



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. They use different representations to support their learning. This lesson includes Diving into Mastery activity cards with fluency resources.

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. This lesson includes Diving into Mastery activity cards with fluency resources.

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 resources.

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.

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 but 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.

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 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		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			

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

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



Subtract Two 2-Digit Numbers, Not Crossing 10



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Aim

- To subtract two 2-digit numbers, not crossing 10.

Success Criteria

- I can use number facts to subtract two 2-digit numbers, not crossing 10.
- I can use a number line to subtract two 2-digit numbers, not crossing ten.

Remember It



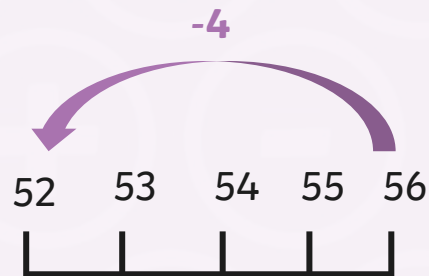
The class is raising funds for charity. Flynn is selling cakes.

Or we could use an empty number line.
Start on 56 and count back 4.

What could we do to
find the answer?



$$56 - 4 = 52$$



Remember It

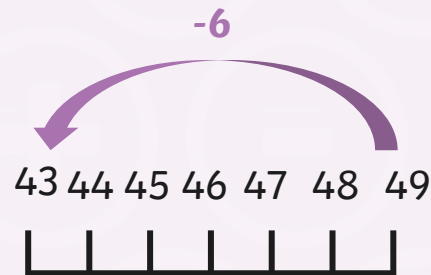


How could we use an empty number line?

What could we do to find the answer?



$$49 - 6 = 43$$



Remember It



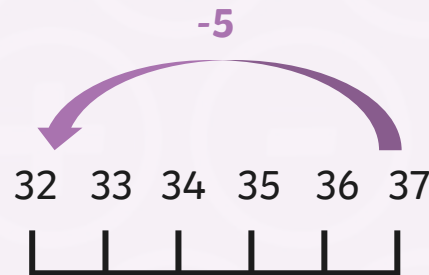
Can you think of a number fact that

What would this look like on an empty number line?

What could we do to find the answer?



$$37 - 5 = 32$$



Remember It



Use number facts or a number line to subtract the ones.

$$95 - 4 = 91$$

$$86 - 3 = 83$$

$$78 - 6 = 72$$



Which strategy did you use?
Is there another strategy you could use?

Remember It



The class is raising funds for charity. Max is selling raffle tickets.

Or we could use an empty number line.
Start on 90 and count back 1 step of 10.

Can you work out $90 - 10$.

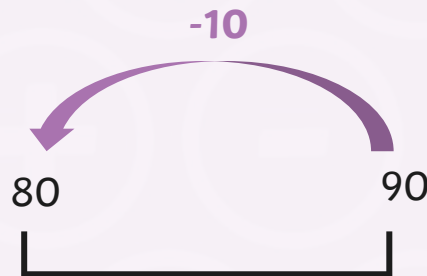
What could we do to
find the answer?

RAFFLE



WIN GREAT
PRIZES!

$$90 - 10 = 80$$



Remember It



I bought some of the tickets

Do you know a number fact that

How could I use an empty number line to find the answer?

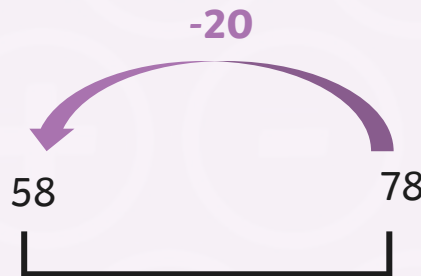
What could we do to find the answer?

RAFFLE



WIN GREAT PRIZES!

$$78 - 20 = 58$$



Remember It



I lost some tickets

Can you use number facts to find

How could I use an empty number line to find the answer?

What could we do to find the answer?

