

What I will be learning:	Reception	Year 1	Year 2
NC link	<p>Have a deep understanding of number to 10, including the composition of each number. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p>Add one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems.</p>	<p>Solve problems with addition: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods Add numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers</p>
Using concrete		<p>Children develop their ability to add by using practical equipment, combining groups of objects to find the total by counting all or counting on.</p>	
Using pictorial		<p>Children learn to draw their own number lines to find answers, use tens frame and begin to partition and use dienes to support their addition.</p>	
Using abstract			<p>Column methods may be introduced when children are ready – the Y2 curriculum states, ‘Recording addition in columns supports place value and prepares for formal written methods with larger numbers</p>

Our Calculation Policy

What I will be learning:	<h2 style="text-align: center;">Year 2</h2>	<h2 style="text-align: center;">Year 3</h2>	<h2 style="text-align: center;">Year 4</h2>
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NC link	<p>Solve problems with addition: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods Add numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers 	<p>Add numbers with up to three digits, using formal written method of columnar addition.</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition.</p>	<p>Add numbers with up to four digits using the formal written method of columnar addition where appropriate.</p>
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Using concrete			
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Using pictorial			
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Using abstract	<p>Column methods may be introduced when children are ready – the Y2 curriculum states, ‘Recording addition in columns supports place value and prepares for formal written methods with larger numbers</p>		<p>Children also add decimals with up to two decimal places, knowing that the decimal points line up under one another. They are expected to add amounts of money and measures in different contexts.</p>
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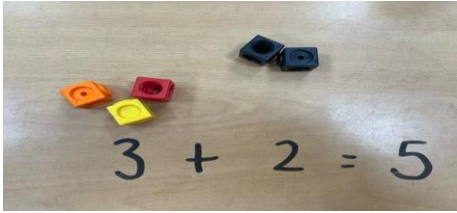
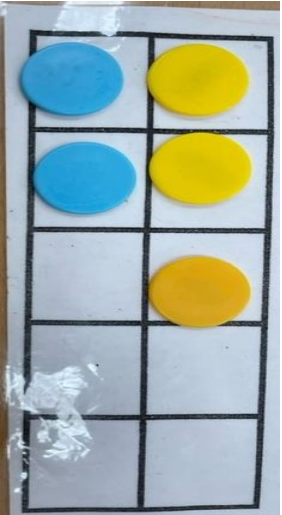
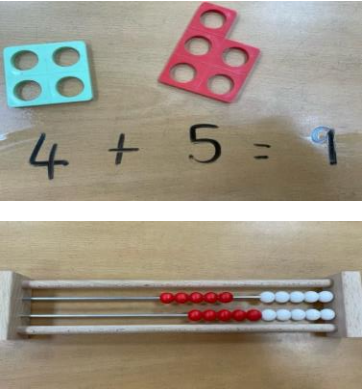
Our Calculation Policy

What I will be learning:	Year 4	Year 5	Year 6
NC link	Have a deep understanding of number to 10, including the composition of each number. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Add whole numbers with more than four digits including formal written methods (columnar addition). Solve addition problems using decimal notation.	Solve addition multi-step problems in contexts, deciding which operations and methods to use and why.
Using concrete			
Using pictorial			
Using abstract	<p>Children also add decimals with up to two decimal places, knowing that the decimal points line up under one another. They are expected to add amounts of money and measures in different contexts.</p> $\begin{array}{r} 3364 \\ + 5215 \\ \hline 8579 \end{array}$ $\begin{array}{r} 3367 \\ + 1842 \\ \hline 5209 \end{array}$ $\begin{array}{r} 67.75 \\ + 21.50 \\ \hline 89.25 \end{array}$	$\begin{array}{r} 456,281 \\ + 30,981 \\ \hline 487,262 \\ \times \times \end{array}$ $\begin{array}{r} 3.82 \\ + 1.4 \\ \hline 5.22 \\ \times \end{array}$	$\begin{array}{r} 8489 \\ + 230.1 \\ \hline 8719.9 \\ \times \end{array}$ $\begin{array}{r} 1428.1 \\ + 0.003 \\ \hline 1428.103 \end{array}$

