St. Mary and St. Peter

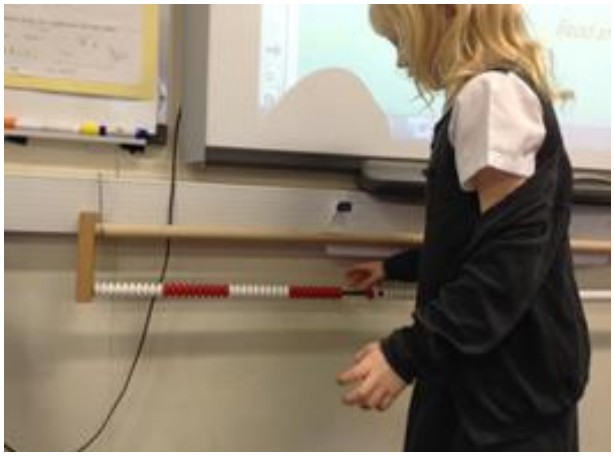
Year Three Calculation

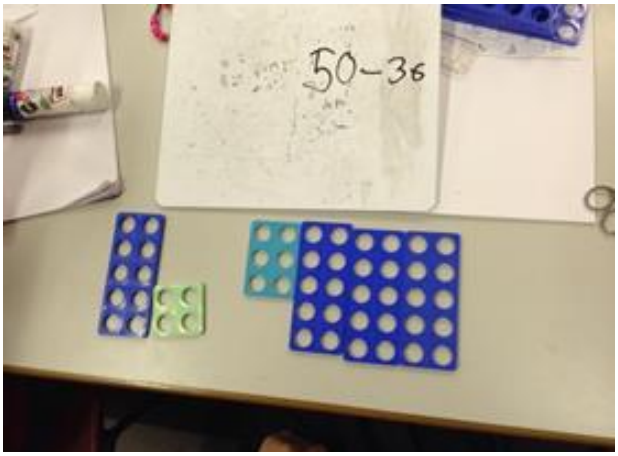
Subtraction

Words we use…

less, take away, decrease, how many more, subtract, find the difference, How many are left/left over? How many have gone? Equals, inverse

In Year Three these are some of the ways we explore subtraction

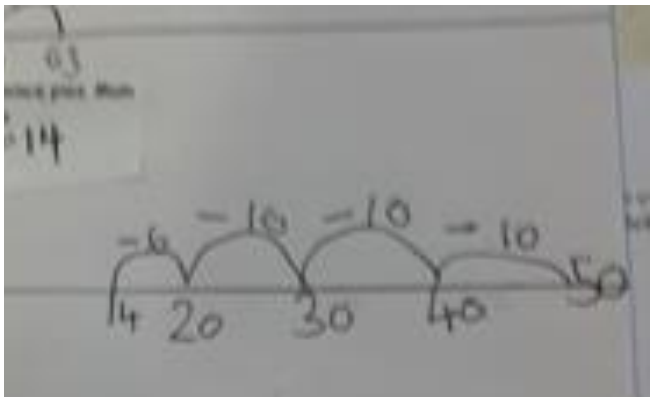


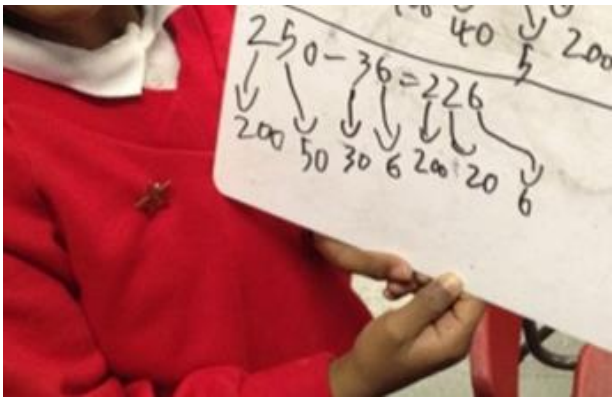


How Year Three learn Subtraction

In Year Three children subtract numbers including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds. Children use their knowledge of place value and structured equipment, such as numicon, denes and bead strings to support their calculations. They split numbers up in various ways. Unmarked numberlines are used extensively to support children in becoming confident in both written and mental calculations. Children are encouraged to estimate the answer to a calculation and use inverse operations to check answers. They explore how the order of numbers is important to the type of answer you get with a subtraction and what a sensible answer might look like.

In Year Three we use these jottings and methods to solve our subtractions on paper





Fluency – this is about building up an understanding of how numbers work. In Year 3 use their knowledge of addition bonds up to 100 and use to work out increasingly complex problems into the 100's. Children look for numbers that they know bonds for, or near bonds for, when solving problems and adding up lists of numbers. For example:

Make an estimate: Which of the following number sentences have an answer between 50 and 60?

274 - 219

533 – 476

132 - 71

Use the bar model below to find the missing digits.

62	
?4	2?

Problem Solving - importantly this is about working out ways to explore a problem. Children learn to work in a logical way and try out different ways to come to solutions. It is essential for problem solving that children are resilient and keep going even if they are finding the problem tricky. Here are some examples of subtractions problems for Year 3.

Molly went swimming every day for 5 days. She swam 80 lengths during the 5 days. Each day she swam 4 less lengths than the day before, how many lengths did she swim each day?

I have £2.53

One coin falls out of my pocket. What new amount could I have?

How many solutions are there?

Dan saved £342 in his bank account. He spent £282. Does the subtraction below show how much he has left? Explain your answer.

282-342=140

Reasoning – is about explaining thinking. Children are asked questions such as: "How do you know?", "Can you convince me this is true?", "What do you notice about these numbers?" and "Can you give another example?"

Dan saved £342 in his bank account. He spent £282. Does the subtraction below show how much he has left? Explain your answer.

282-342=140

When you subtract 100 from a number the hundreds digit always becomes 1 less.

Do you agree? Explain why.

I estimate the answer to 403 - 197 as 300, because

400 subtract 100 = 300

Is this a good estimate? Can you explain your answer?