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| **KS1 Add/ Subtraction Qs**  **(Generate similar examples)** | **Knowledge/ strategy**  Mental strategies need to develop through discussion, using concrete resources combined with recording (eg number lines, part whole diagrams such as bar models) | **Pupils who need further teaching to address gaps in understanding**  **Date** |
|  | * Any U+U preferably as known fact * Could link to ‘missing box’ presentation and bar models/ part- whole |  |
|  | * Any TU +U, bridging through 10 * Using number bonds to partition second number eg 3+2= 5 |  |
|  | * Any multiple of 10 + multiple of 10 (link to Q10) * Model with structured resources * Link to U+ U facts eg 1+2 |  |
|  | * Using teens number PV knowledge * Model with PV arrow cards, dienes, 2 part diagrams |  |
|  | * No crossing of 10s boundary * Count back 4 * Know 4 is half of 8 to check |  |
|  | * Understand can do in any order, explain choice * Spot double 3= 6 |  |
|  | * Any multiple of 10 - multiple of 10 (Model with structured resources) * Know multiples of 10 facts to 100 * Link to number bonds of 10 |  |
|  | * Understand and use commutativity to calculate as 81+4 * Know and use 4+1=5 as a fact |  |
|  | * Able to ‘read’ this calculation as ‘something’ plus 8=20 or 20= 8 plus something. Bar model or part-part whole diagrams to support * Know and use number bond of 20 |  |
|  | * Any TU +TU * Add multiples of 10 to a number then adding units eg 54+20+2 * (Bridge through 10 with units if necessary) |  |
|  | * Any TU -U where units number bridges through 10 eg 63-3-1 |  |
|  | * Any TU – multiples of 10 * Model with dienes |  |
|  | * Bridging through 100 boundary |  |
|  | * Any TU +TU * Counting on in multiples of 10 then ones eg 67+30=97 * Knowing and using number bond of 10 for units |  |
|  | * Any TU-TU, no crossing 10 boundary eg 59-10=49; 49-5= 44 * Using number bonds for 9 (5+4) |  |
|  | * Any TU +TU * Understand and use commutativity to calculate 48+17 * Adding teens number as + 10 + units * Using number bonds (7=2+5) to bridge through 10 eg 48+10=58; 58+ 2=60; 60+5 =65 |  |
|  | * Able to ‘read’ this calculation as 98- ‘something’ = 28 or 28+ ‘something’ = 98 * Recall and understand part whole diagrams eg bar models * Recognise only need to add or subtract 10s |  |
|  | * Any TU-TU * Count back in multiples of ten (40) then partition 7 to bridge through 10 eg 74-40=34; 34-4-3= 27 * Check by considering the fact 74-50 =24 so must be 3 more |  |