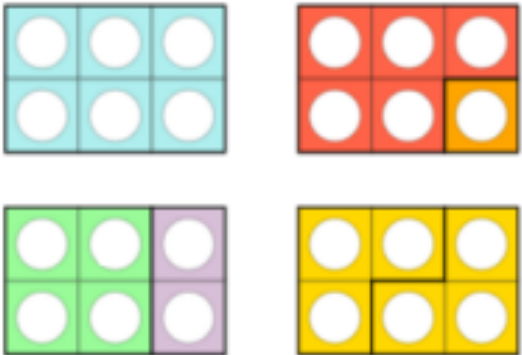
Discuss it

Add, more, plus, and, make, altogether, total, equal to, equals, the same as, double, most, count on, number line

Create it

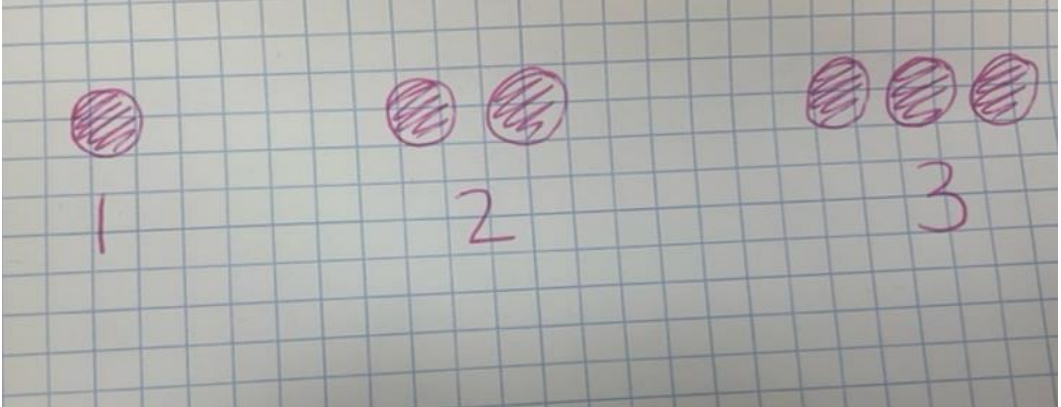


Reception
 Have a deep understanding of number to 10, including the composition of each number.
 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.



Draw it

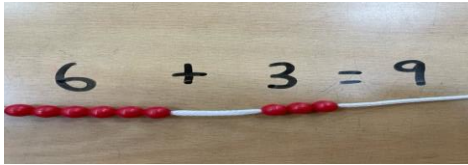
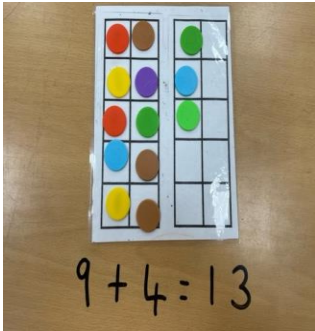
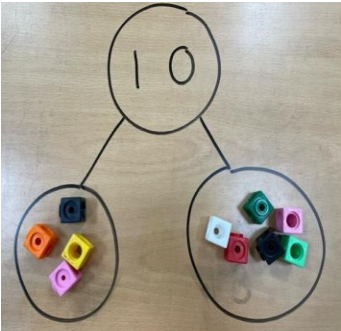
Write it



Discuss it

Create it

Add, more, plus, and, make, altogether, total, equal to, equals, the same as, double, most, count on, number line, digits



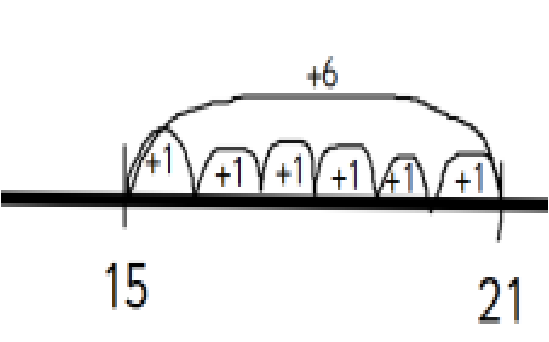
Year 1
 Add one-digit and two-digit numbers to 20, including zero.
 Solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems.

