Townville Academy

Maths Progression Document: Number: Addition and Subtraction



The progression maps are structured using the topic headings as they appear in the National Curriculum. Each 'topic' has been divided into sub categories to illustrate progression in key areas.

Automatically recall number bonds to 5 and some number bonds to 5 and some number bonds to 10. know double facts to 10 and how quantities can be distributed equally. Explore the composition of number to 10, (laso in number and place value) Mental Colculation Port-whole: identify smaller numbers within a number (conceptual subtisting – seeing groups and combining to a total) and combining to a total) Pread, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (-) signs (appears also in Written Methods) Written Methods Written Methods Read, write ond interpret mathematical statements involving addition (+), subtraction (-) and equals (-) signs (appears also in Mental Colculation of one number from another cannot Written Methods Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (-) signs (appears also in Mental Colculation) of one number from another cannot Written Methods Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (-) signs (appears also in Mental Colculation) of one number from another cannot Written Methods Recognise that a group of objects partitioned into two groups can be recombined to make the same total. Problem Solving Solve real world Solve real world Solve real world Add and subtraction facts to 20 fluently and subtract numbers using concrete objects, prictorial representations, and mental value in the problems solve problems with	Nursery	Reception	Year 1	Year 2	
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3		Problem	Solving		
mathematical problems mathematical choices that involve addition and addition and subtraction:		begin to make	solve one-step problems	•	
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with numbers up to E /also	within their plays there are	subtraction using	* using constate chiests
with numbers up to 5 (also	within their play: there are	subtraction, using	* using concrete objects
in number and place	6 pom poms, how could	concrete objects and	and pictorial
value)	you share fairly with you	pictorial representations,	representations,
	friend?	and missing number	including those
		problems such as	involving numbers,
		7 = □ - 9	quantities and
			measures
			* applying their
			increasing knowledge
			of mental and written
			methods
			solve simple problems in a
			practical context involving
			addition and subtraction of
			money of the same unit,
			including giving change
			(copied from Measurement)

All programmes of study statements are included and some appear twice. This is indicated in the text. This occurs where:

- The statement has central relevance to more than one sub category within a topic;
- The statement has central relevance to more than one mathematics topic. This is done to reflect the aims of the curriculum that pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems (Mathematics programmes of study: key stages 1 and 2 page 3). However, the connections made are not intended to be exhaustive and teachers will seek to support pupils in making other connections.