



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 which they are presented.

Recall and Use Facts (1): Number Facts up to 10

This computer game themed lesson is designed to help children secure their understanding of number facts. Children use a range of methods to investigate and check if they are correct. Differentiated activity sheets and mastery cards to help children.

NC Statement: Recall and use facts to 20 fluently and derive and use related facts up to 100.

Lesson Aim: To recall and use number facts up to 10.

Recall and Use Facts (2): Number Facts up to 20

This lesson teaches children to use familiar number facts to solve and create problems. Children are encouraged to use different representations to support their learning. Differentiated activity sheets and mastery cards to help children develop fluency.

NC Statement: Recall and use facts to 20 fluently and derive and use related facts up to 100.

Lesson Aim: To recall and use number facts up to 20.

Solve Problems (1): Using Different Representations to Solve Problems

Children learn to solve addition and subtraction problems using concrete objects and pictorial representations, including those involving numbers, quantities and measures, applying their increasing knowledge of mental and written methods. This lesson includes Diving into Mastery activity cards with fluency reasoning.

NC Statement: Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures, applying their increasing knowledge of mental and written methods.

Lesson Aim: To solve addition and subtraction problems using objects, pictures and models.

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Introduction

In this unit, children will learn to recall and use addition and subtraction facts. They use a variety of different models, images and equipment to build their number sense, enabling them to use facts flexibly. They learn different strategies to help them add and subtract numbers efficiently, explaining their methods with concrete resources or jottings. Methods include: adding a unit to a ten, adding three single-digit numbers and adding and subtracting multiples of ten leading to pairs of two-digit numbers. They find the difference between numbers and reason about when it is quicker to find the difference or take away. They build up their understanding of commutativity and inverse relationships, using these to solve increasingly complex missing number problems. They apply their learning to problem-solving, and are able to ask questions, explain their choices and demonstrate their methods.

Resources

In addition to your standard maths resources, you will need:

- digital cameras

Assessment Statements

By the end of this unit;

children working towards the expected level will be able to:

- recall and use at least four out of six number facts to ten and derive their associated subtraction facts;
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required;
- explain their addition and subtraction methods verbally, in pictures or using apparatus;
- understand that two numbers can be added in any order and the answer will be the same.

children working at the expected level will be able to:

- recall number facts to add and within ten and subtraction facts. Use these to derive number and within 20 and 100;
- add and subtract within 100: a two-digit number and ones, a two-digit number and tens, two two-digit numbers;
- add three one digit numbers using efficient methods;
- understand that addition is commutative and subtraction is not, and explain what this means;
- use the inverse relationship between addition and subtraction to solve problems and check their calculations;
- solve addition and subtraction problems in context of quantities and measures, using pictures and mentally.

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Addition and Subtraction

Maths | Year 2 | 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. Whenever possible, lesson packs have been marked to teach 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		Number: Addition and Subtraction					Measurement: Money		Number: Multiplication and Division		
Spring	Number: Multiplication and Division		Statistics		Geometry: Properties of Shape			Number: Fractions		Measurement: Length and Height Consolidation		
Summer	Position and Direction		Problem Solving and Efficient Methods		Measurement: Time		Measurement: Mass, Capacity and Temperature		Investigations			

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

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



Subtract 1-Digit from 2-Digit Numbers Crossing 10



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Aim

- To subtract a 1-digit number from a 2-digit number.

Success Criteria

- I can use known number facts to subtract a 1-digit number from a 2-digit number, crossing a ten boundary.
- I can use a number line to subtract a 1-digit number from a 2-digit number, crossing a ten boundary.
- I can use number patterns to subtract a 1-digit number from a 2-digit number, crossing a ten boundary.

Remember It



Subtract the number indicated on the slide from all the other numbers.

Can you make up your own for a friend to solve?
of some other e

?

21

31

41

51

Jump-Back Jill



This is Jump-Back Jill.

She does amazing backflips along
the number line!

She is going to help us to subtract!

