Spring Meadow Nursery and Infant School
Mathematics scheme of work 2014
Block B: Number – addition, subtraction and money (suggested time - 3 weeks)

EYFS Number 40 – 60 + months	• Recognise some numerals of personal significance.
	• Recognises numerals 1 to 5.
	• Counts up to three or four objects by saying one number name for each item.
	• Counts actions or objects which cannot be moved.
	• Counts objects to 10, and beginning to count beyond 10.
	• Counts out up to six objects from a larger group
	• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
	• Counts an irregular arrangement of up to ten objects.
	• Estimates how many objects they can see and checks by counting them.
	• Uses the language of 'more' and 'fewer' to compare two sets of objects.
	• Finds the total number of items in two groups by counting all of them.
	• Says the number that is one more than a given number.
	• Finds one more or one less from a group of up to five objects, then ten objects.
	• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
	• Records, using marks that they can interpret and explain.
	• Begins to identify own mathematical problems based on own interests and fascinations.
	• Beginning to use everyday language related to money. (Shape, space and measure)

Early Learning Goal - Number

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. **Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.** They solve problems, including doubling, halving and sharing.

Early Learning Goal – Shape, space and measure

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

	Notes: Objectives in black and red (money) show what is relevant to this block Related parts of the Early Learning Goal are in bold

Block B: Number – addition, subtraction and money

Year 1	**Autumn** - read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs - represent and use number bonds <u>facts within 10</u> - add and subtract one-digit and two-digit numbers to 20, including zero - recognise and know the value of different denominations of coins
	Spring - read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs - represent and use number bonds and related <u>subtraction facts within 10</u> - add and subtract one-digit and two-digit numbers to 20, including zero - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 + _ = 9 - recognise and know the value of different denominations of coins <u>and notes</u>
	Summer - read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs - represent and use number bonds and related subtraction facts <u>within 20</u> - add and subtract one-digit and two-digit numbers to 20, including zero - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 + _ = 9 - recognise and know the value of different denominations of coins and notes
	Notes: Any underlining indicates progression of the objective from one term to another

Block B: Number – addition, subtraction and money

Year 2	**Autumn**

	- solve problems with addition and subtraction:
	-using concrete objects and pictorial representations, including those involving numbers, quantities and measures
	- applying their increasing knowledge of mental and written methods
	- recall and use addition and subtraction <u>facts to 10 then 20</u> fluently
	- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
	  - adding three one-digit numbers
	  - a two-digit number and ones
	- solve simple problems in a practical context involving addition and subtraction of money of the same unit
	- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
	- find different combinations of coins that equal the same amounts of money

	Spring
	- solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods - recall and use addition and subtraction facts <u>to 20 fluently</u>, and <u>derive and use related facts up to 100</u> - add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and tens - two two-digit numbers (*Expected progression of methods: see calculation policy*) - <u>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</u> - solve simple problems in a practical context involving addition and subtraction of money of the same unit, <u>including giving change</u> - recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value - find different combinations of coins that equal the same amounts of money
	Summer

	- solve problems with addition and subtraction:
	  - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
	  - applying their increasing knowledge of mental and written methods
	- add and subtract numbers using concrete objects, pictorial representations, informal written methods and mentally, including:
	  - two two-digit numbers
	(*Expected progression of methods: see calculation policy*)
	- <u>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</u>
	- solve simple problems in a practical context involving addition and subtraction of money of the same unit, <u>including giving change</u>
	- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
	- find different combinations of coins that equal the same amounts of money

	Notes: Any underlining indicates progression of the objective from one term to another

Block B: Number – addition, subtraction and money

Year 3	**Autumn**
	- using mental methods, add and subtract numbers including: two two-digit numbers (*Expected progression of methods: see calculation policy*) - using written methods, add and subtract numbers including: numbers up to three digits (*Expected progression of methods: see calculation policy*) - add and subtract amounts of money to give change, using both £ and p in practical contexts - solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
	Spring
	- using mental methods, add and subtract numbers including: *two two-digit numbers* a three-digit number and ones (*Expected progression of methods: see calculation policy*) - using written methods, add and subtract numbers including: numbers up to three digits (*Expected progression of methods: see calculation policy*) - add and subtract amounts of money to give change, using both £ and p in practical contexts - estimate the answer to a calculation and use inverse operations to check answers - solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
	Summer
	- using mental methods, add and subtract numbers including: *two two-digit numbers* - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds (*Expected progression of methods: see calculation policy*) - using written methods, add and subtract numbers including: numbers up to three digits (*Expected progression of methods: see calculation policy*) - add and subtract amounts of money to give change, using both £ and p in practical contexts - estimate the answer to a calculation and use inverse operations to check answers - solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
	Notes: Any underlining indicates progression of the objective from one term to another Italics indicates optional objectives that are <u>not</u> in the new curriculum but we have kept

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