



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.

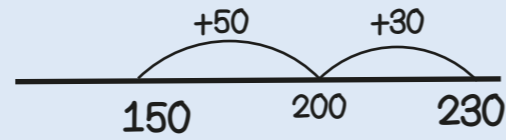
0	x 8	= 0	= 8 x 0
1	x 8	= 8	= 8 x 1
2	x 8	= 16	= 8 x 2
3	x 8	= 24	= 8 x 3
4	x 8	= 32	= 8 x 4
5	x 8	= 40	= 8 x 5
6	x 8	= 48	= 8 x 6
7	x 8	= 56	= 8 x 7
8	x 8	= 64	= 8 x 8
9	x 8	= 72	= 8 x 9
10	x 8	= 80	= 8 x 10
11	x 8	= 88	= 8 x 11
12	x 8	= 96	= 8 x 12

Can Do Tables  
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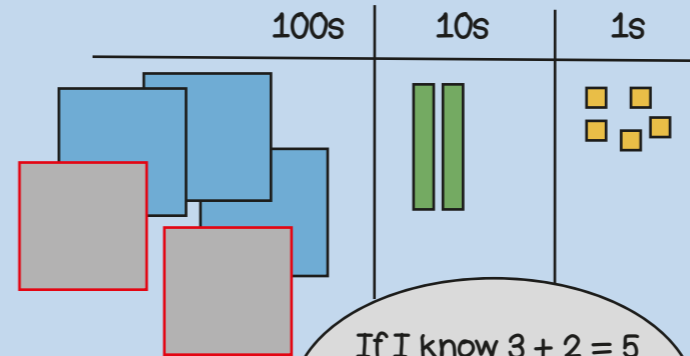
All multiples of 8 are even numbers.

All multiples of 8 are also multiples of 2 and 4

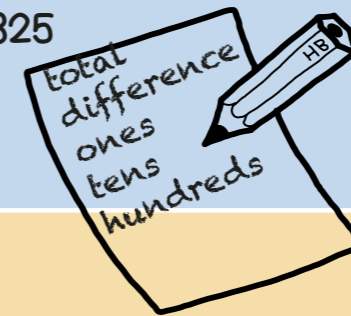
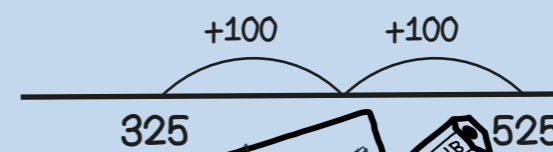
150 + 80  
Bridging boundaries



325 + 200  
Add multiples of ten and a hundred

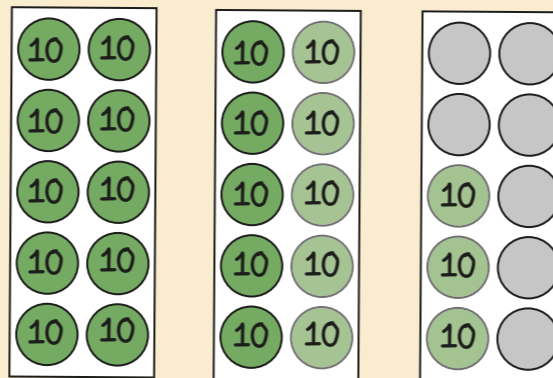


If I know 3 + 2 = 5 then I know 3 hundreds + 2 hundreds = 5 hundreds

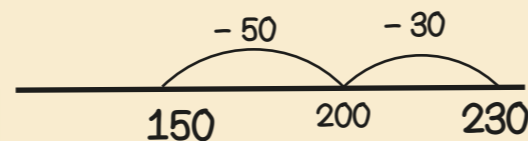


Year 3 Term 2

230 - 80  
Bridging boundaries by counting back in efficient steps



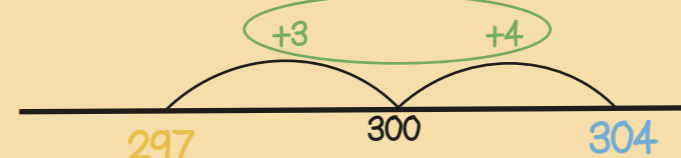
$$230 - 30 - 50 = 150$$



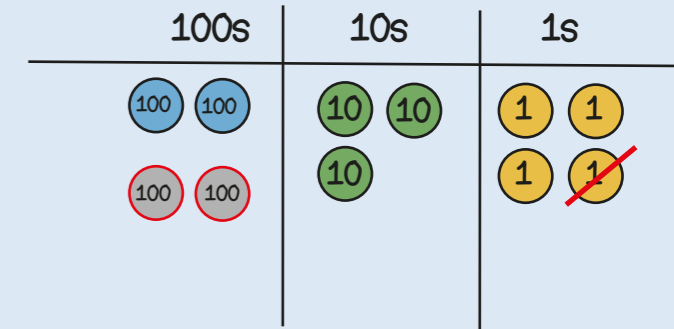
304 - 297  
Find the difference between two numbers



