We want to share with you the ways we teach the four calculations in Year 6.

## Addition

I. Discuss similarities and differences between methods, and choose efficient methods based on the specific calculation. Compare written and mental methods alongside place value representations


Th Th H T O $\begin{array}{r}\hline 4265 \\ +\quad 3522 \\ \hline\end{array}$

Multiplication
I. Understand area model and short multiplication. Compare and select appropriate methods for specific multiplications.

| 3.000 |  |  | 200 | 20 | 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 4 |  |  |  |  |  |
| 12.000 |  |  |  |  |  |

$12,000+800+80+20=12.900$

$$
\begin{array}{r}
3225 \\
\times \\
\hline 12900 \\
\hline
\end{array}
$$

## Subtraction

1. Compare subtraction methods
 alongside place value
representations.


Division
I. Use an area model to link multiplication and division.

$6 \times ?=132$

$132=120+12$
$132 \div 6=20+2=22$

