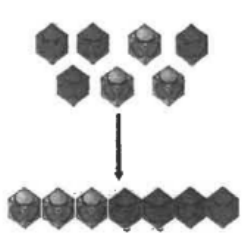
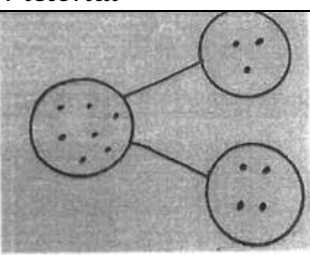
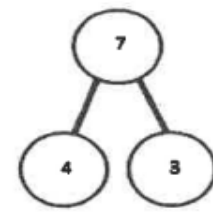
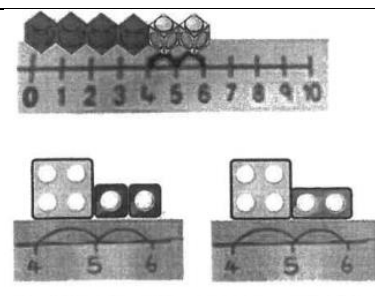
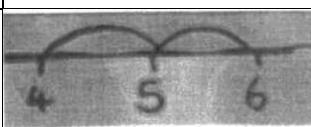
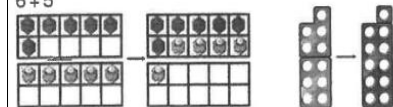
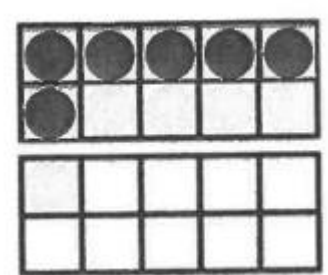

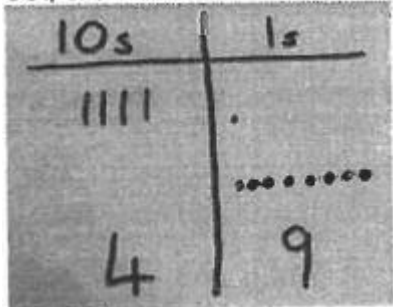
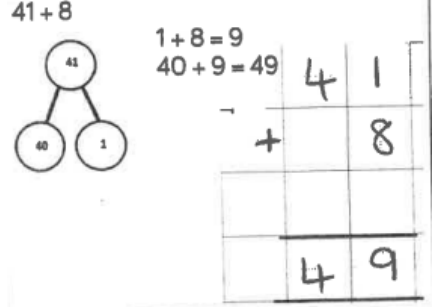
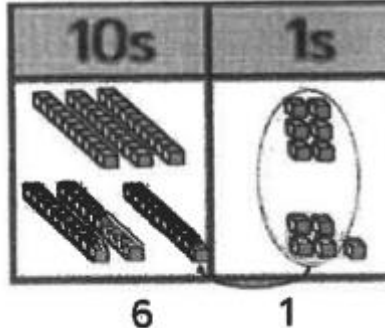
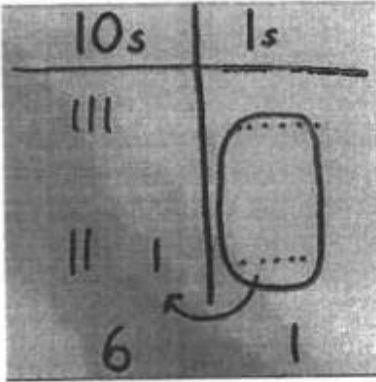
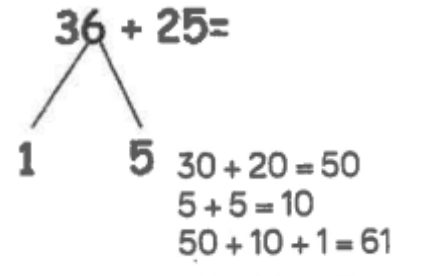
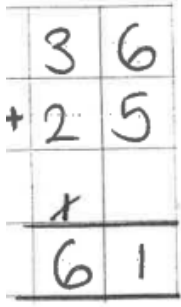


