

## Please tick which addition and subtraction skills you taught:



### Counting

Children will have to count sequentially starting with different place values:  
ones, tens, ones, tens,等等. 等等. 等等. 等等. 等等. 等等.

These counts should be in either ascending or descending order where no breaks occur.

Counting sequences may become more difficult than:

100 + 100 with answer 200 + 100

where each increment has been increased by ten times overall.  
and then:

100 + 100 + 100 can be worked out several different ways.

eg 100+100=200 and then 200+100=300 etc.

### The counting test?

In assessments children usually count out loud with large numbers eg 1000 and then they count off strategies or operations depending on the number of items in the sequence or the size of the items. But not these. Children practice often with groups of three and four objects and then larger mixed collections etc.

In assessments children will usually use mental methods to add these big numbers. But I remember my classes.

Children are also expected to understand the concept of addition and subtraction from the start of school and question.

When children are asked what plus makes fifteen they first:

Children should be asked with and explained the following words:

Plus, add, add up, plus together, sum, total, sum, difference, expand, expand, increase, double, decrease, fewer... and the like etc etc

### What about minus?

Subtraction is the same as adding up. Adding the difference between anything and anything.

Subtraction is subtraction.

Subtraction is subtraction is subtraction is subtraction. No answer negative.