Add by making 10 e.g. $9 + 3 =$

Minus 1 tile to make 10

Add by adding ones e.g. $12 + 6 =$

Draw it



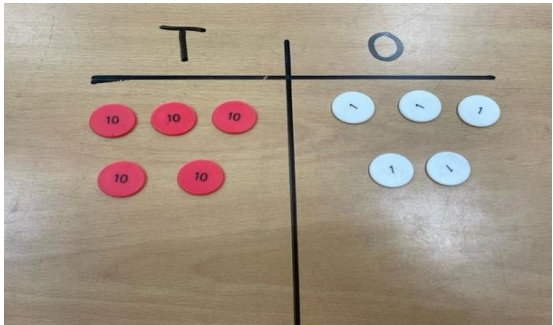
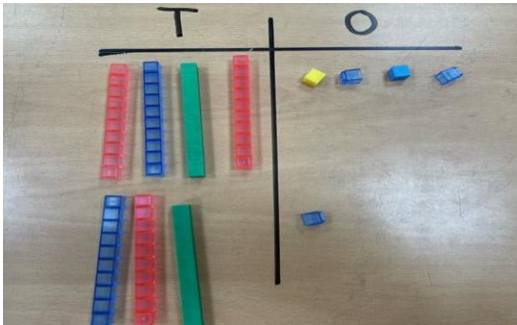
$$13 + 4 = 17$$

Write it

Discuss it

Add, more, plus, and, make, altogether, total, equal to, equals, the same as, double, most, count on, number line, sum, tens, ones, partition, addition, column, tens, regroup, digits

Create it



Year 2

Solve problems with addition:

using concrete objects and pictorial representations, including those involving numbers, quantities and measures

applying their increasing knowledge of mental and written methods

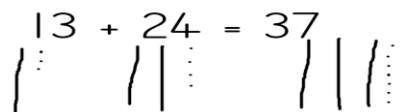
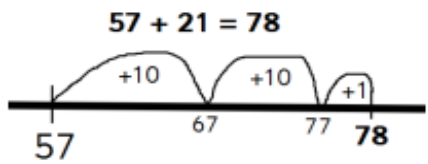
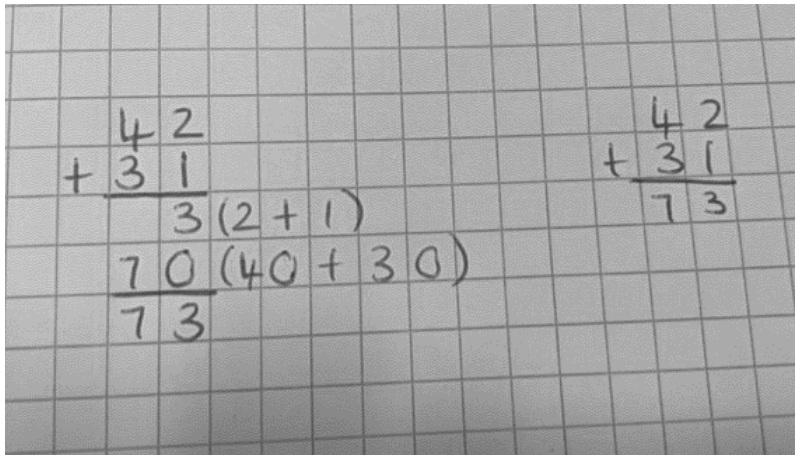
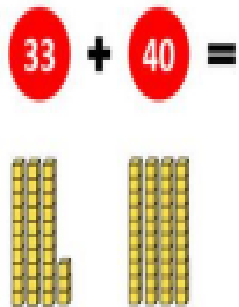
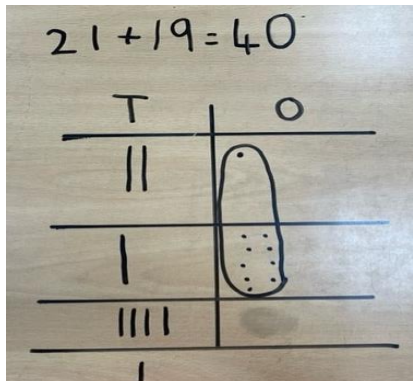
Add numbers using concrete objects, pictorial representations, and mentally, including:

