



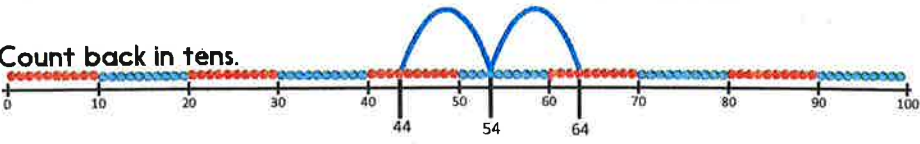
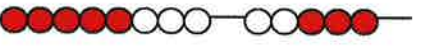
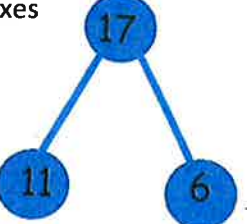
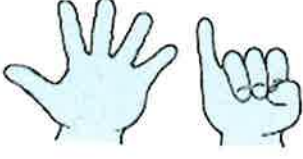
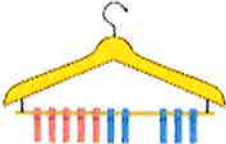


Y1	National Curriculum	Addition	Subtraction	Models and images	Maths Talk																																																		
	<p>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>represent and use number bonds and related subtraction facts within 20</p> <p>add and subtract one-digit and two-digit numbers to 20, including 0</p> <p>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$</p>	<p>Number bonds 1-10 and 20 (addition and subtraction facts)</p> <ul style="list-style-type: none"> Concrete objects (e.g. cubes, numicon, Dienes)/fingers Bead string, bead bar Number line (physical) Part part whole bar model <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>$10 - \square = 7$</p> </div> <div style="text-align: center;">  <p>$5 + \square = 10$</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  <p>$10 - \square = 9$</p> </div> <div style="text-align: center;">  <p>$5 + \square = 10$</p> </div> </div> <p>Add three 1-digit numbers spotting doubles or pairs to 10 ± 1 by counting on and back in ones from a given 2-digit number. ± 10 by counting on and back in tens from a given 2-digit number.</p> <div style="text-align: center; margin-top: 10px;"> <p>Count back in tens.</p>  </div> <p>Add and subtract 1-digit numbers using counting on/back and known number facts Use number facts to add & subtract single-digit numbers to two-digit numbers, e.g. use $4 + 3$ to work out $24 + 3$, $34 + 3$...or $7 - 2$ to work out $27 - 2$, $37 - 2$...</p> <p>Use number facts to bridge 10 (multiples of ten)</p> <p style="color: red;">Bead strings or bead bars can be used to illustrate addition & subtraction including bridging through ten by counting back 3, then counting back 2 or $8 + 5 = 8 + 2 + 3$,</p> <div style="text-align: center; margin-top: 10px;">  </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <p>Add by putting the larger number first</p> <p>Missing number boxes</p> <p>Part-part hole</p>  </div> <div style="text-align: center;">  <p>6 is 5 and 1 more $6 = 5 + 1$</p> </div> </div>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>$10 = 7 + 3$</p> </div> <div style="text-align: center;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>21</td><td>22</td><td style="background-color: yellow;">23</td><td>24</td><td>25</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td></tr> </table> </div> </div> <div style="margin-top: 20px;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td></tr> </table> </div>	1	2	3	4	5	11	12	13	14	15	21	22	23	24	25	31	32	33	34	35	41	42	43	44	45	1	2	3	4	5	11	12	13	14	15	21	22	23	24	25	31	32	33	34	35	41	42	43	44	45	<p>Concrete apparatus: counting equipment, numicon, multilink, etc.</p> <p>Fingers for counting on/back in 1s & 10s</p> <p>Bead string/bead bar</p> <p>Number lines</p> <p>100 grid</p> <p>Bar model</p> <p>Part part whole</p>	<p>Fish n chip numbers (7 n 3, ...)</p> <p>Frog – hopping up from smaller to larger number</p> <p>'number sense number nonsense'</p>
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31	32	33	34	35																																																			
41	42	43	44	45																																																			

