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| **KS2 Arithmetic P1 2017**  **Addition and subtraction** | **Knowledge/ strategy** | **Pupils who need further teaching to address gaps in understanding**  **Date:** |
| 40 + 1,000 = | Any multiple of 10 + 1000  Using understanding of PV |  |
|  | Any 4 digit number – 100  Using understanding of PV |  |
| 345 − 60 = | Subtracting multiples of 10 from any 3 digit number  Partitioning multiples of 10 using number bond for U (eg 6/ 60) to bridge 100s boundary |  |
|  | Any3/ 4 digit numbers /multiples of 500, 100 etc seen as mental strategy  Using bar model imagery |  |
| 707 + 1,818 = | Any 3digit + 4 digit number  Knowing/ checking reasonable answer ( rounding)  Using formal method |  |
|  | Any 4 digit- 3 digit number  Knowing/ checking reasonable answer ( rounding)  Using formal method |  |
| 2.7 + 3.014 = | Any number to tenths + 4 dp decimal  Knowing/ checking reasonable answer (PV &rounding)  No need for formal methods |  |
|  | Any 2 digit number to tenths - 3 dp decimal  Knowing/ checking reasonable answer (PV &rounding)  Using formal methods |  |
|  | Any whole number – decimal  Knowing/ checking reasonable answer  Number line jotting |  |
| 4/6 + 3/6 = | Any addition of fractions with same denominator (to one and more than one whole)  Link to U+U bonds as known fact |  |
|  | Any fractions linked to %/ PV  Subtraction of fractions with same denominator  Link to TU-TU |  |
|  | Adding any 3 fractions different denominator  Equivalence ( bar model imagery/ fraction walls) |  |
|  | Subtraction with fractions different denominators  Equivalence ( bar model imagery/ fraction walls) |  |
|  | Lowest Common denominator  Equivalence ( models, arithmetic methods using multiplying numerator and denominator ) |  |
|  | Mixed number addition  Manage whole number and fraction calculation  Equivalence ( bar model imagery/ fraction wall) |  |

Key Stage 2 Arithmetic Paper 2017: addition and subtraction