Harrington Hill Primary School

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CALCULATION POLICY

Reviewed	**February 2022**
Next Review Date	**February 2023**
Adopted	**February 2022**

Harrington Hill Primary School

CALCULATION POLICY

What is the purpose of the policy?

The purpose of this calculation policy is to ensure consistency and progression in the teaching of the different calculation methods across the school. It aims to give an overview of the key written calculation strategies that will be taught in all year groups. All members of staff are expected to be familiar with this policy and apply it consistently across the school.

How is the calculation policy set out?

This calculation policy has been organised by year group, considering the national curriculum 2014 expectations. Each page refers to a different operation (addition, subtraction, multiplication and division) and shows a progression in calculation from the Foundation Stage up to Year Six.

Written methods of calculations are based on mental strategies. Each of the four operations builds on mental skills which provide the foundation for jottings and informal written methods of recording. Skills need to be taught, practised and reviewed constantly. These skills then lead on to more formal written methods of calculation.

It is important that children do not abandon jottings and mental methods once formal written methods are introduced. Therefore children should always be encouraged to look at a calculation/problem and then decide which is the best method to choose. As children become more confident with their calculation, they need to use the following steps when approaching problems:

- ‘Can I solve this problem in my head and use a mental method?’
- ‘Do I need to use some written jottings to help me?’
- ‘Do I need to use more formal written method to solve the problem?’

Concrete, Pictorial, Abstract Approach

The calculation policy is laid out in accordance with one of the key learning principles behind Maths Mastery, the Singapore approach at White Rose maths, as supported by the NCTEM. It supports how we teach maths, with challenge for all at the heart. The approach we use is concrete, pictorial and abstract (often referred to as the CPA approach). The concrete, pictorial, abstract approach, based on research by psychologist Jerome Bruner, suggests that there are three steps (or representations) necessary for pupils to develop understanding of a concept. Reinforcement is achieved by going back and forth between these representations.

<u>Concrete representation</u>

The active stage - a student is first introduced to an idea or a skill by acting it out with real objects. In division, for example, this might be done by separating apples into groups of red ones and green ones or by sharing 12 biscuits amongst 6 children. This is a 'hands on' component using real objects and it is the foundation for conceptual understanding.

Pictorial representation
The iconic stage - a student has sufficiently understood the hands-on experiences performed and can now relate them to representations, such as a diagram or picture of the problem. In the case of a division exercise this could be the action of circling objects.

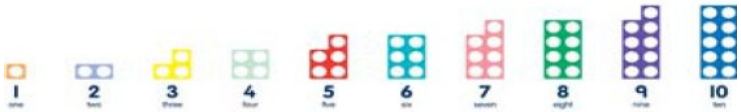
Abstract representation
The symbolic stage - a student is now capable of representing problems by using mathematical notation, for example: 12 ÷ 2 = 6.

Whilst this calculation policy aims to show the CPA approach to the different calculations, it is not always noted further up the year groups. However, it is expected that the CPA approach is used continuously in all new learning and calculations even when not noted.

This policy has been largely adapted from the White Rose Maths Hub Calculation Policy with further material added. It is a working document and will be revised and amended as necessary.

Addition

EYFS
Before children can move on to the methods for addition they need to be able to count reliably, including one to one correspondence:

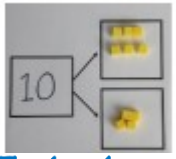
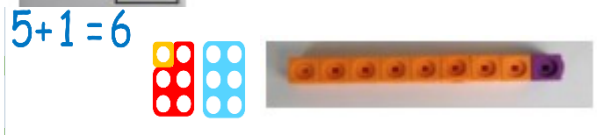
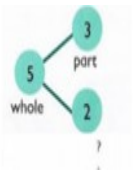
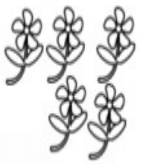
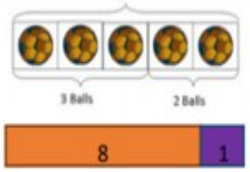
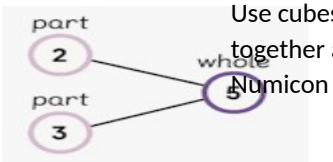


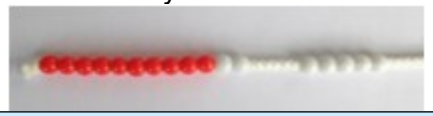
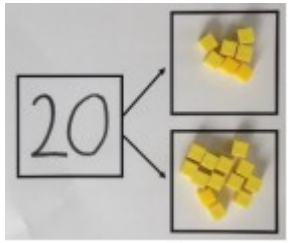
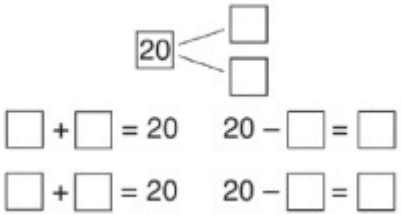
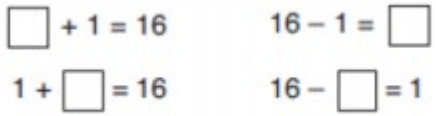
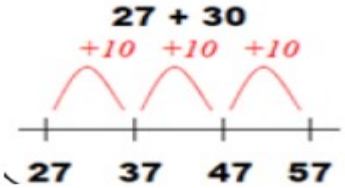
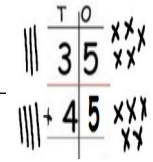
Children need to be able to count on from any number, combining two groups:

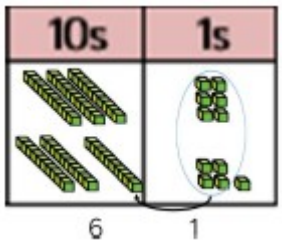
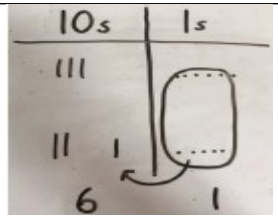
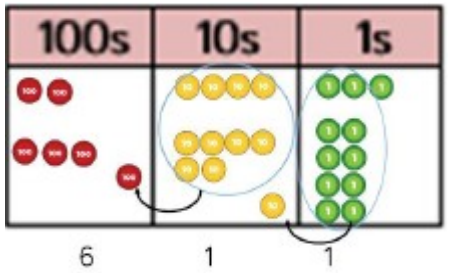
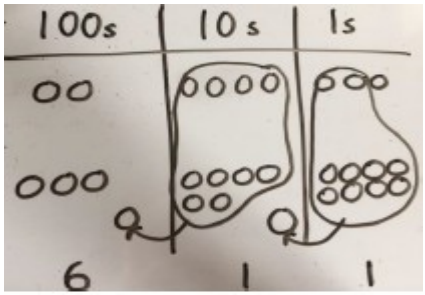
5 plus 3 = 8
3 more than 5 =8

