

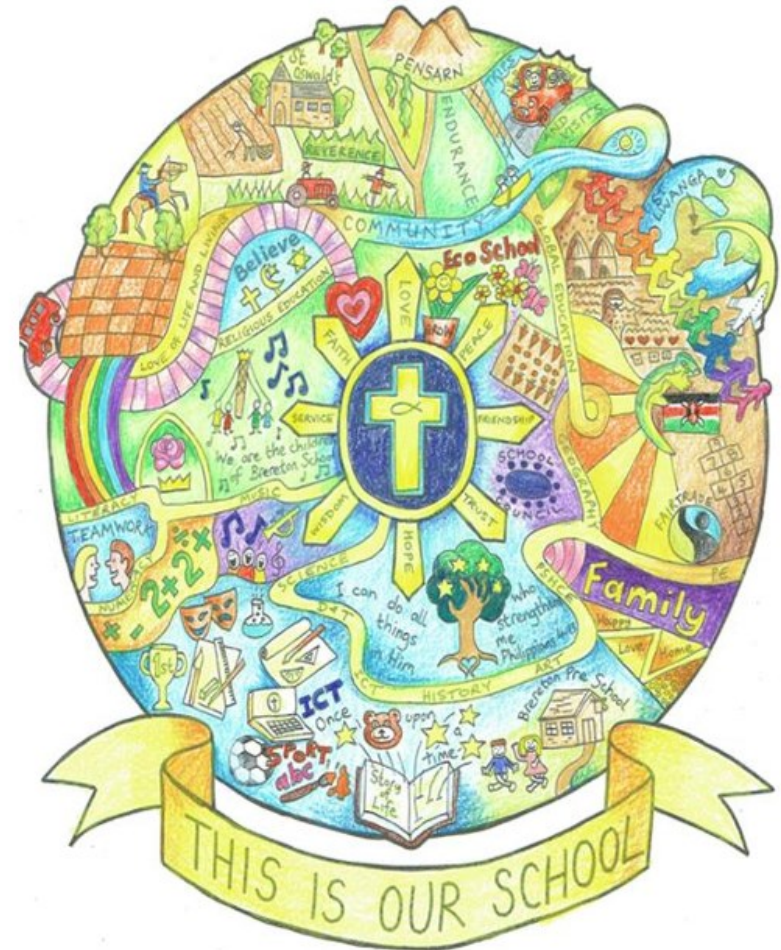


BREERTON CHURCH OF ENGLAND
PRIMARY SCHOOL



Chester Diocesan Academies Trust

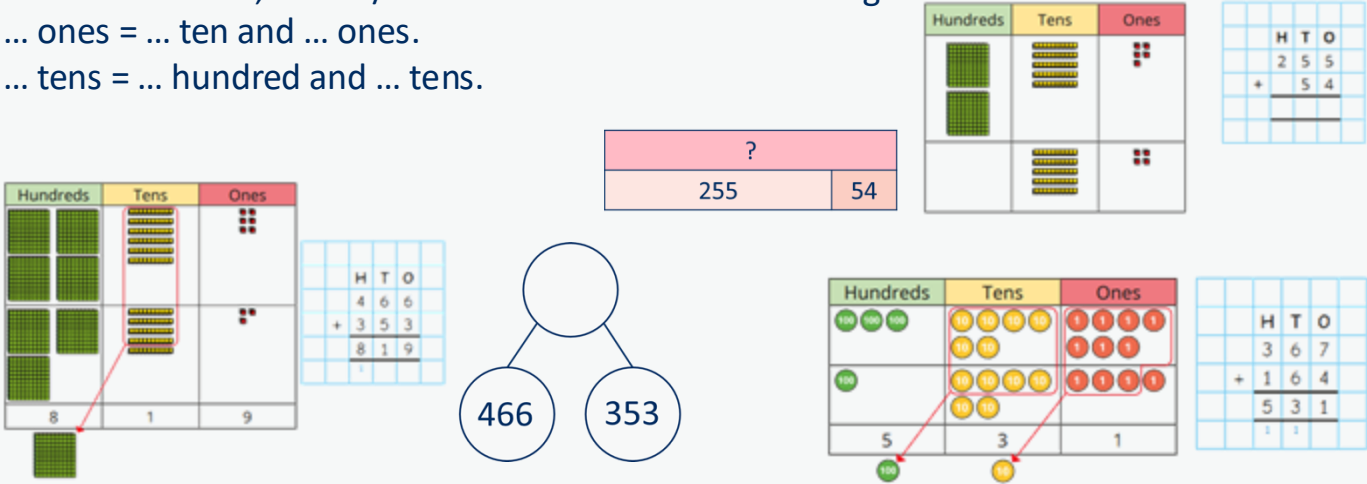
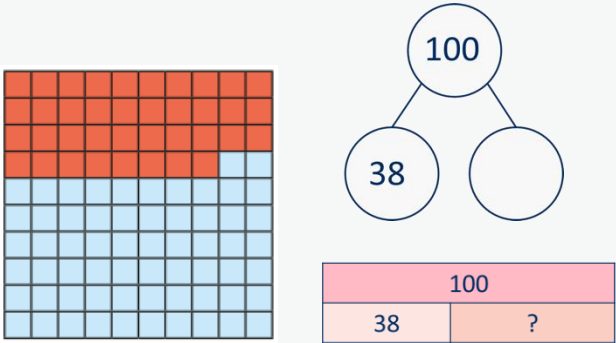
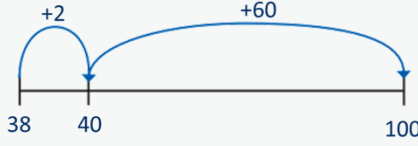
Year 3
Maths Calculation Policy




