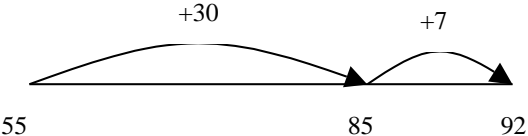
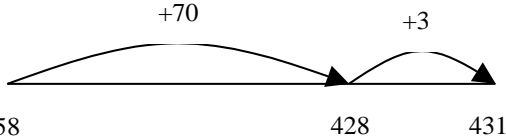
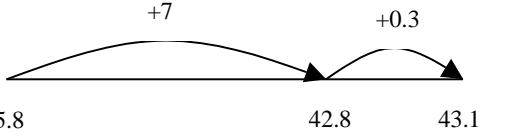


CARLTON JUNIOR AND INFANT SCHOOL CALCULATION POLICY - ADDITION GUIDELINES

Year Four	Year Five	Year Six																									
<p><u>+ = signs and missing numbers</u> Continue using a range of equations as in Year 1 and 2 but with appropriate numbers.</p> <p><u>Partition into tens and ones and recombine</u> Either partition both numbers and recombine or partition the second number only e.g. $55 + 37 = 55 + 30 + 7$ $= 85 + 7$ $= 92$</p>  <p><u>Add the nearest multiple of 10, then adjust</u> Continue as in Year 2 and 3 but with appropriate numbers e.g. $63 + 29$ is the same as $63 + 30 - 1$</p> <p><u>Pencil and paper procedures</u> $367 + 185 = 431$ either or</p> <table style="display: inline-table; vertical-align: top; margin-right: 20px;"> <tr><td>367</td></tr> <tr><td>+185</td></tr> <tr><td>12</td></tr> <tr><td>140</td></tr> <tr><td>400</td></tr> <tr><td>552</td></tr> </table> <table style="display: inline-table; vertical-align: top;"> <tr><td>300 + 60 + 7</td></tr> <tr><td>100 + 80 + 5</td></tr> <tr><td>400 + 140 + 12 = 552</td></tr> </table> <p>leading to</p> <table style="display: inline-table; vertical-align: top;"> <tr><td>367</td></tr> <tr><td>+185</td></tr> <tr><td>552</td></tr> <tr><td>11</td></tr> </table> <p>Extend to decimals <u>in the context of money.</u></p>	367	+185	12	140	400	552	300 + 60 + 7	100 + 80 + 5	400 + 140 + 12 = 552	367	+185	552	11	<p><u>+ = signs and missing numbers</u> Continue using a range of equations as in Year 1 and 2 but with appropriate numbers.</p> <p><u>Partition into hundreds, tens and ones and recombine</u> Either partition both numbers and recombine or partition the second number only e.g. $358 + 73 = 358 + 70 + 3$ $= 428 + 3$ $= 431$</p>  <p><u>Add or subtract the nearest multiple of 10 or 100, then adjust</u> Continue as in Year 2, 3 and 4 but with appropriate numbers e.g. $458 + 79$ is the same as $458 + 80 - 1$</p> <p><u>Pencil and paper procedures</u> Extend to numbers with at least four digits $3587 + 675 = 4262$</p> <table style="display: inline-table; vertical-align: top;"> <tr><td>3587</td></tr> <tr><td>+ 675</td></tr> <tr><td>4262</td></tr> <tr><td>111</td></tr> </table> <p>Revert to expanded methods if the children experience any difficulty. Extend to up to two places of decimals (same number of decimals places) and adding several numbers (with different numbers of digits).</p> <table style="display: inline-table; vertical-align: top;"> <tr><td>72.8</td></tr> <tr><td>+54.6</td></tr> <tr><td>127.4</td></tr> <tr><td>1 1</td></tr> </table>	3587	+ 675	4262	111	72.8	+54.6	127.4	1 1	<p><u>+ = signs and missing numbers</u> Continue using a range of equations as in Year 1 and 2 but with appropriate numbers.</p> <p><u>Partition into hundreds, tens, ones and decimal fractions and recombine</u> Either partition both numbers and recombine or partition the second number only e.g. $35.8 + 7.3 = 35.8 + 7 + 0.3$ $= 42.8 + 0.3$ $= 43.1$</p>  <p><u>Add the nearest multiple of 10, 100 or 1000, then adjust</u> Continue as in Year 2, 3, 4 and 5 but with appropriate numbers including extending to adding 0.9, 1.9, 2.9 etc</p> <p><u>Pencil and paper procedures</u> Extend to numbers with any number of digits and decimals with 1, 2 and/or 3 decimal places. $13.86 + 9.481 = 23.341$</p> <table style="display: inline-table; vertical-align: top;"> <tr><td>13.86</td></tr> <tr><td>+ 9.481</td></tr> <tr><td>23.341</td></tr> <tr><td>1 1 1</td></tr> </table> <p>Revert to expanded methods if the children experience any difficulty.</p>	13.86	+ 9.481	23.341	1 1 1
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