
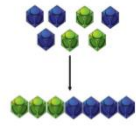
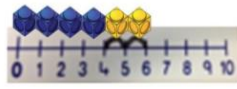
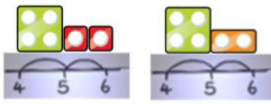

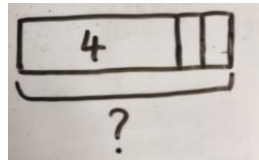
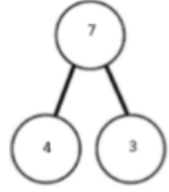

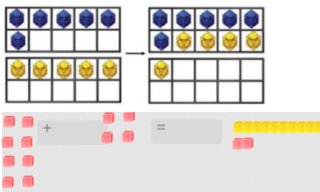
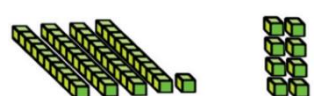
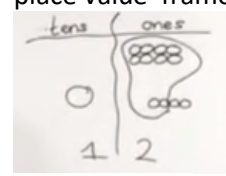
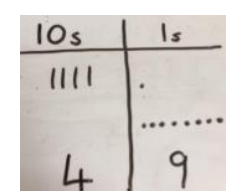
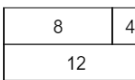
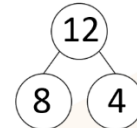
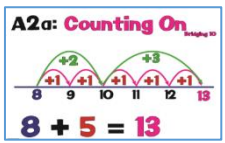
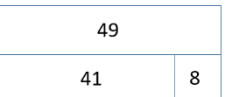
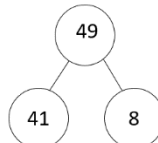
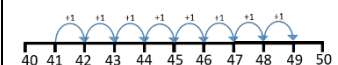


Northgate Progression in Addition

EYFS Addition

	Mental Strategies	Concrete	Pictorial	Abstract	Vocabulary	Models, Images and resources
EYFS	<p>If available, Numicon shapes are introduced straight away and can be used to :</p> <p>Identify 1 more/less</p> <p>Combine pieces to add</p> <p>Find number bonds</p> <p>Add without counting</p>	 <p>Combining two parts to make a whole (use other resources too e.g. eggs, shells, teddy bears, cars).</p>  <p>Counting on using number lines using cubes or Numicon.</p>  	<p>Children to represent the cubes using dots or crosses. They could put each part on a part whole model too.</p>  <p>A bar model which encourages the children to count on, rather than count all.</p> 	<p>$4 + 3 = 7$</p> <p>Four is a part, 3 is a part and the whole is seven.</p>  <p>The abstract number line: What is 2 more than 4? What is the sum of 2 and 4? What is the total of 4 and 2? $4 + 2$</p> 	<p>Add</p> <p>More</p> <p>And</p> <p>Make</p> <p>Sum</p> <p>Total</p> <p>Altogether</p> <p>Score</p> <p>Double</p> <p>One more, two more, ten more</p> <p>How many more to make?</p> <p>How many more is ... than ...?</p>	<p>100 square</p> <p>Number lines</p> <p>Number tracks</p> <p>Bead strings (for children)</p> <p>Bead bar</p> <p>Tens Frame</p> <p>Numicon</p> <p>Place Value Disks</p> <p>Cuisenaire</p> <p>Base tens and ones</p>
	Useful IWB links for manipulatives	<p>https://www.coolmath4kids.com/manipulatives/base-ten-blocks</p> <p>https://mathsbot.com/manipulatives/placeValueCounters</p> <p>https://mathsbot.com/manipulatives/bar</p> <p>https://classroomsecrets.co.uk/free-year-1-part-whole-model-iwb-addition-and-subtraction-activity/</p> <p>https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Ten-Frame/</p> <p>http://www.ictgames.com/mobilePage/tenFrame/index.html</p>				