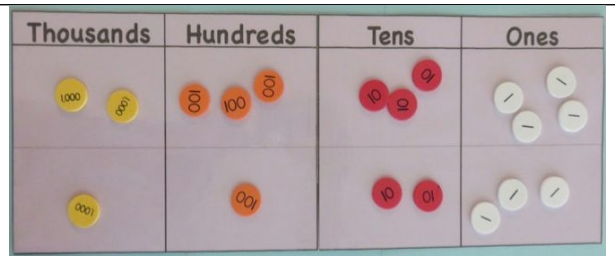
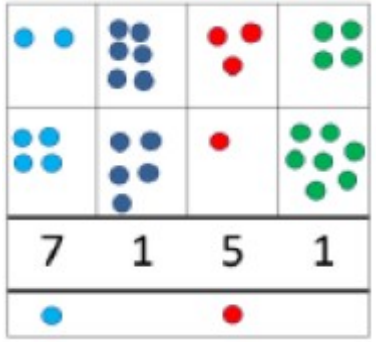
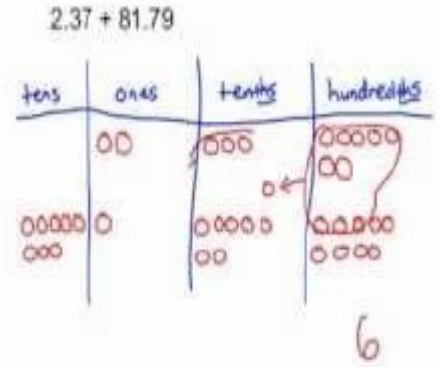
Children will begin to know addition facts to 10:

Numicon is used as a primary resource to support the teaching of addition where children are encouraged to visualise the numicon patterns and calculate by combining/partitioning the patterns rather than resort to counting. Practical experiences and activities are at the heart of developing mathematical concepts.

Year 1			
Strategies	**Concrete**	**Pictorial**	**Abstract**
Combining two parts to make a whole using the part-part-whole model.	 	Use pictures to add two groups together in a bar or in a group.   	Use part-part-whole diagram as shown below to move into the abstract. Use part-part-whole model.  Use cubes to add two numbers together as a group or in a bar. Numicon can also be used. 2 + 3 = 5

Starting at the bigger number and counting on.	Start with the larger number on the bead string and then count on to the smaller number 1 by 1 to find the answer. 	Start at the larger number on the number line and count on in ones to find the answer. 	Place the larger number in your head and count on the smaller number to find your answer. 6 + 3 = 9
Year 2			
Strategies	**Concrete**	**Pictorial**	**Abstract**
Use known number facts (part-part-whole method).	Children explore ways of making numbers within 20. 	Use part-part-whole diagram. 	
Add a 2 digit number and tens.	Use diennes and investigte the pattern (the ones stay the same).  25 + 10 = 35	Use number lines to count on in tens alongside concrete resources. 	27 + 10 = 37 27 + 20 = 47 27 + □ = 57
Add two 2-digit numbers	Model using dienes and a place value mat.	Children to represent dienes using lines for 10's and dots or crosses for ones.	**<u>Expanded Column Addition:</u>** partitioned numbers are written under one another: 

			47 = 40 + 7 + 76 70 + 6 110 + 13 = 123
Year 3			
Strategies	**Concrete**	**Pictorial**	**Abstract**
Add numbers with up to three digits, using formal written methods of columnar addition.	Use of place value counters. When there are 10 ones in the 1s column- we exchange for 1 ten, when there are 10 tens in the 10s column- we exchange for 1 hundred. 	Children to represent the counters in a place value chart, circling when they make an exchange. 	Compact Column Addition 789 + 642 becomes 7 8 9 + 6 4 2 1 4 3 1 1 1 Answer: 1431 Add the units first, carry numbers underneath the bottom line, remind pupils of actual value e.g. 3 tens add 7 tens
Year 4			
Strategies	**Concrete**	**Pictorial**	**Abstract**
Add whole numbers with more than 4 digits, including using formal	Continue to use dienes and place value counters to add, exchanging ten ones for a ten and ten tens for a hundred and ten hundreds for a thousand. 2,334 + 1,123 =	Draw representations using place value diagram.	Continue from previous work to carry hundreds and tens. Relate to money and measures.

written methods (columnar addition).			£ 32.50 + £ 21.75 = £54.25 £32.50 + £21.75 £54.25
Year 5			
Strategies	**Concrete**	**Pictorial**	**Abstract**
Add numbers with more than 4 digits. Add decimals with 2 decimal places, including money.	Introduce decimal place value counters and model exchange for addition. 	Draw representations using PV grid. 	Tenths, hundredths and thousandths should be correctly aligned, with the decimal point aligned vertically including in the answer. Empty decimal places can be filled with the zero to show the place value of each column. 
Year 6			
Strategies	**Concrete**	**Pictorial**	**Abstract**
Add several	As year 5		

numbers of increasing complexity.	

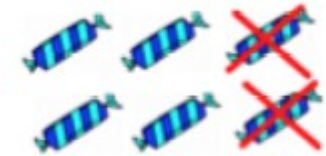
SUBTRACTION

EYFS

EYFS:

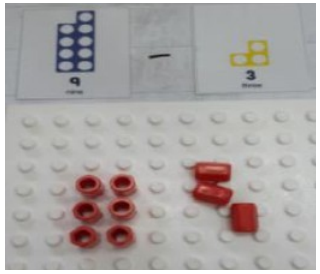
Before children can move onto the methods for subtraction they need to be able to count reliably including one to one correspondence. Children will be able to count up or back from
any number and begin to understand subtraction as take away. The children will be supported with these concepts through singing songs and develop ways of recording
calculations using pictures or apparatus, such as numicon.

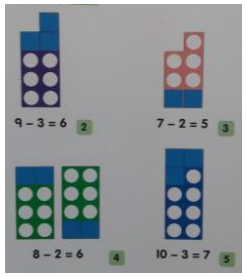
Relate subtraction to finding how many are left when some are removed

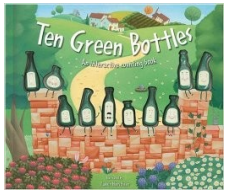


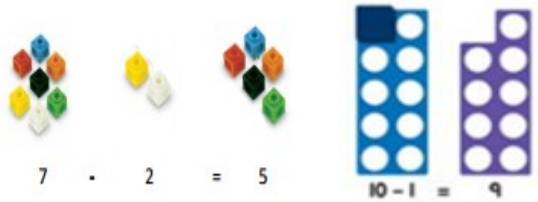
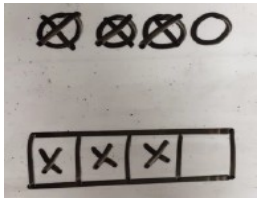
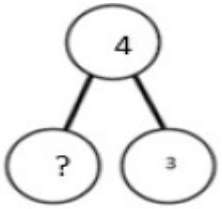
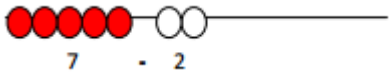
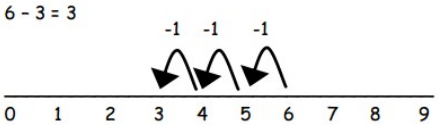
Children will begin to count backwards in familiar contexts such as num

