



# Maths

## Addition and Subtraction

# Need a coherently planned sequence of lessons to complement this resource?

**Lesson Breakdown**

Below is our suggestion for the most coherent and progressive sequence to teach this area of PlanIt Maths steps on the White Rose Maths scheme of learning although we have not aimed to mirror the exact order in which the resources are presented.

**Mathematical Statements (1):** Introducing the Equals Symbol  
This engaging lesson introduces children to the equals symbol. Children use the equals symbol between representations of the same value. Children use different strategies for adding and subtracting numbers, including counting on and counting back, bridging ten and finding the difference. They will apply these skills to problem-solving and reasoning challenges. Children will use different concrete resources and representations to help deepen their understanding. They will learn to explain their learning as they investigate challenges.

**NC Statement:** Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.  
**Lesson Aim:** To use the equals symbol.

**Add and Subtract Numbers (1):** Make Numbers up to 10 from 2 Parts  
This delightful yet themed lesson introduces children to part-whole models and are taught how to use part-whole models to represent their dice rolls all of the possibilities. They look for patterns and use these to make predictions, presentations, differentiated activities and mastery challenges to help them understand.

**NC Statement:** Represent and use number bonds and related subtraction facts within 20.  
**Lesson Aim:** To make numbers to 10 from 2 parts.

**Mathematical Statements (2):** Introducing the Addition Symbol  
This helpful lesson introduces children to the addition symbol. Children learn addition with pictures, number stories and addition sentences. The lesson is differentiated activities and mastery challenges to help children develop fluency. This is the second of a set of four lessons teaching children to read and write.

**NC Statement:** Represent and use number bonds and related subtraction facts within 20.  
**Lesson Aim:** To use the addition symbol.

**Introduction**

In this unit, children will begin to use symbols in written number sentences and will use a variety of vocabulary around these. They will explore number facts to 20 and will find different ways to represent them. Children will reason about the number facts and will apply these to solve problems in different contexts. They will learn different strategies for adding and subtracting numbers, including counting on and counting back, bridging ten and finding the difference. They will apply these skills to problem-solving and reasoning challenges. Children will use different concrete resources and representations to help deepen their understanding. They will learn to explain their learning as they investigate challenges.

**Assessment Statements**

By the end of this unit, children working towards the expected level will be able to:

- recognise the signs +, - and = and explain their meaning;
- recall and represent number facts within five and some higher facts;
- add and subtract numbers within ten by combining and partitioning practically;
- use pictures, equipment and numbers to represent addition and subtraction stories;
- provide simple explanations of mathematical concepts;
- add and subtract zero.

children working at the expected level will be able to:

- read, write and understand calculations involving addition (+), subtraction (-) and equals (=) signs;
- recall number facts to ten and related facts, using these to derive number facts to 20, including zero;
- add and subtract one-digit and two-digit numbers, including zero;
- solve one-step problems in familiar contexts involving addition and subtraction, using pictures and models;
- use number facts to solve missing number problems.

**Addition and Subtraction**  
Maths | Year 1 | Steps to Progression Overview

The aim of this overview is to support teachers using PlanIt Maths to show the most coherent and progressive sequence to teach each area of maths. We also want to fully support teachers who use the White Rose Maths scheme of learning to make full use of the resources available within PlanIt Maths. Wherever possible, lesson packs have been matched to each of the small steps on the White Rose Maths scheme of learning.

