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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)
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|  | **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** | 235**4**61 | **4**5555 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 + 13 + 22 + 31 + 40 + 5 | e.g. 11 + 5This 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 9Further this with knowledge of addition facts e.g. If 5 + 2 = 7 What else do you know e.g. 15 + 2 = 17Further this with addition by partitioning small numbers using number bondse.g **8 + 3 = 11** 8 + 2 = 10 10 + 1 = 11 | e.g. 34 + 2030 + 20 = 5050 + 4 = 54This 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+1034 44 54 55 56 57+3+10+1034 44 54 55 56 57+20+334 44 54 55 56 57 | Before crossing the boundary, the exchanging up game needs to be playede.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** | AddPlusMoreGreater quantityAdditionAltogetherIncreasing | AddPlusMoreGreater quantityAdditionAltogetherIncreasingCount onWhat comes next? | AddPlusMoreSumAdditionIncreasingTensOnesUnitsAltogetherCount onWhat comes next? | AddPlusMoreSumAdditionIncreasingTens OnesDigitPartitionJumps of 10 | AddPlusMoreSumAdditionIncreasingTens OnesDigitPartitionMultiplesMultiples of 10 | AddPlusMoreSum Addition IncreasingTensOnesDigitPartitionExchangingCrossing the boundary | AddPlusMoreSum Addition IncreasingTensOnesDigitPartitionExchangingCrossing the boundaryColumnPlace ValueCarrying 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
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* 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)
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| **Skill - Evaluation** | Evaluate learning through REACH questioning and evidence of mathematical vocabulary in pupil voice and responses |