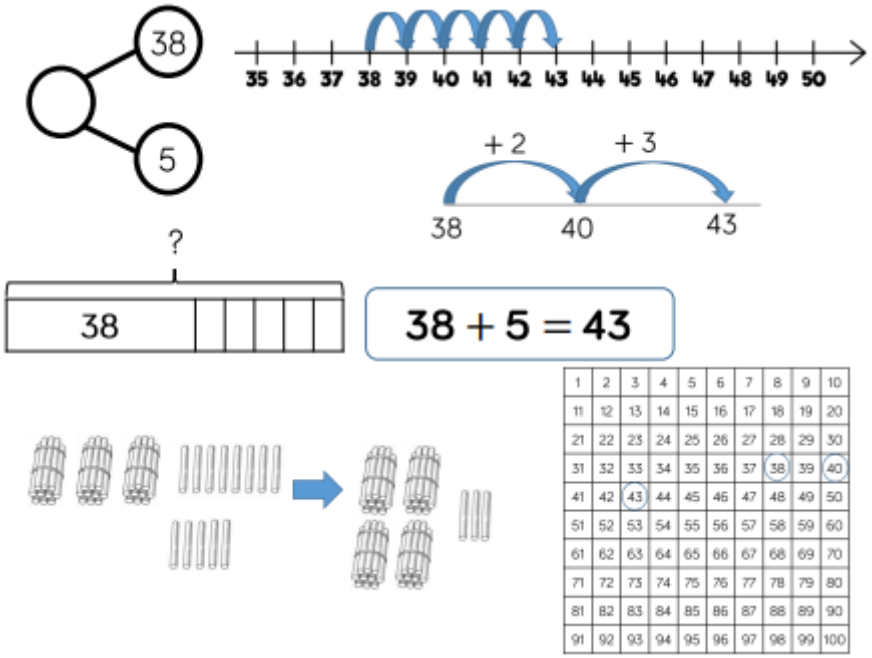
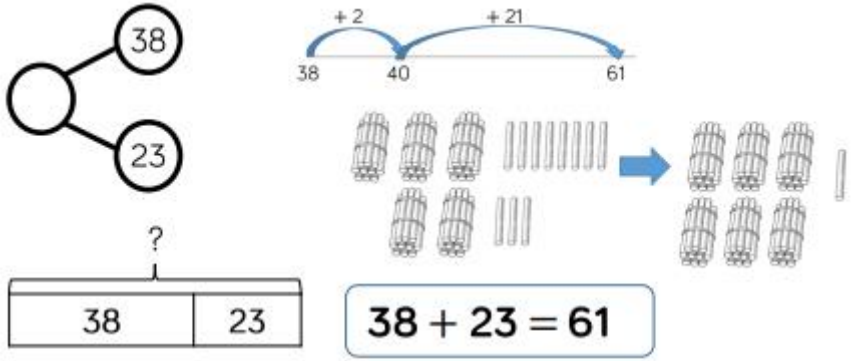
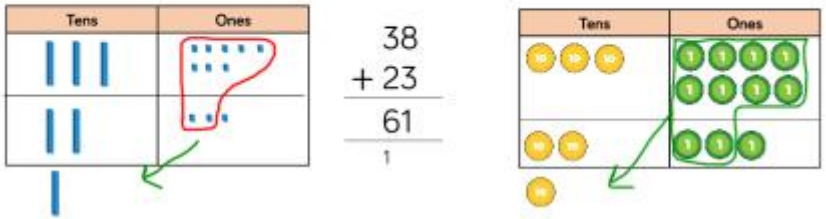
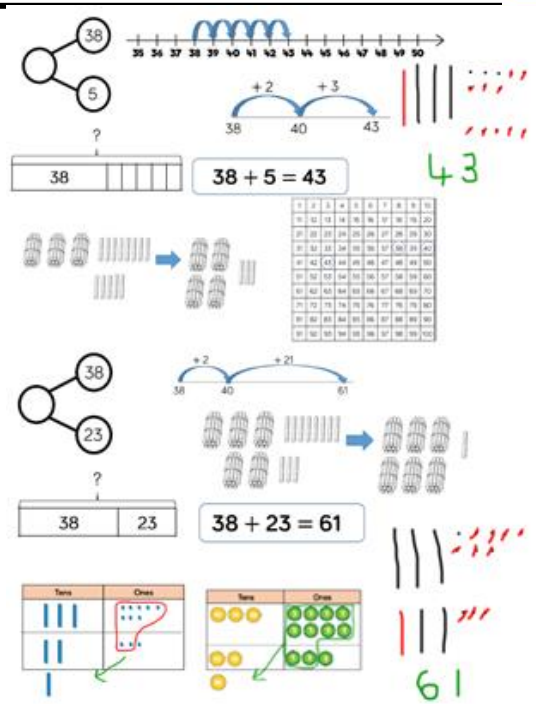
Year 3 Addition policy (Adding numbers to 100)







Prior Learning



When adding single digits to a 2 digit number, children should be encouraged to count on from the larger number.