**Yearly Overview**

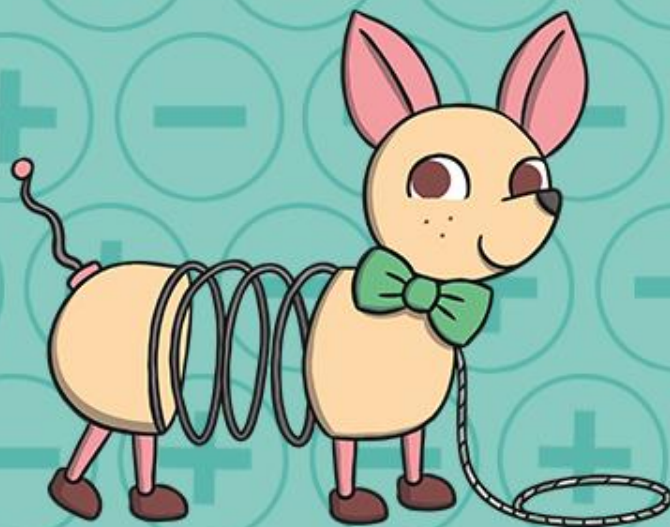
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn				Number: Addition and Subtraction (within 10)			Geometry: Shape		Number: Place Value (within 20)			Consolidation
Spring		Number: Addition and Subtraction (within 20)			Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included)		Measurement: Length and Height		Measurement: Weight and Volume			Consolidation
Summer	Number: Multiplication and Division (Multiples of 2, 5 and 10 to be included)		Number: Fractions		Geometry: Position and Direction		Number: Place Value (within 100)	Measurement: Money		Time		Consolidation

See our [Addition and Subtraction Steps to Progression](#) document.

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# Applying Number Bonds within 10



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# Aim

- To use number bonds to solve problems.

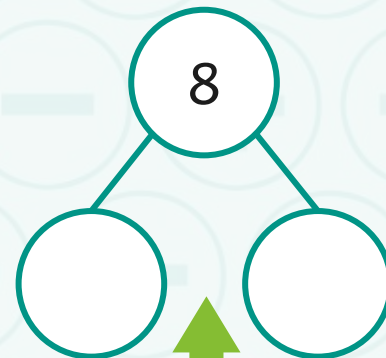
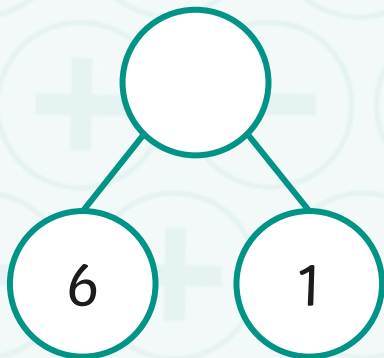
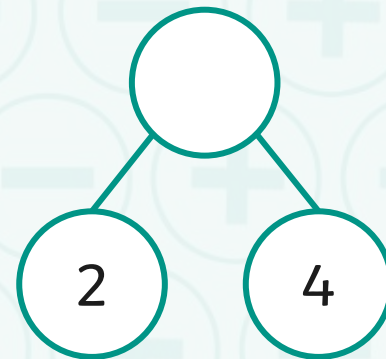
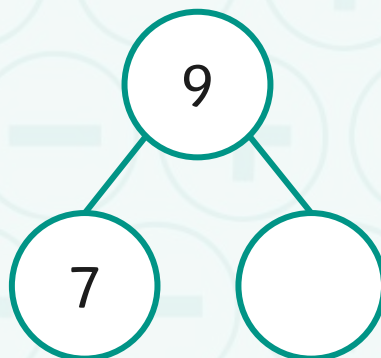
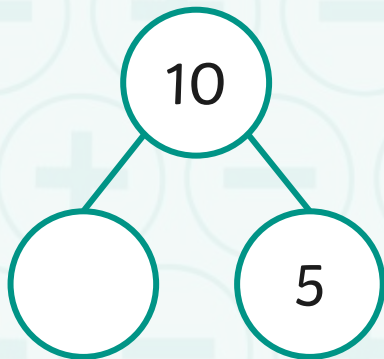
# Success Criteria

- I can work out all number bonds within 10.
- I can use number bonds to solve addition problems.
- I can represent number bonds using part-whole models.
- I can write number bonds as calculations.

# Remember It



Fill in the gaps.

