

Barrow CEVC Primary School Calculation policy

Guidance

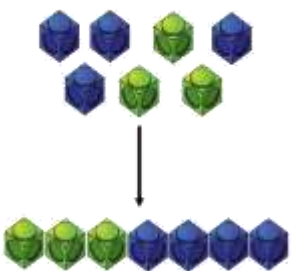
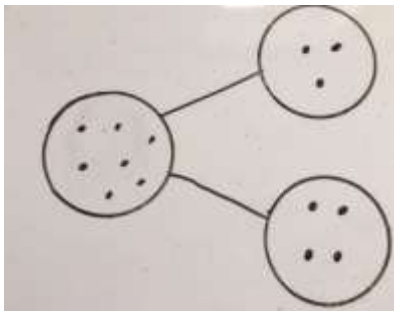
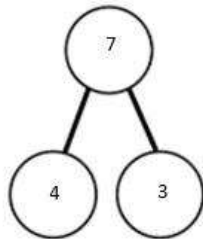
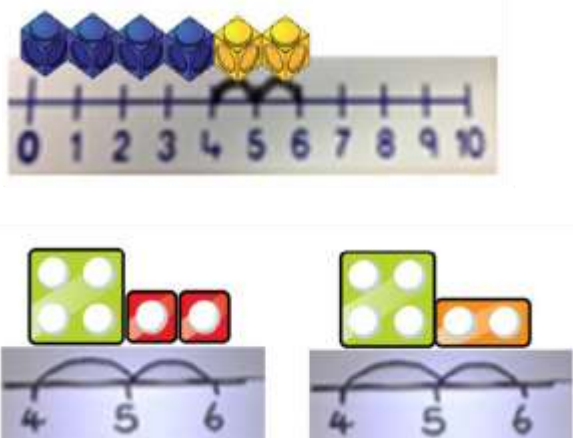
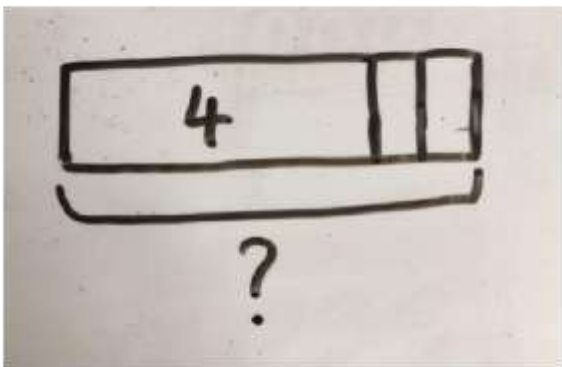



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition	<p>Combining two parts to make a whole</p> <p>Counting on to add</p> <p>Number bonds to 10</p>	<p>Combining two parts to make a whole: part whole model.</p> <p>Starting at the bigger number and counting on- using cubes.</p> <p>Regrouping to make 10 using ten frame.</p>	<p>Adding three single digits.</p> <p>Use of base 10 to combine two numbers.</p>	<p>Column method- regrouping.</p> <p>Using place value counters (up to 3 digits).</p>	<p>Column method- regrouping. (up to 4 digits)</p>	<p>Column method- regrouping.</p> <p>Use of place value counters for adding decimals.</p>	<p>Column method- regrouping.</p> <p>Abstract methods.</p> <p>Place value counters to be used for adding decimal numbers.</p>
Subtraction	<p>Taking away ones</p> <p>Counting back</p>	<p>Taking away ones</p> <p>Counting back</p> <p>ten frame</p> <p>Find the difference</p> <p>Part whole model</p> <p>Make 10 using the tens frame</p>	<p>Counting back</p> <p>Find the difference</p> <p>Part whole model</p> <p>Make 10</p> <p>Use of base 10</p>	<p>Column method with regrouping. (up to 3 digits using place value counters)</p>	<p>Column method with regrouping. (up to 4 digits)</p>	<p>Column method with regrouping.</p> <p>same amount of Abstract for whole numbers.</p> <p>Start with place value counters for decimals- with the decimal places.</p>	<p>Column method with regrouping.</p> <p>Abstract methods.</p> <p>Place value counters for decimals- with different amounts of decimal places.</p>

Multiplication	<p>Recognising and making equal groups.</p> <p>Doubling</p>	<p>Recognising and making equal groups.</p> <p>Doubling</p> <p>Counting in multiples</p> <p>Use cubes, numicon and other objects in the classroom</p>	<p>Arrays- showing commutative multiplication</p>	<p>Arrays</p> <p>2d x 1d using base 10</p>	<p>Column multiplication- introduced with place value counters. (2 and 3 digit multiplied by 1 digit)</p>	<p>Column multiplication</p> <p>Abstract only but might need a repeat of year 4 first (up to 4 digit numbers multiplied by 1 or 2 digit)</p>	<p>Column Multiplication</p> <p>Abstract methods (multi-digit up to 4 digits by a 2 digit number)</p>
Division	<p>Sharing objects into groups</p> <p>Halving</p>	<p>Sharing objects into groups</p> <p>Division as grouping e.g. I have 12 sweets and put them in groups of 3, how many groups?</p>	<p>Division as Grouping</p> <p>Division within arrays- linking to multiplication</p> <p>Repeated subtraction</p>	<p>Division with a remainder-using lollipop sticks, times tables facts and repeated subtraction.</p> <p>2d divided by 1d using base 10 or counters</p>	<p>Division with a Remainder</p> <p>Short division (up to 3 digits by 1 digit- concrete and pictorial)</p>	<p>Short division</p> <p>(up to 4 digits by a 1-digit number including remainders)</p>	<p>Short division</p> <p>Long division with place value counters (up to 4 digits by a 2-digit number)</p> <p>Children should exchange into the hundredths column too.</p>

Addition

Key language: sum, total, parts and wholes, plus, add, altogether, more, 'is equal to' 'is the same as'.

