Name: _____ Date: _____

**1** Complete the subtraction sentence to represent the fact family.

9 + 4 = 13

□ – □ = □

1 mark

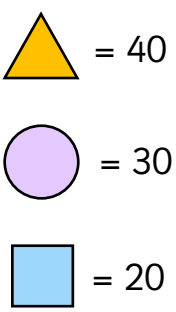
**2** Use < , > or = to compare the statements.

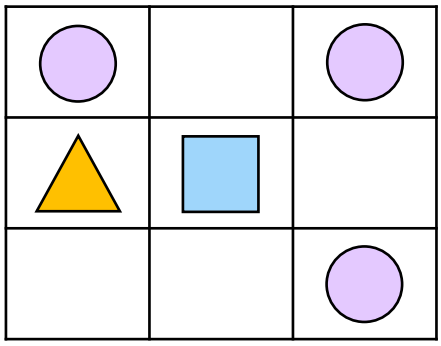
7 + 6 □ 5 + 8

18 – 4 □ 16 – 3

2 marks

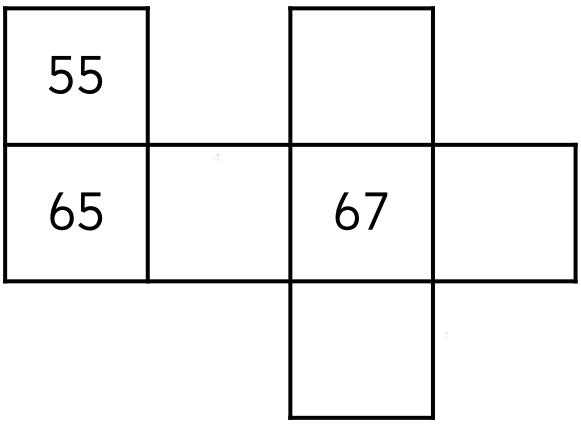
**3** Complete so that all horizontal and vertical lines equal 90.



2 marks

**4** Complete the part of the hundred number square.




2 marks

**5** Complete the number sentences.

37 + 8 = ☐

41 – 6 = ☐

2 marks

**6** Cross (X) the calculations that are **incorrect**.

| | | |
|---|---|---|
| 56 – 32 = 24 | 34 + 22 = 66 | 28 + 19 = 48 |
| 28 – 19 = 8 | 46 + 27 = 73 | 67 – 43 = 24 |

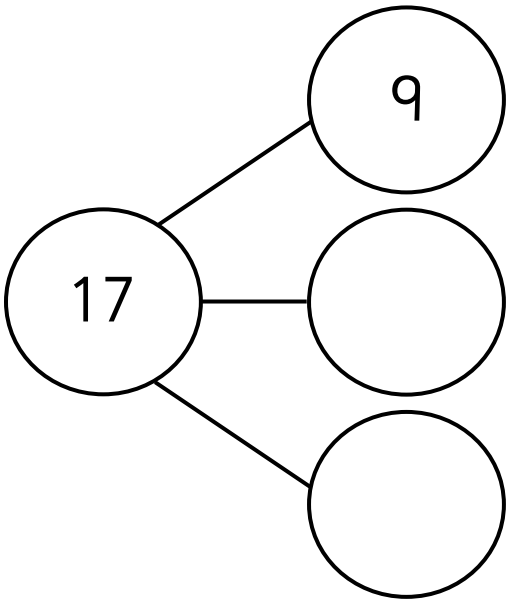
3 marks

**7** A bond to 100 has been circled: 55 + 45.
Circle **three** more bonds that make 100 in this number square.

| | | |
|---|---|---|
| 27 | 73 | 45 |
| 65 | 55 | 46 |
| 35 | 36 | 64 |

3 marks

**8** One of the missing parts is greater than 6.
Complete both missing parts.

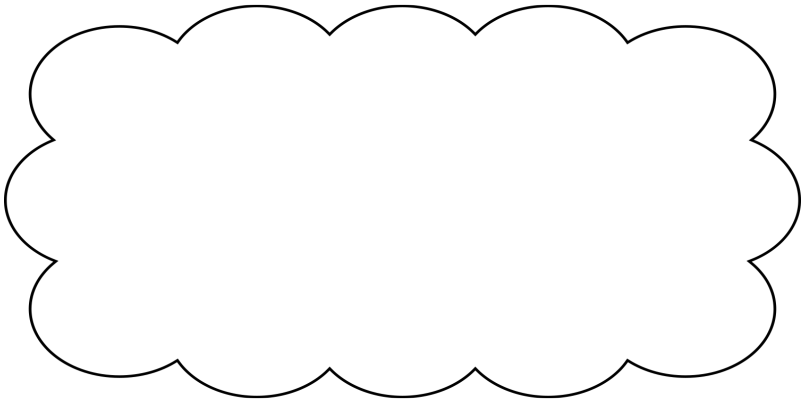



2 marks

**9** How many different ways can you complete the comparison?

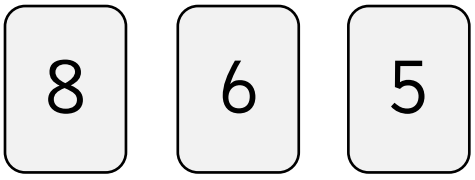
$$3 + 2 \quad > \quad \boxed{?} - 7$$

Write all the possible answers below.



