

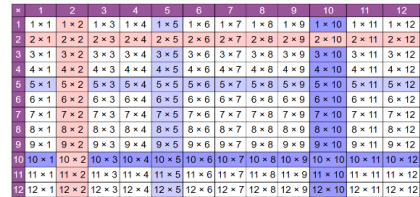
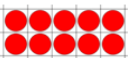
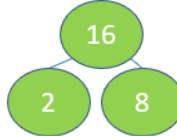
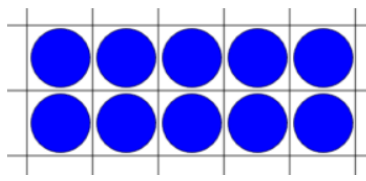
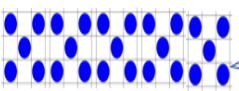
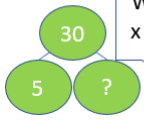


Week.	Mathematical aspect	Non-negotiable end points Year 1.	Non-negotiable end points Year 2.	Curriculum statements – Year 1.	Curriculum Statements. Year 2.																																																												
1.	Number and place value: estimating, counting and comparing quantities	Knows the counting patterns from 1 to 100. Knows how to say, read and write numbers correctly.	Knows how to represent numbers in different ways. Compares and orders on a number line. Knows how to cross the 100 boundary.	<ul style="list-style-type: none"> To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. To count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens. When given a number, identify one more and one less. To read and write numbers from 1 to 20 in numerals and words. 	<ul style="list-style-type: none"> To count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward. To recognise the place value of each digit in a two-digit number (tens, ones). To identify, represent and estimate numbers using different representations, including the number line. To compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs. To read and write numbers to at least 100 in numerals and in words. To use place value and number facts to solve problems. 																																																												
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>21, 22, 23, 24 99, 98, 97, 96</p> <p>Zero, one, two, three Fourteen, fifteen, sixteen</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Write the word or the numeral.</p> <p>Sixteen 17 18 Nineteen 20</p> </div> </div> <div style="width: 30%; text-align: center;"> <p>37 3 tens and 7 ones $30 + 7$ Thirty seven</p> <p>$37 > 32$ $37 < 39$</p> <p>97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120</p> <p>Cross the 100</p> </div> <div style="width: 30%;"> <p>51, 52, 53, 55 79, 78, 79, 76 Spot the mistakes</p> <p>One, two, three, five twelve, thirteen, fifteen</p> <p>Fill in the missing numbers on the number tracks:</p> <table border="1" style="margin: 5px auto;"> <tr><td>30</td><td>31</td><td>32</td><td></td><td></td><td></td></tr> <tr><td>86</td><td>87</td><td>88</td><td></td><td></td><td></td></tr> <tr><td>67</td><td>66</td><td>65</td><td></td><td></td><td></td></tr> </table> </div> </div> <div style="width: 30%; margin-top: 10px;"> <p>Count on from 88. Which are the missing numbers?</p> <table border="1" style="font-size: small;"> <tr><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td></tr> <tr><td>97</td><td>98</td><td>99</td><td>100</td><td>101</td><td></td><td></td><td></td><td>105</td><td>106</td><td>107</td><td>108</td></tr> <tr><td>109</td><td>110</td><td>111</td><td>112</td><td>113</td><td>114</td><td></td><td></td><td>117</td><td>118</td><td>119</td><td>120</td></tr> </table> <p>Place 102, 107, 109 on the number line.</p> <table border="1" style="margin: 5px auto;"> <tr><td colspan="2">67</td></tr> <tr><td>tens</td><td>ones</td></tr> <tr><td>60</td><td>7</td></tr> </table> <p>Show 54, 32 and 87 in tens and ones.</p> </div>						30	31	32				86	87	88				67	66	65				85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101				105	106	107	108	109	110	111	112	113	114			117	118	119	120	67		tens	ones	60	7
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2.	Addition and subtraction: using recall of addition and subtraction facts and mental calculation strategies	Knows doubles up to 20. Knows that near doubles are 'one more/less than' in one number.	Knows number bonds to and within 20. Fact families for + and -. Knows efficient strategies for adding and subtracting for up to two 2 digit numbers. Knows that addition is inverse to subtraction.	<ul style="list-style-type: none"> To represent and use number bonds and related subtraction facts within 20. Doubles and near doubles. To add and subtract one-digit and two-digit numbers to 20, including zero. To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. 	<ul style="list-style-type: none"> To solve problems with addition and subtraction: <ul style="list-style-type: none"> Using concrete objects and pictorial representations, including those involving numbers, quantities and measures Applying their increasing knowledge of mental and written methods. To recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. To add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. To show that addition can be done in any order (commutative) and subtraction cannot. To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. 																																																												