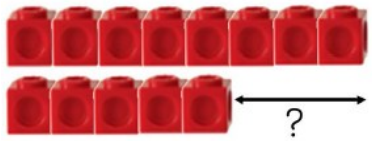
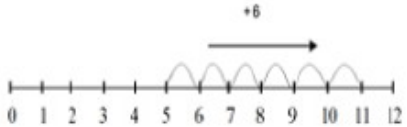
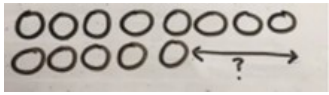
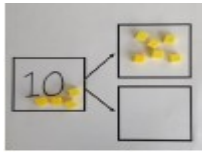
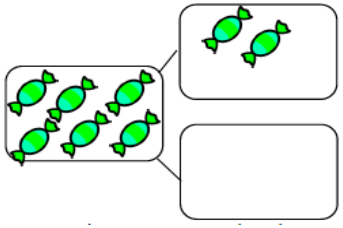
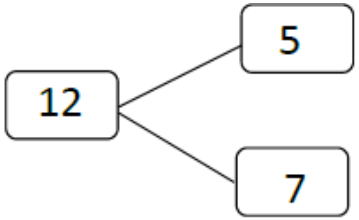
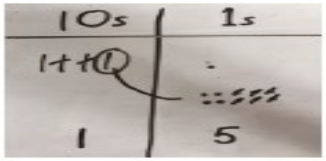
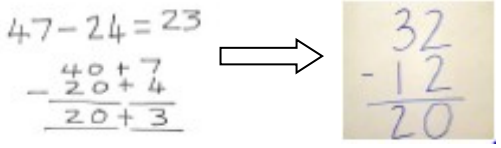
Numicon is used as a primary resource to support the teaching of subtraction. Practical experiences and activities are at the heart of developing mathematical concepts.

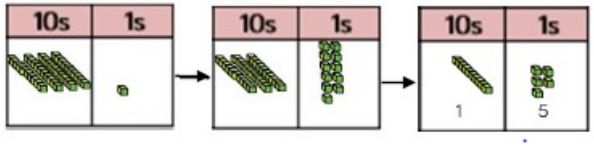
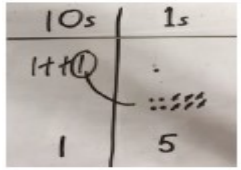
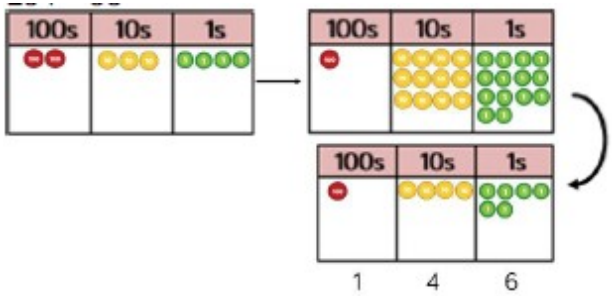
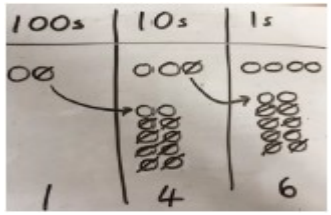
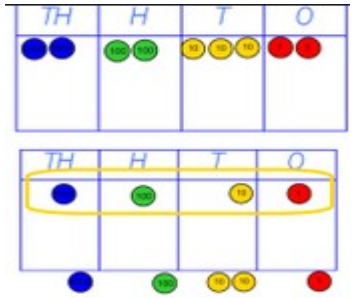
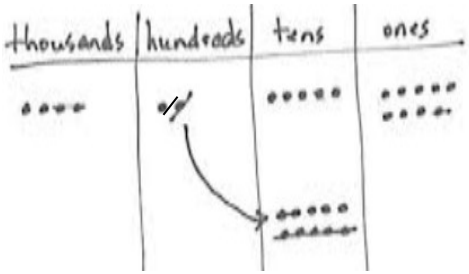
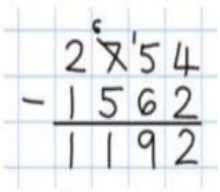


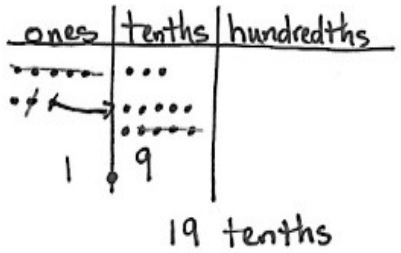
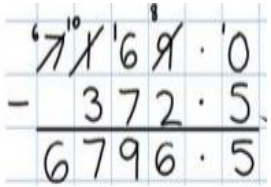




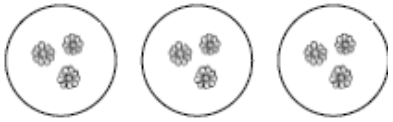
Year 1			
Strategies	**Concrete**	**Pictorial**	**Abstract**
Taking away ones.	Physically taking away and removing objects from a whole (ten frames, Numicon, cubes and other items such as beanbags could be used).  	Children to draw the concrete resources they are using and cross out the correct amount. 	4 – 3 = 1  Use Part-part-whole diagram to link with addition.
Starting at the bigger number and counting back.	Move the beads along the bead string as you count backwards.  	Start at the larger number on the number line and count back in ones to find the answer. Encourage children to progress to an empty number line.  	Place the larger number in your head and count back the smaller number to find your answer. 6 - 3 = 3
Find the difference.	Finding the difference (using cubes, Numicon or Cuisenaire rods, other objects can also be used). Calculate the difference between 8 and 5.	Count on using a number line to find the difference.	Find the difference between 8 and 5. 8 – 5, the difference is _____. Children to explore why: 9 - 6 = 8 – 5 = 7 – 4 have the same

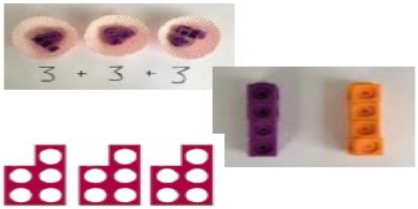
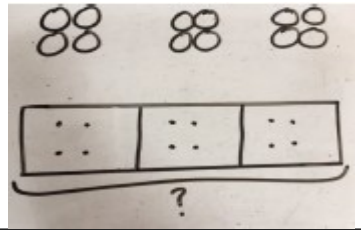
		 Or children can draw the cubes they have used to illustrate what they need to calculate. 	difference.
Year 2			
Strategies	**Concrete**	**Pictorial**	**Abstract**
Represent and use number bonds and related subtraction facts within 20.	Link to addition. Use the Part-part-whole model to model the inverse.  If 10 is the whole and 6 is one of the parts. What is the other part?	Use part-part-whole diagram. 	
Partitioning to subtract without regrouping.	Use dienes to show how to partition the number when subtracting without regrouping.   34 – 13 = 21	Children draw representations of dienes using lines for tens and dots or crosses for ones. They then cross off the smaller amount. 	Expanded Column Subtraction leading to compact column subtraction. 
Partitioning to subtract with	Model using dienes and a place value mat.	Children to represent dienes using lines for 10's and dots or crosses for ones.	Expanded Column Subtraction leading to compact column method.

