



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.



Finding the Difference



twinkl

Aim

- To find the difference between two numbers.

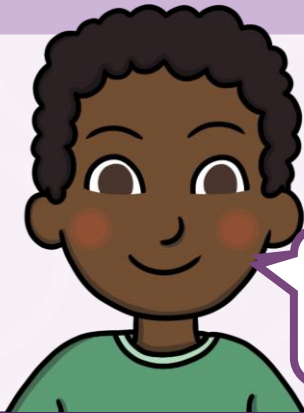
Success Criteria

- I can use a number line to find the difference.
- I can use a bar model to find the difference.
- I can solve problems by finding the difference.

Remember It

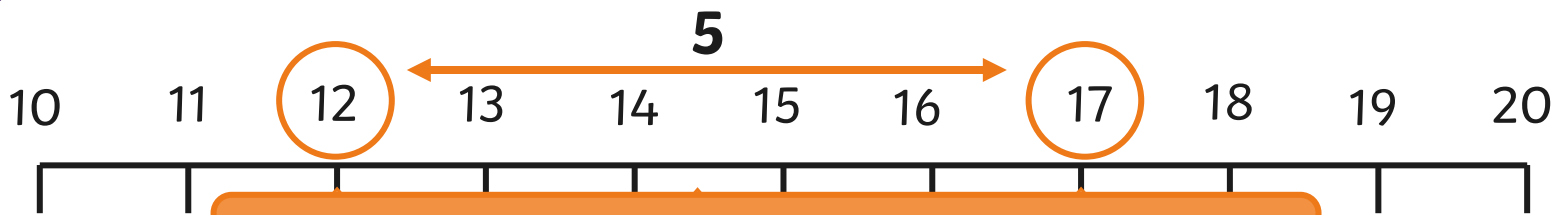


Cho had 12 stickers and Ben had 17 stickers.
Can you use a number line to find the difference?



I have 5 fewer stickers than Ben.

I have 5 more stickers than Cho.



The **difference** between 17 and 12 is 5.

Draw an arrow between them to show the difference.

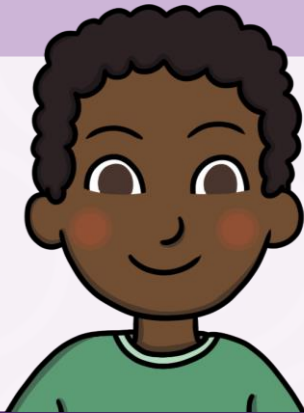
The **difference** between 12 and 17 is 5.

Remember It



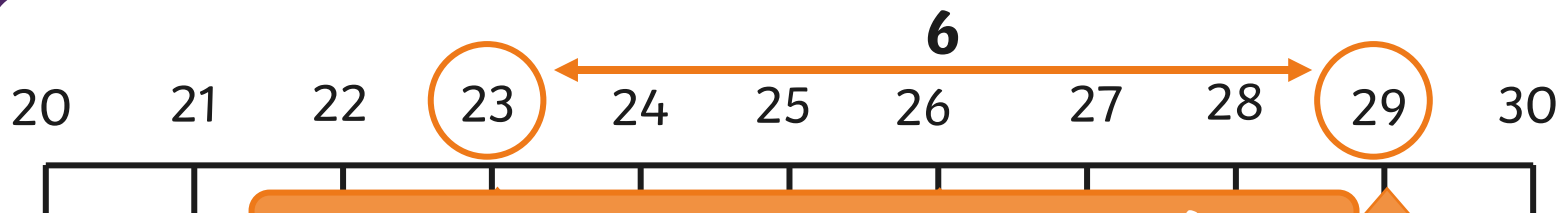
Can you finish these sentences?

Can you find the difference?



I scored 6 fewer points than Cho.

I scored 6 more points than Ben.



The difference between 29 and 23 is 6.

The difference between 23 and 29 is 6.

Remember It



Cho read 18 pages of her book. Ben read 22 pages.



Tell your friend 4 facts about the difference using these words.



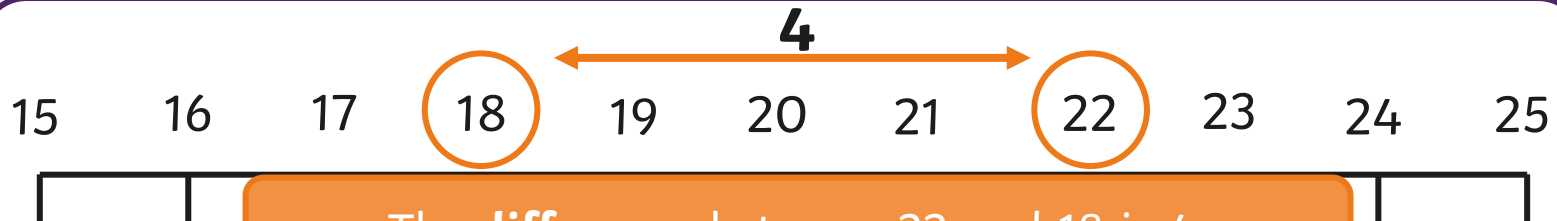
22 is 4 **more** than 18.

