



Year 3 Maths Small Steps Planning Framework:

The Buxton Maths small steps planning framework (adapted from the White Rose Resources) are a series of learning objectives that children need to master in order to progress onto more challenging lessons. There are small steps for each year group, which are sorted into blocks of weeks and linked to the Maths National Curriculum 2014 found at the end of this document, which can also be referred to. Ideally, you should follow the small steps in the order they are presented, as they have been carefully planned in this order to help children gradually develop their skills. While the small steps outline the learning objectives that children should work towards in lessons, how you plan and deliver these lessons is down to you. So here are some tips for planning lessons using the small steps.

- The small steps are a series of learning objectives and milestones, but that's not to say that one step equals one lesson. You may be able to cover several small steps in one lesson, or a single step might require a whole lesson or even several lessons. You'll need to judge how easily children will grasp these small steps and plan lessons to make sure you cover all steps within the blocks of time. If block 1 is weeks 1-3, you'll need to have covered all block 1 small steps by the end of week 3.
- Each small step assumes a certain level of understanding from the children — understanding that they should have gained while progressing through other steps. So before you progress onto more complex and challenging topics, assess children's progress to make sure they have a firm understanding of the small steps you've already covered; for example if children are unable to multiply and divide by 10,100, 1000 then do not progress to converting measurements as this skill will be needed to be able to do this.
- Some steps will be more challenging than others for children to master, so when planning lessons, think about how much support children will need when tackling each step. Consider encouraging independent learning where possible, such as during fluency tasks (use classroom secrets resources). For more challenging topics, think about guiding children through concepts with teaching slides or one-to-one support. You may need to put additional support measures in place for children with learning difficulties, SEND children or EAL children.
- Deep learning should be encouraged to ensure children develop a strong and lasting understanding of concepts that can be built upon in future lessons. So rather than flying through the small steps, schedule in time to allow children to revisit what they've learned so that they can consolidate their knowledge. In each block ensure children have mathematical fluency tasks, encourage them to explore different approaches to maths problems and apply their understanding to different contexts.

As teaching is taught in blocks it is **important** that children are given opportunities to revisit and consolidate their learning. These have been highlighted as part of your oral mental starters (OMS) but could also be part of your early work learning during registration.

Autumn / Week	1	2	3	4	5	6	7	8	9	10	11	12
Area of focus	Place value			Addition and subtraction			Multiplication and division.	Number - Fractions		End of term assessment	Geometry – properties of shapes	Application and consolidation
Small steps	<ul style="list-style-type: none"> • Hundreds. • Represent numbers to 1,000. • 100s, 10s and 1s (1). • 100s, 10s and 1s (2). • Number line to 1,000. • Find 1, 10, 100 more or less than a given number. • Compare objects to 1,000. • Compare numbers to 1,000. • Order numbers. • Count in 50s. + Weekly times tables lesson – focus revising 2/5/10 times tables. OMS; <ul style="list-style-type: none"> • Times tables singing • Counting in 50's and 100's 			<ul style="list-style-type: none"> • Add and subtract multiples of 100. • Add and subtract 3-digit numbers and ones – not crossing 10. • Add 3-digit and 1-digit numbers – crossing 10. • Subtract a 1-digit number from a 3-digit number – crossing 10. • Add and subtract 3-digit numbers and tens – not crossing 100. • Add a 3-digit number and tens – crossing 100. • Add and subtract 100s. • Spot the pattern – making it explicit. • Add a 2-digit and 3-digit number – crossing 10 or 100. • Subtract 2-digit number from a 3-digit number cross the 10 or 100. 			<ul style="list-style-type: none"> • Multiplication – equal groups. • Multiplying by 3. • Dividing by 3. • The 3 times-table. Fact families. OMS; <ul style="list-style-type: none"> • Times tables singing • Counting in 50's and 100's 	<ul style="list-style-type: none"> • Unit and non-unit fractions. • Making the whole. • Tenths. • Count in tenths. • Tenths as decimals. • Fractions of a number line. • Fractions of a set of objects (1). + Weekly times tables lesson – focus revising 2/5/10/3 times tables and related division facts. OMS; <ul style="list-style-type: none"> • Times tables singing • Counting in 50's and 100's • Daily number challenge partitioning, adding multiples of 10 and 100. 		+ Weekly times tables lesson – focus revising 2/5/10/3 times tables and related division facts. OMS; <ul style="list-style-type: none"> • Times tables singing • Counting in 50's and 100's • Daily number challenge partitioning, adding multiples of 10 and 100. 	<ul style="list-style-type: none"> • Recognise and describe 2D shapes. • Recognise and describe 3D shapes. • Make 3D shapes. • Horizontal and vertical. • Parallel and perpendicular. + Weekly times tables lesson – focus revising 2/5/10/3 times tables and related division facts.	Consolidation and application of skills to problem solving. OMS; <ul style="list-style-type: none"> • Times tables singing • Counting in 50's and 100's • Daily number challenge partitioning, adding multiples of 10 and 100. • Add and subtract pairs

