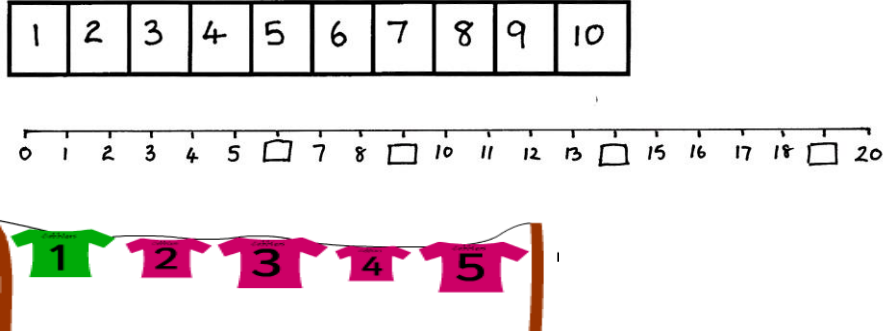



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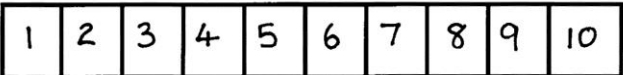


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| Strategy | Examples | Vocabulary |
|---|---|------------------------------------|
| Counting forwards in ones | <p>Number tracks/washing lines/ numbered numberlines</p>  | Forwards, more than, numbers |
| Singing games, storybooks and number rhymes involving counting forwards | <p><i>1,2,3,4,5, once I caught a fish alive, 6,7,8,9,10 then I let it go again. Why did you let it go, because it bit my finger so which finger did it bite this little finger on my right.</i></p> | More, add |
| Practical activities through play | <p>Role play activities – has 3 apples and buys 1 more. How many apples are altogether in the shop?</p>  | More, add, plus, total, altogether |

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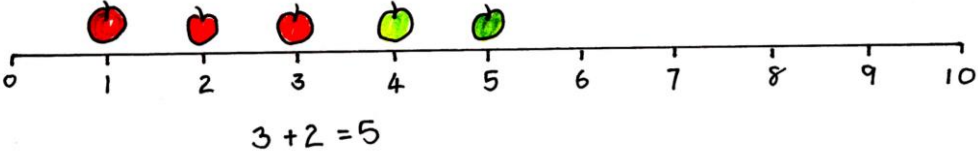
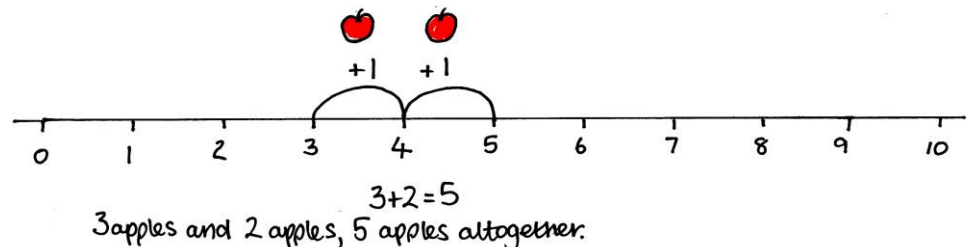
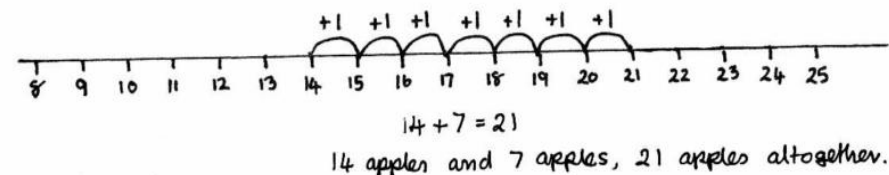
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| <p>Hopping forward on a number track</p> | <p>Stand on 5 and hop forwards 1. What number are you on?</p>  | <p>Hop forward, land on,</p> |
| <p>Pictorially represent adding using an addition story</p> | <p>There are 5 balloons. 4 more balloons are added. How many balloons are there in total?</p>  <p>Children record pictorially and then informally annotate their drawing using the numbers</p> | <p>Add, more, altogether, total</p> |
| <p>Use number sentences</p> | <p>There are 5 balloons. 4 more balloons are added. How many balloons are there in total?</p>  <p>Children write a number sentence</p> $5 + 4 = 9$ | <p>Add, more, altogether, total, equals, add sign</p> |

