

Maths Progression Document Addition and Subtraction Year 3 and 4

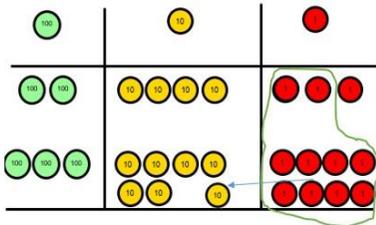
	<p>Reception Vocabulary add, more, and, make, sum, total, altogether, double, one more, two more ... ten more, how many more to make ...?, how many more is ... than ...? how much more is ...?, take away, how many are left/left over? , how many have gone? , one less, two less, ten less ... how many fewer is ... than ...? how much less is ...? , difference between</p> <p>Year 1 Vocabulary Addition, near double, half, halve Subtract, equals, is the same as, number bonds/pairs, missing number</p> <p>Year 2 Vocabulary One hundred more, one hundred less, facts, tens boundary, exchange, carry over, bridge through 10</p>	
Key Vocabulary	<p>Year 3 Vocabulary Hundreds boundary, inverse</p>	<p>Year 4 Vocabulary No new addition and subtraction vocab</p>
Year group	Year 3	Year 4
Key skills	<ul style="list-style-type: none"> ● <i>Add and subtract numbers mentally including: A 3 digit number and ones A 3 digit number and tens A 3 digit number and hundreds</i> ● <i>Add and subtract numbers with up to 3 digits using formal written methods of column addition and subtraction.</i> ● <i>Estimate the answer to a calculation and use inverse operations to check answers.</i> ● <i>Solve problems including missing number problems, using number facts, place value and more complex addition and subtraction.</i> 	<ul style="list-style-type: none"> ● <i>Add and subtract numbers with up to 4 digits using formal written methods of column addition and subtraction.</i> ● <i>Estimate and use inverse operations to check answers to a calculation.</i> ● <i>Solve addition and subtraction two step problems in context, deciding which operations and methods to use and why</i>

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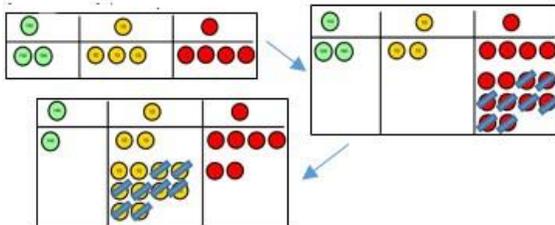
What it looks like in models and images. Note – this is not exhaustive, guidance should be taken from our calculation policy as well as WR Maths small steps guidance.

Children working at KS1 level should be using diennes and follow steps on Y2 progression.

Use of place value counters to add HTO + TO, HTO + HTO etc. once the children have had practice with this, they should be able to apply it to larger numbers and the abstract



Column method for subtraction (using place value counters) 234-88



Children can draw own counters once confident. Adding more for addition and crossing out for subtraction. Move to abstract when fully secure.

$$\begin{array}{r} 243 \\ +368 \\ \hline 611 \end{array}$$

$$\begin{array}{r} \overset{1}{2} \overset{12}{3} \overset{1}{4} \\ - \quad 88 \\ \hline 146 \end{array}$$

As year three but now with thousands column added.