

The background of the slide is a dense, overlapping pattern of various numbers from 0 to 9. Each number is a different color, including red, yellow, blue, green, orange, and purple. The numbers are scattered across the entire frame, creating a vibrant and playful visual.

# Week 2

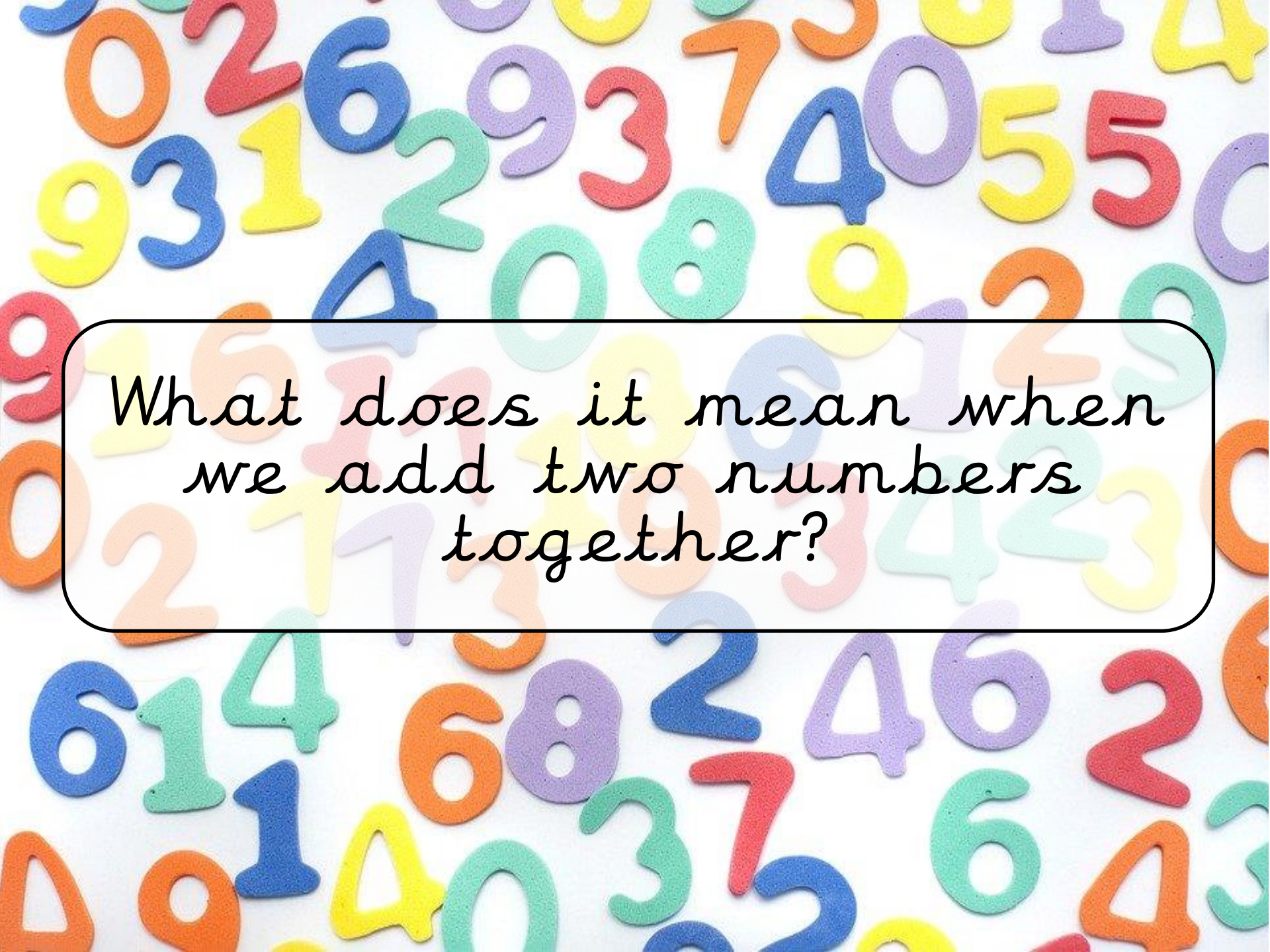
## Adding and Subtracting



# Monday and Tuesday

L.O. To add numbers  
using different  
resources.



The background of the entire image is a dense, overlapping pattern of numbers from 0 to 9. Each number is a different color and has a slightly textured, 3D appearance, as if they are small blocks or cutouts scattered across a white surface. The colors include red, blue, yellow, green, orange, and purple.

What does it mean when  
we add two numbers  
together?



Adding two numbers together means:

- We look for the total of the two amounts.
- The end product will be larger than the first number.
- We move forwards if we use a number line.



We can add using objects or pictures.

