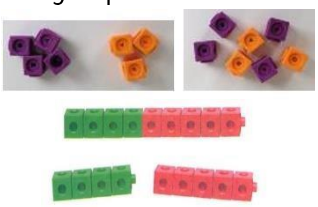
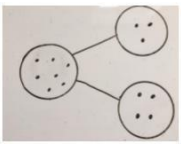
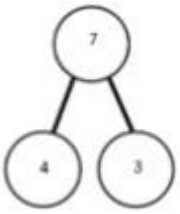
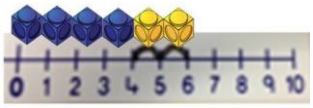
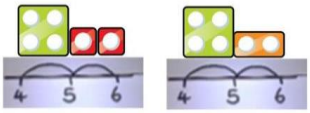
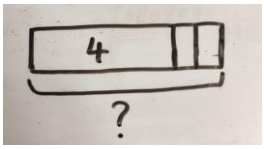
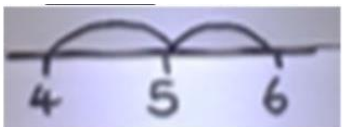
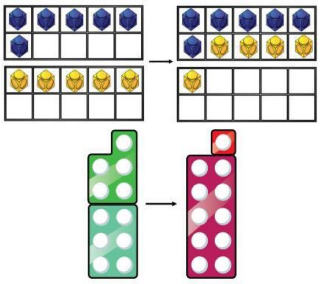
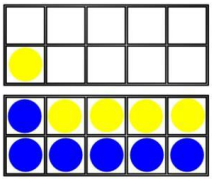
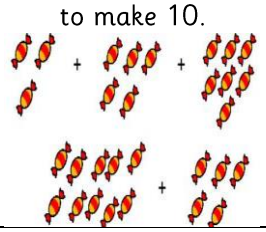
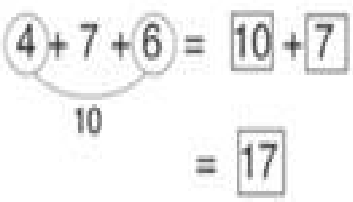
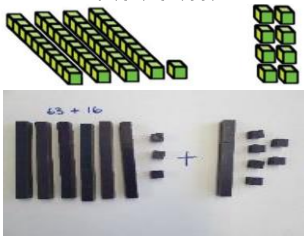
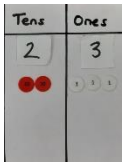
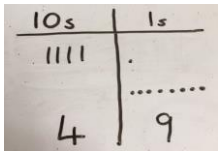
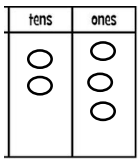
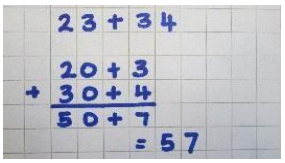
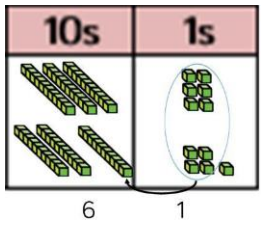
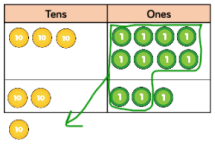
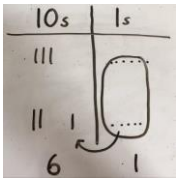
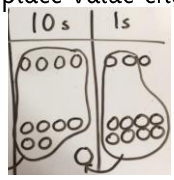
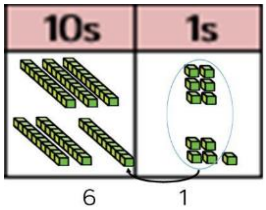
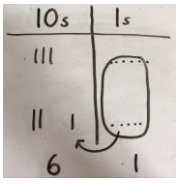
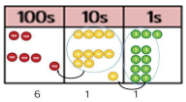
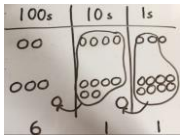
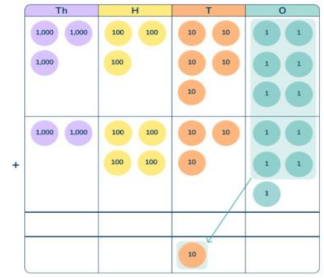
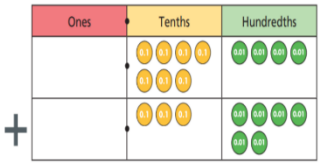
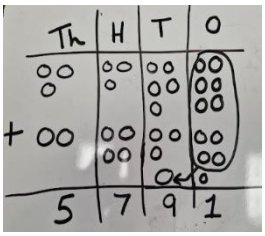
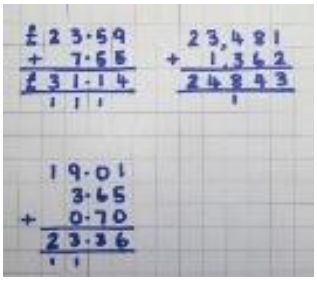
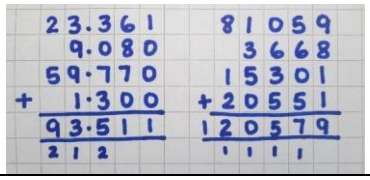
Progression in Addition at Brunswick House

