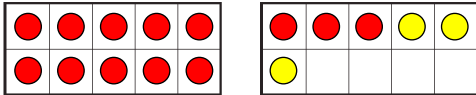
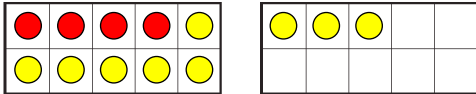
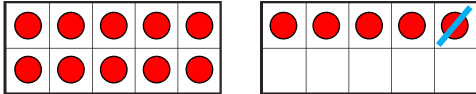
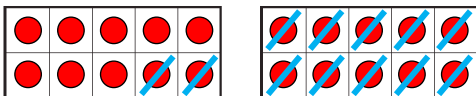
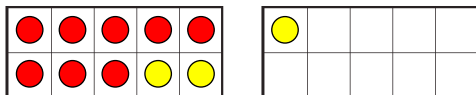



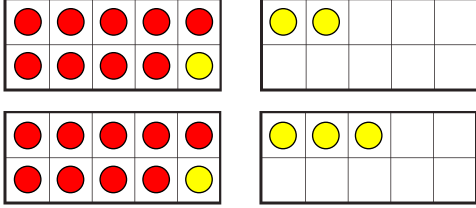
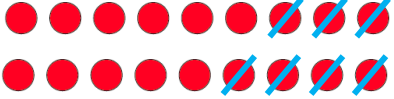
Y2 – Autumn – Block 2 – Fact families – addition and subtraction bonds to 20 Answers

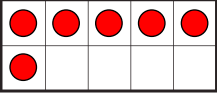
Question	Answer				
1	b) $12 + 8 = 20$ c) $7 + 13 = 20$ d) There are 21 possible number bonds to 20. Children may work systematically to find them all.				
2	a) $15 + 2 = 17$ $17 = 15 + 2$ $2 + 15 = 17$ $17 = 2 + 15$ $17 - 15 = 2$ $2 = 17 - 15$ $17 - 2 = 15$ $15 = 17 - 2$ b) In the subtraction, the larger number needs to come first, so the correct subtraction is $17 - 2 = 15$				
3	$5 + 6 = 11$ $11 - 5 = 6$ $6 + 5 = 11$ $11 - 5 = 6$ The other number sentences are: $11 = 5 + 6$ $6 = 11 - 5$ $11 = 6 + 5$ $6 = 11 - 5$				
4	<table border="1" data-bbox="208 1187 458 1280"> <tr> <td colspan="2" style="text-align: center;">17</td> </tr> <tr> <td style="text-align: center;">9</td> <td style="text-align: center;">8</td> </tr> </table> $9 + 8 = 17$ $8 + 9 = 17$ $17 - 9 = 8$ $17 - 8 = 9$ $17 = 9 + 8$ $17 = 8 + 9$ $8 = 17 - 9$ $9 = 17 - 8$	17		9	8
17					
9	8				

Question	Answer
5	$3 + 7 = 10 \qquad 10 = 3 + 7$ $7 + 3 = 10 \qquad 10 = 7 + 3$ $10 - 7 = 3 \qquad 7 - 3 = 10$ $3 - 10 = 7 \qquad 7 = 10 - 3$ $10 - 3 = 7 \qquad 10 - 3 = 7$
6	<p>fact family using three number cards, e.g.:</p> $5 + 2 = 7$ $2 + 5 = 7$ $7 - 2 = 5$ $7 - 5 = 2$ $7 = 5 + 2$ $7 = 2 + 5$ $5 = 7 - 2$ $2 = 7 - 5$ <p>Children may have chosen different sets of numbers. Possible sets are: 5, 2 and 7; 7, 13 and 6</p>




