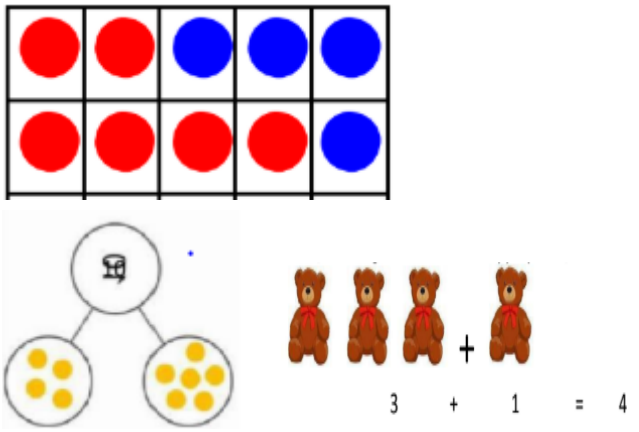
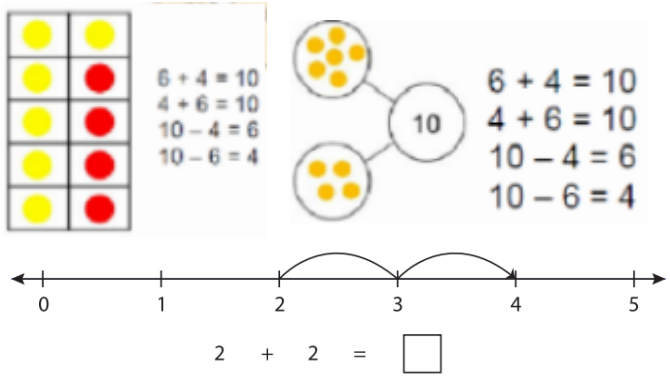
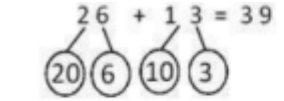
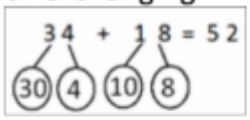
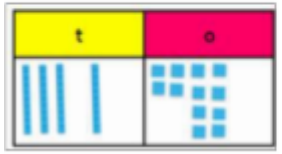
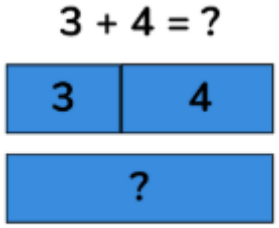
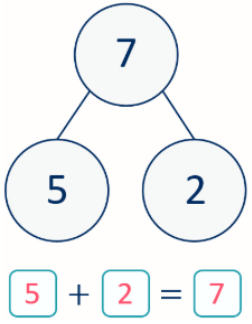
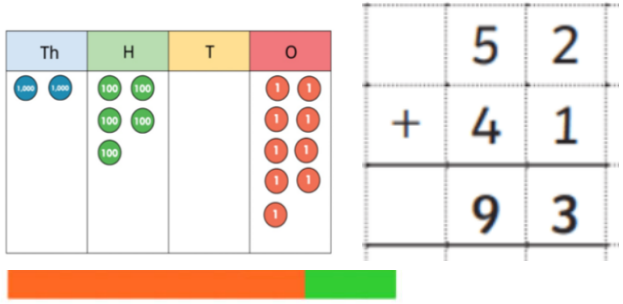
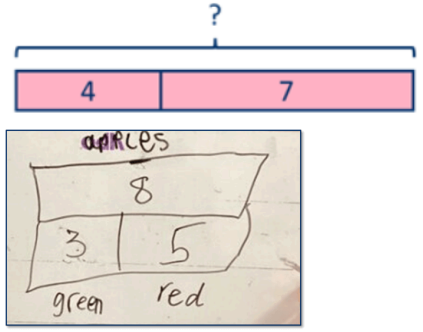
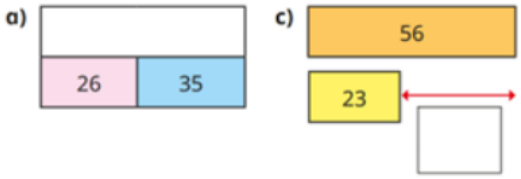
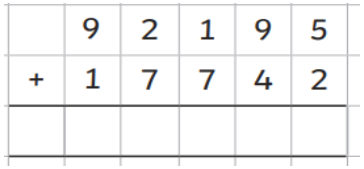
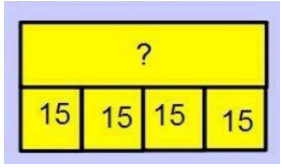
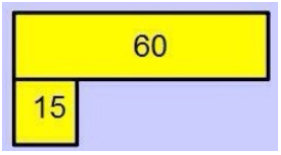
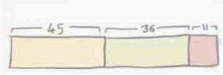
Addition	**Ready to access**	**Mental calculations**	**Written calculations**	**Visual representations**
Reception	Count 1:1 using objects within 10 Recognise numerals within 10 Cardinality of number Subitising to 5 Add 1 more	Count on and back from any given number within 10 Combine 2 groups (aggregation) Add more (augmentation)	Recording completed with visual representations Understanding of + and = symbols With objects: Tens frames Part part whole	
Year 1 - C1 / C2	Count 1:1 using objects beyond 10 Recognise numerals beyond 10 Cardinality of number	Recognising and securing place value Count on and back from any given number within 100 Recall and use of number bonds to 10 and 20	Use of number lines to record 'jumping on' Recording simple number sentences pictorially and numerically within 100 Fact families within 20 With objects, numerals and recording: Part part whole Tens frames Number families e.g. 1+4=5 2+3=5 3+2=5	