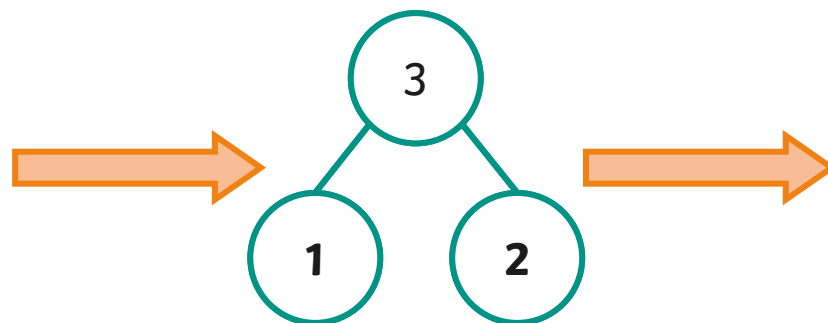
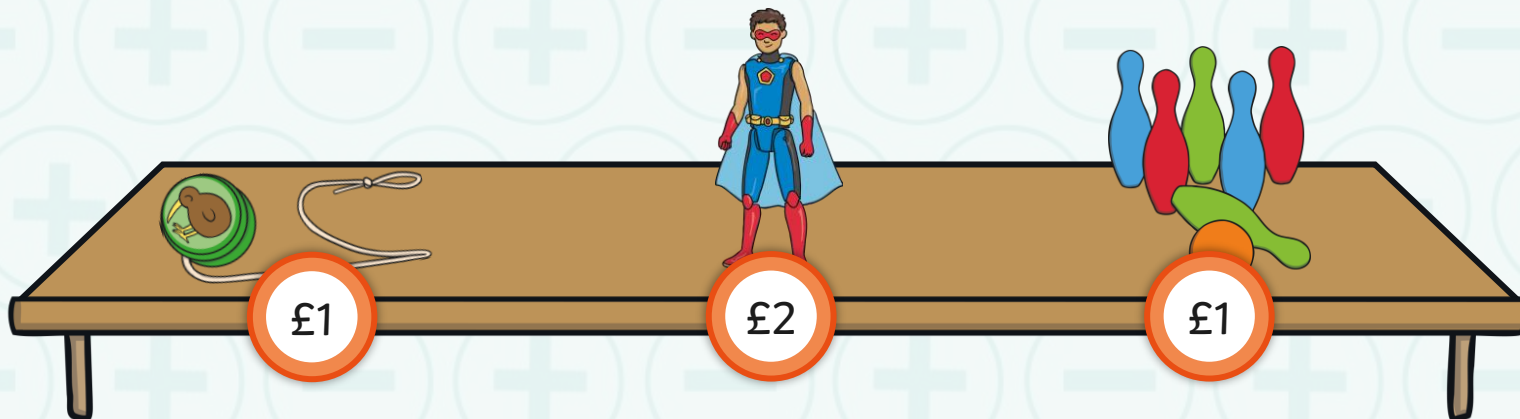


0 and 8, 1 and 7, 2 and 6, 3 and 5, 4 and 4

# Spending Money



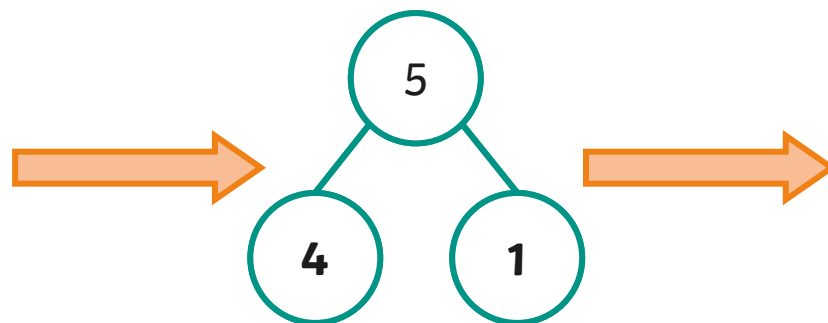
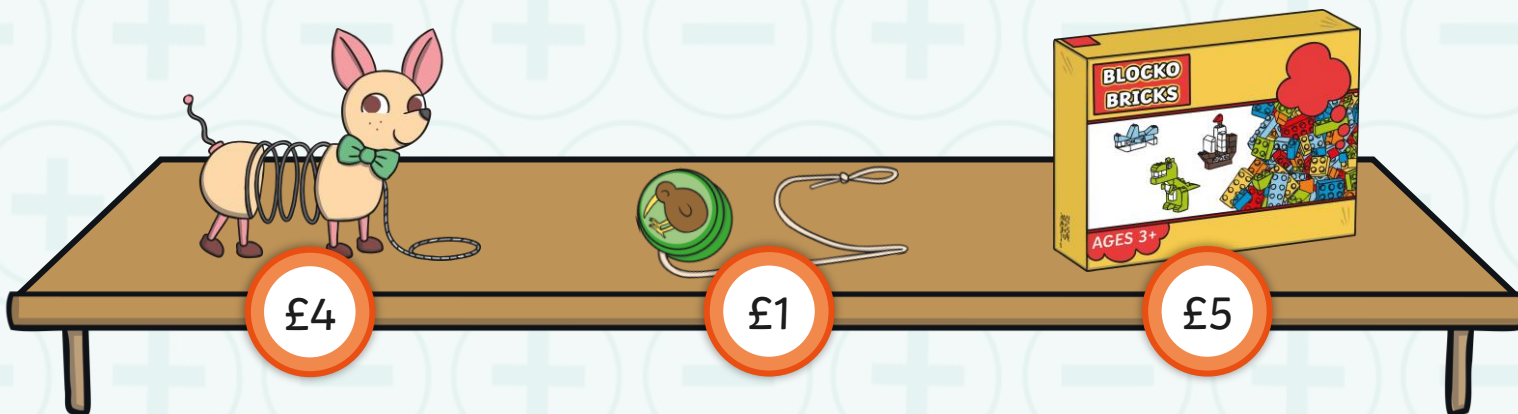
You've got £3 to spend. What two things could you buy?  
Explain to your partner.