Question	Answer
1	<p>a) </p> <p>b) </p> <p>c) </p> <p>d) </p>
2	<p>No, Dora is incorrect. picture showing $8 + 3 = 11$, e.g.:</p> 
3	<p>$14 - 3$ $17 - 3$ $3 - 14$ $17 - 14$</p>
4	<p>$15 - 9 = 6$ $15 - 6 = 9$</p>
5	<p>true picture or statement showing $14 + 4 = 18$</p>
6	<p>pictures or statements showing Jack's answers are incorrect, e.g.:</p> <p>$4 + 5$ is less than 10 $15 - 3$ is less than 15 $20 - 6$ is greater than 10</p>

Y2 – Autumn – Block 2 – Compare number sentences Answers

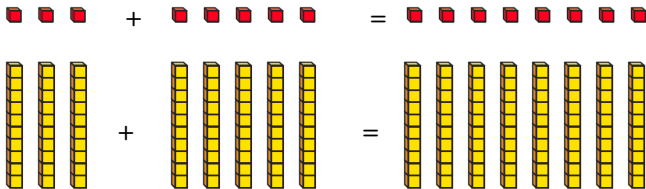
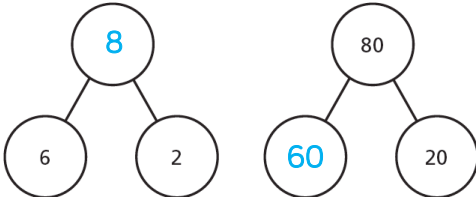
Question	Answer
1	Rosie They have the same number of blue sweets, but Rosie has more pink sweets, so her total must be greater.
2	 addition with total of 9, e.g. $2 + 7$ Children are likely to have different answers.
3	 $9 + 3 < 9 + 4$
4	a) $<$ b) $>$ c) $=$
5	 $9 - 3 > 9 - 4$
6	a) $>$ b) $>$ c) $=$
7	a) $4 + 1 = 3 + 2$ b) $14 + 2 = 13 + 2$ c) $9 + 11 = 10 + 10$ d) $10 + 9 = 11 + 8 = 12 + 7$
8	The whole has increased by 1 and one part has stayed the same, so the other part must increase by 1 7

Question	Answer															
1	$4 + 1 = 5$ $3 + 2 = 5$ $5 + 0 = 5$															
2	 $0 + 6 = 6$ $1 + 5 = 6$ $2 + 4 = 6$ $3 + 3 = 6$ $4 + 2 = 6$ $5 + 1 = 6$ $6 + 0 = 6$															
3	<p>a)</p> <table border="1" data-bbox="265 768 795 882"> <tr> <td>$3 + 1$</td> <td>$1 + 3$</td> <td>$5 + 2$</td> </tr> <tr> <td>$0 + 4$</td> <td>$2 + 2$</td> <td>$4 + 1$</td> </tr> </table> <p>b)</p> <table border="1" data-bbox="265 913 795 1085"> <tr> <td>$2 + 4$</td> <td>$5 + 2$</td> <td>$4 + 3$</td> </tr> <tr> <td>$0 + 7$</td> <td>$3 + 3$</td> <td>$3 + 4$</td> </tr> <tr> <td>$1 + 6$</td> <td>$2 + 7$</td> <td>$6 + 1$</td> </tr> </table>	$3 + 1$	$1 + 3$	$5 + 2$	$0 + 4$	$2 + 2$	$4 + 1$	$2 + 4$	$5 + 2$	$4 + 3$	$0 + 7$	$3 + 3$	$3 + 4$	$1 + 6$	$2 + 7$	$6 + 1$
$3 + 1$	$1 + 3$	$5 + 2$														
$0 + 4$	$2 + 2$	$4 + 1$														
$2 + 4$	$5 + 2$	$4 + 3$														
$0 + 7$	$3 + 3$	$3 + 4$														
$1 + 6$	$2 + 7$	$6 + 1$														
4	Ron															
5	<p>a)</p> <table border="1" data-bbox="265 1230 809 1529"> <thead> <tr> <th>Bonds to 9</th> <th>Bonds to 10</th> </tr> </thead> <tbody> <tr> <td>$3 + 6$</td> <td>$2 + 8$</td> </tr> <tr> <td>$7 + 2$</td> <td>$5 + 5$</td> </tr> <tr> <td>$4 + 5$</td> <td>$3 + 7$</td> </tr> <tr> <td>$8 + 1$</td> <td>$6 + 4$</td> </tr> </tbody> </table> <p>b) more bonds to 9 and 10 in table</p>	Bonds to 9	Bonds to 10	$3 + 6$	$2 + 8$	$7 + 2$	$5 + 5$	$4 + 5$	$3 + 7$	$8 + 1$	$6 + 4$					
Bonds to 9	Bonds to 10															
$3 + 6$	$2 + 8$															
$7 + 2$	$5 + 5$															
$4 + 5$	$3 + 7$															
$8 + 1$	$6 + 4$															

