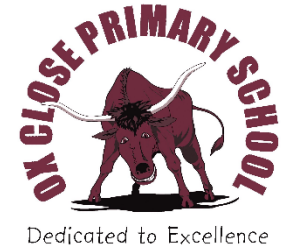


## Maths Planning and Ideas



**Week Commencing:** Monday 05. 10. 2020

**Year Group: Year 3**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Area of Learning</b>	LC: Can you add and subtract 3-digit and 1-digit number not crossing 10?	LC: Can you add 2-digit and 1-digit numbers crossing 10?	LC: Can you add 3-digit and 1-digit numbers crossing 10?	LC: Can you add 3-digit and 1-digit numbers crossing 10?	LC: Can you problem solve?
<b>Activity</b>	<p><b>Starter:</b> <a href="#">Times Table Rockstars</a></p> <p><b>Main:</b> Go to the following website: <a href="https://whiterosemaths.com">https://whiterosemaths.com</a> Find and watch <b>add and subtract 3-digit 1-digit number not crossing 10</b> video. Pause if you need to take notes or replay sections to help with understanding. <b>Independent Task:</b> Children to complete worksheet found in resources.</p>	<p><b>Starter:</b> <a href="#">Times Table Rockstars</a></p> <p><b>Main:</b> Go to the following website: <a href="https://whiterosemaths.com/">https://whiterosemaths.com/</a> Find and watch <b>add 2-digit and 1-digit numbers crossing 10</b> video. Pause if you need to take notes or replay sections to help with understanding. <b>Independent Task:</b> Children to complete worksheet found in resources.</p>	<p><b>Starter:</b> <a href="#">Times Table Rockstars</a></p> <p><b>Main:</b> Go to the following website: <a href="https://whiterosemaths.com">https://whiterosemaths.com</a> Find and watch <b>add 3-digit and 1-digit numbers crossing 10</b> video. Pause if you need to take notes or replay sections to help with understanding. <b>Independent Task:</b> Children to complete worksheet found in resources.</p>	<p><b>Starter:</b> <a href="#">Times Table Rockstars</a></p> <p><b>Main:</b> Go to the following website: <a href="https://whiterosemaths.com/">https://whiterosemaths.com/</a> Find and watch <b>add 3-digit and 1-digit numbers crossing 10</b> video. Pause if you need to take notes or replay sections to help with understanding. <b>Independent Task:</b> Children to complete worksheet found in resources.</p>	<p><b>Starter:</b> <a href="#">Times Table Rockstars</a></p> <p><b>Main:</b> Today the children will apply the skills they have learnt this week to reason and problem solve questions. <b>Independent Task:</b> Children to complete worksheet found in resources.</p>

### **Where can I complete further work?**

[Twinkl](#) – Subscription service used by schools is offering a free premium service for teachers, parents and children to use whilst schools are closed. Enter the code **UKTWINKLHELPS** for access to worksheets, powerpoints and interactive games to support all areas of learning.

[Classroom Secrets](#) – Free Maths, Reading and Grammar home learning packs and interactive resources for all ages.

[White Rose Maths](#) – Free Maths home learning resources for all ages. Watch the videos and try the questions.

[Primary Stars](#) – Free Maths home learning packs for Year 1 and 2.

[BBC Bitesize Primary](#) – Free learning resources available for KS1 and KS2 across all subjects.

