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| **KS1**  **Addition and Subtraction** | **Knowledge/ strategy** | **Pupils who need further teaching to address gaps in understanding**  **Date:** |
|  | Any U-U preferably as known fact  Could link to ‘missing box’ presentation |  |
|  | Any U+U preferably as known fact  Noticing near doubles  Could link to ‘missing box’ presentation |  |
|  | Any multiple of 10- multiple of 10  Noticing link with U-U and therefore as known fact  Any multiple of 10+ multiple of 10  Noticing link with U+U ( as a fact etc) |  |
|  | Any TU-U  Partitioning second number as known number bonds to bridge through 10 |  |
|  | Any TU+TU, adding a teen number  Adding 10 to any number  Bridging through ten where needed |  |
|  | Any TU- TU with low units digit for second number  Not crossing tens boundary |  |
|  | Any TU + multiple of 10  Counting in 10s from any number, using PV understanding, knowing it’s ‘5 tens more’ |  |
|  | Any TU - multiple of 10  Counting in 10s backwards from any number, using PV understanding  Knowing its ‘6 tens less’ |  |
|  | Adding any 3 units numbers  Noticing number bonds to 10 |  |
|  | Adding any 3 multiples of tens  Noticing link with adding 3 units, using PV understanding |  |
|  | Any TU+TU where second number could be rounded to nearest multiple of 10, then adjust with subtraction |  |
|  | Any TU-TU where second number could be rounded to nearest multiple of 10 then adjust with addition |  |
|  | Any TU+/-TU presented as missing box  Using inverse (bar model imagery) |  |

Key Stage 1 Arithmetic Paper 2017: addition and subtraction