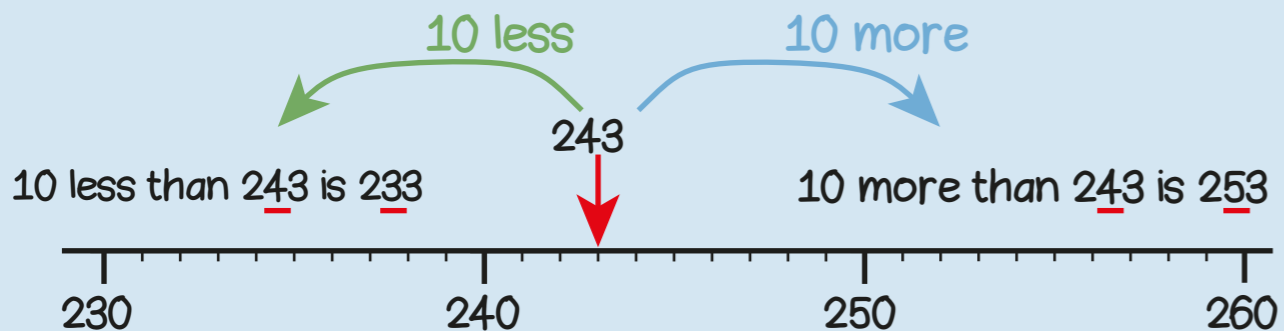


two hundred and forty-three
2 hundreds, 4 tens and 3 ones

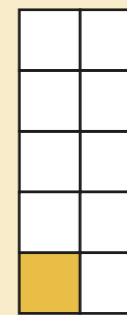
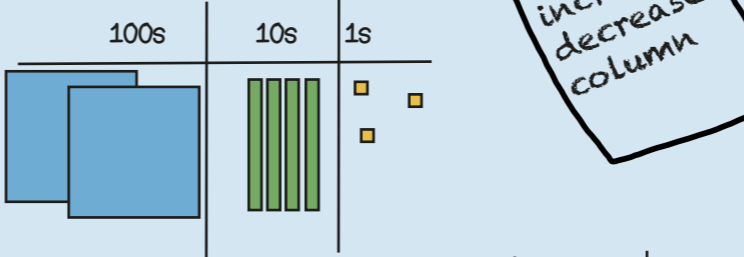
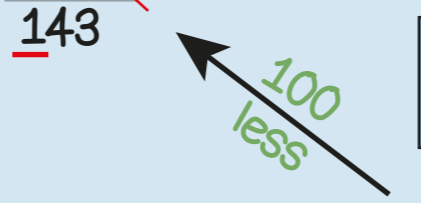
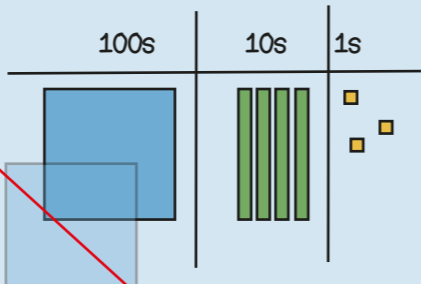


In order from smallest to largest

261, 406, 540
206, 260, 270, 274

Stop and look.
What do you notice?

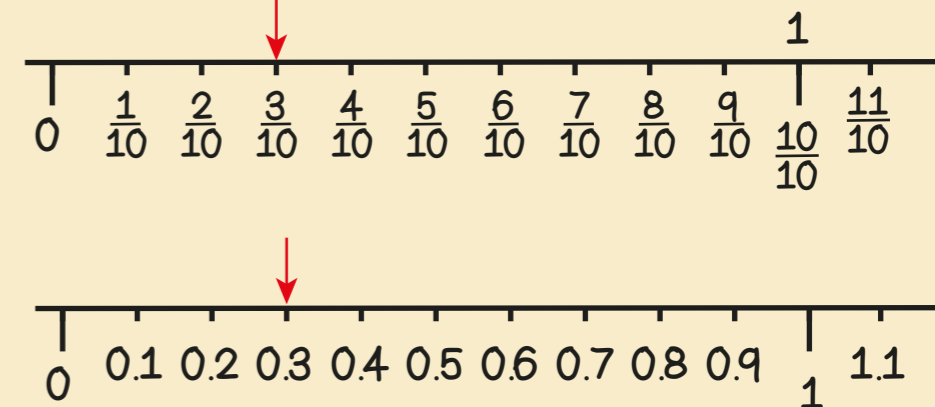
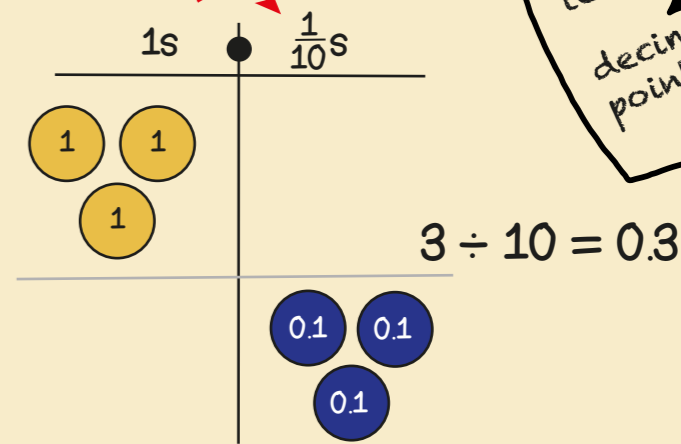
hundreds digit increase decrease column



