

*Addition and
Subtraction*

We are Mathematicians!

We are learning to subtract.....

In year 2 and 3 we.....
subtracted with 2 and 3 digit numbers.

By the end of the year we will be able to
3 and 4

In future, this will help with budgeting and calculat
have left.

Key vocabulary we will use in this unit
difference, less than, decrease, minuend and subtrahend.

Underline using a ruler!

Don't forget
books it is
st

1 5 . 1 1 . 2 1

LO: To subtract using efficient methods.

I know that when the numbers are close together, it is more efficient to count on...

I can represent my calculation as a bar model and part whole model...

I understand how to look at a calculation and use my knowledge of place value and number to decide the most efficient method.

Flashback 4

Year 3 | Week 5 | Day 5

1) What is 200 more than 361?

2×9

2) Subtract 8 from the number in the place value grid.

100s	10s	1s

3) Complete the number sentence.

= 3 hundreds + 7 tens + 8 ones

4) How many minutes are in one hour?



Flashback 4

Year 4 | We

1) Subtract 3,854 from 9,975

2) Find the total of 3,492 and 2,507

3) Compare using $<$, $>$ or $=$

298 1,382

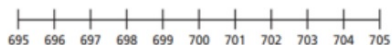
4) How many faces does a cube have?

-

- 1 a) Use the column method to work out $704 - 696$

	H	T	O
	7	0	4
-	6	9	6

- b) Count on the number line to work out $704 - 696$



- c) Which method do you prefer?
Why?

- 2 Complete the subtractions by counting on.

a. $902 - 897 =$ b. $702 - 694 =$

c. $227 - 199 =$

- 3 a) Use column subtraction to complete the calculations.

	H	T	O
	7	0	0
-	3	4	8

	H	T	O
	6	0	0
-	2	4	5

- b) Rosie's method

	H	T	O
	6	9	9
-	3	4	8
	3	5	1

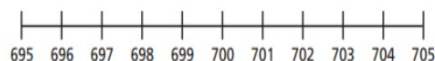
$351 + 1 = 352$
so $700 - 348 = 352$

Use Rosie's method to work out $6,000 - 2,145$

- 1 a) Use the column method to work out $704 - 696$

	H	T	O
	7	0	4
-	6	9	6

- b) Count on the number line to work out $704 - 696$



- c) Which method do you prefer?
Why?

- 2 Complete the subtractions by counting on.

a) $902 - 897$ b) $1,902 - 1,894$ c) $2,027 - 1,999$

- 3 a) Use column subtraction to complete the calculations.

	H	T	O
	7	0	0
-	3	4	8

	Th	H	T	O
	6	0	0	0
-	2	1	4	5

- b) Rosie's method

	H	T	O
	6	9	9
-	3	4	8
	3	5	1

$351 + 1 = 352$
so $700 - 348 = 352$

4 Use the column method to work out the subtractions.

- a. $500 - 341$ b. $300 - 272$
c. $1000 - 729$ d. $900 - 733$

5 Using everything you have learned today, calculate these equations mentally.

- $512 - 299$
 $704 - 598$
 $516 - 397$

4 Use the column method to work out the subtractions.

- a) $500 - 341$ c) $£3,000 - £2,782$
b) $1,000 - 729$ d) $10,000 \text{ mm} - 7,302 \text{ mm}$

5 Work out the subtractions mentally.

- $4,512 - 2,999$
 $3,704 - 2,998$
 $5,147 - 997$

Represent the calculations for 5, on a bar model or part whole model.

Extension

Amir has £1,000



He buys a scooter for £345 and a skateboard for £110

How much money does he have left?

Show 3 different methods of finding the answer.

Extension

Amir has £1,000



He buys a scooter for £345 and a skateboard for £110

How much money does he have left?

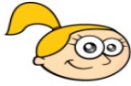
Show 3 different methods of finding the answer.

Plenary

True or False?

Efficient subtraction

To avoid repeated exchanges, Eva is using the calculation $4,999 - 3,723$ to solve the calculation $5,000 - 3,724$



If I reduce each number by one, the difference between the numbers will stay the same.

Year 3 NUMERACY TARGET GRIDS						
I can compare and order numbers up to 1000.	I can solve missing number problems.	I can solve multiplication and division problems, using scaling.	I can measure the perimeter of simple 2-D shapes	I can solve problems involving fractions	I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	I know how many seconds are in a minute, days in each month, year and leap year.
I can count from 0 in multiples of 4, 8, 50 and 100.	I can estimate the answer to a calculation and use inverse operations to check	I can solve multiplication and division problems.	I can estimate and read time to the nearest minute and compare times using appropriate vocabulary.	I can compare and order fractions, and fractions with the same denominator.	I identify whether angles are greater than or less than a right angle.	
I can identify, represent and estimate numbers in different contexts.	I can solve addition and subtraction problems.	I can use mental strategies to multiply a 2-digit number by a 1 digit number.	I can tell the time using Roman numerals from I to XII	I can add and subtract fractions with the same denominator within one whole. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$	I can recognise that two right angles make a half-turn. 3 make 3/4 of a turn and 4 make a complete turn.	I can solve two-step problems using presented data
I can find 10 or 100 more or less than a given number.	I can subtract numbers up to three digits using an efficient written method.	I can write and calculate statements for X and +. Using the multiplication tables that I know.	I can tell and write the time from an analogue clock and 12-hour and 24-hour clocks.	I can recognise and show, using diagrams, equivalent fractions.	I can identify right angles.	I can solve one-step problems using presented data
I can recognise the place value of each digit in a three-digit number.	I can add numbers up to three digits using an efficient written method.	I can recall and use multiplication and division facts for the 8 times table.	I can add and subtract amounts of money to give change using £ and p.	I can recognise and use fractions as numbers.	I can recognise angles as a property of shape or a description of a turn.	I can interpret and present data using tables.
I can solve number problems and practical problems.	I can add and subtract a 3 digit-number and hundreds mentally.	I can recall and use multiplication and division facts for the 4 times table.	I can measure and compare, add and subtract volume/capacity (l/ml)	I can find and write fractions for a set of objects.	I can recognise 3-D shapes in different orientations.	I can interpret and present data using pictograms.
I can read and write numbers to 100 in numerals and in words.	I can add and subtract a 3 digit-number and tens mentally.	I can recall and use multiplication and division facts for the 3 times table.	I can measure and compare, add and subtract mass (kg/g)	I recognise that tenths arise from dividing an object into 10 equal parts.	I can make 3-D shape using modelling materials.	I can interpret and present data using bar charts.
	I can add and subtract a 3 digit-number and ones mentally.	I can use efficient written methods to multiply a 2 digit and a 1 digit number.	I can measure and compare, add and subtract lengths (m/cm/mm)	I can count up and down in tenths.	I can draw 2-D shapes.	
Number and Place Value	Addition and Subtraction	Multiplication and Division	Measurements	Fractions	Geometry	Statistics

**Year 4
NUMERACY
TARGET GRIDS**

I can read Roman numerals to 100 (I to C) and know that over time the numeral system changed to include the concept of zero and place value .

