

HIAS MOODLE+ RESOURCE

Year 3 Unit Plan 3.2

Measurement

Addition and Subtraction

Autumn Term

HIAS Maths Team
September 2026
Final version

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Overview

This document contains...

Year 3 Unit Plans linked to the Hampshire Medium Term Overview

Points to consider when using this resource:

These unit plans provide an example of how medium-term planning could be developed into units of work. These unit plans will need to be adapted to meet the needs of pupils. The unit plan provides an outline of a possible learning journey with suggestions of types of tasks that could be used. They also identify required prior learning, some common misconceptions and an indication of key skills pupils need to secure competency. It is assumed that teachers will make use of appropriate mathematical representations (manipulatives, visuals and symbolic) to support conceptual understanding for pupils alongside procedural fluency.

National Curriculum Links:

Measurement

- measure the perimeter of simple 2-D shapes
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example to calculate the time taken by particular events or tasks].

Addition and Subtraction

- add and subtract numbers mentally, including:
 - a three-digit number and ones
 - a three-digit number and tens
 - a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

<p>This unit develops Year 3 pupils' understanding of measurement alongside addition and subtraction through a practical, connected learning journey. Pupils build on prior knowledge to measure, compare, add and subtract lengths, mass, and volume/capacity using appropriate units, while strengthening their understanding of scale, estimation and unit relationships. Pupils develop mental calculation strategies with two-digit numbers, including bridging, using number bonds and place value, estimating answers, and checking using inverse operations. Throughout the unit, pupils apply these skills to solve a range of problems, including missing number and real-life contexts, while using precise mathematical language and representations to deepen conceptual understanding and fluency.</p>		<p>Notional Time: 10 sessions</p>
<p>Check and Refresh - skills and knowledge that pupils need to know</p>	<p>Verbal coding- precise mathematical language to model during worked examples</p>	<p>Mastering Key Facts in Key Stage 2 – developing fluency and automaticity</p>
<p>Measuring and comparing in standard units and understanding key relationships such as 100cm = 1m and 1000g = 1kg.</p> <p>Read simple scales and use comparison language (e.g. longer, heavier).</p> <p>Secure place value understanding within 100.</p> <p>Add and subtract two-digit numbers using concrete or pictorial representations.</p>	<p>The ___ is ___m and ___ cm long/high The ___ is ___kg and ___ g. The ___ is ___l and ___ ml.</p> <p>___ is ___ tens and ___ ones</p> <p>___ is the whole; ___ is a part, ___ is a part.</p> <p>I need to add ___ to ___ to make 10. I need to subtract ___ from ___ to make 10.</p> <p>10 tens is equal to 1 hundred</p>	<p>Number bonds and deriving number bond up to 1000</p> <p>Recall multiples of 2, 5 and 10 up to 12 x in any order, including missing number.</p>
<p>Mathematical Concepts- important pieces of information learners should take away from the unit</p>	<p>Watch out for</p>	<p>DfE Ready -to- progress criteria</p>
<p>That length, mass and capacity can be added and subtracted using known strategies.</p> <p>Secure place value knowledge enables efficient mental calculation strategies, including bridging through multiples of 10.</p> <p>Answers can be approximated using rounding and checked using the inverse operation to ensure validity.</p>	<p>Pupils who use measuring tools incorrectly, or who misread scale intervals.</p> <p>Pupils who do not recognise relationships between units and conversations, e.g. 1m = 100cm.</p> <p>Pupils who have a weak understanding of number bonds, leading to inefficient or incorrect mental strategies.</p> <p>Pupils who do not accurately use the inverse to check their answers.</p>	<p>3NPV – 1 3AS-1</p> <p>Formative assessment questions - key questions to support pupil reasoning and teacher assessment</p> <ul style="list-style-type: none"> • What is the same and what is different? • What if I change...? • Can you give me an example of... and another...and another? • Which is harder and which is easier...? • If I know this, then what else do I know?