Y2 – Autumn – Block 2 – Know your number bonds Answers (continued)

Question	Answer
6	a) $3 + 5 = 8$ b) $3 + 0 = 3$ c) $8 + 2 = 10$ d) $3 + 2 = 5$ e) $6 + 2 = 8$ f) $9 + 1 = 10$ g) $5 + 2 = 7$ h) $4 + 4 = 8$ i) $4 + 5 = 9$ j) $4 + 2 = 6$
7	 = 5  = 3  = 8

Y2 – Autumn – Block 2 – Related facts Answers

Question	Answer
1	 <p>Both models have 3 and 5 making 8, but the first model uses ones and the second model uses tens.</p>
2	<p>a) 5 b) 50</p>
3	<p>a) $1 + 2 = 3$ $10 + 20 = 30$ b) $7 + 2 = 9$ $70 + 20 = 90$ c) $4 + 6 = 10$ $40 + 60 = 100$ d) $1 + 8 = 9$ $80 + 10 = 90$ e) $3 + 4 = 7$ $30 + 40 = 70$ f) $8 + 0 = 8$ $0 + 80 = 80$</p>
4	
5	<p>a) $5 - 3 = 2$ $50 - 30 = 20$ b) $7 - 1 = 6$ $70 - 10 = 60$ c) $10 - 6 = 4$ $100 - 60 = 40$</p>
6	<p>No. $30 + 10$ is 3 tens + 1 ten = 4 tens, so $30 + 10 = 40$</p>

Y2 – Autumn – Block 2 – Bonds to 100 (tens) Answers


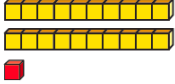
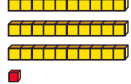

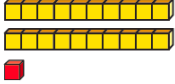
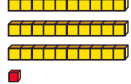

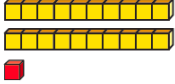
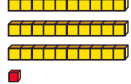
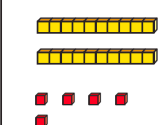
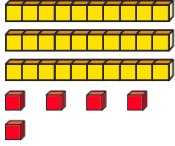
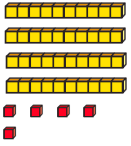
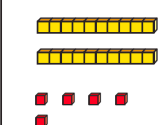
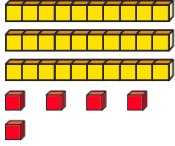
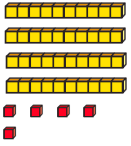
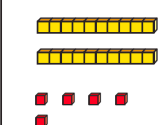
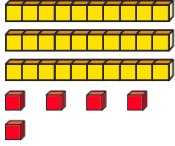
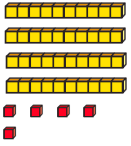

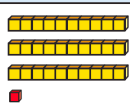
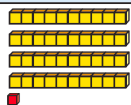

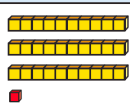
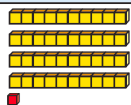

