Lesson 1 aps/laps

WALT: Add multiples of ten

WILF: I understand I need to add the tens digit.

Tens	Ones
7	2

$32 + 40 =$ ___

$$\begin{array}{r} 32 \\ +40 \\ \hline \end{array}$$

Tens	Ones

$20 + 32 =$ ___

$$\begin{array}{r} 20 \\ +32 \\ \hline \end{array}$$

Tens	Ones

$51 + 40 =$ ___

$$\begin{array}{r} 51 \\ +40 \\ \hline \end{array}$$

Tens	Ones

$30 + 23 =$

Lesson 1 aps/haps

WALT: Add multiples of ten

WILF: I understand I need to add the tens digit.

Tens	Ones

$32 + 40 = \underline{\quad}$
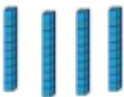
$$\begin{array}{r} 32 \\ +40 \\ \hline \underline{\quad} \end{array}$$

Tens	Ones

$20 + 32 = \underline{\quad}$

$$\begin{array}{r} 20 \\ +32 \\ \hline \underline{\quad} \end{array}$$

Tens	Ones

$51 + 40 = \underline{\quad}$

Tens	Ones

$30 + 23 =$
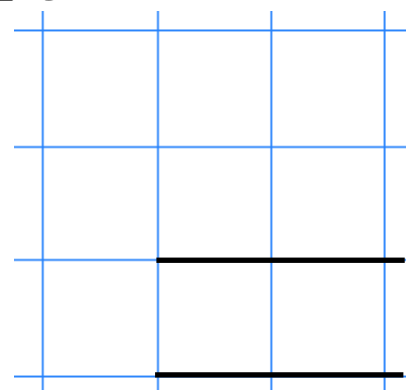
WALT: Subtract multiples of ten

WILF: I understand I need to subtract the tens digit.

Tens	Ones

$42 - 30 = \underline{\quad}$

$$\begin{array}{r} 42 \\ -30 \\ \hline \\ \hline \end{array}$$

Tens	Ones

$59 - 20 = \underline{\quad}$

$$\begin{array}{r} 59 \\ -20 \\ \hline \\ \hline \end{array}$$

Tens	Ones

$73 - 40 = \underline{\quad}$

Tens	Ones

$61 - 50 = \underline{\quad}$
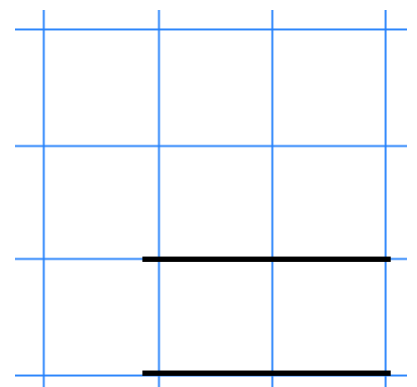
Lesson 1 aps/laps

WALT: Subtract multiples of ten

WILF: I understand I need to subtract the tens digit.

Tens	Ones
////	:
1	2

$42 - 30 = $ ___

$$\begin{array}{r} 42 \\ -30 \\ \hline \end{array}$$

Tens	Ones

$59 - 20 = $ ___

$$\begin{array}{r} 59 \\ -20 \\ \hline \end{array}$$

Tens	Ones

$73 - 40 = $ ___

$$\begin{array}{r} 73 \\ -40 \\ \hline \end{array}$$

Tens	Ones

$61 - 50 = $ ___

4.10.17

WALT: Subtract multiples of ten

WILF: I understand I need to subtract the tens digit.

