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| **Addition** | **Using Number Facts**   * Know by heart number bonds to 100 (multiples of 5 and 10 e.g. 35 + 65 = 100) * Add pairs of ‘friendly’ 3-digit numbers e.g. *320 + 450* | **Place Value**   * Add multiples and near multiples of 10 and 100 **(3A.1)** * Perform place-value additions without a struggle e.g. *300 + 8 + 50 = 358* **(3A.2)** * Add any two 2-digit numbers by partitioning i.e. 55 + 37 as 50 + 30 and 5 + 7 finally combining the two totals 80 + 12 **(3A.3)**      * Begin to add amounts of money using partitioning   **Counting**     * Add any two 2-digit numbers by counting on **(3A.4)** * Use place value and number facts to add a 1-digit or 2-digit number to a 3-digit number   e.g. *358 +73 = 358 + 70 + 2 + 1* **(3A.5)** | **Expanded Written Addition**   * Use expanded column addition to add two or three 3-digit numbers or three 2-digit numbers **(3A.6)**     **Efficient Written Addition**   * Begin to use compact column addition to add numbers with 3 digits **(3A.7)**   4 6 6  3 5 8  1 1\_\_  8 2 4  358  + 73  **431**  1 1 |

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| **Subtraction** | **Using number facts**   * Know by heart/ quickly derive number bonds to 100 (multiples of 5 and 10 e.g. 100 – 35 = 65) | **Place Value**   * Using place value e.g. 536 – 30 = 506 **(3S.1)** * Partitioning i.e. 55 – 32 as 50 – 30 and 5 – 2 and combining the answers 20 + 3 **(3S.2)** * Subtract multiples and near multiples of 10 and 100 **(3S.3)**   **Taking Away (Count back)**   * Count back in hundreds, tens and then ones e.g. 763 -121 as 763 – 100 (663) then subtract 20 (643) and then subtract 1 (642) **(3S.4)**   **Counting On (FROG)**   * Subtract 2-digit numbers from numbers > 100 by counting on using an unstructured number line e.g. *143 – 76 is done by starting at 76. Then add 4 (80), then add 20 (100), then add 43, making the difference a total of 67* **(3S5)** * Find change from £1, £5 and £10 **(3S6)** |

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| **Multiplication** | **Number Facts**   * Know by heart all the multiplication facts in the ×2, ×3, ×4, ×5, ×8 and ×10 tables **(3M.1)** | **Doubling and Halving**   * Double numbers up to 50 **(3M.5)** | **Grouping**   * Partition teen numbers to multiply by a 1-digit number e.g. *3 × 14 as 3 × 10 and 3 × 4* **(3M.6)** * Recognise that multiplication is commutative **(3M.2)** | | **Place Value**   * Multiply whole numbers by 10 and 100 **(3M.3)** * Use related facts to multiply multiples of 10 e.g. 2x3=6 so 2x30=60 **(3M.4)** | **Grid method**   * Use partitioning (grid multiplication) to multiply 2-digit and 3-digit numbers by ‘friendly’ 1-digit numbers **(3M.7)** |
| **Division** | **Using Number facts**   * Know by heart all the division facts derived from the ×2, ×3, ×4, ×5, ×8 and ×10 tables **(3D.1)** | **Place Value**   * Divide whole numbers by 10 or 100 to give whole number answers **(3D.2)** * Use related facts to divide multiples of 10 by 1-digit numbers e.g. 32 ÷ 8 = 4 so 320 ÷ 8 = 40 **(3D.3)** | **Doubling and Halving**   * Halve even numbers to 100, halve odd numbers to 20 **(3D.4)** | **Grouping**   * Perform divisions just above the 10th multiple using a number line **(3D.5)** * Divide larger numbers mentally by subtracting the 10th multiple as appropriate, including those with remainders e.g. *57 ÷ 3 is 10 + 9 as 10* × *3 = 30 and 9 ×* *3 = 27* **(3D.6)**      * Recognise that division is not commutative | | |