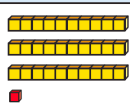
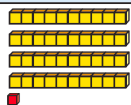
Question	Answer
1	a) $3 + 7 = 10$ b) $30 + 70 = 100$ Both parts have 3 red counters and 7 yellow counters, but in part a) each counter is a one counter and in part b) each counter is a tens counter.
2	a) $0 + 10 = 10$ $1 + 9 = 10$ $2 + 8 = 10$ $3 + 7 = 10$ $4 + 6 = 10$ $5 + 5 = 10$ Children may have the same number bonds but with the numbers the other way round, e.g. $4 + 6$ and $6 + 4$ b) $0 + 100 = 100$ $10 + 90 = 100$ $20 + 80 = 100$ $30 + 70 = 100$ $40 + 60 = 100$ $50 + 50 = 100$
3	a) $3 + 5 = 8$ $30 + 50 = 80$ $30 + 50 = 80$ $80 = 50 + 30$ b) $7 + 2 = 9$ $70 + 20 = 90$ $70 + 20 = 90$ $90 = 20 + 70$ c) $2 + 2 = 4$ $20 + 20 = 40$ $20 + 20 = 40$ $40 = 20 + 20$ d) $6 + 0 = 6$ $60 + 0 = 60$ $60 + 0 = 60$ $60 = 0 + 60$
4	$100 = 100 - 0$ $90 = 100 - 10$ $80 = 100 - 20$ $70 = 100 - 30$ $60 = 100 - 40$ $50 = 100 - 50$ continuation of pattern: $40 = 100 - 60$ $30 = 100 - 70$ $20 = 100 - 80$ $10 = 100 - 90$ $0 = 100 - 100$ pattern starting with 50: $50 = 50 - 0$ $40 = 50 - 10$ $30 = 50 - 20$ $20 = 50 - 30$ $10 = 50 - 40$ $0 = 50 - 50$ There are a total of 10 different patterns, starting with 10, 20, 30, ... 100

Y2 – Autumn – Block 2 – Add and subtract 1s Answers

Question	Answer																										
1	<p>a) Jack has 7 cookies now.</p> <p>b) Amir has 3 cookies now.</p>																										
2	<p>a) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr></table></p> <p>b) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>47</td><td>46</td><td>45</td><td>44</td><td>43</td><td>42</td><td>41</td><td>40</td></tr></table></p> <p>c) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr></table></p>	21	22	23	24	25	26	27	28	47	46	45	44	43	42	41	40	1	2	3	4	5	6	7	8	9	10
21	22	23	24	25	26	27	28																				
47	46	45	44	43	42	41	40																				
1	2	3	4	5	6	7	8	9	10																		
3	<p>a) 43</p> <p>b) 44</p> <p>c) 45</p> <p>d) 42</p>																										
4	<p>a) 15</p> <p>b) 23</p> <p>c) 55</p> <p>d) 62</p> <p>e) 18</p> <p>f) 1</p> <p>g) 1</p> <p>h) 88</p>																										
5	<p>a) 16</p> <p>b) 25</p> <p>c) 58</p> <p>d) 66</p> <p>e) 17</p> <p>f) 2</p> <p>g) 7</p> <p>h) 86</p>																										
6	<p>a) true</p> <p>b) false</p> <p>When two numbers are added together, the order of the numbers does not matter. When one number is subtracted from another number, the order of the numbers does matter.</p>																										

Question	Answer
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1	a) Dani has 40 balloons. 50 b) 70 60
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2	a)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 33%;">10 less</th> <th style="width: 33%;">Number</th> <th style="width: 33%;">10 more</th> </tr> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> </tr> <tr> <td style="text-align: center; color: blue; font-weight: bold;">11</td> <td style="text-align: center;">21</td> <td style="text-align: center; color: blue; font-weight: bold;">31</td> </tr> </table>	10 less	Number	10 more				11	21	31
	10 less	Number	10 more								
											
11	21	31									
b)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 33%;">10 less</th> <th style="width: 33%;">Number</th> <th style="width: 33%;">10 more</th> </tr> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> </tr> <tr> <td style="text-align: center; color: blue; font-weight: bold;">25</td> <td style="text-align: center;">35</td> <td style="text-align: center; color: blue; font-weight: bold;">45</td> </tr> </table>	10 less	Number	10 more				25	35	45	
10 less	Number	10 more									
											