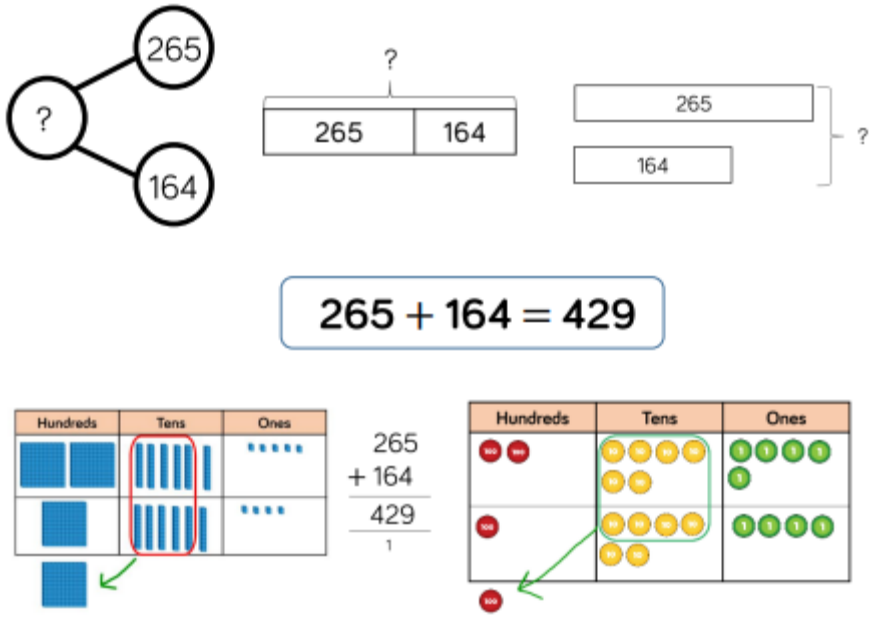
They should also apply their knowledge of number bonds to add more efficiently e.g 8 + 5 = 13 so 35 + 8 = 43

Manipulatives should be used to support children in finding the number bond to 10.

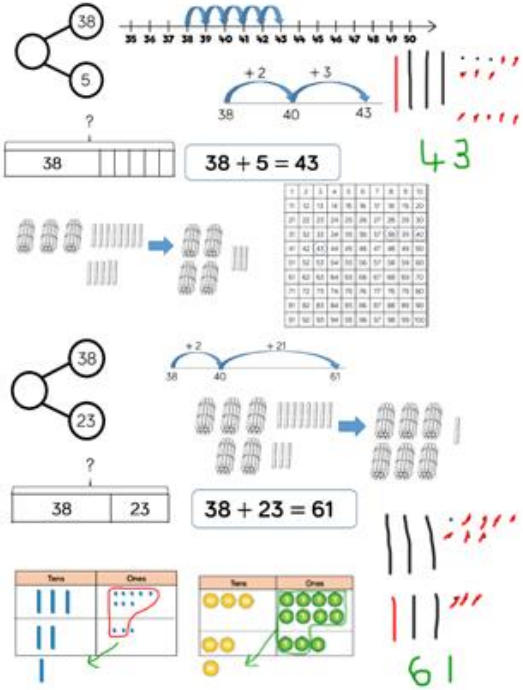
Encourage children to use the formal column method when calculating (alongside manipulatives where necessary)

Children can also use a blank number line to count on to find the total. Encourage them to jump to multiples of 10 to become more efficient.

Year 3 Addition policy (Add numbers with up to 3 digits)



