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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Understanding the concept of addition:**   * Addition is increasing the total quantity * Addition is combining two or more groups to give a total * Addition is the inverse of subtraction * Addition is commutative e.g. 5 + 3 = 3 + 5 * Addition is associative e.g. 5 + 3 + 7 = 5 + (3 + 7) | | | | | | | |
|  | **Counting All** | **Counting On** | **Addition with 2 single digit numbers/2 digit number and ones** | **Addition with 2 digit number and tens** | **Addition with two 2 digit numbers (not crossing the boundary)** | **Addition with two 2 digit numbers (crossing the boundary)** | **Addition using the column method** |
| **Skill – Practical/Fluency** | 2  3  5  **4**  6  1 | **4**  555  5 6  **Success Criteria**   * Start with the largest number * Count on * Find the solution   Further this with number bonds and related facts within 10 and 20  5 + 0  4 + 1  3 + 2  2 + 3  1 + 4  0 + 5 | e.g. 11 + 5  This can be supported by the mental skill of counting in ones using a number line  +1  +1    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  0 1 2 3 4 5 6 7 8 9  Further this with knowledge of addition facts e.g. If 5 + 2 = 7 What else do you know e.g. 15 + 2 = 17  Further this with addition by partitioning small numbers using number bonds  e.g **8 + 3 = 11**  8 + 2 = 10  10 + 1 = 11 | e.g. 34 + 20  30 + 20 = 50  50 + 4 = 54  This can be supported by the mental skill of counting in 10s using a number line  +10  +10  34 44 54 | e.g. 34 + 23    **Success Criteria**   * Count the ones first * Count the tens * Add the tens and the ones together * Find the solution   This can be supported by the mental skill of counting on a number line  +1  +1  +1  +10  +10  34 44 54 55 56 57  +3  +10  +10  34 44 54 55 56 57  +20  +3  34 44 54 55 56 57 | Before crossing the boundary, the exchanging up game needs to be played  e.g. 34 + 28      **Success Criteria**   * Count the ones first * Exchange up the ones for a ten * Count the tens * Add the tens and the ones together * Find the solution   This can be supported using the mental skill of counting on a number line | Applying all prior learning of partitioning    Written Method |
|  | **Counting All** | **Counting On** | **Addition with 2 single digit numbers/2 digit number and ones** | **Addition with 2 digit number and tens** | **Addition with two 2 digit numbers (not crossing the boundary)** | **Addition with two 2 digit numbers (crossing the boundary)** | **Addition using the column method** |
| **Vocabulary** | Add  Plus  More  Greater quantity  Addition  Altogether  Increasing | Add  Plus  More  Greater quantity  Addition  Altogether  Increasing  Count on  What comes next? | Add  Plus  More  Sum  Addition  Increasing  Tens  Ones  Units  Altogether  Count on  What comes next? | Add  Plus  More  Sum  Addition  Increasing  Tens  Ones  Digit  Partition  Jumps of 10 | Add  Plus  More  Sum  Addition  Increasing  Tens  Ones  Digit  Partition  Multiples  Multiples of 10 | Add  Plus  More  Sum  Addition  Increasing  Tens  Ones  Digit  Partition  Exchanging  Crossing the boundary | Add  Plus  More  Sum  Addition  Increasing  Tens  Ones  Digit  Partition  Exchanging  Crossing the boundary  Column  Place Value  Carrying Over |
| **Skill – Knowledge**  **(Address this knowledge through taught input and diagnostic questioning)** | * Understanding that a group changes quantity when something is added | * Knowing the numerical value of a quantity e.g. recognising and identifying the ‘4’ piece of numicon without touch counting the holes * Being able to identify the largest quantity to begin with * Understanding of symbols + and = * Beginning to see and recognise patterns within numbers and groups of numbers | * Counting forwards in ones * Counting using one to one correspondence * Being able to identify the largest quantity * Understanding place value of tens and ones * Understanding of symbols = and + | * Counting forwards in ones and tens * Understanding place value of tens and ones * Understanding which digit represents tens and which represents ones * Partition into tens and ones | * Counting forwards in ones and tens * Understanding place value of tens and ones * Understanding which digit represents tens and which represents ones * Partition into tens and ones * Ones must be counted first (for the purposes of teaching exchanging) | * Counting forwards in ones and tens * Understanding place value of tens and ones * Understanding which digit represents tens and which represents ones * Partition into tens and ones * Ones must be counted first (for the purposes of teaching exchanging) | * Counting forwards in ones and tens * Understanding place value of tens and ones * Understanding which digit represents tens and which represents ones * Partition into tens and ones * Ones must be counted first (for the purposes of teaching exchanging) |
| **Skill - Evaluation** | Evaluate learning through REACH questioning and evidence of mathematical vocabulary in pupil voice and responses | | | | | | |