



OLYMPUS AUTUMN MATHS LONG TERM

Week / Focus (WR Small Steps + Codes)	NC Objectives	Activities	Resources & Links	Assessment Questions (Y2 / Y3)	Expected Outcomes (Y2 / Y3)	Greater Depth
<p>Week 1 –</p> <p>Y2 Autumn Block 1 Step 1– 2: Count objects to 100, represent numbers to 100</p> <p>Y3 Autumn Block 1 Step 1–2: Represent numbers to 1,000; Hundreds, Tens & Ones</p>	<p>Y2 NC: Recognise the place value of each digit in a two-digit number; identify, represent and estimate numbers.</p> <p>Y3 NC: Recognise the place value of each digit in a three-digit number; find 10 or 100 more or less than a given number.</p>	<ul style="list-style-type: none"> • Y2: Count objects, use Base 10, represent numbers on number lines. • Y3: Partition 3-digit numbers using counters and charts. • Class activity: Guess my number riddles, number card games. 	<ul style="list-style-type: none"> • Base 10, place value counters, digit cards, number lines. 	<p>Y2: What is the value of the 7 in 76? Write 3 numbers greater than 45.</p> <p>Y3: What is 100 more than 428? Place 382 on a number line between 350 and 400.</p>	<p>Y2: Secure recognition of tens and ones; represent numbers to 100.</p> <p>Y3: Confidently partition and represent numbers to 1,000; understand 10/100 more or less.</p>	<ul style="list-style-type: none"> • Create number riddles using place value clues. • Prove a number can be partitioned in more than one way.
<ul style="list-style-type: none"> • [White Rose Y2 Place Value](https://whiteroseeducation.com/resources/primary/primary-maths/year-2/place-value) • [White Rose Y3 Place Value](https://whiteroseeducation.com/resources/primary/primary-maths/year-3/place-value) • [NRICH Place Value Game](https://nrich.maths.org/137) • [MathsBot Place Value Counters](https://mathsbot.com/manipulatives/placeValueCounters) 						

<p>Week 2 –</p> <p>Y2 Autumn Block 1 Step 3–5: Tens and Ones (using a place value chart)</p> <p>Y3 Autumn Block 1 Step 3–5: Partition numbers to 1,000; Find 10 or 100 more/less</p>	<p>Y2 NC: Recognise the place value of each digit in two-digit numbers.</p> <p>Y3 NC: Recognise the place value of each digit in three-digit numbers.</p>	<ul style="list-style-type: none"> • Y2: Build numbers using Base 10 and part-whole models. <p>Y3: Use counters to partition 3-digit numbers flexibly in more than one way.</p> <ul style="list-style-type: none"> • Paired game: Roll dice to create a number and partition. 	<ul style="list-style-type: none"> • Place value charts, counters, Base 10. 	<p>Y2: Partition 47 into tens and ones. Show another way.</p> <p>Y3: What is 100 less than 432? Partition 385 in two different ways.</p>	<p>Y2: Partition 2-digit numbers in multiple ways.</p> <p>Y3: Secure with partitioning; confidently find 10/100 more or less.</p>	<ul style="list-style-type: none"> • Prove that 56 can be partitioned as $50+6$ and $40+16$. • Explore different partitions for 472.
<ul style="list-style-type: none"> • [NRICH Partitioning Game](https://rich.maths.org/14470) • [NCETM Place Value Resources](https://www.ncetm.org.uk/classroom-resources/) • White Rose interactive worksheets. 						
<p>Week 3 –</p> <p>Y2 Autumn Block 1 Step 6–9: Compare and order numbers; Count in 2s, 5s,</p>	<p>Y2 NC: Compare and order numbers up to 100 using $<$, $>$, $=$.</p>	<ul style="list-style-type: none"> • Y2: Human number line, compare numbers using symbols, order 2-digit 	<ul style="list-style-type: none"> • Digit cards, number lines. 	<p>Y2: Order 23, 65, 12. Which is largest?</p>	<p>Y2: Confident comparing and ordering 2-digit numbers.</p>	<ul style="list-style-type: none"> • Explain why $87 > 78$. • Create your own ordering puzzle for a partner.