Prior learning

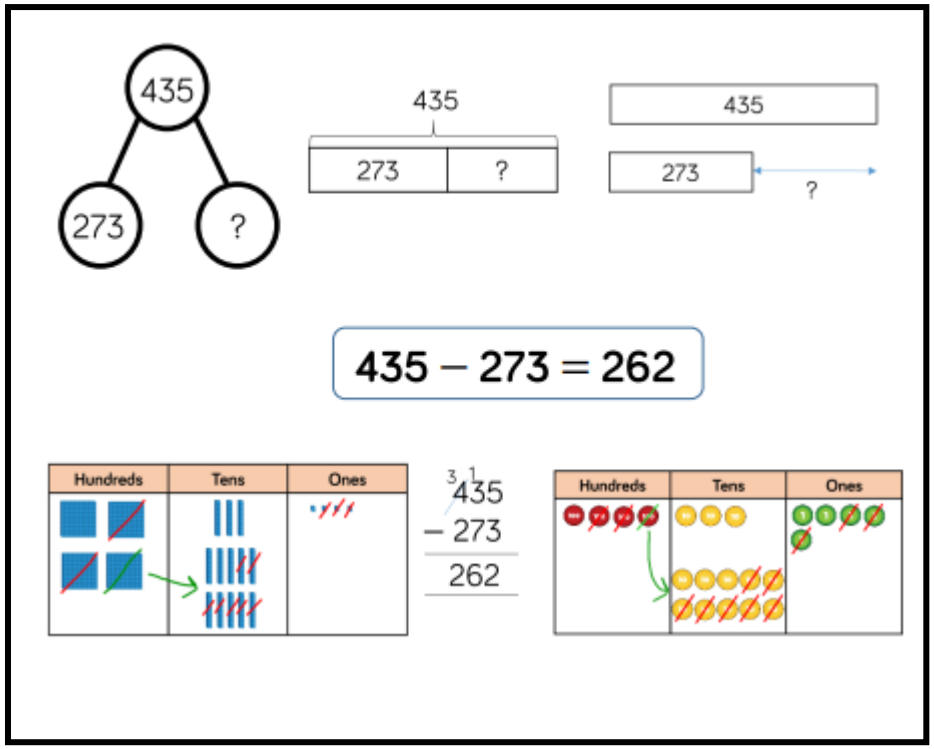


Dienes and place value counters are the most effective manipulatives when adding numbers up to 3 digits.

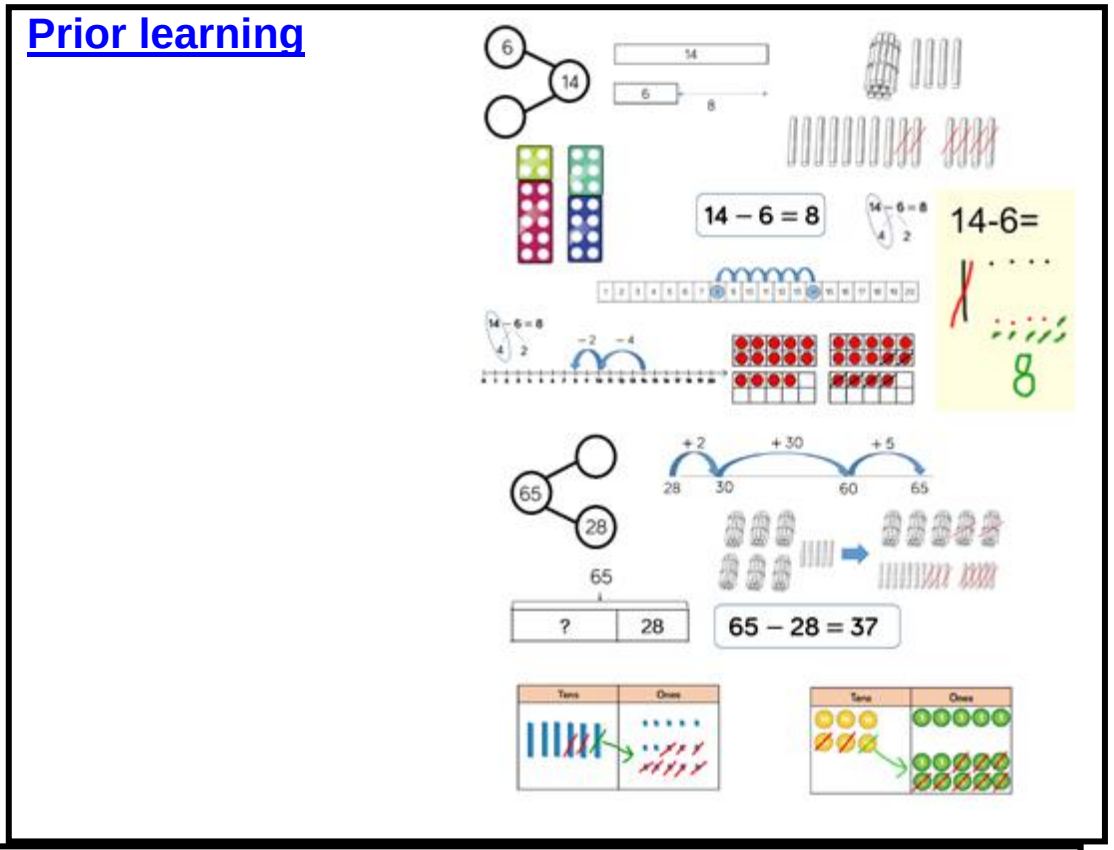
Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method.

Plain counters on a place value grid can also be used to support learning.

