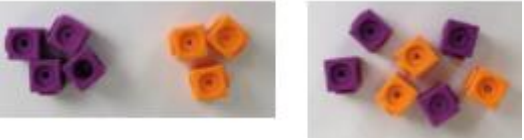
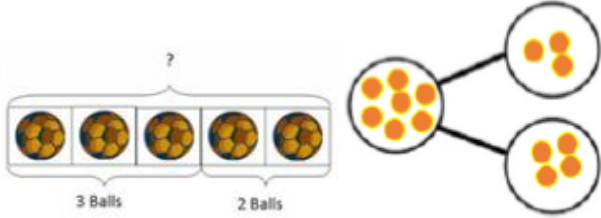
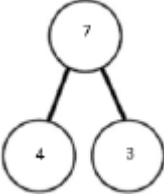
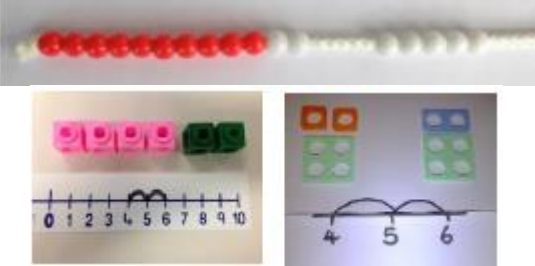
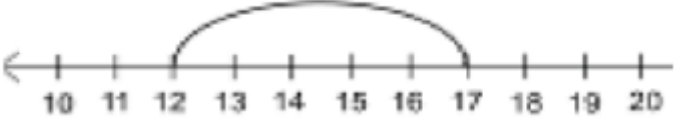


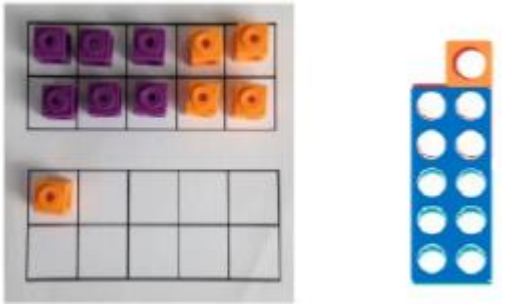
Calculation Policy: Addition

Key language: number bonds, number line, add, more, plus, make, sum, total, altogether, double, near double, equal, =, is the same as, how many more to make..., column addition, part whole, bar model

Concrete	Pictorial	Abstract
<p>Combining two parts to make a whole (use other resources too e.g. eggs, teddy bears, cars)</p> 	<p>Children to then represent the cubes using pictures, dots or crosses. They could put each part on a part whole model to.</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 as well as bead strings and number lines using cubes and numicon.</p> 	<p>Start at the larger number on the number line and count on in 1s or in 1 jump.</p> <p>$12 + 5 = 17$</p> 	<p>$5 + 12 = 17$ Place the larger number in your head and count on the smaller number to find your answer.</p>

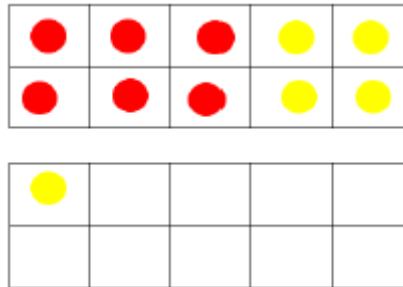
Regrouping to make 10; using ten frames and counters/cubes or using numicon

$$6 + 5 =$$



Start with the bigger number and use the smaller number to make 10.

Children to draw the ten frame and counters/cubes.



