



**Year 3**

**Maths Curriculum Map**

**2025/26**

**Autumn 1**

| Week 1  | Week 2  | Week 3  | Week 4  | Week 5   | Week 6   | Week 7  | Week 8  |
|---|---|---|---|--|--|---|---|
| <p><b>Place Value</b></p> <p>Represent numbers to 100</p> | <p>Partition numbers to 100</p> <p>Number line to 100</p> <p>Hundreds</p> <p>Represent numbers to 1,000</p> <p>Partition numbers to 1,000</p> | <p>Flexible partitioning of numbers to 1,000</p> <p>Hundreds, tens and ones</p> <p>Find 1, 10 or 100 more or less of numbers to 1,000</p> <p>Number line to 1,000</p> | <p>Estimate on a number line to 1,000</p> <p>Order numbers to 1,000</p> <p>Compare numbers to 1,000</p> <p>Count in 50s</p> | <p><b>Addition &amp; Subtraction</b></p> <p>Apply number bonds within 10</p> <p>Add and subtract 1s</p> <p>Add and subtract 10s</p> <p>Add and subtract 100s</p> | <p>Spot the pattern</p> <p>Add 1s across a 10</p> <p>Add 10s across a 100</p> <p>Subtract 1s across a 10</p> | <p>Subtract 10s across a 100</p> <p>Make connections</p> <p>Add two numbers (no exchange)</p> <p>Subtract two numbers (no exchange)</p> | <p>Add two numbers (across a 10)</p> <p>Add two numbers (across a 100)</p> <p>Subtract two numbers (across a 10)</p> <p>Subtract two numbers (across a 100)</p> |

**Key Vocab**

hundreds, tens, ones      digit      placeholder      column  
 partition      start point, end point, intervals      estimate      greater,  
 less, equal      ascending, descending

**Sentence stems**

Composition and partitioning:  
*There are \_\_\_ hundreds, \_\_\_ tens and \_\_\_ ones. The number is \_\_\_.*  
*\_\_\_ can be partitioned into \_\_\_.*  
*There are \_\_\_ tens in \_\_\_ hundred(s).*

Find more or less:  
*1/10/100 more/less than \_\_\_ is \_\_\_.*

Estimating:  
*The number is closer to \_\_\_ than \_\_\_. I estimate the number is \_\_\_.*

Comparing and ordering:  
*\_\_\_ is greater than/less than \_\_\_.*  
*From \_\_\_ to \_\_\_ the numbers are ascending/descending.*

**Key Vocab**

number bond      exchange      augend, addend, sum      minuend,  
 subtrahend, difference      commutative      inverse

**Sentence stems**

Number bonds:  
*I know \_\_\_ and \_\_\_ makes \_\_\_, so I also know \_\_\_ and \_\_\_ makes \_\_\_.*

Crossing by making 10 and 100:  
*\_\_\_ is made of \_\_\_ and \_\_\_.*  
*I can add/subtract \_\_\_ first to make \_\_\_ and then add/subtract \_\_\_ more.*

Addition and subtraction:  
*\_\_\_ ones/tens/hundreds add/subtract \_\_\_ ones/tens/hundreds is \_\_\_.*  
*I (only) have \_\_\_ ones/tens. I need to exchange \_\_\_ for \_\_\_.*

Number sentences:  
*The augend is \_\_\_ and the addend is \_\_\_. The sum is \_\_\_.*  
*The minuend is \_\_\_ and the subtrahend is \_\_\_. The difference is \_\_\_.*

**Autumn 2**

| Week 1  | Week 2  | Week 3   | Week 4   | Week 5  | Week 6  | Week 7   |
|---|---|--|--|---|---|--|
| <p>Add 2-digit and 3-digit numbers</p> <p>Subtract a 2-digit number from a 3-digit number</p> <p>Complements to 100</p> | <p>Estimate answers</p> <p>Inverse operations</p> <p>Make decisions</p> | <p><b>Multiplication &amp; Division (1)</b></p> <p>Multiplication - equal groups</p> <p>Use arrays</p> <p>Multiples of 2</p> | <p>Multiples of 5 and 10</p> <p>Sharing and grouping</p> <p>Multiply by 3</p> <p>Divide by 3</p> | <p>The 3 times-table</p> <p>Multiply by 4</p> <p>Divide by 4</p> <p>The 4 times-table</p> | <p>Multiply by 8</p> <p>Divide by 8</p> <p>The 8 times-table</p> <p>The 2, 4 and 8 times-tables</p> | <p><b>Multiplication &amp; Division (2)</b></p> <p>Multiples of 10</p> <p>Related calculations</p> <p>Reasoning about multiplication</p> |