Year 3 Subtraction policy



Prior learning

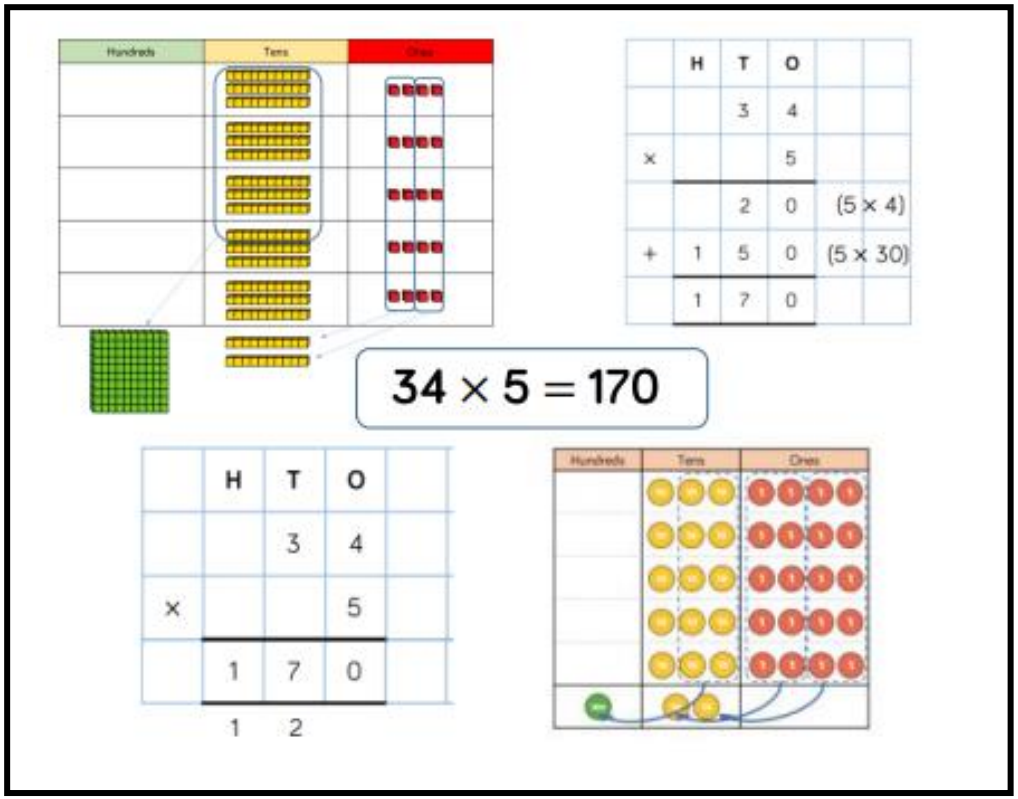


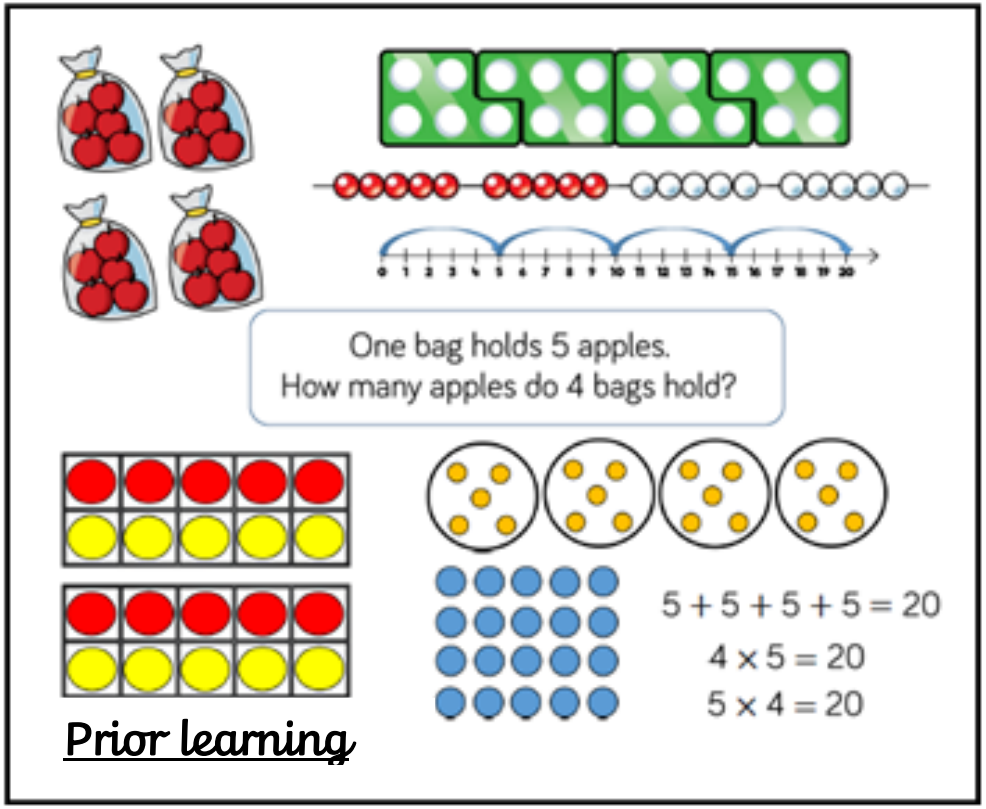
Dienes and place value counters are the most effective manipulative when subtracting numbers with up to 3 digits.

Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method.

Plain counters on a place value grid can also be used to support learning.