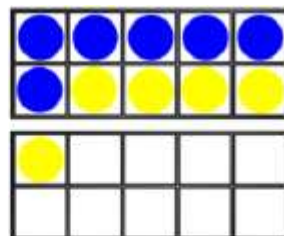
Concrete	Pictorial	Abstract
<p>Combining two parts to make a whole (use other resources too e.g. eggs, shells, teddy bears, cars).</p> 	<p>Children to represent the cubes using dots or crosses. They could put each part on a part whole model too.</p> 	<p>$4 + 3 = 7$ Four is a part, 3 is a part and the whole is seven.</p> 
<p>Counting on using number lines using cubes or Numicon.</p> 	<p>A bar model which encourages the children to count on, rather than count all.</p> 	<p>The abstract number line: What is 2 more than 4? What is the sum of 2 and 4? What is the total of 4 and 2? $4 + 2$</p> 

Regrouping to make 10; using ten frames and counters/cubes or using Numicon.

6 + 5



Children to draw the ten frame and counters/cubes.



Children to develop an understanding of equality e.g.

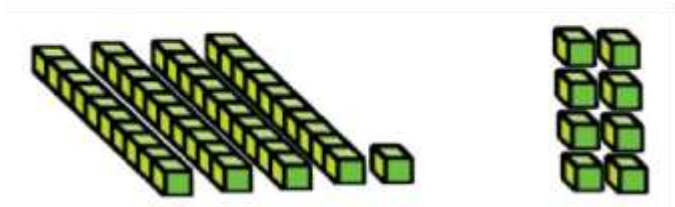
$$6 + \square = 11$$

$$6 + 5 = 5 + \square$$

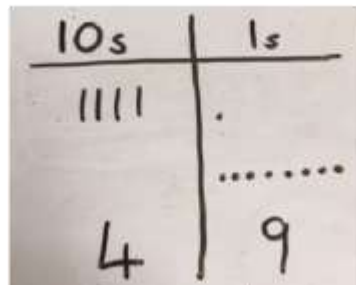
$$6 + 5 = \square + 4$$

TO + 0 using base 10. Continue to develop understanding of partitioning and place value.

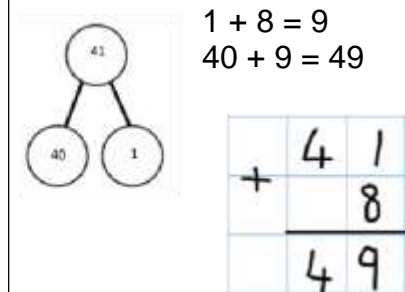
41 + 8



Children to represent the base 10 e.g. lines for tens and dot/crosses for ones.

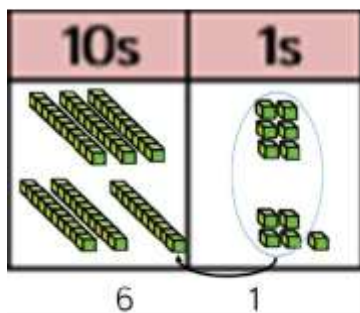


41 + 8

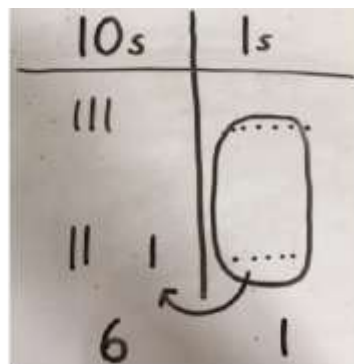


TO + TO using base 10. Continue to develop understanding of partitioning and place value.

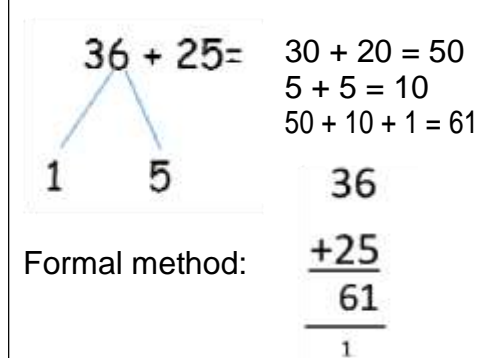
36 + 25



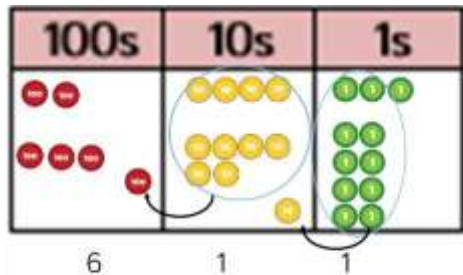
Children to represent the base 10 in a place value chart.