4

+

2

=

6





Can you work out the answers  
by drawing pictures?

$$7 + 3 =$$

$$9 + 4 =$$

$$12 + 8 =$$

We can also add using a number line.

$$9 + 5 = 14$$

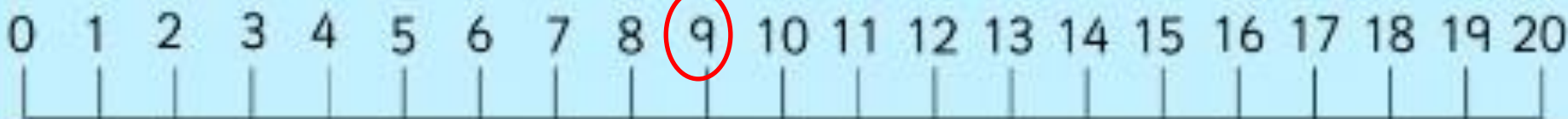
Start on  
this  
number

Jump  
forwards  
this many  
times

The number  
you land on

Number Line 0-20

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Can you use the number line to work out the answers to these questions?

$8 + 4 =$

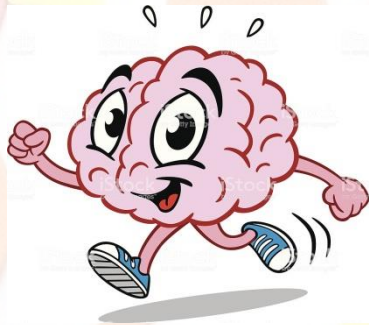
$$15 + 3 =$$





We can also use Mental Maths to solve the problem.

$$6 + 5 = 11$$



Put the first number in your head.



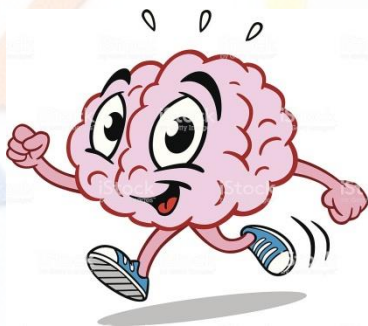
Put the second number on your fingers.

Count forwards from the first number, putting down one finger each time. When you have no fingers left up, you have your answer!



Can you use Mental Maths to solve these problems?

$$\begin{array}{r} 7 \\ 9 \\ 12 \end{array} \begin{array}{c} + \\ + \\ + \end{array} \begin{array}{r} 7 \\ 6 \\ 4 \end{array} \begin{array}{c} = \\ = \\ = \end{array}$$





Independent: Which method will you choose?

