OLYMPUS SPRING MATHS LONG TERM

Week / Focus (WR Small Steps + Codes)	NC Objectives	Activities	Resources & Links	Assessment Questions (Y2 / Y3)	Expected Outcomes (Y2 / Y3)	Greater Depth
Week 1 – Y2 Spring Block 1 Step 1–3: Recognise coins and notes; Count money (p) Y3 Spring Block 1 Step 1–3: Multiplication & Division B – Consolida	Y2 NC: Recognise and use symbols for pounds (£) and pence (p); combine amounts. Y3 NC: Recall and use multiplication and division facts for the 3, 4, and 8 multiplication tables.	• Y2: Coin sorting activity, match coins to values, count in 2s, 5s, 10s with coins. • Y3: Multiplication games with arrays, chanting 4s and 8s, multiplication bingo. • Mixed: Shop role-play with	• Real/pretend coins, price tags. • [White Rose Y2 Money](https://whiteroseeducation.com/resources/primary/primary-maths/year-2/money) • [White Rose Y3 Multiplication & Division](https://whiteroseeducation.com/resources/primary/primary-maths/year-3/multiplication-division) • [TopMarks Hit the Button](https://www.topmarks.co.uk/maths-games/hit-the-button)	Y2: How many 10p coins make 50p? Y3: What is 8×4? What division fact links?	Y2: Recognise coins and notes, count in pence. Y3: Confident with 3, 4, 8 times tables.	• Y2: Prove different coin combinations for the same amount. • Y3: Create your own multiplication puzzle using 3, 4, or 8.

te 2, 4, 8 times tables		prices in 2s, 4s, 8s.				
Week 2 – Y2 Spring Block 1 Step 4–6: Count money (£ and p); Make the same amount Y3 Spring Block 1 Step 4–6: Multiply 2-digit by 1-digit (no exchange)	Y2 NC: Find different combinations of coins that equal the same amount. Y3 NC: Write and calculate mathematical statements for multiplication using tables and mental methods.	• Y2: Role-play shop, make amounts with coins in different ways. • Y3: Use Base 10/counters to multiply 2-digit numbers by 1-digit, grid method (no exchange). • Mixed: Word problems involving money and multiplication.	• Coins, money task cards. • [NRICH Money Problems](https://nrich.maths.org/1134) • [MathsBot Multiplication Grid](https://mathsbot.com/)	Y2: Show 50p using three different sets of coins. Y3: 23×3=? Show working.	Y2: Make amounts using different coin combinations. Y3: Multiply 2-digit by 1-digit without exchange confidently.	• Y2: Investigate all the ways to make £1. • Y3: Prove whether 14×3=12×3+2×3 is true.

Week 3 – Y2 Spring Block 1 Step 7–9: Compare money; Find totals Y3 Spring Block 1 Step 7–9: Multiply 2-digit by 1-digit (with exchange)	Y2 NC: Solve simple problems in practical context involving addition/subtraction of money. Y3 NC: Multiply 2-digit by 1-digit using formal written layout with exchange.	• Y2: Compare totals of coins, use >, < symbols. • Y3: Column/grid method for multiplication with exchange. • Mixed: Money word problems requiring multiplication.	• Coins, money flashcards. • [White Rose Money Worksheets](https://whiteroseeducation.com/) • [NCETM Multiplication Guidance](https://www.ncetm.org.uk/)	Y2: Which is more, 45p or 54p? How do you know? Y3: 26×3=? Show with column/grid method.	Y2: Confident comparing amounts of money. Y3: Secure multiplying 2-digit by 1-digit with exchange.	• Y2: Prove which of two coin sets is greater. • Y3: Create a multiplication word problem with exchanging.
Week 4 – Y2 Spring Block 1 Step 10–12: Find the difference; Find change Y3 Spring	Y2 NC: Solve simple problems in a practical context involving change. Y3 NC: Solve problems including	• Y2: Role-play shop, calculate change from £1. • Y3: Use sharing/grouping to divide 2-digit numbers,	• Toy coins, till, role-play shop. • [TopMarks Toy Shop Money Game](https://www.topmarks.co.uk/money/toy-shop-money) • [White Rose Division Worksheets](https://whiteroseeducation.com/)	Y2: Buy an item for 65p. How much change from £1? Y3: 84÷4=?	Y2: Confident finding totals and change. Y3: Secure with dividing 2-digit by 1-digit (no	• Y2: Solve multi-step shopping problem (buy 2 items, find change). • Y3: Create a word problem that matches 96÷3.