one tenth
one out of ten equal parts
one divided by ten
 $\frac{1}{10}$
0.1

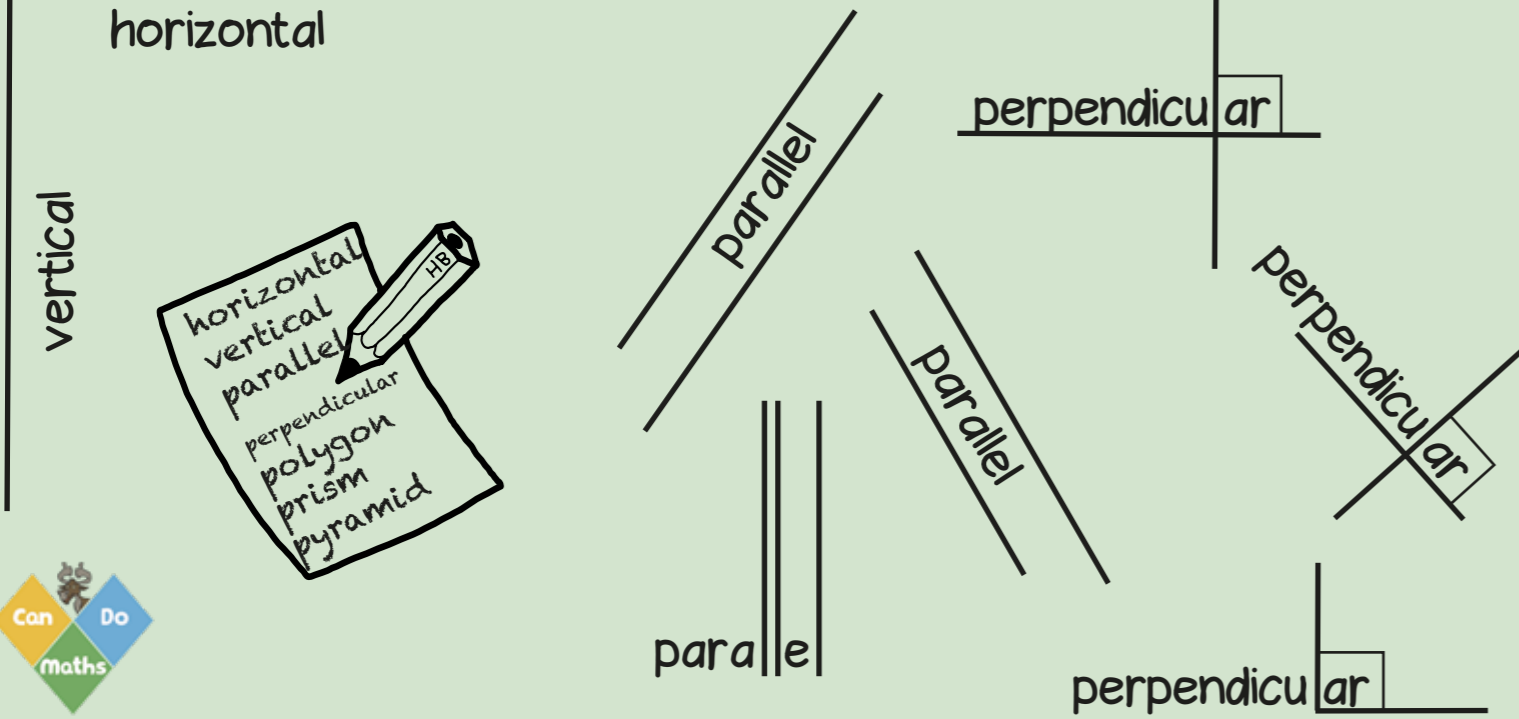
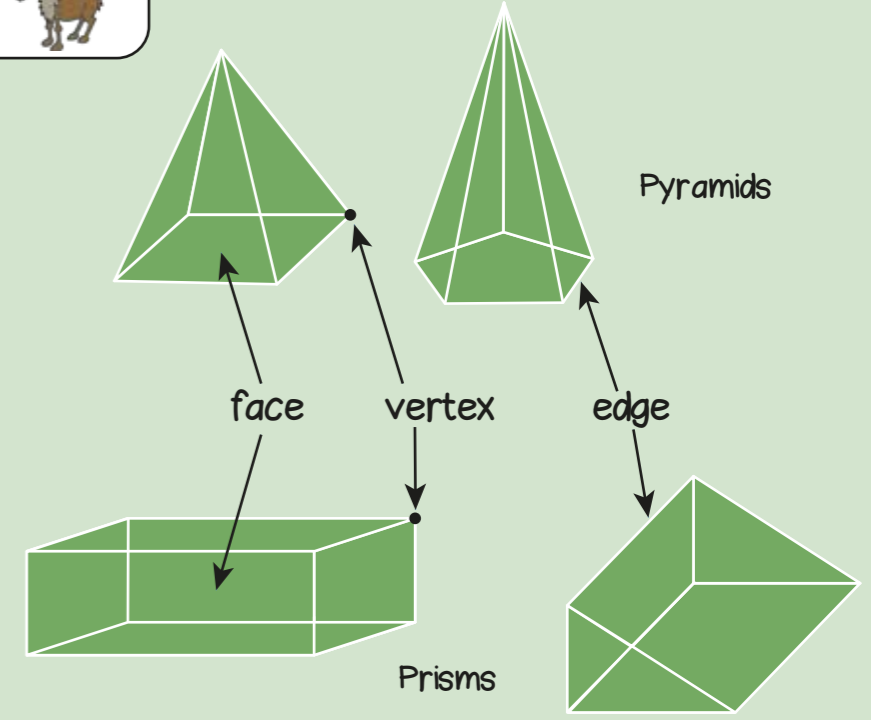
digit tenths decimal point

ten times smaller



Year 3 Term 1

Polygons are shapes with all straight sides



You CanDo all the multiplication facts of 3.

