



## Addition

<b>A1</b>	(i) Count on 1 to 10 (ii) Count on 2 to 10 (iii) Count on 3 to 10
<b>A2</b>	Revision – Mix of A1
<b>A3</b>	(i) Zero facts to 10 (ii) Easy doubles
<b>A4</b>	Partners to 10
<b>A5</b>	Revision – Mix of A3 & A4
<b>A6</b>	(i) Harder doubles $6 + 6 \rightarrow 10 + 10$ (ii) Doubles + 1 $5 + 4 \quad 4 + 5 \rightarrow 9 + 8 \quad 8 + 9$
<b>A7</b>	(i) Plus 10 (ii) Plus 9 $4 + 9 \rightarrow 9 + 9$
<b>A8</b>	Revision – Mix of A6 & A7
<b>A9</b>	Remaining Facts $7 + 4$ $5 + 7$ $8 + 4$ $8 + 5$ $6 + 8$ $4 + 7$ $7 + 5$ $4 + 8$ $5 + 8$ $8 + 6$
<b>A10</b>	Revision of all Addition

## A1 (i) Count on 1

**Strategy:** The count-on strategy means students count on from a given number without having to recount the entire group. The count-on strategy may be used when one of the numbers is 1, 2, or 3. The students are encouraged to identify the larger number and quickly count on to arrive at the answer.

- Reminder: Start at the **BIGGER** number and count on 1.  
e.g.  $1 + 6$  (think ...6 is the **BIGGER** number, count on 1... 7) so  $1 + 6 = 7$

$1 + 1 =$	$1 + 1 =$
$2 + 1 =$	$1 + 2 =$
$3 + 1 =$	$1 + 3 =$
$4 + 1 =$	$1 + 4 =$
$5 + 1 =$	$1 + 5 =$
$6 + 1 =$	$1 + 6 =$
$7 + 1 =$	$1 + 7 =$
$8 + 1 =$	$1 + 8 =$
$9 + 1 =$	$1 + 9 =$

## A1 (ii) Count on 2

**Strategy:** The count-on strategy means students count on from a given number without having to recount the entire group. The count-on strategy may be used when one of the numbers is 1, 2, or 3. The students are encouraged to identify the larger number and quickly count on to arrive at the answer.

- Reminder: Start at the **BIGGER** number and count on 2.  
e.g.  $2 + 7$  (think ...7 is the **BIGGER** number, count on 2 more ...8, 9) so  $2 + 7 = 9$

$2 + 2 =$	
$3 + 2 =$	$2 + 3 =$
$4 + 2 =$	$2 + 4 =$
$5 + 2 =$	$2 + 5 =$
$6 + 2 =$	$2 + 6 =$
$7 + 2 =$	$2 + 7 =$
$8 + 2 =$	$2 + 8 =$
$9 + 2 =$	$2 + 9 =$

## A1 (iii) Count on 3

- **Strategy:** The count-on strategy means students count on from a given number without having to recount the entire group. The count-on strategy may be used when one of the numbers is 1, 2, or 3. The students are encouraged to identify the larger number and quickly count on to arrive at the answer.
- **Reminder:** Start at the **BIGGER** number and count on 3.  
e.g.  $3 + 4 =$  (think...4 is the **BIGGER** number and count 3 more... 5, 6, 7) so,  $3 + 4 = 7$

$3 + 3 =$	
$4 + 3 =$	$3 + 4 =$
$5 + 3 =$	$3 + 5 =$
$6 + 3 =$	$3 + 6 =$
$7 + 3 =$	$3 + 7 =$

## A2 REVISION of A1

- **Strategy:** The count-on strategy means students count on from a given number without having to recount the entire group. The count-on strategy may be used when one of the numbers is 1, 2, or 3. The students are encouraged to identify the larger number and quickly count on to arrive at the answer.
- **Reminders:**
  - Start with the **BIGGER** number
  - Count on the smaller amount (+ 1, + 2, + 3)

$5 + 2 =$	$4 + 3 =$	$2 + 1 =$	$7 + 3 =$
$1 + 6 =$	$2 + 6 =$	$6 + 3 =$	$2 + 7 =$
$3 + 7 =$	$7 + 1 =$	$1 + 9 =$	$8 + 1 =$
$4 + 1 =$	$2 + 4 =$	$5 + 1 =$	$3 + 5 =$
$3 + 3 =$	$5 + 3 =$	$3 + 2 =$	$8 + 2 =$



