

You CanDo all the multiplication facts of 3.

0	x 3	= 0	= 3 x 0
1	x 3	= 3	= 3 x 1
2	x 3	= 6	= 3 x 2
3	x 3	= 9	= 3 x 3
4	x 3	= 12	= 3 x 4
5	x 3	= 15	= 3 x 5
6	x 3	= 18	= 3 x 6
7	x 3	= 21	= 3 x 7
8	x 3	= 24	= 3 x 8
9	x 3	= 27	= 3 x 9
10	x 3	= 30	= 3 x 10
11	x 3	= 33	= 3 x 11
12	x 3	= 36	= 3 x 12

Can Do Tables
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If I know... then I also know...

The digit sum of multiples of 3 is 3, 6 or 9

An odd number multiplied by 3 gives an odd product.

You CanDo all the multiplication facts of 4.

0	x 4	= 0	= 4 x 0
1	x 4	= 4	= 4 x 1
2	x 4	= 8	= 4 x 2
3	x 4	= 12	= 4 x 3
4	x 4	= 16	= 4 x 4
5	x 4	= 20	= 4 x 5
6	x 4	= 24	= 4 x 6
7	x 4	= 28	= 4 x 7
8	x 4	= 32	= 4 x 8
9	x 4	= 36	= 4 x 9
10	x 4	= 40	= 4 x 10
11	x 4	= 44	= 4 x 11
12	x 4	= 48	= 4 x 12

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All multiples of 4 are even numbers.

There is a repeating pattern in the ones column: 0, 4, 8, 2, 6

You CanDo all the multiplication facts of 8.

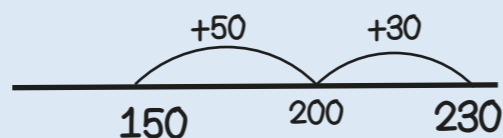
0	x 8	= 0	= 8 x 0
1	x 8	= 8	= 8 x 1
2	x 8	= 16	= 8 x 2
3	x 8	= 24	= 8 x 3
4	x 8	= 32	= 8 x 4
5	x 8	= 40	= 8 x 5
6	x 8	= 48	= 8 x 6
7	x 8	= 56	= 8 x 7
8	x 8	= 64	= 8 x 8
9	x 8	= 72	= 8 x 9
10	x 8	= 80	= 8 x 10
11	x 8	= 88	= 8 x 11
12	x 8	= 96	= 8 x 12

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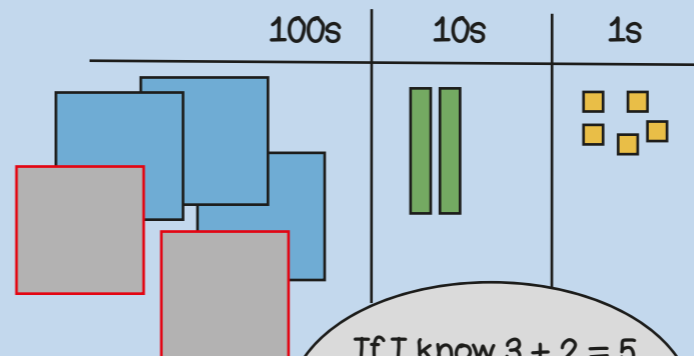
All multiples of 8 are even numbers.

All multiples of 8 are also multiples of 2 and 4

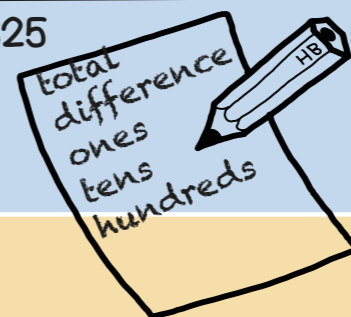
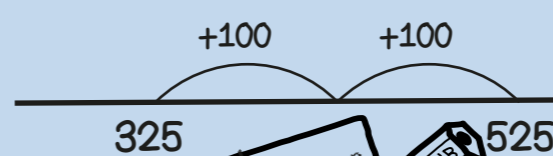
150 + 80
Bridging boundaries



