

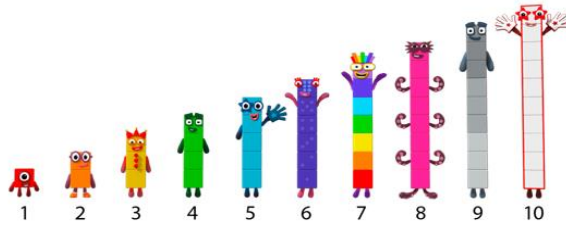
Addition and Subtraction

Year 1

Compose and Partition Numbers to 10 (1)

Vocabulary:

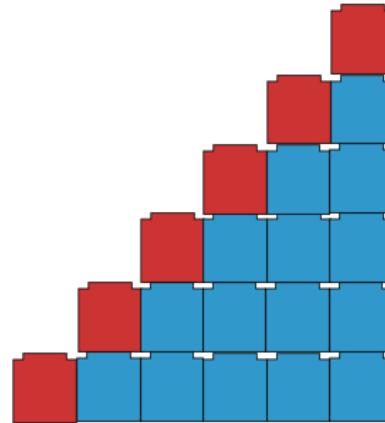
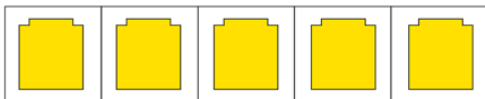
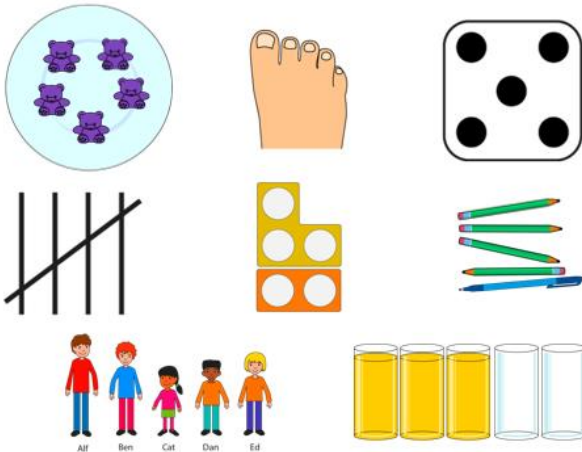
Part Whole One Two Three Four Five Six Seven Eight Nine Ten
Represents Compose Combine Partition Numberblocks Part-Part-Whole
(Cherry) model Tens Frame Fingers Five and-a-bit Systematic Subitise
One more One less



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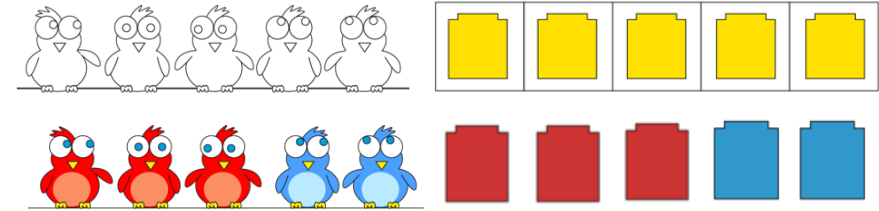
Understand that numbers to 10 can be represented in many different ways.

Numbers to 5 can be identified without counting (subitising).



0 1 2 3 4 5 6

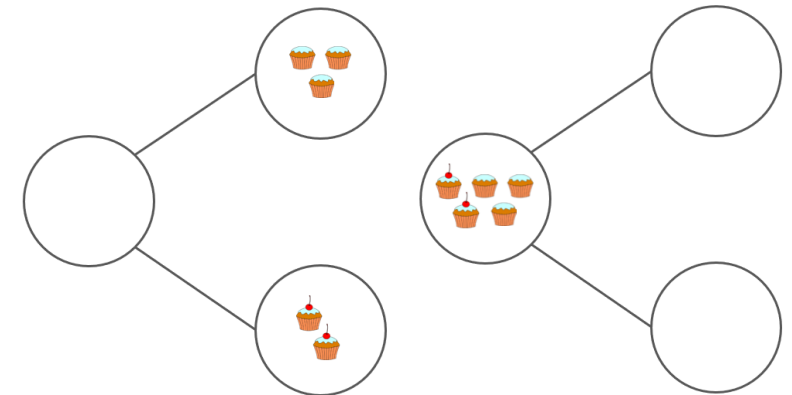
Each number is composed of the previous number and one more.



Each number can be partitioned into two smaller numbers

There are 5 _____. 3 are _____. 2 are _____.

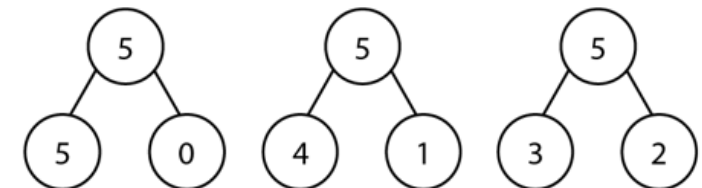
5 is the whole. 3 is a part. 2 is a part.



A number can be partitioned in different ways.

There are 5 _____. 3 are _____. 2 are _____.

5 is the whole. 3 is a part. 2 is a part.



Addition and Subtraction

Year 1

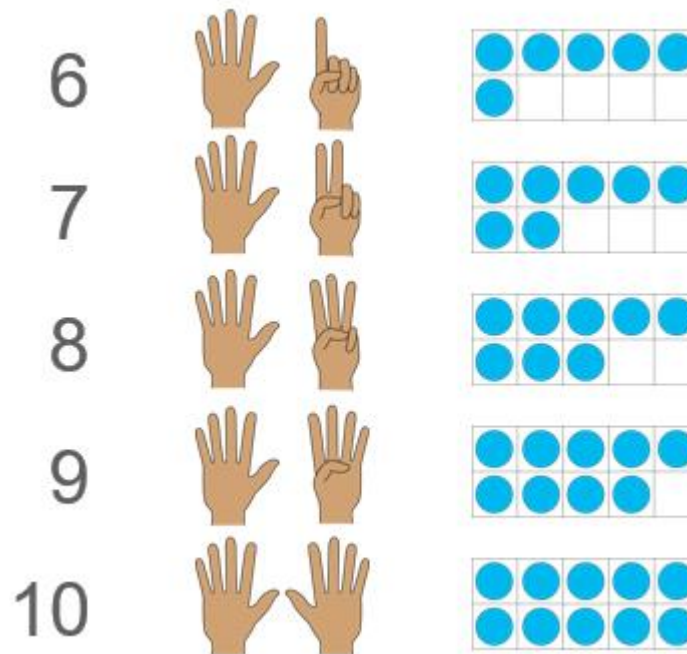
Compose and Partition Numbers to 10 (2)

Vocabulary:

Part Whole One Two Three Four Five Six Seven Eight Nine Ten
Represents Compose Combine Partition Numberblocks Part-Part-Whole
(Cherry) model Tens Frame Fingers Five and-a-bit Systematic Subitise
One more One less

	Blue	Red
	0	5
	1	4
	2	3
	3	2
	4	1
	5	0

A number can be partitioned in different ways systematically.



Numbers from 6 – 10 are composed of the '5 and a bit' structure.

Addition and Subtraction

Year 1

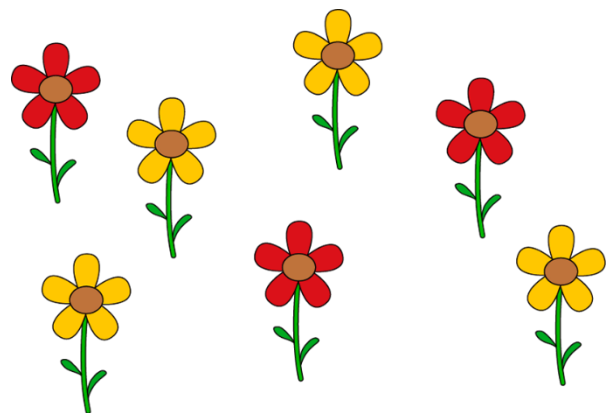
Read, Write and Interpret Additive Equations (1)

Vocabulary:

Part Whole One Two Three Four Five Six Seven Eight Nine Ten
Represents Compose Combine Partition Total Part-Part-Whole (Cherry) model
Tens Frame Fingers Five and-a-bit Systematic Plus + Minus - Equal to =
Addition Subtraction Quantity Increase Decrease First, Then, Now
Expression Equation

Addend + Addend = Sum

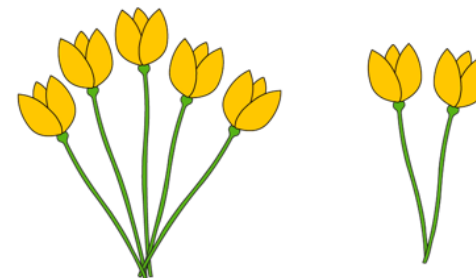
Minuend – Subtrahend = Difference



Identify what each number represents in an expression.

