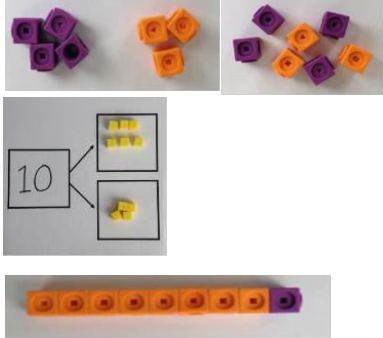
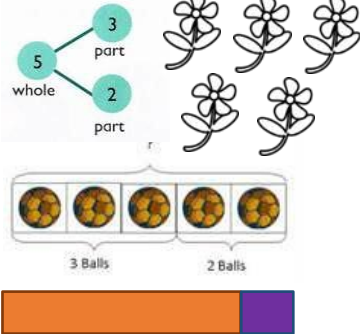


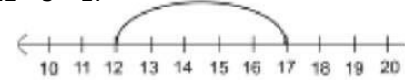
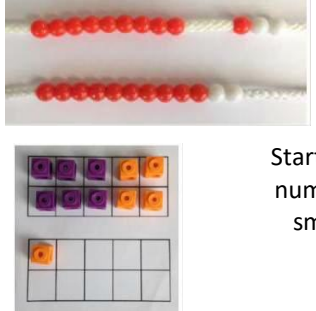
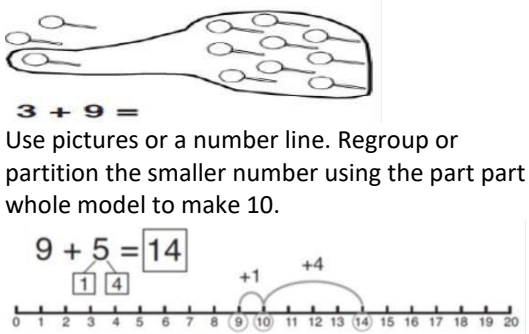

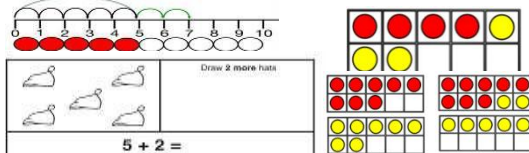
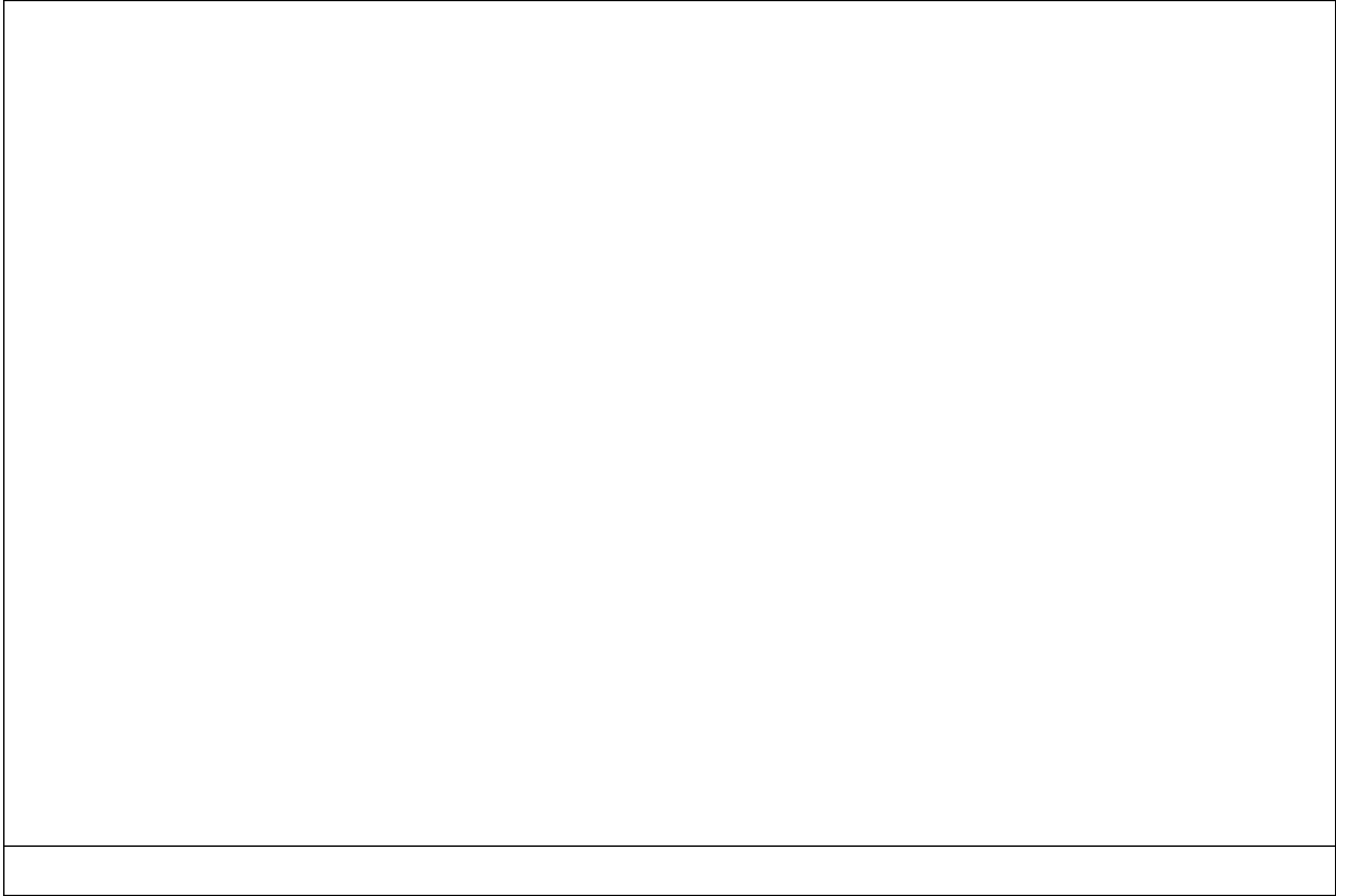