Subtraction:

Counting up – Frog

$$13 - 8 =$$

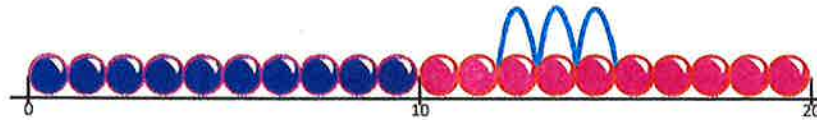
Start at 8 and count on to 13 difference is 5 (counted 5 beads)

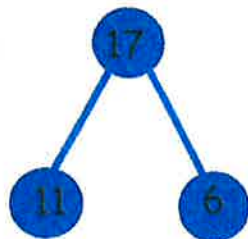



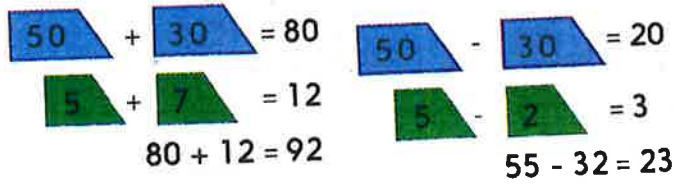
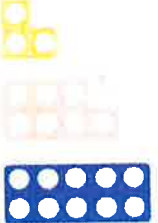
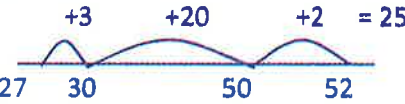
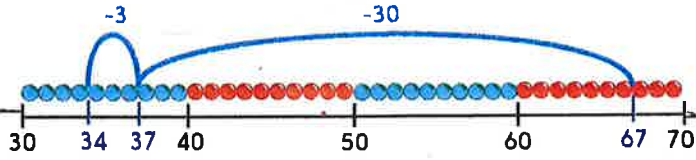


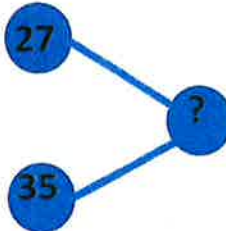
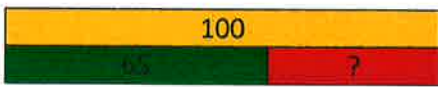
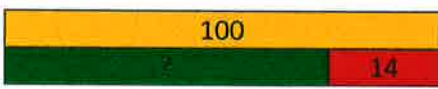
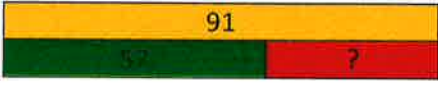

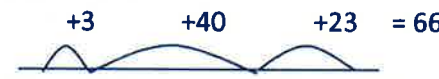

The bead bar and the number line should also be used to show that $8 - 5$ means the 'difference between 8 and 5' or 'the difference between 5 and 8' and how many jumps they are apart.




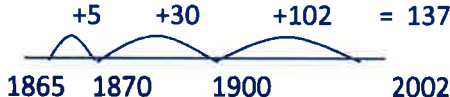
Subtract by taking away – count back in ones,