### REMEMBER

- As a guide the child should orally answer each fact in less than 4 seconds.
- If these number facts can't be answered in 4 seconds or less, then further consolidation and practice is necessary before moving up the levels



## A3 (i) Zero Facts to 10

**Strategy:** Students add zero to the **BIGGER** number


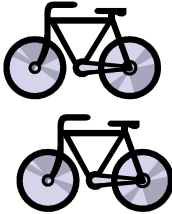

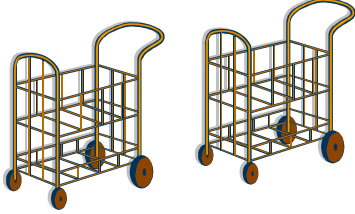

- Reminder: Start with the **BIGGEST** number and add nothing.

$0 + 1 =$	$1 + 0 =$
$0 + 2 =$	$2 + 0 =$
$0 + 3 =$	$3 + 0 =$
$0 + 4 =$	$4 + 0 =$
$0 + 5 =$	$5 + 0 =$
$0 + 6 =$	$6 + 0 =$
$0 + 7 =$	$7 + 0 =$
$0 + 8 =$	$8 + 0 =$
$0 + 9 =$	$9 + 0 =$

## A3 (ii) Easy doubles

**Strategy:** Easy doubles are facts that can be calculated using their fingers.

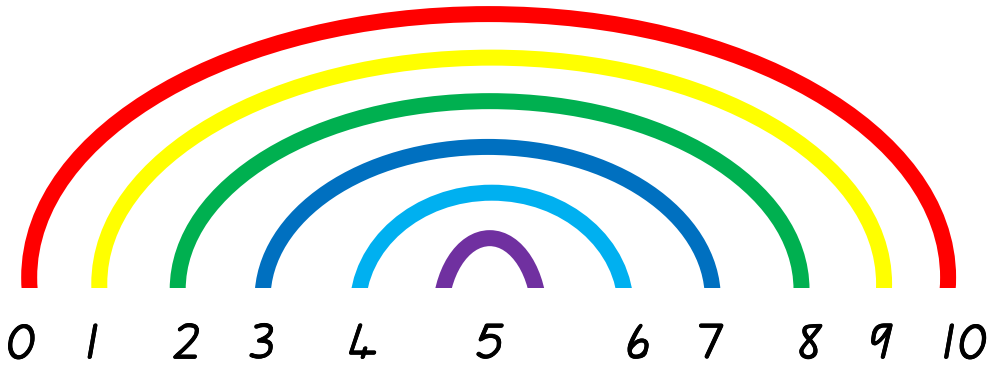
- Reminders:
  - Use objects (e.g. bottle tops) to show children two lots of the same number.
  - Use these real life pictures to assist children with understanding and recall.

$1 + 1 =$			
$2 + 2 =$			
$3 + 3 =$			
$4 + 4 =$			
$5 + 5 =$			
			
	$4 + 4 =$	$5 + 5 =$	

## A4 Partners to 10

The rainbow diagram helps children learn their rainbow facts. Rainbow facts are the numbers that add together to make 10.

What numbers go together to make 10?



Use the rainbow idea to help remember small numbers go with large numbers and to associate (recall) which numbers go together.

Trace along the rainbow to help them visualise the picture.

e.g.  $6 + \square = 10$  6 and how many more to make 10? 6 and 4 make 10.

0 +		= 10
1 +		= 10
2 +		= 10
3 +		= 10
4 +		= 10

10 +		= 10
9 +		= 10
8 +		= 10
7 +		= 10
6 +		= 10

5 +		= 10
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## A5 REVISION of A3 and A4

### Reminders:

- Adding 0 is adding nothing to the **BIGGER** number.
- Doubles picture
- Use the rainbow from A4. The numbers that go together to make 10.

1 + 9 =		
9 +		= 10
6 + 4 =		
3 +		= 10
7 + 3 =		

2 +		= 10
3 + 3 =		
6 +		= 10
8 + 2 =		
10 +		= 10

5 +		= 10
2 + 8 =		
7 +		= 10
4 +		= 10
8 +		= 10

3 + 7 =		
4 + 4 =		
9 + 1 =		
4 + 6 =		
1 +		= 10





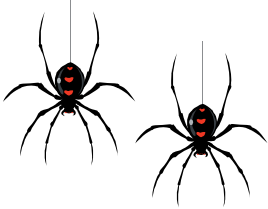
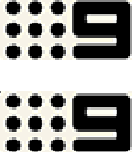
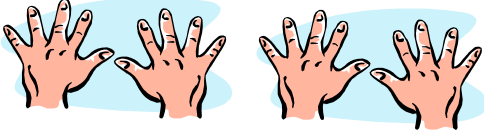
### REMEMBER

- As a guide the child should orally answer each fact in less than 4 seconds.
- If these number facts can't be answered in 4 seconds or less, then further consolidation and practice is necessary before moving up the levels



## A6 (i) Harder doubles

Use the pictures first to help recall and understanding.  
Continue to practise until these number facts are instantly recalled.

