

Last term (Y3)

Here is the number 417 partitioned in three different ways.

Draw a part-whole model and complete the number sentence for each.



Find another way to partition 417

Draw a part-whole model and write a number sentence for your partition.

Previous learning...

Complete the number sentences.



460 = +

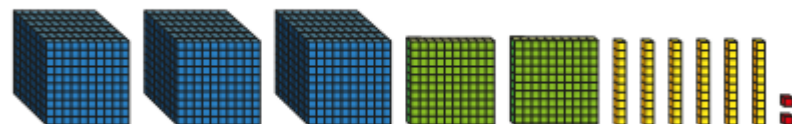


406 = +

What is the same? What is different?

We are currently learning...

- Complete the sentences.



The number is _____

1 less than the number is _____

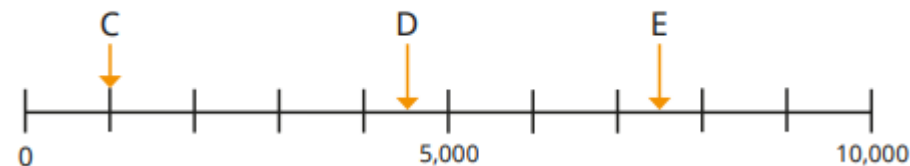
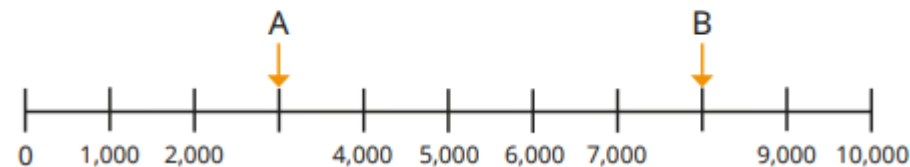
10 less than the number is _____

100 less than the number is _____

1,000 less than the number is _____

We are learning next...

- What numbers are the arrows pointing to?



Last term (Y3)

- Children in Year 3 and Year 4 were asked if they preferred strawberry- or chocolate-flavoured ice cream.

The table shows the results.

| | Year 3 | Year 4 |
|------------|--------|--------|
| Strawberry | 17 | 12 |
| Chocolate | 10 | 15 |

- ▶ How many Year 3 children prefer chocolate?
- ▶ Which year group likes chocolate more?
- ▶ How many children are there in Year 4?
- ▶ How many children altogether prefer strawberry?
- ▶ How many fewer children altogether prefer chocolate to strawberry?

Previous learning...

| Roman Numerals | | | |
|--------------------------------------|----|------|-------|
| Can you count by only using letters? | | | |
| I | 1 | XXX | 30 |
| II | 2 | XL | 40 |
| III | 3 | L | 50 |
| IV | 4 | LX | 60 |
| V | 5 | LXX | 70 |
| VI | 6 | LXXX | 80 |
| VII | 7 | XC | 90 |
| VIII | 8 | C | 100 |
| IX | 9 | D | 500 |
| X | 10 | M | 1,000 |
| XX | 20 | MD | 1,500 |

We are currently learning...

- Write each number in Roman numerals.

| | | | |
|----|----|----|----|
| 20 | 50 | 60 | 62 |
| 64 | 78 | 85 | 99 |

- Four numbers are written in Roman numerals.

| | |
|---------|-------|
| XXIV | LIX |
| LXXXVII | XCVII |

What are the numbers?

We are learning next...

- Complete the table.




| Number | 7,126 | 4,996 | 2,006 | 499 |
|------------------------------|-------|-------|-------|-----|
| Rounded to the nearest 10 | | | | |
| Rounded to the nearest 100 | | | | |
| Rounded to the nearest 1,000 | | | | |




Last term (Y3)

There is at least one right angle in each picture.

Find all the right angles.

The first one has been done for you.

a)  c)  e) 

b)  d)  f) 

Previous learning...

Here are some calculations.

| | | | |
|-------------|-------------|-------------|-------------|
| $112 + 125$ | $362 + 125$ | $200 - 100$ | $362 - 125$ |
| $362 - 237$ | $200 + 300$ | $237 - 112$ | $125 - 112$ |
| $130 + 240$ | $237 + 362$ | $300 - 100$ | $240 - 130$ |

Which calculations can be used to check $125 + 237$?

Which calculations can be used to check $237 - 125$?

What could the other calculations be used to check?

