



Year 3 White Rose Maths Hub (WRMH)

Autumn Scheme of Learning, 2017

Alignment with Mathletics

Year 3 – Yearly Overview												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value			Number – Addition and Subtraction					Number – Multiplication and Division			Consolidation
Spring	Number - Multiplication and Division			Measurement: Money	Statistics		Measurement: length and perimeter			Number - Fractions		Consolidation
Summer	Number – fractions			Measurement: Time			Geometry – Properties of Shapes		Measurement: Mass and Capacity			Consolidation

This alignment document has been based on the White Rose Maths Hub scheme of learning available on the TES website.

www.tes.com/teaching-resource/wrm-schemes-of-learning-years-1-to-6-block-1-place-value-11652624



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Mathletics

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Purpose:

The aim of this document is to support Mathletics teachers, who use the WRMH scheme of learning, to make full use of the resources available within Mathletics. Whenever possible, activities, pages from the eBooks or learning experiences on Rainforest Maths have been matched to each of the small steps on the WRMH scheme of learning.

In Mathletics, many eBooks are available in the student interface, however all eBooks are available to teachers through the teacher console. These topic-based eBooks contain practice and fluency exercises along with application questions and games. Only a small selection of the relevant pages has been added to the document.

Links to Rainforest Maths, which can be found in the 'Play' area in the Mathletics student interface, have also been included as this resource has great visuals which work well on interactive whiteboards and gives pupils further opportunities to practise their learning online.

Course selection:

A specific Mathletics course has been created in alignment with the WRMH scheme of learning. You may wish to set this course for your class/groups.

England Yr 03 WRMH Autumn Aligned



Data-Driven
Teaching and
Learning



Differentiation



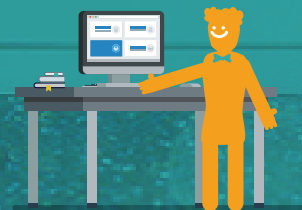
Feedback and
Reflection



Student Growth



Blended
Learning

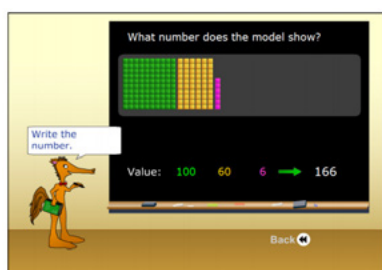


Examples of alignment to Mathletics

Weeks 1-3 Number: Place Value

National Curriculum Objectives	WRMH Small Steps
<ul style="list-style-type: none"> Identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given number. Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Compare and order numbers up to 1000. Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas. <u>Count from 0 in multiples of 4, 8, 50 and 100.</u> 	<ul style="list-style-type: none"> Hundreds Represent numbers to 1,000 100s, 10s and 1s Number line to 1,000 Find 1, 10, 100 more or less than a given number Compare objects to 1,000 Compare numbers to 1,000 Order numbers Count in 50s

Small step: Represent numbers to 1,000



Topic: **Number and Place Value**

Activity: **Model Numbers**

Pupils write the 3-digit number represented by place value blocks.

Whole numbers – reading and writing numbers to 999

We read and write numbers in the order that we say them.

Hundreds	Tens	Ones
7	1	5

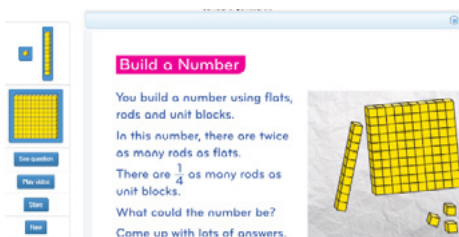
seven hundred and fifteen

1 Match the numbers with the words.

- | | |
|-------|--------------------------------|
| a 848 | nine hundred and ninety-three |
| b 327 | eight hundred and forty-eight |
| c 901 | three hundred and twenty-seven |
| d 993 | nine hundred and one |

eBooks – D series: **Whole Numbers and Place Value**, page 1 +

Exercises for additional practice with place value to 1,000.



Interactive/Rich task – Year 3: **Build a Number**

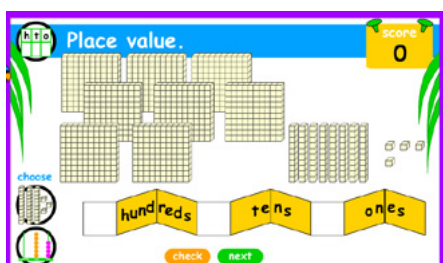
The interactive included with this problem can be used to model and explore 3-digit numbers.

