# ST PHILOMENA'S PRIMARY SCHOOL
# MATHS MEDIUM TERM PLANNING YEAR 3
# 2026 - 2027

| AUTUMN 1 | | | | |
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| | **WHITE ROSE STEPS** | **WHITE ROSE CONTENT** | **LEARNING OBJECTIVES** | **KEY KNOWLEDGE** |
| **WEEK 1** | Step 1 | Represent numbers to 100 | I can represent numbers to 100. | Know that the value of each digit depends on its place in a number. |
| | Step 2 | Partition numbers to 100 | I can partition numbers to 100. | Know that the value of each digit depends on its place in a number. |
| | Step 3 | Number line to 100 | I can place and read numbers on a number line to 100. | Know that number lines are ordered and intervals represent equal steps. |
| | Step 4 | Hundreds | I can recognise and represent hundreds. | Know the mathematical relationship represented in this step. |
| | Step 5 | Represent numbers to 1,000 | I can represent numbers to 1,000. | Know that the value of each digit depends on its place in a number. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know and use efficient mental and written methods and explain calculations. |
| **NC LINKS** | Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less; recognise the place value of each digit in a 3-digit number; compare and order numbers up to 1,000; identify, represent and estimate numbers. | | | |

| | **WHITE ROSE STEPS** | **WHITE ROSE CONTENT** | **LEARNING OBJECTIVES** | **KEY KNOWLEDGE** |
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| **WEEK 2** | Step 6 | Partition numbers to 1,000 | I can partition numbers to 1,000. | Know that the value of each digit depends on its place in a number. |
| | Step 7 | Flexible partitioning of numbers to 1,000 | I can partition numbers to 1,000 in different ways. | Know that the value of each digit depends on its place in a number. |
| | Step 8 | Hundreds, tens and ones | I can identify hundreds, tens and ones in three-digit numbers. | Know that the value of each digit depends on its place in a number. |
| | Step 9 | Find 1, 10 or 100 more or less | I can find 1, 10 or 100 more or less. | Know the mathematical relationship represented in this step. |
| | Step 10 | Number line to 1,000 | I can place and read numbers on a number line to 1,000. | Know that number lines are ordered and intervals represent equal steps. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know and use efficient mental and written methods and explain calculations. |
| **NC LINKS** | Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less; recognise the place value of each digit in a 3-digit number; compare and order numbers up to 1,000; identify, represent and estimate numbers. | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 3 | Step 11 | Estimate on a number line to 1,000 | I can estimate on a number line to 1,000. | Know that number lines are ordered and intervals represent equal steps. |
| | Step 12 | Compare numbers to 1,000 | I can compare numbers to 1,000. | Know how place value or size can be used to compare and order quantities. |
| | Step 13 | Order numbers to 1,000 | I can order numbers to 1,000. | Know how place value or size can be used to compare and order quantities. |
| | Step 14 | Count in 50s | I can count in 50s. | Know the mathematical relationship represented in this step. |
| | Step 1 | Apply number bonds within 10 | I can apply number bonds within 10. | Know the mathematical relationship represented in this step. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know and use efficient mental and written methods and explain calculations. |
| NC LINKS | Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less; recognise the place value of each digit in a 3-digit number; compare and order numbers up to 1,000; identify, represent and estimate numbers. | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 4 | Step 2 | Add and subtract 1s | I can add and subtract 1s. | Know how place value and known number facts support accurate addition and subtraction. |
| | Step 3 | Add and subtract 10s | I can add and subtract 10s. | Know how place value and known number facts support accurate addition and subtraction. |
| | Step 4 | Add and subtract 100s | I can add and subtract 100s. | Know how place value and known number facts support accurate addition and subtraction. |
| | Step 5 | Spot the pattern | I can spot the pattern. | Know the mathematical relationship represented in this step. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Add and subtract numbers mentally, including a 3-digit number and ones, tens or hundreds; add and subtract numbers with up to 3 digits using formal written methods; estimate answers and use inverse operations to check. | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 5 | Step 6 | Add 1s across a 10 | I can add 1s across a 10. | Know how place value and known number facts support accurate addition and subtraction. |
| | Step 7 | Add 10s across a 100 | I can add 10s across a 100. | Know how place value and known number facts support accurate addition and subtraction. |