Year One Addition

	Mental Strategies	Concrete	Pictorial	Abstract	Vocabulary	Models, Images and resources
Year 1	<p>Add a pair of single-digit numbers, including crossing 10, e.g. $5 + 8$</p> <p>Add one-digit number to a teens number, e.g. $13 + 5$</p> <p>Add one-digit to 10, and a multiple of 10 to a one-digit number, e.g. $10 + 7$, $7 + 30$</p> <p>Add one-digit and two-digit numbers to 20 ($9 + 9$, $18 - 9$), including zero</p> <p>Add near doubles, e.g. $6 + 7$</p> <p>Represent and use number bonds to 20 (&2,3,4,5,6,7,8,9,11,12,13,14,15,16,17,18,19)</p>	<p><u>Regrouping to make 10</u> using ten frames and counters/cubes or using Numicon. $6 + 5$</p>  <p><u>TO + O not crossing 10s</u> Using base 10. Continue to develop understanding of partitioning and place value. $41 + 8$</p> 	<p><u>Regrouping to make 10</u></p> <p>Children to draw the ten frame and counters/cubes.</p> <p>Also draw counters in place value frames</p>  <p><u>TO + O not crossing 10s</u></p> <p>Children to represent the base 10 e.g. lines for tens and dot/crosses for ones.</p> 	<p><u>Regrouping to make 10</u></p> <p>Children to develop an understanding of equality $6 + \square = 11$ $6 + 5 = 5 + \square$ $6 + 5 = \square + 4$ Use a bar model</p>   <p><u>A2a: Counting On</u></p>  <p><u>TO + O not crossing 10s</u> Use a part whole model $41 + 8 = 49$</p>   	<p>Add</p> <p>Total</p> <p>More</p> <p>Tens</p> <p>Ones</p> <p>Digit</p>	<p>100 square</p> <p>Number lines</p> <p>Number tracks</p> <p>Bead strings (for children)</p> <p>Bead bar</p> <p>Tens Frame</p> <p>Numicon</p> <p>Place Value Disks</p> <p>Cuisenaire</p> <p>Base tens and ones</p>

	<p>Solve simple one-step problems that involve addition using concrete objects and pictorial representations, and missing number problems. Explain methods & reasoning</p> <p>Use the 100 square to add 10 to a single digit number</p> <p>Record addition by:</p> <ul style="list-style-type: none"> - showing jumps on prepared number lines - recording number sentences <p>Eg $6 + 5 = 11$</p> <p>Read, write and interpret mathematical statements involving addition (+) and equals (=) signs</p>		
Useful IWB links for manipulatives	<p>https://www.coolmath4kids.com/manipulatives/base-ten-blocks</p> <p>https://mathsbot.com/manipulatives/placeValueCounters</p> <p>https://mathsbot.com/manipulatives/bar</p> <p>https://classroomsecrets.co.uk/free-year-1-part-whole-model-iwb-addition-and-subtraction-activity/</p> <p>https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Ten-Frame/</p> <p>http://www.ictgames.com/mobilePage/tenFrame/index.html</p>		

Year Two Addition

	Mental Strategies	Concrete	Pictorial	Abstract	Vocabulary	Models, Images and resources				
Year 2	<p>Add numbers using concrete objects, pictorial representations, and mentally, including:</p> <p>add a single-digit number to a two-digit number, including crossing the tens boundary, e.g. $23 + 5$, then $28 + 5$</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px 0;"> <p>MA2a: Counting On</p> <p>$78 + 7 = 85$</p> </div> <p>add a multiple of 10 to any two-digit number, e.g. $27 + 60$ add two two-digit numbers</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px 0;"> <p>MA2b: Counting On</p> <p>$58 + 40 = 98$</p> </div>	<p><u>TO + O bridging the tens.</u> e.g. 24 added to 7</p>	<p><u>TO + O bridging the tens.</u> e.g. 24 added to 7</p>	<p><u>TO + O bridging the tens.</u> e.g. 24 added to 7</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px 0;"> <table style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">24</td> <td style="width: 50%;">7</td> </tr> <tr> <td colspan="2">31</td> </tr> </table> </div> <p> $7 + 24 = 31$ $24 + 7 = 31$ $31 = 24 + 7$ $31 = 7 + 24$ </p>	24	7	31		<p>Add</p> <p>Sum</p> <p>More than</p> <p>Total</p> <p>Altogether</p> <p>Plus</p> <p>Digit</p> <p>Partition into tens and ones</p>	<p>100 square</p> <p>Number lines</p> <p>Number tracks</p> <p>Bead strings (for children)</p> <p>Bead bar</p> <p>Tens Frame</p> <p>Numicon</p> <p>Place Value Disks</p> <p>Cuisenaire</p>
24	7									
31										