I can solve number and practical problems

I can round any number to the nearest 10, 100 or 1000

I can identify, represent and estimate numbers.

I can compare and order numbers beyond 1000.

I can recognise the place value of each digit in a four -digit number.

I can count backwards through zero to include negative numbers.

I can find 1000 more or less than a given number

I can count in multiples of 6, 7, 9, 25 and 1000

I can solve subtraction two step problems deciding which operations and methods to use and why.

I can solve addition two step problems deciding which operations and methods to use and why.

I can use inverse operations to check answers to a calculation.

I can estimate to check answers to a calculation.

I can subtract numbers with up to 4 digits using efficient methods.

I can add numbers with up to 4 digits using efficient methods.

I know factor pairs, using my times table knowledge.

I can solve multiplication and division problems, including simple scaling.

I can multiply a three -digit number by a one—digit number using a formal written method.

I can multiply a two—digit number using a formal written method.

I can use place value and known derived facts to multiply 3 numbers .

I can use place value and known derived facts to multiply and divide men-

I can explain commutativity in multiplication.

I can recall multiplication and division facts for times tables up to 12 x 12.

I solve simple measure and money problems involving fractions and decimals to two places.

I can solve problems involving converting from: hours to minutes; minutes to seconds; years to months; weeks to days.

I can read, write and convert time between analogue and digital 12— and 24—hour clocks.

I can estimate, compare and calculate different measure, including money in pounds and pence.

I can find the area of rectilinear shapes by counting squares.

I measure and calculate the perimeter of a rectilinear shape in cm and m

I can convert between different units of measure

I round decimals with one decimal place to the nearest whole number and compare.

I can find the effect of \div a number by 10 and 100 and identify the value of the digits

I can recognise and write decimal equivalents to $1/2$, $1/4$, and $3/4$.

I can recognise and write decimal equivalents of any number of tenths or hundredths .

I can add and subtract fractions with the same denominator.

I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

I can recognise and show, using diagrams, families of common equivalent fractions.

I solve problems finding fractions of amounts including non -unit fractions like $3/4$

I can plot specified points and draw sides to complete a given polygon.

I describe movements between positions as translations of a given unit to the left/right and up/down.

I can describe positions on a 2-D grid as co-ordinates in the first quadrant.

I can complete a simple symmetric figure with respect to a specific line of symmetry.

I can identify lines of symmetry in 2-D shapes presented in different orientations.

I can identify acute and obtuse angles and compare and order up to two right angles by size.

I can compare and classify geometric shapes, including quadrilaterals and triangles

I can draw line graphs.

I can solve 'difference' problems using information presented in bar charts, pictograms, tables and other graphs.

I can solve 'sum' problems using information presented in bar charts, pictograms, tables and other graphs.

I can solve 'comparison' problems using information presented in bar charts, pictograms, tables and other graphs.

I can interpret and present data using time graphs.

I can interpret and present data using bar charts.

Number and Place Value

Addition and Subtraction

Multiplication and Division

Measurements

Fractions and Decimals

Geometry

Statistics

1 6. 1 1. 2 1

LO: To estimate answers.

I know that estimating helps me check if my answer is reasonable.

I can use my understanding of place value and my knowledge of numbers to know which numbers are near other numbers.....

I understand that estimating is important to help me check for reasonable answers and apply to real life situations, such as how much I'm spending when I go shopping.



2 Estimate the answer to $395 + 49$

395 is close to 49 is close to

My estimate is

Work out the exact answer.

How close was your estimate? Talk to a partner.

3 For each question work out an estimate and the exact answer.

Question	Estimate	Exact answer
$705 - 194$		
$511 - 97$		
$187 + 203 + 19$		

4 Why is it a good idea to estimate the answer to a calculation?
Write one reason.

5 Amir is working out $195 + 412$

	H	T	O
	1	9	5
+	4	1	2
	5	1	0

Use an estimate to show how you know Amir is wrong.

Alex is working out $7,958 - 6,103$

Alex rounds her numbers to the nearest thousand to estimate the answer.

a) Complete the sentences.

7,958 rounded to the nearest thousand is

6,103 rounded to the nearest thousand is

Alex's estimate is - =

b) Use column subtraction to work out the actual answer.

	Th	H	T	O
	7	9	5	8
-	6	1	0	3

The actual answer is

3 Mr Howell writes a subtraction on the board.

$$\begin{array}{r} 795 \\ - 503 \\ \hline \end{array}$$

I estimate the answer will be close to 200 because $700 - 500 = 200$



What mistake has Dora made?

Write a better estimate.

3 Mr Howell writes a subtraction on the board.

$$\begin{array}{r} 795 \\ - 503 \\ \hline \end{array}$$

I estimate the answer will be close to 200 because $700 - 500 = 200$



What mistake has Dora made?

Write a better estimate.

- 6 Mr Jones cycles a number of kilometres each day.
The table shows the distance he cycles.

Monday	Tuesday	Wednesday	Thursday
189 km	88 km	215 km	53 km

Mr Jones planned to cycle 500 km in total by the end of Thursday.

- a) Has Mr Jones cycled as many kilometres as he planned?
Give an estimate.
- b) How far has Mr Jones cycled in total?

- 7 A bottle is full of 813 ml of orange juice.
A glass has a capacity of 495 ml.
Can you pour two full glasses
of juice? Give an estimate.
Explain your answer.



- 4 a) Tom is estimating an addition calculation.
His estimate is $3,000 + 1,000 = 4,000$
Write three possible additions Tom could be estimating.
- b) Dani is estimating a subtraction calculation.
Her estimate is $£600 - £100 = £500$
Write three possible subtractions Dani could be estimating.

- 5 Complete the table. Show your workings.

Question	Estimated answer	Accurate answer
$3,970 \text{ km} - 1,850 \text{ km}$		
$7,076 - 852$		
$7,076 - 652$		
$1,994 \text{ ml} + 1,994 \text{ ml}$		

Extension



Tommy

I estimate $143 - 95$ will
be 50 because I will
subtract 100 from 150

Is this a good estimate? Why?

Are there any other ways he could have
estimated?

