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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
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