## Sherdley Primary School

Maths: Addition \& Subtraction Progression Statements - End of year expectations

|  |  | NUMBER BONDS |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Preschool | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | Recall number bonds to 5 and know some of the number bonds to 10 | Represent and use number bonds and related subtraction facts within 20 | Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 |  |  |  |  |
|  |  | MENTAL CALCULATION |  |  |  |  |  |
|  | Automatically recall the number bonds to 5 including the subtraction facts | Add and subtract one-digit and two-digit numbers to 20 , including zero | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <br> * a two-digit number and ones <br> * a two-digit number and tens <br> * two two-digit numbers <br> * adding three one-digit numbers | Add and subtract numbers mentally, including: <br> * a three-digit number and ones <br> * a three-digit number and tens <br> * a three-digit number and hundreds |  | Add and subtract numbers mentally with increasingly large numbers | Perform mental calculations, including with mixed operations and large numbers |
|  |  | Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods) | Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot |  |  |  | Use their knowledge of the order of operations to carry out calculations involving the four operations |

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|  |  | WRITTEN METHODS |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Preschool | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | Add and subtract 2 numbers | Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Mental Calculation) |  | Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction | Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate | Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) |  |
|  |  | INVERSE OPERATIONS, ESTIMATING AND CHECKING ANSWERS |  |  |  |  |  |
|  |  |  | Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. | Estimate the answer to a calculation and use inverse operations to check answers | Estimate and use inverse operations to check answers to a calculation | Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy | Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy. |

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|  |  | PROBLEM SOLVING |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Preschool | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as$7=\square-9$ | Solve problems with addition and subtraction: <br> * using concrete objects and pictorial representations, including those involving numbers, quantities and measures <br> * applying their increasing knowledge of mental and written methods | Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction | Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why | Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why | Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why |
|  |  |  | solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (copied from Measurement) |  |  |  | Solve problems involving addition, subtraction, multiplication and division |

