Varied Fluency
Step 1: Add and Subtract Multiples of 100

National Curriculum Objectives:

Mathematics Year 3: (3C1) Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds

Differentiation:

Developing Questions to support adding and subtracting multiples of 100 up to 1,000. Use of concrete manipulatives only; questions represented using Base 10.
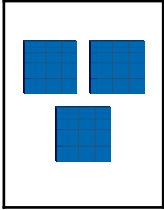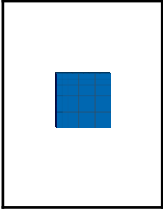**Expected** Questions to support adding and subtracting multiples of 100 up to 1,000. Using a variety of manipulatives. Numbers presented as numerals and some words.
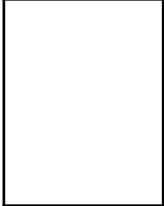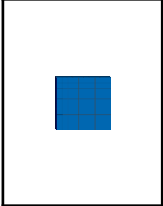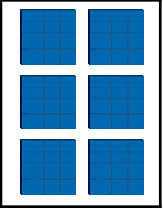**Greater Depth** Questions to support adding and subtracting multiples of 100 up to 1,000. No images given for support. Numbers presented as numerals or words.

More Year 3 Addition and Subtraction resources

Did you like this resource? Don't forget to review it on our website.

Add and Subtract Multiples of 100

Add and Subtract Multiples of 100

1a. Complete the number sentences.
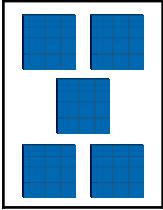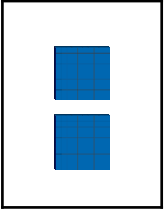
A. [ ] − [ ] = [ ]
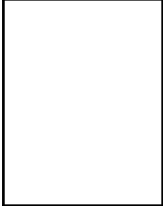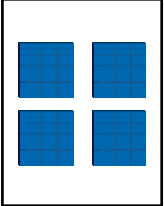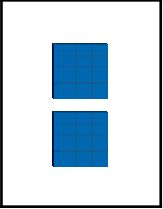
B. [ ] = [ ] + [ ]

VF

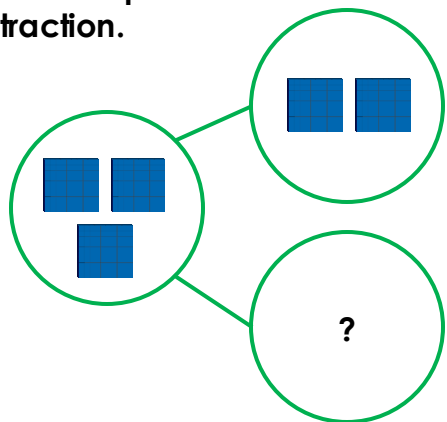**1b.** Complete the number sentences.

A. [ ] − [ ] = [ ]

B. [ ] = [ ] + [ ]
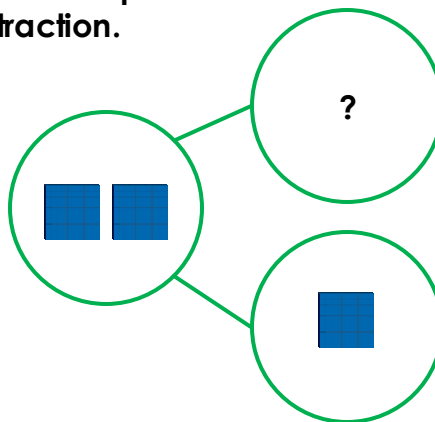
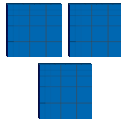VF

2a. Use the part whole model to write a subtraction.

?
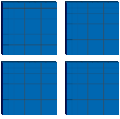
VF
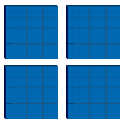
2b. Use the part whole model to write a subtraction.

?

VF

3a. Use the correct symbols to complete the number sentences.
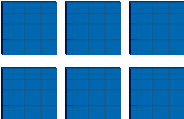
A. [ ] = [ ]

B. [ ] = [ ]

VF

3b. Use the correct symbols to complete the number sentences.

A. [ ] = [ ]

B. [ ] = [ ]

VF

4a. True or false?

[ ] − [ ] = [ ] − [ ]

VF

4b. True or false?

[ ] + [ ] = [ ] − [ ]

VF

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Varied Fluency – Add and Subtract Multiples of 100 – Year 3 Developing

Add and Subtract Multiples of 100

Add and Subtract Multiples of 100

5a. Complete the number sentences. Write your answers in numbers.

A. | three hundreds | + | 100 100 / 100 100 / 100 100 | = | |

B. | | = | (blue squares) | − | 100 |

E | VF

5b. Complete the number sentences. Write your answers in numbers.

A. | two hundreds | + | (blue squares) | = | |

B. | | = | 100 / 100 / 100 100 | − | 200 |

E | VF

6a. Use the part whole model to write a subtraction.

