Maths LTP 2025-26 – Year 3

<table>
<tr><td colspan="8">Year 3 Maths Long Term Plan 2025-26</td></tr>
<tr><td>Autumn 1</td><td colspan="3">Place Value (3 Weeks):
♣ read and write numbers up to 1000 in numerals and in words
♣ recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
♣ compare and order numbers up to 1000
♣ count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
♣ solve number problems and practical problems involving these ideas.</td><td colspan="3">Addition and Subtraction (4 Weeks):
♣ add and subtract numbers mentally, including:
• a three-digit number and ones
• a three-digit number and tens
• a three-digit number and hundreds
♣ add and subtract numbers with up to three digits, using formal written methods (inc. exchanges) of column addition and subtraction
♣~~estimate the answer to a calculation and~~ use inverse operations to check answers</td><td>Consolidation Week</td></tr>
<tr><td>Autumn 2</td><td colspan="2">Multiplication (3 Weeks)
♣ recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
♣ 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</td><td>Assessment Week</td><td colspan="3">Shape: (2 Weeks)
♣ draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
♣identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
♣ recognise angles as a property of shape or a description of a turn
♣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</td><td>Statistics (1 week)
♣ interpret and present data using ~~bar charts,~~ pictograms and tables</td></tr>
<tr><td>Spring 1</td><td colspan="2">Division (2 weeks):
♣ 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</td><td colspan="4">Fractions (3 weeks):
♣ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
♣ 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
♣ recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
♣ compare and order unit fractions, and fractions with the same denominators
♣ add and subtract fractions with the same denominator within one whole. E.g. 5/7 + 1/7 = 6/7 or 5/7 – 1/7 = 4/7</td><td>Consolidation Week</td></tr>
<tr><td>Spring 2</td><td>Measures (1 week)
♣ measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</td><td colspan="4">Time (2 weeks)
♣ 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, a.m./p.m., 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].</td><td>Assessment Week</td><td>Consolidation Week</td></tr>
<tr><td>Summer 1</td><td colspan="2">Addition and Subtraction including Money (2 weeks):
♣ solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
♣add and subtract amounts of money to give change, using both £ and p in practical contexts</td><td>Shape (1 weeks)
♣ measure the perimeter of simple 2-D shapes</td><td colspan="3">Multiplication and Division (2 weeks):
♣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
♣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.</td><td>Consolidation Week</td></tr>
<tr><td>Summer 2</td><td>Statistics (1 week):
♣ interpret and present data using bar charts, ~~pictograms and tables~~
♣ 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.</td><td>Time (1 week):
♣ tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</td><td>Fractions (1 week):
♣ recognise and show, using diagrams, equivalent fractions with small denominators
♣ compare and order unit fractions, and fractions with the same denominators</td><td>Consolidation Week</td><td>Assessment Week</td><td>Fractions (1 week)
♣ solve problems that involve all of the above (fractions objectives).</td><td>Consolidation Week</td></tr>
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<tr><th>Week 1: Monday</th><th colspan="2">Week 1: Tuesday-Friday</th></tr>
<tr><td rowspan="3">Arithmetic:
Y2 Recap:
♣ add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
• a two-digit number and ones
• a two-digit number and tens
• two two-digit numbers
• adding three one-digit numbers</td><td colspan="2">Flashback Focus: (Y2) recognising odd and even numbers</td></tr>
<tr><td colspan="2">♣ read and write numbers up to 1000 in numerals and in words
♣ recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</td></tr>
<tr><td>♣ read and write numbers up to 1000 in numerals and in words

Link to all White Rose Resources (if needed):

Y3 Autumn Block 1 SOL1 Represent nur
Y3 Autumn Block 1 SOL5 Represent nur

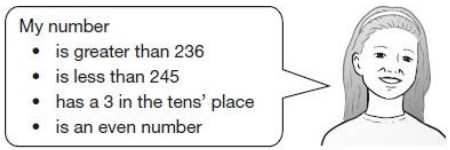
Complete the table.

<table><tr><th>numerals</th><th>words</th></tr><tr><td>38</td><td>thirty-eight</td></tr><tr><td>269</td><td></td></tr><tr><td></td><td>Five hundred and four</td></tr></table></td><td>♣ recognise the place value of each digit in a three-digit number (hundreds, tens, ones)

Link to all White Rose Resources (if needed):

Y3 Autumn Block 1 SOL8 Hundreds ten
Y3 Autumn Block 1 SOL7 Flexible partiti
Y3 Autumn Block 1 SOL6 Partition numb
Y3 Autumn Block 1 SOL2 Partition numb

Olivia is thinking of a number.

What number is Olivia thinking of?

Circle the number closest to 500

525 491 511 408 550</td></tr>
</table>

Autumn 1 (8 weeks)		
Week 2: Monday	Week 2: Tuesday-Friday	
Arithmetic: Y2 Recap: ♣ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and ones • a two-digit number and tens • a two two-digit numbers • adding three one-digit numbers	Flashback Focus: (Y2) recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables **♣ recognise the place value of each digit in a three-digit number (hundreds, tens, ones)** **♣ compare and order numbers up to 1000**	
	♣ recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Link to all White Rose Resources (if needed): Y3 Autumn Block 1 SOL7 Flexible partiti Y3 Autumn Block 1 SOL6 Partition numb Y3 Autumn Block 1 SOL2 Partition numb Y3 Autumn Block 1 SOL8 Hundreds tens Chen has these digit cards. 4 8 2 7 She uses three of the cards to make a **three-digit** number. Each card can be used only **once**. Chen puts the **4** in the **tens** place. Write the **lowest** three-digit number that Chen could make. Holly made a number using these digit cards. 4 8 5 The **hundreds** digit is greater than 4 Holly's number is **odd**. What number did Holly make?	**♣ compare and order numbers up to 1000** Link to all White Rose Resources (if needed): Y3 Autumn Block 1 SOL12 Compare nur Y3 Autumn Block 1 SOL11 Estimate on a Y3 Autumn Block 1 SOL10 Number line Y3 Autumn Block 1 SOL3 Number line to Ali puts these five numbers in their correct places on a number line. 511 499 502 555 455 Write the number **closest** to 500 Write the number **furthest** from 500 209 565 450 405 124 Write these numbers in order in the circles. largest smallest Write the missing number which is halfway between these two numbers 10 20

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<tr><th>Week 3: Monday</th><th colspan="2">Week 3: Tuesday-Friday</th></tr>
<tr><td rowspan="3">Arithmetic:
Y2 Recap:
♣calculate mathematical statements for multiplication ~~and division~~ within the multiplication tables (2s, 5s and 10s) and write them using the multiplication (×), ~~division (÷)~~ and equals (=) signs</td><td colspan="2">Flashback Focus: ♣ recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</td></tr>
<tr><td colspan="2">♣ compare and order numbers up to 1000
♣ count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
♣ solve number problems and practical problems involving these ideas.</td></tr>
<tr><td>♣ compare and order numbers up to 1000

Link to all White Rose Resources (if needed):

Y3 Autumn Block 1 SOL12 Compare nur Y3 Autumn Block 1 SOL11 Estimate on a Y3 Autumn Block 1 SOL10 Number line
Y3 Autumn Block 1 SOL3 Number line to