The 4 represents the 4 yellow flowers.

The 3 represents the 3 red flowers.



$$5 + 2 = 7$$

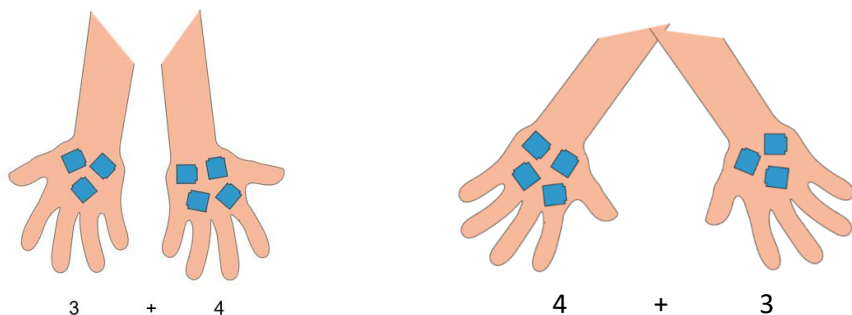
Identify what each number represents in an expression.

We can write 5 plus 2 is equal to 7.

The 5 represents ____.

The 2 represents ____.

The 7 represents the total number of ____.

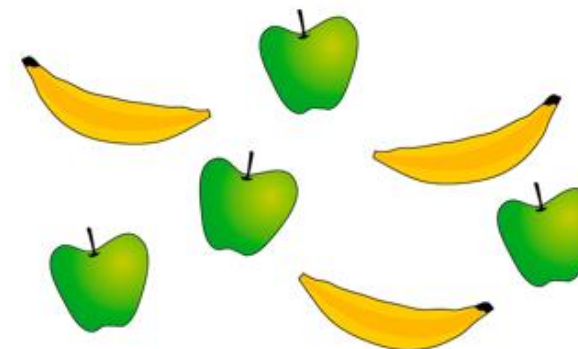


3 + 4

4 + 3

We can write the addends in either order.

(Commutative Law)



$$4 + 3 = 7$$

Addition and Subtraction

Year 1

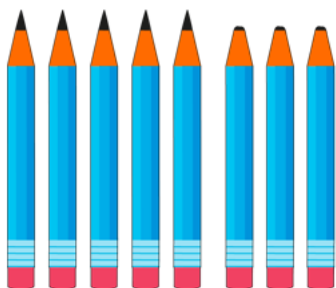
Read, Write and Interpret Additive Equations

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Expression Equation

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Minuend – Subtrahend = Difference



Subtraction can tell us about partitioning.

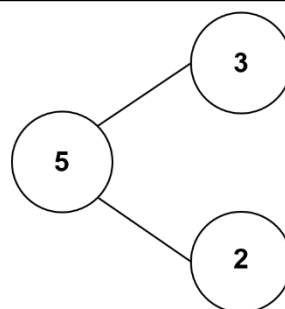
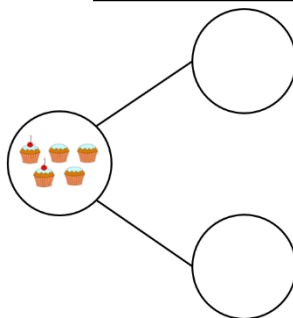
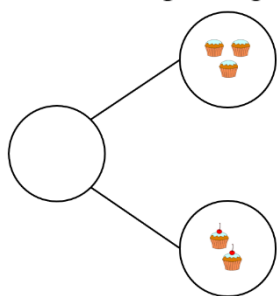
There are 8 ____ altogether.

5 ____ are ____.

3 ____ are ____.

We can write this as 8 minus 5 is equal to 3.

$$8 - 5 = 3$$



Make connections between addition and subtraction using the part-part-whole model.

Addition can tell us about combining objects.

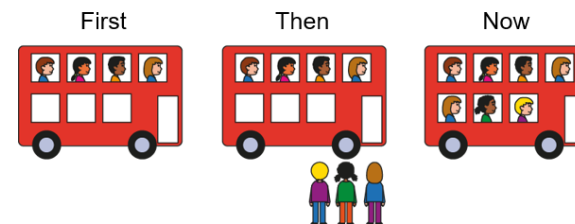
Subtraction can tell us about partitioning objects.

$$2 + 3 = 5$$

$$3 + 2 = 5$$

$$5 - 3 = 2$$

$$5 - 2 = 3$$

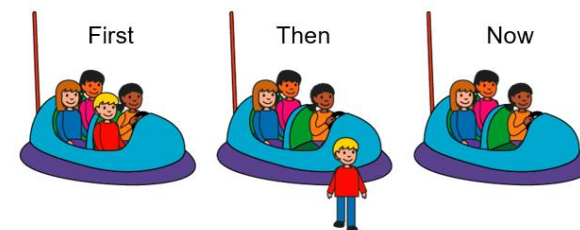


$$\begin{array}{ccc} 4 & + 3 & 7 \\ \hline & 4 + 3 = 7 & \end{array}$$

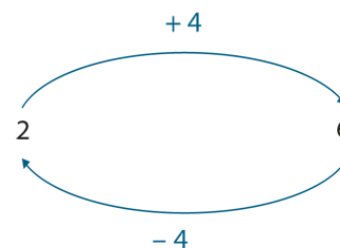
Understand the First, Then, Now structure of addition and subtraction.

Addition can tell us about a quantity increasing.

Subtraction can tell us about a quantity decreasing.



$$\begin{array}{ccc} 4 & - 1 & 3 \\ \hline & 4 - 1 = 3 & \end{array}$$



Addition and Subtraction undo each other.

Addition and Subtraction

Year 2

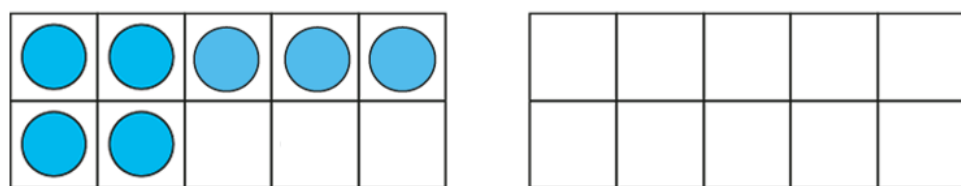
Add and Subtract across 10 (1)

Vocabulary:

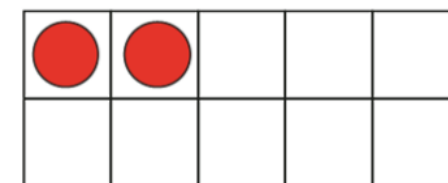
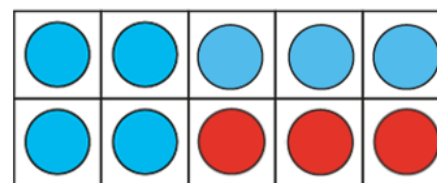
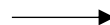
Part Whole One Two Three Four Five Six Seven Eight Nine Ten
Represents Compose Combine Partition Total Part-Part-Whole (Cherry) model
Tens Frame Fingers Five and-a-bit Systematic Plus + Minus - Equal to =
Addition Subtraction Quantity Increase Decrease First, Then, Now
Expression Equation

Addend + Addend = Sum

Minuend – Subtrahend = Difference



$$7 + 5$$



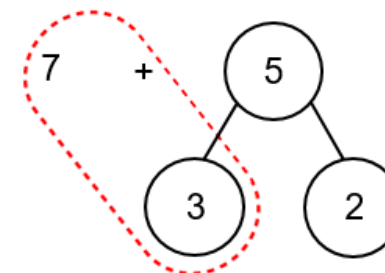
$$7 + 5 = 7 + 3 + 2 = 10 + 2$$

Use knowledge of known facts to bridge 10 using a 'make 10' strategy.

First, I partition the 5 into 3 and 2.

