Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
Number					
Numbers and the number system					
3Nn1 Recite numbers 100 to 200 and beyond.	pages 4–8, 23	pages 2–5	Counting to 1000, pages 1–5		
3Nn2 Read and write numbers to at least 1000.	Chapter 1	Chapter 1			
3Nn3 Count on and back in ones, tens and hundreds from two- and three-digit numbers.	pages 23–27	pages 23–27	Counting within 1000, pages 6–10	3.3 Subtracting 1-digit numbers from 3-digit numbers without regrouping	Counting within 1000: Missing numbers
3Nn4 Count on and back in steps of 2, 3, 4 and 5 to at least 50.	pages 23–27	pages 23–27			
3Nn5 Understand what each digit represents in three- digit numbers and partition into hundreds, tens and units.	pages 4–14	pages 2–22	Counting within 1000, pages 6–10	1.1 Counting up to 1000	Comparing and ordering numbers up to 1000: Pick a card Counting within 1000: Missing numbers
3Nn6 Find 1, 10, 100 more/ less than two- and three-digit numbers.	pages 23–27	pages 23–27	Counting within 1000, pages 6–10	1.2 Comparing and ordering numbers up to 1000	Counting within 1000: Missing numbers
3Nn7 Multiply two-digit numbers by 10 and understand the effect.	pages 129, 138–141	page 122			
3Nn8 Round two-digit numbers to the nearest 10 and round three-digit numbers to the nearest 100.	pages 30–31				
3Nn9 Place a three-digit number on a number line marked off in multiples of 100.	pages 28–29				

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
3Nn10 Place a three-digit number on a number line marked off in multiples of 10.	pages 28–29				Counting within 1000: Missing numbers
3Nn11 Compare three-digit numbers, use < and > signs, and find a number in between.	pages 15–17	pages 13–20		1.3 Comparing and ordering numbers up to 1000	Comparing and ordering numbers up to 1000: Pick a card
3Nn12 Order two- and three-digit numbers.	pages 18–22	pages 21–22		1.4 Ordering numbers	Counting within 1000: Missing numbers
3Nn13 Give a sensible estimate of a number as a range (e.g. 30 to 50) by grouping in tens.	page 32	pages 28–29	Estimating, pages 11–15		
3Nn14 Find half of odd and even numbers to 40, using notation such as $13\frac{1}{2}$.	pages 39–43	pages 34–38			
3Nn15 Understand and use fraction notation recognising that fractions are several parts of one whole, e.g. $\frac{3}{4}$ is three quarters and $\frac{2}{3}$ is two thirds.	pages 72–74	pages 67–71		4.1 Reviewing and naming fractions 4.3 Comparing and ordering fractions	
3Nn16 Recognise equivalence between $\frac{1}{2}$, $\frac{2}{4}$, $\frac{4}{8}$ and $\frac{5}{10}$ using diagrams.	pages 81–84	pages 76–78	Equivalent fractions, pages 41–45	4.3 Comparing and ordering fractions	
3Nn17 Recognise simple mixed fractions, e.g. $1\frac{1}{2}$ and $2\frac{1}{4}$.	pages 75–76		Mixed numbers and improper fractions, pages 36–40	4.4 Comparing and ordering fractions	

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
3Nn18 Order simple or mixed fractions on a number line, e.g. using the knowledge that $\frac{1}{2}$ comes halfway between $\frac{1}{4}$ and $\frac{3}{4}$ and that $1\frac{1}{2}$ comes halfway between 1 and 2.			Mixed numbers and improper fractions, pages 36–40		Comparing and ordering fractions: Fraction strips Relating fractions to division: Chocolate
3Nn19 Begin to relate finding fractions to division.	pages 85–87	pages 79–81			Comparing and ordering fractions: Fraction strips Relating fractions to division: Chocolate
3Nn20 Find halves, thirds, quarters and tenths of shapes and numbers (whole number answers).	pages 72–74, 85–87	pages 66–69, 79–81		4.2 Reviewing and naming fractions 4.3 Comparing and ordering fractions 4.5 Relating fractions to division	

