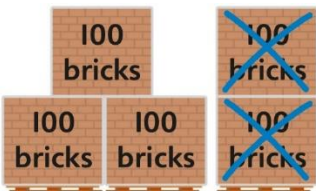
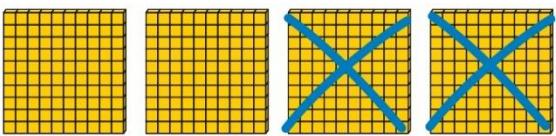
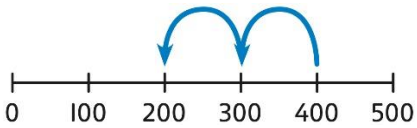


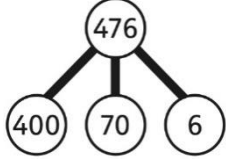
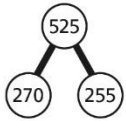


Year 3 Subtraction																					
<p>Subtracting 100s</p>	<p>Use known facts and unitising to subtract multiples of 100.</p>  <p>$5 - 2 = 3$ $500 - 200 = 300$</p>	<p>Use known facts and unitising to subtract multiples of 100.</p>  <p>$4 - 2 = 2$ $400 - 200 = 200$</p>	<p>Understand the link with counting back in 100s.</p>  <p>$400 - 200 = 200$</p> <p>Use known facts and unitising as efficient and accurate methods. <i>I know that $7 - 4 = 3$. Therefore, I know that $700 - 400 = 300$.</i></p>																		
<p>3-digit number - 1s, no exchange</p>	<p>Use number bonds to subtract the 1s.</p>  <p>$214 - 3 = ?$</p>  <p>$4 - 3 = 1$ $214 - 3 = 211$</p>	<p>Use number bonds to subtract the 1s.</p> <table border="1" data-bbox="958 813 1265 997"> <thead> <tr> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>1</td> <td>9</td> </tr> </tbody> </table> <p>$319 - 4 = ?$</p> <table border="1" data-bbox="958 1101 1265 1284"> <thead> <tr> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>1</td> <td>9</td> </tr> </tbody> </table> <p>$9 - 4 = 5$ $319 - 4 = 315$</p>	H	T	O				3	1	9	H	T	O				3	1	9	<p>Understand the link with counting back using a number line.</p> <p>Use known number bonds to calculate mentally.</p> <p>$476 - 4 = ?$</p>  <p>$6 - 4 = 2$ $476 - 4 = 472$</p>
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<p>3-digit number – 1s, exchange or bridging required</p>	<p>Understand why an exchange is necessary by exploring why 1 ten must be exchanged.</p> <p>Use place value equipment.</p>	<p>Represent the required exchange on a place value grid.</p> <p>$151 - 6 = ?$</p>	<p>Calculate mentally by using known bonds.</p> <p>$151 - 6 = ?$</p> <p>$151 - 1 - 5 = 145$</p>
<p>3-digit number – 10s, no exchange</p>	<p>Subtract the 10s using known bonds.</p> <p>$381 - 10 = ?$</p> <p><i>8 tens with 1 removed is 7 tens.</i></p> <p>$381 - 10 = 371$</p>	<p>Subtract the 10s using known bonds.</p> <p>$8 \text{ tens} - 1 \text{ ten} = 7 \text{ tens}$</p> <p>$381 - 10 = 371$</p>	<p>Use known bonds to subtract the 10s mentally.</p> <p>$372 - 50 = ?$</p> <p>$70 - 50 = 20$</p> <p>So, $372 - 50 = 322$</p>
<p>3-digit number – 10s, exchange or bridging required</p>	<p>Use equipment to understand the exchange of 1 hundred for 10 tens.</p>	<p>Represent the exchange on a place value grid using equipment.</p> <p>$210 - 20 = ?$</p>	<p>Understand the link with counting back on a number line.</p> <p>Use flexible partitioning to support the calculation.</p>

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<p>exchange required</p>		<p><i>I need to subtract 8 ones, so I will exchange a ten for 10 ones.</i></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>H</td> <td>T</td> <td>O</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>H</td> <td>T</td> <td>O</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>H</td> <td>T</td> <td>O</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	H	T	O				H	T	O				H	T	O				$\begin{array}{r} \text{H T O} \\ 1 \overset{6}{\cancel{7}} 5 \\ - 38 \\ \hline 137 \end{array}$ <p>175 - 38 = 137</p> <p>If the subtraction is a 3-digit number subtract a 2-digit number, children should understand how the recording relates to the place value, and so how to line up the digits correctly. Children should also understand how to exchange in calculations where there is a zero in the 10s column.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <table style="text-align: center;"> <tr> <td>H</td> <td>T</td> <td>O</td> </tr> <tr> <td>5</td> <td>0</td> <td>6</td> </tr> <tr> <td>-</td> <td>3</td> <td>2</td> </tr> <tr> <td colspan="3">—</td> </tr> </table> </div>	H	T	O	5	0	6	-	3	2	—		
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<p>Representing subtraction problems</p>		<p>Use bar models to represent subtractions.</p> <p>'Find the difference' is represented as two bars for comparison.</p> <p>Team A 454</p> <p>Team B 128 \leftarrow \rightarrow ?</p> <p>Bar models can also be used to show that a part must be taken away from the whole.</p>	<p>Children use alternative representations to check calculations and choose efficient methods.</p> <p>Children use inverse operations to check additions and subtractions. The part-whole model supports understanding.</p> <p><i>I have completed this subtraction.</i> $525 - 270 = 255$ <i>I will check using addition.</i></p>																														

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