18 is 4 **fewer** than 22.

difference

more than

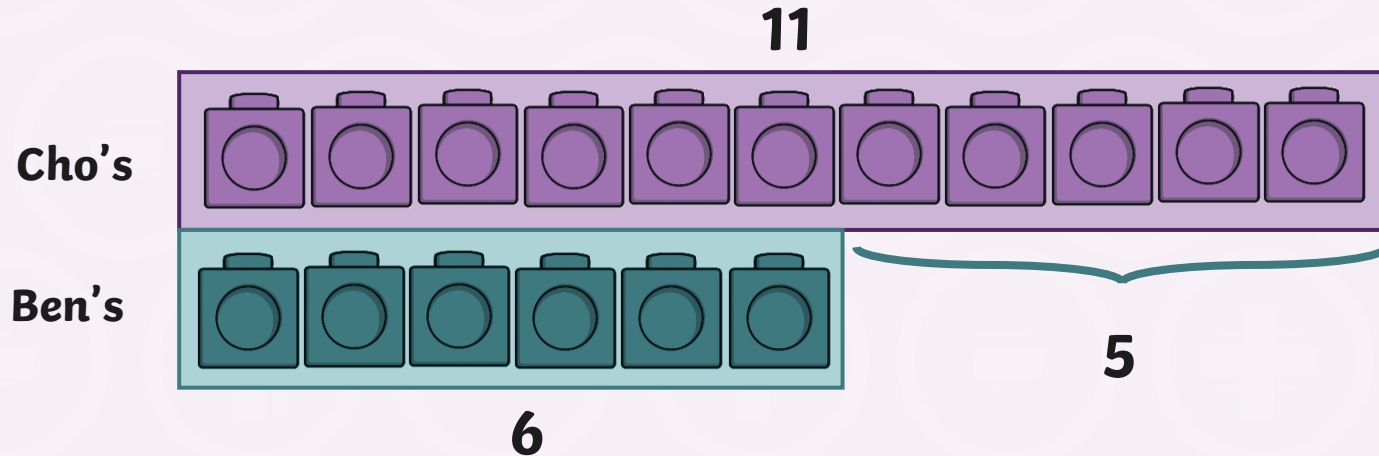
fewer than



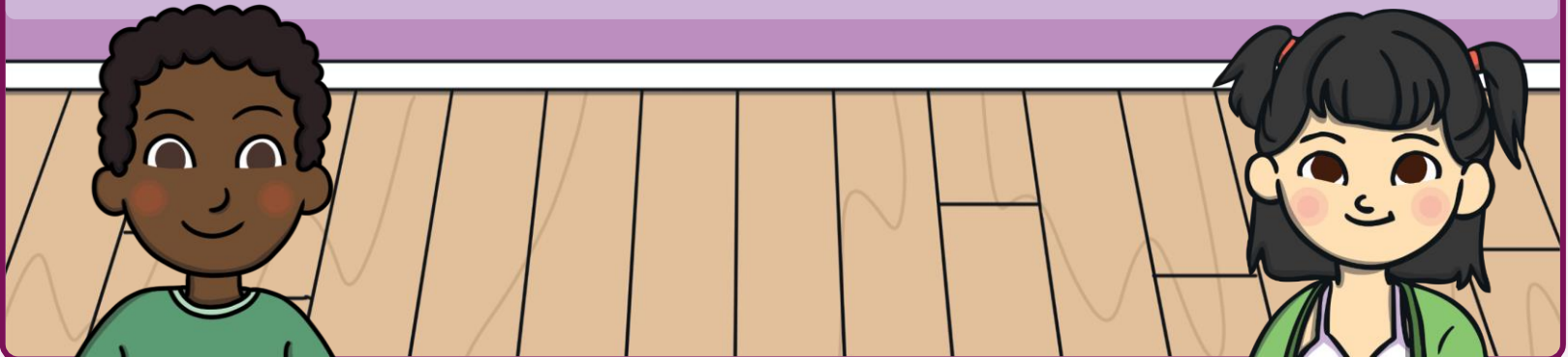
The **difference** between 22 and 18 is 4.

The **difference** between 18 and 22 is 4.

Bar Models



Can you find the difference between Cho and Ben's blocks?



Bar Models



Cho's

11

Ben's

6

5

The difference between 11 and 6 is 5.

The difference between 6 and 11 is 5.

6 is 5 fewer than 11.

11 is 5 more than 6.