Calculation

Mental strategies

3Nc1 Know addition and subtraction facts for all numbers to 20.	pages 36–38, 60–64	pages 30–33, 56–59	Mental addition, pages 16–20	2.1 Halving and doubling odd and even numbers	
3Nc2 Know the following addition and subtraction facts: – multiples of 100 with a total of 1000 – multiples of 5 with a total of 100.	pages 48–49				
3Nc3 Know multiplication/ division facts for 2×, 3×, 5×, and 10× tables.	pages 124–134	pages 112–120		2.1 Halving and doubling odd and even numbers	

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
3Nc4 Begin to know 4× table.	pages 124–134	pages 120–128			
3Nc5 Recognise two- and three-digit multiples of 2, 5 and 10.	pages 28–32, 235	pages 108–109			
3Nc6 Work out quickly the doubles of numbers 1 to 20 and derive the related halves.	pages 39–43	pages 34–38			Halving and doubling odd and even numbers: Double problems Halving and doubling odd and even numbers and Addition of up to 3 digits: Always, sometimes, or never true?
3Nc7 Work out quickly the doubles of multiples of 5 (< 100) and derive the related halves.		pages 34–38			
3Nc8 Work out quickly the doubles of multiples of 50 to 500.		pages 34–38			
Addition and subtraction					
3Nc9 Add and subtract 10 and multiples of 10 to and from two- and three-digit numbers.	pages 23–26	page 24	Mental addition, pages 16–20	2.3 Finding complements to 100	
3Nc10 Add 100 and multiples of 100 to three-digit numbers.	pages 44–47	pages 39–40	Mental addition, pages 16–20		
3Nc11 Use the = sign to represent equality, e.g. 75 + 25 = 95 + 5.	Throughout Number chapters			2.5 Revision	
3Nc12 Add several small numbers.	pages 36–38	pages 30–33			
3Nc13 Find complements to 100, solving number equations such as 78 + □ = 100.	pages 48–49	page 41		2.3 Finding complements to 100	

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
3Nc14 Add and subtract pairs of two-digit numbers.	pages 50–52, 63–64	pages 42–45	Adding 2-digit numbers, pages 21–25 Mental addition and subtraction, pages 26–30 Subtracting 2-digit numbers, pages 31–35	2.3 Finding complements to 100 3.4 Problem-solving	
3Nc15 Add three-digit and two-digit numbers using notes to support.	pages 53–57	pages 46–55		2.4 Adding using support	Halving and doubling odd and even numbers and Addition of up to 3 digits: Always, sometimes, or never true?
3Nc16 Re-order an addition to help with the calculation, e.g. 41 + 54, by adding 40 to 54, then 1.	pages 50–52	pages 42–45		2.4 Adding using support	
3Nc17 Add/subtract single-digit numbers to/from three-digit numbers.	pages 65–69	pages 60–65		3.3 Subtracting 1-digit numbers from 3-digit numbers without regrouping	Halving and doubling odd and even numbers and Addition of up to 3 digits: Always, sometimes or never true? Subtracting 1-digit numbers from 3-digit numbers: Making numbers Subtracting 1-digit numbers from 3-digit numbers: Reading
3Nc18 Find 20, 30, ... 90, 100, 200, 300 more/less than three-digit numbers.	pages 44–47	pages 39–40		1.5 Counting within 1000	