1 3 5 7 9
Use three of these five digits to make this correct.
550 – ☐☐☐ is less than 200
5 6 7
Use each card once to make these statements correct.
46 < ☐2
56 > ☐0
76 < ☐7</td><td>♣ count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number

Link to all White Rose Resources (if needed):

Y3 Autumn Block 1 SOL9 Find 1 10 or 1(Y3 Autumn Block 1 SOL4 Hundreds.pdf Y3 Autumn Block 1 SOL14 Count in 50s.
Write the correct numbers in the 3 empty boxes.
is 10 less than
49 → 43
70 → ☐
☐ → 25
15 → 59
☐ → 10
Use only these numbers.
4 8 12 16 20
Write numbers in the boxes to make these correct.
Numbers can be used more than once.
(a) ☐ + ☐ = ☐
(b) ☐ – ☐ = ☐</td></tr>
</table>

<table>
<tr><th colspan="4">Autumn 1 (8 weeks)</th></tr>
<tr><th>Week 4: Monday</th><th colspan="3">Week 4: Tuesday-Friday</th></tr>
<tr><td rowspan="3">Arithmetic:
♣count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</td><td colspan="3">Flashback Focus: ♣ compare and order numbers up to 1000</td></tr>
<tr><td colspan="3">add and subtract numbers mentally, including:
♣ a three-digit number and ones
♣ a three-digit number and tens
♣ a three-digit number and hundreds</td></tr>
<tr>
<td>♣ a three-digit number and ones

Link to all White Rose Resources (if needed):

Y3 Autumn Block 2 SOL6 Add 1s across
Y3 Autumn Block 2 SOL2 Add and subtr
Y3 Autumn Block 2 SOL8 Subtract 1s acr</td>
<td>♣ a three-digit number and tens

Link to all White Rose Resources (if needed):

Y3 Autumn Block 2 SOL7 Add 10s across
Y3 Autumn Block 2 SOL3 Add and subtr
Y3 Autumn Block 2 SOL9 Subtract 10s a

Write the missing number.
One is done for you.
180 is 20 more than 160
[ ] is 20 more than 237
Here are six number cards.
10 20 30 30 40 50
Use all the number cards to complete the two sums below.
[ ] + [ ] = [ ]
[ ] + [ ] = [ ]</td>
<td>♣ a three-digit number and hundreds

Link to all White Rose Resources (if needed):

Y3 Autumn Block 2 SOL5 Spot the patte
Y3 Autumn Block 2 SOL4 Add and subtr
Y3 Autumn Block 2 SOL10 Make connec

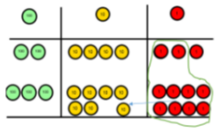
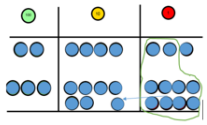
Circle one number in each box to make a total of 1000
150 250 350 450
200 400
150 250 350 450</td>
</tr>
</table>

Autumn 1 (8 weeks)	
Week 5: Monday	Week 5: Tuesday-Friday
Arithmetic: ♣ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and ones • a two-digit number and tens • a two two-digit numbers • adding three one-digit numbers	Flashback Focus: ♣ recognise the place value of each digit in a three-digit number (hundreds, tens, ones) **♣ add ~~and subtract~~ numbers with up to three digits, using formal written methods (inc. exchanges) of column addition ~~and subtraction~~**

♣ add ~~and subtract~~ numbers with up to three digits, using formal written methods (inc. exchanges) of column addition ~~and subtraction~~

Link to all White Rose Resources (if needed):

Y3 Autumn Block 2 SOL17 Add 2 digit a | Y3 Autumn Block 2 SOL14 Add two num | Y3 Autumn Block 2 SOL13 Add two num | Y3 Autumn Block 2 SOL11 Add two num | Y3 Autumn Block 2 SOL19 Complements

Notes / Vocabulary	Concrete	Pictorial	Abstract
addition add, more, and make, sum, total altogether double near double half, halve one more, two more … ten more … one hundred more, inverse Use of place value counters to add HTO + TO, HTO + HTO etc. once the children have had practice, they should be able to apply it to larger numbers and the abstract	Use of place value counters 	Use of a place value grid and drawn images 	243 +368 611 1 1

Write the three missing digits to make this **addition** correct.

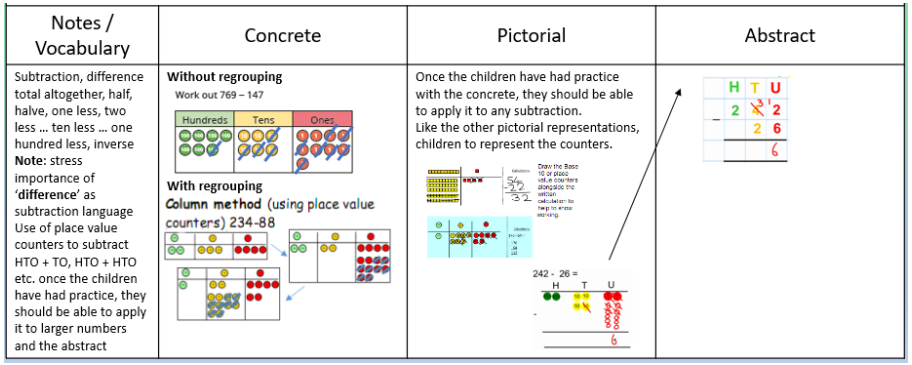
$$\begin{array}{r} 1\ 5\ \square \\ +\ 4\ \square\ 4 \\ \hline \square\ 1\ 5 \end{array}$$

721 + 192 = ☐

<table>
<tr><th colspan="2">Autumn 1 (8 weeks)</th></tr>
<tr><th>Week 6: Monday</th><th>Week 6: Tuesday-Friday</th></tr>
<tr><td rowspan="3">Arithmetic:
♣ add ~~and subtract~~ numbers with up to three digits, using formal written methods of column addition ~~and subtraction~~</td><td>Flashback Focus: ♣ count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</td></tr>
<tr><td>♣ ~~add and~~ subtract numbers with up to three digits, using formal written methods (inc. exchanges) of column ~~addition and~~ subtraction</td></tr>
<tr><td>♣ ~~add and~~ subtract numbers with up to three digits, using formal written methods (inc. exchanges) of column ~~addition and~~ subtraction

Link to all White Rose Resources (if needed):

Y3 Autumn Block 2 SOL16 Subtract two
Y3 Autumn Block 2 SOL15 Subtract two
Y3 Autumn Block 2 SOL12 Subtract two
Y3 Autumn Block 2 SOL18 Subtract a 2 c

Write the missing digits to make this subtraction correct.

