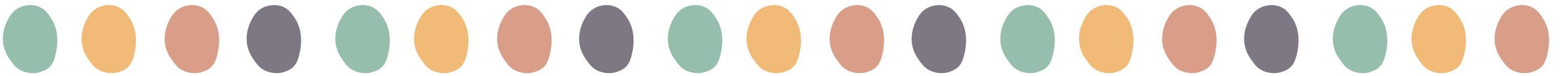


Y2- Overview

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1				Summer 2		
Unit	1	2	3	4	5		6	7	8	9	10	11	12	13	14

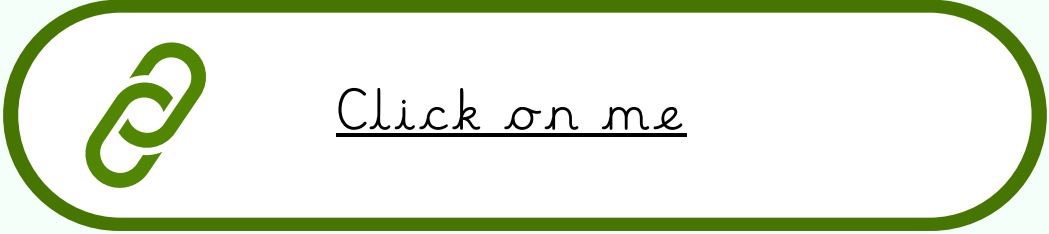
	Number and place value
	Number facts
	Addition and subtraction
	Multiplication and division
	Fractions
	Geometry
	Other

Spring 2	ADDITION AND SUBTRACTION OF TWO 2-DIGIT NUMBERS (3 WEEKS)
Ready to progress	2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers
NCETM documents	WHOLE DOCUMENT https://www.ncetm.org.uk/media/k5yjquja/ncetm_mm_spl_y2_sel5_teach.pdf#page=5 WHOLE DOCUMENT https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-8-addition-and-subtraction-of-two-digit-numbers/
Small steps	- To identify addition strategies to calculate efficiently. - To combine and partition tens and ones in the context of equations. - To add two-digit numbers without crossing the tens boundary. - To find the missing addends when adding two-digit numbers. - To add two-digit numbers when the sum crosses the tens boundary. - To solve problems involving addition of two-digit numbers. - To explain different strategies used to subtract. - To solve equations involving the subtraction of two-digit numbers. - To solve problems involving subtraction of two-digit numbers that do not cross the tens boundary. - To subtract two-digit numbers crossing the tens boundary. - To solve missing number equations involving subtracting two-digit numbers. - To solve problems involving subtraction of two-digit numbers that cross the tens boundary. - To use efficient methods to solve subtraction equations. - To solve problems involving the addition and subtraction of two-digit numbers. - To create problems involving the addition and subtraction of two-digit numbers.
Links	NCETM- https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.ncetm.org.uk%2Fmedia%2F%5C%20year%202%20unit%208%20addition%20and%20subtraction%20of%20two%20digit%20numbers%20pptx&wdOrigin=BROWSELINK OAK https://www.thenationalacademy/teachers/programmes/maths-primary-ks1/units/addition-and-subtraction-of-two-2-digit-numbers/lessons?sid-c3b6fc=945eBtpQQj&sm=0&src=3 WHITE ROSE https://assets.whiteroseeducation.com/new-schemes/Y2%20Autumn%20Block%202%20SOL%20Addition%20and%20subtraction.pdf Mastery with greater depth https://www.ncetm.org.uk/media/dnobtkl4/mastery_assessment_yr2.pdf
Reasoning	-Connected Calculations Put the numbers 19, 15 and 4 in the boxes to make the number sentences correct. = - = + True or false? Explain The largest three digit number that can be made from the digits 2, 4 and 6 is 264. Is this true or false? Explain your thinking.