The problem engages pupils in reasoning and applying their knowledge of place value and fractions.



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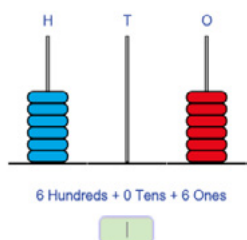


Rainforest Maths — Level C — Place Value

Excellent visuals to support understanding of place value to 999.

Small step: 100s, 10s and 1s

What does the abacus show?



Topic: **Number and Place Value**

Activity: **Place Value 2**

Pupils use the visual of the abacus to develop their understanding of the places of digits in 3-digit numbers.

State the digit in the tens place.

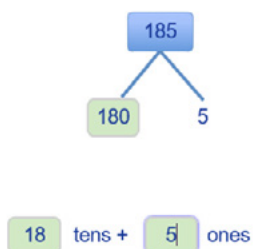
6829
thousands
hundreds
tens
ones

Topic: **Number and Place Value**

Activity: **Place Value to Thousands**

Pupils practise identifying the value of each digit in 2, 3 and 4-digit numbers.

Complete the partition and then rename.



Topic: **Number and Place Value**

Activity: **Partition and rename 1**

Once pupils are familiar with partitioning numbers into 100s, 10s and 1s, this activity ensures a deeper understanding of place value by requiring pupils to partition numbers in different ways.

For example, 185 as $180 + 5$ or 18 tens and 5 ones, or 1 hundred and 85 ones, in addition to $180 = 100 + 80 + 5$.



Small steps:

- Compare numbers to 1,000
- Order numbers

Select: <, = or >.

9 159 < 9 169

Topic: **Number and Place Value to 100**

Activity: **Greater Than or Less Than?**

This activity begins with 2-digit numbers and moves through comparing 3 and 4-digit numbers, using the more than, less than and equal to symbols.

Whole numbers – create and compare numbers

Use these digits to create the following numbers:



- A 3-digit number with a 5 in the tens place.
- A 3-digit number that has an even number in the ones place.
- As many numbers as possible that fall between 500 and 800.

eBook – D series: **Number and Place Value, page 6**

Exercises to find numbers 1 more and 1 less than a 3-digit number and to order 3-digit numbers.

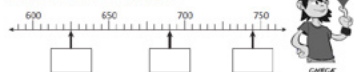
Whole numbers – ordering numbers

Think about the position of the numbers on the number lines.

a Draw a line to connect the number in the box to where it sits on the number line:



b Write the numbers in the blank boxes:



eBook – D series: **Number and Place Value, page 4**

Activities to practise ordering numbers and placing them on number lines to 1,000.



Rainforest Maths – Level C – Place Value: **Ordering numbers**

Order three numbers from smallest to largest (numbers up to 999).

Arrange in ascending order:

6 1681 14 294 41

Smallest
↓
Largest

Topic: **Number and Place Value**

Activity: **Ascending Order**

This adaptive activity begins with 2-digit numbers, and then moves on to sorting numbers including 3-digit numbers and then 4-digit numbers.

Topic: **Number and Place Value**

Activity: **Descending Order**

Similar activity to Ascending Order, but numbers are put in order from the largest to the smallest.



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Small step: Find 1, 10, 100 more or less than a given number

Counting – 10 more or less

When you find 10 more you are adding 10 to a number. When you find 10 less you are taking 10 away. What happens to the digits?

2	3	4	$13 + 10 = 23$
12	13	14	The tens digit goes up 1. The ones stay the same.
22	23	24	$54 - 10 = 44$
32	33	34	The tens digit goes down 1. The ones stay the same.
42	43	44	It is the same when you find 10 more or less than a 3-digit number.
52	53	54	$146 + 10 = 156$
62	63	64	$178 - 10 = 168$

eBook, D series: Number and Place Value, page 14

Exercises to practise adding and subtracting 10s and counting on and back in 10s.

page 16 – explores adding and subtracting 100s and counting on and back in 100s.

Small step: Count in 50s

Counting – counting in 50s

Counting in 50s is similar to counting in 5s. Can you see the pattern and fill in the missing numbers?

5	10	15	20	25	30	35	40	45	50
50	100	150		250	300			450	

eBooks, D series: Number and Place Value, page 13

Activities to practise counting in 50s.