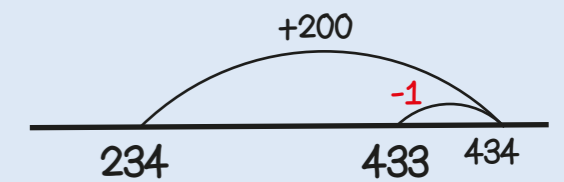
304 is 7 more than 297  
297 is 7 less than 304  
so the difference between them is 7



234 + 199  
Round then adjust

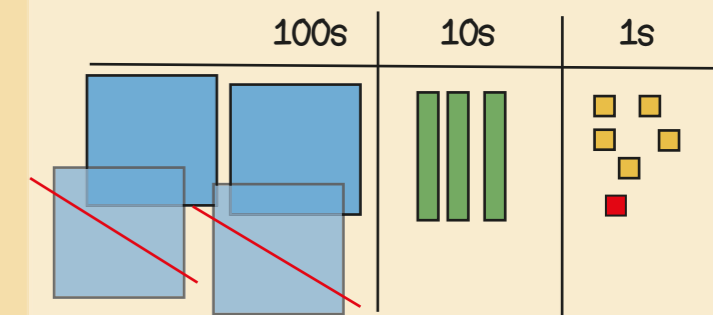


Add 200 then subtract 1

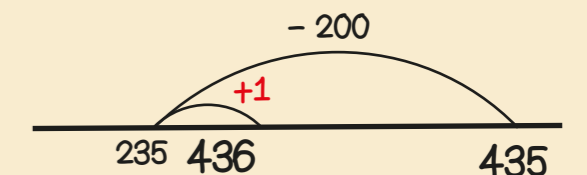


Stop and Look!  
What do you notice?  
What's the most efficient way?

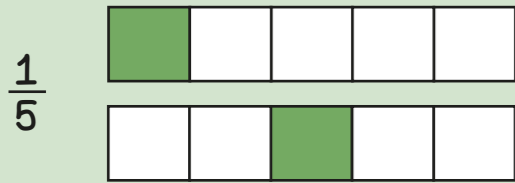
435 - 199  
Round then adjust



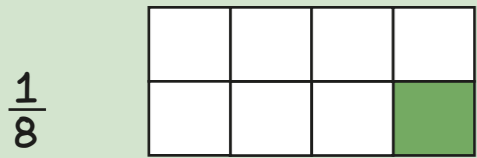
Take away 200 then add 1



Unit fractions have a numerator of 1



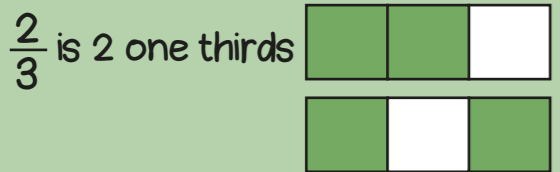
If the denominator is 5 there are 5 equal parts.



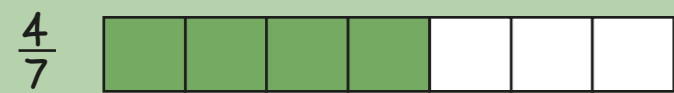
If the denominator is 8 there are 8 equal parts.



Non-unit fractions have a numerator greater than 1



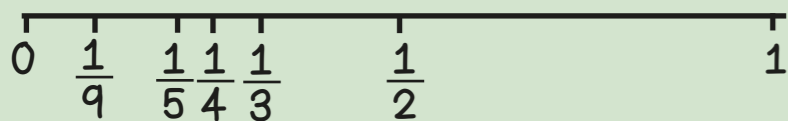
The numerator is 2 so two out of 3 equal parts are shaded.



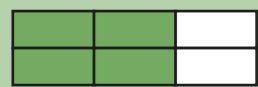
When the denominators are the same, the larger the numerator, the larger the fraction.



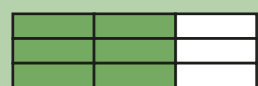
When numerators are the same, the larger the denominator the smaller the fraction.



