

## What's in a word?

Along with learning mental and written strategies for solving addition calculations, your child will also develop their understanding of the language associated with addition. Their knowledge of these terms will build year on year and will include by Year 6 words such as:

+, add, addition, more, plus, increase  
sum, total, altogether, score  
double, near double  
how many more to make...?

Pamphlet produced by Mr M Goodwin  
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Ocker Hill Academy



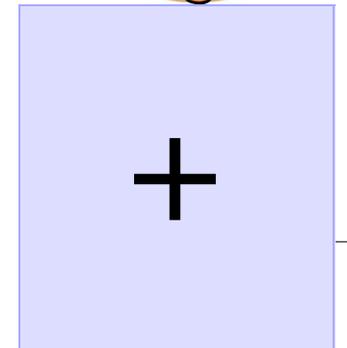
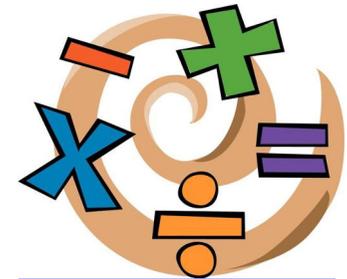
Aim High ● Aim Higher

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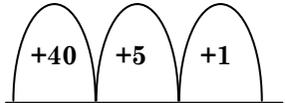


*Addition and  
your child-  
A guide to  
learning in  
the academy*

# Addition at Ocker Hill Academy

As your child progresses through the Junior phase, our skilled teachers and support staff will provide them with exciting opportunities to develop their existing mental and written strategies that they bring from their prior learning. Your child will develop their strategies to become skilled mathematicians who have the confidence to apply their knowledge to real life problems.

The academy has an agreed method for addition that your child will work with. This will help them to calculate small amounts initially before progressing on to increasingly complex numbers and, towards the end of the key stage, decimal values in the context of money and measures.

Year 3	Year 4
<p>Children start by using a number line to count on. They split up numbers to make the jumps manageable.</p> $75 + 46 =$  <p>75   115   120   121</p> <p>They then move on to record their mental strategies in the early stages of column addition.</p> <p>To start with they partition Tens and units</p> $\begin{array}{r} 75 \\ + 46 \\ \hline \end{array} = \text{(written)}$  <p><math>70+5 + 40+6</math> (Partitioned Mentally)</p>  <p><math>70+40 + 5+6</math> (regrouped Written)</p> <p>121</p> <p>Which then develops into:-</p> $\begin{array}{r} 75 \\ + 46 \\ \hline 70 + 5 \\ 40 + 6 \\ \hline 110 + 11 = 121 \end{array}$	<p>The children begin adding together rounded values to see if their answers are reasonable. This is called approximating.</p> <p>In their formal addition they start preparing for carrying tens to the next column and are taught to add the least significant digit first.</p> $\begin{array}{r} 388 \\ + 53 \\ \hline 11 \quad (8+3) \\ 130 \quad (80+50) \\ + 300 \quad (300+0) \\ \hline 441 \end{array}$ <p>They will then use the same thinking to extend to adding a 3 digit number to another 3 digit number</p> $\begin{array}{r} 456 \\ + 325 \\ \hline 11 \quad (6+5) \\ 70 \quad (50+20) \\ + 700 \quad (400+300) \\ \hline 781 \end{array}$

Year 5	Year 6
<p>The children continue to develop the skill of approximating (adding together rounded values to see if their answers are reasonable).</p> <p>They then progress to using formal column addition where carried tens are shown under the equation lines</p> $\begin{array}{r} 587 \\ + 485 \\ \hline 1072 \\ 11 \end{array}$ <p>They will then be introduced to calculating decimal values in context, starting with numbers including tenths.</p> $\begin{array}{r} 5.4 \text{ cm} \\ + 7.3 \text{ cm} \\ \hline 12.7 \text{ cm} \\ 1 \end{array}$	<p>The children continue to develop the skill of approximating (adding together rounded values to see if their answers are reasonable).</p> <p>They continue to develop their formal addition skills, (always starting with the lowest value column) and progress to adding more than two values together.</p> $\begin{array}{r} 7584 \\ + 5848 \\ \hline 13432 \\ 1111 \end{array}$ <p>They also extend to adding decimal values to 2 decimal places in context.</p> $\begin{array}{r} 403.20 \text{ m} \\ 60.82 \text{ m} \\ + 0.51 \text{ m} \\ \hline 464.53 \text{ m} \\ 1 \end{array}$