Progression	ADDITION	Underlying skills	Success criteria

Foundation Stage:
 	
Children in the Foundation Stage start addition in the spring term. They solve simple word problems using their fingers and then progress to counters.
 	
5 + 1 = 6
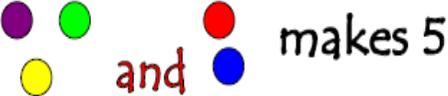 	
and makes 5
 	
Children progress to using a number line. They jump forwards along the number line using their finger.
 	
3 + 2 = 5
		• Recognise numbers 0 to 10
		• Count reliably up to 10 everyday objects
		• Finding one more than a number
		• Understand addition can be done in any order
			Fingers:
			  • Hold up the correct number of fingers
			  • Count the total number of fingers
			Counters:
			  • Count out each set of counters
			  • Push the counters together
			  • Add up the counters
			Number line:
			  • Put your finger on the first number
			  • Jump on the second number
			  • Look at the number you land on; this is your answer.

Progression　　　　　　ADDITION	Underlying skills	Success criteria
Year 1: Children continue to use the strategies taught in the Foundation Stage. They use a pen to mark the jumps made on a number line. $14 + 5 = 19$　 Children are encouraged to place the first number in their head and find the second number on their fingers. They then count on to find the answer $15 + 5 = 20$ **C**hildren progress to using Dienes blocks (Base 10). $15 + 1 = 1\underline{6}$ $15 + 10 = \underline{25}$	• Count on from any given number • Begin to partition numbers in order to add (Represent using pictures, objects or symbols) 	Number line: • Put your finger on the first number • Jump on the second number • Look at the number you land on; this is your answer. Head and fingers: • Put the largest number in your head • Put up the fingers for the smallest number • Count on from the number in your head by touching the fingers that are stood up • The last number you say is the answer; total. Dienes blocks: • Count out the tens and units for both numbers in the addition • Push the dienes together • Count the tens and units blocks • The total counted is the answer.
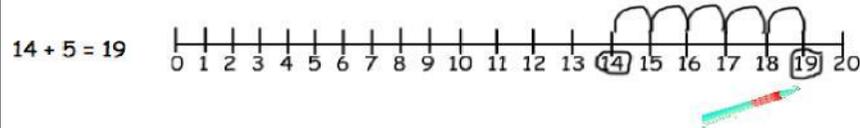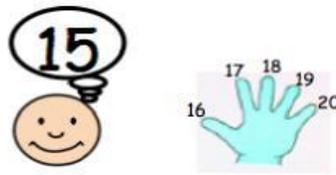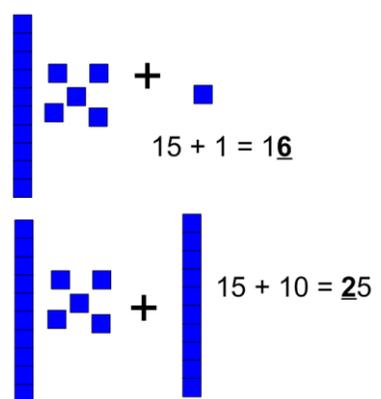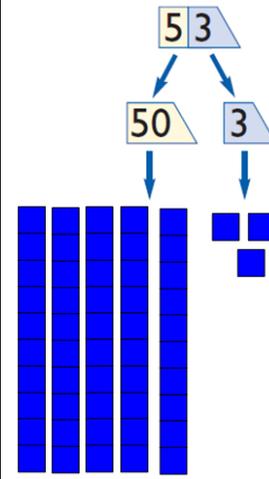
Progression ADDITION	Underlying skills	Success criteria
<u>Year 2:</u> Concept counters 63 + 31 = Partitioning to add numbers. 63 + 31 = 60 3 30 1 90 + 4 = 94 Partitioning to add numbers, introduction to column method. T U 63 + 31 = 60 + 3 = + 30 + 1 = 90 + 4 = 94	• Partition numbers into tens and units • Count in tens • Count on the units • Use number bond facts to support addition • Partition numbers into tens and units • Add units • Add multiples of tens • Understanding of place value • Add units • Add multiples of tens	• Make the first number using concept counters • Make the second number using concept counters • Push the concept counters together • Count the tens and units counters • The total counted is the answer • Partition each 2-digit number into tens and units • Add the units • Add the tens • Add the tens and the units • The total is the answer • Partition each 2-digit number into tens and units • Add the units • Add the tens • Add the tens and the units • The total is the answer
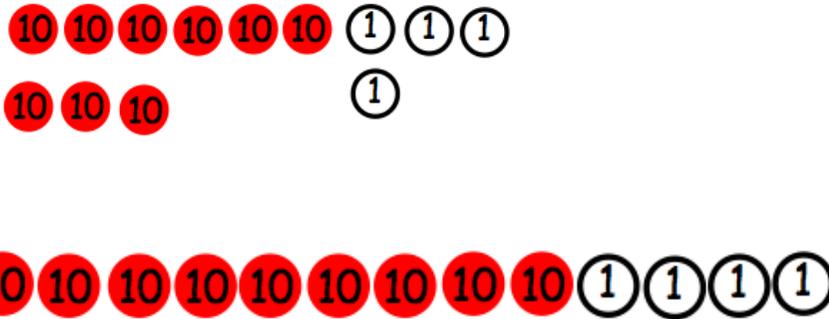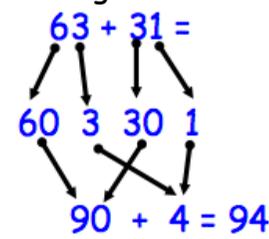
Progression ADDITION	Underlying skills	Success criteria

Year 2:
Column method
 	
H T U
   4 7
+ <u>7 6</u>
  1 3 (7 + 6)
+ <u>1 1 0</u> (40 + 70)
  1 2 3
	• Understanding of place value
	• Add units
	• Add multiples of tens
		• Write the numbers you are adding under HTU headings
		• Add the units column together, writing the answer below, ensuring the numbers are in the appropriate column
		• Add the tens column together, writing the answer below, ensuring the numbers are in the appropriate column
		• Add the totals of the units and tens together and write the answer below, ensuring the numbers are in the appropriate column.

Year 3:
Column method (carrying)
 	
H T U
   4 7
+ <u>7 6</u>
    ₁
  1 2 3
	• Be able to partition the total of units into tens and units
	• Exchange the ten units for one ten
	• Know the place value of numbers
		• Write the numbers you are adding under HTU headings
		• Add the units column together, writing the answer below
		• If the total of the units is greater than 9 put the tens digit above the line in the tens column
		• Add the tens (including the tens from the units addition), write the answer below the line.