a two-digit number and ones

a two-digit number and tens

two two-digit numbers

adding three one-digit numbers



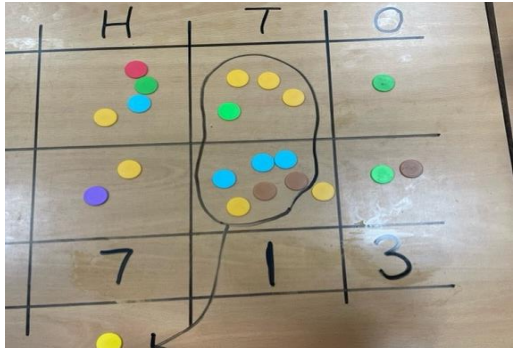
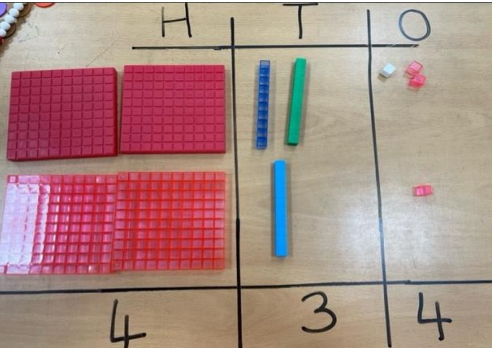
Draw it

Write it

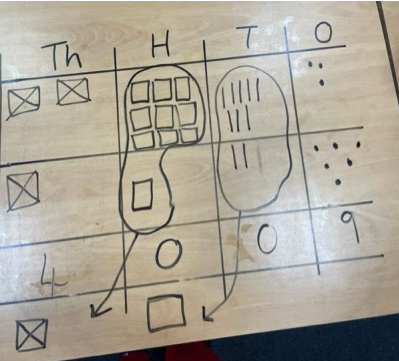
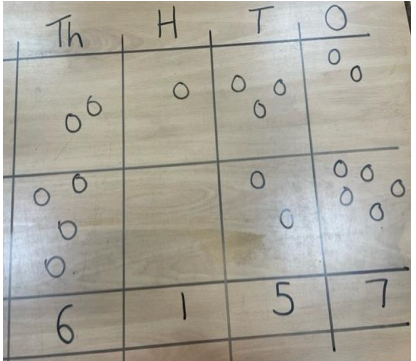
Discuss it

Add, more, plus, and, make, altogether, total, equal to, equals, the same as, double, most, count on, number line, sum, tens, hundreds, digits, ones, partition, addition, column, increase, regroup