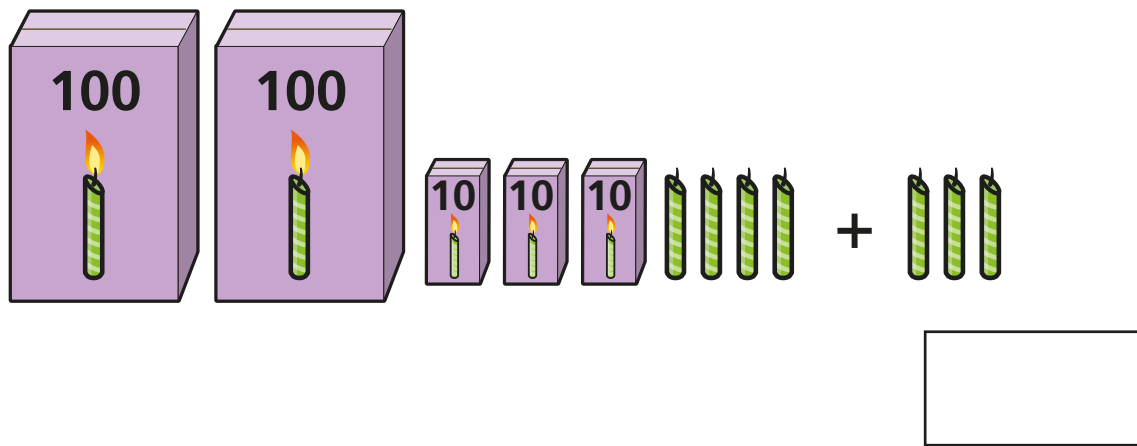
[I See Maths](#) – Free daily home maths lessons hosted by Gareth Metcalfe. Follow the link for videos, information and resources.

[Top Marks](#) – Free educational resources and games for English and Maths.

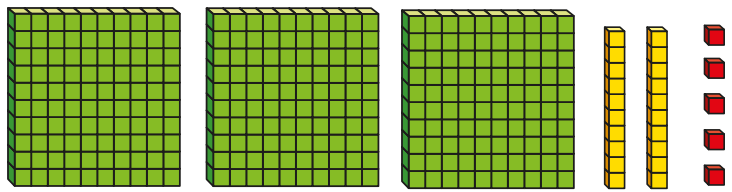
[ICT Games](#) – Free educational resources and games for English and Maths.

\$) " %\$ " &\$&\$  
 5 XX' UbX' gi Vhf UWñ' !X][ ]h' UbX' %X][ ]h'  
 bi a VYfg' È' bch Wcgg]b[ ' %\$

1 How many candles are there in total?



2 Amir has made the number 325



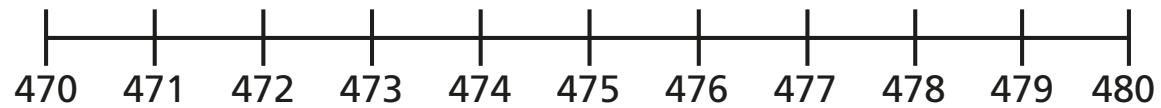
Amir subtracts 3 ones from his number.

a) Write a calculation to show what Amir has done.

 - 

b) What is the answer to the calculation?

3 Complete the calculations.  
 Use the number line to help if you need to.



a) $475 + 1 =$ <div style="border: 1px solid black; width: 60px; height: 30px; display: inline-block;"></div>	b) $475 - 1 =$ <div style="border: 1px solid black; width: 60px; height: 30px; display: inline-block;"></div>
$475 + 2 =$ <div style="border: 1px solid black; width: 60px; height: 30px; display: inline-block;"></div>	$475 - 2 =$ <div style="border: 1px solid black; width: 60px; height: 30px; display: inline-block;"></div>
$475 + 3 =$ <div style="border: 1px solid black; width: 60px; height: 30px; display: inline-block;"></div>	$475 - 3 =$ <div style="border: 1px solid black; width: 60px; height: 30px; display: inline-block;"></div>
$475 + 4 =$ <div style="border: 1px solid black; width: 60px; height: 30px; display: inline-block;"></div>	$475 - 4 =$ <div style="border: 1px solid black; width: 60px; height: 30px; display: inline-block;"></div>
	$475 - 5 =$ <div style="border: 1px solid black; width: 60px; height: 30px; display: inline-block;"></div>

4 Here is a number.

H		T		O	
100	100	10	10	1	1
100	100	10	10	1	
100	100	10			

a) Add 4 ones to the number.

What is the answer?

b) Tom says if you subtract 2 ones from the number, you get 633

What mistake has Tom made?

5 Complete the calculations.

a)  $276 + 3 =$

g)   $= 625 + 3$

b)  $276 - 4 =$

h)   $= 488 - 7$

c)  $311 - 1 =$

i)  $724 +$    $= 728$

d)  $311 + 5 =$

j)  $394 -$    $= 393$

e)  $3 + 405 =$

k)   $+ 913 = 918$

f)  $278 - 4 =$

l)  $186 -$    $= 184$

6 Nijah collects stamps.

She has 526 stamps.