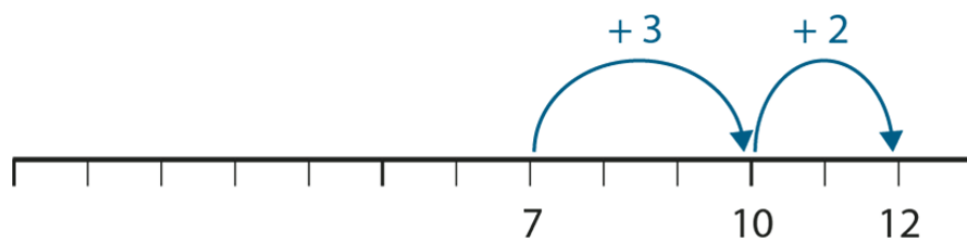
Then, I add 3 and 7 to make 10.

Then, I add the remaining 2 to make 12.



$$7 + 3 = 10$$

$$10 + 2 = 12$$



Addition and Subtraction

Year 2

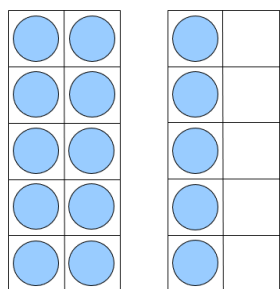
Add and Subtract across 10 (2)

Vocabulary:

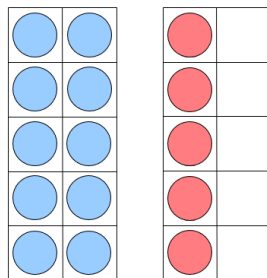
Part Whole One Two Three Four Five Six Seven Eight Nine Ten
Represents Compose Combine Partition Total Part-Part-Whole (Cherry) model
Tens Frame Fingers Five and-a-bit Systematic Plus + Minus - Equal to =
Addition Subtraction Quantity Increase Decrease First, Then, Now
Expression Equation

Addend + Addend = Sum

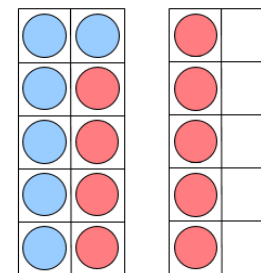
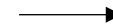
Minuend – Subtrahend = Difference



$$15 - 9$$

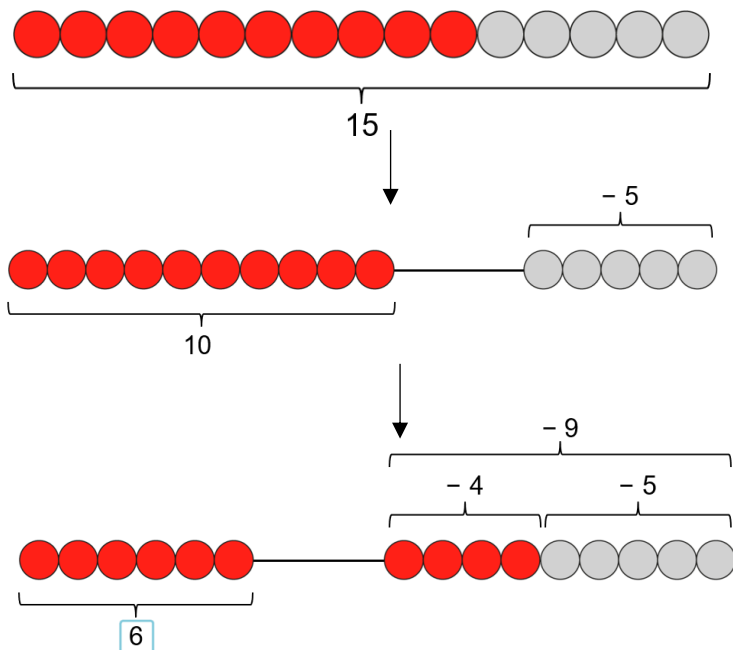


$$15 - 9$$



$$15 - 9$$

$$15 - 9 = 6$$

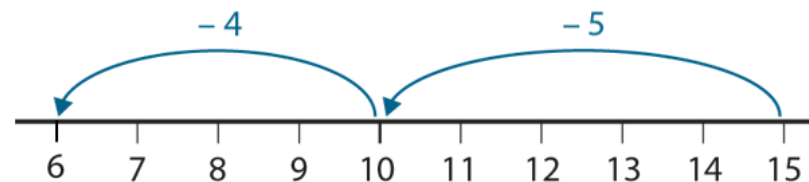


Use knowledge of known facts to subtract **through 10**. We can partition the subtrahend to help us subtract.

First, I partition the __ into __ and __.

Then, I subtract __ and __ to get to 10.

Then, I subtract the remaining __ to make __.



Addition and Subtraction

Year 2

Add and Subtract across 10 (3)

Vocabulary:

Part Whole One Two Three Four Five Six Seven Eight Nine Ten
Represents Compose Combine Partition Total Part-Part-Whole (Cherry) model
Tens Frame Fingers Five and-a-bit Systematic Plus + Minus - Equal to =
Addition Subtraction Quantity Increase Decrease First, Then, Now
Expression Equation

Addend + Addend = Sum

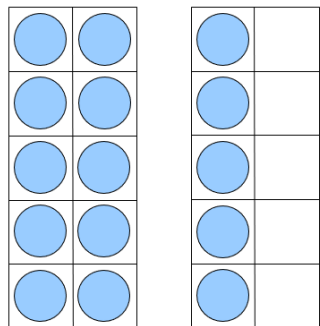
Minuend – Subtrahend = Difference

Use knowledge of known facts to subtract *from 10*. We can partition the subtrahend to help us subtract.

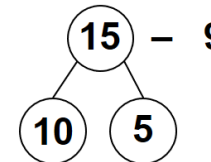
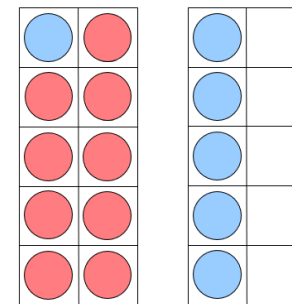
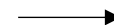
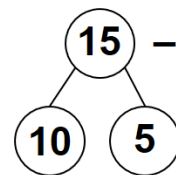
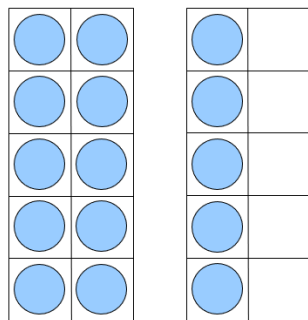
First, I partition the __ into __ and __.

Then, I subtract __ from 10 to make __.

Then, I add the remaining __ to make __.



$$15 - 9$$



$$10 - 9 = 1$$

$$1 + 5 = 6$$

$$15 - 9 = 6$$

Addition and Subtraction

Year 2

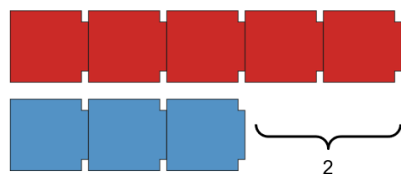
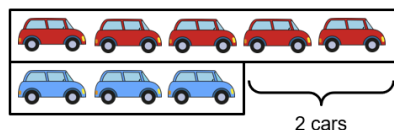
Solve Comparative Addition and Difference Problems

Vocabulary:

Part Whole One Two Three Four Five Six Seven Eight Nine Ten
Represents Compose Combine Partition Total Part-Part-Whole (Cherry) model
Tens Frame Fingers Five and-a-bit Systematic Plus + Minus - Equal to =
Addition Subtraction Quantity Increase Decrease First, Then, Now
Expression Equation Difference Bar model

Addend + Addend = Sum

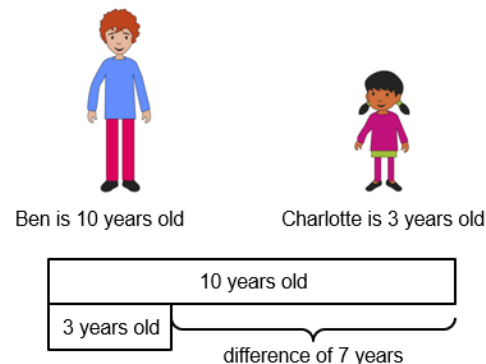
Minuend – Subtrahend = Difference



Line up sets of objects in a bar model structure to support comparison.

There are 2 fewer blue cars than red cars.

