



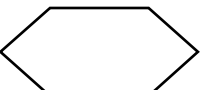

Addition

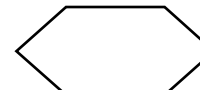
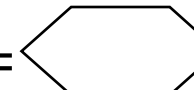
Add these and put the answers inside the shape.

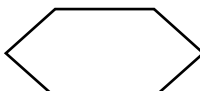
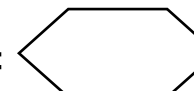


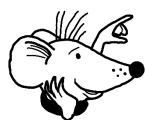
1. $14 + 15 =$  2. $16 + 14 =$ 

3. $22 + 18 =$  4. $12 + 16 =$ 

5. $25 + 15 =$  6. $13 + 16 =$ 

7. $24 + 13 =$  8. $32 + 14 =$ 

9. $27 + 11 =$  10. $35 + 15 =$ 



All correct I hope.

3401-01 Adding two 2-digit numbers (pg 1) Answers

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1. 29 2. 30 3. 40 4. 28 5. 40 6. 29 7. 37 8. 46 9. 38 10. 50

Concepts

In year 3 children will continue to develop their understanding of addition, continuing to work with larger numbers, up to three digits.

The words below should be understood and written correctly.

more add sum total altogether equals sign

Also important is that the child can read and write the plus (+) sign and the equals (=) sign.

Most of this work can be done orally, with increasing speed of recall. Once the addition of single digits is secure, this knowledge can be applied to two digit and three digit problems with confidence.

Rapid recall is expected for answers up to 20. 'Rapid' means almost instant, where the child knows the answer rather than having to work it out.

A number line from 0 to 100 is a useful resource.

This work should be linked to work on subtraction, and addition should be understood as the reverse of subtraction.

It is also important to discuss how the sum has been done. Very often when working mentally it is easier to start with the tens and then add the units - the opposite to the usual pencil and paper method.