325 + 200
Add multiples of ten and a hundred

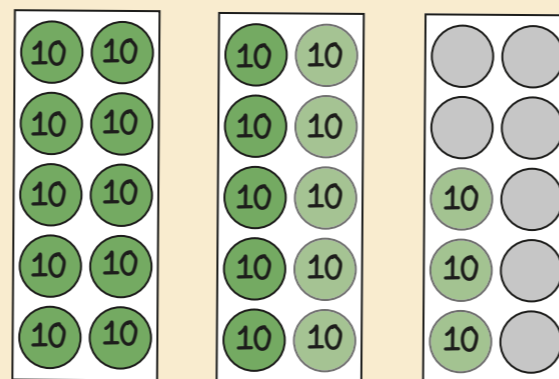


If I know 3 + 2 = 5 then I know 3 hundreds + 2 hundreds = 5 hundreds

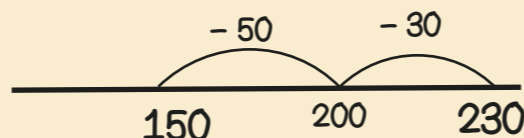


Year 3 Term 2

230 - 80
Bridging boundaries by counting back in efficient steps



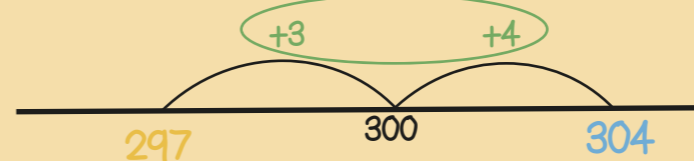
$$230 - 30 - 50 = 150$$



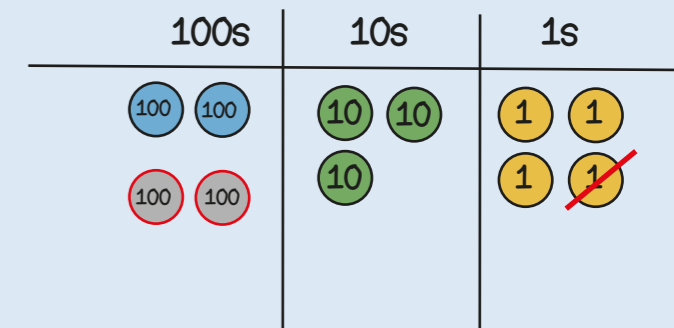
304 - 297
Find the difference between two numbers



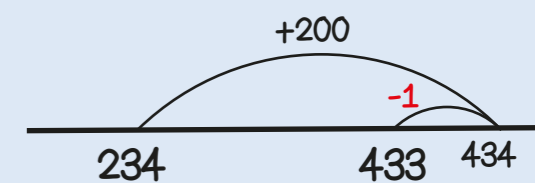
304 is 7 more than 297
297 is 7 less than 304
so the difference between them is 7



234 + 199
Round then adjust

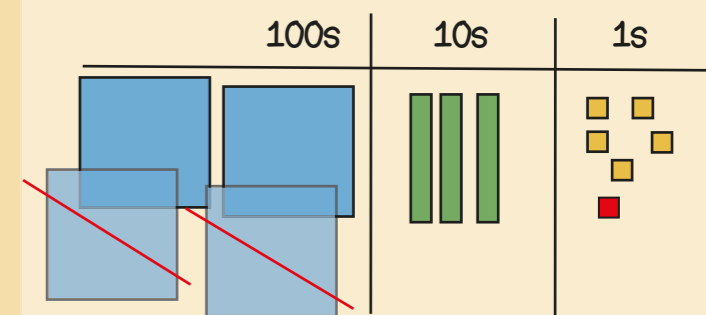


Add 200 then subtract 1

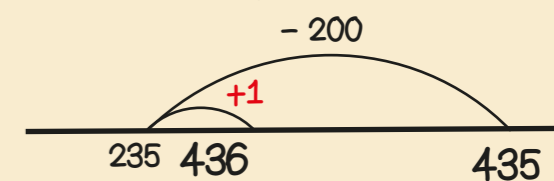


Stop and Look!
What do you notice?
What's the most efficient way?

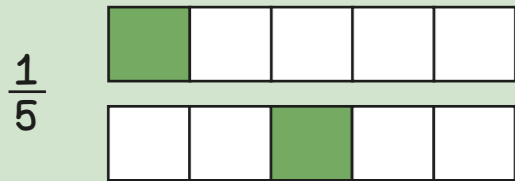
435 - 199
Round then adjust



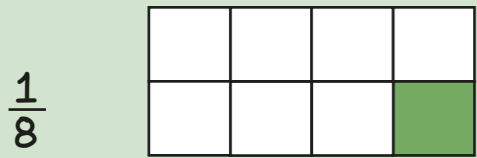
Take away 200 then add 1



Unit fractions have a numerator of 1



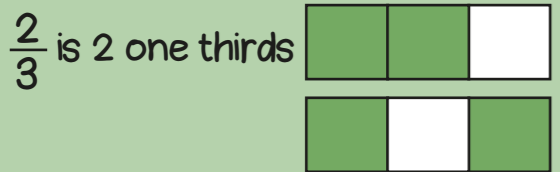
If the denominator is 5 there are 5 equal parts.



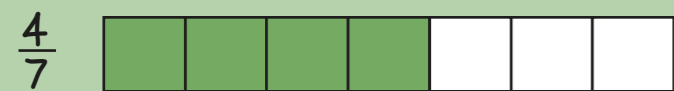
If the denominator is 8 there are 8 equal parts.



Non-unit fractions have a numerator greater than 1



The numerator is 2 so two out of 3 equal parts are shaded.

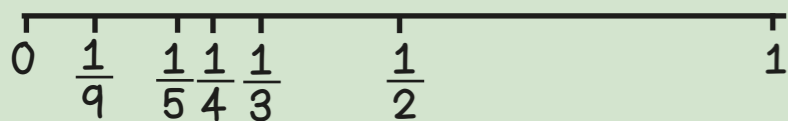


denominator
numerator
unit fraction
non-unit fraction

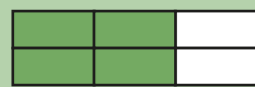
When the denominators are the same, the larger the numerator, the larger the fraction.



