Don't Count, Calculate...

From an early age children need to use known facts to help them calculate rather than count on or back in ones.

For 8 + 4 I know 8 + 2 = 10 so 2 more would be 12. Number bonds for 10 help me to cross the tens.

$$8 + 4 = 12$$

45 + 12 = 57

I know 45 + 10 = 55 and then 2 more is 57.

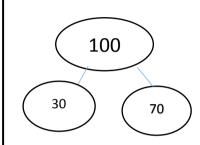
56 - 9 = 47

I know 10 less than 56 is 46 but I need to add 1 more so the answer is 47.

Addition and Subtraction can be represented in different ways...

These structures show the relationship between addition and subtraction.

Part-Part Whole Model



30 + 70 = 100

70 + 30 = 100

100 - 30 = 70

100 - 70 = 30

Bar Model

100 30 70 used ft of his sing vmbol

38 + 4 = 4248 + 4 = 52

Year 2

Addition and Subtraction

Problems

Dan needs 80 g of sugar for his recipe. There is 45 g left in the bag. How much more does he need to get? Aswell as equality (=), children need to experience inequality – **greater than** or **less than**.







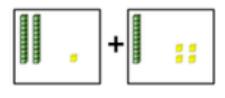
We can use equipment to find the total of 2 numbers. Understanding the value of tens and ones helps us to record our results too. Coins reinforce place value too.

True or False?

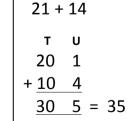
1m= 20cm+80cm

89p - 20p = 87p

10 + 3 > 20 - 6









Use a variety of words

add, addition, more, plus, sum, total, altogether, how many more, subtract, subtraction, take away, minus, less than, difference between

What is the same and what is different?

10+7=17	50-5=45
20+7=27	55-5=50
30+7=37	60-5=55
40+7=47	65-5=60

31 > 13 and 15 < 51 30 + 10 < 5 + 37100 - 20 > 99 - 9

They can also be used in missing number problems e.g. 5 + 7 5 + 6

Always Sometimes Never?

If you add 8 to an odd number, then the answer will be odd.