Visual coding: key representations

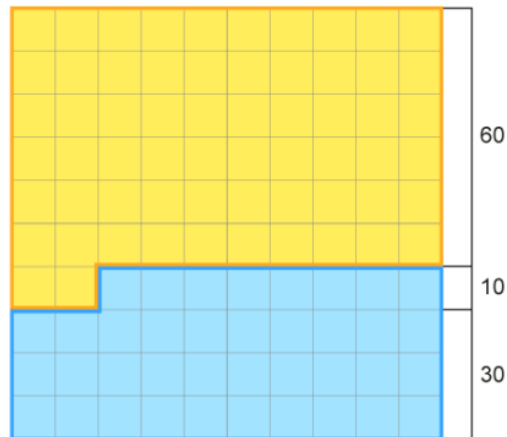
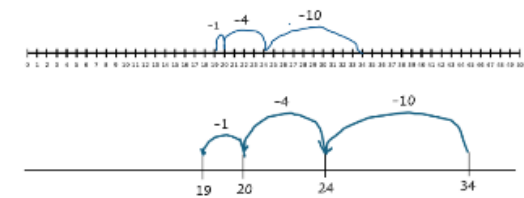
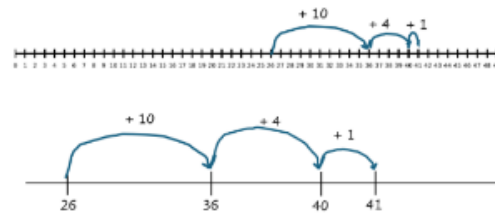
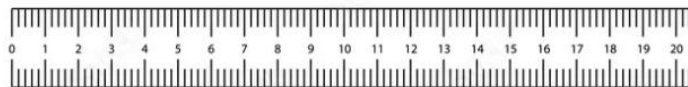


Figure 79: a 100 grid shaded in 2 colours to represent 62 and 38 as a complement to 100

Tens	Ones



Tens	Ones



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Learning Journey – Measurement

Autumn unit 3.2 (1 week)	Spring unit 3.5 (2 weeks)	Spring unit 3.8 (1 week)	Summer unit 3.15 (2 weeks)
<p>I can recall the number of minutes in an hour and the number of hours in a day. I can recall the number of seconds in a minute and the numbers of days in each month, year and leap year. I can use Roman numerals from I to XII to tell and write the time.</p>			
<p>I can measure and compare lengths. I can add and subtract lengths. I can measure and compare mass. I can add and subtract mass. I can measure and compare volume and capacity. I can add and subtract volume and capacity.</p>	<p>I can measure the perimeter of simple 2-D shapes. I can tell and write the time to five minutes and draw the hands on a clock face to show these times. I can tell and write the time to the nearest minute. I can draw the hands on a clock face to show time to the nearest minute. I can read the time on a digital clock. I can use vocabulary a.m and p.m. I can find end times of events. I can find start times of events. I can find durations of time.</p>	<p>I can solve simple problems in a practical context involving addition, using both pounds and pence. I can solve simple problems in a practical context involving subtraction, using both pounds and pence. I can add and subtract amounts of money to give change, using both pounds and pence in practical contexts</p>	<p>I can measure, compare, add and subtract: lengths (m, cm, mm); mass (kg and g); volume and capacity (l and ml). I can measure the perimeter of simple 2-D shapes. I can estimate and read time with increasing accuracy to the nearest minutes. I can tell and write the time from an analogue clock, including 12-hour and 24-hour clocks. I can compare durations of events. I can add and subtract amounts of money to give change, using both pounds and pence in practical contexts.</p>

