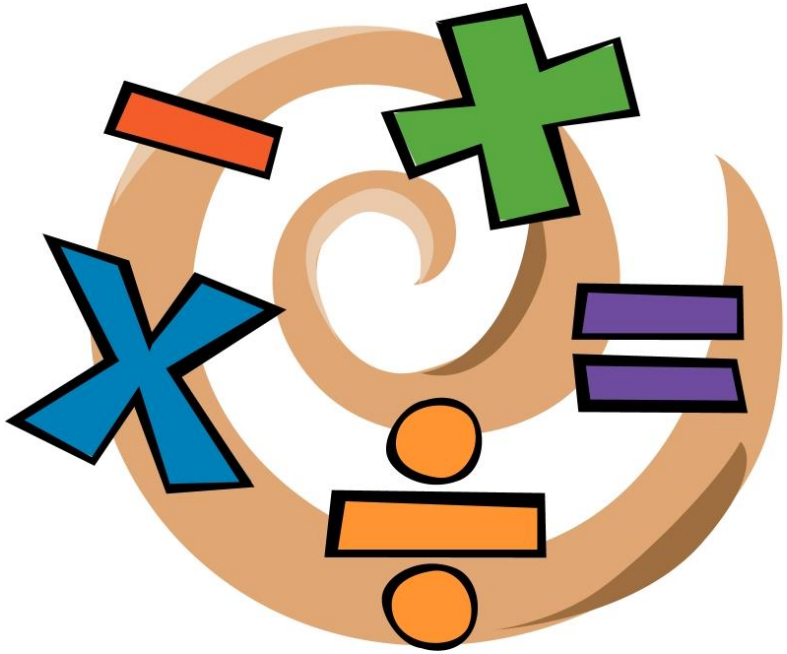
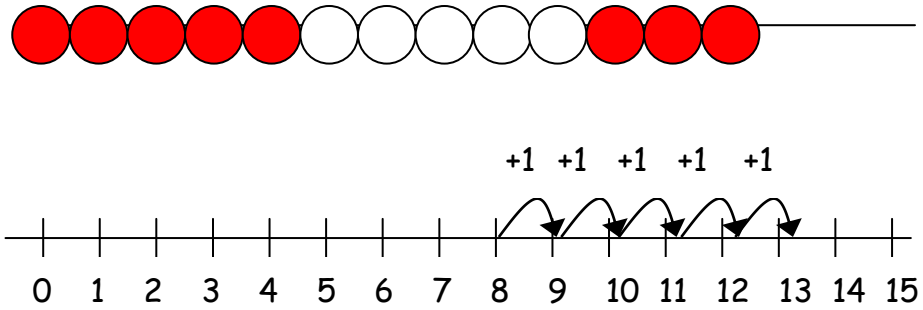
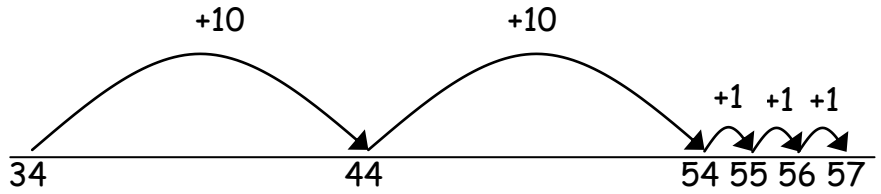
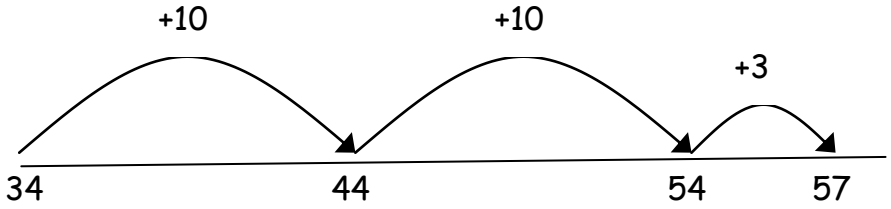
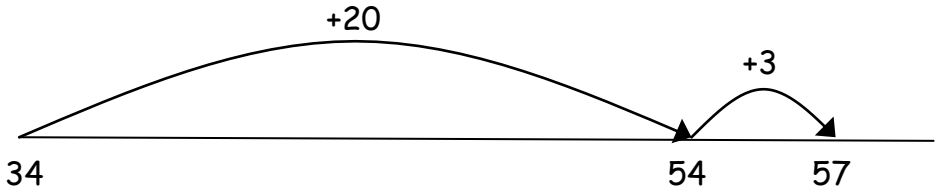
Progression in Addition Methods



Yr Grp	Progression	What it Looks like…	Further Guidance
Yr 1	Number lines and practical resources to support **counting on in ones**:	Counting in 1s, using bead strings and number lines and tracks.  	*Use number line and tracks to count in 1s, and count in 10s (start at 10, then progressing to starting not at 10s – for example 7 or 11)*
	Children will begin to use 'empty number lines' themselves starting with the larger number and **counting on. Counting on in tens then ones.**	34 + 23 = 57  	
	Then helping children to become more efficient by adding the units in one jump (by using the known fact 4 + 3 = 7).	34 + 23 = 57  	
	Followed by adding the tens in one jump and the units in one jump.	34 + 23 = 57  	

Yr2	Children to use **partitioning to add (expanded written method)** TU + U and TU + TU.	46 + 3 40 6 + 3 40 + 9 = 49 65 + 24 60 5 + 20 4 80 + 9 = 89	*Add the least significant digits first to prepare children for carrying.* *Children solve missing number problems, using the inverse.*
Yr3	Children to use **formal written method, carrying underneath** TU + TU, HTU + TU and HTU + HTU	625 + 48 673 1 783 + 42 825 1 367 + 85 452 1 1	*Using inverse to check*
Yr4	Children to use **formal written method, carrying underneath,** Th HTU + HTU and Th HTU + Th HTU	4587 + 475 5062 1 1 1 3587 + 3675 7262 1 1 1	*Using inverse to check*
Yr5	Children should extend their use of **formal written method** to involve whole numbers with more than 4 digits.	47 648 + 31 486 79 134 1 11	
	Children to use **formal column method to add decimals,** including a mixture of whole numbers and decimals and decimals with different number of decimal places.	245 + 2.53 245.00 + 2.53 247.53 12.57 + 3.489 12.570 + 3.489 16.059 1 1	

Yr6	Continue to consolidate Year 5 methods.		

Children should not be made to go onto the next stage if: they are not ready or they are not confident.
Once children have mastered strategies for their appropriate year group, they should not be moved onto the next year group but instead develop breadth of understanding through rich tasks that require application of knowledge and skills.