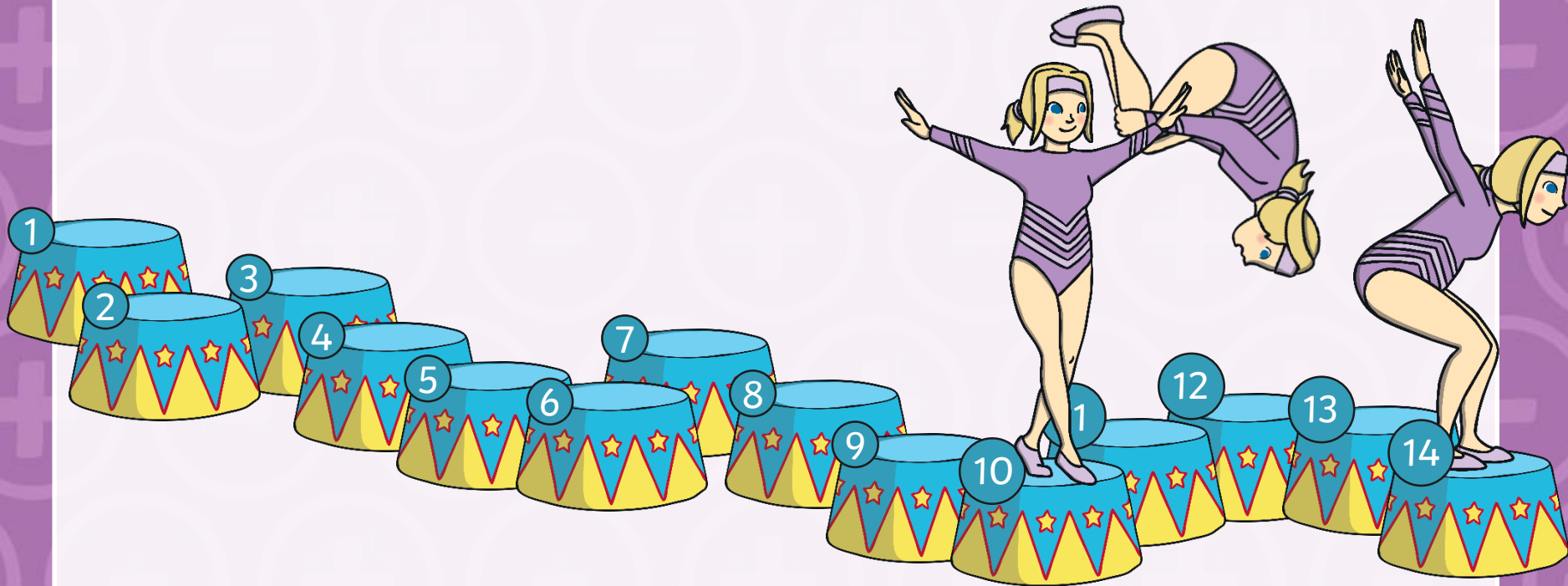


Jump-Back Jill



Jill always lands on a multiple of 10 as she knows it's not wobbly!

Watch her work out $14 - 4$.



$$14 - 4 = 10$$

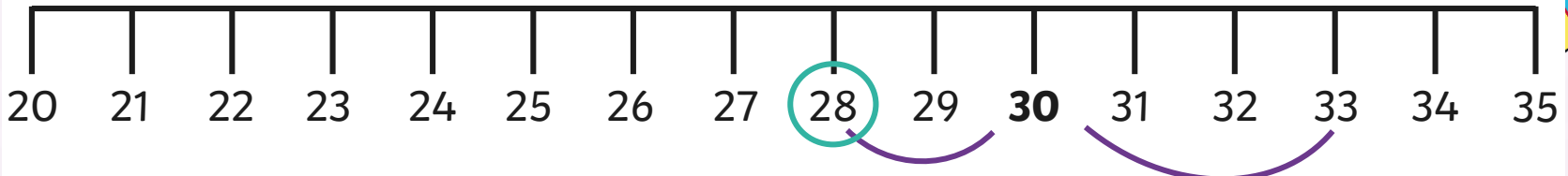
Jumping Further



Help Jill work out $33 - 5$.

