
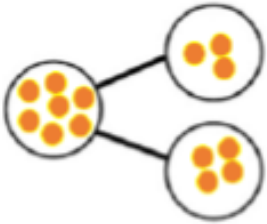
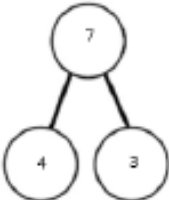
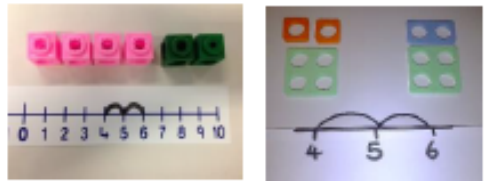
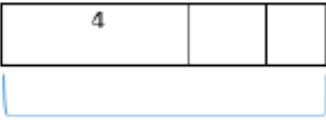
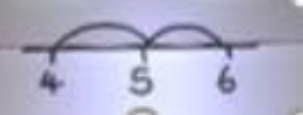
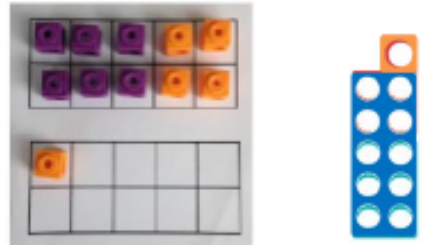
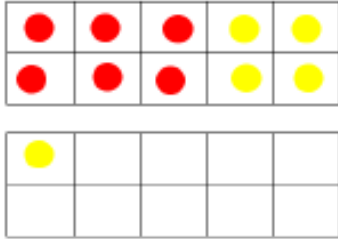


Addition-

Key language which should be used: sum, total, parts and wholes, plus, add, altogether, more than, 'is equal to' 'is the same as'

Concrete	Pictorial	Abstract
<p>Combining two parts to make a whole (use other resources too e.g. eggs, shells, teddy bears etc)</p> 		<p>$4 + 3 = 7$ (four is a part, 3 is a part and the whole is seven)</p> 
<p>Counting on using number lines by using cubes or numicon</p> 	<p>A bar model which encourages the children to count on</p> 	<p>The abstract number line: What is 2 more than 4? What is the sum of 4 and 2? What's the total of 4 and 2? $4 + 2$</p> 
<p>Regrouping to make 10 by using ten frames and counters/cubes or using numicon: $6 + 5$</p> 	<p>Children to draw the ten frame and counters/cubes</p> 	<p>Children to develop an understanding of equality e.g $6 + \square = 11$ and</p> <p>$6 + 5 = 5 + \square$ $6 + 5 = \square + 4$</p>

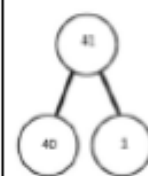
TO + O using base 10. Continue to develop understanding of partitioning and place value
 $41 + 8$



Children to represent the concrete using a particular symbol e.g. lines for tens and dot/crosses for ones.



$41 + 8$



$$1 + 8 = 9$$

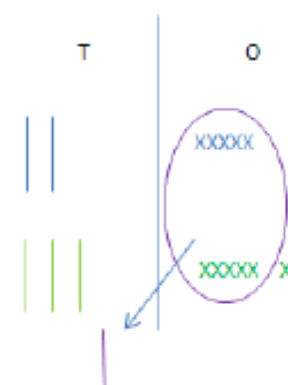
$$40 + 9 = 49$$

	4	1
+		8
	4	9

TO + TO using base 10. Continue to develop understanding of partitioning and place value and use this to support addition. Begin with no exchanging. $36 + 25$

	Tens	Ones
+		
=		

This could be done one of two ways:



Looking for ways to make 10

$$36 + 25 =$$

$$30 + 20 = 50$$

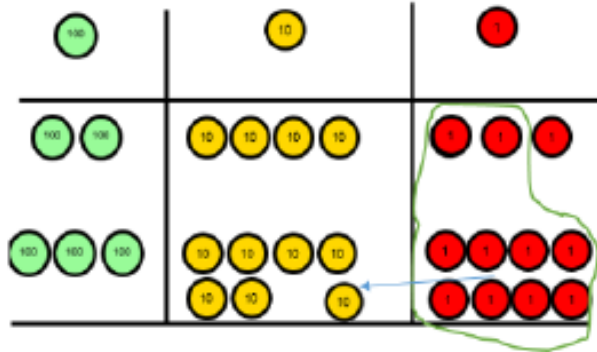
$$6 + 5 = 11$$

$$50 + 10 + 1 = 61$$

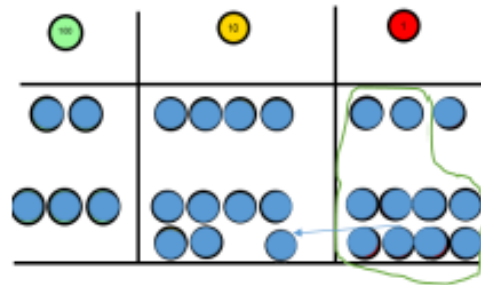
Formal method:

$$\begin{array}{r} 36 \\ +25 \\ \hline 61 \\ \hline 1 \end{array}$$

Use of place value counters to add HTO + TO, HTO + HTO etc. once the children have had practice with this, they should be able to apply it to larger numbers and the abstract



Children to represent the counters e.g. like the image below



If the children are completing a word problem, draw a bar model to represent what it's asking them to do

?	
243	368

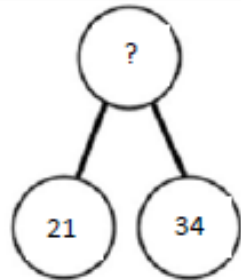
243

+368

611

1 1

Fluency variation, different ways to ask children to solve 21+34:



Sam saved £21 one week and £34 another. How much did he save in total?

21+34=55. Prove it! (reasoning but the children need to be fluent in representing this)

21

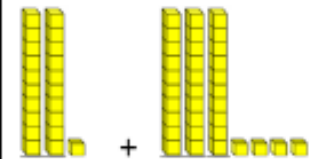
+34

—

21 + 34 =

= 21 + 34

What's the sum of twenty one and thirty four?



Always use missing digit problems too:

Tens	Ones
● ●	●
● ● ●	?
?	4