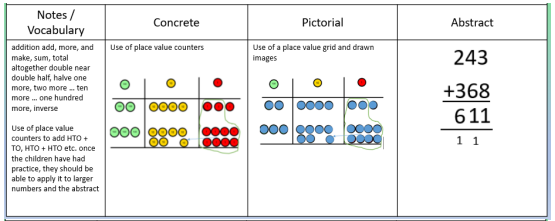
□ = 357 – 89

5 7 □
– 3 □ 5
□ 6 8</td></tr>
</table>

<table>
<tr><th colspan="3">Autumn 1 (8 weeks)</th></tr>
<tr><th>Week 7: Monday</th><th colspan="2">Week 7: Tuesday-Friday</th></tr>
<tr><td rowspan="3">Arithmetic:
♣ add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction</td><td colspan="2">Flashback Focus: ♣ compare and order numbers up to 1000</td></tr>
<tr><td colspan="2">♣ add and subtract numbers with up to three digits, using formal written methods (inc. exchanges) of column addition and subtraction
♣<s>estimate the answer to a calculation and</s> use inverse operations to check answers</td></tr>
<tr><td>♣ add and subtract numbers with up to three digits, using formal written methods (inc. exchanges) of column addition and subtraction

Link to all White Rose Resources (if needed):

Y3 Autumn Block 2 SOL17 Add 2 digit a
Y3 Autumn Block 2 SOL18 Subtract a 2 c

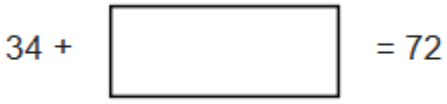
Some children vote for their favourite ice-cream flavour.

Ice-cream flavour	Number of children
vanilla	87
chocolate	154
strawberry	?
mint	38
Total	**402**

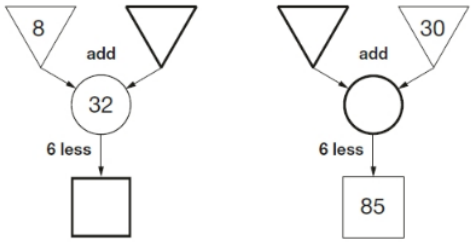
How many children vote for **strawberry**?</td><td>♣<s>estimate the answer to a calculation and</s> use inverse operations to check answers

Link to all White Rose Resources (if needed):

Y3 Autumn Block 2 SOL21 Inverse opera
Y3 Autumn Block 2 SOL22 Make decisio

Write the four missing numbers in these diagrams.

 
</td></tr>
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<table>
<tr><td colspan="5">Autumn 1 (8 weeks)</td></tr>
<tr><td>Week 8: Monday</td><td colspan="4">Week 8: Tuesday-Friday</td></tr>
<tr><td rowspan="3">Arithmetic:
♣ add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
• a two-digit number and ones
• a two-digit number and tens
• a two two-digit numbers
• adding three one-digit numbers

♣ add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction</td><td colspan="4">Flashback Focus: identify~~, represent~~ and estimate numbers ~~using different representations,~~ including the number line</td></tr>
<tr><td colspan="4">Consolidation Week:</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="5">Half Term</td></tr>
</table>

<table>
<tr><th colspan="4">Autumn 2 (7 weeks)</th></tr>
<tr><th>Week 1: Monday</th><th colspan="3">Week 1: Tuesday-Friday</th></tr>
<tr><td rowspan="3">Arithmetic:
♣ add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
• a two-digit number and ones
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<tr><td colspan="3">♣ recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</td></tr>
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Link to all White Rose Resources (if needed):</td><td>♣ recall and use multiplication and division facts for the ~~3,~~ 4 ~~and 8~~ multiplication tables

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<tr><th colspan="2">Autumn 2 (7 weeks)</th></tr>
<tr><th>Week 2: Monday</th><th>Week 2: Tuesday-Friday</th></tr>
<tr><td rowspan="3">Arithmetic:
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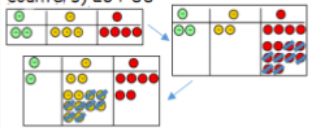
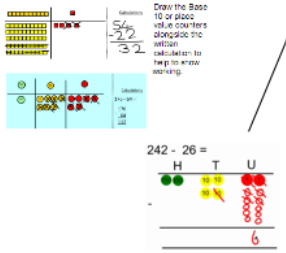
<tr><th>Notes / Vocabulary</th><th>Concrete</th><th>Pictorial</th><th>Abstract</th></tr>
<tr>
<td>Subtraction, difference total altogether, half, halve, one less, two less … ten less … one hundred less, inverse
Note: stress importance of ‘difference’ as subtraction language
Use of place value counters to subtract HTO + TO, HTO + HTO etc. once the children have had practice, they should be able to apply it to larger numbers and the abstract</td>
<td>Without regrouping
Work out 769 – 147

With regrouping
Column method (using place value counters) 234-88
  </td>
<td>Once the children have had practice with the concrete, they should be able to apply it to any subtraction.
Like the other pictorial representations, children to represent the counters.
 
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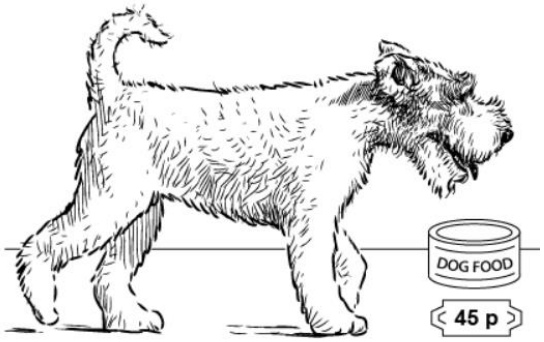
Dina's dog eats one tin of dog food each day.
 

How much does it cost to feed Dina’s dog for 6 days?</td></tr>
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 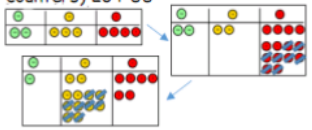 </td>
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 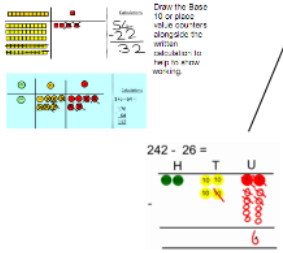
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 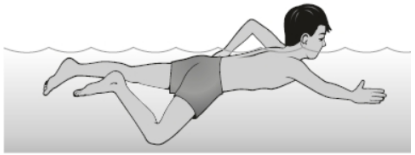

One length of a swimming pool is 10 metres.

Abdul swims the length of the pool 4 times.

Abdul works out how many metres he swims altogether.

Circle the two calculations that Abdul can use.

10 + 4

4 × 10

10 + 10 + 10 + 10</td>
</tr>
</table>

<table>
<tr><th colspan="5">Autumn 2 (7 weeks)</th></tr>
<tr><th>Week 4: Monday</th><th colspan="4">Week 4: Tuesday-Friday</th></tr>
<tr><td rowspan="3">Arithmetic:
♣ add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
• a two-digit number and ones
• a two-digit number and tens
• a two two-digit numbers
• adding three one-digit numbers

♣ add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction

♣ 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</td><td colspan="4">Flashback Focus: (Y2) Recognise and name common 2-D and 3-D shapes, including:
• 2-D shapes [for example, rectangles (including squares), circles and triangles]
• 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</td></tr>
<tr><td colspan="4">ASSESSMENT WEEK: Testbase Maths Assessments to be completed and marked</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>

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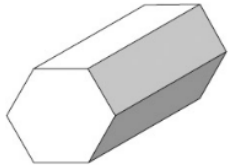
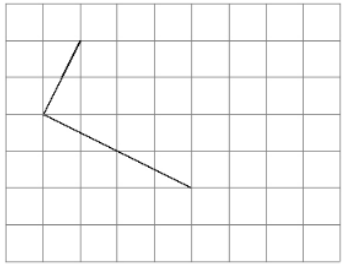
<tr><td colspan="2">♣ draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
♣identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</td></tr>
<tr><td>♣ draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

Link to all White Rose Resources (if needed):

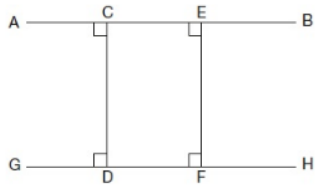
Y3 Summer Block 4 SOL9 Recognise anc
Y3 Summer Block 4 SOL7 Recognise anc
Y3 Summer Block 4 SOL10 Make 3D sha

Here is a drawing of a hexagonal prism.
 