adding three one-digit numbers

MA3: Number Bonds
Year 1

$$\begin{array}{r} 3 + 4 + 7 = 14 \\ \diagdown \quad \diagup \\ 10 \quad 4 \end{array}$$

add 9, 19, 29, ... or 11, 21, 31, ...

MA5: Round & Adjust
Year 2

$$\begin{array}{r} 45 + 19 = 64 \\ \diagdown \quad \diagup \\ 45 + 20 - 1 \\ \diagdown \quad \diagup \\ 65 - 1 = 64 \end{array}$$

add near doubles, e.g. 13 + 14, 39 + 40

MA4: Double & Adjust
Year 2

$$\begin{array}{r} 7 + 8 = 15 \\ \diagdown \quad \diagup \\ 7 + 7 + 1 \\ \diagdown \quad \diagup \\ 14 + 1 = 15 \end{array}$$

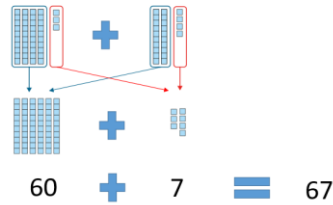
Recall number bonds to 20 fluently and derive and use related facts to 100

Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

TO + TO
Not crossing the tens

E.g. $43 + 24 = 67$

$$43 + 24 = 67$$

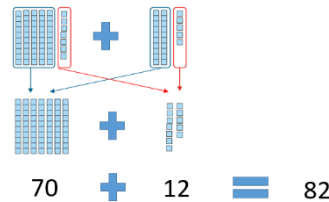


Can also use Numicon and place value counters

TO + TO
Crossing the tens

57 added to 25

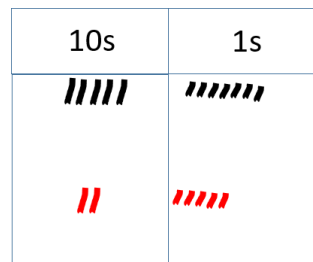
$$57 + 25 = 82$$



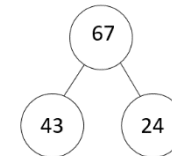
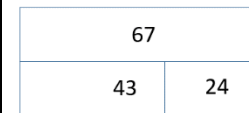
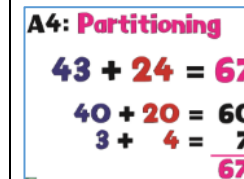
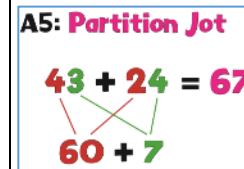
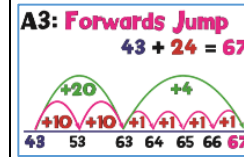
TO + TO
Not crossing the tens



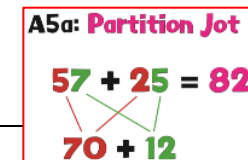
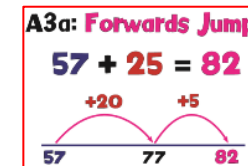
TO + TO
Crossing the tens