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

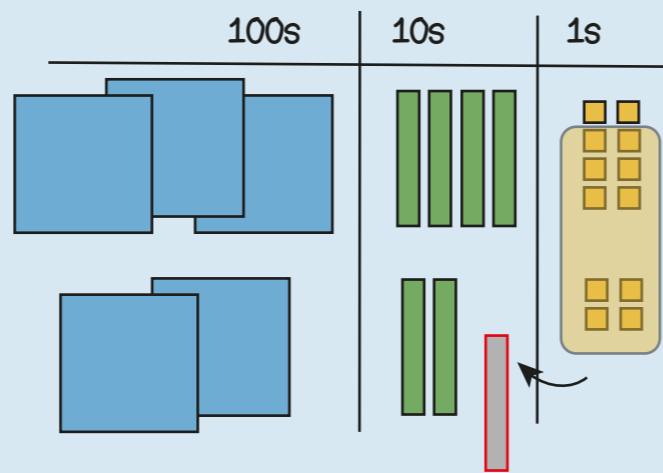


If there are 2 times as many equal parts, then there are 2 times as many shaded parts



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

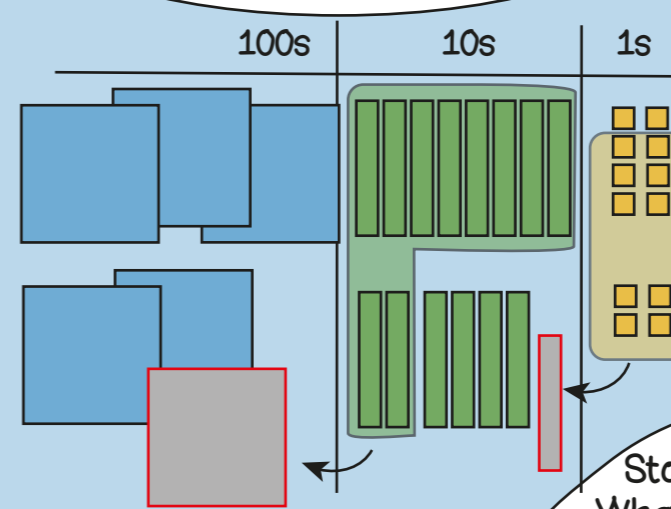
**348 + 224**  
Regrouping the ones



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

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

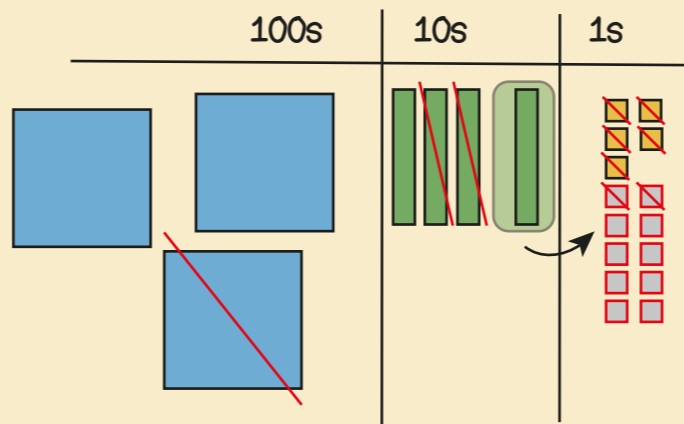
$$\begin{array}{r} 388 \\ + 76 \\ \hline 464 \end{array}$$