Extension

Use the number cards and + or - to
make three calculations with an
estimated answer of 2,500

1,295

1,120

4,002

1,489

3,812

1,449

True or False?

Estimate answers to check calculations

These calculations will have an answer of 100 if you estimate using rounding to the nearest 10

$$87 + 11 =$$

$$92 + 9 =$$

$$53 + 49 =$$

True or False?

Estimate answers

Tommy buys 3 items of shopping

£8.99 £14.99 and £4.99

I will have change from £30



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I can count from 0 in multiples of 4, 8, 50 and 100.	I can estimate the answer to a calculation and use inverse operations to check	I can solve multiplication and division problems.	I can estimate and read time to the nearest minute and compare times using appropriate vocabulary.	I can compare and order fractions, and fractions with the same denominator.	I identify whether angles are greater than or less than a right angle.	
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I can find 10 or 100 more or less than a given number.	I can subtract numbers up to three digits using an efficient written method.	I can write and calculate statements for X and +. Using the multiplication tables that I know.	I can tell and write the time from an analogue clock and 12-hour and 24-hour clocks.	I can recognise and show, using diagrams, equivalent fractions.	I can identify right angles.	I can solve one-step problems using presented data
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	I can add and subtract a 3 digit-number and ones mentally.	I can use efficient written methods to multiply a 2 digit and a 1 digit number.	I can measure and compare, add and subtract lengths (m/cm/mm)	I can count up and down in tenths.	I can draw 2-D shapes.	
Number and Place Value	Addition and Subtraction	Multiplication and Division	Measurements	Fractions	Geometry	Statistics

Year 4 NUMERACY TARGET GRIDS						
I can read Roman numerals to 100 (I to C) and know that over time the numeral system changed to include the concept of zero and place value .	Year 4 NUMERACY TARGET GRIDS	I know factor pairs, using my times table knowledge.	I solve simple measure and money problems involving fractions and decimals to two places.	I round decimals with one decimal place to the nearest whole number and compare.	I solve problems finding fractions of amounts including non-unit fractions like $\frac{3}{4}$	
I can solve number and practical problems		I can solve multiplication and division problems, including simple scaling.	I can solve problems involving converting from: hours to minutes; minutes to seconds; years to months; weeks to days.	I can find the effect of \div a number by 10 and 100 and identify the value of the digits	I can plot specified points and draw sides to complete a given polygon.	I can draw line graphs.
I can round any number to the nearest 10, 100 or 1000		I can solve subtraction two step problems deciding which operations and methods to use and why.	I can multiply a three — digit number by a one—digit number using a formal written method.	I can read, write and convert time between analogue and digital 12— and 24—hour clocks.	I can recognise and write decimal equivalents to $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{3}{4}$.	I describe movements between positions as translations of a given unit to the left/right and up/down.
I can identify, represent and estimate numbers.		I can solve addition two step problems deciding which operations and methods to use and why.	I can multiply a two—digit number by a one—digit number using a formal written method.	I can estimate, compare and calculate different measure, including money in pounds and pence.	I can recognise and write decimal equivalents of any number of tenths or hundredths .	I can describe positions on a 2-D grid as co-ordinates in the first quadrant.
I can compare and order numbers beyond 1000.		I can use inverse operations to check answers to a calculation.	I can use place value and known derived facts to multiply 3 numbers .	I can find the area of rectilinear shapes by counting squares.	I can add and subtract fractions with the same denominator.	I can complete a simple symmetric figure with respect to a specific line of symmetry.
I can recognise the place value of each digit in a four—digit number.		I can estimate to check answers to a calculation.	I can use place value and known derived facts to multiply and divide men-	I measure and calculate the perimeter of a rectilinear shape in cm and m	I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.	I can identify lines of symmetry in 2-D shapes presented in different orientations.
I can count backwards through zero to include negative numbers.		I can subtract numbers with up to 4 digits using efficient methods.	I can explain commutativity in multiplication.	I can convert between different units of measure	I can recognise and show, using diagrams, families of common equivalent fractions.	I can identify acute and obtuse angles and compare and order up to two right angles by size.
I can find 1000 more or less than a given number		I can add numbers with up to 4 digits using efficient methods.	I can recall multiplication and division facts for times tables up to 12×12 .			I can compare and classify geometric shapes, including quadrilaterals and triangles
I can count in multiples of 6, 7, 9, 25 and 1000						
Number and Place Value	Addition and Subtraction	Multiplication and Division	Measurements	Fractions and Decimals	Geometry	Statistics

1 6.1 1. 2 1

LO: To know how to check my answers to a calculation.

I know a variety of ways to check my answers, such as adding in a different order.

I can use the inverse to check my answers so that I am using a different method.


I understand that I need to use my knowledge of number and place value to check my that my answers are reasonable.

Flashback 4

Flashback 4

Year 3 | Week 6 | Day 1

1×2

- 1) Complete the sentence.
300 less than is 396
- 2) Calculate $568 + 30$
- 3) Add 300, 200 and 400 together.
- 4) What fraction of the shape is shaded?


White
Rose
Maths

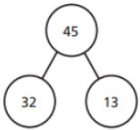
Flashback 4

Year 4 | Week 6

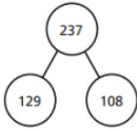
- 1) Calculate $452 - 138$
- 2) Add 3,450 and 2,639 together.
- 3) What is 10 more than 3,994?
- 4) How many months are there in 2 years?

1 Complete a fact family for each model.

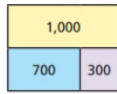
a)



b)



c)

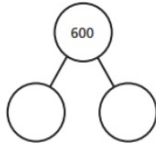
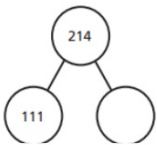


2 There is a mistake in each subtraction.
Use an addition to check each subtraction.

Complete the part-whole models.

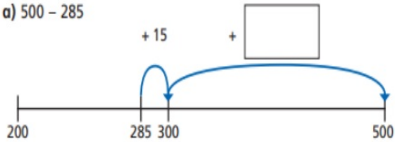
a) $214 - 111 = 113$

b) $425 = 600 - 185$



3 Show an addition on the number line that could be used to work out the subtraction.

a) $500 - 285$



b) $750 - 683$



1 Which subtractions can be used to check $271 + 516 = 787$?

$787 - 271$ $516 - 271$ $271 - 787$ $787 - 516$

2 Which additions can be used to check $2,364 - 1,202 = 1,162$?

$2,364 + 1,202$ $1,162 + 1,202$ $2,364 + 1,162$ $1,202 + 1,162$

3 Use an inverse operation to check these calculations.

a)

	H	T	O
	3	7	1
+	4	6	5
	8	3	6

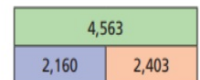
c)

	Th	H	T	O
	2	4	1	1
-	1	3	0	6
	1	1	0	5

b)

	H	T	O
	5	6	7
-	1	5	2
	4	1	5

4 Complete the fact family for the bar model.



- 4 Teddy is working out an addition calculation.