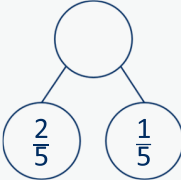



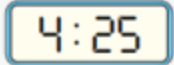
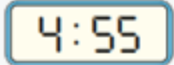
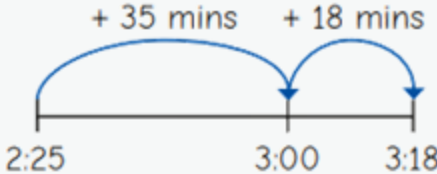


Addition

<p>Year 3</p>	<ul style="list-style-type: none"> Add numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds. Add numbers with up to three digits, using formal written methods of columnar addition. Add fractions with the same denominator within 1 whole. Calculate the time taken by particular events or tasks. 																																				
<p>Progression of skills</p>	<p>Key representations</p>																																				
<p>Add 1s, 10s or 100s to a 3-digit number</p> <p>Emphasis on mental strategies including number bonds and related facts. Prompt children to notice which digit changes.</p>	<p>The ones/tens/hundreds column will increase by ...</p> <table border="1" data-bbox="576 615 1013 815"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>444 + 5 = 444 + 50 = 444 + 500 =</p> <table border="1" data-bbox="1052 615 1313 815"> <thead> <tr> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>777 + 2 = 777 + 20 = 777 + 200 =</p>	Hundreds	Tens	Ones				H	T	O				<p>What patterns do you notice?</p> <p>235 + 3 = 235 + 30 = 235 + 300 =</p> <p>604 + 20 = 604 + 50 = 604 + 90 =</p> <p>111 + <input type="text"/> = 118 111 + <input type="text"/> = 181 111 + <input type="text"/> = 811</p>																							
Hundreds	Tens	Ones																																			
H	T	O																																			
<p>Add two numbers (no exchange)</p> <p>Mental strategies and introduction of formal written method.</p>	<p>... ones + ... ones = ... ones ... tens + ... tens = ... tens ... hundreds + ... hundreds = ... hundreds</p> <table border="1" data-bbox="1529 989 1918 1068"> <tr> <td colspan="2">?</td> </tr> <tr> <td>345</td> <td>432</td> </tr> </table> <table border="1" data-bbox="576 1118 1239 1310"> <tbody> <tr> <td></td> <td></td> <td></td> <td rowspan="2"> </td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1259 1103 1684 1303"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1701 1103 1918 1318"> <thead> <tr> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td colspan="3">+ 432</td> </tr> <tr> <td colspan="3">-----</td> </tr> <tr> <td colspan="3">-----</td> </tr> </tbody> </table>		?		345	432								Hundreds	Tens	Ones							H	T	O	3	4	5	+ 432			-----			-----		
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Addition

