As outcomes, Year 2 pupils should, for example:	As outcomes, Year 3 pupils should, for example:

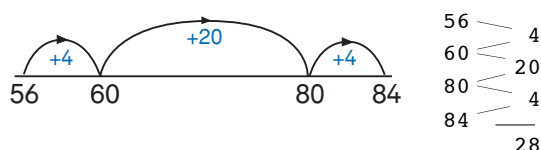As outcomes, Year 3 pupils should, for example:

Use informal pencil and paper methods (jottings) to support, record and explain partial mental methods, building on existing mental strategies. Discuss and compare methods and explain orally how they work.
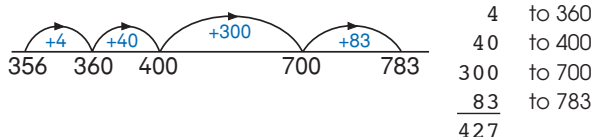
TU – TU, developing to HTU – TU or HTU – HTU

Do this first not crossing the tens or hundreds boundary, then crossing either the tens or the hundreds boundary. For example:

A: counting up from the smaller to the larger number (complementary addition)
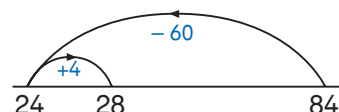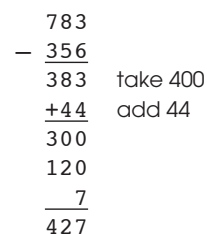
84 – 56   56 + 4 + 20 + 4 = 84


```
56
60      4
80     20
84      4
        4
        ___
        28
```

783 – 356


```
    783
  – 356
      4   to 360
     40   to 400
    300   to 700
     83   to 783
    427
```

B: compensation (take too much, add back)

84 – 56 = 84 – 60 + 4 = 24 + 4 = 28

783 – 356 = 783 – 400 + 44
= 383 + 44
= 427

```
    783
  – 356
    383   take 400
    +44   add 44
    300
    120
      7
    427
```

For column recording, know that units line up under units, tens under tens, and so on.

C: decomposition
Begin to record calculations in preparation for an efficient standard method.

```
  81  =  80 + 1  =  70 + 11
– 57      50 + 7     50 +  7
                     20 +  4  =  24
```