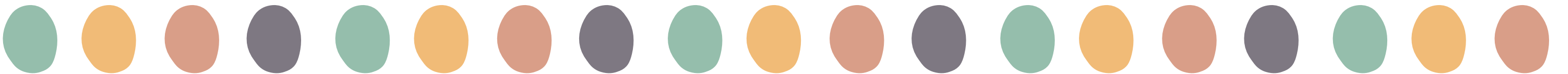


Y3- Overview

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		
Unit	1	2			3	4	5	6	7	8	9	10	11

	Number and place value
	Number facts
	Addition and subtraction
	Multiplication and division
	Fractions
	Geometry
	Other

Autumn 1	Review strategies for adding and subtracting across 10 (2 weeks)
Ready to progress	3NF-1 Secure fluency in addition and subtraction facts that bridge 10 through continued practice
NCETM documents	1.11 Addition and subtraction: bridging 10 https://www.ncetm.org.uk/media/x5lltghh/ncetm_mm_sply2_sell_teach_final-ys2.pdf#page=4
Small steps	To add three numbers together using doubles and near doubles. To represent addition problems using 'first, then, then, now' and bar models. To understand that numbers can be added in any order. To recognise number pairs that total 10 and use them to find the sum of three numbers. To choose the best strategy to add three small numbers together. To add two numbers by bridging through ten. To subtract numbers below 10 using efficient strategies. To subtract to and from 10. To subtract through 10 using bridging. To solve problems using addition and subtraction, including bridging through ten.
Links	NCETM- https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.ncetm.org.uk%2Fmedia%2Fsell%5trw%2Fcp-year-3-unit-1-adding-and-subtracting-across-10.pptx&wdOrigin=BROWSELINK OAK https://www.thenationalacademy/teachers/programmes/maths-primary-ks2/units/review-strategies-for-adding-and-subtracting-across-10/lessons?sid=05a559=MlPFN6nflT&sm=0&src=3 WHITE ROSE https://assets.whiteroseeducation.com/new-schemes/Y3%20Autumn%20Block%202%20SOL%20Addition%20and%20subtraction.pdf Mastery with greater depth https://www.ncetm.org.uk/media/oaqfcvjg/mastery_assessment_y3.pdf
Reasoning	True or false? Are these number sentences true or false? 597 + 7 = 614 804 - 70 = 744 768 + 140 = 908 Give your reasons. Hard and easy questions Which questions are easy / hard? 323 + 10 = 393 + 10 = 454 - 100 = 954 - 120 = Explain why you think the hard questions are hard? Convince me + + The total is 201 Each missing digit is either a 9 or a 1. Write in the missing digits. Is there only one way of doing this or lots of ways? Convince me Making an estimate Which of these number sentences have the answer that is between 50 and 60 174 - 119 333 - 276 932 - 871 Always, sometimes, never Is it always, sometimes or never true that if you subtract a multiple of 10 from any number the units digit of that number stays the same. Is it always, sometimes or never true that when you add two numbers together you will get an even number



Problem solving

[Click on me](#)

- Glossary
- Double - Double means to become twice as many.
 - Equation - An equation is used to show that one number or calculation is equal to another.
 - Sum - The total when numbers are added together
 - Addend - A number added to another number.
 - Commutative - Addition is commutative. This means the order of the addends can be changed without changing the calculation or sum.
 - Bridge - Bridging is a mental strategy which uses addition or subtraction to cross a number boundary.
 - Partition - Partition means splitting a number into parts.
 - Minuend - The minuend is the number being subtracted from.
 - Subtrahend - A subtrahend is a number subtracted from another.
 - Difference - The difference is the result after subtracting one number from another.

Stem sentences

‘There are ____ and ____ Altogether there are ____

‘First..., then..., then..., now...’

When we add three numbers, the total will be the same whichever pair we add first

If you change the order of the addends, the sum stays the same

We can look for pairs of addends which sum to 10

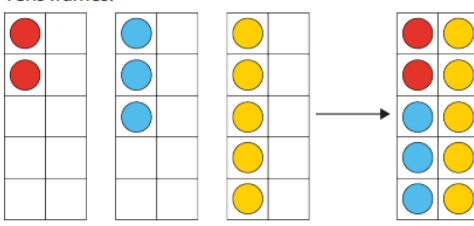
____ plus ____ is equal to ten, then ten plus ____ is equal to ____

First I partition the ____: ____ plus ____ is equal to ____’. Then ____ plus ____ is equal to ten...’ ‘...and ten plus ____ is equal to ____

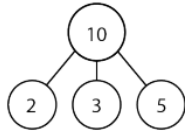
7 + 5 = ‘First I partition the five: three plus two is equal to five.’ ‘Then seven plus three is equal to ten...’ ‘...and ten plus two is equal to twelve.’

Representations

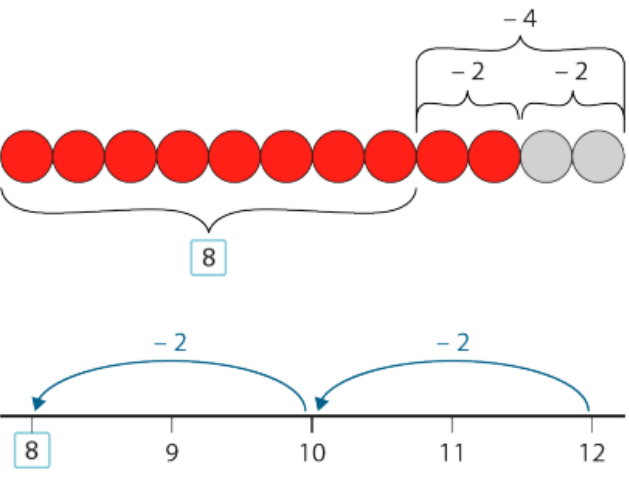
Tens frames:



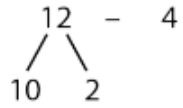
Part-part-part-whole representation:



Subtraction *through* ten – bead bar and number line:

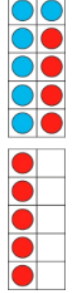


Subtraction *from* ten – abstract:



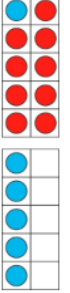
10 – 4 = 6
6 + 2 = 8
so
12 – 4 = 8

Subtraction *through* ten:



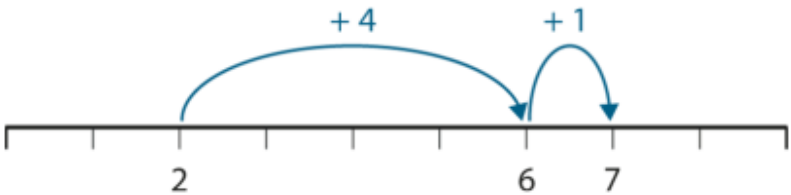
15 – 9 = 6
10 – 4 = 6

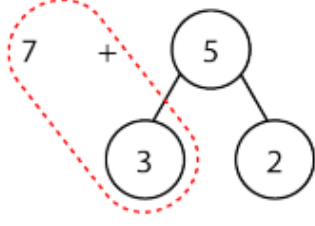
Subtraction *from* ten:



15 – 9 = 6
10 – 4 = 6

‘A snail is two centimetres up a flower stalk. Then it crawls up four centimetres, and then one centimetre more. How high up the stalk is it now?’





7 + 3 = 10
10 + 2 = 12