25	35	45									
c)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 33%;">10 less</th> <th style="width: 33%;">Number</th> <th style="width: 33%;">10 more</th> </tr> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> </tr> <tr> <td style="text-align: center; color: blue; font-weight: bold;">21</td> <td style="text-align: center;">31</td> <td style="text-align: center; color: blue; font-weight: bold;">41</td> </tr> </table>	10 less	Number	10 more				21	31	41	
10 less	Number	10 more									
											
21	31	41									

3	1	2	3	4	5	6	7	8	9	10
	11	12	13	14	15	16	17	18	19	20
	21	22	23	24	25	26	27	28	29	30
	31	32	33	34	35	36	37	38	39	40
	41	42	43	44	45	46	47	48	49	50
	51	52	53	54	55	56	57	58	59	60
	61	62	63	64	65	66	67	68	69	70
	71	72	73	74	75	76	77	78	79	80
	81	82	83	84	85	86	87	88	89	90
	91	92	93	94	95	96	97	98	99	100

Each set of numbers is in a column.

4	a) 10 more than 13 is 23 b) 10 less than 81 is 71 c) 10 more than 50 is 60 d) 10 less than 97 is 87
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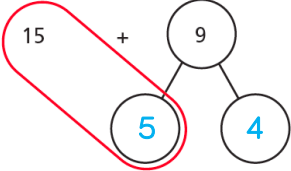
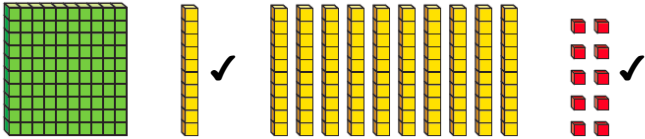
5	true
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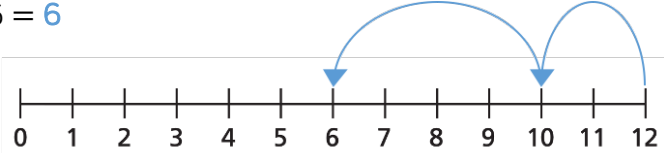
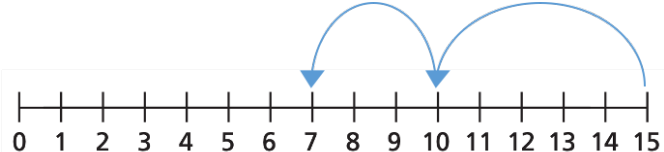
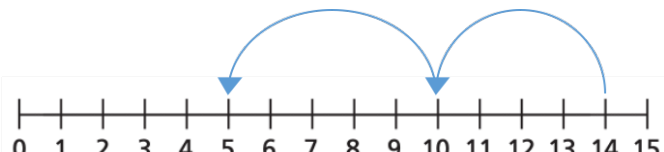
Y2 – Autumn – Block 2 – Add and subtract 10s Answers

Question	Answer
1	a) Eva has 40 marbles. 70 b) Teddy has 70 marbles. 20
2	a) $24 + 10 = 34$ b) $35 + 20 = 55$
3	a) 44 b) 67 c) 56
4	$34 - 10 = 24$
5	a) 14 b) 37 c) 6
6	Huan will have 86 stickers.
7	a) 70 b) 20 c) 10

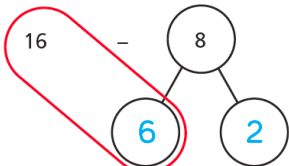
Y1 – Spring – Block 1 – Add by making 10 Answers

Question	Answer
1	
2	<p>a) $8 + 3 = 10 + 1$ b) $9 + 7 = 10 + 6$ c) $7 + 5 = 10 + 2$ d) $6 + 8 = 10 + 4$</p>
3	<p>a) $8 + 7 = 10 + 5 = 15$ b) $5 + 8 = 10 + 3 = 13$ c) $6 + 9 = 10 + 5 = 15$</p>