| | Step 8 | Subtract 1s across a 10 | I can subtract 1s across a 10. | Know how place value and known number facts support accurate addition and subtraction. |
| | Step 9 | Subtract 10s across a 100 | I can subtract 10s across a 100. | Know how place value and known number facts support accurate addition and subtraction. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Add and subtract numbers mentally, including a 3-digit number and ones, tens or hundreds; add and subtract numbers with up to 3 digits using formal written methods; estimate answers and use inverse operations to check. | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 6 | Step 10 | Make connections | I can make connections. | Know the mathematical relationship represented in this step. |
| | Step 11 | Add two numbers (no exchange) | I can add two numbers (no exchange). | Know how place value and known number facts support accurate addition and subtraction. |
| | Step 12 | Subtract two numbers (no exchange) | I can subtract two numbers (no exchange). | Know how place value and known number facts support accurate addition and subtraction. |
| | Step 13 | Add two numbers (across a 10) | I can add two numbers (across a 10). | Know how place value and known number facts support accurate addition and subtraction. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Add and subtract numbers mentally, including a 3-digit number and ones, tens or hundreds; add and subtract numbers with up to 3 digits using formal written methods; estimate answers and use inverse operations to check. | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 7 | Step 14 | Add two numbers (across a 100) | I can add two numbers (across a 100). | Know how place value and known number facts support accurate addition and subtraction. |
| | Step 15 | Subtract two numbers (across a 10) | I can subtract two numbers (across a 10). | Know how place value and known number facts support accurate addition and subtraction. |
| | Step 16 | Subtract two numbers (across a 100) | I can subtract two numbers (across a 100). | Know how place value and known number facts support accurate addition and subtraction. |
| | Step 17 | Add 2-digit and 3-digit numbers | I can add 2-digit and 3-digit numbers. | Know how place value and known number facts support accurate addition and subtraction. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Add and subtract numbers mentally, including a 3-digit number and ones, tens or hundreds; add and subtract numbers with up to 3 digits using formal written methods; estimate answers and use inverse operations to check. | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 8 | Step 18 | Subtract a 2-digit number from a 3-digit number | I can subtract a 2-digit number from a 3-digit number. | Know how place value and known number facts support accurate addition and subtraction. |
| | Step 19 | Complements to 100 | I can find pairs of numbers that total 100. | Know how place value and known number facts support accurate addition and subtraction. |
| | Step 20 | Estimate answers | I can estimate answers. | Know that rounding and estimation help check whether an answer is reasonable. |
| | Step 21 | Inverse operations | I can use inverse operations to check calculations. | Know how place value and known number facts support accurate addition and subtraction. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Add and subtract numbers mentally, including a 3-digit number and ones, tens or hundreds; add and subtract numbers with up to 3 digits using formal written methods; estimate answers and use inverse operations to check. | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 9 | Step 22 | Make decisions | I can make decisions. | Know the mathematical relationship represented in this step. |
| | Step 1 | Multiplication – equal groups | I can represent multiplication using equal groups. | Know that multiplication describes equal groups and is connected to repeated addition. |
| | Step 2 | Use arrays | I can use arrays. | Know that multiplication describes equal groups and is connected to repeated addition. |
| | Step 3 | Multiples of 2 | I can recognise and find multiples of 2. | Know that multiplication describes equal groups and is connected to repeated addition. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Add and subtract numbers mentally, including a 3-digit number and ones, tens or hundreds; add and subtract numbers with up to 3 digits using formal written methods; estimate answers and use inverse operations to check. | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 10 | Step 4 | Multiples of 5 and 10 | I can recognise and find multiples of 5 and 10. | Know that multiplication describes equal groups and is connected to repeated addition. |
| | Step 5 | Sharing and grouping | I can divide by sharing and grouping equally. | Know that division can mean sharing equally or grouping and is the inverse of multiplication. |