$175 + 135$ is 300

- a) What subtraction could Teddy do to check he is correct?
- b) Draw the subtraction on a number line to show that Teddy is wrong.
- c) What is the correct answer to Teddy's question?

- 5 Work out the problem and then check your calculation.
 A crate contains 462 apples.
 Some apples are used to make juice.
 There are 187 apples left.
 How many apples were used to make the juice?

- 6 Work out the problem and then check your calculation.



Kim reads a book.
 The book has 200 pages.
 She reads 75 pages on Monday and 39 pages on Tuesday.
 How many pages does she have left to read?

Extension



Mo

If I add two numbers together, I can check my answer by using a subtraction of the same numbers after e.g. to check $23 + 14$, I can do $14 - 23$

Do you agree? Explain why.

- 5 Teddy is working out $5,671 + 325$

	Th	H	T	O
	5	6	7	1
+	3	2	5	
	8	9	2	1

Teddy checks his calculation using the same addition.
 Is this a good idea? What mistake has Teddy made?

- 6 Match the inverse calculations.

$623 + 1,240 = 1,863$

$2,483 - 623 = 1,860$

$1,860 + 1,240 = 3,100$

$2,483 + 617 = 3,100$

$1,860 + 623 = 2,483$

$3,100 - 1,860 = 1,240$

$3,100 - 2,483 = 617$

$617 + 1,866 = 2,483$

$2,483 - 617 = 1,866$

$1,863 - 1,240 = 623$

- 7 Complete the calculations.

Use inverse operations to check your answers.

- a) $372 + 405$ b) $1,372 + 450$ c) $6,572 - 2,320$ d) $6,004 - 729$

Extension

Here is a number sentence.

$350 + 278 + 250$

Add the numbers in different orders to find the answer.

Is one order of adding easier? Why?

Create a rule when adding more than one number of what to look for in a number.

Plenary

True or False?

Check answers

$$6 \times 5 = 6 + 6 + 6 + 6 + 6$$

True or False?

Checking strategies

You can use addition to show that one of the calculations is incorrect.

	6	'3		
	7	4	'2	7
-	2	6	4	1
	4	7	8	6

	8	4	3	4
-	4	5	2	1
	4	1	1	3

Year 3
NUMERACY
TARGET GRIDS

I can compare and order numbers up to 1000.

I can solve missing number problems.

I can estimate the answer to a calculation and use inverse operations to check

I can count from 0 in multiples of 4, 8, 50 and 100.

I can solve addition and subtraction problems.

I can identify, represent and estimate numbers in different contexts.

I can subtract numbers up to three digits using an efficient written method.

I can find 10 or 100 more or less than a given number.

I can add numbers up to three digits using an efficient written method.

I can recognise the place value of each digit in a three-digit number.

I can add and subtract a 3 digit-number and hundreds mentally.

I can solve number problems and practical problems.

I can add and subtract a 3 digit-number and tens mentally.

I can read and write numbers to 100 in numerals and in words.

I can add and subtract a 3 digit-number and ones mentally.

I can solve multiplication and division problems, using scaling.

I can solve multiplication and division problems.

I can use mental strategies to multiply a 2-digit number by a 1 digit number.

I can write and calculate statements for X and +. Using the multiplication tables that I know.

I can recall and use multiplication and division facts for the 8 times table.

I can recall and use multiplication and division facts for the 4 times table.

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I can measure and compare, add and subtract mass (kg/g)

I can measure and compare, add and subtract lengths (m/cm/mm)

I can solve problems involving fractions

I can compare and order fractions, and fractions with the same denominator.

I can add and subtract fractions with the same denominator within one whole.
 $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$

I can recognise and show, using diagrams, equivalent fractions.

I can recognise and use fractions as numbers.

I can find and write fractions for a set of objects.

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I identify whether angles are greater than or less than a right angle.

