An Outstanding ofsted School 2014/2015

| Year | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| National Curriculum <br> End of Year <br> Expectations | 1 more | 1 more, 10 more | 10 more Number bonds: $20,12,13$ | Add multiples of 10, 100 | Add multiples of $10 \mathrm{~s}, 100 \mathrm{~s}$, 1000s. | Add multiples of $10 \mathrm{~s}, 100 \mathrm{~s}$, 1000s, tenths. | Add multiples of $10 \mathrm{~s}, 100 \mathrm{~s}$, 1000s, tenths, hundredths. |
|  | Use quantities to add 2 single digit number | Number bonds: 5,6 | Number bonds: 14,15 Add 1 digit to 2 digit by bridging. | Add single digit bridging through boundaries. | Fluency of 2 digit +2 digit. | Fluency of 2 digit +2 digit including with decimals. | Fluency of 2 digit +2 digit including with decimals. |
|  | Count on to find the answer | Largest number first. Number: 7, 8. | Partition second number, adds tens then ones. | Partition second number to add. Pairs of 100 | Partition second number to add. Decimal pairs of 10 and 1. | Partition second number to add. | Partition second number to add. |
|  | Recall number bonds to 5 (and some $\text { to } 10 \text { ) }$ | $\begin{gathered} \text { Add } 10 . \\ \text { Number bonds: } 9,10 \end{gathered}$ | Add 10 and multiples. Number bonds: 16 and 17 | Use near doubles to add. | Use near doubles to add. | Use number facts, bridging and place value | Use number facts, bridging and place value |
|  | Double facts to 10 | Ten plus ones Doubles up to 10 | Doubles up to 20 and multiples of 5. Add near multiples of 10 . | Add near multiples of 10 and 100 by rounding and adjusting. | Adjust both numbers <br> before adding. Add near multiples. | Adjust numbers to add. | Adjust numbers to add. |
|  | Solve simple addition problems | Use number bonds of 10 to derive bonds for 11 | Number bonds: 18, 19 Partition and recombine | Partition and recombine. | Partition and recombine | Partition and recombine. | Partition and recombine. |
| Written Methods |  | Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs |  | Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. $\begin{array}{r} 423 \\ +\quad 88 \\ \hline 511 \\ \hline \end{array}$ | Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition where appropriate. | Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).$\begin{array}{r} 23454 \\ +\quad 596 \\ +24050 \\ \hline \end{array}$ | Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. |
| Developing Conceptual Understanding | Use bonds of 10 to calculate bonds of 20 $00000-0000$ <br> Count all <br> Count on <br> Count on, on number track, in 15 $\qquad$ | Use bonds of 10 to calculate bonds of 20 <br> 0000090000 <br> Count all <br> Count on <br> Count on, on number track, in 1s romme. | Number track / Number line - jumps of 1 then efficient jumps using number bonds $0008000000000000-00000$ <br> $46+27=73$ Count in tens then bridge. | Number line: $264+158$ efficent jumps |  |  |  |
| With jottings .....in your head | Mark making | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7=\text { ? }{ }_{-9}$ | 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 | Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. | Add and subtract numbers mentally with increasingly large numbers. | Perform mental calculations, including with mixed operations and large numbers. |
| Just know it! | Counting on and back Number bonds to 5 (some number bonds to 10) Subitise up to 5 Verbally count beyond 20. | Represent \& use number bonds and related subtraction facts within 20. Add and subtract one-digit and two digit numbers to 20 , including zero. | Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 . |  |  |  |  |

