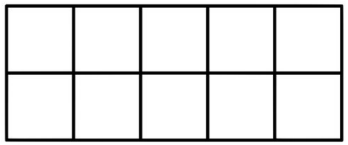
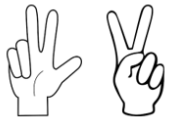
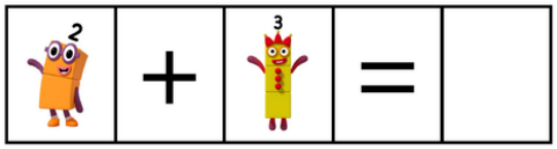
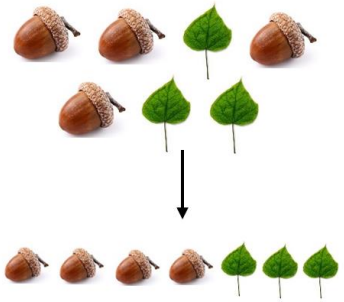
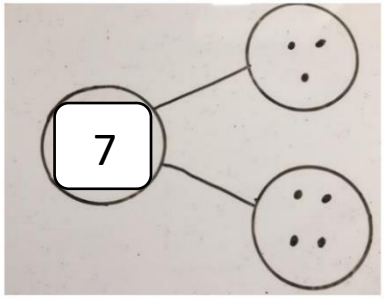
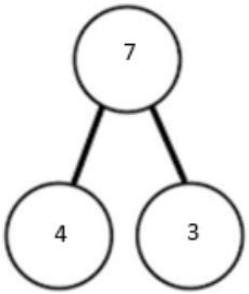
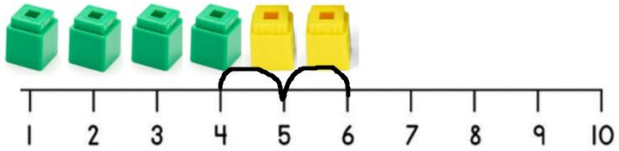
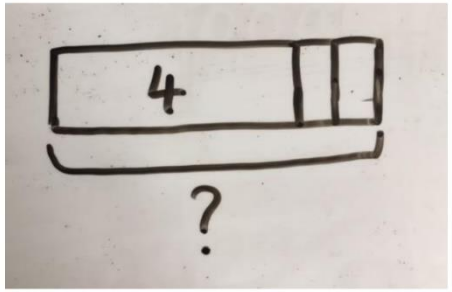
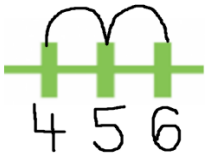
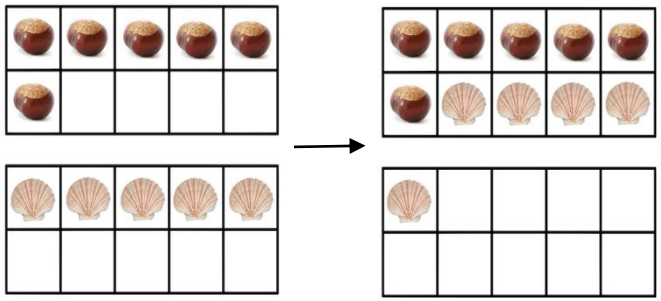
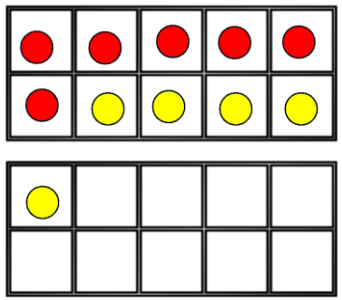
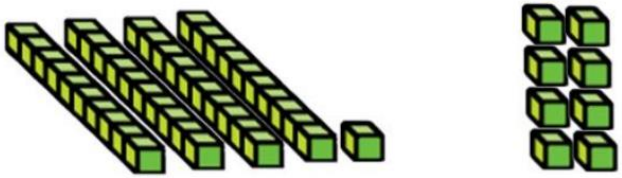
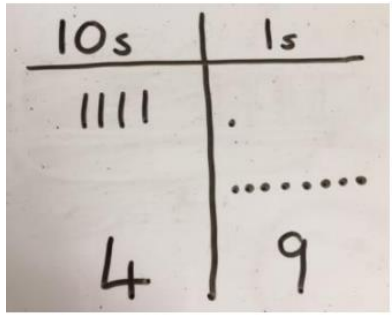
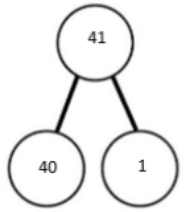
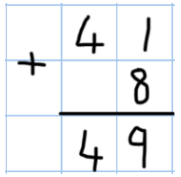
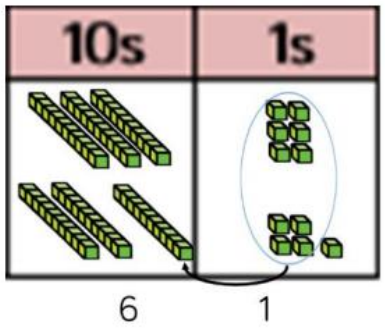
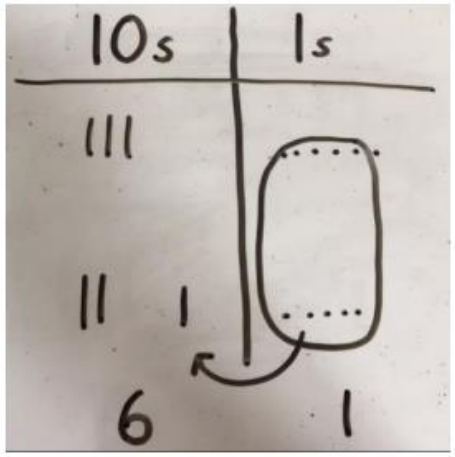
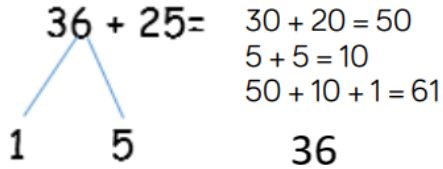
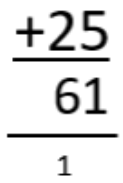
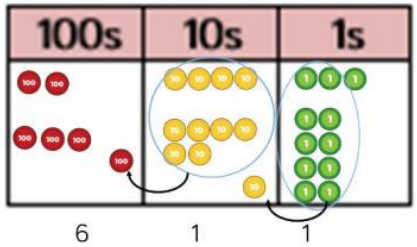
Calculation Policy: Addition

