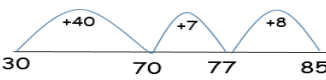
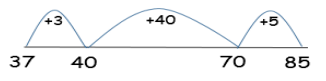


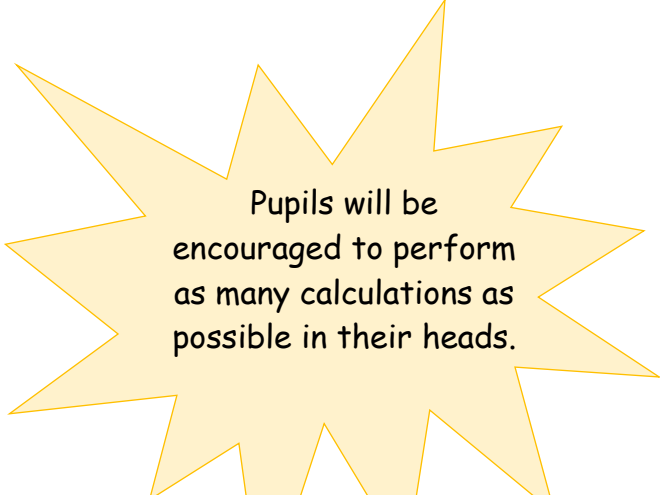


Addition

MNU 3-03a I can use a variety of methods to solve number problems in familiar contexts, clearly communicating my process and solutions.

Pupils are taught to understand addition as combining two sets and counting on.

<p>Adding up in Chunks / Counting on</p> $37 + 48 = 85$  	<p>Place Value— Partitioning</p> $116 + 127$ $100 + 100 = 200$ $10 + 20 = 30$ $6 + 7 = 13$ $200 + 30 + 13 = 243$	<p>Compensation</p> $67 + 28$ $+ 2$ $= 67 + 30$ $= 97 - 2$ $= 95$
<p>Reordering</p> $25 + 26 + 75$  $100 + 26 = 126$	<p>Friendly Numbers</p> $49 + 38$ $+1 \quad -1$ $= 50 + 37$ $= 87$	<p>Doubles/ Near Doubles</p> $16 + 17$  $= 16 + 16 + 1$ $= 32 + 1$ $= 33$
<p>Written / Chimney</p> $\begin{array}{r} 457 \\ + 862 \\ \hline 1319 \\ \hline 1 \end{array}$	 <p>Pupils will be encouraged to perform as many calculations as possible in their heads.</p>	