$6 + 6 =$	  		
$7 + 7 =$			
$8 + 8 =$			
$9 + 9 =$			
$10 + 10 =$			
	$6 + 6 =$	$7 + 7 =$	$8 + 8 =$
			
	$9 + 9 =$	$10 + 10 =$	

## A6 (ii) Doubles plus 1

Students need to use their knowledge of double facts and counting on 1.

Use your knowledge of doubles and add on one more.

e.g.  $6 + 7$  think... I know  $6 + 6$  is 12, so  $6 + 7$  is 13.

$7 + 6$  think... I know  $6 + 6$  is 12, so  $7 + 6$  is 13.

$5 + 6 =$	$6 + 5 =$
$6 + 7 =$	$7 + 6 =$
$7 + 8 =$	$8 + 7 =$
$8 + 9 =$	$9 + 8 =$
$9 + 10 =$	$10 + 9 =$

## A7 (i) Plus 10

Adding 10 is thoroughly explored during place value work.

Simple addition of '+ 10' can be achieved by visualising adding a '1' in the tens house.

e.g. 
$$\begin{array}{r} 7 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{c|c} \text{tens} & \text{ones} \\ \hline & 7 \\ \hline \end{array} \rightarrow \begin{array}{c|c} \text{tens} & \text{ones} \\ \hline 1 & 7 \\ \hline \end{array}$$
 the answer is 17

$$\begin{array}{r} 1 \\ + 10 \\ \hline \\ \hline \end{array}$$
$$\begin{array}{r} 2 \\ + 10 \\ \hline \\ \hline \end{array}$$
$$\begin{array}{r} 3 \\ + 10 \\ \hline \\ \hline \end{array}$$
$$\begin{array}{r} 4 \\ + 10 \\ \hline \\ \hline \end{array}$$
$$\begin{array}{r} 5 \\ + 10 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 10 \\ \hline \\ \hline \end{array}$$
$$\begin{array}{r} 7 \\ + 10 \\ \hline \\ \hline \end{array}$$
$$\begin{array}{r} 8 \\ + 10 \\ \hline \\ \hline \end{array}$$
$$\begin{array}{r} 9 \\ + 10 \\ \hline \\ \hline \end{array}$$

**Turn-arounds** – when you flip the order of the addition sum and still get the same answer

$$\begin{array}{r} 10 \\ + 1 \\ \hline \\ \hline \end{array}$$
$$\begin{array}{r} 10 \\ + 2 \\ \hline \\ \hline \end{array}$$
$$\begin{array}{r} 10 \\ + 3 \\ \hline \\ \hline \end{array}$$
$$\begin{array}{r} 10 \\ + 4 \\ \hline \\ \hline \end{array}$$
$$\begin{array}{r} 10 \\ + 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 6 \\ \hline \\ \hline \end{array}$$
$$\begin{array}{r} 10 \\ + 7 \\ \hline \\ \hline \end{array}$$
$$\begin{array}{r} 10 \\ + 8 \\ \hline \\ \hline \end{array}$$
$$\begin{array}{r} 10 \\ + 9 \\ \hline \\ \hline \end{array}$$

## A7 (ii) Plus 9

Discuss the idea that the result of adding 9 is one less than adding 10 because 9 is one less than 10.

- Remember your understanding of place value and plus 10.  
e.g.  $9 + 7$  think... I know  $10 + 7$  is 17, so,  
 $9 + 7$  is 16 (one less)

$4 + 9 =$	$9 + 4 =$
$5 + 9 =$	$9 + 5 =$
$6 + 9 =$	$9 + 6 =$
$7 + 9 =$	$9 + 7 =$
$8 + 9 =$	$9 + 8 =$

## A8 REVISION of A6 and A7

- Reminders:
  - Say the double first and add one.
  - $+ 9$  is 'add on 10 and less 1'

$4 + 5 =$	$5 + 9 =$	$4 + 9 =$	$6 + 7 =$
$7 + 7 =$	$9 + 7 =$	$6 + 6 =$	$1 + 9 =$
$5 + 6 =$	$2 + 9 =$	$8 + 9 =$	$8 + 7 =$
$9 + 3 =$	$8 + 8 =$	$9 + 6 =$	$9 + 9 =$
$7 + 8 =$	$7 + 6 =$	$10 + 10 =$	$9 + 8 =$



### REMEMBER

- As a guide the child should orally answer each fact in less than 4 seconds.
- If these number facts can't be answered in 4 seconds or less, then further consolidation and practice is necessary before moving up the levels





## A9 Remaining facts

- These are challenging and need lots of practice. Each fact has its turnaround.

