Hampshire County Council
Improvement and Advisory Service

HIAS MOODLE+ RESOURCE

HIAS Scheme of Learning for Mathematics

Medium Term Plans for Year 3

HIAS Maths Team
September 2026
Final version

Overview

This document contains…
Long-term curriculum map for Year 3
Medium-term overview plans for Year 3 designed to support single age classes

Points to consider when using this resource
This medium-term plan outlines the 'I can' learning journey across the year for each content domain, showing how key objectives are progressively developed and built upon within each unit.

For more detail and a break-down of these objectives please refer to the relevant unit plan.
Unit plans identify a learning journey, required prior knowledge, misconceptions, key vocabulary, and suggested tasks.
Appropriate models, images, concrete resources, and visual representations are an implicit element in all units.

The objectives set out for the summer term (Milestone 4) are the statutory end-of-year expectations from the National Curriculum. These should be used to ensure pupils have secured the required knowledge and understanding by the end of the academic year**.**

A suggested schedule for assessment is included as colour-coded bands, linked to the Hampshire Assessment Model if required.

Plans are based on a **39-week school year** and will need to be **adjusted** on a term-by-term basis.

Long term curriculum map for Year 3

Year 3 – Yearly Overview

Hampshire Services

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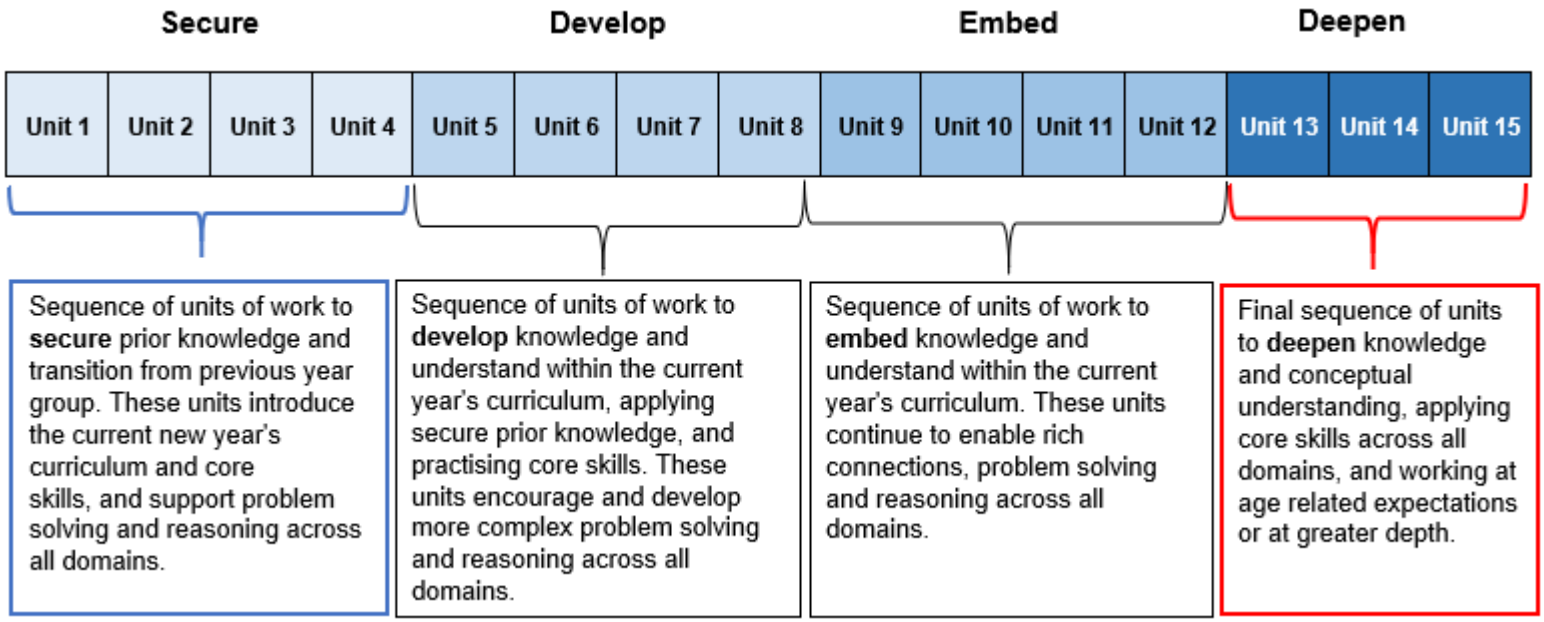
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Autumn	3.1 Number and Place Value Addition and Subtraction			3.2 Measurement	3.2 Addition and Subtraction	3.3 Multiplication and Division		3.4 Fractions		3.4 Geometry		3.5 Number and Place Value	3.5 Measurement	
Spring	3.6 Fractions	3.6 Geometry	3.7 Addition and Subtraction			3.8 Measurement	3.9 Multiplication and Division		3.9 Fractions	3.10 Number and Place Value Addition and Subtraction		3.10 Statistics		
Summer	3.11 Multiplication and Division			3.12 Geometry		3.13 Addition and Subtraction		3.14 Multiplication and Division		3.14 Fractions	3.15 Measurement		3.16 Number and Place Value	