<p>10s, 3s</p> <p>Y3 Autumn Block 1 Step 6–9: Compare and order numbers to 1,000; Count in 50s, 100s, 4s, 8s</p>	<p>Y3 NC: Compare and order numbers up to 1000; count in multiples of 4, 8, 50, 100.</p>	<p>numbers.</p> <ul style="list-style-type: none"> • Y3: Order 3-digit numbers on number lines, count in 50s and 100s. • Class: Group skip-counting games. 		<p>Y3: Order 382, 476, 295. Which is smallest?</p>	<p>Y3: Secure with ordering 3-digit numbers; confident counting in multiples.</p>	
<ul style="list-style-type: none"> • [TopMarks Coconut Ordering](https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering) • [NRICH Ordering Numbers](https://nrich.maths.org/137) 						
<p>Week 4 –</p> <p>Y2 Autumn Block 2 Step 1–3: Fact families (bonds to 20 & 100); Related facts</p> <p>Y3 Autumn Block 2 Step 1–3: Add & subtract multiples of</p>	<p>Y2 NC: Recall and use addition and subtraction facts to 20 and derive related facts to 100.</p> <p>Y3 NC: Add and subtract numbers mentally, including a three-digit number and ones/hundreds.</p>	<ul style="list-style-type: none"> • Y2: Use cubes and counters to show number bonds, write related facts. • Y3: Mental arithmetic with multiples of 100; add/subtract 3-digit and 1-digit numbers. • Class: Quick-fire 	<ul style="list-style-type: none"> • Counters, cubes, part-whole models. 	<p>Y2: If $7+3=10$, what else do you know?</p> <p>Y3: $345+3=?$ $345-3=?$</p>	<p>Y2: Secure with fact families and related facts.</p> <p>Y3: Confident with mental addition and subtraction of 1s, 10s, 100s.</p>	<ul style="list-style-type: none"> • Prove that if $9+6=15$ then $90+60=150$. • Create your own fact family with a 3-digit number.

100; Add/subtract 3- digit & 1-digit		fact family challenges.				
<ul style="list-style-type: none"> • [NCETM Number Bonds Toolkit](https://www.ncetm.org.uk/classroom-resources/) • White Rose worksheets. 						
<p>Week 5 –</p> <p>Y2 Autumn Block 2 Step 4– 6: Add and subtract 1s and 10s; Add and subtract 2-digit numbers</p> <p>Y3 Autumn Block 2 Step 4– 6: Add & subtract 3-digit & 2-digit; Column method (no exchange)</p>	<p>Y2 NC: Add and subtract numbers using concrete objects, pictorial representations, and mentally.</p> <p>Y3 NC: Add and subtract numbers using formal written methods of columnar addition and subtraction.</p>	<ul style="list-style-type: none"> • Y2: Use number lines to add and subtract tens and ones. • Y3: Practise column addition and subtraction without exchange. • Partner activity: Missing number problems. 	<ul style="list-style-type: none"> • Number lines, Base 10, counters. 	<p>Y2: $45+10=?$ $67-20=?$</p> <p>Y3: $234+123=?$ $356-214=?$</p>	<p>Y2: Confident adding and subtracting tens and ones.</p> <p>Y3: Secure with column methods without exchange.</p>	<ul style="list-style-type: none"> • Prove whether $45+32=46+31$ is true or false. • Solve missing digit column problems.
<ul style="list-style-type: none"> • [White Rose Addition & Subtraction](https://whiteroseeducation.com/resources/primary/primary-maths/year-3/addition-subtraction) • [NRICH Number Problems](https://rich.maths.org/primary) 						

