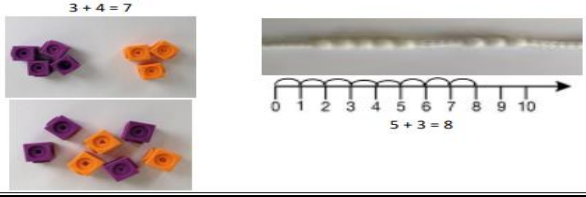
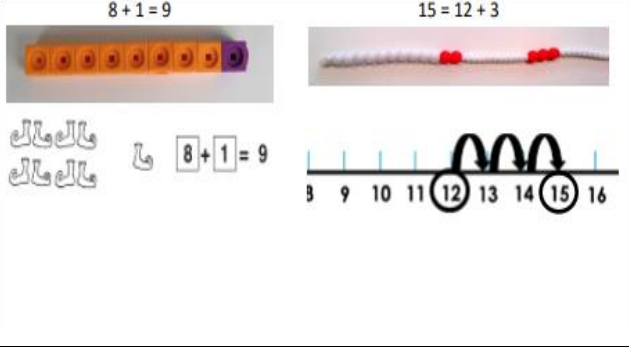
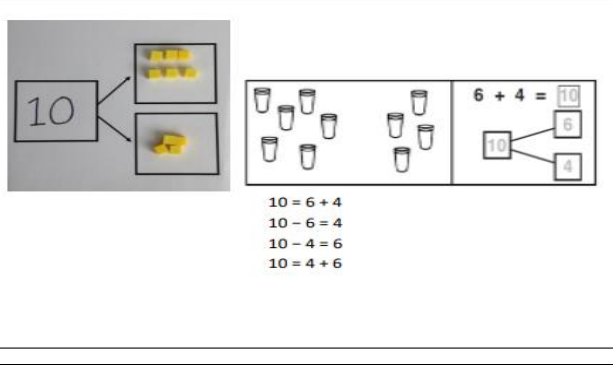
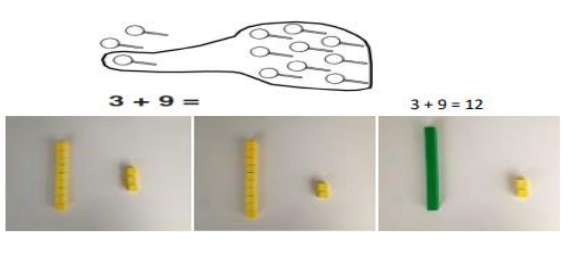
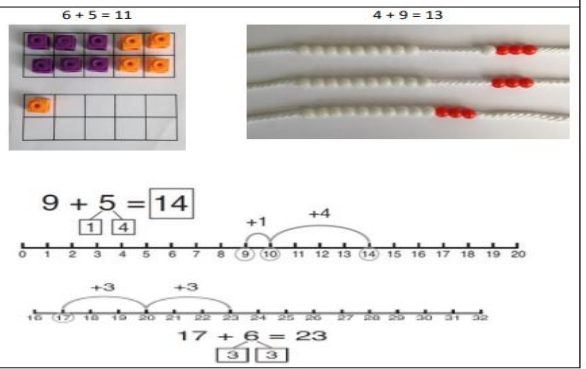


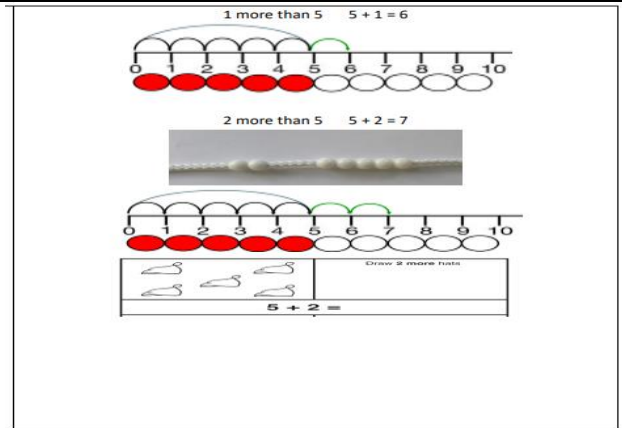
Year 1 Addition

Strategy and guidance	CPA
<p>Count all Joining two groups and then recounting all objects using one-to-one correspondence</p>	 <p>3 + 4 = 7</p> <p>5 + 3 = 8</p>
<p>Counting on As a strategy, this should be limited to adding small quantities only (1, 2 or 3) with pupils understanding that counting on from the greater number is more efficient.</p>	 <p>8 + 1 = 9</p> <p>15 = 12 + 3</p> <p>8 + 1 = 9</p>
<p>Part-part-whole Teach both addition and subtraction alongside each other, as pupils will use this model to identify the inverse relationship between them. This model begins to develop the understanding of the commutativity of addition, as pupils become aware that the parts will make the whole in any order</p>	 <p>10</p> <p>6 + 4 = 10</p> <p>10 = 6 + 4 10 = 4 + 6 10 - 6 = 4 10 - 4 = 6</p>
<p>Regrouping ten ones to make ten This is an essential skill that will support column addition later on.</p>	 <p>3 + 9 =</p> <p>3 + 9 = 12</p>
<p>'Make ten' strategy Pupils should be encouraged to start at the greater number and partition the smaller number to make ten. The colours of the beads on the bead string make it clear how many more need to be added to make ten. Also, the empty spaces on the ten frame make it clear how many more are needed to make ten.</p>	 <p>6 + 5 = 11</p> <p>4 + 9 = 13</p> <p>9 + 5 = 14</p> <p>17 + 6 = 23</p>

