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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*
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| **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
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