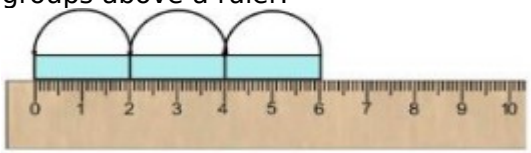
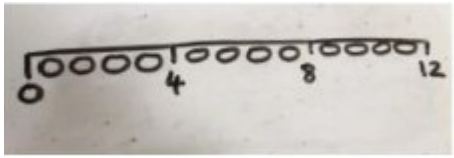
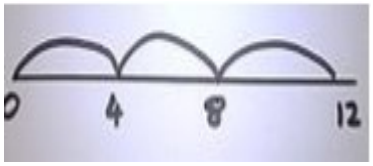
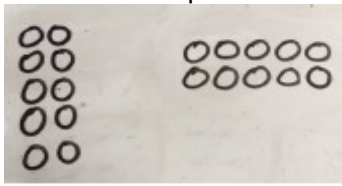
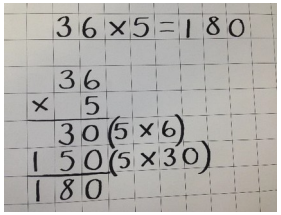
regrouping.	 41 – 26 = 15	 41 – 26 = 15	70 + 4 - 20 + 7 ~~70~~ + ~~4~~ - 20 + 7 40 + 7 ~~7~~ ~~4~~ - 2 7 4 7
Year 3			
Strategies	**Concrete**	**Pictorial**	**Abstract**
Subtract numbers with up to three digits, using formal written methods of columnar addition.	Use of place value counters. 234 – 88 = 146 	Represent the place value counters pictorially; remembering to show what has been exchanged. 234 – 88 = 146 	Expanded Column Subtraction leading to compact column method. 700 + 40 + 1 - 300 + 60 + 7 ~~600~~ + ~~130~~ + ~~11~~ - 300 + 60 + 7 300 + 70 + 4 ~~6~~ ~~13~~ ~~11~~ ~~7~~ ~~4~~ ~~1~~ - 3 6 7 3 7 4
Year 4			
Strategies	**Concrete**	**Pictorial**	**Abstract**
Subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition).	Children continue to use place value counters to subtract.  2232 – 1121 = 1111	Draw representations using place value diagram.  1 4 2 - 2 1 2 0	Compact column method to subtract. 

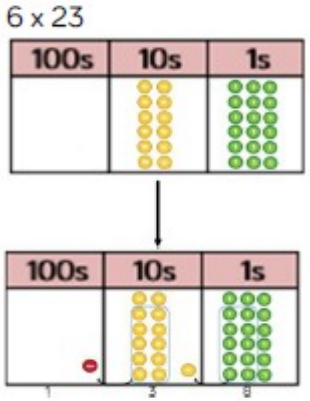
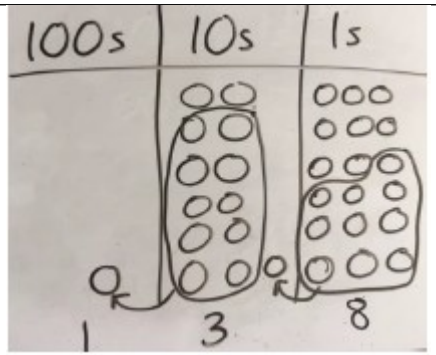
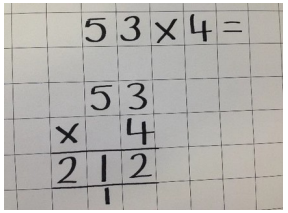
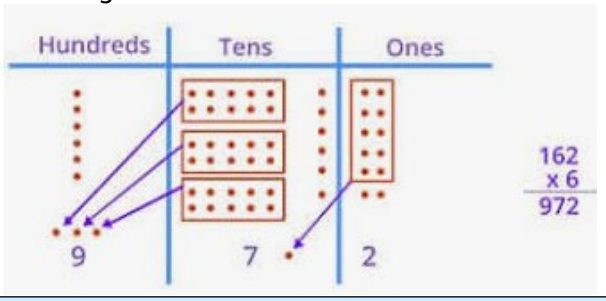
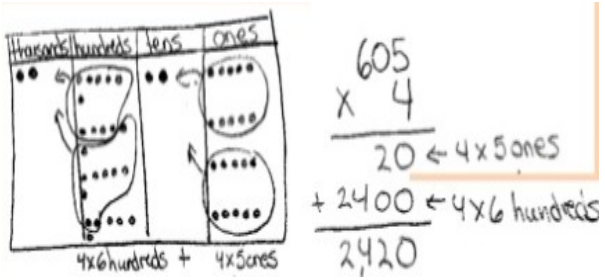
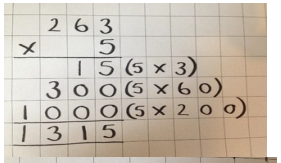
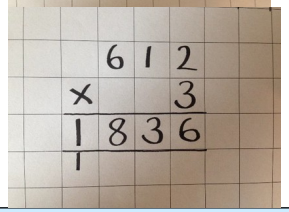
Year 5			
Strategies	**Concrete**	**Pictorial**	**Abstract**
Subtract numbers with more than 4 digits. Subtract decimals with 2 decimal places.	Introduce decimal place value counters and model exchange for subtraction. 	Draw representations using PV grid.  83 tenths - 8.3 - 6. 7 13 8.3 - 6.4 1.9	Children will subtract with decimal values, including mixtures of integers and decimals and aligning the decimal point. A zero will be used in any empty decimal place to aid understanding of what to subtract. 
Year 6			
Strategies	**Concrete**	**Pictorial**	**Abstract**
Subtract more complex numbers and decimal values.	As year 5 using more complex numbers.		

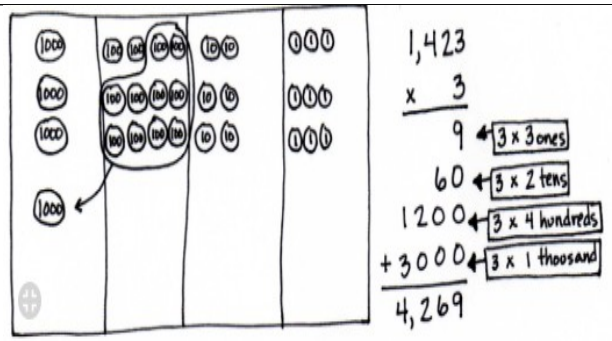
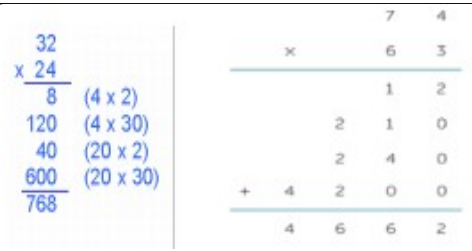
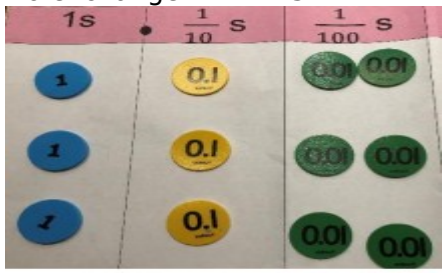
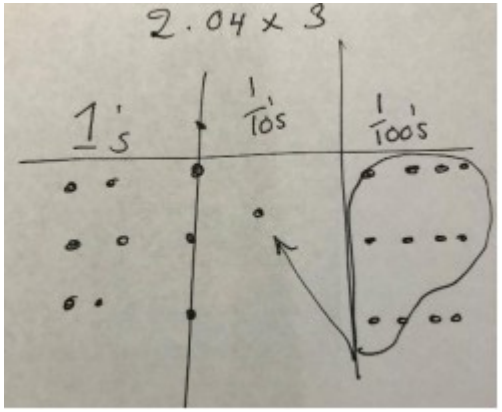
Multiplication

