curriculum attainment targets</b> Pupils should be taught to:	
<b>Unit 12 Week 1</b>	<b>Number – Number and place value</b> <ul style="list-style-type: none"><li>count in steps of 2 and 5 from 0, and in tens from any number, forwards and backwards</li></ul> <b>Number – Multiplication and division</b> <ul style="list-style-type: none"><li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</li><li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li></ul>	<b>Unit 12 Weeks 1 and 2</b>	<b>Number – Multiplication and division</b> <ul style="list-style-type: none"><li>write 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</li><li>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</li></ul>
<b>Unit 12 Week 2</b>	<b>Number – Fractions</b> <ul style="list-style-type: none"><li>recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li><li>write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li></ul>	<div>Refer to the following units to consolidate Year 3 attainment targets taught in previous units on Number – Fractions:</div> <ul style="list-style-type: none"><li>Unit 2, Week 2</li><li>Unit 6, Week 2</li><li>Unit 8, Week 2</li></ul>	

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<b>Unit 12</b> <b>Week 3</b>	<b>Measurement (time)</b> <ul style="list-style-type: none"> <li>compare and sequence intervals of time</li> <li>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</li> <li>know the number of minutes in an hour and the number of hours in a day</li> </ul>	<b>Unit 11</b> <b>Week 3</b>	<b>Measurement (time)</b> <ul style="list-style-type: none"> <li>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>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</li> <li>know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>compare durations of events [for example to calculate the time taken by particular events or tasks]</li> </ul>
<b>Unit 11</b> <b>Week 3</b>	<b>Statistics</b> <ul style="list-style-type: none"> <li>interpret and construct simple pictograms, block diagrams and simple tables</li> <li>use many-to-one correspondence in pictograms with simple ratios of 2 *</li> <li>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>ask and answer questions about totalling and comparing categorical data</li> </ul>	<b>Unit 12</b> <b>Week 3</b>	<b>Statistics</b> <ul style="list-style-type: none"> <li>interpret and present data using bar charts, pictograms and tables</li> <li>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</li> </ul>

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