Tens	Ones
////	:
1	2

42 - 30 = ___

$$\begin{array}{r} 42 \\ -30 \\ \hline \end{array}$$

Tens	Ones

59 - 20 = ___

$$\begin{array}{r} 59 \\ -20 \\ \hline \end{array}$$

Tens	Ones

73 - 40 = ___

$$\begin{array}{r} 73 \\ -40 \\ \hline \end{array}$$

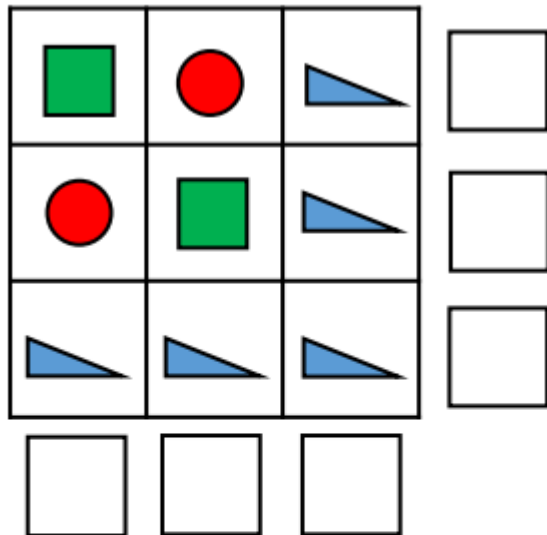| Tens	Ones

61 - 50 = ___

$$\begin{array}{r} 61 \\ -50 \\ \hline \end{array}$$

Lesson 1

Greater depth challenge:

What is the value of each row and column?

Circles represent 20
Triangles represent 10
Squares represent 50

Show your working out

Greater depth challenge:

What is the value of each row and column?
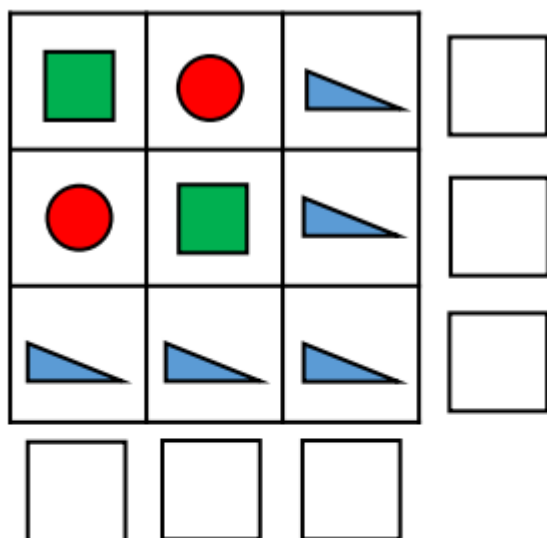
Circles represent 20
Triangles represent 10
Squares represent 50

Show your working out

Lesson 2 – laps (count on in 1s)
WALT: Add 2 digit and 1 digit numbers (crossing ten)
WILF: I can count on using a number line; I can use my number bonds

1.   14 + 7 =

14 15 16 17 18 19 20 21 22 23 24

2.   18 + 6 =

13 14 15 16 17 18 19 20 21 22 23 24 25 26

3.   27 + 5 =

26 27 28 29 30 31 32 33 34 35 36

Can you do the last one in your head?
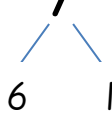
4.   36 + 6 =

WALT: Add 2 digit and 1 digit numbers (crossing ten)
WILF: I can count on using a number line; I can use my number bonds

1.   14 + 7 = ⬜

6   1

14 15 16 17 18 19 20 21 22 23 24

2.   18 + 6 = ⬜

13 14 15 16 17 18 19 20 21 22 23 24 25 26

3.   27 + 5 = ⬜

26 27 28 29 30 31 32 33 34 35 36

Can you do the last one in your head?

4.   36 + 6 = ⬜

WALT: Add 2 digit and 1 digit numbers (crossing ten)
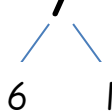WILF: I can count on using a number line; I can use my number bonds

1. $14 + 7 =$ ☐

6   1

_____

14

2. $18 + 6 =$ ☐

_____

3. $27 + 5 =$ ☐

_____

Can you do the last one in your head?

4. $36 + 6 =$ ☐

Greater depth challenge:

Here are three digit cards.