Overview of curriculum intent



Key for assessment bands

AM1	AM2	AM3	ARE
Assessment Milestone 1	**Assessment Milestone 2**	**Assessment Milestone 3**	**Assessment ARE**

Learning Journey – Number and Place Value

Autumn unit 3.1 (1 week)	Autumn unit 3.5 (1 week)	Spring 3.10 (1 week)	Summer 3.16 (1 week)
I can read and write numbers up to 100 in numerals and in words. I can read and write numbers up to 1000 in numerals and in words.			
I can count from 0 in multiples of 10. I can count from 0 in multiples of 3. I can recognise the place value of each digit in a two-digit number. I can reason about the location of a two-digit number on a number line. I can identify and represent two-digit numbers. I can use 'less than', 'greater than' and 'equal to' when comparing numbers up to 100. I can find 10 more or 10 less than a given number (up to 100).	I can count from 0 in multiples of 100. I can recognise the place value of each digit in a three-digit number. I can identify and represent three-digit numbers. I can reason about the location of a three-digit number on a number line. I can find 10 more or 10 less than a given number (up to 1000). I can find 100 more or 100 less than a given number (up to 1000).	I can count from 0 in multiples of 50. I can count from 0 in multiples of 4. I can count from 0 in multiples of 8. I can recognise the place value of each digit in a three-digit number. I can identify, represent and estimate numbers using different representations. I can compare and order numbers up to 1000.	I can count from 0 in multiplies of 4, 8, 50 and 100 I can compare and order numbers up to 1000. I can find 10 or 100 more or less. I can solve number problems and practical problems involving these ideas.

Learning Journey – Addition and Subtraction

Autumn unit 3.1 (2 weeks)

I can add three one-digit numbers.

I can add and subtract a two-digit numbers and ones using concrete and pictorial representations with bridging.

I can add and subtract a two-digit numbers and tens using concrete and pictorial representations with bridging.

I can add and subtract a two-digit and a two-digit number using concrete objects and pictorial representations.

I can solve one-step problems with addition and subtraction.

I can solve missing number problems.

I can solve multi-step problems with addition and subtraction.

Autumn unit 3.2 (1 week)

I can add and subtract mentally a two-digit number and ones.

I can add and subtract mentally a two-digit number and tens.

I can estimate the answer to a calculation and use inverse operations to check answers.

I can solve problems, using number facts (complements to 100).

I can solve problems, including missing number problems.

Spring unit 3.7 (3 weeks)

I can add and subtract mentally a three-digit number and ones (not bridging).

I can add and subtract mentally a three-digit number and ones (bridging).

I can add and subtract mentally a three-digit number and tens (not bridging).

