

## Year 3: Multiplication and Division

### National Curriculum Aims

- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- 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.

### Key Vocabulary

Groups of...	How many in each group?
Repeated addition	2+2=2+2=8 means the same as 4x2=8
Divide/share equally	Split the number into EQUAL groups
Factor	1, 2, 3, 4, 6 and 12 are factors of 12. Numbers that will multiply to make the target number.
Product	The answer when two or more values are multiplied together.
Remainder	An amount left over after division. The number will not divide into equal groups so there is some left over.
Inverse	The opposite effect. E.g 4x5=20 20÷4=5
Square number	A number multiplied by itself. 4x4=16 therefore 16 is a square number.



### Home Learning

Try rolling dice to create numbers to multiply together and use the methods shown. You could keep one number the same, such as 5, if that is a target times table for your child. Try this with division too! Remember, always start with the largest number for division!

### Core Knowledge and Representations

Partitioning method for multiplication: The Grid Method (below right)

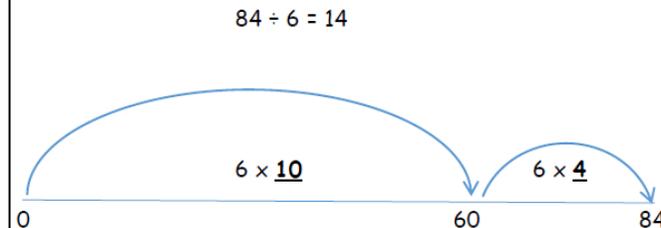
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 $14 \times 6 = (10 \times 6) + (4 \times 6)$   
 $= 60 + 24$   
 $= 84$

$25 \times 6 = 150$

X	20	5
6	120	30

### The 'Chunking' method for division (Introduced in Year 3)

The 'Chunking' method for division is taught first using a number line



<u>Very</u>
<u>Important</u>
<u>Box!</u>
20x6=120
10x6=60
5x6=30
2x6=12
1x6=6