Block 1 Step 10–12: Divide 2-digit by 1-digit (no remainder)	division of 2-digit numbers by a 1-digit number.	move to short division. • Mixed: Real-life shopping problems.		Show working.	remainder).	
Week 5 – Y2 Spring Block 1 Step 13–14: Two-step money problems Y3 Spring Block 1 Step 13–14: Divide 2-digit by 1-digit (with remainders)	Y2 NC: Solve simple two-step problems with money. Y3 NC: Solve problems including division with remainders.	• Y2: Add two prices then subtract from £1. • Y3: Use short division with remainders, interpret contextually. • Mixed: Money problems involving division with remainders.	• Coins, money word problems. • [NRICH Money Investigations](https://nrich.maths.org/1134) • [MathsBot Division Tool](https://mathsbot.com/)	Y2: An apple costs 45p, a banana 30p. How much for both? Change from £1? Y3: 95÷4=? Explain the	Y2: Solve two-step problems involving money confidently. Y3: Divide with remainders and interpret in context.	• Y2: Find 3 different ways to spend exactly £1. • Y3: Always/sometimes/never: A division with remainder has a larger quotient than without remainder.

				remainder.		
Week 6 – Y2 Spring Block 1 Step 15–16: Statistics – Make tally charts; Draw pictograms (1–1) Y3 Spring Block 2 Step 1–3: Statistics – Make tally charts; Draw pictograms (2, 5, 10)	Y2 NC: Interpret and construct simple pictograms, tally charts, block diagrams. Y3 NC: Interpret and present data using bar charts, pictograms and tables.	• Y2: Collect class data (favourite fruit), record in tally chart, pictogram (1–1). • Y3: Collect data and represent using pictograms with scales of 2, 5, 10. • Mixed: Compare and answer questions about data.	• Chart templates, tally counters. • [White Rose Statistics Y2](https://whiteroseeducation.com/resources/primary/primary-maths/year-2/statistics) • [White Rose Statistics Y3](https://whiteroseeducation.com/resources/primary/primary-maths/year-3/statistics)	Y2: How many children like apples? How many like bananas? Y3: How many more children chose red than blue?	Y2: Record and interpret data in tally charts and pictograms (1–1). Y3: Record and interpret data using pictograms with scales.	• Y2: Create your own survey and pictogram. • Y3: Explain why different scales are useful on pictograms.

Week 7 – Y2 Spring Block 1 Step 17–18: Draw pictograms (2, 5, 10); Block diagrams Y3 Spring Block 2 Step 4–6: Bar charts; Interpret tables	Y2 NC: Interpret and construct simple block diagrams and pictograms with scales of 2, 5, 10. Y3 NC: Interpret and present data using bar charts and tables.	• Y2: Create pictograms with scales of 2, 5, 10. • Y3: Draw bar charts from class data, interpret simple tables. • Mixed: Answer one-step questions about data.	• Graph paper, rulers, coloured pencils. • [TopMarks Bar Chart Tool](https://www.topmarks.co.uk/Flash.aspx?f=barchartv3) • White Rose worksheets.	Y2: How many children prefer oranges if each picture = 2? Y3: Draw a bar chart to show favourite colours.	Y2: Confident drawing and interpreting pictograms with simple scales. Y3: Confident creating and interpreting bar charts and tables.	• Y2: Always/sometimes/never: A pictogram is easier to read than a block diagram. • Y3: Write two-step questions about your bar chart.
Week 8 – Y2 Spring Block 2 Step 1–3: Measure length (cm, m); Compare	Y2 NC: Choose and use appropriate standard units to measure length/height. Y3 NC: Measure,	• Y2: Measure classroom objects in cm/m using rulers. • Y3: Measure	• Rulers, metre sticks, tape measures. • [White Rose Length & Height Y2](https://whiteroseeducation.com/resources/primary/primary-maths/year-2/length-height) • [White Rose Length & Perimeter Y3](https://whiteroseeducation.com/resources/primary/primary-maths/year-3/length-perimeter)	Y2: Measure your pencil. Is it longer or shorter than	Y2: Accurately measure and compare in cm/m. Y3: Accuratel	• Y2: Find an object longer than 50cm but shorter than 1m. • Y3: Investigate the difference in

and order lengths Y3 Spring Block 3 Step 1–3: Measure length (mm, cm, m); Compare and order lengths	compare, add and subtract lengths (mm, cm, m).	accurately in mm/cm, compare lengths, order results. • Mixed: Estimation then measurement activity.		10cm? Y3: Order these lengths: 1m, 35cm, 120cm.	y measure and compare in mm/cm/m.	height between two tallest pupils.
Week 9 – Y2 Spring Block 2 Step 4–6: Add and subtract lengths Y3 Spring Block 3 Step 4–6: Add and subtract lengths; Calculate	Y2 NC: Compare and order lengths; add and subtract to solve problems. Y3 NC: Measure perimeter of simple 2D shapes.	• Y2: Word problems adding/subtracting lengths. • Y3: Calculate perimeter of rectangles by adding side lengths. • Mixed: Length relay challenge.	• Rulers, shape cut-outs. • [NRICH Length Investigations](https://nrich.maths.org/primary) • White Rose worksheets.	Y2: A ribbon is 25cm, another is 15cm. How long together? Y3: Find the perimeter of a rectangl	Y2: Confident adding and subtracting lengths. Y3: Confident calculating perimeter of simple 2D shapes.	• Y2: Create a problem where you add and subtract lengths. • Y3: Prove two different rectangles can have the same perimeter.

