

Year 3 Maths Week 2

Welcome to the second week of Maths. I've decided to move on from fractions for a little bit as it is a bit hard to teach that online and I know that a lot of you are still getting used to working at home. We will revisit it at a later time. We are going to be doing a bit more on addition and subtraction this week. Don't forget to label your tasks and date them as you do them.

For your tasks this week, there is some Mathematical talk sections that you don't need to write down. Those are answers that you can talk about with another person. If you don't have anyone to talk them through with, just have a go at talking them through with yourself. Imagine this is the kind of questions I would talk to you about or have you do on whiteboards, it's to help you practice and remember. You may not use all the mathematical talk at the start of the lesson but it can be there to help you as you complete the lesson.

Notes and guidance are for an adult to help you with.

Remember to do your fluent in 5 task as well! Don't forget it is only a 5 minute task to help boost your maths brain, it doesn't work if you try and do them all in one go!

Monday 30th of March

Lesson 1

Mathematical Talk

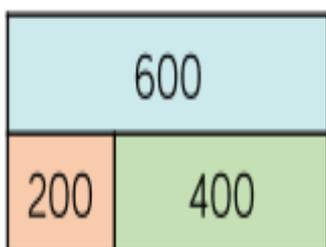
What is the same and what is different about 2 ones and 3 ones, 2 tens and 3 tens and 2 hundreds and 3 hundreds?

What is ___ hundreds and ___ hundreds equal to?

How many different ways can you represent $200 + 300$?

L.O. To add and subtract multiples of 100.

1) Use the bar model to complete the number sentences.



$$\begin{array}{l} _ + _ = 600 \quad 600 = _ - _ \\ _ + _ = 600 \quad 600 = _ - _ \\ _ - _ = 400 \quad 400 = _ - _ \\ _ - _ = 200 \quad 200 = _ - _ \end{array}$$

2) Odd One Out

Which is the odd one out?

Explain why.



3) Write all the different ways you could make 1000 using only hundreds.

Tuesday 31st of March

Lesson 2

Notes and Guidance

During this small step, children add and subtract ones from a 3-digit number without an exchange. They consider which digits are affected when adding ones. For example, if a child is completing $214 - 3$ and $214 + 3$ they see that they just need to focus on the ones column. Therefore, all they need to do is $4 + 3$ and $4 - 3$ respectively.

The use of the column method can be used but mental arithmetic is the best strategy.

Mathematical Talk

Which column do I need to focus on?

L.O. To add and subtract 3 digit and 1 digit numbers.

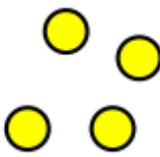
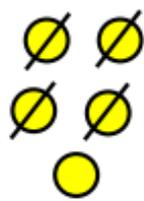
1) Complete:

$356 - 5 =$
$357 - 5 =$
$358 - 5 =$
$359 - 5 =$

$356 - 5 =$
$356 - 4 =$
$356 - 3 =$
$356 - 2 =$

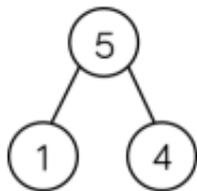
$356 - 5 =$
$366 - 5 =$
$376 - 5 =$
$386 - 5 =$

- 2) Alex thinks the chart shows $456 - 4$
Do you agree?

Hundreds	Tens	Ones
		

Explain why.

- 3) We can partition our 1-digit number to calculate $379 + 5$



$$379 + 1 = 380$$

$$380 + 4 = 384$$

Use this method to calculate:

$$178 + 9$$

$$826 + 7$$

$$359 + 8$$

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- 4) Which questions are harder to calculate?

$$234 + 3 =$$

$$506 + 8 =$$

$$455 + 7 =$$

$$521 + 6 =$$

Explain your answer.

Lesson 3

Children subtract a 1-digit number from a 3-digit number using an exchange.

Children need to be secure in the fact that 321 is 3 hundreds, 2 tens and 1 one but that it is also 3 hundreds, 1 ten and 11 ones.

If children are not secure with regrouping, it is important to revisit this before subtracting.

Mathematical Talk

How many ones do we exchange for one ten?

Why do all these subtractions require an exchange? When do we not need to exchange?

Which method do you prefer? Can you calculate the subtractions mentally?

L.O. To subtract 1 digit from 3 digit numbers.

- 1) Red team have 672 points.
Blue team have 7 fewer points than red team.
How many points do blue team have?

2) *Base 10 is also known as dienes*

- 3) Whitney has 125 stickers.
She gives less than 10 stickers to Eva.
She has an odd number of stickers left.
How many stickers might Whitney have given away?

What do you notice is the same about your answers?

If Whitney had an even number of stickers left, how many might she have given away?

- 4) Explain how you would solve these calculations:

$$564 - \underline{\quad} = 558$$

$$\underline{\quad} - 8 = 725$$

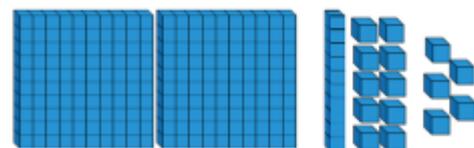
$$352 = 361 - \underline{\quad}$$

Ron and Jack use Base 10 to solve $225 - 8$

Ron's method:



Jack's method:



Explain which method you would use and why.

Notes and Guidance

Children look at what happens to a 3-digit number when a multiple of 10 is added or subtracted.

Different representations such as Base 10, arrow cards, place value charts should be used.

The use of the column method is exemplified in this example, but children should explore whether or not this is needed and explain why. Mental methods should be encouraged throughout.

Mathematical Talk

How many tens can we add to 352 without exchanging?

How many tens can we subtract from 352 without exchanging?

What patterns can you see between the additions and subtractions?

Can you see links between the columns?

Can you compare the calculations without finding the answer?

L.O. To add and subtract 3 and 2 digit numbers.

1) Complete using $<$, $>$ or $=$

$773 + 1$ $773 + 10$

$653 + 10$ $653 - 10$

$647 + 10$ $657 - 10$

$721 + 10$ $653 + 10$

2) Miss Wilson has 237 marbles in a box.

She adds 8 more bags of 10 marbles.

How many marbles does she have now?

Write the calculation for this problem.

3) Eva and Amir are calculating $783 + 90$



793, 803, 813, 823,
833, 843, 853, 863,
873

$783 + 100 = 883$
 $883 - 10 = 873$



Whose method do you prefer?
Explain why.

Friday 3rd of April

Lesson 5

Notes and Guidance

Children subtract multiples of 10 from a 3-digit number, with an exchange. The examples show different ways this concept could be taught using number lines and part-whole models.

The column method could be used, however, it is not the most efficient method.

Counting backwards in tens or using 100 to help will support mental strategies.

Mathematical Talk

How many tens do we exchange one hundred for?

L.O. To subtract 2 digits from 3 digits.

1) Count back in tens to solve $240 - 70$



2) Complete the missing digits.

$$13 \square - 50 = 85$$

$$334 - \square 0 = 294$$

$$545 = 6 \square 5 - 70$$

3) How many different methods could you use to solve $837 - 90$?