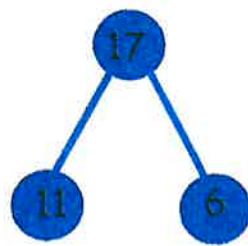



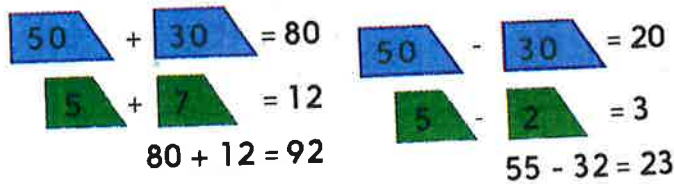
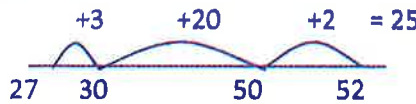
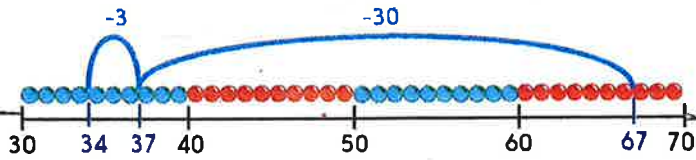


Y2	National Curriculum	Addition	Subtraction	Models and Images	Maths Talk
	<p>Solve problems with addition and subtraction: Using concrete objects and pictorial representations, including those involving numbers, quantities and measures Applying their knowledge of mental and written methods Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s a two-digit number and 10s 2 two-digit numbers Adding 3 one-digit numbers Show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p>	<p>Number bonds 5-20 (addition and subtraction facts)</p> <ul style="list-style-type: none"> Concrete objects (e.g. cubes, Numicon, Dienes)/fingers Bead string, bead bar Number line (physical) Part part whole bar model <p>Add several 1-digit numbers spotting doubles or pairs to 10 +/- 1 by counting on and back in ones from a given 2-digit number. +/- 10's by counting on and back in tens from a given 2-digit number.</p>    $10 - \square = 9$  $6 + \square = 10$ <p>Add and subtract 2-digit numbers using counting on/back and known number facts, including bridging multiples of 10, e.g. $56 - 8$, $56 - 8$, then -2. Add and subtract 2-digit numbers using place-value Add and subtract 2-digit numbers using partitioning: e.g. $55 + 37$ as $50 + 30$ and $5 + 7$ then combining the two totals $80 + 12$;</p>  <p>Missing number boxes e.g. $14 + \square = 41$ $22 - \square = 15$</p> <p>Choosing the 'best' method Estimate/approximate – 'number sense number non-sense' =</p>	<p>Subtraction Subtract any pair of 2-digit numbers by counting back in tens and ones or by counting up - Frog (difference) <i>main method for subtraction.</i> $52 - 27 =$</p>  <p>Subtract by taking away – count back in ones/tens: E.g. $76 - 20$ as $76, 66, 56$. Subtract 2-digit numbers by counting back in tens, then ones, e.g. $67 - 33$ as $67 - 30$ then count back 3.</p> 	<p>Concrete apparatus: counting equipment, numicon, multilink, etc. Dienes blocks, Fingers for counting on/back in 1s & 10s Bead string/bead bar Number lines 100 grid Bar model Part part whole</p>	<p>Fish n chip numbers (7 n 3, ...) Frog – hopping up from smaller to larger number 'number sense number nonsense' frog – counting up ... to next tens number and on...</p>