$$15 - 3 = , 25 - 3 = ,$$



Y2	National Curriculum	Addition	Subtraction	Models and images	Maths Talk
	<p>Solve problems with addition and subtraction: Using concrete objects and pictorial representations, including those involving numbers, quantities and measures Applying their knowledge of mental and written methods Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s a two-digit number and 10s 2 two-digit numbers Adding 3 one-digit numbers Show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p>	<p>Number bonds 5-20 (addition and subtraction facts)</p> <ul style="list-style-type: none"> Concrete objects (e.g. cubes, Numicon, Dienes)/fingers Bead string, bead bar Number line (physical) Part part whole bar model <p>Add several 1-digit numbers spotting doubles or pairs to 10 +/- 1 by counting on and back in ones from a given 2-digit number. +/- 10's by counting on and back in tens from a given 2-digit number.</p>     <p>$10 - \square = 9$ $6 + \square = 10$</p> <p>Add and subtract 2-digit numbers using counting on/back and known number facts, including bridging multiples of 10, e.g. $56 - 8$, $56 - 8$, then -2. Add and subtract 2-digit numbers using place-value Add and subtract 2-digit numbers using partitioning: e.g. $55 + 37$ as $50 + 30$ and $5 + 7$ then combining the two totals $80 + 12$;</p>  <p>Missing number boxes e.g. $14 + \square = 41$ $22 - \square = 15$</p> <p>Choosing the 'best' method Estimate/approximate – 'number sense number non-sense' =</p>	<p>Concrete apparatus: counting equipment, numicon, multilink, etc. Dienes blocks, Fingers for counting on/back in 1s & 10s Bead string/bead bar Number lines 100 grid Bar model Part part whole</p>	<p>Fish n chip numbers (7 n 3, ...) Frog – hopping up from smaller to larger number 'number sense number nonsense' frog – counting up ... to next tens number and on...</p>	
			<p>Subtraction Subtract any pair of 2-digit numbers by counting back in tens and ones or by counting up - Frog (difference) <i>main method for subtraction</i>. $52 - 27 =$</p>  <p>Subtract by taking away – count back in ones/tens: E.g. $76 - 20$ as 76, 66, 56. Subtract 2-digit numbers by counting back in tens, then ones, e.g. $67 - 33$ as $67 - 30$ then count back 3.</p> 		

Y3	National Curriculum	Addition	Subtraction	Models and images	Maths Talk
	<p>Add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> a three-digit number and 1s a three-digit number and 10s a three-digit number and 100s <p>Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction</p> <p>Estimate the answer to a calculation and use inverse operations to check answers</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p> <p>Add and subtract fractions with the same denominator within one whole [for example, $\frac{516}{777}$]</p>	<p>Know pairs with each total to 20 addition & subtraction facts</p> <p>Know number bonds to 100 addition & subtraction facts (multiples of 10, 5, 1, e.g. 30+70, 85+15, 51+49)</p>    <p>Add & subtract any two 2-digit numbers using mental strategies (partitioning & counting on, nearly numbers, number facts)</p>  <p>Perform place value subtractions without a struggle. (E.g. 536 – 30 = 506, etc.) ‘no-work calculations’</p> <p>Add & subtract multiples and near multiples of 10 and 100</p> <p>Add & subtract pairs of ‘friendly’ 3-digit numbers, e.g. 320 + 450</p> <p>Choose the ‘best’ method to solve calculations</p> <p>Begin to add amounts of money using partitioning.</p> <p>Written method:</p> <p>Use expanded column addition to add two or three 3-digit numbers or three or more 2-digit numbers</p> <p>Step 1 $764 = 700 + 60 + 4$ $- 286 = -200 + 80 + 6$</p> <p>Step 2 $700 + 40 + 14$ (adjust from T to U) $- 200 + 80 + 6$</p> <p>Step 3 $600 + 140 + 14$ (adjust from H to T) $- 200 + 80 + 6$ $400 + 60 + 8 = 468$</p> <p>Begin to add like fractions. (E.g. $\frac{3}{8} + \frac{1}{8} + \frac{1}{8}$)</p> <p>Recognise fractions that add to 1. (E.g. $\frac{1}{4} + \frac{3}{4}$ or $\frac{3}{5} + \frac{2}{5}$)</p> 	<p>Subtract, when appropriate, by counting back or taking away, using place value and number facts.</p> <p>Subtract by counting up – Frog (difference) <i>main subtraction method</i> e.g.</p> <p>423 – 357 is</p> <p>+3 +40 +23 = 66</p>  <p>357 360 400 423</p> <p>Begin to subtract like fractions. (E.g. $\frac{7}{8} - \frac{3}{8}$)</p> <p>Find change from £1, £5 and £10. (Frog)</p> <p>E.g. £10 - £6.75</p> <p>+5p +20p +£3.00 = £3 25</p>  <p>£6.75 £6.80 £7.00 £10</p>	<p>Concrete apparatus: counting equipment, numicon, multilink, Dienes blocks, Fingers for counting on/back in 1s & 10s ...</p> <p>Bead string/bead bar</p> <p>Number lines</p> <p>Empty number lines</p> <p>100 grid</p> <p>Bar model</p> <p>Part part whole</p>	<p><i>Fish n chip numbers</i> (30 n 70 ...)</p> <p><i>Frog – hopping up from smaller to larger number, bond to 10, bond to next multiple of 10, 100, etc.</i></p> <p><i>‘Easy-peasy no-work calculations’</i></p> <p><i>‘Number sense number non-sense’</i></p>