TO + TO
Not crossing the tens



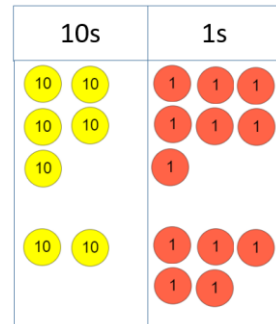
TO + TO
Crossing the tens



Base hundreds tens and ones

Arrow Cards

Can also use Numicon and place value counters



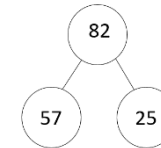
A4a: Partitioning

$$57 + 25 = 82$$

$$50 + 20 = 70$$

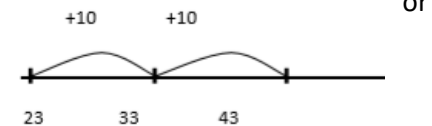
$$7 + 5 = 12$$

$$\underline{82}$$



82	
57	25

Count or add in multiples of 10 using 100 square number line



Add by using partitioning of tens and ones – see above

Solve simple one-step problems with addition: using concrete objects and pictorial representations, involving numbers, quantities and measures - see above

Recognise and use the inverse relationship between addition and subtraction to check calculations and missing number problems. Check by adding numbers in a different order eg. $5 + 2 + 1 = 1 + 5 + 2 = 1 + 2 + 5$.

Begin recording addition in columns to support place value and prepare for efficient written methods - see above

Useful IWB links for manipulatives

- <https://www.coolmath4kids.com/manipulatives/base-ten-blocks>
- <https://mathsbot.com/manipulatives/placeValueCounters>
- <https://mathsbot.com/manipulatives/bar>
- <https://classroomsecrets.co.uk/free-year-1-part-whole-model-iwb-addition-and-subtraction-activity/>
- <https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Ten-Frame/>

Year 3 Addition

	Mental Strategies	Concrete	Pictorial	Abstract	Vocabulary	Models, Images and resources										
Year 3	<p>Use number bonds to 20 and links to bonds of multiples of 10 to 100, complements to 100 e.g. $45 + 55 = 100$</p> <p>Practise solving varied addition questions mentally with two-digit numbers, the answers could exceed 100.</p> <p>Add numbers mentally, including: a three-digit number and ones</p> <p>a three-digit number and tens</p> <p>a three-digit number and hundreds</p> <p>Recall number bonds to 20 fluently and derive and use related facts to 100</p>	<p>TO + TO See Y2 and now crossing 100s and carrying</p> <table border="1"> <thead> <tr> <th>100s</th> <th>10s</th> <th>1s</th> </tr> </thead> <tbody> <tr> <td></td> <td> </td> <td> </td> </tr> </tbody> </table> <p> $86 + 48 = 124$ </p> <p> $100 + 20 + 14 = 124$ </p>	100s	10s	1s				<p>TO + TO See Y2 and now crossing 100s</p>	<p>TO + TO See Y2 and now crossing 100s</p> <p>A3b: Forwards Jump $86 + 48 = 134$ </p> <p>A5b: Partition Jot $86 + 48 = 134$ $120 + 14$ </p> <p>(A7: Column Addition) </p> <table border="1"> <tr> <td colspan="2">124</td> </tr> <tr> <td>86</td> <td>48</td> </tr> </table>	124		86	48	<p>Add</p> <p>Sum</p> <p>More than</p> <p>Total</p> <p>Altogether</p> <p>Plus</p> <p>Partition into tens and ones</p> <p>Empty number line</p> <p>Count on</p> <p>Carry ten</p> <p>addend</p>	<p>100 square</p> <p>Number lines</p> <p>Number tracks</p> <p>Bead strings (for children)</p> <p>Bead bar</p> <p>Tens Frame</p> <p>Numicon</p> <p>Place Value Disks</p> <p>Cuisenaire</p> <p>Base hundreds tens and ones</p> <p>Arrow Cards</p>
100s	10s	1s														
124																
86	48															

