



# Calculation Policy - Addition



Skill: Add 1-digit numbers within 10	Year: 1
<p><math>4 + 3 = 7</math></p>	<p>When adding numbers to 10, children can explore both aggregation and augmentation.</p> <p>The part-whole model, discrete and continuous bar model, number shapes and ten frame support aggregation.</p> <p>The combination bar model, ten frame, bead string and number track all support augmentation.</p>

Skill: Add 1 and 2-digit numbers to 20	Year: 1/2
<p><math>8 + 7 = 15</math></p>	<p>When adding one-digit numbers that cross 10, it is important to highlight the importance of ten ones equalling one ten.</p> <p>Different manipulatives can be used to represent this exchange. Use concrete resources alongside number lines to support children in understanding how to partition their jumps.</p>

Skill: Add three 1-digit numbers	Year: 2
<p><math>7 + 6 + 3 = 16</math></p>	<p>When adding three 1-digit numbers, children should be encouraged to look for number bonds to 10 or doubles to add the numbers more efficiently.</p> <p>This supports children in their understanding of commutativity.</p> <p>Manipulatives that highlight number bonds to 10 are effective when adding three 1-digit numbers.</p>

Skill: Add 1-digit and 2-digit numbers to 100	Year: 2/3
<p><math>38 + 5 = 43</math></p>	<p>When adding single digits to a two-digit number, children should be encouraged to count on from the larger number.</p> <p>They should also apply their knowledge of number bonds to add more efficiently e.g. <math>8 + 5 = 13</math> so <math>38 + 5 = 43</math>.</p> <p>Hundred squares and straws can support children to find the number bond to 10.</p>



# Calculation Policy - Addition (cont)



**Skill: Add two 2-digit numbers to 100** **Year: 2/3**

At this stage, encourage children to use the formal column method when calculating alongside straws, base 10 or place value counters. As numbers become larger, straws become less efficient.

Children can also use a blank number line to count on to find the total. Encourage them to jump to multiples of 10 to become more efficient.

38 + 23 = 61

Tens	Ones
3	8
2	3
5	1

Tens	Ones
3	8
2	3
5	1

**Skill: Add numbers with up to 3 digits** **Year: 3**

Base 10 and place value counters are the most effective manipulatives when adding numbers with up to 3 digits.

Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method.

Plain counters on a place value grid can also be used to support learning.

265 + 164 = 429

Hundreds	Tens	Ones
2	6	5
1	6	4
3	2	9

Hundreds	Tens	Ones
2	6	5
1	6	4
3	2	9

**Skill: Add numbers with up to 4 digits** **Year: 4**

Base 10 and place value counters are the most effective manipulatives when adding numbers with up to 4 digits.

Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method.

Plain counters on a place value grid can also be used to support learning.

1,378 + 2,148 = 3,526

Thousands	Hundreds	Tens	Ones
1	3	7	8
2	1	4	8
3	5	2	6

Thousands	Hundreds	Tens	Ones
1	3	7	8
2	1	4	8
3	5	2	6

**Skill: Add numbers with more than 4 digits** **Year: 5/6**

Place value counters or plain counters on a place value grid are the most effective concrete resources when adding numbers with more than 4 digits.

At this stage, children should be encouraged to work in the abstract, using the column method to add larger numbers efficiently.

104,328 + 61,731 = 166,059

HTh	TTh	Th	H	T	O
1	0	4	3	2	8
1	6	1	7	3	1
1	6	6	0	5	9

HTh	TTh	Th	H	T	O
1	0	4	3	2	8
1	6	1	7	3	1
1	6	6	0	5	9





# Calculation Policy - Addition (cont)



Skill: Add with up to 3 decimal places	Year: 5
<p>3.65 + 2.41 = 6.06</p>	<p>Place value counters and plain counters on a place value grid are the most effective manipulatives when adding decimals with 1, 2 and then 3 decimal places.</p> <p>Ensure children have experience of adding decimals with a variety of decimal places. This includes putting this into context when adding money and other measures.</p>

## Key Vocabulary

**Addend** - A number to be added to another.

**Aggregation** - combining two or more quantities or measures to find a total.

**Augmentation** - increasing a quantity or measure by another quantity.

**Commutative** - numbers can be added in any order.

**Complement** - in addition, a number and its complement make a total e.g. 300 is the complement to 700 to make 1,000

**Difference** - the numerical difference between two numbers is found by comparing the quantity in each group.

**Exchange** - Change a number or expression for another of an equal value.

**Minuend** - A quantity or number from which another is subtracted.

**Partitioning** - Splitting a number into its component parts.

**Reduction** - Subtraction as take away.

**Subitise** - Instantly recognise the number of objects in a small group without needing to count.

**Subtrahend** - A number to be subtracted from another.

**Sum** - The result of an addition.

**Total** - The aggregate or the sum found by addition.