

One Excellence Multi Academy Trust Year Three Maths Long Term Plan 2025 to 2026



| Fluency Development (Key Instant Recall Facts and Skills) Teach these during maths starter. | | | | | |
|---|--|---|--|--|--|
| Key Skills | | | | | |
| Autumn | utumn Spring Summer | | | | |
| Consolidation of place value throughout and AFL | Consolidation of place value throughout and AFL | Consolidation of place value throughout and AFL | | | |
| Representations of numbers | Representations of numbers | Representations of numbers | | | |
| Counting in multiples | Counting in multiples | Counting in multiples | | | |
| Y 3 - 2, 5, 10, 4 | УЗ - 2, 5, 10, 4, 8, 3 | Y3 - 2, 5, 10, 4, 8, 3 | | | |
| Find more and less than a number | | Find more and less than a number | | | |
| Ordering numbers | Find more and less than a number | Ordering numbers | | | |
| Read and write numbers in numerals and words | Ordering numbers | Read and write numbers in numerals and words | | | |
| Partitioning of numbers | Read and write numbers in numerals and words | Partitioning of numbers | | | |
| Mental addition and subtraction | Partitioning of numbers | Mental addition and subtraction | | | |
| | Mental addition and subtraction | Roman numerals | | | |
| | Roman numerals | Comparing numbers (<, > or =) | | | |
| | Comparing numbers (<, > or =) | Rounding | | | |
| | Rounding | | | | |
| | Multiplication timetable : teach these during math | ns retrieval | | | |
| Autumn 1 | Spring 1 | Summer 1 | | | |
| 2x, 5x, 10x times table (3weeks) | 3 times table | 9 times table | | | |
| 4x timestables | | | | | |
| | | | | | |
| Consolidation | Spring 2 | Summer 2 | | | |
| 8 times table | 6 times table | 11 times table | | | |
| | | | | | |
| | **Also, ensure revision of previous KIRFs. See KIRF progress | ion map ** | | | |

| | Topic Progression | | |
|----------------|--|--|--|
| One Excellence | Pictorial and abstract representations can be used alongside each other. | | |
| One Excellence | Refer to the calculation policy for representations. | | |
| One Excellence | Children expected to draw representations in books. | | |
| One Excellence | Teach one representation at a time. | | |
| One Excellence | Use real life experiences/data collection to support understanding. | | |

| Ose real lite experiences/data collection to support understanding. | | | | |
|---|--|--|--|--|
| Autumn 1 | Spring 1 | Summer 1 | | |
| Number | Number (3 weeks) (Application of measure (incl. time and | Measure (3 weeks) | | |
| Place Value (4 weeks) (Application of measure where | money) where appropriate) | Mass, Capacity and Temperature | | |
| appropriate) | Fractions | Measure | | |
| Possible apparatus: dienes and place value counters. | Possible apparatus/representation: bar models. | Money (incl. decimals) (2 weeks) | | |
| | | | | |
| Addition and subtraction (3 weeks) (Application of measure | Measure (2 weeks) (Properties of shape) | One lesson every other week retrieval style arithmetic | | |
| (incl. money) where appropriate) | Length and Perimeter | (5 Weeks) | | |
| Possible apparatus: dienes and place value counters. | | | | |
| (7 weeks) | Geometry (2 weeks) | | | |
| | properties of shape including angles | | | |
| | One lesson every other week retrieval style arithmetic | | | |
| | | | | |
| | (7 Weeks) | | | |
| Autumn 2 | Spring 2 | Summer 2 | | |
| Number | Number (3 weeks) (Application of measure (incl. time and | Measure | | |
| Multiplication and Division (3 weeks) (Application of measure | money) where appropriate) | Money (incl. decimals) (1 week) | | |
| (incl. money) where appropriate) | Fractions | | | |
| Possible apparatus: dienes and place value counters. | Possible apparatus/representation: bar models. | Number (1 weeks) (Application of measure (incl. time and | | |
| Statistics (2 weeks) | | money) where appropriate) | | |
| | Time (1 week) | Year 3 - Fractions | | |
| Four operations including problems. (1 weeks) | | | | |
| Possible apparatus: dienes and place value counters. | Number | | | |
| (7 Weeks to allow for adjustments) | Four operations problems (2 weeks) (Application of measure | Consolidation/ Geometry (2 weeks) | | |
| • | (incl. money) where appropriate) | Consolidation and retrieval | | |
| | Possible apparatus: dienes and place value counters. | | | |
| | One lesson every other week retrieval style arithmetic | | | |
| | · · | Number | | |
| | (6 Weeks) | Four operations problems (2 weeks) (Application of measure | | |
| | | (incl. money) where appropriate) | | |
| | | Possible apparatus: dienes and place value counters. | | |
| | | One lesson every other week retrieval style arithmetic | | |
| | | (7 Weeks) | | |

| | Year 3 objectives |
|--|--|
| Number and Place Value | To recognise the value of all digits in numbers up to 1000- |
| 3 weeks – some of these lessons may take longer than one | pictorial/concrete. |
| lesson or may be practical | To recognise the value of all of the digits in numbers up to 1000. |
| | To identify which digit has a certain value in numbers up to 1000. |

