## Acre Hall Skills Map for Maths

## LA/SEN - please refer to previous year skills if needed.

Co-ordinator - Miss Johnson and Miss Christopher

Bright Futures
educational trust
The bet for veryonen the teet

Addition and Subtraction

|  |  | NUMBER BONDS |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | Automatically recall number bonds to 10 | 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 |  |  |  |  |  |
| With reference to real contexts solve problems using objects up to the value of 5 . <br> For example, You have 3 books and you get 1 more how many have you now got altogether? | To be able to count on from a set of objects rather than recounting the whole. E.g 5, 6, 7, 8 <br> Can compare larger sets by identifying which has more or less | add and subtract one-digit and twodigit numbers to 20, including zero | add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <br> * a two-digit number and ones <br> * a two-digit number and tens <br> * two two-digit numbers <br> * adding three one-digit numbers | add and subtract numbers mentally, 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 <br> mental <br> calculations, including with mixed operations and large numbers |


| Is able to count using 1 to 1 correspondence. | When <br> subtracting they count back from $1^{\text {st }}$ number and is able to keep note of which number they are up to <br> Solves 'change unknown' problems, up to 10 e.g. 'You have six sweets. Jenny gives you some more so now you have eight. How many did she give you?' | read, write and interpret <br> mathematical <br> statements involving <br> addition (+), <br> subtraction (-) and <br> equals (=) signs <br> (appears also in <br> 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 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 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 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 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$7=\square-9$ | solve problems with addition and subtraction: <br> * using concrete objects and pictorial representations, including those involving numbers, quantities and measures <br> * 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 |  |  |  | Solve problems involving addition, subtraction, multiplication and division |