6 7 8

Place the digit cards in the number sentence.

How many different totals can you find?

☐☐ + ☐ =

Which is the smallest total?

Which is the largest total?

Greater depth challenge:

Here are three digit cards.

6 7 8

Place the digit cards in the number sentence.

How many different totals can you find?

☐☐ + ☐ =

Which is the smallest total?

Which is the largest total?

WALT: Add 2 digit and 1 digit numbers (crossing ten)

WILF: I can partition 2 digit numbers in order to add them; I can line numbers up in columns;

I can use my number bonds

Greater Depth: Use the number line counting on method to check that you are correct

Tens	Ones
3̶ 4	1̶2

Tens	Ones

Tens	Ones

Tens	Ones

$36 + 8 = \underline{\quad}$

$$\begin{array}{r} 36 \\ + 8 \\ \hline 42 \end{array}$$

$27 + 5 = \underline{\quad}$

$$\begin{array}{r} 27 \\ + 5 \\ \hline \end{array}$$

$58 + 4 = \underline{\quad}$

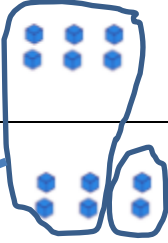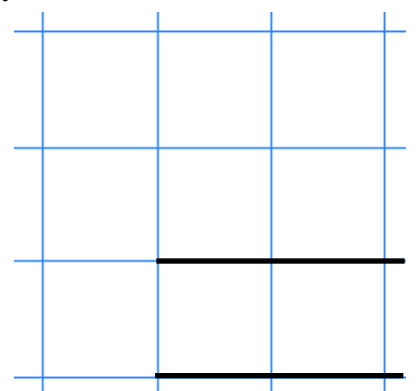$$\begin{array}{r} 58 \\ + 4 \\ \hline \end{array}$$
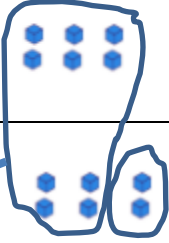
$38 + 9 =$

Lesson 3 aps/haps

WALT: Add 2 digit and 1 digit numbers (crossing ten)

WILF: I can partition 2 digit numbers in order to add them; I can line numbers up in columns;

I can use my number bonds

Greater Depth: Use the number line counting on method to check that you are correct

Tens	Ones
3̶ 4	1̶2

$36 + 8 = \underline{}$

$$\begin{array}{r} 36 \\ +\ 8 \\ \hline 42 \\ \hline \end{array}$$

Tens	Ones

$27 + 5 = \underline{}$

$$\begin{array}{r} 27 \\ +\ 5 \\ \hline \\ \end{array}$$

Tens	Ones

$58 + 4 = \underline{}$
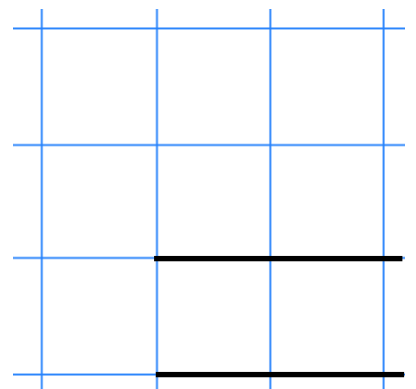
Tens	Ones

$38 + 9 = $
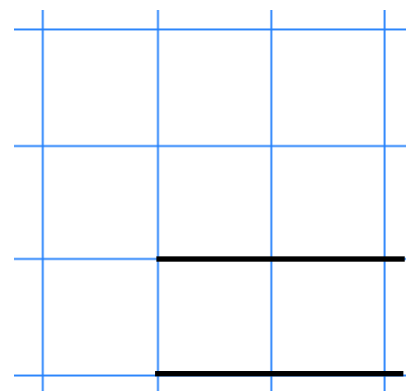
<u>Lesson 4 - aps</u>
<u>WALT: Subtract 2 digit and 1 digit numbers (crossing ten)</u>
WILF: I can count back using a number line
I can use my number bonds

1.   24 - 8 =

14 15 16 17 18 19 20 21 22 23 24

2.   25 - 6 =

13 14 15 16 17 18 19 20 21 22 23 24 25 26

3.   35 - 8 =

26 27 28 29 30 31 32 33 34 35 36
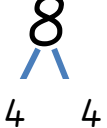
Can you do the last one in your head?