Partition numbers in different ways
 Eg: $62 = 60 + 2$, $50+12$, $40+22$ etc

Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

Know the related vocabulary for addition

addend sum
 $6 + 4 = 10$
 addend

sum 10

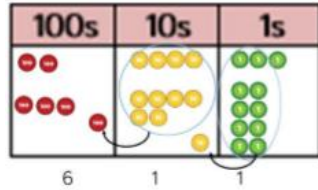
addend 4	addend 6
-------------	-------------

addend plus addend is equal to the sum

$$\begin{array}{r} 22 \\ + 78 \\ \hline 100 \end{array}$$

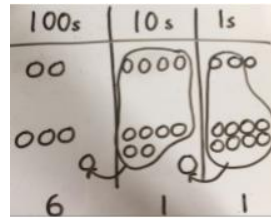
HTO + HTO

e.g. $243 + 368$



HTO + HTO

e.g. $243 + 368$

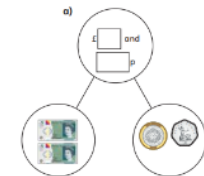
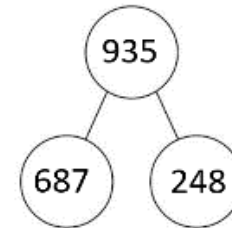


HTO + HTO

A7: Column Addition

H	T	U
6	8	7
+	2	4
<hr/>		
9	3	5
1	1	

687	248
<hr/>	
935	



?	
£2 and 35p	

£3 and 45p + £4 and 34p
 $£3 + £4 = £7$
 $45p + 34p = 79p$
 £7 and 79p

Add numbers with up to three digits, using the efficient written methods. Use understanding of place value and partitioning – see above

Estimate the answer to a calculation and use inverse operations to check

Solve problems, including missing number problems, using number facts, place value, and more complex addition.

Add by using :

- 1) partitioning TU + TU, HTU + TU or HTU + HTU
- 2) Expanded columnar addition
- 3) Compact columnar addition

Where there are more than 2 addends in a column –add up the digits efficiently

$416 + 223 + 184 = 823$

$15 + 57 + 27 = 99$

$172 + 234 + 54 = 460$

Useful IWB links for manipulatives

- <https://www.coolmath4kids.com/manipulatives/base-ten-blocks>
- <https://mathsbot.com/manipulatives/placeValueCounters>
- <https://mathsbot.com/manipulatives/bar>
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- <https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Ten-Frame/>
- <http://www.ictgames.com/mobilePage/tenFrame/index.html>

