Christ Church & St Peter's CE Primary School
'Aiming High & Caring for Everyone'

Year 3 – 2025 – 2026 Maths Curriculum

Autumn Term

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Year 3	**Prior learning check year 2**	**Place value**			**Addition and Subtraction**					**Multiplication and division A**			**Assessment week**	**Multiplication and division B**		
Learning objectives		1. To represent numbers to 100 2. To partition numbers to 100 3. To use a variety of number lines up to 100 4. To explore and represent hundreds 5. To represent numbers to 1000 6. To partition numbers to 1000 7. To flexibly partition numbers to 1000 8. To represent numbers up to 1000 in a variety of ways 9. To calculate 1 more and less within 1000 10. To calculate 10 more and less within 1000 11. To calculate 100 more and less within 1000 12. Using number lines up to 1000 13. To estimate numbers on a number line within 1000 on increment 14. To estimate numbers on a number line within 1000 including numbers between increments 15. To Compare numbers within 1000 16. To order numbers to 1000 17. To count in 50s			1. To apply number bonds to 10 2. To add and subtract 1s *from 2 and 3-digit number without exchanges* 3. To add and subtract 10s with no exchanges (two-digit numbers) 4. To add and subtract multiples of 100 with no exchanges (3-digit numbers) 5. To identify and create patterns of adding or subtracting 6. To add a 1s across a ten 7. To 10s across a hundred 8. To subtract 1's across a 10 9. To subtract 10s crossing a 100 10. To make connections using known facts 11. To add two numbers *(2 and 3 digits) using a written method. (no exchanging*) 12. To subtract two numbers using a written method. (no exchanging) 13. To add two numbers with exchange across the 10 14. To add two numbers with exchange across the 100 15. To subtract two numbers with exchange across the 10 16. To subtract two numbers with exchange across the 100 17. To add a 2-digit and 3-digit numbers. 18. To subtract a 2-digit numbers from 3-digit number 19. To fluently find complements to 100 20. To estimate answers 21. To know the inverse relationship between addition and subtraction 22. To identify the operation needed to solve a problem			1. To multiply by making and adding equal groups 2. To use arrays to show repeated addition and commutativity. (2x 5x 10) 3. To identify multiples of 2 4. To identify multiples 5x 10x and the relationship between them 5. To divide by sharing and grouping 6. To multiply by 3 7. To divide by 3 8. To become fluent in the 3x multiplication table 9. To multiply by 4 10. To divide by 4 11. To become fluent in the 4x multiplication table 12. To multiply by 8 13. To divide by 8 14. To become fluent in the 8x multiplication table 15. To make connections between the 2x 4x 8x multiplication tables				1. To recognise multiples of 10 *(beyond 10x table)* 2. To explore scaling and related facts/calculations 3. To compare multiplication and division number sentences and give reasoning 4. To multiply a 2-digit number by a 1-digit number with no exchanges 5. To multiply 2-digit numbers by 1-digit numbers, with an exchange 6. To link multiplication and division to derive related facts 7. To divide a 2-digit number by a 1-digit number with no exchanges 8. To divide a 2-digit number by a 1-digit number using flexible partitioning 9. To divide a 2-digit number by a 1-digit number with remainders 10. To use scaling to multiply 11. To work logically and systematically to find all possibilities	
Mental maths and fluency		2x 5x 10x tables and division facts Counting in 2s 5s 10 from 0 Recognise odd and even numbers Counting forwards and backwards in 2s 5s 10 from a given number **<u>Place value</u>** Place value in three-digit numbers Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning			Counting in multiples of 50 and 100; Find 1, 10 or 100 more or less than a given number instant recall of Addition and subtraction bonds to 20 <u>Mentally add and subtract:</u> • Add three single digit numbers. • a two -digit number and a single digit number. • a two-digit number and tens e.g. 23+30, 55 -20. • two two -digit numbers • multiples of 10 where the answer is between 0 and 100 (e.g. 70 + 30 = 100, • 2- and 3-digit numbers close in value mentally - 215 +216 41 + 42 • 2- and 3-digit numbers with no exchanging - 204 + 93 178 + 501 • Add and subtract 2 and 3 digit numbers mentally to a nearly rounded number. 56 + 9 294 + 99 294 – 99 537 - 99			Double and halves of multiples of 10 to 100 (e.g. double 60 = 120) Doubles to 20 **3x tables** **4x tables** **8x tables** **with division facts** **(develop recall)**			**2x 5x 10 x table** **3x table** **4x table** **8x table with division facts** **(develop recall)**	

