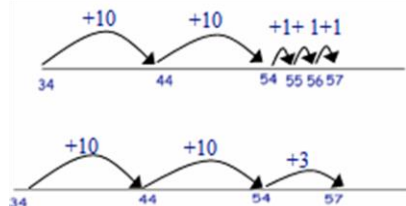# The Journey through Addition

Children start by counting and saying how many there are altogether, by counting all the objects.

e.g.

Count out 3 strawberries. Count out 2 strawberries. How many strawberries altogether?


Children should then combine sets to make a total.
- counting on from the largest number.

e.g. I have 5 pennies and 3 pennies. How many have I altogether?

Children then begin to use numbered lines to support their own calculations using a numbered line to count on in ones.

8 + 5 = 13

Partition into tens and ones then re-combine.
34 + 23

34 + 23 = 30 + 4 + 20 + 3
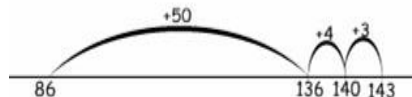= 50 + 7
= 57

Counting on from the largest number irrespective of the order of the calculation.

38 + 86 = 124
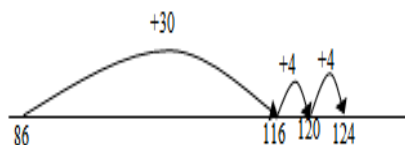
Jottings for calculations which cannot easily be done mentally will build on existing mental strategies.

86 + 57 = 86 + 50 + 7 = 136 + 7 = 143

Numberlines will continue to be used before moving into the expanded method.
427 + 356

400 + 300 = 700

20 + 50 = 70

7 + 6 = 13

783

427 + 356 = 427 + (300 + 50 + 6)
= 727 + 50 + 6
= 777 + 6
= 783

400 + 20 + 7
300 + 50 + 6
700 + 70 + 13

Moving towards the more traditional form for written addition will involve children in partitioning both numbers and then re-combining. To follow on from mental strategies, children are initially taught to add the most significant digits first.

67 + 24 = (60 + 20) + (7 + 4) = 80 + 11
= 91

67
24
80
11
91

Some children may be at the stage of adding the most significant digit first.

367
 85
300   Add mentally from top
140
 12
452

Adding the least significant digits first in preparation for 'carrying'

625   625
 48   48
 13   673
 60   1
600
763