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Number and Place Value

Addition and Subtraction

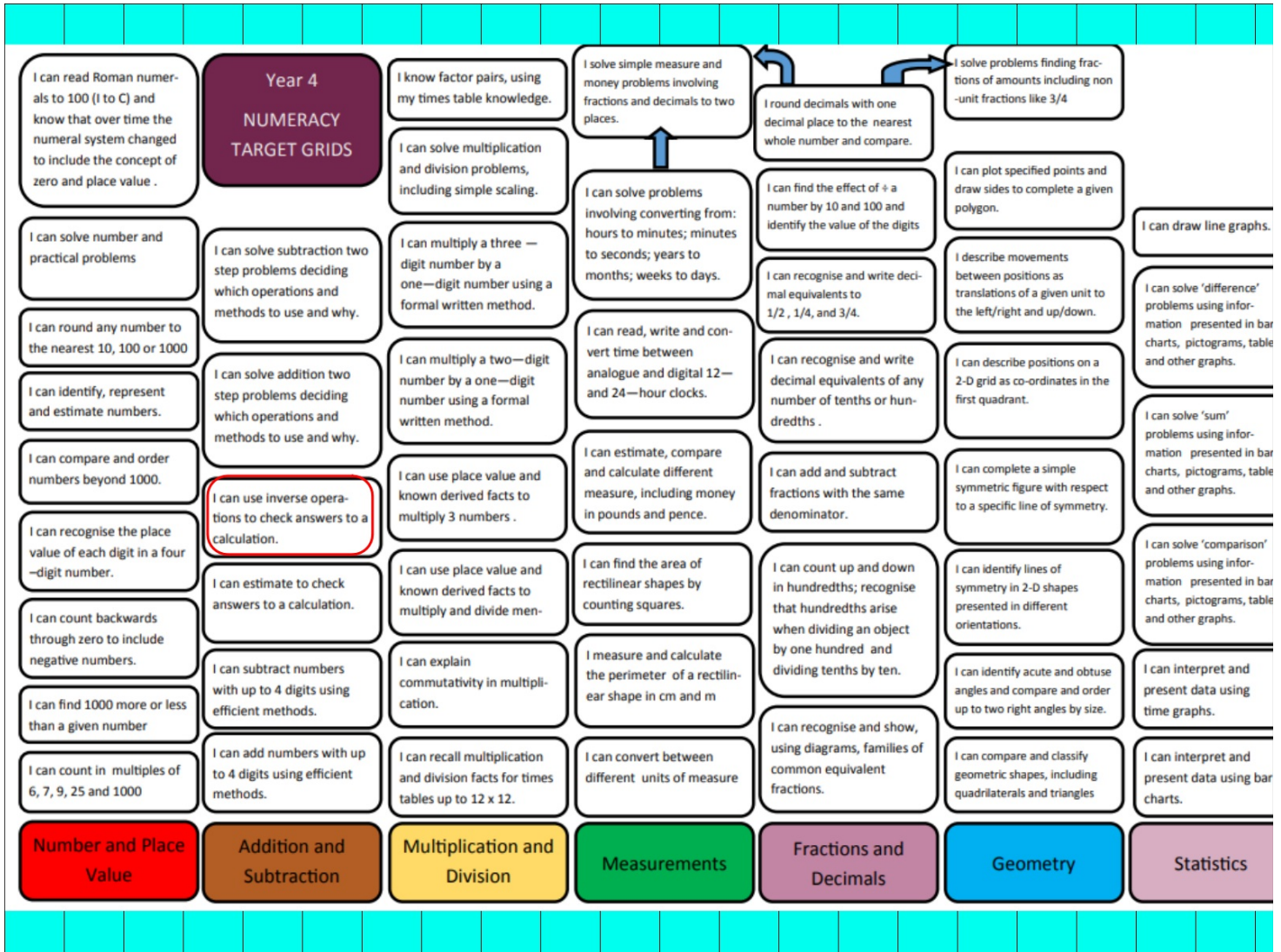
Multiplication and Division

Measurements

Fractions

Geometry

Statistics



1 7. 11. 21

LO: To solve a variety of addition and subtraction problems.

I know that I need to read the question carefully to decide if I need to add or subtract to solve it.

I can answer addition and subtraction problems....

I understand that I need to apply my addition and subtraction skills to solve it the problem and answer the question it's asking me.



3 A piece of string is 348 cm long.

Jack cuts off a piece 20 cm long.

a) How much string does he have left?

Jack cuts off another piece of string.

Now he has 278 cm of string left.

b) How long is the second piece of string?

4 Miss Rose buys a toaster and kettle.



The kettle costs £12 more than the toaster.

How much do the toaster and kettle cost altogether?

5 A jug contains 775 ml of juice.

Tommy pours two glasses of juice.

He pours 200 ml into one glass

He pours 50 ml into the other glass.

How much juice is left in the jug?



A shop has 8,435 magazines.

367 are sold in the morning and 579 are sold in the afternoon.

How many magazines are left?

8,435		
367	579	?

There are ___ magazines left.

Ron, Rosie and Dexter are calculating $7,000 - 3,582$

Here are their methods:

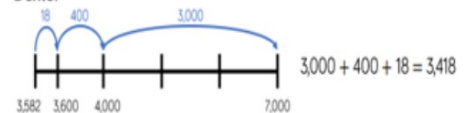
Ron

	Th	H	T	O
	6	9	9	0
-	3	5	8	2
	3	4	1	8

Rosie

	Th	H	T	O
	6	9	9	9
-	3	5	8	1
	3	4	1	8

Dexter



Whose method is most efficient?

Use the different methods to calculate $4,000 - 2,831$

6 Eva has 100 cubes.
She uses them to make two towers.



My first tower
has 18 cubes.

She has 55 cubes left over.
How many cubes are in the second tower?

7 Here are two number cards.
The difference between the two cards is 70
What could the number on the other card be?

83



8 Whitney and Dexter are thinking of a number.
They are thinking of a different number.



Whitney

If I add 6 to my
number I get 435

That is interesting!
If I add 60 to my number,
I get your number.



Dexter

What number is Dexter thinking of?

3. There were 2,114 visitors to the museum
on Saturday.
650 more people visited the museum
on Saturday than on Sunday.



Altogether how many people visited the
museum over the two days?

4. I completed an addition and then used
the inverse to check my calculation.
When I checked my calculation, the
answer was 3,800
One of the other numbers was 5,200
What could the calculation be?

$$\begin{array}{r} _ _ _ + _ _ _ = _ _ _ \\ _ _ _ - _ _ _ = 3,800 \end{array}$$

Year 3

NUMERACY
TARGET GRIDS

I can compare and order numbers up to 1000.

I can count from 0 in multiples of 4, 8, 50 and 100.

I can identify, represent and estimate numbers in different contexts.

I can find 10 or 100 more or less than a given number.

I can recognise the place value of each digit in a three-digit number.

I can solve number problems and practical problems.

I can read and write numbers to 100 in numerals and in words.

I can solve missing number problems.

I can estimate the answer to a calculation and use inverse operations to check

I can solve addition and subtraction problems.

I can subtract numbers up to three digits using an efficient written method.

I can add numbers up to three digits using an efficient written method.

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Number and Place Value

Addition and Subtraction

Multiplication and Division

Measurements

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**Year 4
NUMERACY
TARGET GRIDS**

I can read Roman numerals to 100 (I to C) and know that over time the numeral system changed to include the concept of zero and place value .

I know factor pairs, using my times table knowledge.

I solve simple measure and money problems involving fractions and decimals to two places.

I round decimals with one decimal place to the nearest whole number and compare.

I solve problems finding fractions of amounts including non-unit fractions like $\frac{3}{4}$

I can solve number and practical problems

I can solve subtraction two step problems deciding which operations and methods to use and why.

I can solve multiplication and division problems, including simple scaling.

I can solve problems involving converting from: hours to minutes; minutes to seconds; years to months; weeks to days.

I can find the effect of \div a number by 10 and 100 and identify the value of the digits

I can plot specified points and draw sides to complete a given polygon.

I can draw line graphs.

I can round any number to the nearest 10, 100 or 1000

I can solve addition two step problems deciding which operations and methods to use and why.

I can multiply a three — digit number by a one—digit number using a formal written method.

I can read, write and convert time between analogue and digital 12— and 24—hour clocks.

I can recognise and write decimal equivalents to $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{3}{4}$.

I describe movements between positions as translations of a given unit to the left/right and up/down.

I can solve 'difference' problems using information presented in bar charts, pictograms, tables and other graphs.

I can identify, represent and estimate numbers.

I can multiply a two—digit number by a one—digit number using a formal written method.

I can estimate, compare and calculate different measure, including money in pounds and pence.

I can recognise and write decimal equivalents of any number of tenths or hundredths .

I can describe positions on a 2-D grid as co-ordinates in the first quadrant.