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

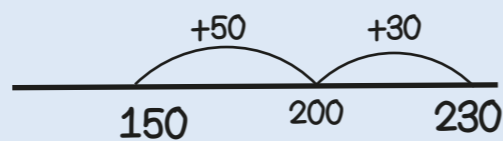
Can Do Tables
www.buzzardpublishing.com

If I know... then I also know...

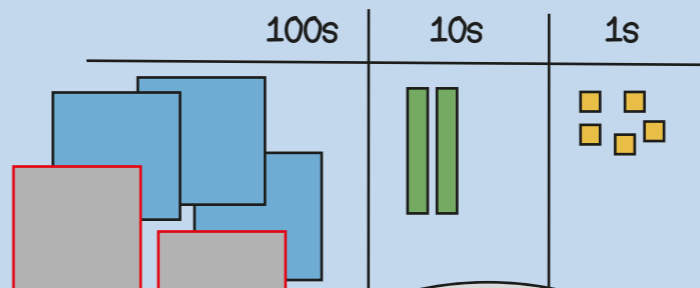
The digit sum of multiples of 3 is 3, 6 or 9

An odd number multiplied by 3 gives an odd product.

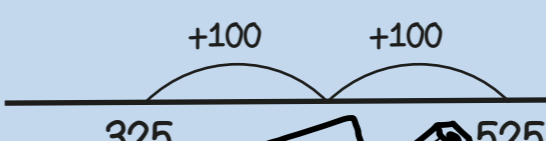
150 + 80
Bridging boundaries



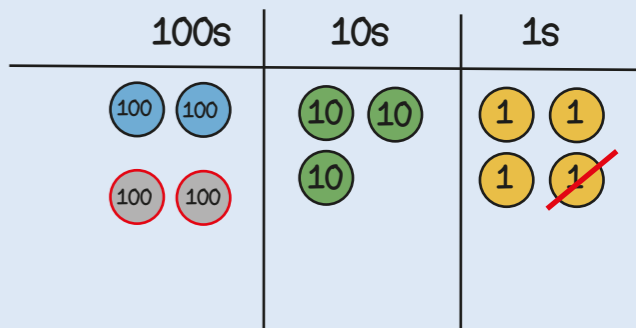
325 + 200
Add multiples of ten and a hundred



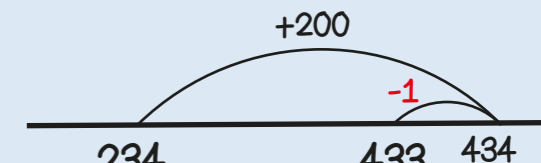
If I know $3 + 2 = 5$ then I know 3 hundreds + 2 hundreds = 5 hundreds



234 + 199
Round then adjust



Add 200 then subtract 1



You CanDo all the multiplication facts of 4.

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

Can Do Tables
www.buzzardpublishing.com

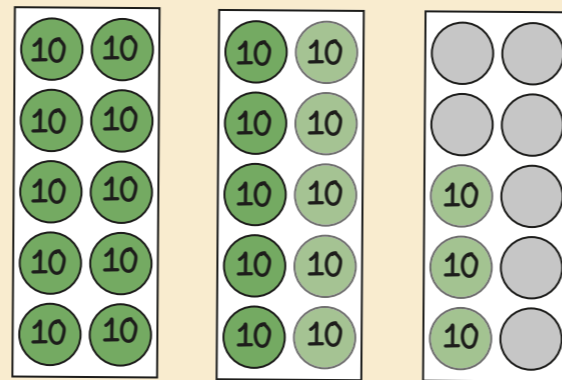


All multiples of 4 are even numbers.

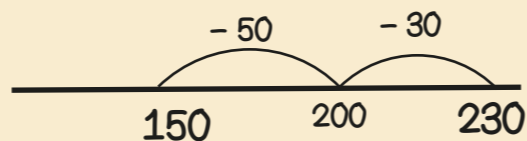
There is a repeating pattern in the ones column: 0, 4, 8, 2, 6

Year 3 Term 2

230 - 80
Bridging boundaries by counting back in efficient steps



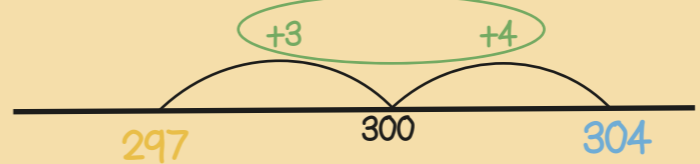
$230 - 30 - 50 = 150$



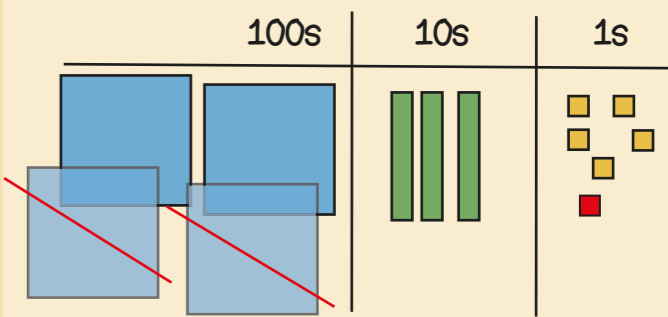
304 - 297
Find the difference between two numbers