	<ul style="list-style-type: none"> Daily number challenge partitioning numbers in different ways 1 more / 1 less Doubling 		+ Weekly times tables lesson – focus revising 2/5/10 times tables and division facts OMS; <ul style="list-style-type: none"> Times tables singing Counting in 50's and 100's Daily number challenge partitioning numbers in different ways 1/10/100 more and less Ordering numbers Doubling and halving Number bonds 		<ul style="list-style-type: none"> Daily number challenge partitioning, adding multiples of 10 and 100. Add and subtract pairs of 2 and 3 digit numbers daily. 	<ul style="list-style-type: none"> Add / subtract 1/10/100 Add and subtract pairs of 2 and 3 digit numbers daily. Recap on time from year 2 – telling the time to the nearest 15 / 5 minutes. 	<ul style="list-style-type: none"> Add and subtract pairs of 2 and 3 digit numbers daily. 		of 2 and 3 digit numbers <ul style="list-style-type: none"> Recap shape 			
Spring / Week	1	2	3	4	5	6	7	8	9	10	11	12
	Place value / addition and subtraction		Money	Measurement – Length and perimeter		Statistics	Multiplication and division	Fractions		Assessment	Measurement - Time	Application and consolidation
	<ul style="list-style-type: none"> Recap place value from previous term Add two 3-digit numbers – not crossing 10 or 100. Add two 3-digit numbers – crossing 10 or 100. Subtract a 3 –digit number from a 3-digit number – no exchange. Subtract a 3-digit number from a 3-digit number – exchange. Exchange answers to calculations. Check. + Weekly times tables lesson – focus revising 2/3/5 times tables and related division facts. OMS; <ul style="list-style-type: none"> Times tables singing Fractions 1/10/100 more and less Number bonds 		<ul style="list-style-type: none"> Pounds and pence. Converting pounds and pence. Adding money. Subtracting money. Giving change. + Weekly times tables lesson – focus revising 2/3/5 times tables and related division facts. OMS; <ul style="list-style-type: none"> Times tables singing Daily number challenge adding /subtracting multiples of 10 and 100. 	<ul style="list-style-type: none"> Measure length. Equivalent lengths – m & cm. Equivalent lengths – mm & cm. Compare lengths. Add lengths. Subtraction lengths. Measure perimeter. Calculate perimeter. + Weekly times tables lesson – focus revising 2/3/4 times tables and related division facts. OMS; <ul style="list-style-type: none"> Times tables singing Recap 2d/3d shape Number bonds Doubling/ halving 		<ul style="list-style-type: none"> Pictograms. Bar charts. Tables. 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. + Weekly times tables lesson – focus revising 2/3/4 times tables and related division facts. OMS; <ul style="list-style-type: none"> Times tables singing Money Add and subtract pairs 	<ul style="list-style-type: none"> Multiplying by 4. Dividing by 4. The 4 times-table. Fact families OMS; <ul style="list-style-type: none"> Times tables singing Counting in 50's and 100's Daily number challenge partitioning, adding multiples of 10 and 100. Add and subtract pairs of 3 digit numbers. 	<ul style="list-style-type: none"> Revisit last terms fractions learning Equivalent fractions (1), Equivalent fractions (2). Equivalent fractions (3). Compare fractions. Order fractions. Add fractions. Subtract fractions + Weekly times tables lesson – focus revising 2/3/4 times tables and related division facts. OMS; <ul style="list-style-type: none"> Times tables singing Interpreting data Add and subtract pairs of 3 digit numbers related to money. Doubling/halving/number bonds 		+ recap on 2d/3d shapes. + Weekly times tables lesson – focus revising 2/5/10/3/4 times tables and related division facts. OMS; <ul style="list-style-type: none"> Times tables singing Counting in 25's. 	<ul style="list-style-type: none"> Months and years. Hours in a day. Telling the time to 5 minutes. Telling the time to the minute. + Weekly times tables lesson – focus revising 3/4/5 times tables and related division facts. OMS; <ul style="list-style-type: none"> Times tables singing. Add and subtract pairs of 3 digit numbers related to length. 	Consolidation and application of skills to problem solving. + Weekly times tables lesson – focus revising 2/3/4 times tables and related division facts. OMS; <ul style="list-style-type: none"> Times tables singing Counting in 50's and 25's. Handling data