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

## Year 3 Term 3

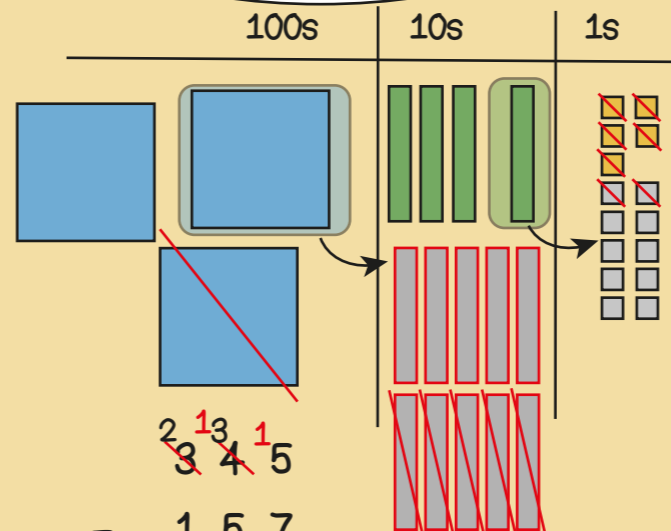


**345 - 127**  
Exchanging tens



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

**345 - 157**  
Exchanging in multiple columns



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

**345 - 67**  
Different numbers of digits

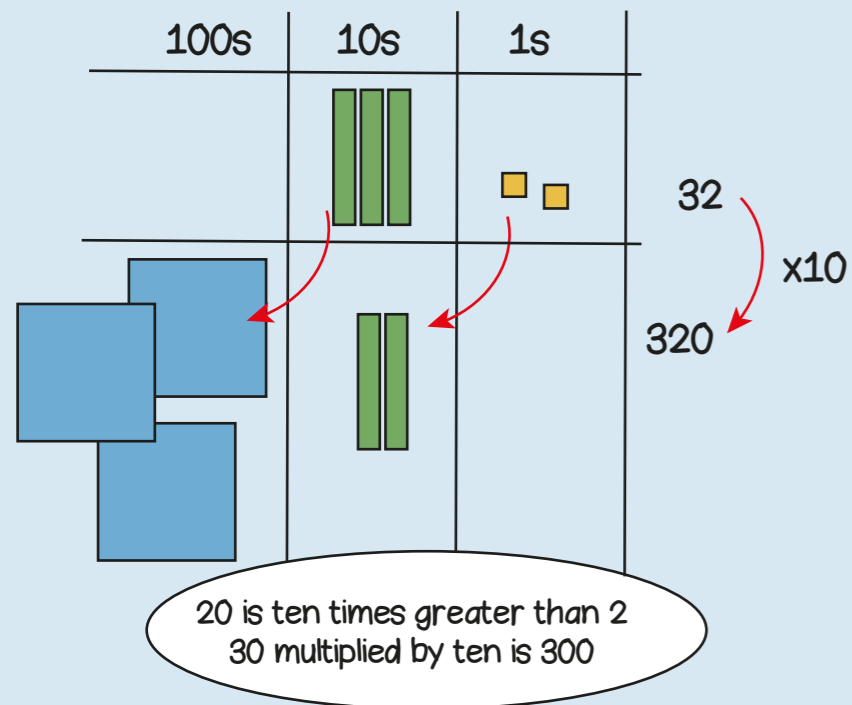
$$\begin{array}{r} 345 \\ - 67 \\ \hline 278 \end{array}$$

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

In my head?  
With jottings?  
Formal written method?

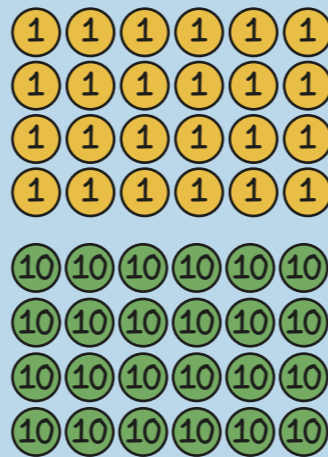
$$\begin{array}{l} 388 + 199 \\ 348 + 140 \\ 348 + 51 \end{array}$$

$$\begin{array}{l} 348 - 199 \\ 348 - 140 \\ 348 - 23 \\ 308 - 297 \end{array}$$

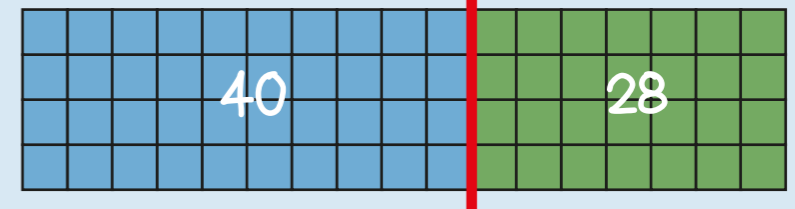
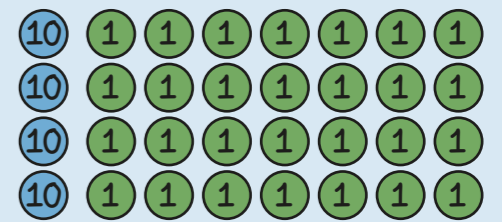
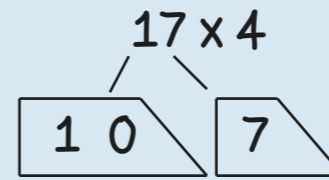



60 x 4 = ?  
If I know 6 x 4 = 24  
then I know 60 x 4 = 240  
because it is ten times greater

