

Crafty Calculations



- 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.
- Say why you have sorted them into the categories.

68 + 85	52 + 36	240 + 70	329 + 540	631 + 225
32 + 214 + 43	59 + 139	450 + 326	735 + 165	68 + 36 + 55

- 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:
 - 52 + 36 Partitioning should be encouraged and there is no carrying/exchange.
 - 240 + 70 Related to 24 + 7 but also simple to count on in 10s from 240.
 - 329 + 540 Partitioning should be encouraged and there is no carrying/exchange.
 - 631 + 225 Partitioning should be encouraged and there is no carrying/exchange.
 - 32 + 214 + 43 Partitioning or reordering should be encouraged and there is no carrying/exchange.
 - 59 + 139 Initially this may be seen as needing a written method as there is carrying/exchange, but some children may identify it is nearly 60 + 140 and use this knowledge.
 - 450 + 326 Partitioning should be encouraged and there is no carrying/exchange.
 - 735 + 165 Partitioning should be encouraged and knowledge of number bonds to 100 (multiples of 5).

88 - 65	578 - 236	536 - 278	830 - 400	665 - 560
89 - 34 - 41	743 - 18	121 - 89	430 - 80	831 - 476

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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.