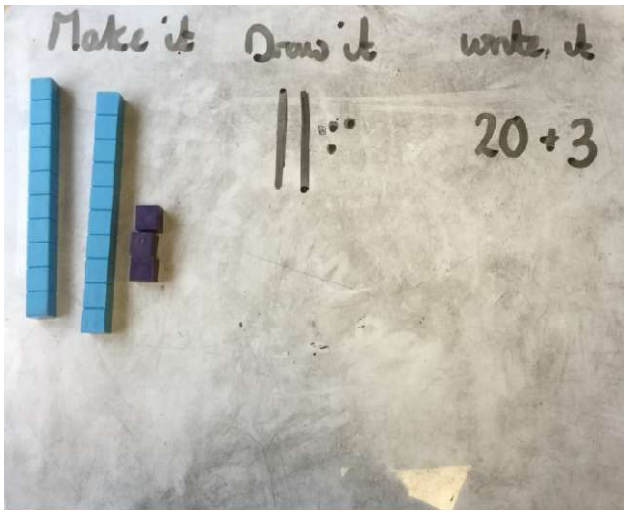
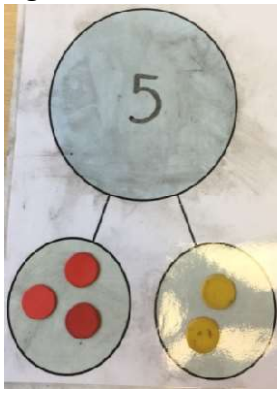
Making it ,Draw it, Write it
Children use concrete objects first
They then 'draw it'
Finally they solve problems mentally



Part Whole Model

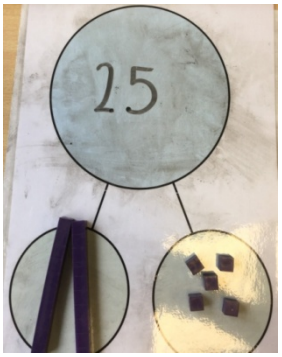
Single Digit numbers
Children are taught that a number can be split into parts
e.g 3+2=5



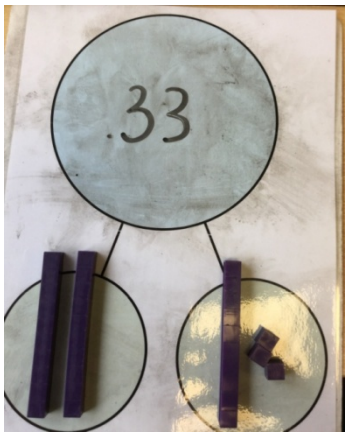
It is useful for them to know all of the different ways to split a number as this will be applied when adding and subtracting
e.g 3+2=5, 4+1=5, 2+3=5, 1+4=5, 5+0=5, 5+0= 5

Two digit numbers
Children are taught to separate numbers into 10s and ones

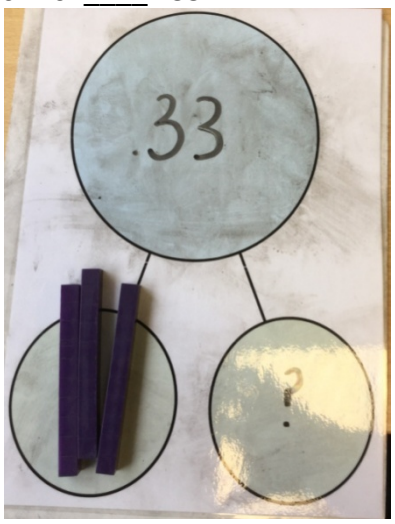
e.g



They then learn to separate the 10s and ones in different ways
e.g
30+3=33
23+10=33
13+20=33

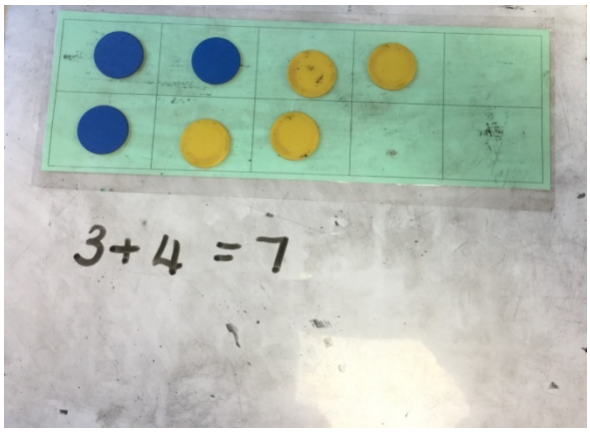


They are also taught to use part whole models to find missing numbers
e.g
30+___=33
0r 40+____= 55



Tens Frames

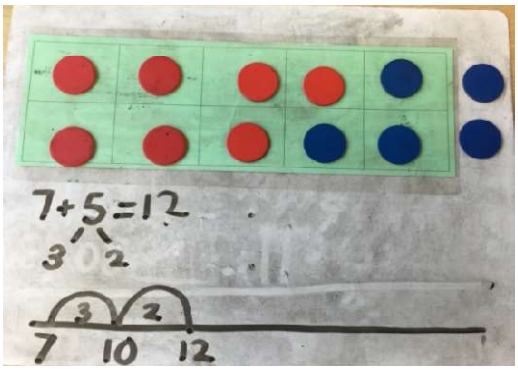
Single digit addition
e.g 3+4=
Children lay the counters of one colour onto the tens frame and then use counters of another to add



