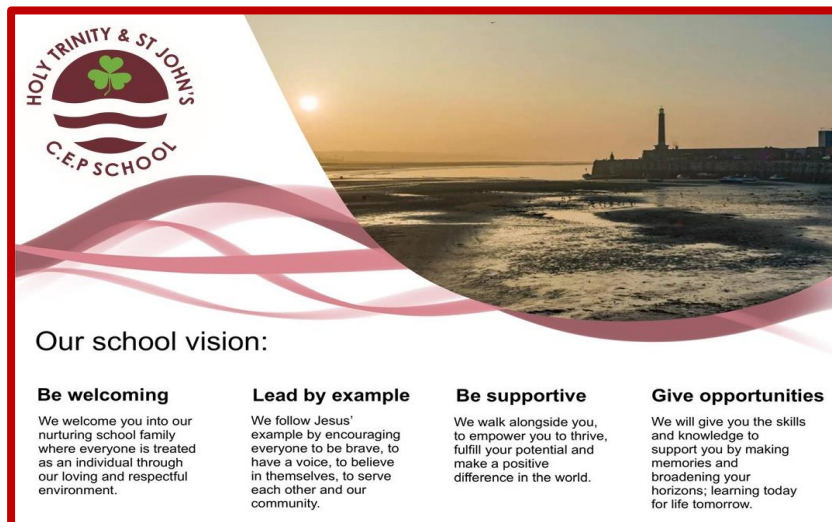


ADDITION AND SUBTRACTION POLICY



HOLY TRINITY & ST JOHN'S C E P SCHOOL

St Johns Road
Margate
Kent
CT9 1LU

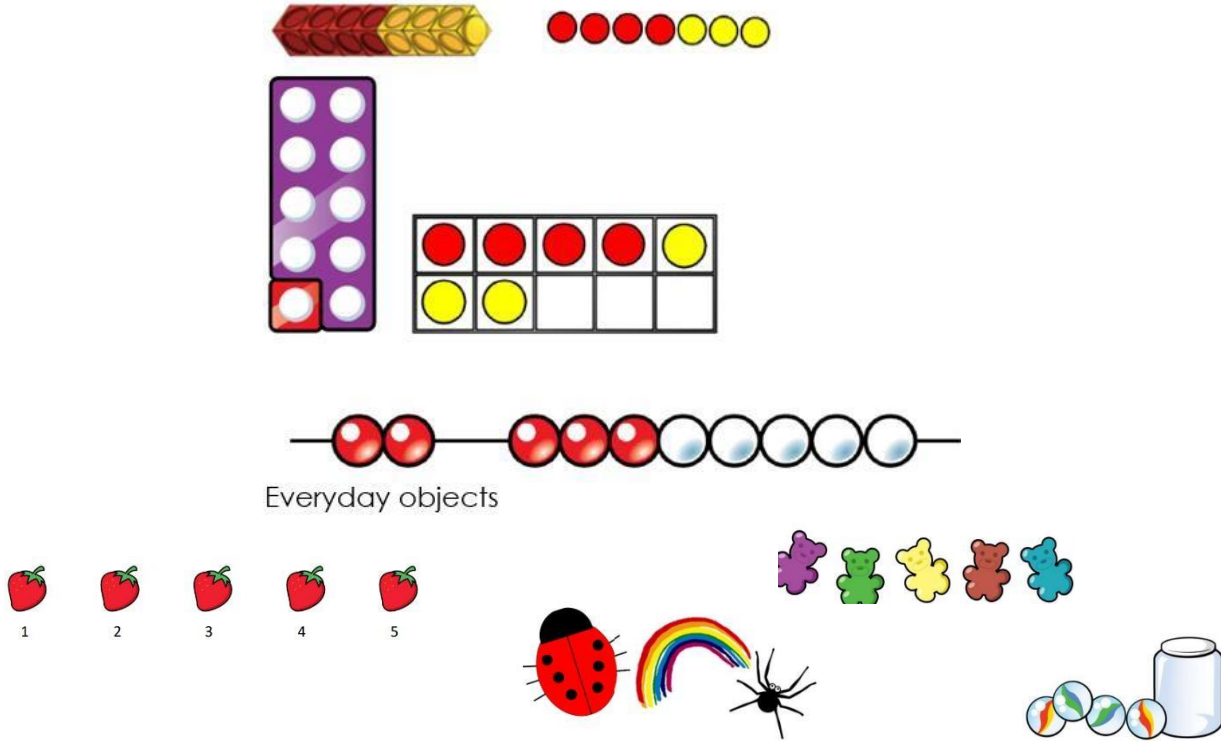
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Web Site: www.holytrinitymargate.co.uk

