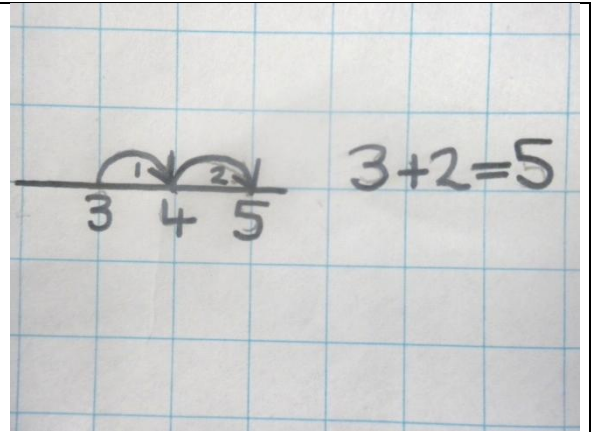


Addition on a numberline

- Draw a numberline
- Write the biggest number at the start
- Count on the number of steps given in the question (you could do jumps of 10 if needed)
- The answer is the number you land on.

***Usually taught in Year 1**

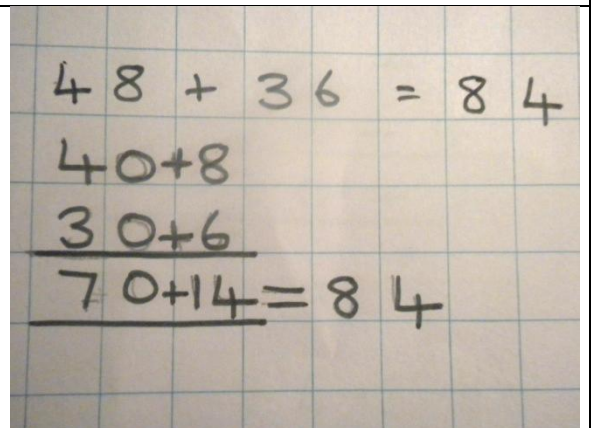


Expanded Method (not all children will need to use this step, however it is a useful example if children are struggling to move from numberline to formal)

- Partition (split up) each number into tens and units
- Write the partitioned numbers underneath each other
- Add together the units
- Add together the tens
- Add your two answers together

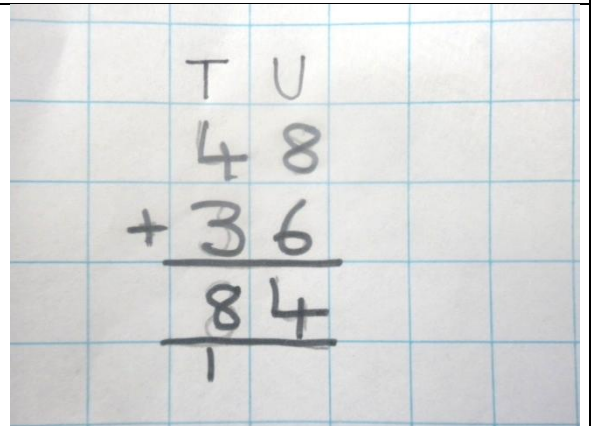
NB: If you have a three digit number you will need to partition into hundreds, tens and units.

*** Usually taught in Year 2 and Year 3**



Formal Method

- Write the numbers vertically (ensuring the units are in the same column)
- Add the units column first
- In this example there are 14 units so 4 is written in the units column and one ten is carried below the line in the tens column
- Add the tens column (don't forget the carried ten at the bottom)
- NB: This method can be used for numbers of all sizes



***Usually taught in Year 3**

Formal Method (with decimals)

- see the method above - you just need to ensure the decimal points are lined up and there is a decimal point in the answer.

***Taught from Year 4 upwards**

Handwritten calculation on grid paper showing the addition of two decimal numbers:

$$\begin{array}{r} \text{£ } 18.57 \\ \text{£ } 37.08 \\ \hline \text{£ } 55.65 \end{array}$$

The calculation is performed on a grid. The first number is £18.57 and the second is £37.08. A horizontal line is drawn under the second number. The result, £55.65, is written below the line. Small vertical tick marks are present under the decimal points of the result.