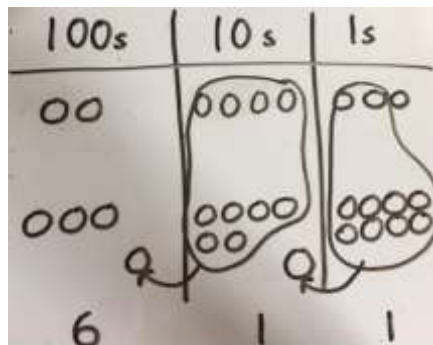
Looking for ways to make 10.



Use of place value counters to add HTO + TO, HTO + HTO etc. 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.

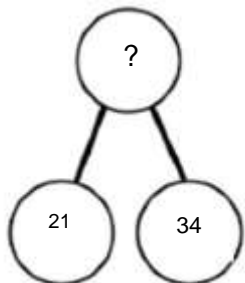


Children to represent the counters in a place value chart, circling when they make an exchange.



$$\begin{array}{r} 243 \\ +368 \\ \hline 611 \\ \hline 11 \end{array}$$

Conceptual variation; different ways to ask children to solve 21 + 34



?	
21	34

Word problems:

In year 3, there are 21 children and in year 4, there are 34 children. How many children in total?

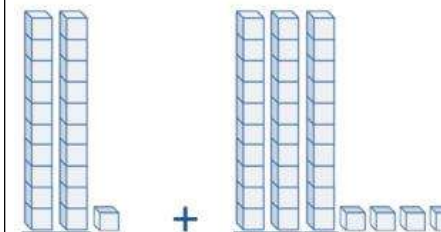
21 + 34 = 55. Prove it

$$\begin{array}{r} 21 \\ +34 \\ \hline \end{array}$$

21 + 34 =

$$\boxed{} = 21 + 34$$

Calculate the sum of twenty-one and thirty-four.

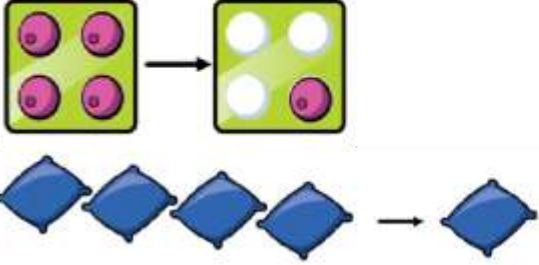
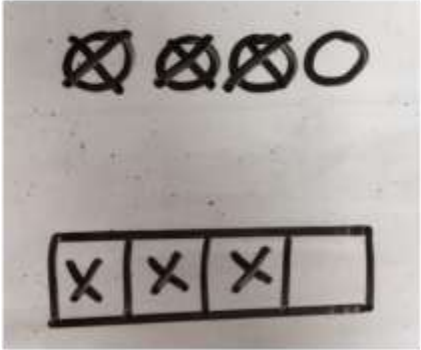
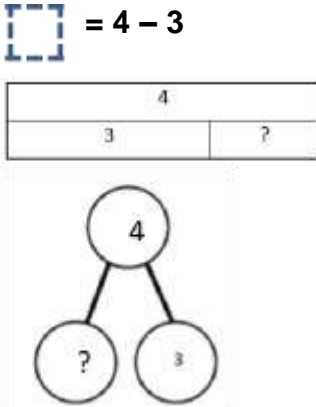
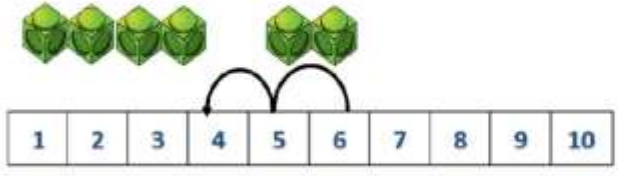
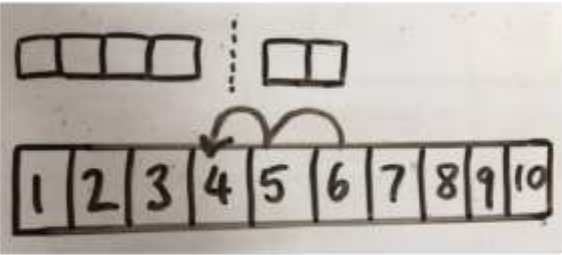
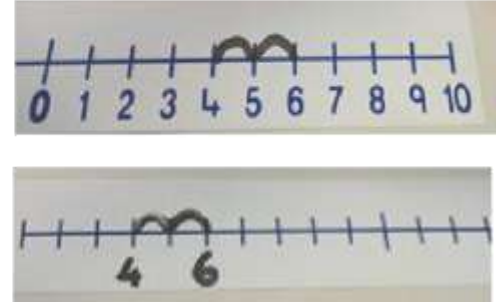


Missing digit problems:

10s	1s
?	?
?	5

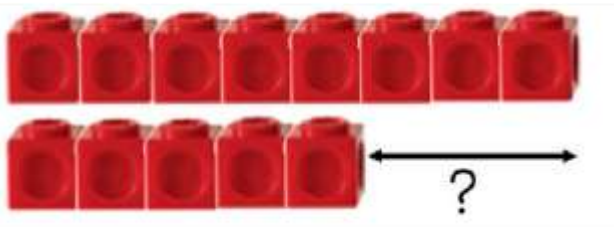
Subtraction

Key language take away, less than, the difference, subtract, minus, fewer, decrease.

