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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 all  To add by counting on from the largest number | To add by counting on from the largest number  Making ten then adding on the remainder  Adding 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 away  Subtracting by counting back. | Subtracting by crossing out or taking away  Subtracting by counting back  Subtracting 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 groupings  To organise objects into equal rows  Understanding 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 properties  Representing multiplication using the bar model.  Multiplying multiples of 10 by a one digit number  Multiply 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 equally  Dividing even numbers into equal groups | To divide by 2, 5 and 10 by making equal groups  Grouping is a way of dividing  To understand the commutative law (arrays) | Dividing where there is a need to regroup/rename  Two 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 |

