



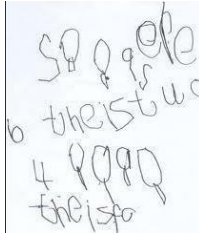
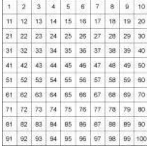







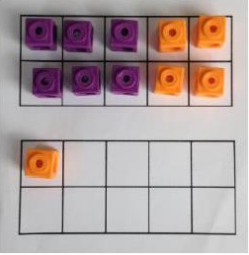



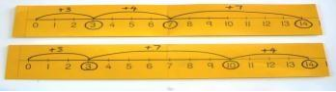
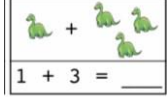
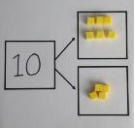
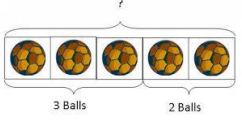




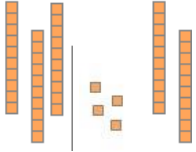


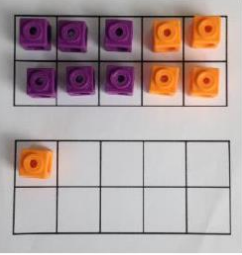
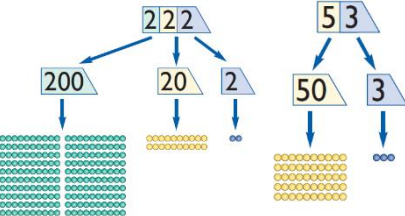
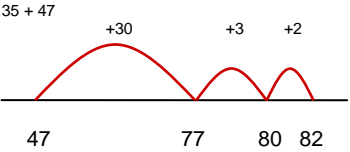

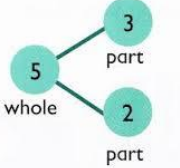
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Year group	Objective	Method	Practical methods	Pictorial/written methods	Vocabulary	Mental recall
EYFS	<p>Add one more to a group of objects 0-5 then 0-10, then 0-20</p> <p>Addition as 'combining 2 groups' using single digit numbers in range 0-5 then 0-10 then 0-20</p> <p>Addition as 'counting on' in range 0-5 then 0-10 then 0-20</p> <p>Real life problems in range 0-10</p>	<p>Practical / recorded using ICT (eg digital photos / pictures on IWB)</p>	<p>Frogs on logs, Toys, Books, Beads, Rhymes, Counters, Number tiles, objects (stationary and moving) number lines, stories, Role play</p> <div style="display: flex; justify-content: space-around; align-items: center;">  </div> <p style="text-align: center;">Adding one</p> <p>more</p> <p style="text-align: center;">Combining groups</p> <div style="display: flex; justify-content: center; align-items: center;">  </div> <p style="text-align: center;">Counting on</p> <div style="display: flex; justify-content: center; align-items: center;">  </div>	<p>Drawings of problems</p> <div style="display: flex; justify-content: center; align-items: center;">  </div> <p>Begin to record using marks they can explain</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">  </div>	<p>add, more than, make, altogether, same as, number bonds, number sentences,</p>	<p>What is one more than...? Number bonds in range 0-10</p>

