Mathematics addition and subtraction week 4 - 6

Introduce addition symbol **+** and language used for this e.g. add, total, plus, sum, more etc.

Remember to use as much practical apparatus as possible to support understanding such as Numicon, diennes, tens frames, number lines and number squares, tens and ones grid and have them for independent access.

Week 4 – Addition - Adding 1 and 2 digit numbers (Year 1 up to 20, Year 2 up to 100):

- Using equipment to add 2 small numbers (add 3 small numbers - year 2)
- Counting on
- Partitioning for addition – e.g. using tens and ones frames

Low ability

Progress through fluency to…

High ability

Teaching point: Commutative law for addition.

Introduce subtraction symbol **–** and language used for this e.g. subtract, take away, minus, less etc.

Week 5 – Subtraction – Subtracting 1 and 2 digit numbers (Year 1 within 20, Year 2 within 100):

- Using equipment to subtract 2 small numbers
- Counting back
- Partitioning for subtracting – e.g. using tens and ones frames

Low ability

Progress through fluency to…

High ability

Teaching point: Note that the commutative law does not apply with subtraction.

Week 6 – Bonds – Addition and subtraction number bonds (Year 1 and 2 up to 20; Year 2 apply to related facts to 100)

- Number bonds to 10 – e.g. Part whole models (partitioning and breaking for addition and subtraction)
- Number bonds to 20 – e.g. part whole models (partitioning and breaking for addition and subtraction)
- Application to 100 e.g. if I know 4 + 6 = 10, then 40 + 60 = 100.

Low ability

Progress through fluency to…

High ability

Reminder: Use the term 'calculations' when adding or subtracting. Only use the word 'sum' when adding.

Recap previous learning with part whole models to support number bonds.

Reminder of the commutative law – that addition can be done either way e.g. 6+4=10; 4+6=10

Teaching point that subtraction is the inverse of addition e.g. If 4+6 = 10, then 10-6=4 and so on.