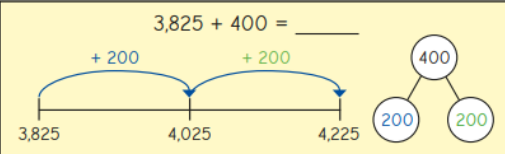


We are currently learning...

- Amir and Whitney are using number lines to add and subtract.

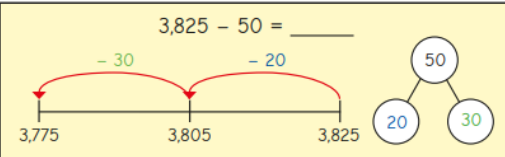
Amir

$3,825 + 400 = \underline{\quad}$



Whitney

$3,825 - 50 = \underline{\quad}$



Use this method to work out the calculations.

| | | |
|--------------|---------------|---------------|
| $2,418 + 6$ | $2,418 + 800$ | $2,418 + 90$ |
| $2,418 - 30$ | $2,418 - 9$ | $2,418 - 700$ |

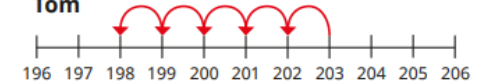
We are learning next...

- Kim, Tom and Huan are working out $203 - 198$

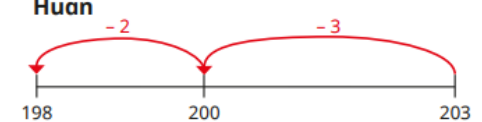
Kim

| | | | |
|---|---|---|---|
| | | | |
| | H | T | O |
| | 2 | 0 | 3 |
| - | 1 | 9 | 8 |
| | 0 | 0 | 5 |
| | | | |
| | | | |

Tom



Huan



Whose method do you prefer? Why?

Which is the most efficient method?

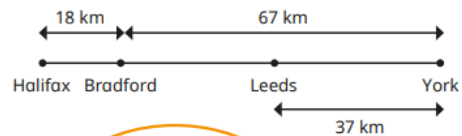
Use your preferred method to complete the subtractions.

| | | | |
|-----------------|------------|-----------------|-----------------|
| $9,807 - 9,792$ | $809 - 15$ | $3,876 - 1,400$ | $4,204 - 2,417$ |
|-----------------|------------|-----------------|-----------------|

Did you use the same method each time?

Last term (Y3)

Eva, Alex and Amir want to find the distance from Halifax to Leeds.



Eva

I'm going to use the written method to do $18 + 67$ and then subtract 37



Alex

You need to add 18, 67 and 37 together.



Amir

I can use mental strategies to subtract 37 from 67 first, and then add 18

Whose method is incorrect?

What is the distance from Halifax to Leeds?

Previous learning...

Complete the additions.

| | Th | H | T | O |
|-------|----|---|---|---|
| | 4 | 1 | 3 | 5 |
| + | 2 | 6 | 1 | 4 |
| <hr/> | | | | |
| <hr/> | | | | |

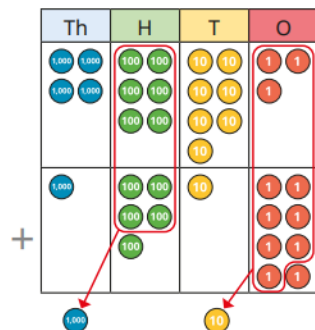
| | Th | H | T | O |
|-------|----|---|---|---|
| | 3 | 1 | 4 | 2 |
| + | | 5 | 3 | 7 |
| <hr/> | | | | |
| <hr/> | | | | |

| | Th | H | T | O |
|-------|----|---|---|---|
| | 5 | 0 | 8 | 1 |
| + | 3 | 7 | 0 | 4 |
| <hr/> | | | | |
| <hr/> | | | | |

| | Th | H | T | O |
|-------|----|---|---|---|
| | 2 | 7 | 0 | 6 |
| + | | 1 | 0 | 3 |
| <hr/> | | | | |
| <hr/> | | | | |

We are currently learning...

Nijah uses place value counters to help her work out $4,673 + 1,518$



| Th | H | T | O |
|-------|---|---|---|
| 4 | 6 | 7 | 3 |
| + | 1 | 5 | 1 |
| <hr/> | | | |
| 6 | 1 | 9 | 1 |
| | 1 | | |

Use Nijah's method to work out the additions.

