

## Addition Year 1

**CPA Approach**  
(Concrete, Pictorial, Abstract)

### Counting and Combining sets of Objects to 20

Combining two sets of objects e.g. Numicon, bundles of straws, Dienes apparatus, multi-link cubes, bead strings, ten frames, etc, which will progress onto adding on to a set.

### Understanding of counting using knowledge of number bonds

Ensure that children understand the breaking up of a calculation.  $2+3=5$  Represented using concrete linking to pictorial

From here move onto a bar model format so the children are used to grouping amounts together.

### Understanding of counting on

(Supported by models and images).

$7+4$

If appropriate, progress from using number lines with every number shown to number lines with significant numbers shown. For example a number line that starts at 20 and finishes at 30

Children should be able to separate 2 digit numbers to add the ones then add the tens.

### + = signs and missing numbers

Children need to understand the concept of equality before using the '=' sign. Calculations should be written either side of the equality sign so that the sign is not just interpreted as 'the answer'.

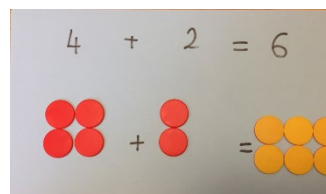
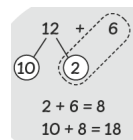
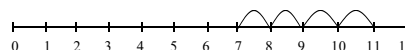
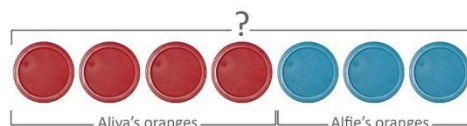
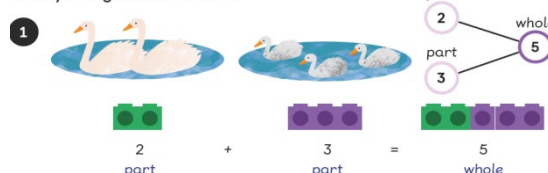
$2 = 1 + 1$

$2 + 3 = 4 + 1$

This would be modelled well using resources to show that both sides are balanced



Add by Using Number Bonds



### Vocabulary

Add, Addition, Total, Equal, Group, Calculation, Plus, Together

## Addition Year 2

### CPA Approach (Concrete, Pictorial, Abstract)

It is valuable to use a range of representations (also see Y1). Continue to use objects, number lines and ten frames to develop understanding of commutative law and of:

### Counting on in tens and ones

$$\begin{aligned} 23 + 12 &= 23 + 10 + 2 \\ &= 33 + 2 \\ &= 35 \end{aligned}$$

### Partitioning and bridging through 10.

The steps in addition often bridge through a multiple of 10

E.g. Children should be able to partition the 7 to relate adding the 2 and then the 5.

$$8 + 7 = 15 \quad (8+2+5=15) \text{ Use Cube}$$

### Bar Modelling

Use of two parts making one whole through bar modelling. This can be shown using cubes as well as drawn.

This will support your pictorial element

### Towards a Written Method

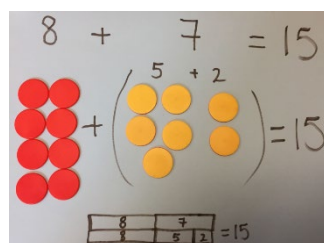
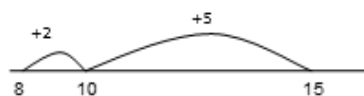
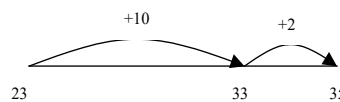
Partitioning in different ways and recombine to 100