2 marks

**10** Place the 3 digit cards in the correct place in the number sentence.




$$\square\square + \square = 64$$

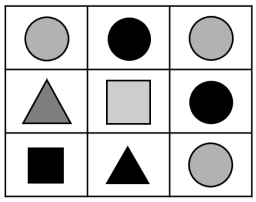
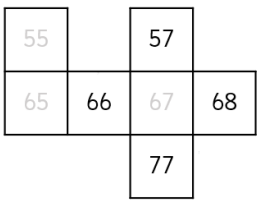
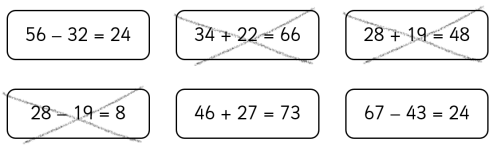
1 mark

**END OF TEST**

**SELF - ASSESSMENT:**

**TOTAL MARKS**

# Answers

| Question | Answer | Mark | Notes |
|---|---|---|---|
| 1 | 13 – 4 = 9 or 13 – 9 = 4. | 1 | |
| 2 | =<br>> | 2 | 1 mark for each correct answer. |
| 3 |  | 2 | 1 mark for two correct shapes drawn.<br>2 marks for all four correct shapes drawn. |
| 4 |  | 2 | 1 mark for two correct numbers.<br>2 marks for all four correct numbers. |
| 5 | 45<br>35 | 2 | 1 mark for each correct answer. |
| 6 |  | 3 | 1 mark for each correct answer. |
| 7 | 27 and 73<br>65 and 35<br>36 and 64 | 3 | 1 mark for each correct bond. |
| 8 | 7 and 1 | 2 | 1 mark for each correct answer. |
| 9 | 11, 10, 9, 8, 7 | 2 | 1 mark for two correct answer.<br>2 marks for four all five correct answers. |
| 10 | 56 + 8 or 58 + 6 | 1 | |
| | TOTAL MARKS | 20 | |

# **Year 2:** Autumn – Addition & Subtraction

PrimaryStars EDUCATION

## Question breakdown

| Question | National Curriculum Links | WR Maths Small Steps | Fluency | Mastery |
|---|---|---|---|---|
| 1 | • **as2:** Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. | • Fact families (bonds to 20) | ✓ | |
| 2 | • **as1:** Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.<br>• **as2:** Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. | • Check calculations<br>• Compare number sentences | ✓ | |
| 3 | • **as1:** Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.<br>• **as2:** Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. | • Bonds to 100 (tens) | ✓ | |
| 4 | • **as3:** Add and subtract numbers 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. | • Add and subtract 1s<br>• 10 more and 10 less<br>Add and subtract 10s | ✓ | |
| 5 | • **as2:** Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.<br>• **as3:** Add and subtract numbers 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. | • Add 2-digits and 1-digit (crossing ten)<br>• Subtract 1-digit from 2-digits – (crossing ten) | ✓ | |
| 6 | • **as3:** Add and subtract numbers 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.<br>• **as5:** Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. | • Add 2-digit numbers (not crossing & crossing ten)<br>• Subtract 2-digit numbers (not crossing & crossing ten) | ✓ | |
| 7 | • **as2:** Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. | • Bonds to 100 (tens and ones) | ✓ | |
| 8 | • **as1:** Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. | • Add three 1-digit numbers | ✓ | ✓ |
| 9 | • **as1:** Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. | • Compare number sentences | ✓ | ✓ |
| 10 | • **as1:** Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.<br>• **as4:** Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. | • Add 2-digits and 1-digit (crossing ten) | ✓ | ✓ |

## Reference table

| National Curriculum Links | White Rose Maths Small Steps | TAF Statements (2018+) | |
|---|---|---|---|
| • **as1:** Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.<br>• **as2:** Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.<br>• **as3:** Add and subtract numbers 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.<br>• **as4:** Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.<br>• **as5:** Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. | • Fact families (bonds to 20)<br>• Check calculations<br>• Compare number sentences<br>• Related facts<br>• Bonds to 100 (tens)<br>• Add and subtract 1s<br>• 10 more and 10 less<br>• Add and subtract 10s<br>• Add 2-digits and 1-digit (crossing ten)<br>• Subtract 1-digit from 2-digits – (crossing ten)<br>• Add 2-digit numbers (not crossing ten)<br>• Add 2-digit numbers (crossing ten)<br>• Subtract 2-digit numbers (not crossing ten)<br>• Subtract 2-digit numbers (crossing ten)<br>• Bonds to 100 (tens and ones)<br>• Add three 1-digit numbers | **WT** | • Add and subtract (one digit numbers) explaining their method verbally in pictures or using apparatus.<br>• Recall at least four of the six number bonds for 10 and reason about associated facts. |
| | | **WA** | • Recall all the number bonds to and within 10. and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships. |
| | | **GD** | • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.<br>• Solve unfamiliar word problems that involves more than one step. |