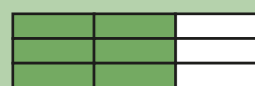
When numerators are the same, the larger the denominator the smaller the fraction.



$$\frac{2}{3} = \frac{4}{6} = \frac{6}{9}$$

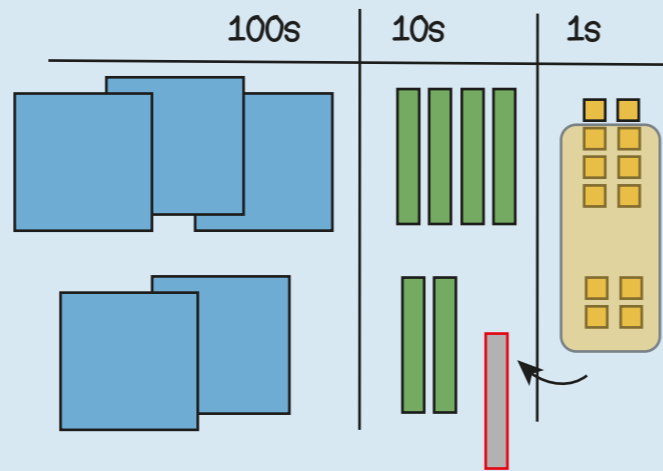


If there are 2 times as many equal parts, then there are 2 times as many shaded parts



If there are 3 times as many equal parts, then there are 3 times as many shaded parts

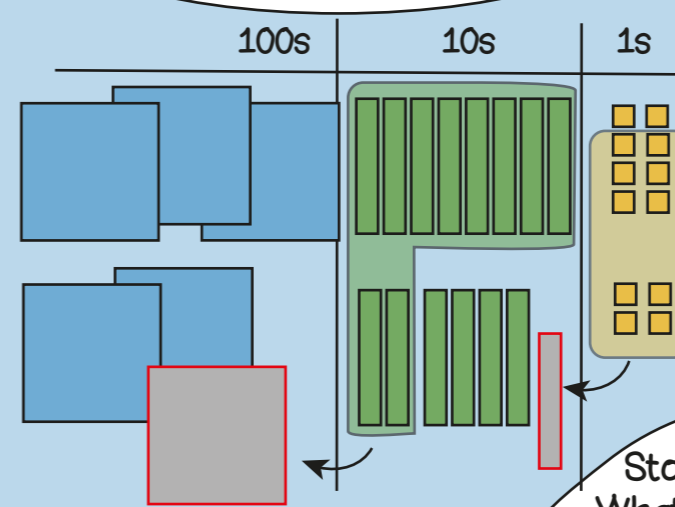
348 + 224
Regrouping the ones



$$\begin{array}{r} 348 \\ + 224 \\ \hline 572 \end{array}$$

Regroup the 12 ones into 1 ten and 2 ones

388 + 264
Regroup in multiple columns



$$\begin{array}{r} 388 \\ + 264 \\ \hline 652 \end{array}$$

Stop and Look!
What do you notice?
Where will we regroup or exchange?

76 + 388
Different numbers of digits

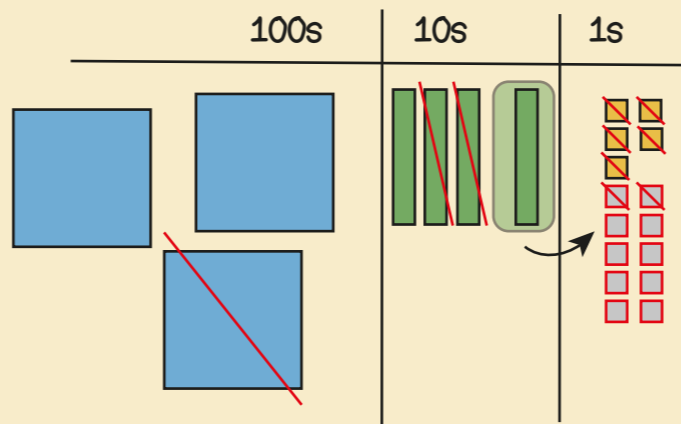
$$\begin{array}{r} 388 \\ + 76 \\ \hline 464 \end{array}$$

Line up the ones with the ones, the tens with the tens.