The illustration shows a girl in a purple leotard jumping on a number line. She starts at 33 and jumps back 5 spaces to land on 28. The number line is marked from 20 to 35. There are three stacks of blue coins on the number line: one at 26, one at 27, and one at 28. There are also three stacks of blue coins on the right side of the number line: one at 32, one at 34, and one at 35. A speech bubble from the girl says: "So she now needs to jump back 2 spaces. She will land on 28." There are also three large white circles with numbers 3, 2, and 5, and a pink circle with the number 5, indicating the steps of the calculation.

So she now needs to jump back 2 spaces. She will land on 28.

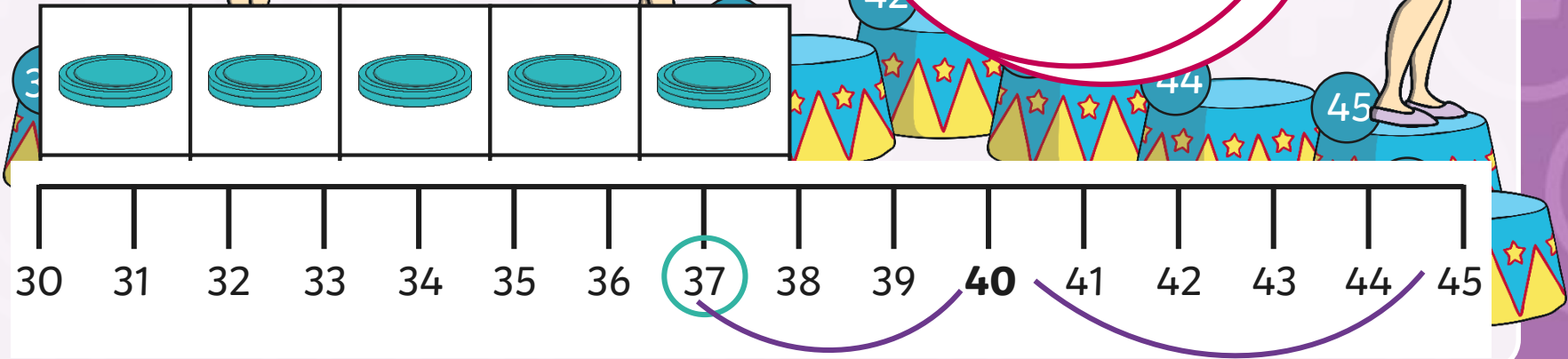
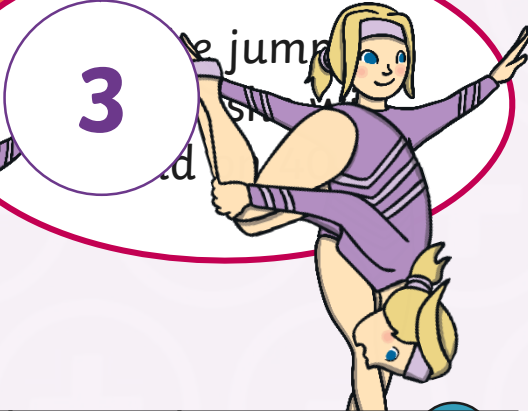




Jumping Further

Help Jill work out $45 - 8$.

$$45 - 8$$



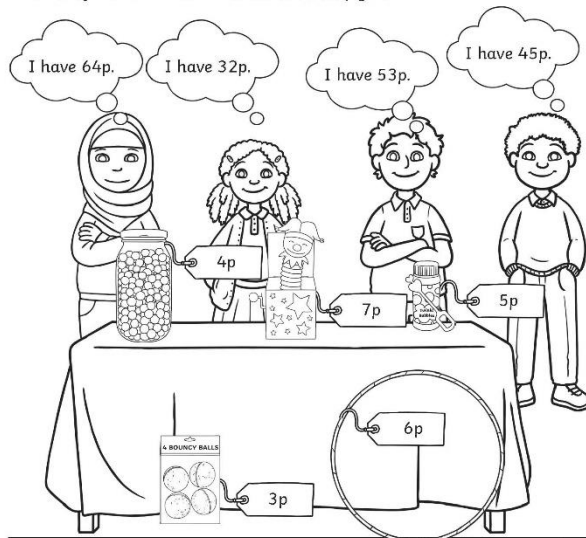
Gift Shop



Gift Shop

I can subtract a 1-digit number from a 2-digit number.

