



# Maths

## Addition and Subtraction

# Need a coherently planned sequence of lessons to complement this resource?

**Lesson Breakdown**

Below is our suggestion for the most coherent and progressive sequence to teach this area of PlanIt Maths steps on the White Rose Maths scheme of learning although we have not aimed to mirror the exact order in the scheme.

**Mathematical Statements (1):** Introducing the Equals Symbol  
This engaging lesson introduces children to the equals symbol. Children use the equals symbol between representations of the same value. Children use different strategies for adding and subtracting numbers, including counting on and counting back, bridging ten and finding the difference. They will apply these skills to problem-solving and reasoning challenges. Children will use different concrete resources and representations to help deepen their understanding. They will learn to explain their learning as they investigate challenges.

**NC Statement:** Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.  
**Lesson Aim:** To use the equals symbol.

**Add and Subtract Numbers (1):** Make Numbers up to 10 from 2 Parts  
This delightful yet themed lesson introduces children to part-whole models and are taught how to use part-whole models to represent their dice rolls all of the possibilities. They look for patterns and use these to make prediction plans, presentations, differentiated activities and mastery challenges to help them.

**NC Statement:** Represent and use number bonds and related subtraction facts within 20.  
**Lesson Aim:** To make numbers to 10 from 2 parts.

**Mathematical Statements (2):** Introducing the Addition Symbol  
This helpful lesson introduces children to the addition symbol. Children learn addition with pictures, number stories and addition sentences. The lesson is differentiated activities and mastery challenges to help children develop fluency. This is the second of a set of four lessons teaching children to read and write.

**NC Statement:** Represent and use number bonds and related subtraction facts within 20.  
**Lesson Aim:** To use the addition symbol.

**Introduction**

In this unit, children will begin to use symbols in written number sentences and will use a variety of vocabulary around these. They will explore number facts to 20 and will find different ways to represent them. Children will reason about the number facts and will apply these to solve problems in different contexts. They will learn different strategies for adding and subtracting numbers, including counting on and counting back, bridging ten and finding the difference. They will apply these skills to problem-solving and reasoning challenges. Children will use different concrete resources and representations to help deepen their understanding. They will learn to explain their learning as they investigate challenges.

**Assessment Statements**

By the end of this unit, children working towards the expected level will be able to:

- recognise the signs +, - and = and explain their meaning;
- recall and represent number facts within five and some higher facts;
- add and subtract numbers within ten by combining and partitioning practically;
- use pictures, equipment and numbers to represent addition and subtraction stories;
- provide simple explanations of mathematical concepts;
- add and subtract zero.

children working at the expected level will be able to:

- read, write and understand calculations involving addition (+), subtraction (-) and equals (=) signs;
- recall number facts to ten and related facts, using these to derive number facts to 20, including zero;
- add and subtract one-digit and two-digit numbers, including zero;
- solve one-step problems in familiar contexts involving addition and subtraction, using pictures and models;
- use number facts to solve missing number problems.

**Addition and Subtraction**  
Maths | Year 1 | Steps to Progression Overview

The aim of this overview is to support teachers using PlanIt Maths to show the most coherent and progressive sequence to teach each area of maths. We also want to fully support teachers who use the White Rose Maths scheme of learning to make full use of the resources available within PlanIt Maths. Wherever possible, lesson packs have been matched to each of the small steps on the White Rose Maths scheme of learning.

**Yearly Overview**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)			Number: Addition and Subtraction (within 10)			Geometry: Shape		Number: Place Value (within 20)			Consolidation
Spring	Number: Addition and Subtraction (within 20)				Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included)		Measurement: Length and Height		Measurement: Weight and Volume			Consolidation
Summer	Number: Multiplication and Division (Multiples of 2, 5 and 10 to be included)			Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)	Measurement: Money		Time		Consolidation

See our [Addition and Subtraction Steps to Progression](#) document.

Twinkl PlanIt is our award-winning scheme of work with over 4000 resources.



# Add by Counting On from the Greatest Number



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# Aim

- To add by counting on from the greatest number.

# Success Criteria

- I can identify the greatest number.
- I can keep track of how many I have counted on.
- I can explain why counting on from the greatest number is the most efficient way.

# Remember It



Choose 2 numbers from:

2 4 3 5

What is the highest total you can make?

What is the highest even total you can make?

What is the lowest total you can make?

What is the lowest odd total you can make?