I can solve 'sum' problems using information presented in bar charts, pictograms, tables and other graphs.

I can compare and order numbers beyond 1000.

I can use inverse operations to check answers to a calculation.

I can use place value and known derived facts to multiply 3 numbers .

I can find the area of rectilinear shapes by counting squares.

I can add and subtract fractions with the same denominator.

I can complete a simple symmetric figure with respect to a specific line of symmetry.

I can solve 'comparison' problems using information presented in bar charts, pictograms, tables and other graphs.

I can recognise the place value of each digit in a four —digit number.

I can estimate to check answers to a calculation.

I can use place value and known derived facts to multiply and divide men-

I measure and calculate the perimeter of a rectilinear shape in cm and m

I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

I can identify lines of symmetry in 2-D shapes presented in different orientations.

I can interpret and present data using time graphs.

I can count backwards through zero to include negative numbers.

I can subtract numbers with up to 4 digits using efficient methods.

I can explain commutativity in multiplication.

I can convert between different units of measure

I can recognise and show, using diagrams, families of common equivalent fractions.

I can identify acute and obtuse angles and compare and order up to two right angles by size.

I can interpret and present data using bar charts.

I can find 1000 more or less than a given number

I can add numbers with up to 4 digits using efficient methods.

I can recall multiplication and division facts for times tables up to 12×12 .

I can compare and classify geometric shapes, including quadrilaterals and triangles

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I can count in multiples of 6, 7, 9, 25 and 1000

Number and Place Value

Addition and Subtraction

Multiplication and Division

Measurements

Fractions and Decimals

Geometry

Statistics

1 8.1 1.2 1

LO: To solve a variety of addition and subtraction arithmetic questions.

I know that I need to apply my prior knowledge of addition and subtraction to solve the arithmetic questions.

I can decide if a calculation is addition or subtraction....

I understand that I need to use the most efficient way to solve a calculation....

Flashback 4

Year 3 | Week 6 | Day 4

- 1) Complete the bar model.

6×10

48	327

- 2) Subtract 3 hundred from 891
- 3) A sticker book holds 350 stickers altogether. Teddy needs 7 more stickers to fill the book. How many stickers does Teddy have?
- 4) How many sides does an octagon have?

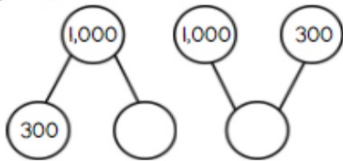


Flashback 4

Year 4 |

- 1) Choose the best estimate of $798 + 5,590$
 $700 + 5,000$ $800 + 6,000$ $800 +$
- 2) Calculate $8,342 - 2,418$
- 3) Round 5,502 to the nearest thousand.
- 4) Jack has three pound coins, two 50p coins and
How much money does Jack have altogether?

1 Complete the part-whole models.



2 Alex has 262 stickers.
He buys 6 more.
How many stickers does he have now?

3 Find the missing number.

$$522 = 8 + \underline{\hspace{2cm}}$$

4 Complete the calculations. Show your working.

$$17 + 42 = \underline{\hspace{2cm}}$$

$$55 - 19 = \underline{\hspace{2cm}}$$

$$34 + 82 = \underline{\hspace{2cm}}$$

5 Tommy makes this number.



He subtracts forty.
What is Tommy's new number?

1 Here is a number.

Thousands	Hundreds	Tens	Ones

- Subtract 3 ones
 - Add 2 thousands
 - Subtract 1 hundred
- What is the new number?

2 Complete the missing digits.

		3		9
+	1	4	2	
	5		9	9

3 Calculate $4,356 + 2,302$

Thousands	Hundreds	Tens	Ones

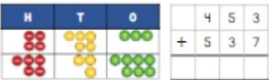
4 Calculate $438 - 177$

5 Use the digit cards to complete the number sentence.

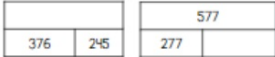
9 3 1 7

6 Work out $453 + 537$

You may use the counters to help



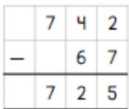
7 Complete the bar models:



8 Complete the missing digits.



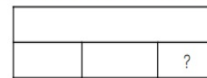
9 Explain the mistake.



10 Rosie wants to work out $102 - 98$ in her head. Explain a method that Rosie could use.

6 There are 6,128 people in a village. 2,503 are women, 2,811 are men and the rest are children.

Complete the bar model to represent this.



How many children are there?

7 Tom and Hannah have £1 between them. Tom has 12p more than Hannah. How much do they each have?

Tom _____

Hannah _____

8 $718 + 395 = 395 + \underline{\hspace{2cm}}$

$719 + 395 = 720 + \underline{\hspace{2cm}}$

$2,719 + 4,395 = 3,719 + \underline{\hspace{2cm}}$

9 Teddy is asked to estimate the $1,923 + 3,246$

He says,



I think the ans to 4,000 becau the numbers and

What is wrong with Teddy's es

What would be a better estima

Year 3
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TARGET GRIDS

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Number and Place Value

Addition and Subtraction

Multiplication and Division

Measurements

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Year 4 NUMERACY TARGET GRIDS						
I can read Roman numerals to 100 (I to C) and know that over time the numeral system changed to include the concept of zero and place value .		I know factor pairs, using my times table knowledge.	I solve simple measure and money problems involving fractions and decimals to two places.	I round decimals with one decimal place to the nearest whole number and compare.	I solve problems finding fractions of amounts including non-unit fractions like $\frac{3}{4}$	
I can solve number and practical problems	I can solve subtraction two step problems deciding which operations and	I can solve multiplication and division problems, including simple scaling.	I can solve problems involving converting from: hours to minutes; minutes to seconds; years to months; weeks to days.	I can find the effect of \div a number by 10 and 100 and identify the value of the digits	I can plot specified points and draw sides to complete a given polygon.	I can draw line graphs.
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I can recognise the place value of each digit in a four —digit number.	I can estimate to check answers to a calculation.	I can use place value and known derived facts to multiply and divide men-	I can find the area of rectilinear shapes by counting squares.	I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.	I can identify lines of symmetry in 2-D shapes presented in different orientations.	I can solve 'comparison' problems using information presented in bar charts, pictograms, tables and other graphs.
I can count backwards through zero to include negative numbers.	I can subtract numbers with up to 4 digits using efficient methods.	I can explain commutativity in multiplication.	I measure and calculate the perimeter of a rectilinear shape in cm and m	I can recognise and show, using diagrams, families of common equivalent fractions.	I can identify acute and obtuse angles and compare and order up to two right angles by size.	I can interpret and present data using time graphs.
I can find 1000 more or less than a given number	I can add numbers with up to 4 digits using efficient methods.	I can recall multiplication and division facts for times tables up to 12 x 12.	I can convert between different units of measure		I can compare and classify geometric shapes, including quadrilaterals and triangles	I can interpret and present data using bar charts.
I can count in multiples of 6, 7, 9, 25 and 1000						
Number and Place Value	Addition and Subtraction	Multiplication and Division	Measurements	Fractions and Decimals	Geometry	Statistics

Plenary

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NUMERACY
TARGET GRIDS**

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I can solve number and practical problems

I can round any number to the nearest 10, 100 or 1000

I can identify, represent and estimate numbers.

