

## Subject: Maths

## Ye@r:3

## Unîi :Addirion and Subfaction

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| Vocabulary | Knowledge <br> What children will know | Understanding <br> What children will understand |  |  | Skills <br> What children will be able to do |  |  |
| Define the word and include | Learning ${ }^{\text {Teaching }}$ Assessment | Learning | Teaching | Assessment | Learning | Teaching | Assessment |
| etymology if useful. | Remembering Telling Testing | Practising | Coaching | Observing | Reflecting | Facilitating | Evaluating |
| Addition <br> Add, more, and, make, sum, total, altogether <br> Double <br> Near double <br> Half, halve <br> One more, two more... ten more <br> Addends - the numbers added <br> together to make the sum <br> Subtraction <br> Take away, minus, fewer, less, difference between <br> One less, two less... ten less <br> Minuend - a quantity or number from which another is to be subtracted <br> Subtrahend - a quantity or number to be subtracted from another. <br> Equals <br> Is equal to, is the same as <br> Number bonds <br> Number pair <br> Number facts <br> Part, part, whole <br> Partition <br> Recombine | - Pupils know they can use their knowledge of number bonds to 10 to find complements to 100, e.g. $\begin{aligned} & 7+3=10 \text { so } \\ & >\quad 70+30=100 \\ & >\quad 97+3=100 \\ & >\quad 77+23=100 \end{aligned}$ <br> - Pupils will know how to add and subtract numbers mentally, including: HTU+U, HTU+T and HTU+H <br> - Pupils know how to align the digits correctly in order to use column addition or subtraction. <br> - Pupils know that in column addition, the digits of the addends are added working from the lowest valuedigit (right) to the greatest value digit (left) <br> - Pupils know that if any column sums to ten or greater, then they must 'regroup' <br> - Pupils know that when subtracting, if there is an insufficient number of any unit to subtract in a given <br> - column, they must exchange from the column to the left. | - Pupils understand which digits are affected when adding ones to a 3-digit number. <br> - Pupils understand how to regroup or rename ones for tens. <br> - Pupils understand how to use the inverse operation to solve missing number problems. <br> - Pupils understand the importance of the position of digits and their place value to add and subtract 2 and 3 -digit numbers. |  |  | - Use concrete objects and pictorial representations to add and subtract. <br> - Pupils will use prior knowledge of adding and subtracting ones and tens to adding and subtracting multiples of 100 . <br> - Pupils will be able to add multiples of 10 to a 3-digit number with an exchange. <br> - Pupils will subtract multiples of 10 from a 3-digit number where I have to regroup. <br> - Pupils can look for patterns to enable them to predict answers to calculations. |  |  |


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| Missing number Tens boundary / Hundreds boundary Commutative | The ones column represents $\qquad$ one(s) minus $\qquad$ one(s) is equal to $\qquad$ one(s). <br> The ones column represents $\qquad$ one(s) minus $\qquad$ one(s) is equal to $\qquad$ one(s). <br> Stem Sentences <br> Addend plus addend is equal to the sum. <br> I know $\qquad$ plus $\qquad$ is equal to ten, so I know $\qquad$ plus $\qquad$ is equal to one hundred. <br> I know that ten minus $\qquad$ is equal to $\qquad$ , so I know that one hundred minus $\qquad$ is equal to $\qquad$ <br> We line up the ones; $\qquad$ ones plus $\qquad$ ones. We line up the tens; $\qquad$ tens plus $\qquad$ tens. <br> In column addition, we start at the righthand side. <br> If the column sum is equal to ten or more, we must regroup. <br> Minuend minus subtrahend is equal to the difference. |  |  |  |  |  |  |


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|  | The ones column represents $\qquad$ one(s) minus $\qquad$ one(s) is equal to$\qquad$ one(s). The tens column represents $\qquad$ ten(s) minus $\qquad$ ten(s) is equal to $\qquad$ ten(s). |  |  |  |  |  |  |  |  |

On Onon Wistiow Primary school - Curitculum Plan in

## Subject: Maths

Year: 3
Unifi : Number and Place Value

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| Numbers to one thousand <br> Placeholder - a significant zero in the decimal representation of a number. | - Pupils know that a three-digit number is made up of 100 s , 10 s and is <br> - Pupils will know the place value of each digit in a three-digit number |  |  | - Pupils understand that 100 ones make 1 hundred <br> - Pupils understand that 10 tens make 1 hundred |  |  | - Count from 0 in multiples of 4, 8, 50 and 100 <br> - Can find 10 or 100 more or less than a given number <br> - Read and write numbers up to 1000 in numerals and words |  |  |



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The NCETM have designed materials to support teachers to develop their subject knowledge and understand the learning steps required in order to successfully teach for mastery. The curriculum has been split into a number of areas called 'spines'.

Each spine has a series of Teacher Guidance documents and a PowerPoint containing the relevant representations which should be used to teach that area of maths. Please refer to these documents alongside this Curriculum Plan.

These Spines can be found on Google Drive:
https://drive.google.com/drive/u/0/folders/1Atxv73hPmXLKFm1tKtm3EHOq5h1UW9kX

White Rose Maths Resources can be found on Google Drive:
https://drive.google.com/drive/u/0/folders/1-SLs60Nea84ECjPB5P1vDqzR9tQ57FCh

