

Teacher note - from now on, we will focus on a different operation each day in our Starter Boards sessions. This will still follow the I do, We do & You do approach.

Children will write 3 questions per day as they should aim to record the I do and We do in their book too.

I have not included templates for + and - as I know we have recently covered compact methods, so these can be modelled without a template being needed - adapt this for your class based on need.

Week 11 - Day 1 - Addition I Do

$$846 + 35 = \boxed{}$$



Calculation at Chesswood

Compact Column

Use squared paper to write the numbers in columns.

$$\begin{array}{r} 276 \\ + 147 \\ \hline 423 \end{array}$$

$$6 + 7 = 13$$

(Write the ten under the place value column to the left.)

$$7 + 4 + 1 = 12$$

(Write the ten under the place value column to the left.)

$$2 + 1 + 1 = 4$$

When I understand place value better, I can do it this way!



$$276 + 147 = 423$$

Year 3 CD
Year 4

Week 11 - Day 1 - Addition

We Do

$$742 + 83 = \boxed{}$$



Calculation at Chesswood

Compact Column

Use squared paper to write the numbers in columns.

$$\begin{array}{r} 276 \\ + 147 \\ \hline 423 \end{array}$$

$$6 + 7 = 13$$

(Write the ten under the place value column to the left.)

$$7 + 4 + 1 = 12$$

(Write the ten under the place value column to the left.)

$$2 + 1 + 1 = 4$$

Addition 7

When I understand place value better, I can do it this way!



$$276 + 147 = 423$$

Year 3 CD
Year 4

Week 11 - Day 1 - Addition

You Do

$$164 + 58 = \boxed{}$$



Calculation at Chesswood

Compact Column

Use squared paper to write the numbers in columns.

$$\begin{array}{r} 276 \\ + 147 \\ \hline 423 \end{array}$$

$$6 + 7 = 13$$

(Write the ten under the place value column to the left.)

$$7 + 4 + 1 = 12$$

(Write the ten under the place value column to the left.)

$$2 + 1 + 1 = 4$$

Addition 7

When I understand place value better, I can do it this way!



$$276 + 147 = 423$$

Year 3 CD
Year 4

Week 11 - Day 2 - Subtraction I Do

$$503 - 52 = \boxed{}$$

Calculation at Chesswood

Subtraction 6

Compact Column

Use squared paper to write the numbers in columns.

If I subtract 7 from 6, I get a negative number - I can't use this within a calculation!
I need to exchange a ten into ten ones: $10 + 6 = 16$.
 $16 - 7 = 9$

But now I can't subtract 70 from 60!
I need to exchange a hundred into ten tens: $100 + 60 = 160$.
 $160 - 70 = 90$

When I am more confident with place value, I can do it this way!

$376 - 177 = 199$

Year 3, C21
Year 4

Week 11 - Day 2 - Subtraction We Do

$$478 - 83 = \boxed{}$$

Calculation at Chesswood

Subtraction 6

Compact Column

Use squared paper to write the numbers in columns.

If I subtract 7 from 6,
I get a negative number - I can't use this
within a calculation!
I need to exchange a ten
into ten ones: $10 + 6 = 16$.
 $16 - 7 = 9$

But now I can't subtract 70 from 60!
I need to exchange a hundred
into ten tens: $100 + 60 = 160$.
 $160 - 70 = 90$

When I am more confident with place value, I can do it this way!

$376 - 177 = 199$

Year 3, C21
Year 4

Week 11 - Day 2 - Subtraction You Do

$$693 - 68 = \boxed{}$$

Calculation at Chesswood

Subtraction 6

Compact Column

Use squared paper to write the numbers in columns.

If I subtract 7 from 6, I get a negative number - I can't use this within a calculation!
I need to exchange a ten into ten ones: $10 + 6 = 16$.
 $16 - 7 = 9$


But now I can't subtract 70 from 60!
I need to exchange a hundred into ten tens: $100 + 60 = 160$.
 $160 - 70 = 90$

When I am more confident with place value, I can do it this way!

$376 - 177 = 199$

Year 3, C21
Year 4

26	X	5	=	<input type="text"/>
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Chesswood

Calculation at Chesswood

3

Grid - Short

56 x 7 ... partition 56 to 50 + 6

50 x 7 = 350

6 x 7 = 42


50 6

7	350	42	= 392
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Now add 350 and 42

This is where I partition the larger number...