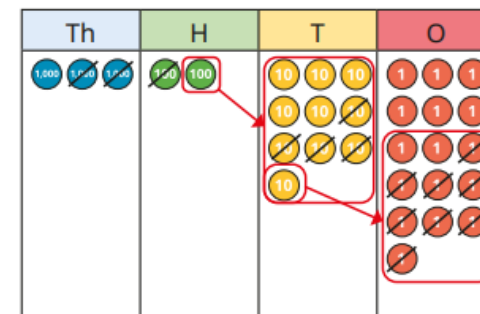
| | Th | H | T | O |
|-------|----|---|---|---|
| | 3 | 2 | 7 | 5 |
| + | 6 | 1 | 5 | 6 |
| <hr/> | | | | |
| <hr/> | | | | |

| | Th | H | T | O |
|-------|----|---|---|---|
| | 5 | 9 | 3 | 4 |
| + | 2 | 2 | 4 | 6 |
| <hr/> | | | | |
| <hr/> | | | | |

| | Th | H | T | O |
|-------|----|---|---|---|
| | 1 | 7 | 7 | 2 |
| + | 2 | 2 | 5 | 0 |
| <hr/> | | | | |
| <hr/> | | | | |

We are learning next...

Aisha works out $3,206 - 2,148$ using place value counters.



| Th | H | T | O |
|-------|--------------|--------------|--------------|
| 3 | 2 | 0 | 6 |
| - | 2 | 1 | 4 |
| <hr/> | | | |
| 1 | 0 | 5 | 8 |

Use Aisha's method to work out the subtractions.

$2,356 - 1,427$

$1,205 - 398$

$2,037 - 889$

$2,037 - 1,589$

Last term (Y3)

- Tiny is working out $60 \div 3$



I know 6 ones \div 3 is equal to 2 ones.
So 6 tens \div 3 is equal to 2 tens.
 $60 \div 3 = 20$

Use Tiny's method to work out the divisions.

| | | | |
|-------------|-------------|-------------|-------------|
| $80 \div 4$ | $90 \div 3$ | $60 \div 2$ | $70 \div 7$ |
|-------------|-------------|-------------|-------------|

- Fill in the missing numbers.

$2 \times 6 = \underline{\quad}$ $3 \times 8 = \underline{\quad}$ $\underline{\quad} = 5 \times 3$
 $2 \times 60 = \underline{\quad}$ $3 \times \underline{\quad} = 240$ $150 = 5 \times \underline{\quad}$

Previous learning...

- Which additions can be used to check the subtraction $3,265 - 823 = 2,442$?

| | | | |
|---------------|---------------|-----------------|---------------|
| $3,265 + 823$ | $823 + 2,442$ | $3,265 + 2,442$ | $2,442 + 823$ |
|---------------|---------------|-----------------|---------------|

- Use an inverse operation to check each calculation.

How many different inverse calculations can you do for each?

| | Th | H | T | O |
|---|----|---|---|---|
| | 4 | 5 | 1 | 9 |
| + | | 7 | 2 | 3 |
| | 5 | 2 | 4 | 2 |
| | | 1 | | 1 |

| | Th | H | T | O |
|---|----|--------------|---|---|
| | 3 | 4 | 6 | 4 |
| - | 1 | 4 | 8 | 4 |
| | 2 | 0 | 8 | 0 |

We are currently learning...

- Make a shape with an area of 3 sticky notes.
- Make a shape with an area of 8 sticky notes.
- Make a shape with an area of 6 sticky notes.
- Which shape has the greatest area?
- How do you know?

- Here is a rhombus.
- Draw a rhombus with a smaller area.
- Draw a rhombus with a greater area.



We are learning next...

- A gardener has made two plans for a garden. Each plan has grass, a vegetable patch and a patio.





| | | |
|---------------|---------------|--|
| plan A | plan B | |
| | | <ul style="list-style-type: none"> grass vegetable patch patio |


- What is the difference in the areas of the vegetable patches?
- Which plan uses more patio squares?
- The gardener draws another plan and calls it plan C. The patio in plan C is twice the size of the patio in plan A. What is the area of the patio in plan C?

Last term (Y3)

Amir and Brett are looking for different kinds of flowers in the park.