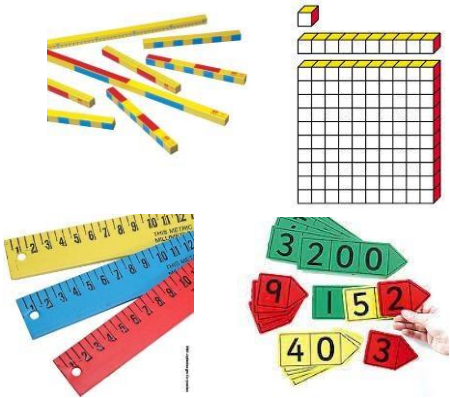

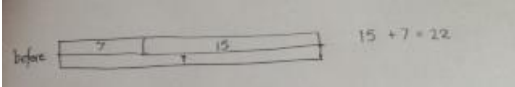
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<p>Y1</p>	<p>Consolidation of EYFS</p> <p>Read, write and interpret mathematical statements involving addition (+) and equals (=) signs</p> <p>Adding U+U (bridging 10)</p> <p>TU + U by counting on in range 0-20</p> <p>TU + U (bridging 20)</p> <p>Concept of addition in any order</p> <p>Concept of addition and subtraction as inverse operations</p> <p>Solve real life/missing number 1 step problems in range 0-20</p>	<p>Practical / recorded using ICT</p> <p>Informal written methods</p> <p>Horizontal recording</p>	<p>Objects, Number lines, 100 squares, Multilink, Lego, beads, tape measures, bead strings, fingers, whiteboards, role play, Cuisenaire rods, coins, straws, numicon, tens frames</p>  <p>Counting on  U+U  TU+U </p> <p>$4+3$  $8+5$ </p> <p> Which line has most money? How much more?</p> <p> 6 and how many more make 10?</p> <p> </p> <p></p>	<p>Jumps along a number line in 1s </p> <p>Jumps on a number line in bigger jumps </p> <p>Horizontal layout </p> <p>Missing numbers</p> <p>$4 + 3 = 7$</p> <p>Part/whole model </p> <p>Pictorial Bar model </p>	<p>As previous.</p> <p>Total, equal to, most, least, put together, more than equals plus</p>	<p>Consolidation of EYFS</p> <p>Number bonds in range 0-20</p>
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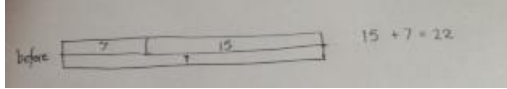

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<p>Y2</p>	<p>Consolidation of Y1</p> <p>TU+T</p> <p>TU + TU (bridging 10s / 100)</p> <p>U + U + U</p> <p>Add 9 and 11 by adding 10, then one less or one more</p> <p>Recognise addition and use in problem solving including numbers, quantities and measures</p>	<p>Practical</p> <p>Informal written methods</p> <p>Horizontal recording</p>	<p>bead strings, number lines, 100 squares, Dienes, place value cards, coins, tens frames, Cuisenaire rods</p>    <p style="text-align: center;">$34 + 20 = 54$</p>   	<p>Partitioning</p> <p>$222 + 53 =$</p>  <p>$200 + 70 + 5 = 275$</p> <p>Number line progressing to efficient jumps</p>  <p>Beginning to record in columns</p>  <p>Part/whole model</p> 	<p>As previous.</p> <p>inverse, sum, partition</p> <p>$2 + 3 = 5$</p> <p>$20 + 50 = 70$</p> <p>$200 + 0 =$</p>	<p>Increase fluency of number bonds to 20</p> <p>Derive and use related facts up to 100</p>
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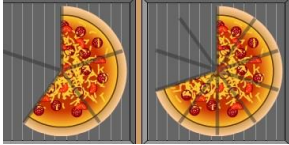
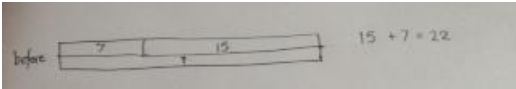
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<p>Y3</p>	<p>Consolidation of Y2</p> <p>Add up to 3 digit numbers using formal written methods (column)</p> <p>Add up to 3-digit numbers including bridging 100 (carrying 10s)</p> <p>Add fractions with the same denominator within one whole</p> <p>Estimate answers using approximation</p> <p>Using inverse to check</p> <p>Application into problem solving TU + TU including bridging 100, HTU + TU not bridging 1000, HTU + HTU not bridging 1000</p>	<p>Practical</p> <p>Informal written methods</p> <p>Horizontal recording</p> <p>Partitioning (Expanded column method)</p> <p>Formal written method</p>	<p>Counting sticks, dienes, number lines, hundred square, tape measures, place value cards.</p> 	<p>Partitioning (Expanded column method)</p> <p>Partition both numbers</p> $\begin{array}{r} 36 = 30 + 6 \\ 43 = 40 + 3 \\ \hline 79 = 70 + 9 \end{array}$ <p>Recombine to get the answer.</p> <p>30 + 40 6 + 3</p> <p>Formal column</p> $\begin{array}{r} \text{HTU} \\ 467 \\ + 215 \\ \hline 682 \end{array}$ <p>Remember to line up the HTU.</p> <p>Because 7 + 5 = 12 we have to carry the 10.</p>  <p>Adding Fractions: $\frac{3}{5} + \frac{1}{5} = \frac{4}{5}$</p>  <p>Drawing own bar model</p>	<p>As previous.</p> <p>column addition</p>	<p>HTU + U HTU + T HTU + H</p> <p>TU + near multiple of 10</p> <p>Multiples of 50 and 100 that total 1000</p>
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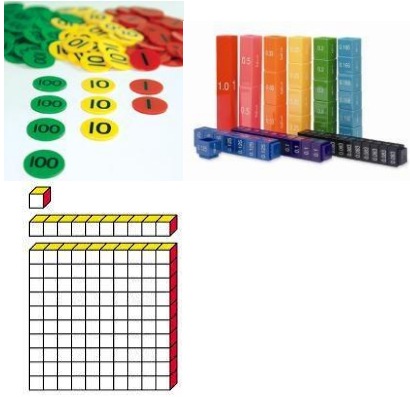
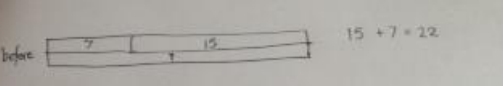
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<p>Y4</p>	<p>Consolidation of Y3</p> <p>Add 4 digit numbers using formal written methods including bridging 1000</p> <p>Add fractions with the same denominator</p> <p>Add decimals in the context of money</p> <p>Estimate using rounding and use inverse to check</p> <p>Solve 2 step problems including money and fractions</p>	<p>Practical</p> <p>Informal written methods</p> <p>Horizontal recording</p> <p>Formal written method</p>	<p>Dienes, tape measures, place value counters, coins, fraction cards/pictures</p> 	<p>Partitioning</p> $1234 + 3472$ $1000 + 3000 = 4000$ $200 + 400 = 600$ $30 + 70 = 100$ $4 + 2 = 6$ $4000 + 600 + 100 + 6 = 4706$ <p>Column addition (with carrying)</p> <table style="border-collapse: collapse; margin-left: 20px;"> <tr> <td style="text-align: right; padding-right: 10px;">2358</td> <td style="text-align: right; padding-right: 20px;">£3.48</td> </tr> <tr> <td style="text-align: right;">+1874</td> <td style="text-align: right;">+ £2.41</td> </tr> <tr> <td style="text-align: right; border-top: 1px solid black;">4232</td> <td style="text-align: right; border-top: 1px solid black;">£5.89</td> </tr> <tr> <td style="text-align: right; border-top: 1px solid black; border-bottom: 1px solid black;">111</td> <td></td> </tr> </table> <p>Drawing own bar model</p>  <p>Adding fractions</p> $3/5 + 1/5 = 4/5$ 	2358	£3.48	+1874	+ £2.41	4232	£5.89	111		<p>As previous.</p> <p>Increase, decimal point, denominator, numerator</p>	<p>As previous with increasing fluency</p>
2358	£3.48													
+1874	+ £2.41													
4232	£5.89													
111														