Year 3 Term 3

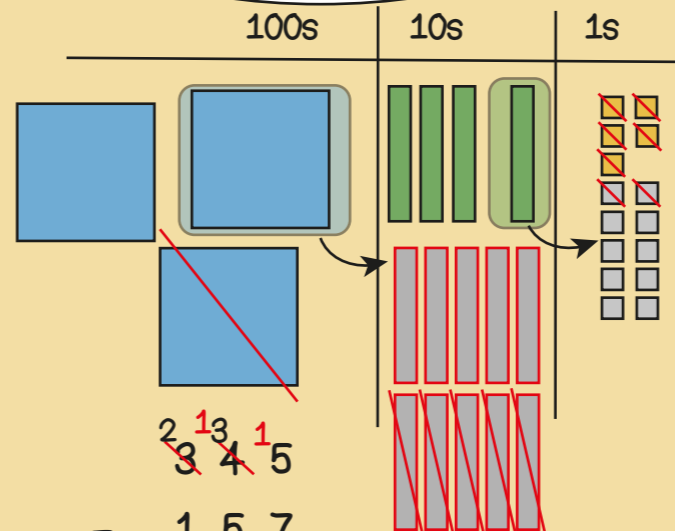


345 - 127
Exchanging tens



$$\begin{array}{r} 345 \\ - 127 \\ \hline 218 \end{array}$$

345 - 157
Exchanging in multiple columns



$$\begin{array}{r} 345 \\ - 157 \\ \hline 188 \end{array}$$

345 - 67
Different numbers of digits

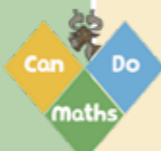
$$\begin{array}{r} 345 \\ - 67 \\ \hline 278 \end{array}$$

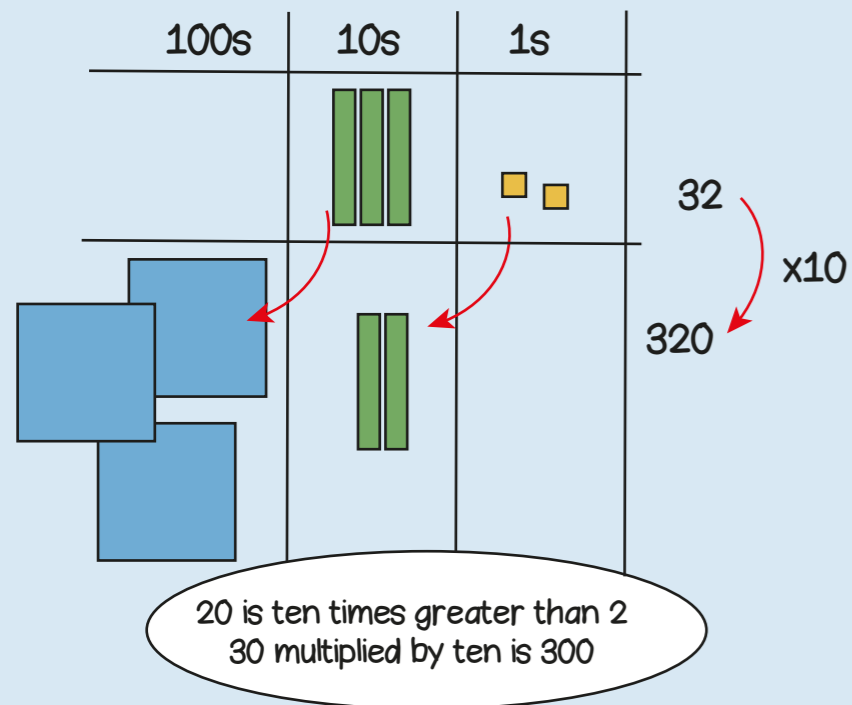
Line up the ones with the ones, the tens with the tens.

In my head?
With jottings?
Formal written method?

388 + 199
348 + 140
348 + 51

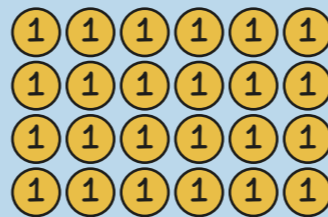
348 - 199
348 - 140
348 - 23
308 - 297



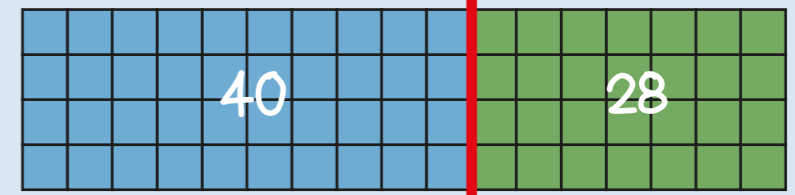
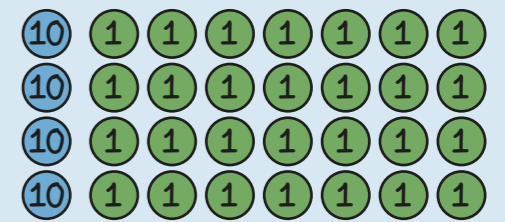
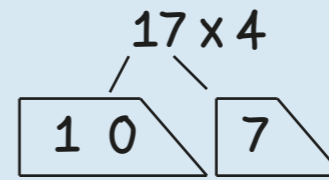


60 x 4 = ?
If I know 6 x 4 = 24
then I know 60 x 4 = 240
because it is ten times greater