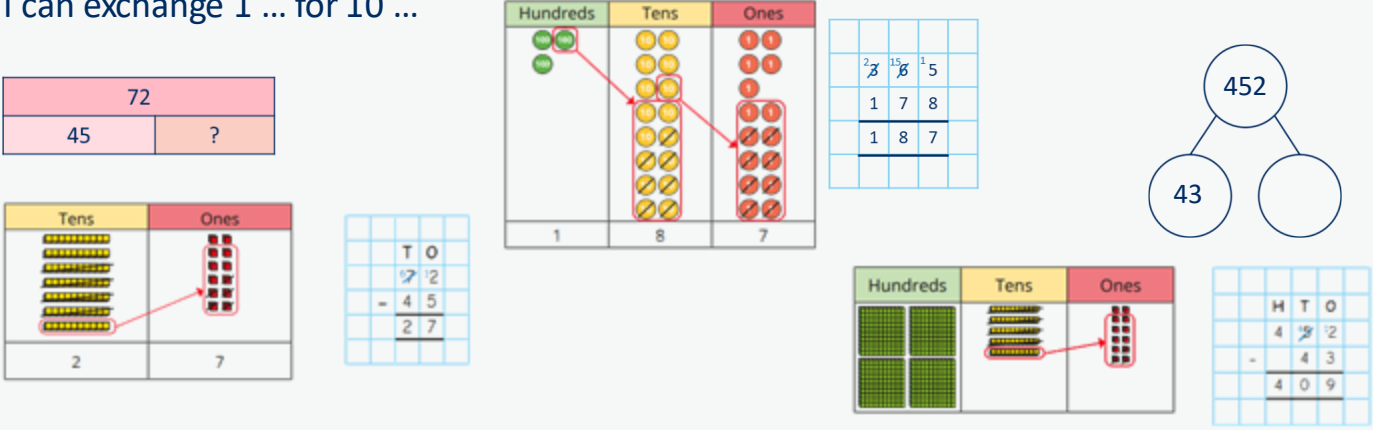
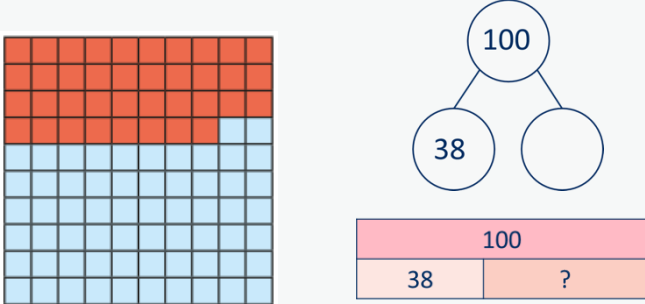
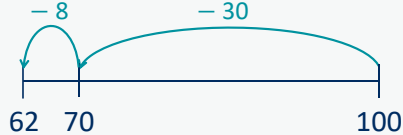
Progression of skills	Key representations	
<p>Add two numbers across a 10 or 100</p> <p>Formal written method involving up to 2 exchanges including 3-digit plus 2-digit numbers.</p>	<p>There are ... ones, so I do/do not need to make an exchange. There are ... tens, so I do/do not need to make an exchange. ... ones = ... ten and ... ones. ... tens = ... hundred and ... tens.</p> 	
<p>Complements to 100</p> <p>Pairs of numbers which total 100</p>	<p>... plus ... is equal to 100</p> 	<p>I add ... to get to the next 10, then ... to get to 100</p>  <p> $38 + 62 = 100$ $62 + 38 = 100$ $100 = 38 + 62$ $100 = 62 + 38$ </p>

