Year 2 Maths
Steppingstone activity

Lesson 3
LO: To identify one more and one less
Success Criteria:

|  |
| --- |
| 1. Draw three squares
 |
| 1. Write the given number in the middle square (e.g. **10**)
 |
| 1. Write **- 1** above the left-hand square
 |
| 1. Write **+ 1** above the right-hand square
 |
| 1. Count backwards from the middle number and write the number **one less than** it in the **- 1** box
 |
| 1. Count forwards from the middle number and write the number **one more than** it in the **+ 1** box
 |

**Model:**



**3.**

**2.**

**1.**



**5.**

**6.**

**4.**

Now you try…

**7 11 15 20 24 29 36 40 42**

If you’d like to show one more and one less for numbers beyond 50, feel free to come up with some of your own!

Year 2 Maths

Lesson 3
LO: To add two 2-digit numbers

Task:

You are going to be using partitioning and number lines for addition with exchange

Success Criteria:

|  |
| --- |
| 1. Write the number sentence, leaving the answer blank e.g. **25 + 27 =**
 |
| 1. Partition the number that you are adding (e.g. 25 + **27** =) into tens and ones
 |
| 1. Start a number line from the first number (e.g. **25** + 27 =)
 |
| 1. Make your tens jumps (e.g. 25 + **2**7 = two jumps of ten from 25) and mark the numbers on the number line
 |
| 1. Make your ones jumps (e.g. 25 + 2**7** = seven jumps of one from 45) and mark the number on the number line
 |
| 1. Write the final answer after your number sentence e.g. 25 + 27 = **52**
 |

**Model:**

**3.**

**2.**



**1.**



**4.**



**5.**

**6.**

**Year 2 Maths
Main activity**Complete at least 2 columns, more if you can!

|  |  |  |  |
| --- | --- | --- | --- |
| **Task 1** | **Task 2** | **Task 3** | **Task 4** |
| **Practice****Use a number line to add these 2-digit numbers:****17 + 16 =****27 + 14 =****34 + 17 =****38 + 25 =****42 + 29 =** | **Practice****Use a number line to add these 2-digit numbers:****29 + 25 =****36 + 37 =****44 + 26 =****52 + 39 =****67 + 34 =****85 + 26 =** | **Reasoning****Explain your answers.** | **Problem solving** |