RAFFLE



WIN GREAT PRIZES!

$$46 - 30 = 16$$



Remember It



Use number facts or a number line to subtract tens.

$$86 - 10 = 76$$

$$57 - 20 = 37$$

$$64 - 30 = 34$$



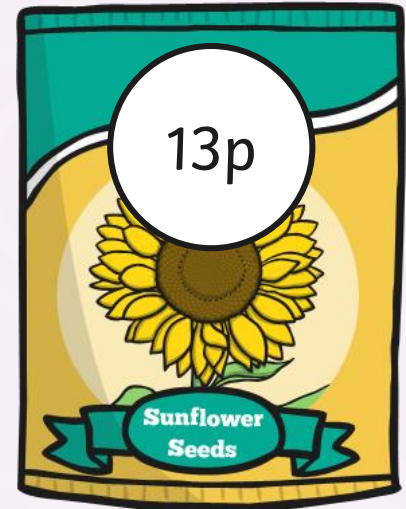
Which strategy did you use?
Is there another strategy to answer
the questions?

Buying Seeds

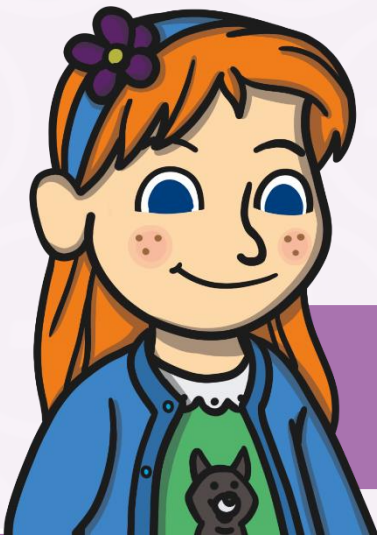


Aima is going to use some money to buy a packet of seeds.

We can grow the seeds and sell the flowers.



How much money will be left?
Use number facts or number lines to find out.



Buying Seeds



Tens

I know:

$$4 - 1 = 3$$

so

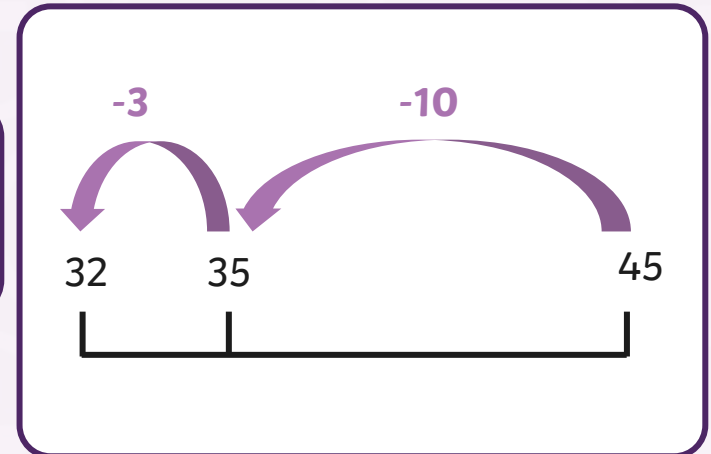
$$40 - 10 = 30$$

$$45p - 13p = 32p$$

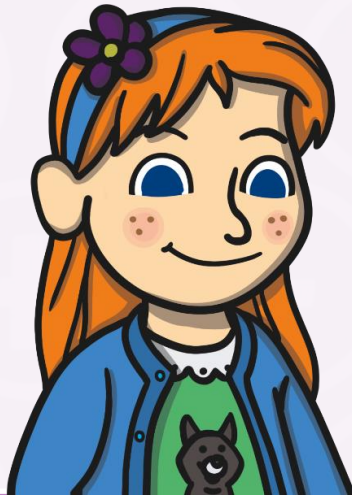
Ones

I know:

$$5 - 3 = 2$$



We will have 32p left.

