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| **Steps 0-3** | **Has some understanding that things exist, even when out of sight.** **Knows that things exist, even when out of sight.** **Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles****Selects a small number of objects from a group when asked, for example, *‘please give me one’, ‘please give me two’*****Creates and experiments with symbols and marks representing ideas of number.** **Begins to make comparisons between quantities.** **Uses some language of quantities, such as *‘more’* and *‘a lot’.*** **Knows that a group of things changes in quantity when something is added or taken away.**  |
| **Steps 4-6** | **Beginning to represent numbers using fingers, marks on paper or pictures****Compares two groups of objects, saying when they have the same number.** **Shows an interest in number problems.** **Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.** **Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.** **Finds the total number of items in two groups by counting all of them.** **Says the number that is one more than a given number.** **Finds one more or one less from a group of up to five objects, then ten objects.** **In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.** **Records, using marks that they can interpret and explain.** **Begins to identify own mathematical problems based on own interests and fascinations.****Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer.****They solve problems, including doubling, halving and sharing.** |
| **Y1** | **Read, write and interpret mathematical statements involving (+), (–) and (=) signs** **Represent and use number bonds and related subtraction facts within 20** **Add and subtract one-digit and two-digit numbers to 20, including zero** **Solve one-step problems that involve addition and subtraction, using concrete** **objects and pictorial representations, and missing number problems**  |
| **Y2** | **Solve problems with addition and subtraction:** ** Using concrete objects and pictorial representations, including those** ** involving numbers, quantities and measures** ** Applying their increasing knowledge of mental and written methods** **Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100** **Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:** ** a two-digit number and ones** ** a two-digit number and tens** ** two two-digit numbers** ** adding three one-digit numbers** **Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.** **Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.**  |
| **Y3** | **Add and subtract numbers mentally, including:** ** a three-digit number and ones** ** a three-digit number and tens** ** a three-digit number and hundreds** **Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction** **Estimate the answer to a calculation and use inverse operations to check answers** **Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.**  |
| **Y4** | **Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate** **Estimate and use inverse operations to check answers to a calculation** **Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.**  |
| **Y5** | **Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)** **Add and subtract numbers mentally with increasingly large numbers** **Use rounding to check answers to calculations and determine levels of accuracy** **Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.**  |
| **Y6** |

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| **Perform mental calculations, including with mixed operations and large numbers** **Use their knowledge of the order of operations to carry out calculations involving the four operations** **Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.** **Solve problems involving addition, subtraction, multiplication and division** **Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.**  |

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