| | Step 6 | Multiply by 3 | I can multiply by 3. | Know that multiplication describes equal groups and is connected to repeated addition. |
| | Step 7 | Divide by 3 | I can divide by 3. | Know that division can mean sharing equally or grouping and is the inverse of multiplication. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables; write and calculate mathematical statements for multiplication and division. | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 11 | Step 8 | The 3 times-table | I can recall and use the 3 times-table. | Know that multiplication describes equal groups and is connected to repeated addition. |
| | Step 9 | Multiply by 4 | I can multiply by 4. | Know that multiplication describes equal groups and is connected to repeated addition. |
| | Step 10 | Divide by 4 | I can divide by 4. | Know that division can mean sharing equally or grouping and is the inverse of multiplication. |
| | Step 11 | The 4 times-table | I can recall and use the 4 times-table. | Know that multiplication describes equal groups and is connected to repeated addition. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables; write and calculate mathematical statements for multiplication and division. | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 12 | Step 12 | Multiply by 8 | I can multiply by 8. | Know that multiplication describes equal groups and is connected to repeated addition. |
| | Step 13 | Divide by 8 | I can divide by 8. | Know that division can mean sharing equally or grouping and is the inverse of multiplication. |
| | Step 14 | The 8 times-table | I can recall and use the 8 times-table. | Know that multiplication describes equal groups and is connected to repeated addition. |
| | Step 15 | The 2, 4 and 8 times-tables | I can use relationships between the 2, 4 and 8 times-tables. | Know that multiplication describes equal groups and is connected to repeated addition. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables; write and calculate mathematical statements for multiplication and division. | | | |

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| SPRING 1 | | | | |
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| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
| WEEK 1 | Step 1 | Multiples of 10 | I can recognise and find multiples of 10. | Know that multiplication describes equal groups and is connected to repeated addition. |
| | Step 2 | Related calculations | I can use known multiplication facts to solve related calculations. | Know the mathematical relationship represented in this step. |
| | Step 3 | Reasoning about multiplication | I can explain and justify multiplication strategies. | Know the mathematical relationship represented in this step. |
| | Step 4 | Multiply a 2-digit number by a 1-digit number – no exchange | I can multiply a 2-digit number by a 1-digit number – no exchange. | Know that multiplication describes equal groups and is connected to repeated addition. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables; write and calculate multiplication and division statements, including 2-digit numbers times 1-digit numbers; solve scaling problems. | | | |

| SPRING 1 | | | | |
|---|---|---|---|---|
| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
| WEEK 2 | Step 5 | Multiply a 2-digit number by a 1-digit number – with exchange | I can multiply a 2-digit number by a 1-digit number – with exchange. | Know that multiplication describes equal groups and is connected to repeated addition. |
| | Step 6 | Link multiplication and division | I can link multiplication and division. | Know the mathematical relationship represented in this step. |
| | Step 7 | Divide a 2-digit number by a 1-digit number – no exchange | I can divide a 2-digit number by a 1-digit number – no exchange. | Know that division can mean sharing equally or grouping and is the inverse of multiplication. |
| | Step 8 | Divide a 2-digit number by a 1-digit number – flexible partitioning | I can divide a 2-digit number by a 1-digit number – flexible partitioning. | Know that the value of each digit depends on its place in a number. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables; write and calculate multiplication and division statements, including 2-digit numbers times 1-digit numbers; solve scaling problems. | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
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| WEEK 3 | Financial Education 1 | Where Does Money Come From? | I can explain different routes into employment and reasons people go to work. | Know that people earn money through different kinds of work and employment. |
| | Financial Education 2 | Payments and Priorities | I can explain how people make decisions about what to spend money on and how to spend it. | Know that spending decisions involve choices and priorities. |
| | Financial Education 3 | Reasons to Borrow | I can explain reasons people might borrow money and how money can affect emotions. | Know that borrowing means receiving money that usually has to be repaid. |