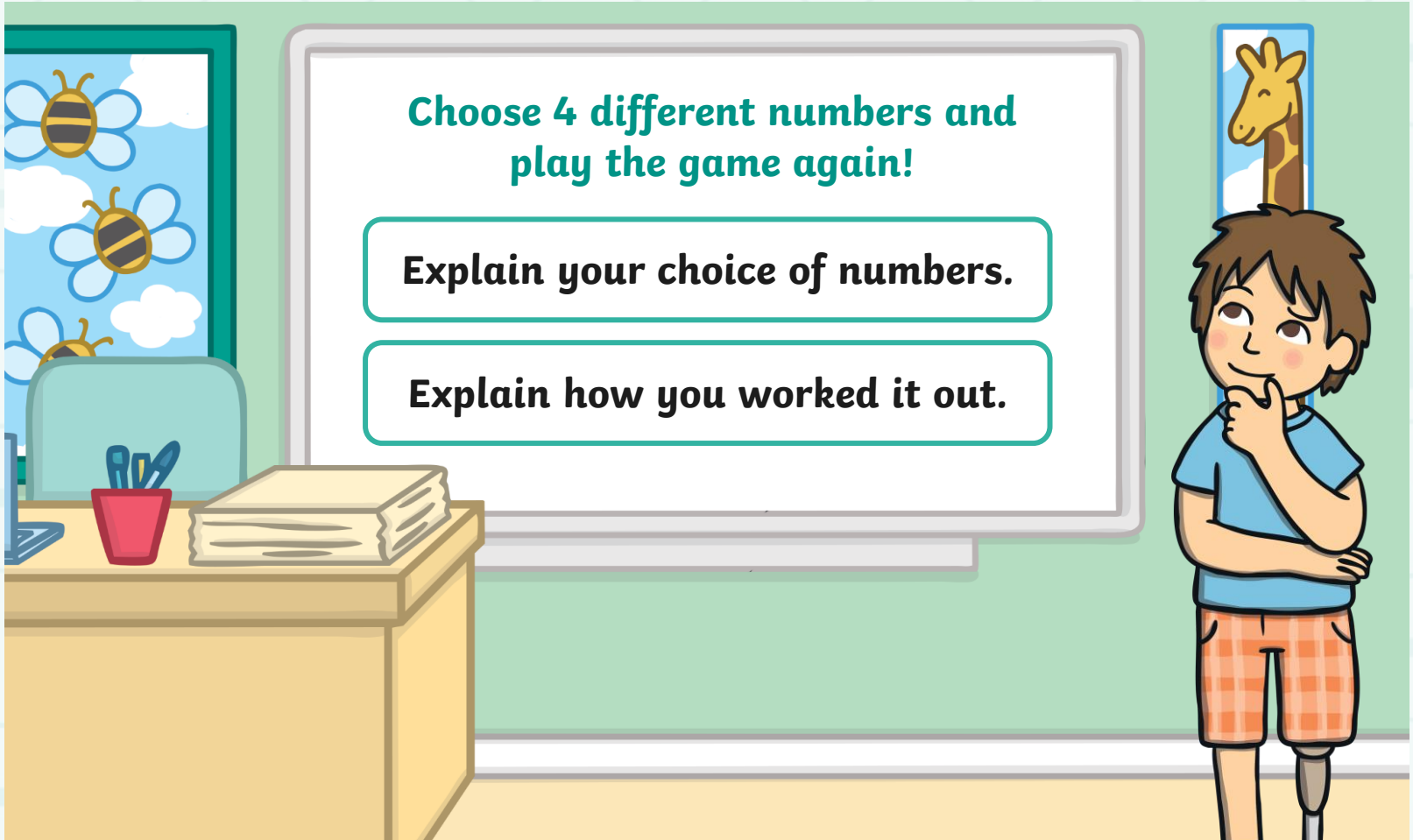
# Remember It



**Choose 4 different numbers and  
play the game again!**

**Explain your choice of numbers.**

**Explain how you worked it out.**





# The Sack Race



The children are taking part in a sack race.

