


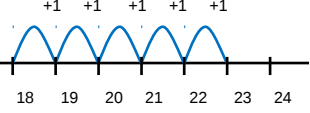

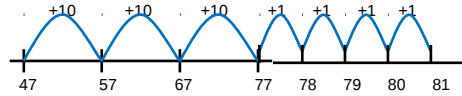
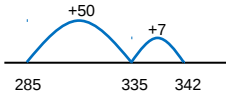
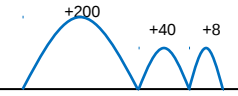
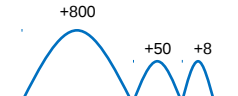


<p>YR</p>	<p>Addition as 'combining 2 groups'</p>	<p>Practical / recorded using ICT (eg digital photos / pictures on IWB)</p>	<p>Pictures / Objects</p> <p>I buy 2 cakes and my friend buys 3 cakes. How many cakes did we buy altogether?</p>  <p>Might be recorded as: $2 + 3 = 5$</p>	<p>Use of a number line – horizontal and vertical</p> <table border="1" data-bbox="1182 124 1630 164"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table>	0	1	2	3	4	5	6	7	8	9	10	<p>1 more (nos up to 10)</p>	<p>(see recording)</p> <p>Rhymes</p>
0	1	2	3	4	5	6	7	8	9	10							
<p>Y1</p>	<p>Addition as 'counting on'</p> <p>U + U (bridging 10) TU + U (bridging 20)</p>	<p>Practical / recorded using ICT</p>	<p>Symbols</p> <p>8 people are on the bus. 5 more get on at the next stop. How many people are on the bus now?</p>  <p>[Might be recorded as: $8 + 5 = 13$]</p>	<p>Number track / Number line – jumps of 1 (modelled using bead strings)</p> <p>$18 + 5 = 23$</p>  	<p>Bonds up to 5</p> <p>Pairs to 10</p> <p>1 / 10 more than a number</p>	<p>U + multiple of 10</p> <p>TU + multiple of 10</p> <p>+9 (by +10, -1)</p>											
<p>Y2</p>	<p>TU + TU (bridging 10s / 100)</p>	<p>Pictures / Symbols</p> <p>$23 + 12 = 35$</p> 	<p>Number line (jumps of 10 and 1)</p> <p>$34 + 47$</p>  <p>[Also can be done in efficient jumps]</p>	<p>Partitioning</p> <p>$35 + 47$</p> <p>$40 + 30 = 70$ $7 + 5 = 12$</p>	<p>Bonds up to 10</p> <p>Pairs to 20</p> <p>Pairs to 100 (using multiples of 10)</p>	<p>TU + U / multiple of 10</p> <p>U + U + U</p>											
<p>Y3</p>	<p>TU + TU (bridging 100) HTU + TU (not bridging 1000) HTU + HTU (not bridging 1000)</p>	<p>Number line</p> <p>$57 + 285 = 342$</p> 	<p>Partitioning</p> <p>$57 + 285$</p> <p>$200 + 0 = 200$ $80 + 50 = 130$ $5 + 7 = 12$</p>	<p>Expanded vertical</p> <p>$336 + 87 = 423$</p> <p>300 and 30 and 6 + 80 and 7 ----- 300 and 110 and 13</p>	<p>Expanded vertical</p> <pre> 336 + 87 ---- 13 110 300 ---- 423 </pre>	<p>Bonds to 20 / 100</p> <p>Pairs of two-digit multiples of 10</p> <p>Multiples of 50 that total 1000</p>	<p>TU + U / TU</p> <p>TU + near multiple of 10</p>										
<p>Y4</p>	<p>HTU + TU HTU + HTU (incl bridging 1000)</p> <p>Decimals: money (£7.85 + £3.49)</p>	<p>Number line</p> <p>$374 + 248 =$</p> 	<p>Partitioning</p> <p>$374 + 248$</p> <p>$300 + 200 = 500$ $70 + 40 = 110$ $4 + 8 = 12$</p>	<p>Expanded vertical</p> <pre> 374 + 248 ---- 12 110 500 ---- 622 </pre>	<p>Compact vertical</p> <pre> 374 + 248 ---- 622 11 </pre>	<p>Bonds to 1000</p> <p>Derive sums of pairs of multiples of 10 / 100 / 1000</p> <p>(Multiples of 50 that total 1000)</p> <p>Pairs of fractions to 1</p>	<p>TU + TU</p> <p>(Pairs of multiples of 10 / 100 / 1000)</p> <p>Three, 2-digit multiples of 10</p> <p>Two, three-digit multiples of 10</p>										
<p>Y5</p>	<p>ThHTU + HTU</p> <p>Decimals up to 2dp (23.7 + 48.56)</p>	<p>Number line</p> <p>$1576 + 858 =$</p> 	<p>Compact vertical</p> <pre> 23.70 + 48.56 ----- 72.26 11 </pre>	<p>(derive) Bonds up to 1 (2dp)</p> <p>(derive) Bonds up to 10 (1dp)</p>	<p>Decimal + Decimal (eg 19.7 + 3.4)</p>												

Estimation and checking

<p>Y6</p>	<p><i>Consolidate / extend Y5 including:</i> Three numbers Decimals up to 3dp (context: measures)</p>	<p>Number line 3.243 km + 18.07 km =</p>	<p>Recognise when one written method is more efficient. (See Y5 methods of recording)</p> <ul style="list-style-type: none"> ➤ Ella's suitcase weighed 19.5kg. She added her sun tan lotion, weighing 350g. How much did it weigh now? ➤ 28.07 m + 5.99 m 	<p>Compact vertical</p> $\begin{array}{r} 3.243 \\ + 18.070 \\ \hline 21.313 \\ \hline \end{array}$	<p>(as above)</p>	<p>Integer / decimal (1dp) + Integer / decimal (1dp)</p>
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