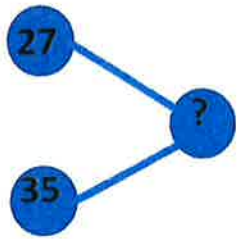
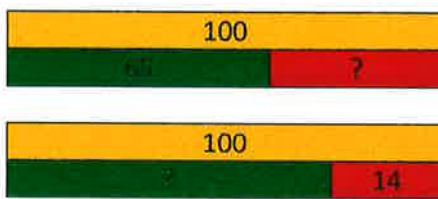






Y3	National Curriculum	Addition	Subtraction	Models and images	Maths Talk
	<p>Add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> a three-digit number and 1s a three-digit number and 10s a three-digit number and 100s <p>Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction</p> <p>Estimate the answer to a calculation and use inverse operations to check answers</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p> <p>Add and subtract fractions with the same denominator within one whole [for example, $\frac{516}{777}$]</p>	<p>Know pairs with each total to 20 addition & subtraction facts</p> <p>Know number bonds to 100 addition & subtraction facts (multiples of 10, 5, 1, e.g. 30+70, 85+15, 51+49)</p>   <p>Add & subtract any two 2-digit numbers using mental strategies (partitioning & counting on, nearly numbers, number facts)</p>  <p>Perform place value subtractions without a struggle. (E.g. $536 - 30 = 506$, etc.) 'no-work calculations'</p> <p>Add & subtract multiples and near multiples of 10 and 100</p> <p>Add & subtract pairs of 'friendly' 3-digit numbers, e.g. $320 + 450$</p> <p>Choose the 'best' method to solve calculations</p> <p>Begin to add amounts of money using partitioning.</p> <p>Written method:</p> <p>Use expanded column addition to add two or three 3-digit numbers or three or more 2-digit numbers</p> <p>Step 1</p> $\begin{array}{r} 754 \\ - 286 \\ \hline \end{array} = \begin{array}{r} 700 + 50 + 4 \\ - 200 + 80 + 6 \\ \hline \end{array}$ <p>Step 2</p> $\begin{array}{r} 700 + 40 + 14 \\ - 200 + 80 + 6 \\ \hline \end{array} \quad (\text{adjust from T to U})$ <p>Step 3</p> $\begin{array}{r} 600 + 140 + 14 \\ - 200 + 80 + 6 \\ \hline 400 + 60 + 8 = 468 \end{array} \quad (\text{adjust from H to T})$ <p>Begin to add like fractions. (E.g. $\frac{3}{8} + \frac{1}{8} + \frac{1}{8}$)</p> <p>Recognise fractions that add to 1. (E.g. $\frac{1}{4} + \frac{3}{4}$ or $\frac{3}{5} + \frac{2}{5}$)</p> 	<p>Subtract, when appropriate, by counting back or taking away, using place value and number facts.</p> <p>Subtract by counting up – Frog (difference) <i>main subtraction method</i> e.g.</p> <p>$423 - 357$ is</p>  <p>$423 - 357 = 66$</p> <p>Begin to subtract like fractions. (E.g. $\frac{7}{8} - \frac{3}{8}$)</p> <p>Find change from £1, £5 and £10. (Frog)</p> <p>E.g. $\text{£}10 - \text{£}6.75$</p>  <p>$\text{£}6.75 - \text{£}6.80 - \text{£}7.00 = \text{£}10$</p>	<p>Concrete apparatus: counting equipment, numicon, multilink, Dienes blocks, Fingers for counting on/back in 1s & 10s ...</p> <p>Bead string/bead bar</p> <p>Number lines</p> <p>Empty number lines</p> <p>100 grid</p> <p>Bar model</p> <p>Part part whole</p>	<p><i>Fish n chip numbers (30 n 70 ...)</i></p> <p><i>Frog – hopping up from smaller to larger number, bond to 10, bond to next multiple of 10, 100, etc.</i></p> <p><i>'Easy-peasy no-work calculations'</i></p> <p><i>'Number sense number non-sense'</i></p>