



## Maths Curriculum Overview 2025-2026 Year 3

Term 1							
	Week 1 (4 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 (4 days)
<b>National Curriculum Strand</b>	<b>Number- Place Value</b>			<b>Addition and Subtraction</b>			<b>Assessment Week</b>
<b>National Curriculum Objectives</b>	<ul style="list-style-type: none"> <li>• Read and write numbers up to 1,000 in numerals and in words.</li> <li>• Compare and order numbers up to 1,000.</li> <li>• Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>• Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)</li> <li>• Identify, represent and estimate numbers using different representations</li> <li>• Solve number problems and practical problems involving these ideas.</li> </ul>			<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 1s</li> <li>• A three-digit number and 10s</li> <li>• A three-digit number and 100s</li> </ul> </li> <li>• Add and subtract numbers with up to 3 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>Ready to Progress Criteria</b>	<ul style="list-style-type: none"> <li>• Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10.</li> <li>• Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning.</li> <li>• Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10.</li> </ul>			<ul style="list-style-type: none"> <li>• Secure fluency in addition and subtraction facts that bridge 10, through continued practice.</li> <li>• Calculate complements to 100.</li> <li>• Add and subtract up to three-digit numbers using columnar methods.</li> <li>• Manipulate the additive relationship:               <ul style="list-style-type: none"> <li>• Understand the inverse relationship between addition and subtraction, and how both relate to the part-part-whole structure.</li> </ul> </li> <li>• Understand and use the commutative property of addition, and understand the related property for subtraction.</li> </ul>			



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	<ul style="list-style-type: none"> <li>Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.</li> </ul>		
White Rose Small Steps - Focus Steps	<p><b>Step 1 Represent numbers to 100</b>  <b>Step 2 Partition numbers to 100</b>            Step 3 Number line to 100            Step 4 Hundreds (Starter and chant around school)  <b>Step 5 Represent numbers to 1,000</b>  <b>Step 6 Partition numbers to 1,000</b>  <b>Step 7 Flexible partitioning of numbers to 1,000</b>            Step 8 Hundreds, tens and ones  <b>Step 9 Find 1, 10 or 100 more or less</b>  <b>Step 10 Number line to 1,000</b>            Step 11 Estimate on a number line to 1,000  <b>Step 12 Compare numbers to 1,000</b>  <b>Step 13 Order numbers to 1,000</b>            Step 14 Count in 50s (Starter and chant around school)</p>	<p><b>Step 1 Apply number bonds within 10</b>  <b>Step 2 Add and subtract 1s</b>  <b>Step 3 Add and subtract 10s</b>  <b>Step 4 Add and subtract 100s</b>  <b>Step 5 Spot the pattern</b>  <b>Step 6 Add 1s across a 10</b>  <b>Step 7 Add 10s across a 100</b>  <b>Step 8 Subtract 1s across a 10</b>  <b>Step 9 Subtract 10s across a 100</b>            Step 10 Make connections  <b>Step 11 Add two numbers (no exchange)</b>  <b>Step 12 Subtract two numbers (no exchange)</b>  <b>Step 13 Add two numbers (across a 10)</b>  <b>Step 14 Add two numbers (across a 100)</b>  <b>Step 15 Subtract two numbers (across a 10)</b>  <b>Step 16 Subtract two numbers (across a 100)</b></p>	
Previous Year Revisit	<ul style="list-style-type: none"> <li></li> </ul>		
Requires Further Consolidation			



## Maths Curriculum Overview 2025-2026 Year 3



	Term 2							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>National Curriculum Strand</b>	<b>Addition and Subtraction</b>		<b>Money</b>		<b>Multiplication and Division</b>			<b>Assessment Week</b>
<b>National Curriculum Objectives</b>	<ul style="list-style-type: none"> <li>Add and subtract numbers with up to 3 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>		<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>		<ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li> <li>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know.</li> </ul>			
<b>Ready to Progress Criteria</b>	<ul style="list-style-type: none"> <li>Add and subtract up to three-digit numbers</li> <li>using columnar methods.</li> <li>Manipulate the additive relationship:</li> <li>Understand the inverse relationship between</li> <li>addition and subtraction, and how both relate to the part-part-whole structure.</li> </ul>		<ul style="list-style-type: none"> <li>N/A</li> </ul>		<ul style="list-style-type: none"> <li>Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.</li> <li>Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.</li> </ul>			