Key language: sum, total, parts and wholes, plus, add, altogether, more, 'is equal to', 'is the same as'

	Concrete	Pictorial	Abstract
EYFS	Use of tens frames for self-registration each morning.  Loose parts in provision for children find how many altogether.   'I want to make 5/10' song. 	Children to count the pictures altogether and identify the addition/plus symbol.  	Use different resources to represent the sum of two amounts. 3 + 2 
Year 1	Combining two parts to make a whole (use a range of resources) 	Children to represent using dots or crosses. They could put each part on a par whole model too. 	4 + 3 = 7 Four is a part, 3 is a part and the whole is 7. 

Year 1	Counting on using number lines, by using cubes or other resources.  	A bar model which encourages the children to count on, rather than count all.  	The abstract number line: What is 2 more than 4? What is the sum of 2 and 4? What is the total of 4 and 2? 4 + 2 
Year 1	Regrouping to make 10; using ten frames and counters/cubes/natural resources. 6 + 5 	Children to draw the ten frame and counters/cubes. 	Children to develop an understanding of equality e.g. 6 + __ = 11 6 + 5 = 5 + ___ 6 + 5 = ___ + 4
Year 2	TO + O using base 10. Continue to develop understanding of partitioning and place value. 41 + 8 	Children to represent the base 10 e.g. lines for tens and dots/crosses for ones.  	41 + 8  1 + 8 = 9 40 + 9 = 49 

Year 3 +	TO + TO using base 10. Continue to develop understanding of partitioning and place value. 36 + 25 	Children to represent the base 10 in a place value chart. 	Looking for ways to make 10.  Formal method: 
Year 3+	Use of place value counters to add HTO+TO, HTO+HTO etc. When there are 10 ones in the 1s column - we exchange for 1 ten. Where there are 10 tens in the 10s column – we exchange for 1 hundred. 	Children to represent the counters in a place value chart, circling when they need to exchange.