

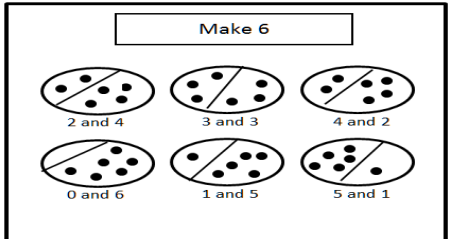

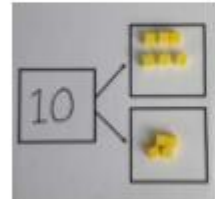


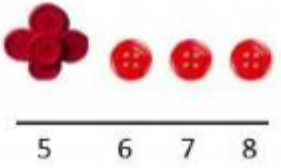


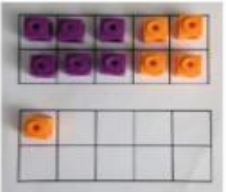



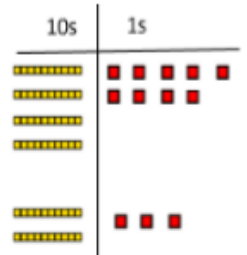
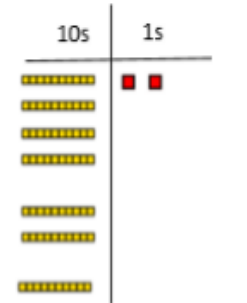
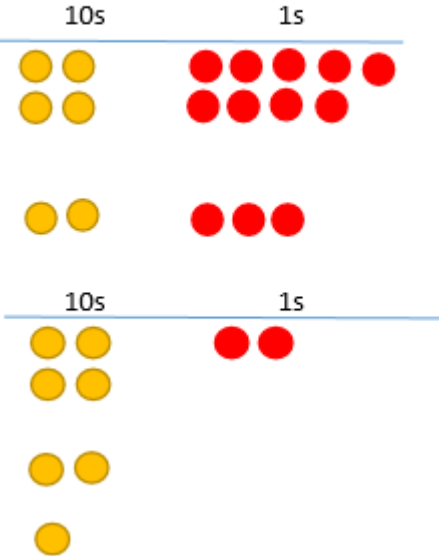
Little Eaton Calculation Policy- Addition

| | Objective | Concrete | Pictorial | Abstract |
|-----------|------------------|---|--|---|
| Reception | Combine two sets | <p>$2+3$</p>  | <p>Pictorial representation of 2+3 using hands. One hand shows 2 fingers, the other shows 3 fingers.</p>   | <p>Abstract representation: $3+2=5$</p> |
| | | Year 1 | Number bonds of 5, 6, 7, 8, 9 and 10 |   <p>Use cubes to add two numbers together as a group or in a bar.</p>  |

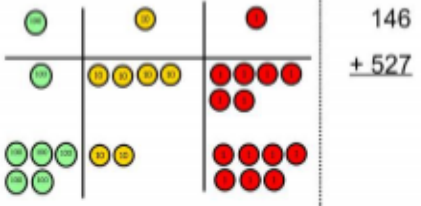
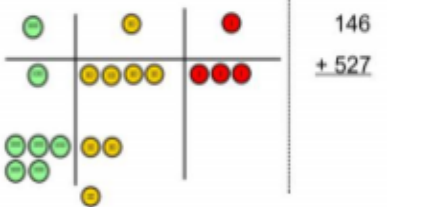
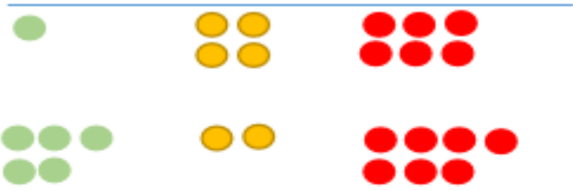
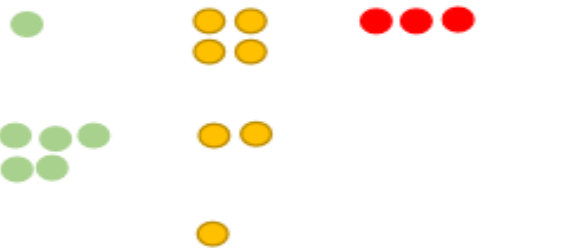
Little Eaton Calculation Policy- Addition

