

Year 3 Long Term Maths Plan (Spiral Curriculum linked to White Rose small steps) Coverage

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
|-----------------------------|---|---|--|--|--|-------------------|---|-------------------|
| Autumn 1 | Core Value Week | Place Value Steps 1 -14 | | | Addition and Subtraction Steps 1 - 12 | | | |
| Autumn 2 Assessment Term | Shape Step 1 -3 | Multiplication and Division A Steps 1 - 8 | | Fractions A Steps 1 -8 Data Lock - Week 5 | | | Addition and Subtraction Steps 19 & 21 | Christmas Holiday |
| Spring 1 | Place Value - Consolidation Core Value Week | | Addition and Subtraction (regrouping / exchanging) Steps 13 - 18 | | Shape | Half term | | |
| Spring 2 Assessment Term | Multiplication and Division A Steps 9-15 | | Fractions B Data Lock - Week 3 | | Time | Half term | | |
| Summer 1 | Multiplication and Division B Core Value Week | | Addition and Subtraction Steps 20 - 22 | Length and Perimeter | | Mass and Capacity | | Half Term |
| Summer 2 Assessment Term | Money | | Shape | Fractions | Statistics Data Lock Week 5 | Time | Consolidation | Summer Holiday |

Statistics (Pictograms, Tally chars, Block Diagrams) to be introduced throughout the year where appropriate across the year.

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Number and Place | | | | | |
| Recognise the place value of each digit in three-digit numbers and compose and decompose three-digit numbers using standard and non-standard partitioning. | | Recognise the place value of each digit in three-digit numbers and compose and decompose three-digit numbers using standard and non-standard partitioning. | | 3NPV-4 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. | |
| 3NPV-3 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. | | 3NPV-3 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. | | | |
| 3NPV-1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; | | 3NPV-1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; | | | |
| To identify and work out how many 10s there are in other three-digit multiples of 10. | | To identify and work out how many 10s there are in other three-digit multiples of 10. | | | |
| Number facts | | | | | |
| | 3NF -1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice. | | 3NF -1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice. | | |
| | 3NF-2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, multiplication tables, and | 3NF-2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, multiplication tables, and | | | |

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| | recognise products in these multiplication tables as multiples of the corresponding number. | recognise products in these multiplication tables as multiples of the corresponding number. | | | |
| | | 3NF-3 Recall multiplication facts and corresponding division facts, in the, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number. | 3NF-3 Recall multiplication facts and corresponding division facts, in the, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number. | | |
| | | 3NF-4 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10). (Additive) | 3NF-4 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10). (Additive) | | |
| Addition and Subtraction | | | | | |
| | 3AS-2 Add and subtract up to three-digit numbers using columnar methods (without exchanging) | | 3AS-2 Add and subtract up to three-digit numbers using columnar methods (without exchanging) | | |
| | | | 3AS-3 Add and subtract up to three-digit numbers using columnar methods (with exchanging) | 3AS-3 Add and subtract up to three-digit numbers using columnar methods (with exchanging) | |
| | 3AS-4 - To understand and use the commutative property of addition and understand related property for subtraction. | | | 3AS-4 - To understand and use the commutative property of addition and understand related property for subtraction. | |

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| | AS-1 Calculate complements to 100. | | | AS-1 Calculate complements to 100. | |
| Multiplication and Division | | | | | |
| | 3MD-1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotative (grouping) and partitive (sharing) division. | 3MD-1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotative (grouping) and partitive (sharing) division. | 3MD-1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotative (grouping) and partitive (sharing) division. | | |
| Fractions | | | | | |
| | 3F-1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. | | | | |
| | | | 3F-2 Find unit fractions of quantities using known division facts (multiplication tables fluency) | | 3F-2 Find unit fractions of quantities using known division facts (multiplication tables fluency) |
| | 3F-3 Reason about the location of any fraction within 1 in the linear number system | | 3F-3 Reason about the location of any fraction within 1 in the linear number system | | |
| | | | 3F-4 Add and subtract fractions with the same denominator, within 1 | | 3F-4 Add and subtract fractions with the same denominator, within 1 |
| Geometry | | | | | |
| | 3G-1 Recognise right angles as a property of shape or a description of a turn and | 3G-1 Recognise right angles as a property of shape or a description of a turn and | | | |

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| | identify right angles in 2D shapes presented in different orientations. | identify right angles in 2D shapes presented in different orientations. | | | |
| | | | 3G-2 Draw polygons by joining marked points, To identify parallel and perpendicular sides. | 3G-2 Draw polygons by joining marked points, To identify parallel and perpendicular sides. | |
| | At the assessment point up at least 11 stars available | | At the assessment point up to 26 stars available | | At the assessment point up to 40 stars available |