Leading towards Exchanging

### Standard column method:

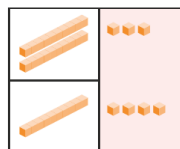
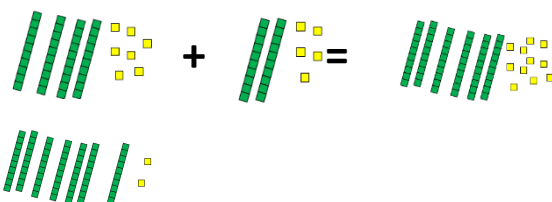
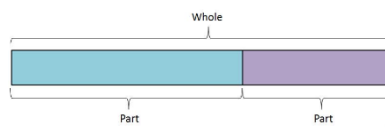
Concrete and pictorial to support the teaching of this method. Use of resources a necessity

Missing number problems



### Whole and 2 Parts

Part + Part = Whole  
Whole - Part = Whole



tens	ones
2	3
+ 1	4
<hr/>	
	7

$$14 + 5 = 10 + \square \quad 32 + \square + \square = 100 \quad 35 = 1 + \square + 5$$

### Vocabulary

Add, Addition, Total, Equal, Group, Calculation, altogether

## Addition Year 3

CPA Approach  
(Concrete, Pictorial, Abstract)

### Bar Modelling

Bar Model approaches which will be continually referred to throughout the year to support the visual pictorial stage.

Children need to be secure adding multiples of 100 and 10 to any three-digit number including those that are not multiples of 10.

### Base 10

Use of Base ten to support concrete and pictorial

### Partition into tens and ones

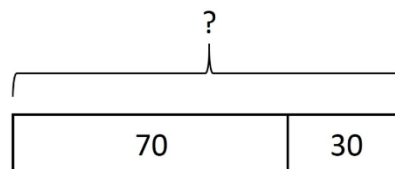
Partition both numbers and recombine.  
Count on by partitioning the second number only e.g.

### Towards a Written Method to 1000

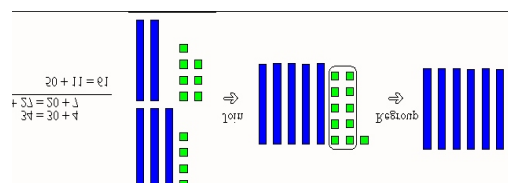
Standard column addition can be modelled with place value counters, objects and pictorial representations

Leading to children understanding the renaming between tens and ones (carrying/exchanging).

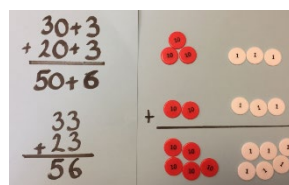
Include the Bar Method (See Above).  
Missing number problems using a range of equations as in Year 1 and 2 but with appropriate, larger numbers



$$70 + 30 = 100$$



$$\begin{aligned} 247 + 125 &= 247 + 100 + 20 + 5 \\ &= 347 + 20 + 5 \\ &= 367 + 5 \\ &= 372 \end{aligned}$$



	h	t	o
			8
+	2	3	6
		1	4
		3	0
+	2	0	0
	2	4	4

	h	t	o
		1	
	2	3	6
+	3	4	5
	5	8	1

### Vocabulary

Addend, Total, Sum, Partition, increase, altogether

## Addition Year 4

CPA Approach  
(Concrete, Pictorial, Abstract)

### Mental methods (within 10,000)

This can be taught alongside methods such as Bar Modelling so that the children have a visual representation

### Written methods (progressing to 4-digits & 1dp)

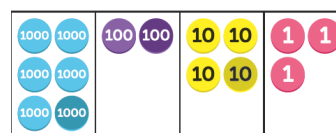
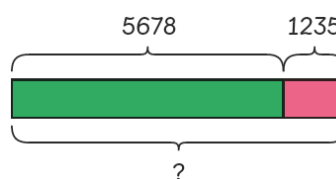
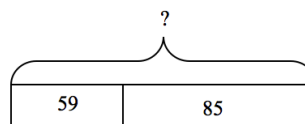
Continue to model column addition with place value counters, objects, pictorial representations and the Bar Method

Ensure in the early stages you support as much as possible using resources to support calculations.