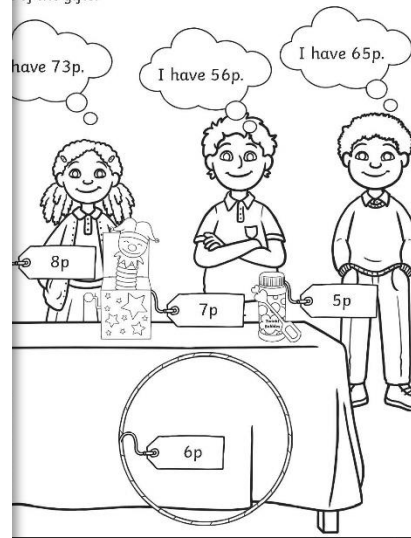
- Class 2 have been on a school trip to the circus.
- They each brought with them some money to spend in the gift shop.
- Choose one gift for each child to buy and work out how much they will have left.
- Use a ten-frame and draw a number line to help you.



Gift Shop

tract a 1-digit number from a 2-digit number.

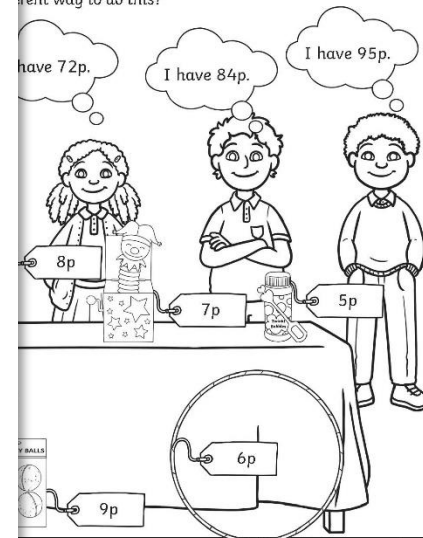
school trip to the circus. They each brought with them
n the gift shop.
ch child will have left if they buy the hoola hoop. Use a
number line to help you.
of the gifts.



Gift Shop

tract a 1-digit number from a 2-digit number.

school trip to the circus. They each brought in some money
o.
child to buy and work out how much they will have left.
aw a number line to help you.
rent way to do this?


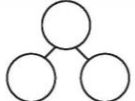


Diving into Mastery

Dive in by completing your own activity!

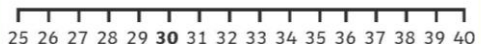


Subtract 1-Digit from 2 Digit Numbers Crossing Ten




Show Jump-Back Jill how she could subtract on these number lines. Remember to land on a multiple of 10 first.

37 - 9



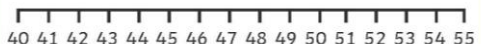
25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40

63 - 6



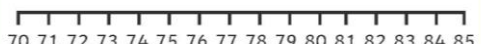
50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65

54 - 7



40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55

81 - 5



70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85

How Much?



Ben is working out how much he would have left if he bought the bouncy balls.

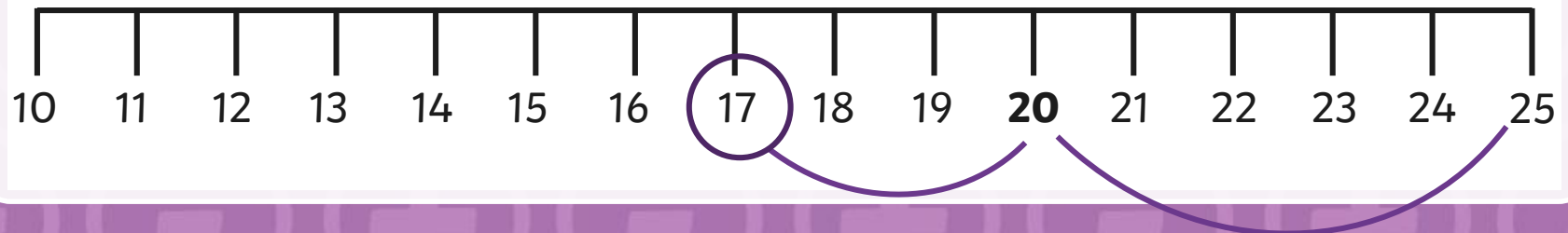
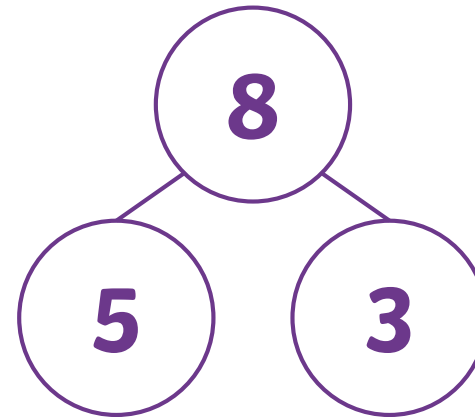
I have 25p.