I can add and subtract mentally a three-digit number and tens (bridging).

I can add and subtract mentally a three-digit number and hundreds.

Spring unit 3.10 (1 week)

I can add and subtract number with up to three digits, using formal written methods (no regroup or exchange).

I can add and subtract number with up to three digits, using formal written methods (one regroup or exchange).

I can add and subtract number with up to three digits, using formal written methods (two regroups or exchanges).

Summer unit 3.13 (3 weeks)

I can add and subtract mentally a three-digit number and ones.

I can add and subtract mentally a three-digit number and tens.

I can add and subtract mentally a three-digit number and hundreds.

I can add and subtract numbers with up to three digits, using formal written methods.

I can estimate the answer to a calculation and use inverse operations to check answers.

I can solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.

Learning Journey – Multiplication and Division			
Autumn unit 3.3 (2 weeks)	**Spring unit 3.9 (2 weeks)**	**Summer 3.11 (3 weeks)**	**Summer unit 3.14 (2 weeks)**
I can recall and use multiplication and division facts for the 10 times table. I can recall and use multiplication and division facts for the 5 times table. I can recall and use multiplication and division facts for the 2 times table. I can represent repeated addition as multiplication. I can represent repeated addition as multiplication using arrays. I can solve one-step problems by grouping. I can solve one-step problems by sharing. I can recognise that division is the inverse of multiplication. I can find fact families for the 10, 5 and 2 times table. I can use known multiplication facts to work out missing division facts. I can solve problems involving multiplication and division.	I can recall and use multiplication and division facts for the 3 times table. I can recall and use multiplication and division facts for the 4 times table. I can find fact families for the 3 and 4 times table. I can use known multiplication facts to work out missing division facts. I can solve problems involving multiplication and division (repeated addition, arrays and mental methods) I can multiply two-digit numbers by one-digit numbers using concrete resources or pictorial representations. I can multiply two-digit numbers by one-digit numbers mentally using partitioning. I can divide two-digit numbers by one-digit numbers using concrete resources or pictorial representations. I can divide two-digit numbers by one-digit numbers mentally using partitioning. I can solve missing number problems involving multiplication and division.	I can recall and use multiplication and division facts for the 8 times table. I can find fact families for the 8 times table. I can multiply two-digit numbers by one-digit numbers using known facts (box array). I can divide two-digit numbers by one-digit numbers using known facts (box array). I can solve missing number problems involving multiplication and division. I can solve scaling problems involving multiplication. I can solve scaling problems involving division.	I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. I can 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. I can 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 objects.

Learning Journey – Fractions

Autumn unit 3.4 (2 weeks)	Spring unit 3.6 (1 week)	Summer 3.9 (1 week)	Summer unit 3.14 (1 week)
I can recognise, find, name and write fractions $\frac{1}{2}$ of a shape, set of objects or quantity, length. I can recognise, find, name and write fractions $\frac{1}{4}$ of a shape, set of objects or quantity, length. I can recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. I can recognise, find, name and write fractions $\frac{2}{4}$ of a shape, set of objects or quantity, length. I can recognise, find, name and write fractions $\frac{3}{4}$ of a shape, set of objects or quantity, length. I can recognise, find, name and write fractions $\frac{1}{3}$ of a shape, set of objects or quantity, length. I recognise that tenths arise from dividing an objects into 10 equal parts. I can recognise, find and write $\frac{1}{10}$ of a discrete set of objects.	I can count up and down in tenths. I can divide one-digit numbers by 10. I can recognise, find and write unit fractions with small denominators. I can recognise, find and write non-unit fractions with small denominators. I can recognise and show equivalent fractions with small denominators. I can solve problems.	I can count up and down in tenths. I can compare and order unit fractions. I can compare and order fractions with the same denominators. I can add fractions with the same denominator within 1 whole. I can subtract fractions with the same denominator within 1 whole. I can solve problems.	I can count up and down in tenths; recognise that tenths arise from dividing an objects into 10 equal parts and in dividing one-digit numbers or quantities by 10. I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. I can recognise and show, using diagrams, equivalent fractions with small denominators. I can add and subtract fractions with the same denominator within 1 whole. I can compare and order unit fractions and fractions with the same denominators. I can solve problems.