4.   42 - 5 =

Lesson 4 (aps/laps)
WALT: Subtract 2 digit and 1 digit numbers (crossing ten)
WILF: I can count back using a number line
I can use my number bonds

1.   24 - 8 =

4   4

14 15 16 17 18 19 20 21 22 23 24

2.   25 - 6 = ☐

13 14 15 16 17 18 19 20 21 22 23 24 25 26

3.   35 - 8 = ☐

26 27 28 29 30 31 32 33 34 35 36

Can you do the last one in your head?

4.   42 - 5 = ☐

WALT: Subtract 2 digit and 1 digit numbers (crossing ten)
WILF: I can count back using a number line
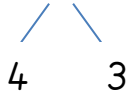I can use my number bonds

1.   24 – 7 =

    4   3
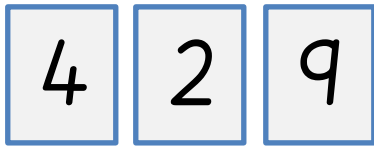
14

2.   36 – 8 = [ ]

3.   25 – 7 = [ ]

Can you do the last one in your head?

4.   56 – 8 = [ ]

Lesson 4

Greater depth challenge:

Here are three digit cards:

4 2 9

Place the digit cards in the Number sentence.

How many different totals can you find?

What is the smallest total?

What is the largest total?

☐☐ − ☐ =

Greater depth challenge:

Here are three digit cards:

4 2 9

Place the digit cards in the Number sentence.

How many different totals can you find?

What is the smallest total?

What is the largest total?

☐☐ − ☐ =

Greater depth challenge:

Here are three digit cards:

4 2 9

Place the digit cards in the Number sentence.
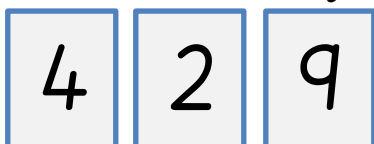
How many different totals can You find?

What is the smallest total?
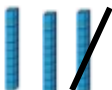What is the largest total?

☐☐ − ☐ =

Lesson 6
WALT: Subtract 2 digit and 1 digit numbers (crossing ten)
WILF: I can partition 2 digit numbers in order to subtract them;
I can line numbers up in columns
I can use my number bonds

31 – 7 = ☐

Tens	Ones
IIII/	⊗ dots
2	4

$$\begin{array}{ccc} & \overset{2}{\cancel{3}} & \overset{1}{1} \\ - & & 7 \\ \hline & & \\ \hline \end{array}$$

44 – 6 = ☐

Tens	Ones

$$\begin{array}{ccc} & 4 & 4 \\ - & & 6 \\ \hline & & \\ \hline \end{array}$$

56 – 8 = ☐

Tens	Ones

$$\begin{array}{ccc} & 5 & 6 \\ - & & 8 \\ \hline & & \\ \hline \end{array}$$

63 – 5 = ☐

Tens	Ones

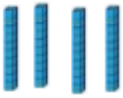$$\begin{array}{ccc} & & \\ - & & \\ \hline & & \\ \hline \end{array}$$

Greater depth: Can you use another method to check if your answers are correct?