Teacher notes

- Ensure you are always using place value hats on all work presented in books.
- Encourage children to identify whether odd or even.
- Where appropriate, question the children about estimation when looking at pictorial representations.

Place value hats...

10 th h t o

To use multiple pictorial representations to represent any number up to 1000.

To read and write numbers up to 1000 in numerals and words.

To use the less than, greater than and equals symbols to compare numbers and pictorial representations of numbers – 2 numbers up to 1,000.

To order numbers and pictorial representations of numbers - 4 numbers up to 1000.

To order numbers and use estimation to place on a number line - 4 numbers up to 1000.

Four operations

3 weeks - some of these lessons may take longer than one lesson or may be practical

Teacher notes

- Teacher to treat every question like a problem, e.g. 431+ 321 = (ask: What estimate would we have, how can using number bonds tell us if there is an exchange etc?)
- Although not explicitly said, concrete introduction, practical lessons can be completed without evidence for four operations.
- Ensure you are always using place value hats on all work presented in books.
- When adding and subtracting use pictorial and abstract side by side like in example below.

| Н | T | 0 | | | | |
|------|-----|-----|---|---|---|---|
| 0000 | 000 | 000 | | 4 | 5 | 5 |
| 0000 | 000 | 000 | + | 4 | 3 | 6 |
| 0000 | | 000 | | | | |

- Teacher to promote children estimating answer before solving calculations in all lessons.
- Word problems consider scaffolding.

Year 3 objectives

To mentally, add and subtract numbers up to 100.

To add numbers using column addition up to 1000 with no exchange. (pictorial and abstract)

To add numbers using column addition up to 1000 with one exchange in the ones. (pictorial and abstract)

To add numbers using column addition up to 1000 with one exchange in any part of the number. (pictorial and abstract)

To subtract numbers using column subtraction up to 1000 with no exchange. (pictorial and abstract)

To subtract numbers using column subtraction up to 1000 with one exchange in the ones. (pictorial and abstract)

To subtract numbers using column subtraction up to 1000 with one exchange in any part of the number. (pictorial and abstract)

To solve addition and subtraction column methods for numbers up to 1000 checking answers using inverse.

To solve one step addition and subtraction word problems (operation provided)

Multiplication and division

3 weeks – some of these lessons may take longer than one lesson or may be practical

Teacher notes

- Teacher to treat every question like a problem, e.g. 31 x 5 = (ask: What estimate would we have, what is the place value of the 3 etc?)
- Although not explicitly said, concrete introduction, practical lessons can be completed without evidence for four operations.
- Ensure you are always using place value hats on all work presented in books.
- When multiplying and dividing use pictorial and abstract side by side like in example below.



- Teacher to promote children estimating answer before solving calculations in all lessons.
- Word problems consider scaffolding.

Place value hats...

10 th ht o

To multiply 2 digits by 1 digit (pictoral and abstract) no exchange (using known times tables)

To multiply 2 digits by 1 digit (pictoral and abstract) with exchange (using known times tables)

To divide 2 digit numbers by 1 digit (use pictorial and abstact) no exchange.

To divide 2 digit numbers by 1 digit (use pictorial and abstact) exchange.

To use scaling problems and corresponding problems in which n objects are connected to m objects

To solve problems, including missing number problems, including multiplication and division (operation provided)

| Statistics (2 weeks) | To interpret pictograms into a table | |
|----------------------|---|--|
| | To present data from a table to a pictogram | |
| | To interpret bar charts. | |

| - some of these lessons may take longer than one lesson or may be practical | To present data on a bar chart. |
|---|--|
| | To interpret time graphs. |
| Teacher notes | To present data on a time graph. |
| Solve one-step and two-step questions (e.g. | To compare, find the sum and difference problems |
| how many more? How many fewer?) | on pictograms and bar charts. |



