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 12 - Day 1 - Addition I Do

753 + 75 = ☐

Calculation at Chesswood

Addition 7

Compact Column

Use squared paper to write the numbers in columns.

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

$$\begin{array}{r} 2\ 7\ 6 \\ +\ 1\ 4\ 7 \\ \hline 4\ 2\ 3 \\ \scriptstyle 1\ \ 1 \end{array}$$

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

276 + 147 = 423

Year 3 OD
Year 4

Week 12 - Day 1 - Addition We Do

695 + 87 = ☐

Calculation at Chesswood

Addition 7

Compact Column

Use squared paper to write the numbers in columns.

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

$$\begin{array}{r} 2\ 7\ 6 \\ +\ 1\ 4\ 7 \\ \hline 4\ 2\ 3 \\ \scriptstyle 1\quad 1 \end{array}$$

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

276 + 147 = 423

Year 3 OD
Year 4

Week 11 - Day 1 - Addition You Do

738 + 63 = ☐

Calculation at Chesswood

Addition 7

Compact Column

Use squared paper to write the numbers in columns.

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

```
  2 7 6
+ 1 4 7
-------
  4 2 3
  1   1
```

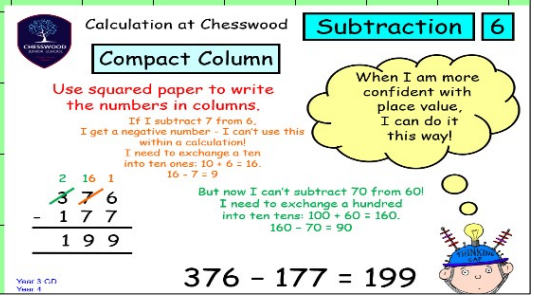
6 + 7 = 13
(Write the ten under the place value column to the left.)
7 + 4 + 1 = 12
(Write the ten under the place value column to the left.)
2 + 1 + 1 = 4