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



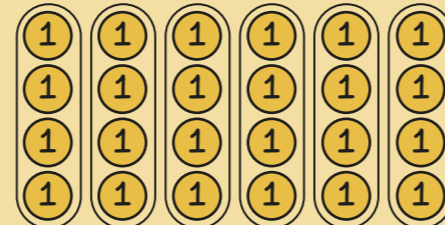
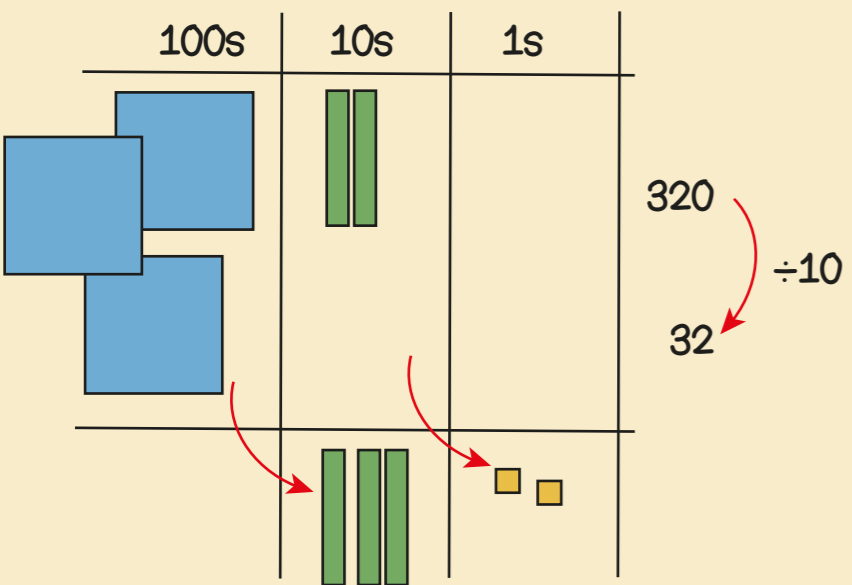
6 x 10 x 4 = 24 x 10



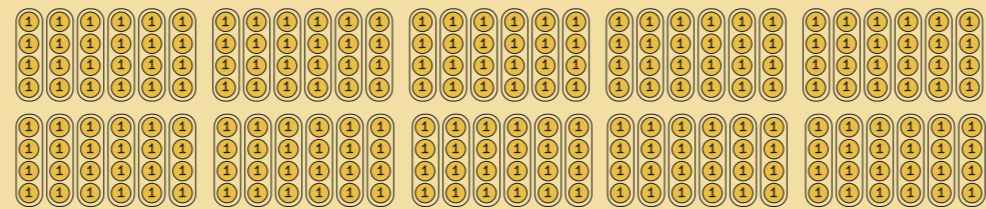
	10	7
4	40	28

$$\begin{array}{r} 17 \\ \times 4 \\ \hline 68 \\ \underline{\phantom{00}2} \end{array}$$

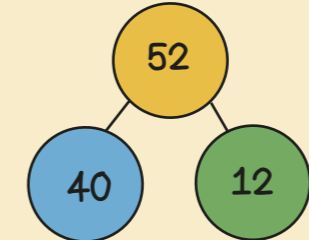
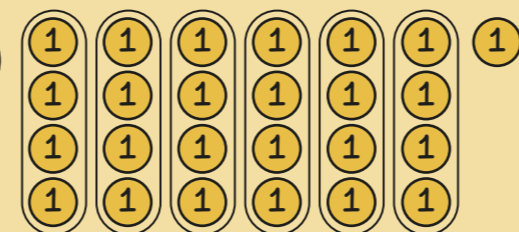
multiplier  
product  
partition  
dividend  
divisor  
remainder