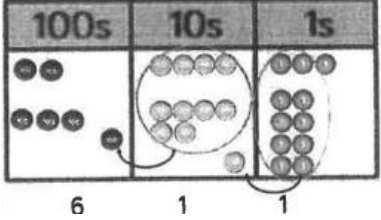
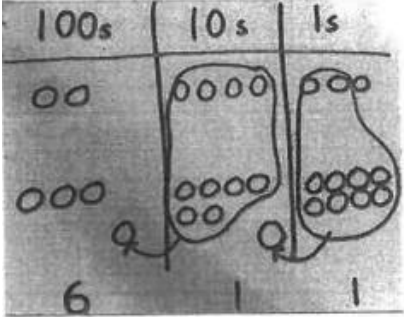
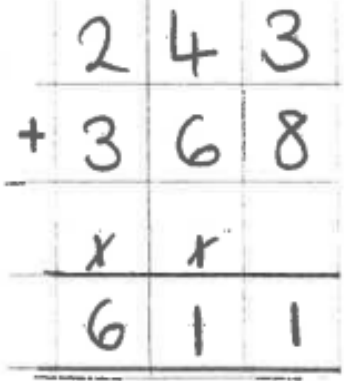
Progression in Addition

Year 1	Combining 2 parts to make a whole.		
	<p>Concrete</p>  <p>resources like: cars, teddy bears, shells etc.)</p>	<p>Pictorial</p>  <p>Represent the cubes using dots.</p>	<p>Abstract</p>  <p>Four is a part, three is a part and the whole is 7. $4+3=7$</p>
Year 1	Counting on using number lines		
	<p>Concrete</p>  <p>Counting on using numberlines using cubes or numicon.</p>	<p>Pictorial</p> <p>Draw the concrete apparatus onto the number line.</p>	<p>Abstract</p>  <p>What is 2 more than 4? What is the sum of 2 and 4? $4+2$ What is the total of 4 and 2?</p>
Year 1 – Year 2	Regrouping to make 10		
	<p>Concrete</p> <p>Using tens frames and counters/cubes or using numicon.</p> <p>$6+5$</p> <p>Regrouping to make 10; using ten frames and counters/cubes or using Numicon.</p> <p>$6+5$</p> 	<p>Pictorial</p>  <p>Children to draw the ten frame and counters.</p>	<p>Abstract</p> <p>$6 + \square = 11$ $6 + 5 = 5 + \square$ $6 + 5 = \square + 4$</p> <p>Children to develop an understanding of equality.</p>

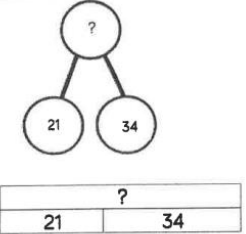
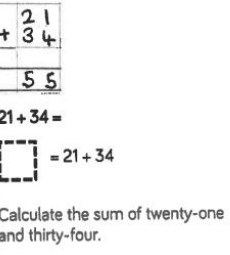
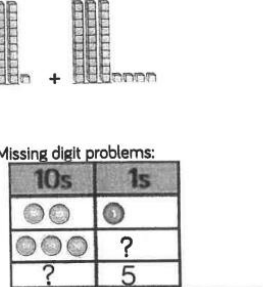
Progression in Addition

<p>Year 2</p>	<p>Tens + ones using base 10 (not regrouping at first)</p>		
<p>Concrete</p>  <p>Continue to develop understanding of partitioning and place value.</p> <p>$41 + 8 =$</p>	<p>Pictorial</p>  <p>Children to represent the base 10. Lines for tens and dots (large coloured in) for ones.</p>	<p>Abstract</p> <p>$41 + 8$</p> 	
<p>Year 3</p>	<p>Two digit number + two digit number using base 10 (including regrouping)</p>		
<p>Concrete</p>  <p>Continue to develop understanding of partitioning and place value.</p> <p>$36 + 25$</p>	<p>Pictorial</p>  <p>Represent base 10 in a place value chart.</p>	<p>Abstract</p> <p>Partitioning and looking for ways to make 10.</p> <p>$36 + 25 =$</p>  <p>Formal method</p>  <p><u>Carry above the line.</u></p>	

Progression in Addition

Year 3	<i>Use of place value counters to add H T and O.</i>		
	<p>Concrete</p>  <p>243+368 When there 10 ones in the ones column we exchange for 1 ten. When there are 10 tens in the tens column, we exchange for 1 hundred.</p>	<p>Pictorial</p>  <p>Children to represent the counters in a place value chart, circling when they make an exchange.</p>	<p>Abstract</p>  <p>Formal method</p>
By the end of year 3 children should be confident using the formal method for addition with 3 digit numbers.			
Year 4, 5 and 6	Continue to secure addition of formal methods. Including addition of numbers up to 5 digits, addition of decimal numbers including money, multi-step problems in a variety of contexts.		
	<p>14.7 Addition of decimals ensure the decimal point is lined up.</p> <p>+ 3.685</p> <p> 1</p> <hr/> <p>18.385</p>		

Conceptual variation; different ways to ask children to solve 21 + 34

	<p>Word problems: In year 3, there are 21 children and in year 4, there are 34 children. How many children in total?</p> <p>21 + 34 = 55. Prove it</p>		
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