Create it

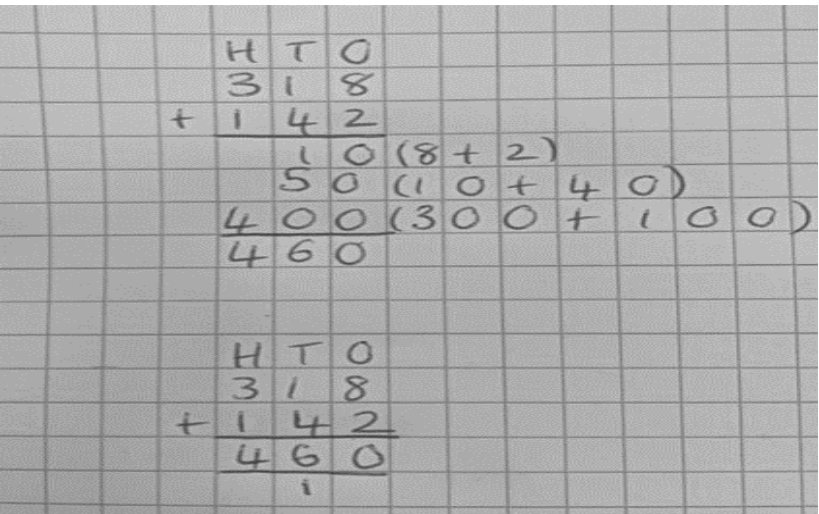


Year 3
 Add numbers with up to three digits, using formal written method of columnar addition.
 Solve problems, including missing number problems, using number facts, place value, and more complex addition.



Thousands	Hundreds	Tens	Ones
1000, 1000, 1000	100, 100	10, 10, 10, 10, 10, 10, 10, 10	1, 1
	100, 100, 100	10, 10, 10, 10, 10, 10	1

The first equations uses the expanded form. Some children will move onto the condensed 'formal' column addition method.



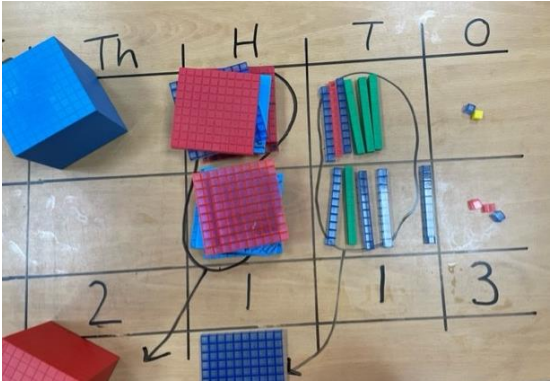
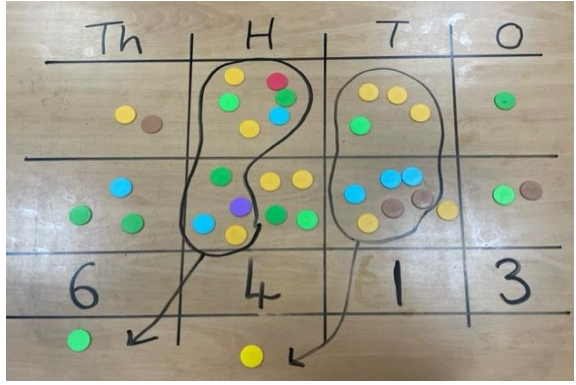
Draw it

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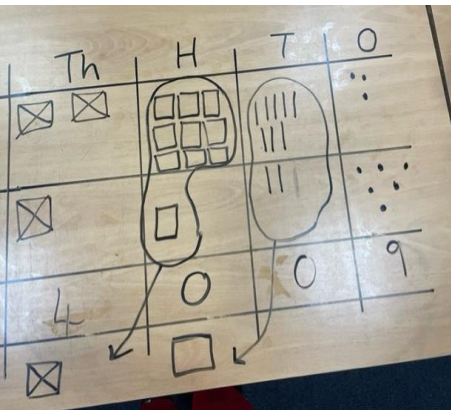
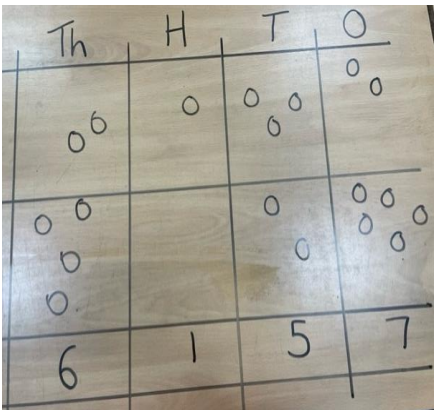
Discuss it

