

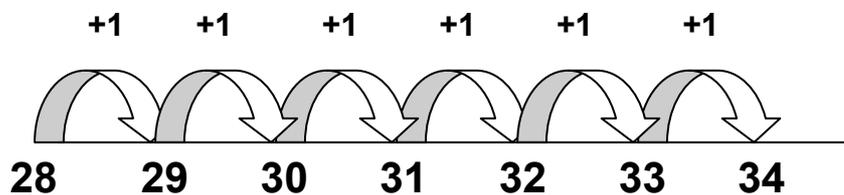
Addition - Year Two

- Add numbers using concrete objects, pictorial representations, and mentally, including:
 - A two digit number and ones
 - A two digit number and tens
 - Two two-digit numbers
 - Three one-digit numbers (see mental maths policy)

NB Ensure that children are confident with the methods outlined in the previous year's guidance before moving on.

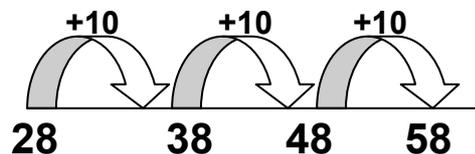
Counting on in ones using an **empty number line**, within 100...

$$28 + 6 = 34$$



...and in tens

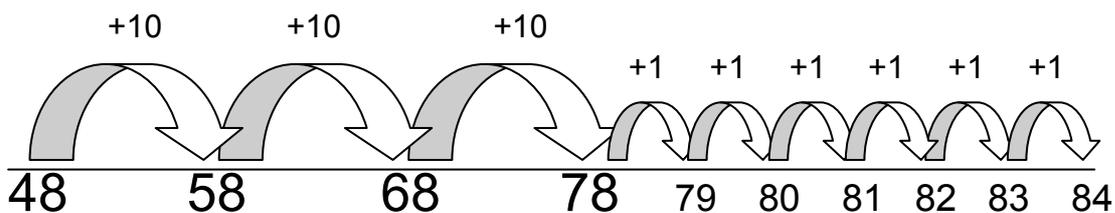
$$28 + 30 = 58$$



Use in conjunction with a **100 square** to show jumps of tens.

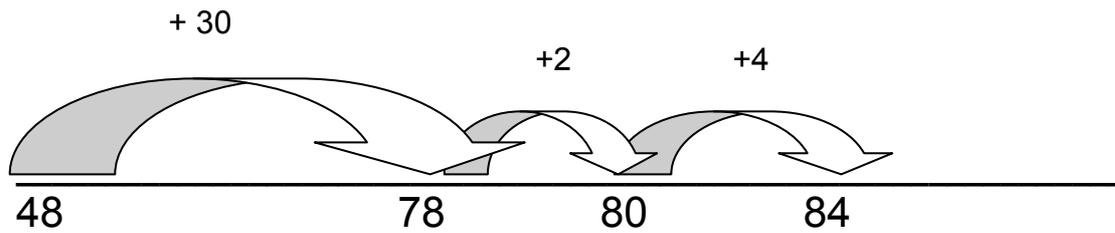
$$48 + 36 = 84$$

'Put the biggest number first (48), and then partition the smaller number (36 = 30 + 6) and count on: 48 + 30 + 6.'



Use in conjunction with a **100 square** to show jumps of tens and ones.

If children are confident, use more efficient jumps...



Use in conjunction with a **100 square** to show jumps of tens and ones/units.

Also use the **partitioning method** to add two two-digit numbers:

$$\begin{array}{r} 43 + 25 = 68 \\ \begin{array}{l} / \quad \backslash \\ 40 \quad 3 \end{array} \quad \begin{array}{l} / \quad \backslash \\ 20 \quad 5 \end{array} \end{array}$$
$$\begin{array}{l} 40 + 20 = 60 \\ 3 + 5 = 8 \\ 60 + 8 = 68 \end{array}$$

'Partition the numbers into tens and ones/units.
Add the tens together and then add the ones/units together.
Recombine to give the answer'.

Then move on to calculations that **bridge** the tens:

$$\begin{array}{l} 48 + 36 = 40 + 8 + 30 + 6 \\ \\ 40 + 30 = 70 \\ 8 + 6 = 14 \\ 70 + 14 = 84 \\ \\ 48 + 36 = 84 \end{array}$$

This is an alternative way of recording the partitioning method.

Further develop addition with numbers that bridge 100, using a **200 grid** to support.

NB If, at any time, children are making significant errors, return to the previous stage in calculation.