

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

$$753 + 75 = \boxed{\phantom{000}}$$



Calculation at Chesswood

Addition

7

### Compact Column

Use squared paper to write the numbers in columns.

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

$$6 + 7 = 13$$

(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 GD  
Year 4

Week 12 - Day 1 - Addition

We Do

$$695 + 87 = \boxed{\phantom{000}}$$



Calculation at Chesswood

Addition

7

### Compact Column

Use squared paper to write the numbers in columns.

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

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



$$276 + 147 = 423$$

Year 3 GD  
Year 4

Week 11 - Day 1 - Addition

You Do

$$738 + 63 = \boxed{\phantom{000}}$$



Calculation at Chesswood

Addition

7

### Compact Column

Use squared paper to write the numbers in columns.

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

$$6 + 7 = 13$$

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

$$7 + 4 + 1 = 12$$

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



$$276 + 147 = 423$$

Year 3 GD  
Year 4

Week 11 - Day 2 - Subtraction I Do

$$654 - 497 = \boxed{\phantom{000}}$$

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 CH  
Year 4

Week 11 - Day 2 - Subtraction We Do

$904 - 658 = \boxed{\phantom{000}}$

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:  $10 - 6 = 4$ .  
 $10 - 7 = 3$

But now I can't subtract 70 from 60!  
I need to exchange a hundred into ten tens:  $100 - 60 = 40$ .  
 $100 - 70 = 30$

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

$376 - 177 = 199$

Year 3 CH  
Year 4

Week 11 - Day 2 - Subtraction You Do

$$506 - 367 = \boxed{\phantom{000}}$$

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 CH  
Year 4



3	8	x	3	=	
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Chesswood  
Education

## Calculation at Chesswood

# 3

### Grid - Short

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

50 x 7 = 350

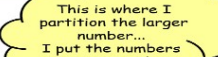

6 x 7 = 42

	50	6
7	350	42

= 392

Now add 350 and 42


56 x 7 = 392



4	6	X	4	=	<div></div>
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A diagram illustrating the concept of division. It features a large rectangle divided into two equal halves by a vertical line. Below the rectangle, there is a plus sign (+) and an equals sign (=), suggesting an equation or a comparison of the two halves.



Chesswood  
Primary School

## Calculation at Chesswood

**Multiplication**

**3**

### Grid - Short

$56 \times 7 \dots$  partition 56 to  $50 + 6$

$50 \times 7 = 350$

$6 \times 7 = 42$

This is where I partition the larger number...

I put the numbers in my grid.

7

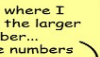
50	6
350	42

=

392


Now add 350 and 42

# 56 $\times$ 7 = 392



Year 3

73	X	5	=	<input type="text"/>
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Chesswood  
Education

## Calculation at Chesswood

# Multiplication 3

### Grid - Short

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

50 x 7 = 350

6 x 7 = 42

	50	6
7	350	42

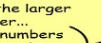
= 392

This is where I partition the larger number...

I put the numbers in my grid.

Now add 350 and 42

## 56 x 7 = 392



Week 11 - Day 4 - Division

I Do

$74 \div 2 = \boxed{\phantom{00}}$

Calculation at Chesswood

**Division** 2

**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

Add 5 and 2 = 7.

$56 \div 8 = 7$

Week 11 - Day 4 - Division

We Do

$$70 \div 5 = \boxed{\phantom{00}}$$

Calculation at Chesswood

**Division** 2

**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

You Do

$$54 \div 3 = \boxed{\phantom{00}}$$

Calculation at Chesswood

**Division** 2

**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.

$56 \div 8 = 7$

