

## Staniland Academy Long Term Map - Year 3 Maths (2025/2026)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17
<b>Autumn</b>	<b>Number: Place Value</b> (N.B. Week 1 is four days)				<b>Number: Addition and Subtraction</b>				<b>Half Term</b>	<b>Half Term</b>	<b>Number: Addition and Subtraction</b>	<b>Number: Multiplication and Division</b>					
<b>Spring</b>	<b>Number: Multiplication and Division</b>			<b>Number: Fractions</b>			<b>Half Term</b>	<b>Measure: Length and perimeter</b>			<b>Measure: Mass and capacity</b>			<b>End of term Easter</b>	<b>End of term Easter</b>		
<b>Summer</b>	<b>Number: Fractions</b>			<b>Measure: Money</b>		<b>Half term</b>	<b>Measure: Time</b>			<b>Geometry: Shape</b>		<b>Statistics</b>			<b>End of term Summer</b>	<b>End of term Summer</b>	

<b>Number and Place Value</b>	<b>AU</b>	<b>SP</b>	<b>SU</b>	<b>Fractions (continued)</b>	<b>AU</b>	<b>SP</b>	<b>SU</b>
• Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number				• Add and subtract fractions with the same denominator within one whole [for example, five sevenths add one seventh = six sevenths]			
• Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)				• Compare and order unit fractions, and fractions with the same denominators			
• Compare and order numbers up to 1000				• Solve problems that involve all of the above.			
• Identify, represent and estimate numbers using different representations				<b>Measures</b>			
• Read and write numbers up to 1000 in numerals and in words				• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)			
• Solve number problems and practical problems involving these ideas.				• Measure the perimeter of simple 2-D shapes			
<b>Addition and Subtraction</b>				• Add and subtract amounts of money to give change, using both £ and p in practical contexts			
• Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds				• Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks			
• Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction				• 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			
• Estimate the answer to a calculation and use inverse operations to check answers				• Know the number of seconds in a minute and the number of days in each month, year and leap year			
• Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.				• Compare durations of events [for example to calculate the time taken by particular events or tasks].			
<b>Multiplication and Division</b>				<b>Properties of Shape</b>			
• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables				• Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them			
• 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 angles as a property of shape or a description of a turn			
• 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.				• 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			
<b>Fractions</b>				• Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.			
• 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				<b>Statistics</b>			
• Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators				• Interpret and present data using bar charts, pictograms and tables			
• Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators				• 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.			
• Recognise and show, using diagrams, equivalent fractions with small denominators							

**N.B.** – These are suggested time frames; if you need to, please spend longer on a block, objectives must be embedded. Consolidation of any learning should focus on place value, the four operations and fractions (inc. decimals and percentages for the older children). Blocks taught should be revisited each term through Cold Maths, lesson starters and when links are made between mathematical concepts e.g. measure and place value. These are curriculum objectives and what you should be teaching from.