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| **St. Andrew’s C. of E Primary School****Progression in the teaching of the 4 Written Operations** |
|  | **EYFS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| Addition | To add two groups by counting allTo add by counting on from the largest number  | To add by counting on from the largest numberMaking ten then adding on the remainderAdding by separating the tens and ones | Column method with two digit numbers.Start with no renaming in the ones column.Progress to remaining in the ones column. To add three digit numbers using the column method | Column addition of 3 digit numbers with renaming.Using the bar model to represent addition/subtraction (part-part whole model) | Column addition of 4 digit numbers with renaming/regrouping in any column. | To add numbers within 1 000 000 using the column method of addition.Addition of decimal numbers |
| Subtraction | Subtracting by crossing out or taking awaySubtracting by counting back.  | Subtracting by crossing out or taking awaySubtracting by counting backSubtracting from the ones column | Column subtraction starting with a two digit number – a one digit number.Progress two using two two digit numbers, first without and then with renaming.  | Column subtraction of 3 digit numbers with renaming.Using the bar model to represent addition/subtraction (part-part whole model) | Column subtraction of 4 digit numbers with renaming in any column. | To subtract numbers within 1 000 000 using the column method of subtraction.  |
| Multiplication | Understanding doubling is the same as two equal groups. | To identify equal groupingsTo organise objects into equal rowsUnderstanding doubling is the same as two equal groups. | Recognise multiplication as repeated addition.To understand the commutative law (arrays)Identifying patterns in the 2, 5 and 10 times table | To represent multiplication by 3, 4 and 8 using arrays.Understand commutative facts.To understand relational propertiesRepresenting multiplication using the bar model. Multiplying multiples of 10 by a one digit numberMultiply two digit number by a one digit number using expanded method of multiplication.  | To multiply by 6,7,9, 11 and 12.To understand relational properties Representing multiplication using the bar model – comparative model To multiply three digit numbers with renaming/regrouping  | To multiply using column multiplication – up to 4 digit by a one or two digit number. | Column method with regrouping and renaming – 4 digit numbers multiplied by  |
| Division | Understanding halving is the same as sharing between two equal groups.Share even numbers into equal groups | Determining how many groups will be made if sharing equallyDividing even numbers into equal groups | To divide by 2, 5 and 10 by making equal groupsGrouping is a way of dividingTo understand the commutative law (arrays) | Dividing where there is a need to regroup/renameTwo digit by one digit division | To divide with remainders. Representing division using the bar model – comparative model To divide three digit numbers with remainders | Dividing 4 digit number one a digit number.To divide a 4- digit number by a one digit number where there is a remainder.  | Short division 4 digit divided by a two digit (and with remainders).Expressing the remainders in a variety of ways |

