



# MATHEMATICS



**N.S. Yr. 3 P.61**

**Choose and use appropriate number  
operations to solve problems**

## Equipment

Paper, pencil, ruler

# MathSphere

© MathSphere P.O. Box 1234 Worthing BN13 2UJ [www.mathsphere.co.uk](http://www.mathsphere.co.uk)

## **Concepts**

This module is concerned with children choosing and using the most appropriate number operations to answer questions and solve problems. As such, other modules following this, on real life problems, money problems and measure and time, are where the examples of work are to be found.

In this module we concentrate on making number stories up from given maths statements, using all four rules.

Most of the time these activities can arise easily from practical work and everyday situations and should be answered orally.

Children should be able to make more complex, and more interesting number stories corresponding to the sums.

Also included in this module, following on from year 2, is a section where a sign has been omitted or replaced by a  $*$ . This again makes children think what is happening in the sum and is a good introduction into algebra.

### Making number stories - addition



This is my number story:

$$125 + 145 = 270$$

Class 3B made a school magazine.  
They sold 125 to parents and 145 to  
children.  
Altogether they sold 270.

Try these:

1.  $155 + 105 = 260$  \_\_\_\_\_

---

---

---

2.  $210 + 245 = 455$  \_\_\_\_\_

---

---

---

2.  $135 + 225 = 360$  \_\_\_\_\_

---

---

---

**Making number stories - addition**



This is my number story:

$$150 + 85 = 235$$

A printer cost £150 and a new scanner cost £85.

They cost £235 altogether.

Try these:

1.  $290 + 75 = 365$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.  $170 + 330 = 500$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.  $215 + 140 = 355$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Making number stories - subtraction



This is my story:  $50 - 35 = 15$

Fran had £50 for her 9<sup>th</sup> birthday.  
She spent £35 on a fantastic new computer game.  
She had £15 left to spend on sweets!

Try these:

1.  $50 - 25 = 25$  \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.  $55 - 15 = 40$  \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.  $65 - 35 = 30$  \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Making number stories - subtraction**



This is my story:  $100 - 45 = 55$

Sam had a bar of chocolate 100 cm long.  
He had eaten 45 cm of it.  
He had 55 cm left.

Try these:

1.  $100 - 25 = 75$  \_\_\_\_\_

2.  $100 - 85 = 15$  \_\_\_\_\_

3.  $90 - 35 = 55$  \_\_\_\_\_

### Making number stories - multiplication



This is my story:  $16 \times 2 = 32$

There are 16 boys in my class and 16 girls.  
Altogether there are 32 children in my class.

Try these:

1.  $35 \times 2 = 70$  \_\_\_\_\_

2.  $18 \times 5 = 90$  \_\_\_\_\_

3.  $12 \times 10 = 120$  \_\_\_\_\_

### **Making number stories - multiplication**



This is my story:  $45 \times 2 = 90$

One half of a game of football lasts 45 minutes.

The two halves last 90 minutes.

Try these:

1.  $40 \times 2 = 80$  \_\_\_\_\_

2.  $16 \times 5 = 80$  \_\_\_\_\_

3.  $15 \times 10 = 150$  \_\_\_\_\_



### **Making number stories - division**



This is my story:  $32 \div 4 = 8$   
The 32 children in the class were put into  
4 equal teams, red, blue, green and  
yellow.  
There were 8 children in each team.

Try these:

1.  $28 \div 2 = 14$  \_\_\_\_\_

2.  $50 \div 5 = 10$  \_\_\_\_\_

3.  $100 \div 10 = 10$  \_\_\_\_\_

**Making number stories - division**



This is my story:  $100 \div 5 = 20$   
5 children shared the £100 prize between them.  
They each won £20.

Try these:

1.  $26 \div 2 = 13$  \_\_\_\_\_

2.  $60 \div 5 = 12$  \_\_\_\_\_

3.  $150 \div 10 = 15$  \_\_\_\_\_

**What sign?**

Hi! These are a bit different!  
All the numbers are there, but the  
signs are missing.  
Can you work out what the signs  
should be?



1.  $34 \square 42 = 76$

2.  $53 \square 47 = 100$

3.  $40 \square 12 = 28$

4.  $55 \square 18 = 37$

5.  $9 \square 5 = 45$

6.  $10 \square 10 = 100$

7.  $50 \square 2 = 25$

8.  $30 \square 2 = 15$

9.  $42 \square 2 = 21$

10.  $33 \square 9 = 24$

11.  $25 \square 4 = 100$

12.  $45 \square 19 = 26$

**What sign?**

Hi! These are a bit different!  
All the numbers are there, but the  
signs are missing.  
Can you work out what the signs  
should be?



1.  $60 \square 7 = 53$

2.  $47 \square 13 = 60$

3.  $50 \square 25 = 25$

4.  $61 \square 18 = 43$

5.  $7 \square 4 = 28$

6.  $15 \square 3 = 45$

7.  $60 \square 15 = 4$

8.  $49 \square 51 = 100$

9.  $43 \square 2 = 86$

10.  $48 \square 2 = 96$

11.  $63 \square 98 = 161$

12.  $77 \square 13 = 90$

**What sign?**

Now, on these the sign has been replaced with a big \*.

Can you work out what sign the \* should be?



Write the sum out next to it, replacing the \*

1.  $75 * 35 = 110$  \_\_\_\_\_

2.  $16 * 5 = 80$  \_\_\_\_\_

3.  $90 * 19 = 71$  \_\_\_\_\_

4.  $26 * 4 = 104$  \_\_\_\_\_

5.  $88 * 4 = 22$  \_\_\_\_\_

6.  $18 * 5 = 90$  \_\_\_\_\_

7.  $78 * 54 = 132$  \_\_\_\_\_

8.  $25 * 6 = 150$  \_\_\_\_\_

9.  $77 * 29 = 106$  \_\_\_\_\_

### What sign?

On each of these sums a sign has been replaced with a \*

Can you work out what sign the \* should be?



Write the sum out next to it, replacing the \*

1.  $14 * 5 = 70$  \_\_\_\_\_

2.  $20 * 7 = 140$  \_\_\_\_\_

3.  $75 * 5 = 15$  \_\_\_\_\_

4.  $28 * 4 = 7$  \_\_\_\_\_

5.  $23 * 98 = 121$  \_\_\_\_\_

6.  $65 * 5 = 13$  \_\_\_\_\_

7.  $8 * 4 = 32$  \_\_\_\_\_

8.  $44 * 66 = 110$  \_\_\_\_\_

9.  $47 * 19 = 28$  \_\_\_\_\_

**Answers**

**Page 11**

1. + 2. + 3. − 4. − 5. x 6. x 7. ÷ 8. ÷ 9. ÷ 10. − 11. x 12. −

**Page 12**

1. − 2. + 3. − 4. − 5. x 6. x 7. ÷ 8. + 9. x 10. x 11. + 12. +

**Page 13**

1. + 2. x 3. − 4. x 5. ÷ 6. x 7. + 8. x 9. +

**Page 14**

1. x 2. x 3. ÷ 4. ÷ 5. + 6. ÷ 7. x 8. + 9. −