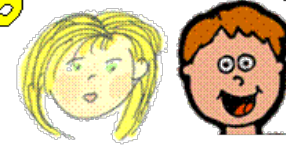
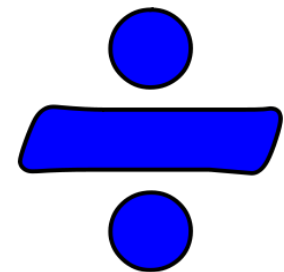
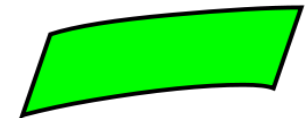
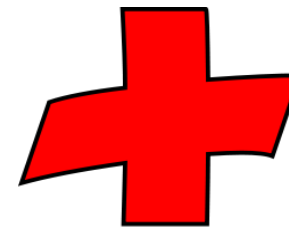


South Bank



Primary School

Maths Booklet Year 3 and 4



Multiplication and Division (x ÷)

By now children should be consolidating their knowledge of 2 x, 5x, 10 x, 3x, 4x, 6x times tables and be starting to learn their 7x, 8x, 9x, 11x and 12x tables.

They will be using more formal recordings.

Grid method by partitioning numbers.

e.g. $15 \times 7 =$

x	10	5	
7	70	35	$70 + 35 = 105$

They will also use inverse to consolidate.

$$15 \times 7 = 105, \quad 105 \div 15 = 7, \quad 105 \div 7 = 15$$

To divide children will partition using known multiples within the times tables.

TU ÷ U

e.g. $96 \div 4$

$$40 + 40 + 16 = 96$$

$$40 \div 4 = 10$$

$$40 \div 4 = 10$$

$$16 \div 4 = \frac{4}{24}$$

To do HTU ÷ U (e.g. $436 \div 4 =$)

Children will partition into easier numbers

$$436 = 400 + 36$$

$$400 \div 4 = 100$$

$$36 \div 4 = \frac{9}{109}$$

Children will eventually move on to the Goal Post Method

Goal Post Method

HTU ÷ U

$$4 \overline{) 436} \begin{matrix} 109 \\ \\ \end{matrix}$$

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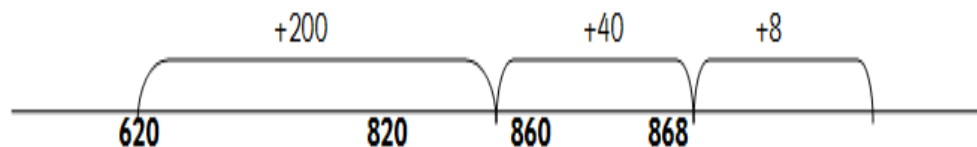
We are pleased when you help your children at home with their Maths. To make it easier for them we would like you to use the same methods that we use in class. These are shown below.

Addition (+)

Children should know pairs of numbers that total 10, 20 and 100 and should be able to recall them mentally.

Children will now be moving into standard written methods using a number line.

e.g. $248 + 620 =$



They will then move onto the column method

e.g. $248 + 620 =$

$$\begin{array}{r} 248 \\ 620 + \\ \hline 8 \\ 60 \\ 800 \\ \hline 868 \end{array}$$

This will then lead to carrying '*on the doorstep*'.

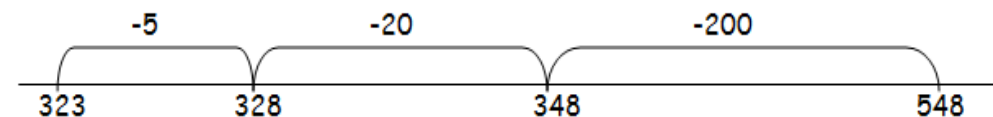
e.g.

$$\begin{array}{r} 58 \\ 35 + \\ \hline 93 \end{array}$$

Subtraction (-)

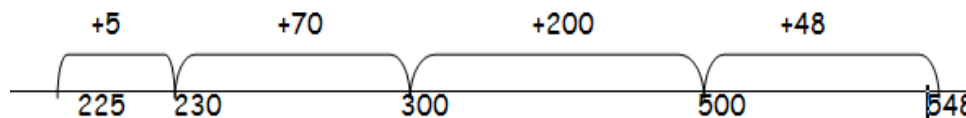
Children will be using more standard written methods. They will use a number line to count on and back using 3 digit numbers.

E.g. $548 - 225 =$



They will also be mentally counting on when efficient with number bonds to 100 and counting on in hundreds.

E.g. $548 - 225 =$



Then they will move onto the column method with partitioning.

$$\begin{array}{r} 754 - 238 = \\ 700 \quad 50 \quad 4 \\ 200 \quad 30 \quad 8 \end{array} \longrightarrow \begin{array}{r} 700 \quad 50 \quad 4 \text{ (not possible)} \\ 700 \quad 40 \quad 14 \\ 200 \quad 30 \quad 8 \\ \hline 500 + 10 + 6 = 516 \end{array}$$

Following on from partitioning, they will do column subtraction leading on to carrying '*borrowing*'

$$\begin{array}{r} 6\cancel{3}1 \\ - 224 \\ \hline 407 \end{array}$$