	Addition and subtraction of two 2-digit numbers (3 weeks)
--	--

Problem solving



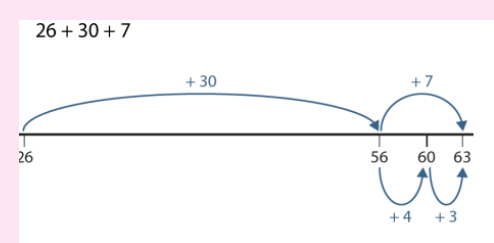
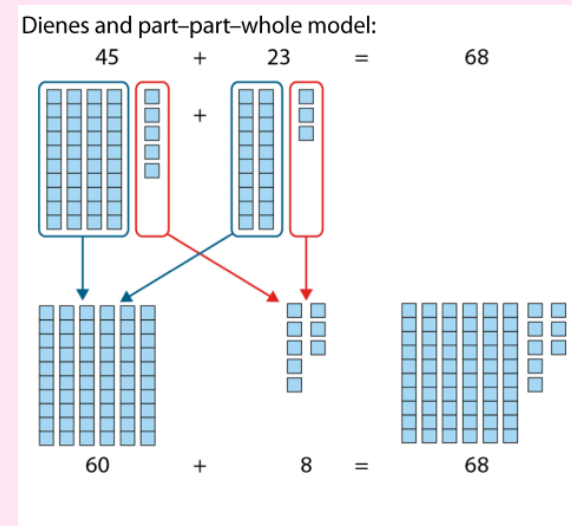
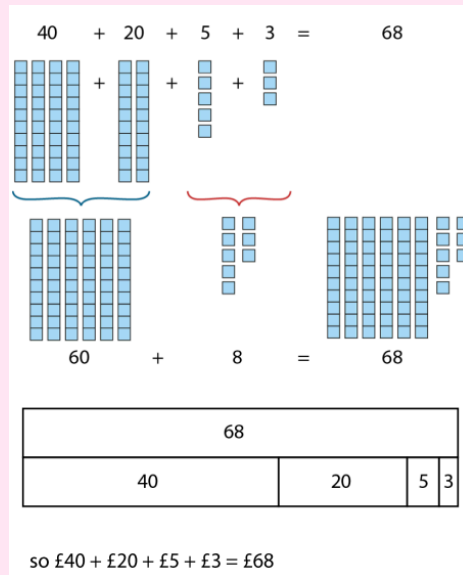
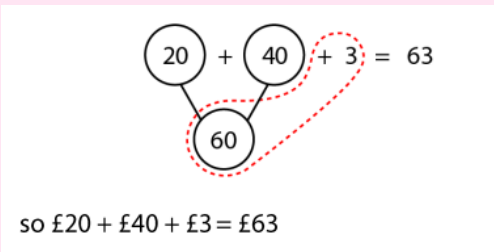
Click on me

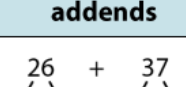
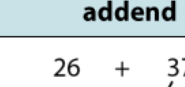
Glossary