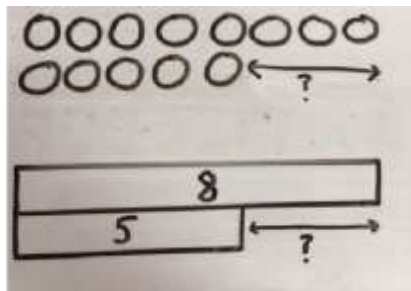
Concrete	Pictorial	Abstract
<p>Physically taking away and removing objects from a whole (ten frames, Numicon, cubes and other items such as beanbags could be used).</p> <p>$4 - 3 = 1$</p> 	<p>Children to draw the concrete resources they are using and cross out the correct amount. The bar model can also be used.</p> 	<p>$4 - 3 =$</p> <p>$\square = 4 - 3$</p> 
<p>Counting back (using number lines or number tracks) children start with 6 and count back 2.</p> <p>$6 - 2 = 4$</p> 	<p>Children to represent what they see pictorially e.g.</p> 	<p>Children to represent the calculation on a number line or number track and show their jumps. Encourage children to use an empty number line</p> 

Finding the difference (using cubes, Numicon or Cuisenaire rods, other objects can also be used).

Calculate the difference between 8 and 5.



Children to draw the cubes/other concrete objects which they have used or use the bar model to illustrate what they need to calculate.



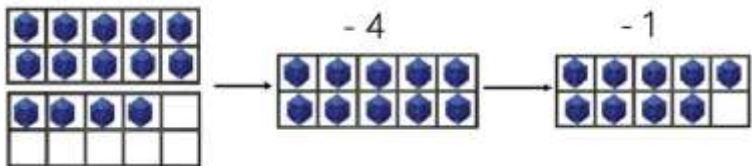
Find the difference between 8 and 5.

8 - 5, the difference is

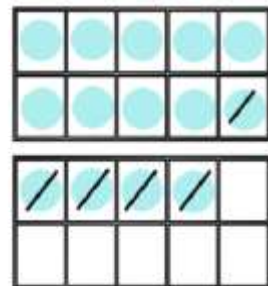
Children to explore why $9 - 6 = 8 - 5 = 7 - 4$ have the same difference.

Making 10 using ten frames.

$14 - 5$



Children to present the ten frame pictorially and discuss what they did to make 10.



Children to show how they can make 10 by partitioning the subtrahend.

$$14 - 5 = 9$$

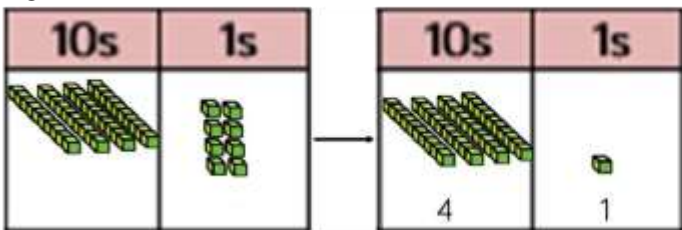
$$\begin{array}{c} 4 \quad 1 \end{array}$$

$$14 - 4 = 10$$

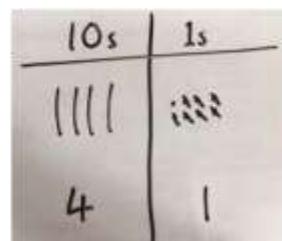
$$10 - 1 = 9$$

Column method using base 10.

$48 - 7$



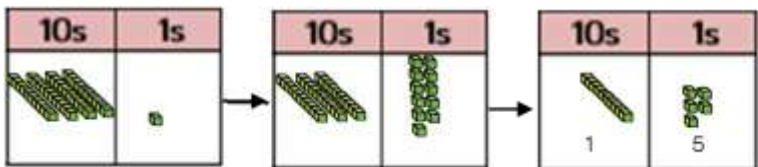
Children to represent the base 10 pictorially.



Column method or children could count back 7.

	4	8
-		7
	4	1

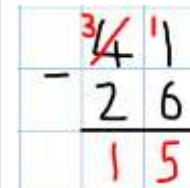
Column method using base 10 and having to exchange.
41 – 26



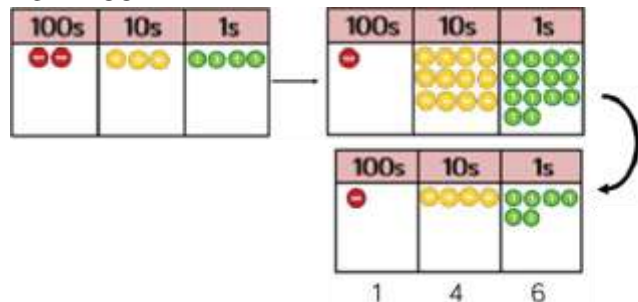
Represent the base 10 pictorially, remembering to show the exchange.



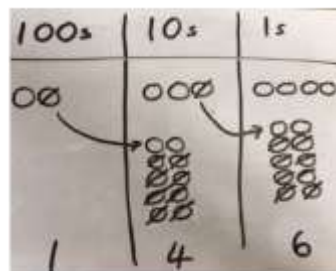
Formal column method. Children must understand that when they have exchanged the 10 they still have 41 because $41 = 30 + 11$.



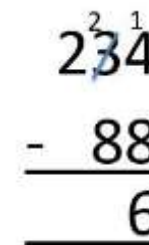
Column method using place value counters.
234 – 88



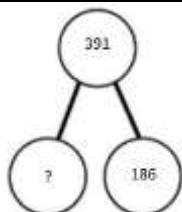
Represent the place value counters pictorially; remembering to show what has been exchanged.



