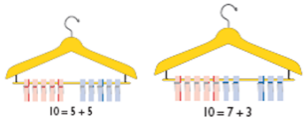
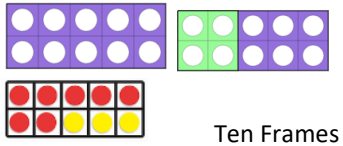
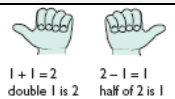
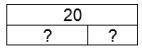
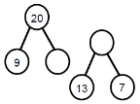
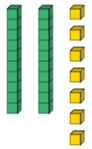
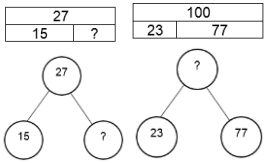
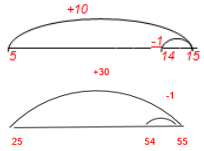
John Fletcher of Madeley Primary School

Addition KS1

EYFS	**Reception: ELG 2018** Numbers to 20: place them in order and say which number is one more or one less than a given number **Using quantities and objects, they add** and subtract **two single-digit numbers and count on** or back to find the answer They solve problems, **including doubling**, halving and sharing. **Exceeding:** Estimation and checking quantities by counting up to 20 Combining groups of 2, 5 or 10 or sharing into equal groups					
Year	1			2		
Layers of vocabulary  **Appendix 1a** Beck's Tiers of Vocabulary **Appendix 1b:** Vocabulary book	**Basic to subject specific (Beck's Tiers):** +, add, more plus make, sum, total altogether score double, near double one more, two more… ten more how many more to make…? how many more is… than…? how much more is…? **Instructional vocabulary:** start from, start with, start at look at point, to show me			**Basic to subject specific (Beck's Tiers):** +, add, addition, more, plus make, sum, total altogether score double, near double one more, two more... ten more... one hundred more how many more to make…? how many more is… than…? how much more is…? **Instructional vocabulary:** tell me, describe, name, pick out, discuss, talk about, explain, explain your method, explain how you got your answer, give an example of… show how you…		
NC 2014	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.			Recording addition in columns supports place value and prepares for formal written methods with larger numbers.		
	Concrete, pictorial, abstract			Concrete, pictorial, abstract		
Developing Conceptual/ Procedural Understanding	**Number bonds**  10 = 5 + 5 10 = 7 + 3 We have 10 pegs on the coathangers, how can we split them into 2 groups? Is there another way? How can we be sure we have got them all?  Ten Frames	 1 + 1 = 2 double 1 is 2 2 – 1 = 1 half of 2 is 1  2 + 2 = 4 double 2 is 4 4 – 2 = 2 half of 4 is 2  **Recognise small quantities**  **Count on** 	**Whole-part model**   Fill in the missing numbers **Balance image for concept of equality.**	**Base 10**  **Whole-part model** 	**Adjustment strategy** 5 + 9 = 5 + 10 – 1= 14  (Round and adjust) **Doubles then near doubles** 5 + 6 = 5 + 5 + 1 = 11 7 + 8 =	**Partition and recombine** Record partitioned steps in number sentences then add mentally. 40+20=60 6+7 =13 60+13=73 Moving on to: 46 + 27 = 60 + 13 = 73 

Autumn 2019

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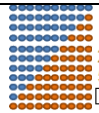
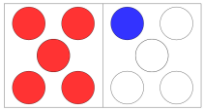
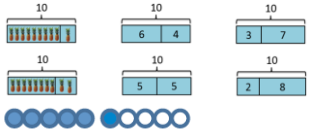
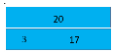
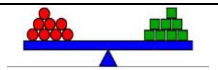
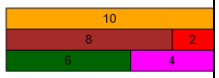
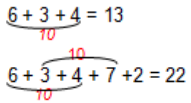
	 2 + ☐ = 10 5 + ☐= 10 ☐+ 4 = 10 10 - ☐= 3 10 - ☐= 9 10 – 0 = ☐ Hungarian frames  Use the pattern to complete the number sentences.  Use bonds of 10 to calculate bonds of 20.	**Count on, on number track in 1s.** **Develop knowledge of fact families.**  10 –  20 = 3 + 17 20 = 17 + 3 20 – 3 = 17 20 – 17 = 3	 9 = 9 9 = 8 + 1 9 = 7 + 2 8 + 1 = 7 + 2  10 = 10 10 = 8 + 2 10 = 6 + 4 8 + 2 = 6 + 4	Fill in the missing numbers All answers to be recorded in a number sentence following any informal recording. **Adding more than two numbers** Strategy to include looking for facts or bonds that are useful e.g. bonds up to and including 10, doubles or adding 10 to a given number.  Record thinking.	8 + 8 - 1 = 15 47+50 = **Re-arranging** 18+4 = Tell me what you know about 4, e.g. 3+1, 2+2 18+4= Rearrange the 4 into 2+2 18+2+2= 20+2 =22 59+24 = Partition the 24 into 20 +4 and rearrange the 4 into 1+3. So 59+24= 59+20+1+3 = 59+1+20+3 = 83	Regrouping the 10. **Balance in the equation** 14 = 8 + 6, 7+6=8+5 ☐= 13+9 3+ ☐+6 =16 14+ ◇= 15+27 **Decision making** Using statements such as: Ben did 14 + 9 = 23 How could he have done it?
With jottings… or in your head	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as: 7 = ☐ – 9			Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures. Add and subtract numbers using concrete objects, pictorial representations and mentally, including: a 2 digit number and ones; a 2 digit number and tens; two 2 digit numbers; adding three 1 digit numbers.		
Known facts	Represent & use number bonds and related subtraction facts within 20 Add and subtract 1 digit and 2 digit numbers to 20, including zero			Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.		
Checking strategies	Understand that the number gets bigger. Addition is commutative. Use number tracks to develop counting skills, forwards and backwards			Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. To know that '=' means 'the same as' and can appear in a different place within a calculation.		
Essential Knowledge	1 more	Number bonds: 5 and 6		10 more	Number bonds:20,12 and 13	
	Largest number first.	Number bonds: 7 and 8		Add 1 digit to 2 digit by bridging	Number bonds: 14 and 15	
	Add 10.	Number bonds:9 and 10		Partition second number and add tens then ones.	Number bonds: 16 and 17	
	Ten plus ones.	Use number bonds of 10 to derive bonds of 11		Add 10 and multiples of 10.	Number bonds: 18 and 19	
	Doubles up to 10.			Doubles up to 20 and multiples of 5.	Partition and recombine.	
				Add near multiples of 10.		

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