

Year 3 - Subtraction

Continue using a range of equations using appropriate numbers, progressing towards 3 digits.

Find a small difference by counting up

Continue as in Year 2 but with appropriate numbers e.g. $102 - 97 = 5$

Subtract mentally a 'near multiple of 10' to or from a two-digit number

Continue as in Year 2 but with appropriate numbers e.g. $78 - 49$ is the same as $78 - 50 + 1$

Continue with column subtraction with numbers up to 100, introducing exchanging. Moving on to 3 digit subtraction when ready.

$$\begin{array}{r} 7 2 \\ - 4 4 \\ \hline 2 8 \\ \hline \end{array}$$

Pupils can use estimates and inverse checks.

$$725 - 442 = 283$$

Estimate:

$$700 - 400 = 300$$

Inverse:

$$283 + 442 = 725$$

$$\begin{array}{r} \\ + 4 \\ \hline 7 \\ \hline \end{array}$$

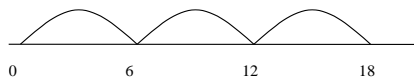
Year 3 - Multiplication

Continue using a range of equations with appropriate numbers.

Children continue using number lines until confident to begin moving on to more efficient formal methods.

Number lines

$$6 \times 3$$



Continue to understand multiplication as repeated addition and continue to use arrays

Doubling multiples of 5 up to 50

$$35 \times 2 = 70$$

Use known facts and place value to carry out simple multiplications.

Children advancing use and recall of multiplication tables, with emphasis on 3, 4 and 8 times tables.
Continued use of HCPS timetables cards. Extend for more able.

Pupils progressing to the use of an efficient method of short multiplication

$$\begin{array}{r} 23 \\ \times \quad 8 \\ \hline 184 \end{array} \quad \begin{array}{l} (3 \times 8) \\ (20 \times 8) \end{array}$$

Children can use manipulation of place value to multiply by 10 and 100.
(To be taught as digits moving around the decimal point.)

Year 3 - Division

÷ = signs and missing numbers

Continue using a range of equations as in Year 2 but with appropriate numbers.

Understand division as sharing and grouping

$18 \div 3$ can be modelled as:

Sharing – 18 shared between 3

Remainders

$$16 \div 3 = 5 \text{ r}1$$

Sharing - 16 shared between 3, how many left over?

Grouping – How many 3's make 16, how many left over?

e.g.

Recall and use division facts for the 3, 4 and 8 multiplication tables

Children can make use of division facts (e.g. using $3 \times 2 = 6$, $6 \div 3 = 2$ and $2 = 6 \div 3$) to derive related facts ($30 \times 2 = 60$, $60 \div 3 = 20$ and $20 = 60 \div 3$).

Children progress towards using short division methods with simple one digit divisor problems.

$$88 \div 4 = 22$$

$$\begin{array}{r} 22 \\ 4 \overline{) 88} \\ \underline{8} \\ 8 \\ \underline{8} \\ 0 \end{array}$$

Inverse checking should be used.

$$\mathbf{22 \times 4 = 88}$$