Maths strand cycle St Stephen's 2025-26 Link for planning support: [Year 3 curriculum map | NCETM]

Term 1								
Year group	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
3	**SATs papers**	**Adding and subtracting across 10** -Add 3 addends -Use 'first,then,now'story to add 3 addends -Add addends in any order -Add 3 addends efficiently -Add 3 addends efficiently by finding two addends that total 10 -Add 2 numbers that bridge through 10 -Subtract 2 numbers that bridge through 10		**Numbers to 1,000** - Explain 100 is composed of ten tens and one hundred ones - Explain that 100 is composed of 50s 25s and 20s -Use known facts to find multiples of ten that compose 100 - Use known facts to find a two-digit number and a one- or two-digit number that compose 100 - Use known facts to find correct complements to 100 - Represent a three-digit number which is a multiple of ten using their numerals and names - Write addition and subtraction equations -Bridge 100 by adding or subtracting in multiples of ten and sole problems -Count across and on from 100 - Represent a three-digit number up to 199 in different ways - Bridge 100 by adding or subtracting a single-digit number - Find ten more or ten less than a given number - Cross the hundreds boundary when adding and subtracting any two-digit multiple of ten -Become familiar with a metre ruler (marked and unmarked intervals, 1 x 1m, 10 x 10cm, 100 x 1cm) - Measure length and height from zero using whole metres and cm - Convert between m and cm (include whole m to cm, cm to whole m and cm and vice versa) - Become familiar with a ruler in relation to cm and mm (marked and unmarked intervals, knowing 1cm = 10mm) - Measure length from zero using mm / whole cm and mm - Convert between cm and mm (include whole cm to mm, mm to whole cm and mm and vice versa) - Estimate a length/height, measure a length/height and record in a table - Represent a three-digit number up to 1000 in different ways - Count in hundreds and tens on a number line - Identify the previous, next and nearest multiple of 100 on a number line for a three-digit multiples of ten - Position three-digit numbers on number lines - Estimate the position of three-digit numbers on unmarked number lines - Compare one-, two- and three-digit numbers - Compare and order sets of three-digit numbers - Use known facts to add or subtract multiples of 100 within 1000 - Write a three-digit multiple of 10 as a multiplication equation - Partition three-digit numbers in different ways - Use known facts to add or subtract to/from multiples of 100 in tens and ones - Add/subtract multiples of ten bridging 100 - Add/subtract to/from a three-digit number in ones bridging 100 - Find 10 more or less across any hundreds boundary - Count forwards and backwards in multiples of 2, 20, 5, 50 and 25 - Become familiar with different weighing scales up to 1kg (intervals of 100g, 200g, 250g and 500g) - Become familiar with the tools to measure volume and capacity up to 1 litre (intervals of 100ml, 200ml, 250ml and 500ml) - Measure mass from zero up to 1kg using grams - Measure mass from zero above 1kg using whole kg and grams - Measure volume from zero up to 1 litre using ml - Measure volume from zero above 1 litre using whole litres and ml - Estimate mass in grams and volume in ml - Estimate a mass/volume, measure a mass/volume and record in a table		

Term 2							
Year group	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
3	**Conferencing/fluency**	**Numbers to 1,000** - Explain 100 is composed of ten tens and one hundred ones - Explain that 100 is composed of 50s 25s and 20s -Use known facts to find multiples of ten that compose 100				**Manipulating the additive relationship and securing mental calculation** - Add two 3-digit numbers using partitioning - Add two 3-digit numbers using adjusting	

