Progression in mathematical language: addition and subtraction

Y1	National Curriculum vocabulary expectations	National Curriculum content domain
	addition add total put together altogether	Number - addition and subtraction
	subtraction take away more than less than difference between distance between	
	equals digit zero backwards forwards	
	number bond	

	NCETM additional language support (sentence stems)	NCETM general statements / additional phrases
1.1	[comparing] **The __________ is heavier / lighter than the __________ .** **The __________ is longer / shorter than the __________ .** **There is more / less __________ than __________ .** **The __________ is the same length / weight as the __________ .** **There are more / fewer __________ than __________ .** **< represents is less than** **= represents is equal to** **> represents is more than** [counting] **One, two, three. There are three __________ .**	

Progression in mathematical language: addition and subtraction

Y1	National Curriculum vocabulary expectations	National Curriculum content domain
		Number - addition and subtraction
	NCETM additional language support (sentence stems)	NCETM general statements / additional phrases
1.2	**This is a whole __________ , because I have all of it.** **This is not a whole __________ , because I don't have all of it.** **This is not a whole __________ , because I only have part of it.** **This is a whole group of __________ , because I have all of them; none are missing.** **This is not a whole group of __________ , because we don't have all of them; some of them are missing.** **This is not a whole group of __________ , because only part of the __________ has __________ in.** **This is the whole group of __________ . I have all of them.** **There are ___ ___________ in the whole group.** **There are ___ ___________ in this part of the group.** [part-part-whole model] **The ___ represents the whole group of __________ .** **The ___ represents the __________ .** **The ___ represents the __________ .** **There are ___ __________ in the whole. ___ is the whole.** **___ is a part; ___ is a part.** **___ is a part; ___ is a part; ___ is the whole.**	**A whole can be split into two parts in lots of different ways.** **A whole is always bigger than a part of the whole.** **A part is always smaller than the whole.**

Progression in mathematical language: addition and subtraction

Y1	National Curriculum vocabulary expectations	National Curriculum content domain
		Number - addition and subtraction
	NCETM additional language support (sentence stems)	NCETM general statements / additional phrases
1.3	**One, two, … There are ___ objects.** [more than two parts] **___ is the whole; ___ is a part; ___ is a part and __ is a part .** **The ___ represents all the counters.** **The ___ represents the red counters.** **The ___ represents the yellow counters.** **The whole is ___ and one part is ___ , so the other part must be ___ .** **1 more than ___ is ___ .** **1 less than ___ is ___ .** **___ is 1 less than ___ .** **___ is 1 more than ___ .**	**The number before a given number is one less; the number after a given number is one more.**

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Y1	National Curriculum vocabulary expectations	National Curriculum content domain
		Number - addition and subtraction
	NCETM additional language support (sentence stems)	NCETM general statements / additional phrases
1.4	**___ is five and ___ more.** **___ is made of (a) pairs (s); it is an even number.** **___ is not made of pairs; it is an odd number.**	**Numbers that can be made out of groups of two are even numbers.** **Numbers that can't be made out of groups of two are odd numbers.** **Even numbers can be partioned into two odd parts or two even parts.** **Odd numbers can be partioned into one odd part and one even part.** **If the whole is odd and one part is even, the other part must be odd.** **If the whole is odd and one part is odd, the other part must be even.** **If the whole is even and one part is odd, the other part must be odd.** **If the whole is even and one part is even, the other part must be even.**

Progression in mathematical language: addition and subtraction		
Y1	National Curriculum vocabulary expectations	National Curriculum content domain
		Number - addition and subtraction
	NCETM additional language support (sentence stems)	NCETM general statements / additional phrases
1.5	[concrete and pictorial contexts] **There are ___ __________ and ___ __________ . We can write this as ___ plus ___ . Or ___ + ___ .** **The ___ represents the __________ . The ___ represents the __________ .** NB Initially, the two parts should be shown in both possible arrangements and children required to write / say both expressions. E.g. There are 3 full glasses and 2 empty glasses. We can write this as 3 plus 2. Or 3 + 2. There are 2 empty glasses and 3 full glasses. We can write this as 2 plus 3. Or 2 + 3. Once this has been secured, the children need to recognise and enumerate the two groups, and write both expressions. This should be done when the parts are both clearly grouped and not clearly grouped. **___ is equal to ___ plus ___ .** **___ plus ___ is equal to ___ .** **___ and ___ are the addends.** **___ is the sum.**	

