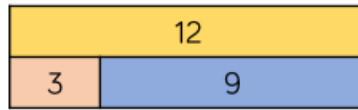




Year 2 Autumn Term Unit 2 Addition and Subtraction

Focus: Addition and Subtraction

Time: 5 weeks



Times Tables 1NF-1, 2MD-1

Count to 100 in 10s. Count in 2s 5s
2x table – multiples, missing numbers, division

R2P: Check 1NF-1, 2NF-1, Check 1AS-1, Check 1 AS-2, 2AS-1, 2AS-2, 2AS-3

NC:

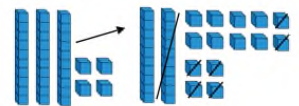
Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts to 100.
Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two digit number and ones; a two digit number and tens; and adding three one-digit numbers.

Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

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.

Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Take 16 away from 34



New Vocabulary

Facts
Tens boundary

Concept Sequence

Bonds to 10. Concrete resources – rekenreks, tens frames, counters.

Fact families – addition and subtraction bonds within 20. Look at relationship of addition/subtraction and symbols with different representations (bar model and part-whole).

Related Facts Related facts – use base 10 to see the relationship for addition and subtraction (eg. 2+5 so 20+50).

Bonds to 100 (tens) – make links with single digit bonds. Use ten frames.

Add and Subtract 1s – extending to adding 2 (another one) and 3.

Recap Add by Making 10 within 20.

Add 3 one digit numbers - rekenreks, tens frames, counters. Use number bonds.

Add to the next 10. Use number bonds/related facts. Missing numbers.

Add across a 10. Add 2digit and 1digit crossing tens.

Subtract across 10. Use concrete resources.

Subtract from a ten. Use fact families and related facts.

Subtract 1 digit from 2 digit crossing tens.

10 more/less – use 100 square. Show that tens digit changes but ones does not. Show using concrete before abstract.

Add and subtract 10s. – make use of place value grid.

Add 2 two digit numbers – not crossing tens. Set out using PV Grid. – not formal columns (start with ones).

Add 2 two digit numbers crossing tens. Use base 10.

Subtract 2 two digit numbers not crossing tens. Use concrete materials and draw base 10. Misconception - no need to build both numbers in the calculation.

Subtract 2 two digit numbers crossing tens. Use base 10 and pictorial representations (number lines and part-whole models).

Mixed addition and subtraction.

Compare Number sentences. Find missing numbers using structure rather than calculation. Use <=> symbols.

Missing number sentences.

Existing Vocabulary

Addition

Add, more, and

Make, sum, total

Altogether, double, near

double

Half, halve

One more, two more...

How many more to make..?

How many more is....than...?

How much more is...?

Subtract, takeaway

How many are left/left over?

How many have gone?

One less, two less, ten less

How many fewer is....than...?

How much less is...?

Difference between

Equals, is the same as

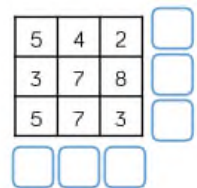
Number bonds/pairs



4 + 6 = 10



10 + 3 = 13



Planning Links

White Rose, Power Maths, Maths No Problem, Aspire

White Rose Scheme of Work:

<https://assets.whiterosemaths.com/new-schemes/Y2%20Autumn%20Block%20%20SOL%20Addition%20and%20subtraction.pdf>

NCETM Teacher Guide and Representations:

<https://www.ncetm.org.uk/teaching-for-mastery/mastery-materials/primary-mastery-professional-development/number-addition-and-subtraction/>