		- Use known facts to find a two-digit number and a one- or two-digit number that compose 100 - Use known facts to find correct complements to 100 - Represent a three-digit number which is a multiple of ten using their numerals and names - Write addition and subtraction equations -Bridge 100 by adding or subtracting in multiples of ten and sole problems -Count across and on from 100 - Represent a three-digit number up to 199 in different ways - Bridge 100 by adding or subtracting a single-digit number - Find ten more or ten less than a given number - Cross the hundreds boundary when adding and subtracting any two-digit multiple of ten -Become familiar with a metre ruler (marked and unmarked intervals, 1 x 1m, 10 x 10cm, 100 x 1cm) - Measure length and height from zero using whole metres and cm - Convert between m and cm (include whole m to cm, cm to whole m and cm and vice versa) - Become familiar with a ruler in relation to cm and mm (marked and unmarked intervals, knowing 1cm = 10mm) - Measure length from zero using mm / whole cm and mm - Convert between cm and mm (include whole cm to mm, mm to whole cm and mm and vice versa) - Estimate a length/height, measure a length/height and record in a table - Represent a three-digit number up to 1000 in different ways - Count in hundreds and tens on a number line - Identify the previous, next and nearest multiple of 100 on a number line for a three-digit multiples of ten - Position three-digit numbers on number lines - Estimate the position of three-digit numbers on unmarked number lines - Compare one-, two- and three-digit numbers - Compare and order sets of three-digit numbers - Use known facts to add or subtract multiples of 100 within 1000 - Write a three-digit multiple of 10 as a multiplication equation - Partition three-digit numbers in different ways - Use known facts to add or subtract to/from multiples of 100 in tens and ones - Add/subtract multiples of ten bridging 100 - Add/subtract to/from a three-digit number in ones bridging 100 - Find 10 more or less across any hundreds boundary - Count forwards and backwards in multiples of 2, 20, 5, 50 and 25 - Become familiar with different weighing scales up to 1kg (intervals of 100g, 200g, 250g and 500g) - Become familiar with the tools to measure volume and capacity up to 1 litre (intervals of 100ml, 200ml, 250ml and 500ml) - Measure mass from zero up to 1kg using grams - Measure mass from zero above 1kg using whole kg and grams - Measure volume from zero up to 1 litre using ml - Measure volume from zero above 1 litre using whole litres and ml - Estimate mass in grams and volume in ml - Estimate a mass/volume, measure a mass/volume and record in a table	- Add a pair of 2- or 3-digit numbers using redistribution - Subtract a pair of 2- or 3-digit numbers, bridging a multiple of 10, using partitioning - Subtract a pair of 2-digit numbers, crossing a ten or hundreds boundary, by finding the difference between them - Subtract a pair of three-digit multiples of 10 within 1000 by finding the difference between them - Explain why the order of addition and subtraction steps in a multi-step problem can be chosen - Understand and can explain that both addition and subtraction equations can be used to describe the same additive relationship (2/3-digit numbers) - Use knowledge of the additive relationship to rearrange equations - Use knowledge of the additive relationship to identify what is known and what is unknown in an equation - Use knowledge of the additive relationship to rearrange equations before solving

Term 3						
Year group	Wk 1		Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
3	**Conferencing/fluency**	**Manipulating the additive relationship and securing mental calculation** - Add two 3-digit numbers using partitioning - Add two 3-digit numbers using adjusting - Add a pair of 2- or 3-digit numbers using redistribution - Subtract a pair of 2- or 3-digit numbers, bridging a multiple of 10, using partitioning - Subtract a pair of 2-digit numbers, crossing a ten or hundreds boundary, by finding the difference between them - Subtract a pair of three-digit multiples of 10 within 1000 by finding the difference between them - Explain why the order of addition and subtraction steps in a multi-step problem can be chosen - Understand and can explain that both addition and subtraction equations can be used to describe the same additive relationship (2/3-digit numbers)			**Column addition** - Identify the addends and the sum in column addition - Lay out column addition - Add a pair of 2-digit numbers using column addition - Add a pair of 2-digit numbers using column addition with regrouping in the ones/tens column - Use known facts and strategies to accurately and efficiently calculate and check column addition		

		- Use knowledge of the additive relationship to rearrange equations - Use knowledge of the additive relationship to identify what is known and what is unknown in an equation - Use knowledge of the additive relationship to rearrange equations before solving	

Term 4						
Year group	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
3	**Conferencing/fluency**	**Column subtraction** **- I**dentify the minuend and the subtrahend in column subtraction - Subtract from a 2-digit number using column subtraction with exchanging from tens to ones - Subtract from a 3-digit number using column subtraction with exchanging from hundreds to tens	**Multiplication and formal method of division** - Identify the factors and product in a multiplication division - Organise a multiplication using a grid method - Multiply a two digit number by a 1 digit number using grid method - Multiply a two digit number by a 1 digit number using grid method with carry overs - Introduce children to formal column method of multiplication - Identify the divisor, dividend and quotient in a division problem - Organise a division question using formal short method of division - Divide a three digit number by a 1 digit number using formal short method of division		**Unit fractions** - Identify a whole and the parts that make it up - Identify the number of equal or unequal parts in a whole - Identify equal parts when they do not look the same - Explain the size of the part in relation to the whole - Construct a whole when given a part and the number of parts - Identify how many equal parts a whole has been divided into - Use fraction notation to describe an equal part of the whole - Represent a unit fractions in different ways - Compare and order unit fractions by looking at the denominator - Identify when unit fractions cannot be compared - Construct a whole when given one part and the fraction that it represents - Identify the whole, the number of equal parts and the size of each part as a unit fraction - Quantify the number of items in each part and connect to the unit fraction operator - Calculate the value of a part by using knowledge of division and division facts - Calculate the value of a part by connecting knowledge of division and division facts with finding a fraction of a quantity - Find fractions of quantities using knowledge of division facts with increasing fluency	