Formal column method. Children must understand what has happened when they have crossed out digits.



Conceptual variation; different ways to ask children to solve 391 - 186



391	
186	?

Raj spent £391, Timmy spent £186.
How much more did Raj spend?

Calculate the difference between 391 and 186.

$$\boxed{} = 391 - 186$$

$$\begin{array}{r} 391 \\ -186 \\ \hline \end{array}$$

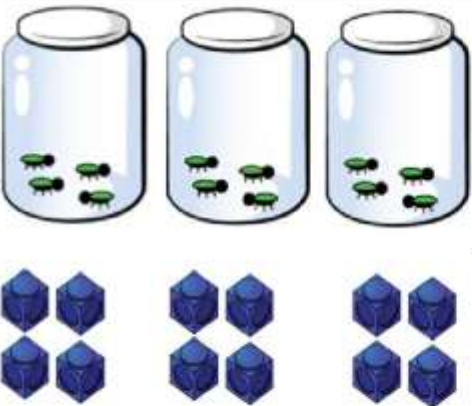
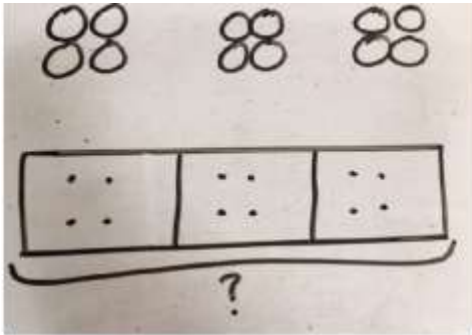
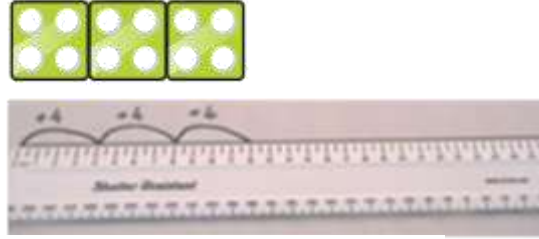
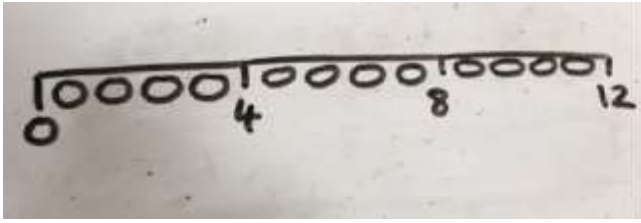
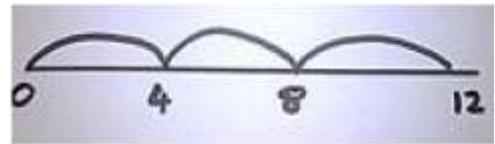
What is 186 less than 391?

Missing digit calculations

$$\begin{array}{r} 39\boxed{} \\ -\boxed{}\boxed{}6 \\ \hline \boxed{}05 \end{array}$$

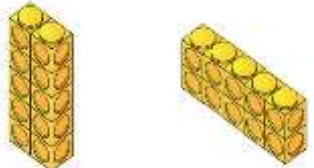
Multiplication

Key language: double, times, multiplied by, the product of, groups of, lots of, equal groups.

Concrete	Pictorial	Abstract
<p>Repeated grouping/repeated addition 3×4 $4 + 4 + 4$ There are 3 equal groups, with 4 in each group.</p> 	<p>Children to represent the practical resources in a picture and use a bar model.</p> 	<p>$3 \times 4 = 12$ $4 + 4 + 4 = 12$</p>
<p>Number lines to show repeated groups-3×4</p>  <p>Cuisenaire rods can be used too.</p>	<p>Represent this pictorially alongside a number line $3 \times 4 = 12$ Represent this pictorially alongside a number line e.g.</p> 	<p>Abstract number line showing three jumps of four.</p> 

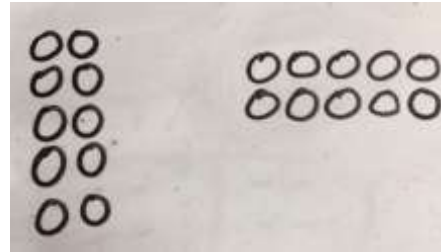
Use arrays to illustrate commutativity counters and other objects can also be used.

$$2 \times 5 = 5 \times 2$$



2 lots of 5 5 lots of 2

Children to represent the arrays pictorially.

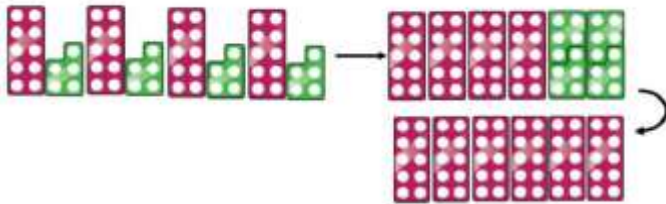


Children to be able to use an array to write a range of calculations e.g.