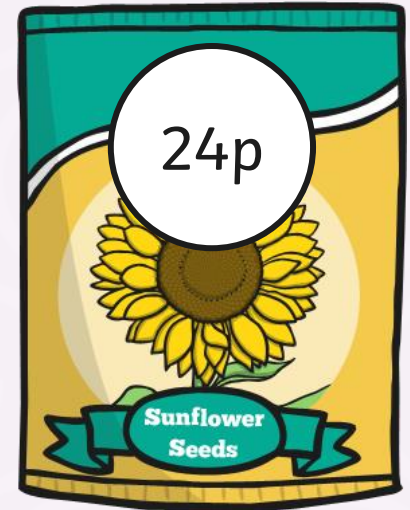
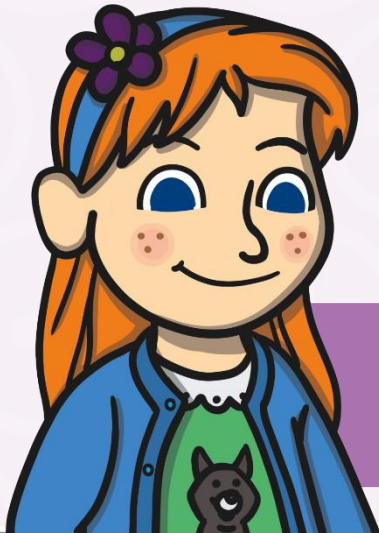


Buying Seeds



Aima is buying more seeds.

We can grow more flowers.



How much money will be left?
Use number facts or number lines to find out.

Buying Seeds



Tens

I know:

$$6 - 2 = 4$$

so

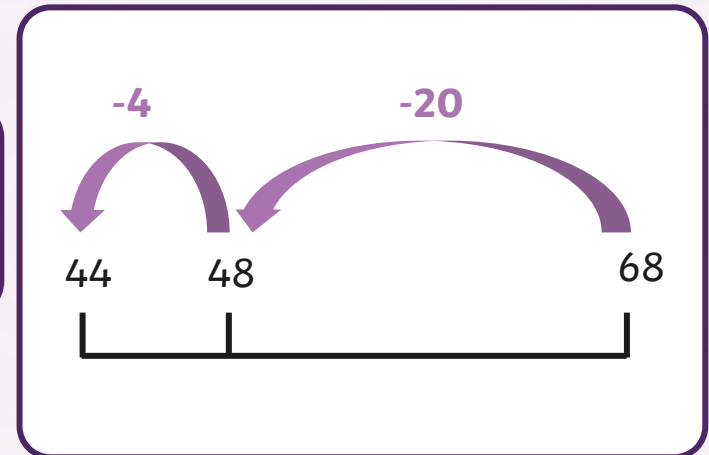
$$60 - 20 = 40$$

$$68p - 24p = 44p$$

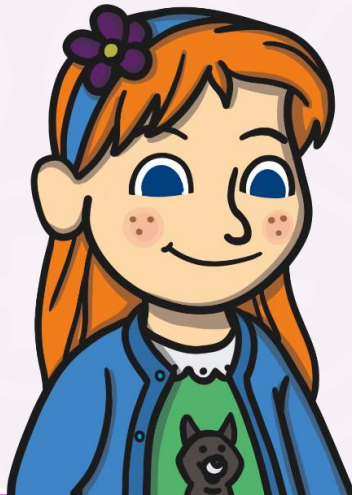
Ones

I know:

$$8 - 4 = 4$$



We will have 44p left.



Buying Seeds



Samir will buy seeds too.



We can plant the seeds and grow carrots to sell.



How much money will be left?
Use number facts or number lines to find out.

Buying Seeds



Tens

I know:

$$5 - 1 = 4$$

so

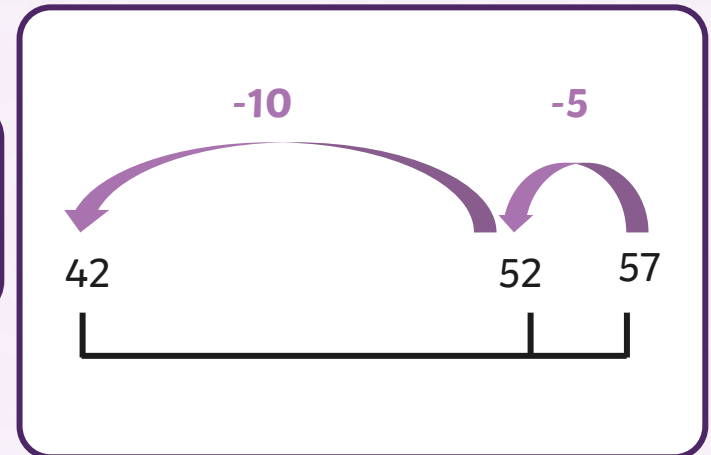
$$50 - 10 = 40$$

$$57p - 15p = 42p$$

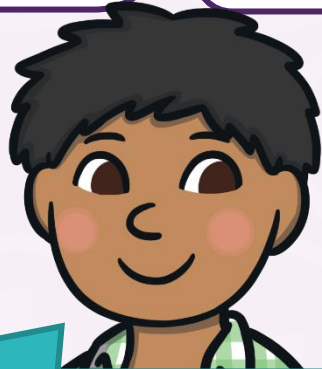
Ones

I know:

$$7 - 5 = 2$$



We will have 42p left.

