**Year 3 and 4 Numeracy Long term map Year 2025 2026 Updated July 2025**

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| **Week** | **1** | **2** | **3** | **4** | | | **5** | **6** | **7** | **8** | **1** | | **2** | **3** | **4** | **5** | **6** | **7** |
| **Autumn**  **(8+7)** | Settling in to new class | Number: Place Value  (4 weeks) | | | | | | Addition and Subtraction  (4 weeks) | | | | Multiplication and Division A  (3 weeks) | | | | Multiplication and Division B  (3 weeks) | | |
| **Spring**  **(6+5)** | Fractions A  (2 weeks) | | | | | Fractions B  (3 weeks) | | |  | | Length and Perimeter  (2 weeks) | | | Mass and Capacity  (2 weeks) | | Area  (1 week) |  | |
| **Summer**  **(6+7)** | Decimals  (3 weeks) | | | | Money  (2 weeks) | | | Position and Direction  (1 week) |  | | Shape  (2 weeks) | | | Statistics  (2 weeks) | | Time  (2 weeks) | | Last week of term |

\*Please note that these plans may change due to the speed and coverage needed for particular groups or children. They also may be taught in a different order depending on how it links with other curricular areas.

Objectives breakdown below - Year 3 **Year 4**

**Coverage**

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| **Number- Place Value** | **Number – Addition and Subtraction** |
| Read and write numbers up to 1000 in numerals and in words.  **Read and write numbers up to 10000 in numerals and in words.**    Identify, represent and estimate numbers using different representations.    Find 10 or 100 more or less than a given number. **Find 1000 more or less than a given number.**    Recognise the place value of each digit in a 3 digit number.  **Recognise the place value of each digit in a 4 digit number.**    Order and compare numbers to 1000.  **Order and compare numbers beyond 1000**.    Count from 0 in multiples of 50 and 100  **Count in multiples of 25 and 1000**    Solve number problems and practical problems involving these ideas.  **Solve number and practical problems that involve all of the above and with increasingly large positive numbers.**  **Count backwards through zero to include negative numbers.**    **Round any number to the nearest 10, 100 or 1000**    **Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.** | Add and subtract numbers mentally, including: a three digit number and ones; a three-digit number and tens; a three digit number and hundreds.    Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.  **Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.**    Estimate the answer to a calculation and use inverse operations to check answers.  **Estimate and use inverse operations to check answers to a calculation.**    Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.  **Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.** |

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| **Number – multiplication and division** | **Fractions** | **Fractions and Decimals** |
| Count from 0 in multiples of 4 and 8  **Count in multiples of 6, 7 and 9**    Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.  **Recall and use multiplication and division facts for multiplication tables up to 12 × 12.**    **Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.**  F**ind the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths**  **Recognise and use factor pairs and commutativity in mental calculations.**  Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.  **Multiply two digit and three digit numbers by a one digit number using formal written layout.**  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 objectives.  **Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.** | Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.    Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.  Compare and order unit fractions, and fractions with the same denominators.    Solve problems that involve all of the above.  **Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.**    Recognise and show, using diagrams, equivalent fractions with small denominators.  **Recognise and show, using diagrams, families of common equivalent fractions.**    Add and subtract fractions with the same denominator within one whole.  **Add and subtract fractions with the same denominator.** | 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  **Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.**  **Recognise and write decimal equivalents of any number of tenths or hundredths.**    **Recognise and write decimal equivalents to a quarter, half and three quarters**      **Round decimals with one decimal place to the nearest whole number.**    **Compare numbers with the same number of decimal places up to two decimal places.** |

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| **Measurement: Money** | **Geometry: Properties of Shapes** | **Measurement: Time** | **Measurement: volume and capacity (Y3)** | **Co-ordinates (Y4)** | **Statistics** | **Measurement – Length, Perimeter and Area** |
| Add and subtract amounts of money to give change using both £ and p in practical contexts.  **Estimate, compare and calculate different measures, including money in pounds and pence.**    **Solve simple measure and money problems involving fractions and decimals to two decimal places.** | Recognise angles as a property of shape or a description of a turn.    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.  **Identify acute and obtuse angles and compare and order angles up to two right angles by size.**    Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.  **Identify lines of symmetry in 2D shapes presented in different orientations.**    **Complete a simple symmetric figure with respect to a specific line of symmetry**.    Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3D shapes in different orientations and describe them.  **Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.** | Tell and write the time from an analogue clock, including using Roman numerals and 12-hour and 24-hour clocks.  **Read, write & convert time between analogue and digital 12 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.  **Convert between different units of measure eg hour to minute.**    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.  **Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days**    Compare durations of events (for example to calculate the time taken by particular events or tasks). | Measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml). | **Describe positions on a 2D grid as coordinates in the first quadrant.**    **Describe movements between positions as translations of a given unit to the left/ right and up/ down.**    **Plot specified points and draw sides to complete a given polygon.** | Interpret and present data using bar charts, pictograms and tables.  **Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs**.    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.  **Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.** | Measure, compare, add and subtract: lengths (m/cm/mm).    Measure the perimeter of simple 2D shapes.  **Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres**    Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed and simple equivalents of mixed units.  **Convert between different units of measure eg kilometre to metre.**    **Find the area of rectilinear shapes by counting squares.** |