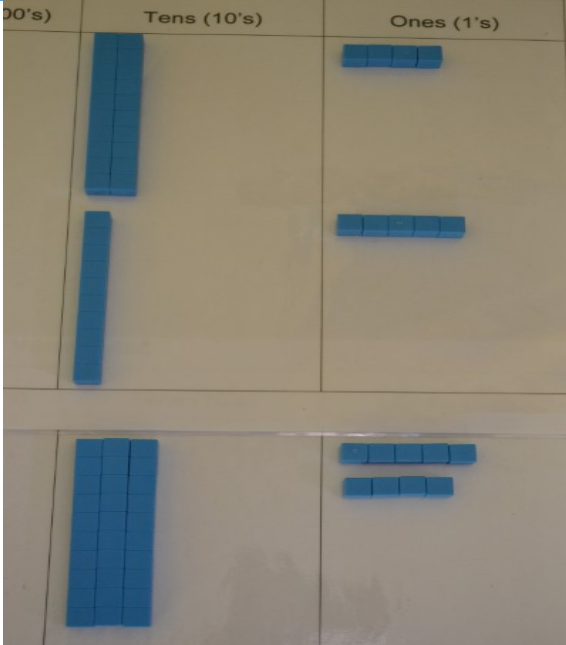
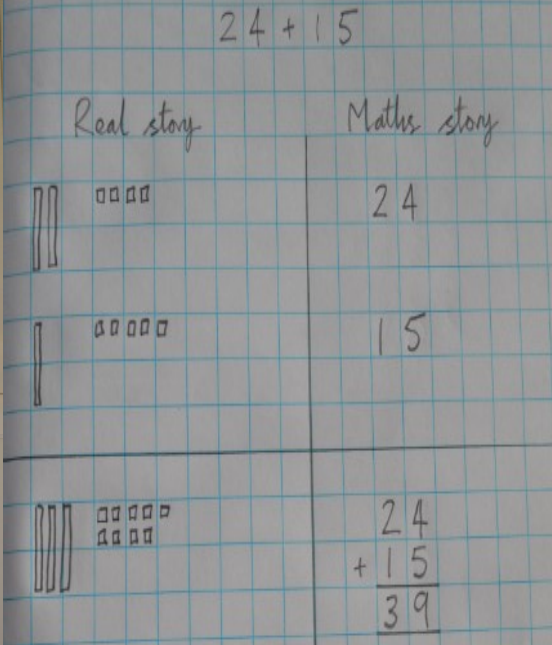
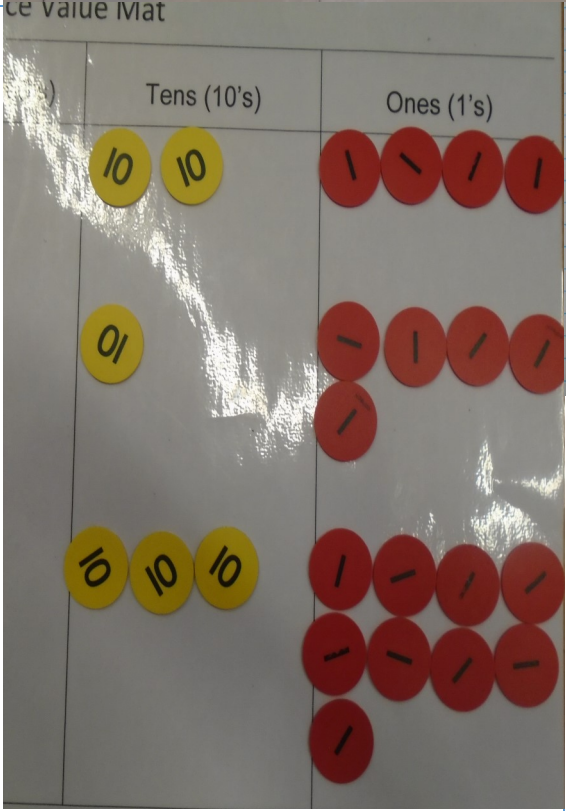