Lesson 7 aps/laps
WALT: Add two 2-digit numbers (not crossing tens)
WILF: I can use the column method; I can use dienes to help partition the numbers into tens and ones

Tens	Ones
	6
6	7

41 + 26 = ☐

1 ones and 6 ones

4 tens and 2 tens

6 tens and 7 ones

```
    4  1
+   2  6
_____
       7
    6  0
```

Tens	Ones

33 + 24 = ☐

3 ones and 4 ones

3 tens and 2 tens

```
    3  3
+   2  4
_____
```

Tens	Ones

56 + 32 = ☐

```
    5  6
+   3  2
_____
```

Greater depth: Hamza has 41 sweets. Jemima has 25 sweets. How many sweets do they have altogether?
Can you represent the problem by drawing dienes to help?

Lesson 7 aps/haps

WALT: Add two 2-digit numbers (not crossing tens)

WILF: I can use the column method; I can use dienes to help partition the numbers into tens and ones

Tens	Ones
IIII	•
II	••• •••
6	7

41 + 26 = ☐

1 ones and 6 ones _____

4 tens and 2 tens _____

6 tens and 7 ones _____

```
    4   1
+   2   6
        7
    6   0
```

Tens	Ones

33 + 24 = ☐

```
    3   3
+   2   4
```

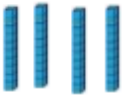| Tens	Ones

56 + 32 = ☐

```
+
```

Greater depth: Hamza has 41 sweets. Jemima has 55 sweets. How many sweets do they have altogether?

Can you represent the problem by drawing dienes to help?

Lesson 8 laps/aps
WALT: Add two 2-digit numbers (crossing tens)
WILF: I can use the column method
I can use dienes to help partition the numbers into tens and ones

Tens	Ones
6̶ 7	1̶1

44 + 17 =

4 ones and 7 ones

4 tens and 1 ten

6 tens and 1 one

	4	4
+	1	7
	1	1
	5	0

Tens	Ones

36 + 27 =

6 ones and 7 ones

3 tens and 2 tens

	3	6
+	2	7
		7
	6	0

Tens	Ones

38 + 35 =

	3	8
+	3	5
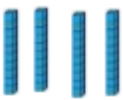
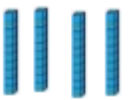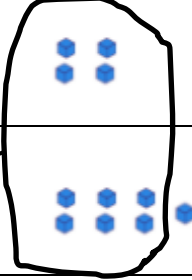Class 3 has 37 pencils. Class 4 has 43 pencils. How many pencils do they have altogether?
Can you represent the problem by drawing dienes?

Lesson 8 aps/haps
WALT: Add two 2-digit numbers (crossing tens)
WILF: I can use the column method
I can use dienes to help partition the numbers into tens and ones

Tens	Ones
6 7	11

44 + 17 = ☐

4 ones and 7 ones

4 tens and 1 ten

6 tens and 1 one

```
    4  4
+   1  7
_____
```

Tens	Ones

36 + 27 = ☐

```
    3  6
+   2  7
_____
```

Tens	Ones

38 + 35 = ☐

```
+
_____
```

Class 3 has 37 pencils. Class 4 has 43 pencils. How many pencils do they have altogether?
Can you represent the problem by drawing dienes? Can you set out your recording in a column?

Lesson 9 laps/aps

WALT: subtract two digit numbers (not crossing tens)
WILF: I can use the column method
I can use dienes to help partition the numbers into tens and ones

Tens	Ones
3	3

46 - 13 = ▢

6 ones – 3 ones

4 tens – 1 ten

30   and   3

```
    4  6
-   1  3
_____
       3

    3  0
_____
```

Tens	Ones

64 - 22 = ▢

4 ones – 2 ones

6 tens – 2 tens

```
    6  4
-   2  2
_____
```

Tens	Ones

58 - 25 = ▢

```
    5  8
-   2  5
_____
```
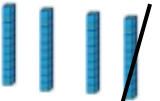
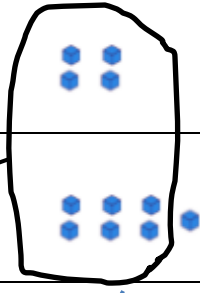Jasmine has 33 stickers. Ollie has 54 stickers. How many more stickers does Ollie have?
Can you draw dienes to represent the problem?