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
Multiplication and division					
3Nc19 Understand the relationship between halving and doubling.				2.2 Halving and doubling odd and even numbers 7.4 Doubling and multiplying single- and double-digit numbers	
3Nc20 Understand the effect of multiplying two-digit numbers by 10.	pages 138–141	pages 122–126		7.2 Multiplying by 6, 7, 8 and 9	
3Nc21 Multiply single-digit numbers and divide two-digit numbers by 2, 3, 4, 5, 6, 9 and 10.	pages 153–158	pages 132–149		7.2 Multiplying by 6, 7, 8 and 9 7.4 Doubling and multiplying single- and double-digit numbers	Multiplying by 6, 7, 8 and 9: How many chocolates? Recall division facts of 2, 3, 4 and 5: Colouring
3Nc22 Multiply teen numbers by 3 and 5.	pages 135–137, 142–145	pages 128–134, 135–139	Multiplying teen numbers, pages 71–75	7.3 Word problems 7.5 Word problems	Multiply teen numbers by 3 and 5: How many?
3Nc23 Begin to divide two-digit numbers just beyond 10× tables, e.g. 60 ÷ 5, 33 ÷ 3.	pages 148–152	pages 140–144	Division, pages 76–80	8.2 Review of equal sharing and equal grouping	
3Nc24 Understand that division can leave a remainder (initially as 'some left over').	pages 166–169	pages 150–153		8.1 Division facts 8.5 Problem-solving	Carry out a division that leaves a remainder: Word problems
3Nc25 Understand and apply the idea that multiplication is commutative.	pages 153–158	pages 137–141		7.2 Multiplying by 6, 7, 8 and 9 7.3 Word problems 8.3 Division and multiplication	

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
3Nc26 Understand the relationship between multiplication and division and write connected facts.	pages 152–158	pages 145–149		8.3 Division and multiplication	

Geometry

Shapes and geometric reasoning

3Gs1 Identify, describe and draw regular and irregular 2D shapes including pentagons, hexagons, octagons and semicircles.	pages 90, 92	pages 82–83	2D shapes, pages 46–50	5.1 Dr Hymachi's robot 5.2 Words for shapes 5.3 2D or 3D shapes? 5.4 Crossword 5.5 Complete the sentence	Regular and irregular 2D shapes: Making triangles
3Gs2 Classify 2D shapes according to the number of sides, vertices and right angles.	pages 91, 93–95	pages 84–85		5.1 Dr Hymachi's robot 5.4 Crossword 5.5 Complete the sentence	
3Gs3 Identify, describe and make 3D shapes including pyramids and prisms; investigate which nets will make a cube.	pages 100–101	pages 93–95	3D shapes, pages 51–55	5.2 Words for shapes 5.3 2D or 3D shapes? 5.4 Crossword 5.5 Complete the sentence	Making cubes from nets: Nets
3Gs4 Classify 3D shapes according to the number and shape of faces, number of vertices and edges.	pages 97–99	pages 87, 90–92	3D shapes, pages 51–55	5.4 Crossword 5.5 Complete the sentence	
3Gs5 Draw and complete 2D shapes with reflective symmetry and draw reflections of shapes (mirror line along one side).	pages 104, 105		Reflective symmetry, pages 56–60		
3Gs6 Relate 2D shapes and 3D solids to drawings of them.	page 96	page 95			

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
3Gs7 Identify 2D and 3D shapes, lines of symmetry and right angles in the environment.	pages 102–104		Reflective symmetry, pages 56–60	11.4 Comparing angles with right angles	Regular and irregular 2D shapes: Making triangles
3Gs8 Identify right angles in 2D shapes.	pages 91–95, 236	pages 85, 215		11.4 Comparing angles with right angles	
Position and movement					
3Gp1 Use the language of position, direction and movement, including clockwise and anticlockwise.	pages 228–231	page 220	Position, direction and movement, pages 91–95	11.1 Position, direction and movement 11.3 Finding and describing position	Finding and describing position: Padma's shape
3Gp2 Find and describe the position of a square on a grid of squares where the rows and columns are labelled.	pages 232–235	pages 221–222	Position, direction and movement, pages 91–95	11.2 Describing position using a grid 11.3 Finding and describing position	Finding and describing position: Padma's shape
3Gp3 Use a set square to draw right angles.	pages 236–237	page 223	Right angles, pages 96–100	11.5 Comparing angles with right angles	Use a set square to draw a right angle: Right angles
3Gp4 Compare angles with a right angle and recognise that a straight line is equivalent to two right angles.	pages 238–241	pages 224–225	Right angles, pages 96–100	11.5 Comparing angles with right angles	Use a set square to draw a right angle: Right angles
Measure					
Money					
3Mm1 Consolidate using money notation.	pages 18, 46, 67, 87, 213	pages 13, 41, 129, 148			
3Mm2 Use addition and subtraction facts with a total of 100 to find change.	page 49	page 41			

