Team Cowell Maths Overview 2025-26 Year 3 / Year 4

Autumn

Weeks	Y3	Y4
1-4	**Number - number and place value** Pupils should be taught to: • count from 0 in multiples of 4, 8, 50 and 100; find 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 up to 1000 in numerals and in words • solve number problems and practical problems involving these ideas.	**Number - number and place value** Pupils should be taught to: • count in multiples of 6, 7, 9, 25 and 1,000 • find 1,000 more or less than a given number • count backwards through 0 to include negative numbers • recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s) • order and compare numbers beyond 1,000 • identify, represent and estimate numbers using different representations • round any number to the nearest 10, 100 or 1,000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers • read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value
5-10	**Number - addition and subtraction** Pupils should be taught to: • 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 • estimate the answer to a calculation and use inverse operations to check answers	**Number - addition and subtraction** Pupils should be taught to: • add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

	• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	
11	**Consolidation**	**Measurement (Area)** Pupils should be taught to: • find the area of rectilinear shapes by counting squares
12-15	**Number - multiplication and division A** Pupils should be taught to: • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	**Number - multiplication and division A** Pupils should be taught to: • recall multiplication and division facts for multiplication tables up to 12 × 12

Spring

Weeks	Y3	Y4
1-2	**Number - multiplication and division A** Pupils should be taught to: recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	**Number - multiplication and division A** Pupils should be taught to: • recall multiplication and division facts for multiplication tables up to 12 × 12
3-6	**Number - multiplication and division B** • 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 • 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.	**Number - multiplication and division B** Pupils should be taught to: • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers • recognise and use factor pairs and commutativity in mental calculations • multiply two-digit and three-digit numbers by a one-digit number using formal written layout • solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects
7-8	**Measurement (Length and Perimeter)** Pupils should be taught to: • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • measure the perimeter of simple 2-D shapes	**Measurement (Length and Perimeter)** Pupils should be taught to: • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]

9-12	**Number - fractions** Pupils should be taught to: • 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 [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]	**Number - fractions** Pupils should be taught to: • recognise and show, using diagrams, families of common equivalent fractions • count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 • 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 • add and subtract fractions with the same denominator

Summer

Weeks	Y3	Y4
1	**Number - fractions (continued)** Pupils should be taught to: • add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7] • compare and order unit fractions, and fractions with the same denominators • solve problems that involve all of the above	**Number - fractions (continued)** Pupils should be taught to: • add and subtract fractions with the same denominator
2-3	**Mass and Capacity** • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	**Decimals** Pupils should be taught to: • recognise and write decimal equivalents of any number of tenths or hundreds • recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ • find 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 • round decimals with 1 decimal place to the nearest whole number • compare numbers with the same number of decimal places up to 2 decimal places
4-5	**Money** Pupils should be taught to: • add and subtract amounts of money to give change, using both £ and p in practical contexts	**Money** Pupils should be taught to: • solve simple measure and money problems involving fractions and decimals to 2 decimal places
6-7	**Geometry - properties of shapes** Pupils should be taught to: • draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	**Geometry - properties of shapes** Pupils should be taught to: • compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes

	• recognise angles as a property of shape or a description of a turn • identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle • identify horizontal and vertical lines and pairs of perpendicular and parallel lines	• identify acute and obtuse angles and compare and order angles up to 2 right angles by size • identify lines of symmetry in 2-D shapes presented in different orientations • complete a simple symmetric figure with respect to a specific line of symmetry
8-9	**Statistics** Pupils should be taught to: • interpret and present data using bar charts, pictograms and 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	**Statistics** Pupils should be taught to: • interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs
10-11	**Measurement (Time)** Pupils should be taught to: • 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 and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight	**Measurement (Time)** Pupils should be taught to: • read, write and convert time between analogue and digital 12- and 24-hour clocks • solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days

	• 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]	
12	**CONSOLIDATION**	**Geometry - position and direction** Pupils should be taught to: • describe positions on a 2-D 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