This eBook also contains exercises to practise counting in 100s.

Problem Solving topic: Applying knowledge of place value to solving problems

Here is part of a number grid.

Enter the missing numbers.

940		942
	951	952
	961	962

Topic: Problem Solving

Activity: *Missing Numbers 2*

Pupils are shown part of a number grid and use their understanding of number, counting and place value to enter the missing numbers.



Examples of alignment to Mathletics

Weeks 4–8 Number: Addition and Subtraction

National Curriculum Objectives	WRMH Small Steps
<ul style="list-style-type: none"> ▶ Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds. ▶ Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. ▶ Estimate the answer to a calculation and use inverse operations to check answers. ▶ Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 	<ul style="list-style-type: none"> ▶ Add and subtract multiples of 100 ▶ Add and subtract 3-digit numbers and ones – not crossing 10 ▶ Add 3-digit and 1-digit numbers – crossing 10 ▶ Subtract a 1-digit number from a 3-digit number – crossing 10 ▶ Add and subtract 3-digit numbers and tens – not crossing 100 ▶ Add a 3-digit number and tens – crossing 100 ▶ Subtract tens from a 3-digit number – crossing 100 ▶ Add and subtract 100s ▶ Spot the pattern – making it explicit ▶ Add and subtract a 2-digit and 3-digit number – not crossing 10 or 100 ▶ Add a 2-digit and 3-digit number – crossing 10 or 100 ▶ Subtract a 2-digit number from a 3-digit number – cross the 10 or 100 ▶ Add two 3-digit numbers – not crossing 10 or 100 ▶ Add two 3-digit numbers – crossing 10 or 100 ▶ Subtract a 3-digit number from a 3-digit number – no exchange ▶ Subtract a 3-digit number from a 3-digit number – exchange ▶ Estimate answers to calculations ▶ Check

When assigning activities with addition and subtraction calculations that do not have spaces for recording any regroupings, consider getting pupils to record the calculation in their Maths books, then answer the question on Mathletics. Pupils can then self-mark their work after each question, receiving instant feedback to support their learning. If they realise they have made a mistake they can do the correction in their book immediately. In Mathletics, pupils will be shown the correct answer. If they cannot see where they have gone wrong in their calculations they can access the support button in the activity and it will take them through the exact question they have just answered incorrectly.

Encourage students to use the strategies they are being taught in class and to use manipulatives if needed.

If they are not recording in their Maths books, it is necessary that pupils have whiteboards or other means of recording so that they can record their working out and use the strategies they are learning in class.



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With most activities, including these calculation activities, questions are generated from a pool of questions allowing students to complete the activities more than once without getting the same set of questions.

Mathletics activities addition review section:

Addition (written method) activities with up to 2-digit numbers and/or without exchanging tens.

$$\begin{array}{r} 41 \\ + 2 \\ \hline 44 \end{array}$$

Topic: [Add and Subtract – Written \(Review\)](#)

Activity: [Columns that Add](#)

This activity includes adding 1-digit and 2-digit numbers – no crossing 10s.

Activity: [Add Two 2-Digit Numbers](#)

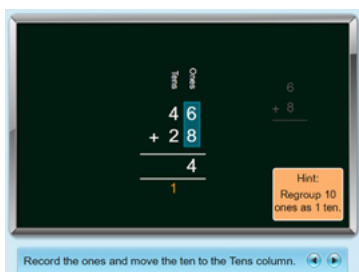
Activity: [Add Three 2-Digit Numbers](#)

$$\begin{array}{r} 97 \\ + 67 \\ \hline 164 \end{array}$$

Topic: [Add and Subtract – Written \(Review\)](#)

Activity: [Column Addition](#)

This activity includes adding 2 digit and 1 & 2-digit numbers – crossing 10s.



Topic: [Add and Subtract – Written \(Review\)](#)

Activity: [Add Numbers: Exchange a Ten \(UK\)](#)

This activity includes adding two 2-digit numbers – crossing 10s.