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

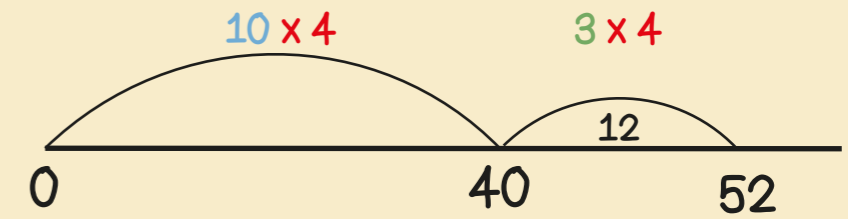


If I know 24 ÷ 4 = 6  
then I know 25 ÷ 4 = 6 r1



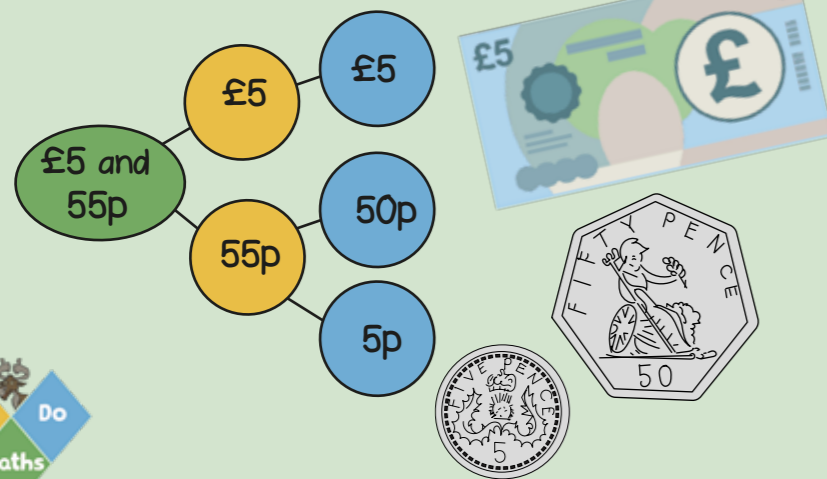
52 ÷ 4  
= 40 ÷ 4 + 12 ÷ 4  
= 10 + 3  
= 13

I know that 40 is 10 groups of 4



# Year 3 Term 4

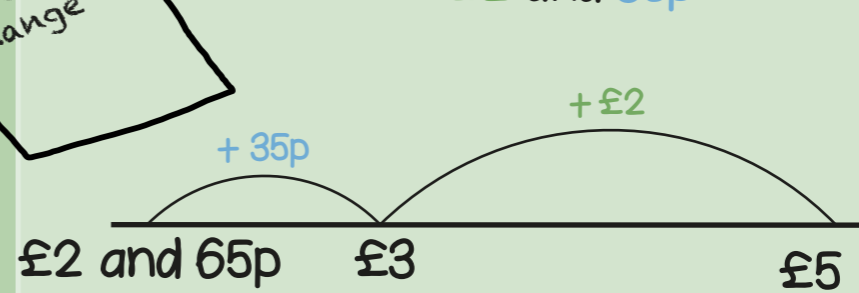
30 is ten times smaller than 300  
20 divided by ten is 2



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

spend pounds  
pence  
change

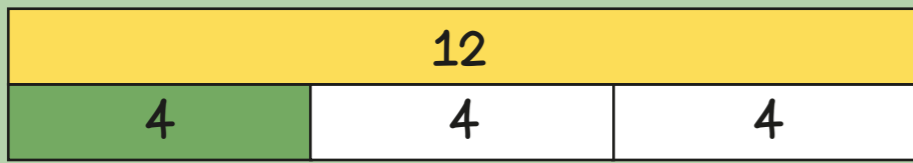
£5 subtract £2 and 65p  
= £2 and 35p



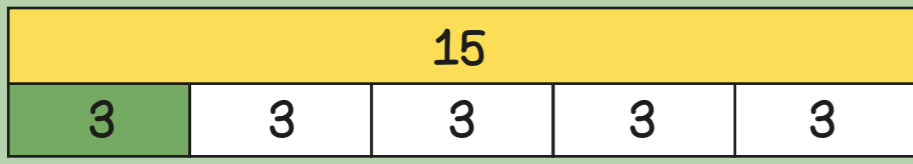
$$\begin{array}{r} 500 \\ - 265 \\ \hline \end{array}$$

Use an efficient method!

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



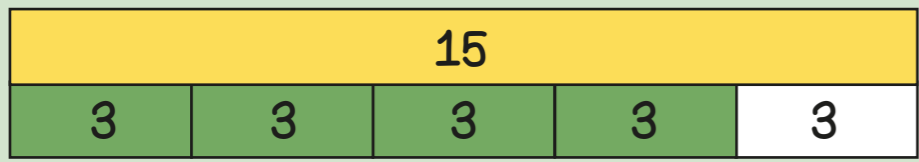
$\frac{1}{3}$  of 12 = 4  
 $12 \div 3 = 4$



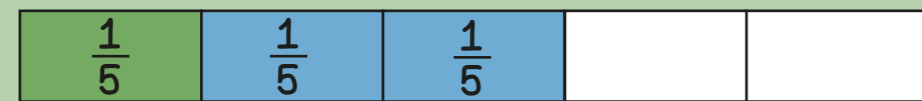
$\frac{1}{5}$  of 15 = 3  
 $15 \div 5 = 3$



$\frac{1}{3}$  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



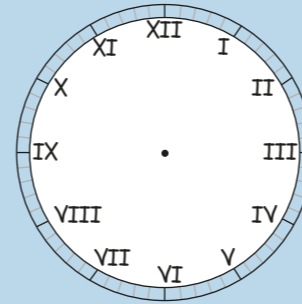
January - 31 days  
 February - 28 or 29 days  
 March - 31 days  
 April - 30 days  
 May - 31 days  
 June - 30 days