How many faces does the prism have?

Draw two more straight lines to make a rectangle.
Use a ruler.
  </td><td>♣identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Link to all White Rose Resources (if needed):

Y3 Summer Block 4 SOL5 Horizontal anc
Y3 Summer Block 4 SOL6 Parallel and pe

Tick all the correct statements.

AB is parallel to CD ☐
GH is parallel to AB ☐
CD is perpendicular to GH ☐
EF is perpendicular to CD ☐</td></tr>
</table>

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<tr><th colspan="3">Autumn 2 (7 weeks)</th></tr>
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♣ add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction

♣ 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</td><td colspan="2">Flashback Focus: ♣ compare and order numbers up to 1000</td></tr>
<tr><td>♣ recognise angles as a property of shape or a description of a turn

Link to all White Rose Resources (if needed):

Y3 Summer Block 4 SOL1 Turns and ang
Y3 Summer Block 4 SOL3 Compare angl

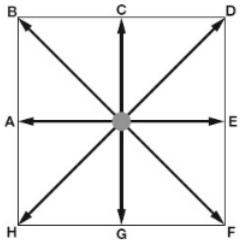
Complete the table.

<table><tr><th>shape</th><th colspan="3">property of shape</th></tr><tr><td></td><th>4 sides only</th><th>one or more right angles</th><th>two pairs of parallel sides</th></tr><tr><td></td><td>×</td><td>✓</td><td>×</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table></td><td>♣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

Link to all White Rose Resources (if needed):

Y3 Summer Block 4 SOL2 Right angles.p

Stefan stands in the centre of this square.

Not actual size

Stefan is facing towards F.

He turns anti-clockwise to face D.

What angle does Stefan turn through?

degrees

Stefan is now facing towards D.

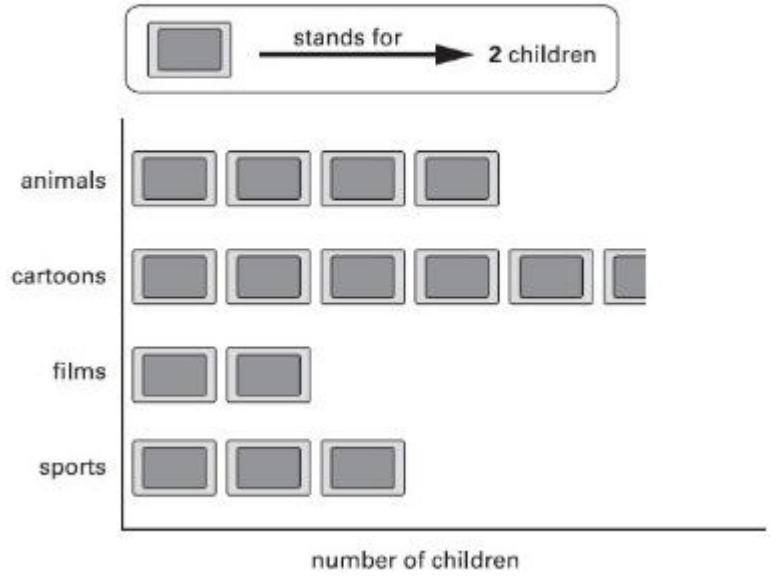
He turns 3 right angles clockwise.

Write the letter he faces after the turn.

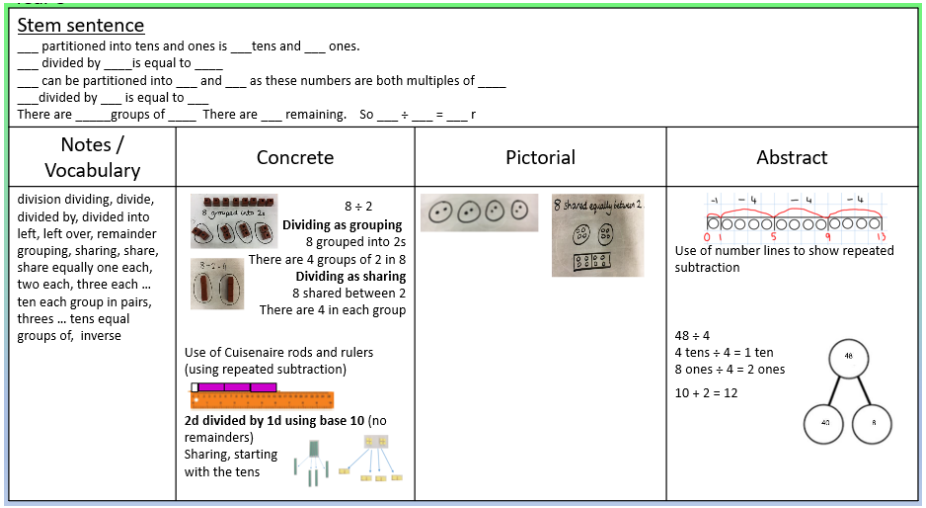
_____</td></tr>
</table>

Autumn 2 (7 weeks)	
Week 7: Monday	Week 7: Tuesday-Friday
Arithmetic: ♣ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and ones • a two-digit number and tens • a two two-digit numbers • adding three one-digit numbers ♣ add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction ♣ 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	Flashback Focus: ♣ 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 ♣ **interpret and present data using ~~bar charts,~~ pictograms and tables** Link to all White Rose Resources (if needed): Y3 Summer Block 5 SOL2 Draw pictogra Y3 Summer Block 5 SOL1 Interpret picto Y3 Summer Block 5 SOL6 Two way table Y3 Summer Block 5 SOL5 Collect and re Some children were asked to choose their favourite animal in the zoo. This table shows the results. How many more girls than boys chose giraffes? How many more boys chose lions than elephants? Which animal was chosen by the greatest number of children? Kiz asked each child in his class, ***'What kind of television programme do you prefer to watch?'*** Here are his results. How many **more** children prefer to watch cartoons than films?
Christmas Holidays	

	Girls	Boys
zebra	9	3
lion	4	9
giraffe	7	4
monkey	8	7
elephant	6	5



Spring 1 (6 Weeks)	
Week 1: Monday	Week 1: Tuesday-Friday
Arithmetic: ♣ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and ones • a two-digit number and tens • a two two-digit numbers • adding three one-digit numbers ♣ add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction ♣ 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	Flashback Focus: ♣ interpret and present data using ~~bar charts,~~ pictograms and tables **♣ 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**