# Spending Money



You've got £5 to spend. What two things could you buy?  
Explain to your partner.



# Kemal and Olivia's Birthday



Kemal and Olivia want to spend all their birthday money.

£7

£8

£9

£10

Click how much money they have to spend.





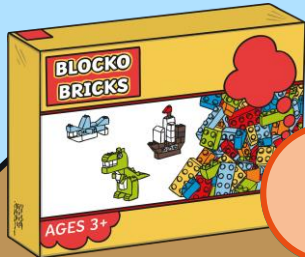


£7

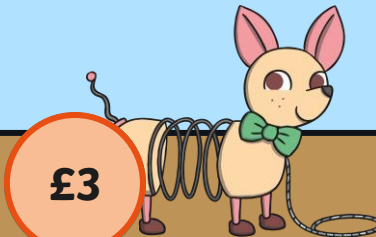
# Kemal and Olivia's Birthday



Kemal and Olivia have £7 to spend. What two things could they buy?



£2



£3



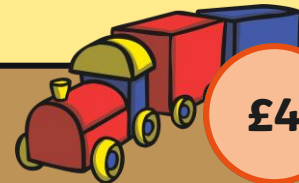
£5



£1



£6



£4

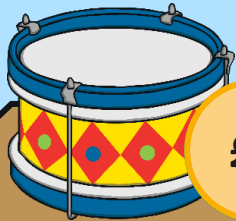


# Kemal and Olivia's Birthday

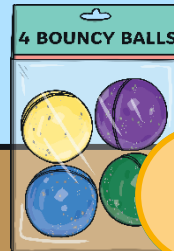


£8

Kemal and Olivia have £8 to spend. What two things could they buy?