6 x 4 = 24
60 x 4 = 240
6 x 40 = 240



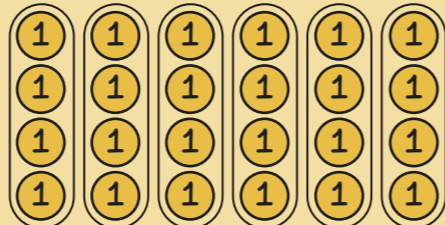
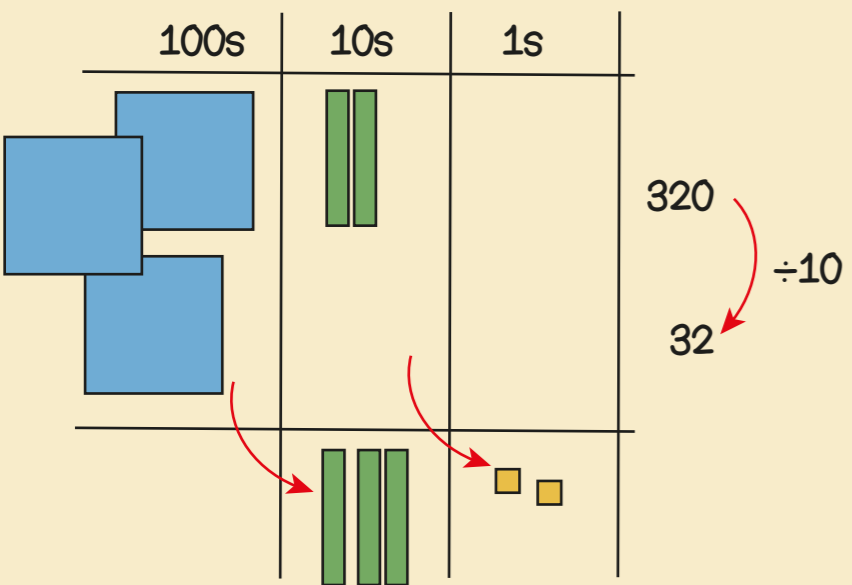
6 x 10 x 4 = 24 x 10



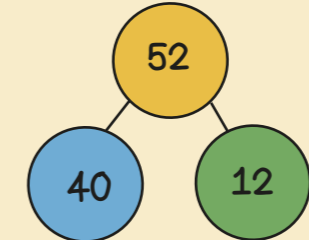
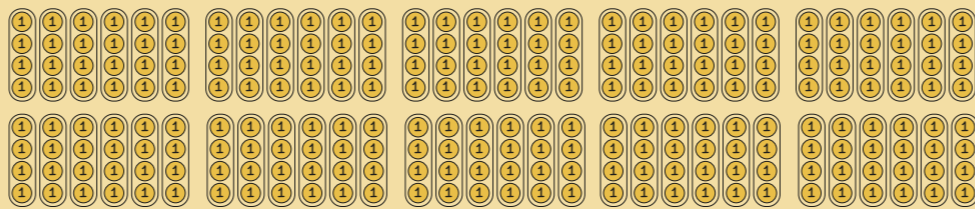
	10	7
4	40	28

$$\begin{array}{r} 17 \\ \times 4 \\ \hline 68 \\ \underline{2} \end{array}$$

multiplier
product
partition
dividend
divisor
remainder



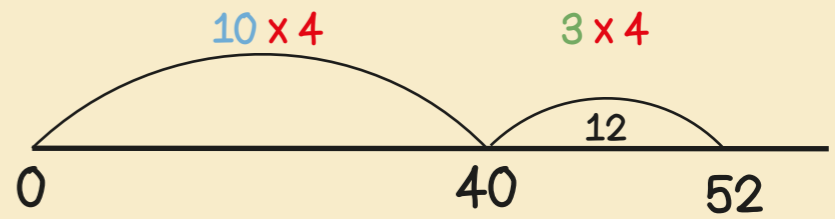
If I know 24 ÷ 4 = 6
then I know 240 ÷ 4 = 60