Reviewed and ratified
Full Governors Meeting: January 2023

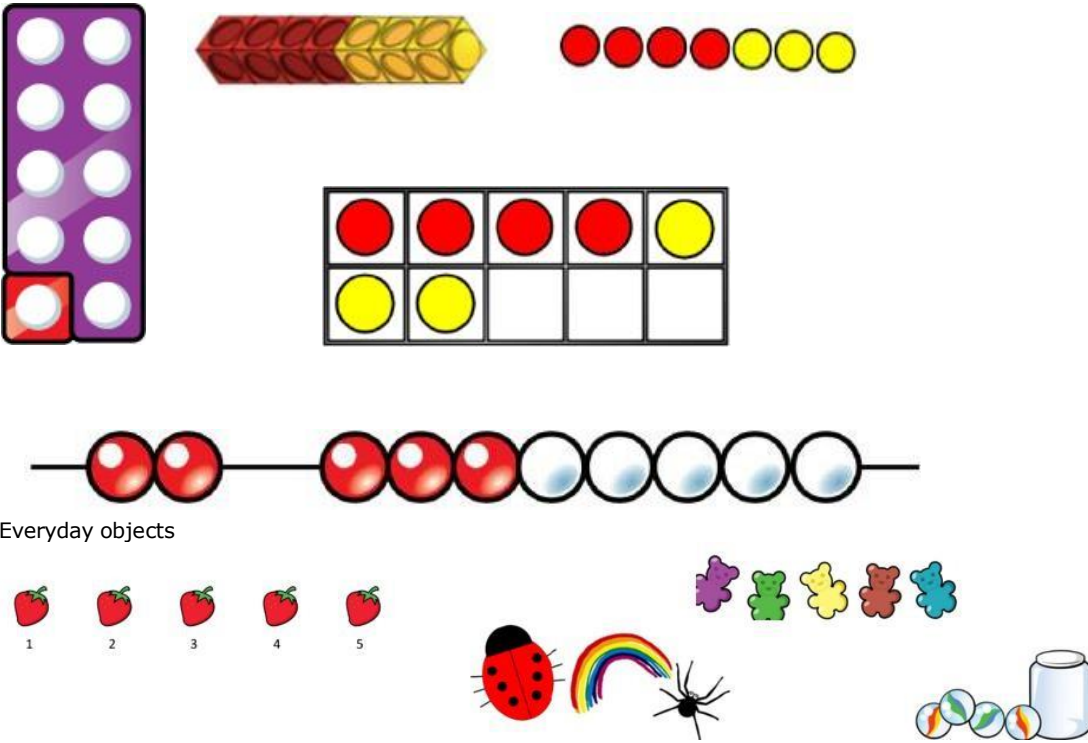


Year Group	National Curriculum Links/skills	Representations and models	Manipulatives	Vocabulary
R	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.		Cubes Counters Numicon Tens frame Bead strings Everyday objects	Add More Plus Make Sum Total Altogether Double How many more make..?

3	Add numbers with up to 3 digits.		Base ten Place value counters	Add Sum Plus Inverse Operation
4	Add numbers with up to 4 digits.		Base ten Place value counters	Add Sum Plus Inverse Operation Column

5	Add digits with up to 3 decimal places.	<table><thead><tr><th>Ones</th><th>Tenths</th><th>Hundredths</th></tr></thead><tbody><tr><td> 1 1 1 </td><td> 0.1 0.1 0.1 0.1 0.1 0.1 </td><td> 0.01 0.01 0.01 0.01 0.01 </td></tr><tr><td> 1 1 </td><td> 0.1 0.1 0.1 0.1 </td><td> 0.01 </td></tr></tbody></table> 1 ? 3.65 2.41 3.65 2.41 ? 3.65 + 2.41 = 6.06	Ones	Tenths	Hundredths	1 1 1	0.1 0.1 0.1 0.1 0.1 0.1	0.01 0.01 0.01 0.01 0.01	1 1	0.1 0.1 0.1 0.1	0.01	Place value counters	Add Sum Plus Inverse Operation Column Written method
Ones	Tenths	Hundredths											
1 1 1	0.1 0.1 0.1 0.1 0.1 0.1	0.01 0.01 0.01 0.01 0.01											
1 1	0.1 0.1 0.1 0.1	0.01											
6	Add digits with up to 3 decimal places.	3.65 + 2.41 6.06 1	N/A	Add Sum Plus Inverse Operation Column Order of operations									

Subtraction

Year Group	National Curriculum Links/skills	Representations and models	Manipulatives	Vocabulary
R	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.	 Everyday objects	Cubes Counters Numicon Tens frame Bead strings Everyday objects	Subtract Take away Minus

3	Subtract numbers with up to 3 digits.	435 273 ? 435 273 ? 435 273 ? 435 273 ? 435 273 ? 435 273 ? 435 2
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5	Subtract digits with more than 4 digits.		Place value counters	Column subtraction Take away Subtract Difference Written method Minus
6	Subtract digits with up to 3 decimal places.			Column subtraction Take away Subtract Difference Minus Order of operations