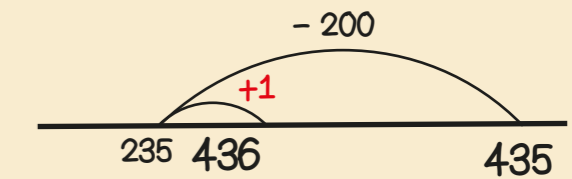
304 is 7 more than 297
297 is 7 less than 304
so the difference between them is 7



435 - 199
Round then adjust



Take away 200 then add 1



You CanDo all the multiplication facts of 8.

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

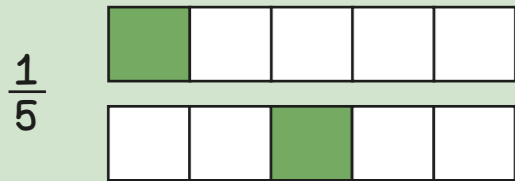
Can Do Tables
www.buzzardpublishing.com

All multiples of 8 are even numbers.

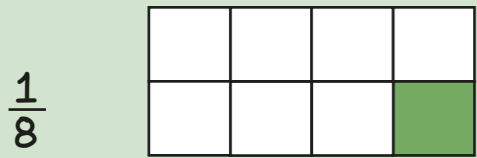
All multiples of 8 are also multiples of 2 and 4



Unit fractions have a numerator of 1



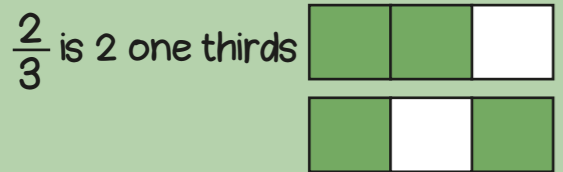
If the denominator is 5 there are 5 equal parts.



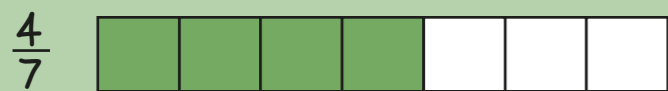
If the denominator is 8 there are 8 equal parts.



Non-unit fractions have a numerator greater than 1



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

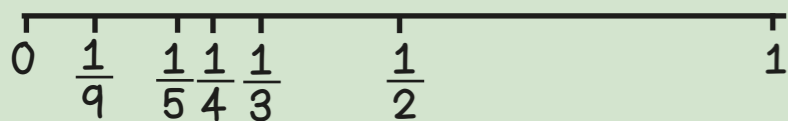


denominator
numerator
unit fraction
non-unit fraction

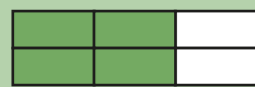
When the denominators are the same, the larger the numerator, the larger the fraction.



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

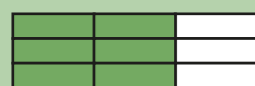


$$\frac{2}{3} = \frac{4}{6} = \frac{6}{9}$$



$$\frac{4}{6}$$

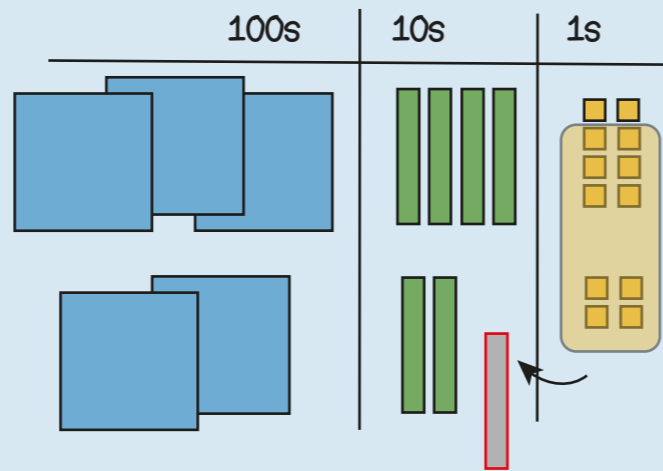
If there are 2 times as many equal parts, then there are 2 times as many shaded parts



