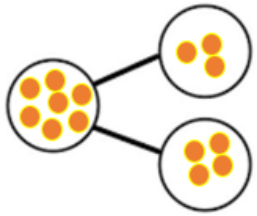
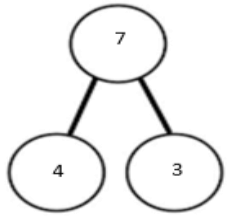
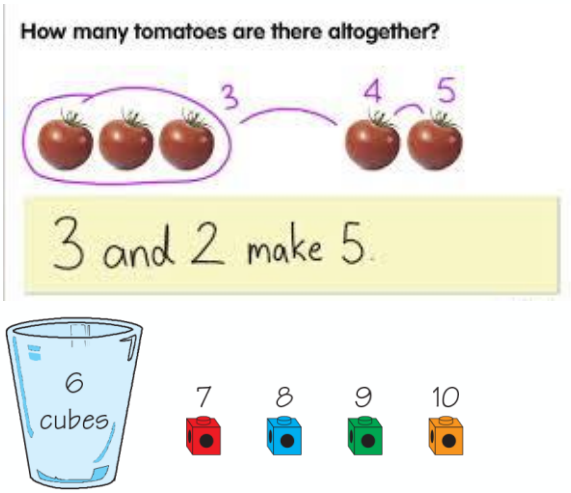
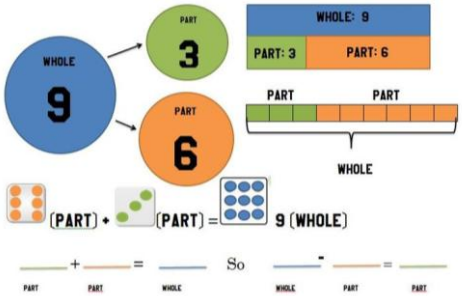
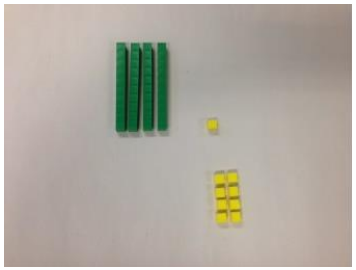
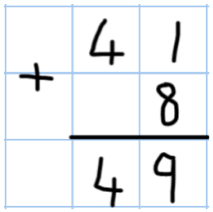
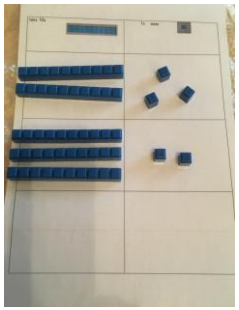
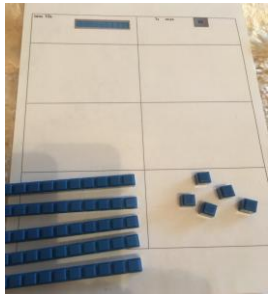
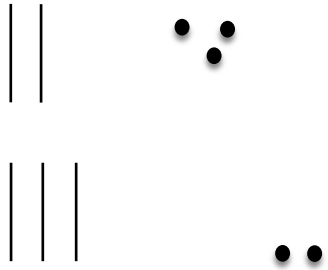
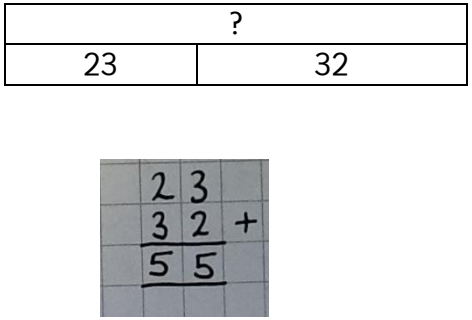
Abbey C of E Infant School Calculation Policy

Addition - *Key language which should be used: sum, total, parts and wholes, plus, add, altogether, more than, 'is equal to' 'is the same as'*

	Concrete	Pictorial	Abstract
Children begin to add/count on mentally using number rhymes and begin to record in the context of play or practical activities Adding stories and role play, encouraging use of language for addition.	 9 and 1 **more** is 10 9 **add** 1 equals 10 9 + 1 = 10		
Combining two parts to make a whole (use other resources too e.g. eggs, shells, teddy bears etc) 4 + 3 =			 4 + 3 = 7

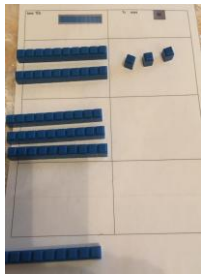
Counting on using cubes Children should understand that to count on from the greater number is more efficient		3 + 2 =  6 + 4 = 	3 + 2 = 6 + 4 =
Part—Whole Method Teach addition and subtraction alongside each other as children will use this model to see the inverse relationship 6 + 3 = 9			6+ 3 = 9 9 = 6 + 3 9- 6 = 3 9 - 3 = 6

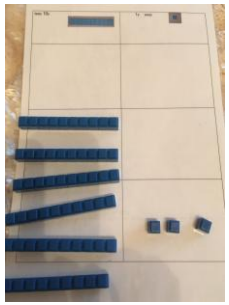
2-digit + 1-digit using Base 10. Continue to develop understanding of partitioning and place value 41 + 8. Use place value grids to support partitioning.		Children to represent the concrete using a particular symbol e.g. lines for tens and dot/crosses for ones. 	
Partitioning to add two 2-digit numbers (no regrouping) **23+ 32 =** Place Value grids and Base 10 should be used to support this 23 + 32 =	 		

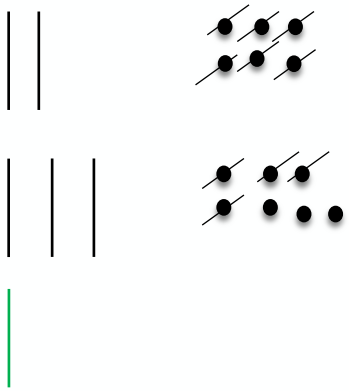
Partitioning to add two 2-digit numbers (regrouping required)

26 + 37 =

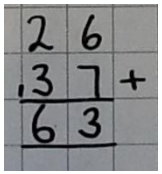








?	
26	37



Always use missing digit problems at <u>all</u> stages of learning

12 + ? = 18

Children get the 18 cubes which represent the whole. They can break off the given number, 12. They know what is left is the other part and therefore the answer.

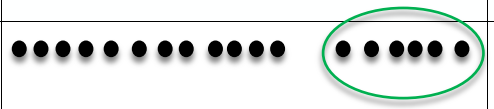


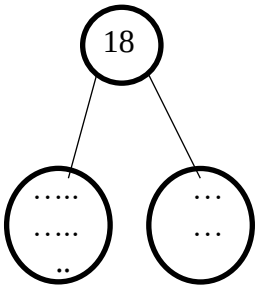






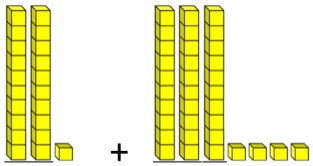
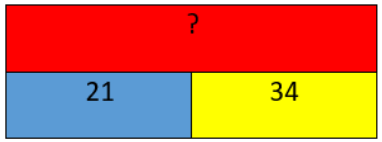






12 + ? = 18 18 – 12 = ?

18	
12	?

Fluency variation, different ways to ask children to solve 21+34			
	Sam saved £21 one week and £34 another. How much did he save in total?  21+34=55. Prove it! (reasoning but the children need to be fluent in representing this)	What's the sum of twenty one and thirty four?	 21 +34 ____ 21 + 34 = = 21 + 34