<p>Week 6 –</p> <p>Y2 Autumn Block 2 Step 7–9: Compare number sentences; Related addition and subtraction problems</p> <p>Y3 Autumn Block 2 Step 7–9: Add & subtract 3-digit & 3-digit numbers (with exchanging)</p>	<p>Y2 NC: Show that addition can be done in any order and subtraction cannot; compare number sentences.</p> <p>Y3 NC: Add and subtract numbers with up to three digits, using formal written methods.</p>	<ul style="list-style-type: none"> • Y2: Use $<$, $>$, $=$ to compare number sentences, e.g. $3+4 \neq 2+5$. • <p>Y3: Use column method for 3-digit numbers with exchanging.</p> <ul style="list-style-type: none"> • Partner task: Spot the mistake in worked examples. 	<ul style="list-style-type: none"> • Base 10, counters. 	<p>Y2: Is $5+3=4+4$ true or false? Explain.</p> <p>Y3: $367+245=?$ $542-378=?$</p>	<p>Y2: Confident comparing addition/subtraction sentences.</p> <p>Y3: Secure with column method including exchanging.</p>	<ul style="list-style-type: none"> • Always/sometime/s/never: Subtraction can be done in any order. • Create a 'spot the mistake' puzzle.
<ul style="list-style-type: none"> • [NCETM Place Value & Calculation](https://www.ncetm.org.uk/classroom-resources/) • [White Rose Addition & Subtraction](https://whiteroseeducation.com/resources/primary/primary-maths/year-3/addition-subtraction) 						
<p>Week 7 –</p> <p>Y2 Autumn Block 2 Step 10–12: Mixed problem solving</p>	<p>Y2 NC: Solve problems with addition and subtraction using concrete objects and mental methods.</p>	<ul style="list-style-type: none"> • Y2: Word problems using bar models, number lines. • 	<ul style="list-style-type: none"> • Bar models, word problem cards. • [NRICH Reasoning 	<p>Y2: Sam has 24 sweets, he eats 7. How many are left?</p>	<p>Y2: Solve one-step problems confidently.</p>	<ul style="list-style-type: none"> • Create your own word problem for a friend to solve. • Reason which

<p>with addition and subtraction</p> <p>Y3 Autumn Block 2 Step 10–12: Estimate answers; Use inverse operations to check</p>	<p>Y3 NC: Estimate answers and use inverse operations to check calculations.</p>	<p>Y3: Estimate sums/differences and check with inverse.</p> <ul style="list-style-type: none"> • Class: Problem-solving relay. 	<p>Problems](https://nrich.maths.org/primary)</p> <ul style="list-style-type: none"> • White Rose problem-solving worksheets. 	<p>Y3: Estimate $467+389$. Calculate exactly. Check with inverse.</p>	<p>Y3: Estimate and check with inverse successfully.</p>	<p>method is most efficient.</p>
<ul style="list-style-type: none"> • [NRICH Reasoning Problems](https://nrich.maths.org/primary) • White Rose problem-solving worksheets. 						
<p>Week 8 –</p> <p>Y2 Autumn Block 3 Step 1–3: Multiplication – Recognise equal groups; Add equal groups</p> <p>Y3 Autumn Block 3 Step 1–3: Multiplication</p>	<p>Y2 NC: Show multiplication as repeated addition.</p> <p>Y3 NC: Recall and use multiplication facts for 3, 4, 8 times tables.</p>	<ul style="list-style-type: none"> • Y2: Use counters to make equal groups, write repeated addition sentences. • <p>Y3: Build and interpret arrays, link to multiplication facts.</p> <ul style="list-style-type: none"> • Game: Array bingo. 	<ul style="list-style-type: none"> • Counters, cubes, arrays. 	<p>Y2: Make 3 groups of 4. Write as addition and multiplication.</p> <p>Y3: Draw an array for 4×6. What multiplication does it show?</p>	<p>Y2: Recognise and record equal groups as repeated addition.</p> <p>Y3: Use arrays to represent multiplication facts confidently.</p>	<ul style="list-style-type: none"> • Prove that $3+3+3+3 = 4 \times 3$. • Create an array riddle for a partner.

