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| **Learners are able to:** | * **Nursery** * Understand and use the concept of ‘one more’ in their play * Understand and use the concept of ‘one less’ in their play * **Use counting to solve simple mathematics problems in everyday and play situations** | * **Reception** * **Mentally recall ‘one more’ of a number within 10** * **Mentally recall ‘one less’ of a number within 10** * Combine two groups of objects to find ‘how many altogether’ * Take away objects to find ‘how many are left’ * **Solve simple problems in a practical situation that involve simple addition and subtraction up to 5** * Talk about addition and subtraction instructions in play activities | * **Year 1** * **Mentally recall ‘one more’ of a number within 20** * **Mentally recall ‘one less’ of a number within 20** * Use a range of strategies to add 2 collections, starting with the larger number e.g.  *8 + 5* * Add and subtract numbers involving up to 10 objects * **Use a range of strategies to mentally solve problems within 10** * **Solve one-step problems that involve addition and subtraction, including missing number problems, e.g. *7 +*** € ***= 9, using concrete objects and pictorial representations*** * **Use known facts to solve simple problems within 10 e.g. *doubling and halving, number bonds*** * Use known number facts when adding three single digit numbers and realise addition can be done in any order * Understand and use the mathematical symbols for addition, subtraction and equals * Understand and use the different mathematical terms for addition and subtraction e.g. *add, combine, find the difference* | * **Year 2** * **Mentally add 10 or 20 to a given number up to 100** * **Mentally subtract 10 or 20 from a given number up to 100** * Find small differences within 20 by using ‘counting on’ strategies * Use mental recall of number facts to 10 and place value to add or subtract larger numbers e.g. 24 + 4, 30 + 5, 34 +10 * **Find a small difference between two numbers by counting on e.g.  *44 – 28 = €*** * **Solve one- and two-step problems that involve addition and subtraction, multiplication and simple division including missing number problems, e.g.  *40 – €***  ***= 19*** * **Use partitioning strategies to double and halve 2-digit numbers** * Understand that multiplication is repeated addition e.g. 2 + 2 + 2 is the same as ‘three twos’ * Add/subtract 9 or 11 from given number by adding/subtracting 10 and adjusting * Understand and use mathematical symbols for addition, subtraction, multiplication, division and equals * Understand and use the different mathematical terms for addition, subtraction, multiplication, division and equals *e.g. find the total, share, goes into* |
| **Use number skills**  **Calculate using mental and written methods** |  | | **Multiplication**   * Count forwards and backwards in 1s, 2s, 5s and 10s * Jump in 2s on a number line l\_\_\_l\_\_\_l\_\_\_l\_\_\_l\_\_\_l\_\_l * Describe an arrangement of dots * Work on combining sets * Place objects in pairs. Work on pairs, x2 by matching a number sentence and a picture, diagram * Doubling = X 2 = add the number twice * X2 multiplication table – one set of 2 =   two sets of 2 =  Rapid recall of x2 multiplication table e.g. 3 pairs of socks = how many socks?   * Double numbers up to 10 * Describe an arrangement of dots in two ways - 4 x 2 and 2 x 4 * Double an amount of money, measures * Multiplication as repeated addition   3 + 3 + 3 + 3 =  4 sets of 3 =  4 x 3 =  3 x 4 =   * Use their own notation and then introduce X * Know that multiplication can be done in any order * Word/practical problems on doubling and halving, x2 * Double numbers up to 20 e.g. 2 x 4 = 5 x 2 = 2 x€ = 8, Double 5= * X1 does not change the number and X0 is zero * Multiplication can be done in any order * Learn x5 and x10 multiplication tables * Count in 5s or 10s on a number line * Double multiples of 5 and 10 up to 100 * Jumps on a 100 square/number line and look at patterns. Numicon * Use repeated addition to check multiplication * Use a place value grid to x10. X5 multiplication table = x10 and halving * Count in 3s and 4s on a number line and observe the patterns * Learn and recall x3 multiplication table * Learn and recall x4 multiplication table – double x2 multiplication table * Multiplication grids * Double numbers up to 100 * Patterns 2 x 4 = 8   20 x 4 = 80  200 x 4 = 800   * Multiply simple tens and hundreds * Recognise multiples of 2, 5 and 10   **Division**   * Group a number of objects in 2s * Share a number of objects between 2 – one for you and one for me * Arrange equally e.g. split an arrangement of multilink into two equal parts * How many 2s are there in 8? e.g. Numicon * Halve even numbers up to 10/20 and know that halving is the same as dividing by 2 * Share into equal sets * Introduce the ÷ symbol * 6 ÷ 2 is not the same as 2 ÷ 6 * How many 5s are there in 20? * How many times can I take 3 away from 24? * Various division problems in context * The relationship between multiplication and division – number sentences e.g. 3 x ? = 6 and 6 ÷ 3 = * Use doubling to check halving * Halve multiples of 10 up to 100 * Missing numbers in division calculations * Division as repeated subtraction * Sharing equally * Are there any remaining? How many? * Find a quarter by halving a half * Link division with fractions * Halve 2-digit numbers by partitioning * Divide by 3, 4, 5 a 10 through using resources to share equally * Halve even numbers up to 100 | |