## Number: Addition and Subtraction

| NUMBER BONDS |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | recognise a pair (numbers to 8) Autumn explore number bonds to 10 Spring |  |  |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| represent and use number bonds and related subtraction facts to 10 and 20 and within 20 | recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 |  |  |  |  |

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| RECALL, REPRESENT and USE |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| use 'more' and 'a lot' Autumn know groups change when something is added/ taken away Autumn |  |  | Reception <br> find one more and one less than numbers up to 5 Autumn |  |  |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| read, write and interpre $\dagger$ mathematical statements involving addition (+), <br> subtraction (-) and equals (=) signs | show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot |  |  |  |  |

## Number: Addition and Subtraction

| CALCULATIONS |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Reception <br> combine two numbers together Spring understand that the quantity of a group can be changed by adding more and taking away Summer |  |  |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| read, write and interpret mathematical statements involving addition (+), <br> subtraction (-) and equals (=) signs add and subtract one-digit and two-digit numbers to 20 , including zero | add and subtract <br> numbers using <br> concrete objects, <br> pictorial <br> representations, <br> and mentally, <br> including: <br> * a two digit <br> number and ones <br> * a two-digit <br> number and tens <br> * two two-digit <br> numbers <br> * adding three <br> one-digit numbers | add and subtract $\dagger$ numbers with up to three digits, using formal written methods of columnar addition and subtraction add and subtract numbers mentally, including: <br> * a three-digit | add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate | add and subtract whole numbers with more than 4 digits, including using formal written methods add and subtract numbers mentally with increasingly large numbers | perform mental calculations, including with mixed operations and large numbers <br> use their knowledge of the order of operations to carry out calculations involving the four operations |

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| PROBLEM SOLVING |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | solve extended problems Summer investigate relationships between numbers Summer |  |  |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7=\square-\square$ | solve problems with addition and subtraction: <br> * using concrete objects and pictorial representations, including those involving numbers, quantities and measures * applying their increasing knowledge of mental and written methods | solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction | solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why | solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why | solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why |

## Number: Addition and Subtraction

| solve simple <br> problems in a <br> practical context <br> involving addition <br> and subtraction of <br> money of the same <br> unit, including giving <br> change |  | Solve problems <br> involving addition, <br> subtraction, <br> multiplication and <br> division |
| :--- | :--- | :--- | :--- |

