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| MATHS: Addition and Subtraction REC to Y6 |
|  | EYFS Skills | Key Stage 1 Skills | Lower Key Stage 2 Skills | Upper Key Stage 2 Skills |
|  | End of RECExpectations | End of Year 1Expectations | End of Year 2 Expectations | End of Year 3 Expectations | End of Year 4 Expectations | End of Year 5 Expectations | End of Year 6 Expectations |
| ASPECT | Average age 5 years 6 months | Average age 6yrs 6months | Average age 7years 6 months | Average age8years 6 months | Average age 9 years 6 months | Average age 10 years 6 months | Average age 11 years 6 months |
| **Number Bonds** |  | 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 |  |  |  |  |
| **Mental Calculation** |  | add and subtract one-digit and two-digit numbers to 20, including zeroread, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods) | 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 numbersshow that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot | 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 mentally with increasingly large numbers  | perform mental calculations, including with mixed operations and large numbersuse their knowledge of the order of operations to carry out calculations involving the four operations  |
| **Written Methods** |  | read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Mental Calculation) |  | 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) |  |
| **Inverse operations, estimating and checking answers** |  |  | 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 |
| **Problem Solving** |  | solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = 🗆 - 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 |