Y4	National Curriculum	Addition	Subtraction	Models and images	Maths Talk																																					
	<p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate Estimate and use inverse operations to check answers to a calculation Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why Solve simple measure and money problems involving fractions and decimals to 2 decimal places</p>	<p>Know number bonds to multiples of 10 & 100 addition & subtraction facts; e.g. $432 + ? = 500$ Use mental strategies to add and subtract (<i>whole numbers to 4-digits and decimal numbers to tenths</i>)</p>   <ul style="list-style-type: none"> Place value partitioning (no work calculations) $3050 - 1010$ or $6.5 - 2.3$ Multiples and near multiples of 10 and 100 (rounding & adjusting) Partitioning Near doubles $252 + 250$ (rounding & adjusting) Counting on & back in 0.1s/1s/10s/100s/1000s <p>Estimate/approximate - Number nonsense/number sense e.g. $432 - 297 = 265?$ (297 is nearly 300!)</p> <p>Written method: Column addition to add two or three whole numbers with up to 4 digits some answers of 5,digits.</p> <table border="1" data-bbox="403 821 784 1021"> <tr><td>1000</td><td>400</td><td>60</td><td>8</td></tr> <tr><td>+ 4000</td><td>800</td><td>60</td><td>6</td></tr> <tr><td><u>1000</u></td><td><u>100</u></td><td><u>10</u></td><td></td></tr> <tr><td>6000</td><td>300</td><td>30</td><td>4</td></tr> </table> <table border="1" data-bbox="817 805 1008 1037"> <tr><td>5347</td></tr> <tr><td>2286</td></tr> <tr><td>+ 1495</td></tr> <tr><td><u>121</u></td></tr> <tr><td>9128</td></tr> </table> <table data-bbox="414 1125 716 1228"> <tr><td>£3</td><td>20p</td><td>4p</td><td></td></tr> <tr><td>£2</td><td>50p</td><td>8p</td><td></td></tr> <tr><td><u>£5</u></td><td><u>70p</u></td><td><u>12p</u></td><td>£5.82</td></tr> </table> <table data-bbox="806 1125 929 1268"> <tr><td>£3.24</td></tr> <tr><td>+ £2.58</td></tr> <tr><td><u>1</u></td></tr> <tr><td>£5.82</td></tr> </table> <p>Add like fractions, e.g. $\frac{3}{5} + \frac{4}{5} = \frac{7}{5} = 1 \frac{2}{5}$. Be confident with fractions that add to 1 and fraction complements to 1. (E.g. $\frac{2}{3} + ? = 1$) Choose the most efficient method</p>	1000	400	60	8	+ 4000	800	60	6	<u>1000</u>	<u>100</u>	<u>10</u>		6000	300	30	4	5347	2286	+ 1495	<u>121</u>	9128	£3	20p	4p		£2	50p	8p		<u>£5</u>	<u>70p</u>	<u>12p</u>	£5.82	£3.24	+ £2.58	<u>1</u>	£5.82	<p>Subtract by counting up (frog). E.g. $503 - 368$ is done by adding: $368 + 2 + 30 + 100 + 3$ so we added 135. Subtract, when appropriate, by counting back or taking away, using place value and number facts. Subtract £1, 10p, 1p from amounts of money Find change from £10, £20 and £50.</p> <p>Written method: Frog Use complementary addition (frog) to subtract amounts of money, E.g. $£7.30 - £3.55$ as</p>  <p>£3.55 £3.60 £4.00 £7.30 and for subtractions where the larger number is a near multiple of 1000 or 100 E.g. $2002 - 1865$ is</p>  <p>1865 1870 1900 2002</p>	<p>Concrete apparatus numicon, multilink, Dienes blocks, Bead bar Number lines Empty number lines 100 grid PV grid Bar model Part part whole (fractions/decimals)</p>	<p>Fish n chip numbers (74 n 26 ...) Frog – hopping up from smaller to larger number; 2, 3 or 4 hops? bond to 10, bond to next multiple of 10, 100, etc. 'Easy-peasy no-work calculations' 'Number sense number non-sense' extra tens/hundreds (written addition) Moving tens (written subtraction)</p>
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Written method: Use expanded column subtraction for 3-digit and 4-digit numbers (use Dienes blocks to teach)