I can compare and order numbers beyond 1000.

I can recognise the place value of each digit in a four -digit number.

I can count backwards through zero to include negative numbers.

I can find 1000 more or less than a given number

I can count in multiples of 6, 7, 9, 25 and 1000

I can solve subtraction two step problems deciding which operations and methods to use and why.

I can solve addition two step problems deciding which operations and methods to use and why.

I can use inverse operations to check answers to a calculation.

I can estimate to check answers to a calculation.

I can subtract numbers with up to 4 digits using efficient methods.

I can add numbers with up to 4 digits using efficient methods.

I know factor pairs, using my times table knowledge.

I can solve multiplication and division problems, including simple scaling.

I can multiply a three — digit number by a one—digit number using a formal written method.

I can multiply a two—digit number using a formal written method.

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I can use place value and known derived facts to multiply and divide men-

I can explain commutativity in multiplication.

I can recall multiplication and division facts for times tables up to 12 x 12.

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I can solve problems involving converting from: hours to minutes; minutes to seconds; years to months; weeks to days.

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I can find the area of rectilinear shapes by counting squares.

I measure and calculate the perimeter of a rectilinear shape in cm and m

I can convert between different units of measure

I round decimals with one decimal place to the nearest whole number and compare.

I can find the effect of \div a number by 10 and 100 and identify the value of the digits

I can recognise and write decimal equivalents to $1/2$, $1/4$, and $3/4$.

I can recognise and write decimal equivalents of any number of tenths or hundredths .

I can add and subtract fractions with the same denominator.

I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

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I describe movements between positions as translations of a given unit to the left/right and up/down.

I can describe positions on a 2-D grid as co-ordinates in the first quadrant.

I can complete a simple symmetric figure with respect to a specific line of symmetry.

I can identify lines of symmetry in 2-D shapes presented in different orientations.

I can identify acute and obtuse angles and compare and order up to two right angles by size.

I can compare and classify geometric shapes, including quadrilaterals and triangles

I can draw line graphs.

I can solve 'difference' problems using information presented in bar charts, pictograms, tables and other graphs.

I can solve 'sum' problems using information presented in bar charts, pictograms, tables and other graphs.

I can solve 'comparison' problems using information presented in bar charts, pictograms, tables and other graphs.

I can interpret and present data using time graphs.

I can interpret and present data using bar charts.

Number and Place Value

Addition and Subtraction

Multiplication and Division

Measurements

Fractions and Decimals

Geometry

Statistics

1 2. 1 1. 2 1

LO: To add and subtract a variety of numbers using the most efficient method.

I know that when the numbers are close together, it is more efficient to count on.

I can represent my calculation as a bar model and part whole model.

I understand how to look at a calculation and use my knowledge of place value and number to decide the most efficient method.

