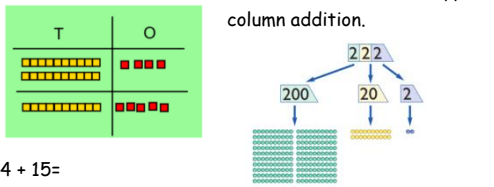
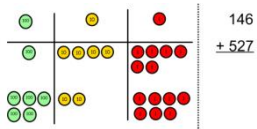
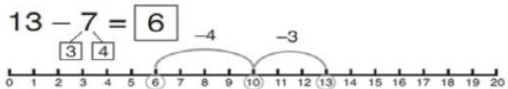
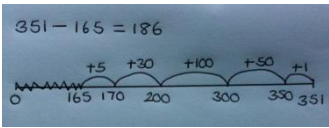
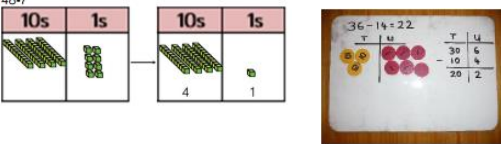
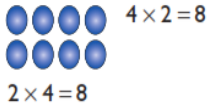

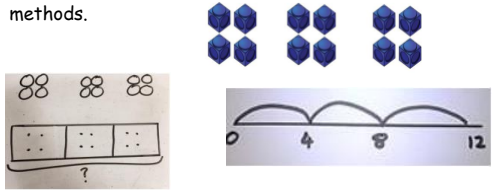






# Year 3 calculation guidance

<p align="center"><b>+ Addition +</b></p> <p>More Sum Altogether Add Plus Total</p>	<p align="center"><b>- Subtraction -</b></p> <p>minus Subtract take away less than difference between</p>	<p align="center"><b>x Multiplication x</b></p> <p>Multiply times lots of groups of multiple of product</p>	<p align="center"><b>÷ Division ÷</b></p> <p>Share equally group equally divide remainder factor</p>
<p><b>Methods from Year 2 to be continued in Year 3:</b> Use concrete objects to combine Counting on using a number line.</p> <p>Understand place value - can partition numbers &amp; recombine numbers to support column addition.</p>  <p>24 + 15 =</p> <p>Add together the ones first then add the tens. Use the Base 10 blocks first before moving onto place value counters.</p> <p>Expanded addition, TU then TU crossing tens barriers, then HTU (three digits)</p> <p>34 + 62 =</p> $\begin{array}{r} 30 + 4 \\ 60 + 2 \\ \hline 90 + 6 = 96 \end{array}$  <p>494 + 368 =</p> $\begin{array}{r} 400 + 90 + 4 \\ 300 + 60 + 8 \\ \hline 700 + 150 + 12 = 862 \end{array}$ <p>then Compact addition, 3 digits plus 3 digits.</p> $\begin{array}{r} 494 \\ +368 \\ \hline 862 \\ 11 \end{array}$	<p><b>Methods from Year 2 to be continued in Year 3:</b> Use concrete apparatus, part-part whole, number line or 100 square, then mentally. Count back on a number line.</p>  <p>13 - 7 = 6</p> <p>Start at 13. Take away 3 to reach 10. Then take away the remaining 4 so you have taken away 7 altogether. You have reached your answer.</p> <p><b>Number line method (2 and 3 digit numbers)</b></p> <p>351-165=186</p>  <p>Begin expanded subtraction using concrete objects and pictorial representations.</p>  <p>Start to use Compact subtraction, 3 digits minus 3 digits.</p> <p>Not Regrouping</p> $\begin{array}{r} 48 \\ - 7 \\ \hline 41 \end{array}$ <p>Regrouping</p> $\begin{array}{r} 48 \\ - 7 \\ \hline 41 \\ 15 \end{array}$ <p>Show the carrying at the top as above.</p>	<p><b>Methods from Year 2 to be continued in Year 3:</b> Understanding that multiplication is the inverse of division. Using groups and arrays.</p>  <p>4 x 2 = 8 2 x 4 = 8</p> <p>Focus on understanding, representing and remembering times tables facts for 2,5,10,3,4 and 8 times tables, including division facts</p> <p>e.g.</p>  <p>4x8=32. 8x4=32, 32÷4=8, 32÷8=4</p> <p>Understand that multiplication is repeated addition e.g. 3x4 = 4+4+4. Use concrete, pictorial and abstract methods.</p>  <p>Expanded Column Method      Compact Column Method</p>  <p>Note - before moving to any TU x U, the children will need be able to multiply a multiple of 10 by a single digit</p>	<p><b>Methods from Year 2 to be continued in Year 3:</b> Understand division as sharing equally into groups. Share into groups using concrete apparatus, and pictorial representations.</p> <p>Divide objects between groups and see how much is left over 14 ÷ 3 =</p>  <p>Focus on understanding, representing and remembering times tables facts for 2,5,10,3,4 and 8 times tables, including division facts.</p> <p>e.g.</p>  <p>4x8=32. 8x4=32, 32÷4=8, 32÷8=4</p> <p>Use number lines to support repeated subtraction.</p> <p>'3 groups of 4, with 1 left over'</p> 

		(T0xU)	
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