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

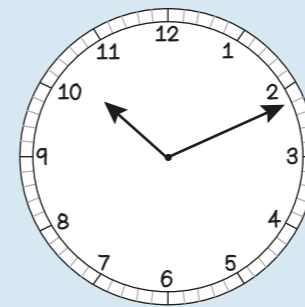
60 seconds = 1 minute  
 120 seconds = 2 minutes  
 180 seconds = 3 minutes

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

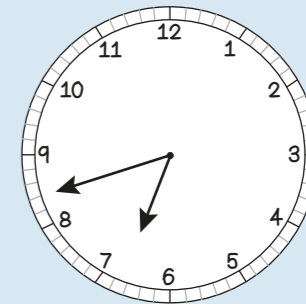
Leap year  
 Roman numerals  
 digital  
 analogue



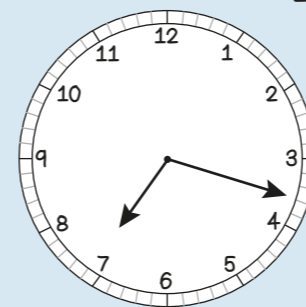
I = 1	VII = 7
II = 2	VIII = 8
III = 3	IX = 9
IV = 4	X = 10
V = 5	XI = 11
VI = 6	XII = 12



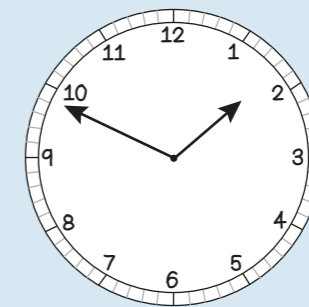
11 minutes past 10  
 in the morning  
 10:11 a.m.



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



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

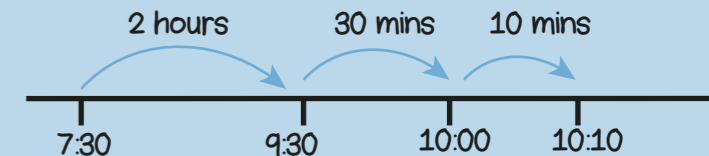


11 minutes to 2  
 in the afternoon  
 1:49 p.m.

