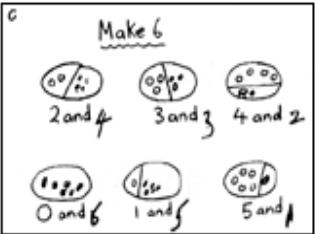
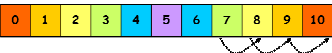


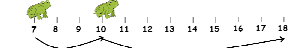
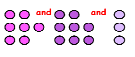

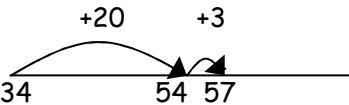
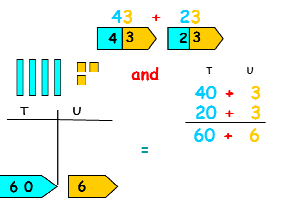


Addition

STEP 1 *(YR, Y1)	STEP 2 *(Y1, Y2)	STEP 3 *(Y2, Y3)	STEP 4 *(Y4)	STEP 5 *(Y5, Y6)												
<p>Children are encouraged to develop a mental picture of the number system in their heads to use for calculation. They develop ways of recording calculations using pictures, etc.</p>  <p>We demonstrate use of the number track/number line to show the addition of two numbers by counting on.</p>  <p>Children then begin to use numbered lines to support their own calculations using a numbered line to count on in ones.</p>	<p>The use of number lines is reinforced and the concept of bridging through ten crossing boundaries is used.</p> <div data-bbox="571 481 913 721"> <p><i>Adding single digit numbers</i> <i>Counting on - crossing boundary</i></p> <p>number track</p>  <p>7 + 6</p>  </div> <p>Children will add several numbers together using number lines and number bonds to 10 ideas.</p> <div data-bbox="571 890 907 1125"> <p><i>Adding several single digit numbers</i></p>  <p>7 + 8 + 3 7 + 8 + 3</p>  <p>Look for pairs of numbers that make 10</p>  </div> <p>Followed by jumping on the number lines by adding tens and then the units. We practice adding tens with a hundred square.</p>  <p>34 + 23 = 57</p>	<p>Work from the previous steps is reinforced and the use of tens and units materials are used to lead towards....</p> <div data-bbox="952 534 1272 774"> <p><i>Adding 2 two - digit numbers (without carrying)</i></p>  <p>43 + 23</p> <p>and</p> <table border="0"> <tr> <td>T</td> <td>U</td> <td></td> </tr> <tr> <td>40</td> <td>+ 3</td> <td></td> </tr> <tr> <td>20</td> <td>+ 3</td> <td></td> </tr> <tr> <td>60</td> <td>+ 6</td> <td>=</td> </tr> </table> </div> <p>Children use partitioning methods to split numbers and add the most significant digits first (without carrying).</p>	T	U		40	+ 3		20	+ 3		60	+ 6	=	<p>Children use the least significant digits first method of partitioning to solve problems in preparation for carrying.</p> <p>Vertical layout: ("ones" / "units" digit first)</p> <p>e.g.</p> $\begin{array}{r} 47 \\ + 76 \\ \hline 13 \quad (7+6) \\ \underline{110} \quad (40+70) \\ 123 \end{array}$	<p>Children move towards the efficient method of carrying below the line in column addition.</p> <p>Compact written method:</p> <p>e.g.</p> $\begin{array}{r} 47 \\ + 76 \\ \hline 123 \\ 1 \end{array}$ <p>Children should extend the carrying method to any number of digits and decimals.</p> <p>*These are agreed starting points for different year groups NOT a must do list for each child. We move on when ready!</p>
T	U															
40	+ 3															
20	+ 3															
60	+ 6	=														