$$\frac{6}{9}$$

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

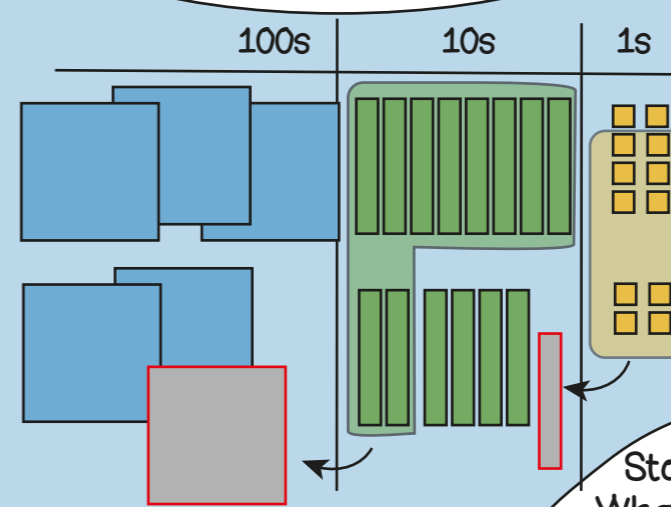
348 + 224
Regrouping the ones



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

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

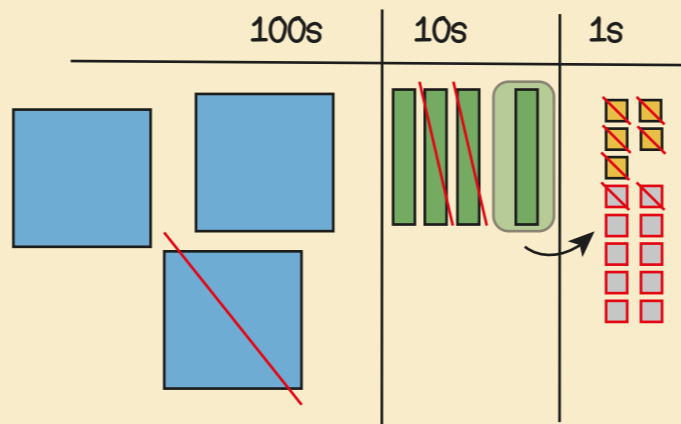
$$\begin{array}{r} 388 \\ + 76 \\ \hline 464 \end{array}$$

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

Year 3 Term 3

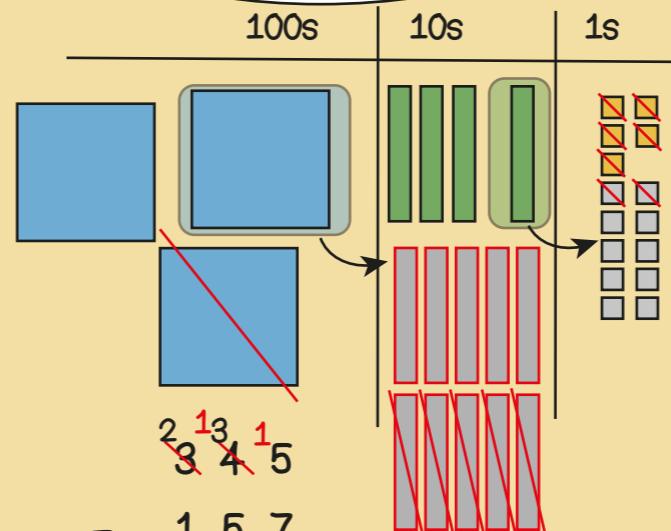


345 - 127
Exchanging tens



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

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



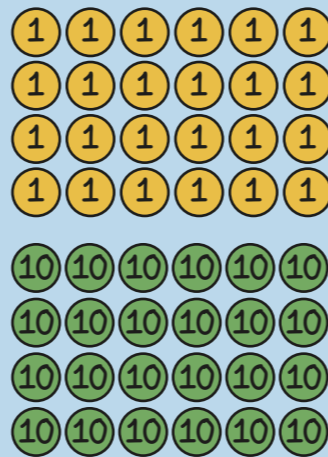
| | | |
|----------------|--------|-----------|
| 100s | 10s | 1s |
| | 3 bars | 2 squares |
| 3 blue squares | 3 bars | |

32 → x10 → 320

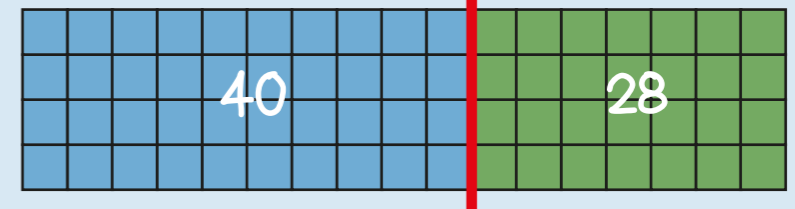
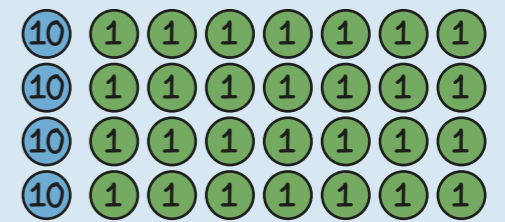
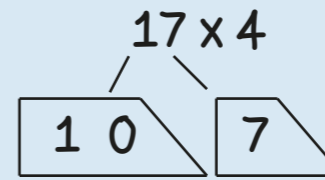
20 is ten times greater than 2
30 multiplied by ten is 300

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



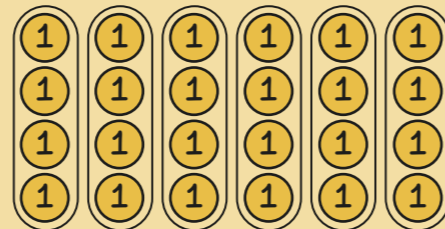
| | | |
|---|----|----|
| | 10 | 7 |
| 4 | 40 | 28 |