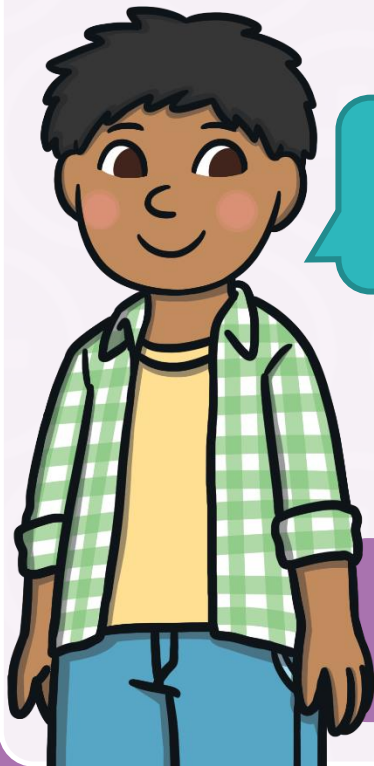


Aima subtracted the tens first.
I'll subtract the ones first.

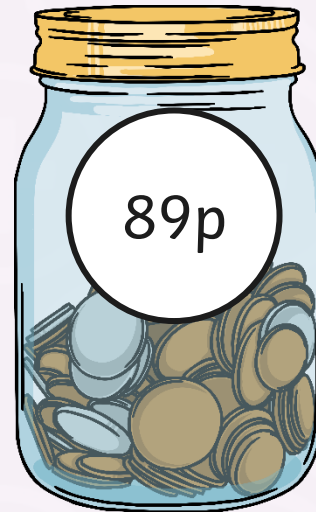
Buying Seeds



Samir is buying more seeds.



We can grow more carrots.



How much money will be left?
Use number facts or number lines to find out.

Buying Seeds



Tens

I know:

$$8 - 5 = 3$$

so

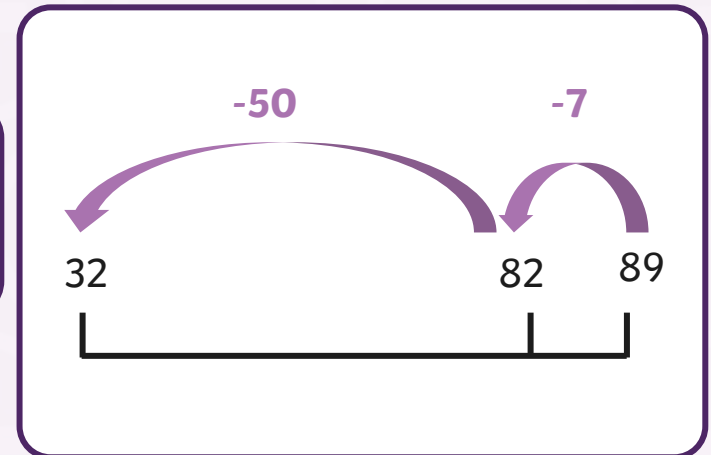
$$80 - 50 = 30$$

$$89p - 57p = 32p$$

Ones

I know:

$$9 - 7 = 2$$



We will have 32p left.



I'll subtract the ones first.

How Many Left?



How Many Left?

To subtract two 2-digit numbers, not crossing ten.

Use number facts and empty number lines to find the answers.

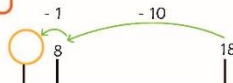
How many will I have left?



If $1 - 1 = 0$, then
 $10 - 10 = 0$ tens.



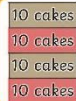
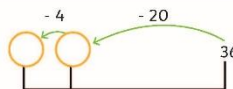
$18 - 11 = \square$



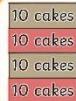
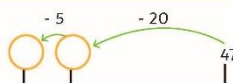
$23 - 12 = \square$



$36 - 24 = \square$



$47 - 25 = \square$



$59 - 33 = \square$



Maths | Year 2 | Addition and Subtraction | Addition and Subtraction Strategies
(Lesson 10 of 12: Subtract Two 2-digit Numbers, Not Crossing 10)

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How Many Left?

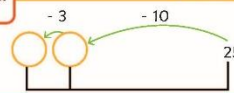
numbers, not crossing ten.

How many will I have left?

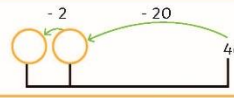


If $2 - 1 = 1$, then
 $20 - 10 = 10$.

$25 - 13 = \square$

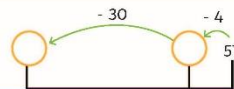


$46 - 22 = \square$



subtract the ones first.

$57 - 34 = \square$



$68 - 33 = \square$



subtract the tens or the ones first?

$79 - 48 = \square$



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How Many Left?

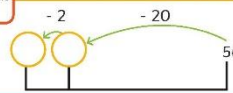
s, not crossing ten.

How many will I have left?



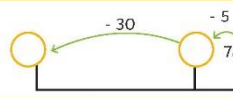
If $5 - 2 = 3$, then
 $50 - 20 = 30$.

$56 - 22 = \square$



subtract the ones first.

$78 - 35 = \square$



subtract the tens or the ones first?

$97 - 42 = \square$



$89 - 27 = \square$



$95 - 64 = \square$



Maths | Year 2 | Addition and Subtraction | Addition and Subtraction Strategies
(Lesson 10 of 12: Subtract Two 2-digit Numbers, Not Crossing 10)

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Diving into Mastery

Dive in by completing your own activity!



Subtract Two 2-Digit Numbers, Not Crossing Ten

How much do we have left?

How much do we have left?

$45 - 12 = \square$

$57 - 24 = \square$

Or you could subtract the ones first.

$79 - 46 = \square$

$68 - 35 = \square$

59

na

th?

be?

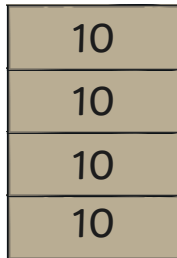
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Fundraising

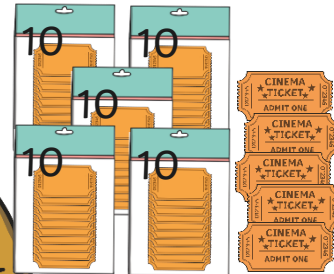


What do the friends have left to sell?
Use number facts and empty number lines to find out.

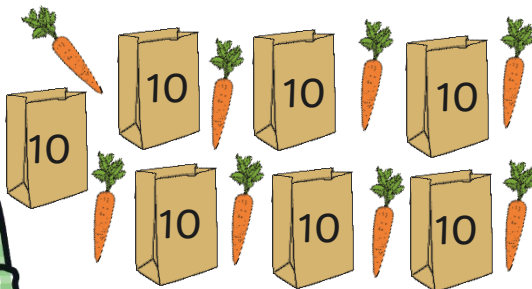
$$49 - 25 = 24$$



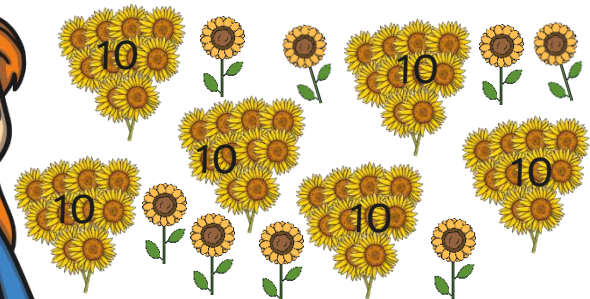
$$55 - 12 = 43$$



$$78 - 43 = 35$$



$$68 - 34 = 34$$



Aim



- To subtract two 2-digit numbers, not crossing 10.

Success Criteria

- I can use number facts to subtract two 2-digit numbers, not crossing 10.
- I can use a number line to subtract two 2-digit numbers, not crossing ten.