She collects 3 more.

How many stamps does she have now?




7 Put the digit cards in the correct place in each calculation.

Use all 4 cards each time.

1 3 6 9

$+$    $= 397$

$-$    $= 133$

$+$    $= 397$   
    $-$    $= 166$

8 Work out the missing digits.

a)  $7\_4 + 4 = \_8\_$

b)  $97\_ + 3 = 9\_3$

c)  $\_78 -$    $= 173$

9 Aisha wants to work out  $764 + 3 + 2$

Show two ways she can do this.

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10 Scott thinks of a number.

He adds 5 to his number.

His number ends with a 5

Was the number Scott started with odd or even?

Explain your answer.

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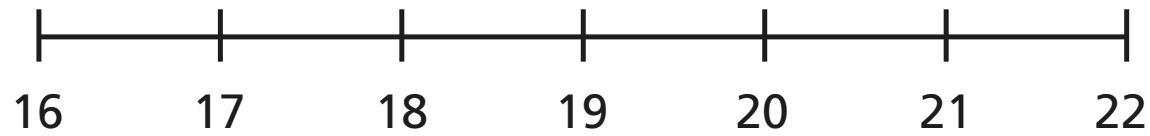
Compare answers with a partner.



\$\* 'r%\$'r &\$&\$

5 XX' U &X][ ]h UbX' U %X][ ]h bi a VYf' E'  
Wcgg]b[ ' hYb

**1** a) Use the number line to complete the calculations.



$16 + 1 = \square$

$16 + 4 = \square$

$16 + 2 = \square$

$16 + 5 = \square$

$16 + 3 = \square$

$16 + 6 = \square$

b) Work out  $16 + 7$

$16 + 7 = \square$

Talk to a partner about how you did it.



**2** Use number bonds to complete the additions.  
The first one has been done for you.

a)

$20 + 2 = 22$

b)

$10 + 3 = \square$

c)

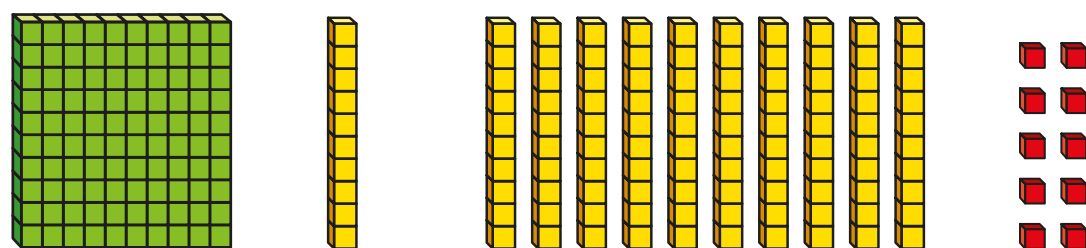
$\square + \square = \square$

3 Complete the additions.

a) $14 + 9 =$ <input type="text"/>	d) $7 + 15 =$ <input type="text"/>
b) $18 + 4 =$ <input type="text"/>	e) $4 + 19 =$ <input type="text"/>
c) $19 + 6 =$ <input type="text"/>	f) $18 + 3 =$ <input type="text"/>

4 Which two representations show 10?

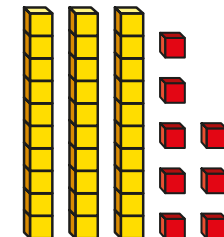

Tick your answers.

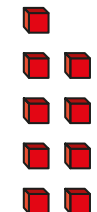
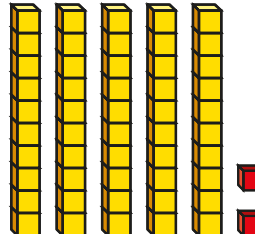



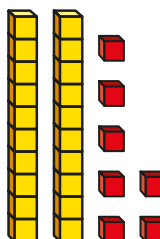
What is the same about the two representations?  
What is different?

