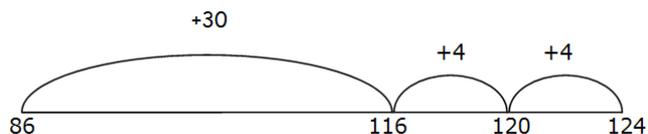


ADDITION

Number lines are the first written method used for addition in the Junior School.

This is the number line for $86+38=124$



As they move through the school children start to use column methods.

This is an expanded column method:

$$\begin{array}{r} 138 \\ + 56 \\ \hline 14 \quad (8+6) \\ 80 \quad (50+30) \\ \hline 100 \\ \hline 194 \end{array}$$

Most children will be doing the 'carrying' method by Year 4.

$$\begin{array}{r} 5 \ 8 \ 7 \\ + 4 \ 8 \ 5 \\ \hline 1 \ 0 \ 7 \ 2 \\ \hline 1 \ 1 \end{array}$$

Numbers more than 9 are carried over into the next column. Here $7+5$ has made 12, so the 2 goes in the column and the 10 is carried over.

TOP TIPS

Some methods in this leaflet may be familiar to you from when you were at school whereas others will not. Please try to help your child by using the method that they use in school otherwise they can become confused.

Before children try a written method, they should always think whether any calculation would be better done mentally.

They don't have to use a specific method for mental calculation—whatever works best is fine.

Think of real life examples and practice doing calculations with your child. Look for examples of maths when you are out and about. Shopping or visiting places can provide opportunities for working out real-life calculations with money or measures. Bus timetables and TV programme times can be used to discuss problems involving time.

When helping your child to work out calculations involving time, always use a number line - column methods don't work!

Make it fun - your child will learn more if they feel that it is interesting to do maths.

Don't be afraid to go back to an easier method. If a column method is confusing then use a number line.

Does anyone else do maths work with your child?
Why not ask in school for extra copies of this leaflet to give to them?

DEVONSHIRE JUNIOR ACADEMY

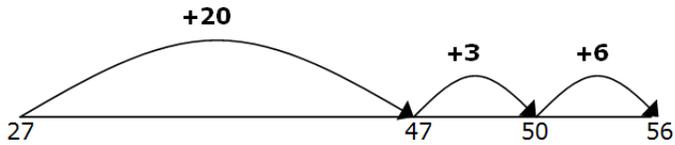


HELPING YOUR CHILD WITH MATHS

A guide to calculations 2015

SUBTRACTION

As with addition, number lines are the first written method used in the Junior School for subtraction.

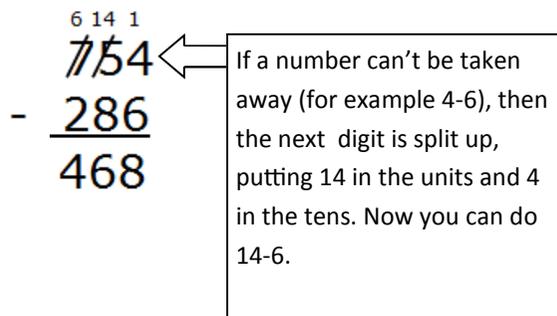


It is also called 'finding the difference'. You get the answer to this calculation by adding the numbers along the top.

This method can sometimes be puzzling at first but it is worth sticking with it.

The column method will be used by most children from Year 4.

This is the column method with 'exchanging'.

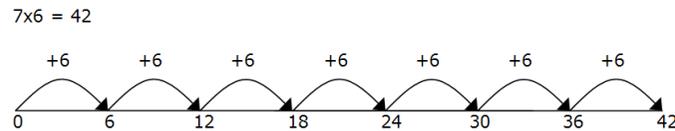


MULTIPLICATION

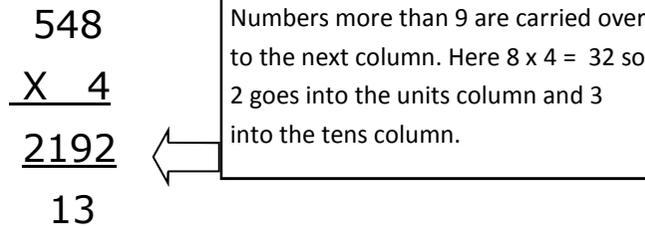
When children begin multiplication they use an array like this, often using practical equipment like blocks.



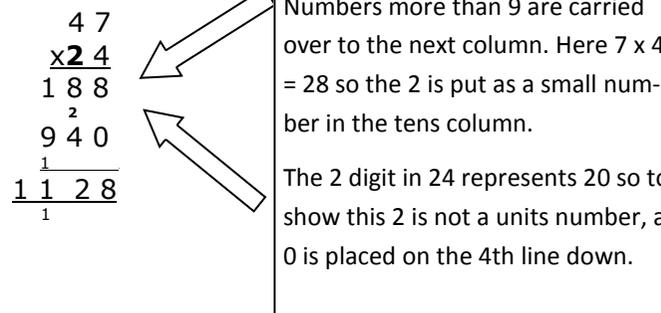
Number lines are also used when children first learn about multiplication.



Children then progress onto short multiplication.



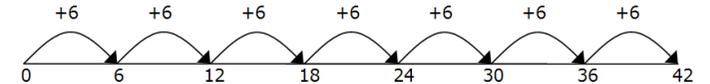
Most children from Year 4 will do long multiplication



DIVISION

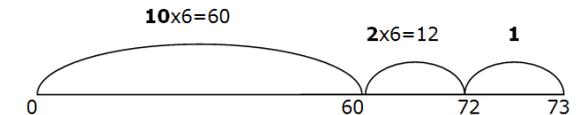
Division is often the hardest calculation method to learn. At first children use number lines. It is similar to multiplication and children need to understand that the two are linked.

$$42 \div 6 = 7$$

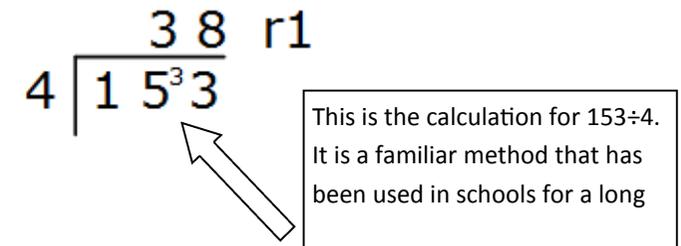


Later they take away larger chunks and learn about remainders:

$$73 \div 6 = 12 \text{ r}1$$



Then they progress onto a short method of division:



In years 5 and 6 children should be ready to progress onto long division.