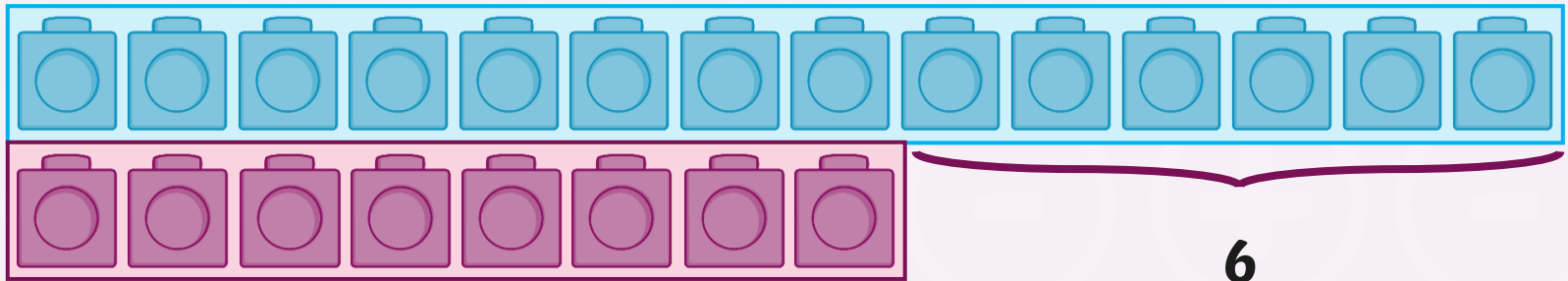
Can you complete these sentences?

Bar Models



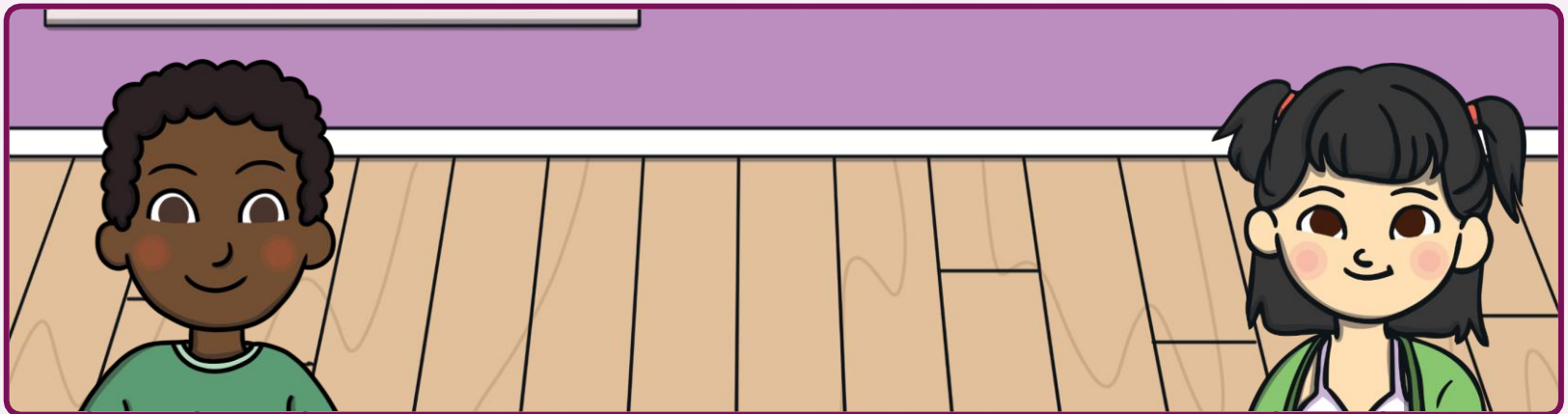
Cho and Ben found some more blocks. What is the difference now?

14



8

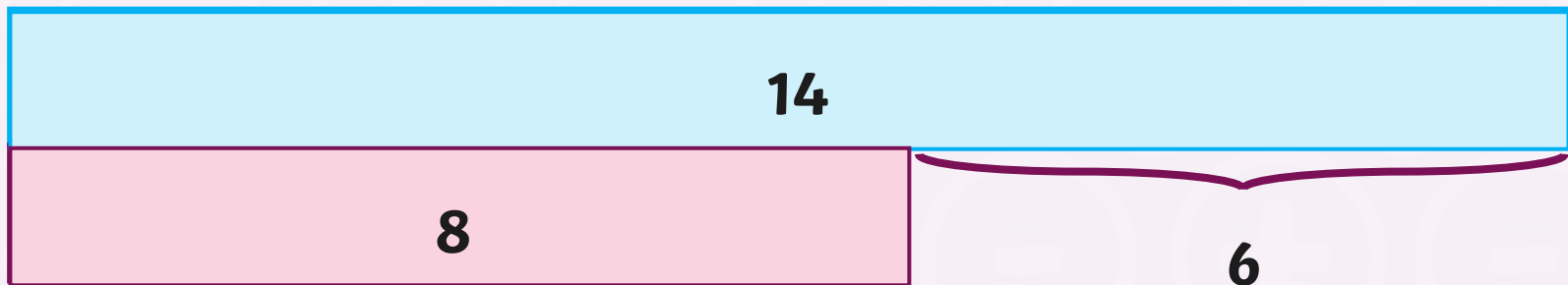
6



Bar Models



We can show this as a bar model.