Question	Answer
1	a) $16 + 1 = 17$ $16 + 2 = 18$ $16 + 3 = 19$ $16 + 4 = 20$ $16 + 5 = 21$ $16 + 6 = 22$ b) $16 + 7 = 23$ We can work out $16 + 7$ by adding 1 to $16 + 6$
2	b) $10 + 3 = 13$ c)  $20 + 4 = 24$
3	a) 23 b) 22 c) 25 d) 22 e) 23 f) 21
4	 Both representations show 10, but one is 1 ten while the other is 10 ones.
5	a) 31 b) 42 c) 61 d) 30
6	a) 31 b) 42 c) 61 d) 30 e) 83 f) 73 g) 62 h) 62

Question	Answer
1	$15 - 6 = 9$ Rosie has 9 cakes left.
2	$13 - 7 = 6$ Jack has 6 stickers left.
3	a) Ron has counted back in 1s. Eva has used her bonds to 5 ($2 + 3 = 5$) to first jump back 2 and then another 3 b) $12 - 6 = 6$  <p>A number line from 0 to 12. Blue arrows show a jump back from 12 to 10 (2 units), and another jump back from 10 to 6 (4 units). The final number is 6.</p> $15 - 8 = 7$  <p>A number line from 0 to 15. Blue arrows show a jump back from 15 to 10 (5 units), and another jump back from 10 to 7 (3 units). The final number is 7.</p> $14 - 9 = 5$  <p>A number line from 0 to 15. Blue arrows show a jump back from 14 to 10 (4 units), and another jump back from 10 to 5 (5 units). The final number is 5.</p>
4	$14 - 6 = 8$ $13 - 6 = 7$

Y2 – Autumn – Block 2 – Subtraction – crossing 10 Answers

Question	Answer
1	a) $22 - 1 = 21$ $22 - 2 = 20$ $22 - 3 = 19$ $22 - 4 = 18$ $22 - 5 = 17$ $22 - 6 = 16$ b) $22 - 7 = 15$ We can work out $22 - 7$ by subtracting 1 from $22 - 6$
2	b) $10 - 7 = 3$ c)  $10 - 2 = 8$
3	a) 5 b) 6 c) 9 d) 8 e) 6 f) 9
4	a) 17 b) 28 c) 16 We can find the difference by subtracting the number of units in the first number and then subtracting the number of units that are left over.
5	a) 24 b) 37 c) 24 d) 29 e) 65 f) 55 g) 46 h) 38
6	subtraction using the three cards, e.g. $67 - 2$ There are six different possible subtractions: $67 - 2$, $62 - 7$, $76 - 2$, $72 - 6$, $26 - 7$, $27 - 6$ greatest difference: 74 smallest difference: 19

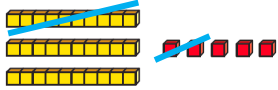
Y2 – Autumn – Block 2 – Add 2-digit numbers (1) Answers

Question	Answer
1	$43 + 21 = 64$
2	a) 9 b) 40 c) 49 d) 49 e) 34 f) 59 g) 39 h) 74 i) 33 j) 77
3	$46 + 13 = 59$
4	a) 63 b) 27 c) 99 d) 75
5	65
6	a) Esther has 25 sweets. b) They have 36 sweets altogether.
7	two digits that sum to 6, e.g. $42 + 23 = 65$ Children may have different answers. Possible answers: $12 + 53$, $22 + 43$, $32 + 33$, $42 + 23$, $52 + 13$
8	$17 + 52 = 15 + 54$ $31 + 14 < 42 + 14$ $23 + 45 > 13 + 45$