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| <p><b>Sentence stems</b></p> <p>Estimating:<br/>           ___ is close to ____.<br/>           I estimate the sum/difference is ____.</p> <p>Inverse:<br/>           If the whole is ____, the parts are ____ and ____.<br/>           If the parts are ____ and ____, the whole is ____.<br/>           ____ is the inverse of ____.</p> | <p><b>Key Vocab</b></p> <p>equal groups      repeated addition      array      commutative      multiples<br/>           group, share      multiply, times      divide</p> <p><b>Sentence stems</b></p> <p>Equal groups:<br/>           There are ____ groups of ____ . There are ____ altogether.</p> <p>Arrays:<br/>           There are ____ rows of ____ . There are ____ columns of ____ . There are ____ altogether.</p> <p>Multiples:<br/>           The next/previous multiple of ____ is ____ .</p> <p>Multiplying:<br/>           ____ lots of ____ is ____ .<br/>           ____ multiplied by ____ is ____ .</p> <p>Sharing, grouping and dividing:<br/>           ____ is shared into ____ equal groups. Each group gets ____ .<br/>           ____ is grouped into equal groups of ____ . There are ____ groups.<br/>           ____ divided by ____ is ____ .</p> | <p><b>Key Vocab</b></p> <p>multiple<br/>           commutative<br/>           inverse<br/>           multiplicand,<br/>           multiplier, product<br/>           dividend, divisor,<br/>           quotient<br/>           remainder</p> |
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**Fluency: counting in 3s, 4s and 8s**

Spring 1

| Week 1   | Week 2   | Week 3  | Week 4   | Week 5  | Week 6                     |
|--|--|---|--|---|----------------------------|
| <p>Multiply a 2-digit number by a 1-digit number - no exchange</p> <p>Multiply a 2-digit number by a 1-digit number - with exchange</p> <p>Link multiplication and division</p> <p>Divide a 2-digit number by a 1-digit number - no exchange</p> | <p>Divide a 2-digit number by a 1-digit number - flexible partitioning</p> <p>Divide a 2-digit number by a 1-digit number - with remainders</p> <p>Scaling</p> <p>How many ways?</p> | <p><b>Length &amp; Perimeter</b></p> <p>Measure in metres and centimetres</p> <p>Measure in millimetres</p> <p>Measure in centimetres and millimetres</p> | <p>Metres, centimetres and millimetres</p> <p>Equivalent lengths (metres and centimetres)</p> <p>Equivalent lengths (centimetres and millimetres)</p> <p>Compare lengths</p> | <p>Add lengths</p> <p>Subtract lengths</p> <p>What is perimeter?</p> <p>Measure perimeter</p> | <p>Calculate perimeter</p> |

|   |  |
|---|--|
| <p><b>Sentence stems</b></p> <p>Comparing:<br/>           ___ lots of ___ is greater/less than ___ lots of ___.</p> <p>Multiplying:<br/>           ___ ones multiplied by ___ is ___ ones.<br/>           ___ tens multiplied by ___ is ___ tens.<br/>           The product is ___.</p> <p>Dividing:<br/>           ___ ones divided by ___ is ___ ones.<br/>           ___ tens divided by ___ is ___ tens.<br/>           The quotient is ___.</p> <p>Remainders:<br/>           There is ___ left over.<br/>           There is a remainder of ___.</p> | <p><b>Key Vocab</b></p> <p>millimetre (mm)      centimetre (cm)      metre (m)      unit      equivalent      length</p> <p>sides      perimeter</p> |
|---|--|

Fluency: 3 times table

Spring 2

| Week 1  | Week 2  | Week 3  | Week 4   | Week 5   |
|---|---|---|--|--|
| <p><b>Fractions (1)</b></p> <p>Understand the denominators of unit fractions</p> <p>Compare and order unit fractions</p> <p>Understand the numerators of non-unit fractions</p> | <p>Understand the whole</p> <p>Compare and order non-unit fractions</p> <p>Fractions and scales</p> <p>Fractions on a number line</p> | <p>Count in fractions on a number line</p> <p>Equivalent fractions on a number line</p> <p>Equivalent fractions as bar models</p> | <p><b>Mass &amp; Capacity</b></p> <p>Use scales</p> <p>Measure mass in grams</p> <p>Measure mass in kilograms and grams</p> <p>Equivalent masses (kilograms and grams)</p> | <p><i>Compare mass</i></p> <p>Add and subtract mass</p> <p>Measure capacity and volume in millilitres</p> <p>Measure capacity and volume in litres and millilitres</p> |

**Key Vocab**

numerator, denominator    vinculum    unit fractions    non-unit fractions  
 equal parts    whole    equivalent

**Sentence stems**

Equal parts:  
*The whole is divided into \_\_\_ equal parts. The denominator is \_\_\_.*  
*\_\_\_ equal parts are shaded. The numerator is \_\_\_.*  
*The fraction is \_\_\_.*

