



## SPRING; BLOCK 2 – ADDITION & SUBTRACTION – WITHIN 20 – YEAR 1

STRAND	WHAT DO I ALREADY KNOW? (EYFS Early Learning Goals)	WHAT AM I GOING TO BE LEARNING IN YEAR 1?	WHAT WILL I LEARN IN YEAR 2?
<b>NUMBER BONDS</b>	<ul style="list-style-type: none"> <li>Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects</li> </ul>	<ul style="list-style-type: none"> <li>represent and use number bonds and related subtraction facts within 20</li> </ul>	<ul style="list-style-type: none"> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> </ul>
<b>MENTAL CALCULATION</b>	<ul style="list-style-type: none"> <li>Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three</li> </ul>	<ul style="list-style-type: none"> <li>add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods)</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> </ul>
<b>WRITTEN METHODS</b>	<ul style="list-style-type: none"> <li>Uses number names and symbols when comparing numbers, showing interest in large number</li> </ul>	<ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Mental Calculation)</li> </ul>	
<b>PROBLEM SOLVING</b>	<ul style="list-style-type: none"> <li>Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“</li> </ul>	<ul style="list-style-type: none"> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = * - 9</math></li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (copied from Measurement)</li> </ul>
	<p><b>EYFS Early Learning Goals; Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>EYFS Early Learning Goals; Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>		
<b>VOCABULARY</b>	Number bonds, number line, add, more, plus, make, sum, total, altogether, inverse, double, near double, equals, is the same as (including equals sign), difference between, subtract, take away, minus How many more to make ...? How many more is ... than ... ? How much more is ... ? How many fewer is ... than... ? How much less is ... ?		