

SHCPS Progression in Number: Addition & Subtraction

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NUMBER BONDS	Three and Four-Year-Olds Reception Early Learning Goals						
	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5. Subitise. Explore the composition of numbers to 10. Automatically recall number bonds 0-5 and some to 10. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Have a deep understanding of numbers to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5.	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				

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MENTAL CALCULATION	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Subitise. Explore the composition of numbers to 10. Automatically recall number bonds 0-5 and some to 10. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Have a deep understanding of numbers to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5.	add and subtract one-digit and two-digit numbers to 20, including zero 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	add and subtract numbers mentally, including: * a three-digit number and ones * a three-digit number and tens * a three-digit number and hundreds	<i>To continue to practise mental methods with increasingly large numbers to aid fluency.</i>	add and subtract numbers mentally with increasingly large numbers	perform mental calculations, including with mixed operations and large numbers
		read, write and interpret mathematical statements involving addition (+), 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				use their knowledge of the order of operations to carry out calculations involving the four operations

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WRITTEN METHODS		read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	<i>begin to record addition and subtraction in columns to support place value and prepare for formal written methods with larger numbers.</i>	add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	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 (columnar addition and subtraction)	<i>practise addition and subtraction for larger numbers, using the formal written methods of columnar addition and subtraction.</i>
INVERSE OPERATIONS, ESTIMATING & CHECKING ANSWERS	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Explore the composition of numbers to 10.		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.

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PROBLEM SOLVING	Solve real world mathematical problems with numbers up to 5. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.	solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$	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	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 multi-step problems in contexts, deciding which operations and methods to use and why	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
			<i>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</i>				Solve problems involving addition, subtraction, multiplication and division