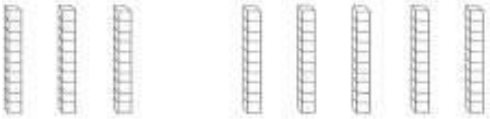
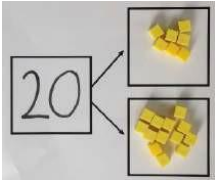
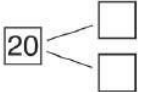
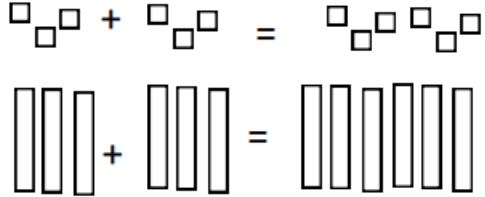
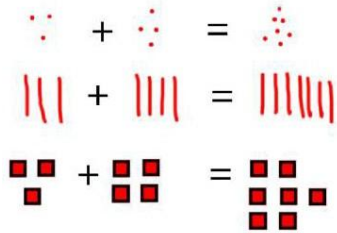


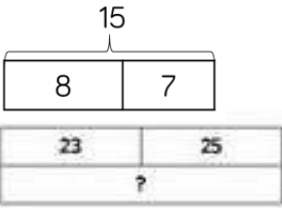


Year 1 Addition

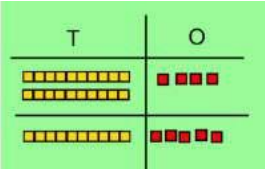
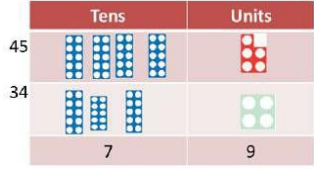
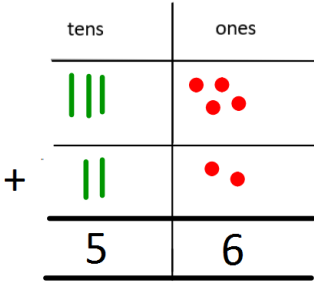
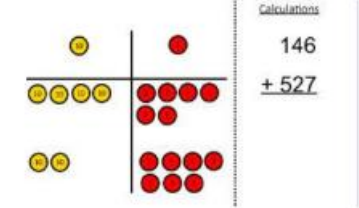
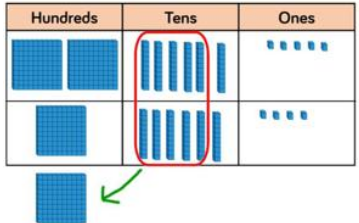
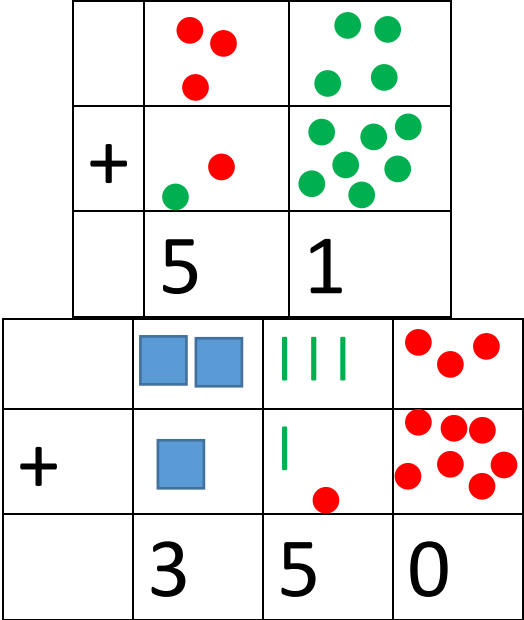
Objective & Strategy	Concrete	Pictorial	Abstract	Key Vocabulary
<p>Combining two parts to make a whole: part-whole model.</p>	<p>Use part part whole model. Use cubes to add two numbers together as a group or in a bar.</p> 	<p>Use pictures and tens frames to add two numbers together as a group or in a bar.</p> 	<p>Use the part-part whole diagram as shown below to move into the abstract.</p> <p>$4 + 3 = 7$</p> 	<p>part whole group add altogether count on make more total plus How many more make...? number bond double one more two more</p>