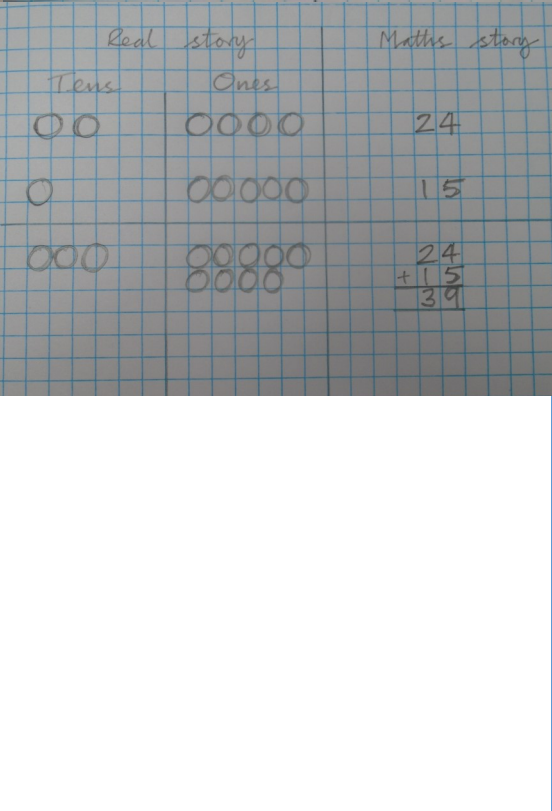
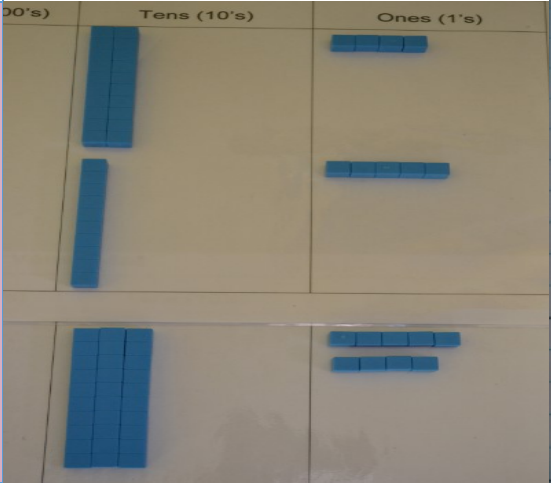
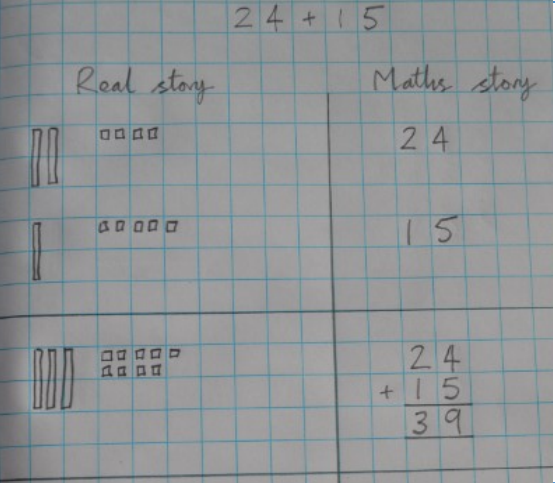
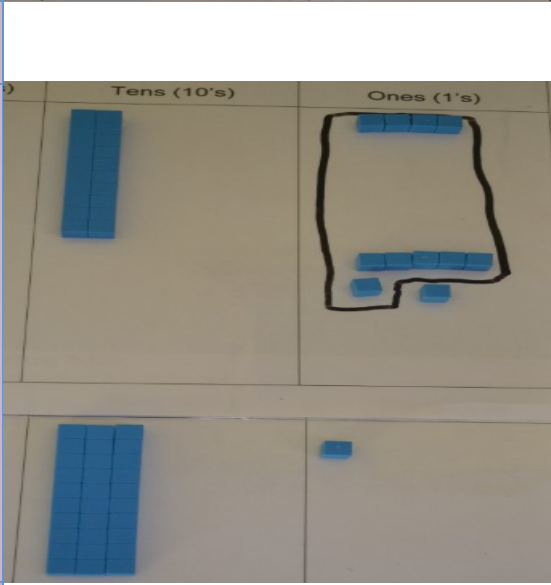