Y2 – Autumn – Block 2 – Add 2-digit numbers (2) Answers

Question	Answer
1	a) 10 ones = 1 ten b) 14 ones = 1 ten and 4 ones c) 17 ones = 1 ten and 7 ones
2	7 ones + 5 ones = 12 ones 12 ones = 1 ten and 2 ones 4 tens + 1 ten = 5 tens 47 + 15 = 62
3	a) 11 b) 40 c) 51 d) 40 e) 82 f) 51 g) 41 h) 67 i) 62 j) 86
4	46 + 15 = 61 The little 1 represents the 10 ones that are carried into the tens column as 1 ten.
5	a) 72 b) 37 c) 90 d) 82
6	two digits that sum to 5, e.g. 49 + 13 = 62 Children may have different answers. Possible answers: 19 + 43, 29 + 33, 39 + 23, 49 + 13

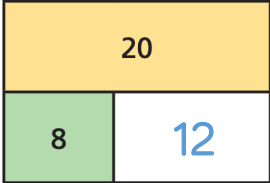
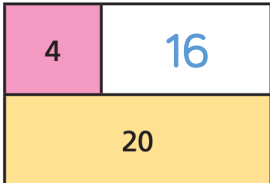
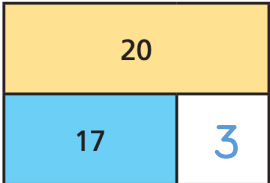
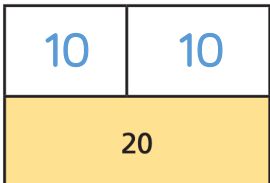
Y2 – Autumn – Block 2 – Subtract with 2-digit numbers (1) Answers

Question	Answer
1	First the number is 38 Then 25 is crossed out. Now the numbers is 13 $38 - 25 = 13$
2	 $35 - 12 = 23$
3	a) 5 b) 20 c) 25 d) 35 e) 37 f) 11 g) 2 h) 12
4	Jack divides the 47 into its tens and its ones: 40 and 7. He then takes the tens digit of the number he is subtracting from the 40 and the ones digit of the number he is subtracting from the 7. Then he adds the two numbers he has left. a) 31 b) 14 c) 22 d) 26
5	a) 41 b) 3 c) 53 d) 11
6	14 39

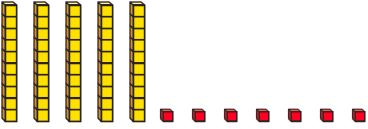
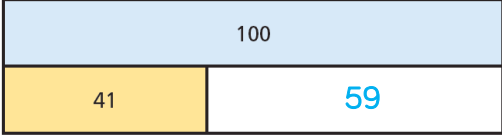
Y2 – Autumn – Block 2 – Subtract with 2-digit numbers (2) Answers

Question	Answer
1	<p>a) 39 27 $39 - 12 = 27$</p> <p>b) 31 19 $31 - 12 = 19$</p> <p>Both calculations have subtracted 12. In part a) subtracting the ones digits did not go across a tens boundary, but in part b) it did.</p>
2	<p>a) 17 b) 26 c) 16 d) 19 e) 28 f) 58</p>
3	<p>Tommy 'borrows' one of the tens from the tens digit to make a number greater than 10 in the ones column, so that he can subtract 5</p>
4	<p>a) 17 b) 26 c) 16 d) 19 e) 28 f) 58</p>
5	<p>a) 52 b) 14</p>