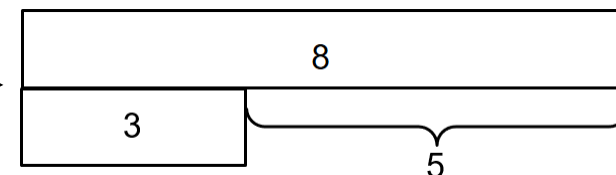
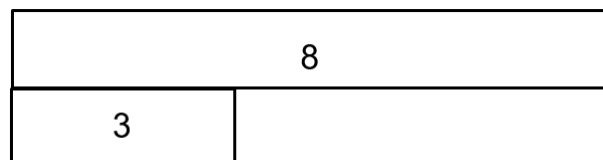
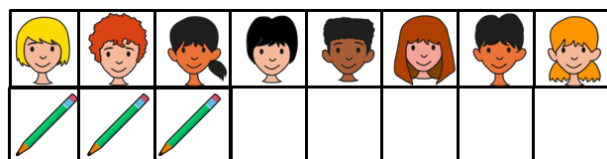
There are 2 more red cars than blue cars.



Represent a range of comparison contexts.

Ben is 7 years older than Charlotte.

Charlotte is 7 years younger than Ben.



We can use subtraction to help solve difference problems / missing addend problems about 'how many more?' and 'how many fewer?'

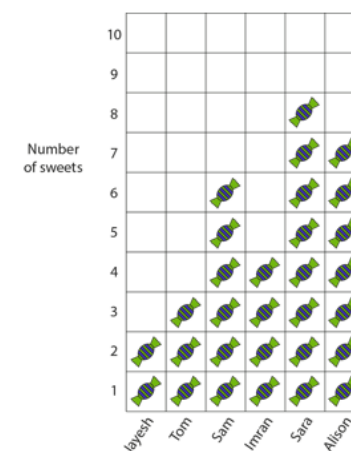
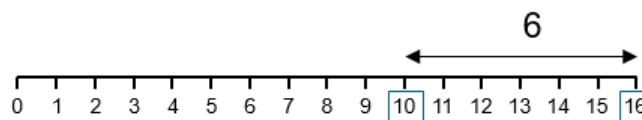
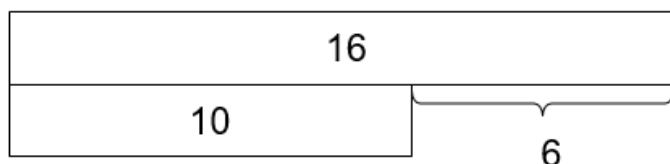
$$3 + \underline{\quad} = 8$$

$$8 - 3 = 5$$

Create contexts for recognising the difference/comparative addition structure with all representations below.

$$10 + \square = 16$$

$$16 - 10 = \square$$



Addition and Subtraction

Year 2

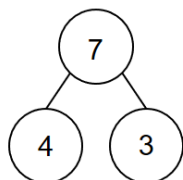
Add and Subtract within 100 (1).

Vocabulary:

Part Whole Ones Tens Represents Compose Combine Partition Total
Part-Part-Whole (Cherry) model Tens Frame Deines Plus + Minus - Equal to =
Addition Subtraction Expression Equation Exchange Count on Count back
Number line Tens Boundary

Addend + Addend = Sum

Minuend – Subtrahend = Difference



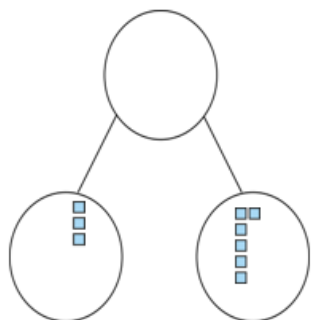
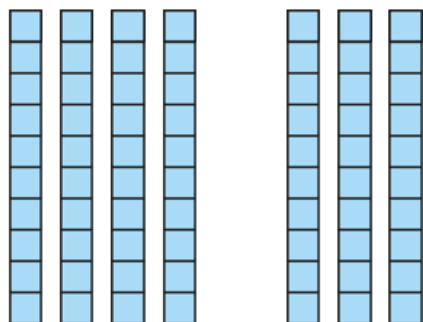
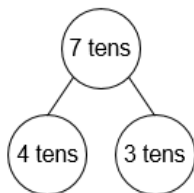
Use known facts within 10 to
add/subtract multiples of 10.

I know that 4 plus 3 is equal to 7.

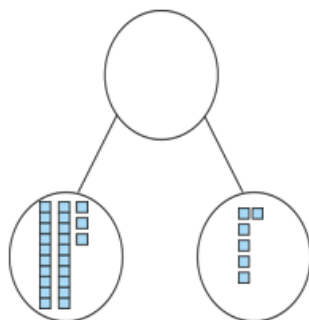
So, 4 tens plus 3 tens is equal to 7
tens.

$$40 + 30 = 70.$$

$$70 - 40 = 30$$



$$3 + 6 = 9$$



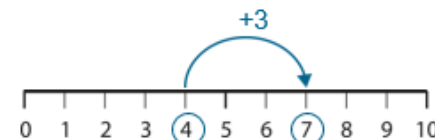
$$23 + 6 = 29$$

Use known facts within 10 to
add/subtract ones to/from a 2 digit
number.

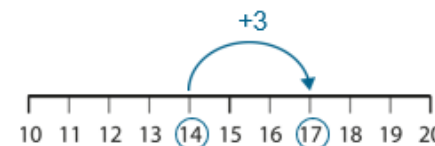
I know that 3 plus 6 is equal to 9.

So, 2 tens and 3 ones plus 6 ones is
equal to 2 tens and 9 ones.

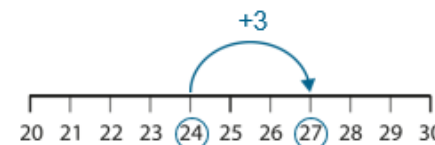
$$23 + 6 = 29.$$



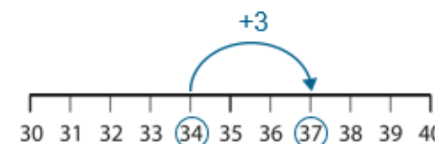
$$4 + 3 = 7$$



$$14 + 3 = 17$$



$$24 + 3 = 27$$



$$34 + 3 = 37$$

Generalise that adding/subtracting within 10 can be applied
to adding a 2 digit number with a 1 digit number – not
crossing the tens boundary.

I know that 4 plus 3 is equal to 7.

So, 1 ten and 4 ones plus 3 ones is equal to 1 tens and 7
ones.

$$14 + 3 = 17.$$

Addition and Subtraction

Year 2

Add and Subtract within 100 (2).

Vocabulary:

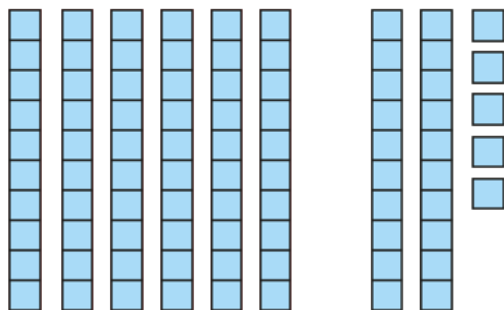
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Part-Part-Whole (Cherry) model Tens Frame Deines Plus + Minus - Equal to =
Addition Subtraction Expression Equation Exchange Count on Count back
Number line Tens Boundary

Addend + Addend = Sum

Minuend – Subtrahend = Difference

$$6 + 2 = 8$$

$$60 + 25 = ?$$



Use known facts within 10 to
add/subtract multiples of 10 to a 2
digit number.

I know that 6 plus 2 is equal to 8.

So, 6 tens plus 2 tens is equal to 8
tens. Then add the additional 5
ones.

$$60 + 25 = 85.$$

Use knowledge of subtracting from
10 to subtract a single-digit number
from a multiple of 10.

I know that 10 minus 3 is equal to 7.

So, 3 tens minus 3 ones is equal to 2
tens and 7 ones.

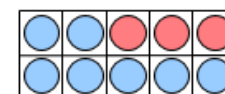
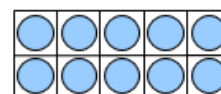
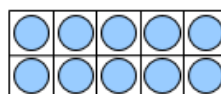
$$30 - 3 = 27.$$



$$10 - 3$$



$$30 - 3$$



Addition and Subtraction

Year 2

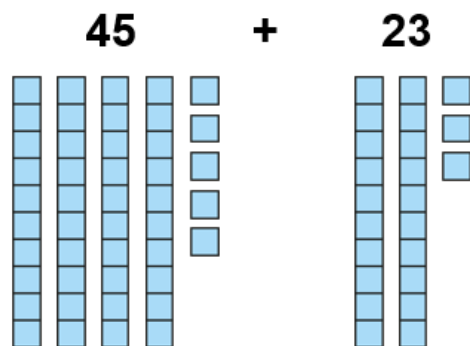
Add and Subtract within 100 (3).

