

PROGRESSION THROUGH CALCULATIONS FOR ADDITION

MENTAL CALCULATIONS

(ongoing)

These are a **selection** of mental calculation strategies:

Mental recall of number bonds

$$6 + 4 = 10$$

$$\square + 3 = 10$$

$$25 + 75 = 100$$

$$19 + \square = 20$$

Use near doubles

$$6 + 7 = \text{double } 6 + 1 = 13$$

Addition using partitioning and recombining

$$34 + 45 = (30 + 40) + (4 + 5) = 79$$

Counting on or back in repeated steps of 1, 10, 100, 1000

$$86 + 57 = 143 \text{ (by counting on in tens and then in ones)}$$

$$460 - 300 = 160 \text{ (by counting back in hundreds)}$$

Reordering and counting on

$$6 + 13 = 19 \quad 13 + 6 = 19 \quad \text{Place the biggest number first and count on.}$$

Add the nearest multiple of 10, 100 and 1000 and adjust (compensation)

$$24 + 19 = 24 + 20 - 1 = 43$$

$$458 + 71 = 458 + 70 + 1 = 529$$

Use the relationship between addition and subtraction

$$36 + 19 = 55$$

$$19 + 36 = 55$$

$$55 - 19 = 36$$

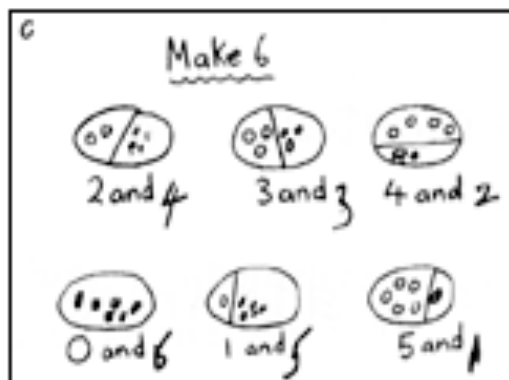
$$55 - 36 = 19$$

MANY MENTAL CALCULATION STRATEGIES WILL CONTINUE TO BE USED. THEY ARE NOT REPLACED BY WRITTEN METHODS.

THE FOLLOWING ARE STANDARDS THAT WE EXPECT THE MAJORITY OF CHILDREN TO ACHIEVE.

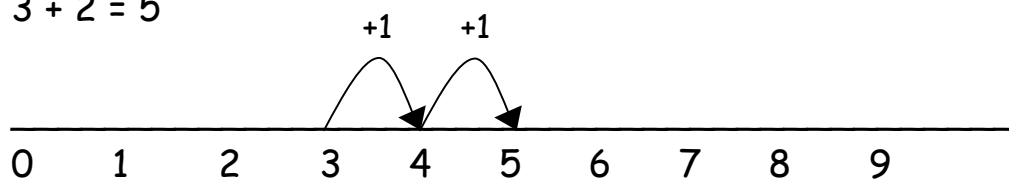
YR and Y1

Children are encouraged to develop a mental picture of the number system in their heads to use for calculation. They develop ways of recording calculations using pictures, etc.



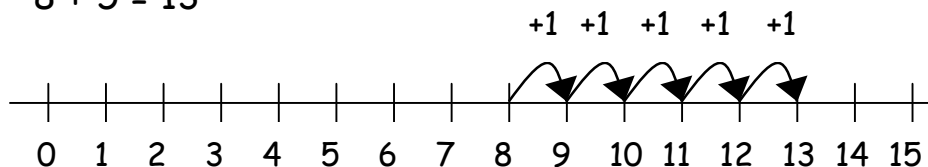
They use numberlines and practical resources to support calculation and teachers *demonstrate* the use of the numberline.

$$3 + 2 = 5$$

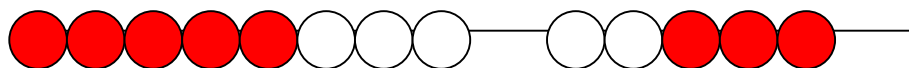


Children then begin to use numbered lines to support their own calculations using a numbered line to count on in ones.

$$8 + 5 = 13$$



Bead strings or bead bars can be used to illustrate addition including bridging through ten by counting on 2 then counting on 3.

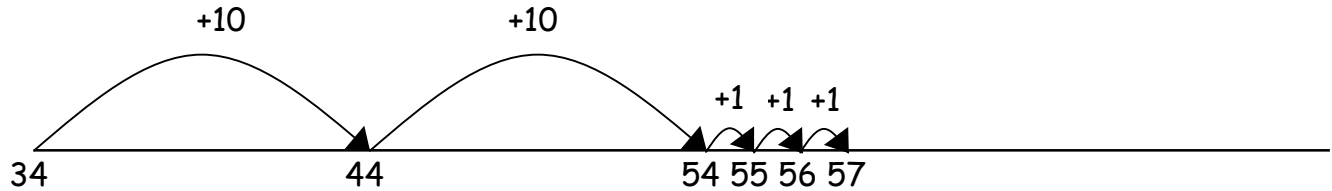


Y2

Children will begin to use 'empty number lines' themselves starting with the larger number and counting on.