Here is what they found.

| Flower | Number found |
|-----------|---|
| dandelion |  |
| rose |  |
| tulip |  |
| daisy |  |

Key
 = 4 flowers

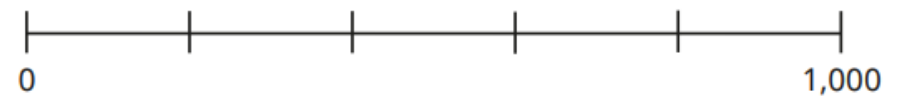
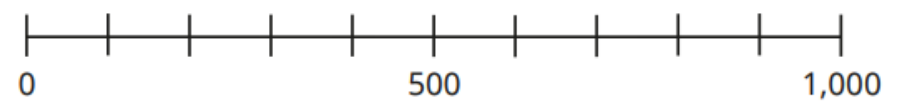
Use the pictogram to answer the questions.

- ▶ What kind of flower did they find the most of?
- ▶ How many more daisies did they find than roses?
- ▶ Which kind of flower did they find 14 of?
- ▶ How many tulips did they find?
- ▶ Is the statement true or false? How do you know?

Amir and Brett found the same number of tulips as daisies.

Previous learning...

Draw an arrow to show the position of 550 on each number line.



We are currently learning...

| | | | | | |
|-------|-----------|----------|----------|----------|--|
| | | | | | |
| | Th | H | T | O | |
| | 3 | 2 | 7 | 5 | |
| + | 6 | 1 | 5 | 6 | |
| <hr/> | | | | | |
| <hr/> | | | | | |

| | | | | | |
|-------|-----------|----------|----------|----------|--|
| | | | | | |
| | Th | H | T | O | |
| | 5 | 9 | 3 | 4 | |
| + | 2 | 2 | 4 | 6 | |
| <hr/> | | | | | |
| <hr/> | | | | | |

| | | | | | |
|-------|-----------|----------|----------|----------|--|
| | | | | | |
| | Th | H | T | O | |
| | 1 | 7 | 7 | 2 | |
| + | 2 | 2 | 5 | 0 | |
| <hr/> | | | | | |
| <hr/> | | | | | |

We are learning next...

Mrs Trent has £3,544
 She spends £1,225
 How much money does she have left?

Mrs Khan has £1,745
 She has £1,239 more than Mr Khan.
 How much money does Mr Khan have?

Last term (Y3)

How much money is there in the jar?
There is £ _____ and _____ p.



How much money does each person have?

Dexter



Annie



Eva

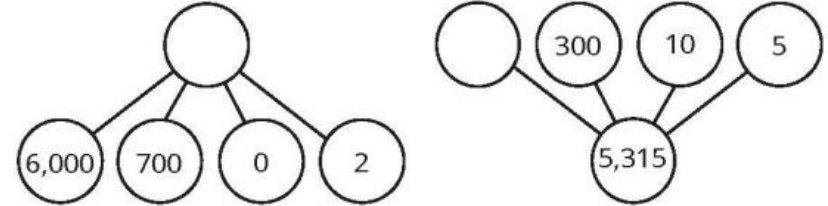


Ron



Previous learning...

Complete the part-whole models.



Complete the sentences.

- ▶ 7,812 is equal to _____ thousands, _____ hundreds, _____ tens and _____ ones.
- ▶ _____ is equal to 3 thousands, 4 hundreds, 0 tens and 9 ones.
- ▶ _____ = 8,000 + 40 + 3

We are currently learning...

| | | | |
|---------------|-------------|-------------|---------------|
| 2,356 - 1,427 | 1,205 - 398 | 2,037 - 889 | 2,037 - 1,589 |
|---------------|-------------|-------------|---------------|

We are learning next...

Write < or > to complete the statements.

| | |
|---------------|-------------------------------|
| 436 ○ 400 | 327 + 436 ○ 327 + 400 |
| 3,838 ○ 4,000 | 8,000 - 3,838 ○ 8,000 - 4,000 |
| 1,132 ○ 1,100 | 4,000 - 1,132 ○ 400 - 1,100 |

Last term (Y3)

Fill in the missing numbers.

▶ $\frac{6}{7} - \frac{2}{7} = \frac{\square}{7}$

▶ $\frac{6}{7} - \frac{3}{7} = \frac{\square}{7}$

▶ $\frac{6}{7} - \frac{4}{7} = \frac{\square}{7}$

▶ $\frac{7}{8} - \frac{2}{8} = \frac{\square}{8}$

▶ $\frac{7}{8} - \frac{\square}{8} = \frac{3}{8}$

▶ $\frac{7}{8} - \frac{7}{8} = \frac{\square}{\square}$

Huan has a pizza.
He eats $\frac{3}{8}$ of the pizza.