Learning Journey – Addition and Subtraction

Autumn unit 3.1 (2 weeks)	Autumn unit 3.2 (1 week)	Spring unit 3.7 (3 weeks)	Spring unit 3.10 (1 week)
<p>I can add three one-digit numbers.</p> <p>I can add and subtract a two-digit numbers and ones using concrete and pictorial representations with bridging.</p> <p>I can add and subtract a two-digit numbers and tens using concrete and pictorial representations with bridging.</p> <p>I can add and subtract a two-digit and a two-digit number using concrete objects and pictorial representations.</p> <p>I can solve one-step problems with addition and subtraction.</p> <p>I can solve missing number problems.</p> <p>I can solve multi-step problems with addition and subtraction.</p>	<p>I can and subtract mentally a two-digit number and ones.</p> <p>I can and subtract mentally a two-digit number and tens.</p> <p>I can estimate the answer to a calculation and use inverse operations to check answers.</p> <p>I can solve problems using number facts (complements to 100).</p> <p>I can solve problems, including missing number problems.</p>	<p>I can add and subtract mentally a three-digit number and ones (not bridging).</p> <p>I can add and subtract mentally a three-digit number and ones (bridging).</p> <p>I can add and subtract mentally a three-digit number and tens (not bridging).</p> <p>I can add and subtract mentally a three-digit number and tens (bridging).</p> <p>I can add and subtract mentally a three-digit number and hundreds.</p>	<p>I can add and subtract number with up to three digits, using formal written methods (no regroup or exchange).</p> <p>I can add and subtract number with up to three digits, using formal written methods (one regroup or exchange).</p> <p>I can add and subtract number with up to three digits, using formal written methods (two regroups or exchanges).</p> <p style="text-align: center;">Summer unit 3.13 (2 weeks)</p> <p>I can add and subtract mentally a three-digit number and ones.</p> <p>I can add and subtract mentally a three-digit number and tens.</p> <p>I can add and subtract mentally a three-digit number and hundreds.</p> <p>I can estimate the answer to a calculation and use inverse operations to check answers.</p> <p>I can add and subtract numbers with up to three digits, using formal written methods.</p> <p>I can solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.</p>

Proposed lesson sequence to support development of mathematical concepts

Developing fluency and automaticity – ongoing daily practice

Mastering Key Facts in Key Stage 2

Autumn 1 Ongoing Mental Fluency Practice

- Number bonds and deriving number bond up to 1000
- Recall multiples of 2, 5 and 10 up to 12 x in any order, including missing number.
- I can recall the number of minutes in an hour and the number of hours in a day.
- I can recall the number of seconds in a minute and the numbers of days in each month, year and leap year.
- I can use Roman numerals from I to XII to tell and write the time.

I can...

Mathematical Concepts, Key Skills and Suggested Tasks

5 sessions - Measurement

I can measure and compare lengths.

In Year 2, pupils were introduced to measuring and comparing length using centimetres (cm) and metres (m). They began to develop a sense of how long common objects are, which helped them make simple estimates. They also used comparison language such as *longer*, *shorter*, *taller*, and *equal to*, along with symbols, to describe and compare measurements.

Ensure pupils are confident in recalling the key fact of 100 centimetres = 1 metre.

Write <, > or = to compare the lengths.

Give pupils practical opportunities to measure real objects using a range of measuring tools, such as rulers, metre sticks, tape measures and trundle wheels. Check that pupils remember how to use a ruler or metre stick correctly, particularly starting from 0, and not the edge. Trundle wheels must be pointing at 0. Encourage discussion using correct mathematical vocabulary (e.g. longer, shorter, equal). Pupils can also use the symbols <, > and = in their recording.

50cm 50m

9m 9cm

500cm 5m


6m 50cm

Once pupils are secure measuring centimetres and metres separately, introduce measuring both units together, e.g. the table is 1 m and 25 cm long. There is no expectation to convert between metres and centimetres using decimals at this stage.

Sentence stem:

The ___ is ___ m and ___ cm long/high.

Pupils will be introduced to millimetres (mm) in Unit 3.5, so there is no need to cover this yet.