### Regrouping

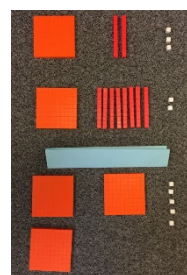
Extend to numbers with at least four digits, including renaming between various columns (Regrouping).

Select and use different methods to solve word problems, involving two step problems in context



$$\begin{array}{r}
 4 \ 2 \ 5 \ 6 \\
 + 1 \ 9 \ 8 \ 7 \\
 \hline
 1 \ 3 \\
 1 \ 3 \ 0 \\
 1 \ 1 \ 0 \ 0 \\
 + 5 \ 0 \ 0 \ 0 \\
 \hline
 6 \ 2 \ 4 \ 3
 \end{array}$$

add ones  
 add tens  
 add hundreds  
 add thousands



$$\begin{array}{r}
 1 \ 1 \ 1 \\
 4 \ 2 \ 5 \ 6 \\
 + 1 \ 9 \ 8 \ 7 \\
 \hline
 6 \ 2 \ 4 \ 3
 \end{array}$$

### Vocabulary

Addend, Total, Sum, Partition, increase, altogether

## Addition Year 5

CPA Approach  
(Concrete, Pictorial, Abstract)

### Mental methods (within 1,000,000)

Develop, supported by a range of models and images, including place value counters. Children should practise with increasingly large numbers to aid fluency

### Written methods (progressing to more than 4-digits & 2dp)

As in Year 4, continue to explore column addition modelled with place value counters, objects, pictorial representations and the Bar Method

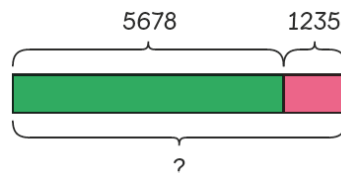
### Column Additions

Children will move on to the formal columnar method for whole numbers and decimal numbers as an efficient written method.

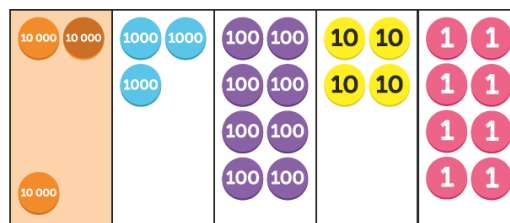
Select and use different methods to solve word problems, involving two step problems in context. Use of Bar Model alongside calculations for word problems.

### Vocabulary

Addend, Total, Sum, Partition, increase, altogether



$$12462 + 2300 = 14762$$



$$\begin{array}{r}
 1 \\
 16603 \\
 + 17245 \\
 \hline
 33848
 \end{array}$$

## Addition Year 6

CPA Approach  
(Concrete, Pictorial, Abstract)

### Mental methods

Should continue to develop, supported by a range of models and images, including the number line. Including negative numbers and decimals

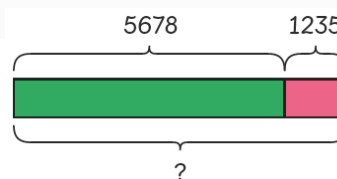
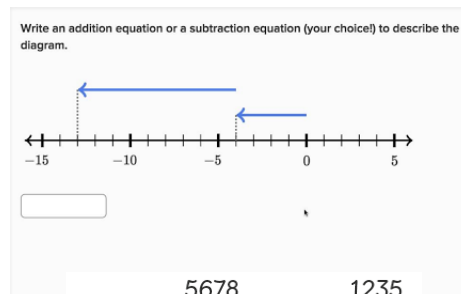
### Written methods

As in Year 5, progressing to larger numbers, aiming for both conceptual understanding and procedural fluency with columnar method to be secured. Continue to model with place value counters, objects, pictorial representations and the Bar Method (See Appendix 1)  
Continue calculating with decimals, including those with different numbers of decimal places, and develop procedural fluency with renaming (carrying) to be secured.

### Problem Solving

Teachers should ensure that pupils have the opportunity to apply their knowledge in a variety of contexts and problems (exploring cross curricular links) to deepen their understanding

Refer to Year 5 for support with development groups.