Expanded column subtraction.

$$\begin{array}{r} 600 \quad 110 \quad 16 \\ \cancel{700} \quad \cancel{20} \quad \cancel{8} \\ - 300 \quad 50 \quad 8 \\ \hline 300 \quad 60 \quad 8 \end{array}$$


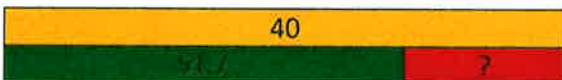

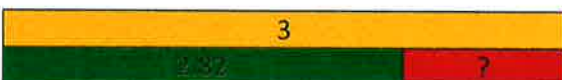
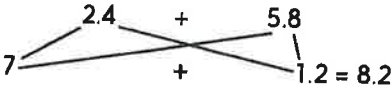
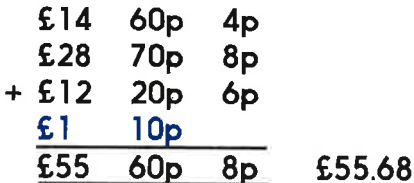

Begin to use column subtraction.

$$\begin{array}{r} 6 \quad 11 \quad 16 \\ \cancel{7} \quad \cancel{2} \quad \cancel{8} \\ - 3 \quad 5 \quad 8 \\ \hline 3 \quad 6 \quad 8 \end{array}$$

Subtract like fractions, e.g. $\frac{1}{4} + \frac{1}{8} = \frac{3}{8}$

Use fractions that add to 1 to find fraction complements to 1, e.g. $1 - \frac{2}{3} = \frac{1}{3}$

Choose the most efficient method

Y5	National Curriculum	Addition	Subtraction	Models and images	Maths Talk
	<p>add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>Add and subtract numbers mentally with increasingly large numbers</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>add and subtract fractions with the same denominator, and denominators that are multiples of the same number</p> <p>solve problems involving number up to 3 decimal places</p>	<p>Know number facts (bonds) to: multiples of 10, 100, and multiple of ten bonds to 1000</p> <p>Know decimal number bonds to 1 and to the next whole number</p> <p>Add to the next 10 from a decimal number, e.g. $13.6 + 6.4 = 20$</p>   <p>Recognise fraction complements to 1 and to the next whole number. (E.g. $1\frac{2}{5} + \frac{3}{5} = 2$)</p> <p>Use mental strategies to add and subtract numbers with two significant digits only E.g. $3.4 + 4.8$ or $23,000 + 47,000$ etc. (<i>whole numbers to 5/6? - digits and decimal numbers to tenths/hundredths?</i>)</p>   <ul style="list-style-type: none"> Place value partitioning (no work calculations) E.g. $82,472 + 30,004$, $4.58 - 0.08 =$ Rounding and adjusting including near multiples/near doubles Decimal numbers which are near multiples of 1 or 10, including money. (E.g. $6.34 + 1.99$ or $£34.59 - £19.95$) Partitioning; e.g. $2.5 + 5.8$ as $5 + 2$ and $0.5 + 0.8$ which is $7 + 1.3 = 8.3$  <ul style="list-style-type: none"> Counting on & back in 0.01s/0.1s/1s/10s/100s/1000s/10,000s/100,000s Use counting up subtraction, with knowledge of number bonds to 10/100 or £1, as a strategy to perform mental subtraction. (E.g. $£10 - £3.45$ or $1000 - 782$) <p>Estimate/approximate - Number nonsense/number sense</p>	<p>Written method: Column addition to add two or three whole numbers with up to 5 digits</p> <p>Use column addition to add any pair of two-place decimal numbers including amounts of money.</p>  <p>Written method: Use compact or expanded column subtraction to subtract numbers with up to 5 digits.</p> 	<p>Concrete apparatus numicon, multilink, Dienes blocks, Bead bar Number lines Empty number lines 100 grid PV grid Bar model Part part whole (fractions/decimals)</p>	<p>Fish n chip numbers (74 n 26 ...)</p> <p>Frog – hopping up from smaller to larger number, 2, 3 or 4 hops?</p> <p>bond to 10, bond to next multiple of 10, 100, etc.</p> <p>‘Easy-peasy no-work calculations’</p> <p>‘Number sense number non-sense’</p> <p>extra tens/hundreds (written addition)</p> <p>Moving tens (written subtraction)</p> <p><i>Does it look right?</i></p>