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
Length, mass and capacity					
3Ml1 Choose and use appropriate units and equipment to estimate, measure and record measurements.	pages 172–177, 186–189, 195–197	pages 154–159, 171–2, 188–191		9.2 Equipment for measuring 9.3 Word problems (length)	Word problems: Length and capacity
3Ml2 Know the relationship between kilometres and metres, metres and centimetres, kilograms and grams, litres and millilitres.	pages 178–182, 190–192, 196	pages 160–168, 177–180, 181–183	Converting between lengths, pages 81–85	9.1 Units of measurement 9.3 Word problems (length)	Converting between cm and m, and between m and km: How much?
3Ml3 Read to the nearest division or half division, use scales that are numbered or partially numbered.	pages 188–189, 195–196	pages 173–176, 192–193			
3Ml4 Use a ruler to draw and measure lines to the nearest centimetre.	page 175	pages 154–159			
3Ml5 Solve word problems involving measures.	pages 183–185, 193–194, 198–199	pages 169–170, 184–187		9.3 Word problems (length) 9.4 Estimating mass of common objects 9.5 Problem-solving	
Time					
3Mt1 Suggest and use suitable units to measure time and know the relationships between them (second, minute, hour, day, week, month, year).	pages 207–221	pages 198–207		10.1 Units of time 10.2 Units of time 10.4 Months of the year	Explain the relationship among units of time: Time quiz
3Mt2 Read the time on analogue and digital clocks, to the nearest 5 minutes on an analogue clock and to the nearest minute on a digital clock.	pages 204–206	pages 194–197	Reading the time, pages 86–90	10.3 Reading the time	

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
3Mt3 Begin to calculate simple time intervals in hours and minutes.	pages 222–225	pages 208–209		10.5 Word problems	
3Mt4 Read a calendar and calculate time intervals in weeks or days.					Know the number of days in each calendar month and in a year: Months of the year

Handling data

Organising, categorising and representing data

3Dh1 Answer a real-life question by collecting, organising and interpreting data, e.g. investigating the population of mini-beasts in different environments.	pages 108, 116			6.2 Problem-solving 6.3 Bar graphs 6.4 Sorting according to two criteria using Carroll diagrams 6.5 Sorting according to two criteria using Venn diagrams	
3Dh2 Use tally charts, frequency tables, pictograms (symbol representing one or two units) and bar charts (intervals labelled in ones or twos).	pages 108–115	pages 96–105	Bar graphs, pages 61–65	6.1 Graph and diagram names	Bar graphs: Swimming
3Dh3 Use Venn or Carroll diagrams to sort data and objects using two criteria.	pages 117–121	pages 116–119	Sorting data using Venn diagrams and Carroll diagrams, pages 66–70	6.1 Graph and diagram names 6.2 Problem-solving 6.4 Sorting according to two criteria using Carroll diagrams 6.5 Sorting according to two criteria using Venn diagrams	Sorting according to two criteria using Venn diagrams: Correct labels