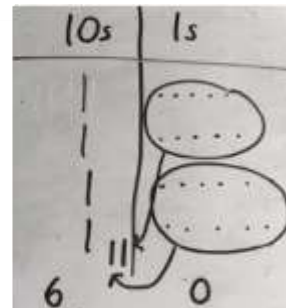
$$\begin{aligned} 10 &= 2 \times 5 \\ 5 \times 2 &= 10 \\ 2 + 2 + 2 + 2 + 2 &= 10 \\ 10 &= 5 + 5 \end{aligned}$$

Partition to multiply using Numicon, base 10 or Cuisenaire rods.

$$4 \times 15$$



Children to represent the concrete manipulatives pictorially.

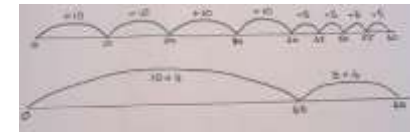


Children to be encouraged to show the steps they have taken.

$$\begin{array}{r} 4 \times 15 \\ \swarrow \searrow \\ 10 \quad 5 \end{array}$$

$$\begin{aligned} 10 \times 4 &= 40 \\ 5 \times 4 &= 20 \\ 40 + 20 &= 60 \end{aligned}$$

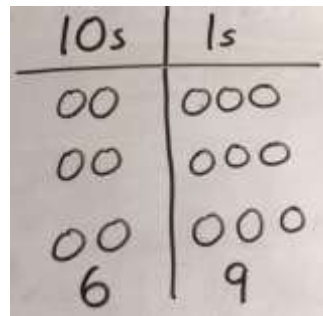
A number line can also be used



Formal column method with place value counters (base 10 can also be used.) 3×23



Children to represent the counters pictorially.

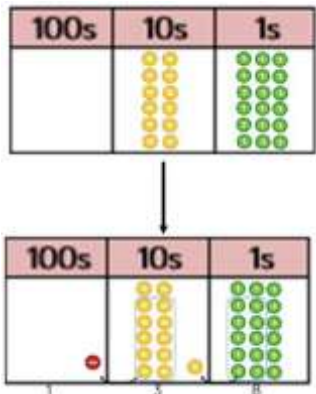


Children to record what it is they are doing to show understanding.

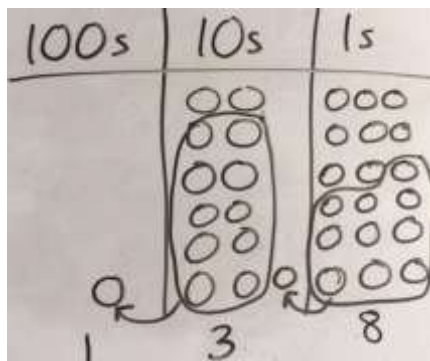
$$\begin{array}{r} 3 \times 23 \\ \swarrow \searrow \\ 20 \quad 3 \end{array} \quad \begin{array}{l} 3 \times 20 = 60 \\ 3 \times 3 = 9 \\ 60 + 9 = 69 \end{array}$$

$$\begin{array}{r} 23 \\ \times 3 \\ \hline 69 \end{array}$$

Formal column method with place value counters.
 6×23



Children to represent the counters/base 10, pictorially e.g. the image below.



Formal written method

$$\begin{array}{r}
 6 \times 23 = \\
 23 \\
 \times 6 \\
 \hline
 138 \\
 \hline
 11
 \end{array}$$

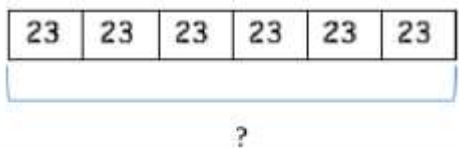
When children start to multiply $3d \times 3d$ and $4d \times 2d$ etc., they should be confident with the abstract:

To get 744 children have solved 6×124 .
 To get 2480 they have solved 20×124 .

$$\begin{array}{r}
 124 \\
 \times 26 \\
 \hline
 744 \\
 2480 \\
 \hline
 3224 \\
 \hline
 11
 \end{array}$$

Answer: 3224

Conceptual variation; different ways to ask children to solve 6×23



Mai had to swim 23 lengths, 6 times a week.
 How many lengths did she swim in one week?

With the counters, prove that $6 \times 23 = 138$

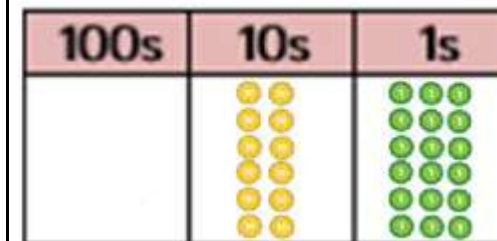
Find the product of 6 and 23

$$6 \times 23 =$$

$$\boxed{} = 6 \times 23$$

$$\begin{array}{r}
 6 \quad 23 \\
 \times 23 \quad \times 6 \\
 \hline
 \quad
 \end{array}$$

What is the calculation?
 What is the product?



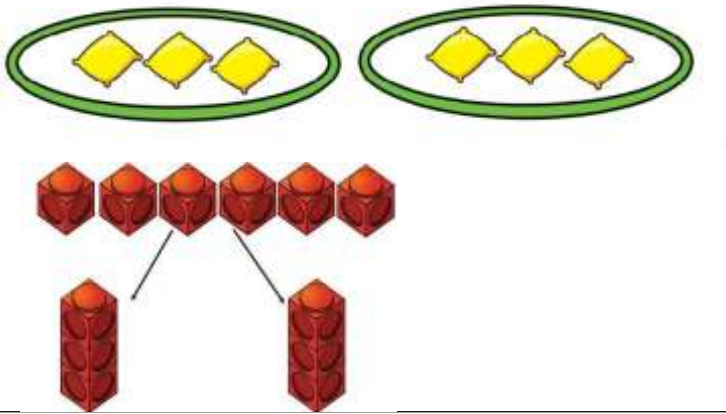
Division

Key language: share, group, divide, divided by, half.