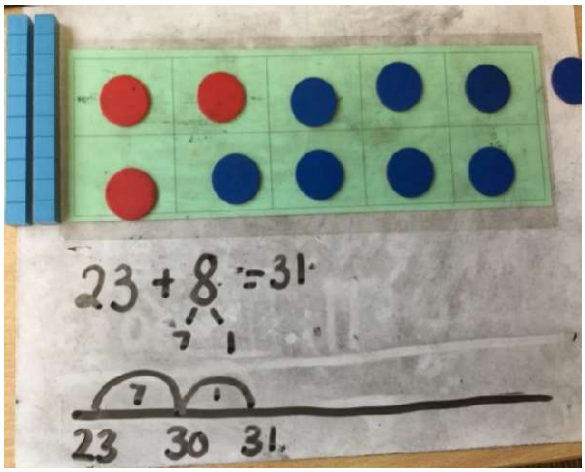
Single digit addition where 10 is bridged (the two numbers add to more than 10)

Use a10s frames alongside a number line

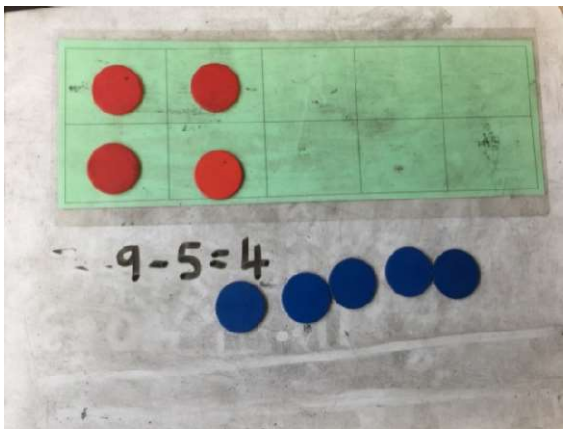
Children are taught to add to the 'friendly 10' and then add the rest.
They are expected to know that a tens frame is '10' and not count in 1s when finding their total
e.g
7+5=



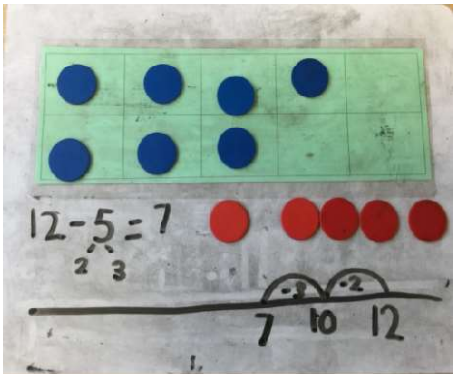
Two digit+ single digit addition where 10 is bridged
Dienes 10s rods are used alongside the 10s frame
e.g 23+8=



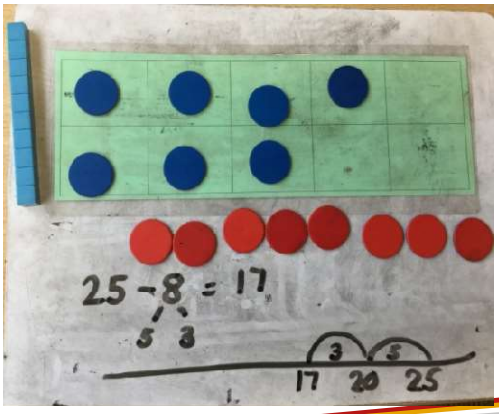
Single digit subtraction
e.g 9-5=
Make the number on the 10s frame and take the counters away



Two digit minus one digit subtraction- bridging 10 (when the answer is less than 10)
e.g 12-5=
Use a10s frames alongside a number line
Children are taught to subtract to the 'friendly 10 and then subtract the rest, using their number bonds knowledge to support.



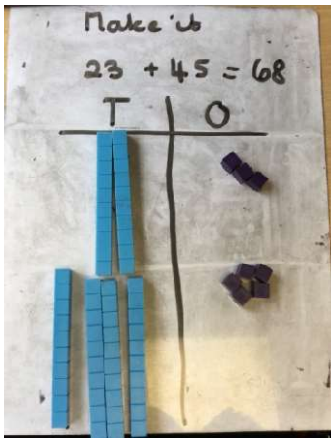
Two digit minus single digit where 10 is bridged
Dienes 10s rods are used alongside the 10s frame
e.g 25-8=

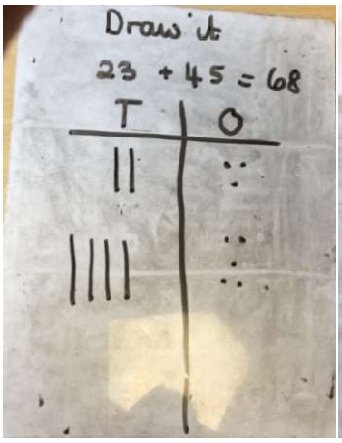


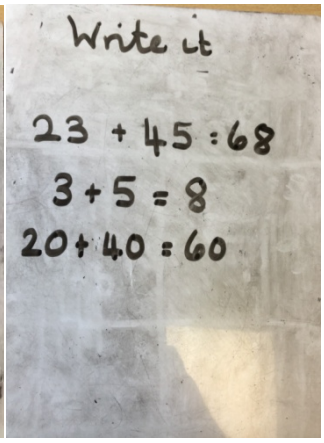
Tens and ones grids

Adding two digit numbers

e.g 23+45=
Make both numbers
Add the ones
Add the 10s







Subtracting two digit numbers

e.g 38-14=
Make the first number
Take away 10s
Take away ones