
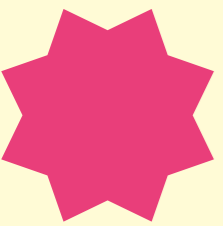



**This Year 3 Rapid Recall Board (Side A) covers the following National Curriculum objectives:**

**Partition**  +

 (30 to 60)

*To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written method*

Complete the sequence in steps of one





*To find 10 or 100 more or less than a given number*

Complete the sequence in steps of two

*To use multiples of 2, 3, 4, 5, 8, 10, 50 and 100*

Complete the sequence in steps of ten



Work out the answers and tick the numbers which are less than 

$3 + 2 =$

$30 + 20 =$

$300 + 200 =$

$7 + 8 =$

$7 + 18 =$

$17 + 18 =$

$17 + 28 =$

$62 + 18 =$

$100 - 60 =$

$1000 - 600 =$

$23 + 33 + 13 =$

$42 - 18 + 17 =$

$39 + 14 - 13 =$

*To identify, represent and estimate numbers using different representations*

*To compare and order numbers up to 1,000*

*To add and subtract numbers mentally, including:*


- A three-digit number and 1s
- A three-digit number and 10s
- A three-digit number and 100s


*Pupils practise solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the answers could exceed 100*

What is the perimeter of this equilateral triangle?


*To measure the perimeter of simple 2-D shapes*

*To measure, compare, add and subtract: lengths (m/cm/mm)*

cm  cm

Write at least 5 calculations with the answer of 


*To become increasingly fluent with whole numbers and the 4 operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers*

Circle the facts which are bigger than 





$9 \times 4 =$	$8 \times 6 =$	$10 \times 8 =$
$4 \times 8 =$	$8 \times 8 =$	$4 \times 10 =$
$8 \times 5 =$	$7 \times 8 =$	$4 \times 11 =$
$5 \times 12 =$	$10 \times 6 =$	$11 \times 3 =$

*To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables*

*To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know*

The answer which is closest to  is

Work out the calculations and write a symbol to make these true. Choose <, > or =


	<input type="text"/>	<input type="text"/>	<input type="text"/>	$9 \times 3$
	$+ 30$	<input type="text"/>	<input type="text"/>	$5 \times 9$
$10 \times 7$	<input type="text"/>	<input type="text"/>	<input type="text"/>	$+ 30$
	$+ 25$	<input type="text"/>	<input type="text"/>	$+ \img alt="star icon" data-bbox="165 645 195 680"/>$
	$+ 50$	<input type="text"/>	<input type="text"/>	$9 \times 10$

*To compare and order numbers up to 1,000*


*To identify, represent and estimate numbers using different representations*

*To add and subtract numbers mentally*


*To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables*


  $\times 2 =$

*To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables*


  $\times 4 =$

*Through doubling, to connect the 2, 4 and 8 multiplication tables*

  $\times 8 =$

Circle the facts which are true about 

odd	<i>To identify, represent and estimate numbers using different representations</i>	less than 20
has an even ones digit	<i>To compare and order numbers up to 1,000</i>	under 50
has an odd tens digit	<i>To identify, represent and estimate numbers using different representations</i>	is in the 5 times table
less than 35	more than 50	is between 10 and 40

Circle odd numbers bigger than 

22	47	63	52
82	63	75	49
33	69	36	45
51	70	41	48

*To compare and order numbers up to 1,000*

Partition  in 5 different ways


 =  +

 =  +  +


 =  +


 =  +  +

*To identify, represent and estimate numbers using different representations*

I know  +  = 100

*To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction*

So I know  +  =

 -  =

*To estimate the answer to a calculation and use inverse operations to check answers*

This Year 3 Rapid Recall Board (Side B) covers the following National Curriculum objectives:

**Partition**  
To apply partitioning related to place value

(30 to 60)

Start with

Double it.  
To add and subtract numbers mentally  
To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

If it is even, halve it.  
If it is odd, subtract one then halve.

written in words is

To read and write numbers up to 1,000 in numerals and in words

Does your answer need a hyphen?

Complete the sequence of multiples and circle the ones which lie between  $\square$  and  $2 \times \square$

3	6								
30	60								
4	8								
8	16								

To use multiples of 2, 3, 4, 5, 8, 10, 50 and 100  
To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables  
To compare and order numbers up to 1,000

To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

To add and subtract numbers mentally, including:

- A three-digit number and 1s
- A three-digit number and 10s
- A three-digit number and 100s

To find 10 or 100 more or less than a given number

Work out the numbers on each side and write a symbol to make them true. Choose <, > or =

$\square$				$3 \times 8$
$\square$				$5 \times 10$
$10 \times \square$				$\square + 30$
$\square + \square$				$\square + 25$
$\square + 50$				$90 \times 10$

To compare and order numbers up to 1,000  
To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

To add and subtract numbers mentally  
To 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  $m$  objects

Complete the sequence in steps of 0.1

To use multiples of 2, 3, 4, 5, 8, 10, 50 and 100  
To recognise the place value of each digit in a 3-digit number  
To count up and down in tenths  
To connect tenths to place value, decimal measures and to division by 10

Write the calculation, then solve it

Number of minutes in an hour +  $\square$  =

To know the number of seconds in a minute and the number of days in each month, year and leap year

The number of cm in a metre -  $\square$  =

To measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

The number of pence in £1 =

To add and subtract amounts of money to give change, using both £ and p in practical contexts

The number of hours in a day +  $\square$  =

The number of hours in half a day +  $\square$  =

Label in steps of 5 and draw an arrow to estimate

20

To use multiples of 2, 3, 4, 5, 8, 10, 50 and 100  
To identify, represent and estimate numbers using different representations