– Equal groups; Arrays						
<ul style="list-style-type: none"> • [White Rose Multiplication Y2](https://whiteroseeducation.com/resources/primary/primary-maths/year-2/multiplication-division) • [White Rose Multiplication Y3](https://whiteroseeducation.com/resources/primary/primary-maths/year-3/multiplication-division) • [NRICH Multiplication Arrays](https://nrich.maths.org/primary) 						
<p>Week 9 –</p> <p>Y2 Autumn Block 3 Step 4– 6: Use arrays; 2, 5, 10 times tables</p> <p>Y3 Autumn Block 3 Step 4– 6: Recall and use multiplication facts for 3, 4, 8 times tables</p>	<p>Y2 NC: Recall and use multiplication facts for the 2, 5, 10 times tables.</p> <p>Y3 NC: Recall and use multiplication facts for the 3, 4, and 8 times tables.</p>	<ul style="list-style-type: none"> • Y2: Build arrays for 2s, 5s, 10s, chant times tables. • Y3: Play times table bingo for 3s, 4s, 8s. • Mixed: Times table relay. 	<ul style="list-style-type: none"> • Counters, cubes, multiplication charts. 	<p>Y2: What is 5 groups of 2?</p> <p>Y3: What is 8×4? What division fact links?</p>	<p>Y2: Secure recall of 2, 5, 10 multiplication facts.</p> <p>Y3: Confident recall of 3, 4, 8 multiplication facts.</p>	<ul style="list-style-type: none"> • Always/sometime s/never: Even numbers are in the 2 times table. • Write your own times table puzzle.
<ul style="list-style-type: none"> • [TopMarks Hit the Button](https://www.topmarks.co.uk/maths-games/hit-the-button) • [NRICH Multiplication Games](https://nrich.maths.org/primary) 						
Week 10 –	Y2 NC: Solve problems involving multiplication and	• Y2: Share counters equally	• Counters, cubes, part-	Y2: Share 12 apples between 4 children.	Y2: Confident using arrays to	• Create your own array and

<p>Y2 Autumn Block 3 Step 7–9: Division – Sharing and grouping, use arrays</p> <p>Y3 Autumn Block 3 Step 7–9: Related multiplication and division facts; Scaling problems</p>	<p>division using arrays and grouping.</p> <p>Y3 NC: Recall and use division facts for the 3, 4, and 8 multiplication tables.</p>	<p>between groups, link to division sentences.</p> <ul style="list-style-type: none"> • <p>Y3: Solve scaling problems using times tables, e.g. '3 times taller'.</p> <ul style="list-style-type: none"> • Mixed: Array matching activity. 	<p>whole models.</p>	<p>How many each?</p> <p>Y3: If a ribbon is 4 times longer than 12cm, how long is it?</p>	<p>represent division.</p> <p>Y3: Secure with related multiplication and division facts.</p>	<p>write matching multiplication and division sentences.</p> <ul style="list-style-type: none"> • <p>Always/sometime s/never: Division makes numbers smaller.</p>
<ul style="list-style-type: none"> • [TopMarks Grouping Game](https://www.topmarks.co.uk/maths-games) • White Rose worksheets. 						
<p>Week 11 –</p> <p>Y2 Autumn Block 4 Step 1–3: Recognise 2D and 3D shapes</p> <p>Y3 Autumn Block 4 Step 1–</p>	<p>Y2 NC: Identify and describe the properties of 2D and 3D shapes.</p> <p>Y3 NC: Recognise 3D shapes in different orientations; describe 2D and 3D properties.</p>	<ul style="list-style-type: none"> • Shape hunt around the classroom/school. • Build 3D shapes with straws and modelling clay. • Sort shapes by properties. 	<ul style="list-style-type: none"> • 2D shape cut-outs, 3D models, straws, clay. 	<p>Y2: Name a 2D shape with 4 sides.</p> <p>Y3: How many edges does a cube have?</p>	<p>Y2: Recognise and name common 2D and 3D shapes.</p> <p>Y3: Confident describing</p>	<ul style="list-style-type: none"> • Find a shape that has more than 1 line of symmetry. • Prove that not all 4-sided shapes are squares.