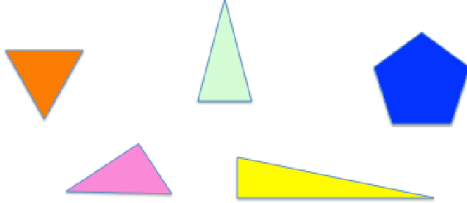
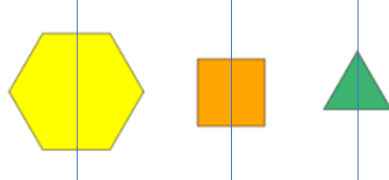
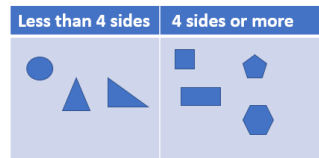

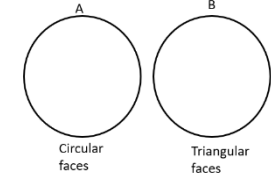

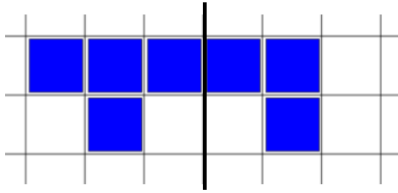

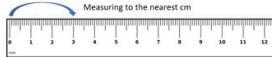



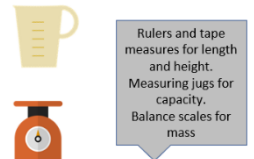





<p>Doubles</p> <p>Near doubles</p> <p>What other facts do I know?</p> <table border="1"> <tr><td>18</td><td>23</td></tr> <tr><td>27</td><td>22</td></tr> </table> <p>18 = 9 + 9 18 = 10 + 8 18 - 7 = 11</p> <p>Write 3 facts for each number.</p>	18	23	27	22				<p>5 + 5 = 10 0 + 6 + 6 = 12 Convince me that any number doubled + 0 will be the same outcome as doubling.</p> <p>How many ways can you show double 3?</p> <p>Which are doubles and near doubles?</p>	<p>25 + 25 = 50 <i>double</i> 25 - 20 = 5 <i>difference</i> 24 + 25 = 49 <i>near double</i> 50 - 25 = 25 <i>halving</i> 28 + 20 = 48 <i>+10, +10</i> 28 - 12 = 16 - 10, - 6</p> <p>3 + 27 = 30, 27 + 3 = 30 70 - 11 = 70 - 10 - 1</p> <p>Add and subtract</p> <table border="1"> <tr><td>10</td><td>17</td><td>41</td><td>50</td></tr> <tr><td>3</td><td>31</td><td>34</td><td>15</td></tr> <tr><td>17</td><td></td><td></td><td></td></tr> </table> <p>from each number. Which is the best method for each calculation?</p> <table border="1"> <tr><td>19</td><td>18</td></tr> <tr><td>24</td><td>27</td></tr> <tr><td>25</td><td>19</td></tr> </table> <p>Find two numbers that are</p> <ul style="list-style-type: none"> • near double • double • close together <p>+ and - these numbers using the best method.</p>	10	17	41	50	3	31	34	15	17				19	18	24	27	25	19	
18	23																											
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3.	Addition and subtraction: using partitioning and counting on strategies including measures	Knows that addition subtraction are inverse operations. Knows fact families to 10 then 20.	Knows the properties of place value. Uses number knowledge to add and subtract.	<ul style="list-style-type: none"> • To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs; • To represent and use number bonds and related subtraction facts within 20; (<i>from Year 2</i>) • To add and subtract one-digit and two-digit numbers to 20, including zero; 	<ul style="list-style-type: none"> • To recognise the place value of each digit in a 2-digit number (tens, ones). • To use place value and number facts to solve problems. • Applying their increasing knowledge of mental and written methods. • To show that addition can be done in any order (commutative) and subtraction cannot. • To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. 																							
<p>Positional: The 2 is worth 20 in 24</p> <p>Multiplicative: 2 x 10 = 20, 4 x 1 = 4</p> <p>Additive: 20 + 4 = 24</p> <p>Base 10: Two tens and 4 ones</p> <table border="1"> <tr><td>20</td><td>3</td><td>17</td></tr> </table> <p>20 = 3 + 17 20 = 17 + 3 20 - 3 = 17 20 - 17 = 3</p> <p>9 = 9 9 = 8 + 1 9 = 7 + 2 8 + 1 = 7 + 2</p> <p>10 = 10 10 = 8 + 2 10 = 6 + 4 8 + 2 = 6 + 4</p>	20	3	17			<p>Additive and base ten properties</p>	<p>Better, best: 16 + 3 = 16 + 1 + 1 + 1, 16 + 3 = 10 + 6 + 3</p> <p>Odd one out: 5 + 7 =, 9 + 10 =, 13 + 7 =</p> <p>Use the cards to make two correct number sentences:</p> <p>9 4 5</p> <p>9 4 5</p> <p>+ - = =</p> <p>Add the dominoes. Which is the best method?