**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.
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| **Key Vocabulary****New Vocabulary:**one hundred more, onehundred less, facts, tens, boundary | **Key Vocabulary:****Previous Year Group:**addition, near doublehalf, 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** |