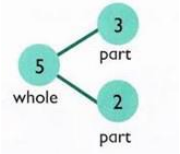
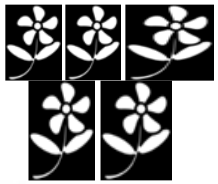
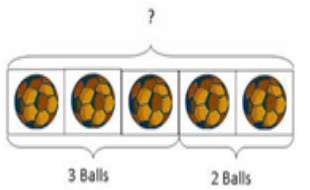
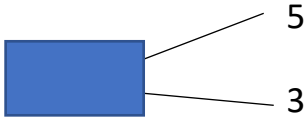
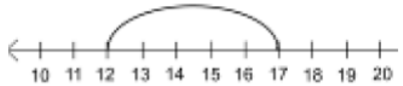
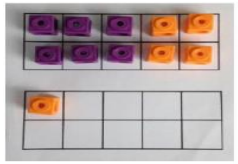
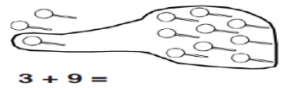
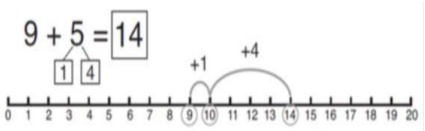
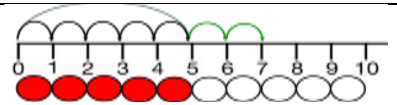
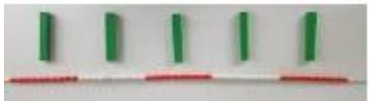
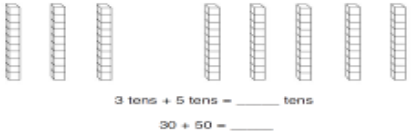
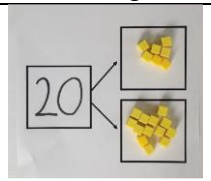
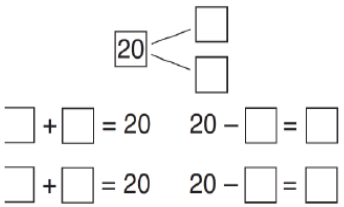
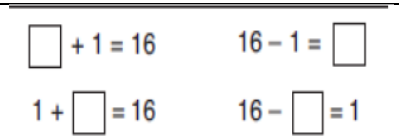
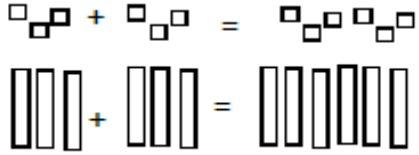
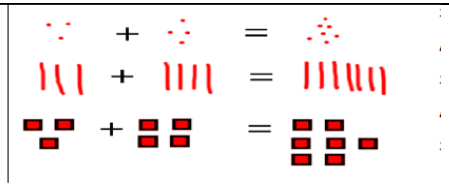
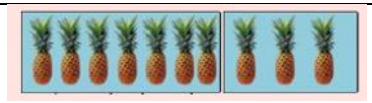
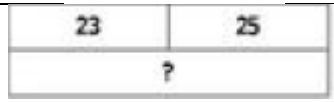
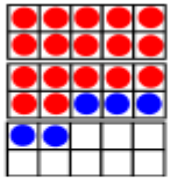
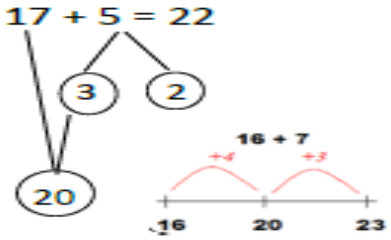
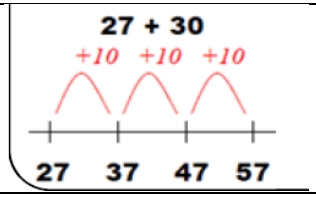
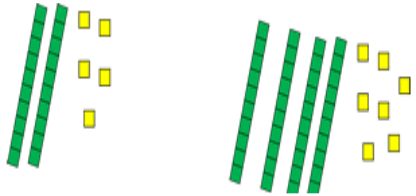
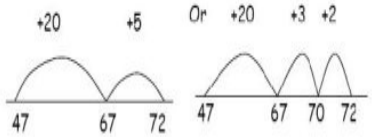
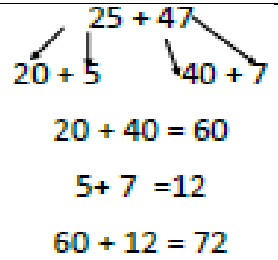
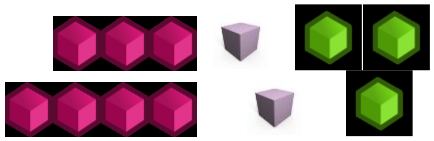
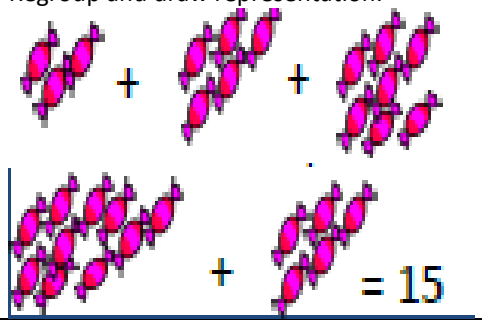
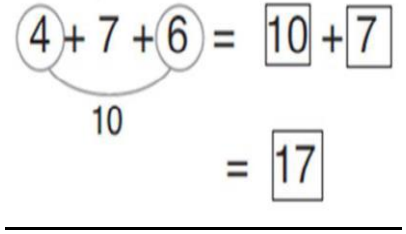
EYFS / Year 1 – Addition