</p>	<table border="1"> <tr><td>36 + 21 =</td><td>Add</td></tr> <tr><td>30 + 20 = 50</td><td>42 + 16</td></tr> <tr><td>6 + 1 = 7</td><td>31 + 18</td></tr> <tr><td>36 + 21 = 57</td><td></td></tr> </table> <table border="1"> <tr><td>36 - 21 =</td><td>Subtract</td></tr> <tr><td>30 - 20 = 10</td><td>46 - 12</td></tr> <tr><td>6 - 1 = 5</td><td>38 - 11</td></tr> <tr><td>36 - 21 = 15</td><td></td></tr> </table> <table border="1"> <tr><td>18</td><td>23</td></tr> <tr><td>27</td><td>22</td></tr> </table> <p>Use the partitioning method, add and subtract with these numbers.</p>	36 + 21 =	Add	30 + 20 = 50	42 + 16	6 + 1 = 7	31 + 18	36 + 21 = 57		36 - 21 =	Subtract	30 - 20 = 10	46 - 12	6 - 1 = 5	38 - 11	36 - 21 = 15		18	23	27	22
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4.	Multiplication and division: repeated addition, arrays, grouping and using times tables facts	Knows how to make connections between arrays, number patterns, and counting in twos, fives and tens.	Knows the operations of multiplication (repeated addition) and division (equal groups of).	<ul style="list-style-type: none"> • To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 	<ul style="list-style-type: none"> • To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. • To calculate mathematical statements for multiplication and division within the multiplication tables and write them using multiplication, division and equals signs. 																							



		<p>Knows that doubles are two groups of the same number. Knows that equal groups can be represented as an array.</p>	<p>Knows the 2s, 5s and 10s times tables and can find related facts. Knows that multiplication is inverse to division.</p>		<ul style="list-style-type: none"> ● To recognise and use the inverse relationship between multiplication and division in calculations. ● To show that multiplication of two numbers can be done in any order (commutative) and division for one number by another cannot. ● To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
 <div data-bbox="727 577 1202 745"> <p>Convince me that 3 x 5 is the same as 5 x 3.</p>  <p>Complete the fact family: $2 \times 5 = 10$ $5 \times 2 = 10$ $10 \div 5 = 2$ $10 \div 2 = 5$</p> </div> <div data-bbox="281 829 549 955">  <p>$16 = 2 \times 8$ $16 = 8 \times 2$ $16 \div 2 = 8$ $16 \div 8 = 2$</p> </div>		 <p>This array shows two groups of 5. Is that true?</p>  <p>This is 20. True or false?</p>	 <p>Write all the x and ÷ facts</p> <div data-bbox="2374 619 2626 829"> <p>Complete $25 \div \square = 5$ $6 \times 10 = \square$ $\square \times 7 = 35$</p> </div> <p>Write all the inverse facts.</p>		
5.	Geometry: properties of shape, symmetry	Knows that rectangles, triangles, cuboids and pyramids are not always similar to each other.	Know the mathematical names and properties of 2d and 3d shapes. Knows symmetry is reflection in a vertical line.	<ul style="list-style-type: none"> ● To recognise and name common 2D and 3D shapes, including: ● 2D shapes (rectangles (including squares), circles and triangles) ● 3D shapes (cuboids (including cubes), pyramids and spheres). 	<ul style="list-style-type: none"> ● To identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line. ● To identify and describe the properties of 3D shapes including the number of edges, vertices and faces. ● To identify 2D shapes on the surface of 3D shapes, for example circle on a cylinder and a triangle on a pyramid. ● To compare and sort common 2D and 3D shapes and everyday objects.