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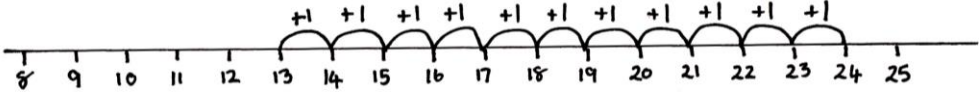
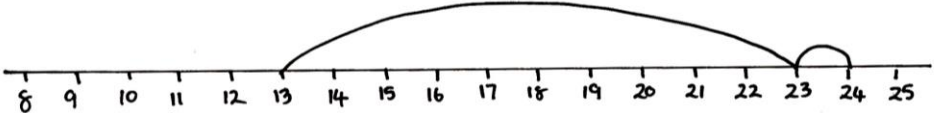
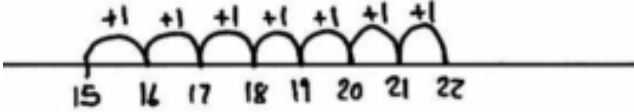
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| <p>Relate simple problems to the number track and numbered number line</p> | <p>If I have 3 apples and 2 apples, how many apples do I have altogether?</p>  <p style="text-align: center;">$3 + 2 = 5$</p> | <p>Add, more, altogether, total, equals, add sign</p> |
| <p>Add a single digit number to a single digit number using numbered number line</p> | <p>If I have 3 apples and 2 apples, how many apples do I have altogether?</p>  <p style="text-align: center;">$3 + 2 = 5$ 3 apples and 2 apples, 5 apples altogether.</p> | <p>Add, more, altogether, total, equals, add sign</p> |
| <p>Add a single digit number to a double digit number using a numbered number line</p> | <p>If I have 14 apples and I find 7 more apples, how many apples do I have altogether?</p>  <p style="text-align: center;">$14 + 7 = 21$ 14 apples and 7 apples, 21 apples altogether.</p> | |

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| <p>Use structured number line to add a two digit number to a two digit number initially jumping in 1s, then 10s and 1s</p> | <p>I have 13 apples, and I buy 11 more. How many apples do I have altogether?</p>  <p>13 apples and 11 apples equals 24 apples. $13 + 11 = 24$</p>  <p>13 apples and 10 apples, and 1 apple, equals 24 apples. $13 + 11 = 13 + 10 + 1$ $13 + 10 = 23$ $23 + 1 = 24$</p> | <p>Jumps, counting on, total, adding, equals, tens, ones</p> |
| <p>Use an unstructured number line to add a single digit number to a 2 digit number (own numbering & jumps)</p> | <p>Joe has 15 toys and is give 7 more toys for his birthday. How many toys does he have altogether?</p>  <p>$15 + 8 = 22$ Joe has 22 toys altogether.</p> | <p>Jump, numbers, add</p> |

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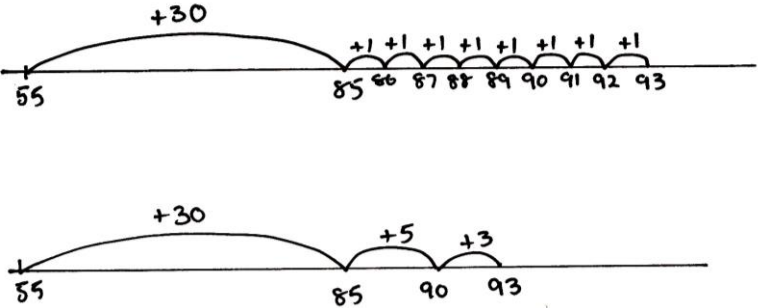
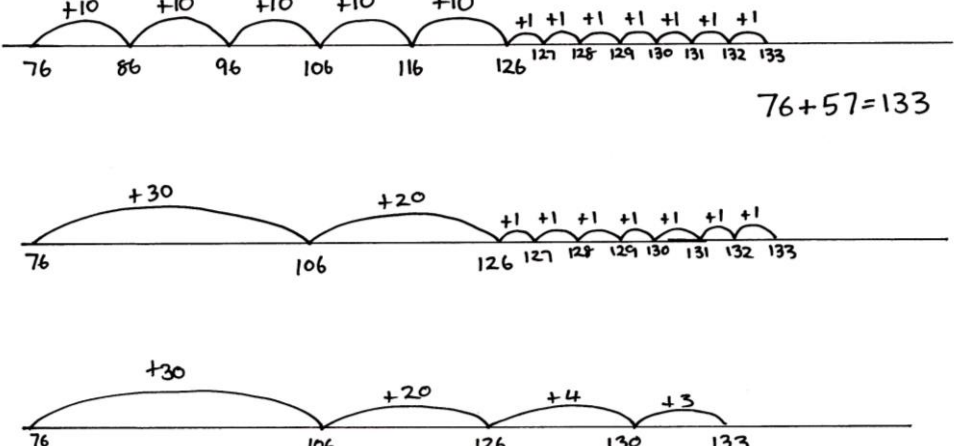
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| <p>Partitioning of tens and units – partition the second number only</p> | <p>There are 34 girls and 23 boys. How many children are there altogether?</p> $34 + 23$ $34 + 20 + 3 \quad \text{Partitioning the second number}$ <p>There are 57 children altogether</p> | <p>Partitioning, tens, units</p> |
| <p>Use unstructured number line to add a two digit number to a two digit number in 10s and 1s, and then multiples of 10 and 1s</p> | <p>I have 36p and my mum gives me 28p pocket money. How much money do I have altogether?</p> <p> $36p + 28p = 64p$ $36 + 10 = 46p$ $46 + 10 = 56p$ $56 + 8 = 64p$ </p> <p> $36p + 28p = 64p$ $36p + 20p = 56$ $56p + 8p = 64$ </p> | <p>Multiples of 10, tens, ones, total, altogether</p> |