Small steps:

- Add and subtract a 2-digit and 3-digit number – not crossing 10 or 100
- Add a 2-digit and 3-digit number – crossing 10 or 100
- Add two 3-digit numbers – not crossing 10 or 100
- Add two 3-digit numbers – crossing 10 or 100

Written methods – addition to 999, no exchanging

5 Now try adding 2- and 3-digit numbers to a 3-digit number.

a	hundreds	tens	ones
	1	4	2
+		3	6

b	hundreds	tens	ones
	2	0	7
+		8	2

c	hundreds	tens	ones
	7	1	6
+		7	3

d	hundreds	tens	ones
	5	5	5
+		4	1

e	hundreds	tens	ones
	1	4	7
+		5	2

f	hundreds	tens	ones
	4	3	8
+			

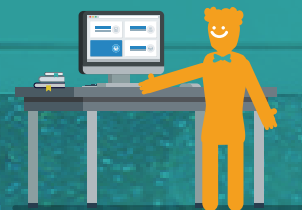
[eBook, D series: Addition and Subtraction, Topic 3, page 33](#)

Addition of 2-digit and 3-digit numbers – with no crossing 10 or 100.

[eBook, D series: Addition and Subtraction, Topic 3, page 37](#)

Addition of 2-digit and 3-digit numbers – crossing 10.

Includes practise of adding two 2-digit numbers with a 3-digit number – crossing 10 and 100.



What is the sum?

$$\begin{array}{r} 88 \\ + 797 \\ \hline \end{array}$$

Topic: **Add and Subtract – Written**

Activity: **Add Multi-Digit Numbers 1 (UK)**

Pupils add a 2-digit and 3-digit number together – crossing 10s.

$$\begin{array}{r} 564 \\ + 421 \\ \hline 985 \end{array}$$

Topic: **Add and Subtract – Written**

Activity: **Add 3-Digit Numbers**

This activity provides activities in adding two 3-digit numbers – not crossing 10s.



Rainforest Maths – Level D – Addition to 999 – no regrouping.

Models adding two 3-digit numbers using an abacus to represent the 100s, 10s and 1s.

Write the missing digits in these problems:

hundreds	tens	ones
1	4	7
+	1	5

hundreds	tens	ones
2		4
+		5
3	6	7

eBook, D series: **Addition and Subtraction, Topic 3, page 33**

Last part of page 33 shows addition of two 3-digit numbers with no crossing 10.

Write the missing digits in these problems:

hundreds	tens	ones
3	8	3
+	2	4

hundreds	tens	ones
5	1	4
+	2	9

eBook, D series: **Addition and Subtraction, Topic 3, page 37**

Last part of page 37 shows addition of two 3-digit numbers – crossing 10 and 100.

$$\begin{array}{r} 233 \\ 404 \\ + 146 \\ \hline 783 \end{array}$$

Topic: **Add and Subtract – Written**

Activity: **Strategies for Column Addition (UK)**

This activity begins with addition of 1-digit numbers – crossing 10s. The support encourages pupils to first look for digits that total 10. The next level involves addition of three 2-digit numbers. The harder level involves the addition of three 3-digit numbers – crossing 10s.



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Addition ... to 999.

With regrouping (trading, exchanging or carrying).

EXAMPLE:

1	1	6
2	5	6
5	4	2

h	t	o
1	1	6
4	9	9
2	6	5
7	6	4

If you have to regroup (trade), enter the numbers in the top boxes.

Enter other answers here.

check, are you do

Rainforest Maths – Level D – Addition to 999 – with regrouping.

Pupils can check as they work through a calculation, so they can spot where they make an error.

Mathletics activities subtraction review section:

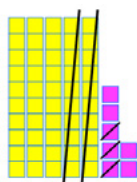
Subtraction (written method) activities with up to 2-digit numbers and/or without crossing tens.

tens	ones
6	4
-	2
<hr/>	

Topic: **Add and Subtract – Written (Review)**

Activity: **Columns that Subtract**

Pupils begin with subtracting 1-digit numbers from 1-digit numbers, then 1-digit from 2-digit numbers and finally 2-digit from 2-digit numbers – no exchanges.



5	7	
-	2	3
<hr/>		
3	4	✓

Topic: **Add and Subtract – Written (Review)**

Activity: **Subtract Numbers**

This activity uses subtracting 2-digit numbers from 2-digit numbers – no exchange.

What is the difference?

2	5	
-	1	5
<hr/>		

Topic: **Add and Subtract – Written (Review)**

Activity: **2-Digit Differences**

This activity also models 2-digit numbers subtracted from 2 digit numbers – no exchange.

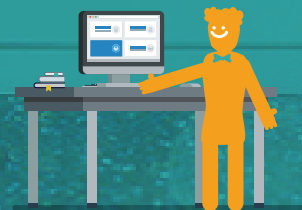
What is the difference?

