Overview of mathematical strategies taught in Chaddlewood Primary School

Operation	F	1	2	3	4	5	6
Addition	Using Songs and number rhymes; Combining sets of objects	Using a number line; Introducing a hundred square; Introducing partitioning (2 digit numbers); More complex addition using a hundred square	Using the hundred square to combine 2 digit numbers; Bracelet method	Marked number lines; Unmarked number lines; Breaching ten; Introduction of more formal methods (1); Introduction of more formal methods (2)	Preparation for condensed methods	Concise method for adding decimals	Brackets; Algebra; Extended algebra
Subtraction	Using songs and number rhymes; Subtraction using pictures	Subtraction using a number line; Subtraction by finding the difference; Introducing a hundred square	Introducing partitioning (2 digit numbers); More complex subtraction using a hundred square; Using a hundred square; Subtraction using place value; Subtraction using a number line; Noticing shortcuts on number lines	Counting on using a blank number line; Towards a formal method without 'exchanging'; Towards a formal method with 'exchanging'; Formal written methods (1)	Formal written methods (2); Formal written methods (3)	Formal written methods (4)	Decimal numbers
Multiplication		Adding groups by using equipment; Adding groups	Representing multiplication with arrays; Comparisons; Hundred squares; Number lines	Partitioning numbers; Grid method; Vertical method	Extended grid method; Short multiplication	Long multiplication	Shorter multiplication methods
Division	Practical experience of 'sharing'	Counting on in 'groups'; 'Groups'; 'Sharing'; Hundred squares	More grouping using bead strings; Using fingers; Using marked number lines	Using blank number lines; Fractions	Using number lines to find remainders (1); Using number lines to find remainders (2); More formal methods	More interpreting remainders	Division of larger numbers; Division of larger numbers with decimals; The 'Bus Shelter' method (1); The 'Bus Shelter' method (2)