52 ÷ 4
= 40 ÷ 4 + 12 ÷ 4
= 10 + 3
= 13

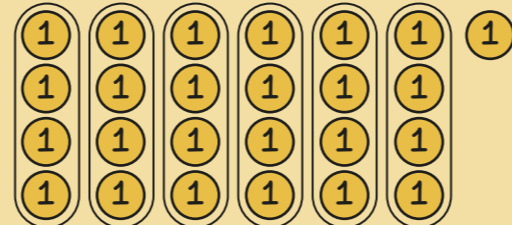


I know that 40 is 10 groups of 4

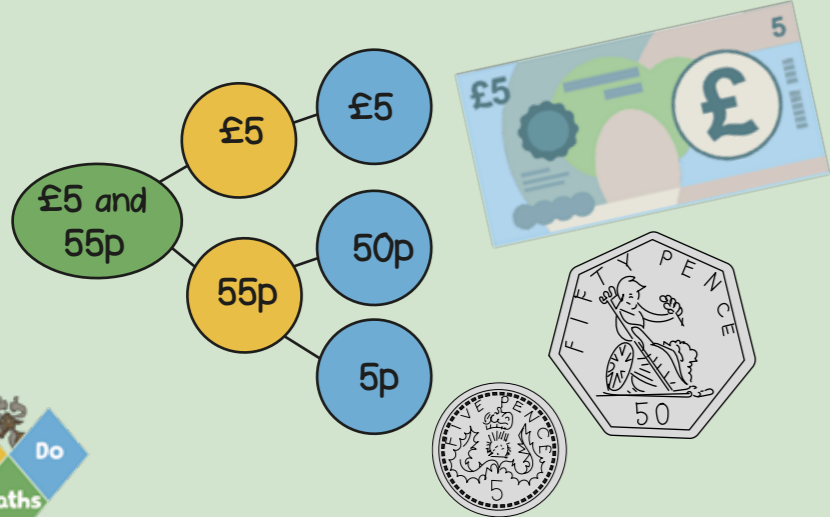


30 is ten times smaller than 300
20 divided by ten is 2

If I know 24 ÷ 4 = 6
then I know 25 ÷ 4 = 6 r1

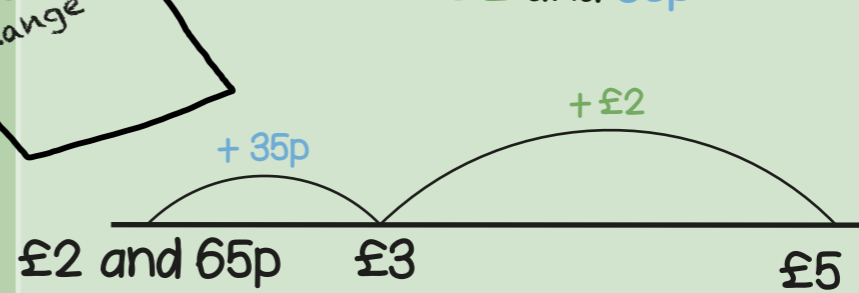


Year 3 Term 4



spend pounds
pence
change

£5 subtract £2 and 65p
= £2 and 35p

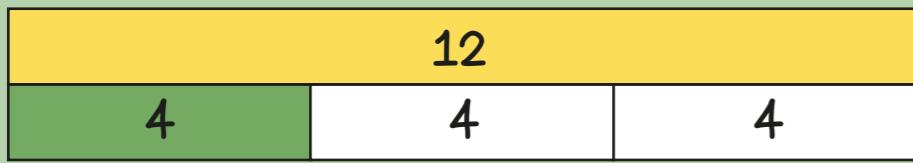


$$\begin{array}{r} 500 \\ - 265 \\ \hline \end{array}$$

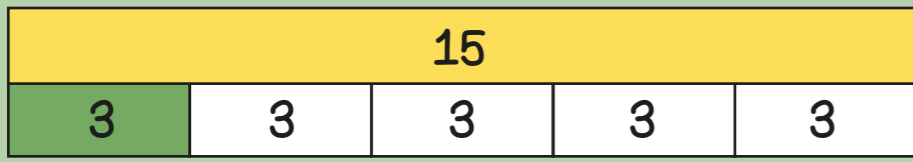
Use an efficient method!

50 + 20 + 20 + 20 + 10 = 120p
120p = £1 and 20p

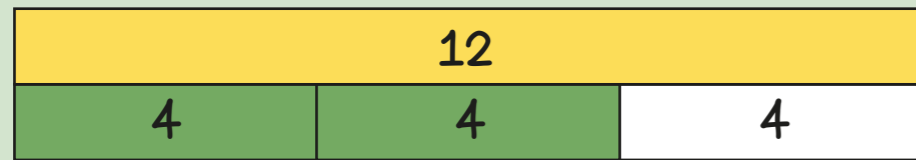
I have £5 and spend £2 and 65p
How much change? £2 and 35p



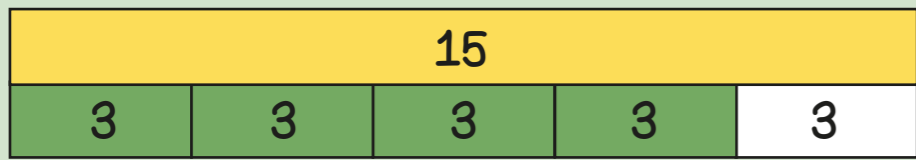
$\frac{1}{3}$ of 12 = 4
 $12 \div 3 = 4$



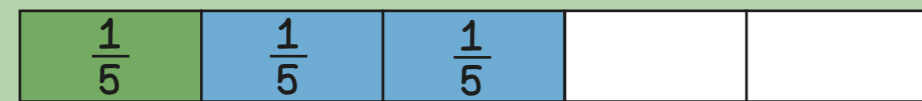
$\frac{1}{5}$ of 15 = 3
 $15 \div 5 = 3$



$\frac{1}{3}$ of 12 = 4
 $\frac{2}{3}$ of 12 = $2 \times 4 = 8$



$\frac{1}{5}$ of 15 = 3
 $\frac{4}{5}$ of 15 = $4 \times 3 = 12$



$\frac{1}{5} + \frac{2}{5} = \frac{3}{5}$

When adding fractions with the same denominators the denominator stays the same, just add the numerators.