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	

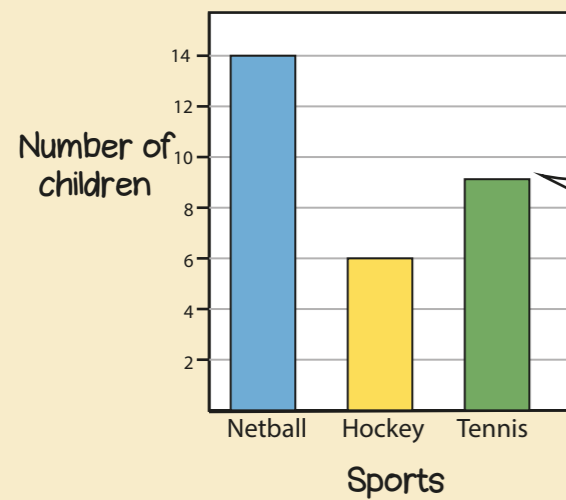
$4 + 4 + 4 = 12$  people own dogs

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



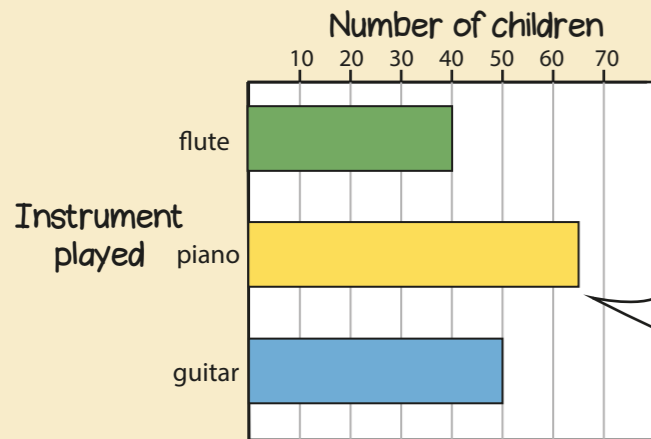
= 4 people

32 people were asked in total



9 children play tennis

table pictogram symbol represent bar chart

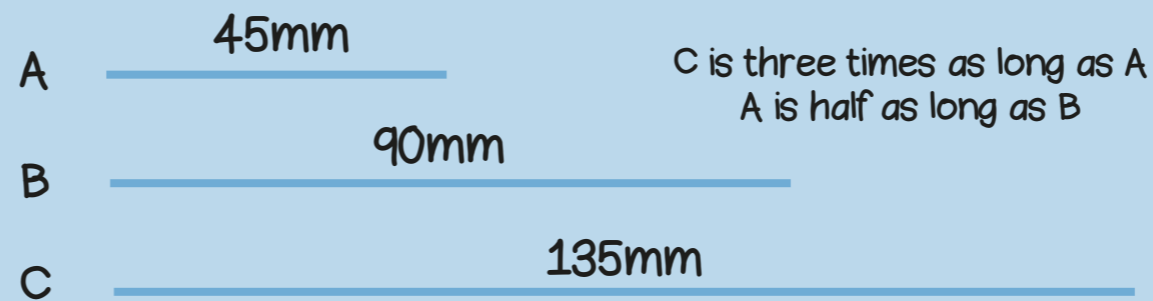


65 children play piano

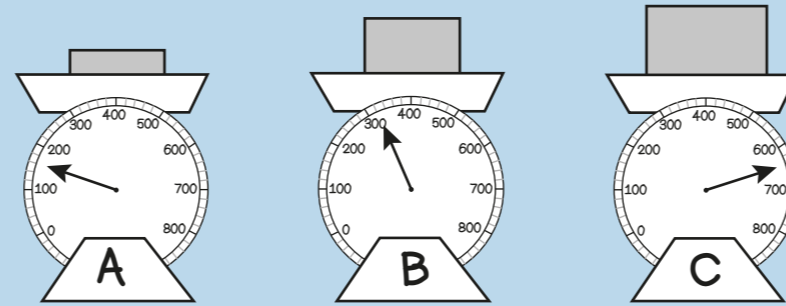
Sport	girls	boys
tennis	5	3
netball	4	7
football	8	6
rugby	6	8

4 girls play netball

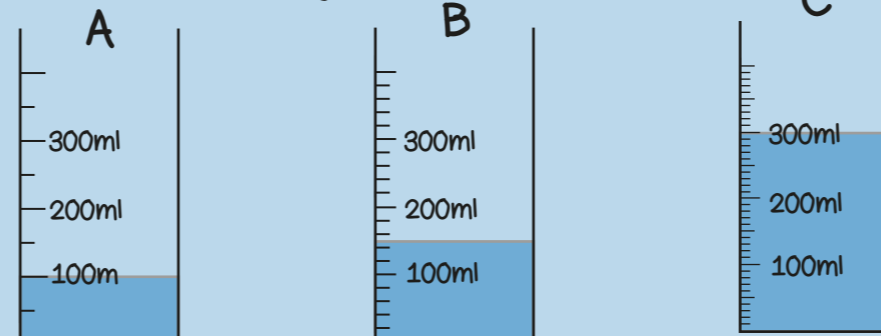
$8 - 6 = 2$   
2 more boys than girls play rugby



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

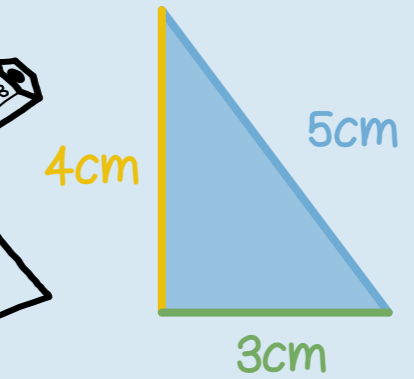


C weighs 4 times as much as A  
A weighs half as much as B



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

millimetres  
centimetres  
grams  
millilitres  
perimeter



Perimeter =  $4 + 5 + 3$   
= 12cm



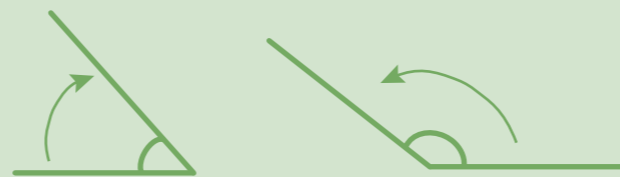
Perimeter =  $38 + 24 + 38 + 24$   
= 124mm

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

## 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



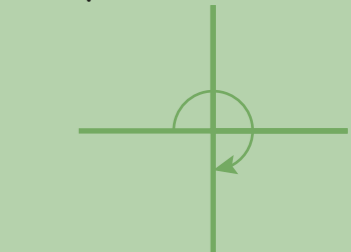
2 right angles make one half turn



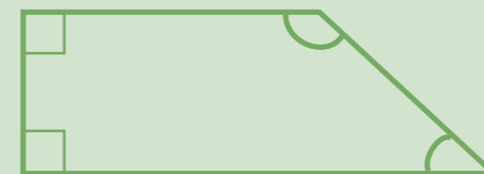
The angle is more than a right angle



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