Reasoning and Problem Solving
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:

Questions 1, 4 and 7 (Problem Solving)
Developing Find the possible calculations using multiples of 100 up to 1,000. Use of concrete manipulatives only; questions represented using Base 10.
Expected Find the possible calculations using multiples of 100 up to 1,000. Using a variety of manipulatives. Numbers presented as numerals and some words.
Greater Depth Find the possible calculations using multiples of 100 up to 1,000. No images given for support. Numbers presented as numerals or words.

Questions 2, 5 and 8 (Problem Solving)
Developing Find all the possible values of A + B within a number sentence, when adding and subtracting multiples of 100 up to 1,000. Use of concrete manipulatives only; questions represented using Base 10.
Expected Find all the possible values of A + B within a number sentence, when adding and subtracting multiples of 100 up to 1,000. Using a variety of manipulatives. Numbers presented as numerals and some words.
Greater Depth Find all the possible values of A, B + C within a number sentence, when adding and subtracting multiples of 100 up to 1,000. No images given for support. Numbers presented as numerals or words.

Questions 3, 6 and 9 (Reasoning)
Developing Explain who is correct using knowledge of adding and subtracting multiples of 100 up to 1,000. Use of concrete manipulatives only; questions represented using Base 10.
Expected Explain who is correct using knowledge of adding and subtracting multiples of 100 up to 1,000. Using a variety of manipulatives. Numbers presented as numerals and some words.
Greater Depth Explain who is correct using knowledge of adding and subtracting multiples of 100 up to 1,000. No images given for support. Numbers presented as numerals or words.

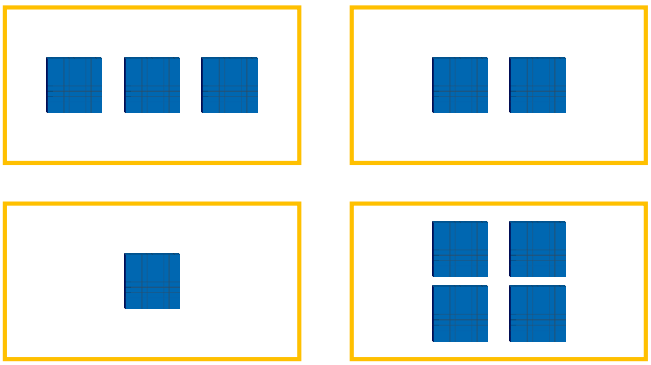
More Year 3 Addition and Subtraction resources.

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

Add and Subtract Multiples of 100

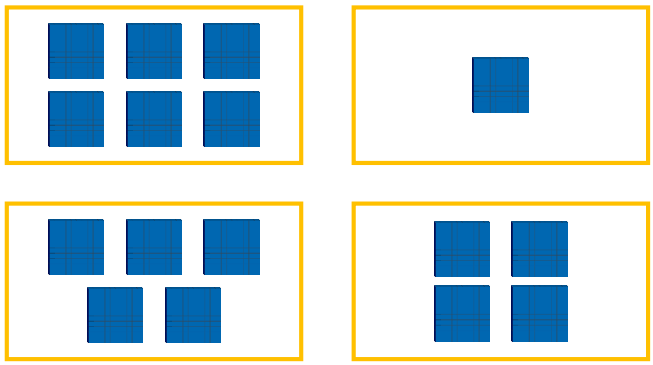
Add and Subtract Multiples of 100

1a. Use these cards to find all of the possible addition equations that will equal 1,000 or less.



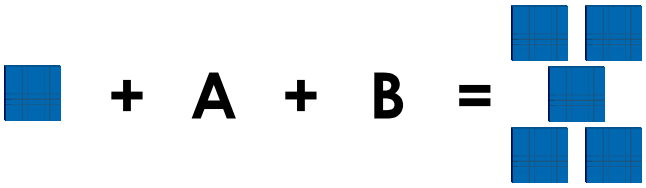
D PS

1b. Use these cards to find all of the possible subtraction equations that will equal 100 or more.



D PS

2a. Find all of the possible values for A and B, where A and B are multiples of 100.

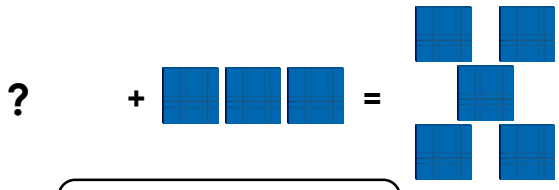


D PS

2b. Find all of the possible values for A and B, where A and B are multiples of 100.

D PS

3a. Kira and Cristal are adding multiples of 100.



Kira

The missing number is 200.

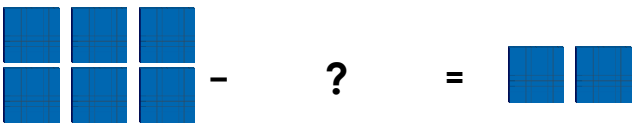
The missing number is 800.

Cristal

Who is correct? Explain how you know.

D R

3b. Hugh and Cole subtracting multiples of 100.



Hugh

The missing number is 800.

The missing number is 400.