						of 3 digit numbers.						
Summer / Week	1	2	3	4	5	6	7	8	9	10	11	12
	Addition/subtraction Measurement – mass and capacity	Multiplication and division	Fractions	Multiplication and division			Geometry – properties of shape	Measurement - time	Assessment	All four operations and end of year assessment.		
	<ul style="list-style-type: none"> • Measure mass (1). • Measure mass (2). • Compare mass. • Add and subtract mass. • Measure capacity (1). • Measure capacity (2). • Compare capacity. • Add and subtract capacity. <p>+ Weekly times tables lesson – focus revising 2/3/4/5 times tables and related division facts.</p> <p>OMS;</p> <ul style="list-style-type: none"> • Times tables singing • Recap fractions • Recap 2d/3d shape 	<ul style="list-style-type: none"> • Multiplying by 8 • Dividing by 8. • The 8 times-table. Fact families <p>OMS;</p> <ul style="list-style-type: none"> • Times tables singing • Daily number challenge partitioning, adding multiples of 10 and 100. • Add and subtract pairs of 3 digit numbers. 	<ul style="list-style-type: none"> • Unit and non-unit fractions. • Making the whole. • Tenths. • Count in tenths. • Tenths as decimals. • Fractions of a number line. • Fractions of a set of objects • Equivalent fractions (1), • Compare fractions. • Order fractions. • Add/subtract fractions. <p>+ Weekly times tables lesson – focus 3/4/8 times tables and related division facts.</p> <p>OMS;</p> <ul style="list-style-type: none"> • Times tables singing • Add and subtract pairs of 3 digit numbers 	<ul style="list-style-type: none"> • Comparing statements. • Related calculations – multiplying by 10 and multiples of 10. • Multiply 2-digits by 1-digit (1). • Multiply 2-digits by 1-digit (2). • Divide 2-digits by 1-digit (1). • Divide 2-digits by 1-digit (2). • Divide 2-digits by 1-digit (3). • Scaling. • How many ways? <p>+ Weekly times tables lesson – focus 3/4/8 times tables and related division facts.</p> <p>OMS;</p> <ul style="list-style-type: none"> • Times tables singing • Recap fractions • Recap 2d/3d shape • Add and subtract pairs of 3 digit numbers 			<ul style="list-style-type: none"> • Turns and angles. • Right angles in shapes. • Compare angles. • Draw accurately. • Horizontal and vertical. • Parallel and perpendicular <p>+ Weekly times tables lesson – focus 3/4/8 times tables and related division facts.</p> <p>OMS;</p> <ul style="list-style-type: none"> • Times tables singing • Add and subtract pairs of 3 digit numbers 	<ul style="list-style-type: none"> • Telling the time to 5 minutes. • Telling the time to the minute. • AM and PM. • 24 hour clock. • Finding the duration. • Comparing the duration. • Start and end times. • Measuring time in seconds <p>+ Weekly times tables lesson – focus 3/4/8 times tables and related division facts.</p> <p>OMS;</p> <ul style="list-style-type: none"> • Times tables singing • Add and subtract pairs of 3 digit numbers 	<p>+ recap on perimeter and length.</p> <p>+ Weekly times tables lesson – focus revising 3/4/8 times tables and related division facts.</p>	<p>Application to solving and efficient methods</p> <p>+ Weekly times tables lesson – focus revising 3/4/8 times tables and related division facts.</p> <p>OMS ;</p> <ul style="list-style-type: none"> • Singing times tables 3/4/5/8 • Recap 2/3d shape 		

Year 3 Maths National Curriculum

NUMBER - Number and place value.	NUMBER - Addition and Subtraction	NUMBER - Multiplication and Division	NUMBER - Fractions	MEASUREMENT	GEOMETRY - Properties of Shape	GEOMETRY - Position and direction	STATISTICS - Data
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> count from 0 in multiples of 4, 8, 50 and 100; finding 10 or 100 more or less than a given number recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000 identify, represent and estimate numbers using different representations read and write numbers to at least 1000 in numerals and in words solve number problems and practical problems involving these ideas. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> add and subtract numbers mentally, including: <ul style="list-style-type: none"> 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 the efficient written methods of columnar addition and subtraction estimate the answer to a calculation and use inverse operations to check answers solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 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 efficient written methods solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole (e.g. $5/7 + 1/7 = 6/7$) compare and order unit fractions with the same denominator solve problems that involve all of the above. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D shapes add and subtract amounts of money to give change, using both £ and p in practical contexts tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as 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 compare durations of events (for example to calculate the time taken by particular events or tasks). 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them with increasing accuracy recognise angles as a property of shape and associate angles with turning 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 horizontal, vertical, perpendicular and parallel lines in relation to other lines. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.