## Stanley Grove Primary Academy

Stanley Grove Primary Academy Skills Map for Maths Addition and Subtraction

## Bright Futures

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| YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 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 zero | add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones <br> a two-digit number and tens <br> two two-digit numbers adding three one-digit numbers | add and subtract <br> numbers mentally, <br> including: <br> a three-digit number and ones <br> a three-digit number and tens <br> a three-digit number and hundreds |  | 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 (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 |  |  |  | use 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 |  | add and subtract numbers with up to three digits, using formal written methods of columnar addition and | add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and | add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and |  |

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| Mental Calculation) |  | subtraction | subtraction where appropriate | 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 $7=\square-9$ | 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 |
|  | solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (copied from Measurement) |  |  |  | Solve problems involving addition, subtraction, multiplication and division |

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| Number bonds, number line | Number bonds, number line | Column addition, column subtraction | Column addition, column subtraction | Column addition, column subtraction | Rounding, round up to the nearest..., round |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Mathematical symbols (+. | Mathematical symbols (+. | Place value | Place value | Place value | down to the nearest... |
| -, =) | $-,=,<,>)$ | Number facts | Number facts | Number facts | Order of Operations |
| Even and Odd | Even and Odd | Inverse | Estimate | Estimate | Bidmas |
| Add, more, plus, make, sum, total, altogether | Add, more, plus, make, sum, total, altogether | Equals | Mathematical symbols (+. $-,=,<,>)$ | Mathematical symbols (+. $-,=,<,>)$ | Prime numbers Common factors |
| Inverse | Inverse | Mathematical symbols (+. $-,=,<,>)$ | Inverse | Rounding, round up to | Common multiples |
| Equals | Equals | Difference between, | Equals | the nearest..., round down to the nearest... | Long multiplication |
| Difference between | Difference between | How many more make...? | Difference between, | Inverse | Mixed operations. |
| How many more make...? | How many more make...? | How much more is...? | How many more make...? | Equals |  |
| How much more is...? | How much more is...? | Subtract, take away, | How much more is...? | Difference between |  |
| Subtract, take away, minus | Subtract, take away, minus | minus <br> How many fewer is...? | Subtract, take away, minus | How many more make...? |  |
| How many fewer is...? | How many fewer is...? |  | How many fewer is...? | How much more is...? |  |
| How much less is...? |  |  | How much less is...? | Subtract, take away, minus |  |
|  |  |  |  | How many fewer is...? <br> How much less is...? |  |

