**Maths Medium Term Planning**

**Year Two**

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| **WR Block: Addition and Subtraction** | | **Autumn Term** | |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * 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.   * 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 ones,  -a two-digit number and tens,  -two two-digit numbers,  -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. * Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. | * Bonds to 10 * Fact families- addition and subtraction bonds within 20 * Related facts * Bonds to 100 (tens) * Add and subtract 1s * Add by making 10 * Add three 1-digit numbers * Add to the next 10 * Add across a 10 * Subtract across 10 * Subtract from a 10 * Subtract a 1-digit number from a 2-digit number (across a 10) * 10 more, 10 less * Add and subtract 10s * Add two 2-digit numbers (not across a 10) * Add two 2-digit numbers (across a 10) * Subtract two 2-digit numbers (not across a 10) * Subtract two 2-digit numbers (across a 10) * Mixed addition and subtraction * Compare number sentences * Missing number problems | **Y1**   * Read, write and interpret mathematical statements involving addition, subtraction and equal signs. * Represent and use number bonds and related subtraction facts within 20. * Add and subtract one-digit and two-digit numbers to 20, including zero. * Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9. | **Y3**   * Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds. * Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. * Estimate the answer to a calculation and use inverse operations to check answers. * Solve problems, including number problems, using number facts, place value and more complex addition and subtraction. |
| **Key Vocabulary**  **New Vocabulary:**  one hundred more, one  hundred less, facts, tens, boundary | **Key Vocabulary:**  **Previous Year Group:**  addition, near double  half, halve, equals, number bonds/pairs, missing number | **Stem Sentences**  If I have \_\_\_ counters, I need to add \_\_\_ counters to make 10.  I need to add \_\_\_ to \_\_\_\_ to make 10.  \_\_\_ ones + \_\_\_ ones + \_\_\_\_ ones so \_\_\_\_ tens + \_\_\_\_ tens = \_\_\_\_\_\_ tens.  (These stem sentences can also be used for subtraction or addition/ subtraction within 100 etc.) | |
| **Concrete, Pictorial, Abstract Models/ Calculations** | | | |
| **Addition** | | | |
| **Subtraction** | | | |