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
Problem solving					
Using techniques and skills in solving mathematical problems					
3Pt1 Choose appropriate mental strategies to carry out calculations.	Chapters 2, 3, 4, 7, 8, 10	Chapters 2, 3, 4, 7, 8, 10		1.1 Counting up to 1000 1.2 Comparing and ordering numbers up to 1000 1.4 Ordering numbers 2.4 Adding using support 3.2 Review of subtraction facts and mental subtraction 3.4 Problem-solving 3.5 Money notation 6.2 Problem-solving 9.4 Estimating mass of common objects 9.5 Problem-solving	Comparing and ordering numbers up to 1000: Pick a card Halving and doubling odd and even numbers and Addition of up to 3 digits: Always, sometimes or never true? Subtracting 1-digit numbers from 3-digit numbers: Making numbers
3Pt2 Begin to understand everyday systems of measurement in length, weight, capacity and time and use these to make measurements as appropriate.	Chapter 9	Chapter 9		3.2 Review of subtraction facts and mental subtraction 9.2 Equipment for measuring 9.3 Word problems (length) 9.4 Estimating mass of common objects	Comparing and ordering fractions: Fraction strips Word problems: Length and capacity Converting between cm and m, and between m and km: How much? Explain the relationship among units of time: Time quiz

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
3Pt3 Make sense of and solve word problems, single (all four operations) and two-step (addition and subtraction), and begin to represent them, e.g. with drawings or on a number line.	pages 142–145, 162–165, 169, 183–185, 193–194, 222–225	pages 127–131, 135, 146–149, 169–170, 184–187, 208–209		1.3 Comparing and ordering numbers up to 1000 1.4 Ordering numbers 2.3 Finding complements to 100 3.2 Review of subtraction facts and mental subtraction 6.4 Sorting according to two criteria using Carroll diagrams 7.5 Word problems 9.3 Word problems (length) 9.5 Problem-solving 10.5 Word problems 11.3 Finding and describing position	Halving and doubling odd and even numbers: Double problems Subtracting 1-digit numbers from 3-digit numbers: Reading Relating fractions to division: Chocolate Multiply teen numbers by 3 and 5: How many? Recall division facts of 2, 3, 4 and 5: Colouring Carry out a division that leaves a remainder: Word problems Word problems: Length and capacity Converting between cm and m, and between m and km: How much?
3Pt4 Check the results of adding two numbers using subtraction, and several numbers by adding in a different order.				2.3 Finding complements to 100	
3Pt5 Check subtraction by adding the answer to the smaller number in the original calculation.				3.2 Review of subtraction facts and mental subtraction	

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
3Pt6 Check multiplication by reversing the order, e.g. checking that 6 × 4 = 24 by doing 4 × 6.	pages 153–157			7.3 Word problems 8.2 Review of equal sharing and equal grouping 8.3 Division and multiplication	Multiply teen numbers by 3 and 5: How many?
3Pt7 Check a division using multiplication, e.g. check 12 ÷ 4 = 3 by doing 4 × 3.	pages 153–157			8.3 Division and multiplication	
3Pt8 Recognise the relationships between different 2D shapes.	pages 93–95				Finding and describing position: Padma's shape
3Pt9 Identify the differences and similarities between different 3D shapes.	pages 97–99			11.4 Comparing angles with right angles	
3Pt10 Estimate and approximate when calculating, and check working.				9.4 Estimating mass of common objects 11.4 Comparing angles with right angles	
3Pt11 Make a sensible estimate for the answer to a calculation, e.g. using rounding.				4.2 Reviewing and naming fractions 9.4 Estimating mass of common objects	

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
3Pt12 Consider whether an answer is reasonable.	page 141			3.2 Review of subtraction facts and mental subtraction 4.2 Reviewing and naming fractions 6.4 Sorting according to two criteria using Carroll diagrams 10.2 Units of time 11.4 Comparing angles with right angles	Counting within 1000: Missing numbers Subtracting 1-digit numbers from 3-digit numbers: Making numbers Comparing and ordering fractions: Fraction strips Bar graphs: Swimming Multiplying by 6, 7, 8 and 9: How many chocolates? Multiply teen numbers by 3 and 5: How many? Know the number of days in each calendar month and in a year: Months of the year Use a set square to draw a right angle: Right angles
Using understanding and strategies in solving problems					
3Ps1 Make up a number story to go with a calculation, including in the context of money.	page 134	pages 55, 65, 131, 149		3.5 Money notation 4.5 Relating fractions to division 7.3 Word problems 7.5 Word problems	