The difference between 14 and 8 is 6 .

The difference between 8 and 14 is 6 .

14 is 6 more than 8 .

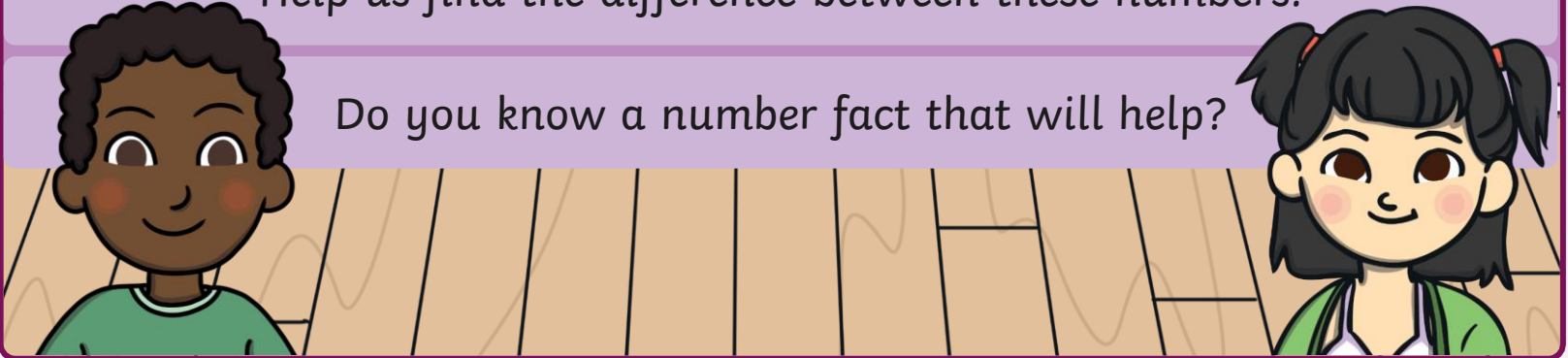
8 is 6 fewer than 14 .

Bar Models



Help us find the difference between these numbers.

Do you know a number fact that will help?



The difference between 35 and 25 is 10.

The difference between 25 and 35 is 10.

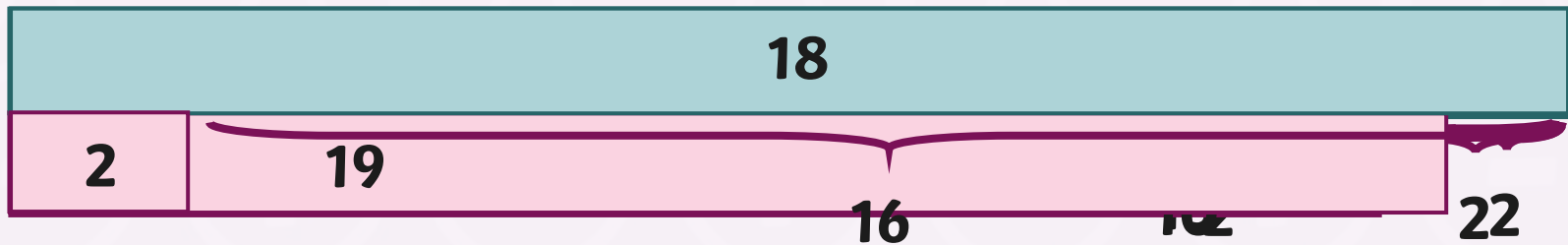
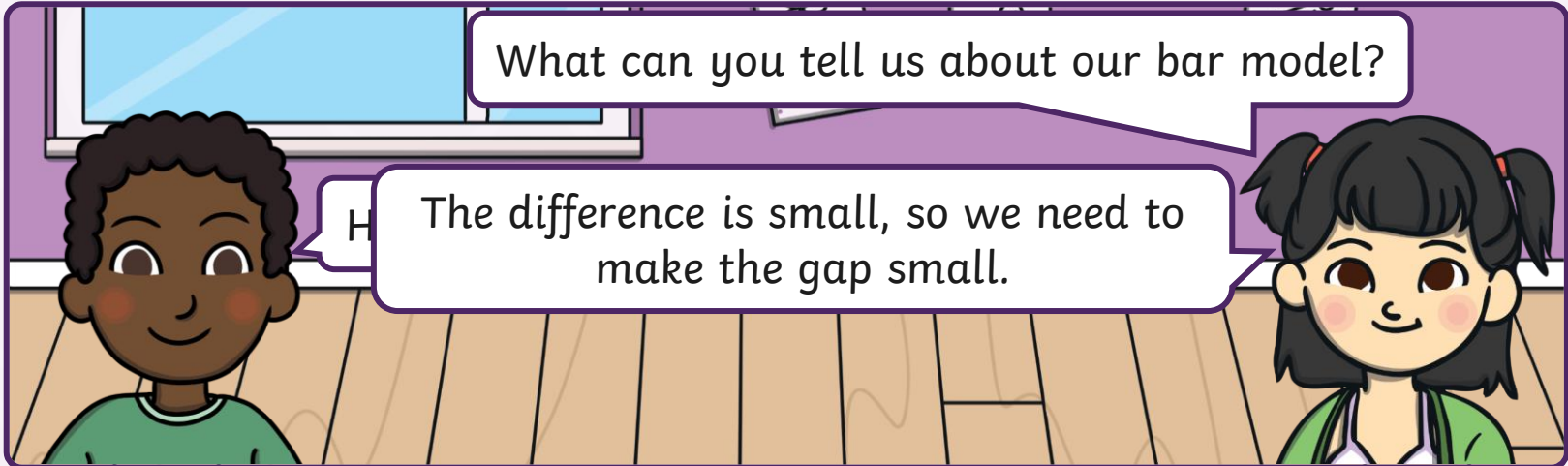
35 is 10 more than 25.