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

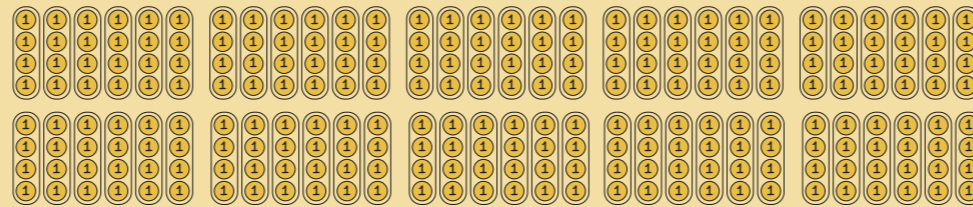
multiplier
product
partition
dividend
divisor
remainder

| | | |
|----------------|--------|-----------|
| 100s | 10s | 1s |
| 3 blue squares | 3 bars | 2 squares |
| | 3 bars | |

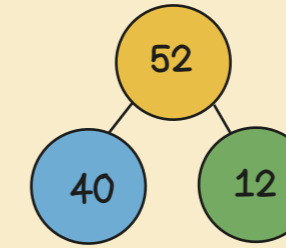
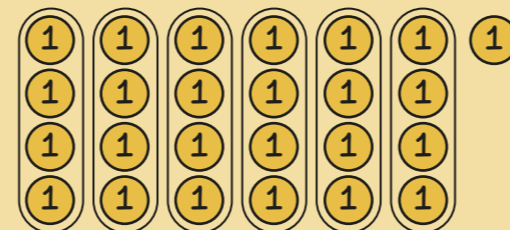
320 → ÷10 → 32



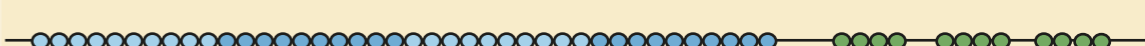
If I know 24 ÷ 4 = 6
then I know 240 ÷ 4 = 60



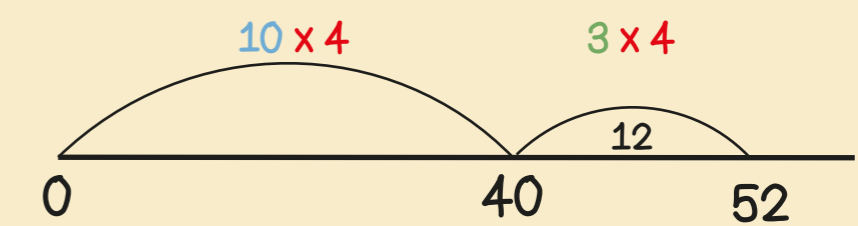
If I know 24 ÷ 4 = 6
then I know 25 ÷ 4 = 6 r1



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



I know that 40 is 10 groups of 4



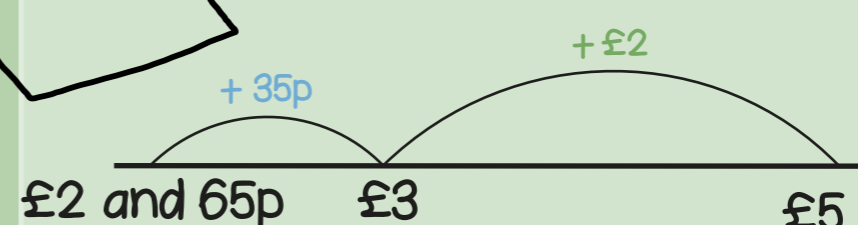
30 is ten times smaller than 300
20 divided by ten is 2

Year 3 Term 4

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

spend pounds
pence
change

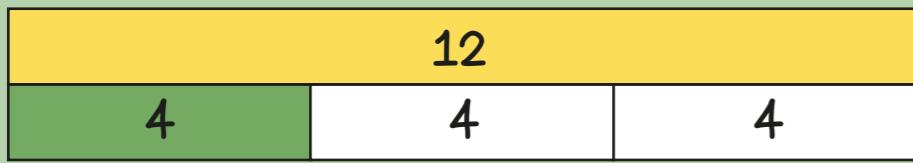
£5 subtract £2 and 65p
= £2 and 35p



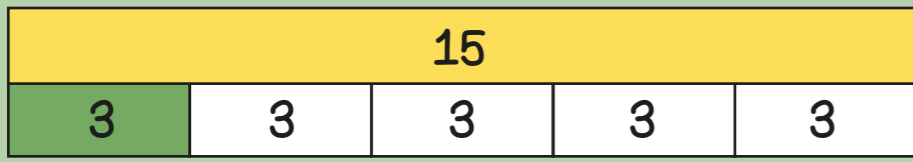
$$\begin{array}{r} 500 \\ - 265 \\ \hline \end{array}$$

Use an efficient method!

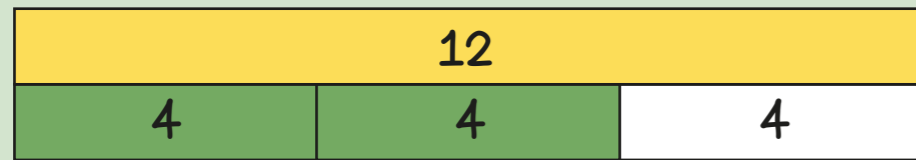
I have £5 and spend £2 and 65p
How much change? £2 and 35p



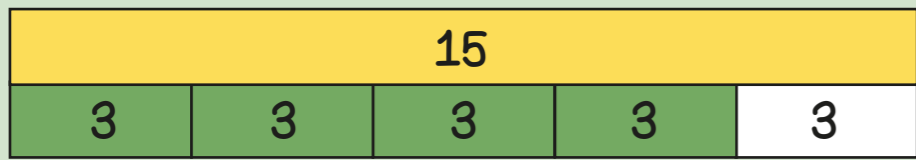
$\frac{1}{3}$ of 12 = 4
 $12 \div 3 = 4$