Vocabulary:

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Part-Part-Whole (Cherry) model Tens Frame Deines Plus + Minus - Equal to =
Addition Subtraction Expression Equation Exchange Count on Count back
Number line Tens Boundary

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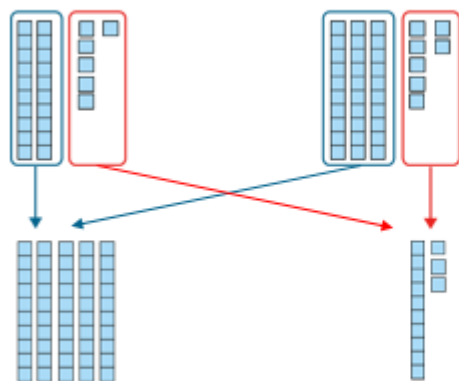
Partition both addends to add efficiently without crossing the tens boundary.

$$40 + 20 = 60$$

$$5 + 3 = 8$$

$$60 + 8 = 68$$

$$26 + 37 = 63$$

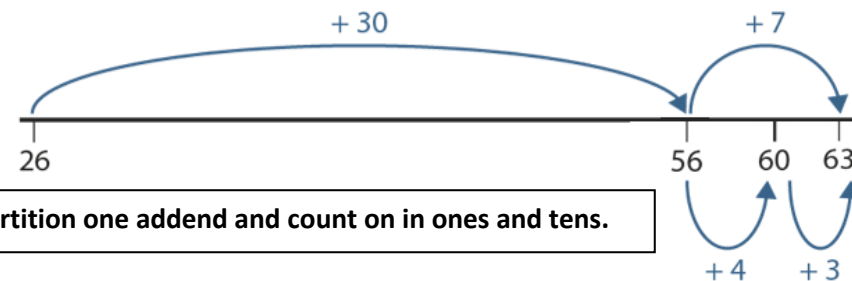


$$50 + 13 = 63$$

Partition both addends to add efficiently when the ones require an exchange.

$$26 + 37 = 63$$

30 7

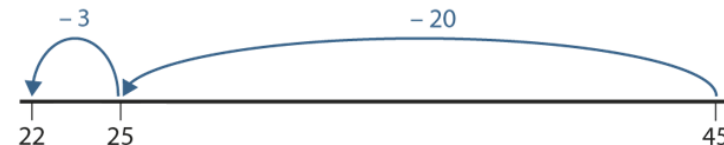
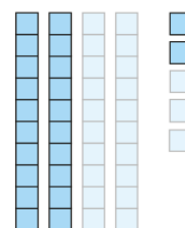


Partition one addend and count on in ones and tens.

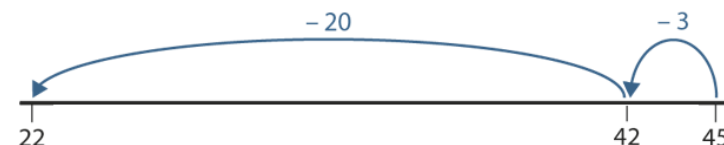
$$45 - 20 - 3$$

$$45 - 23 = 22$$

$$45 - 20 - 3 = 22$$



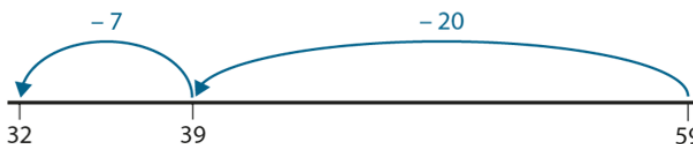
$$45 - 3 - 20 = 22$$



Subtract from any two-digit number by subtracting tens then ones without crossing a tens boundary.

$$59 - 27 = 32$$

20 7



Subtract from any two-digit number by portioning the subtrahend into tens and ones and counting back.

Addition and Subtraction

Year 3

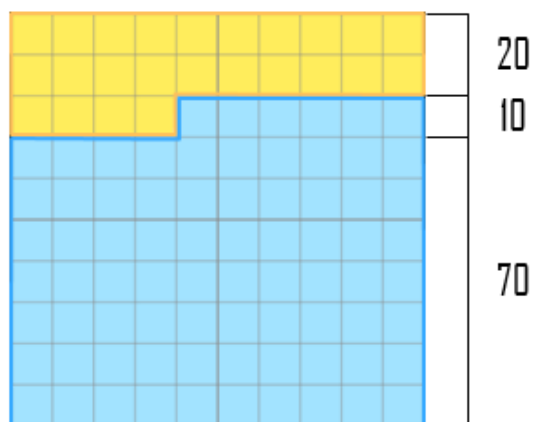
Calculate complements to 100.

Vocabulary:

Part Whole Ones Tens Represents Compose Combine Partition Total
Part-Part-Whole (Cherry) model Deines 100 square Plus + Minus - Equal to =
Addition Subtraction Expression Equation Exchange Complements

Addend + Addend = Sum

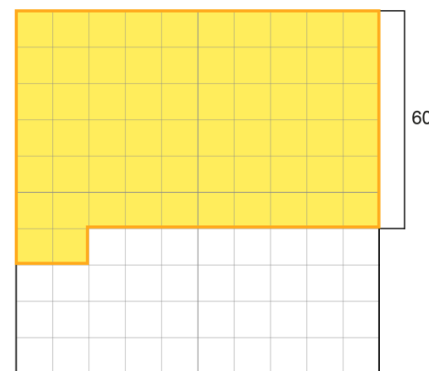
$$24 + 76 = 100$$



$$\begin{array}{r} 24 + 76 = 100 \\ \swarrow \searrow \quad \swarrow \searrow \\ 20 \quad 4 \quad 6 \quad 70 \\ \hline 10 \end{array}$$

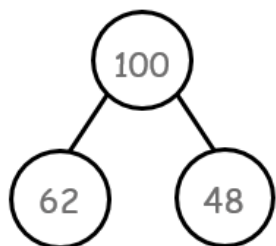
Use knowledge of subtracting from 10 to subtract a single-digit number from a multiple of 10.

First we make 10 ones. The ones digits add up to make 1 ten, so we need 9 more tens to make a total of 100.

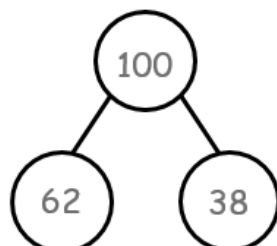


Solve missing number problems that sum to 100.

$$62 + \square = 100$$



$$\begin{array}{r} 62 + 48 = 110 \\ \swarrow \searrow \quad \swarrow \searrow \\ 60 \quad 2 \quad 8 \quad 40 \\ \hline 10 \end{array}$$



$$\begin{array}{r} 62 + 38 = 100 \\ \swarrow \searrow \quad \swarrow \searrow \\ 60 \quad 2 \quad 8 \quad 30 \\ \hline 10 \end{array}$$

Compare equations which do and do not sum to 100.

Addition and Subtraction

Year 3

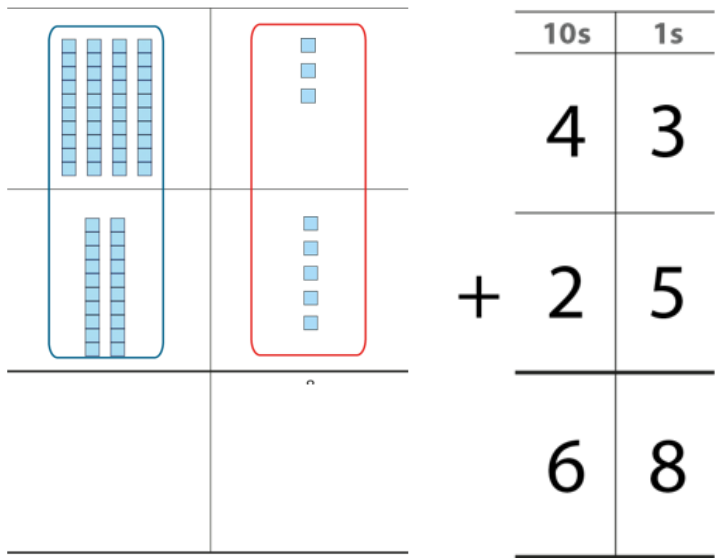
Columnar Addition and Subtraction

Vocabulary:

Ones Tens Represents Compose Combine Total Deines Plus + Minus -
Equal to = Addition Subtraction Equation Regroup Algorithm

Addend + Addend = Sum

Minuend – Subtrahend = Difference



Use deines to represent columnar addition *without exchange* pictorially before moving to abstract algorithm.