Progression in mathematical language: addition and subtraction

Y1	National Curriculum vocabulary expectations	National Curriculum content domain
		Number - addition and subtraction
	NCETM additional language support (sentence stems)	NCETM general statements / additional phrases
1.6	**First… , then… , now…. .** **First… , then… , now…. , then… , now … .**	
1.7	**___ plus ___ is equal to ___ plus ___ .**	**If we change the order of the addends, the sum remains the same.** [commutative law of addition] **Adding one gives one more. Subtracting one gives one less. Consecutive numbers have a difference of one.** **Adding two to an odd numbers gives the next odd number. Adding two to an even numbers gives the next even number.** **Subtracting two from an odd number gives the previous odd number. Subtracting two from an even number gives the previous even number.** **Consecutive odd numbers have a difference of two.** **Consecutive even numbers have a difference of two.** **When zero is added to a number, the number remains unchanged. When zero is subtracted from a number, the number remains unchanged.** **Subtracting a number from itself gives a difference of zero.** **Doubling a whole number always gives an even number.** **Halving is the inverse of doubling.**

Progression in mathematical language: addition and subtraction

Y1	National Curriculum vocabulary expectations	National Curriculum content domain
		Number - addition and subtraction
	NCETM additional language support (sentence stems)	NCETM general statements / additional phrases
1.8	**[counting]** **Zero, ten, twenty, thirty, …** **No tens, one ten, two tens, three tens, ….** **This is the number ___ . The ___ represents ___ tens.** **We have ___ tens. We call this _________ .** **I have ___ groups of ten __________ . We call this ___ _________ .** **This is ___ . Ten more than ___ is ___ .** **___ is ten more than ___ .** **This is ___ . Ten less than ___ is ___ .** **___ is ten less than ___ .** **I know that ___ plus ___ is equal to ___ .** **So ___ tens plus ___ tens is equal to ___ tens.** **I know that ___ minus ___ is equal to ___ .** **So ___ tens minus ___ tens is equal to ___ tens.**	**Ten ones are equal to one ten.** **We have one group of ten.** **We have one ten.** **All multiples of ten end with a zero.**

Progression in mathematical language: addition and subtraction

Y1	National Curriculum vocabulary expectations	National Curriculum content domain
		Number - addition and subtraction
	NCETM additional language support (sentence stems)	NCETM general statements / additional phrases
1.9	**This is the number ___ . We write the ___ then the ___ .** **___ is made up of ___ and ___ more.** **___ is made up of ___ tens and ___ ones.** **___ is made up of ___ ones.** **___ is between ___ and ___ .** **___ is the previous multiple of ten.** **___ is the next multiple of ten.** **There are ___ tens, which is ___ , and ___ one (s), which is ___ . This makes ___ altogether.** **The ___ represents ___ tens; it has a value of ___ .** **The ___ represents ___ ones; it has a value of ___ .**	**To compare two-digit numbers, we need to compare the tens; if the tens digits are the same, we need to compare the ones digits.**

Progression in mathematical language: addition and subtraction

Y1	National Curriculum vocabulary expectations	National Curriculum content domain
		Number - addition and subtraction
	NCETM additional language support (sentence stems)	NCETM general statements / additional phrases
1.10	**There is one ten and ___ ones.** **The 1 means one ten and the ___ means ___ one (s).** [dual counting] **Eleven, twelve, thirteen, …** **One ten one, one ten two, one ten three, …** Alternatively **Onety-one, onety-two, onety-three, …** **___ is equal to ten plus ___ .** **We know the number ___ is odd / even because the ones digit is odd / even.**	**We know the number ___ is odd / even because the ones digit is odd / even.** **A number is odd if the ones digit is odd. It can't be made from groups of two.** **A number is even if the ones digit is even. It can be made from groups of two.**

Progression in mathematical language: addition and subtraction

Y2	National Curriculum vocabulary expectations	National Curriculum content domain
	sum difference partition inverse	Number - addition and subtraction

	NCETM additional language support (sentence stems)	NCETM general statements / additional phrases
1.11	**There are ___ , ___ and ___ . Altogether there are ___ .** **First ____ , then ___ , then ___ , now ___ . ___ plus ___ is equal to ___ .** **First I partition the ___ : ___ plus ___ is equal to ___ .** **Then ___ plus ___ is equal to ten ___ . ___ and ten plus ___ is equal to ___ .**	**When we add three numbers, the total will be the same whichever pair we add first.** **If you change the order of the addends, the sum stays the same.** **We can look for pairs of addends which sum to 10.**
1.12	**The difference between the number of ___ and the number of ___ is ___ .** **There are more _________ than _________ ; the difference between the number of _________ and the number of _________ is ___ .** **There are fewer _________ than _________ ; the difference between the number of _________ and the number of _________ is ___ .** **The ___ represents the number of _________ .** **The ___ represents the number of _________ .** **The ___ represents the difference; it is how many more _________ there are / are needed.**	**Consecutive numbers always have a difference of one.** **Consecutive odd numbers always have a difference of two.** **Consecutive even numbers always have a difference of two.**