Begin to add related fractions using equivalences.
(E.g. $\frac{1}{2} + \frac{1}{6} = \frac{3}{6} + \frac{1}{6}$)

NOTE: Equivalent fractions are the basis for adding and subtracting fractions.

Choose the most efficient method

Estimate using rounding to check answers

$$\begin{array}{r} 15.68 \\ + 27.86 \\ \hline 11.1 \\ \hline 43.54 \end{array}$$

Use complementary addition for subtractions where the larger number is a multiple or near multiple of 1000.

E.g. $50,000 - 28,347$

$$+53 \quad +600 \quad 21,000 = 21,653$$



28,347 28400 29000 50,000

Use complementary addition for subtractions of decimals with up to two places incl. amounts of money: $\pounds 280 - \pounds 136.40$

$$+60p \quad +\pounds 3 \quad +\pounds 60 \quad +\pounds 80 = \pounds 123.60$$



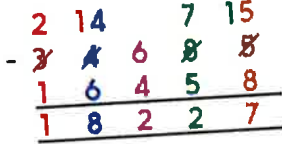
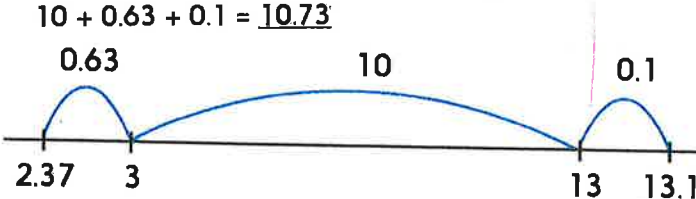


£136.40 £137 £140 £200 £280

Begin to subtract related fractions using equivalences.
(E.g. $\frac{1}{2} - \frac{1}{6} = \frac{2}{6} - \frac{1}{6}$)