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<p>Y5</p>	<p>Consolidation of Y4</p> <p>Add numbers of more than 4 digits using column addition</p> <p>Addition of numbers with up to 3 decimal places</p> <p>Add fractions with the same denominator, and denominators that are multiples of the same number where answer exceeds 1</p> <p>Solve multi-step problems deciding on appropriate operation</p>	<p>Practical</p> <p>Informal written methods</p> <p>Horizontal recording</p> <p>Formal written method</p>	<p>Dienes, place value counters and cards, coins, fraction cards/pictures</p> 	<p>Column addition (with carrying)</p> $\begin{array}{r} 5.761 \\ +3.725 \\ \hline 9.486 \\ \hline 1 \end{array}$ <p>Adding fractions</p> $\frac{3}{5} + \frac{7}{10} = \frac{13}{10} = 1 \frac{3}{10}$  <p>Drawing own bar model</p> 	<p>As previous.</p> <p>tenths, hundredths, thousandths, partition, near multiples, denominator</p>	<p>Add mentally with increasingly large numbers</p> <p>Bonds up to 1 (one dp)</p> <p>U + U.t</p>
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<p>Y6</p>	<p>Consolidation of Y5</p> <p>Application of all prior skills learnt to increase fluency</p> <p>Solve multi-step problems deciding on appropriate operation</p> <p>Explore the order of operations using brackets</p> <p>Add fractions with different denominators/ mixed numbers</p>	<p>Practical</p> <p>Informal written methods</p> <p>Formal written method</p>	<p>Dienes, place value counters, fraction cards/cubes</p> 	<p>$\frac{3}{4} + \frac{2}{3}$</p> <p>↓ ↓</p> <p>$\frac{9}{12} + \frac{8}{12} = \frac{17}{12} = 1 \frac{5}{12}$</p> <p>Draw own bar model</p>  <p>Formal Column method</p> $\begin{array}{r} 5.761 \\ +3.725 \\ \hline 9.486 \\ 1 \end{array}$	<p>As previous.</p> <p>Common denominator</p>	<p>As previous with increasing fluency</p> <p>Add mentally with increasingly large numbers and mixed operations.</p>
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