Comparing:  
*\_\_\_ is greater/smaller than \_\_\_ because more/less equal parts are shaded.*  
*\_\_\_ is greater/smaller than \_\_\_ because the whole is divided into more/less equal parts.*

Number lines and bar models:  
*The number line/bar model is divided into \_\_\_ equal parts.*  
*Each interval/bar is worth \_\_\_.*

Equivalence:  
*\_\_\_ and \_\_\_ are equivalent. \_\_\_ is equivalent to \_\_\_.*

**Key Vocab**

mass    scale    gram (g), kilogram (kg)  
 equivalent    volume    capacity    millilitre (ml),  
 litre (l)

Fluency: 4 times table

Summer 1

| Week 1   | Week 2   | Week 3   | Week 4  | Week 5  | Week 6  |
|--|--|--|---|---|---|
| <p>Equivalent capacities and volumes (litres and millilitres)</p> <p>Compare capacity and volume</p> <p>Add and subtract capacity and volume</p> | <p><b>Fractions (2)</b></p> <p>Add fractions</p> <p>Subtract fractions</p> <p>Partition the whole</p>  | <p>Unit fractions of a set of objects</p> <p>Non-unit fractions of a set of objects</p> <p>Reasoning with fractions of an amount</p> | <p><b>Money</b></p> <p>Pounds and pence</p> <p>Convert pounds and pence</p> | <p>Add money</p> <p>Subtract money</p> <p>Find change</p> | <p><b>Time</b></p> <p>Roman numerals to 12</p> <p>Tell the time to 5 minutes</p> <p>Tell the time to the minute</p> |
|  | <p><b>Key Vocab</b></p> <p>numerator, denominator      vinculum      unit</p> <p>fractions      non-unit fractions      partition</p> <p><b>Sentence stems</b></p> <p>Adding fractions:<br/>         ___ (fifths) plus ___ more (fifths) is equal to ____.<br/>         We add ___, and keep ___ the same.</p> <p>Subtracting fractions:<br/>         ___ (fifths) take away ___ (fifths) is equal to ____.<br/>         We subtract ___, and keep ___ the same.</p> <p>Find fractions:<br/>         The whole is _____. _____ is divided into _____ equal parts. _____ of those equal parts is _____.<br/>         _____ of _____ is _____.</p> | <p><b>Key Vocab</b></p> <p>pence (p)      pound (£)      coin, note</p> <p>convert      change</p>                                   |   |   |   |
| <b>Fluency: 8 times table</b>  |  |  |   |   |   |

| Week 1   | Week 2  | Week 3                          | Week 4  | Week 5  | Week 6  | Week 7   |
|--|---|---------------------------------|---|---|---|--|
| <p>Read time on a digital clock</p> <p>Use a.m. and p.m.</p> <p>Years, months and days</p> <p>Days and hours</p> | <p>Hours and minutes - use start and end times</p> <p>Hours and minutes - use durations</p> <p>Minutes and seconds</p> <p>Units of time</p> | <p>Solve problems with time</p> | <p><b>Shape</b></p> <p>Turns and angles</p> <p>Right angles</p> <p>Compare angles</p> <p>Measure and draw accurately</p> <p>Horizontal and vertical</p> | <p>Parallel and perpendicular</p> <p>Recognise and describe 2-D shapes</p> <p>Draw polygons</p> <p>Recognise and describe 3-D shapes</p> <p>Make 3-D shapes</p> | <p><b>Statistics</b></p> <p>Interpret pictograms</p> <p>Draw pictograms</p> <p>Interpret bar charts</p> | <p>Draw bar charts</p> <p>Collect and represent data</p> <p>Two-way tables</p> |

|  |  |                                 |  |   |   |  |                                     |
|--|--|---------------------------------|--|---|---|--|-------------------------------------|
| <p><b>Key Vocab</b></p> <p>Roman numerals</p> <p>analogue, digital</p> | <p>hour hand, minute hand</p> <p>am, pm</p> <p>leap year</p> | <p>past, to</p> <p>duration</p> | <p><b>Key Vocab</b></p> <p>turn</p> <p>angle</p> <p>horizontal, vertical</p> <p>perpendicular</p> <p>of symmetry</p> <p>curved surfaces,</p> | <p>clockwise, anticlockwise</p> <p>right angle, acute, obtuse</p> <p>parallel</p> <p>sides, vertices, lines</p> <p>polygon</p> <p>faces,</p> <p>prism</p> | <p><b>Key Vocab</b></p> <p>pictogram</p> <p>bar chart</p> <p>vertical, horizontal</p> <p>cell</p> | <p>symbol</p> <p>scale</p> <p>data</p> | <p>key</p> <p>axis</p> <p>table</p> |
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**Fluency: telling the time to the minute**