<p>I can add and subtract lengths.</p>	<p>In this step, pupils should only be adding 2-digit lengths that are measured in the same unit (e.g. cm + cm or m + m).</p> <p>Encourage pupils to talk through different possible strategies before solving. Support them in choosing the most efficient mental method. Use practical examples and concrete resources where possible to reinforce understanding. This is a good opportunity to revisit mental addition strategies taught in Unit 3.1.</p>	<p>Complete the bar models.</p> <table border="1" style="display: inline-table; margin-right: 20px;"> <tr><td colspan="2">__ m and __ cm</td></tr> <tr><td>1m</td><td>30cm</td></tr> </table> <table border="1" style="display: inline-table;"> <tr><td colspan="2">3m and 70 cm</td></tr> <tr><td>__ m</td><td>70cm</td></tr> </table> <table border="1" style="display: inline-table; margin-right: 20px;"> <tr><td colspan="3">12m and 50cm</td></tr> <tr><td>__ m</td><td>9m</td><td>50cm</td></tr> </table> <table border="1" style="display: inline-table;"> <tr><td colspan="3">__ m and __ cm</td></tr> <tr><td>45cm</td><td>3m</td><td>20cm</td></tr> </table>	__ m and __ cm		1m	30cm	3m and 70 cm		__ m	70cm	12m and 50cm			__ m	9m	50cm	__ m and __ cm			45cm	3m	20cm
__ m and __ cm																						
1m	30cm																					
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__ m	70cm																					
12m and 50cm																						
__ m	9m	50cm																				
__ m and __ cm																						
45cm	3m	20cm																				
<p>I can measure and compare mass.</p>	<p>In Year 2, pupils were introduced to measuring and comparing mass using grams (g) and kilograms (kg). They began to develop a sense of how heavy common objects are, which helped them make simple estimates. They also used comparison language such as <i>heavier</i>, <i>lighter</i> and <i>equal to</i>, along with symbols, to describe and compare measurements. Ensure pupils are confident in recalling the key fact of 1000 grams = 1 kilogram.</p> <p>This step also provides a valuable opportunity to strengthen pupils' ability to read scales accurately. Link this back to prior learning from Unit 3.1, where pupils practised locating two-digit numbers on a number line. Encourage pupils to apply the same skills when interpreting scales, such as identifying intervals, counting in steps, and estimating values between marked divisions. Give pupils practical opportunities to weigh real objects and record their findings. Pupils can also use the symbols <, > and = in their recording.</p> <p>Once pupils are secure measuring grams and kilograms separately, introduce measuring both units together, e.g. the bag of fruit is 1 kg and 500g. There is no expectation to convert between kilograms and grams using decimals at this stage.</p> <p>Sentence stem: The __ is __ kg and __ g.</p>	<p>Write the weight of each object and put in order from lightest to heaviest.</p> 																				
<p>I can add and subtract mass.</p>	<p>In this step, pupils should only be adding 2-digit masses that are measured in the same unit (kg + kg or g + g).</p> <p>Encourage pupils to talk through different possible strategies before solving. Support them in choosing the most efficient mental method. Use practical examples and concrete resources where possible to reinforce understanding. This is a good opportunity to revisit mental addition strategies taught in Unit 3.1.</p> <p>Application example:</p> <ul style="list-style-type: none"> Ben has 45g of raisins and 32g of chocolate chips. How much do they weigh altogether? A bag of rice weighs 1kg. Mia adds 35g more rice. How much does the rice weigh altogether? Give your answer in kilograms and grams. A baker uses 24g of sugar, 45g of butter and 1kg of flour. How much mass does she use altogether? Give your answer in kilograms and grams. 																					

I can measure and compare volume and capacity.

In Year 2, pupils were introduced to measuring and comparing volume and capacity using millilitres (ml) and litres (l). Ensure pupils are confident in recalling the key fact of 1000 millilitres = 1 litre.

It is important to establish a clear distinction:

- Volume refers to the amount of space an object or substance takes up.
- Capacity refers to how much a container can hold.

Provide practical opportunities for pupils to estimate and compare amounts using different measuring containers. Encourage the use of comparison language such as *more than*, *less than*, *equal to*, *full*, *empty*, and *half full*. Pupils should record their findings and use the symbols $<$, $>$ and $=$ to compare amounts. Once pupils are secure, they move on to adding mass with different units. When this happens, pupils should first convert one measurement, so both are in the same unit.

This unit also provides a valuable opportunity to strengthen pupils' ability to read scales accurately. Encourage them to identify intervals, count in steps (e.g. 50 ml, 100 ml), and estimate values between marked divisions when reading measuring equipment.

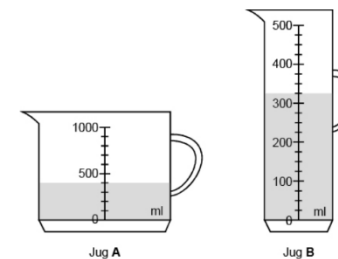
Sentence stem:

The ___ is ___ l and ___ ml.

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Measuring jugs

The diagram shows the volume of water in two measuring jugs.



Which jug contains more water?

I can add and subtract volume and capacity.