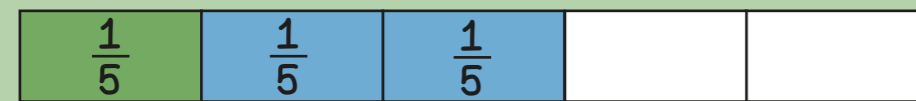
$\frac{1}{5}$ of 15 = 3
 $15 \div 5 = 3$



$\frac{1}{3}$ 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



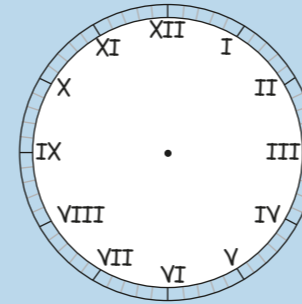
January - 31 days
 February - 28 or 29 days
 March - 31 days
 April - 30 days
 May - 31 days
 June - 30 days

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

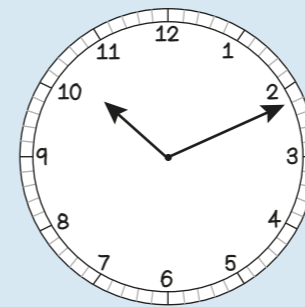
60 seconds = 1 minute
 120 seconds = 2 minutes
 180 seconds = 3 minutes

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

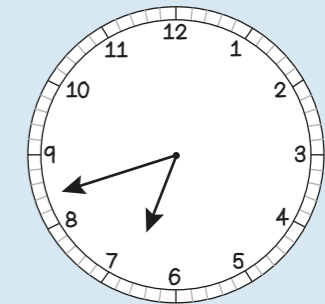
Leap year
 Roman numerals
 digital
 analogue



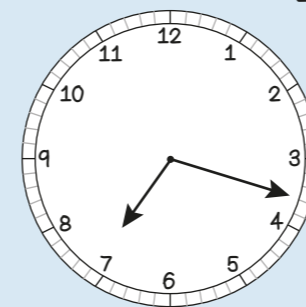
- | | |
|---------|----------|
| I = 1 | VII = 7 |
| II = 2 | VIII = 8 |
| III = 3 | IX = 9 |
| IV = 4 | X = 10 |
| V = 5 | XI = 11 |
| VI = 6 | XII = 12 |



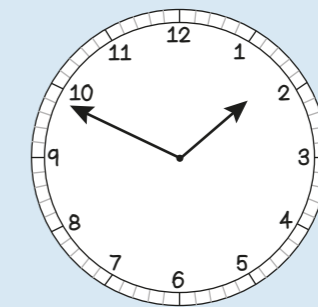
11 minutes past 10
 in the morning
 10:11 a.m.



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

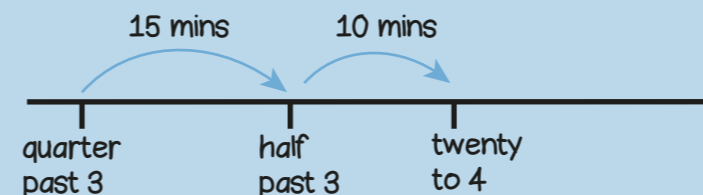


18 minutes past 7
 in the evening
 7:18 p.m.

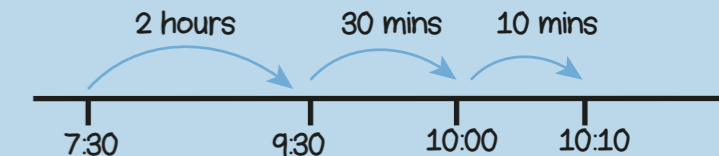






11 minutes to 2
 in the afternoon
 1:49 p.m.