**Ned** is racing to work out  $7 + 2$ .

**Ted** is racing to work out  $2 + 7$ .

Who will be the winner?  
**Let's find out!**

# The Sack Race



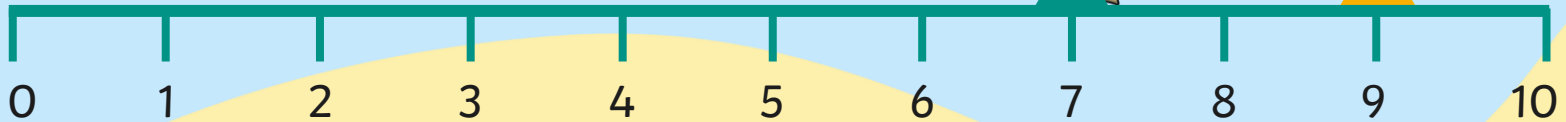
Where is each child starting? Who do you think will win?



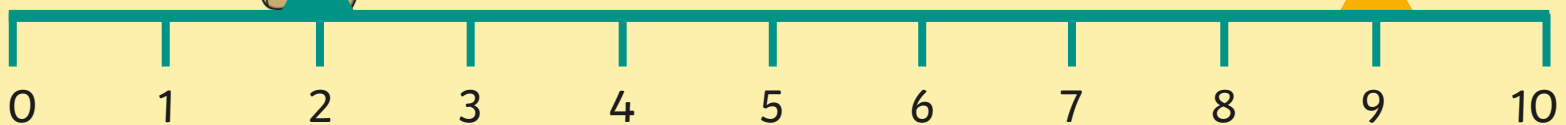
**Click** to watch the race!

Why did Ned win?

Ned



Ted





# The Hopping Race



The children are having a hopping race.

Manuel is racing to work out  $4 + 9$ .

Belle is racing to work out  $9 + 4$ .

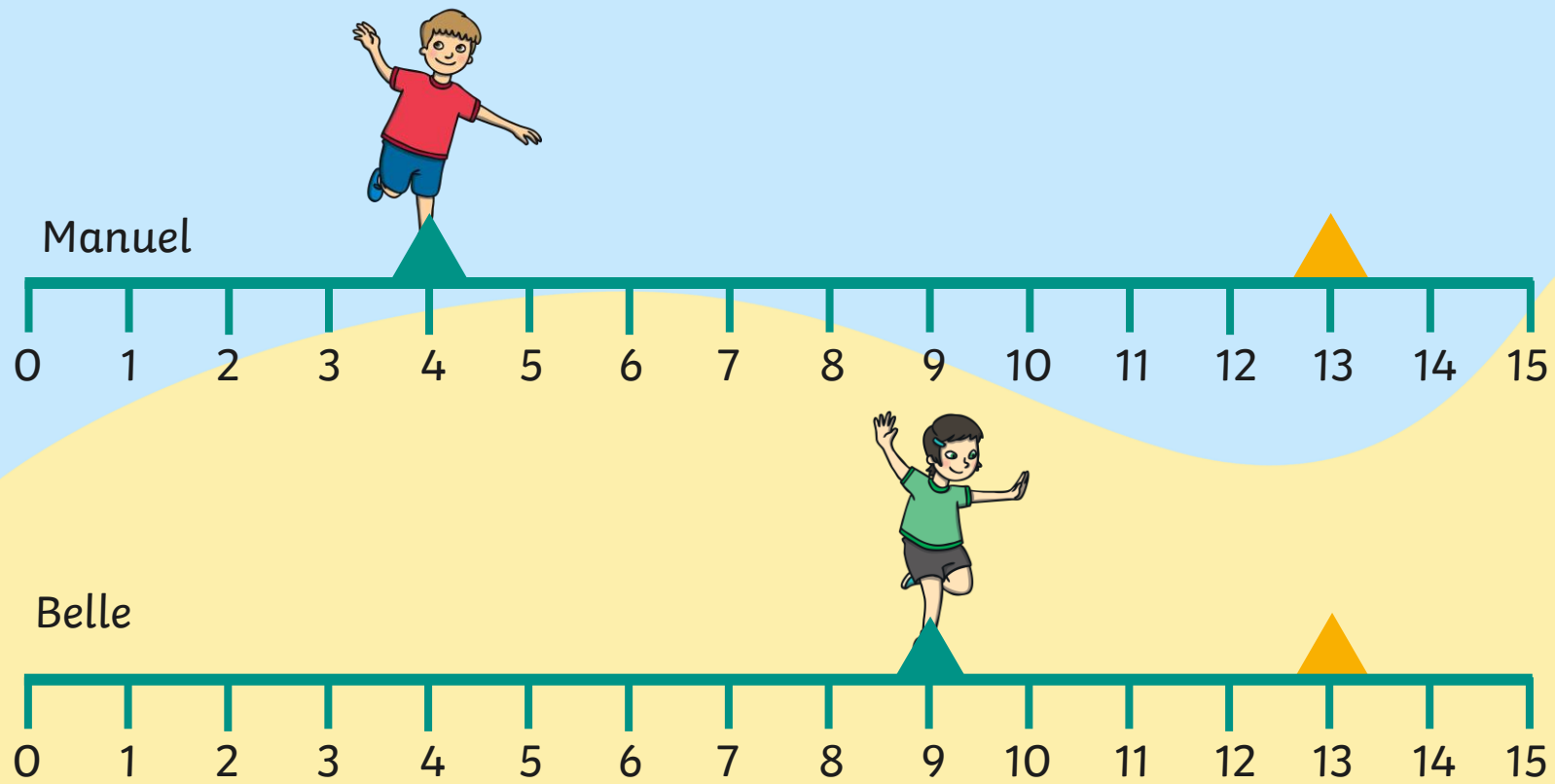
Who will be the winner?  
**Let's find out!**