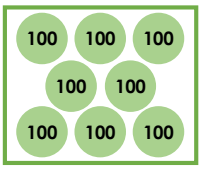
Cole

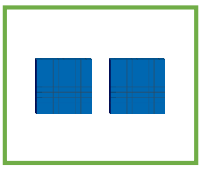
Who is correct? Explain how you know.

D R

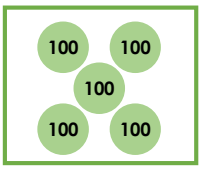
Add and Subtract Multiples of 100

4a. Use these cards to find all of the possible addition equations that will equal 1,000 or less.





400

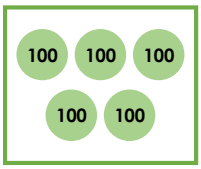


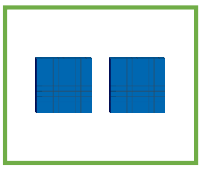
one hundred

PS

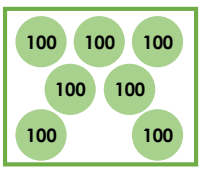
4b. Use these cards to find all of the possible subtraction equations that will equal 100 or more.

four hundreds





300



PS

5a. Find all of the possible values for A and B, where A and B are multiples of 100.

+ A – B = 600

PS

5b. Find all of the possible values for A and B, where A and B are multiples of 100.

nine hundreds – A + B =

PS

6a. Sarah and Jane are subtracting multiples of 100.

= ? – one hundred

Sarah

The missing number is 500.

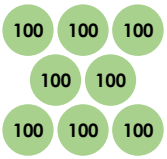
The missing number is 700.

Jane

Who is correct? Explain how you know.

R

6b. Peter and Enzo are adding multiples of 100.



= five hundreds + ?

Peter

The missing number is 300.

The missing number is 900.

Enzo

Who is correct? Explain how you know.

R

Add and Subtract Multiples of 100

7a. Use these cards to find all of the possible subtraction equations that will equal 100 or more.

900	500	seven hundreds
100	two hundreds	200

GD PS

7b. Use these cards to find all of the possible addition equations that will equal 1,000 or less.

two hundreds	600	one thousand
200	one hundred	400

GD PS

8a. Find all of the possible values for A, B and C, where A, B and C are multiples of 100.

$$100 + A - B + C = 300$$

GD PS

8b. Find all of the possible values for A, B and C, where A, B and C are multiples of 100.

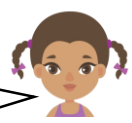
$$300 + A - B - C = 600$$

GD PS

9a. Ashley and Kendal are adding multiples of 100.

1,000 = ? + 600

Ashley: The missing number is three hundreds.



Kendal: The missing number is four hundreds.

Who is correct? Explain how you know.

GD R

9b. Alan and Emmet are subtracting multiples of 100.

nine hundreds = one thousand – ?

Alan: The missing number is 100.

Emmet: The missing number is 200.

Who is correct? Explain how you know.

GD R

Reasoning and Problem Solving
Add and Subtract Multiples of 100

Developing

1a. Various answers, for example: 100 + 200 = 300; 200 + 100 = 300; 300 = 100 + 200; 100 + 300 = 400

2a. A = 100, B = 300; A = 200, B = 200; A = 300, B = 100

3a. Kira is correct because 200 + 300 = 500

Expected

4a. Various answers, for example: 500 + 300 = 800, 800 = 500 + 300, 100 + 200 = 300, 200 + 100 = 300, 100 + 300 = 400, 800 = 100 + 300 + 400

5a. A = 400, B = 100; A = 500, B = 200; A = 600, B = 300; A = 700, B = 400

6a. Jane is correct because 700 – 100 = 600

Greater Depth

7a. Various answers, for example: 900 – 700 = 200; 500 – 200 – 100 = 200; 200 = 900 – 200 – 500; 700 – 200 = 500

8a. Various answers, for example: A = 900, B = 1,000, C = 300; A = 900, B = 900, C = 200; A = 900, B = 800, C = 100; A = 800, B = 900, C = 300

9a. Kendal is correct because 600 + 400 = 1,000

Reasoning and Problem Solving
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Developing

1b. Various answers, for example: 500 – 100 = 400; 500 – 400 = 100; 100 = 500 – 400; 600 – 100 = 500

2b. A = 100, B = 500; A = 200, B = 400; A = 300, B = 300; A = 400, B = 200; A = 500, B = 100

3b. Cole is correct because 600 – 400 = 200

Expected

4b. Various answers, for example: 700 – 400 = 300, 700 – 500 = 200, 400 = 700 – 300, 100 = 700 – 400 – 200, 500 – 400 = 300

5b. A = 900, B = 400; A = 800, B = 300; A = 700, B = 200; A = 600, B = 100

6b. Peter is correct because 500 + 300 = 800

Greater Depth

7b. Various answers, for example: 600 + 400 = 1,000; 400 = 200 + 200; 200 + 200 = 400; 1,000 = 200 + 200 + 600

8b. Various answers; for example: A = 700, B = 100, C = 300; A = 700, B = 200, C = 200; A = 700, B = 300, C = 100; A = 600, B = 100, C = 200

9b. Alan is correct because 1,000 – 100 = 900