Progression of skills	Key representations
<p>Add fractions with the same denominator within 1 whole</p> <p>Make links with known facts.</p>	<p>When adding fractions with the same denominator, I only add the numerator. ... fifths + ... fifths = ... fifths</p> <div style="display: flex; align-items: center;">  $\frac{1}{5} + \frac{1}{5}$ </div> <div style="display: flex; align-items: center; margin-top: 10px;">  $\frac{1}{5} + \frac{2}{5}$ </div> <div style="display: flex; align-items: center; margin-top: 10px;">  $\frac{1}{5} + \frac{3}{5}$ </div> <div style="text-align: right; margin-top: 20px;">  </div> <div style="text-align: right; margin-top: 20px;">  </div>
<p>Calculate the duration of events</p> <p>Find durations of time between a given start and end point. Children will need to calculate complements to 60</p>	<p>From ... to ... o'clock is ... minutes. From ... o'clock to ... is ... minutes. The total time taken is ... minutes.</p> <div style="display: flex; align-items: center; justify-content: space-around;"> <div style="text-align: center;">  <p>start</p> </div> <div style="text-align: center;">  <p>finish</p> </div> <div style="text-align: center;">  <p>start</p> </div> <div style="text-align: center;">  <p>finish</p> </div> </div> <div style="text-align: right; margin-top: 20px;">  </div>




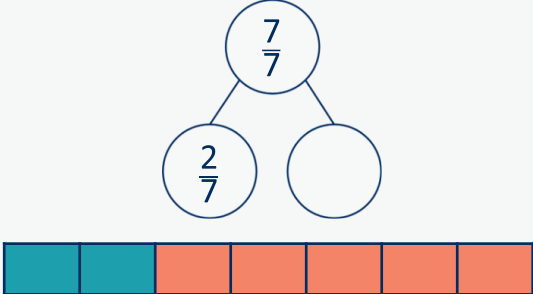
Subtraction

<p>Year 3</p>	<ul style="list-style-type: none"> Subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds. Subtract numbers with up to three digits, using formal written methods. Subtract fractions with the same denominator within 1 whole. 																														
<p>Progression of skills</p>	<p>Key representations</p>																														
<p>Subtract 1s, 10s and 100s from a 3-digit number</p> <p>Emphasis on mental strategies including number bonds and related facts. Prompt children to notice which digit changes.</p>	<p>The ones/tens/hundreds column will decrease by ...</p> <table border="1" data-bbox="576 525 1011 725"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1052 525 1313 725"> <thead> <tr> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p> $444 - 2 =$ $777 - 4 =$ $444 - 20 =$ $777 - 40 =$ $444 - 200 =$ $777 - 400 =$ </p>	Hundreds	Tens	Ones				H	T	O				<p>What patterns do you notice?</p> <p> $235 - 3 =$ $235 - 30 =$ $235 - 300 =$ </p> <table border="0" data-bbox="1665 682 1955 862"> <tr> <td>$118 -$</td> <td><input type="text"/></td> <td>$= 111$</td> </tr> <tr> <td>$181 -$</td> <td><input type="text"/></td> <td>$= 111$</td> </tr> <tr> <td>$811 -$</td> <td><input type="text"/></td> <td>$= 111$</td> </tr> </table>	$118 -$	<input type="text"/>	$= 111$	$181 -$	<input type="text"/>	$= 111$	$811 -$	<input type="text"/>	$= 111$								
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<p>Subtract two numbers (no exchange)</p> <p>Mental strategies and introduction of formal written method.</p>	<p>... ones – ... ones = ... ones ... tens – ... tens = ... tens ... hundreds – ... hundreds = ... hundreds</p> <table border="1" data-bbox="576 1053 1023 1176"> <tr> <td></td> <td></td> <td></td> </tr> </table> <div data-bbox="1023 1053 1197 1225"> <p>345</p> <p>143</p> <p><input type="text"/></p> </div> <table border="1" data-bbox="1350 1031 1694 1153"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1632 911 1931 996"> <tr> <td colspan="2">769</td> </tr> <tr> <td>147</td> <td>?</td> </tr> </table> <table border="1" data-bbox="1748 1031 1931 1210"> <tr> <td></td> <td>H</td> <td>T</td> <td>O</td> </tr> <tr> <td></td> <td>7</td> <td>6</td> <td>9</td> </tr> <tr> <td>-</td> <td>1</td> <td>4</td> <td>7</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>					Hundreds	Tens	Ones				769		147	?		H	T	O		7	6	9	-	1	4	7				
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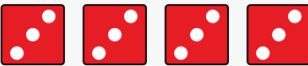