Stage	Objective	Concrete	Pictorial	Abstract
EYFS/Year 1	Combining two parts to make a whole.	Use cubes or any other resources (teddy bear, shells, beads) to add two numbers together as a group or in a bar. 	Use pictures, such as part whole models, to add two numbers together as a group. 	Use the part-part-whole diagram to move into the abstract. **4 + 3 = 7** (4 is a part, 3 is a part, 7 is a whole) **4 + 3 = 7** **3 + 4 = 7** **7 = 3 + 4** **3 + ___ = 7** **___ + 3 = 7** 
EYFS/Year 1	Counting on using number lines.	Start with the larger number on the bead string/number line and then count on the smaller number, 1 by 1, to find the answer.  	A bar model which encourages the children to count on rather than count all could be used. 8 + 1 = 9  4 + 2 = 6 	The abstract number line: What is 2 more than 4? What is the sum of 4 and 2? What's the total of 4 and 2? 4 + 2 = 6  Place the largest number in your head and count on the smaller number to find your answer.
Year 1	Regrouping to make 10.	Regrouping to make 10; using ten frames and counters/cubes or using Numicon. 	Children to draw the ten frame and counters/cubes.  Use pictures. Partition the smaller number to make 10. 	7 + 4= 11 If I am at seven, how many more do I need to make 10? How many more do I add on to get to 11 now? Children to develop an understanding of equality: 6 + ___ = 11 6 + 5 = 5 + ___ 6 + 5 = ___ + 4
Year 2	Adding 3 single digit numbers.	Put 4 and 6 together to make 10. Add on 7.  Following on from making 10, make 10 with 2 of the digits then add on the third digit.	Add together three groups of objects. Draw a picture to recombine the groups to make 10. 	Combine the two numbers that make 10 and then add on the remainder. 

Year 2	Add two digit numbers (No exchanging)	Build numbers with Base 10 and count up tens and then ones.  Build numbers with place value counters and count up tens and then ones 	Children to represent the Base 10 using lines for tens and dots for ones. Begin to lay out in columns  Children to represent place value counters using circles in place value charts 	Focus on partitioning and beginning to move into early column method. 
Year 2	Add two digit numbers (Exchanging)	Use Base 10 and place value grids. 36 + 25 =  Use place value counters and place value grids 	Children to represent the Base 10 in a place value chart. 36 + 25  Children to represent place value counters in a place value chart 	Addition – adding the ones first, then the tens and then add them together. 36 + 25 = 6 + 5 = 11 30 + 20 = 50 50 + 11 = 61
Year 3	Add two digit numbers (Column method)	Use Base 10/place value counters and place value grids. 36 + 25 = 	Children to represent the base 10 in a place value chart. 36 + 25 	Formal column addition: 36 +25 61 1
Year 3/4	Add 3 digit/4 digit numbers (Column method)	When there are 10 ones in the 1's column- we exchange for 1 ten, when there are 10 tens in the 10's column we exchange for 1 hundred. 	Children to represent the counters in a place value chart, circling when they make an exchange. 	Formal column addition: 243 +368 611 1 1

Year 5/6	Add more than 4 digits or decimals up to 3 dp (Column method) Note: Money can also be used here.	Continue to use place value counters and place value grids.   	Continue to represent the counters in a place value chart, circling when they make an exchange.  	Formal column addition:  
All	Use bar models to represent addition calculations and problems