Add, more, plus, and, make, altogether, total, equal to, equals, the same as, double, most, count on, number line, sum, tens, ones, partition, addition, column, hundreds, thousands, digits, inverse, tenths, hundredths

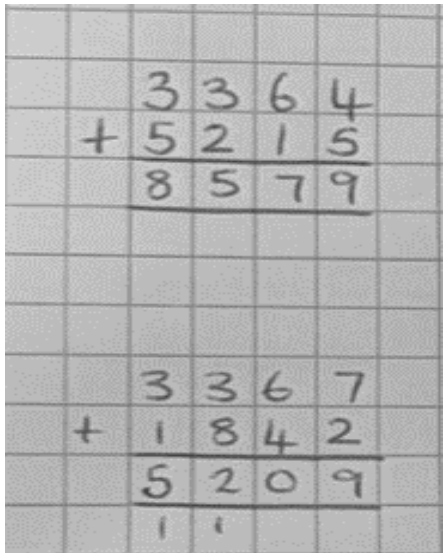
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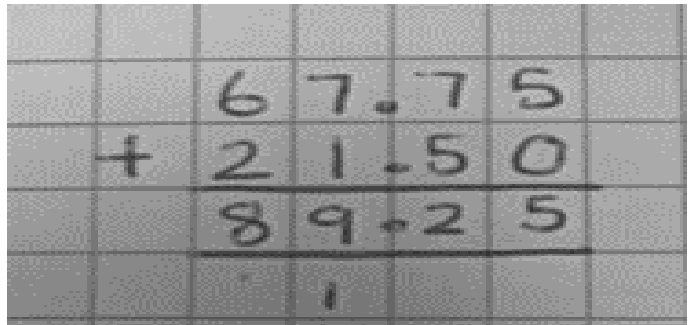
Year 4
Add numbers with up to four digits using the formal written method of columnar addition where appropriate.



Thousands	Hundreds	Tens	Ones
3000, 3000, 1000, 1000	300, 100, 100	30, 10, 10, 10, 10, 10, 10, 10, 10, 10	1, 1
	100, 100, 100, 100	10, 10, 10, 10, 10, 10	1



Children also add decimals with up to two decimal places, knowing that the decimal points line up under one another. They are expected to add amounts of money and measures in different contexts.



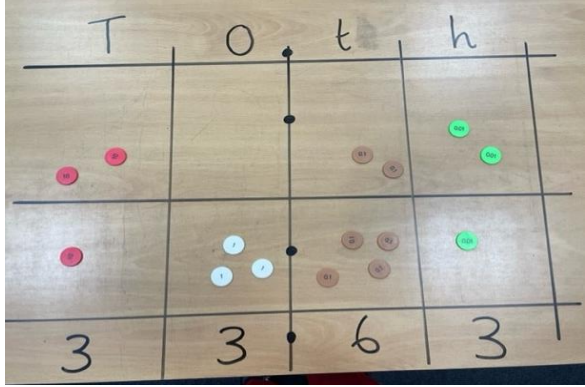
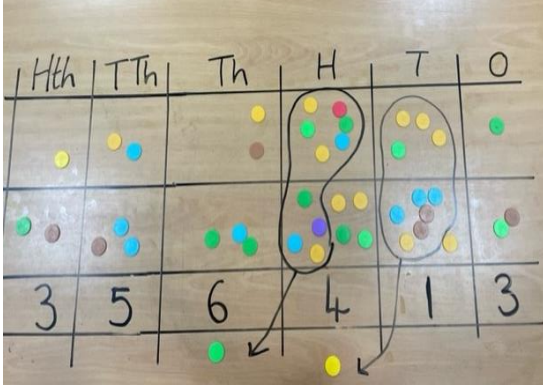
Draw it

