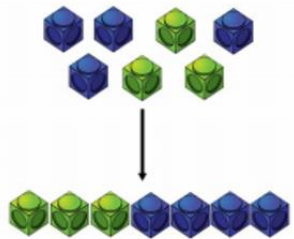


Calculation policy: Addition

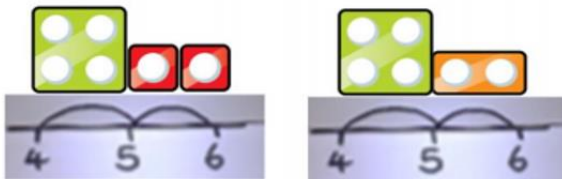
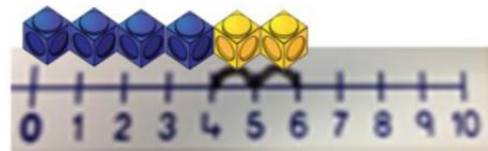
Key language: sum, total, parts and wholes, plus, add, altogether, more, 'is equal to' 'is the same as'.

Concrete

Combining two parts to make a whole (use other resources too e.g. eggs, shells, teddy bears, cars).

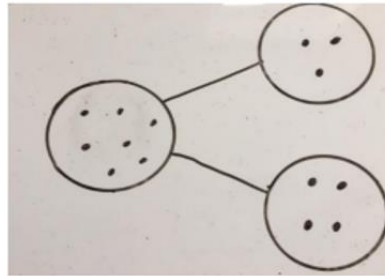


Counting on using number lines using cubes or Numicon.

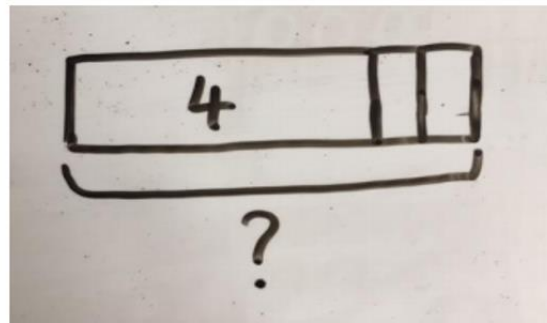


Pictorial

Children to represent the cubes using dots or crosses. They could put each part on a part whole model too.



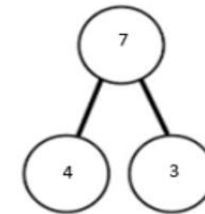
A bar model which encourages the children to count on, rather than count all.



Abstract

$$4 + 3 = 7$$

Four is a part, 3 is a part and the whole is seven.



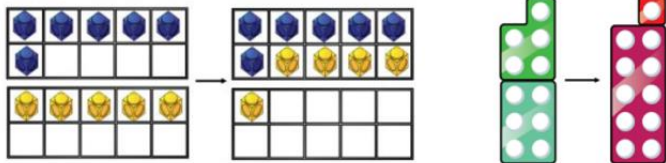
The abstract number line:

What is 2 more than 4?
 What is the sum of 2 and 4?
 What is the total of 4 and 2?
 $4 + 2$

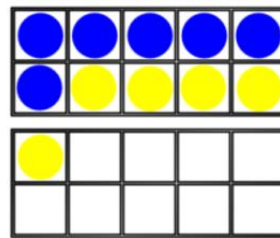


Regrouping to make 10; using ten frames and counters/cubes or using Numicon.

6 + 5



Children to draw the ten frame and counters/cubes.



Children to develop an understanding of equality e.g.

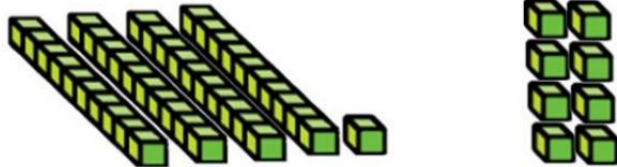
$$6 + \square = 11$$

$$6 + 5 = 5 + \square$$

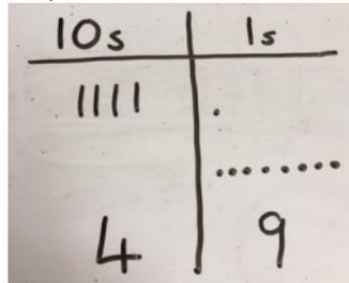
$$6 + 5 = \square + 4$$

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

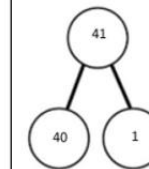
41 + 8



Children to represent the base 10 e.g. lines for tens and dot/crosses for ones.



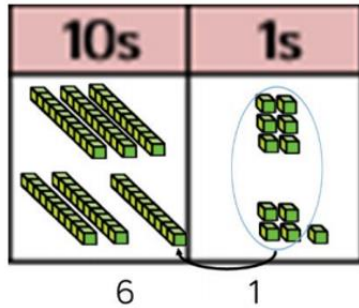
41 + 8



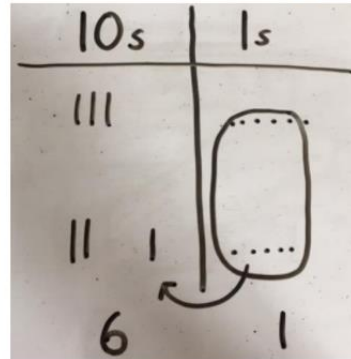
1 + 8 = 9
40 + 9 = 49

	4	1
+		8
<hr/>		
	4	9

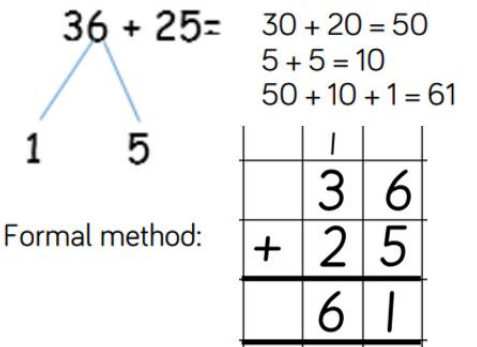
TO + TO using base 10. Continue to develop understanding of partitioning and place value.
 $36 + 25$



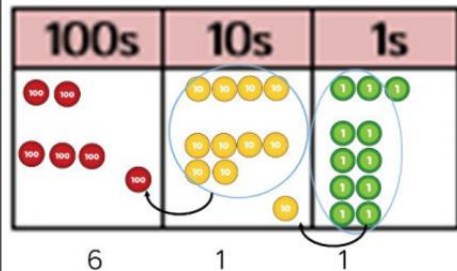
Children to represent the base 10 in a place value chart.



Looking for ways to make 10.



Use of place value counters to add HTO + TO, HTO + HTO etc. When there are 10 ones in the 1s column- we exchange for 1 ten, when there are 10 tens in the 10s column- we exchange for 1 hundred.



Children to represent the counters in a place value chart, circling when they make an exchange.