| | Financial Education 4 | Online Financial Safety | I can explain how to keep money safe, including when using money online. | Know that personal and financial information must be protected. |
| | Financial Education 5 | Spending Decisions | I can explain factors that can influence people's spending. | Know that advertising, other people, needs and wants can influence spending. |
| | Financial Education 6 | What Is a Budget? | I can explain what it means to make and use a budget. | Know that a budget helps people plan money coming in and money going out. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know and use efficient mental and written methods and explain calculations. |
| NC LINKS | Financial Education enrichment: employment, spending choices, borrowing, financial safety, influences on spending and budgeting. | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 4 | Step 9 | Divide a 2-digit number by a 1-digit number – with remainders | I can divide a 2-digit number by a 1-digit number – with remainders. | Know that division can mean sharing equally or grouping and is the inverse of multiplication. |
| | Step 10 | Scaling | I can solve scaling problems using multiplication and division. | Know the mathematical relationship represented in this step. |
| | Step 11 | How many ways? | I can find and explain different ways to solve multiplication and division problems. | Know the mathematical relationship represented in this step. |
| | Step 1 | Measure in metres and centimetres | I can measure in metres and centimetres. | Know how standard units and appropriate measuring tools are used accurately. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables; write and calculate multiplication and division statements, including 2-digit numbers times 1-digit numbers; solve scaling problems. | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 5 | Step 2 | Measure in millimetres | I can measure in millimetres. | Know how standard units and appropriate measuring tools are used accurately. |
| | Step 3 | Measure in centimetres and millimetres | I can measure in centimetres and millimetres. | Know how standard units and appropriate measuring tools are used accurately. |
| | Step 4 | Metres, centimetres and millimetres | I can choose and use metres, centimetres and millimetres. | Know how standard units and appropriate measuring tools are used accurately. |
| | Step 5 | Equivalent lengths (metres and centimetres) | I can convert between metres and centimetres. | Know how standard units and appropriate measuring tools are used accurately. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Measure, compare, add and subtract lengths (m/cm/mm); measure the perimeter of simple 2-D shapes. | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 6 | Step 6 | Equivalent lengths (centimetres and millimetres) | I can convert between centimetres and millimetres. | Know how standard units and appropriate measuring tools are used accurately. |
| | Step 7 | Compare lengths | I can compare lengths. | Know how place value or size can be used to compare and order quantities. |
| | Step 8 | Add lengths | I can add lengths. | Know how place value and known number facts support accurate addition and subtraction. |
| | Step 9 | Subtract lengths | I can subtract lengths. | Know how place value and known number facts support accurate addition and subtraction. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Measure, compare, add and subtract lengths (m/cm/mm); measure the perimeter of simple 2-D shapes. | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 7 | Step 10 | What is perimeter? | I can explain that perimeter is the distance around a shape. | Know how standard units and appropriate measuring tools are used accurately. |
| | Step 11 | Measure perimeter | I can measure perimeter. | Know how standard units and appropriate measuring tools are used accurately. |
| | Step 12 | Calculate perimeter | I can calculate perimeter. | Know how standard units and appropriate measuring tools are used accurately. |
| | Step 1 | Understand the denominators of unit fractions | I can understand the denominators of unit fractions. | Know that fractions describe equal parts of a whole or a quantity. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Measure, compare, add and subtract lengths (m/cm/mm); measure the perimeter of simple 2-D shapes. | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 8 | Step 2 | Compare and order unit fractions | I can compare and order unit fractions. | Know how place value or size can be used to compare and order quantities. |
| | Step 3 | Understand the numerators of non-unit fractions | I can understand the numerators of non-unit fractions. | Know that fractions describe equal parts of a whole or a quantity. |
| | Step 4 | Understand the whole | I can understand the whole. | Know that fractions describe equal parts of a whole or a quantity. |