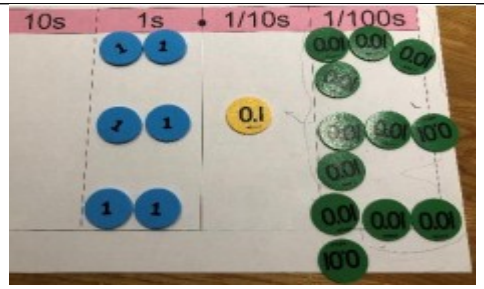
EYFS
Understanding of multiplication begins with practical work as children begin to work with groups of equal amounts. They learn to count in 2s, 5s and 10s, and this is then linked to practical problems, for example, counting pairs of children in the line, repeated printing of numicon shapes etc. Children begin to double numbers, initially with objects and later through addition. **Children will begin to count objects in repeated sets:**       **Using numicon to begin counting in repeated sets:**    

Year 1			
Strategies	**Concrete**	**Pictorial**	**Abstract**
Repeated grouping/ repeated addition	Use manipulatives to make equal groups and count the total. 	Children to represent the practical resources in a picture. 	3 x 4 = 12 4 + 4+ 4 = 12

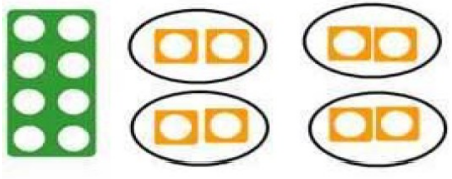
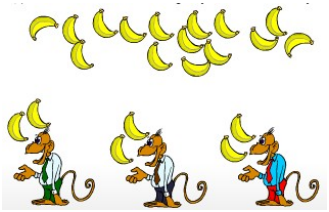
Year 2			
Strategies	**Concrete**	**Pictorial**	**Abstract**
Number line to show repeated addition.	Use Cuisenaire rods to show repeated groups above a ruler.  3 groups of 2	Represent this pictorially alongside a number line.  	Abstract number line showing three jumps of four. 3 x 4 = 12 
Showing multiplication as an array. Exploring its commutative properties.	Objects, cubes, counters and cuisineraire rods can be used to make arrays.  	Children to represent the arrays pictorially.  5 x 2 = 2 x 5	Children to be able to use arrays to write a range of calculations e.g. 10 = 2 x 5 5 x 2 = 10 2 + 2 + 2 + 2 + 2 = 10 10 = 5 + 5
Year 3			
Strategies	**Concrete**	**Pictorial**	**Abstract**
Multiplying two digit numbers by one digit.	Use dienes or place value counters to show how we are finding groups of a number. Then start by counting the ones, then tens. Then progress to making exchanges.	Represent the dienes or place value counters pictorially; remembering to show what has been exchanged.	Expanded short multiplication leading to short multiplication. 

			
Year 4			
Strategies	**Concrete**	**Pictorial**	**Abstract**
Multiplying two and three digit numbers by one digit.	Use dienes or place value counters to show how we are finding groups of a number. Then start by counting the ones, then tens and hundreds. Then progress to making exchanges. 	Represent the dienes or place value counters pictorially; remembering to show what has been exchanged. 	Expanded Short Multiplication leading to Short Multiplication:  
Year 5			
Strategies	**Concrete**	**Pictorial**	**Abstract**
Multiply numbers up to 4	Pupils to use place value counters to represent 4 digit x 1 digit calculations.	Pupils to represent place value counters pictorially.	Consolidate short multiplication before moving on to expanded long multiplication:

digits by a one or two digit number.	2,121 x 3 =  	 	 Once secure introduce formal long multiplication: 124 × 26 becomes 1 2 1 2 4 × 2 6 7 4 4 2 4 8 0 3 2 2 4 1 1 Answer: 3224
Year 6			
Strategies	**Concrete**	**Pictorial**	**Abstract**
Multiply numbers up to 4 digits by a one or two digit number. (See Year 5) Multiplying decimals up to 2 places by a whole	Use place value counters to multiply decimals. No exchange: 1.12 x 3  With exchange: 2.04 x 3	Use pictorial representations.  	Formal method for multiplication. 1 2 . 0 4 x 3 6 . 1 2

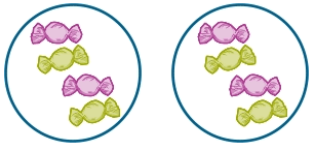
number.			

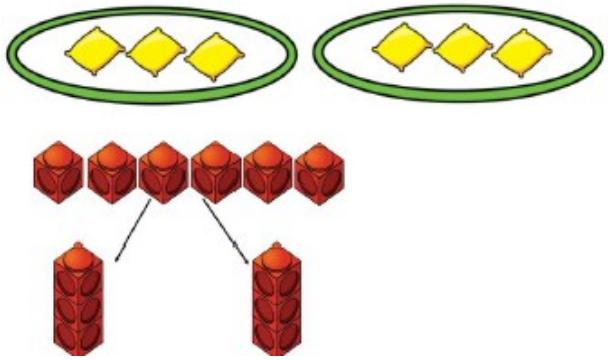
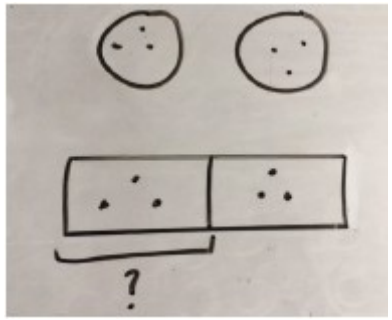
Division

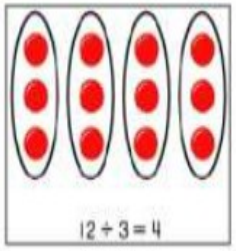
EYFS
Children will engage in a wide variety of songs and rhymes, games and activities. In practical activities and through discussion they will begin to solve problems involving halving and sharing. The children will understand sharing as giving everyone the same amount. Make use of everyday situations e.g. sharing fruit out at snack time, in the role play area, sharing out objects in a practical way.  

