| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------|--|--|--|---|--|--|
| Addition | Given a number, identify one more. Read, write and interpret mathematical statements involving addition (+) and equals (=) sign. Add one-digit and two-digit numbers within 20, including zero. Solve missing number problems, e.g. 10 + ? = 16 Represent and use number bonds and related subtraction facts within 20. | Add numbers using concrete objects, pictorial representations and mentally | Add numbers with up to 3 digits, using a formal written method of columnar addition. Solve problems, including missing number problems. | Add numbers with up to four digits using the formal written method of columnar addition where appropriate. Solve addition and subtraction two-step problems in context deciding which operations and methods to use and why. | Year 5 Add numbers with more than four digits using the formal written method of columnar addition. Solve addition and subtraction multistep problems in context deciding which operations and methods to use and why. | Solve addition multi-step problems in context, deciding which methods to use and why. Solve addition and subtraction multi-step problems in context deciding which operations and methods to use and why. |

| Subtraction | Given a number, identify | Subtract numbers | Subtract | Subtract | Subtract numbers | Solve subtraction |
|-------------|---------------------------|--------------------|-----------------|------------------|--------------------|-------------------|
| | one less. | using concrete | numbers with | numbers with up | with more than | multi-step |
| | | objects, pictorial | up to 3 digits, | to four digits | four digits using | problems in |
| | Read, write and interpret | representations | using a formal | using the formal | the formal written | context, deciding |
| | mathematical statements | and mentally | written method | written method | method of | which methods to |
| | involving subtraction (-) | including: | of columnar | of columnar | columnar | use and why. |
| | and equals (=) sign. | | subtraction. | subtraction | subtraction. | |
| | | - Two-digit | | <u>where</u> | | Solve addition |
| | Subtract one-digit and | number and | Solve problems, | appropriate. | Solve addition and | and subtraction |
| | two-digit numbers within | ones. | including | | subtraction multi- | multi-step |
| | 20, including zero. | - Two-digit | missing number | Solve addition | step problems in | problems in |
| | | number and | problems. | and subtraction | context deciding | context deciding |
| | Solve missing number | tens. | | two-step | which operations | which operations |
| | problems, e.g. | - Two, two- | | problems in | and methods to | and methods to |
| | | digit | | context deciding | use and why. | use and why. |
| | 20 - ? = 16 | numbers. | | which | | |
| | | - Three one- | | operations and | | |
| | Represent and use | digit | | methods to use | | |
| | number bonds and | numbers. | | and why. | | |
| | related subtraction facts | | | | | |
| | within 20. | Recognise and | | | | |
| | | use the inverse | | | | |
| | | relationship | | | | |
| | | between | | | | |
| | | addition and | | | | |
| | | subtraction and | | | | |
| | | use this to check | | | | |
| | | calculations and | | | | |
| | | solve missing | | | | |
| | | number | | | | |
| | | problems. | | | | |
| | | | | | | |
| | | Show that | | | | |
| | | subtraction of | | | | |
| | | one number | | | | |
| | | from another is | | | | |
| | | not | | | | |
| | | commutative. | | | | |

| Multiplication | Solve one-step | Recall and use | Recall and use | Recall | Multiply numbers | Multiply multi- |
|----------------|-----------------------|--------------------|---------------------|-----------------|----------------------|---------------------|
| | problems involving | multiplication | multiplication | multiplication | up to four digits by | digit numbers |
| | multiplication. | facts for the 2, 5 | facts for the 3, 4 | facts for | a one or two-digit | (including |
| | | and 10 | and 8 | multiplication | number using a | decimals) up to 4 |
| | Count in multiples of | multiplication | multiplication | tables up to 12 | formal written | digits by two-digit |
| | 2, 5 and 10. | tables. | tables. | x 12. | method, including | whole numbers. |
| | | | | | long multiplication | |
| | | Calculate | Write and | Multiply by 2 | for two-digit | |
| | | mathematical | calculate | digit and 3 | numbers. | |
| | | statements for | mathematical | digit numbers | | |
| | | multiplication | statements for | by a 1 digit | Multiply whole | |
| | | tables and write | multiplication | number using | numbers and those | |
| | | them using the | using the | formal written | involving decimals | |
| | | multiplication (x) | multiplication | methods. | by 10, 100 and | |
| | | and equals (=) | tables that they | | 1000. | |
| | | signs. | know, including | Solve | | |
| | | | for 2-digit | problems | | |
| | | Solve problems | numbers | involving | | |
| | | involving | multiplied by one | multiplying | | |
| | | multiplication, | digit numbers, | and adding, | | |
| | | including | progressing to a | including using | | |
| | | problems in | formal written | the | | |
| | | context. | method. | distributive | | |
| | | | | law to multiply | | |
| | | Show that | Solve problems, | two-digit | | |
| | | multiplication of | including missing | numbers by | | |
| | | numbers is | number | one digit, | | |
| | | commutative. | problems, | integer scaling | | |
| | | | involving | problems and | | |
| | | | multiplication and | harder | | |
| | | | division, including | correspondenc | | |
| | | | positive integer | e problems | | |
| | | | scaling problems | such as n | | |
| | | | and | object are | | |
| | | | correspondence | connected to | | |
| | | | problems in which | m objects. | | |
| | | | n objects are | | | |
| | | | connected to m | | | |
| | | | objects. | | | |

| Division | Solve one-step | Recall and use | Recall and use | Recall division | Divide numbers up | Divide numbers |
|----------|--------------------|---------------------|--------------------|-----------------|---------------------|---------------------|
| | problems involving | division facts for | division facts for | facts for | to four digits by a | up to four digits |
| | multiplication. | the 2, 5 and 10 | the 3, 4 and 8 | multiplication | one-digit number | by a two-digit |
| | | multiplication | multiplication | tables up to 12 | using a formal | number using the |
| | | tables. | tables. | x 12. | written method of | formal written |
| | | | | | short division and | method of short |
| | | Calculate | Write and | Divide by 2 | interpret | division where |
| | | mathematical | calculate | digit and 3 | remainders | appropriate, |
| | | statements for | mathematical | digit numbers | appropriately for | interpreting |
| | | division tables | statements for | by a 1 digit | the context | remainders |
| | | and write them | division using the | number using | | according to the |
| | | using the division | multiplication | formal written | Divide whole | context. |
| | | (÷) and equals (=) | tables that they | numbers. | numbers and | |
| | | signs. | know, including | | those involving | Divide numbers |
| | | | for 2-digit | | decimals by 10, | up to 4-digits by a |
| | | Solve problems | numbers divided | | 100 and 1000. | 2-digit whole |
| | | involving division, | by one digit | | | number using the |
| | | including | numbers, | | | formal written |
| | | problems in | progressing to a | | | method of long |
| | | context. | formal written | | | division, and |
| | | | method. | | | interpret |
| | | Show that | | | | remainders as |
| | | division of one | Solve problems, | | | whole number |
| | | number by | including | | | remainders, |
| | | another is not | missing number | | | fractions, or by |
| | | commutative. | problems, | | | rounding, as |
| | | | involving | | | appropriate for |
| | | | multiplication | | | the context. |
| | | | and division, | | | |
| | | | including | | | |
| | | | positive integer | | | |
| | | | scaling | | | |
| | | | problems and | | | |
| | | | correspondenc | | | |
| | | | e problems in | | | |
| | | | which n objects | | | |
| | | | are connected | | | |
| | | | to m objects. | | | |
| | | | | | | |
| | | | | | | |