

## Crafty Calculations 2



- Teachers should use the idea of these activities regularly in lessons involving calculations.
- Sort these calculations into ones that should be performed:
  - Mentally with no jottings.
  - Mentally with a jotting.
  - Using a written method.
- Solve the ones you have sorted into the 'Written Method' category.

<b>83 - 67</b>	<b>112 - 66</b>	<b>246 - 132</b>	<b>104 - 54</b>	<b>665 - 560</b>
<b>94 - 27</b>	<b>144 - 56</b>	<b>121 - 89</b>	<b>362 - 85</b>	<b>222 - 123</b>

- Whilst there may be an element of choice about the methods children use to calculate, they should be encouraged to use mental calculation as much as possible.
- The calculations above that children should be encouraged to tackle mentally (with or without a jotting) are:
  - 246 - 132 Partitioning the smaller number should be encouraged and there is no exchange.
  - 104 - 54 Partitioning the smaller number should be encouraged, subtract 4 then subtract 50 from 100.
  - 665 - 560 Partition the smaller number should be encouraged, subtract 60 then subtract 500 from 605.
  - 121 - 89 Counting on from smaller number to larger on a number line because both numbers are relatively close to each other and are close to multiples of 10.
- All of the other calculations may require a written method because there is exchange needed between at least two of the place value columns.

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- The calculations above that children should be encouraged to tackle mentally (with or without a jotting) are:
  - $88 - 65$  Partitioning the smaller number should be encouraged and there is no exchange.
  - $578 - 236$  Partitioning the smaller should be encouraged and there is no exchange.
  - $830 - 400$  Counting back in 100s from 830 or recognise only the Hundreds digit will change and  $800 - 400 = 400$
  - $665 - 560$  Partitioning the smaller number should be encouraged and there is no exchange.
  - $89 - 34 - 41$  Partitioning the smaller numbers should be encouraged and there is no exchange.
  - $743 - 18$  Partitioning the smaller numbers should be encouraged.
  - $21 - 89$  Counting on from smaller number to larger on a number line because both numbers are relatively close to each other and are close to multiples of 10.
  - $430 - 80$  Counting back in 10s from 430.