7	3	
-	4	9
<hr/>		

Topic: **Add and Subtract – Written (Review)**

Activity: **2-Digit Differences: Exchanging (UK)**

Pupils subtract two 2-digit numbers – crossing 10s.



Small steps:

- Add and subtract a 2-digit and 3-digit number – not crossing 10 or 100
- Subtract a 2-digit number from a 3-digit number – cross the 10 or 100
- Subtract a 3-digit number from a 3-digit number – no exchange
- Subtract a 3-digit number from a 3-digit number – exchange

Written methods – subtraction to 999, no exchanging

Here is the written method for subtraction. The longs and shorts show you the place value. But you actually use digits.

tens	ones
3	8
1	5
2	3

eBook, D series: [Addition and Subtraction Topic 3, page 38](#)

Explains subtraction of two 2-digit numbers with no exchanges.

Exercises include subtraction of two 2-digit numbers and also subtraction of a 2-digit number from a 3-digit number (no exchanges).

$$\begin{array}{r} 355 \\ - 213 \\ \hline 142 \end{array}$$

Topic: [Add and Subtract – Written](#)

Activity: [3-Digit Differences](#)

Pupils subtract two 3-digit numbers with no exchange.

Subtraction ... to 999.
No regrouping (trading, exchanging or carrying).

h	t	o
6	5	2
3	2	0

check

[Rainforest Maths – Level D – Subtraction to 999 – no regrouping](#)

Models subtraction using 100s, 10s and 1s.

Written methods – subtraction to 999 with exchanging

5 Complete these written subtraction problems with exchanging. Start by writing your estimate:

a e:

hundreds	tens	ones
1	7	4
-	3	5

b e:

hundreds	tens	ones
4	8	6
-	9	4

c e:

hundreds	tens	ones
2	3	2
-	6	7

d e:

hundreds	tens	ones
3	4	5
-	1	6

e e:

hundreds	tens	ones
6	5	3
-	5	7

f e:

hundreds	tens	ones
9	2	0
-	6	2

eBook, D series: [Addition and Subtraction Topic 3, page 42](#)

Subtraction of a 2-digit number from a 3-digit number and then subtraction with two 3-digit numbers – with exchanges.



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Small step: Estimate answers to calculations

Estimate:

$$\begin{array}{ccccc} 371 & + & 336 & \approx & 700 \\ \text{round up} & & \text{round down} & & \\ 400 & & 300 & & \end{array}$$

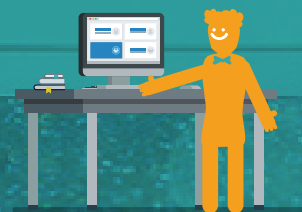
Topic: **Add and Subtract – Mental**

Activity: *Estimate Sums*

Pupils round numbers to support with estimation.

Activity: *Estimate Differences*

Similar activity — pupils round numbers up or down and then subtract to estimate the difference.

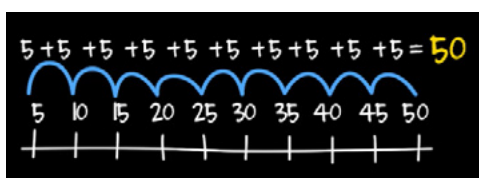


Examples of alignment to Mathletics

Week 9-11 Number: Multiplication and Division

National Curriculum Objectives	WRMH Small Steps
<ul style="list-style-type: none"> ▶ Count from 0 in multiples of 4, 8, 50 and 100. ▶ Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. ▶ <u>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know,</u> including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. ▶ Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives 	<ul style="list-style-type: none"> ▶ Multiplication – equal groups ▶ Multiplying by 3 ▶ Dividing by 3 ▶ 3 times-table ▶ Multiplying by 4 ▶ Dividing by 4 ▶ 4 times-table ▶ Multiplying by 8 ▶ Dividing by 8 ▶ 8 times-table

Small step: Multiplication – equal groups



Topic: **Multiply and Divide**

Activity: *Frog Jump Multiplication*

The video explains how multiplication can be seen as repeated addition. It models this on a number line and shows the jumps recorded as a repeated addition and then the related multiplication.

This frog makes jumps of 10.
What number will it land on if it makes 8 jumps?
Show the jumps and finish the number sentence.