Can you help him?
What strategies did you use?

$$25\text{p} - 8\text{p} = 17\text{p}$$

17p change



How Much?



Ben is working out how much he would have left if he bought the hats.

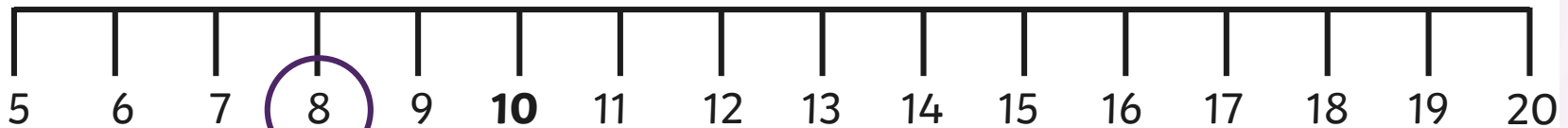
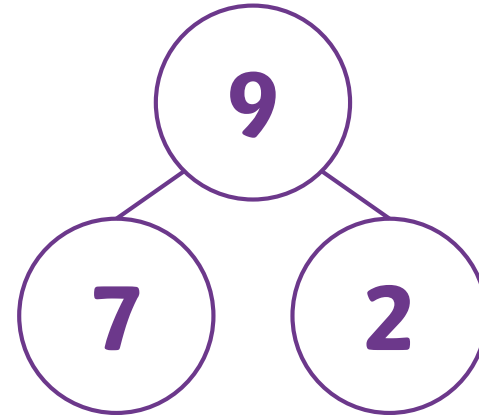
I have 17p.



Can you help him?
What strategies did you use?

$$17\text{p} - 9\text{p} = 8\text{p}$$

8p change



How Much?



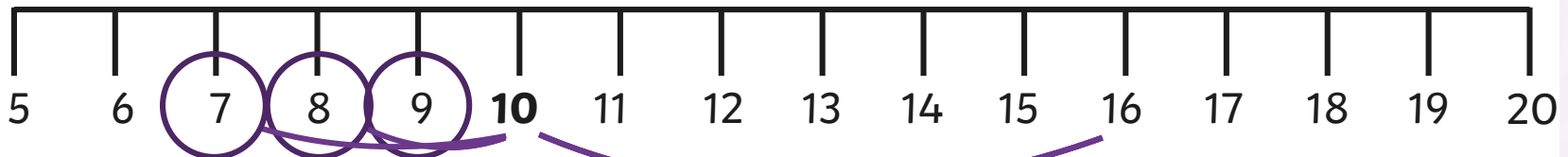
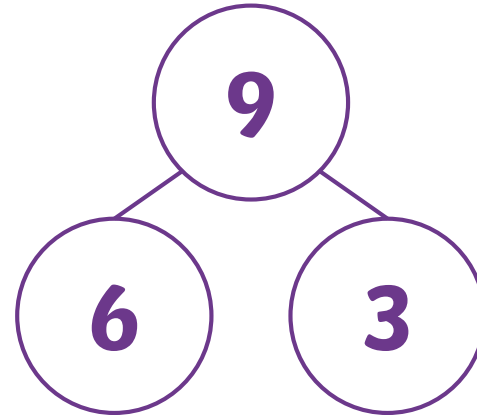
Pick a toy. How much change will Anna get?

I have 16p.

What if she changed her mind and picked a different toy?

$$16p - 9p = 7p$$

7p change



Aim



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