

Key Skills for the Year 3 by the Operation.

	<u>Addition</u>	<u>Subtraction</u>	<u>Multiplication</u>	<u>Division</u>
<u>Year 3</u>	<ul style="list-style-type: none"> <li>• Add a 2 digit number and ones and a 2 digit number and 10s.</li> <li>• Add pairs of 2 digit numbers.</li> <li>• Add 3 single digit numbers</li> <li>• Know and show that adding can be done in any order. (Commutative Law)</li> <li>• Recall bonds to 20 and multiple of 10 bonds to 100.</li> <li>• Count in steps of 2, 3, 5 and count in 10s from any number.</li> <li>• Understand the place value of 2 digit numbers: <u>T</u>ens and <u>O</u>nes.</li> <li>• Compare and order numbers to 100 using &lt; &gt; and = signs.</li> <li>• Read and write numbers to at least 100 in numerals and words.</li> <li>• Solve addition problems in a context.</li> </ul>	<ul style="list-style-type: none"> <li>• Subtract mentally; a 3 digit number and 1s, 3 digit number and 10s and a 3 digit number and 100s.</li> <li>• Estimate answers and use the inverse to check.</li> <li>• Solve problems in different contexts, including missing number problems.</li> <li>• Find 10 or 100 more or less than a given number.</li> <li>• Recognise the place value of each digit in a 3 digit number: <u>H</u>undreds, <u>T</u>ens and <u>O</u>nes.</li> <li>• Solving finding the difference problems using counting on.</li> <li>• Reading and writing numbers up to 1000 in numerals and words.</li> <li>• Practice and develop mental strategies including subtracting near multiples of 10 and adjusting, counting on etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall and use multiplication facts for the 2, 3, 4, 5, 6 and 10 times tables and multiply multiples of 10.</li> <li>• Write and calculate number sentences using known times tables.</li> <li>• Answer 2 digit x 1 digit problems using mental and written methods.</li> <li>• Solve multiplication problems in context including missing number problems.</li> <li>• Develop mental strategies using commutativity (eg: <math>4 \times 12 \times 5 = 4 \times 5 \times 12 = 20 \times 12 = 240</math>) and for missing number problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall and use division facts for the 2, 3, 4, 5, 6, 8 and 10 times tables (using doubling to connect the 2, 4, and 8 times tables).</li> <li>• Solving division problems where a 2 digit number is divided by a 1 digit number using mental and written methods.</li> <li>• Solve problems in a variety of contexts including missing number problems.</li> <li>• Begin to derive related facts eg. <math>9 \div 3 = 3</math> means that <math>90 \div 3 = 30</math> or <math>90 \div 30 = 3</math>.</li> <li>• Develop confidence in written methods, moving from number lines to short division.</li> </ul>

Key Skills for the Year 4 by the Operation.

	<u>Addition</u>	<u>Subtraction</u>	<u>Multiplication</u>	<u>Division</u>
<u>Year 4</u>	<ul style="list-style-type: none"> <li>• Read and write numbers to 100 in numerals and words.</li> <li>• Add 2 digit number mentally including crossing the hundreds boundary.</li> <li>• Add 3 digit number and ones, a 3 digit number and 10's and 3 digit number and 100's mentally.</li> <li>• Estimate answers to calculations, using the inverse operation to check.</li> <li>• Solve problems, including missing number problems using number facts and place value.</li> <li>• Recognise the place value of each digit in a 3 digit number: <b><u>H</u>undreds, <u>T</u>ens, <u>O</u>nes.</b></li> <li>• Continue to practice many different mental addition strategies including adding to the nearest multiple of 10, 100, 1000 and adjusting, using number bonds, using near doubles, partitioning and recombining.</li> </ul>	<ul style="list-style-type: none"> <li>• Subtract by counting on where numbers are close together or when they are near to multiples of 10, 100 and adjusting etc.</li> <li>• Children select a mental, written or jotting method depending on what the problem requires.</li> <li>• Children solve 2 step problems involving subtraction, picking the correct operation and method.</li> <li>• Children solve simple money and measure problems with fractions and decimals.</li> <li>• Find 1000 more or 1000 less than a given number.</li> <li>• Recognise the place value of each digit in a 4 digit number: <b><u>T</u>housands, <u>H</u>undreds, <u>T</u>ens and <u>O</u>nes.</b></li> <li>• Round any number to the nearest 10, 100 and 1000.</li> <li>• Solve number and practical problems that involve increasingly large positive integers.</li> </ul>	<ul style="list-style-type: none"> <li>• Count in multiples of 6, 7, 8, 9, 25 and 1000.</li> <li>• Recall multiplication facts for all multiplication tables up to 12 x 12.</li> <li>• Recognise the place value of digits in up to 4 digit numbers.</li> <li>• Multiply large numbers and multiple values mentally using place value, known facts and derived facts.</li> <li>• Use commutativity mentally to solve problems.</li> <li>• Solve problems in a range of contexts that are increasingly complex.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall multiplication and division facts for all numbers to 12 x 12.</li> <li>• Use place value and known facts to derive facts mentally – including multiplying and dividing by 100, 10 and 1.</li> <li>• Practice mental methods and extend these to three digit numbers using derived facts eg. <math>100 \div 5 = 20</math> so <math>20 \times 5 = 100</math>.</li> <li>• Solve two step problems with increasingly harder numbers in a range of contexts, using language to identify the correct operation.</li> <li>• Correspondence problems should be introduced such as; 3 cakes are shared equally between 10 children, 1 man has 6 cats so how many cats do 3 men have etc.</li> </ul>