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| <p>Adding on an unstructured number line with multiples of 10 and 1s, then multiples of 10 and partitioning to the next tens number</p> |  | <p>Partitioning, next tens number</p> |
| <p>Crossing the hundreds boundary</p> |  <p style="text-align: right;">$76 + 57 = 133$</p> | <p>Partitioning, efficient strategy</p> |
| <p>Horizontal partitioning both numbers leading to ...</p> | <p>There are 123 cars in a showroom. 236 more arrive. How many are there in total?</p> $123 + 236$ $100 + 200 = 300$ $20 + 30 = 50$ $3 + 6 = 9$ $\underline{\quad 9}$ $\underline{\quad 359}$ | <p>Partitioning</p> |

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| <p>Expanded columnar or vertical addition Numbers expanded into h, t, u to the right</p> | <p>There are 123 cars in a showroom. 236 more arrive. How many are there in total?</p> $\begin{array}{r} 123 \quad 100 + 20 + 3 \\ +236 \quad 200 + 30 + 6 \\ \hline 359 \quad 300 + 50 + 9 \end{array}$ | <p>Columnar or vertical addition – partitioning to the right</p> |
| <p>Hundreds added first, then units added first</p> | <p>There are 123 cars in a showroom. 236 more arrive. How many are there in total?</p> $\begin{array}{r} 123 \\ +236 \\ \hline 300 \quad (100 + 200) \\ 50 \quad (20 + 30) \\ \underline{9} \quad (3 + 6) \\ 359 \end{array}$ <p>There are 359 cars in total</p> <p>There are 167 daffodil bulbs on a roundabout. 258 more daffodils are added. How many are there altogether now?</p> $\begin{array}{r} 167 \\ +258 \\ \hline 300 \quad (100 + 200) \\ 110 \quad (60 + 50) \\ \underline{15} \quad (7 + 8) \\ 425 \end{array}$ | <p>Columnar or vertical addition, adding hundreds first, adding units first, brackets</p> |

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| | <p>There are 167 daffodil bulbs on a roundabout. 258 more daffodils are added. How many are there altogether now?</p> $ \begin{array}{r} 167 \\ +258 \\ \hline 15 \quad (7 + 8) \\ 110 \quad (60 + 50) \\ \underline{300} \quad (100 + 200) \\ 425 \end{array} $ | |
| <p>Columnar or vertical method for addition</p> | <p>There are 123 cars in a showroom. 236 more arrive. How many are there in total?</p> $ \begin{array}{r} 123 \\ +236 \\ \hline 359 \end{array} $ <p>There are 359 cars in total</p> <p>There are 167 daffodil bulbs on a roundabout. 258 more daffodils are added. How many are there altogether now?</p> $ \begin{array}{r} 167 \\ +258 \\ \hline 425 \\ \hline 11 \end{array} $ | <p>Columnar method, vertical method, compact method, carry digits, carry forward</p> |

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| Columnar or vertical method for addition, with decimals | Ann has to add three lengths of edging together. The strips measure 3.15m, 1.058m and 0.8m. What is the total length of edging? $\begin{array}{r} 3.15 \\ 1.058 \\ + 0.8 \\ \hline 5.008 \end{array}$ Ann has 5.008m of edging. | Line up decimal point |
|---|---|-----------------------|