Rothersthorpe Primary School

Number: Addition & Subtraction Progression Document

Key of Text Colours
EYFS Development Matters (DM) Objectives & NC Objectives
Key concepts that create solid foundations in EYFS to build upon for the NC Objectives
NC Objective appears elsewhere within the same topic progression document
NC Objective also appears in another topic progression document

Reception 40-60+ mths	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Finds the total number of items in two groups by counting all of them. Can count a number of things in two groups and recognise that when recombined these still make the same total. Can partition numbers in different ways with the aim to identify pairs of numbers that make a total: two groups at first but then understanding we can partition into more than 2 groups. **ELG: Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.**	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.				
Finds the total number of items in two groups by counting all of them.	Add and subtract one-digit and two-digit numbers to 20, including zero.	Add and subtract numbers using concrete objects, pictorial representations, and	Add and subtract numbers mentally, including: 1. a three-digit	Add and subtract numbers with up to 4 digits using the formal written	Add and subtract numbers mentally with	Perform mental calculations, including with mixed

Can count a number of things in two groups and recognise that when recombined these still make the same total Can partition numbers in different ways with the aim to identify pairs of numbers that make a total: two groups at first but then understanding we can partition into more than 2 groups can say how many are hidden in a known number of things e.g. five toys go into the tent, 2 come out. How many are left in the tent? In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. **ELG: Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.**		mentally, including: * a two-digit number and ones * a two-digit number and tens * two two-digit numbers adding three one-digit numbers.	number and ones 2. a three-digit number and tens 3. a three-digit number and hundreds	methods of columnar addition and subtraction where appropriate.	increasingly large numbers.	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.		Solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why.		Use their knowledge of the order of operations to carry out calculations involving the four operations.

In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (Objective also shown in Mental Calculation).		Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.		Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).	
Estimates how many objects they can see and checks by counting them.	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.	