| | Step 5 | Compare and order non-unit fractions | I can compare and order non-unit fractions. | Know how place value or size can be used to compare and order quantities. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Count up and down in tenths; recognise, find and write fractions; recognise and show equivalent fractions; compare and order unit fractions and fractions with the same denominators. | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 9 | Step 6 | Fractions and scales | I can use fractions to read and interpret scales. | Know that fractions describe equal parts of a whole or a quantity. |
| | Step 7 | Fractions on a number line | I can represent fractions on a number line. | Know that number lines are ordered and intervals represent equal steps. |
| | Step 8 | Count in fractions on a number line | I can count in fractions on a number line. | Know that number lines are ordered and intervals represent equal steps. |
| | Step 9 | Equivalent fractions on a number line | I can identify equivalent fractions on a number line. | Know that number lines are ordered and intervals represent equal steps. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Count up and down in tenths; recognise, find and write fractions; recognise and show equivalent fractions; compare and order unit fractions and fractions with the same denominators. | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 10 | Step 10 | Equivalent fractions as bar models | I can equivalent fractions as bar models. | Know that fractions describe equal parts of a whole or a quantity. |
| | Step 1 | Use scales | I can use scales. | Know how to measure and compare using appropriate standard units. |
| | Step 2 | Measure mass in grams | I can measure mass in grams. | Know how to measure and compare using appropriate standard units. |
| | Step 3 | Measure mass in kilograms and grams | I can measure mass in kilograms and grams. | Know how to measure and compare using appropriate standard units. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Count up and down in tenths; recognise, find and write fractions; recognise and show equivalent fractions; compare and order unit fractions and fractions with the same denominators. | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 11 | Step 4 | Equivalent masses (kilograms and grams) | I can equivalent masses (kilograms and grams). | Know how to measure and compare using appropriate standard units. |
| | Step 5 | Compare mass | I can compare mass. | Know how place value or size can be used to compare and order quantities. |
| | Step 6 | Add and subtract mass | I can add and subtract mass. | Know how place value and known number facts support accurate addition and subtraction. |
| | Step 7 | Measure capacity and volume in millilitres | I can measure capacity and volume in millilitres. | Know how to measure and compare using appropriate standard units. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Measure, compare, add and subtract mass (kg/g) and volume/capacity (l/ml). | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 12 | Step 8 | Measure capacity and volume in litres and millilitres | I can measure capacity and volume in litres and millilitres. | Know how to measure and compare using appropriate standard units. |
| | Step 9 | Equivalent capacities and volumes (litres and millilitres) | I can equivalent capacities and volumes (litres and millilitres). | Know how to measure and compare using appropriate standard units. |
| | Step 10 | Compare capacity and volume | I can compare capacity and volume. | Know how place value or size can be used to compare and order quantities. |
| | Step 11 | Add and subtract capacity and volume | I can add and subtract capacity and volume. | Know how place value and known number facts support accurate addition and subtraction. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Measure, compare, add and subtract mass (kg/g) and volume/capacity (l/ml). | | | |

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# 2026 - 2027

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 1 | Step 1 | Add fractions | I can add fractions. | Know how place value and known number facts support accurate addition and subtraction. |
| | Step 2 | Subtract fractions | I can subtract fractions. | Know how place value and known number facts support accurate addition and subtraction. |
| | Step 3 | Partition the whole | I can partition the whole. | Know that the value of each digit depends on its place in a number. |
| | Step 4 | Unit fractions of a set of objects | I can unit fractions of a set of objects. | Know that fractions describe equal parts of a whole or a quantity. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Add and subtract fractions with the same denominator within one whole; recognise, find and write fractions of a discrete set of objects. | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 2 | Step 5 | Non-unit fractions of a set of objects | I can non-unit fractions of a set of objects. | Know that fractions describe equal parts of a whole or a quantity. |