# The Hopping Race



Click to watch the race!

Who do you think will win? Explain why.



# The Hopping Race



What did you notice?

Why did Belle win?

Did you predict correctly?





# The Hopping Race



What helped Ned and Belle find the totals quickly?



We started with the greatest number, then counted on.



# Add by Counting On



Decide which number to start with and count along using a number line to find the total.



**Add by Counting On**

To add by counting on from the greatest number.

Use the number line to add the two numbers together. Choose which number is best to start with.

4 and 2

0 1 2 3 4 5 6 7 8 9 10

+  =

3 and 5

0 1 2 3 4 5 6 7 8 9 10

+  =

3 and 2

0 1 2 3 4 5 6 7 8 9 10

+  =

2 and 5

0 1 2 3 4 5 6 7 8 9 10

+  =

**Counting On**

the greatest number.

two numbers together. best to start with.

and 3

5 6 7 8 9 10

=

the larger number? Prove it!

6

6 7 8 9 10

=

the larger number? Prove it!

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Maths | Addition and Subtraction | Strategies | Lesson 2 of 10: Add by Counting on from the Greatest Number

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## Diving into Mastery



Dive in by completing your own activity!



### Add by Counting On from the Greatest Number



Use the number line to add the two numbers together. Choose which number is best to start with.

6 and 2

0 1 2 3 4 5 6 7 8 9 10

3 and 4

0 1 2 3 4 5 6 7 8 9 10

5 and 5

0 1 2 3 4 5 6 7 8 9 10

7 and 2

0 1 2 3 4 5 6 7 8 9 10

Explain which number you chose to start with each time. Why did you choose this number?

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10

10

on  
er 2.

10



# How Far?

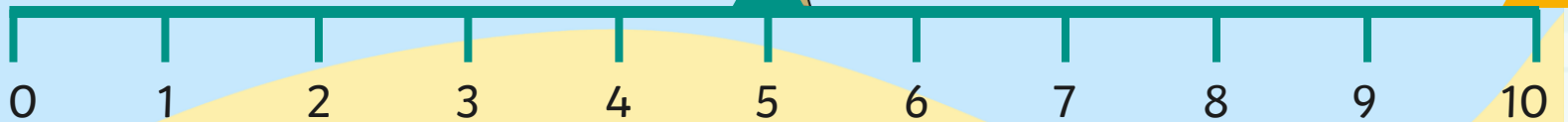


Ted and Ned have had a sack race. **How far did they each jump?**

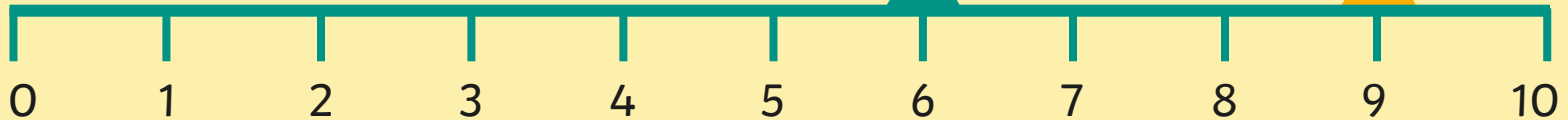
What advice would you give Ned to help him win his next race?

Start with the greatest number, then count on.

Ted



Ned



# Aim



- To add by counting on from the greatest number.

# Success Criteria

- I can identify the greatest number.
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