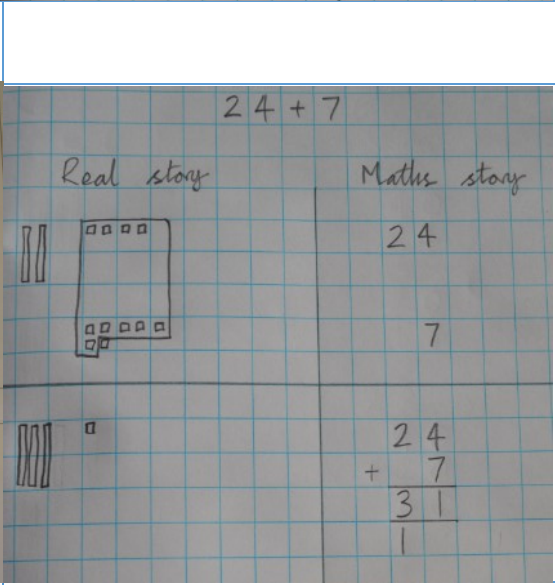
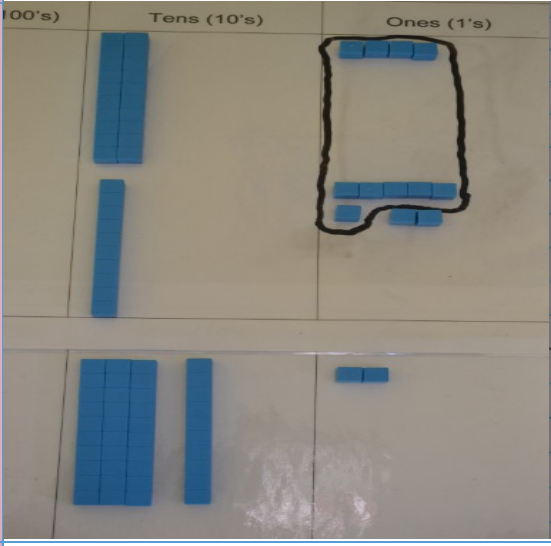
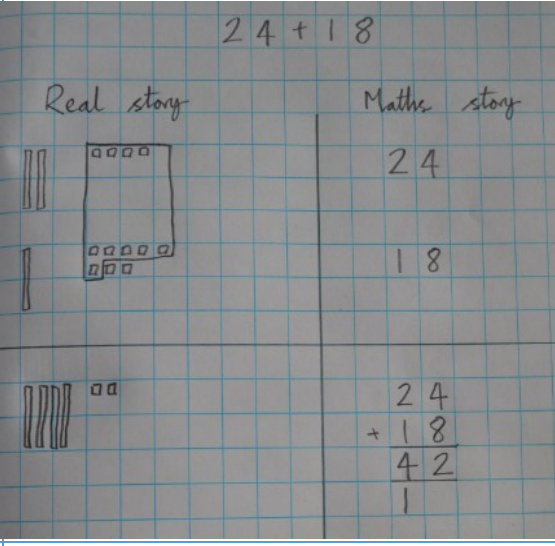