Hint:
Click on the number
line markers to tell
the frog where to
jump.

$$8 \times 10 = \boxed{}$$

Topic: **Multiply and Divide**

Activity: *Frog Jump Multiplication*

This is the activity which is supported by the video above. It models multiplication as repeated addition of the same number.



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Small step: Multiplying by 3



5 groups of 3 = 15 ✓

Topic: **Multiply and Divide**

Activity: *Groups of Three*

This activity models multiplying by 3 with arrays.

Small step: Dividing by 3



12 shared between 3 = each

Topic: **Multiply and Divide**

Activity: *Dividing Threes*

This activity shows how the visual of an array supports both the understanding of multiplication, and also division, as sharing.

Small step: 3 times-table

Multiplication facts – 3 times table

Practice your 3 times table.

1 Use this array to complete the 3 times table:

- 1 × 3 =
2 × 3 =
3 × 3 =
4 × 3 =
5 × 3 =
6 × 3 =
7 × 3 =
8 × 3 =
9 × 3 =
10 × 3 =
11 × 3 =
12 × 3 =

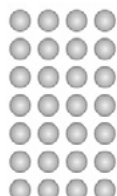
2 Now try them mixed up:

- a 3 × 2 = b 12 ÷ 3 =
c 7 × 3 = d 10 ÷ 3 =
e 2 × 3 = f 4 × 3 =
g 5 × 3 = h 6 × 3 =
i 9 × 3 = j 1 × 3 =
k 8 × 3 = l 11 ÷ 3 =

eBook, D series: **Multiplication and Division**, page 19

Exercises to support learning 3 times-table facts.

Small step: Multiplying by 4

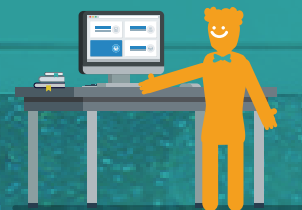


7 groups of 4 = 28 ✓

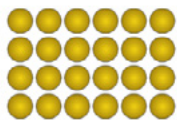
Topic: **Multiply and Divide**

Activity: *Groups of Four*

This activity models multiplying by 4 with arrays.



Small step: Dividing by 4



24 shared between 4 = each

Topic: **Multiply and Divide**

Activity: **Dividing Fours**

The activity models division by showing how arrays support an understanding of sharing. Each row would go into one of the 4 bags.

Small step: 4 times-table

Multiplication facts – 4 times table

Here is the fact family for the 4 times table.
Compare it with the 2 times table. The answers are doubles of the equivalent multiples in the 2 times table.

$$0 \times 4 = 0$$

$$1 \times 4 = 4$$

$$2 \times 4 = 8$$

$$3 \times 4 = 12$$

$$4 \times 4 = 16$$

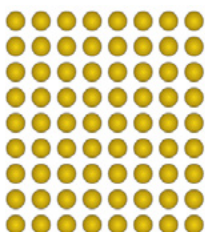


eBook, D series: **Multiplication and Division, page 13**

Shows the 4 times-table and links it to previous learning of the 2 times-table.

Activities to practise and build up recall of 4 times-table facts.

Small step: Multiplying by 8



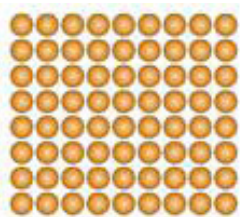
groups of 8 =

Topic: **Multiply and Divide**

Activity: **Groups of Eight**

The activity models multiplying by 8 with arrays.

Small step: Dividing by 8



72 shared between 8 = each

Topic: **Multiply and Divide**

Activity: **Dividing Eights**

The activity models division by showing how arrays support an understanding of sharing. Each row would go into one of the 8 bags.



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Small step: 8 times-table

Multiplication facts – 8 times table

Here is the fact family for the 8 times table.
Compare it with the 4 and 2 times tables. Can you see how they are related?
Multiples of 8 are doubles of equivalent multiples of 4.

$$0 \times 8 = 0$$

$$1 \times 8 = 8$$

$$2 \times 8 = 16$$

$$3 \times 8 = 24$$

$$4 \times 8 = 32$$

eBook, D series: [Multiplication and Division](#), page 16

Encourages pupils to look for patterns in the 8 times-table.

Activities support learning of 8 times-table facts.



Rainforest Maths — Level D — Multiplication

Pupils can select any of the times-table to practise.