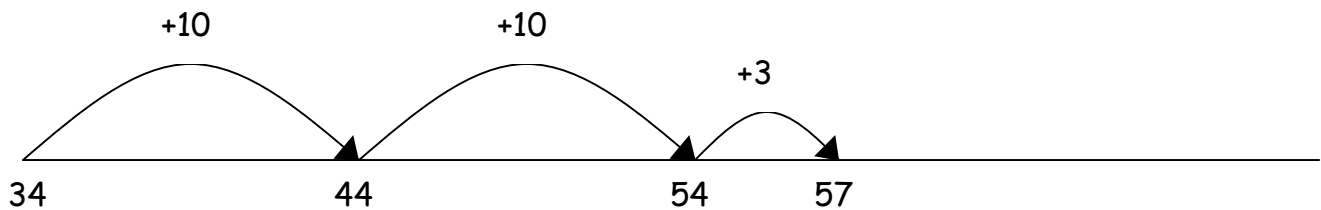
- ✓ First counting on in tens and ones.

$$34 + 23 = 57$$



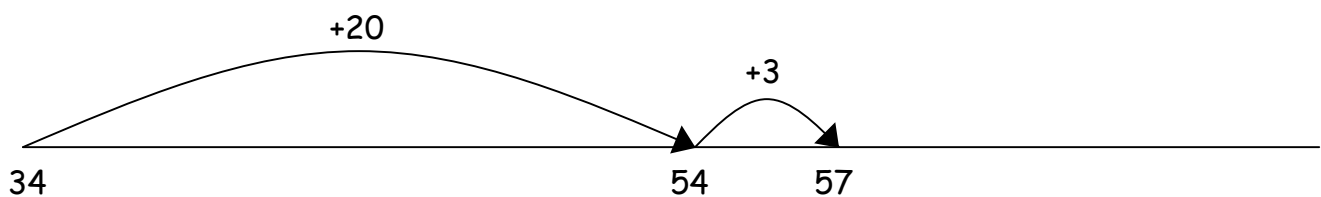
- ✓ Then helping children to become more efficient by adding the units in one jump (by using the known fact $4 + 3 = 7$).

$$34 + 23 = 57$$



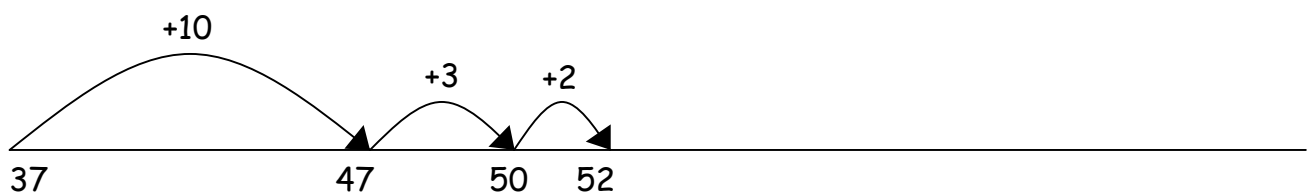
- ✓ Followed by adding the tens in one jump and the units in one jump.

$$34 + 23 = 57$$



- ✓ Bridging through ten can help children become more efficient.

$$37 + 15 = 52$$

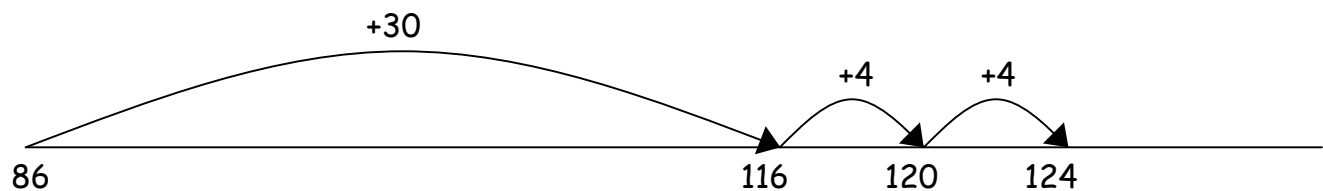


Y3

Children will continue to use empty number lines with increasingly large numbers, including compensation where appropriate.