Write it

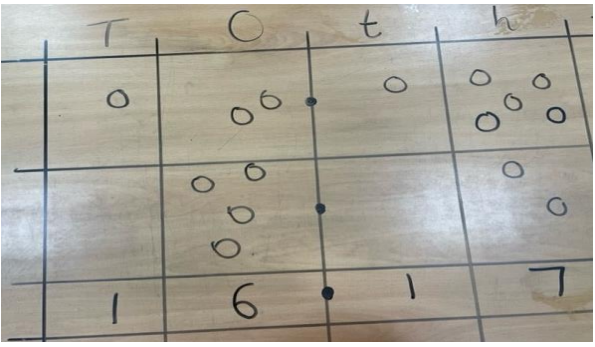
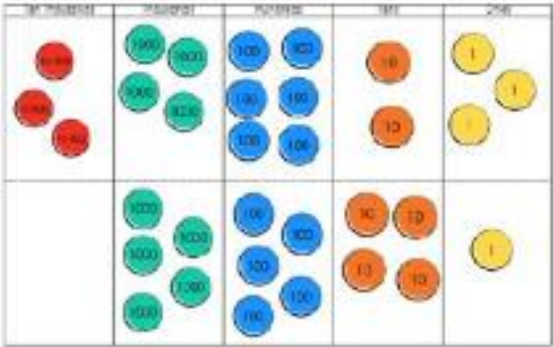
Discuss it

Add, more, plus, and, make, altogether, total, equal to, equals, the same as, double, most, count on, number line, sum, tens, ones, hundreds, thousands, partition, addition, column, thousands, hundreds, digits, inverse, decimal place, decimal point, tenths, hundredths, thousandths

Create it

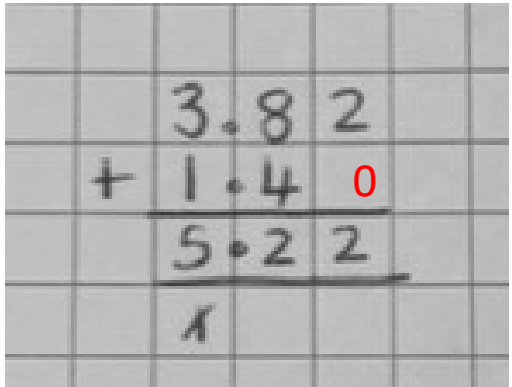
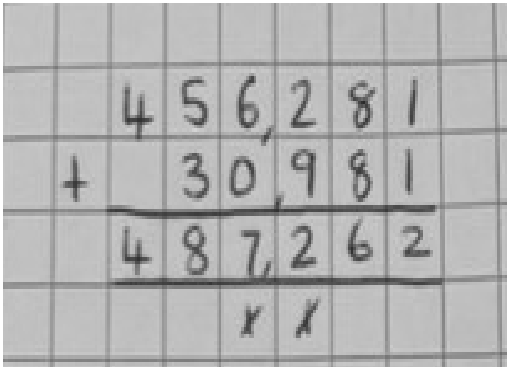


Year 5
Add whole numbers with more than four digits including formal written methods (columnar addition). Solve addition problems using decimal notation.



Draw it

Tip: Add a zero to support place value and make sure you like up the decimal point