£6



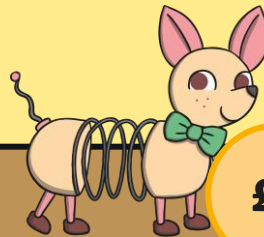
£2



£5



£7



£3



£1

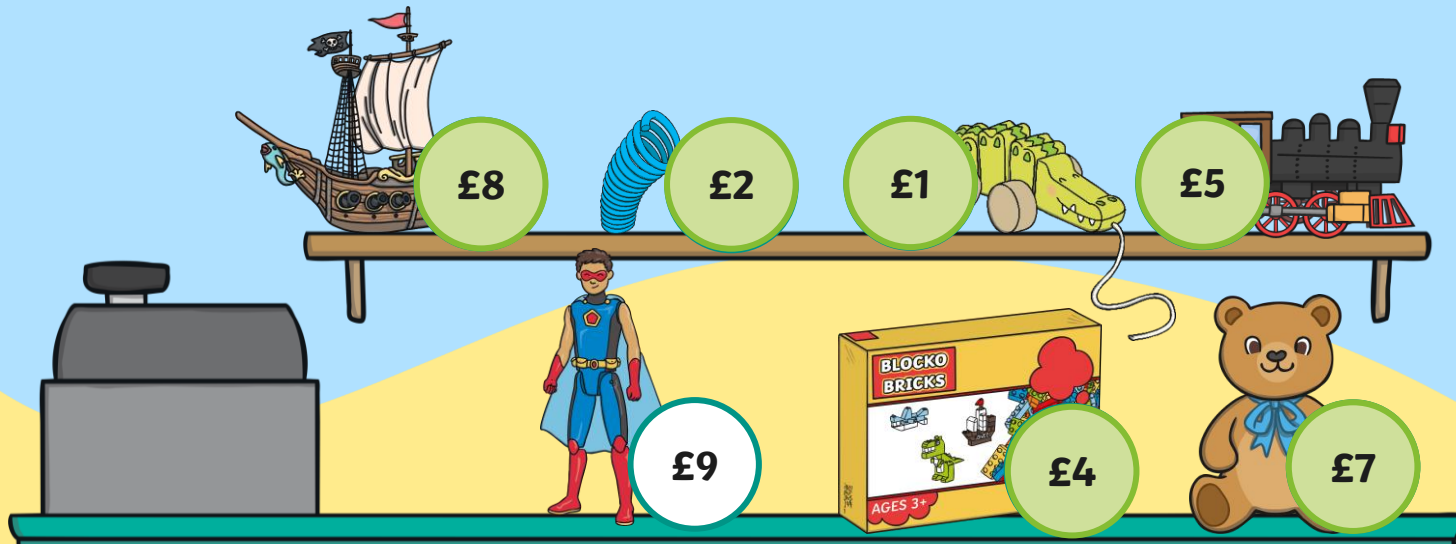


# Kemal and Olivia's Birthday



£9

Kemal and Olivia have £9 to spend. What two things could they buy?



Why can't they buy the action figure?

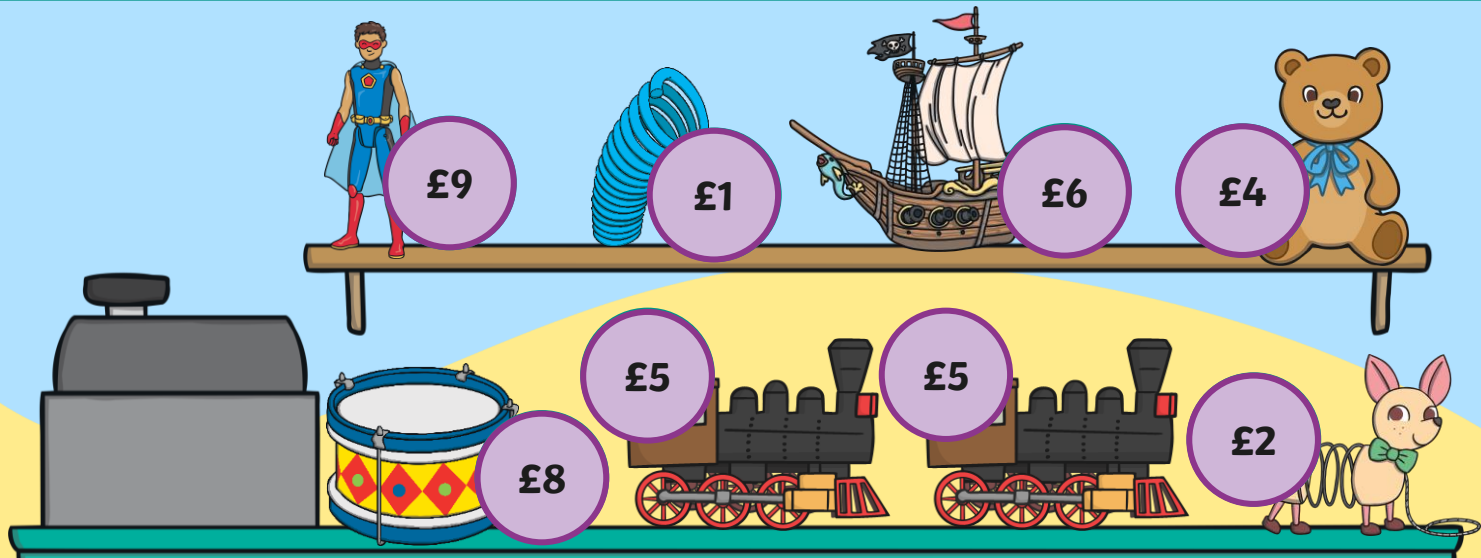
Even though it would be spending £9, they wouldn't be buying two things.



