

Girnhill Infant School

'Where everyone is valued and futures matter'

	Counting All	Counting On	Addition with 2 single digit numbers/2 digit number and ones	Addition with 2 digit number and tens	Addition with two 2 digit numbers (not crossing the boundary)	Addition with two 2 digit numbers (crossing the boundary)	Addition using the column method																																																														
Skill – Practical/Fluency		<div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Success Criteria</p> <ul style="list-style-type: none"> Start with the largest number Count on </div> <p>Further this with number bonds and related facts within 10 and 20</p> <table style="margin-left: auto; margin-right: auto;"> <tr><td>●●●●●</td><td>5 + 0</td></tr> <tr><td>●●●●●●</td><td>4 + 1</td></tr> <tr><td>●●●●●●●</td><td>3 + 2</td></tr> <tr><td>●●●●●●●●</td><td>2 + 3</td></tr> <tr><td>●●●●●●●●●</td><td>1 + 4</td></tr> <tr><td>●●●●●●●●●●</td><td>0 + 5</td></tr> </table>	●●●●●	5 + 0	●●●●●●	4 + 1	●●●●●●●	3 + 2	●●●●●●●●	2 + 3	●●●●●●●●●	1 + 4	●●●●●●●●●●	0 + 5	<p>e.g. 11 + 5</p> <p>This can be supported by the mental skill of counting in ones using a number line</p> <p>Further this with knowledge of addition facts e.g. If 5 + 2 = 7 What else do you know e.g. 15 + 2 = 17</p> <p>Further this with addition by partitioning small numbers using number bonds</p> <p>e.g. $8 + 3 = 11$ $8 + 2 = 10$ $10 + 1 = 11$</p>	<p>e.g. 34 + 20</p> <p>$30 + 20 = 50$ $50 + 4 = 54$</p> <p>This can be supported by the mental skill of counting in 10s using a number line</p>	<p>e.g. 34 + 23</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Success Criteria</p> <ul style="list-style-type: none"> Count the ones first Count the tens Add the tens </div> <p>This can be supported by the mental skill of counting on a number line</p>	<p>Before crossing the boundary, the exchanging up game needs to be played</p> <p>e.g. 34 + 28</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Success Criteria</p> <ul style="list-style-type: none"> Count the ones first Exchange up the ones for a ten Count the tens </div> <p>This can be supported using the mental skill of counting on a number line</p>	<p>Applying all prior learning of partitioning</p> <p>Written Method</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Step One</th> <th>Step Two</th> <th>Step Three</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> <table style="border-collapse: collapse;"> <tr><td style="padding: 2px 5px;">T</td><td style="padding: 2px 5px;">U</td></tr> <tr><td style="text-align: center;">///</td><td style="text-align: center;">●●</td></tr> <tr><td style="text-align: center;">//</td><td style="text-align: center;">●●</td></tr> <tr><td colspan="2" style="border-top: 1px solid black;"></td></tr> <tr><td style="text-align: center;">+ 2 7</td><td></td></tr> <tr><td colspan="2" style="border-top: 1px solid black;"></td></tr> </table> </td> <td style="text-align: center;"> <table style="border-collapse: collapse;"> <tr><td style="padding: 2px 5px;">T</td><td style="padding: 2px 5px;">U</td></tr> <tr><td style="text-align: center;">///</td><td style="text-align: center;">●●</td></tr> <tr><td style="text-align: center;">//</td><td style="text-align: center;">●●</td></tr> <tr><td colspan="2" style="border-top: 1px solid black;"></td></tr> <tr><td style="text-align: center;">+ 2 7</td><td style="text-align: center;">+ 2 7</td></tr> <tr><td colspan="2" style="border-top: 1px solid black;"></td></tr> <tr><td style="text-align: center;"> </td><td style="text-align: center;">2</td></tr> <tr><td colspan="2" style="border-top: 1px solid black;"></td></tr> </table> </td> <td style="text-align: center;"> <table style="border-collapse: collapse;"> <tr><td style="padding: 2px 5px;">T</td><td style="padding: 2px 5px;">U</td></tr> <tr><td style="text-align: center;">///</td><td style="text-align: center;">●●</td></tr> <tr><td style="text-align: center;">//</td><td style="text-align: center;">●●</td></tr> <tr><td colspan="2" style="border-top: 1px solid black;"></td></tr> <tr><td style="text-align: center;">+ 2 7</td><td style="text-align: center;">+ 2 7</td></tr> <tr><td colspan="2" style="border-top: 1px solid black;"></td></tr> <tr><td style="text-align: center;"> </td><td style="text-align: center;">7 2</td></tr> <tr><td colspan="2" style="border-top: 1px solid black;"></td></tr> </table> </td> </tr> </tbody> </table>	Step One	Step Two	Step Three	<table style="border-collapse: collapse;"> <tr><td style="padding: 2px 5px;">T</td><td style="padding: 