276 + 147 = 423

Year 3 OD
Year 4

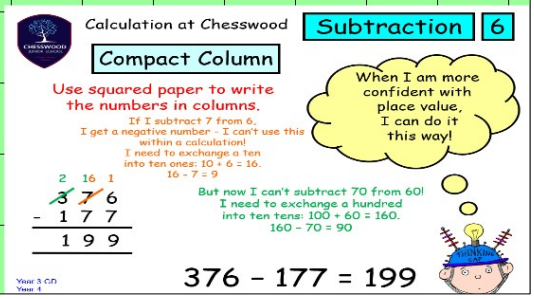
Week 11 - Day 2 - Subtraction I Do

654 - 497 = ☐



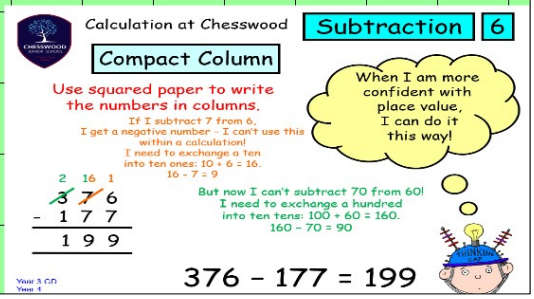
Week 11 - Day 2 - Subtraction We Do

904 - 658 = ☐



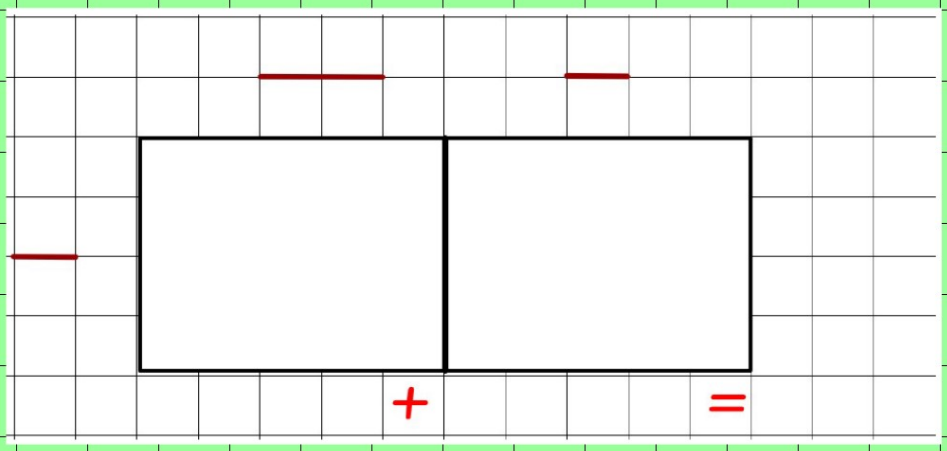
Week 11 - Day 2 - Subtraction You Do

506 - 367 = ☐



Week 11 - Day 3 - Multiplication I Do

38 X 3 =



Calculation at Chesswood **Multiplication 3**

Grid - Short

56 x 7... partition 56 to 50 + 6
50 x 7 = 350
6 x 7 = 42

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

	50	6
7	350	42

= 392

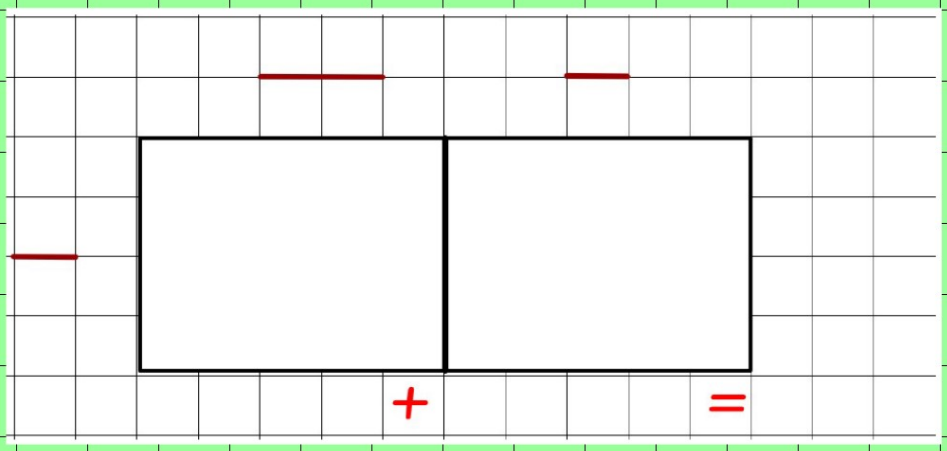
Now add 350 and 42

56 x 7 = 392

Year 3

Week 11 - Day 3 - Multiplication We Do

46 X 4 =



Calculation at Chesswood **Multiplication 3**

Grid - Short

56 x 7... partition 56 to 50 + 6
50 x 7 = 350
6 x 7 = 42

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

	50	6
7	350	42

= 392

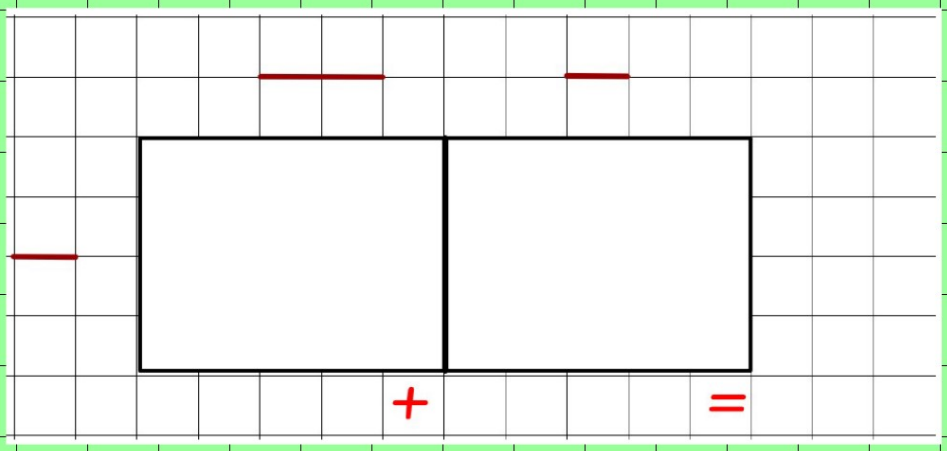
Now add 350 and 42

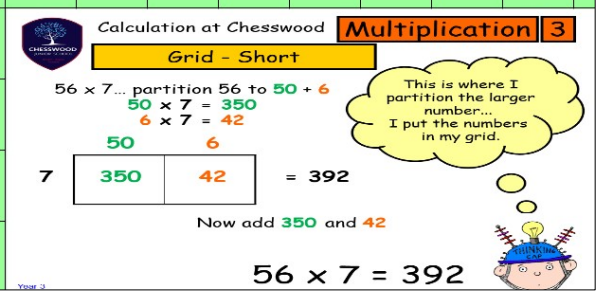
56 x 7 = 392

Year 3

Week 11 - Day 3 - Multiplication You Do

73 X 5 =

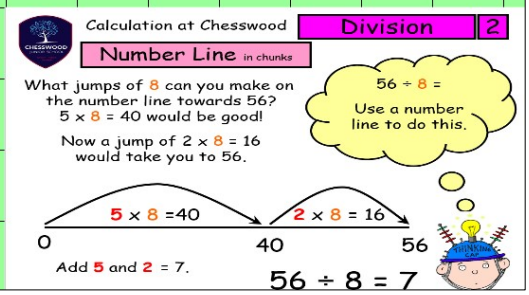




Week 11 - Day 4 - Division

I Do

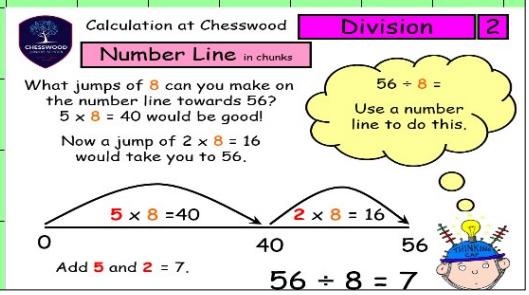
74 ÷ 2 =



Week 11 - Day 4 - Division

We Do

70 ÷ 5 = ☐



Week 11 - Day 4 - Division

You Do

54 ÷ 3 = ☐

Calculation at Chesswood

Division 2

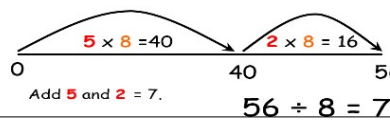
Number Line in chunks

What jumps of 8 can you make on the number line towards 56?
5 x 8 = 40 would be good!

Now a jump of 2 x 8 = 16 would take you to 56.

56 ÷ 8 =

Use a number line to do this.



Add 5 and 2 = 7.

56 ÷ 8 = 7