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	<ul style="list-style-type: none"> <li>Understand and use the commutative property of addition, and understand the related property for subtraction.</li> </ul>			
White Rose Small Steps - Focus Steps	<p><b>Step 11 Add two numbers (no exchange)</b>  <b>Step 12 Subtract two numbers (no exchange)</b>  <b>Step 13 Add two numbers (across a 10)</b>  <b>Step 14 Add two numbers (across a 100)</b>  <b>Step 15 Subtract two numbers (across a 10)</b>  <b>Step 16 Subtract two numbers (across a 100)</b>  <b>Step 17 Add 2-digit and 3-digit numbers</b>  <b>Step 18 Subtract a 2-digit number from a 3-digit number</b>  <b>Step 19 Complements to 100(Arithmetic practise)</b>  <b>Step 20 Estimate answers</b>  <b>Step 21 Inverse operations</b>  <b>Step 22 Make decisions</b></p>	<p>Step 1: Pounds and pence.  Step 2: Convert pounds and pence.  Step 3: Add money.  Step 4 : Subtract money.  Step 5: Find change.</p>	<p>Step 1 Multiplication - equal groups  Step 2 Use arrays  <b>Step 3 Multiples of 2</b>  <b>Step 4 Multiples of 5 and 10</b>  <b>Step 5 Sharing and grouping</b>  <b>Step 6 Multiply by 3</b>  <b>Step 7 Divide by 3</b>  <b>Step 8 The 3 times-table</b>  <b>Step 9 Multiply by 4</b>  <b>Step 10 Divide by 4</b>  <b>Step 11 The 4 times-table</b>  <b>Step 12 Multiply by 8</b>  <b>Step 13 Divide by 8</b>  <b>Step 14 The 8 times-table</b>  <b>Step 15 The 2, 4 and 8 times-tables</b></p>	
Previous Year Revisit	•	•	•	
Requires Further Consolidation				



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Term 3						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>National Curriculum Strand</b>	<b>Multiplication and Division</b>				<b>Fractions</b>	<b>Assessment Week</b>
<b>National Curriculum Objectives</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>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>				<ul style="list-style-type: none"> <li>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>recognise and show, using diagrams, equivalent fractions with small denominators</li> </ul>	
<b>Ready to Progress Criteria</b>	<ul style="list-style-type: none"> <li>Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10), for example:</li> </ul>				<ul style="list-style-type: none"> <li>Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.</li> </ul>	
<b>White Rose Small Steps - Focus Steps</b>	Step 1 Multiples of 10 <b>Step 2 Related calculations</b> Step 3 Reasoning about multiplication Step 4 Multiply a 2-digit number by a 1-digit number - no exchange Step 5 Multiply a 2-digit number by a 1-digit number - with exchange				Step 1 Understand the denominators of unit fractions Step 2 Compare and order unit fractions	



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	Step 6 Link multiplication and division Step 7 Divide a 2-digit number by a 1-digit number - no exchange Step 8 Divide a 2-digit number by a 1-digit number - flexible partitioning Step 9 Divide a 2-digit number by a 1-digit number - with remainders Step 10 Scaling Step 11 How many ways?	Step 3 Understand the numerators of non-unit fractions Step 4 Understand the whole Step 5 Compare and order non-unit fractions	
<b>Previous Year Revisit</b>			
<b>Requires Further Consolidation</b>			



## Maths Curriculum Overview 2025-2026 Year 3



Term 4						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 (4 days)
<b>National Curriculum Strand</b>	<b>Fractions</b>				<b>Mass and Capacity</b>	<b>Assessment Week</b>
<b>National Curriculum Objectives</b>	<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>• add and subtract fractions with the same denominator within one whole [for example, <math>\frac{1}{2} + \frac{1}{2} = 1</math>]</li> <li>• compare and order unit fractions, and fractions with the same denominators</li> <li>• solve problems that involve all of the above</li> <li>•</li> </ul>				<ul style="list-style-type: none"> <li>• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> </ul>	
<b>Ready to Progress Criteria</b>	<ul style="list-style-type: none"> <li>• Find unit fractions of quantities using known division facts (multiplication tables fluency).</li> <li>• Reason about the location of any fraction within 1 in the linear number system.</li> <li>• Add and subtract fractions with the same denominator, within 1.</li> </ul>				<ul style="list-style-type: none"> <li>• Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.</li> </ul>	
<b>White Rose Small Steps - Focus Steps</b>	Step 5 Compare and order non-unit fractions Step 6 Fractions and scales Step 7 Fractions on a number line Step 8 Count in fractions on a number line Step 9 Equivalent fractions on a number line				Step 1 Use scales <b>Step 2 Measure mass in grams</b> <b>Step 3 Measure mass in</b>	