As pupils have not explored adding 3-digit numbers yet, it is important to keep numbers used as part of this step manageable.

As in previous steps, only add masses that are measured in the same unit (e.g. ml + ml or l + l).

Fluency examples:

- $60\text{ml} + 40\text{ml} = \underline{\quad} \text{ml}$
- $35\text{ml} + 45\text{ml} = \underline{\quad} \text{ml}$
- $27 \text{ l} + 22 \text{ l} = \underline{\quad} \text{ l}$
- $100\text{ml} - 55\text{ml} = \underline{\quad} \text{ml}$
- $\underline{\quad} \text{ l} + 20 \text{ l} = 64 \text{ l}$
- $3 \text{ l} + 400\text{ml} = \underline{\quad} \text{ l}$ and $\underline{\quad} \text{ ml}$

Application example:

Steph has these containers.



How many ways can she use the containers to fill the 100ml jug?



5 sessions – Addition & Subtraction

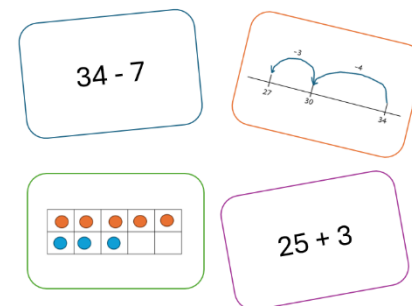
I can and subtract mentally a two-digit number and ones.

In this step, pupils demonstrate that they can use mental strategies to add or subtract a two-digit number and a one-digit number. The emphasis is on how they solve the problem, and not on arriving at the correct answer.

Some calculations will involve bridging 10, which requires more flexible thinking. Pupils should be able to identify when this happens and choose appropriate strategies.

Checking for understanding questions:

- How many tens are there in ___?
- How many ones are there in ___?
- Will you need to bridge ten?
- How did you use number bonds to help?
- What do you need to add/subtract to make the next/previous ten?
- What do you need to partition ___ into?



Suggested tasks:

- Strategy Detective: pupils identify the strategy used in a worked example and match it to the correct addition or subtraction problem.
- Pupils sort a mix of addition and subtraction problems into two categories
 - 'Not bridging 10'
 - 'Bridging 10'.

I can and subtract mentally a two-digit number and tens.

In this step, pupils use mental strategies to add or subtract a two-digit number and a multiple of ten (e.g. $53 + 40$, or $71 - 20$). The emphasis is on understanding and applying place value, not just arriving at the correct answer.

Adding or subtracting tens within 100 only affects the tens digit. Pupils should be able to explain how they manipulate the tens and ones separately.

Suggested tasks:

- Pupils compare strategies for efficiency: "How many ways can you solve $47 + 30$?", "What is the quickest way to solve this?" and "Could you do it without writing anything down?"
- Pupils identify errors in reasoning, e.g. $62 - 20 = 60$. Pupils explain what went wrong and how to fix it.

<p>I can estimate the answer to a calculation and use inverse operations to check answers.</p>	<p>Pupils should be encouraged to connect this step to their prior learning on estimating on a number line. Use familiar visuals and proportional reasoning to estimate where a number might sit on a number line. Once pupils are secure with this, introduce estimation strategies using two-digit and ones. This step may benefit from being split into separate lessons, one focused on estimation and another on using the inverse operation, to support fluency and confident application of each skill. e.g. $47 + 8 = ?$</p> <ul style="list-style-type: none"> • What multiple of 10 is 47 closest to? • What multiple of 10 is 8 closest to? • What would our new number sentence be? $50 + 10 = ?$ • How can we use our knowledge of number bonds and adding multiples of 10? • If $50 + 10 = 60$, then an estimate of $47 + 8 \approx 60$ <p>Pupils can then solve $47 + 8$ using an appropriate mental strategy.</p> <ul style="list-style-type: none"> • I will partition 8 into 3 and 5. • $47 + 3 = 50$ • $50 + 5 = 55$ • $47 + 8 = 55$ <p>Once pupils are secure with estimating and solving, explain that the inverse will help them check if an answer is correct.</p> <ul style="list-style-type: none"> • If $47 + 8 = 55$, then $55 - 8 = 47$ • I will partition 8 into 5 and 3. • $55 - 5 = 50$ • $50 - 3 = 47$ <p>Encourage pupils to estimate, solve mentally or with jottings and then use the inverse to check. Ensure that pupils are able to use visuals such as the number line and bar model to support reasoning.</p>
<p>I can solve problems using number facts (complements to 100).</p>	<p>Complements to 100 are essential for developing efficient mental strategies, particularly in contexts involving money, time, and measurement. This step prepares pupils to bridge 100, a foundational skill for calculating beyond 100 in the next unit.</p> <p>Pupils need to understand that complements to 100 are based on known number bonds to 10. This builds fluency and flexibility in mental arithmetic. Introduce the language focus of “10 tens is equal to 1 hundred”.</p> <p><i>(see next page for more detail)</i></p>