Concrete

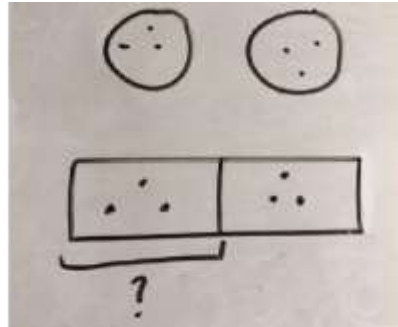
Sharing using a range of objects.

$$6 \div 2$$



Pictorial

Represent the sharing pictorially.



Abstract

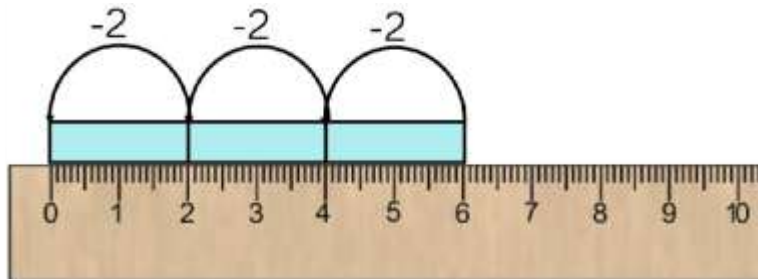
$$6 \div 2 = 3$$



Children should also be encouraged to use their 2 times tables facts.

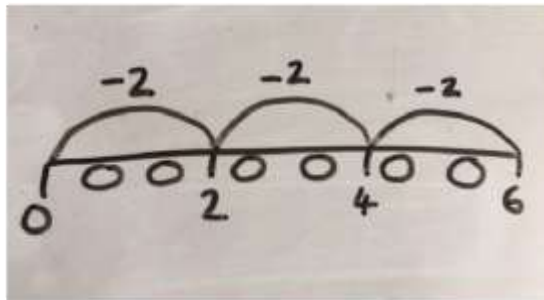
Repeated subtraction using Cuisenaire rods above a ruler.

$$6 \div 2$$

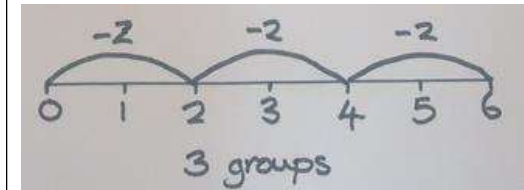


3 groups of 2

Children to represent repeated subtraction pictorially.



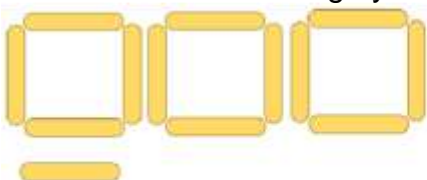
Abstract number line to represent the equal groups that have been subtracted.



2d ÷ 1d with remainders using lollipop sticks. Cuisenaire rods, above a ruler can also be used.

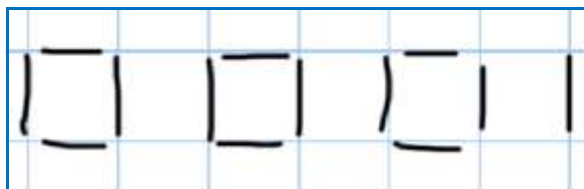
$13 \div 4$

Use of lollipop sticks to form wholes- squares are made because we are dividing by 4.



There are 3 whole squares, with 1 left over.

Children to represent the lollipop sticks pictorially.

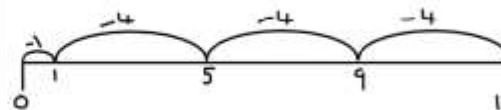


There are 3 whole squares, with 1 left over.

$13 \div 4 = 3 \text{ remainder } 1$

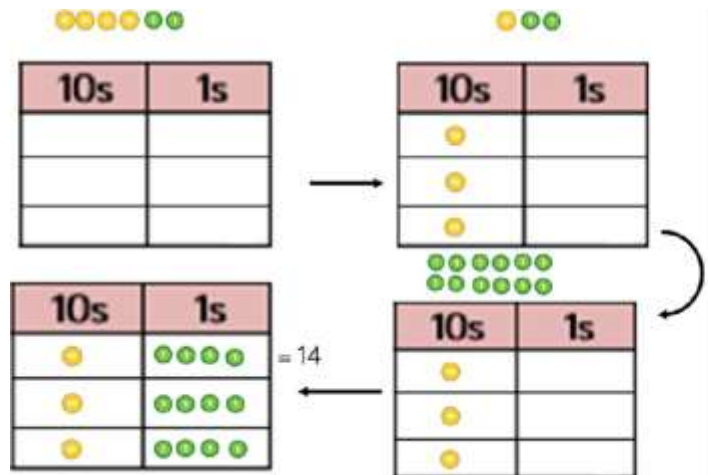
Children should be encouraged to use their times table facts; they could also represent repeated addition on a number line.