Bonds to 100

$$70 + \underline{\quad\quad} = 100$$

$$25 + \underline{\quad} = 100$$

$$40 + \underline{\quad\quad} = 100$$

$$45 + \underline{\quad\quad} = 100$$

$$50 + \underline{\quad} = 100$$

$$55 + \underline{\quad\quad} = 100$$

$$20 + \underline{\quad\quad} = 100$$

$$35 + \underline{\quad\quad} = 100$$

$369 + 100 =$

$632 + 100 =$

$725 - 100 =$

$839 - 100 =$

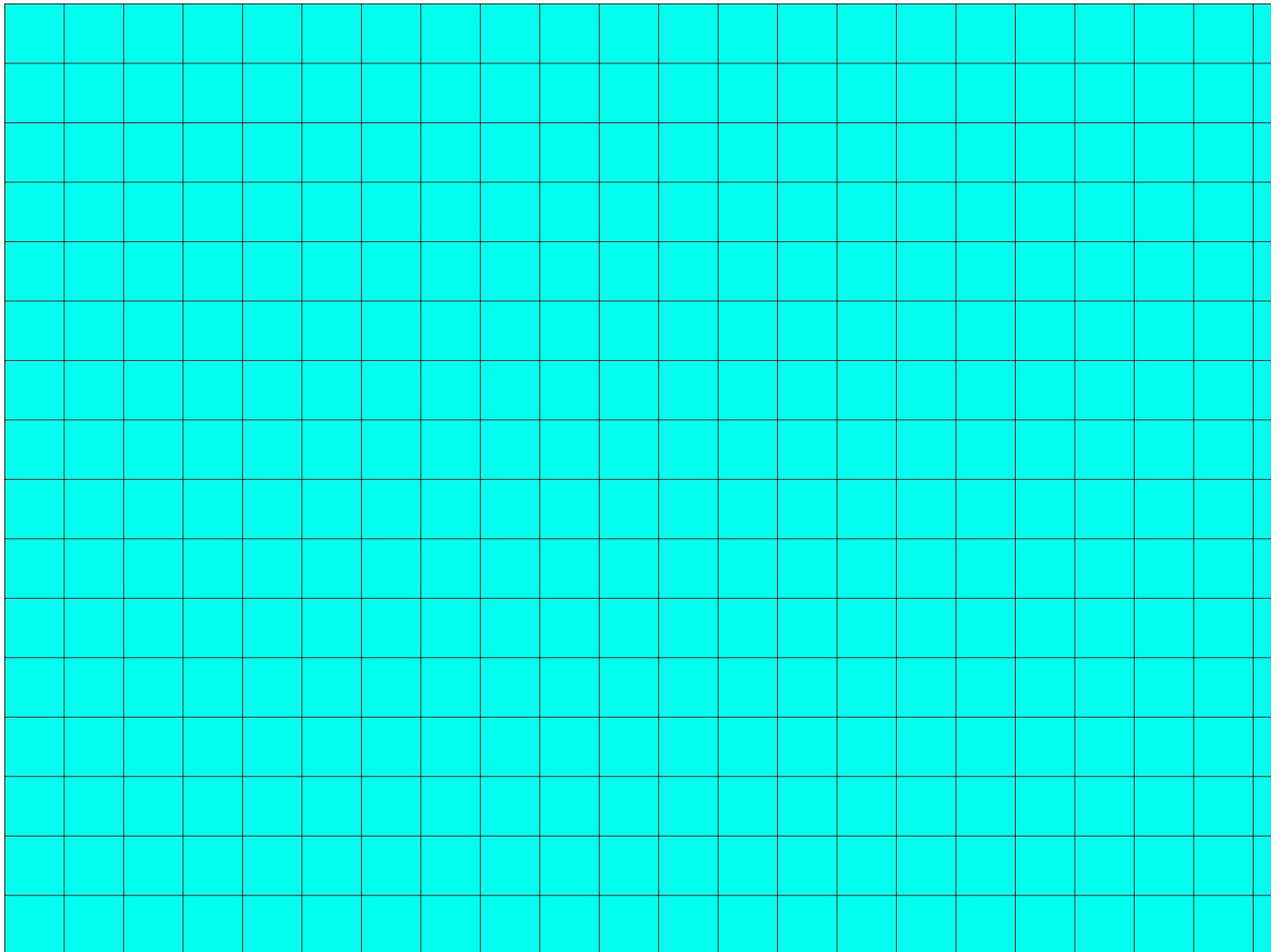
$359 + 10 =$

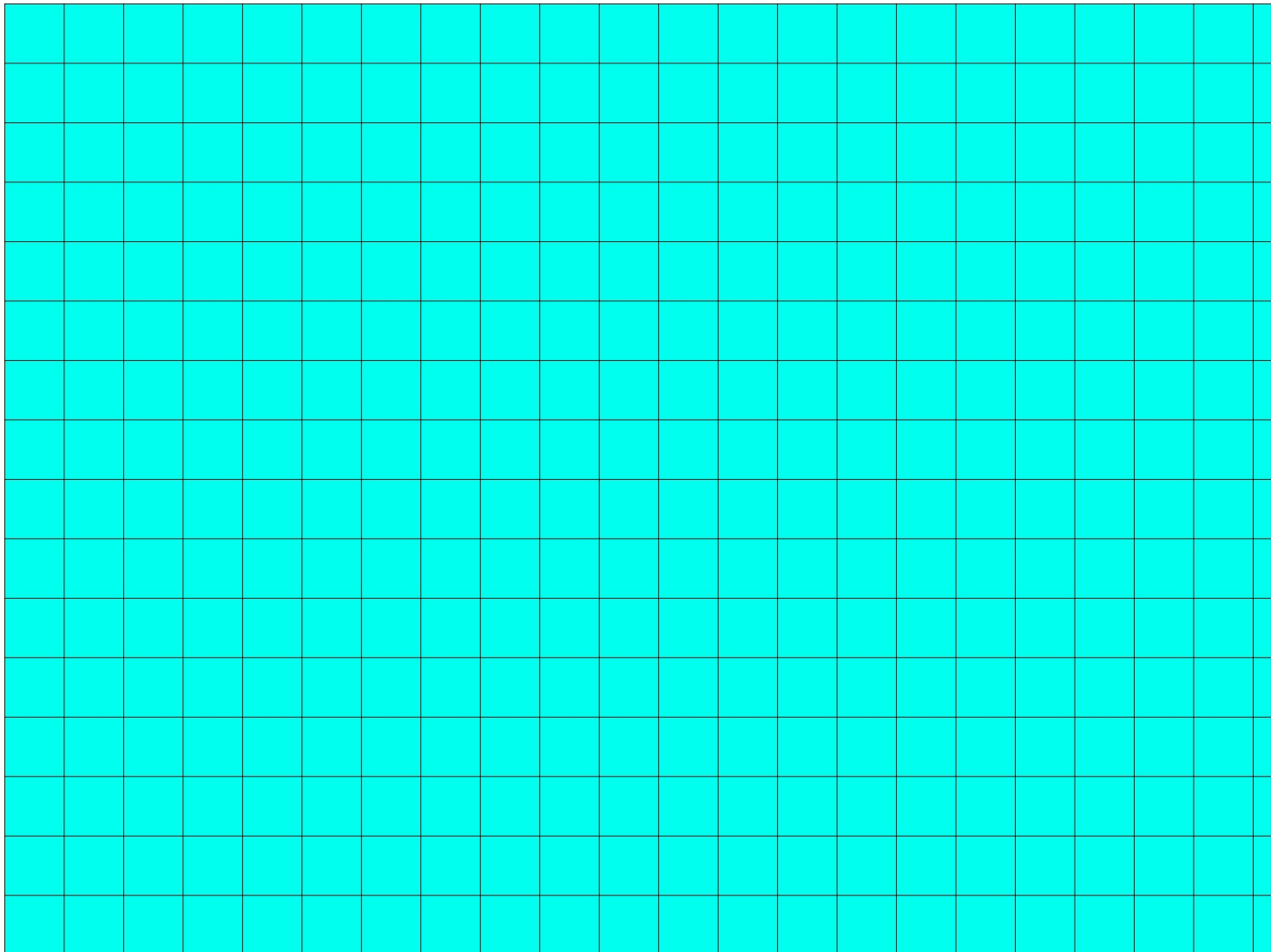
$265 - 10 =$

Is it efficient
set this out
as a column
addition?

$$532 + 47 =$$

$$1,352 + 345 =$$





$1. 489 + 100 =$

$2. 747 - 100 =$

$3. 453 + 10 =$

$4. 631 - 10 =$

$5. 536 + 42 =$

$6. 427 + 32 =$

7. What is thirty seven more than forty five?

8. What is twenty five more than fifty eight?

$9. \underline{\hspace{2cm}} = 100 - 45$

$10. \underline{\hspace{2cm}} = 100 - 65$

11. Three hundred and sixty eight subtract forty.

12. Two hundred and eighty nine subtract thirty.

$13. 732 - 341 =$

$14. 854 - 465 =$

$15. 368 + 283 =$

$16. 655 - 192 =$

$1. 489 + 100 =$

$2. 747 - 100 =$

$3. 453 + 10 =$

$4. 631 - 10 =$

$5. 795 - 541 =$

$6. 584 - 463 =$

$7. 1,253 + 324 =$

$8. 2,363 + 424 =$

$9. 2,348 + 3,476 =$

$10. 3,457 + 2,567 =$

$11. 7,675 - 5,543 =$

$12. 8,000 - 6,345 =$

$13. 6,000 - 4,536 =$

$14. 5,623 + 1,000 - 10 =$

$15. 4,500 + 776 + 95 =$