$\frac{5}{8} - \frac{2}{8} = \frac{3}{8}$

When subtracting fractions with the same denominators the denominator stays the same, just subtract the numerators.

denominator
 numerator
 unit fraction
 non-unit fraction

Year 3 Term 5



January - 31 days
 February - 28 or 29 days
 March - 31 days
 April - 30 days
 May - 31 days
 June - 30 days

July - 31 days
 August - 31 days
 September - 30 days
 October - 31 days
 November - 30 days
 December - 31 days

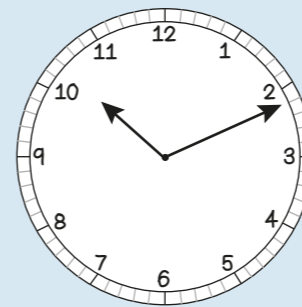
60 seconds = 1 minute
 120 seconds = 2 minutes
 180 seconds = 3 minutes

1 Year has 365 days but 1 leap year has 366 days.
 The extra day is in February, every 4 years.

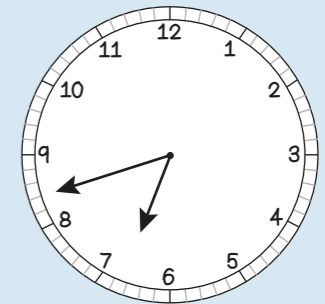
Leap year
 Roman numerals
 digital
 analogue



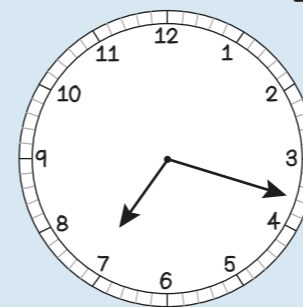
I = 1	VII = 7
II = 2	VIII = 8
III = 3	IX = 9
IV = 4	X = 10
V = 5	XI = 11
VI = 6	XII = 12



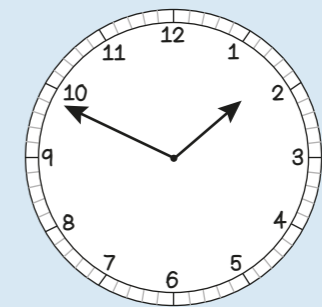
11 minutes past 10
 in the morning
 10:11 a.m.



18 minutes to 7
 in the morning
 6:42 a.m.

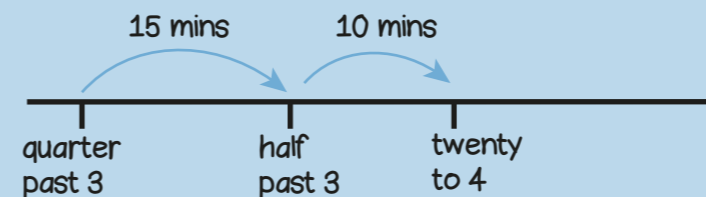


18 minutes past 7
 in the evening
 7:18 p.m.

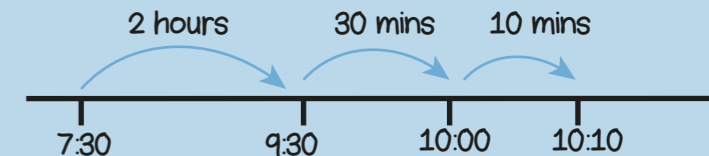


11 minutes to 2
 in the afternoon
 1:49 p.m.