Addition	**Ready to access**	**Mental calculations**	**Written calculations**	**Visual representations**
Year 2	Secure place value with numbers to 100 and beyond Number bonds within 10 and related facts within 20	Using place value to combine two totals Counting on (in 1s, 2s, 10s) Bridging 10 Secure with the commutative fact of addition Using known number facts	Partitioning numbers with and without exchanging Missing number equations Combine two parts to make a whole Bar models used	  6 + 3 = 9 20 + 10 = 30 30 + 9 = 39 With exchanging   4 + 8 = 12 30 + 10 = 40 40 + 12 = 52  

Addition	**Ready to access**	**Mental calculations**	**Written calculations**	**Visual representations**
Year 3	Add 3 one digit numbers Add multiples of 10 Add across a 10 Missing number equations	Using place value to combine two totals Counting on (in 1s, 2s, 10s, 50s) Bridging 10/100	Bar model / cuisenaire rods used to show parts to make a whole: addend + addend = sum Pattern focus Column addition introduced Reinforce addition of 1s first	
Year 4 - C3 / C4	Add 1s, 10s, 100s to a 3 digit number Add two numbers with and without exchange Complements to 100	Notice patterns and use related facts 10 / 100 / 1,000	Drawing own bar models to support understanding of word problems Column addition, part part whole and number lines used when decimals are introduced and added.	

Addition	**Ready to access**	**Mental calculations**	**Written calculations**	**Visual representations**
Year 5	Add 1s, 10s, 100s to a 4 digit number Add two 4 digit numbers	'To add 99, I can add 100 and take one away' Able to use number bonds and related facts	Use of bar models to represent addition Column addition to ensure place value is secure and when exchanging Refer back to part part whole method to represent	 
Year 6	Be confident to use mental strategies to add Add whole numbers with 4 or more digits	Use of estimation before working out BODMAS Add and add to negative numbers Converting fractions before adding	BODMAS Use of number lines to check understanding Use of bar models to check inverse Convert fractions before adding- link to multiplication facts	  3 boys played a computer game. They scored 45 points, 36 points and 11 points. What was the total points they scored?  Filip and his family were on a day out. He gave his two children $\frac{3}{5}$ of his money. He gave his wife $\frac{1}{2}$ of the remaining money. He had £100 left, so how much did he have to begin with?