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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,* usingconcrete 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
* 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**  | **Subtraction** * Count in 1s up to 10/20-
* Recognise and record numbers up to 10 – correct formation
* Create sets of objects and then take one away
* Calculate one less by taking one away
* Starting from a specific number, count backwards in 1s to a specific number
* Count backwards a number of steps from a specific number
* Take away from a set of concrete objects to make it less
* Introduce counters to represent objects
* Find the difference between 2 sets by matching and comparing
* Subtract a smaller number from a larger number – find out how many are left
* Subtract numbers by counting back from the larger number on a number line
* Introduce the symbols – subtraction (-)and is equal to (=)
* 3 - 2 =
* Subtract number s up to 10 by moving forwards/backwards on a number line
* Find how many have been taken away from a group of objects by counting up from a number
* Small World problems. Number bonds up to 5
* Subtraction from up to 5 e.g. 5 - 3 =, 4 - 3 = € 4 - 1= €
* Difference between spots on dominoes
* Count how many more are required to make a larger number
 | * Bonds of 10 e.g. 10 – 5= 10 - 4 =
* Subtract zero - no change
* Subtract a smaller number from a larger number
* Subtract numbers up to 10
* Vocabulary of subtraction – create a number sentence to illustrate a story
* Subtraction calculations with a number <10 as the answer
* Understand that subtraction cannot be done in any order e.g. 7—3 is not the same as 3—7
* The relationship with addition (inverse) – give an addition fact to match a subtraction fact
* Missing numbers - € - 3 = 4; 9 - € = 2
* Subtraction grids
* Which two numbers have a difference of 1 or 2?
* Find the difference between two numbers by counting forwards
* Subtract numbers within 20
* Link with place value e.g. 8 - 2= 6; 80-20=60
* Number line activities – count forwards or backwards to calculate subtractions
* Simple puzzles, target games
* Moving from one number to the other e.g. from 6 to 2
* Rapid recall
* Recognise two odd numbers with a difference of \_\_\_
* Two numbers with a total of \_\_\_ and a difference of \_\_\_
* Balance addition and subtraction calculations
* Count backwards in 10s and then in 1s when calculating 2-digit numbers

on a number line by jumping tens first then units, or units first then tens * I have \_\_\_ but I need\_\_\_. How many more do I need?
* I’m thinking of a number. It is 6 less than 9
* Calculate using a 100 square or a number line e.g. 27- 10 = or 42 - 6
* Bonds of 100 (multiples of 10)
* 100 - 30 or 35 - €= 10 Estimate answers
* Subtract a single digit from a multiple of 10 ( 80-7)
* Subtract a single digit from a 2-digit number (without crossing/crossing the tens boundary)
* Subtract a number of numbers
* Bonds of 100 (multiples of 5)
* Recognise, extend and use patterns

 7 – 3 =  70 - 30= 700 - 300= * Patterns 8 - 4 =

 18 - 4= 28 - 4 =* Relationship with addition – use addition to check
* If 30-6 is 24, what is 30-16?
* Solve word problems – use the correct operation (+ or -)
* Know the vocabulary of subtraction problems
* Subtract 2-digit numbers

Mental Maths * Awareness of the strategies for subtraction and know when it is appropriate to use them

 -9 —adjust partition and combine count backwards count upwards bridge Standard column method * Partition tens and units to do mental calculations
* TU

TU – columns, no borrowing * Exchange tens for units
* Exchange units for tens
* TU

TU + columns and partition * Missing numbers € - 49 = 120
* Estimate answers by rounding off
* Compare TU numbers
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