Addition

Y3

- Continue with partitioned columnar method.
- Introduce expanded columnar addition.

H T O

	2	3	6
+		7	3
			9
	1	0	0
	2	0	0
	3	0	9

Progressing to the compact columnar method.

TO	HTO	TO	HTO	TO	HTO
23	315	94	561	47	237
+ 42	+ 624	+ 73	+ 718	+ 25	+ 516
65	939	167	1279	72	753
					1

- Add money using both £ and pence in practical contexts.

National Curriculum requirements:

Add numbers with up to 3 digits, using the formal written method of columnar addition.

Subtraction

Y3

- Continue with vertical number line subtraction progressing to the expanded columnar subtraction method.

89–35 = 54

80 . 9
- 30 . 5
50 . 4 = **54**

- Introduce exchanging through the expanded columnar subtraction method.

72 - 47

70 . 2
- 40 . 7
20 . 5 = **25**

- Progressing on to compact columnar subtraction.

TO	HTO	TO
47	864	$\not{5}^{4}\not{1}^{1}$
- 23	- 621	- 36
24	243	15

- Emphasise value of digit, e.g. 4 tens subtract 2 tens = 2 tens. Use the correct language for subtraction i.e. exchange rather than borrow.
- Subtract amounts of money to give change.

National Curriculum requirements:

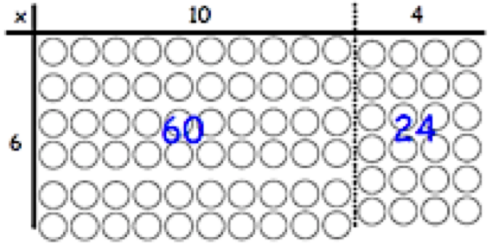
Subtract numbers with up to 3 digits using the formal written method of columnar subtraction.

Multiplication

Y3

- Recall and use multiplication tables for 3, 4 and 8.
- Continue to use arrays and number lines/Cuisenaire rods for 3, 4 and 8 multiplication tables.
- Write and calculate mathematical statements for multiplication. Statements to include the multiplication tables that they know and 2 digit numbers x 1 digit numbers. Pupils use mental methods and progress to formal written methods.
- Introduce grid model.

X	10	4
6	60 + 24 = 84	



- Progressing to expanded method of multiplication.

```
  T O
  1 4
x   5
  2 0  (5x4)
+ 5 0  (5x10)
  7 0
```

National Curriculum requirements: Multiply 2 digits by 1 digit, using mental and progressing to formal written methods.

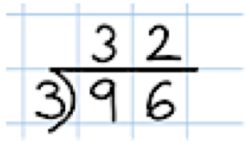
Division

Y3

- Recall and use division facts for 3, 4, and 8 times tables.
- Continue with repeated subtraction on a vertical number line.
- Write and calculate mathematical statements for division using the tables they know.
- Introduce grouping method before short division, encourage children to estimate answers before attempting calculation. Create fact box to encourage efficient grouping e.g. not always groups of 10 - 1x, 2x, 5x, 10x, 20x, 50x, 100x.

```
  13
5) 65
 - 50  (5 x 10)
  15
 - 15  (5 x 3)
   0
```

- Introduce short division, with exact answers.



- Progressing to short division involving carrying, with exact answers.

National Curriculum requirements:
Division questions based on multiplication tables they know.
Divide 2 digits by 1 digit, progressing to formal written methods.
The National Curriculum statutory requirements for Year 3 and the use of written methods are not clear therefore our guidance for Year 3 has been based on the skills required to access Year 4 statutory requirements.