Learning Journey – Measurement			
Autumn unit 3.2 (1 week)	**Spring unit 3.5 (2 weeks)**	**Spring unit 3.8 (1 week)**	**Summer unit 3.15 (2 weeks)**
I can recall the number of minutes in an hour and the number of hours in a day. I can recall the number of seconds in a minute and the numbers of days in each month, year and leap year. I can use Roman numerals from I to XII to tell and write the time.			
I can measure and compare lengths. I can add and subtract lengths. I can measure and compare mass. I can add and subtract mass. I can measure and compare volume and capacity. I can add and subtract volume and capacity.	I can measure the perimeter of simple 2-D shapes. I can tell and write the time to five minutes and draw the hands on a clock face to show these times. I can tell and write the time to the nearest minute. I can draw the hands on a clock face to show time to the nearest minute. I can read the time on a digital clock. I can use vocabulary a.m and p.m. I can find end times of events. I can find start times of events. I can find durations of time.	I can solve simple problems in a practical context involving addition, using both pounds and pence. I can solve simple problems in a practical context involving subtraction, using both pounds and pence. I can add and subtract amounts of money to give change, using both pounds and pence in practical contexts	I can measure, compare, add and subtract: lengths (m, cm, mm); mass (kg and g); volume and capacity (l and ml). I can measure the perimeter of simple 2-D shapes. I can estimate and read time with increasing accuracy to the nearest minutes. I can tell and write the time from an analogue clock, including 12-hour and 24-hour clocks. I can compare durations of events. I can add and subtract amounts of money to give change, using both pounds and pence in practical contexts.

Learning Journey – Geometry - Properties of shape		
Autumn unit 3.4 (2 weeks)	**Spring unit 3.6 (1 week)**	**Summer unit 3.12 (2 weeks)**
I can identify and describe properties of 3-D shapes. I can recognise 3-D shapes in different orientations and describe them. I can identify 2-D shapes on the surface of 3-D shape. I can identify and describe properties of 2-D shapes. I can draw 2-D shapes and make 3-D shapes using modelling materials. I can identify line symmetry in a vertical line.	I can recognise angles as a property of shape or a description of a turn. I can identify right angles. I can identify whether angles are greater than or less than a right angle. I can recognise that two right angles make a half-turn. I can recognise that three right angles make three-quarters of a turn. I can recognise that four right angles a complete turn.	I can identify horizontal and vertical lines, and pairs of perpendicular and parallel lines. I can draw 2-D shapes and make 3-D shapes using modelling materials. I can recognise 3-D shapes in different orientations and describe them. I can recognise angles as a property of shape or a description of a turn. I can identify right angles, recognise that two right angles make a half-turn, three make three-quarters of a turn and four a complete turn. I can identify whether angles are greater than or less than a right angle.

Learning Journey – Statistics

Spring 3.10 (1 week)

I can interpret and present data using pictograms.

I can solve one-step and two-step problems using information presented in pictograms.

I can interpret and present data using bar charts.

I can solve one-step and two-step problems using information presented in bar charts.

I can interpret and present data using tables.

I can solve one-step and two-step problems using information presented in tables.

HIAS Maths Team

Jo Lees – Lead Inspector
Email: jo.lees@hants.gov.uk

Kate Spencer – Lead Inspector
Email: kathryn.spencer@hants.gov.uk

Rebecca Vickers – Teaching & Learning Adviser
Email: rebecca.vickers@hants.gov.uk

Nikki Barber – Teaching & Learning Advisor
Email – nicola.barber@hants.gov.uk

Olivia Goodburn – Teaching & Learning Advisor
Email – olivia.goodburn@hants.gov.uk

For further details on the full range of services available please contact us using the following email:

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