£10

# Kemal and Olivia's Birthday

Kemal and Olivia have £10 to spend. What two things could they buy?



What if they wanted a train, how could they spend all their money?

**They could buy 2 of them!**

# The Toy Shop



## The Toy Shop

To use number bonds to solve problems.

What 2 things will you buy if you spend all the money?



Money to Spend	Part-Whole Model	Calculation
£5		$2 + 3 = 5$
£3		$1 + \underline{\quad} = 3$
£7		
£4		

Maths | Addition and Subtraction | Represent and Use Number Bonds within 10 | Lesson 1 of 2: Applying Number Bonds within 10

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## Diving into Mastery



Dive in by completing your own activity!



### Applying Number Bonds within 10

Write a number bond that is equal.  
The first one is done for you.

$$1 + 6 = 3 + 4$$

$$3 + 7 =$$

$$9 + 0 =$$

$$4 + 2 =$$

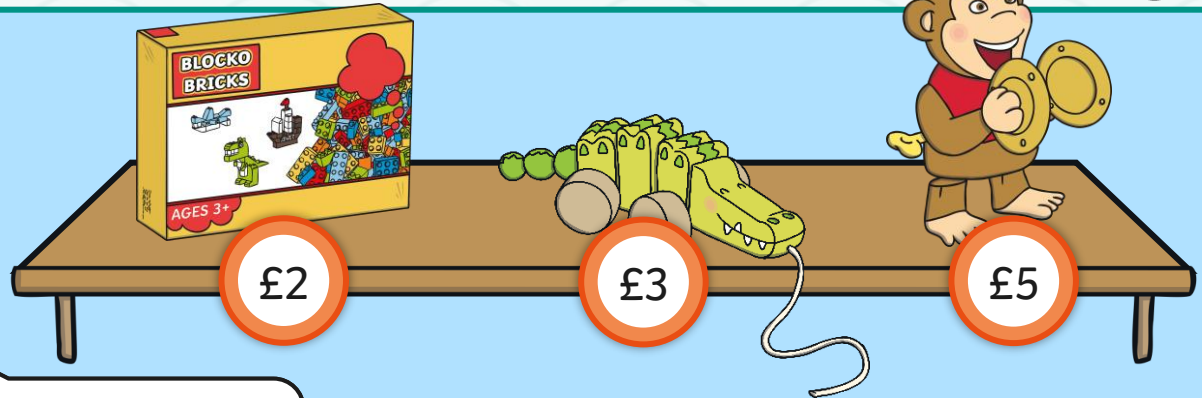
$$3 + 2 =$$

$$4 + 4 =$$

Can you write 4 pairs of your own?



# Olivia's Puzzle

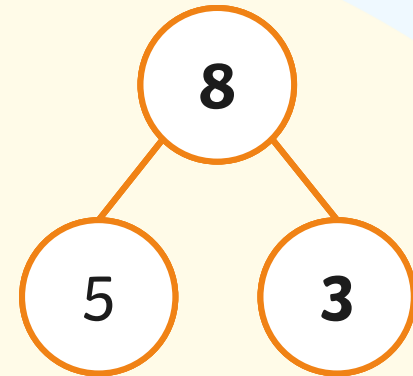


How much could I have spent in total?

She could have bought the monkey and the crocodile

$$5 + 3 = 8$$

so she could have had £8.



# Aim



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# Success Criteria

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