What fraction of the pizza is left?

Previous learning...

Write the amounts in order. Start with the smallest amount.

£599

£1,732

£1,042

£1,742

Write the measurements in order. Start with the greatest measurement.

4,212 m

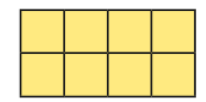
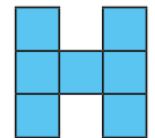
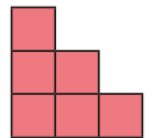
8,056 m

916 m

4,209 m

We are currently learning...

Count the squares to find the area of each shape.



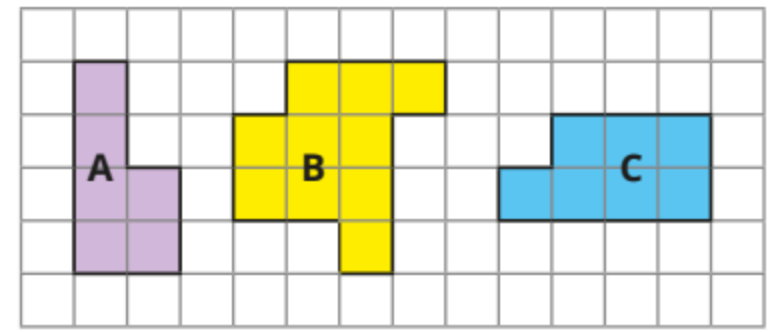
Here is a patchwork quilt made from different-coloured squares.



Find the area of each colour.
What is the total area of the quilt?

We are learning next...

Put the shapes in order of size starting with the smallest area.



Last term (Y3)

Brett and Huan each draw a straight line.

Brett's line is 18 cm.

Huan's line is 30 mm.

Whose line is longer?

Write $<$, $>$ or $=$ to compare the lengths.

8 cm ○ 10 mm

50 mm ○ 2 m

14 m ○ 98 cm

3 m and 87 cm ○ 4 m

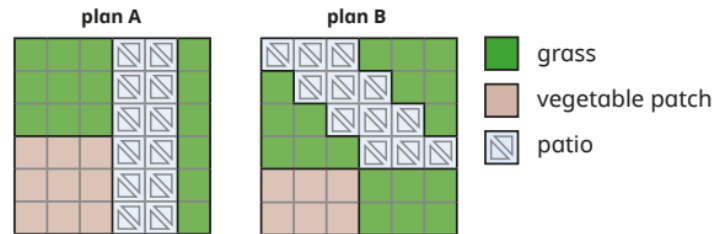
6 m and 20 cm ○ 20 cm and 6 m

14 m and 5 cm ○ 14 m and 5 mm

We are currently learning...

A gardener has made two plans for a garden.

Each plan has grass, a vegetable patch and a patio.



- ▶ What is the difference in the areas of the vegetable patches?
- ▶ Which plan uses more patio squares?
- ▶ The gardener draws another plan and calls it plan C.
The patio in plan C is twice the size of the patio in plan A.
What is the area of the patio in plan C?

Previous learning...

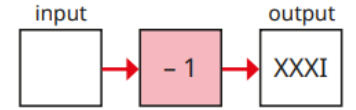
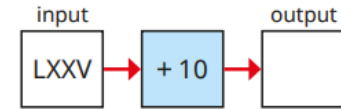
Choose the correct answer to each calculation.

▶ $L + L$ LL X C V

▶ $C - X$ CX XC V L

▶ $IX + XI$ XX XXII IXXI IXIX

Complete the function machines.



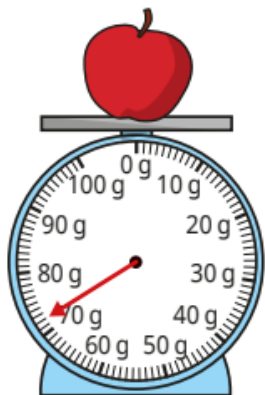
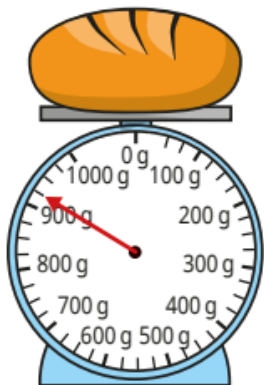
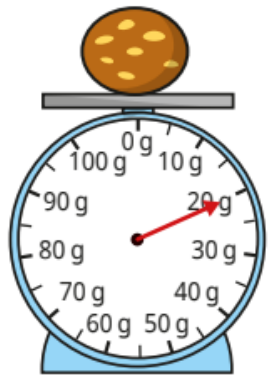
We are learning next...