Year 3 Multiplication policy (2 digit numbers by 1 digit numbers)

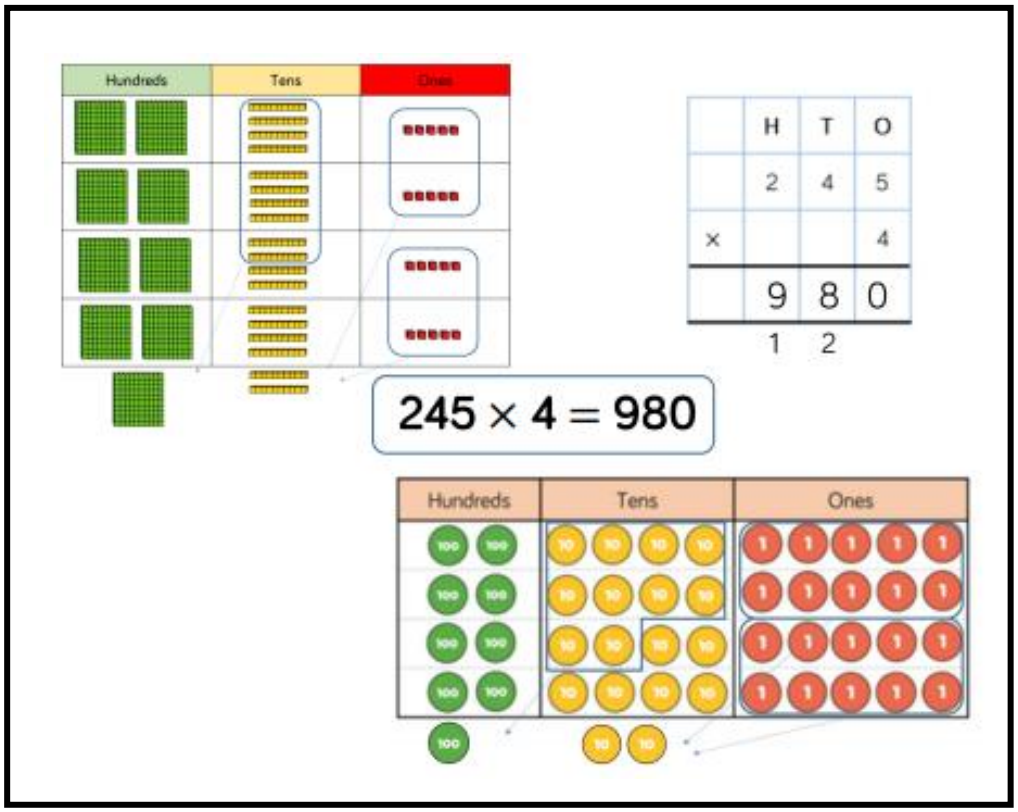


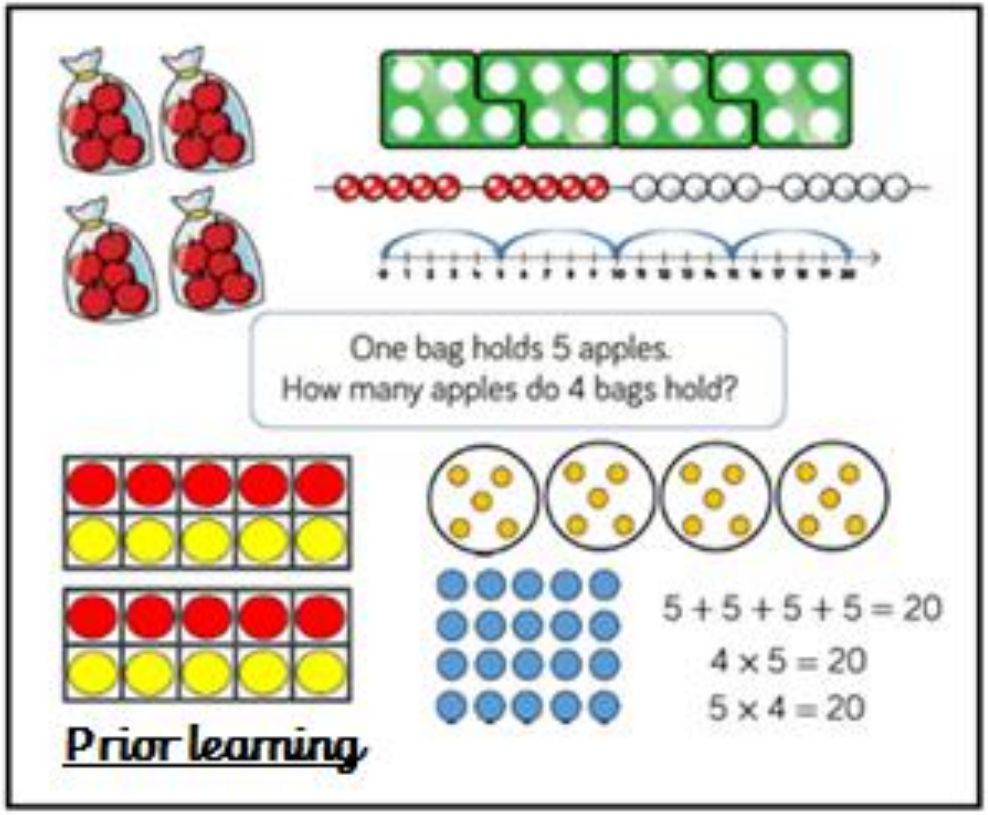


Teachers may decide to first look at the expanded column method before moving on to the short multiplication method.