789 + 642 becomes

$$\begin{array}{r}
 789 \\
 + 642 \\
 \hline
 1431 \\
 \hline
 11
 \end{array}$$

Answer: 1431

### Vocabulary

Addend, Total, Sum, Partition, increase, altogether

## Micro Steps

The year group markings relate to Mental Arithmetic sessions.  
To be used also in planning where appropriate to learning

<p>1. 2 digit + 2 digit: one or both the numbers are multiples of 10s <b>no carrying</b></p> <p>E.g. 36 + 20</p>	<p>26 + 40</p> <p>37 + 10</p>	Year 3 Term 1	
<p>2. 2 digit + 2 digit: maximum total in either column is 9 – <b>no carrying</b></p> <p>E.g. 36 + 42</p>	<p>56 + 33</p> <p>41 + 24</p>	Year 3 Term 1	
<p>3. 2 digit + 2 digit: totals to 10 or above – <b>introducing carrying in the units column</b> only, maximum total of 8 in the tens column.</p> <p>E.g. 36 + 45</p>	<p>0s</p> <p>47 + 35</p> <p>0s</p> <p>59 + 24</p>	Year 3 Term 1	Year 3 Term 3 Recap To Secure
<p>4. 2 digit + 2 digit: totals to 10 or above in the tens column. <b>Carrying in 10s column only</b></p> <p>E.g. 67 + 92</p>	<p>T</p> <p>92 + 83</p> <p>T</p> <p>71 + 62</p>	Year 3 Term 1	Year 3 Term 3 Greater Depth
<p>5. 2 digit + 2 digit: totals to 10 above in both columns. <b>Carrying in both</b> columns.</p> <p>E.g. 74 + 89</p>	<p>96 + 85</p> <p>79 + 93</p>	Year 3 Term 3	Year 3 Term 5 Greater Depth
<p>6. 3 digit + 3 digit: totals to 10 or above carrying in the units column only, maximum total of 8 in the tens and 9 in the hundreds column</p> <p>E.g. 348 + 436</p>	<p>0s</p> <p>357 + 218</p> <p>0s</p> <p>436 + 229</p>	Year 3 Term 5	
<p>7. 3 digit + 3 digit: totals to 10 or above carrying in the tens column only, maximum total of 8 in the units and 9 in the hundreds column.</p> <p>E.g. 384 + 435</p>	<p>T</p> <p>392 + 481</p> <p>T</p> <p>681 + 191</p>	Year 3 Term 5	Year 4 Term 1 Recap To Secure
<p>8. 3 digit + 3 digit: totals to 10 or above carrying hundreds column only, maximum total</p>	<p>H</p> <p>613 + 913</p>	Year 3 Term 5	Year 4 Term 1 Greater Depth

# Central Park Primary School Calculation Policy Addition



of 9 in the unit and 9 in the tens column. E.g. 723 + 412	H 722 + 813		
9. 3 digit + 3 digit: totals to 10 or above carrying in 2 of all columns. E.g. 824 + 948	367 + 298 489 + 176	Year 4 Term 1	Year 4 Term 3 Greater Depth
<b>Assessment of stages 1-9</b> <b>Children who are not secure to continue from secure stage</b>			
10. 3 digit + 2 digit: with and without carrying. Place larger number at top E.g. 456 + 79	345 + 78	Year 4 Term 3	
11. 2 digit + 2 digit + 2digit: Introducing totalling above 20. Carrying in one or both columns. E.g. 35 + 96 + 74	46 + 85 69	Year 4 Term 3	
12. Totalling 3 numbers: mix of 2 and 3 digit numbers. Carrying in one or all columns focus on columnisation. E.g. 53 + 643 + 95	45 + 592 + 84	Year 4 Term 3	Year 4 Term 5
13. 4 digit + 4 digit: carrying in one or all columns (except thousands column- maximum total in thousands is 8). E.g. 1485 + 2953	1376 <u>+2845</u>	Year 4 Term 5	
14. 4 digit + 4 digit: carrying in one or all columns. E.g. 6494 + 9845	5386 <u>+8734</u>	Year 4 Term 5	
15. Totalling amounts of differing length including carrying. E.g. 4 digit + 2 digit    8493 + 87	5386 <u>+ 34</u>	Year 4 Term 5	
16. Totalling 3 amounts of differing lengths (up 50 4 digit) – focus on columnisation.	5386 38 <u>+ 863</u>	Year 4 Term 5	