Year 1 Addition

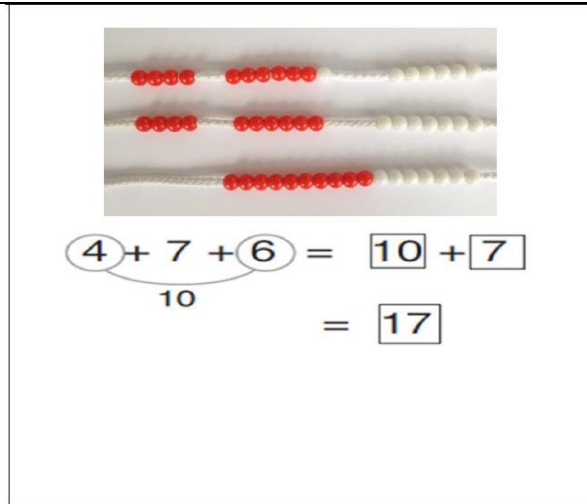
Adding 1, 2, 3 more

Here the emphasis should be on the language rather than the strategy. As pupils are using the beadstring, ensure that they are explaining using language such as; '1 more than 5 is equal to 6.' '2 more than 5 is equal to 7.' '8 is 3 more than 5.' Over time, pupils should be encouraged to rely more on their number bonds knowledge than on counting strategies.



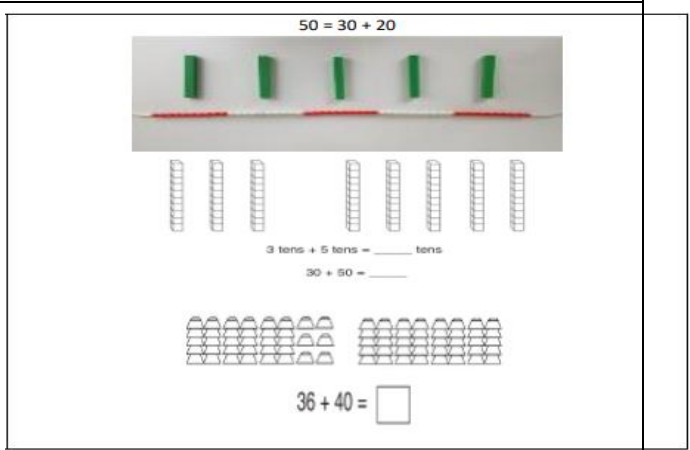
Adding three single digit numbers (make ten first)

Pupils may need to try different combinations before they find the two numbers that make 10. The first bead string shows 4, 7 and 6. The colours of the bead string show that it makes more than ten. The second bead string shows 4, 6 and then 7. The final bead string shows how they have now been put together to find the total.



Adding multiples of ten

Using the vocabulary of 1 ten, 2 tens, 3 tens etc. alongside 10, 20, 30 is important, as pupils need to understand that it is a ten and not a one that is being added and they need to understand that a '2' digit in the tens column has a value of twenty. It also emphasises the link to known number facts. E.g. '2 + 3 is equal to 5. So 2 tens + 3 tens is equal to 5 tens.



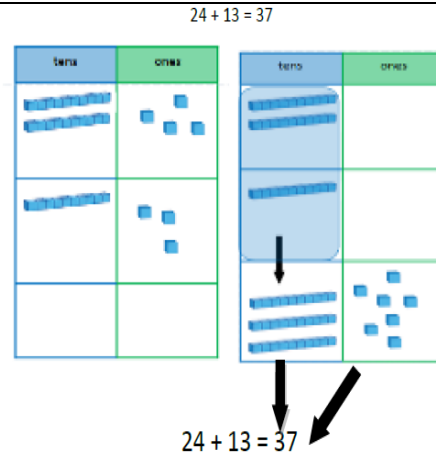
Year 1 Addition

Partitioning to add (no regrouping)

Place value grids and Dienes blocks could be used as shown in the diagram before moving onto pictorial representations. Dienes blocks should always be available, as the main focus in Year 1 is the concept of place value rather than mastering the procedure. When not regrouping, partitioning is a mental strategy and does not need formal recording in columns. This representation prepares them for using column addition with formal recording.

$$24 + 13 = 37$$

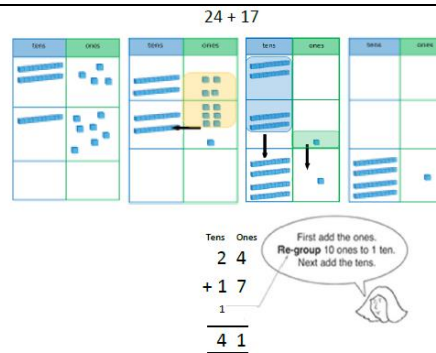
$$24 + 13 = 37$$



Introducing column method for addition, regrouping only

Dienes blocks and place value grids should be used as shown in the diagrams. Even when working pictorially, pupils should have access to Dienes blocks.

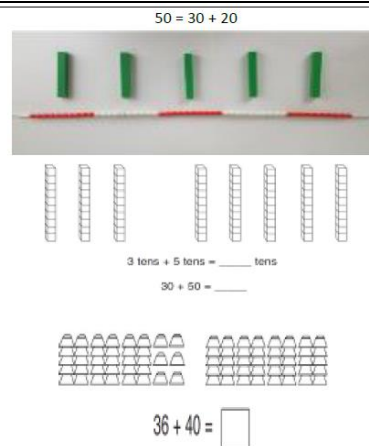
See additional guidance on unit pages for extra guidance on this strategy.



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Year 1 Addition