5 Complete the additions.

a)  +  =

b)  +  =

c)  +  =

d)  +  =

6 Complete the number sentences.

a) $25 + 6 =$ <input type="text"/>	e) $74 + 9 =$ <input type="text"/>
b) $38 + 4 =$ <input type="text"/>	f) $64 + 9 =$ <input type="text"/>
c) $9 + 52 =$ <input type="text"/>	g) $54 + 8 =$ <input type="text"/>
d) $3 + 27 =$ <input type="text"/>	h) $4 + 58 =$ <input type="text"/>



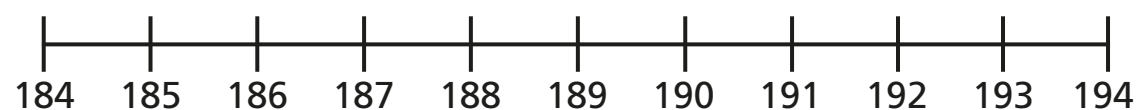
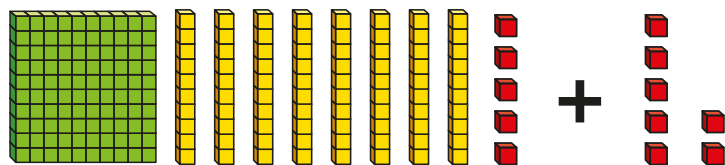
\$+ " %\$ " &\$&\$

5 XX' ' !X[ ]h UbX' %X[ ]h bi a VYfg' Ë

Wcgg]b[ ' %\$



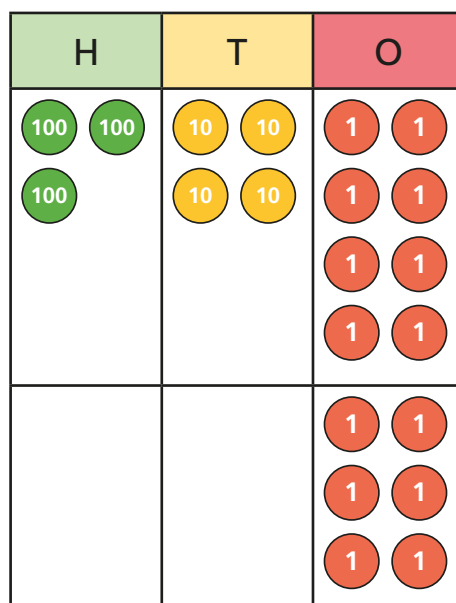
1 a) Work out  $185 + 7$



$$185 + 7 = \boxed{\phantom{000}}$$

How did you work this out?

b) Work out  $348 + 6$

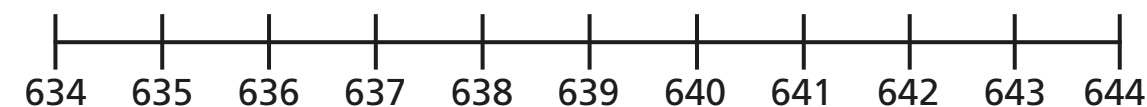


$$348 + 6 = \boxed{\phantom{000}}$$

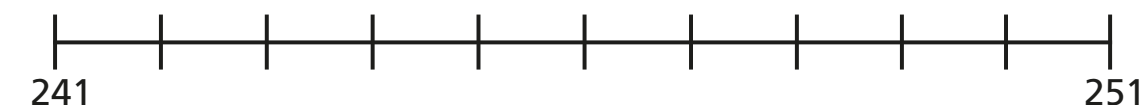
2 Work out these additions.

Use two jumps on the number lines.

a)  $635 + 8 = \boxed{\phantom{000}}$



b)  $242 + 9 = \boxed{\phantom{000}}$



c)  $344 + 7 = \boxed{\phantom{000}}$



3 Work out the additions.

a)  $295 + 6 = \boxed{\phantom{000}}$

c)  $8 + 424 = \boxed{\phantom{000}}$

b)  $662 + 8 = \boxed{\phantom{000}}$

d)  $\boxed{\phantom{000}} = 825 + 9$

- 4 a) Circle the calculations with an answer that ends in a zero.