Spring Term

	1	2	3	4	5	6	7	8	9	10	11
Year 3	**Consolidation multiplication and division**	**Length and Perimeter**			**Fractions A**			**Mass capacity**		**Assessment week**	**Mass capacity continued** **Then part of statistics**
Learning objectives		1. To measure in centimetres and in metres 2. To Measure given lengths in millimetres – *3.* To measure given lengths in centimetres and *millimetres (when the length isn't a whole cm)* 4. To draw and measure lengths in mm, cm and m 5. To calculate equivalent lengths between m and cm 6. To calculate equivalent lengths between cm and mm 7. To compare lengths using comparison language and inequality symbols 8. To add lengths – 9. To subtract lengths- 10. To learn what is the perimeter? and know if you can calculate the perimeter of a shape 11. To Measure the perimeter in cm 12. To calculate the perimeter of simple 2-D shapes			1. To understand the denominator of unit fractions 2. To compare and order unit fractions 3. To understand the numerator of non- unit fractions 4. To understand the whole with a range of unit fractions 5. To compare and order non-unit fractions 6. To know what fractions are on a scale (M) 7. To know what fractions are on a scale (Kg) 8. To know what fractions are on a scale (L) 9. To Identify a fraction on a number line to the whole 10. To Count and identify fractions on a number line (a range of unit fractions) 11. To recognise equivalent fractions on a number line 12. To recognise equivalent fractions on a bar model			1. To interpret the increments on a given scale - 2. To measure mass in grams up to 1000g 3. To measure mass in both kilograms and grams, 4. To understand and convert Equivalent masses (kilograms and grams) 5. To compare mass including kilograms, grams and fractions of kilograms 6. To add mass- 7. To subtract mass- 8. To measure capacity and volume in millilitres up to 1 litre 9. To measure capacity and volume in ml and l 10. To identify equivalent capacities and volumes l and ml		11. To compare capacity and volume 12. To add capacity and volume using mixed units but not crossing 1 litre boundary 13. To subtract capacity and volume using mixed units but not crossing 1 litre boundary Cover pictograms for Two lessons 1. Interpret pictograms – 2. To draw pictograms
Mental maths, fluency for spring term	**2x 5x 10 x table** **3x table** **4x table** **8x table with division** Derive new facts using known multiplication tables eg. 3x2=6, 30x2=60	**<u>Mental Addition and Subtraction</u>** • Find 1, 10 or 100 more or less than a given number • Add and subtract a 3-digit number and ones mentally no exchanging • Add and subtract a 3 -digit number and ones, crossing a boundary • Add and subtract mentally a 3 -digit number and tens, crossing the hundred boundaries. • Add and subtract two- and three-digit numbers to a nearly rounded number. 56 + 9 294 + 99 • Solve missing number problems involving multiplication and division. Solve word problems or puzzles **<u>Timetables</u>** **Continue to build fluency within 6 seconds 2x 5x 10x 3x 4x 8x table with division** **<u>Multiplication and division</u>** Double and halves of multiples of 10 to 100 mentally (e.g. double 60 = 120) Calculate 2-digit numbers multiplied by a 1 -digit number using mental methods and jottings. Divide mentally using place value and known or derived facts. E.g. 600 ÷3=200 because 6 ÷3=2. **<u>Fractions</u>** Compare and order unit fractions Fractions of amounts Add and subtract factions with the same denominator within one whole (e.g. 5/7 + 1/7 = 6/7). Count forwards and backwards multiples of 2 4, 8, 50 and 100									