Progression in mathematical language: addition and subtraction

Y2	National Curriculum vocabulary expectations	National Curriculum content domain
		Number - addition and subtraction
	NCETM additional language support (sentence stems)	NCETM general statements / additional phrases
1.13	**___ is one more than ___ . ___ is equal to ___ plus one. ___ plus one is equal to ___ .** **___ is one less than ___ . ___ minus one is ___ . The difference between ___ and ___ is equal to ___ .** **I know that ___ plus ___ is equal to ___ …** (single-digit fact) **… so ___ plus ___ is equal to ___ .** (related two-digit plus single-digit calculation) **I know that ___ minus ___ is equal to ___ …** (single-digit fact) **… so ___ minus ___ is equal to ___ .** (related two-digit minus single-digit calculation) **I know that ___ plus ___ is equal to ten, so I know that ___ plus ___ is equal to ___ .** **I know that ten minus ___ is equal to ___ , so I know that ___ minus ___ is equal to ___ .**	
1.14	**Ten more than ___ is ___ . ___ is ten more than ___ .** **Ten less than ___ is ___ . ___ is ten less than ___ .** **We had ___ tens and ___ ones. Ten more gives us ___ tens and ___ ones.** **We had ___ tens and ___ ones. Ten less gives us ___ tens and ___ ones.** **One part is ten, the other part is ___ , and the whole is ___ .** **This can be recorded as ten plus ___ is equal to ___ , or as ___ plus ten is equal to ___ .** **___ tens and ___ ones, plus ___ tens, is equal to ___ tens and ___ ones.**	**When we find ten more, the tens digit changes and the ones digit stays the same.** **When we find ten less, the tens digit changes and the ones digit stays the same.**

Progression in mathematical language: addition and subtraction

Y2	National Curriculum vocabulary expectations	National Curriculum content domain
		Number - addition and subtraction
	NCETM additional language support (sentence stems)	NCETM general statements / additional phrases
1.15	**First I partition the ___ into ___ and ___, and the ___ into ___ and ___ .** (partition the two-digit addends) **___ plus ___ is equal to ___ …** (addition of the tens) **___ plus ___ is equal to ___ …** (addition of the ones) **… and ___ plus ___ is equal to ___ .** (addition of the totals of the tens and ones) **So ___ plus ___ is equal to ___ .** (summary of the overall calculation, including units where appropriate)	
1.16	**To subtract ___ , we can subtract ___ and then subtract ___ .** (no bridge of a multiple of ten).	**For a subtraction calculation where both numbers have the same ones digit, the difference is a multiple of ten.**

Progression in mathematical language: addition and subtraction

Y3	National Curriculum vocabulary expectations	National Curriculum content domain
		Number - addition and subtraction
	NCETM additional language support (sentence stems)	NCETM general statements / additional phrases
1.17	**One hundred is divided into ___ equal parts, so each part / division has a value of ___ .** **I know that ___ plus ___ is equal to ten.** **So, ___ tens plus ___ tens is equal to ten tens.** **___ plus ___ is equal to 100.** **I know that ten minus ___ is equal to ___ .** **So, ten tens minus ___ tens is equal to ___ tens.** **100 minus ___ is equal to ___ .** **I know that ___ plus ___ is equal to ten, so I know that ___ plus ___ is equal to one hundred.** **I know that ten minus ___ is equal to ___ , so I know that one hundred minus ___ is equal to ___ .** **There are ___ groups of ten.** **There is one group of one hundred and ___ more tens. There are ___ ___ .** **I know that ___ plus ___ is equal to ___ .** (single-digit addends) **So ___ tens plus ___ tens is equal to ___ tens.** (multiple-of-ten addend) **___ plus ___ is equal to one hundred and ___ .** (number names) **There is one group of one hundred and ___ more. There are ___ ___ .**	**One hundred has no tens or ones in addition to the hundred.** **There are ten tens in one hundred.** **There are one hundred ones in one hundred.** **First we make ten ones. We have one ten from the ones digits, so we need to make nine more.**

