**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. |
| **Key Vocabulary**  **New Vocabulary:**  hundreds boundary | **Key Vocabulary:**  **Previous Year Group:**  one  hundred more  one  hundred less  Facts 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** | | | |