<p>Starting at the bigger number and counting on.</p>	 <p>Start with the larger number on the bead string and then count on to the smaller number 1 by 1 to find the answer.</p>	<p>$12 + 5 = 17$</p>  <p>Start at the larger number on the number line and count on in ones or in one jump to find the answer.</p>	<p>$5 + 12 = 17$</p> <p>Place the larger number in your head and count on the smaller number to find your answer.</p>	
<p>Regrouping to make 10. <i>(This is an essential skill for column addition later)</i></p>	 <p>$6 + 5 = 11$</p> <p>Start with the bigger number and use the smaller number to make 10. Use ten frames.</p>	 <p>$3 + 9 =$</p> <p>Use pictures or a number line. Regroup or partition the smaller number using the part part whole model to make 10.</p> <p>$9 + 5 = 14$</p>	<p>$7 + 4 = 11$</p> <p>If I am at seven, how many more do I need to make 10. How many more do I add on now?</p>	
<p>Represent & use number bonds and related subtraction facts within 20.</p>	 <p>2 more than 5.</p>	 <p>Draw 2 more fish.</p> <p>$5 + 2 =$</p>	<p>Emphasis should be on the language</p> <p>'1 more than 5 is equal to 6.' '2 more than 5 is 7.' '8 is 3 more than 5.'</p>	



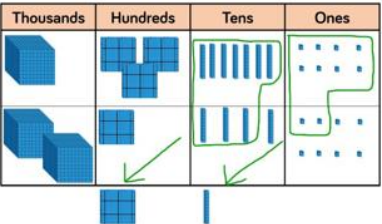
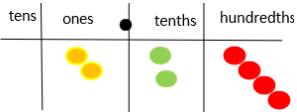
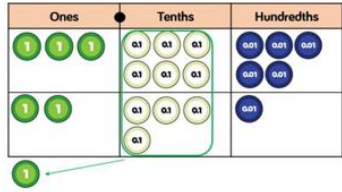
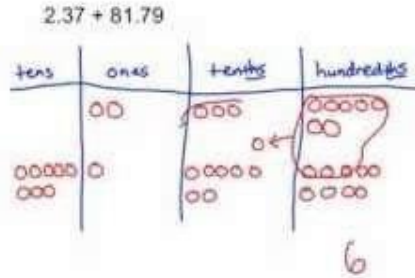
Year 2 Addition