Year 4 Addition

	Mental Strategies	Concrete	Pictorial	Abstract	Vocabulary	Models, Images and resources																																																																																																																									
Year 4	<p>Practise mental methods with increasingly large numbers to aid fluency Add numbers mentally, including: A 3-digit number and hundreds</p> <div data-bbox="145 507 448 710" style="border: 1px solid black; padding: 5px;"> <p>MA2a: Counting On <small>Year 4 Hundreds</small></p> <p>837 + 500 = 1337</p> <p>+500</p> <p>837 → 1337</p> </div> <p>A 4-digit number and thousands</p> <div data-bbox="145 821 459 1037" style="border: 1px solid black; padding: 5px;"> <p>MA2b: Counting On <small>Year 4 Hundreds</small></p> <p>4837 + 3000 = 8337</p> <p>+3000</p> <p>4837 → 8337</p> </div> <p>Add any pair of two-digit numbers, including crossing the tens and 100 boundary, e.g. 47 + 58</p> <p>add a near multiple of 10, e.g. 45 + 39</p> <div data-bbox="145 1252 403 1428" style="border: 1px solid black; padding: 5px;"> <p>MA5: Round & Adjust</p> <p>45 + 39 = 84</p> <p>45 + 40 - 1</p> <p>85 - 1 = 84</p> </div>	<p>Use of place value counters to add TH H T O and also money to</p> <div data-bbox="694 470 1008 694" style="border: 1px solid black; padding: 5px;"> <table border="1" style="width: 100%; text-align: center;"> <tr> <th>Th</th> <th>H</th> <th>T</th> <th>O</th> </tr> <tr> <td>1000 1000</td> <td>100</td> <td>10 10</td> <td>1 1</td> </tr> <tr> <td>1000 1000</td> <td>100 100</td> <td>10 10</td> <td>1 1</td> </tr> </table> </div>	Th	H	T	O	1000 1000	100	10 10	1 1	1000 1000	100 100	10 10	1 1	<p>Use of place value grid</p> <div data-bbox="1041 430 1321 726" style="border: 1px solid black; padding: 5px;"> <table border="1" style="width: 100%; text-align: center;"> <tr> <th>1000s</th> <th>100s</th> <th>10s</th> <th>1s</th> </tr> <tr> <td>88</td> <td>8</td> <td>8</td> <td>8</td> </tr> <tr> <td>0</td> <td>8</td> <td>8</td> <td>8</td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td>5</td> <td>7</td> <td>0</td> <td>1</td> </tr> </table> </div>	1000s	100s	10s	1s	88	8	8	8	0	8	8	8	<hr/>				5	7	0	1	<p>TH H T O + TH H T O</p> <div data-bbox="1400 375 1724 614" style="border: 1px solid black; padding: 5px;"> <p>A7d: Column Addition</p> <table style="margin-left: auto; margin-right: auto;"> <tr><td></td><td>Th</td><td>H</td><td>T</td><td>U</td></tr> <tr><td></td><td>4</td><td>8</td><td>7</td><td>3</td></tr> <tr><td>+</td><td>3</td><td>7</td><td>6</td><td>2</td></tr> <tr><td colspan="5"><hr/></td></tr> <tr><td></td><td>8</td><td>6</td><td>3</td><td>5</td></tr> <tr><td></td><td></td><td>1</td><td></td><td></td></tr> </table> </div> <p>Decimals - same number of digits</p> <div data-bbox="1388 790 1713 1021" style="border: 1px solid black; padding: 5px;"> <p>A7h: Column Addition</p> <table style="margin-left: auto; margin-right: auto;"> <tr><td></td><td>T</td><td>U</td><td>10⁻¹</td></tr> <tr><td></td><td>7</td><td>6</td><td>7</td></tr> <tr><td>+</td><td>5</td><td>8</td><td>5</td></tr> <tr><td colspan="4"><hr/></td></tr> <tr><td></td><td>1</td><td>3</td><td>2</td></tr> <tr><td></td><td></td><td>1</td><td></td></tr> </table> </div> <p>Money up to 4 digits</p> <div data-bbox="1388 1125 1724 1364" style="border: 1px solid black; padding: 5px;"> <p>A7i: Column Addition <small>With Money</small></p> <table style="margin-left: auto; margin-right: auto;"> <tr><td></td><td>£</td><td>3</td><td>8</td><td>.</td><td>2</td><td>5</td></tr> <tr><td>+</td><td>£</td><td>2</td><td>7</td><td>.</td><td>4</td><td>6</td></tr> <tr><td colspan="7"><hr/></td></tr> <tr><td></td><td>£</td><td>6</td><td>5</td><td>.</td><td>7</td><td>1</td></tr> <tr><td></td><td></td><td></td><td>1</td><td></td><td></td><td></td></tr> </table> </div>		Th	H	T	U		4	8	7	3	+	3	7	6	2	<hr/>						8	6	3	5			1				T	U	10 ⁻¹		7	6	7	+	5	8	5	<hr/>					1	3	2			1			£	3	8	.	2	5	+	£	2	7	.	4	6	<hr/>								£	6	5	.	7	1				1				<p>Add</p> <p>Sum</p> <p>More than</p> <p>Total</p> <p>Altogether</p> <p>Plus</p> <p>Partition into tens and ones</p> <p>Empty number line</p> <p>Count on</p> <p>Carry ten</p> <p>Carry 100</p> <p>Two digit</p> <p>three digit</p> <p>Crossing tens boundary</p>	<p>100 square</p> <p>Number lines</p> <p>Number tracks</p> <p>Bead strings (for children)</p> <p>Bead bar</p> <p>Tens Frame</p> <p>Numicon</p> <p>Place Value Disks</p> <p>Cuisenaire</p> <p>Base hundreds tens and ones</p> <p>Arrow Cards</p>
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Add near doubles of two-digit numbers,
e.g. $38 + 37$

