
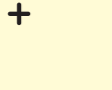


This Year 3 Rapid Recall Board (Side A) covers the following National Curriculum objectives:

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

Complete the sequence in steps of ten

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

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

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

$3 + 2 =$


$30 + 20 =$

$300 + 200 =$


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 cm

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


Write at least 5 calculations with the answer of 

Circle the facts which are bigger than 

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

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

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

$7 + 8 =$

$7 + 18 =$

$17 + 18 =$

$17 + 28 =$

$62 + 18 =$

$100 - 60 =$

$1000 - 600 =$

$23 + 33 + 13 =$

$42 - 18 + 17 =$

$39 + 14 - 13 =$

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

9×3	9×3
5×9	5×9
10×7	10×7
9×10	9×10

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

$\text{star} \times 2 =$

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


$\text{star} \times 4 =$

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

$\text{star} \times 8 =$

Circle the facts which are true about 

odd	To identify, represent and estimate numbers using different representations	less than 20
has an even ones digit	To compare and order numbers up to 1,000	under 50
has an odd tens digit	To identify, represent and estimate numbers using different representations	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	69	36	45
51	70	41	48

To compare and order numbers up to 1,000

Partition  in 5 different ways

$\text{star} = \square + \square$

$\text{star} = \square + \square + \square$

$\text{star} = \square + \square + \square$

$\text{star} = \square + \square + \square$

$\text{star} = \square + \square + \square$

To identify, represent and estimate numbers using different representations

I know $\text{star} + \square = 100$

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

So I know $\square - \square =$

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

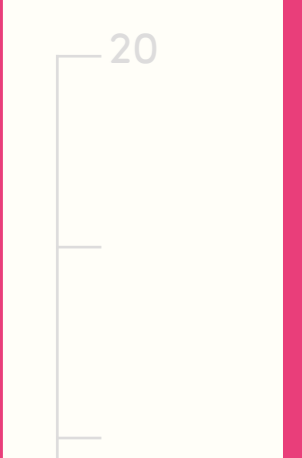
(30 to 60)

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

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

Label in steps of 5 and draw an arrow to estimate



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

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

Add on 10 to your answer

Subtract 10

Work out the complete number

Subtract 20

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

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

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

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

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

Add 40
Subtract 25
Double it

\bigcirc written in words is

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

Does your answer need a hyphen?

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

-1 $+1$
 -10 $+10$

Complete the sequence in steps of 0.1

\bigcirc									
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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

Complete the sequence

\bigcirc									
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Complete the sequence

\bigcirc									
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Write the calculation, then solve it

Number of minutes in an hour + \bigcirc =
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 - \bigcirc =
The number of p in a £
The number of grams in a kg
The number of hours in a day + \bigcirc =
The number of hours in half a day + \bigcirc =

To know the number of seconds in a minute and the number of days in each month, year and leap year
To measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
To add and subtract amounts of money to give change, using both £ and p in practical contexts