Maths Progression Document Addition and Subtraction Year 5 and 6

<table>
<tr><td></td><td colspan="2">Reception Vocabulary
add, more, and, make, sum, total, altogether
double, one more, two more … ten more
how many more to make …?, how many more is … than …?
how much more is …?
take away, how many are left/left over? , how many have gone?
one less, two less, ten less …
how many fewer is … than …? , how much less is …? , difference between

Year 1 Vocabulary
Addition, near double, half, halve
Subtract, equals, is the same as,
number bonds/pairs, missing number

Year 2 Vocabulary
One hundred more, one hundred less, facts, tens boundary, exchange, carry over, bridge through 10

Year 3 Vocabulary
Hundreds boundary, inverse

Year 4 Vocabulary
operation</td></tr>
<tr><td>Key Vocabulary</td><td>Year 5 Vocabulary
ones boundary, tenths boundary</td><td>Year 6 Vocabulary
No new addition and subtraction vocabulary</td></tr>
<tr><td>Year group</td><td>Year 5</td><td>Year 6</td></tr>
<tr><td>Key skills</td><td>Add and subtract numbers mentally with increasingly larger numbers.
Add and subtract numbers with more than 4 digits with exchange using formal column methods.
Use rounding to check answers to calculations and determine levels of accuracy.
Solve addition and subtraction multi-step problems in context, deciding which operations to use and why.</td><td>Solve addition and subtraction multi-step problems in context, deciding which operations to use and why.
Perform mental calculations including with mixed operations with increasingly large numbers.
Use estimation to check answers to calculations and determine levels of accuracy.</td></tr>
</table>

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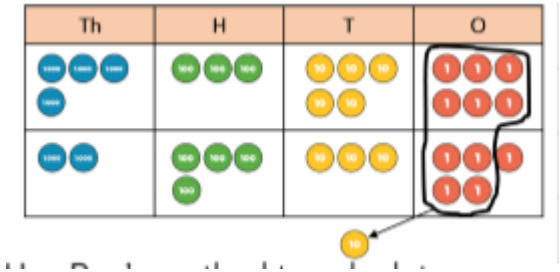
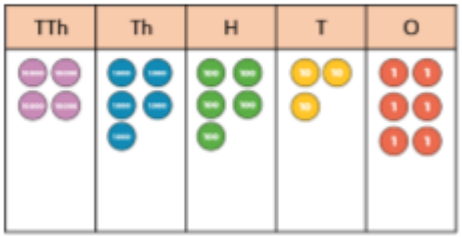
What it looks like in models and images. Note – this is not exhaustive, guidance should be taken from our calculation policy as well as WR Maths small steps guidance.	*Use of PV counters should still be in place for the children who need it before working abstractly.*  45,536 – 8,426  | Th	H	T	O | |---|---|---|---|---| | | 4 | 3 | 5 | 6 | | + | 2 | 4 | 3 | 5 | | | 6 | 7 | 9 | 1 | 1	*Children should now be able to work abstractedly with formal column method for addtion and subtraction.*