Problem solving and reasoning with multiplication and division

Mental multiplication strategies – word and missing number problems

1 Can you find the missing numbers in these multiplications?

a $5 \times \square = 40$ b $4 \times \square = 28$ c $\square \times 9 = 18$
d $\square \times 7 = 40$ e $\square \times 11 = 22$ f $20 \times \square = 100$

2 Solve these multiplication problems. Think carefully about which strategy to use.

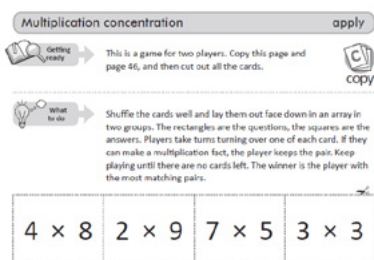
- a Mike loves cycling. He cycles 3 km to work and back every day.
How far does he cycle in 1 week?
- b Ben is collecting badges, but he has only just started.
He has 9 so far. His brother Tom has 8 times that number.
How many does Tom have?

eBook, D series: [Multiplication and Division](#), page 28+

Exercises to apply learning of times-table facts to solve questions with missing numbers and word problems.

Page 34

Exercises that encourage pupils to apply their learning of related division facts when solving problems.



eBook, D series: [Multiplication and Division](#), page 44

At the back of this eBook are several games for pupils to play which help develop fluency and understanding of times-table facts.

Highlight the numbers in the grid that fit each condition and only that condition.

You may use different colours to show your thinking.

Condition 1: multiples of 4 Condition 2: multiples of 3

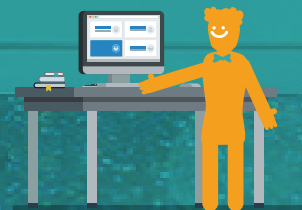
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50



Topic: [Problem Solving](#)

Activity: [Fit the conditions 1](#)

Pupils apply their knowledge of times-table, factors, and skip counting to highlight the grid, omitting numbers which fit both conditions.



Additional Mathletics resources for learning and practising times tables:



eBook, D series: Freckles

This rich problem unfolds as a series of videos that pose questions based on decorating a cake. Students are encouraged to apply their knowledge of multiplication and arrays.

A printable of the problem is provided for pupils.



Times Tables Toons

Times Tables Toons has catchy songs to support the learning of all the times tables.

Live Mathletics

What's in level 4?

Addition from 1 - 100 $35 + 30 + 10 = ?$ <input type="text"/> <input type="button" value="Check"/>	Subtraction from 1 - 100 $30 - 6 = ?$ <input type="text"/> <input type="button" value="Check"/>
Times tables to 10 x 10 $8 \times 6 = ?$ <input type="text"/> <input type="button" value="Check"/>	Doubles and halves up to 100 Half of 96 = ? <input type="text"/> <input type="button" value="Check"/>
2s, 3s, 4s, 5s and 10s division facts $30 \div 3 = ?$ <input type="text"/> <input type="button" value="Check"/>	Addition from 1 - 50 with a missing addend $25 + ? = 50$ <input type="text"/> <input type="button" value="Check"/>
Times tables to 10 x 10 with a missing factor $7 \times ? = 49$ <input type="text"/> <input type="button" value="Check"/>	

What's in level 3?

Addition from 1 - 50 $3 + 9 = ?$ <input type="text"/> <input type="button" value="Check"/>	Subtraction from 1 - 50 $6 - 3 = ?$ <input type="text"/> <input type="button" value="Check"/>
2s, 3s, 4s, 5s and 10s times tables $2 \times 9 = ?$ <input type="text"/> <input type="button" value="Check"/>	Doubles and halves up to 50 $15 + 15 = ?$ <input type="text"/> <input type="button" value="Check"/>
Addition from 1 - 20 with a missing addend $8 + ? = 20$ <input type="text"/> <input type="button" value="Check"/>	

Live Mathletics engages pupils in one minute games where they are challenged to recall Maths facts.

To support progress in Year 3, challenge pupils to use Level 3 and Level 4 of Live Mathletics.

Teachers can set minimum levels in Live Mathletics by clicking the switch to old Mathletics button, selecting results, and selecting minimum levels on the left-hand side of the page.

Students can still access higher levels once you set a minimum level, so encourage students to challenge themselves and move on to the next level when they are ready.

(Note: Live Mathletics levels are a sliding scale, with no relationship to classes or old National Curriculum levels.)



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For more information about Mathletics,
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