We add the ones. 3 ones plus 5 ones are equal to 8 ones.

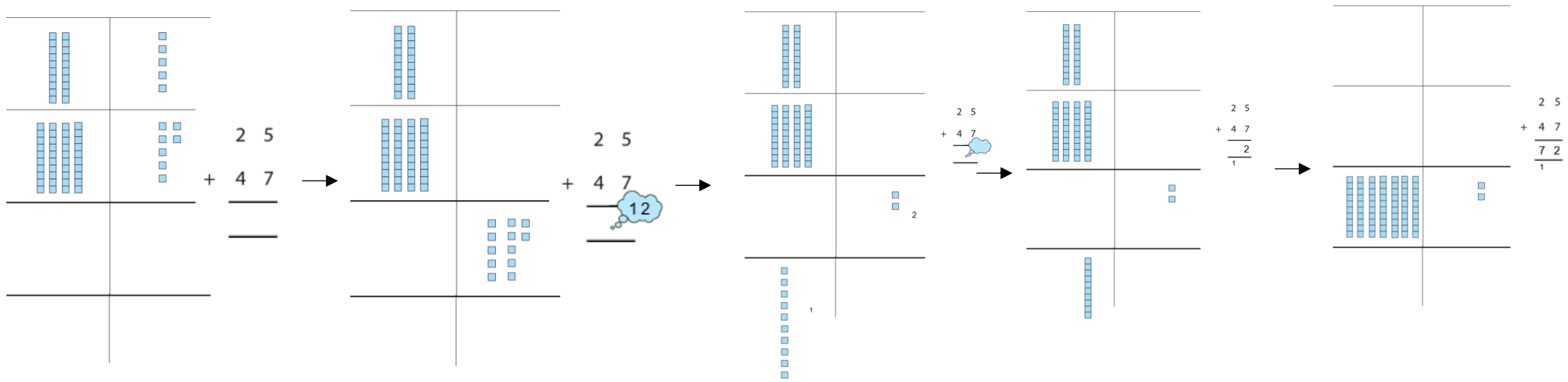
We add the tens. 4 tens plus 2 tens is equal to 6 tens.

Use deines to represent columnar addition *with exchange* pictorially before moving to abstract algorithm.

5 ones plus 7 ones is equal to 12 ones. I can regroup 12 ones. 12 ones is equal to 1 ten and 2 ones.

2 tens plus 4 tens is equal to 6 tens. We also need to add 1 ten from the regrouping. There are 7 tens altogether.

If a column group is equal to 10 or more we must regroup. 10 ones is equal to 1 ten. 10 tens is equal to 1 hundred.



Addition and Subtraction

Year 3

Columnar Addition and Subtraction

Vocabulary:

Ones Tens Represents Compose Combine Total Deines Plus + Minus -
Equal to = Addition Subtraction Equation Expression Regroup Algorithm

Addend + Addend = Sum

Minuend – Subtrahend = Difference

475 + 25

237 + 156

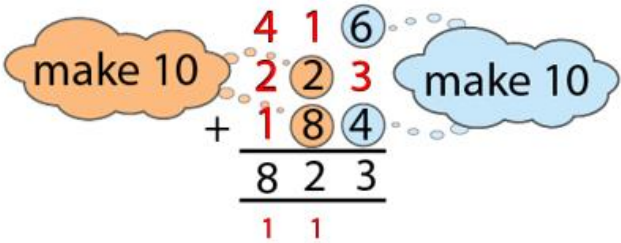
416 + 223 + 184 = 823

349 + 84

120 + 130

Use column addition	Use mental strategies

Compare expressions which can be calculated using mental or written strategies.



Add 3 addends using columnar addition, using a make 10 strategy to support.

Addition and Subtraction

Year 3

Columnar Addition and Subtraction

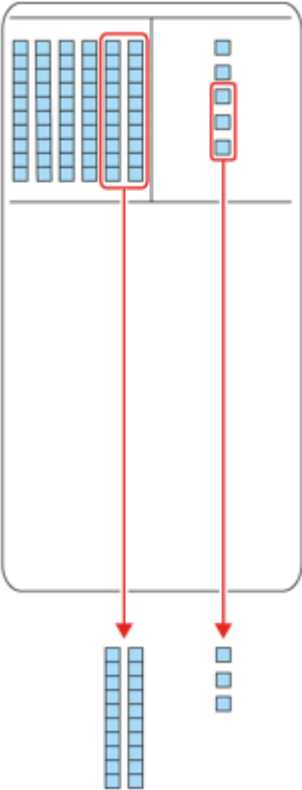
Vocabulary:

Ones Tens Represents Compose Combine Total Deines Plus + Minus -

Equal to = Addition Subtraction Equation Expression Regroup Algorithm

Addend + Addend = Sum

Minuend – Subtrahend = Difference



10s	1s
6	5
– 2	3
4	2

Use deines to represent columnar subtraction *without exchange* pictorially before moving to abstract algorithm.

We subtract the ones. 5 ones minus 3 ones is equal to 2 ones.

We subtract the tens. 6 tens minus 2 tens is equal to 4 tens.

~~2~~¹ 12 3

– 1 4 2

0 8 1

475 – 358

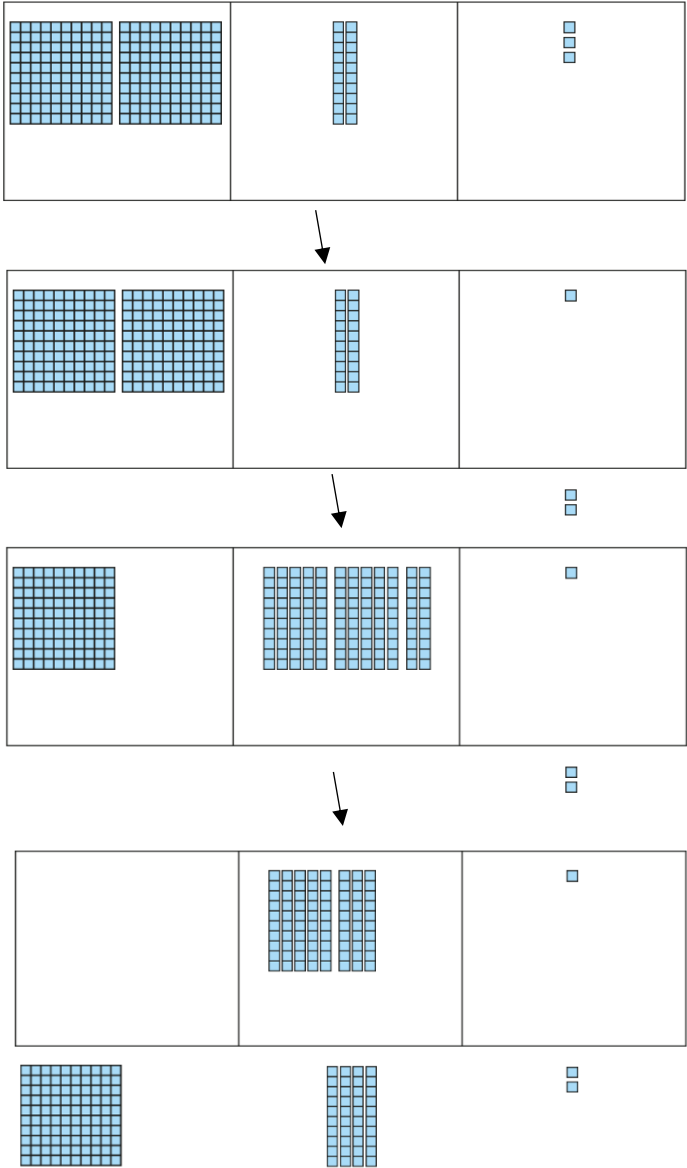
170 – 140

349 – 101

201 – 198

Use column subtraction	Use mental strategies

Compare expressions which can be calculated using mental or written strategies.