E.g. 8734 + 27 + 953					
17. Extend onto all of the above with any length of number	$34586$ $+ 8637$	Year 4 Term 5	Year 5 Term 1 Recap To Secure		
E.g. 384948 + 9943					
<b>Assessment of stages 10-18</b> <b>Children who are not secure to continue from secure stage</b>					
18. Introduction to decimal column addition: 2 digit + 2 digit (no carrying)	$3.3$ $+6.1$	$2.7$ $+7.1$	Year 5 Term 1		
E.g. 3.4 + 4.6					
19. Decimal column addition: 2 digit + 2 digit, carrying into ones and tens column.	$7.8$ $+8.3$	$9.9$ $+3.2$	Year 5 Term 1	Year 5 Term 3 Recap to Secure	Year 6 Term 1 Greater Depth
E.g. 3.4 + 3.9					
20. Decimal column addition: 2 digit + 2 digit carrying into ones and tens column.	$3.5$ $+2.8$		Year 5 Term 3	Year 5 Term 5 Greater Depth	Year 6 Term 1 Greater Depth
E.g. 6.8 + 4.5					
21. Decimal column addition: 2 digit + 3 digit no carrying (1 dp)	$32.4 + 3.3$ $22.4 + 2.2$		Year 5 Term 3	Year 5 Term 5 Greater Depth	Year 6 Term 1 Greater Depth
E.g. 4.3 + 22.4					
22. Decimal column addition: 2 digit + 3 digit with carrying (1 dp). Carrying in any column.	$28.7 + 5.6$ $33.3 + 6.8$		Year 5 Term 5		Year 6 Term 1 Greater Depth
E.g. 4.3 + 25.8					
23. Adding 3 or more numbers of any length (Including any length of decimal places.)	$5.63 + 400$ $+ 3.8$		Year 5 Term 5		Year 6 Term 1 Greater Depth
E.g. 4.56 + 645 + 83.3					
<b>Assessment of stages 19 -24</b> <b>Children who are not secure to continue from secure stage</b>					

## Year Group Objectives for Addition

### Year 1

Pupils should be taught to:

- read, write and interpret mathematical statements involving addition (+), and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add one-digit and two-digit numbers to 20, including 0
- solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems such as  $7 = ? - 9$

### Year 2

Pupils should be taught to:

- solve problems with addition:
  - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
  - applying their increasing knowledge of mental and written methods
- recall and use addition facts to 20 fluently, and derive and use related facts up to 100
- add numbers using concrete objects, pictorial representations, and mentally, including:
  - a two-digit number and 1s
  - a two-digit number and 10s
  - 2 two-digit numbers
  - adding 3 one-digit numbers
- show that addition of 2 numbers can be done in any order (commutative)
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

### Year 3

Pupils should be taught to:

- add numbers mentally, including:
  - a three-digit number and 1s
  - a three-digit number and 10s
  - a three-digit number and 100s
- add numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers

# Central Park Primary School Calculation Policy Addition



- solve problems, including missing number problems, using number facts, place value, and more complex addition

## Year 4

Pupils should be taught to:

- add numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition two-step problems in contexts, deciding which operations and methods to use and why

## Year 5

Pupils should be taught to:

- add whole numbers with more than 4 digits, including using formal written methods (columnar addition)
- add numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

## Year 6

- Perform mental calculations, including with mixed operations and large numbers
- use their knowledge of the order of operations to carry out calculations involving the 4 operations
- solve addition multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy