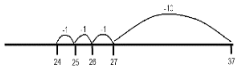
St Andrew's C of E Primary School Written Calculation Methods

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
+ *Addition*	Write clear number sentences, e.g. 6 + 4 = 10 Understand how numbers can be partitioned.	Compact column addition, e.g. 42 + 35 77 56 + 38 94 1	Extend use of compact column addition, e.g. 162 142 + 107 411 1 1	Continue to extend use of compact column addition, e.g. 5347 2286 + 1495 9128 1 2 1	Continue to extend use of compact column addition, e.g. 12.36 + 23.68 36.04 1 1	Continue to extend use of compact column addition, e.g. 21.72 4.634 140.001 + 252.222 418.577 1 1
- *Subtraction* **'Counting On' to be used as alternative method e.g. 'find the difference'*	Counting back using a number line (provided or independently drawn), e.g. 37 – 13 = 24  *Moving onto larger 'jumps' when appropriate*	Column subtraction, e.g. *Initially without the need for decomposition* 87 - 35 52	Extend use of compact column subtraction, e.g. *Including the need for decomposition* $^{5}\cancel{6}\ ^{1}3$ - 4 9 1 4	Continue to extend use of compact column subtraction, e.g. *Including the need for decomposition* $2\ ^{7}\cancel{8}\ ^{1}3$ - 5 7 2 2 6	Continue to extend use of compact column subtraction e.g. $^{4}\cancel{5}\ ^{15}\cancel{6}\ .\ ^{1}2\ 9$ - 3 7 . 5 5 1 8 . 7 4	Continue to extend use of compact column subtraction e.g. $^{7}\cancel{8}\ ^{14}\cancel{5}\ ^{1}0.1\ 4\ 6$ - 3 7 2 . 0 3 3 4 7 8 . 1 1 3
X *Multiplication*	Write clear number sentences, e.g. 2 x 10 = 20	Drawing own arrays, e.g. 3 x 5 = 15 ***** ***** ***** 5 x 3 = 15 *** *** *** *** ***	Grid method, e.g. x | 100 | 50 | 2 3 | 300 | 150 | 6 3 x 152 = 456 Start to link to short multiplication.	Revise grid method and then link to short multiplication, e.g. x | 100 | 50 | 2 3 | 300 | 150 | 6 152 x 3 456 1	Short multiplication, e.g. 152 x 3 456 1 Long multiplication, e.g. 234 x 15 1170 (234 x 5) + 2340 (234 x 10) 3510	Continue to extend use of long multiplication e.g. 4726 x 83 14178 378080 392258
÷ *Division*	Write clear number sentences, e.g. 10 ÷ 2 = 5	Write clear number sentences, e.g. 30 ÷ 10 = 3	Divisions just above the 10th multiple using horizontal or vertical jottings and understanding how to give a remainder as a whole number	Short division, e.g. 2 1 4 ⟌ 8 4 0 8 8 r4 9 ⟌ $7^{7}9^{7}6$ *Expressing remainders as whole numbers*	Use long division to divide by 10, 11 or 12, e.g. 0 4 1 12 ⟌ 4 9 2 4 8 ⇩ 1 2 1 2 0 *Expressing remainders as whole numbers/ fractions/decimals*	Long division, e.g. 2 7 36 ⟌ 9 7 2 7 2 ⇩ 2 5 2 2 5 2 0 *Expressing remainders as whole numbers/ fractions/decimals*

All children should be constantly encouraged and reminded to write number sentence answers after they have worked out a calculation.
Chn should be moved onto the next 'method' when appropriate, not necessarily when they reach that school year.