Children to develop an understanding of equality e.g.

$$6 + \Delta = 11$$

$$6 + 5 = 5 + \Delta$$

$$6 + 5 = \Delta + 4$$

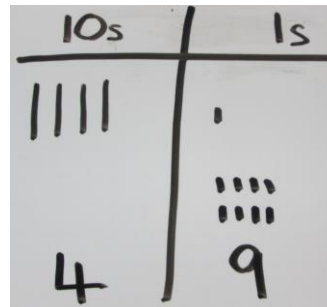
TO+O Using base 10; Continuing to develop an understanding of partitioning and place value.

$$41 + 8 =$$

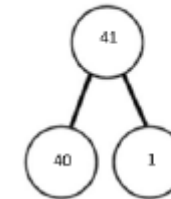


Children to represent the base 10 e.g. lines for tens and dots/crosses for ones.

$$41 + 8 =$$

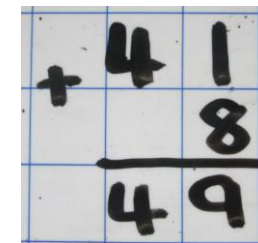


$$41 + 8$$



$$1 + 8 = 9$$

$$40 + 9 = 49$$

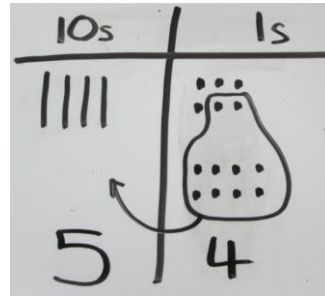


TO+O Using base 10 (with exchanges);
Continuing to develop an understanding of partitioning with exchanges.

$46 + 8 =$

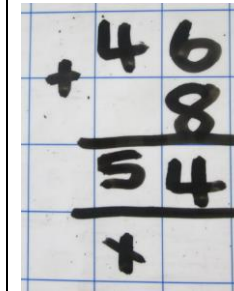
Children to represent the base 10 e.g. lines for tens and dots/crosses for ones.

$46 + 8 =$



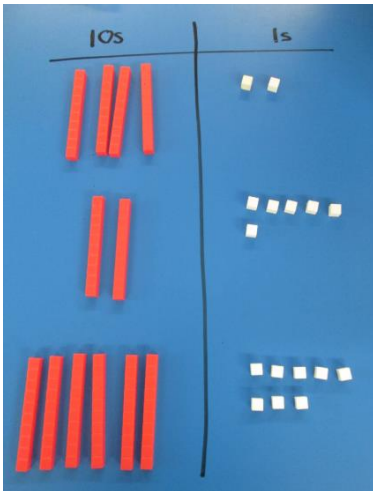
Looking for ways to make ten
 $46 + 8 =$

Formal method:

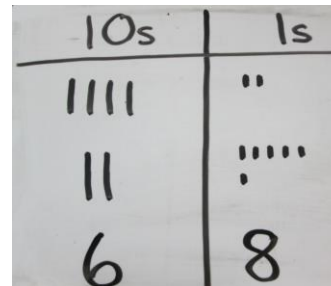


TO+TO Using base 10; Continuing to develop an understanding of partitioning and place value.

$42 + 26 =$



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



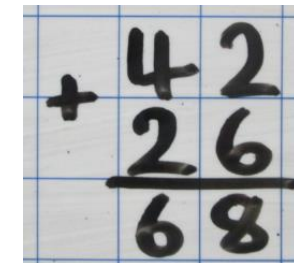
Using partitioning to support:

$40 + 20 = 60$

$2 + 6 = 8$





$60 + 8 = 68$

Formal method:





TO+TO Using base 10 (with exchanges);
Continuing to develop an understanding of partitioning with exchanges.

$36 + 25 =$

	Tens	Ones
+		
=		

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

10s	1s
	
	
6	1

Looking for ways to make 10.

$$\begin{array}{l}
 36 + 25 = \\
 \swarrow \quad \searrow \\
 1 \quad 5
 \end{array}
 \begin{array}{l}
 30 + 20 = 50 \\
 5 + 5 = 10 \\
 50 + 10 + 1 = 61
 \end{array}$$

Formal method:

	3	6
+	2	5
	<hr/>	
	6	1
	+	