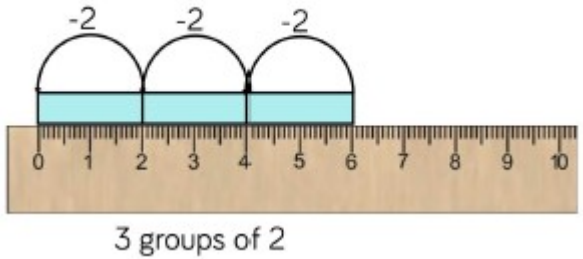
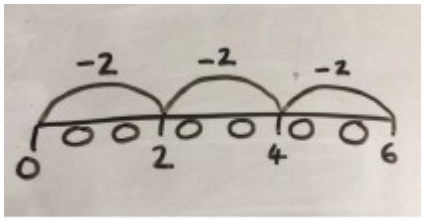
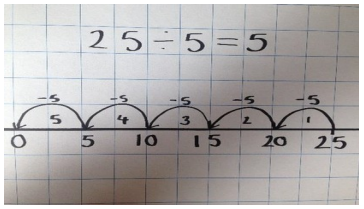
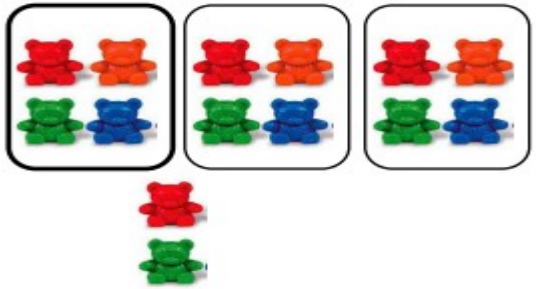
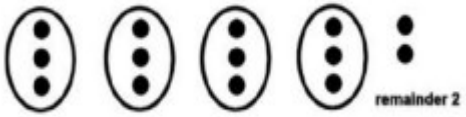
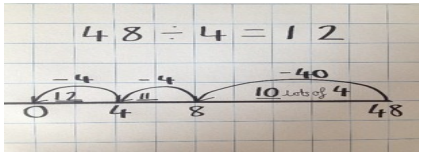
Share the apples between two people.

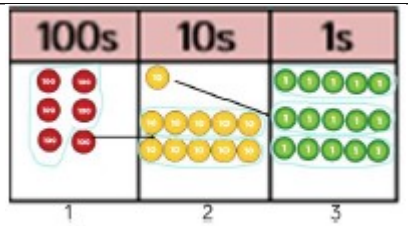
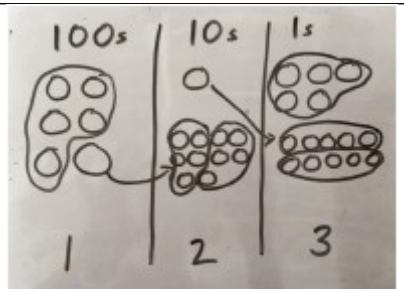
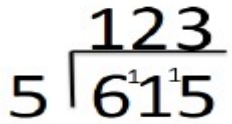
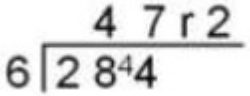
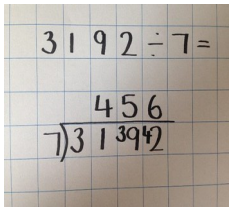
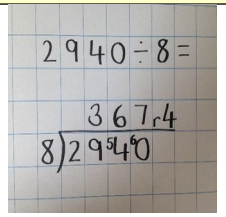
'Half the apples for me, half the apples for you.'

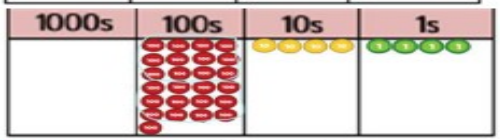
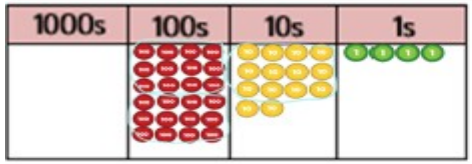
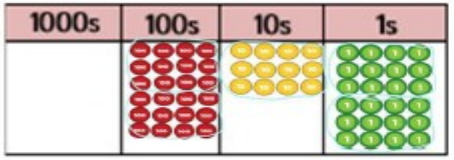


Year 1			
Strategies	**Concrete**	**Pictorial**	**Abstract**
Division as sharing.	Sharing using a range of resources. 	Represent the sharing pictorially. 	6 ÷ 2 = 3

Year 2			
Strategies	**Concrete**	**Pictorial**	**Abstract**
Showing division as an array. (division as grouping)	Numicon should be used to show how many groups of a number are in another number.  e.g. 6 ÷ 2 = 3 "How many groups of 2 are there in 6?"	Children to represent the arrays pictorially.  This represents 12 ÷ 3, posed as how many groups of 3 are in 12. Pupils should also know that the same array can represent 12 ÷ 4 if grouped horizontally.	Children to be able to use arrays to write a range of calculations e.g. 12 ÷ 3 = 4 12 ÷ 4 = 3 4 x 3 = 12 3 x 4 = 12

Number line to show repeated subtraction. (division as grouping)	Use Cuisenaire rods to show repeated groups above a ruler. 6 ÷ 2  	Represent this pictorially alongside a number line.  	Abstract number line showing repeated groups subtracted. 25 ÷ 5 = 5 
Year 3			
Strategies	**Concrete**	**Pictorial**	**Abstract**
Dividing two digit numbers by one digit including with remainders.	Divide objects between groups and see how much is left over. 	Children to carry out grouping pictorially using dots or crosses.  	Abstract number line showing repeated groups subtracted and remainder using times tables facts to help them.  Encourage children to take larger chunks using 'friendly' multiples of 2, 5 and 10. 
Year 4			
Strategies	**Concrete**	**Pictorial**	**Abstract**
Dividing two and three digit numbers using short division, including	Short division using place value counters to group. 615 ÷ 5 =	Represent the dienes or place value counters pictorially; remembering to show what has been exchanged.	Children to represent the calculation using the short division scaffold:

remainders.	 1. Make 615 with place value counters 2. How many groups of 5 hundreds can you make with 6 hundred counters? 3. Exchange 1 hundred for 10 tens. 4. How many groups of 5 tens can you make with 11 ten counters? 5. Exchange 1 ten for 10 ones. 6. How many groups of 5 ones can you make with 15 ones?	 	 Once the children are confident with this, they can then move on to using short division with remainders. 
Year 5			
Strategies	**Concrete**	**Pictorial**	**Abstract**
Divide four digit numbers by one digit including remainders.	Continue to use place value counters as in year 4.	Continue to represent place value counters pictorially as in year 4.	  Answers could also be given as remainders, decimals or fractions e.g. 2940 ÷ 8 = 367 r4 = 367 1/2 = 367.5
Year 6			
Strategies	**Concrete**	**Pictorial**	**Abstract**

Divide four digits numbers by two digit numbers using long division.	Use Place value counters alongside the calculation. 2544 ÷ 12  We can't group 2 thousands into groups of 12 so will exchange them.  We can group 24 hundreds into groups of 12 which leaves with 1 hundred. 02 12 ⟌ 2544 24 1  After exchanging the hundred, we have 14 tens. We can group 12 tens into a group of 12, which leaves 2 tens. 021 12 ⟌ 2544 24 14 12 2  After exchanging the 2 tens, we have 24 ones. We can group 24 ones into 2 group of 12, which leaves no remainder. 0212 12 ⟌ 2544 24 14 12 24 24 0

Note:

For this year, in Years 1 and 2 we adapt the ‘Hamilton Trust Maths’ scheme of work to meet the needs of our pupils through small step planning. The Hamilton Trusts planning documents and resources ensure continuity and progression of mathematics skills using a range of concrete resources.

