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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* |
| **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 | |