Stem sentence

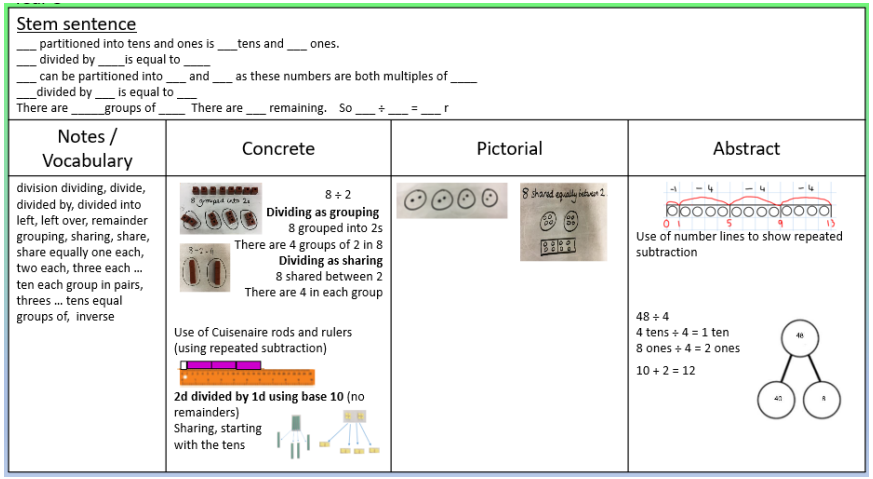
___ partitioned into tens and ones is ___tens and ___ ones.
___ divided by ____is equal to ____
___ can be partitioned into ___ and ___ as these numbers are both multiples of ____
___divided by ___ is equal to ___
There are _____groups of ____ There are ___ remaining. So ___ ÷ ___ = ___ r

Notes / Vocabulary	Concrete	Pictorial	Abstract
division dividing, divide, divided by, divided into left, left over, remainder grouping, sharing, share, share equally one each, two each, three each … ten each group in pairs, threes … tens equal groups of, inverse	8 ÷ 2 **Dividing as grouping** 8 grouped into 2s There are 4 groups of 2 in 8 **Dividing as sharing** 8 shared between 2 There are 4 in each group Use of Cuisenaire rods and rulers (using repeated subtraction) **2d divided by 1d using base 10** (no remainders) Sharing, starting with the tens		Use of number lines to show repeated subtraction 48 ÷ 4 4 tens ÷ 4 = 1 ten 8 ones ÷ 4 = 2 ones 10 + 2 = 12

72 ÷ 3 =

1 mark

Spring 1 (6 Weeks)	
Week 2: Monday	Week 2: Tuesday-Friday
Arithmetic: ♣ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and ones • a two-digit number and tens • a two two-digit numbers • adding three one-digit numbers ♣ add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction ♣ 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	Flashback Focus: ♣ recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables **♣ 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**

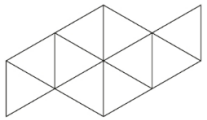
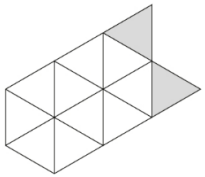
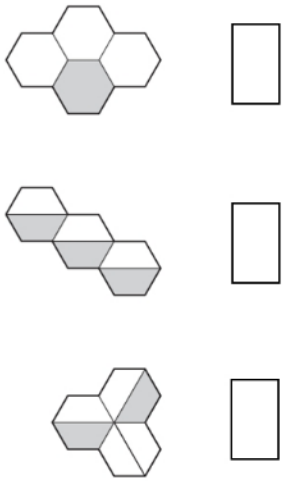
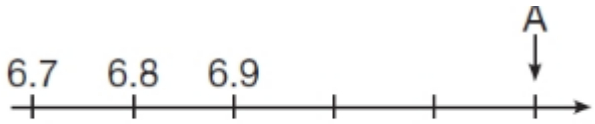
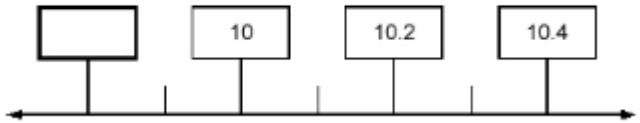


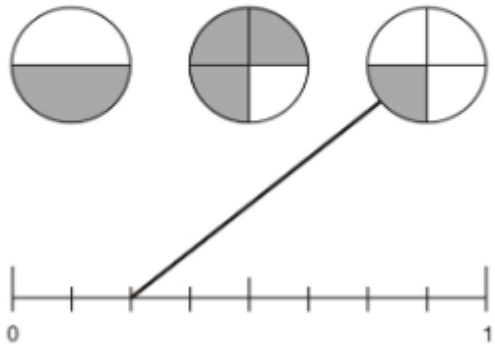
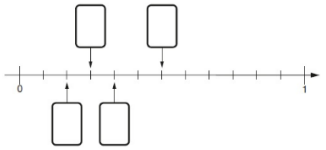
92 ÷ 4 =

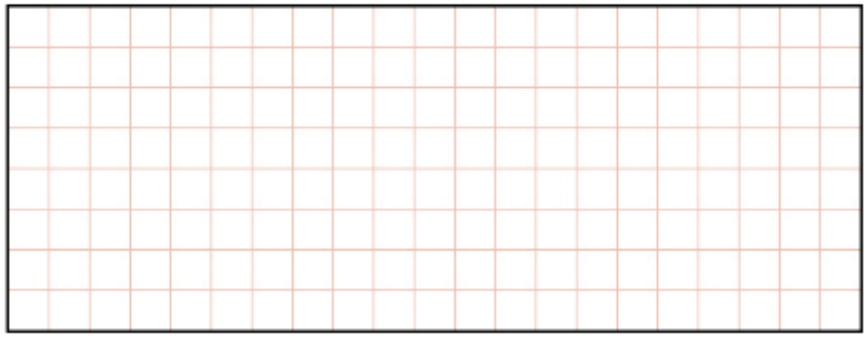
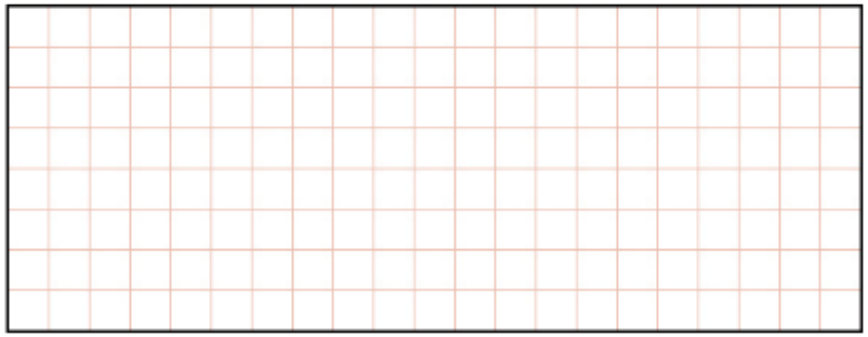
A 4 kilogram bag of rice costs £6

What is the cost of 500 grams of the rice?

