

# YEAR 3 MATHEMATICS LONG-TERM PLAN

Teaching for Mastery curriculum

ACADEMIC YEAR

2026 / 2027

**Curriculum basis:** NCETM Curriculum Prioritisation, the National Curriculum for England and the DfE Ready-to-Progress criteria. Suggested timings are indicative and should be adapted responsively.

Reviewed: \_\_\_\_\_

Maths Lead: \_\_\_\_\_

**STANDALONE MASTERING NUMBER PROVISION** Year 3 pupils receive separate 15–20 minute Mastering Number sessions in addition to the main mathematics lesson. These sessions strengthen number sense, fluency and flexibility; they complement rather than replace the NCETM units below.

| Half term  | Unit | NCETM unit                                                             | Indicative time | Curriculum strand                                                | Ready-to-Progress                                                                                                                                 | PD / guidance             | Online unit          |
|------------|------|------------------------------------------------------------------------|-----------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|----------------------|
| Autumn 1   | 1    | Adding and subtracting across 10                                       | 2 weeks         | Addition and subtraction / number facts                          | <a href="#">2AS-1</a> , <a href="#">3NF-1</a>                                                                                                     | 1.11                      | <a href="#">Open</a> |
| Autumn 1/2 | 2    | Numbers to 1000                                                        | 10 weeks        | Number and place value / addition and subtraction / number facts | <a href="#">3NPV-1</a> , <a href="#">3NPV-2</a> , <a href="#">3NPV-3</a> , <a href="#">3NPV-4</a> , <a href="#">3AS-1</a> , <a href="#">3NF-3</a> | 1.17, 1.18                | <a href="#">Open</a> |
| Spring 1   | 3    | Right angles                                                           | 2 weeks         | Geometry                                                         | <a href="#">3G-1</a>                                                                                                                              | DfE Year 3 guidance       | <a href="#">Open</a> |
| Spring 1   | 4    | Manipulating the additive relationship and securing mental calculation | 4 weeks         | Addition and subtraction                                         | <a href="#">3AS-3</a>                                                                                                                             | 1.19                      | <a href="#">Open</a> |
| Spring 2   | 5    | Column addition                                                        | 2 weeks         | Addition and subtraction                                         | <a href="#">3AS-2</a>                                                                                                                             | 1.20                      | <a href="#">Open</a> |
| Spring 2   | 6    | 2, 4, 8 times tables                                                   | 3 weeks         | Number facts / multiplication and division                       | <a href="#">3MD-1</a> , <a href="#">3NF-2</a> , <a href="#">3NF-3</a>                                                                             | 2.7                       | <a href="#">Open</a> |
| Spring 2   | 7    | Column subtraction                                                     | 1 week          | Addition and subtraction                                         | <a href="#">3AS-2</a>                                                                                                                             | 1.21                      | <a href="#">Open</a> |
| Summer 1   | 8    | Unit fractions                                                         | 5 weeks         | Fractions                                                        | <a href="#">3F-1</a> , <a href="#">3F-2</a>                                                                                                       | 3.1, 3.2                  | <a href="#">Open</a> |
| Summer 2   | 9    | Non-unit fractions                                                     | 4 weeks         | Fractions                                                        | <a href="#">3F-1</a> , <a href="#">3F-3</a> , <a href="#">3F-4</a>                                                                                | 3.3, 3.4                  | <a href="#">Open</a> |
| Summer 2   | 10   | Parallel and perpendicular sides in polygons                           | 2 weeks         | Geometry                                                         | <a href="#">3G-2</a>                                                                                                                              | DfE Year 3 guidance       | <a href="#">Open</a> |
| Summer 2   | 11   | Time                                                                   | 1 week          | Measurement                                                      | National Curriculum                                                                                                                               | School-selected resources | <a href="#">Open</a> |

**Sequencing note:** Follow the NCETM order unless a reviewed curriculum decision indicates otherwise. Use spare days/weeks for transition, statutory breadth, assessment, consolidation and responsive re-teaching—not automatic acceleration.

# YEAR 3 CURRICULUM PRIORITIES AND STATUTORY BREADTH

## Big mathematical ideas in Year 3

- Understand three-digit numbers as hundreds, tens and ones, and compose and decompose them flexibly.
- Locate, compare and order numbers to 1,000; reason on number lines and interpret scales.
- Use known facts and place value to bridge 10 and 100, calculate complements and select efficient mental strategies.
- Understand additive structures and inverse relationships, and develop accurate column addition and subtraction.
- Secure multiplication and division facts, including the 3, 4 and 8 tables, and apply them to grouping, sharing, scaling and correspondence.
- Treat fractions as numbers and operators: find fractions of quantities, compare and locate them, recognise equivalence and calculate with like denominators.
- Connect number to measure, time, geometry and data through practical problem solving and precise mathematical language.

## Year 3 Ready-to-Progress criteria

- **3NPV-1** Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; use this to work out how many tens are in three-digit multiples of 10.
- **3NPV-2** Recognise the place value of each digit in three-digit numbers, and compose and decompose them using standard and non-standard partitioning.
- **3NPV-3** Reason about the location of any three-digit number in the linear number system, including previous and next multiples of 100 and 10.
- **3NPV-4** Divide 100 into 2, 4, 5 and 10 equal parts, and read scales or number lines divided in these ways.
- **3NF-1** Secure fluency in addition and subtraction facts that bridge 10, through continued practice.
- **3NF-2** Recall multiplication and division facts in the 10, 5, 2, 4 and 8 tables, and recognise products as multiples of the corresponding number.
- **3NF-3** Apply place-value knowledge to known additive and multiplicative facts by scaling facts by 10.
- **3AS-1** Calculate complements to 100.
- **3AS-2** Add and subtract up to three-digit numbers using columnar methods.
- **3AS-3** Understand inverse, part-part-whole and commutative relationships within addition and subtraction.
- **3MD-1** Apply known multiplication and division facts to contextual problems with different structures, including quotitive and partitive division.
- **3F-1** Interpret and write proper fractions for one or several equal parts of a whole.
- **3F-2** Find unit fractions of quantities using known division facts.
- **3F-3** Reason about the location of any fraction within 1 in the linear number system.
- **3F-4** Add and subtract fractions with the same denominator, within 1.
- **3G-1** Recognise right angles as a property of shape or a description of a turn, including in varied orientations.
- **3G-2** Draw polygons by joining marked points, and identify parallel and perpendicular sides.

| National Curriculum domain           | Where it is primarily addressed                                             | Long-term planning requirement                                                                                                                                                                     |
|--------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Number and place value</b>        | Unit 2; reinforced through Units 1, 4–7 and Mastering Number                | Count in 4s, 8s, 50s and 100s; find 10 or 100 more/less; read, write, compare, order and represent numbers to 1,000; solve place-value problems.                                                   |
| <b>Addition and subtraction</b>      | Units 1, 2, 4, 5 and 7; Mastering Number                                    | Add and subtract mentally using ones, tens and hundreds; calculate complements; use column methods to three digits; estimate, check by inverse and solve missing-number problems.                  |
| <b>Multiplication and division</b>   | Unit 6; reinforced through Units 2, 8–9 and measurement contexts            | Recall and use the 3, 4 and 8 tables while maintaining 2, 5 and 10; calculate two-digit by one-digit products and divisions; solve grouping, sharing, scaling and correspondence problems.         |
| <b>Fractions</b>                     | Units 8 and 9; linked to division and measure                               | Count in tenths; find unit and non-unit fractions of sets and quantities; use fractions as numbers; recognise equivalence; compare and order; add and subtract like denominators within one whole. |
| <b>Measurement</b>                   | Unit 11; supplementary teaching and applications across Units 2, 6 and 8–10 | Measure, compare, add and subtract length, mass and capacity; measure perimeter; use money and give change; tell time to the nearest minute using 12- and 24-hour clocks; compare durations.       |
| <b>Geometry: properties of shape</b> | Units 3 and 10; supplementary shape construction and classification         | Draw 2-D and make 3-D shapes; recognise angles as turns; identify right angles and compare other angles; identify horizontal, vertical, parallel and perpendicular lines.                          |
| <b>Statistics</b>                    | Planned supplementary unit or integrated cross-curricular opportunities     | Interpret and present bar charts, pictograms and tables; use scaled representations; solve one-step and two-step questions involving totals and comparisons.                                       |

**IMPORTANT COVERAGE CHECK** The NCETM Curriculum Prioritisation units provide a coherent framework but do not replace the statutory Year 3 programme of study. Teachers must check unit outcomes and supplement where necessary—particularly the 3 times table and two-digit by one-digit calculation, the full measurement programme, statistics, tenths and equivalence in fractions, and the construction and description of 3-D shapes.

# PLANNING, REPRESENTATION, ASSESSMENT AND REVIEW

## Key representations and manipulatives

- Rekenreks and bead strings for Mastering Number, fact fluency and bridging through 10.
- Base-ten equipment, place-value counters and place-value charts for three-digit composition, regrouping and exchange.
- Marked and unmarked number lines, hundred squares and scales for location, comparison and estimation.
- Part-whole and bar models; counters, arrays and Cuisenaire rods for additive and multiplicative structures.
- Fraction strips, fraction walls, Cuisenaire rods and number lines for unit fractions, non-unit fractions and equivalence.
- Rulers, tapes, scales, containers, coins, clocks, right-angle finders, geoboards, polygons and 3-D models.

## Mathematical language and talk

- Explicitly teach hundreds, tens, ones, partition, exchange, complement, inverse, product, multiple, factor, dividend, divisor and quotient.
- Teach numerator, denominator, unit fraction, non-unit fraction, equivalent, angle, right angle, horizontal, vertical, parallel, perpendicular, perimeter and scale.
- Use stem sentences to connect representations, equations and precise generalisations.
- Expect pupils to compare strategies, explain efficiency, justify conclusions and use oral rehearsal before formal recording.

## Assessment checkpoints

- Entry: use Year 2 transition information and early Mastering Number observations to identify prerequisite strengths and gaps.
- Ongoing: use questioning, observation, mini-whiteboards, practical tasks and NCETM assessment questions.
- Key checkpoints: review place value after Unit 2, calculation and multiplication facts after Units 5–7, and fraction understanding after Units 8–9.
- End of term/year: triangulate teacher judgement, independent work and the school's agreed summative assessment; confirm statutory breadth.

## Adaptive teaching and responsive pacing

- Maintain the same ambitious mathematical focus while adapting representation, language, scaffolding and practice.
- Use short, timely intervention and pre-teaching where needed; remove scaffolds as understanding develops.
- Deepen through reasoning, comparison and generalisation rather than moving pupils prematurely to Year 4 content.
- Use the indicative timetable flexibly in response to assessment, school term dates and pupils' prior learning.

### Before the half term

Check prior learning, unit outcomes, statutory objectives, likely misconceptions and required resources.

### During teaching

Use formative assessment to adapt pacing; annotate this plan where units are extended, condensed or supplemented.

### At the review point

Record coverage, pupils needing further support and any curriculum refinements for the following cohort.

**Core planning sources:** [NCETM Year 3 curriculum map](#) | [NCETM Curriculum Prioritisation guidance](#) | [DfE Mathematics Guidance: Year 3](#) | [National Curriculum: Mathematics KS1–2](#)