Progression in mathematical language: addition and subtraction

Y3	National Curriculum vocabulary expectations	National Curriculum content domain
		Number - addition and subtraction
	NCETM additional language support (sentence stems)	NCETM general statements / additional phrases
1.18	**___ is ___ ones.** **___ is ___ hundreds and ___ ones.** **___ is ___ tens and ___ ones.** **___ is ___ hundreds, ___ tens and ___ ones.** **___ is between ___ and ___ .** **___ is the previous multiple of one hundred.** **___ is the next multiple of one hundred.** **___ hundred is the closest multiple of one hundred.** **This is ___ hundred and ___ .** **This is ___ tens.**	**To compare three-digit numbers, we need to compare the hundreds digits; if the hundreds digits are the same, we need to compare the tens digits; if both the hundreds and the tens are the same, we need to compare the ones digits.**
1.19	**First we add: ___ plus ___ is equal to ___ …** **… then we adjust: ___ minus ___ is equal to ___ .** (summary) **___ plus ___ is equal to ___ plus ___ minus ___ .** **I have added ___ to this added, so I need to subtract ___ from the other addend.**	**If one addend is increased by an amount and the other addend is decreased by the same amount, the sum remains the same.** **For calculations that involve both addition and subtraction steps, we can add then subtract, or we can subtract then add; the final answer is the same.**

Progression in mathematical language: addition and subtraction

Y3	National Curriculum vocabulary expectations	National Curriculum content domain
		Number - addition and subtraction
	NCETM additional language support (sentence stems)	NCETM general statements / additional phrases
1.20	**We add the ones; ___ ones plus ___ ones.** **We add the tens; ___ tens plus ___ tens.** (For Dienes) **We line up the ones; ___ one (s) plus ___ one (s).** **We line up the tens; ___ ten (s) plus ___ ten (s).** (For column addition) **The ___ in the ones column - it represents ___ ones; the ___ is in the ones column - it represents ___ ones.** **The ___ in the tens column - it represents ___ tens; the ___ is in the tens column - it represents ___ tens.** (For Dienes) **___ one (s) plus ___ one (s) is equal to ___ one (s).** **___ ten (s) plus ___ ten (s) is equal to ___ ten (s).** (For column addition) **The ones column represents ___ one (s) plus ___ one (s) and is equal to ___ ones.** **The tens column represents ___ ten (s) plus ___ ten (s) and is equal to ___ tens.**	**In column addition, we start at the right-hand side.** **If the column sum is equal to ten or more, we must regroup.**

Progression in mathematical language: addition and subtraction

Y4	National Curriculum vocabulary expectations	National Curriculum content domain
		Number - addition and subtraction
	NCETM additional language support (sentence stems)	NCETM general statements / additional phrases
1.22	**___ hundred plus ___ hundred is equal to ___ hundred.** **We know there are ten hundreds in one thousand, so ___ hundred plus ___ hundred is equal to ___ thousand ___ hundred.** **We know there are ten hundreds in one thousand, ___ thousand ___ hundred is equal to ___ hundred.** **___ hundred minus ___ hundred is equal to ___ hundred.** **a is between ___ and ___ .** **The previous multiple of one thousand is ___ . The next multiple of one thousand is ___ .** **a is nearest to ___ thousand.** **a is ___ when rounded to the nearest thousand.**	**There are ten hundreds in one thousand.** **There are one hundred tens in one thousand.** **There are one thousand ones in one thousand.** **When rounding to the nearest ten, the ones digit is the digit to consider. If it is four or less we round down. If it is five or more we round up.** **When rounding to the nearest hundred, the tens digit is the digit to consider. If it is four or less we round down. If it is five or more we round up.** **When rounding to the nearest thousand, the hundreds digit is the digit to consider. If it is four or less we round down. If it is five or more we round up.**