$$8 + 4 =$$

$$10 + 6 =$$

$$14 + 6 =$$

$$12 + 7 =$$

$$9 + 8 =$$

$$11 + 9 =$$

$$13 + 6 =$$

$$17 + 2 =$$

$$15 + 3 =$$

$$14 + 6 =$$

$$19 + 5 =$$

$$17 + 6 =$$

$$21 + 5 =$$

$$16 + 6 =$$

$$19 + 8 =$$

$$14 + 9 =$$

$$15 + 7 =$$

$$22 + 8 =$$

$$18 + 9 =$$

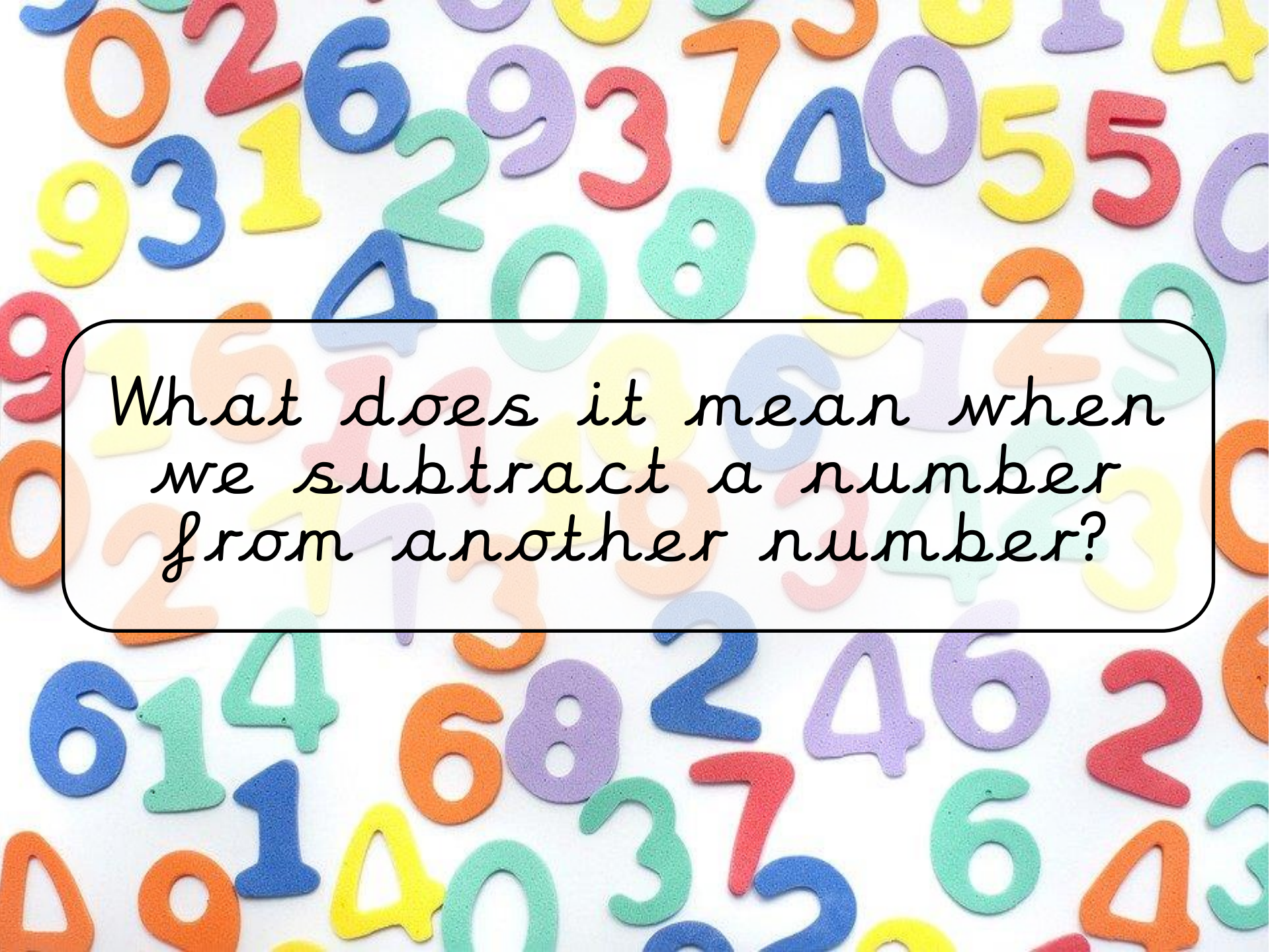
$$23 + 5 =$$



# Wednesday and Thursday

L.O. *To subtract numbers  
using different  
resources.*



The background of the entire image is a dense, overlapping pattern of various numbers (0-9) in different colors (red, blue, yellow, green, purple, orange). The numbers are scattered across the frame, creating a vibrant and playful texture.

What does it mean when  
we subtract a number  
from another number?



Subtracting one number from another means:

- We always start with the biggest number.
- The end product will be smaller than the first number.
- We move backwards if we use a number line.



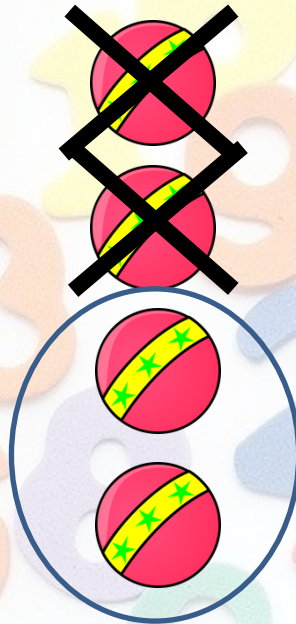
We can subtract using objects or pictures.

$$4 - 2 = 2$$

Start with this number.

Cross out this number.

Count how many are left.





Can you work out the answers  
by drawing pictures?

$$7 - 3 =$$

$$9 - 4 =$$

$$12 - 8 =$$



We can also add using a number line.

$$9 - 5 = 4$$

Start on  
this  
number

Jump  
backwards  
this many  
times

The number  
you land on

Number Line 0-20

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Can you use the number line to work out the answers to these questions?

$$8 - 4 =$$

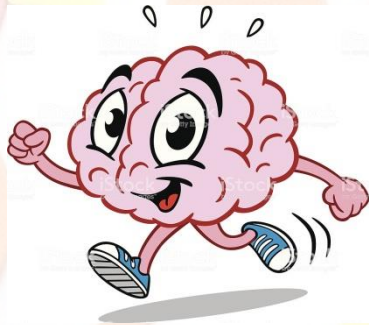
$$15 - 3 =$$





We can also use Mental Maths to solve the problem.

$$16 - 5 = 11$$



Put the first number in your head.



Put the second number on your fingers.

Count backwards from the first number, putting down one finger each time. When you have no fingers left up, you have your answer!



Can you use Mental Maths to solve these problems?

$$17 - 7 =$$

$$19 - 6 =$$

$$12 - 4 =$$





Independent: Which method will you choose?

$$8 - 4 =$$

$$10 - 6 =$$

$$14 - 6 =$$

$$12 - 7 =$$

$$9 - 8 =$$

$$11 - 9 =$$

$$13 - 6 =$$

$$17 - 2 =$$

$$15 - 3 =$$

$$14 - 6 =$$

$$19 - 5 =$$

$$17 - 6 =$$

$$21 - 5 =$$

$$16 - 6 =$$

$$19 - 8 =$$

$$14 - 9 =$$

$$15 - 7 =$$

$$22 - 8 =$$

$$18 - 9 =$$

$$23 - 5 =$$



Want to continue working on  
adding and subtracting?

- [www.topmarks.co.uk](http://www.topmarks.co.uk)
- [www.mathplayground.com](http://www.mathplayground.com)
- [www.mathsframe.co.uk](http://www.mathsframe.co.uk)