**Maths Medium Term Planning**

**Year Three**

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| **WR Block: Addition and Subtraction** | **Autumn Term** |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds.
* Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
* Estimate the answer to a calculation and use inverse operations to check answers.
* Solve problems, including number problems, using number facts, place value and more complex addition and subtraction.
 | * Apply number bonds within 10
* Add and subtract 1s
* Add and subtract 10s
* Add and subtract 100s
* Spot the pattern
* Add 1s across a 10
* Add 10s across a 100
* Subtract 1s across a 10
* Subtract 10s across a 100
* Make connections
* Add two numbers (no exchange)
* Subtract two numbers (no exchange)
* Add two numbers (across a 10)
* Add two numbers (across a 100)
* Subtract two numbers (across a 10)
* Subtract two numbers (across a 100)
* Add 2-digit and 3-digit numbers
* Subtract a 2-digit number from a 3-digit number
* Complements to 100
* Estimate answers
* Inverse operations
* Make decisions

  | **Y2*** Solve problems with addition and subtraction:

-using concrete objects and pictorial representations, including those involving numbers, quantities and measures.-applying their increasing knowledge of mental and written methods.* Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
* Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:

-a two-digit number and ones,-a two-digit number and tens,-two two-digit numbers,-adding three one-digit numbers.* Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
* Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
 | **Y4*** Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
* Estimate and use inverse operations to check answers to a calculation.
* Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
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| **Key Vocabulary****New Vocabulary:**hundreds boundary | **Key Vocabulary:****Previous Year Group:**onehundred moreonehundred lessFacts tens boundary | **Stem Sentences**If the whole is \_\_\_ and one part is \_\_\_, then the other part is \_\_\_.\_\_\_ + \_\_\_ = 10, so \_\_\_\_ + \_\_\_\_\_= 100.The tens column/ hundreds column will increase/ decrease by \_\_\_.I need to add \_\_\_ to get to the next 10 and then add \_\_\_.I need to subtract \_\_\_ to get to the previous multiple of ten and then subtract \_\_\_\_.\_\_\_ can be partitioned into \_\_\_ and \_\_\_. |
| **Concrete, Pictorial, Abstract Models/ Calculations** |
| **Addition- Refer to whole school calculation policy for detailed steps of progression when teaching addition** |
| **Subtraction** |