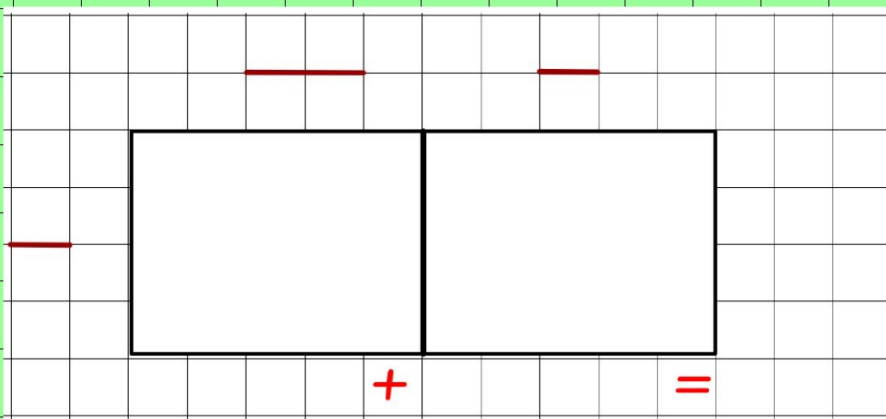
I put the numbers in my grid.



56 x 7 = 392

Week 11 - Day 3 - Multiplication We Do

$$34 \times 8 = \boxed{}$$



Calculation at Chesswood

Multiplication 3

Grid - Short

56 x 7... partition 56 to 50 + 6

$$50 \times 7 = 350$$

$$6 \times 7 = 42$$

50	6
350	42

$$= 392$$

Now add 350 and 42

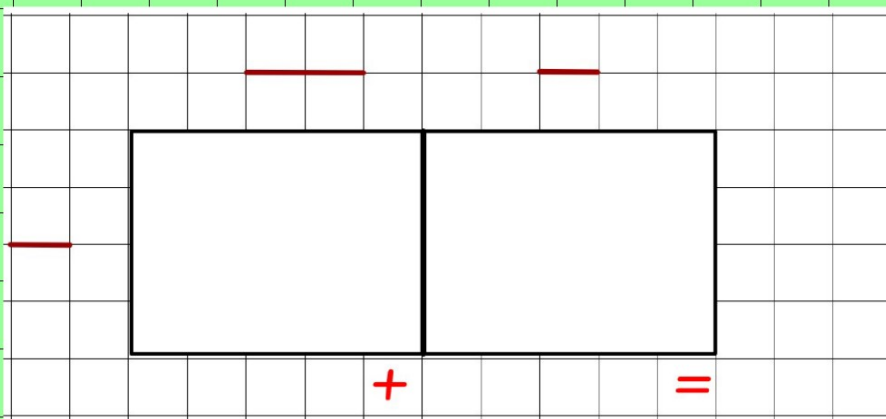
$$56 \times 7 = 392$$

This is where I partition the larger number... I put the numbers in my grid.



Week 11 - Day 3 - Multiplication You Do

$$54 \times 3 = \boxed{}$$



Calculation at Chesswood

Multiplication 3

Grid - Short

56 x 7... partition 56 to 50 + 6

$$50 \times 7 = 350$$

$$6 \times 7 = 42$$

50	6
350	42

$$= 392$$

Now add 350 and 42

$$56 \times 7 = 392$$

This is where I partition the larger number... I put the numbers in my grid.



Week 11 - Day 4 - Division

I Do

$$84 \div 2 = \boxed{}$$

Calculation at Chesswood

Number Line in chunks

What jumps of 8 can you make on the number line towards 56?
 $5 \times 8 = 40$ would be good!
Now a jump of $2 \times 8 = 16$ would take you to 56.


56 \div 8 =
Use a number line to do this.

0 40 56

$5 \times 8 = 40$ $2 \times 8 = 16$

Add 5 and 2 = 7.

$56 \div 8 = 7$



Week 11 - Day 4 - Division

I Do

$$96 \div 3 = \boxed{}$$

Calculation at Chesswood

Number Line in chunks


What jumps of 8 can you make on the number line towards 56?
 $5 \times 8 = 40$ would be good!
Now a jump of $2 \times 8 = 16$ would take you to 56.

$56 \div 8 =$
Use a number line to do this.

0 $\xrightarrow{5 \times 8 = 40}$ 40 $\xrightarrow{2 \times 8 = 16}$ 56

Add 5 and 2 = 7.

$56 \div 8 = 7$



Week 11 - Day 4 - Division

I Do

$$60 \div 4 = \boxed{}$$

Calculation at Chesswood

Number Line in chunks

What jumps of 8 can you make on the number line towards 56?
 $5 \times 8 = 40$ would be good!
Now a jump of $2 \times 8 = 16$ would take you to 56.

56 \div 8 =
Use a number line to do this.

0 40 56

$5 \times 8 = 40$ $2 \times 8 = 16$

Add 5 and 2 = 7.

$56 \div 8 = 7$