| | Step 6 | Reasoning with fractions of an amount | I can reasoning with fractions of an amount. | Know that fractions describe equal parts of a whole or a quantity. |
| | Step 1 | Pounds and pence | I can pounds and pence. | Know the relationship between pounds and pence and how calculations apply to money. |
| | Step 2 | Convert pounds and pence | I can convert pounds and pence. | Know that £1 equals 100p and convert between pounds and pence. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Add and subtract fractions with the same denominator within one whole; recognise, find and write fractions of a discrete set of objects. | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 3 | Step 3 | Add money | I can add money. | Know how place value and known number facts support accurate addition and subtraction. |
| | Step 4 | Subtract money | I can subtract money. | Know how place value and known number facts support accurate addition and subtraction. |
| | Step 5 | Find change | I can find change. | Know the relationship between pounds and pence and how calculations apply to money. |
| | Step 1 | Roman numerals to 12 | I can roman numerals to 12. | Know the relationships between units of time and how clocks represent time. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Add and subtract amounts of money to give change, using both £ and p in practical contexts. | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 4 | Step 2 | Tell the time to 5 minutes | I can tell the time to 5 minutes. | Know the relationships between units of time and how clocks represent time. |
| | Step 3 | Tell the time to the minute | I can tell the time to the minute. | Know the relationships between units of time and how clocks represent time. |
| | Step 4 | Read time on a digital clock | I can read time on a digital clock. | Know the relationships between units of time and how clocks represent time. |
| | Step 5 | Use am and pm | I can use am and pm. | Know the relationships between units of time and how clocks represent time. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Tell and write the time from an analogue clock; use Roman numerals I–XII and 12/24-hour clocks; estimate and read time; know relationships between units of time. | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 5 | Step 6 | Years, months and days | I can years, months and days. | Know the relationships between units of time and how clocks represent time. |
| | Step 7 | Days and hours | I can days and hours. | Know the relationships between units of time and how clocks represent time. |
| | Step 8 | Hours and minutes – use start and end times | I can hours and minutes – use start and end times. | Know the relationships between units of time and how clocks represent time. |
| | Step 9 | Hours and minutes - use durations | I can hours and minutes - use durations. | Know the relationships between units of time and how clocks represent time. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Tell and write the time from an analogue clock; use Roman numerals I–XII and 12/24-hour clocks; estimate and read time; know relationships between units of time. | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 6 | Step 10 | Minutes and seconds | I can minutes and seconds. | Know the relationships between units of time and how clocks represent time. |
| | Step 11 | Units of time | I can units of time. | Know the relationships between units of time and how clocks represent time. |
| | Step 12 | Solve problems with time | I can solve problems with time. | Know the relationships between units of time and how clocks represent time. |
| | Step 1 | Turns and angles | I can turns and angles. | Know that shapes and angles can be identified and described using their mathematical properties. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Tell and write the time from an analogue clock; use Roman numerals I–XII and 12/24-hour clocks; estimate and read time; know relationships between units of time. | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 7 | Step 2 | Right angles | I can right angles. | Know that shapes and angles can be identified and described using their mathematical properties. |
| | Step 3 | Compare angles | I can compare angles. | Know how place value or size can be used to compare and order quantities. |
| | Step 4 | Measure and draw accurately | I can measure and draw accurately. | Know the mathematical relationship represented in this step. |
| | Step 5 | Horizontal and vertical | I can horizontal and vertical. | Know that shapes and angles can be identified and described using their mathematical properties. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Recognise angles as a property of shape or description of a turn; identify right angles, horizontal/vertical and parallel/perpendicular lines; draw and make 2-D and 3-D shapes. | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 8 | Step 6 | Parallel and perpendicular | I can parallel and perpendicular. | Know that shapes and angles can be identified and described using their mathematical properties. |