$7 + 4 =$	$4 + 7 =$	Think... I know $7+3$ is $10$ $(4 = 3+1)$ so $7+4 = 11$
$7 + 5 =$	$5 + 7 =$	Use either of these strategies: - <b>1.</b> Think... I know $7+3$ is $10$ $(5 = 3+2)$ so $7+5 = 12$ <b>2.</b> Think... I know $5+5$ is $10$ $(7 = 5+2)$ so $7+5 = 12$
$8 + 4 =$	$4 + 8 =$	Think... I know $8+2$ is $10$ $(4 = 2+2)$ so $8+4 = 12$
$8 + 5 =$	$5 + 8 =$	Think... I know $8+2$ is $10$ $(5 = 2+3)$ so $8+5 = 13$
$8 + 6 =$	$6 + 8 =$	Use either of these strategies: - <b>1.</b> Think... I know $8+2$ is $10$ $(6 = 2+4)$ so $8+6 = 14$ <b>2.</b> Think... I know $6+6$ is $12$ $(8 = 6+2)$ so $8+6 = 14$

## A10 REVISION of all addition strategies and number facts

Go back over revision sheets and practise using strategy reminders in each one.

$1 + 9 =$	$0 + 7 =$	$6 + 4 =$	$9 + 8 =$	$0 + 1 =$
$1 + 5 =$	$3 + 9 =$	$3 + 0 =$	$8 + 2 =$	$9 + 7 =$
$2 + 1 =$	$7 + 8 =$	$4 + 2 =$	$7 + 9 =$	$8 + 1 =$
$4 + 3 =$	$5 + 1 =$	$8 + 6 =$	$10 + 3 =$	$1 + 6 =$
$0 + 8 =$	$6 + 9 =$	$3 + 4 =$	$5 + 4 =$	$9 + 5 =$
$0 + 2 =$	$7 + 3 =$	$1 + 2 =$	$3 + 5 =$	$9 + 9 =$
$7 + 4 =$	$0 + 4 =$	$5 + 3 =$	$1 + 8 =$	$7 + 10 =$
$2 + 2 =$	$3 + 6 =$	$2 + 3 =$	$7 + 5 =$	$2 + 7 =$
$5 + 5 =$	$1 + 4 =$	$0 + 0 =$	$6 + 0 =$	$5 + 2 =$
$1 + 1 =$	$6 + 6 =$	$7 + 2 =$	$9 + 4 =$	$1 + 3 =$
$7 + 6 =$	$2 + 5 =$	$4 + 8 =$	$3 + 1 =$	$4 + 6 =$
$5 + 0 =$	$8 + 4 =$	$2 + 9 =$	$6 + 5 =$	$7 + 7 =$
$6 + 2 =$	$6 + 1 =$	$6 + 3 =$	$3 + 3 =$	$9 + 0 =$
$2 + 4 =$	$5 + 9 =$	$0 + 8 =$	$2 + 0 =$	$3 + 2 =$
$4 + 9 =$	$1 + 10 =$	$3 + 8 =$	$8 + 3 =$	$9 + 6 =$
$10 + 9 =$	$5 + 6 =$	$9 + 1 =$	$4 + 1 =$	$7 + 1 =$
$8 + 9 =$	$2 + 8 =$	$8 + 8 =$	$8 + 5 =$	$8 + 7 =$
$3 + 7 =$	$5 + 7 =$	$4 + 7 =$	$2 + 6 =$	$6 + 7 =$
$9 + 2 =$	$4 + 4 =$	$6 + 8 =$	$1 + 7 =$	$4 + 0 =$
$0 + 6 =$	$8 + 0 =$	$0 + 5 =$	$9 + 3 =$	$5 + 3 =$

As a guide these number facts in written form should be recalled in the following times:

- Years 1/2 2 columns in 2 minutes 40 seconds
- Years 3/4 3 columns in 4 minutes
- Years 4/5 5 columns in 6 minutes
- Years 6/7 5 columns in 6 minutes 40 seconds