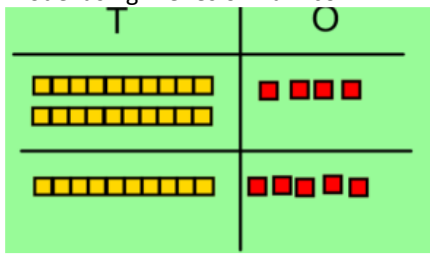
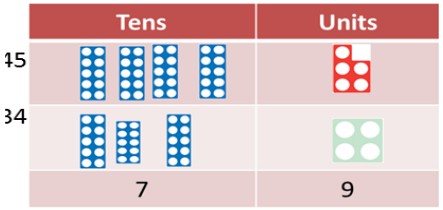
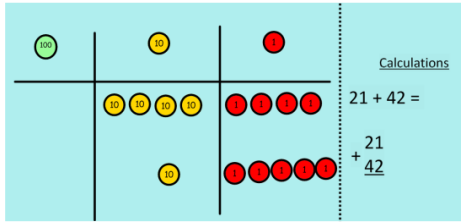
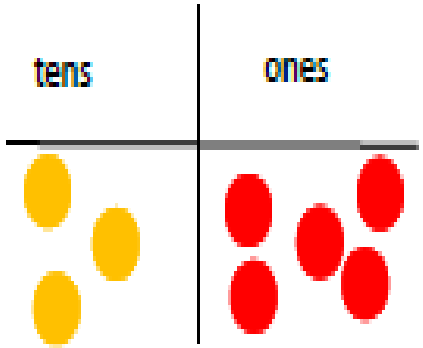
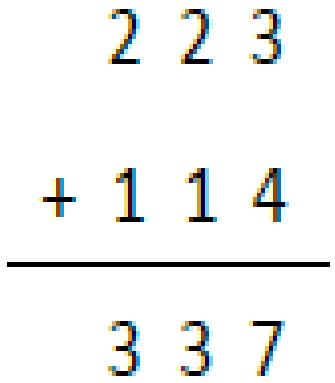
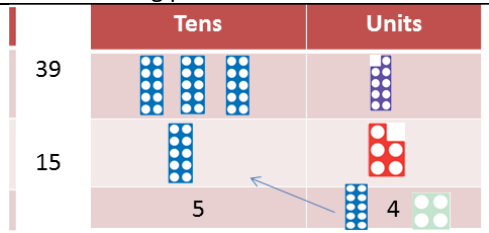
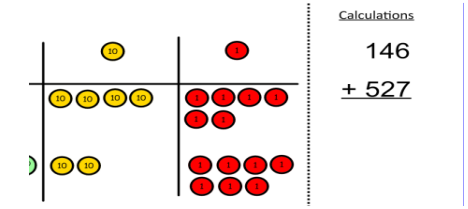
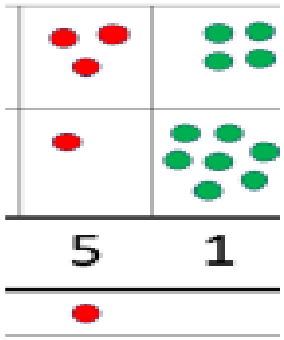
Objective / Strategy	Concrete	Pictorial	Abstract
Combining two parts to make a whole: part- whole model	    Use part, part whole model. Use cubes to add two numbers together as a group or in a bar.	   Use pictures to add two numbers together as a group or in a bar.	4 + 3 = 7 10= 6 + 4  Use the part-part whole diagram as shown above to move into the abstract.
Starting at the big-ger number and counting on	 Start with the larger number on the bead string and then count on to the smaller number 1 by 1 to find the answer.	12 + 5 = 17  Start at the larger number on the number line and count on in ones or in one jump to find the answer.	5 + 12 = 17 Place the larger number in your head and count on the smaller number to find your answer.
Regrouping to make 10.	 6 + 5 = 11  Start with the bigger number and use the smaller number to make 10. Use ten frames.	 Use pictures or a number line. Regroup or partition the smaller number using the part, part whole model to make 10. 	7 + 4= 11 If I am at seven, how many more do I need to make 10. How many more do I add on now?
Represent & use number bonds and related subtraction facts within 20	 *2 more than 5*		Emphasis should be on the language *'1 more than 5 is equal to 6.'* *'2 more than 5 is 7.'* *'8 is 3 more than 5.'*