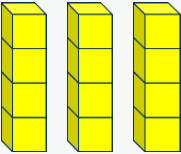




Subtraction

Progression of skills	Key representations	
<p>Subtract two numbers across a 10 or 100</p> <p>Formal written method involving up to 2 exchanges including 3-digit subtract 2-digit numbers.</p>	<p>I need to subtract ... ones. I do/do not need to make an exchange. I need to subtract ... tens. I do/do not need to make an exchange. I can exchange 1 ... for 10 ...</p> 	
<p>Complements to 100</p> <p>Focus on subtraction facts.</p> <p>Encourage children to notice patterns.</p>	<p>100 minus ... is equal to ...</p> 	<p>I subtract ... tens, then I subtract ... ones.</p> $100 - 38 = 62$ $100 - 62 = 38$ $62 = 100 - 38$ $38 = 100 - 62$ 

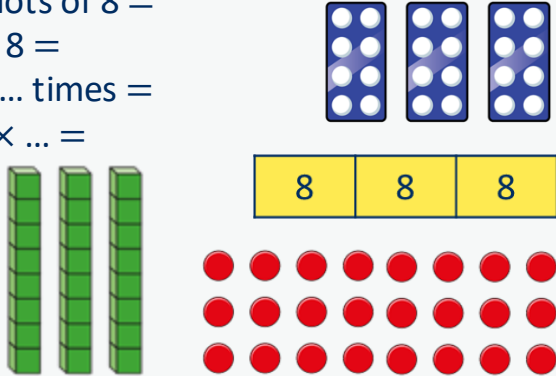

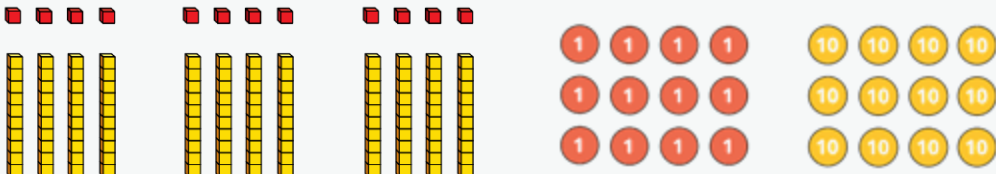
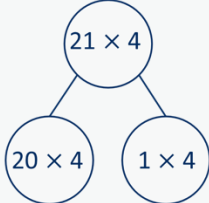
Subtraction

Progression of skills	Key representations
<p>Subtract fractions with the same denominator within 1 whole</p> <p>Make links with known facts.</p>	<p>When subtracting fractions with the same denominator, I only subtract the numerator. ... fifths – ... fifths = ... fifths</p> <div style="display: flex; align-items: center; margin-bottom: 10px;">  $\frac{5}{5} - \frac{1}{5}$ </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  $\frac{4}{5} - \frac{1}{5}$ </div> <div style="display: flex; align-items: center;">  $\frac{3}{5} - \frac{1}{5}$ </div> <div style="text-align: right; margin-top: 20px;">  </div>

Multiplication

<p>Year 3</p>	<ul style="list-style-type: none"> Recall and use multiplication facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. 																															
<p>Progression of skills</p>	<p>Key representations</p>																															
<p>The 3 times-table</p> <p>Encourage daily counting in multiples both forwards and back.</p>	<p>... groups of 3 = </p> <p>... $\times 3 =$</p> <p>3, ... times = </p> <p>3 \times ... = </p> <p>... groups of 3 = </p>	<p>... times 3 is equal to ...</p> <table border="1" data-bbox="1344 665 1833 803"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </table> <p>$4 \times 3 = 12$ $12 = 4 \times 3$</p> 	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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11	12	13	14	15	16	17	18	19	20																							
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<p>The 4 times-table</p> <p>Encourage daily counting in multiples both forwards and back. Encourage children to notice links between the 2 and 4 times-tables.</p>	<p>... groups of 4 = </p> <p>... $\times 4 =$</p> <p>4, ... times = </p> <p>4 \times ... = </p> <p>... groups of 4 = </p>	<p>... times 4 is equal to ...</p> <table border="1" data-bbox="1344 1025 1833 1163"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </table> <p>$3 \times 4 = 12$ $12 = 3 \times 4$</p> 	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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Multiplication