MA4: Double & Adjust
Year 4

$$\begin{array}{r} 37 + 38 = 75 \\ 37 + 37 + 1 \\ \hline 74 + 1 = 75 \end{array}$$

Understand addition as inverse of subtraction

Know the related vocabulary for addition

$$\begin{array}{c} \text{addend} \quad \text{sum} \\ \downarrow \quad \quad \downarrow \\ 6 + 4 = 10 \\ \uparrow \\ \text{addend} \end{array}$$

sum 10	
addend 4	addend 6

addend plus addend is equal to the sum	$\begin{array}{r} 22 \\ + 78 \\ \hline 100 \end{array}$
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Useful IWB links for manipulatives

Compact columnar addition

Add numbers with up to 4 digits using the efficient written column method Practise with increasingly large numbers to aid fluency.

Estimate and use inverse operations to check answers

Solve addition two-step problems in contexts, deciding which operations and methods to use and why. Include problems involving decimals in money or measures eg. $6.3\text{m} + 3.7\text{m} = 10\text{m}$

Where there are more than 2 addends in a column –add up the digits efficiently

$$416 + 223 + 184 = 823$$

$$\begin{array}{r} 416 \\ + 223 \\ + 184 \\ \hline 823 \\ 11 \end{array}$$

make 10 (circles around 2 and 8) make 10 (circles around 1 and 8)

$$15 + 57 + 27 = 99$$

$$\begin{array}{r} 15 \\ 57 \\ + 27 \\ \hline 99 \\ 1 \end{array}$$

double (circles around 5 and 7)

$$172 + 234 + 54 = 460$$

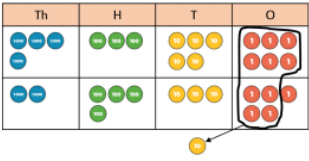
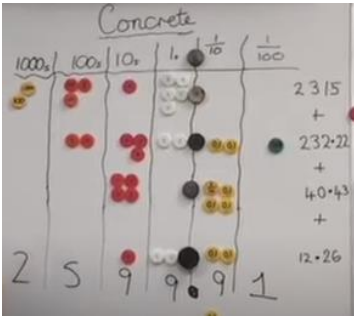
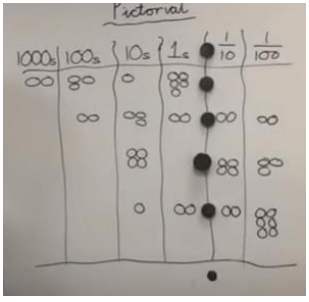
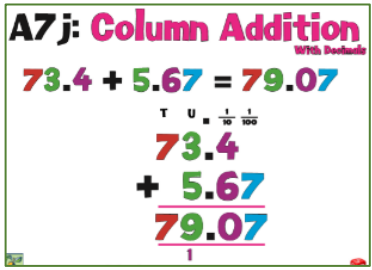
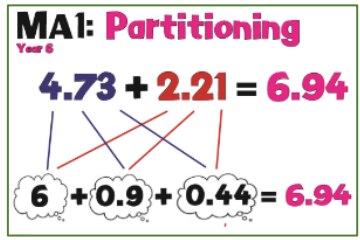
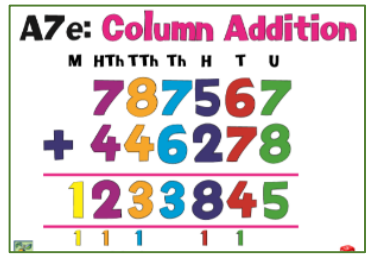
$$\begin{array}{r} 172 \\ 234 \\ + 54 \\ \hline 460 \\ 11 \end{array}$$

make 10 (circles around 7 and 3) make 10 (circles around 1 and 3) double (circles around 2 and 4)