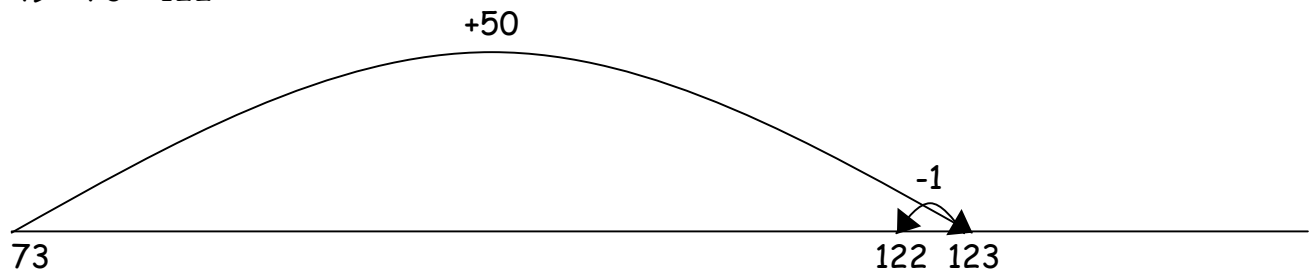
- ✓ Count on from the largest number irrespective of the order of the calculation.

$$38 + 86 = 124$$



- ✓ Compensation

$$49 + 73 = 122$$



Children will begin to use informal pencil and paper methods (jottings) to support, record and explain partial mental methods building on existing mental strategies.

- ✓ Expanded horizontal addition (partition and recombine)

$$35 + 47 = 82$$

$$30 + 40 = 70$$

$$5 + 7 = 12$$

$$70 + 12 = 82$$

- ✓ Expanded vertical addition

Adding most significant digits first.

$$\begin{array}{r} 67 \\ + 24 \\ \hline 80 \text{ (60 + 20)} \\ \underline{11} \text{ (7 + 4)} \\ \hline 91 \end{array}$$

$$\begin{array}{r}
 267 \\
 + 85 \\
 \hline
 200 \text{ (200 + 0)} \\
 140 \text{ (60 + 80)} \\
 \underline{12} \text{ (7 + 5)} \\
 \hline
 352
 \end{array}$$

Moving to adding the least significant digits first in preparation for 'carrying'.

$$\begin{array}{r}
 67 \\
 + 24 \\
 \hline
 11 \text{ (7 + 4)} \\
 \underline{80} \text{ (60 + 20)} \\
 \hline
 91
 \end{array}$$

$$\begin{array}{r}
 267 \\
 + 85 \\
 \hline
 12 \text{ (7 + 5)} \\
 140 \text{ (60 + 80)} \\
 \underline{200} \\
 \hline
 352
 \end{array}$$

Y4

From this, children will begin to carry below the line (up to 4 digit numbers).

$$\begin{array}{r}
 625 \\
 + 48 \\
 \hline
 673 \\
 \hline
 1
 \end{array}$$

$$\begin{array}{r}
 783 \\
 + 42 \\
 \hline
 825 \\
 \hline
 1
 \end{array}$$

$$\begin{array}{r}
 367 \\
 + 85 \\
 \hline
 452 \\
 \hline
 11
 \end{array}$$

Using similar methods, children will:

- ✓ add several numbers with different numbers of digits;
- ✓ begin to add two or more three-digit sums of money, with or without adjustment from the pence to the pounds;
- ✓ know that the decimal points should line up under each other, particularly when adding or subtracting mixed amounts, e.g. £3.59 + 78p.

Y5

Children should extend the carrying method to numbers with at least four digits.

$$\begin{array}{r}
 587 \\
 + 475 \\
 \hline
 1062 \\
 \hline
 11
 \end{array}$$

$$\begin{array}{r}
 3587 \\
 + 675 \\
 \hline
 4262 \\
 \hline
 111
 \end{array}$$

Using similar methods, children will:

- ✓ add several numbers with different numbers of digits;
- ✓ add two or more decimal fractions with up to three digits and the same number of decimal places;
- ✓ know that decimal points should line up under each other, particularly when adding or subtracting mixed amounts, e.g. 3.2 m - 280 cm.

Y6

Children should extend the carrying method to number with any number of digits.

$$\begin{array}{r} 7648 \\ + 1486 \\ \hline 9134 \\ \hline 111 \end{array}$$

$$\begin{array}{r} 6584 \\ + 5848 \\ \hline 12432 \\ \hline 111 \end{array}$$

$$\begin{array}{r} 42 \\ 6432 \\ 786 \\ 3 \\ + 4681 \\ \hline 11944 \\ \hline 121 \end{array}$$

Using similar methods, children will

- ✓ add several numbers with different numbers of digits;
- ✓ add two or more decimal fractions with up to four digits and up to three decimal places;
- ✓ know that decimal points should line up under each other, particularly when adding or subtracting mixed amounts, e.g. 401.2 + 26.85 + 0.71.

+ - + - + - + - + - + - +

By the end of year 6, children will have a range of calculation methods, mental and written. Selection will depend upon the numbers involved.

Children should not be made to go onto the next stage if:

- 1) they are not ready.
- 2) they are not confident.

Children should be encouraged to approximate their answers before calculating. Children should be encouraged to check their answers after calculation using an appropriate strategy.

Children should be encouraged to consider if a mental calculation would be appropriate before using written methods.