The place value counters should be used to support the understanding of the method rather than supporting the multiplication as children should use their times table knowledge.

Year 3 Multiplication policy (3 digit numbers by 1 digit numbers)



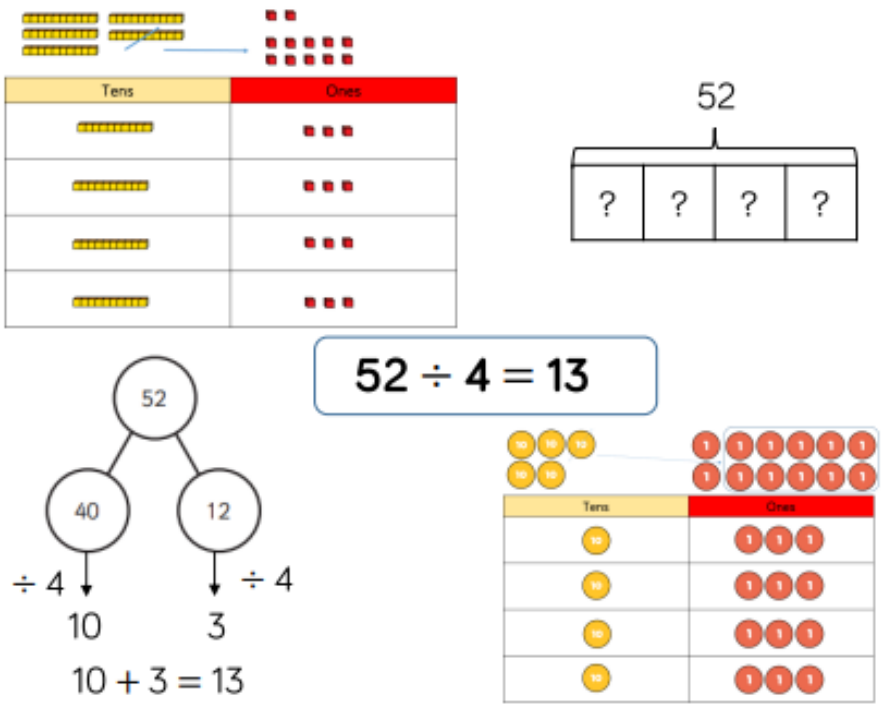


When moving to 3 digit by 1 digit multiplication, encourage children to move towards the short, formal written method.

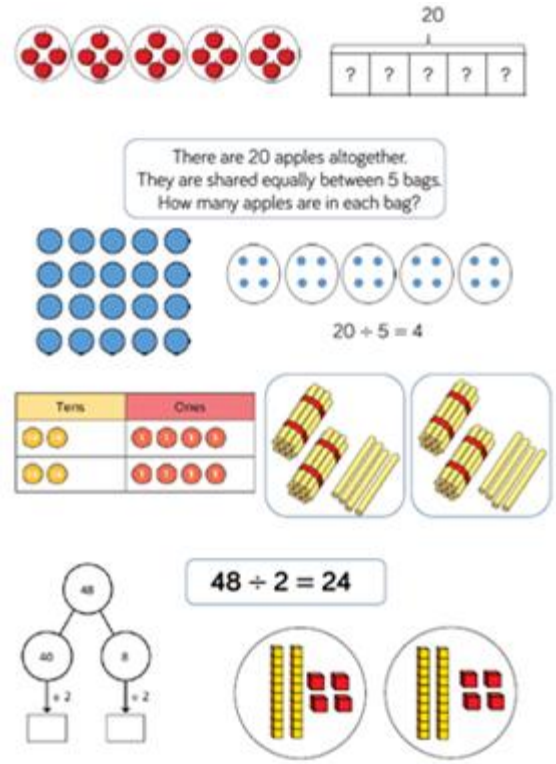
Dienes and place value counters continue to support the understanding of the written method.

Limit the number of exchanges needed in the questions and move children away from resources when multiplying larger numbers.