<p>Which of these shapes isn't a triangle? How do you know?</p>  <p>Vertical line of symmetry</p>  <p>Less than 4 sides 4 sides or more</p>  <p>All pentagons have 5 sides</p>  <p>Guess the shape. I have two triangular faces and three rectangular faces.</p>  <p>Circular faces Triangular faces</p> <p>Sort the shapes into sets A and B.</p>  <p>Put in another blue square to make this image symmetrical</p>  <p>Which of these shapes does not have a vertical line of symmetry?</p> 																															
6.	Measurement: length, mass, capacity	Knows the correct measuring equipment for length, mass and capacity.	Knows the relationships between units of measure for length, mass and capacity.	<p>To measure and begin to record the following:</p> <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume 	<ul style="list-style-type: none"> To choose and use appropriate standard units to estimate and measure length/ height in any direction; mass; temperature; volume and capacity to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels. To compare and order lengths, mass, volume/capacity and record the results using >, < and =. 																										
<p>Measuring to the nearest cm</p>  <p>Measuring in ml</p>  <p>Measuring in kg/g</p>  <table border="1" data-bbox="786 1165 1246 1312"> <thead> <tr> <th>Measurement</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Length</td> <td>100cm</td> <td>1m</td> </tr> <tr> <td>Mass</td> <td>1000g</td> <td>1kg</td> </tr> <tr> <td>Capacity</td> <td>1000ml</td> <td>1 L</td> </tr> </tbody> </table> <p>Measuring equipment</p>  <p>Rulers and tape measures for length and height. Measuring jugs for capacity. Balance scales for mass.</p>  <p>Jack says the door is 2m high. Jill says it is 1m high. Who is closest?</p>  <p>Find the mass of the orange.</p>  <p>How many glasses will this bottle fill?</p>  <p>Complete the table</p> <table border="1" data-bbox="2122 1176 2582 1312"> <thead> <tr> <th>Measurement</th> <th></th> <th></th> <th>Equipment</th> </tr> </thead> <tbody> <tr> <td>Length</td> <td>? cm</td> <td>1m</td> <td>ruler</td> </tr> <tr> <td>Mass</td> <td>1000g</td> <td>1kg</td> <td>?</td> </tr> <tr> <td>Capacity</td> <td>1000ml</td> <td>?</td> <td>Measuring jug</td> </tr> </tbody> </table>				Measurement			Length	100cm	1m	Mass	1000g	1kg	Capacity	1000ml	1 L	Measurement			Equipment	Length	? cm	1m	ruler	Mass	1000g	1kg	?	Capacity	1000ml	?	Measuring jug
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7.	Fractions: finding fractions of quantities, shapes and sets of objects, equivalence	Knows that halves are two equal parts of a whole. Knows that quarters are 4 equal parts of a whole.	Knows simple equivalence in halves and quarters. Knows thirds are three equal parts of a whole.	<ul style="list-style-type: none"> To recognise, find and name a half as one of two equal parts of an object, shape or quantity. To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. 	<ul style="list-style-type: none"> To recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4. To write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of two quarters and one half. 																										