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|-----------------------|---|--|----------------------|
| Counting |  <p>Start with the larger number on the bead string and then count on to the smaller number 1 by 1 to find the answer.</p>  | <p>Use a number line to count on in ones.</p>  | $5+3=8$ |
| Regrouping to make 10 |   <p>$6 + 5 = 11$</p> <p>Start with the bigger number and use the smaller number to make 10.</p> |  | $6+5=11$ $11=6+5$ |

Little Eaton Calculation Policy- Addition

| | | | |
|--------------------------------------|---|---|--|
| <p>Column method with regrouping</p> | <p>Make both numbers on a place value grid.</p>  <p>Add up the units and exchange 10 ones for 1 ten.</p>  | <p>Using place value counters, children can draw the counters to help them to solve additions.</p>  | $40 + 9$ $\begin{array}{r} 20 + 3 \\ 60 + 12 = 72 \end{array}$ |
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Little Eaton Calculation Policy- Addition

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|--|--|---|--|---|---|---|---|---|---|---|---|--|---|---|--|--|---|---|---|---|---|---|---|---|---|---|---|--|--|---|---|---|---|--|--|--|--|---|--|--|---|--|--|--|--|---|---|--|---|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 3/4</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Column method with regrouping</p> | <p>Make both numbers on a place value grid.</p>  <p>146 + 527</p> <p>Add up the units and exchange 10 ones for 1 ten.</p>  <p>146 + 527</p> <p>As children move on to decimals, money and decimal place value counters can be used to support learning.</p> <p>NB By Year 4 children will progress on to adding four digit numbers.</p> | <p>100s 10s 1s</p>  <p>100s 10s 1s</p>  <p>Children can draw a pictorial representation of the columns and place value counters to further support their learning and understanding.</p> <p>NB Addition of money needs to have £ and p added separately.</p> | <p>100 + 40 + 6 500 + 20 + 7 600 + 70 + 3 = 673</p> <p>As the children progress, they will move from the expanded to the compacted method.</p> <table border="1" data-bbox="1601 494 1836 718"> <tr><td></td><td>5</td><td>3</td><td>6</td></tr> <tr><td>+</td><td>1</td><td>8</td><td>5</td></tr> <tr><td></td><td>1</td><td>1</td><td></td></tr> <tr><td></td><td>7</td><td>2</td><td>1</td></tr> </table> <p>As the children move on, introduce decimals with the same number of decimal places and different. Money can be used here.</p> <p>£43.76 + 9.14 =</p> <table border="1" data-bbox="1612 997 1960 1212"> <tr><td>£</td><td>4</td><td>3</td><td>.</td><td>7</td><td>6</td></tr> <tr><td>+</td><td>£</td><td></td><td></td><td>9</td><td>.</td><td>1</td><td>4</td></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td></td><td></td><td>1</td></tr> <tr><td></td><td></td><td></td><td></td><td>5</td><td>2</td><td></td><td>9</td><td>0</td></tr> </table> | | 5 | 3 | 6 | + | 1 | 8 | 5 | | 1 | 1 | | | 7 | 2 | 1 | £ | 4 | 3 | . | 7 | 6 | + | £ | | | 9 | . | 1 | 4 | | | | | 1 | | | 1 | | | | | 5 | 2 | | 9 | 0 |
| | | 5 | 3 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| + | 1 | 8 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 7 | 2 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| £ | 4 | 3 | . | 7 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| + | £ | | | 9 | . | 1 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | 1 | | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | 5 | 2 | | 9 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Little Eaton Calculation Policy- Addition

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| Year 5/6 | Column method with regrouping | Consolidate understanding using numbers with more than 4 digits and extend by adding numbers up to 3 decimal places | <table border="1" style="border-collapse: collapse; text-align: center; width: 100%;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td>1</td><td>9</td><td>▪</td><td>0</td><td>1</td></tr> <tr><td> </td><td> </td><td>3</td><td>▪</td><td>6</td><td>5</td></tr> <tr><td>+</td><td> </td><td>0</td><td>▪</td><td>7</td><td>0</td></tr> <tr><td> </td><td>1</td><td>1</td><td>▪</td><td> </td><td> </td></tr> <tr><td> </td><td>2</td><td>3</td><td>▪</td><td>3</td><td>6</td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table> | | | | | | | | 1 | 9 | ▪ | 0 | 1 | | | 3 | ▪ | 6 | 5 | + | | 0 | ▪ | 7 | 0 | | 1 | 1 | ▪ | | | | 2 | 3 | ▪ | 3 | 6 | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 9 | ▪ | 0 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 3 | ▪ | 6 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| + | | 0 | ▪ | 7 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 1 | ▪ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2 | 3 | ▪ | 3 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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