

# Addition

Children's recordings are the expectations for the end of Year 2  
Children to use practical apparatus, number lines and hundred squares including solving problems involving numbers, quantities and measures.

Year Group: 2

## Pictures

- There are 5 People on the bus, 8 more get on. How many people are on the bus?



Leading to



## Signs and Symbols

$9 + 3 = \square$

$\square = 9 + 3$

$\square + 3 = 12$

$12 = \square + 3$

$9 + \triangle = 12$

$12 = 9 + \triangle$

$\square + \triangle = 12$

$12 = \square + \triangle$

Adding 3 numbers

$1 + \square + 6 = 19$

$1 + 12 + 6 = \square$

Extend to

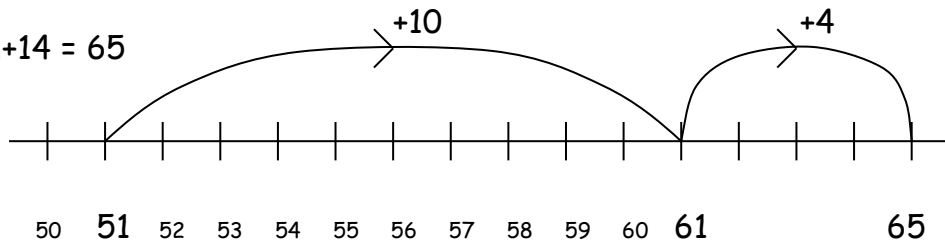
$14 + 5 = 10 + \square$

## Number Lines

Prepared number lines moving towards blank number lines

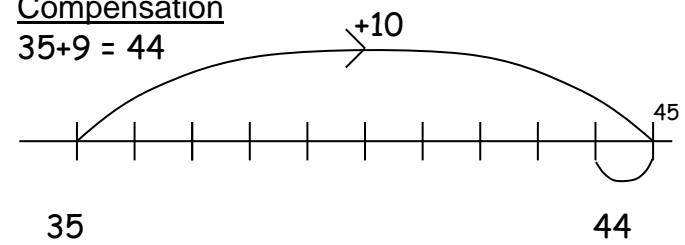
Partitioning

$51 + 14 = 65$



Compensation

$35 + 9 = 44$



## Other Jottings

(to be used alongside practical equipment, when children are finding number lines and more formal calculation methods difficult to understand)

$$\begin{array}{ccc}
 & 35 & \\
 & / \quad \backslash & \\
 30 & & 5
 \end{array}
 +
 \begin{array}{ccc}
 & 52 & \\
 & / \quad \backslash & \\
 50 & & 2
 \end{array}
 = 80 + 7 = 87$$

## Explaining (Verbally)

Explain methods and reasoning orally.

e.g. When asked what could  $25 + 7 = 32$  mean?

*Twenty five people were on the bus, seven more got on. That made thirty two on the bus altogether.*

## Range

Add using concrete apparatus, pictorial representation and mentally:

2 digit and 1 digit numbers

2 digit and tens

Two 2 digit numbers

Three 1 digit numbers

Prove that addition can be done in any order:

$$34 + 43 = 43 + 34$$