		<p>Write the fraction that is shaded.</p>	<p>How many ways can you show $\frac{1}{4}$?</p>	<p>Tick the pictures that show $\frac{1}{4}$</p>	
8.	Geometry: position and direction	Knows shapes in different orientations and sizes,	Knows how to describe position and movement using clockwise, anti-clockwise, left and right.	<ul style="list-style-type: none"> To describe position, directions and movements, including half, quarter and three- quarter turns. 	<ul style="list-style-type: none"> To use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise) and movement in a straight line.
<p>The penguin is in C4. The elephant is in B2.</p> <p>The penguin is now in D2. He moved 1 place to the right and down 2 spaces.</p>		<p>Move the green square to the same position as the black square. Describe how it has moved.</p>	<p>Name the shapes and where they are to the man.</p> <p>Describe how the stick man has changed position.</p>		<p>Move the zebra to the tree. Move the hippo to the pool. Describe how they have moved.</p>
9.	Measurement: time	Knows the days of the week and the months of the year. Knows how to read the time to the hour and half hour	Knows how to read the time to the 5 minute interval.	<ul style="list-style-type: none"> To sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]; To recognise and use language relating to dates, including days of the week, weeks, months and years. To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. 	<ul style="list-style-type: none"> To tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.



<p>Sunday Monday Tuesday Wednesday Thursday Friday Saturday</p> <p>January February March April May June July August September October November December</p> <p>Days of the week. Months of the year</p> <p>Today Yesterday Tomorrow Playtime Lunchtime Home time</p>	<p>10 past 4</p> <p>25 past 6</p> <p>20 to 11</p>	<p>O'clock</p> <p>5 to 5 past</p> <p>10 to 10 past</p> <p>quarter to quarter past</p> <p>20 to 20 past</p> <p>25 to half past</p>	<p>Trains leave at half past the hour.</p> <p>Tick which clocks show times that you can catch a train.</p>	<p>Show these time on the clock face</p> <ul style="list-style-type: none"> • 5 past 7 • 25 to 3 • 5 to 8 	<p>The time is now half past 4. What time will it be in 10 minutes?</p>
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10.	Measurement; money	<p>Knows the coins and notes by their value, size and colour.</p> <p>Knows how to add and subtract with money using the value of the coins.</p> <p>Knows how to multiply and divide with money using the value of the coins.</p>	<p>Knows how to find change in the context of money.</p>	<ul style="list-style-type: none"> • To recognise and know the value of different denominations of coins and notes. • To solve problems in the context of money. • To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 	<ul style="list-style-type: none"> • To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
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<p>4 groups of 20p = 80p</p> <p>2 groups of 10p = 20p</p>	<p>I have £2. I spend £1 so I get £1 change. I spend 50p so I get £1.50 change.</p> <p>I have 20p I spend 14p so I get 6p change. My change could be 2p + 2p + 2p or 5p + 1p</p>	<p>How much more do I need to have 30p?</p> <p>Four friends share the money. How much do they each get?</p>	<p>Three coins will always be more than 2 coins</p> <p>Which can I buy?</p> <p>What change will I get from 50p?</p> <p>30p</p> <p>23p</p> <p>35p</p>
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11.	Statistics: solving problems that involve collecting data in tallies, tables and pictograms	<p>Knows how to use criteria to sort objects and make sets.</p>	<p>Knows how data is represented and read.</p>	<ul style="list-style-type: none"> • To present and interpret data in block diagrams using practical equipment. • To ask and answer simple questions by counting the number of objects in each category. • To ask and answer questions by comparing categorical data. 	<ul style="list-style-type: none"> • To interpret and construct simple pictograms, tally charts, block diagrams and simple tables. • To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. • To ask and answer questions about totalling and compare categorical data.