One Excellence

One Excellence Multi Academy Trust Year Three Maths Planning Guidance 2024 to 2025

| | Year 3 |
|------------------------|---|
| Strand | Suggested Small Steps (Not all small steps need to be taught as lessons and multiple could be taught in a lesson) |
| Number and Place Value | Represent numbers to 100 Tens and ones using addition Hundreds Numbers to 1,000 Numbers to 1,000 on a place value grid activity 100s, 10s and 1s (1) Number line to 100 Number line to 1,000 Find 1, 10, 100 more or less Compare objects Compare numbers Ordering numbers Count in 50s |

| | Year 3 |
|--|---|
| Strand | Suggested Small Steps |
| | (Not all small steps need to be taught as lessons and multiple could be taught in a lesson) |
| Number Facts/: Addition and Subtraction | Add and subtract Tables of 100 Add and subtract Is Add and subtract 3-digit and 1-digit numbers - not crossing 10 Add a 2-digit and 1-digit number - crossing 10 Add 3-digit and 1-digit number - crossing 10 Subtract a 1-digit number from 2-digits - crossing 10 Subtract a 1-digit number from a 3-digit number - crossing 10 Add and subtract 3-digit and 2-digit numbers - not crossing 10 Add and subtract 3-digit numbers - crossing 100 Subtract a 2-digit number from a 3-digit number - crossing 100 Add 3-digit and 2-digit number - crossing 100 Subtract a 2-digit number from a 3-digit number - crossing 100 Subtract a 2-digit number - crossing 10 - add ones & add tens 0 Subtract a 2-digit number from a 2-digit number - crossing 10 - O subtract to 2-digit number from a 2-digit number - crossing 10 or 100 Add 2-digit and 3-digit numbers - not crossing 10 or 100 Add 2-digit and 3-digit numbers - crossing 10 or 100 Add two 3-digit numbers - not crossing 10 or 100 Add two 3-digit numbers - not crossing 10 or 100 Subtract a 2-digit number from a 3-digit number - crossing 10 or 100 Subtract a 3-digit number from a 3-digit number - no exchange Subtract a 3-digit number from a 3-digit number - exchange Estimate answers to calculations Check answers |

| | Year 3 |
|---|---|
| Strand | Suggested Small Steps (Not all small steps need to be taught as lessons and multiple could be taught in a lesson) |
| Number Facts/: Multiplication and Division | Multiplication - equal groups Multiplication using the symbol Using arrays 2 times-table 5 times-table Make equal groups - sharing Make equal groups - grouping Divide by 2 Divide by 5 Divide by 5 Divide by 10 Multiply by 3 The 3 times-table Multiply by 3 The 3 times-table Multiply by 4 Divide by 4 The 4 times-table Multiply by 8 Divide 2-digits by 1-digit - no exchange - activity Multiply 2-digits by 1-digit (1) Divide 2-digits by 1-digit (1) Divide 2-digits by 1-digit (1) Divide 2-digits by 1-digit (3) Scaling How many ways? |

Recap - Make equal parts Recognise a half Find a half Recognise a quarter Find a quarter Recognise a third Find a third Unit fractions Non-unit fractions Equivalence of a half and 2 quarters Count in fractions Making the whole Tenths Count in tenths Fractions on a number line Fractions of a set of objects (1) Equivalent fractions (1)
Compare fractions Order fractions Add fractions Subtract fractions Fractions

Working with wholes and parts activity

| | Year 3 |
|--|--|
| Strand | Suggested Small Steps |
| | (Not all small steps need to be taught as lessons and multiple could be taught in a lesson) |
| Geometry: Shape & Position and Direction | Turns and angles Right angles in shapes Compare angles Draw accurately 2-D shapes Horizontal and vertical Parallel and perpendicular Recognise and describe 2-D shapes Recognise and describe 3-D shapes Make 3-D Shapes |
| Measurement: Length/ Height | Measure length (m) Equivalent lengths (m and cm) Equivalent lengths (mm and cm) Compare lengths Add lengths Subtract lengths What is perimeter? Activity Measure perimeter Calculate perimeter |
| Measurement: Weight/Volume | Measure mass activity Compare mass Measure mass (1) Add and subtract mass Measure capacity activity Compare volume Measure capacity (1) Compare capacity Add and subtract capacity Temperature activity |
| Measurement : money | Count money (pence) Count money (pounds) Pounds and pence Convert pounds and pence Add money Subtract money Give change |

| | Year 3 |
|-------------------------------------|---|
| Strand | Suggested Small Steps (Not all small steps need to be taught as lessons and multiple could be taught in a lesson) |
| Measureme nt: Time | tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks 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, am/pm, morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events [for example, to calculate the time taken by particular events or tasks] |
| Statistics: Graphs and Charts | Make tally charts Draw pictograms (1-1) Interpret pictograms (1-1) Draw bar charts - activity Bar charts Tab les |