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	Step 10 Equivalent fractions as bar models Step 1 Add fractions Step 2 Subtract fractions Step 3 Partition the whole Step 4 Unit fractions of a set of objects Step 5 Non-unit fractions of a set of objects Step 6 Reasoning with fractions of an amount	<b>kilograms and grams</b> Step 4 Equivalent masses (kilograms and grams)	
<b>Previous Year Revisit</b>		•	
<b>Requires Further Consolidation</b>			



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Term 5					
	Week 1	Week 2	Week 3 (4 days)	Week 4	Week 5
National Curriculum Strand	<b>Mass and Capacity</b>		<b>Time</b>		
National Curriculum Objectives	<ul style="list-style-type: none"> <li>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> </ul>		<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 even ts [for example to calculate the time taken by particular events or tasks]</li> </ul>		
Ready to Progress Criteria	<ul style="list-style-type: none"> <li>Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.</li> </ul>		N/A		
White Rose Small Steps - <b>Focus Steps</b>	Step 5 Compare mass Step 6 Add and subtract mass <b>Step 7 Measure capacity and volume in millilitres</b> <b>Step 8 Measure capacity and volume in litres and millilitres</b> Step 9 Equivalent capacities and volumes (litres and millilitres) Step 10 Compare capacity and volume Step 11 Add and subtract capacity and volume		Step 1 Roman numerals to 12 Step 2 Tell the time to 5 minutes Step 3 Tell the time to the minute Step 4 Read time on a digital clock Step 5 Use am and pm Step 6 Years, months and days Step 7 Days and hours Step 8 Hours and minutes - use start and end times Step 9 Hours and minutes - use durations Step 10 Minutes and seconds Step 11 Units of time Step 12 Solve problems with time		
Previous Year					



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<b>Revisit</b>		
<b>Requires Further Consolidation</b>		



## Maths Curriculum Overview 2025-2026 Year 3

Term 6							
	Week 1 (4 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>National Curriculum Strand</b>	<b>Length and Perimeter</b>		<b>Assessment Week</b>	<b>Length and Perimeter</b>	<b>Shape</b>		<b>Statistics</b>
<b>National Curriculum Objectives</b>	<ul style="list-style-type: none"> <li>Measure the perimeter of simple 2-D shapes</li> </ul>				<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. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> <li>Draw 2-D shapes and make 3-D shapes using modelling materials.</li> <li>Recognise 3-D shapes in different orientations and describe them.</li> </ul>		<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>Ready to Progress Criteria</b>	N/A			N/A	<ul style="list-style-type: none"> <li>Recognise right angles as a property of shape or a description of a turn, and</li> </ul>		N/A



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				<p>identify right angles in 2D shapes presented in different orientations.</p> <ul style="list-style-type: none"> <li>Draw polygons by joining marked points, and identify parallel and perpendicular sides.</li> </ul>	
<p>White Rose Small Steps - Focus Steps</p>	<p>Step 1 Measure in metres and centimetres            Step 2 Measure in millimetres            Step 3 Measure in centimetres and millimetres            Step 4 Metres, centimetres and millimetres            Step 5 Equivalent lengths (metres and centimetres)            Step 6 Equivalent lengths (centimetres and millimetres)            Step 7 Compare lengths</p>		<p>Step 8 Add lengths            Step 9 Subtract lengths            Step 10 What is perimeter?            Step 11 Measure perimeter            Step 12 Calculate perimeter</p>	<p>Step 1 Turns and angles            Step 2 Right angles            Step 3 Compare angles            Step 4 Measure and draw accurately            Step 5 Horizontal and vertical            Step 6 Parallel and perpendicular            Step 7 Recognise and describe 2-D shapes            Step 8 Draw polygons            Step 9 Recognise and describe 3-D shapes            Step 10 Make 3-D shapes</p>	<p>Step 1 Interpret pictograms            Step 2 Draw pictograms            Step 3 Interpret bar charts            Step 4 Draw bar charts            Step 5 Collect and represent data            Step 6 Two-way tables</p>
<p>Previous Year Revisit</p>					
<p>Requires Further Consolidation</p>					



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