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<table border="1"> <thead> <tr><th>Fruit</th><th>Children in Y2</th></tr> </thead> <tbody> <tr><td>Apple</td><td>8</td></tr> <tr><td>Orange</td><td>7</td></tr> <tr><td>Grapes</td><td>6</td></tr> <tr><td>Bananas</td><td>9</td></tr> </tbody> </table> <p>Children in Y2 like fruit. How many children like apples? How many more children like bananas?</p> <p>A block graph to show Y2 favourite fruit.</p> <table border="1"> <thead> <tr><th>Fruit</th><th>Children in Y2</th></tr> </thead> <tbody> <tr><td>Apple</td><td>●●●●●●●●</td></tr> <tr><td>Orange</td><td>●●●●●●●</td></tr> <tr><td>Grapes</td><td>●●●●●●</td></tr> <tr><td>Bananas</td><td>●●●●●●●●●</td></tr> </tbody> </table>	Fruit	Children in Y2	Apple	8	Orange	7	Grapes	6	Bananas	9	Fruit	Children in Y2	Apple	●●●●●●●●	Orange	●●●●●●●	Grapes	●●●●●●	Bananas	●●●●●●●●●	<table border="1"> <thead> <tr><th>Month</th><th>Birthdays</th></tr> </thead> <tbody> <tr><td>January</td><td>8</td></tr> <tr><td>February</td><td>4</td></tr> <tr><td>March</td><td>7</td></tr> </tbody> </table> <p>How many children have a birthday in February in our class? How many more children have their birthday in March?</p> <p>The fruit we like best in Y1</p> <p>4 children like grapes best. Show this on the graph.</p>	Month	Birthdays	January	8	February	4	March	7		<p>Yellow Green</p> <p>Eat it Not eat it</p> <p>The bar chart shows the number of pupils who like cats (C), dogs (D) and goldfish (G).</p> <p>How many pupils like cats? How many more like goldfish?</p>	<p>The charts shows information about the number of pupils who like football (F), rugby (R) and cricket (C).</p> <p>Use the information to complete the pictogram and tally chart:</p> <table border="1"> <thead> <tr><th></th><th>Tally</th><th>Total</th></tr> </thead> <tbody> <tr><td>F</td><td> </td><td></td></tr> <tr><td>R</td><td></td><td>4</td></tr> <tr><td>C</td><td></td><td></td></tr> </tbody> </table> <p>F [Pictogram symbols]</p> <p>R [Pictogram symbols]</p> <p>C [Pictogram symbols]</p> <p>KEY: ☺ = 2 people</p>		Tally	Total	F			R		4	C			
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12.	Calculation: using mental & written calculation strategies	<p>Knows the operation required and calculates using counting and known facts, including bridging the 10.</p> <p>Knows the most efficient method. Counting back is 'take away' and counting on is 'find the difference'.</p>	<p>Knows the operation to use and chooses the efficient method.</p> <p>Knows facts to 100 using multiples of 10.</p>	<ul style="list-style-type: none"> To solve one-step problems that involve addition using concrete objects and pictorial representations, and missing number problems. To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. To represent and use number bonds and related subtraction facts within 20. <p>To add and subtract one-digit and two-digit numbers to 20, including zero.</p> <ul style="list-style-type: none"> To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 	<p>To recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.</p> <ul style="list-style-type: none"> To add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three one-digit numbers. To show that addition can be done in any order (commutative) and subtraction cannot. To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. <p>To calculate mathematical statements for multiplication and division within the multiplication tables and write them using multiplication, division and equals signs.</p> <ul style="list-style-type: none"> To recognise and use the inverse relationship between multiplication and division in calculations. 																																								



$5 + 6 + 5 =$
 $7 + 8 + 3 =$

$50 + 50 = 100$
 $60 + 40 = 100$
 $70 + 30 = 100$

Calculate
 $2 \times 9 =$
 $20 \div 5 =$
 $54 + 7 =$
 $76 - 23 =$



The rope is 15m long. Jim cuts off 7m. How much of the rope is left?

The flower is 12cm tall. It grows 4cm more. How tall is the flower now?



16
9 ?

16 seeds are planted. 9 grew. How many did not?



The sunflower is 20cm high. The rose is half as tall. How tall is the rose?

Choose to count on or count back

$17 - 3 =$
 $17 - 15 =$
 $13 - 8 =$
 $13 - 11 =$

Here are some number cards

15	11	8	7	4	11
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Use the cards to complete the number facts

+ =

- =

16	66	17
58	5	50
83	9	100

Choose numbers to add mentally. Choose numbers to subtract with a method.

80
50

What should be added to these numbers to total 100?

If I know that $2 + 5 = 7$, I know that $20 + 50 = 70$. Is this true?