'3 groups of 4, with 1 left over'

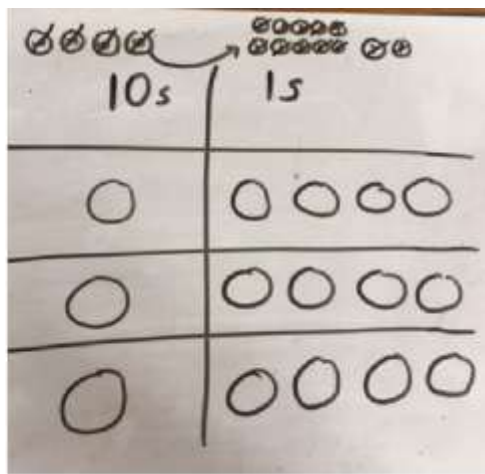


Sharing using place value counters.

$42 \div 3 = 14$



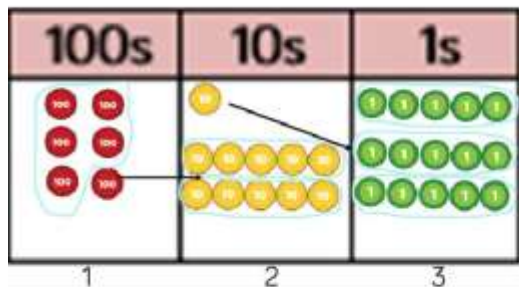
Children to represent the place value counters pictorially.



Children to be able to make sense of the place value counters and write calculations to show the process.

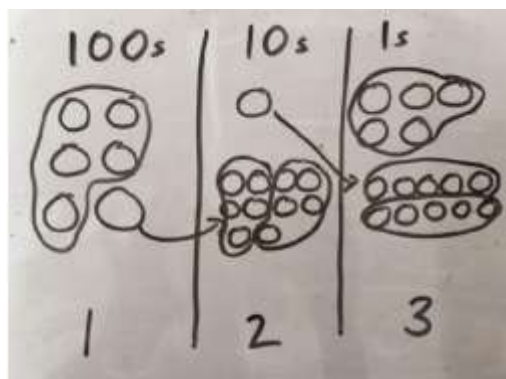
$42 \div 3$
 $42 = 30 + 12$
 $30 \div 3 = 10$
 $12 \div 3 = 4$
 $10 + 4 = 14$

Short division using place value counters to group.
 $615 \div 5$



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?

Represent the place value counters pictorially.



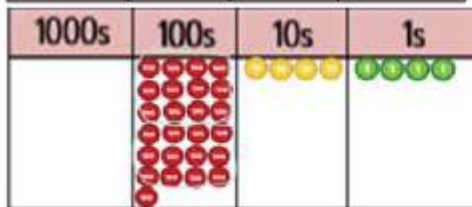
Children to the calculation using the short division scaffold.

$$5 \overline{) 615} \begin{array}{r} 123 \\ \underline{615} \\ 0 \end{array}$$

Long division using place value counters
 $2544 \div 12$

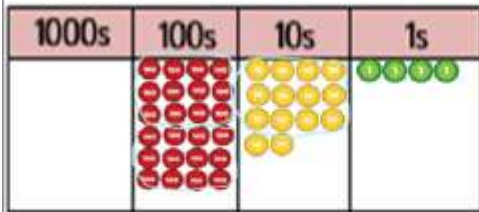


We can't group 2 thousands into groups of 12 so will exchange them.



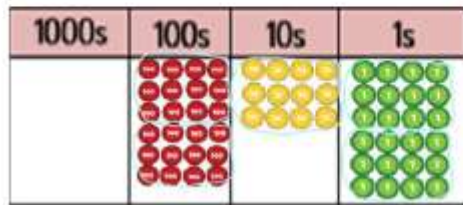
We can group 24 hundreds into groups of 12 which leaves with 1 hundred.

$$12 \overline{) 2544} \begin{array}{r} 02 \\ \underline{24} \\ 1 \end{array}$$



After exchanging the hundred, we have 14 tens. We can group 12 tens into a group of 12, which leaves 2 tens.

$$\begin{array}{r} 021 \\ 12 \overline{)2544} \\ \underline{24} \\ 14 \\ \underline{12} \\ 2 \end{array}$$

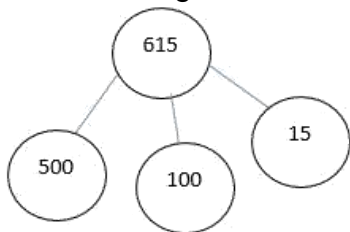


After exchanging the 2 tens, we have 24 ones. We can group 24 ones into 2 groups of 12, which leaves no remainder.

$$\begin{array}{r} 0212 \\ 12 \overline{)2544} \\ \underline{24} \\ 14 \\ \underline{12} \\ 24 \\ \underline{24} \\ 0 \end{array}$$

Conceptual variation; different ways to ask children to solve $615 \div 5$

Using the part whole model below, how can you divide 615 by 5 without using short division?



I have £615 and share it equally between 5 bank accounts. How much will be in each account?

615 pupils need to be put into 5 groups. How many will be in each group?

$$5 \overline{)615}$$

$$615 \div 5 =$$

$$\boxed{\quad} = 615 \div 5$$

What is the calculation?
What is the answer?

