

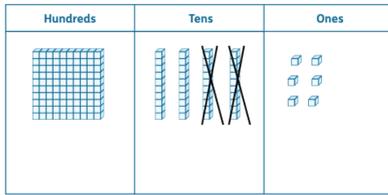
Maths - Year 3

Calculating 12: Partitioning strategies for adding and subtracting

Key Vocabulary		Mathematical Skills
Partitioning	Splitting a number in different ways e.g. $27 = 2$ tens and 7 ones.	- Notice and explain which digits change when adding or subtracting multiples of 10 or 100.
Bridging	Partitioning a number when adding or subtracting by first adding or subtracting to the nearest multiple of 10 or 100.	- Use partitioning to help when adding and subtracting 2 and 3 digit numbers. - Think about which method of adding or subtracting to use when they are working on a calculating problem, and choose an efficient method.

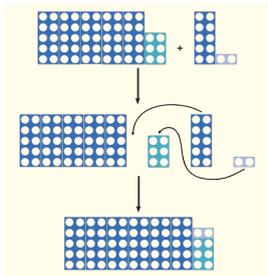
Mathematical Methods

- Develop mental strategies to add and subtract multiples of 10 and 100 from 2 and 3 digit numbers



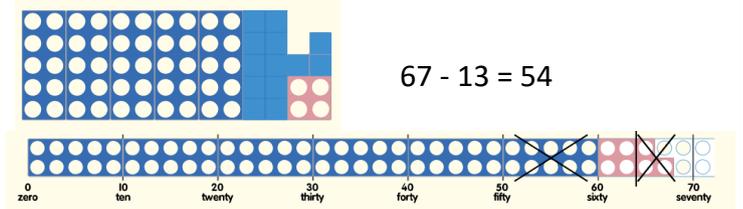
$$\begin{array}{r} 146 \\ - 20 \\ \hline 126 \end{array}$$

- Develop mental strategies to add 2 or 3 digit numbers without crossing multiples of 10.



$$56 + 12 = 68$$

- Develop mental strategies to subtract 2 or 3 digit numbers without crossing multiples of 10.

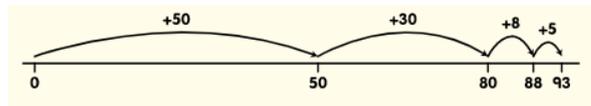
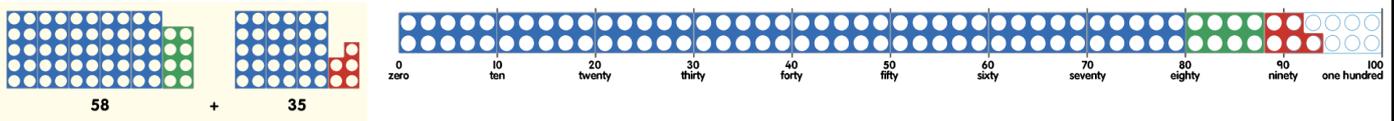


$$67 - 13 = 54$$

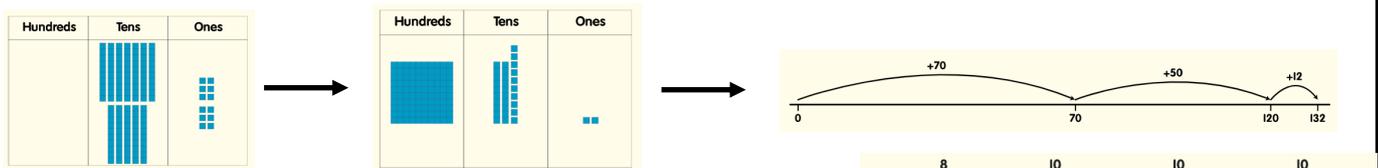
- Develop mental strategies for doubling 2 digit numbers and crossing 10s e.g.

$$18 + 18 = 10 + 10 + 8 + 8 \quad \text{so} \quad 20 + 16 = 36$$

- Develop mental strategies to add 2 digit numbers crossing 10s e.g. $58 + 35 = 93$



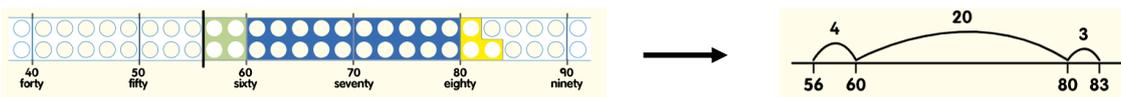
- Adding/grouping ones first when crossing 10s and 100s in addition calculations e.g. $76 + 56 = 132$



- Subtracting 10s and ones when crossing tens e.g. $100 - 38 = 62$



- Finding the difference when crossing 10s e.g. The difference between 56 and 83



Can you..?

- Tom has £7.25 and Jessica has £8.80. a) They both spend 20p. How much do they have left?

b) Jessica gives Tom 40p. How much do they each have now?

- Double 34. How can you show this?

- Solve $146 - 25$

- How many marbles does each child have?

	Red marbles	Blue marbles
James	25	26
Kelly	18	21
Frank	19	29

- Find two different ways to solve $87 - 62 =$ 