Summer Term

	1	2	3	4	5	6	7	8	9	10	11	12
Year 3	**Fractions**	**money**		**Time**			**Shape**		**Statistics**	**Assessment week**	**Consolidation**	
Learning objectives	1. To add fractions with the same denominator (within a whole) 2. To subtract fractions with the same denominator (within a whole) 3. To partition the whole 4. To find unit fractions of a set of objects 5. To finding non-unit fractions of objects 6. To reason with fractions of amounts.	1. To recognise Pounds and pence and count Pounds and pence – 2. To Convert pounds and pence 3. To add money – 4. To subtract money 5. To find change for items less than a pound 6. To find change for items – more than a pound – less than £10 7. To solve problems needing adding and subtracting of money		**1. To read and write Roman Numerals to 12** 2. To tell the time *(past the hour)* in intervals of 5 minutes 3. To tell the time (to the hour) in intervals of 5 minutes 4. To tell the time to one minute. (past the hour) 5. To tell the time to one minute (to the hour) 6. Read time on a digital clock 7. To use am and pm 8. To understand the relationship between years months and days 9. To understand the relationship between days and hours 10. To calculate hours and minutes given start and end times 11. To calculate hours and minutes and use durations 12. To understand the relationship between minutes and seconds 13. To compare lengths of time 14. To solve time problems			1. To describe angles as turns (quarter*, half, three-quarter and full turns)* 2. To identify right angles *3.* To compare angles (*that are greater or smaller than a right angle)* 4. To measure and draw accurately using a ruler 5. To recognise and draw Horizontal and vertical 6. To recognise and draw Parallel and perpendicular 7. To recognising and describe 2-D shapes 8. To draw polygons 9. To recognise and describe 3-D shapes 10. Make 3-D shapes from manipulatives (*e.g. marshmallows and straws*)	1. To interpret 2. Interpret bar charts 3. Draw bar charts 4. To collect and represent data 5. To interpret simple two-way tables			
Mental maths and fluency	Counting in fractions forwards and backwards using number lines	Add and subtract money mentally Solve missing number problems involving multiplication and division. Solve word problems or puzzles Partition amounts of money using part whole models		**Secure fluency and automaticity of times tables** **2x 5x 10x** **3x 4x 8x**			**Secure fluency and automaticity of times tables** **2x 5x 10x** **3x 4x 8x** Roman Numerals to 12		Teach 11x table **Secure fluency and automaticity of times tables** **2x 5x 10x** **3x 4x 8x** Recall of 2d 3d shapes parallel and perpendicular horizontal vertical		**Secure fluency and automaticity of times tables** **2x 5x 10x** **3x 4x 8x** 11x	

Key Criteria children must master to be ready for Year 4

- Equivalence of 10 hundreds and 1 thousand 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.
- Place value in three-digit numbers Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning.
- Three-digit numbers in the linear number system 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
- Reading scales with 2, 4, 5 or 10 intervals 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
- Fluently add and subtract within and across 10 Secure fluency in addition and subtraction facts that bridge 10, through continued practice
- Recall of multiplication tables 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.
- Scaling number facts by 10 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10),
- Calculate complements to 100 Calculate complements to 100,
- Column addition and subtraction Add and subtract up to three-digit numbers using column methods
- Manipulate the additive relationship Manipulate the additive relationship:
- Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure.
- Understand and use the commutative property of addition, and understand the related property for subtraction
- Multiplication and division structures Apply known multiplication and division facts to solve contextual problems with different structures, including quotative and partitive division.
- Use and understand fraction notation Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts
- Find unit fractions of quantities Find unit fractions of quantities using known division facts (multiplication tables fluency).
- Fractions within 1 in the linear number system Reason about the location of any fraction within 1 in the linear number system.
- Add and subtract fractions within 1 Add and subtract fractions with the same denominator, within 1.
- Recognise right angles Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations.