**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.** |