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
3Ps2 Explain a choice of calculation strategy and show how the answer was worked out.		pages 125, 131		2.4 Adding using support 7.3 Word problems	Comparing and ordering numbers up to 1000: Pick a card Halving and doubling odd and even numbers and Addition of up to 3 digits: Always, sometimes or never true? Subtracting 1-digit numbers from 3-digit numbers: Making numbers

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
3Ps3 Explore and solve number problems and puzzles, e.g. logic problems.	Chapters 1, 2, 3, 4, 6, 7, 8, 9, 10			1.4 Ordering numbers 3.4 Problem-solving 3.5 Money notation 4.5 Relating fractions to division 7.1 Review of multiplying by 1, 2, 3, 4, 5 and 10 7.3 Word problems 7.5 Word problems 8.5 Problem-solving	Comparing and ordering numbers up to 1000: Pick a card Halving and doubling odd and even numbers: Double problems Subtracting 1-digit numbers from 3-digit numbers: Reading Relating fractions to division: Chocolate Multiplying by 6, 7, 8 and 9: How many chocolates? Multiply teen numbers by 3 and 5: How many? Recall division facts of 2, 3, 4 and 5: Colouring Carry out a division that leaves a remainder: Word problems Word problems: Length and capacity Converting between cm and m, and between m and km: How much?

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
3Ps4 Use ordered lists and tables to help to solve problems systematically.	Chapter 6			1.5 Counting within 1000 6.2 Problem-solving 8.4 Multiplication and division facts	Bar graphs: Swimming Sorting according to two criteria using Venn diagrams: Missing labels Know the number of days in each calendar month and in a year: Months of the year
3Ps5 Describe and continue patterns which count on or back in steps of 2, 3, 4, 5, 10, or 100.	pages 23–27			1.5 Counting within 1000 7.4 Doubling and multiplying single- and double-digit numbers	Counting within 1000: Missing numbers Sorting according to two criteria using Venn diagrams: Correct labels Explain the relationship among units of time: Time quiz
3Ps6 Identify simple relationships between numbers, e.g. each number is three more than the number before it.	pages 39–42, 44–45, 60, 117, 119, 121, 124–133	pages 34–38, 112–120		2.2 Halving and doubling odd and even numbers 4.3 Comparing and ordering fractions 4.4 Comparing and ordering fractions 7.4 Doubling and multiplying single- and double-digit numbers 8.2 Review of equal sharing and equal grouping	Counting within 1000: Missing numbers

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
3Ps7 Identify simple relationships between shapes, e.g. these shapes all have the same number of lines of symmetry.	Chapter 5	Chapter 5		4.3 Comparing and ordering fractions 5.4 Crossword 5.5 Complete the sentence	Making cubes from nets: Nets Finding and describing position: Padma's shape
3Ps8 Investigate a simple general statement by finding examples which do or do not satisfy it, e.g. when adding 10 to a number, the first digit remains the same.	pages 39–42	pages 34–38		5.4 Crossword 5.5 Complete the sentence	Halving and doubling odd and even numbers and Addition of up to 3 digits: Always, sometimes or never true? Regular and irregular 2D shapes: Making triangles Explain the relationship among units of time: Time quiz
3Ps9 Explain methods and reasoning orally, including initial thoughts about possible answers to a problem.	Learners are encouraged to do so throughout.			3.1 Review of subtraction facts and mental subtraction 5.4 Crossword 5.5 Complete the sentence	