Year 3 Division policy (Divide 2 digits by 1 digits – sharing with exchange)



Prior learning

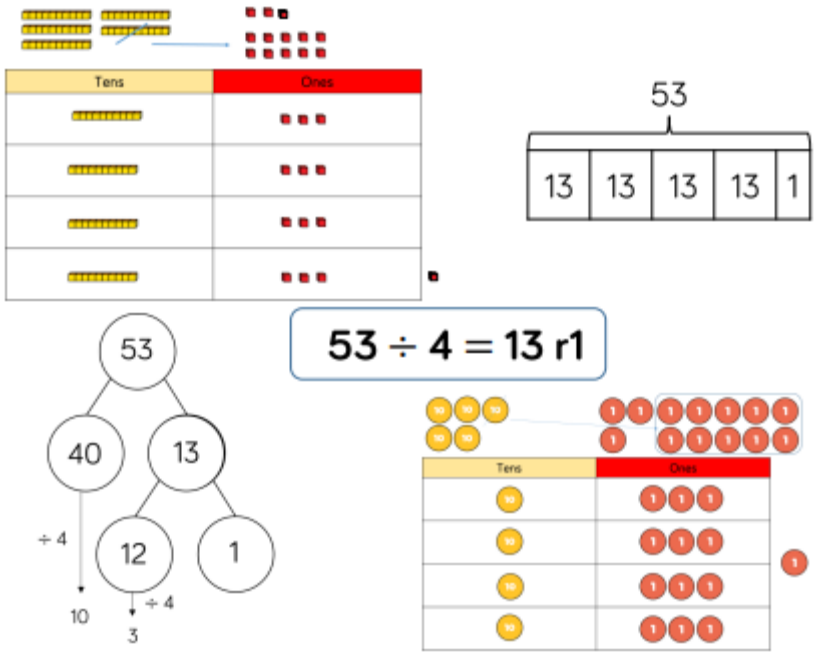


When dividing numbers involving an exchange, children can use dienes and place value counters to exchange one ten for ten ones.

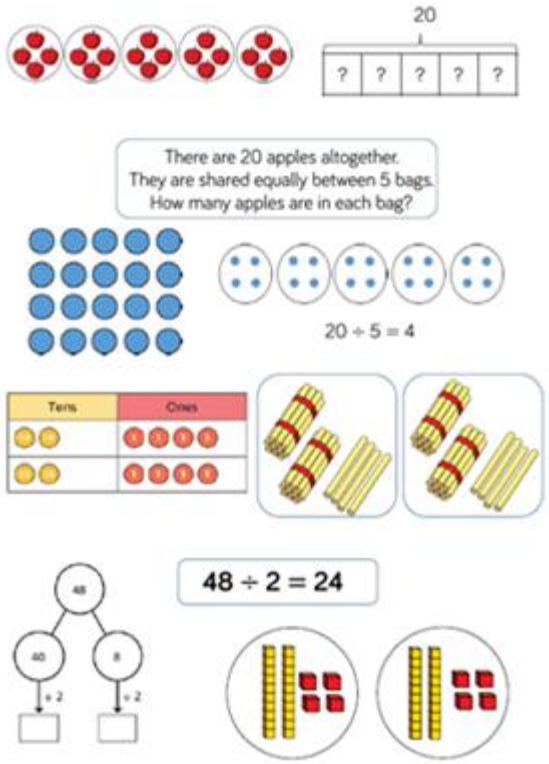
Children should start with the equipment outside the place value grid before sharing the tens and ones equally in the rows.

Flexible partitioning in a part-whole model supports this method.

Year 3 Division policy (Divide 2 digits by 1 digit – sharing with remainders)



Prior learning

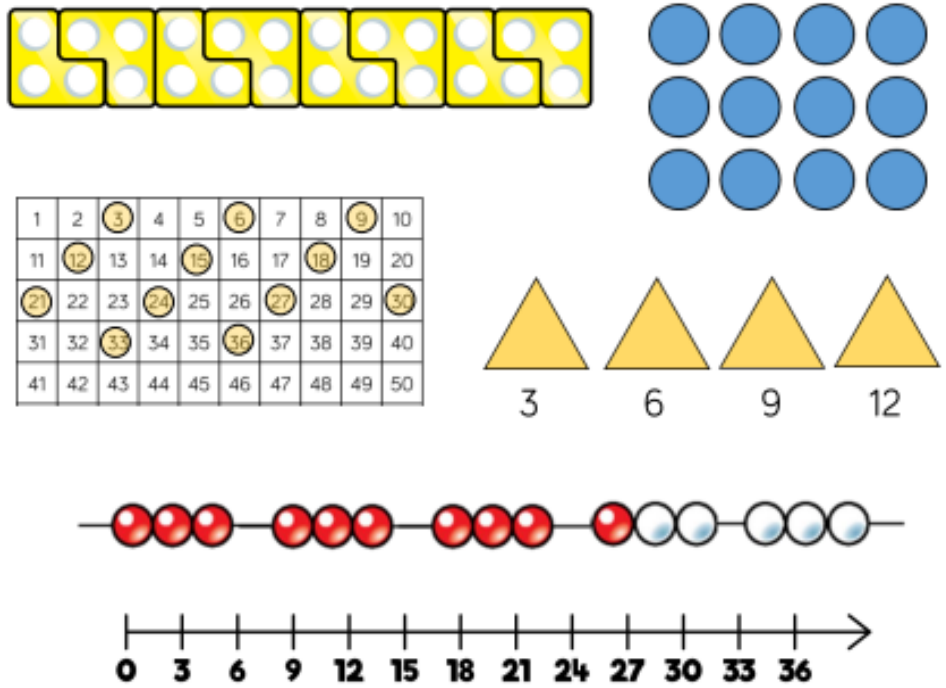


When dividing numbers with remainders, children can use dienes and place value counters to exchange one ten for ten ones.