The weekly plans ensure that there is a continuity of teacher’s model, manipulatives and vocabulary. Teachers planning is supported and ensures that pitch and differentiation is adequately met so that teachers can focus on quality first teaching and high-quality AFL.

Below is the Hamilton Trust Calculation Policy which has been employed this year:

Hamilton
supporting teachers

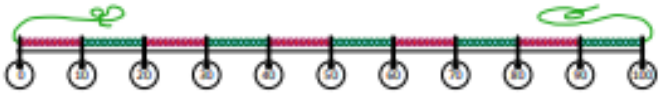
Year 1

Addition and subtraction are inverse operations. Right from the start children should be taught these as related operations. There are four number sentences (two using + and two using -) which can be written to express the relationship between 4 and 6 and 10. It is key to a good understanding of addition and subtraction that 6 + [] = 10 and 10 - 6 = [] are seen as ways of expressing the same question.

+ Addition

Using place value

Count on in ones/counting in tens, *e.g. knowing 45 + 1 or 45 + 10 without counting on in ones.*



45 + ☐ = 50 65 + ☐ = 70

85 + ☐ = 90

Bead strings and 1-100 number grid help counting on/back in tens.

Counting on

Count on in ones, *e.g. 11 + 2 =* and *7 + 4 =*

Count on in tens, *e.g. 45 + 20 as 45, 55, 65*

Using number facts

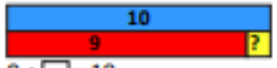
'Story' of 4, 5, 6, 7, 8 and 9, *e.g. 7 = 7 + 0 or 6 + 1 or 5 + 2 or 4 + 3.*

Number bonds to 10, *e.g. 5 + 5 , 6 + 4, 7 + 3, 8 + 2, 9 + 1, 10 + 0.*

6 + ☐ = 10

7 + ☐ = 10

5 + ☐ = 10



9 + ☐ = 10

Missing number sentences, 3 + [] = 7, link addition and subtraction.

Patterns using known facts, e.g. 4 + 3 = 7 so we know 24 + 3, 44 + 3, 74 + 3, etc.

- Subtraction

Using place value

Count back in 1s/Count back in 10s.

Say one less than any number to 100.

Say 10 less <u>without</u> counting back in ones.

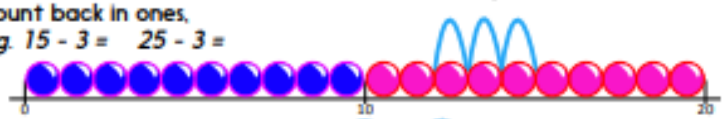
33 - 10 = 23

1	2	3	4	5
11	12	13	14	15
21	22	23	24	25
31	32		34	35
41	42	43	44	45

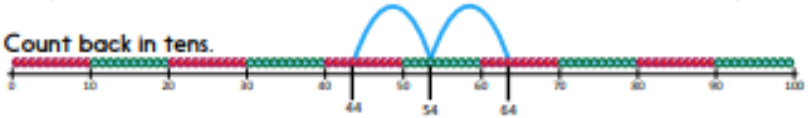
Subtracting by taking away

Count back in ones,

e.g. 15 - 3 = 25 - 3 =



Count back in tens.



Using number facts

'Story' of 4, 5, 6, 7, 8 and 9, *e.g. 7 - 1 = 6, 7 - 2 = 5, 7 - 3 = 4, etc.*

Number bonds to 10, *e.g. 10 - 1 = 0, 10 - 2 = 8, 10 - 3 = 7, etc.*

10 - ☐ = 7

10 - ☐ = 9

Patterns using known facts,

e.g. 10 - 7 = 3 so we know 30 - 7 = ?

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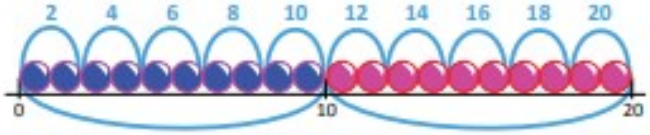
Year 1

Multiplication and division are inverse operations. Right from the start children should be taught these as related operations. There are four number sentences (two using x and two using ÷ which can be written to express the relationship between 5 and 9 and 45. It is key to a good understanding of division that [] x 5 = 45 and 45 ÷ 5 = [] are seen as ways of expressing the same question.

x Multiplication

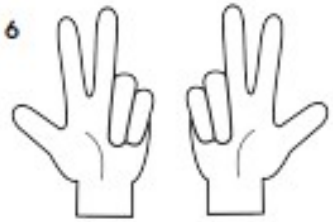
Counting in steps ('Clever' counting)

Count in 2s and 10s.



Doubling and halving

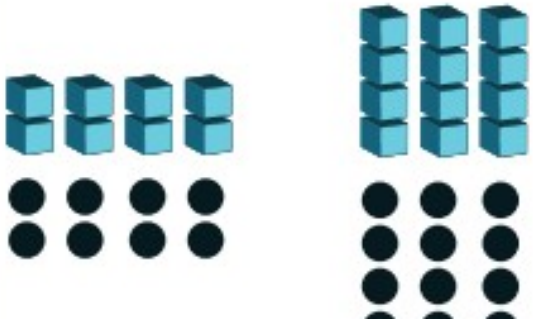
Find doubles to double 6 using fingers.



'Clever' counting is an excellent basis for multiplication and division.

Grouping

Begin to use visual and concrete arrays and 'sets of' objects to find the answers to '3 lots of 4' or '2 lots of 5', etc.

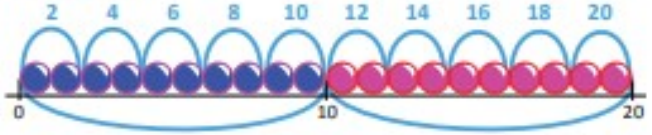


Division must be presented as the inverse of multiplication (grouping).

÷ Division

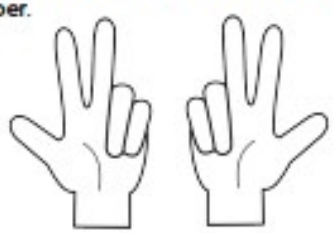
Couting in steps ('Clever' counting)

Count in 2s, and 10s.



Doubling and halving

Find half of even numbers up to 12 including realising that it is hard to halve an odd number.