Progression of skills	Key representations																															
<p>The 8 times-table</p> <p>Encourage daily counting in multiples both forwards and back. Encourage children to notice links between the 2, 4 and 8 times-tables.</p>	<p>... lots of 8 = $\times 8 =$ 8, ... times = $8 \times \dots =$</p> 	<p>... times 8 is equal to ...</p> <table border="1" data-bbox="1334 335 1866 486"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </table> <p>$3 \times 8 = 24$ $24 = 3 \times 8$</p> 	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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<p>Related facts</p> <p>Use knowledge of multiplying by 10 to scale times-table facts.</p>	<p>... \times ... ones is equal to ... ones so ... \times ... tens is equal to ... tens.</p>  <p>$3 \times 4 = 12$ $3 \times 40 = 120$</p>																															
<p>Multiply a 2-digit number by a 1-digit number - no exchange</p> <p>Children apply their understanding of partitioning to represent and solve calculations using the expanded method.</p>	<p>... tens multiplied by ... is equal to ... tens. ...ones multiplied by ... is equal to ... ones.</p> <table border="1" data-bbox="582 1078 913 1306"> <thead> <tr><th>Tens</th><th>Ones</th></tr> </thead> <tbody> <tr><td>30</td><td>0</td></tr> <tr><td>30</td><td>0</td></tr> <tr><td>30</td><td>0</td></tr> <tr><td>30</td><td>0</td></tr> <tr><td>30</td><td>0</td></tr> </tbody> </table> <p>$30 \times 2 = 60$ $2 \times 2 = 4$</p> <p>$32 \times 2 = 64$</p>  <table border="1" data-bbox="1564 1078 1916 1306"> <thead> <tr><th>Tens</th><th>Ones</th></tr> </thead> <tbody> <tr><td>20</td><td>1</td></tr> <tr><td>20</td><td>1</td></tr> <tr><td>20</td><td>1</td></tr> <tr><td>20</td><td>1</td></tr> <tr><td>20</td><td>1</td></tr> </tbody> </table>		Tens	Ones	30	0	30	0	30	0	30	0	30	0	Tens	Ones	20	1	20	1	20	1	20	1	20	1						
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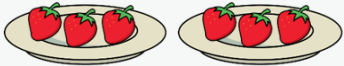


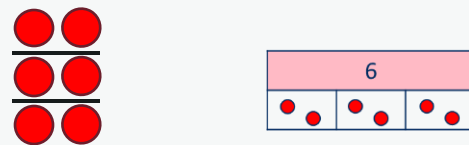
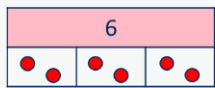
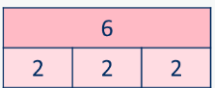



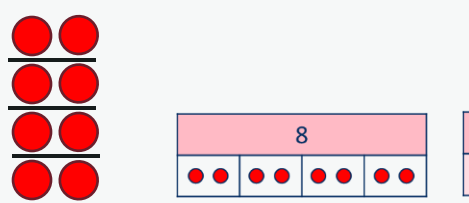
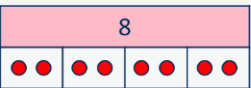
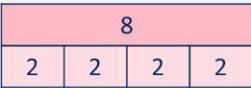
Multiplication

Progression of skills	Key representations																					
<p>Multiply a 2-digit number by a 1-digit number - with exchange</p> <p>Children apply their understanding of partitioning to represent and solve calculations using the expanded method.</p>	<p>... tens multiplied by ... is equal to ... tens. ... ones multiplied by ... is equal to ... ones.</p> <table border="1" data-bbox="588 386 946 718"> <thead> <tr> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>$20 \times 4 = 80$ $4 \times 4 = 16$ $24 \times 4 = 96$</p>	Tens	Ones											<div data-bbox="1272 486 1483 696"> </div> <table border="1" data-bbox="1520 496 1908 686"> <thead> <tr> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Tens	Ones						
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<p>Scaling</p> <p>Children focus on multiplication as scaling (... times the size) as opposed to repeated addition.</p>	<p>There are ... times as many ... as ...</p> <div data-bbox="588 925 1214 1079"> </div> <p>There are 3 times as many triangles as circles.</p>	<p>... is ... times the size of is ... times the length/height of ...</p> <div data-bbox="1286 886 1725 962"> </div> <div data-bbox="1783 925 1949 1179"> </div> <p>Miss Smith is twice the height of Jo.</p>																				