$426 + 6$

$422 + 5$

$427 + 3$

$429 + 1$

$420 + 8$

$423 + 7$

- b) Write the missing digits.

$376 + \square = 380$

$53\_ + 5 = 540$

$219 + \square = 220$

$2 + 65\_ = 660$

5



When you add a 3-digit and a 1-digit number together, only the ones digit in the 3-digit number will change.

Is Whitney correct? \_\_\_\_\_

Explain your answer.

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- 6 Work out the missing digits.

a)  $34\_ + 7 = 352$

d)  $9 + 17\_ = 1\_8$

b)  $725 + \square = 731$

e)  $34\_ + 7 = 3\_5$

c)  $45\_ + 3 = 462$

f)  $\_\_5 + 8 = 323$



- 7 Arrange the digit cards to make a sum where the answer is a multiple of 5



Find 4 different sums.

<input type="text"/>	<input type="text"/>	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>

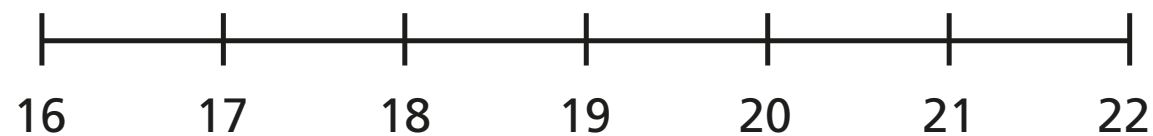
- 8 Mo has £232 in his bank account.  
 Rosie has £237 in her bank account.  
 Mo puts £9 into his bank account.  
 Rosie puts some money into her account.  
 Now they both have the same amount of money.  
 How much did Rosie put into her account?





# 08. 10. 2020 Subtract a 1-digit number from a 2-digit number – crossing 10

- 1 a)** Use the number line to complete the calculations.



$22 - 1 = \square$	$22 - 4 = \square$
$22 - 2 = \square$	$22 - 5 = \square$
$22 - 3 = \square$	$22 - 6 = \square$

- b)** Complete the subtraction.

$$22 - 7 = \square$$

How did you work it out?  
Talk to a partner.



- 2** Use number bonds to complete the subtractions.  
The first one has been done for you.

**a)**

$$10 - 2 = 8$$

**b)**

$$10 - 7 = \square$$

**c)**

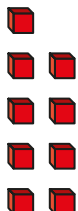
$$\square - \square = \square$$

3 Complete the subtractions.

a) $14 - 9 =$ <input type="text"/>	d) $15 - 7 =$ <input type="text"/>
b) $14 - 8 =$ <input type="text"/>	e) $15 - 9 =$ <input type="text"/>
c) $17 - 8 =$ <input type="text"/>	f) $12 - 3 =$ <input type="text"/>

4 What is the difference between the numbers?

a)   $-$    $=$

b)   $-$    $=$

c)   $-$    $=$

How did you find the difference?



5 Complete the subtractions.

a) $31 - 7 =$ <input type="text"/>	e) $74 - 9 =$ <input type="text"/>
b) $46 - 9 =$ <input type="text"/>	f) $64 - 9 =$ <input type="text"/>
c) $32 - 8 =$ <input type="text"/>	g) $54 - 8 =$ <input type="text"/>
d) $32 - 3 =$ <input type="text"/>	h) $41 - 3 =$ <input type="text"/>

6 Use the three digit cards to write a subtraction.

6	7	2
<input type="text"/>	<input type="text"/>	<input type="text"/>

$-$

How many different answers can you find?

What is the greatest difference?

What is the smallest difference?