From quarter past 3 to twenty to 4
 is 25 minutes



From 7:30 a.m. to 10:10 a.m.
 is 2 hours and 40 minutes



dogs	
cats	
mice	
rabbits	

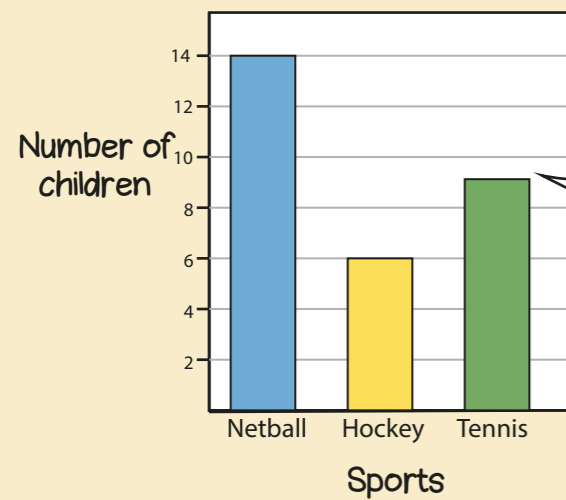
$4 + 4 + 4 = 12$ people own dogs

$4 + 4 + 2 = 10$ people own cats



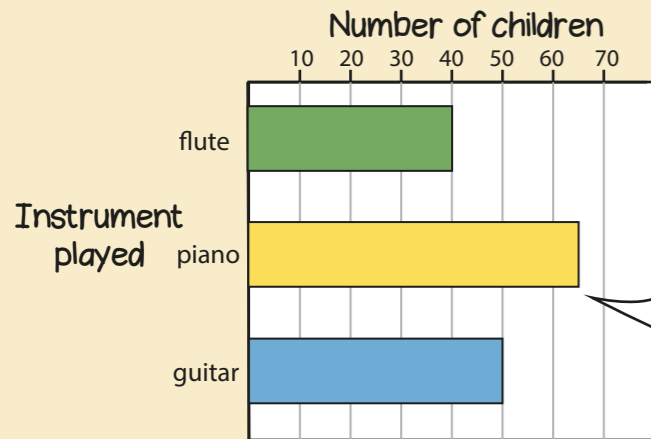
= 4 people

32 people were asked in total



9 children play tennis

table pictogram symbol represent bar chart

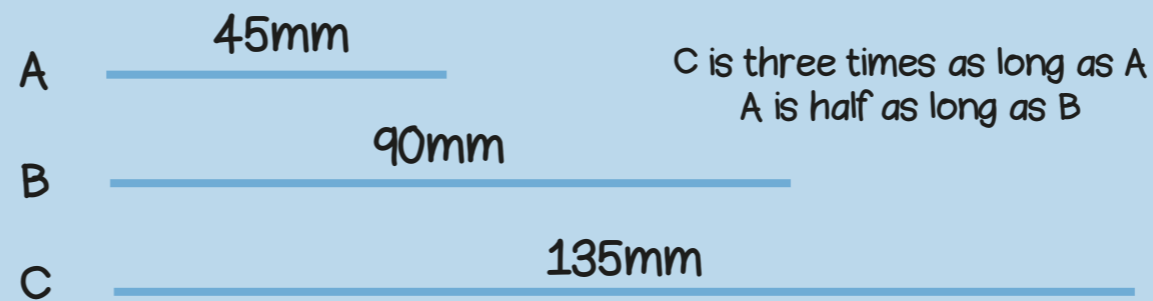


65 children play piano

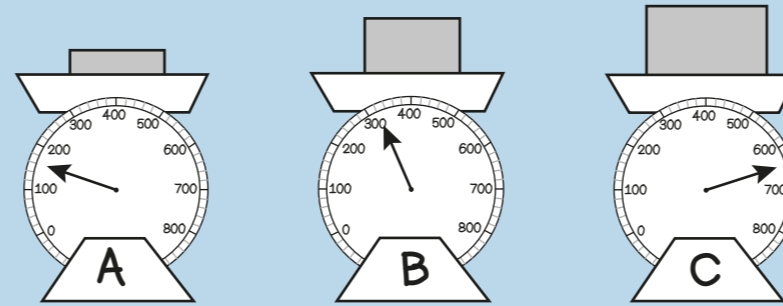
Sport	girls	boys
tennis	5	3
netball	4	7
football	8	6
rugby	6	8

4 girls play netball

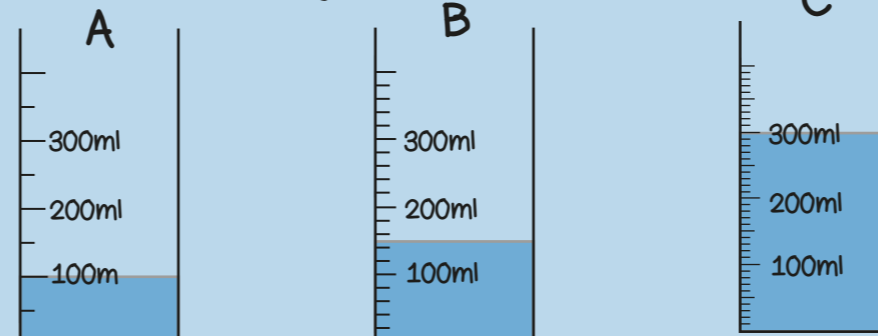
$8 - 6 = 2$
2 more boys than girls play rugby



C is three times as long as A
A is half as long as B

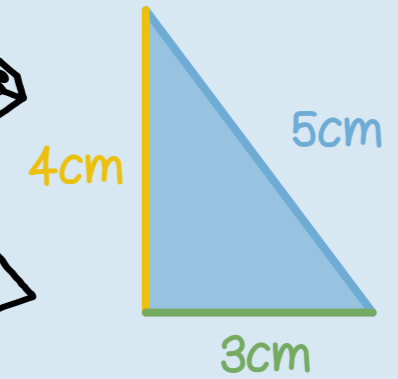


C weighs 4 times as much as A
A weighs half as much as B



C has three times as much as A
B has half as much as C

The perimeter of a shape is the total distance around the outside of the shape



Perimeter = $4 + 5 + 3 = 12\text{cm}$

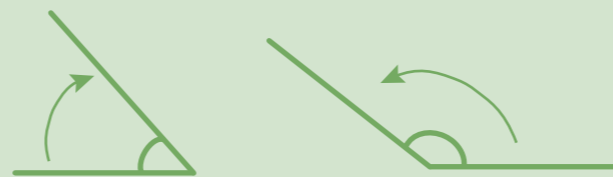


Perimeter = $38 + 24 + 38 + 24 = 124\text{mm}$

Year 3 Term 6



The angle is the amount of turn



The angle is less than a right angle



One right angle makes one quarter turn



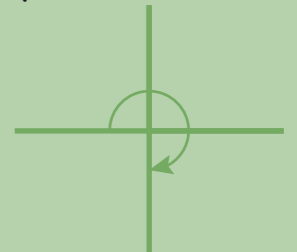
2 right angles make one half turn



The angle is more than a right angle



3 right angles make three quarters of a turn



This shape has 2 right angles



This shape has 4 angles

angle right angle turn quarter