55	
47	8

Introduce and model using tens frames to reinforce number bonds to 10; hundred squares, to visualise how numbers combine to make 100 and bead strings to support counting and partitioning strategies. These tools help pupils see the structure of numbers and understand how complements work.

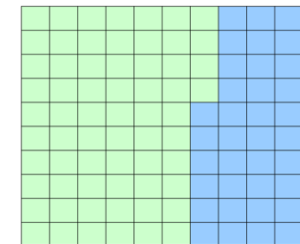
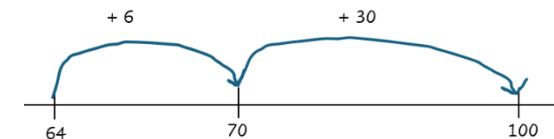
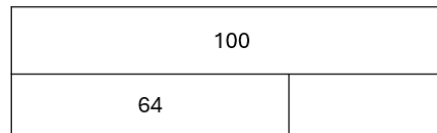
Once pupils are confident with concrete resources, move to number lines and bar models or part-whole diagrams to represent missing number problems.

Encourage pupils to use known facts, such as “If I know $7 + 3$ is 10, then I know $70 + 30$ is 100” first.

When pupils are finding the complement to 100 for numbers such as 64, encourage them to make 10 first, and then 100:

e.g. $64 + ? = 100$

- $64 + 6 = 70$
- $70 + 30 = 100$
- $6 + 30 = 36$



$$64 + 36 = 100$$

$$64 + 36 = 100$$

Watch out for pupils who might think $60 + 40 = 100$, then $4 + 6 = 10$, so $64 + 46 = 100$.

I can solve problems including missing number problems.

For this step, encourage pupils to apply their learning from this unit alongside the problem-solving strategies they've developed to tackle a range of problems. These may include one-step, two-step, or missing number problems:

- **One-step example:** A ribbon is 100 cm long. Layla cuts off 63 cm to use for a project. How much ribbon does she have left?
- **Two-step example:** A recipe requires 100 grams of sugar. Ben has already added 45 grams. Then he adds another 30 grams. How much more sugar does he need to reach the total of 100 grams?

Write a digit in each box to complete this number sentence:

$$\boxed{5} \boxed{} + \boxed{} \boxed{8} = 100$$

HIAS Resources to support:

- Reasoning and Intelligent Practice Tasks: [Reasoning and Intelligent Practice Tasks](#)
- Faded Scaffolds and Intelligent Practice: [Faded Scaffolds and Intelligent Practice](#)
- Paired Examples: [Paired Examples](#)
- Entry and Exit tickets: [Entry and Exit Tickets](#)
- Interleaving, Recall and Retrieval: [Interleaving, Recall and Retrieval \(hants.gov.uk\)](#)
- Connect4Maths: [Connect4Maths - Primary](#)
- Moderation Documents: [Moderation Documents](#)
- KS1 Key Facts: [Key Stage 1 Key Facts Document](#)
- Mastering Times Tables: [Mastering Times Tables](#)

NCETM Resources to support:

- Exemplification of ready -to -progress criteria (RTPS): [Exemplification of ready-to-progress criteria | NCETM](#)
- NCETM Professional Development materials spine 1: [Number, Addition and Subtraction | NCETM](#) ;
- The NCETM Mastery Task booklets can be used as a source of tasks to support end of year teacher assessment for both EXS and GDS [Teaching for Mastery Booklets Yr1-6](#)

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