2px 5px;">U</td></tr> <tr><td style="text-align: center;">///</td><td style="text-align: center;">●●</td></tr> <tr><td style="text-align: center;">//</td><td style="text-align: center;">●●</td></tr> <tr><td colspan="2" style="border-top: 1px solid black;"></td></tr> <tr><td style="text-align: center;">+ 2 7</td><td></td></tr> <tr><td colspan="2" style="border-top: 1px solid black;"></td></tr> </table>	T	U	///	●●	//	●●			+ 2 7				<table style="border-collapse: collapse;"> <tr><td style="padding: 2px 5px;">T</td><td style="padding: 2px 5px;">U</td></tr> <tr><td style="text-align: center;">///</td><td style="text-align: center;">●●</td></tr> <tr><td style="text-align: center;">//</td><td style="text-align: center;">●●</td></tr> <tr><td colspan="2" style="border-top: 1px solid black;"></td></tr> <tr><td style="text-align: center;">+ 2 7</td><td style="text-align: center;">+ 2 7</td></tr> <tr><td colspan="2" style="border-top: 1px solid black;"></td></tr> <tr><td style="text-align: center;"> </td><td style="text-align: center;">2</td></tr> <tr><td colspan="2" style="border-top: 1px solid black;"></td></tr> </table>	T	U	///	●●	//	●●			+ 2 7	+ 2 7				2			<table style="border-collapse: collapse;"> <tr><td style="padding: 2px 5px;">T</td><td style="padding: 2px 5px;">U</td></tr> <tr><td style="text-align: center;">///</td><td style="text-align: center;">●●</td></tr> <tr><td style="text-align: center;">//</td><td style="text-align: center;">●●</td></tr> <tr><td colspan="2" style="border-top: 1px solid black;"></td></tr> <tr><td style="text-align: center;">+ 2 7</td><td style="text-align: center;">+ 2 7</td></tr> <tr><td colspan="2" style="border-top: 1px solid black;"></td></tr> <tr><td style="text-align: center;"> </td><td style="text-align: center;">7 2</td></tr> <tr><td colspan="2" style="border-top: 1px solid black;"></td></tr> </table>	T	U	///	●●	//	●●			+ 2 7	+ 2 7				7 2		
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Vocabulary	Add Plus More Greater quantity Addition Altogether Increasing	Add Plus More Greater quantity Addition Altogether Increasing Count on What comes next?	Add Plus More Sum Addition Increasing Tens Ones Units Altogether Count on What comes next?	Add Plus More Sum Addition Increasing Tens Ones Digit Partition Jumps of 10	Add Plus More Sum Addition Increasing Tens Ones Digit Partition Multiples Multiples of 10	Add Plus More Sum Addition Increasing Tens Ones Digit Partition Exchanging Crossing the boundary	Add Plus More Sum Addition Increasing Tens Ones Digit Partition Exchanging Crossing the boundary Column Place Value Carrying Over
Skill – Knowledge (Address this knowledge through taught input and diagnostic questioning)	<ul style="list-style-type: none"> Understanding that a group changes quantity when something is added 	<ul style="list-style-type: none"> Knowing the numerical value of a quantity e.g. recognising and identifying the '4' piece of numicon without touch counting the holes Being able to identify the largest quantity to begin with Understanding of symbols + and = Beginning to see and recognise patterns within numbers and groups of numbers 	<ul style="list-style-type: none"> Counting forwards in ones Counting using one to one correspondence Being able to identify the largest quantity Understanding place value of tens and ones Understanding of symbols = and + 	<ul style="list-style-type: none"> Counting forwards in ones and tens Understanding place value of tens and ones Understanding which digit represents tens and which represents ones Partition into tens and ones 	<ul style="list-style-type: none"> Counting forwards in ones and tens Understanding place value of tens and ones Understanding which digit represents tens and which represents ones Partition into tens and ones Ones must be counted first (for the purposes of teaching exchanging) 	<ul style="list-style-type: none"> Counting forwards in ones and tens Understanding place value of tens and ones Understanding which digit represents tens and which represents ones Partition into tens and ones Ones must be counted first (for the purposes of teaching exchanging) 	<ul style="list-style-type: none"> Counting forwards in ones and tens Understanding place value of tens and ones Understanding which digit represents tens and which represents ones Partition into tens and ones Ones must be counted first (for the purposes of teaching exchanging)
Skill - Evaluation	Evaluate learning through REACH questioning and evidence of mathematical vocabulary in pupil voice and responses						