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 |  |

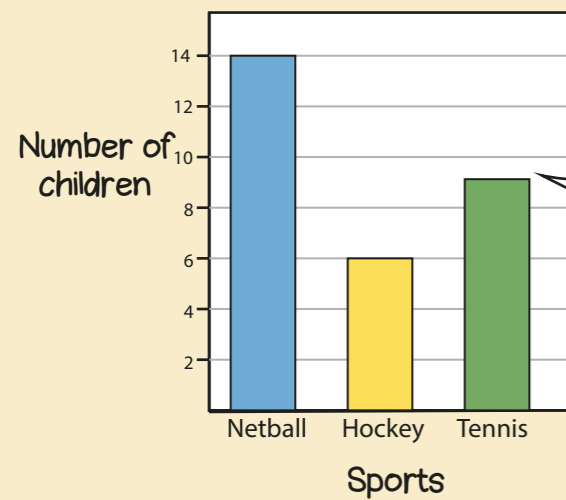
$4 + 4 + 4 = 12$ people own dogs

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



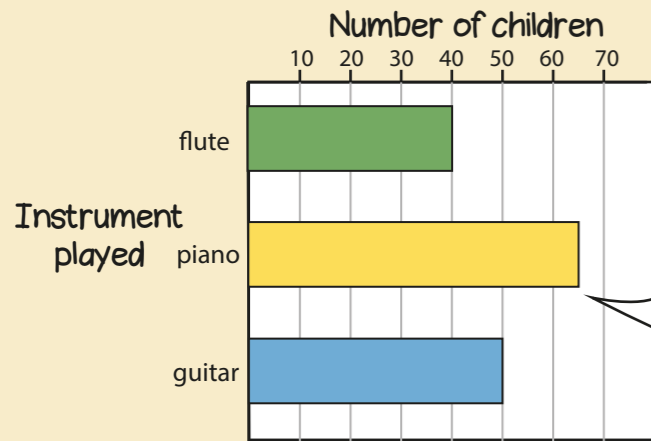
 = 4 people

32 people were asked in total



9 children play tennis

table pictogram symbol represent bar chart

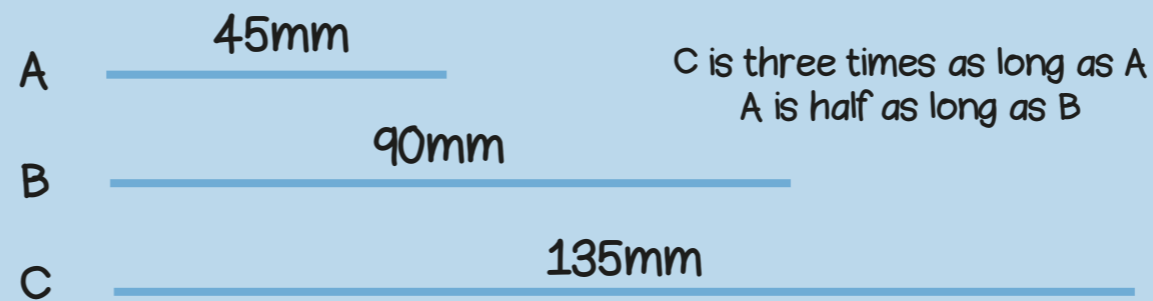


65 children play piano

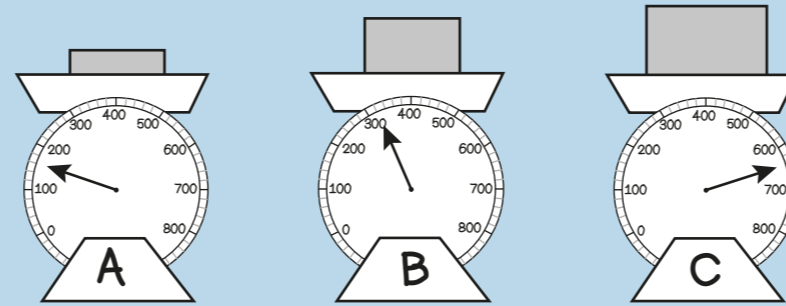
| Sport | girls | boys |
|----------|-------|------|
| tennis | 5 | 3 |
| netball | 4 | 7 |
| football | 8 | 6 |
| rugby | 6 | 8 |

4 girls play netball

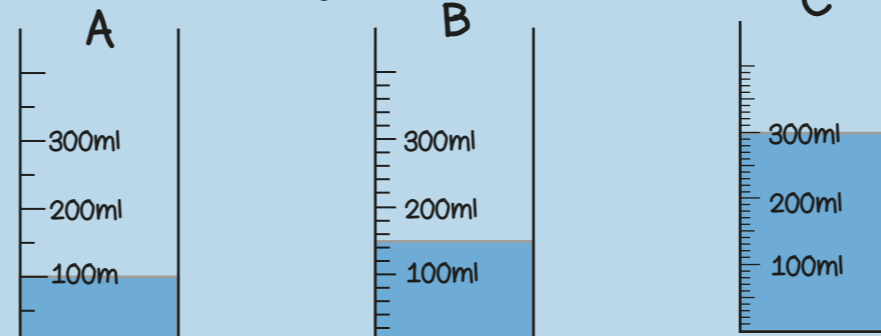
$8 - 6 = 2$
2 more boys than girls play rugby



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

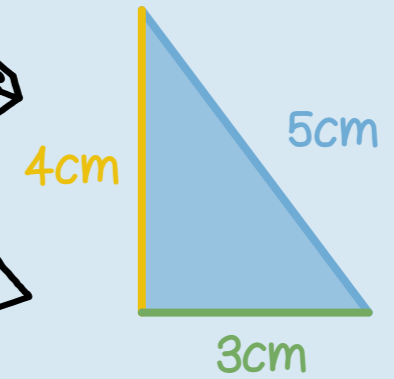


C weighs 4 times as much as A
A weighs half as much as B



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

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



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

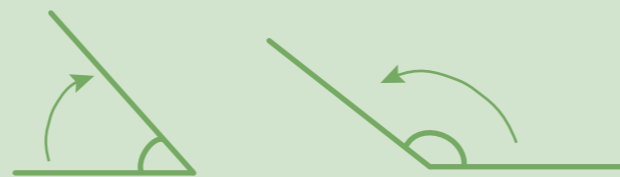


Perimeter = $38 + 24 + 38 + 24 = 124$ mm

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



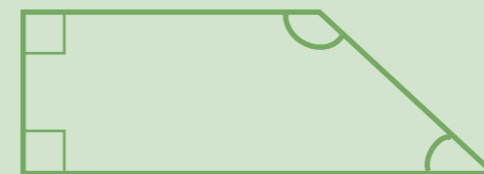
3 right angles make three quarters of a turn



The angle is more than a right angle



This shape has 2 right angles



This shape has 4 angles

angle right angle turn quarter