
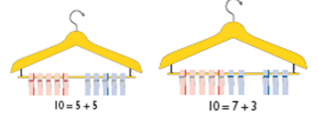
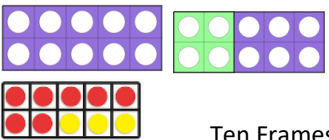
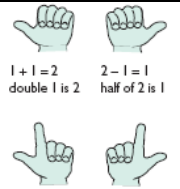



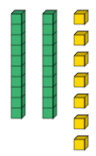
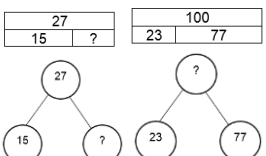
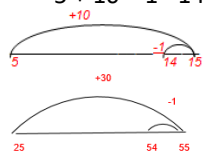
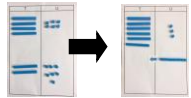


Addition KS1

<p>EYFS</p>	<p>Reception: ELG Number 2020</p> <ul style="list-style-type: none"> Have an understanding of number to 10, linking names of numbers, numerals, their value, and their position in the counting order. Subitise (recognise quantities without counting) up to 5. Automatically recall number bonds for numbers 0-5 and for 10, including corresponding partitioning facts. <p>Reception: ELG Numerical Patterns 2020</p> <ul style="list-style-type: none"> Automatically recall double facts up 5+5 Compare sets of objects up to 10 in different contexts, considering size and difference Explore patterns of numbers within numbers up to 10, including evens and odds. 					
<p>Year</p>	<p>1</p>	<p>2</p>				
<p>Layers of vocabulary</p>  <p>Appendix 1a Beck's Tiers of Vocabulary</p> <p>Appendix 1b: Vocabulary book</p>	<p>Basic to subject specific (Beck's Tiers): +, add, more plus make, sum, total altogether score double, near double one more, two more... ten more how many more to make...? how many more is... than...? how much more is...?</p> <p>Instructional vocabulary: start from, start with, start at look at point, to show me</p> <p>Basic to subject specific (Beck's Tiers): +, add, addition, more, plus make, sum, total altogether score double, near double one more, two more... ten more... one hundred more how many more to make...? how many more is... than...? how much more is...?</p> <p>Instructional vocabulary: tell me, describe, name, pick out, discuss, talk about, explain, explain your method, explain how you got your answer, give an example of... show how you...</p>					
<p>NC 2014</p>	<p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p>					
	<p>Concrete, pictorial, abstract</p>					
<p>Developing Conceptual/ Procedural Understanding</p>	<p>Number bonds</p>  <p>$10 = 5 + 5$ $10 = 7 + 3$</p> <p>We have 10 pegs on the coathangers, how can we split them into 2 groups? Is there another way? How can we be sure we have got them all?</p>  <p>Ten Frames</p>	<p>Whole-part model</p>  <p>$1 + 1 = 2$ $2 - 1 = 1$ double 1 is 2 half of 2 is 1</p> <p>$2 + 2 = 4$ $4 - 2 = 2$ double 2 is 4 half of 4 is 2</p> <p>Recognise small quantities</p>  <p>Count on</p> 	<p>Whole-part model</p>  <p>Balance image for concept of equality.</p>	<p>Base 10</p>  <p>Whole-part model</p> 	<p>Adjustment strategy</p> $5 + 9 =$ $5 + 10 - 1 = 14$  <p>(Round and adjust) Doubles then near doubles</p> $5 + 6 =$ $5 + 5 + 1 = 11$	<p>Partition and recombine</p> <p>Record partitioned steps in number sentences then add mentally.</p> $40 + 20 = 60$ $6 + 7 = 13$ $60 + 13 = 73$ <p>Moving on to:</p> $46 + 27 = 60 + 13 = 73$ 

Addition KS1

	<p>Use the pattern to complete the number sentences.</p> <p>Use bonds of 10 to calculate bonds of 20.</p>	<p>Count on, on number track in 1s. Develop knowledge of fact families.</p> <table border="1" style="width: 100%; text-align: center;"> <tr><td colspan="2">10</td></tr> <tr><td>3</td><td>7</td></tr> </table> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> $10 = 3 + 7$ $10 = 7 + 3$ $10 - 7 = 3$ $10 - 3 = 7$ </div> <table border="1" style="width: 100%; text-align: center;"> <tr><td colspan="2">20</td></tr> <tr><td>3</td><td>17</td></tr> </table> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> $20 = 3 + 17$ $20 = 17 + 3$ $20 - 3 = 17$ $20 - 17 = 3$ </div>	10		3	7	20		3	17	<p> $9 = 9$ $9 = 8 + 1$ $9 = 7 + 2$ $8 + 1 = 7 + 2$ </p> <p> $10 = 10$ $10 = 8 + 2$ $10 = 6 + 4$ $8 + 2 = 6 + 4$ </p>	<p>Fill in the missing numbers</p> <p>All answers to be recorded in a number sentence following any informal recording.</p> <p>Adding more than two numbers</p> <p>Strategy to include looking for facts or bonds that are useful e.g. bonds up to and including 10, doubles or adding 10 to a given number.</p> <p> $6 + 3 + 4 = 13$ $6 + 3 + 4 + 7 + 2 = 22$ </p> <p>Record thinking.</p>	<p> $7 + 8 =$ $8 + 8 - 1 = 15$ </p> <p> $47 + 50 =$ Re-arranging $18 + 4 =$ Tell me what you know about 4, e.g. $3 + 1, 2 + 2$ $18 + 4 =$ Rearrange the 4 into $2 + 2$ $18 + 2 + 2 = 20 + 2 = 22$ </p> <p> $59 + 24 =$ Partition the 24 into $20 + 4$ and rearrange the 4 into $1 + 3$. So $59 + 24 =$ $59 + 20 + 1 + 3 =$ $59 + 1 + 20 + 3 = 83$ </p>	<p>Regrouping the 10.</p> <p>Balance in the equation $14 = 8 + 6, 7 + 6 = 8 + 5$ $\square = 13 + 9$ $3 + \square + 6 = 16$ $14 + \diamond = 15 + 27$</p> <p>Decision making</p> <p>Using statements such as: Ben did $14 + 9 = 23$ How could he have done it?</p>
10														
3	7													
20														
3	17													
Known facts	Represent & use number bonds and related subtraction facts within 20 Add and subtract 1 digit and 2 digit numbers to 20, including zero		Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.											
Essential Knowledge	1 more	Number bonds: 5 and 6	10 more	Number bonds: 20, 12 and 13										
	Largest number first.	Number bonds: 7 and 8	Add 1 digit to 2 digit by bridging	Number bonds: 14 and 15										
	Add 10.	Number bonds: 9 and 10	Partition second number and add tens then ones.	Number bonds: 16 and 17										
	Ten plus ones.	Use number bonds of 10 to derive bonds of 11	Add 10 and multiples of 10.	Number bonds: 18 and 19										
	Doubles up to 10.		Doubles up to 20 and multiples of 5.	Partition and recombine.										
			Add near multiples of 10.											