1 mark

Spring 1 (6 Weeks)		
Week 3: Monday	Week 3: Tuesday-Friday	
Arithmetic: ♣ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and ones • a two-digit number and tens • a two two-digit numbers • adding three one-digit numbers ♣ add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction ♣ 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	Flashback Focus: ♣ identify horizontal and vertical lines and pairs of perpendicular and parallel lines. **♣ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators** Shade $\frac{1}{5}$ of this shape.  1 mark Shade more triangles on this shape so that is $\frac{1}{3}$ shaded  1 mark Here are three shapes made from regular hexagons. Write the **fraction** of each shape that is shaded. 	**♣ 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**  What number is marked at A? Write in the **missing** number on this number line.  Look at this number. 46.3 Draw a ring around the value of the 3 $\frac{3}{100}$ 3 $\frac{3}{10}$ 30

Spring 1 (6 Weeks)		
Week 4: Monday	Week 4: Tuesday-Friday	
Arithmetic: ♣ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and ones • a two-digit number and tens • a two two-digit numbers • adding three one-digit numbers ♣ add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction ♣ 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 ♣ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	Flashback Focus: ♣ 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	
	♣ recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Here is part of a number square. The other part of the square has been torn off. $\frac{1}{2}$ | 1 | $1\frac{1}{2}$ | 2 | $2\frac{1}{2}$ 3 | $3\frac{1}{2}$ | 4 | $4\frac{1}{2}$ | 5 6 | $6\frac{1}{2}$ | 7 | $7\frac{1}{2}$ 9 | $9\frac{1}{2}$ | 10 12 | $12\frac{1}{2}$ What number was in the bottom-left corner of the number square? A fraction of each shape is shaded. Match each fraction to the correct place on the number line. One has been done for you.  	**♣ compare and order unit fractions, and fractions with the same denominators** Here are four fractions. $\frac{1}{3}$ $\frac{1}{6}$ $\frac{1}{4}$ $\frac{1}{2}$ Write the fractions in the correct place on the number line.  Write these numbers in order, starting with the smallest. $\frac{5}{7}$ $\frac{2}{7}$ $\frac{6}{7}$ $\frac{3}{7}$ smallest largest Circle the biggest fraction. $\frac{1}{6}$ $\frac{1}{4}$ $\frac{1}{3}$ $\frac{1}{5}$

Spring 1 (6 Weeks)	
Week 5: Monday	Week 5: Tuesday-Friday
Arithmetic: ♣ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and ones • a two-digit number and tens • a two two-digit numbers • adding three one-digit numbers ♣ add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction ♣ 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 ♣ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	Flashback Focus: ♣ compare and order unit fractions, and fractions with the same denominators **♣ add and subtract fractions with the same denominator within one whole. E.g. 5/7 + 1/7 = 6/7 or 5/7 – 1/7 = 4/7** $1 - \square = \frac{7}{10}$  $\frac{4}{5} - \frac{1}{5} = \square$ 

<table>
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<tr><th>Week 6: Monday</th><th>Week 6: Tuesday-Friday</th></tr>
<tr><td rowspan="2">Arithmetic:
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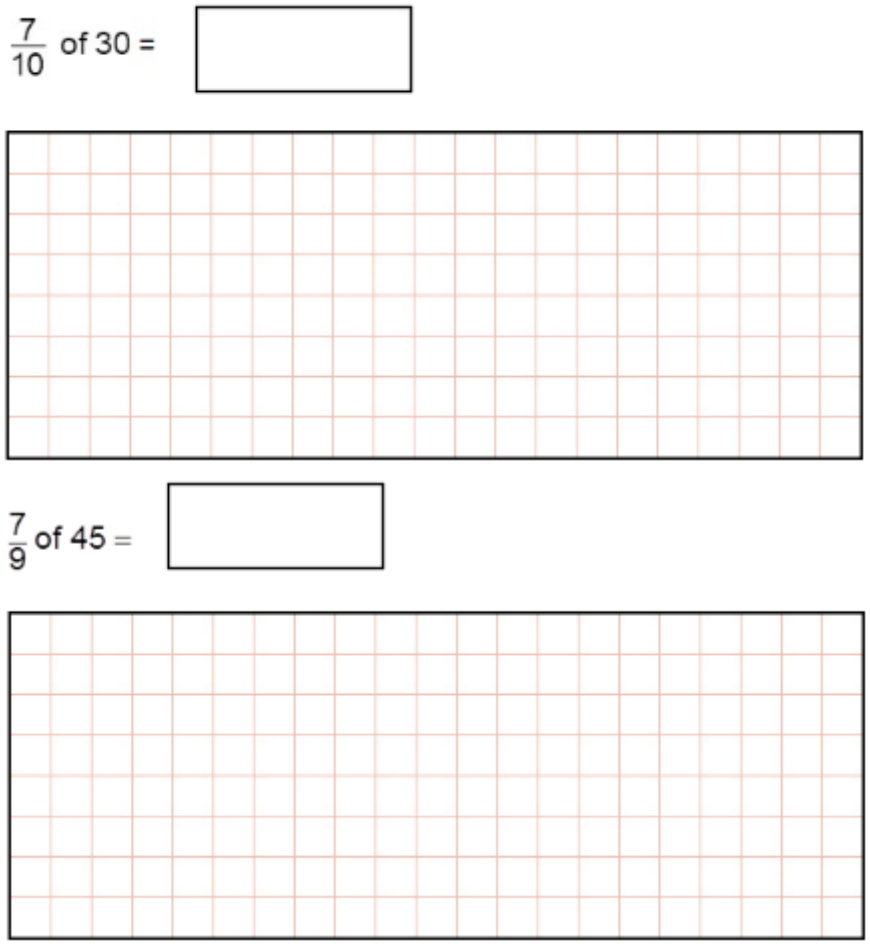
♣ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators

♣ add and subtract fractions with the same denominator within one whole. E.g. 5/7 + 1/7 = 6/7 or 5/7 – 1/7 = 4/7</td><td>Flashback Focus: ♣ compare and order unit fractions, and fractions with the same denominators
♣ Consolidation Week – Fractions of Amounts</td></tr>
<tr><td>  </td></tr>
<tr><td colspan="2">February Half Term</td></tr>
</table>

<table>
<tr><th colspan="5">Spring 2 (5 Weeks)</th></tr>
<tr><th>Week 1: Monday</th><th colspan="4">Week 1: Tuesday-Friday</th></tr>
<tr><td rowspan="3">Arithmetic:
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♣ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators

♣ add and subtract fractions with the same denominator within one whole. E.g. 5/7 + 1/7 = 6/7 or 5/7 – 1/7 = 4/7

♣Find Fractions of Amounts</td><td colspan="4">Flashback Focus: ♣ recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</td></tr>
<tr><td colspan="4">♣ measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</td></tr>
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♣ add and subtract fractions with the same denominator within one whole. E.g. 5/7 + 1/7 = 6/7 or 5/7 – 1/7 = 4/7</td><td colspan="4">Flashback Focus: ♣ measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml))</td></tr>
<tr><td colspan="4">♣ 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, a.m./p.m., morning, afternoon, noon and midnight</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
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<table>
<tr><th colspan="5">Spring 2 (5 Weeks)</th></tr>
<tr><th>Week 3: Monday</th><th colspan="4">Week 3: Tuesday-Friday</th></tr>
<tr><td rowspan="2">Arithmetic:
♣ add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
• a two-digit number and ones
• a two-digit number and tens
• a two two-digit numbers
• adding three one-digit numbers

♣ add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction

♣ 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

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♣ add and subtract fractions with the same denominator within one whole. E.g. 5/7 + 1/7 = 6/7 or 5/7 – 1/7 = 4/7</td><td colspan="4">Flashback Focus: ♣ recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</td></tr>
<tr><td colspan="4">♣ 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].</td></tr>
</table>

<table>
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♣ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators

♣ add and subtract fractions with the same denominator within one whole. E.g. 5/7 + 1/7 = 6/7 or 5/7 – 1/7 = 4/7</td><td colspan="4">Flashback Focus: ♣ read and write numbers up to 1000 in numerals and in words
♣ ASSESSMENT WEEK: Testbase Maths Assessments to be completed and marked</td></tr>
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</table>

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<tr><td rowspan="2">Arithmetic:
♣ add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
• a two-digit number and ones
• a two-digit number and tens
• a two two-digit numbers
• adding three one-digit numbers

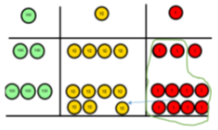
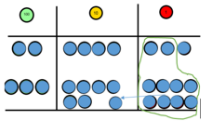
♣ add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction

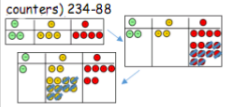
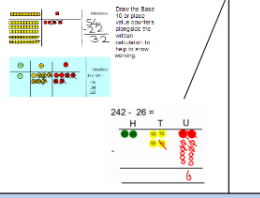
♣ write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using ~~mental and progressing to~~ formal written methods

♣ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators

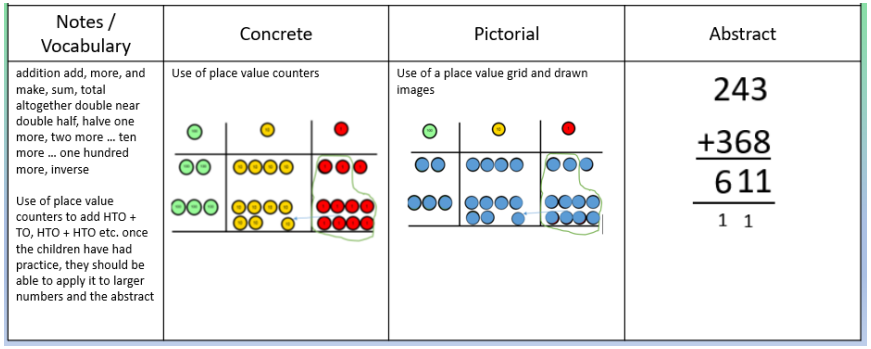
♣ add and subtract fractions with the same denominator within one whole. E.g. 5/7 + 1/7 = 6/7 or 5/7 – 1/7 = 4/7</td><td colspan="4">Flashback Focus: ♣ read and write numbers up to 1000 in numerals and in words</td></tr>
<tr><td colspan="4">♣ Consolidation Week</td></tr>
<tr><td colspan="5">Easter Holidays</td></tr>
</table>

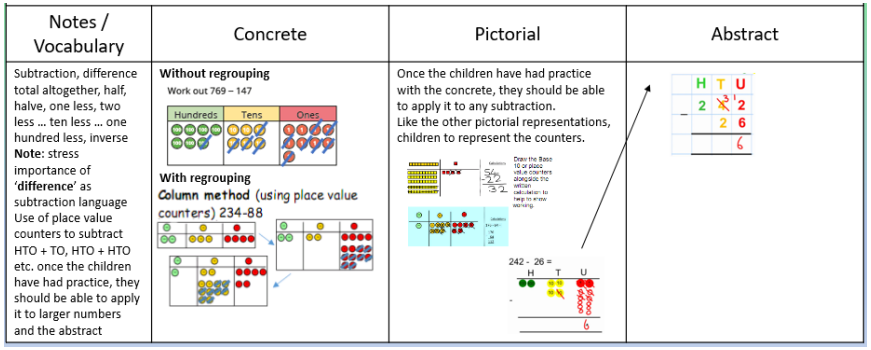
Summer 1 (6 Weeks)	
Week 1: Monday	Week 1: Tuesday-Friday
Arithmetic: ♣ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and ones • a two-digit number and tens • a two two-digit numbers • adding three one-digit numbers ♣ add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction ♣ 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 ♣ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators ♣ add and subtract fractions with the same denominator within one whole. E.g. 5/7 + 1/7 = 6/7 or 5/7 – 1/7 = 4/7	Flashback Focus: ♣ compare and order unit fractions, and fractions with the same denominators **♣ solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.**

Notes / Vocabulary	Concrete	Pictorial	Abstract
addition add, more, and make, sum, total altogether double near double half, halve one more, two more … ten more … one hundred more, inverse Use of place value counters to add HTO + TO, HTO + HTO etc. once the children have had practice, they should be able to apply it to larger numbers and the abstract	Use of place value counters 	Use of a place value grid and drawn images 	243 +368 611 1 1

Notes / Vocabulary	Concrete	Pictorial	Abstract
Subtraction, difference total altogether, half, halve, one less, two less … ten less … one hundred less, inverse **Note:** stress importance of '**difference**' as subtraction language Use of place value counters to subtract HTO + TO, HTO + HTO etc. once the children have had practice, they should be able to apply it to larger numbers and the abstract	**Without regrouping** Work out 769 – 147 **With regrouping** **Column method** (using place value counters) 234-88 	Once the children have had practice with the concrete, they should be able to apply it to any subtraction. Like the other pictorial representations, children to represent the counters. 	

Summer 1 (6 Weeks)	
Week 2: Monday	Week 2: Tuesday-Friday
Arithmetic: ♣ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and ones • a two-digit number and tens • a two two-digit numbers • adding three one-digit numbers ♣ add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction ♣ 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 ♣ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators ♣ add and subtract fractions with the same denominator within one whole. E.g. 5/7 + 1/7 = 6/7 or 5/7 – 1/7 = 4/7	Flashback Focus: ♣ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators **♣add and subtract amounts of money to give change, using both £ and p in practical contexts**





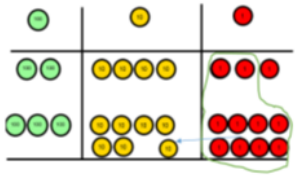
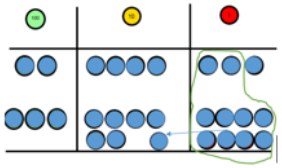
<table>
<tr><th colspan="2">Summer 1 (6 Weeks)</th></tr>
<tr><th>Week 3: Monday</th><th>Week 3: Tuesday-Friday</th></tr>
<tr><td rowspan="2">Arithmetic:
♣ add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
• a two-digit number and ones
• a two-digit number and tens
• a two two-digit numbers
• adding three one-digit numbers

♣ add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction

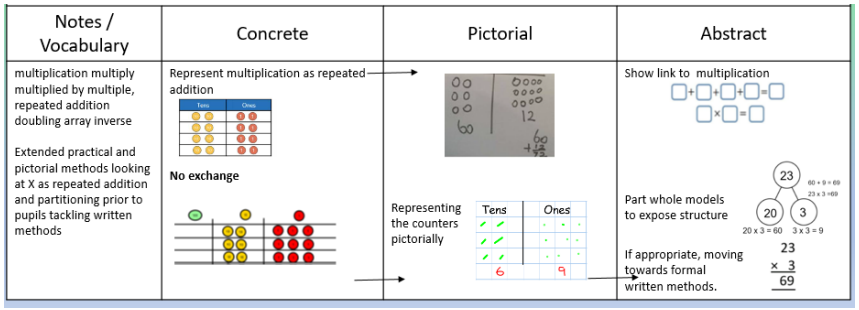
♣ write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using ~~mental and progressing to~~ formal written methods