Addition and Subtraction

Year 3

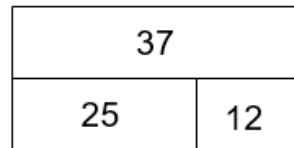
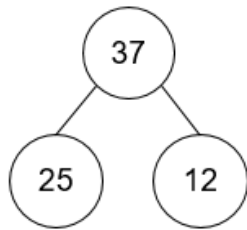
Manipulate the Additive Relationship

Vocabulary:

Represents Compose Combine Total Deines Plus + Minus - Equal to =
Addition Subtraction Equation Expression Bar Model Part-Part-Whole Model
(Cherry) Whole Part

Addend + Addend = Sum

Minuend – Subtrahend = Difference



$$25 + 12 = 37$$

$$12 + 25 = 37$$

$$37 = 25 + 12$$

$$37 = 12 + 25$$

$$37 - 12 = 25$$

$$37 - 25 = 12$$

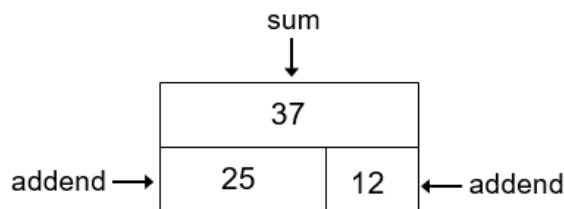
$$25 = 37 - 12$$

$$12 = 37 - 25$$

Recognise the different equations that can be recorded based on the part-whole structure.

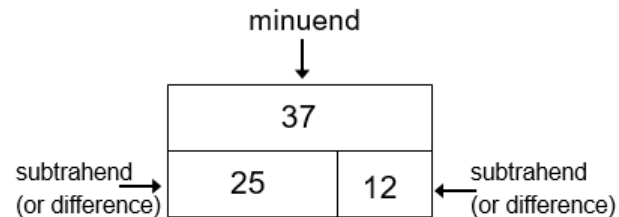
Addend + addend = sum

Minuend – subtrahend = difference



$$25 + 12 = 37$$

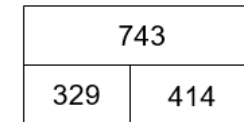
$$12 + 25 = 37$$



$$37 - 25 = 12$$

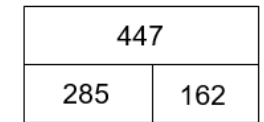
$$37 - 12 = 25$$

Part Part Whole
↓ ↓ ↓
 $329 + \boxed{414} = 743$



$$743 - 329 = \boxed{414}$$

Whole Part Part
↓ ↓ ↓
 $447 - \boxed{162} = 285$

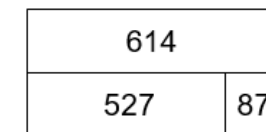


$$447 - 285 = \boxed{162}$$

Use the part-whole structure to support finding a missing part.

There is a missing part. To find the missing part, we subtract the other part from the whole.

Whole Part Part
↓ ↓ ↓
 $\boxed{614} - 527 = 87$



$$527 + 87 = \boxed{614}$$

Use the part-whole structure to support finding a missing whole.

There is a missing whole. To find the missing whole, we add the two parts.

Addition and Subtraction

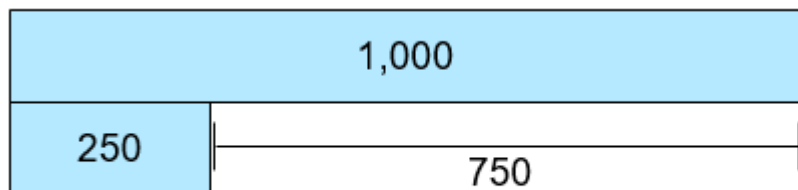
Year 6

Quantify additive and multiplicative relationships

Vocabulary:

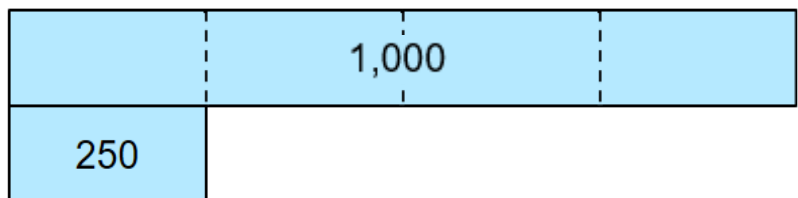
Additive Multiplicative Relationship Represents Compose Combine Total
More than Less than Plus + Minus - Equal to = Addition Subtraction Divide ÷
Multiply x One-____ of Equation Expression Bar Model Whole Part
Difference Multiplier Unknown Sequence

Addend + Addend = Sum



$$250 + 750 = 1,000$$

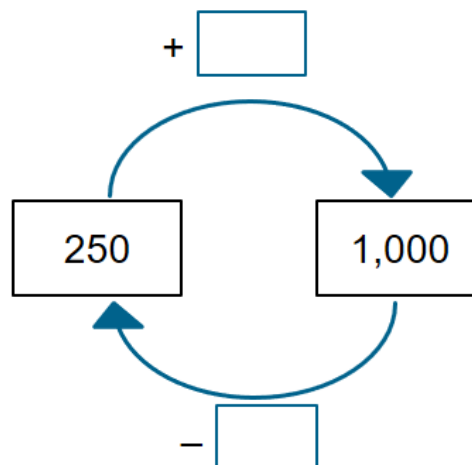
$$1,000 - 750 = 250$$



$$250 \times 4 = 1,000$$

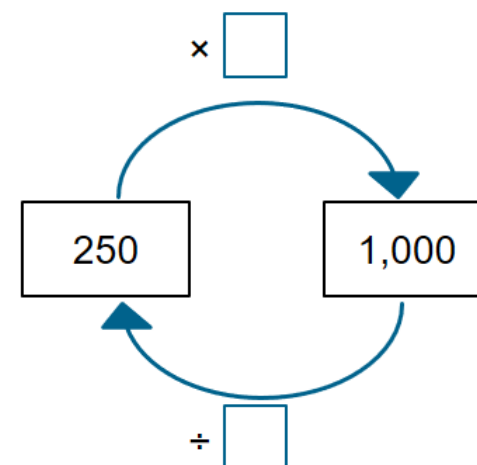
$$1000 \div 4 = 250$$

The relationship between two numbers can be expressed both additively and multiplicatively.



1000 is ____ more than 250.

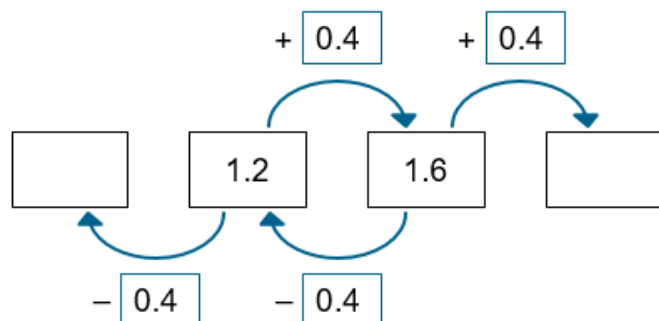
250 is ____ less than 1000.



1000 is ____ times the size of 250.

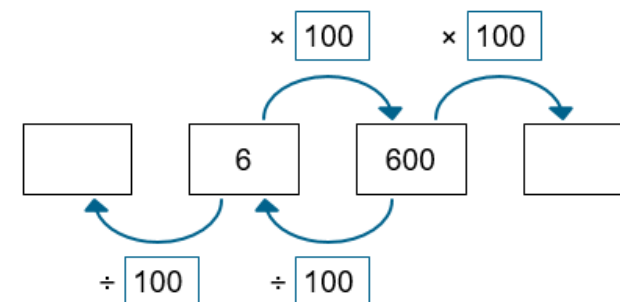
250 is one-____ of 1000.

To find one-quarter of a number, we divide by 4.



Finding the difference can help calculate the unknown terms in a sequence.

Finding the known multiplier can help calculate the unknown terms in a sequence.



Addition and Subtraction

Year 6

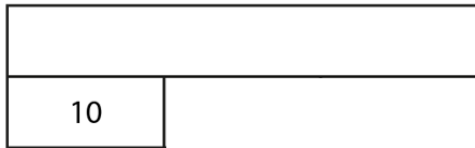
Quantify additive and multiplicative relationships

Vocabulary:

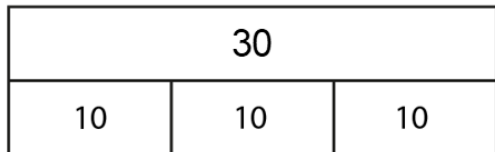
Additive Multiplicative Relationship Represents Compose Combine Total
More than Less than Plus + Minus - Equal to = Addition Subtraction Divide ÷
Multiply x One-_____ of Equation Expression Bar Model Whole Part
Difference Multiplier Unknown Sequence

Addend + Addend = Sum

$$\frac{1}{3} \text{ of } ? = 10$$



$$\frac{1}{3} \text{ of } ? = 10$$



$$\frac{1}{3} \text{ of } 30 = 10$$

Calculate the unknown whole by recognising how many parts the whole has been divided into.