Objective & Strategy	Concrete	Pictorial	Abstract	Key Vocabulary
Adding multiples of ten	$50 = 30 + 20$  Model using base ten and bead strings	 $3 \text{ tens} + 5 \text{ tens} = \text{ } \text{ tens}$ $30 + 50 = \text{ } \text{ }$ Use representations for base ten.	$20 + 30 = 50$ $70 = 50 + 20$ $40 + \square = 60$	add addition more plus make total altogether score double number bond one more two more ten more count on... How many more to make...?
Use known number facts Part part whole	Children explore ways of making numbers within 20. 	 $\square + \square = 20$ $20 - \square = \square$ $\square + \square = 20$ $20 - \square = \square$	$\square + 1 = 16$ $16 - 1 = \square$ $1 + \square = 16$ $16 - \square = 1$	
Using known facts		Children draw representations of H,T and O 	$3 + 4 = 7$ <i>leads to</i> $30 + 40 = 70$ <i>leads to</i> $300 + 400 = 700$	
Bar model	 $3 + 4 = 7$	 $7 + 3 = 10$	 $23 + 25 = 48$	

Year 3 Addition

Objective & Strategy	Concrete	Pictorial	Abstract	Key Vocabulary
<p>Column Addition—no regrouping (friendly numbers)</p> <p>Add two or three 2 or 3- digit numbers.</p>	<p>Model using base ten.</p>  <p>Add together the ones first, then the tens.</p>  <p>Move to using place value counters</p>	<p>Children move to drawing the base ten and counters using a tens and one frame.</p> 	<p>Add the ones first, then the tens, then the hundreds.</p> $\begin{array}{r} 223 \\ + 114 \\ \hline 337 \end{array}$	<p>add addition more plus ones tens hundreds make sum total altogether bridging score, double near double one more two more... ten more... one hundred more, count on... How many more to make ...? How many more is... than ...? How much more is...?</p>
<p>Column Addition with regrouping.</p>	<p>Exchange ten ones for a ten. Model using base ten and place value counters.</p>  <p>Exchange ten tens for a hundred. Model using base ten.</p> 	<p>Children can draw a representation of the grid to further support their understanding, bridging the ten above the line.</p> 	<p>Use the formal column method to show the exchange. Bridging the ten or hundred above the line.</p> $\begin{array}{r} 536 \\ + 85 \\ \hline 621 \end{array}$	<p>one hundred more, count on... How many more to make ...? How many more is... than ...? How much more is...?</p>

Year 4-6 Addition

Objective & Strategy	Concrete	Pictorial	Abstract	Key Vocabulary															
<p>Y4—add numbers with up to 4 digits</p>	<p>Children continue to use dienes or pv counters to add, exchanging ten ones for a ten and ten tens for a hundred and ten hundreds for a thousand.</p> 	<p>Draw representations using place value grid.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>+</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>7</td> <td>1</td> <td>5</td> <td>1</td> </tr> </table>						+						7	1	5	1	<p>Continue from previous work to bridge hundreds as well as tens. Relate to money and measures.</p> $\begin{array}{r} 1378 \\ + 2148 \\ \hline 11 \\ \hline 3526 \end{array}$	<p>add addition more plus increase sum total altogether bridging score double near double How many more to make...? How many more/fewer is... than...? How much more/less is...? is the same as equals sign tens boundary hundreds boundary tenths boundary inverse</p>
+																			
	7	1	5	1															
<p>Y5—add numbers with more than 4 digits.</p> <p>Add decimals with 2 decimal places, including money.</p>	<p>As year 4</p>   <p>Introduce decimal place value counters and model exchange for addition.</p>		$\begin{array}{r} 3.65 \\ + 2.41 \\ \hline 1 \\ \hline 6.06 \end{array}$ $\begin{array}{r} 23.59 \\ + 7.55 \\ \hline 111 \\ \hline 31.14 \end{array}$	<p>How many more to make...? How many more/fewer is... than...? How much more/less is...? is the same as equals sign tens boundary hundreds boundary tenths boundary inverse</p>															
<p>Y6 - add several numbers of increasing complexity</p> <p>Including adding money, measure and decimals with different numbers of decimal points.</p>	<p>As Y5</p>	<p>As Y5</p>	$\begin{array}{r} 81059 \\ 3668 \\ 15301 \\ + 20551 \\ \hline 1111 \\ \hline 120579 \end{array}$	<p>tens boundary hundreds boundary tenths boundary inverse</p>															

Insert zeros for place holders

23.361

9.080

59.770

+1.300

212

93.511