

### Subtract ones using number bonds

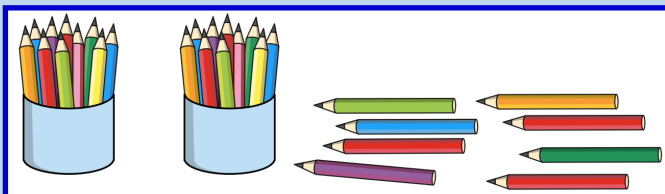
The children begin subtracting within 20. Earlier in the year, children subtracted within 10 by counting back and using number lines. They now subtract within 20 using their knowledge of number bonds. For example, if they know the number bond  $7 - 5 = 2$ , then they know that  $17 - 5 = 12$

### Subtraction: Finding the difference

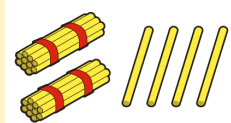
The children formally learn about finding the difference for the first time and explore it as a form of subtraction.

### Missing number problems

The children will explore missing number problems. They use the idea of inverse operations to see that if they start with a number and add 2 to it, then to "undo" that they need to subtract 2.



### Place Value: Counting by grouping into tens



The children learn how to count objects more efficiently by grouping into tens and ones and recognise that a 2-digit number is formed by counting the number of groups of ten for the first digit and the ones left over as the second digit.

### Place Value: Number lines to 50

Children have used a number line to count to 10 and 20 this is now extended to include numbers to 50.

The children estimate the positions of numbers on number lines up to 50

### Subtraction: Counting back

The children build on the language of subtraction, recognising the subtraction symbol from earlier learning and using it within 20. Children use the counting back strategy for numbers within 20, including subtractions that cross 10.

### Addition and Subtraction: Related facts

Now that the children have spent some time exploring addition and subtraction separately, they look at how they relate to each other, considering the addition and subtraction fact families for numbers within 20.

### Place Value: Counting

The children count forwards and backwards between 20 and 50.

The children develop their understanding of multiples of 10 up to 50.

### Place Value Counting by grouping into tens

The children develop their understanding of place value for 2-digit numbers as they begin to partition numbers to 50. They have already explored how many tens and ones make a number and they now use a part-whole model to partition a number into tens and ones.