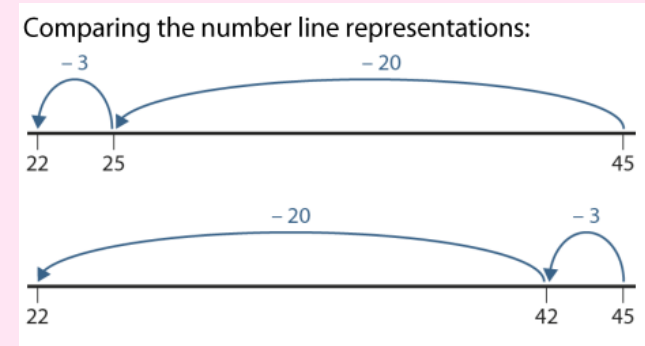
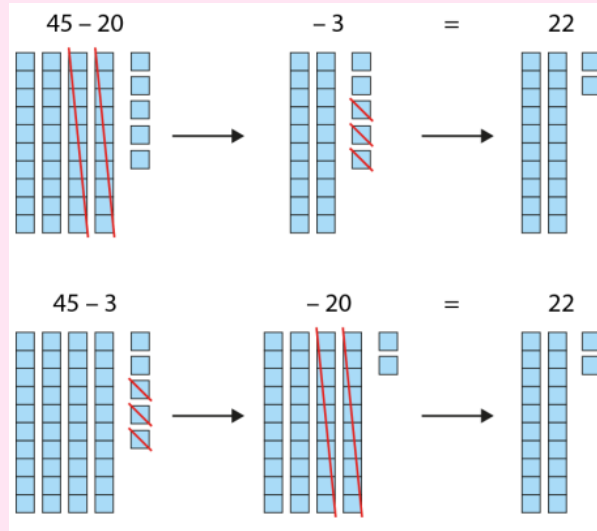
- Calculate - To work out an answer, often by adding or subtracting.
- Efficiently - Not wasting time or effort. An efficient strategy is one we can carry out easily.
- Partition - To split a whole up into parts.
- Addend - Any of the numbers that are added together.
- Digit - A single symbol used to make a numeral.
- Partition - To split a whole up into parts - a piece or section of a whole.
- Part - A piece or section of a whole.
- Whole - All of something; complete.
- Bridge 10 - An addition or subtraction strategy where numbers are partitioned to reach the previous or next multiple of 10, so bonds to 10 can be used to calculate more efficiently.
- Consecutive - Numbers which follow each other in order, without gaps.
- Difference - The result of subtracting one number from another.

Stem sentences

- 'First I partition the $\underline{\quad}$ into $\underline{\quad}$ and $\underline{\quad}$ and the $\underline{\quad}$ into $\underline{\quad}$ and $\underline{\quad}$ '
 - ' $\underline{\quad}$ plus $\underline{\quad}$ is equal to $\underline{\quad}$.'
 - ' $\underline{\quad}$ plus $\underline{\quad}$ is equal to $\underline{\quad}$.'
 - ' $\underline{\quad}$ and $\underline{\quad}$ plus $\underline{\quad}$ is equal to $\underline{\quad}$ '
 - 'So $\underline{\quad}$ plus $\underline{\quad}$ is equal to $\underline{\quad}$
-
- 'To subtract $\underline{\quad}$.'
 - ' $\underline{\quad}$ we can subtract $\underline{\quad}$.'
 - ' $\underline{\quad}$ and then subtract $\underline{\quad}$ '
 -
 - 'For a subtraction calculation where both numbers have the same ones digit, the difference is a multiple of ten.'

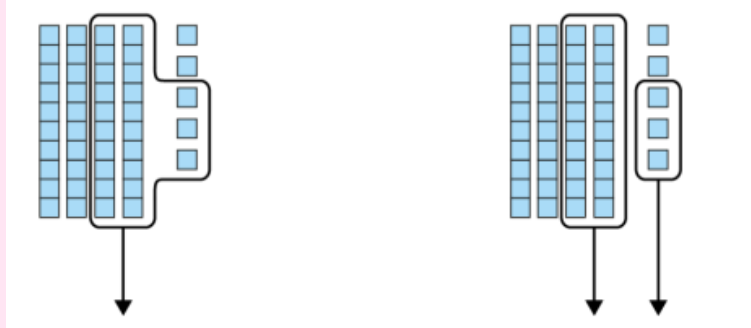


Partitioning both addends	Partitioning one addend
 20 + 30 = 50 6 + 7 = 13 50 + 13 = 63	 26 + 30 = 56 56 + 7 = 63
so £26 + £37 = £63	



Representations

Dienes and abstract representations:
'taking away' 23 'taking away' 20 and 3



Part-part-whole diagram:

59	
27	?

59	
27	?