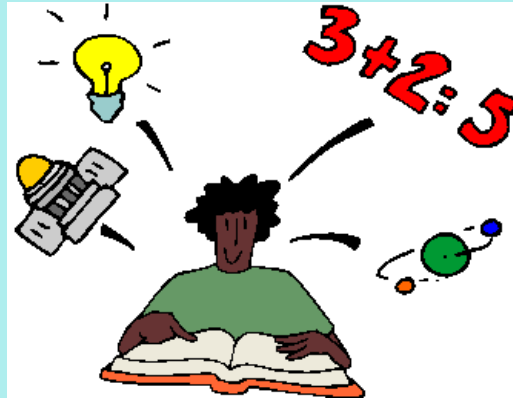


Addition



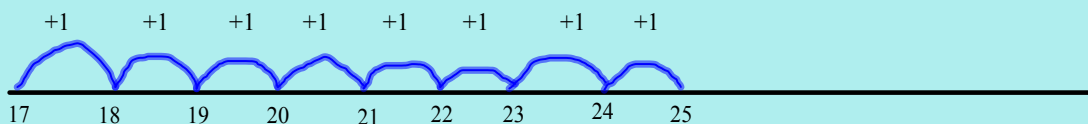
Nov 15 - 11:52

Early addition

Practical activities

Developing knowledge of number bonds

Moving to recording on number lines

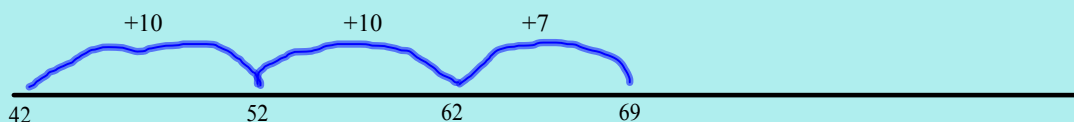


More sophisticated use of number lines

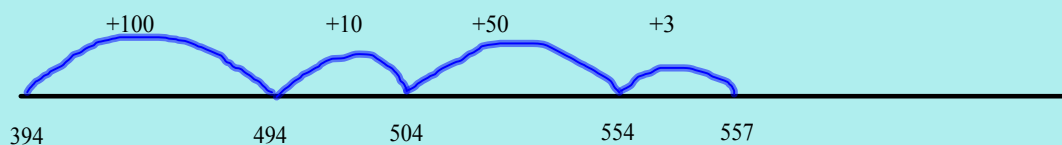
Nov 28-04:25

With children from year 2 onwards the same strategy is a vital part of developing their sense of number and ability to visualise calculations - supporting mental calculation

eg. $42 + 27$



or $394 + 163$



Nov 28-05:08

$45 + 13 =$

Partition the numbers into tens and ones:

$40 + 5 + 10 + 3$

Add the tens together: $40 + 10 = 50$

Add the ones together: $5 + 3 = 8$

Recombine the numbers to give the total:

$50 + 8 = 58$

Nov 15 - 11:21

This knowledge of partitioning can then be used in a vertical calculation. (Expanded column method)

$$\begin{array}{r}
 45 \\
 + 13 \\
 \hline
 50 \\
 \underline{8} \\
 \mathbf{58} \quad \text{total the numbers}
 \end{array}$$

—

Nov 15 - 11:23

This method of partitioning can also be used with larger numbers.

$$\begin{array}{r}
 625 \\
 + 48 \\
 13 \\
 60 \\
 \underline{600} \\
 \mathbf{673}
 \end{array}
 \quad \text{total the numbers - add mentally}$$

$$600 + 60 + 13$$

Nov 15 - 11:23

This method can then lead to a more compact method:

$$\begin{array}{r} 625 \\ + 48 \\ \hline 3 \\ 1 \end{array}$$

add the ones (or units),
five add eight is thirteen
one ten under the tens column and
3 in the ones column.

$$\begin{array}{r} 625 \\ + 48 \\ \hline 73 \\ 1 \end{array}$$

add the tens, twenty add forty is
sixty, plus ten underneath, seventy.
Put the seventy in the tens column.

$$\begin{array}{r} 625 \\ + 48 \\ \hline 673 \\ 1 \end{array}$$

add the hundreds, six hundreds.
Put the six hundreds in the hundreds
column.

Nov 15 - 11:23

May 2-17:05