Term 5					
Year group	Wk 1	Wk 2	Wk3	Wk 4	Wk 5
3	**Conferencing/fluency(include recap work on shape here)**	**Unit fractions** - Identify a whole and the parts that make it up - Identify the number of equal or unequal parts in a whole - Identify equal parts when they do not look the same - Explain the size of the part in relation to the whole - Construct a whole when given a part and the number of parts - Identify how many equal parts a whole has been divided into - Use fraction notation to describe an equal part of the whole		**Non-unit fractions** - Explain that non-unit fractions are composed of more than one unit fraction - Identify non-unit fractions - Identify the number of equal or unequal parts in a whole - Use knowledge of unit fractions to find one whole - Place fractions between 0 and 1 on a numberline - Use repeated addition of a unit fraction to form a non-unit fraction - Use repeated addition of a unit fraction to form 1	

		- Represent a unit fractions in different ways - Compare and order unit fractions by looking at the denominator - Identify when unit fractions cannot be compared - Construct a whole when given one part and the fraction that it represents - Identify the whole, the number of equal parts and the size of each part as a unit fraction - Quantify the number of items in each part and connect to the unit fraction operator - Calculate the value of a part by using knowledge of division and division facts - Calculate the value of a part by connecting knowledge of division and division facts with finding a fraction of a quantity - Find fractions of quantities using knowledge of division facts with increasing fluency	- Compare using knowledge of non-unit fractions equivalent to one - Compare non-unit fractions with the same denominator - Compare unit fractions - Compare fractions with the same numerator - Add up fractions with the same denominator - Add on fractions with the same denominator - Add fractions with the same denominator using a generalised rule - Subtract fractions with the same denominator - Identify the whole, the number of equal parts and the size of each part as a unit fraction - Explain that addition and subtraction of fractions are inverse operations - Subtract fractions from a whole by converting the whole to a fraction - Represent a whole as a fraction in different ways and use this to solve problems involving subtraction

Term 6							
Year group	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
	Non-unit fractions - Explain that non-unit fractions are composed of more than one unit fraction - Identify non-unit fractions - Identify the number of equal or unequal parts in a whole - Use knowledge of unit fractions to find one whole - Place fractions between 0 and 1 on a numberline - Use repeated addition of a unit fraction to form a non-unit fraction - Use repeated addition of a unit fraction to form 1 - Compare using knowledge of non-unit fractions equivalent to one - Compare non-unit fractions with the same denominator - Compare unit fractions - Compare fractions with the same numerator - Add up fractions with the same denominator - Add on fractions with the same denominator - Add fractions with the same denominator using a generalised rule - Subtract fractions with the same denominator - Identify the whole, the number of equal parts and the size of each part as a unit fraction - Explain that addition and subtraction of fractions are inverse operations - Subtract fractions from a whole by converting the whole to a fraction - Represent a whole as a fraction in different ways and use this to solve problems involving subtraction			**NFER**	**Right angles** **Parallel and perpendicular sides in polygons** - Rotate two lines around a fixed point to make different sized angles - Draw triangles and quadrilaterals and identify vertices - Learn that a right angle is a 'square corner' and identify them in the environment - Learn that a rectangle is a 4-sided polygon with four right angles - Learn that a square is a rectangle in which the four sides are equal length - Cut rectangles and squares on the diagonal and investigate the shapes they make - Join four right angles at a point using different right-angled polygons - Investigate and draw other polygons with right angles - Make compound shapes by joining two polygons in different ways (same parts, different whole) - Investigate different ways of composing and decomposing a polygon (same whole, different parts) - Draw polygons on isometric paper - Use geostrips to investigate quadrilaterals with and without parallel and perpendicular sides - Make and draw compound shapes with and without parallel and perpendicular sides - Learn to extend lines and sides to identify parallel and perpendicular lines - Make and draw triangles on circular geoboards - Make and draw quadrilaterals on circular geoboards - Draw shapes with given properties on a range of geometric grids	**Time** - Tell and write the time from an analogue clock, including 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].

Statistics to be taught through Science.

Roman numerals being covered in Year 4 when the Romans are covered.