# Addition 

Calculation progression through the primary years

|  | Branches | Milestone 3 | Method | Model/Examples |
| :---: | :---: | :---: | :---: | :---: |
| 10 | Number Bonds | Year 6 | Mental methods should continue to develop, supported by a range of models and images, including the number line. | $\begin{aligned} & 57+\Delta=125 \\ & 149+137+158=\Delta \\ & (\Delta+\Delta) \times \Delta=10 \end{aligned}$ |
|  | Mental Calculations | perform mental calculations, including with mixed operations and large numbers |  |  |
|  |  | use their knowledge of the order of operations to carry out calculations involving the four operations | Written methods <br> As year 5, progressing to larger numbers, aiming for both conceptual understanding and procedural fluency with columnar method to be secured. <br> Continue calculating with decimals, including those with different numbers of decimal places | $12462+8456$ <br> Estimate: $\begin{aligned} & 21000=12500+8500 \\ & 12462 \\ & +8456 \\ & \hline 20918 \\ & \hline \end{aligned}$ |
|  | Written Methods | Solve problems involving addition and subtraction |  |  |
|  | Inverse operations, estimating and checking answers | use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy. | Problem Solving <br> Teachers should ensure that pupils have the opportunity to apply their knowledge in a variety of contexts and problems (exploring cross curricular links) to deepen their understanding. | $\begin{array}{r} 23 \cdot 361 \\ 9 \cdot 080 \\ 59 \cdot 770 \\ +\quad 1 \cdot 300 \\ \hline \end{array}$ |
| 4 | Problem Solving | solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why | Adding several numbers with different numbers of <br> decimal places (including money and measures): <br> - Tenths, hundredths and thousandths should be correctly aligned, with the decimal point lined up vertically including in the answer row. <br> - Zeros could be added into any empty decimal places, to show there is no value to add. |  |

# Subtraction 

Calculation progression through the primary years


# Multiplication 

Calculation progression through the primary years


# Division 

Calculation progression through the primary years