3: Recognise 2D and 3D shapes; Count sides, vertices, edges					properties of shapes.	
<ul style="list-style-type: none"> • [NRICH Shape Games](https://nrich.maths.org/primary) • White Rose Shape resources. 						
<p>Week 12 –</p> <p>Y2 Autumn Block 4 Step 4–6: Count sides, vertices, edges; Lines of symmetry</p> <p>Y3 Autumn Block 4 Step 4–6: Identify right angles; Draw and make 3D shapes</p>	<p>Y2 NC: Identify 2D shapes on surfaces of 3D shapes; identify symmetry.</p> <p>Y3 NC: Identify right angles; recognise that 2 right angles make a half-turn.</p>	<ul style="list-style-type: none"> • Y2: Count sides/vertices of 2D shapes, fold shapes to find symmetry. • Y3: Use angle testers to find right angles, draw shapes with right angles. • Group activity: Create symmetry posters. 	<ul style="list-style-type: none"> • 2D/3D shapes, mirrors, angle testers. 	<p>Y2: How many vertices does a triangle have?</p> <p>Y3: Find 2 right angles in the classroom.</p>	<p>Y2: Confident with sides, vertices, edges, symmetry.</p> <p>Y3: Secure with identifying and drawing right angles.</p>	<ul style="list-style-type: none"> • Always/sometime s/never: A rectangle has 2 lines of symmetry. • Design a 3D shape with given properties.
<ul style="list-style-type: none"> • [TopMarks Symmetry](https://www.topmarks.co.uk/maths-games/shape) 						
Week 13 – Y2 Autumn Review:	Y2 NC: Review and consolidate all Autumn	• Mixed reasoning and problem-	• White Rose end-of-block	Y2: Mixed fluency and reasoning	Y2: Secure understanding	• Solve a real-life investigation

<p>Place Value, Addition & Subtraction, Multiplication & Division, Shape</p> <p>Y3 Autumn Review: Place Value, Addition & Subtraction, Multiplication & Division, Shape</p>	<p>objectives.</p> <p>Y3 NC: Review and consolidate all Autumn objectives.</p>	<p>solving tasks.</p> <ul style="list-style-type: none"> • Team quizzes. • Practical investigations linking topics. 	<p>assessments.</p>	<p>questions.</p> <p>Y3: Multi-step word problems.</p>	<p>of key Autumn concepts.</p> <p>Y3: Secure understanding of key Autumn concepts.</p>	<p>using more than one operation.</p> <ul style="list-style-type: none"> • Write your own word problem using Autumn topics.
<p>• [NRICH Investigations](https://nrich.maths.org/primary)</p>						
<p>Week 14 –</p> <p>Y2 Autumn Assessment & Investigation Week</p> <p>Y3 Autumn Assessment & Investigation Week</p>	<p>Y2 NC: Assess Autumn coverage.</p> <p>Y3 NC: Assess Autumn coverage.</p>	<ul style="list-style-type: none"> • Formal assessments. • Open-ended investigations. • Group maths challenges. 	<ul style="list-style-type: none"> • White Rose end-of-term assessments. 	<p>Y2: White Rose assessment questions.</p> <p>Y3: White Rose assessment questions.</p>	<p>Y2: Summative assessment of Autumn objectives.</p> <p>Y3: Summative assessment of Autumn objectives.</p>	<ul style="list-style-type: none"> • Complete an extended investigation requiring reasoning and explanation. • Present findings to the class.
<p>• NRICH open investigations.</p>						