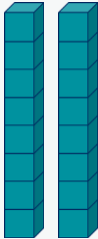



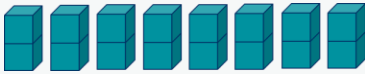
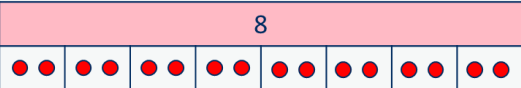

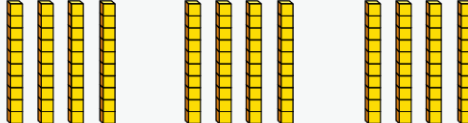
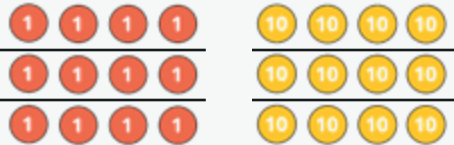
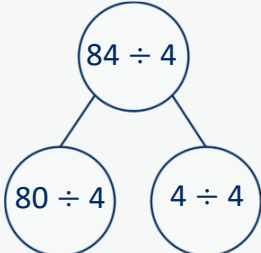
Multiplication

Progression of skills	Key representations								
<p>Correspondence problems (How many ways?)</p> <p>Encourage children to work systematically to find all the different possible combinations.</p>	<p>For every ... , there are ... possible ... There are ... \times ... possibilities altogether.</p> <div data-bbox="590 506 969 706"></div> <table border="1" data-bbox="996 365 1290 714"><thead><tr><th data-bbox="996 365 1141 401">hats</th><th data-bbox="1145 365 1290 401">scarves</th></tr></thead><tbody><tr><td data-bbox="996 404 1141 504">blue </td><td data-bbox="1145 404 1290 504"> </td></tr><tr><td data-bbox="996 506 1141 606">orange </td><td data-bbox="1145 506 1290 606"> </td></tr><tr><td data-bbox="996 609 1141 709">purple </td><td data-bbox="1145 609 1290 709"> </td></tr></tbody></table> <p>For every hat, there are two possible scarves. $3 \times 2 = 6$</p> <p>There are 6 possibilities altogether.</p>	hats	scarves	blue 	 	orange 	 	purple 	 
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blue 	 								
orange 	 								
purple 	 								

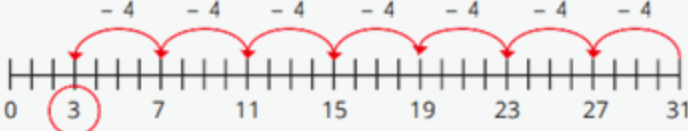
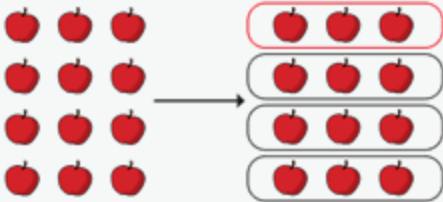
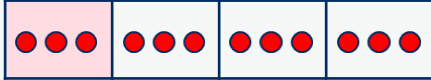

Division

<p>Year 3</p>	<ul style="list-style-type: none"> Recall and use division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for 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. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. 	
<p>Progression of skills</p>	<p>Key representations</p>	
<p>Divide by 3</p> <p>Encourage children to compare the grouping and sharing structures of division and to make links with times-table facts.</p>	<p>There are ... groups of 3 in ...</p> <p>... $\div 3 =$</p>  <p>$2 \times 3 = 6$ $6 \div 3 = 2$</p> 	<p>... has been shared equally into 3 equal groups.</p> <p>... $\div 3 =$</p>  <p>$2 \times 3 = 6$ $6 \div 3 = 2$</p>   
<p>Divide by 4</p> <p>Encourage children to compare the grouping and sharing structures of division and to make links with times-table facts.</p>	<p>There are ... groups of 4 in ...</p> <p>... $\div 4 =$</p>  <p>$2 \times 4 = 8$ $8 \div 4 = 2$</p> 	<p>... has been shared equally into 4 equal groups.</p> <p>... $\div 4 =$</p>  <p>$2 \times 4 = 8$ $8 \div 4 = 2$</p>   