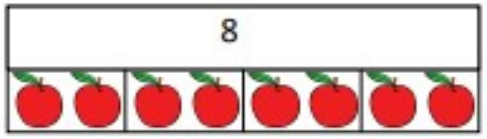


Grouping

Begin to use visual and concrete arrays and 'sets of' objects to find the answers to *'how many towers of 3 can I make with 12 cubes?'*

Sharing

Begin to find half of a quantity using sharing, *e.g half of 16 cubes by giving one each repeatedly to two children.*



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Year 2

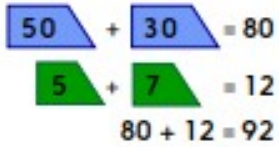
Addition and subtraction are inverse operations. Right from the start children should be taught these as related operations. There are four number sentences (two using + and two using -) which can be written to express the relationship between 4 and 6 and 10. It is key to a good understanding of addition and subtraction that 6 + [] = 10 and 10 - 6 = [] are seen as ways of expressing the same question.

+ Addition

Using place value

Know 1 more or 10 more than any number, e.g. 1 more than 67 or 10 more than 85.

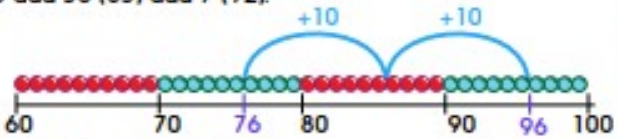
Partitioning, e.g. 55 + 37 as 50 + 30 and 5 + 7 finally combining the two totals: 80 + 12.



Bead strings and 1-100 number grid help counting on/back in tens.

Counting on

Add ten and mupltiples of ten, e.g. 76 + 20 as 76 , 86, 96 or in one hop 76 + 20. Add two 2-digit numbers by counting on in tens and then in ones, e.g. 55 + 37 as 55 add 30 (85) add 7 (92).



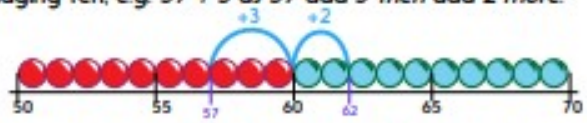
Add near multiples, e.g. 46 + 19 or 63 + 21.

Using number facts

Know pairs of numbers which make the numbers up to and including 10, e.g. *8 = 4&4, 3&5, 2&6, 1&7 and 10 = 5&5, 4&6, 3&7, 2&8, 1&9, 0&10.*

Patterns of known facts, *e.g. 6 + 3 = 9, so we know 36 + 3 = 39, 66 + 3 = 69, 53 + 6 = 59.*

Bridging ten, *e.g. 57 + 5 as 57 add 3 then add 2 more.*



Missing number sentences, 3 + [] = 7, link addition and subtraction.

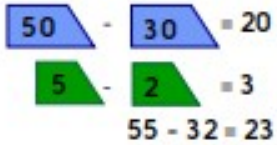
Adding three or more single-digit numbers, spotting bonds to 10 or doubles.

- Subtraction

Using place value

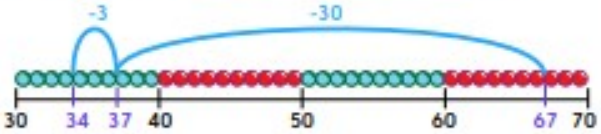
Know 1 less or 10 less than any number, e.g. 1 less than 74 or 10 less than 82.

Partitioning, e.g. 55 - 32 as 50 - 30 and 5 - 2 combining the answers: 20 + 3.



Taking away

Subtract ten and multiples of ten, *e.g. 76 - 20 as 76, 66, 56 or in one hop 76 - 20 = 56.* Subtract two 2-digit numbers by counting back in tens then in ones, *e.g. 67 - 33 as 67 subtract 30 (37) then count back 3 (34).*



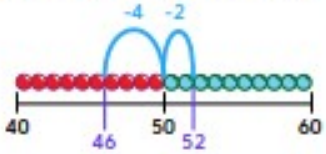
Subtracting near multiples, *e.g. 74 - 21 or 57 - 19.*

Using number facts

Know pairs of numbers which make the numbers up to and including 10, *e.g. 10 - 6 = 4, 8 - 3 = 5, 5 - 2 = 3, etc.*

Patterns of known facts, *e.g. 9 - 6 = 3, so we know 39 - 6 = 33, 69 - 6 = 63, 89 - 6 = 83.*

Bridge ten, *e.g. 52 - 6 as 52 subtract 2 then subtract 4 more.*



Counting up

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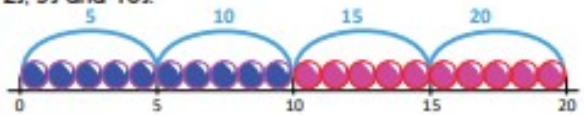
Year 2

Multiplication and division are inverse operations. Right from the start children should be taught these as related operations. There are four number sentences (two using x and two using ÷ which can be written to express the relationship between 5 and 9 and 45. It is key to a good understanding of division that [] x 5 = 45 and 45 ÷ 5 = [] are seen as ways of expressing the same question.

x Multiplication

Counting in steps ('Clever' counting)
Count in 2s, 5s and 10s.

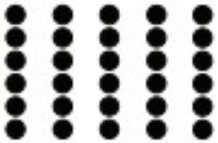


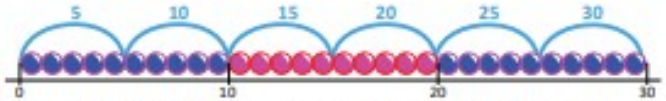
Begin to count in 3s.

'Clever' counting is an excellent basis for multiplication and division.

Doubling and halving
Begin to know doubles of multiples of 5 to 100, *e.g. double 35 is 70.*

Grouping
Use arrays to find answers to multiplication and relate to 'clever' counting, *e.g. 3 x 4 as three lots of four things and 6 x 5 as six steps in the 5s count as well as six lots of five.*





Understand that 5 x 3 can be worked out as three 5s or five 3s.

Use number facts
Know doubles to double 20

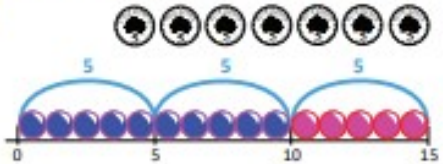
Double 7 = 14

Division, grouping, is the inverse of multiplication.

Start learning 2x, 5x, 10x tables, relating these to 'Clever counting' in 2s, 5s, and 10s. *e.g. 5 x 10 = 50 and 10, 20, 30, 40, 50 is five steps in the tens count*

÷ Division

Counting in steps ('Clever' counting)
Count in 2s, 5s and 10s



Doubling and halving
Find half of numbers up to 40, including realising that half of an odd number gives a remainder of 1 or an answer containing a ½.
Begin to know half of multiples of 10 to 100, *e.g. half of 70 is 35.*

Grouping
Relate division to multiplication by using arrays of towers of cubes to find anwers to division, *e.g. how many towers of five cubes can I make from 20 cubes as ☐ x 5 = 20 and also as 20 ÷ 5 = ?*

Relate division to 'clever' counting and hence to multiplication, e.g. *how many 5s do I count to get to 20?*

Sharing
Begin to find half or a quarter of a quantity using sharing, e.g. ¼ of 16 cubes by sorting the subes into four piles.
Find ¼, ½, ¾ of small quantities.

half of 20 is...

20	
?	?

Using number facts
Know halves of even numbers to 24.
Know 2x, 5x and 10x division facts.
Begin to know 3x division facts.