| | Step 7 | Recognise and describe 2-D shapes | I can recognise and describe 2-d shapes. | Know that shapes and angles can be identified and described using their mathematical properties. |
| | Step 8 | Draw polygons | I can draw polygons. | Know that shapes and angles can be identified and described using their mathematical properties. |
| | Step 9 | Recognise and describe 3-D shapes | I can recognise and describe 3-d shapes. | Know that shapes and angles can be identified and described using their mathematical properties. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Recognise angles as a property of shape or description of a turn; identify right angles, horizontal/vertical and parallel/perpendicular lines; draw and make 2-D and 3-D shapes. | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 9 | Step 10 | Make 3-D shapes | I can make 3-d shapes. | Know that shapes and angles can be identified and described using their mathematical properties. |
| | Step 1 | Interpret pictograms | I can interpret pictograms. | Know the relationships between units of time and how clocks represent time. |
| | Step 2 | Draw pictograms | I can draw pictograms. | Know the relationships between units of time and how clocks represent time. |
| | Step 3 | Interpret bar charts | I can interpret bar charts. | Know that data can be collected, represented and interpreted in different ways. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Recognise angles as a property of shape or description of a turn; identify right angles, horizontal/vertical and parallel/perpendicular lines; draw and make 2-D and 3-D shapes. | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 10 | Step 4 | Draw bar charts | I can draw bar charts. | Know that data can be collected, represented and interpreted in different ways. |
| | Step 5 | Collect and represent data | I can collect and represent data. | Know how to collect data using tallies and represent it in suitable tables or charts. |
| | Step 6 | Two-way tables | I can read and interpret two-way tables. | Know that data can be collected, represented and interpreted in different ways. |
| | Step 6 – reasoning | Interpret and compare two-way tables | I can interpret two-way tables and explain comparisons using the data. | Know that two-way tables organise information by two categories and totals can be used to check conclusions. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Interpret and present data using bar charts, pictograms and tables; solve one-step and two-step questions using scaled data. | | | |

| | WHITE ROSE STEPS | WHITE ROSE CONTENT | LEARNING OBJECTIVES | KEY KNOWLEDGE |
|---|---|---|---|---|
| WEEK 11 | Consolidation – statistics | Interpret pictograms and bar charts | I can interpret pictograms and bar charts, using scales accurately. | Know that each symbol or scale interval can represent more than one item. |
| | Consolidation – statistics | Present data in bar charts | I can choose a suitable scale and draw a labelled bar chart. | Know that bar charts use equal-width bars, consistent scales and labelled axes. |
| | Consolidation – statistics | Collect and organise data | I can collect, organise and present data to answer a question. | Know how tally charts, frequency tables and bar charts organise and communicate data. |
| | Consolidation – statistics | Solve problems with two-way tables | I can use a two-way table to solve comparison and total problems. | Know that rows, columns and totals must be read accurately. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Interpret and present data using pictograms, bar charts and tables; solve one-step and two-step questions using information presented in charts and tables. | | | |

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|---|---|---|---|---|
| WEEK 12 | Consolidation – number | Place value and calculation problems | I can use place value and written methods to solve multi-step problems. | Know the value of digits in three-digit numbers and how exchanging works. |
| | Consolidation – fractions | Represent and compare fractions | I can represent, compare and explain unit and non-unit fractions. | Know that the denominator names equal parts and the numerator counts them. |
| | Consolidation – measurement | Measure and solve time problems | I can select suitable units and solve practical measurement and time problems. | Know common metric relationships and how to read time accurately. |
| | Consolidation – geometry and data | Apply geometry and statistics knowledge | I can describe shapes and angles and interpret information in charts. | Know the properties of common 2-D and 3-D shapes and how charts represent data. |
| | Arithmetic | Fluency and retrieval | I can recall and apply key number facts accurately. | Know how to use known facts efficiently and explain my method. |
| NC LINKS | Consolidation of Year 3 National Curriculum objectives: number and calculation; fractions; measurement; geometry; statistics. | | | |