Progression in mathematical language: addition and subtraction

Y4	National Curriculum vocabulary expectations	National Curriculum content domain
		Number - addition and subtraction
	NCETM additional language support (sentence stems)	NCETM general statements / additional phrases
1.23	**The whole is divided into ten equal parts and ___ of them is / are shaded; this is ___ tenth (s) of the whole.** **One tenth can be written as "0.1", so ___ tenths can be written as "0.___".** **This is _________ and ___ tenths. We can also say _________ point ___ .** **I say _________ -point- ___ tenth (s) but I think _________ and ___ tenth (s).** **___ tenths plus / minus ___ tenths is equal to ___ tenths.** **___ tenths plus ___ tenths is equal to ten tenths, which is equal to one.** **One is equal to ten tenths, ten tenths minus ___ tenths is equal to ___ tenths.** **___ is between ___ and ___ .** **___ is the previous whole number.** **___ is the next whole number.** **___ is the closest whole number.**	**The whole is divided into ten equal parts and one of them is shaded; this is one tenth of the whole.** **If a digit is moved one column to the left, the number represented becomes ten times bigger / ten times the size.** **If a digit is moved one column to the right, the number represented becomes ten times smaller; we can also say it becomes one tenth the size.** **To compare two numbers, we compare digits with the same place value, starting with the largest place-value digit.** **If there are five tenths or more round up to the next whole number; if there are fewer than five tenths round down to the previous whole number.**

Progression in mathematical language: addition and subtraction

Y4	National Curriculum vocabulary expectations	National Curriculum content domain
		Number - addition and subtraction
	NCETM additional language support (sentence stems)	NCETM general statements / additional phrases
1.24	**The whole is divided into one hundred equal parts; ___ parts is ___ hundredths.** **___ is ten times bigger than ___ .** **___ is ten times smaller than / on tenth the size of ___ .** **___ is one hundred times bigger than ___ .** **___ is one hundred times smaller than / one hundredth the size of ___ .** **One hundredth can be written as "0.01", so ___ hundredths can be written as "0.___".** **I say ___ -point- ___ - ___ but I think ___ and ___ hundredths.** **___ hundredths plus / minus ___ hundredths is equal to ___ hundredths.** **___ hundredths plus ___ hundredths is equal to ten hundredths, which is equal to one tenth.** **One tenth is equal to ten hundredths; ten hundredths minus ___ hundredths is equal to ___ hundredths.** **Ten hundredths is equal to one tenth. Ten tenths is equal to one.** **One tenth is equal to ten hundredths. One is equal to ten tenths.** **___ is between ___ and ___ .** **___ is the previous tenth.** **___ is the next tenth.**	**The whole is divided into one hundred equal parts; each part is one hundredth of the whole.** **When one tenth is divided into ten equal parts, each part is one hundredth of the whole; ten hundredths is equal to one tenth.** **One centimetre is one hundredth of a metre, so we can write one centimetre as zero-point-zero-one.** **Ten centimetres is one tenth of a metre, so we can write ten centimetres as zero-point-one.** **If there are five hundredths or more round up to the next tenth; if there are fewer than five hundredths round down to the previous tenth.**

Progression in mathematical language: addition and subtraction

Y4	National Curriculum vocabulary expectations	National Curriculum content domain
		Number - addition and subtraction
	NCETM additional language support (sentence stems)	NCETM general statements / additional phrases
1.25	**First we add: ___ plus ___ is equal to ___ …** **… then we adjust: ___ minus ___ is equal to ___ .**	**Ten groups of ten pence is equal to one pound, so ten pence is one tenth of a pound.** **One hundred groups of one penny is equal to one pound, so one penny is one hundredth of a pound.** **Ten groups of one penny is equal to ten pence, so one penny is one tenth of ten pence.** **The number to the left of the decimal point represents the number of whole pounds. The number to the right of the decimal point represents the number of additional pennies.** **Ten pennies is equal to ten pence.** **Ten groups of ten pence is equal to one pound.** **One pound is equal to ten groups of ten pence.** **Ten pence is equal to ten pennies.**

Progression in mathematical language: addition and subtraction

Y5	National Curriculum vocabulary expectations	National Curriculum content domain
		Number - addition and subtraction
	NCETM additional language support (sentence stems)	NCETM general statements / additional phrases
1.26	**The midpoint of ___ and ___ is ___ , so the midpoint of ___ thousand and ___ thousand is ___ thousand.** **___ is less than ___ , so ___ thousand is less than ___ thousand.** **___ is greater than ___ , so ___ thousand is greater than ___ thousand.** **The number of _________ for _________ is between ___ and ___.** **The previous multiple of one hundred thousand is ___.** **The next multiple of one hundred thousand is ___.** **___ is nearest to ___ .** **___ is ___ when rounded to the nearest one hundred thousand.** **The number of _________ for _________ is between ___ and ___.** **The previous multiple of ten thousand is ___.** **The next multiple of ten thousand is ___.** **___ is nearest to ___ .** **___ is ___ when rounded to the nearest ten thousand.**	**Ten one thousands make ten thousand.** **One hundred hundreds make ten thousand.** **Ten ten thousands make one hundred thousand.** **One hundred one thousands make one hundred thousand.** **When rounding to the nearest hundred thousand, the ten thousands digit is the digit to consider. If it is four or less we round down. If it is five or more we round up.** **When rounding to the nearest ten thousand, the thousands digit is the digit to consider. If it is four or less we round down. If it is five or more we round up.**