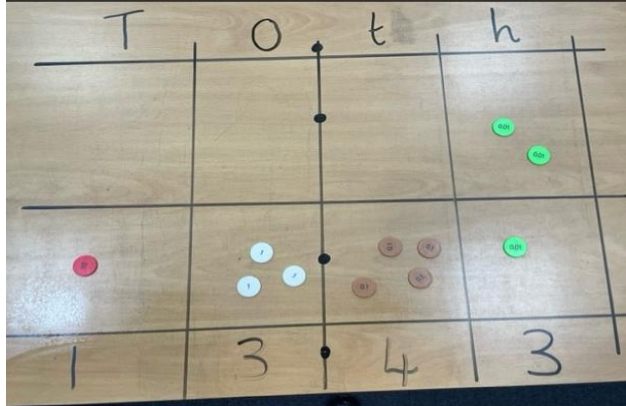
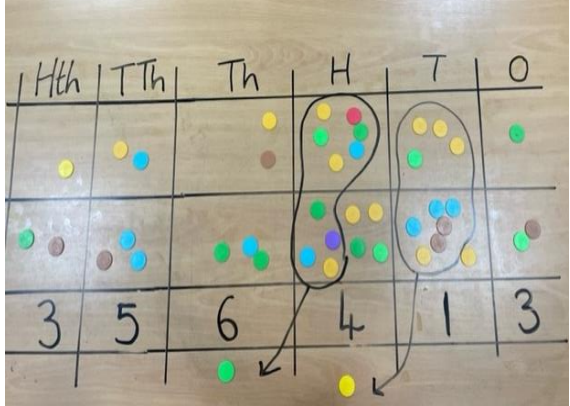


Write it

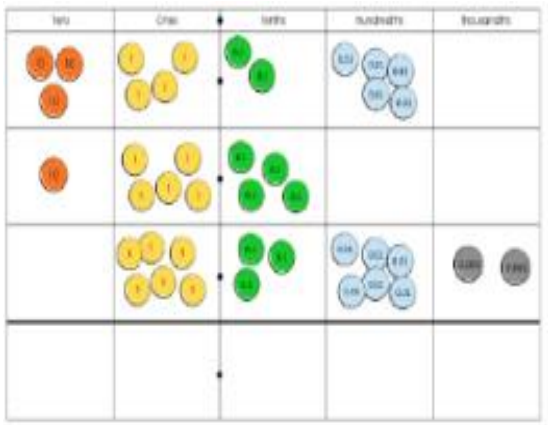
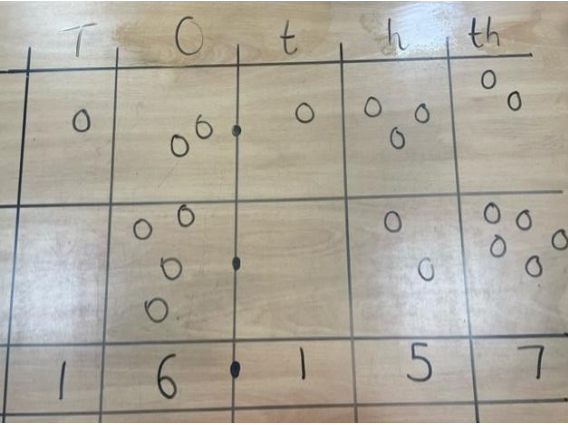
Discuss it

Add, more, plus, and, make, altogether, total, equal to, equals, the same as, double, most, count on, number line, sum, tens, ones, hundreds, thousands, partition, addition, column, thousands, hundreds, digits, inverse, decimal place, decimal point, tenths, hundredths, thousandths

Create it

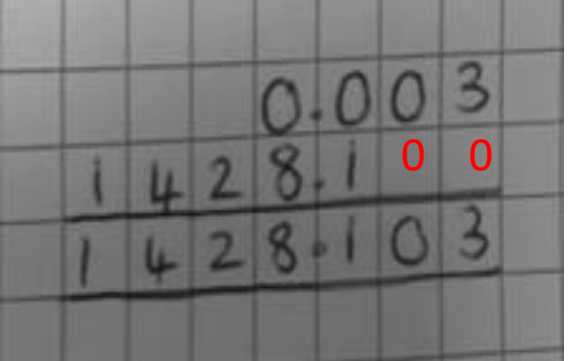


Year 6
Solve addition multi-step problems in contexts, deciding which operations and methods to use and why.



Draw it

Tip: Add a zero to support place value and make sure you like up the decimal point



Write it