

Addition – Year 3

Selected National Curriculum Programme of Study Statements Pupils should be taught to:

- add and subtract numbers mentally, including:
 - a 3-digit number and ones
 - a 3-digit number and tens
 - a 3-digit number and hundreds
- add and subtract numbers with up to three digits, using

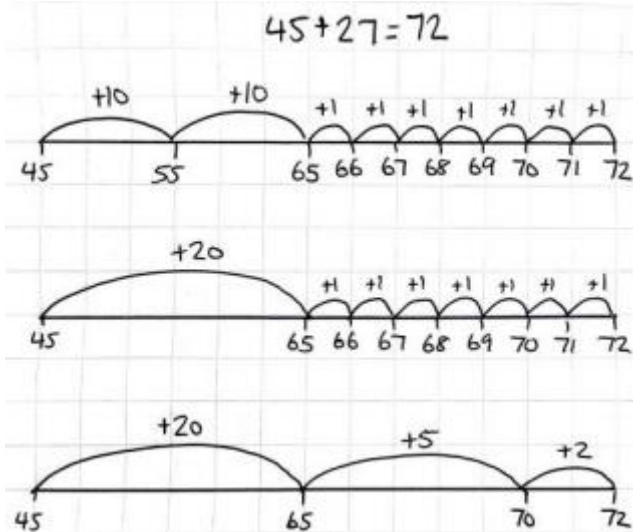
formal written methods of columnar addition and subtraction

The Big Ideas (NCETM)

Relating numbers to 5 and 10 helps develop knowledge of the number bonds within 20. For example, given $8 + 7$, thinking of 7 as $2 + 5$, and adding the 2 and 8 to make 10, then the 5 to 15. This should then be applied when calculating with larger numbers. Subtraction bonds can be thought of in terms of addition: for example, in answering $15 - 8$, thinking what needs to be added to 8 to make 15. Counting on for subtraction is a useful strategy that can also be applied to larger numbers

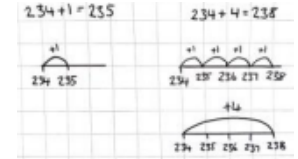
Stage 1

Adding two 2-digit numbers with bridging.

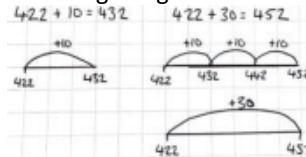


Stage 2

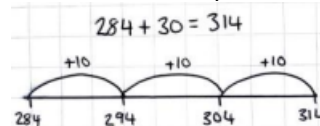
Adding a 3-digit number and ones.



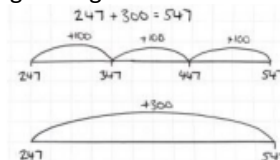
Adding 3-digit and tens.



Adding a 3-digit number and tens crossing the hundreds boundary.



Adding a 3-digit number and hundreds



End of year expectation

Introduce column addition with numbers up to 3-digits. Ensure number sentences chosen would not be more suited to a more efficient mental strategy.

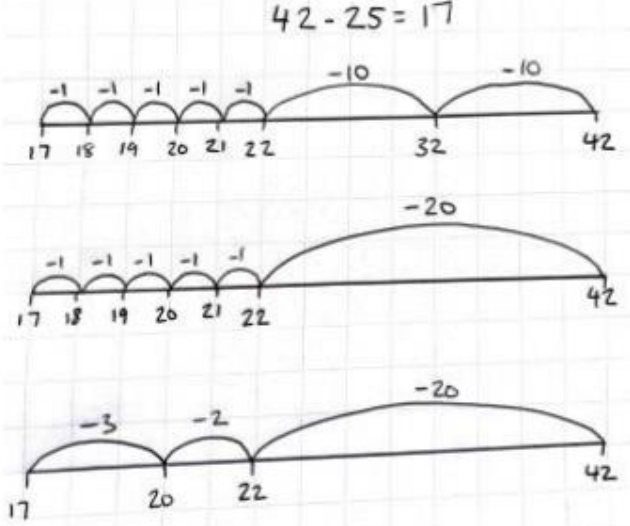
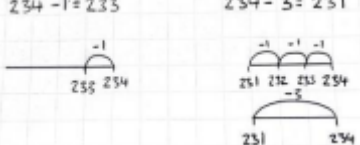
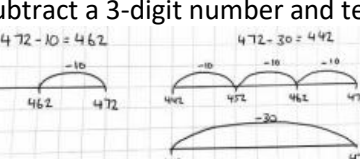
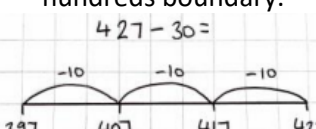
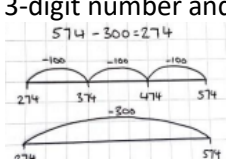
Begin with expanded.

$$\begin{array}{r} 700 + 80 + 9 \\ 600 + 40 + 2 \\ \hline 1300 + 120 + 11 = 1431 \end{array}$$

Then progress to compact.

$$\begin{array}{r} 789 \\ + 642 \\ \hline 1431 \\ \hline \end{array}$$

Subtraction – Year 3

Selected National Curriculum Programme of Study Statements Pupils should be taught to: • add and subtract numbers mentally, including: ○ a 3-digit number and ones ○ a 3-digit number and tens ○ a 3-digit number and hundreds • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	The Big Ideas (NCTEM) Relating numbers to 5 and 10 helps develop knowledge of the number bonds within 20. For example, given $8 + 7$, thinking of 7 as $2 + 5$, and adding the 2 and 8 to make 10, then the 5 to 15. This should then be applied when calculating with larger numbers. Subtraction bonds can be thought of in terms of addition: for example, in answering $15 - 8$, thinking what needs to be added to 8 to make 15. Counting on for subtraction is a useful strategy that can also be applied to larger numbers.	
Stage 1	Stage 2	End of year expectation
Subtract two 2-digit numbers with bridging. $42 - 25 = 17$ 	Subtract a 3-digit number and ones $234 - 1 = 233$ $234 - 3 = 231$  Subtract a 3-digit number and tens $472 - 10 = 462$ $472 - 30 = 442$  Subtract a 3-digit number and tens crossing the hundreds boundary. $427 - 30 =$  Subtract a 3-digit number and hundreds. $574 - 300 = 274$ 	Introduce column subtraction with numbers up to 3-digits. Ensure number sentences chosen would not be more suited to a more efficient mental strategy. Begin with expanded (without carrying). $900 - 60 - 7$ $400 - 50 - 2$ $500 - 10 - 5 = 515$ Progress to compact (without carrying then with carrying). 