- <https://www.coolmath4kids.com/manipulatives/base-ten-blocks>
- <https://mathsbot.com/manipulatives/placeValueCounters>
- <https://mathsbot.com/manipulatives/bar>
- <https://classroomsecrets.co.uk/free-year-1-part-whole-model-iwb-addition-and-subtraction-activity/>
- <https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Ten-Frame/>
- <http://www.ictgames.com/mobilePage/tenFrame/index.html>

Inverse
addend

Year 5 and 6 Addition

	Mental Strategies	Concrete	Pictorial	Abstract	Vocabulary	Models, Images and resources
Year 5 And Year 6	<p>Y5 Add numbers mentally with increasingly large numbers to aid fluency e.g. $12\,462 + 2\,300 = 14\,762$</p> <p>Use rounding to check answers and determine, levels of accuracy</p> <p>Add a pair of two or three-digit multiples of 10, e.g. $30 + 80$, $35 + 36$ and $350 + 360$</p> <p>Add a near multiple of 10, 100 and 1000 to any two-digit, three-digit number or four-digit number, e.g. $235 + 198$</p>	<p>Use of place value counters to add up to 6 digits</p>  	<p>Use of place value grid</p> 	<p>Varied sized numbers up to millions or 3DP added using compact method. Includes measures and money</p> <p>Decimals - same and different number of digits</p> <p>A7j: Column Addition $73.4 + 5.67 = 79.07$</p>  <p>MA1: Partitioning $4.73 + 2.21 = 6.94$</p>  <p>A7e: Column Addition</p> 	<p>Add</p> <p>Sum</p> <p>More than</p> <p>Total</p> <p>Altogether</p> <p>Plus</p> <p>Partition into tens and ones</p> <p>Empty number line</p> <p>Count on</p> <p>Carry ten Carry 100</p> <p>Two digit three digit</p> <p>Crossing tens boundary</p>	<p>100 square</p> <p>Number lines</p> <p>Number tracks</p> <p>Bead strings (for children)</p> <p>Bead bar</p> <p>Tens Frame</p> <p>Numicon</p> <p>Place Value Disks</p> <p>Cuisenaire</p> <p>Base hundreds tens and ones</p> <p>Arrow Cards</p>

Add pairs of decimal fractions each with units and tenths, e.g. $5.7 + 2.5$, $6.3 + 4.8$

Y6

Calculate mentally with increasingly large numbers and more complex calculations. Including Counting on in multiples

MA2a: Counting On
Year 6
Ten Thousands

$43,826 + 30,000 = 73,826$

Addition facts for multiples of 10 to 1000 and decimal numbers with one decimal place,

e.g.

$650 + __ = 930$

$__ + 1.4 = 2.5$

MA5: Round & Adjust
Year 6

$45.2 + 49.9 = 95.1$

$45.2 + 50 - 0.1$

$95.2 - 0.1 = 95.1$

MA4: Double & Adjust
Year 6

$4.5 + 4.7 = 9.2$

$4.5 + 4.5 + 0.2$

$9 + 0.2 = 9.2$

Know the related vocabulary for addition

See the images from Y4

Compact columnar addition

Add numbers with up to 4 digits using the efficient written column method Practise with increasingly large numbers to aid fluency.

Estimate and use inverse operations to check answers

Solve addition two-step problems in contexts, deciding which operations and methods to use and why. Include problems involving decimals in money or measures eg. $6.3m + 3.7m = 10m$

Practise addition for larger numbers, using the efficient written methods of columnar addition.

Where there are more than 2 addends in a column –add up the digits efficiently

$416 + 223 + 184 = 823$

$15 + 57 + 27 = 99$

$172 + 234 + 54 = 460$

Inverse

addend

Useful IWB links for manipulatives

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