Choose the most efficient method

Estimate using rounding to check answers

Y6	National Curriculum	Addition	Subtraction	Models and images	Maths Talk																																																						
	Perform mental calculations, including with mixed operations and large numbers Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Solve problems involving addition, subtraction, multiplication and division Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	Use number bonds to 100 to perform mental addition and subtraction of any pair of integers by complementary addition. (E.g. $1000 - 654$ as $46 + 300$ in our heads) Use number bonds to 1 and 10 to perform mental addition and subtraction of any pair of one-place or two-place decimal numbers using complementary addition and including money. (E.g. $10 - 3.65$ as $0.35 + 6$, $£50 - £34.29$ as $71p + £15$)   Add & subtract small and large whole numbers where the use of place value or number facts makes the calculation possible 'in our heads'. (E.g. $34,000 + 8000$. or $4.63 - 1.02$) Add and subtract multiples of powers of ten and near multiples of the same, (rounding & adjusting) Add positive numbers to negative numbers, e.g. calculate a rise in temperature, or continue a sequence beginning with a negative number Subtract negative numbers in a context such as temperature where the numbers make sense. Images: number line/thermometer E.g. $-18 + 25 =$ $\begin{array}{ccccccc} & +18 & & +7 & & & \\ -18 & & 0 & & 7 & & \end{array}$ $(18+7=25)$	Use column addition to add numbers with up to 6 digits answers in 7-digits. Use place-value: <table border="1" data-bbox="450 975 972 1190"> <thead> <tr> <th>10s</th> <th>1s</th> <th>.</th> <th>0.1s</th> <th>$\frac{1}{10}$s</th> <th>0.01s</th> <th>$\frac{1}{100}$s</th> </tr> </thead> <tbody> <tr> <td></td> <td>9</td> <td>.</td> <td>5</td> <td></td> <td></td> <td>4</td> </tr> <tr> <td></td> <td>3</td> <td>.</td> <td>2</td> <td></td> <td></td> <td>5</td> </tr> <tr> <td>1</td> <td>2</td> <td>.</td> <td>7</td> <td></td> <td></td> <td>9</td> </tr> </tbody> </table> Use column addition to add decimal numbers with up to 3-digits including money: <table data-bbox="421 1305 1048 1477"> <tr> <td>$£14.64$</td> <td>$£14$</td> <td>60p</td> <td>4p</td> <td></td> </tr> <tr> <td>$£28.78$</td> <td>$£28$</td> <td>70p</td> <td>8p</td> <td></td> </tr> <tr> <td>$+ £12.26$</td> <td>$+ £12$</td> <td>20p</td> <td>6p</td> <td></td> </tr> <tr> <td><u>11.1</u></td> <td><u>£1</u></td> <td><u>10p</u></td> <td></td> <td></td> </tr> <tr> <td><u><u>£55.68</u></u></td> <td><u>£55</u></td> <td><u>60p</u></td> <td><u>8p</u></td> <td>$£55.68$</td> </tr> </table>	10s	1s	.	0.1s	$\frac{1}{10}$ s	0.01s	$\frac{1}{100}$ s		9	.	5			4		3	.	2			5	1	2	.	7			9	$£14.64$	$£14$	60p	4p		$£28.78$	$£28$	70p	8p		$+ £12.26$	$+ £12$	20p	6p		<u>11.1</u>	<u>£1</u>	<u>10p</u>			<u><u>£55.68</u></u>	<u>£55</u>	<u>60p</u>	<u>8p</u>	$£55.68$	Use column subtraction to subtract numbers with up to 6 digits.  Use complementary addition for subtractions where the larger number is a multiple or near multiple of 1000 or 10,000. Use complementary addition for subtractions of decimal numbers with up to three places including money. $10 + 0.63 + 0.1 = 10.73$ 	Concrete apparatus Numicon, Multilink, Dienes blocks, Bead bar Number lines Empty number lines 100 grid PV grid Bar model Part part whole (fractions/decimals)	Fish n chip numbers (74 n 26 ...) Frog – hopping up from smaller to larger number, 2, 3 or 4 hops? bond to 10, bond to next multiple of 10, 100, etc. 'Easy-peasy no-work calculations' 'Number sense number non-sense' extra tens/hundreds (written addition) Moving tens (written subtraction) <i>Does it look right?</i>
10s	1s	.	0.1s	$\frac{1}{10}$ s	0.01s	$\frac{1}{100}$ s																																																					
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	<p>Add mixed numbers and fractions with different denominators. E.g. $3\frac{1}{2} + \frac{2}{3} = \frac{21}{6} + \frac{4}{6} = \frac{25}{6} = 4\frac{1}{6}$ Choose the most efficient method Estimate using rounding to check answers</p>	<p>Subtract mixed numbers and fractions with different denominators. E.g. $1\frac{1}{4} - \frac{2}{3} = \frac{5}{4} - \frac{2}{3} = \frac{15}{12} - \frac{8}{12} = \frac{7}{12}$ Choose the most efficient method Estimate using rounding to check answers</p>		
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