Lesson 9 aps/haps
WALT: subtract two digit numbers (not crossing tens)
WILF: I can use the column method
I can use dienes to help partition the numbers into tens and ones

Tens	Ones
3	3

46 - 13 = ☐

6 ones – 3 ones

4 tens – 1 ten

30   and   3

```
    4   6
-   1   3
        3
    3   0
```

Tens	Ones

64 - 22 = ☐

```
    6   4
-   2   2
```

Tens	Ones

58 - 25 = ☐

```
-
```

Jasmine has 33 stickers. Ollie has 54 stickers. How many more stickers does Ollie have?
Can you draw dienes to represent the problem? Can you set out your recording in a column?

Lesson 11 aps/haps

WALT: subtract two digit numbers (crossing tens)

WILF: I can use the column method; I can use dienes to help partition the numbers into tens and ones

Tens	Ones

42 - 15 =

$$\begin{array}{ccc} & \overset{3}{\cancel{4}} & \overset{1}{2} \\ - & 1 & 5 \\ \hline \end{array}$$
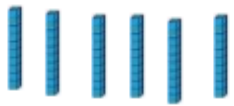
12 ones – 5 ones

3 tens – 1 ten

Tens	Ones

64 - 25 =

$$\begin{array}{ccc} & 6 & 5 \\ - & 2 & 5 \\ \hline \end{array}$$

Tens	Ones

73 - 18 =

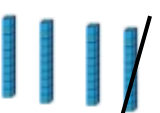Greater depth: Jasmine has 37 stickers. Ollie has 52 stickers. How many more stickers does Ollie have? Can you represent the problem by drawing dienes? Can you set out your recording in a column?

Lesson 11 laps/aps

WALT: subtract two digit numbers (crossing tens)

WILF: I can use the column method; I can use dienes to help partition the numbers into tens and ones
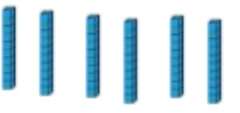
Tens	Ones
2	7

42 - 15 = ☐

12 ones – 5 ones

3 tens – 1 ten

20 and 7

$$\begin{array}{cccc} & \overset{3}{\cancel{4}} & \overset{1}{2} \\ - & 1 & 5 \\ \hline & & 7 \\ & 2 & 0 \\ \hline \end{array}$$

Tens	Ones

64 - 25 = ☐

15 ones – 5 ones

5 tens – 2 tens

$$\begin{array}{cccc} & \overset{5}{\cancel{6}} & \overset{1}{5} \\ - & 2 & 5 \\ \hline \end{array}$$

Tens	Ones

73 - 18 = ☐

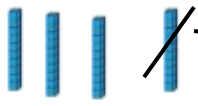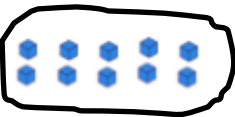$$\begin{array}{cccc} & 7 & 3 \\ - & 1 & 8 \\ \hline \end{array}$$

Greater depth: Jasmine has 37 stickers. Ollie has 52 stickers. How manty more stickers does Ollie have? Can you represent the problem by drawing dienes?

WALT: subtract two digit numbers (crossing tens)
WILF: I can use the column method;

46 - 19 = ☐

```
   4  6
-  1  9
_____
```

53 - 24 = ☐

```
   5  3
-  2  4
_____
```

37 - 18 = ☐

```
-
_____
```

74 - 26 = ☐

```
    7   4
-   2   6
─────────
```

55 - 29 = ☐

```
    5   5
-   2   9
─────────
```

86 - 28 = ☐

```
    4   6
-   1   9
─────────
```

(Cut and stick onto previous sheet – so there are 6 on the page)

WALT: find bonds to 100 (tens and ones)

WILF: I can use my knowledge of number bonds to 10 and 20

I can add and subtract multiples of 10

Use the 100 square and dienes to help you!