perimeter				e 6cm by 4cm.		
Week 10 – Y2 Spring Block 3 Step 1–3: Fractions – Make equal parts; Recognise 1/2, 1/4, 1/3 Y3 Spring Block 4 Step 1–3: Fractions – Unit fractions; Non-unit fractions	Y2 NC: Recognise, find, name and write fractions 1/3, 1/4, 1/2, 3/4 of a shape or quantity. Y3 NC: Recognise and use fractions as numbers; unit fractions and non-unit fractions.	• Y2: Fold paper shapes into halves, quarters, thirds; share counters equally. • Y3: Use counters to represent fractions on number lines, match pictorial to numeric. • Mixed: Fraction pizza investigation.	• Paper shapes, counters. • [White Rose Fractions Y2](https://whiteroseeducation.com/resources/primary/primary-maths/year-2/fractions) • [White Rose Fractions Y3](https://whiteroseeducation.com/resources/primary/primary-maths/year-3/fractions) • [NRICH Fractions](https://nrich.maths.org/primary)	Y2: Shade 1/2 of a rectangle. Shade 1/4. Y3: Place 1/4 and 3/4 on a number line between 0 and 1.	Y2: Recognise and represent 1/2, 1/4, 1/3. Y3: Confident with unit and non-unit fractions.	• Y2: Prove that 2/4 = 1/2 using shapes. • Y3: Always/sometimes/never: A non-unit fraction is greater than 1/2.
Week 11 – Y2 Spring Block 3	Y2 NC: Find fractions of a set of objects or number	• Y2: Share counters into 4 groups, find 3/4.	• Counters, fraction walls. • [White Rose Fractions Worksheets](https://whiteroseeducation.com/) • [TopMarks Fraction	Y2: What is 3/4 of 12?	Y2: Confident finding fractions	• Y2: Prove that 3/4 of 12 = 9. • Y3: Create your

Step 4–6: Recognise 3/4; Find fractions of a set of objects Y3 Spring Block 4 Step 4–6: Fractions on a number line; Fractions of a set of objects	quantity. Y3 NC: Recognise fractions on a number line; calculate fractions of a set of objects.	• Y3: Mark fractions on number lines, solve problems finding fractions of sets. • Mixed: Fraction card sorting.	Wall](https://www.topmarks.co.uk/maths-games/fraction-wall)	Y3: Find 2/5 of 20.	of objects and numbers. Y3: Confident representing fractions on number lines and sets.	own number line showing fractions.
Week 12 – Y2 Spring Block 3 Step 7–9: Unit fractions; Non-unit fractions Y3 Spring	Y2 NC: Recognise, find and name unit fractions of shapes. Y3 NC: Recognise and show equivalent fractions;	• Y2: Match fraction cards to shapes, shade unit fractions. • Y3: Use fraction walls to explore equivalence,	• Fraction cards, walls. • [White Rose Fractions Resources](https://whiteroseeducation.com/) • [NRICH Fraction Equivalence](https://nrich.maths.org/primary)	Y2: Shade 1/3 of a shape. Y3: Which is greater: 3/4 or	Y2: Recognise and represent unit fractions. Y3: Confident identifying	• Y2: Find different unit fractions of the same shape. • Y3: Prove that 2/4 = 1/2 using fraction walls.

Block 4 Step 7–9: Equivalent fractions; Compare fractions	compare and order fractions.	order fractions. • Mixed: Fraction dominoes.		2/3? Explain.	equivalent fractions and comparing.	
Week 13 – Y2 Spring Review: Money, Statistics, Length & Height, Fractions Y3 Spring Review: Multiplication & Division B, Statistics, Length & Perimeter	Y2 NC: Review and consolidate Spring coverage. Y3 NC: Review and consolidate Spring coverage.	• Mixed practice tasks. • Problem-solving investigations. • Team quizzes.	• [White Rose End-of-Block Assessments](https://whiteroseeducation.com/) • [NRICH Investigations](https://nrich.maths.org/primary)	Y2: Mixed fluency and reasoning questions. Y3: Multi-step word problems.	Y2: Secure understanding of Spring objectives. Y3: Secure understanding of Spring objectives.	• Apply knowledge in cross-topic investigations. • Write own word problem for a peer.

, Fractions						
Week 14 – Y2 Spring Assessment & Investigation Week Y3 Spring Assessment & Investigation Week	Y2 NC: Assess Spring coverage. Y3 NC: Assess Spring coverage.	• Formal assessments. • Open-ended investigations. • Problem-solving challenges.	• White Rose end-of-term assessments. • [NRICH Investigations](https://nrich.maths.org/primary)	Y2: White Rose assessment questions. Y3: White Rose assessment questions.	Y2: Summative assessment of Spring objectives. Y3: Summative assessment of Spring objectives.	• Complete extended investigation with reasoning. • Present findings clearly.