Although the majority of addition in years 2 to 4 is done with base ten (dienes) it is good for the children to use place value counters and see they can do the same thing in different ways. An example is shown below.

OBJECTIVE	CONCRETE	PICTORIAL and ABSTRACT
TENS and ONES + ONES (25+3)		
		

OBJECTIVE	CONCRETE	PICTORIAL and ABSTRACT								
TENS and ONES + ONES (25+3) (Year 2 suggested starting point)		<div>25 + 3</div> <table><tr><th>Real story</th><th>Maths story</th></tr><tr><td></td><td>25</td></tr><tr><td></td><td>3</td></tr><tr><td></td><td>$\begin{array}{r} 25 \\ + 3 \\ \hline 28 \end{array}$</td></tr></table>	Real story	Maths story		25		3		$\begin{array}{r} 25 \\ + 3 \\ \hline 28 \end{array}$
Real story	Maths story									
	25									
	3									
	$\begin{array}{r} 25 \\ + 3 \\ \hline 28 \end{array}$									
	Make sure children represent ones and tens in rows of five so they are prepared to set them out in this way in maths story.	When setting out the real story don't forget to emphasise the gaps between the tens and the ones and the need for the ones and tens to be in clearly defined columns								
TENS + TENS (40 + 20)		<div>40 + 20</div> <table><tr><th>Real story</th><th>Maths story</th></tr><tr><td></td><td>40</td></tr><tr><td></td><td>20</td></tr><tr><td></td><td>$\begin{array}{r} 40 \\ + 20 \\ \hline 60 \end{array}$</td></tr></table>	Real story	Maths story		40		20		$\begin{array}{r} 40 \\ + 20 \\ \hline 60 \end{array}$
Real story	Maths story									
	40									
	20									
	$\begin{array}{r} 40 \\ + 20 \\ \hline 60 \end{array}$									
TENS + TENS and ONES (no renaming)		<div>19 + 20</div> <table><tr><th>Real story</th><th>Maths story</th></tr><tr><td></td><td>19</td></tr><tr><td></td><td>20</td></tr><tr><td></td><td>$\begin{array}{r} 19 \\ + 20 \\ \hline 39 \end{array}$</td></tr></table>	Real story	Maths story		19		20		$\begin{array}{r} 19 \\ + 20 \\ \hline 39 \end{array}$
Real story	Maths story									
	19									
	20									
	$\begin{array}{r} 19 \\ + 20 \\ \hline 39 \end{array}$									

OBJECTIVE	CONCRETE	PICTORIAL and ABSTRACT
TENS and ONES + TENS and ONES (24+15) (no renaming)		
TENS and ONES + ONES (24+7) (renaming ones)		
	<p>When you are renaming you don't have to draw the box around the ten ones you are renaming. Children can literally take the ten ones and exchange for one ten.</p>	
TENS and ONES + TENS and ONES (24+18) (renaming ones)		
	<p>The drawn box simply shows you the ten ones that would be renamed and changed into one ten. (Was hard to show as a picture!)</p>	

OBJECTIVE	CONCRETE	PICTORIAL and ABSTRACT
<div>ONES + ONES + ONES (with renam- ing)</div>		<div>7 + 6 + 4</div> <div><div>Real story</div></div> <div><div>Maths story</div><div>7 6 4</div></div> <div></div> <div><div>7 6 + 4 17</div></div>
<div>HTO + 0</div> <div>HUNDREDS, TENS and ONES + ONES (213+4)</div> <div>Year 3 suggested starting point</div>		<div>213 + 4</div> <div><div>Real story</div></div> <div><div>Maths story</div><div>213 4</div></div> <div></div> <div><div>213 + 4 217</div></div>
<div>HTO+T</div> <div>HUNDREDS, TENS and ONES + TENS (119+80)</div>		<div>119 + 80</div> <div><div>Real story</div></div> <div><div>Maths story</div><div>119 80</div></div> <div></div> <div><div>119 + 80 199</div></div>
	<div>Children would not make both numbers and the answer but would join the two numbers to make the answer. This picture just shows you the before and after.</div>	

PARK PRIMARY

CALCULATION POLICY



YEAR 1



YEAR 2



YEAR 3



YEAR 4



YEAR 5



YEAR 6

These colours represent the work for each year group.

Please note that it might be important to revisit concepts from the year before at the start of units. This is especially true for years 4 and 5 where the concept of renaming can be explored with smaller numbers before moving on to bigger ones.

ADDITION