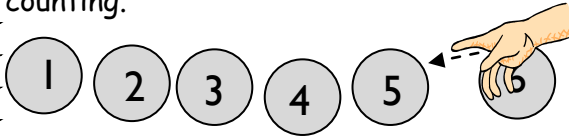


Reception:

$$4+2=6$$



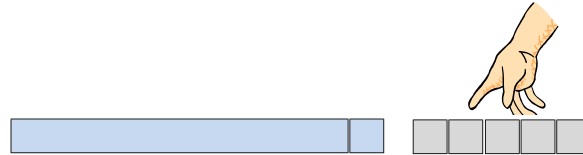
To find how many altogether, touch and drag them into a line one at a time whilst counting.



Year 1:

To find how many altogether, children will use tens and units to make the number and then count on from the largest number.

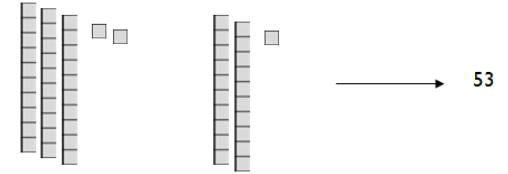
$$11+5=16$$



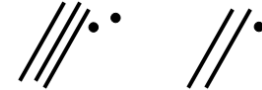
Year 2:

To find how many altogether, children will use tens and units to make the number and then combine the units and tens to find the total.

$$32+21=53$$

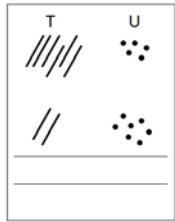


This can then be shown as a drawing:



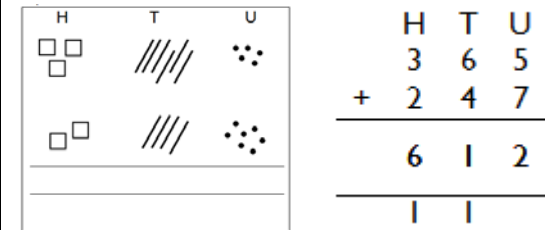
Year 3:

The base ten will continue to be used to add tens and units but using the column method.



Year 4:

The base ten will continue to be used to add hundreds, tens and units alongside the written column method.



Year 5:

Formal column method used.

$$\begin{array}{r} 3364 \\ + 247 \\ \hline 3611 \\ \hline 11 \end{array} \quad \begin{array}{r} 3.56 \\ + 2.47 \\ \hline 6.03 \\ \hline 1 \end{array}$$

Year 6: Formal column method used.

$$\begin{array}{r} 42 \\ 6432 \\ 786 \\ 3 \\ + 4681 \\ \hline 11944 \\ \hline 1121 \end{array} \quad \begin{array}{r} 401.20 \\ 26.85 \\ + 0.71 \\ \hline 428.76 \\ \hline 1 \end{array}$$

When adding decimals with different numbers of decimal places, children should be taught and encouraged to make them the same through identification that 2 tenths is the same as 20 hundredths, therefore, 0.2 is the same value as 0.20.