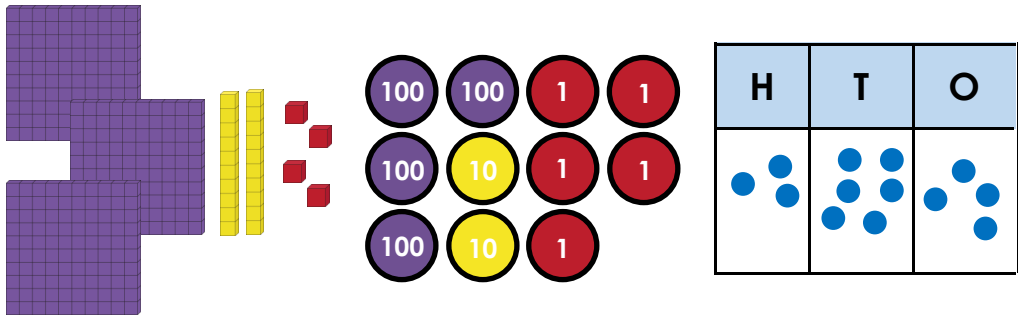

## ORDER NUMBERS TO 1,000

### REASONING 1

#### True or False?

The numbers are ordered from greatest to smallest.

Explain your answer.



### PROBLEM SOLVING 1

Four 3-digit numbers have been ordered below.

$$230 < A < 345 < B$$



Using the digits 0, 2, 3, 3, 4, and 5 again, which numbers could A and B represent?

Find five different solutions!



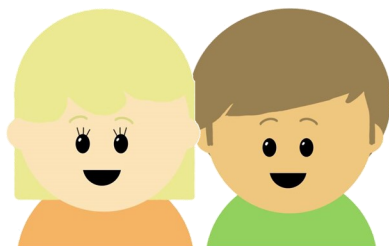


## COUNT IN 50s

### REASONING 2

These are the first 5 numbers in a sequence:

1st	2nd	3rd	4th	5th
50	100	150	200	250

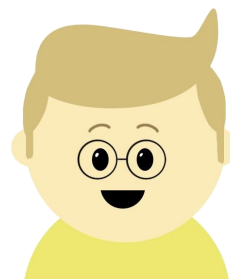


Jane thinks the 8th number in the sequence is 390 but  
Jerry thinks it will be 400.

Who is correct? Why?

### PROBLEM SOLVING 2

Alfie is counting in 50s between zero and one thousand.  
He starts on a random number and counts four more numbers.



? ? ? ? ?

He says three numbers with odd digit totals.  
What sequence could Alfie have been saying?  
Is there more than one possibility?

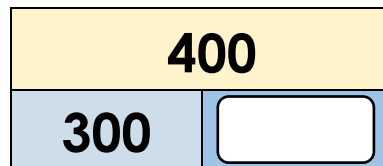
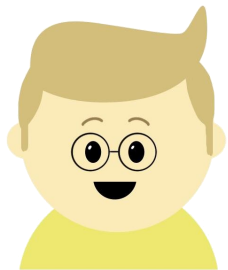




## ADD AND SUBTRACT MULTIPLES OF 100

### REASONING 3

Alfie has explained what he thinks the missing number is on the bar model...

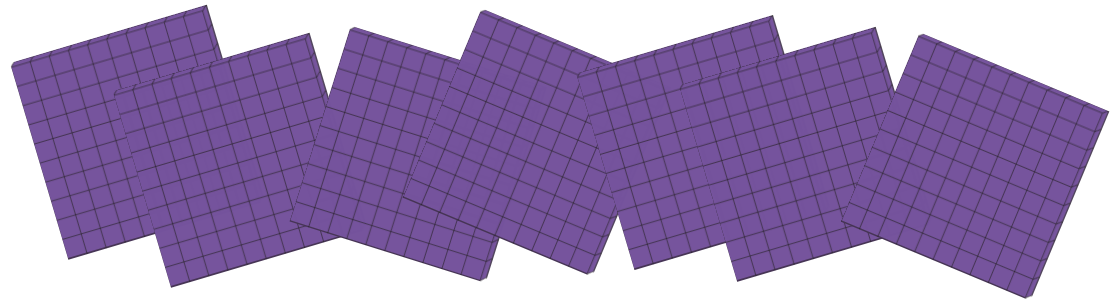


$400 + 300 = 700$  so the missing number is 700.

Describe the error that Alfie has made.

### PROBLEM SOLVING 3

Marlon's answer was 700



How many ways did he make 700 using these 7 Dienes 100 blocks?

Find as many different ways as possible.

