



Addition Progression Poster

2016



Suggested language:

Foundation

Add, more, plus, altogether, total, makes.

Key Stage One

greater, addition, plus, more

Lower Key Stage Two

Sum, and

Upper Key Stage Two

Positive, increase

Foundation Stage

Children use and make own number lines and practical resources to support calculation and teachers demonstrate the use of the number line, using appropriate mathematical vocabulary. Children are encouraged to use methods in the inside and outside environment. They develop ways of recording calculations using pictures and objects. They will add two single digit numbers using objects and by counting on, on a number line.



Year One

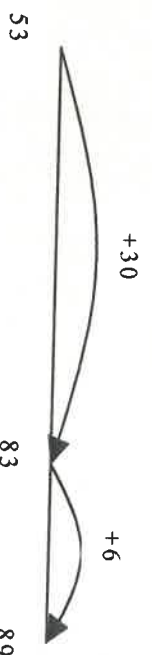
- Children to use the numberline.
- Count on, first in ones (units), then using number facts. Add one and two digit numbers to 20.
- Put the larger number first.



$$3 + 2 = 5$$

Year Two

- Addition of pairs of two digit numbers.
- Start with the tens, then add the ones/units.
- Children need to know inverse by the end of the year



Year Three

- Children to use the number line initially
- Children to use expanded addition up to three-digit add three-digit then move to compact

$$\begin{array}{r}
 360 + 157 \\
 300 \ 60 \ 0 \\
 + 100 \ 50 \ 7 \\
 \hline
 400 \ 110 \ 7 \\
 = 517
 \end{array}$$

Year Four

- Use compact method to add pairs of 4 digit numbers.
- Model with expanded method if place value weak.

$$\begin{array}{r}
 3467 + 2349 \\
 3000 \ 400 \ 60 \ 7 \\
 + 2000 \ 300 \ 40 \ 9 \\
 \hline
 5000 \ 700 \ 100 \ 16 \\
 = 5816
 \end{array}$$

$$\begin{array}{r}
 3467 \\
 + 2349 \\
 \hline
 5816
 \end{array}$$

Year Five and Year Six

- Children to add whole numbers with more than 4 digits, including using formal written methods (columnar addition) in Y5/6 and three decimal places.

$$\begin{array}{r}
 124.90 \\
 + 117.25 \\
 \hline
 242.15
 \end{array}$$

make estimate $125 + 120 = 250$

$$\begin{array}{r}
 26.480 \\
 + 5.375 \\
 \hline
 31.855
 \end{array}$$

add in a zero to keep the place value