25 is 10 fewer than 35.

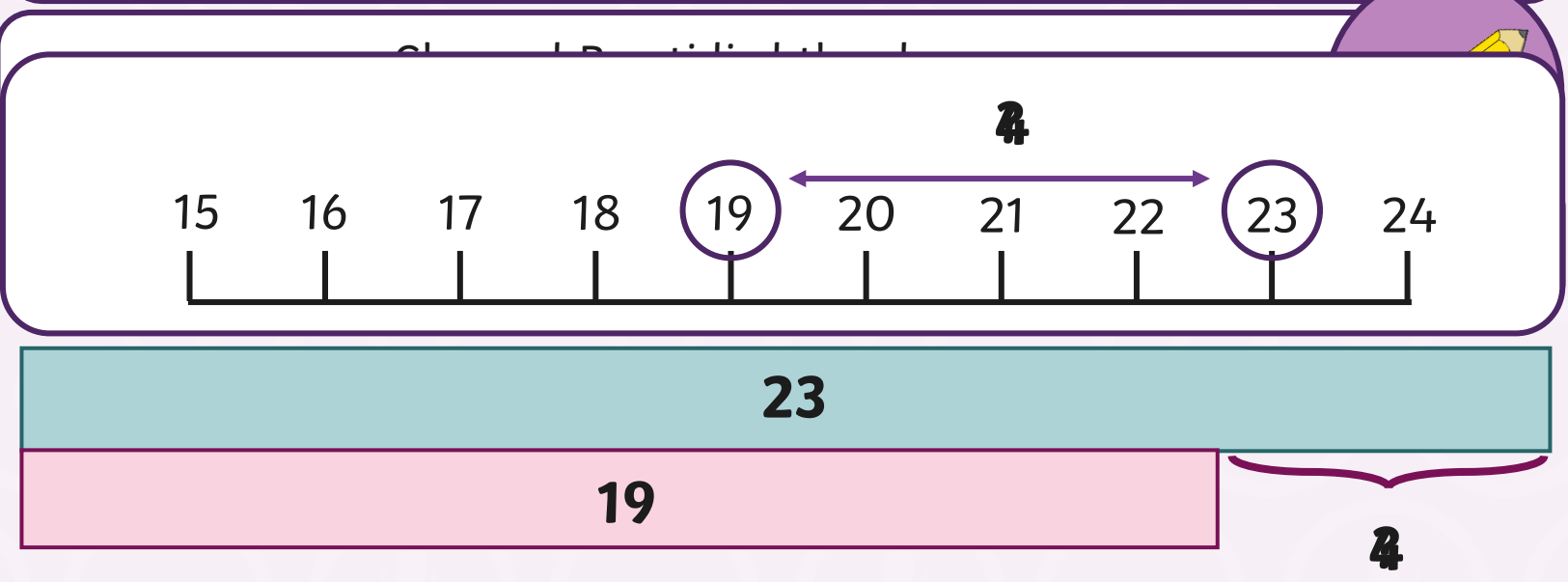
Draw Bar Models



Draw a bar model to show the difference between 2 and 18.



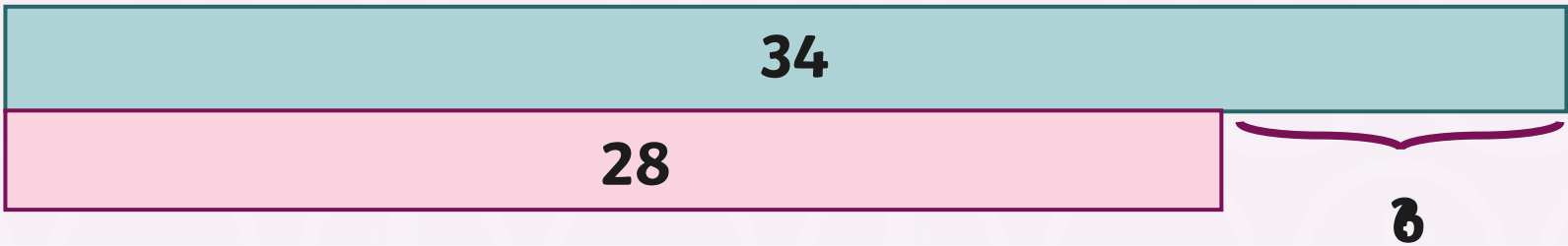
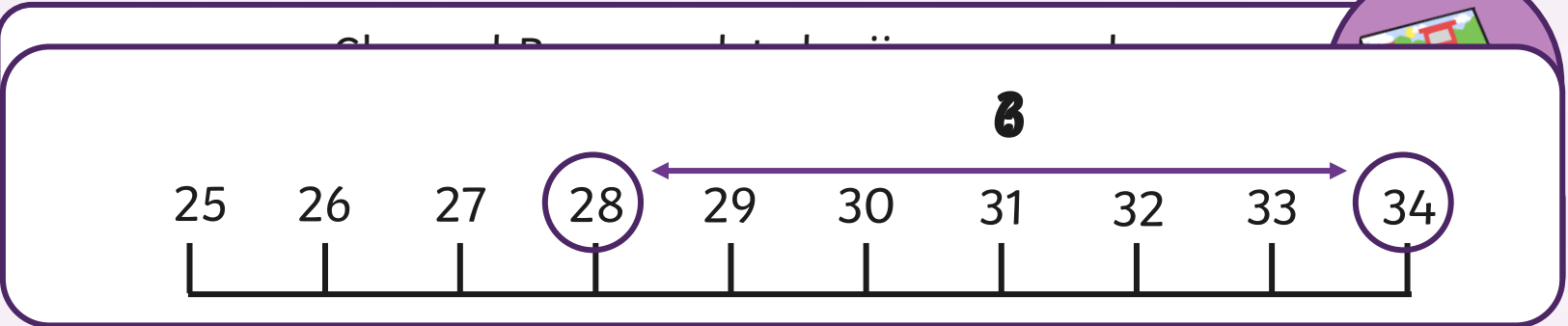
Difference Problems



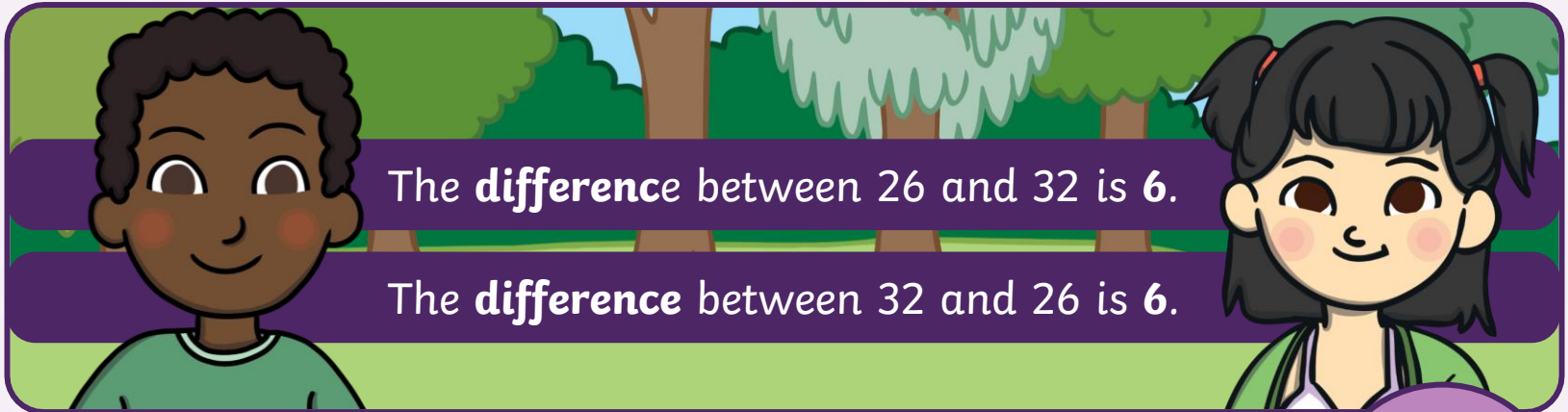
Difference Problems



Ben put in 6 fewer puzzle pieces than Cho.

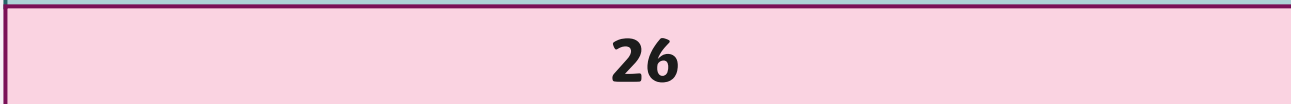
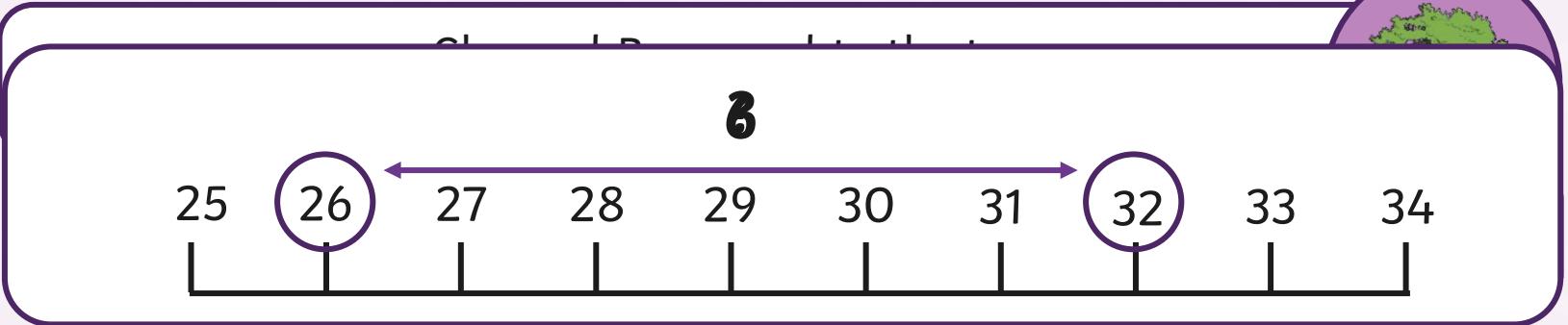


Difference Problems

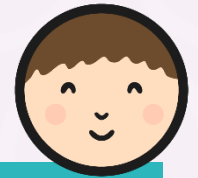


The **difference** between 26 and 32 is 6.

The **difference** between 32 and 26 is 6.



Finding the Difference



Finding the Difference

To find the difference between two numbers.



Cho and Ben built models.

I used 25 bricks.



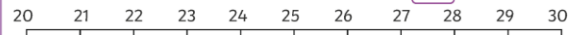
I used 29 bricks.



Cho

Ben

How many more bricks did Ben use?



Cho and Ben raced toy cars round a track.



Cho's went round 32 times.

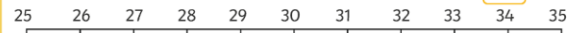
Ben's went round 27 times.



Cho

Ben

How many fewer times did Ben's car go round the track?



Cho and Ben built models.

Cho took 33 minutes.



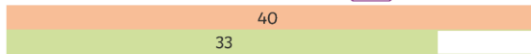
Ben took 40 minutes.



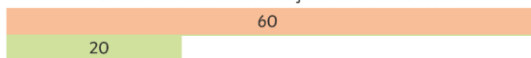
Cho

Ben

What was the difference?



Look at the bar model and finish the sentences.



The difference between 20 and 60 is

The difference between 60 and 20 is

Finding the Difference

To find the difference between two numbers.



Cho and Ben built models.

I used 26 bricks.



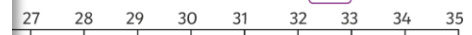
I used 32 bricks.



Cho

Ben

How many more bricks did Ben use?



Cho and Ben raced toy cars round a track.



Cho's went round 45 times.

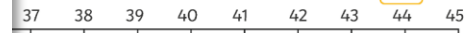
Ben's went round 38 times.



Cho

Ben

How many fewer times did Ben's car go round the track?



Cho and Ben built models.

Cho played for 15 minutes.

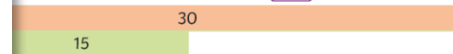
Ben played for 30 minutes.



Cho

Ben

What was the difference?



Look at the bar model and finish the sentences.



The difference between 36 and 50 is

The difference between 50 and 36 is

Finding the Difference

To find the difference between two numbers.



Cho and Ben built models.

I used 52 bricks.



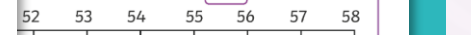
I used 57 bricks.



Cho

Ben

How many more bricks did Ben use?



Cho and Ben raced toy cars round a track.



Cho's went round 40 times.

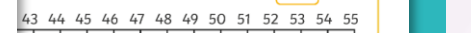
Ben's went round 36 times.



Cho

Ben

How many fewer times did Ben's car go round the track?



Cho and Ben built models.

Cho took 15 minutes.



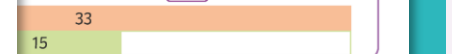
Ben took 33 minutes.



Cho

Ben

What was the difference?



Look at the bar model and finish the sentences.



The difference between 34 and 46 is

The difference between 46 and 34 is

Diving into Mastery

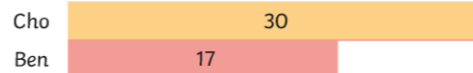
Dive in by completing your own activity!