Y1 - Spring - Block 1 - Find and make number bonds Answers

Question	Answer																																													
1	a) $2 + 8 = 10$ $2 + 18 = 20$ b) $3 + 7 = 10$ $3 + 17 = 20$ c) Adding 10 to one of the parts adds 10 to the total.																																													
2	a) $4 + 6 = 10$ $4 + 16 = 20$ b) $5 + 5 = 10$ $5 + 15 = 20$ c) $10 = 10 + 0$ $20 = 19 + 1$ d) $10 = 3 + 7$ $20 = 7 + 13$																																													
	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>a)</p>  </div> <div style="text-align: center;"> <p>c)</p>  </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <p>b)</p>  </div> <div style="text-align: center;"> <p>d)</p>  </div> </div>																																													
	<table border="1" style="width: 100%; text-align: center;"> <tbody> <tr> <td>14 + 3</td> <td>17 + 3</td> <td>2 + 18</td> <td>0 + 20</td> <td>3 + 16</td> <td>9 + 11</td> <td>17 + 3</td> <td>18 + 2</td> <td>2 + 0</td> </tr> <tr> <td>18 + 1</td> <td>3 + 7</td> <td>12 + 7</td> <td>5 + 15</td> <td>4 + 8</td> <td>1 + 19</td> <td>13 + 5</td> <td>20 + 0</td> <td>1 + 15</td> </tr> <tr> <td>11 + 8</td> <td>11 + 9</td> <td>19 + 1</td> <td>3 + 17</td> <td>10 + 0</td> <td>13 + 7</td> <td>16 + 2</td> <td>8 + 12</td> <td>5 + 5</td> </tr> <tr> <td>5 + 6</td> <td>4 + 16</td> <td>19 + 0</td> <td>10 + 1</td> <td>2 + 0</td> <td>14 + 6</td> <td>17 + 1</td> <td>11 + 9</td> <td>11 + 8</td> </tr> <tr> <td>12 + 5</td> <td>12 + 8</td> <td>18 + 2</td> <td>15 + 5</td> <td>4 + 15</td> <td>16 + 4</td> <td>10 + 10</td> <td>15 + 5</td> <td>13 + 3</td> </tr> </tbody> </table>	14 + 3	17 + 3	2 + 18	0 + 20	3 + 16	9 + 11	17 + 3	18 + 2	2 + 0	18 + 1	3 + 7	12 + 7	5 + 15	4 + 8	1 + 19	13 + 5	20 + 0	1 + 15	11 + 8	11 + 9	19 + 1	3 + 17	10 + 0	13 + 7	16 + 2	8 + 12	5 + 5	5 + 6	4 + 16	19 + 0	10 + 1	2 + 0	14 + 6	17 + 1	11 + 9	11 + 8	12 + 5	12 + 8	18 + 2	15 + 5	4 + 15	16 + 4	10 + 10	15 + 5	13 + 3
14 + 3	17 + 3	2 + 18	0 + 20	3 + 16	9 + 11	17 + 3	18 + 2	2 + 0																																						
18 + 1	3 + 7	12 + 7	5 + 15	4 + 8	1 + 19	13 + 5	20 + 0	1 + 15																																						
11 + 8	11 + 9	19 + 1	3 + 17	10 + 0	13 + 7	16 + 2	8 + 12	5 + 5																																						
5 + 6	4 + 16	19 + 0	10 + 1	2 + 0	14 + 6	17 + 1	11 + 9	11 + 8																																						
12 + 5	12 + 8	18 + 2	15 + 5	4 + 15	16 + 4	10 + 10	15 + 5	13 + 3																																						

Y2 – Autumn – Block 2 – Bonds to 100 (tens and ones) Answers

Question	Answer
1	37 63 $37 + 63 = 100$
2	
3	32
4	
5	a) 60 b) 30 c) 28 d) 72 e) 50 f) 63 g) 78 h) 92
6	£42
7	No. Whitney needs 2 more ones, which will make 1 ten with the 8 ones from 28. So she then needs 6 more tens to make 10 tens. The answer is 62

Y2 – Autumn – Block 2 – Add three 1-digit numbers Answers

Question	Answer
1	$7 + 3 + 6 = 16$
2	$5 + 8 + 2 = 15$ $5 + 2 + 8 = 15$ $8 + 2 + 5 = 15$ Children may have found the last additions the easiest, as the first two digits summed to 10
3	No. When we are adding numbers, it does not matter which order they are added.
4	a) 15 b) 18 c) 16 d) 19 e) 15 f) 19
5	Annie divides the second number into two parts so that the sum of the first number and the first part of the second number is 10. Then she adds the second part of the second number to the final number. a) 14 b) 17 c) 12 d) 14
6	a) $8 + 6 + 5 = 19$ b) $1 + 4 + 5 = 10$
7	a) = b) > c) > d) =