

**Maths LTP – Overview**  
**Year 3**  
**2025-2026**

|               | First Half term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Second Half Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Autumn</b> | <b>Number:</b><br><b>Place Value including decimals (6 weeks)</b> <ul style="list-style-type: none"> <li>Count from 0 in multiples of 4, 8, 50 and 100</li> <li>Count up and down in tenths</li> <li>Read and write numbers up to 1000 in numerals and in words</li> <li>Read and write numbers with one decimal place</li> <li>Identify, represent and estimate numbers using different representations (including the number line)</li> <li>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>Identify the value of each digit to one decimal place</li> <li>Partition numbers in different ways (e.g. <math>146 = 100 + 40 + 6</math> and <math>146 = 130 + 16</math>)</li> <li>Compare and order numbers up to 1000</li> <li>Compare and order numbers with one decimal place</li> <li>Find 1, 10 or 100 more or less than a given number</li> <li>Round numbers to at least 1000 to the nearest 10 or 100</li> <li>Find the effect of multiplying a one- or two-digit number by 10 and 100, identify the value of the digits in the answer</li> <li>Describe and extend number sequences involving counting on or back in different steps</li> <li>Read Roman numerals from I to XII Solve number problems and practical problems involving these ideas</li> </ul> | <b>Number:</b><br><b>Addition and Subtraction (6 weeks)</b> <ul style="list-style-type: none"> <li>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)</li> <li>Select a mental strategy appropriate for the numbers involved in the calculation</li> <li>Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context</li> <li>Recall/use addition/subtraction facts for 100 (multiples of 5 and 10) • Derive and use addition and subtraction facts for 100</li> <li>Derive and use addition and subtraction facts for multiples of 100 totalling 1000</li> <li>Add and subtract numbers mentally, including: - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds</li> <li>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>Estimate the answer to a calculation and use inverse operations to check answers</li> <li>Continue to recognise and use the symbols for pounds (£) and pence (p) and understand that the decimal point separates pounds/pence</li> <li>Recognise that ten 10p coins equal £1 and that each coin is 1/10 of £1</li> <li>• Add and subtract amounts of money to give change, using both £ and p in practical contexts Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> </ul> |
| <b>Spring</b> | <b>Number:</b><br><b>Multiplication and division (6 weeks)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Number:</b><br><b>Fractions (5 weeks)</b> <ul style="list-style-type: none"> <li>Show practically or pictorially that a fraction is one whole number divided by another (e.g. <math>3/4</math> can be interpreted as <math>3 \div 4</math>)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|               | <ul style="list-style-type: none"> <li>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)</li> <li>Understand that division is the inverse of multiplication and vice versa</li> <li>Understand how multiplication and division statements can be represented using arrays</li> <li>Understand division as sharing and grouping and use each appropriately</li> <li>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>Derive and use doubles of all numbers to 100 and corresponding halves</li> <li>Derive and use doubles of all multiples of 50 to 500</li> <li>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</li> <li>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</li> <li>Solve problems, including missing number problems, involving multiplication and division (and interpreting remainders), including positive integer scaling problems and correspondence problems in which an objects are connected to m objects</li> </ul> | <ul style="list-style-type: none"> <li>Understand that finding a fraction of an amount relates to division</li> <li>Recognise that tenths arise from dividing objects into 10 equal parts and in dividing one-digit numbers or quantities by 10</li> <li>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>Count on and back in steps of <math>\frac{1}{2}</math> , <math>\frac{1}{4}</math> and <math>\frac{1}{3}</math></li> <li>Solve problems that involve all of the above</li> </ul> |
| <b>Summer</b> | <p><b>Number: Fractions (3 weeks)</b></p> <ul style="list-style-type: none"> <li>Recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>Add and subtract fractions with the same denominator within one whole [for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math> ]</li> <li>Compare and order unit fractions, and fractions with the same denominators (including on a number line)</li> </ul> <p><b>Measurement:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Measurement:</b></p> <p><b>Angles (2 weeks)</b></p> <ul style="list-style-type: none"> <li>Recognise angles as a property of shape or a description of a turn</li> <li>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</li> </ul>                                                                                                                                                                                                                                                                                               |

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|  | <p><b>Time (4 weeks)</b></p> <ul style="list-style-type: none"> <li>• Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>• Estimate/read time with increasing accuracy to the nearest minute</li> <li>• Record/compare time in terms of seconds, minutes, hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon, midnight</li> <li>• Know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>• Compare durations of events</li> </ul> | <ul style="list-style-type: none"> <li>• Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li> </ul> <p><b>Measure:</b><br/> <b>Length, height, temperature, weigh and Measure (4 weeks)</b></p> <ul style="list-style-type: none"> <li>• Compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>• Continue to estimate and measure temperature to the nearest degree (°C) using thermometers</li> <li>• Understand perimeter is a measure of distance around the boundary of a shape</li> <li>• Measure the perimeter of simple 2-D shapes</li> <li>• Calculate the time taken by particular events or tasks] Solve problems involving money and measures and simple problems involving passage of time</li> </ul> |
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