



Year 1 Addition and Subtraction

Prior Knowledge (from Reception)

- Automatically recall number bonds for numbers 0–5 and some to 10
- Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity

| addition and subtraction | | Working Towards | Within | Expected | Above |
|--------------------------|--|-----------------|--------|----------|-------|
| + - | Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs | | | | |
| | Represent and use number bonds and related subtraction facts within 20 | | | | |
| | Add and subtract one-digit and two-digit numbers to 20, including 0 | | | | |
| | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ | | | | |
| Highlights: _____ | | | | | |
| _____ | | | | | |




Glossary

| vocabulary | word class | definition |
|---------------|------------|---|
| addition + | noun | the process of calculating the total of two or more numbers or amounts |
| add + | verb | put together (two or more numbers or amounts) to calculate their total value |
| subtraction - | noun | the process of taking a matrix, vector, or other quantity away from another under specific rules to obtain the difference |
| subtract - | verb | take away (a number or amount) from another to calculate the difference |
| equal (to) = | adjective | being the same in quantity, size, degree, or value |

add

altogether sum




and plus

total


minus

take away subtract




difference less

equals




makes



$6 + 6 = 12$

double

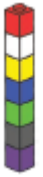
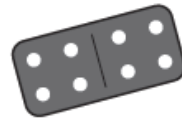


$5 + 6 = 11$

near double

Resources

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |



10 =



1 + 9



2 + 8



3 + 7



4 + 6



5 + 5



6 + 4



7 + 3



8 + 2



9 + 1

$$5 - 0 = 5 \quad \bullet \bullet \bullet \bullet \bullet \quad 5 + 0 = 5$$

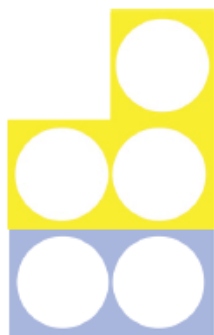
$$5 - 1 = 4 \quad \bullet \bullet \bullet \bullet \bullet \quad 4 + 1 = 5$$

$$5 - 2 = 3 \quad \bullet \bullet \bullet \bullet \bullet \quad 3 + 2 = 5$$

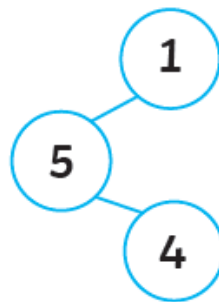
$$5 - 3 = 2 \quad \bullet \bullet \bullet \bullet \bullet \quad 2 + 3 = 5$$

$$5 - 4 = 1 \quad \bullet \bullet \bullet \bullet \bullet \quad 1 + 4 = 5$$

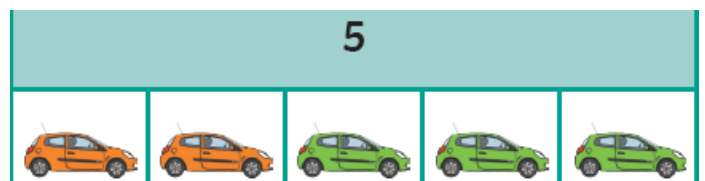
$$5 - 5 = 0 \quad \bullet \bullet \bullet \bullet \bullet \quad 0 + 5 = 5$$



$$3 + 2 = 5$$



$$5 = 1 + 4$$





Future Learning

Year 2

- Solve problems with addition and subtraction:
 - i. using concrete objects and pictorial representations, including those involving numbers, quantities and measures
 - ii. applying their increasing 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 one 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

Year 6

- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why