Year 2 - Addition

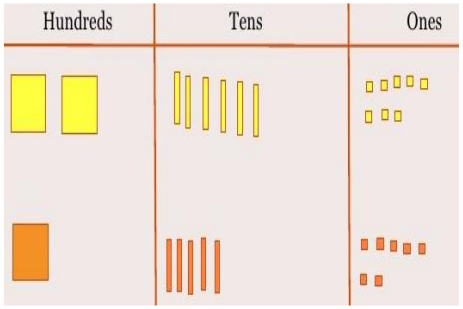
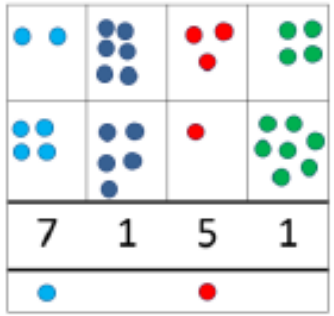
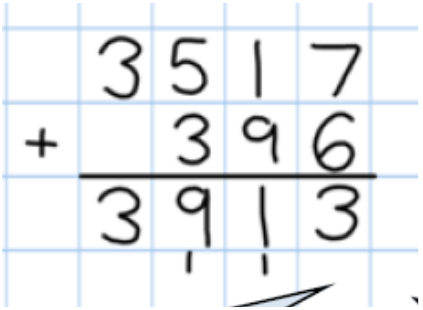
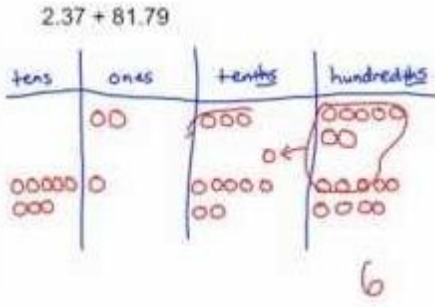
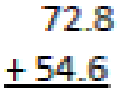
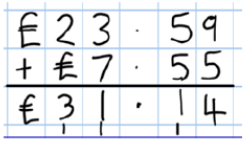
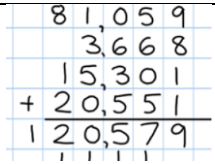
Objective / Strategy	Concrete	Pictorial	Abstract
Adding multiples of ten	20+30=50  Model using dienes and bead strings	Use representations for base ten.  	20 + 30 = 50 70 = 50 + 20 40 + □ = 60
Use known number facts	 Children explore ways of making numbers within 20	 	
Using known facts		 Children draw representations of H,T and O	3 + 4 = 7 *leads to* 30 + 40 = 70 *leads to* 300 + 400 = 700
Bar model	 3 + 4 = 7	 7 + 3 = 10	 23+25 = 48
Add a two-digit number and ones	 17 + 5 = 22 Use ten frame to make 'magic ten Children explore the pattern. 17 + 5 = 22 27 + 5 = 32	Use part, part whole and number line to model.  	17 + 5 = 22 Explore related facts 17 + 5 = 22 5 + 17 = 22 22—17 = 5 22—5 = 17
Add a 2-digit number and tens	25 + 10 = 35 Explore that the ones digit does not change 	 	27 + 10 = 37 27 + 20 = 47 27 + □ = 57

Add two 2-digit numbers	Model using dienes, place value counters and Numicon 	Use number line and bridge ten using part whole if necessary. 	
Add three 1-digit numbers	Combine to make 10 first if possible, or bridge 1o then add third digit 	Regroup and draw representation. 	Combine the two numbers that make/bridge ten then add on the third. 

Year 3 – Addition

Objective / Strategy	Concrete	Pictorial	Abstract
Column Addition—no regrouping (friendly numbers) . Add two or three 2 or 3-digit numbers.	Model using Dienes or Numicon  Add together the ones first, then the tens.   Move to using place value counters	Children move to drawing the counters using a tens and one frame.  	Add the ones first, then the tens, then the hundreds. 
Column Addition with regrouping.	 Exchange ten ones for a ten. Model using Numicon and Place Value counters.  	Children can draw a representation of the grid to further support their understanding, carrying the ten **underneath** the line  	Start by partitioning the numbers before formal column to show the exchange. 20 + 5 40 + 8 60 + 13 = 73 536 + 85 621 1 1

Year 4 – 6 – Addition

Objective / Strategy	Concrete	Pictorial	Abstract
Y4—add numbers with up to 4 digits	Children continue to use dienes or place value counters to add, exchanging ten ones for a ten and ten tens for a hundred and ten hundreds for a thousand. 	Draw representations using place value grid. 	Continue from previous work to carry hundreds as well as tens. Relate to money and measures. 
Y5—add numbers with more than 4 digits. Add decimals with 2 decimal places, including money.	**As Year 4** Introduce decimal place value counters and model exchange for addition. 		 
Y6—add several numbers of increasing complexity Including adding money, measure and decimals with different numbers of decimal points.	**As Year 5**	**As Year 5**	 Insert zeros for place holders.