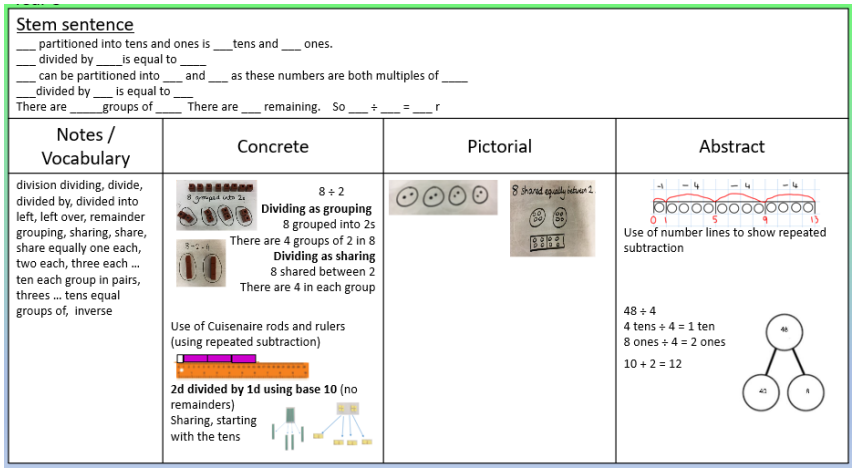
♣ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators

♣ add and subtract fractions with the same denominator within one whole. E.g. 5/7 + 1/7 = 6/7 or 5/7 – 1/7 = 4/7</td><td>Flashback Focus: ♣
♣ measure the perimeter of simple 2-D shapes</td></tr>
<tr><td>
<table>
<tr><th>Notes / Vocabulary</th><th>Concrete</th><th>Pictorial</th><th>Abstract</th></tr>
<tr><td>addition add, more, and make, sum, total altogether double near double half, halve one more, two more … ten more … one hundred more, inverse

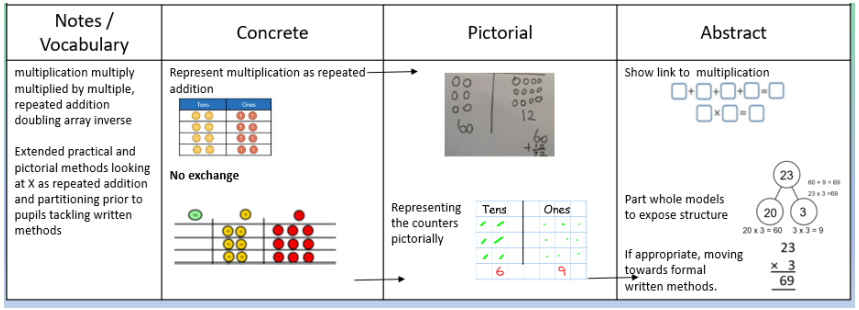
Use of place value counters to add HTO + TO, HTO + HTO etc. once the children have had practice, they should be able to apply it to larger numbers and the abstract</td><td>Use of place value counters
  </td><td>Use of a place value grid and drawn images
  </td><td>243
+368
611
1 1</td></tr>
</table>
</td></tr>
</table>

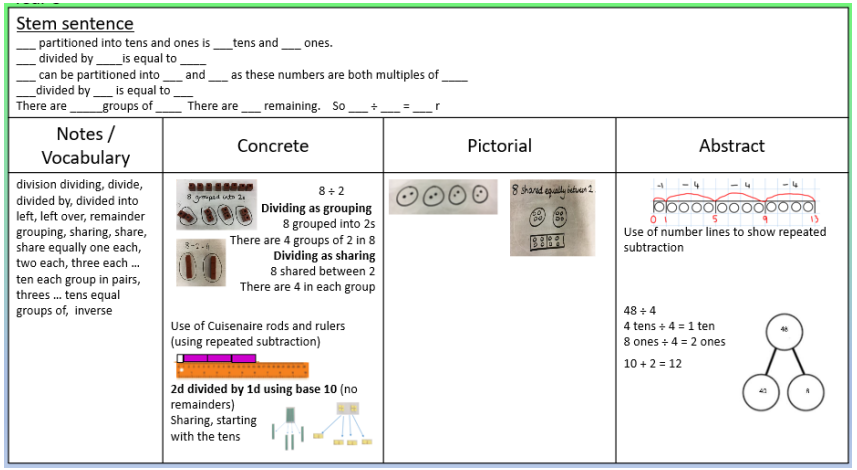
Summer 1 (6 Weeks)	
Week 4: Monday	Week 4: Tuesday-Friday
Arithmetic: ♣ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and ones • a two-digit number and tens • a two two-digit numbers • adding three one-digit numbers ♣ add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction ♣ 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 ♣ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators ♣ add and subtract fractions with the same denominator within one whole. E.g. 5/7 + 1/7 = 6/7 or 5/7 – 1/7 = 4/7	Flashback Focus: ♣ **♣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**





Summer 1 (6 Weeks)	
Week 5: Monday	Week 5: Tuesday-Friday
Arithmetic: ♣ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and ones • a two-digit number and tens • a two two-digit numbers • adding three one-digit numbers ♣ add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction ♣ 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 ♣ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators ♣ add and subtract fractions with the same denominator within one whole. E.g. 5/7 + 1/7 = 6/7 or 5/7 – 1/7 = 4/7	Flashback Focus: ♣ **♣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.**





<table>
<tr><td colspan="5">Summer 1 (6 Weeks)</td></tr>
<tr><td>Week 6: Monday</td><td colspan="4">Week 6: Tuesday-Friday</td></tr>
<tr><td rowspan="2">Arithmetic:
♣ add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
• a two-digit number and ones
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♣ add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction

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♣ Consolidation Week</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="5">May Half Term</td></tr>
</table>

<table>
<tr><th colspan="5">Summer 2 (7 Weeks)</th></tr>
<tr><th>Week 1: Monday</th><th colspan="4">Week 1: Tuesday-Friday</th></tr>
<tr><td rowspan="3">Arithmetic:
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<tr><td colspan="4">♣ interpret and present data using bar charts, ~~pictograms and tables~~
♣ 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.</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>

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<tr><th colspan="5">Summer 2 (7 Weeks)</th></tr>
<tr><th>Week 2: Monday</th><th colspan="4">Week 2: Tuesday-Friday</th></tr>
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♣ tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</td></tr>
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♣ recognise and show, using diagrams, equivalent fractions with small denominators
♣ compare and order unit fractions, and fractions with the same denominators</td></tr>
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Consolidation Week</td></tr>
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ASSESSMENT WEEK: Testbase Maths Assessments to be completed and marked</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>

<table>
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<tr><th>Week 6: Monday</th><th colspan="4">Week 6: Tuesday-Friday</th></tr>
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<tr><td colspan="4">♣ solve problems that involve all of the above (fractions objectives).</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>

<table>
<tr><th colspan="5">Summer 2 (7 Weeks)</th></tr>
<tr><th>Week 7: Monday</th><th colspan="4">Week 7: Tuesday-Friday</th></tr>
<tr><td rowspan="3">Arithmetic:
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<tr><td colspan="4">♣ Consolidation Week</td></tr>
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</table>