Colour the multiples of 3 in the hundred square.

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 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 |

Last term (Y3)

What is the mass of each object?



Previous learning...

Round each number to the nearest 1,000

2,290

720

3,450

9,932

5,049

53

6,500

9,502

We are currently learning...

Match the inverse operations.

$7 \times 6 = 42$

$18 \div 6 = 3$

$3 \times 6 = 18$

$72 \div 6 = 12$

$9 \times 6 = 54$

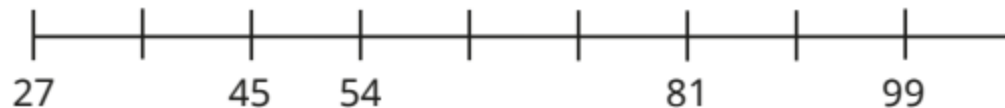
$54 \div 6 = 9$

$12 \times 6 = 72$

$42 \div 6 = 7$

We are learning next...

Complete the number line to show counting in multiples of 9



Last term (Y3)

| | | | |
|---------------------|---------------------|---------------------|---------------------|
| $\frac{3}{4}$ of 24 | $\frac{2}{3}$ of 12 | $\frac{2}{3}$ of 18 | $\frac{4}{5}$ of 45 |
|---------------------|---------------------|---------------------|---------------------|

Rosie saves £52
 She spends $\frac{3}{4}$ of this money on a toy.
 How much does she spend?

Tom has 95 chocolates.
 He gives $\frac{3}{5}$ of the chocolates to his friends.
 How many chocolates does he have left?

Previous learning...

| | | |
|--------------|---------------|---------------|
| $2,418 + 6$ | $2,418 + 800$ | $2,418 + 90$ |
| $2,418 - 30$ | $2,418 - 9$ | $2,418 - 700$ |

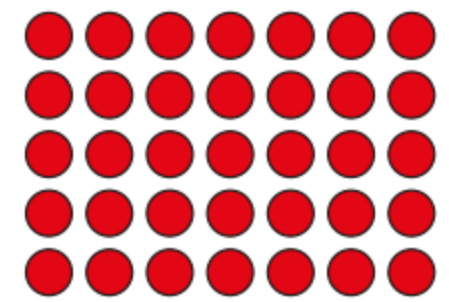
We are currently learning...

Here are three number tracks for the 3, 6 and 9 times-tables.
 Complete the number tracks.

| | | | | | | | | | | | |
|---|----|----|----|--|----|--|--|--|--|----|--|
| 3 | 6 | 9 | 12 | | | | | | | 33 | |
| 6 | 12 | 18 | | | | | | | | 60 | |
| 9 | | | | | 45 | | | | | | |

We are learning next...

Write two multiplications and two divisions shown by the array.



_____ × _____ = _____
 _____ × _____ = _____
 _____ ÷ _____ = _____
 _____ ÷ _____ = _____

Last term (Y3)

Sam, Ron and Esther take part in a standing jump competition.
Complete the table to show their total jump distances.

| Child | Jump 1 | Jump 2 | Jump 3 | Total |
|--------|--------|--------|-----------|-------|
| Sam | 90 cm | 65 cm | 1 m 10 cm | |
| Ron | 85 cm | 85 cm | 80 cm | |
| Esther | 75 cm | 1 m | 1 m 25 cm | |

Who jumped the greatest total distance?

Previous learning...

A baker uses 4,285 g of flour.

Round the mass of flour to the nearest 100 g.

Round the mass of flour to the nearest 10 g.

Round the mass of flour to the nearest kilogram.

Which do you think is the most appropriate way of rounding the number?

A school fete raises £2,166

Round this amount to the nearest £10, nearest £100 and nearest £1,000

We are currently learning...

Complete the fact family to match the array.



_____ × _____ = _____

_____ × _____ = _____

_____ ÷ _____ = _____

_____ ÷ _____ = _____

We are learning next...

Write <, > or = to make each statement correct.

4×12 ○ 6×12

$7 \times 10 + 7 \times 2$ ○ 7×12

8×12 ○ 12×8

$132 \div 12$ ○ 12×11

$48 \div 12$ ○ $72 \div 12$

9×12 ○ $9 \times 6 \times 2$