100 100 100 / 100 100 100 / 100 100 / 100

? | 400

E | VF

6b. Use the part whole model to write a subtraction.

(blue squares) | one hundred | ?

E | VF

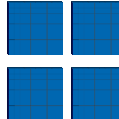**7a.** Use the correct symbols to complete the number sentences.

A. (blue squares) | [ ] | four hundreds | = | (blue squares)
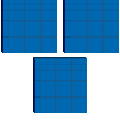
B. 100 | = | 100 100 / 100 | [ ] | 100 100
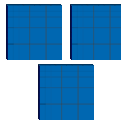
E | VF

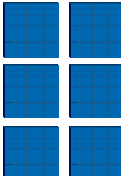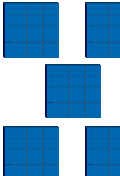**7b.** Use the correct symbols to complete the number sentences.

A. 100 100 / 100 / 100 100 | = | 100 | [ ] | 100 100 / 100 100

B. 600 | [ ] | (blue squares) | = | (blue squares)

E | VF

8a. True or false?

100 + (blue squares) = (blue squares) + (blue squares)

E | VF

8b. True or false?

100 100 / 100 100 / 100 100 − two hundreds = 100 100 + 100 100

E | VF

Varied Fluency – Add and Subtract Multiples of 100 – Year 3 Expected

Add and Subtract Multiples of 100

Add and Subtract Multiples of 100

9a. Complete the number sentences. Write your answers in numbers.

A. | 700 | − | 400 | = | |

B. | | = | three hundreds | + | six hundreds |

VF

9b. Complete the number sentences. Write your answers in numbers.

A. | 500 | + | 200 | = | |

B. | | = | eight hundreds | − | six hundreds |

VF

10a. Use the part whole model to write a subtraction.

600 — 500 / ?

VF

10b. Use the part whole model to write a subtraction.

one thousand — ? / five hundreds
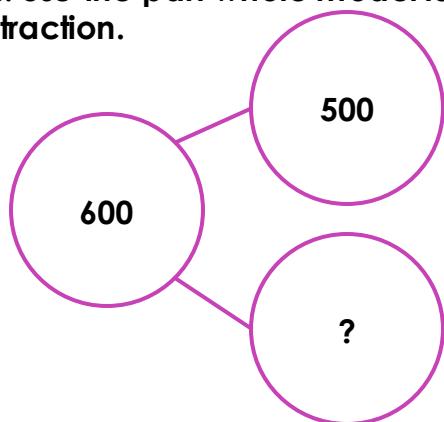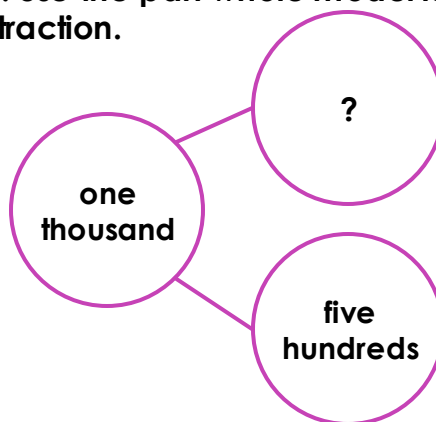
VF

11a. Use the correct symbols to complete the number sentences.

A. nine hundreds = six hundreds ☐ three hundreds

B. 1,000 ☐ 300 = 700

VF

11b. Use the correct symbols to complete the number sentences.

A. 600 = 800 ☐ 200

B. three hundreds ☐ three hundreds = six hundreds

VF

12a. True or false?

600 + 200 = 500 + 300

VF

12b. True or false?

three hundreds − one hundred > six hundreds − four hundreds

VF

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Varied Fluency – Add and Subtract Multiples of 100 – Year 3 Greater Depth

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Developing

1a. A: 200, B: 700
2a. 300 − 200 = 100 or 100 = 300 − 200
3a. A: −, B: +
4a. True because both calculations = 400

Expected

5a. A: 900, B: 400
6a. 800 − 400 = 400 or 400 = 800 − 400
7a. A: −, B: −
8a. False. The symbol should be >

Greater Depth

9a. A: 300, B: 900
10a. 600 − 500 = 100 or 100 = 600 − 500
11a. A: +, B: −
12a. True because both calculations = 800

Developing

1b. A: 300, B: 600
2b. 200 − 100 = 100 or 100 = 200 − 100
3b. A: −, B: −
4b. False. The symbol should be >

Expected

5b. A: 500, B: 200
6b. 400 − 100 = 300 or 300 = 400 − 100
7b. A: +, B: −
8b. True because both calculations = 400

Greater Depth

9b. A: 700, B: 200
10b. One thousand − five hundreds = five hundreds or five hundreds = one thousand − five hundreds
11b. A: −, B: +
12b. False. The symbol should be =

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Varied Fluency – Add and Subtract Multiples of 100 **ANSWERS**