Addition and Subtraction

Year 6

Derive Related Calculations

Vocabulary:

Additive Multiplicative Relationship Represents Equation Unknown Re-arrange Inverse Place Value Properties Commutative Associative Distributive Compensation

Addend + Addend = Sum Factor x Factor = Product (Multiplicand x Multiplier = Product)

Minuend – Subtrahend = Difference

Dividend ÷ Divisor = Quotient

$$252 = 3 \times 84$$

$$2,520 = 30 \times \boxed{}$$

$$252 = 3 \times 84$$

$$\boxed{} = 3 \times 85$$

$$252 = 3 \times 84$$

$$252 = 3 \times 60 + 3 \times \boxed{}$$

Manipulate an equation to solve another. Pupils could:

- rearrange the terms;
- rewrite using inverse operations;
- apply place value;
- use the properties of division that correspond to the commutative, associative or distributive property of multiplication;
- use the compensation property.

Additive examples

Multiplicative examples

$$625 - 148 = 477$$

$$6,250 - 1,480 = \boxed{}$$

$$625 - 148 = 477$$

$$625 - 70 - \boxed{} = 477$$

$$625 - 148 = 477$$

$$625 - 248 = \boxed{}$$

$$14.8 + 7.6 = 22.4$$

$$1,480 + \boxed{} = 2,240$$

$$14.8 + 7.6 = 22.4$$

$$\boxed{} - 7.6 = 14.8$$

$$14.8 + 7.6 = 22.4$$

$$12.8 + \boxed{} = 22.4$$

$$4,800 \div 25 = 192$$

$$25 \times 192 = \boxed{}$$

$$4,800 \div 25 = 192$$

$$4,800 \div 250 = \boxed{}$$

$$4,800 \div 25 = 192$$

$$4,800 \div 5 \div 5 = \boxed{}$$

Addition and Subtraction

Year 6

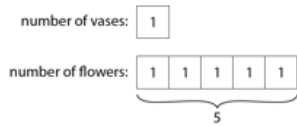
Solve Problems Involving Ratio Relationship

Vocabulary:

Additive Multiplicative Relationship Represents Equation Unknown Scale-factor Ratio Ratio Table ___ times the size one-___ the size of Vertical Horizontal

Factor x Factor = Product (Multiplicand x Multiplier = Product)

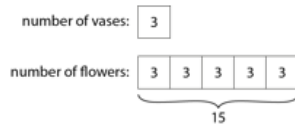
Dividend ÷ Divisor = Quotient



$$1 \times 5 = 5$$

$$5 \div 5 = 1$$

$$5 \times \frac{1}{5} = 1$$



$$3 \times 5 = 15$$

$$15 \div 5 = 3$$

$$15 \times \frac{1}{5} = 3$$

Ratio table to compare sets of information.

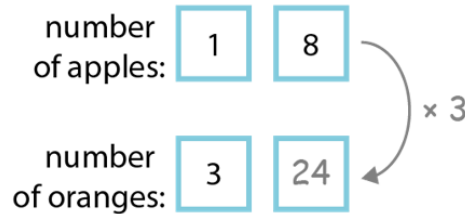
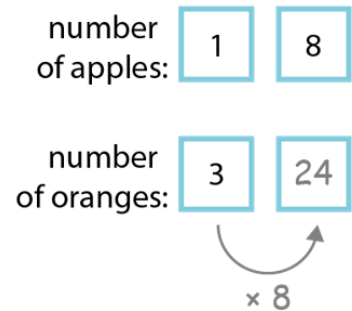
For every ___, there are ___.

For every 1 litre of petrol, you can drive 7 miles.

For every 7 miles you will drive, you need 1 litre of petrol.

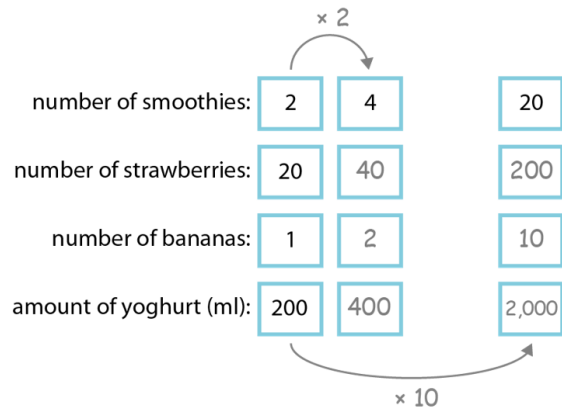
Extend sequences using knowledge of patterns based on ratio table.

Litres of petrol	1	2	3	4	5	6	7	8	9	10
Miles driven	7	14	21	28	35	42	49	56	63	70



Explore vertical and horizontal relationship between numbers.

For every ___, there are ___.

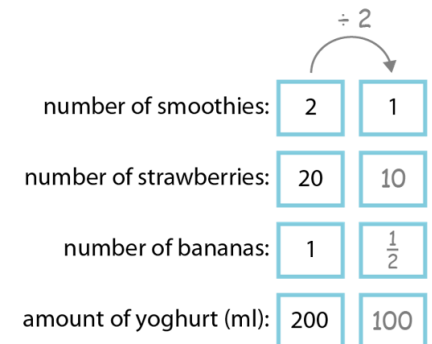


Identify the scale-factor in order to find unknown values.

___ is ___ times the size of ___.

Therefore I must multiply/divide by ___.

___ is one-___ the size of ___.



Addition and Subtraction

Year 6

Solve Problems with Two Unknowns

Vocabulary:

Additive Multiplicative Relationship Represents Equation Two Unknowns
Scale-factor Ratio ___ times the size one-___ the size of Total Bar Model
Structure



$$B = \boxed{r} + \boxed{b}$$



$$B = \boxed{p} + \boxed{y}$$

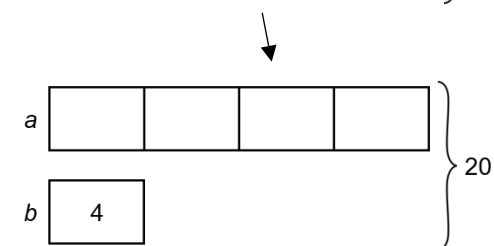
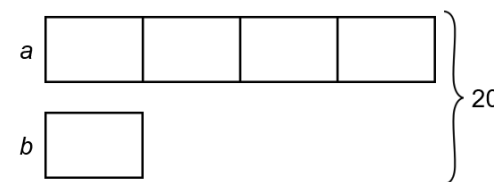
Use Cuisenaire to find 2 bars of total length that are equal to another.

There is more than one solution to the problem.

There can be infinite solutions to a problem.

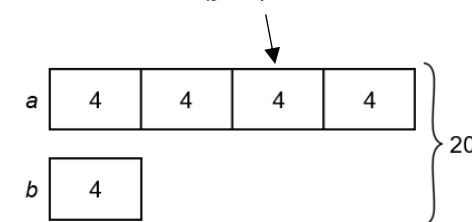
$$5 \times \boxed{} = 10 \times \boxed{}$$

Solve multiplicative problems with two unknowns when the total is known.



$$\text{one part} = 20 \div 5 = 4$$

$$b = 4$$



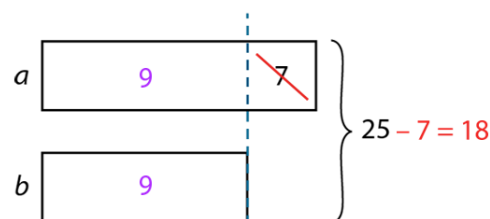
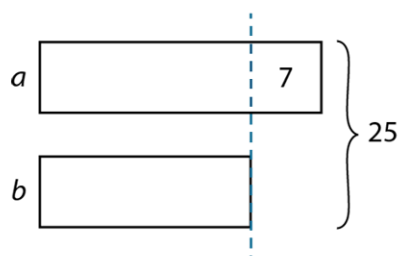
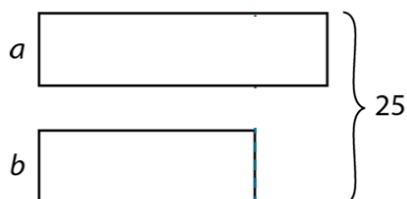
$$\text{one part} = 20 \div 5 = 4$$

$$b = 4$$

$$a = 4 \times 4 = 16$$

The two numbers are 16 and 4.

Solve additive problems with two unknowns when the total is known.



$$b = 18 \div 2 = 9$$

$$a = 9 + 7 = 16$$

The two numbers are 9 and 16.