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| **Y3 Maths** | **UNIT: Addition and Subtraction** | **Term: Autumn 1/2** |

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| **UNIT  OUTCOMES** | | In this unit, we will develop and consolidate our understanding of the following Year 3 Maths NC objectives:   * Add and subtract numbers mentally, including:   • a 3-digit number and ones • a 3-digit number and tens • a 3-digit number and hundred   * Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction * Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. | | | | | | | |
| **Step 1** | **Step 2** | | **Step 3** | **Step 4** | **Step 5** | **Step 6** | **Step 7** | **Step 8** | **Step 9** |
| *I can apply number bonds within 10.**Key assessment:**Live marking* | *I can add and subtract 1s,.**Key assessment:**Targeted questions.* | | *I can add and subtract and 10s.**Key assessment:**Live marking* | *I can add and subtract 100’s**Key assessment:**Live marking* | *I can spot the pattern.**Key assessment:**Live marking* | *I can add 1s across a 10.* *Key assessment:**Live marking* | *I can add 10s across 100.* *Key assessment:**Live marking* | *I can subtract 1s across a 10.* *Key assessment:**Live marking* | *I can subtract 10s across 100.* *Key assessment:**WR assessment* |
| *Step 10* | *Step 11* | | *Step 12* | *Step 13* | *Step 14* | *Step 15* | *Step 16* | *Step 17* | *Step 18* |
| *I can make connections.**Key assessment:**Live marking* | *I can add two numbers (no exchange) assessment:**Targeted questions.* | | *I can subtract two numbers (no exchange)**Key assessment:**Live marking* | *I can add two numbers (across 10)**Key assessment:**Live marking* | *I can add two numbers (across 100)**Key assessment:**Live marking* | *I can subtract two numbers (across a 10)**Key assessment:**Live marking* | *I can subtract two numbers (across 100)**Key assessment:**Live marking* | *I can add 2 and 3 digit numbers.**Key assessment:**Live marking* | *I can subtract 2 and 3 digit numbers.**Key assessment:**Live marking* |
| *Step 19* | *Step 20* | | *Step 21* | *Step 22* |
| *I can make complements to 100* *Key assessment:**Live marking* | *I can estimate numbers.* *Key assessment:**Live marking* | | *I can use the inverse operation.**Key assessment:**Live marking* | *I can make decisions.* *Key assessment:**Live marking* |

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| A picture containing key, metalware  Description automatically generated   * Ones, tens, hundreds * Order * Compare * Place value * Equal * Part * Whole * Inverse * Number bonds * Calculation * Equal * Partition * More/less * Interval * Number line * Groups * Digit * Addition * Subtraction * Exchange * Estimate |

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| **A yellow circle with a white head with gears inside  Description automatically generatedUseful Answer Stems**   * The \_\_\_\_ represents groups of ten. The \_\_\_represents extra ones. * \_\_\_\_\_\_\_ ones plus/minus \_\_\_\_\_\_\_ ones is equal to \_\_\_ ones. * If I know \_ + \_ = \_, I also know that \_\_\_\_\_\_\_. * The ones/tens/hundreds column with increase/decrease by \_\_\_\_\_\_\_\_. * \_\_\_\_\_ can be partitioned into \_\_\_\_\_\_ and \_\_\_\_\_. * The next multiple after 100 is \_\_\_\_\_. * Now there are \_\_\_ ones, \_\_\_\_\_\_ tens and \_\_\_ hundreds, I know that the answer is \_\_\_\_. * I will exchange \_\_\_\_ tens to make \_\_\_\_\_ hundreds. * The estimated answer will be great/less than \_\_\_ because \_\_\_\_\_\_. * \_\_\_\_\_\_\_ is the whole, \_\_\_\_\_\_\_\_ is the part so \_\_\_\_ is another part. |