Progression in mathematical language: addition and subtraction

Y5	National Curriculum vocabulary expectations	National Curriculum content domain
		Number - addition and subtraction
	NCETM additional language support (sentence stems)	NCETM general statements / additional phrases
1.27		**Negative numbers are below zero. Negative numbers are less than zero.** **Positive numbers are above zero. Positive numbers are greater than zero.** **Temperatures / floors / places above sea level are positive.** **Temperatures / floors / places below sea level are negative.** **Zero degrees / ground floor / sea level is neither positive nor negative.** **For both positive and negative numbers, the larger the value of the number, the further it is from zero.** **When the y-coordinate is negative, the point is positioned below the x-axis.** **When the y-coordinate is zero, the point is positioned on the x-axis.** **When the x-coordinate is positive, the point is positioned to the left of the y-axis.** **When the x-coordinate is zero, the point is positioned on the y-axis.**

Progression in mathematical language: addition and subtraction

Y5	National Curriculum vocabulary expectations	National Curriculum content domain
		Number - addition and subtraction
	NCETM additional language support (sentence stems)	NCETM general statements / additional phrases
1.28		**A whole split into equal parts can be seen as both additive and a multiplicative structure.** **A whole split into unequal parts can be seen as an additive structure.** **If we know the value of the whole, and all but one of the parts, we can find the missing part:** • **the whole minus the known parts is equal to the missing part** • **the sum of the known parts plus the missing part is equal to the whole**
1.29	**I've subtracted ___ from one addend, so I need to add ___ to the other addend to keep the sum the same.** **I've added ___ to one addend, so I need to subtract ___ to the other addend to keep the sum the same.** **I've added ___ to one addend and kept the other addend the same, so I must add ___ to the sum.** **I've subtracted ___ from one addend and kept the other addend the same, so I must subtract ___ from the sum.**	**If one addend is changed by an amount and the other added is kept the same, the sum changes by the same amount.**

Progression in mathematical language: addition and subtraction

Y5	National Curriculum vocabulary expectations	National Curriculum content domain
		Number - addition and subtraction
	NCETM additional language support (sentence stems)	NCETM general statements / additional phrases
1.29 ctd.	**I've added ___ to both the minuend and the subtrahend, so the difference stays the same.** **I've subtracted ___ from both the minuend and the subtrahend, so the difference stays the same.** **I've added ___ to the minuend (subtrahend), so I need to add ___ to the subtrahend (minuend) to keep the difference the same.** **I've subtracted ___ from the minuend (subtrahend), so I need to subtract ___ from the sub-trahend (minuend) to keep the difference the same.** **I've added ___ to the minuend and kept the subtrahend the same, so I must add ___ to the difference.** **I've subtracted ___ from the minuend and kept the subtrahend the same, so I must subtract ___ from the difference.** **I've kept the minuend the same and added ___ to the subtrahend; so I must subtract ___ from the difference.** **I've kept the minuend the same and subtracted ___ from the subtrahend; so I must add ___ to the difference.**	**If the minuend and the subtrahend are changed by the amount, the difference stays the same.** **The value of the expressions on each side of an equals symbol must be the same.** **The more we subtract, the less we are left with.** **The less we subtract, the more we are left with.** **If the minuend is changed by an amount and the subtra-hend is kept the same, the difference changes by the same amount.**

Progression in mathematical language: addition and subtraction

Y6	National Curriculum vocabulary expectations	National Curriculum content domain
		Number - addition and subtraction
	NCETM additional language support (sentence stems)	NCETM general statements / additional phrases
1.30	**The ___ represents ___ .** **The value of the ___ is ___ .** **___ is between ___ and ___ .** **The previous multiple of one million is ___ . The next multiple of one million is ___** **___ is nearer to ___ .** **___ is ___ rounded to the nearest million.**	**When rounding to the nearest million, the hundred thousands digit is the digit to consider. If it is four or less we round down. If it is five or more we round up.** **When rounding to a particular degree of accuracy, the digit to the right of the place value you are rounding to is the one that determines whether to round up or down.**
1.31		