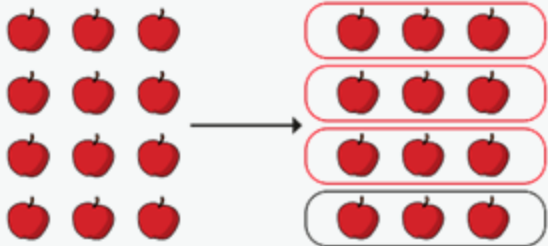
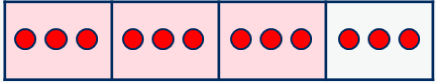
Division

Progression of skills	Key representations																	
<p>Divide by 8</p> <p>Encourage children to compare the grouping and sharing structures of division and to make links with times-table facts.</p>	<p>There are ... groups of 8 in ...</p> <p>$\dots \div 8 =$</p>  <p>$2 \times 8 = 16$ $16 \div 8 = 2$</p>  	<p>... has been shared equally into 8 equal groups.</p> <p>$\dots \div 8 =$</p>    <p>$2 \times 8 = 16$ $16 \div 8 = 2$</p>																
<p>Related facts</p> <p>Link to known times-table facts.</p>	<p>... \div ... is equal to ..., so ... tens \div ... is equal to ... tens.</p>    <p>$12 \div 3 = 4$ $120 \div 3 = 40$</p>																	
<p>Divide a 2-digit number by a 1-digit number - no exchange</p> <p>Partition into tens and ones to divide and then recombine.</p>	<p>... tens divided by ... is equal to ... tens. ... ones divided by ... is equal to ... ones.</p> <table border="1" data-bbox="582 1079 913 1308"> <thead> <tr> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>$60 \div 2 = 30$ $4 \div 2 = 2$ $64 \div 2 = 32$</p>  <table border="1" data-bbox="1566 1079 1914 1308"> <thead> <tr> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>		Tens	Ones					Tens	Ones								
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Division

Progression of skills	Key representations																																							
<p>Divide a 2-digit number by a 1-digit number - with remainders</p> <p>Encourage children to partition numbers flexibly to help them to divide more efficiently.</p>	<p>... tens divided by ... is equal to ... tens. ... ones divided by ... is equal to ... ones.</p> <table border="1" data-bbox="588 494 946 825"> <thead> <tr> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> <div data-bbox="975 482 1183 682"> $96 \div 4$ $80 \div 4 \quad 16 \div 4$ </div> <p data-bbox="990 701 1183 815"> $80 \div 4 = 20$ $16 \div 4 = 4$ $96 \div 4 = 24$ </p>	Tens	Ones											<p>There are ... groups of ... There are ... remaining.</p> <p data-bbox="1280 382 1487 415">$31 \div 4 = 7 \text{ r}3$</p>  <p data-bbox="1280 596 1508 629">$94 \div 4 = 23 \text{ r}2$</p> <table border="1" data-bbox="1251 646 1929 839"> <thead> <tr> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> <p data-bbox="1487 789 1653 818">→</p> <table border="1" data-bbox="1674 646 1891 839"> <thead> <tr> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Tens	Ones											Tens	Ones												
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<p>Unit fractions of a set of objects</p> <p>Bar models are useful to show the link between division and fractions, for example, dividing by 3 and finding a third.</p>	<p>The whole is divided into ... equal parts. Each part is $\frac{1}{\square}$ of the whole.</p>  <p data-bbox="576 1203 969 1268">$\frac{1}{4}$ of 12 apples is 3 apples.</p>	<p>One ... of ... is ...</p> <p data-bbox="1239 961 1404 1025">$\frac{1}{4}$ of 12 is 3</p>  <p data-bbox="1239 1075 1425 1139">$\frac{1}{3}$ of 36 is 12</p> 																																						

Division

Progression of skills	Key representations	
<p>Non-unit fractions of a set of objects</p> <p>Bar models are a useful representation and show the links with division and multiplication.</p>	<p>The whole is divided into ... equal parts. Each part is $\frac{1}{\square}$ of the whole.</p>  <p>$\frac{3}{4}$ of 12 apples is 9 apples.</p>	<p>$\frac{1}{\square}$ of ... is ..., so $\frac{\square}{\square}$ of ... is ...</p> <p>$\frac{3}{4}$ of 12 is 9</p>  <p>$\frac{2}{3}$ of 36 is 24</p> 