A drawing of a person

Description automatically generated**Year 3 Maths  
Steppingstone activity**

**Lesson 10  
LO: To apply my knowledge of addition and subtraction**

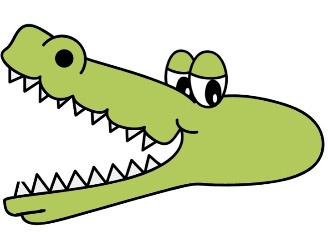
**Success Criteria:**

|  |
| --- |
| 1. **Work out the number sentence on each side of the calculation** |
| 1. **Write the answer to each underneath** |
| 1. **Compare the answers** |
| 1. **Draw the correct crocodile symbol > < or = inbetween the number sentences** |

**Model:**

**Now you try:**

1. **4+6 ⃝ 2+3**
2. **10-3 ⃝ 6+1**
3. **12-6 ⃝ 5+4**



3+7

**Remember, greedy Mr Crocodile always eats the bigger amount!**

4+2

10

6



5+2

**If the amount is the same on either side, we do an equals sign = .**

6+1

7

7

**Year 3 Maths**

**Lesson 10  
LO: To apply my knowledge of column addition and subtraction**

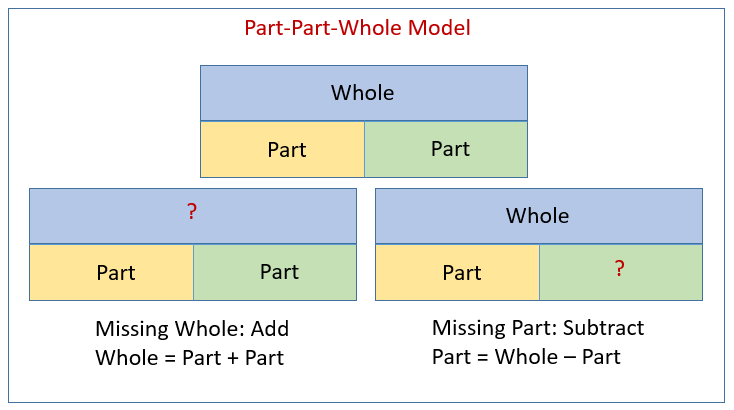
**Success Criteria:**

|  |
| --- |
| 1. **Look at the bar model** |
| 1. **If the whole bar is missing then ADD the parts together to find the missing answer** |
| 1. **If one of the part bars is missing then SUBTRACT the part you have from the whole to find the missing answer** |

**Now you try:**

**Model**

|  |  |
| --- | --- |
| **?** | |
| **65** | **137** |



Here we have a missing **whole**, so we have to **ADD**.

**Use column addition to solve 65+137 =**

|  |  |
| --- | --- |
| **352** | |
| **48** | **?** |

Here we have a missing **part**, so we have to **SUBTRACT**.

**Use column subtraction to solve 352-48 =**

**Year 3 Maths - Main activity**Complete at least 2 columns, more if you can!

|  |  |  |  |
| --- | --- | --- | --- |
| **Task 1** | **Task 2** | **Task 3** | **Task 4** |
| **1. Use deines notation to solve these calculations:**  a) 15 + 12 = b) 56 – 25 =  c) 24 – 13 = d) 24 + 34 =  e) 18 + 21 = f) 18 – 7 =  **2. Write < > or = to make these correct:**    **3. Use column method to solve these calculations:**  a) 24 + 53 =  b) 87 – 62 =  c) 45 + 37 =  d) 63 – 28 = | **1.**  a)  **? =**  b)  **? =**  c)  **? =**  **2. Write < > or = to make these correct:** | Eva is working out 406-289. Here is her working out:  Explain her mistake.  What should her answer be? | Remember: **Difference** is another way of saying **subtract.**  e.g. the difference between 25 and 23 means 25 - 23 = 2  **Start with the number 888.**  **Roll a dice three times, to make a 3-digit number.**  **Subtract the number from 888.**  **What number have you got now?**  What’s the smallest possible difference?  What’s the largest possible difference?  What if all the digits have to be different?  Will you ever find a difference that is a multiple of 10? Why?  Do you have more odd or even differences? |