Key Fluency Skills by end of Year 3

- Add/subtract 2/3/4/5/6/7/8/9 quickly with numbers to 20.
- Bonds to 20 quickly
- Doubles and halves to 20
- Quickly recall compliments to 100 e.g. 40 + 60 then 34 + 66
- Count in 100s and 50s
- Roll numbers for 2s 5s 10s 3s 4s 8s
- Recall times table facts for 2s 5s 10s 3s 4s 8s
- Multiply and divide whole numbers by 10 and 100
- Count up and down in tenths
- Scale by 10 to solve calculations e.g. 30 + 50 = 80, 80-40=40, 40x3=120,40÷2=20
- Double and halve multiples of 10 e.g. double 30 is 60 and half of 120 is 60.
- Add and subtract multiples of 100 e.g. 400+500=900 and 800-300=500
- Double and halve multiples of 100 e.g. double 300 is 600 and half of 800 is 400.
- Quickly recall compliments to 60 (time).
- Convert decimals to fractions

$\frac{1}{2}$ = 0.5 1/10 = 0.1 2/10 = 0.2 3/10 = 0.3

Ideas to support at home:

Board Games

Playing board games can be a great way to improve mental maths skills and elements of maths such as strategic and logical thinking. Some great games to play are below:

1. Monopoly
2. Scrabble
3. Rummikub
4. Tangrams

Year 3
Maths Parent Booklet

Supporting your child at home

Basic Skills by end of Year 3

Addition

Use number bonds to add ones

245 + 4 = ?

I will add the 1s.
5 + 4 = 9
So, 245 + 4 = 249

Counting on

184 + 20 = ?

I can count in 10s ... 194 ... 204
184 + 20 = 204

Use number bonds to add tens

Use number bonds within 20 to support efficient mental calculations.

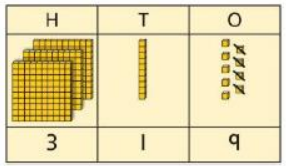
385 + 50
There are 8 tens and 5 tens.
That is 13 tens.
385 + 50 = 300 + 130 + 5
385 + 50 = 435

Use column method

	H	T	O
	1	2	6
+	2	1	7
	3	4	3
		1	

Subtraction

Use known facts to subtract



9 − 4 = 5
319 − 4 = 315

Use bonds to subtract

Calculate mentally by using known bonds.

151 − 6 = ?

151 − 1 − 5 = 145

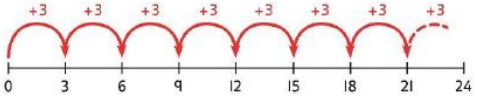
Use column method

	H	T	O
	1	6 7	15
−		3	8
	1	3	7

175 − 38 = 137

Multiplication

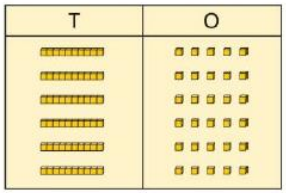
Understand link between repeated addition and multiplication



8 groups of 3 is 24.

3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 = 24
8 × 3 = 24

Representing multiplications with two digit numbers:

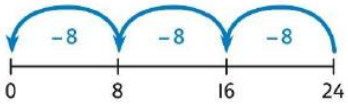


Recording representations using formal methods:

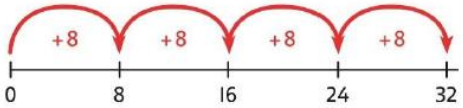
	T	O	
	2	8	
×		5	
	4	0	5 × 8
	1	0 0	5 × 20
	1	4 0	

Division

Understand link between repeated subtraction/addition and division



24 ÷ 8 = 3



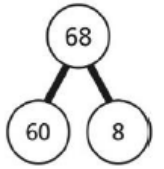
32 ÷ 8 = 4

Understand grouping and sharing

A bar model may represent the relationship between sharing and grouping.

24 ÷ 4 = 6
24 ÷ 6 = 4

Partitioning to divide



60 ÷ 2 = 30
8 ÷ 2 = 4
30 + 4 = 34
68 ÷ 2 = 34

Understanding remainders in context

29 ÷ 2 = 14 remainder 1