Starting with the equipment outside the place value grid will highlight remainders, as they will be left outside the grid once the equal groups have been made.

Flexible partitioning in a part-whole model supports this method.

Year 3 Times tables policy (3)



Prior Learning

2 times table

5 times table

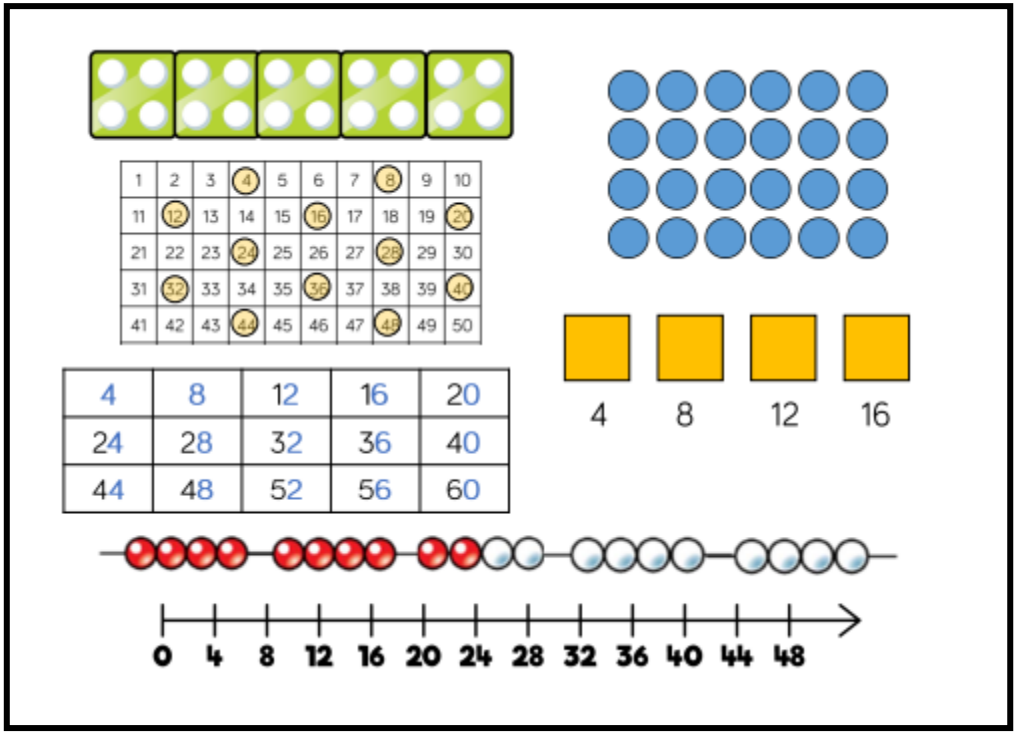
10 times table

Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

Look for patterns in the three times table, using concrete manipulatives to support. Notice the odd, even, odd, even pattern using numicon to support.

Highlight the pattern in the ones using a hundred square.

Year 3 Times tables policy (4)



Prior Learning

2 times table

5 times table

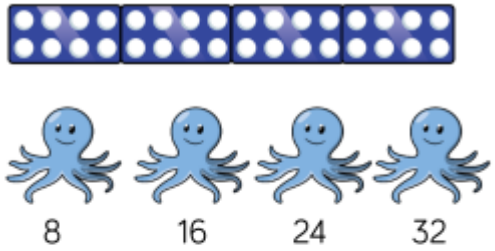
10 times table

Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

Look for patterns in the four times table, using manipulatives to support. Make links to the 2 times table seeing how each multiple is double the twos. Notice the pattern in the ones within each group of five multiples

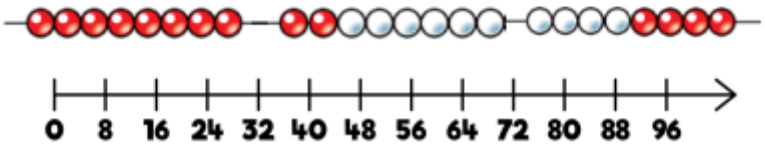
Highlight the pattern that all multiples are even using numicon to support.

Year 3 Times tables policy (8)



8	16	24	32	40
48	56	64	72	80

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Prior Learning

2 times table

5 times table

10 times table

Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

Look for patterns in the eight times table, using manipulatives to support. Make links to the 4 times table seeing how each multiple is double the fours. Notice the pattern in the ones within each group of five multiples

Highlight the pattern that all multiples are even using numicon to support.