30 + ☐ = 100   100 - 40 = ☐

☐ + 60 = 100   100 - ☐ = 20

68 + ☐ = 100   100 - 23 = ☐

☐ + 51 = 100   100 - ☐ = 36

Complete this grid. Each column and row adds up to 100. (Show your calculations)

	A	B	C
1	45	45	
2		35	
3	15		65

Row 1:   45 + 45 = ___

Row 3:   65 + 15 = ___

Column A: 45 + 15 = ___

Column B: 45 + 35 = ___

Row 3:_____

Column C:_____

WALT: find bonds to 100 (tens and ones)

WILF: I can use my knowledge of number bonds to 10 and 20
I can add and subtract multiples of 10

Use the 100 square and dienes to help you!

31 + ☐ = 100   100 – 45 = ☐

☐ + 62 = 100   100 – ☐ = 17

68 + ☐ = 100   100 – 23 = ☐

☐ + 51 = 100   100 – ☐ = 36

Complete this grid.   Each column and row adds up to 100. (Show your calculations)

	A	B	C
1	45	45	
2		35	
3	15		65

Row 1: _____

Row 2: _____

Row 3: _____

Column A: _____

Column B: _____

Column C: _____

Lesson 13 haps
WALT: find bonds to 100 (tens and ones)
WILF: I can use my knowledge of number bonds to 10 and 20
I can add and subtract multiples of 10

Use the 100 square and dienes to help you!

31 + ☐ = 100   100 − 45 = ☐

☐ + 62 = 100   100 − ☐ = 17

68 + ☐ = 100   100 − 23 = ☐

☐ + 51 = 100   100 − ☐ = 36

Complete this grid. Each column and row adds up to 100. (Show your calculations)

	A	B	C
1	43	47	
2		33	
3	17		62

Row 1: _____

Row 2: _____

Row 3: _____

Column A: _____

Column B: _____

Column C: _____

<u>Lesson 14</u>

<u>WALT:</u> Add three one-digit numbers

WILF: I understand that the order of addition does not matter; I can find the most efficient way to add; I can look for number bonds to 10

Find the total of each row and column – remember you can add the numbers in any order

5	4	2	
3	7	8	
5	7	3	

_____

_____

_____

_____

_____

Write down the order that you add the numbers

Greater depth challenge:

Use < > or = to compare the number sentences.

5 + 4 + 6 ◯ 6 + 5 + 4   7 + 3 + 8 ◯ 7 + 7 + 3

9 + 2 + 5 ◯ 8 + 3 + 5   8 + 4 + 2 ◯ 2 + 5 + 8

Lesson 15

WALT: Solve problems by adding three 1 digit numbers

WILFs:	Me	Teacher
I understand that the order of addition does not matter		
I can find the most efficient way to add		
I can look for number bonds to 10		
I can investigate a statement and find lots of examples to prove if it is always, sometimes or never true		

Investigate this statement: odd + odd + odd = odd

26.10.17

WALT: Solve problems by adding three 1 digit numbers

WILFs:	Me	Teacher
I understand that the order of addition does not matter		
I can find the most efficient way to add		
I can look for number bonds to 10		
I can investigate a statement and find lots of examples to prove if it is always, sometimes or never true		

Investigate this statement: odd + odd + odd = odd

26.10.17

WALT: Solve problems by adding three 1 digit numbers

WILFs:	Me	Teacher
I understand that the order of addition does not matter		
I can find the most efficient way to add		
I can look for number bonds to 10		
I can investigate a statement and find lots of examples to prove if it is always, sometimes or never true		

Investigate this statement: odd + odd + odd = odd

Investigate this statement:

even + even + even = even

Investigate this statement:

even + even + even = even

Investigate this statement:

even + even + even = even

Investigate this statement:

even + even + even = even

Can you write your own statement about adding odd/even numbers to investigate?

Can you write your own statement about adding odd/even numbers to investigate?

Can you write your own statement about adding odd/even numbers to investigate?

Can you write your own statement about adding odd/even numbers to investigate?