Finding the Difference



Cho and Ben played a game.



What is the difference between their scores?





Use these words to complete the sentences.



more fewer

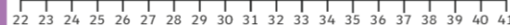
 I got _____ than Ben. 

 I got _____ than Cho. 

Cho and Ben played again.

 I got 40.  I got 24.

 Can you find the difference? 



The difference between 24 and 40 is

The difference between 40 and 24 is

Can you draw a bar model to show the difference?

Missing Numbers



Did you notice a pattern?

11

1 ↔ 12

2 ↔ 13

3 ↔ 14

Missing Numbers



Can you find the missing numbers?

11

23 \longleftrightarrow 34

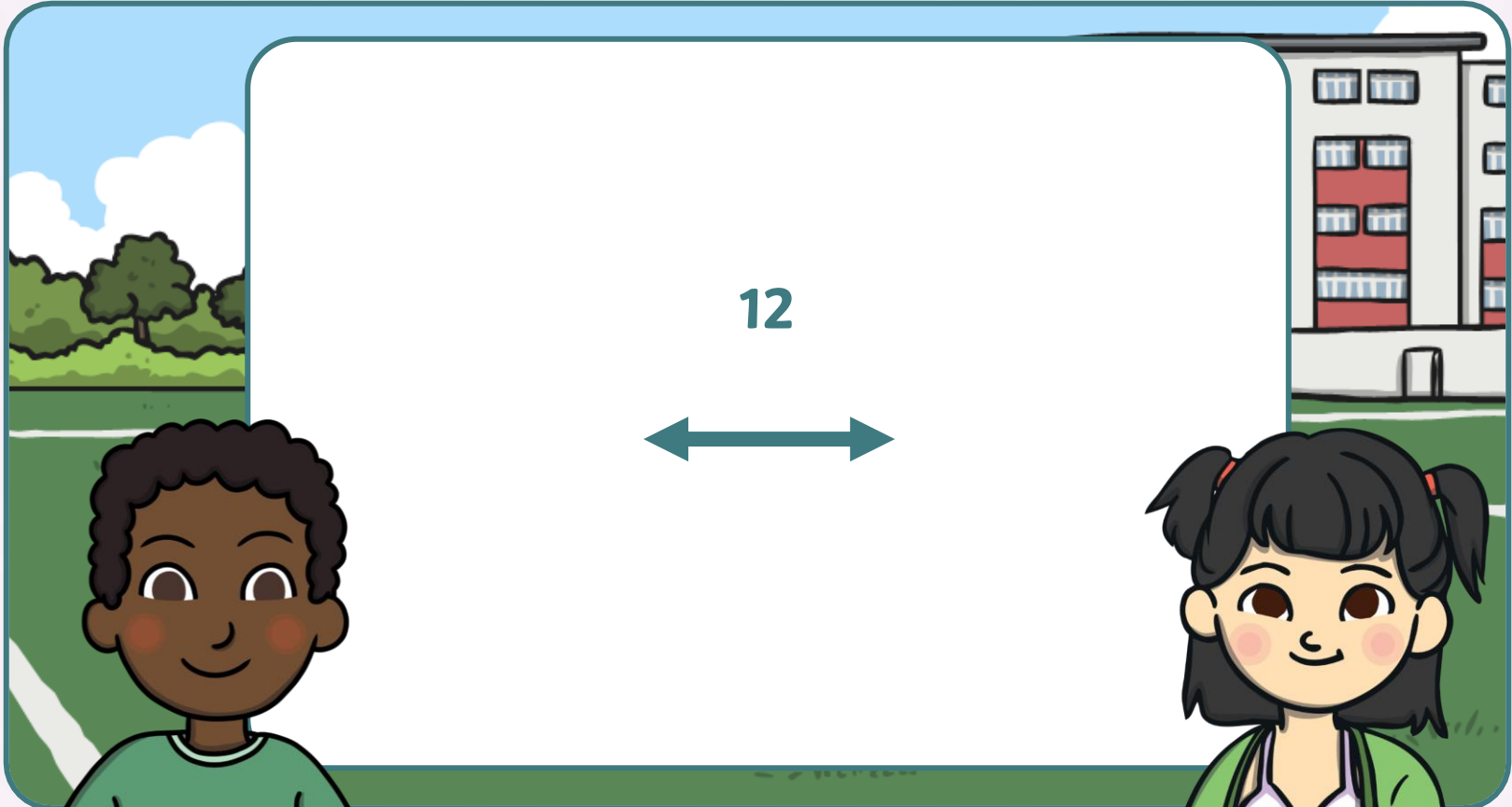
31 \longleftrightarrow 42

67 \longleftrightarrow 78

Missing Numbers



What if the difference was 12?



Aim



- To find the difference between two numbers.

Success Criteria

- I can use a number line to find the difference.
- I can use a bar model to find the difference.
- I can solve problems by finding the difference.

