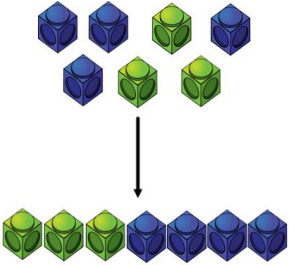
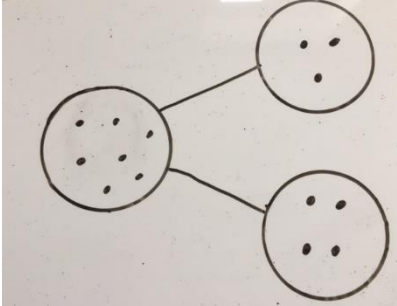
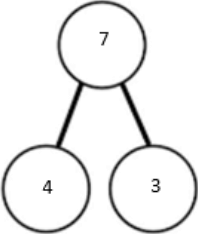
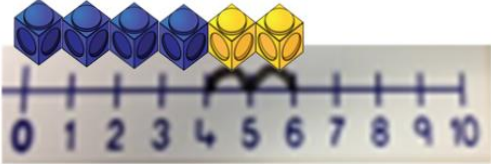
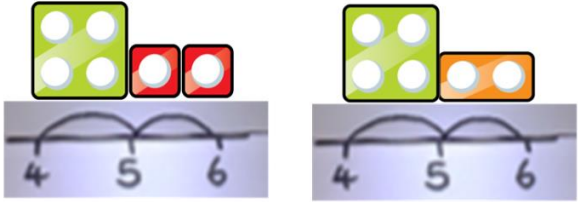
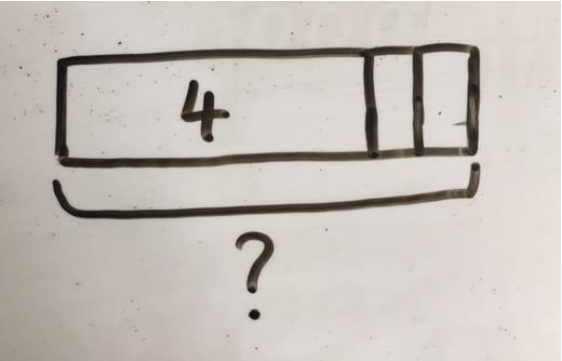




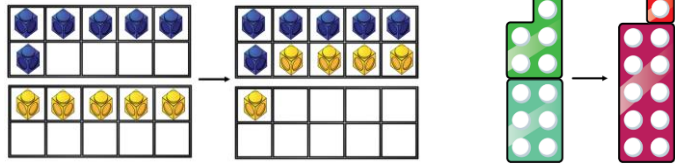
Calculation policy: Addition

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

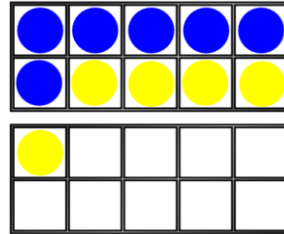
| Concrete | Pictorial | Abstract |
|---|--|--|
| <p>Combining two parts to make a whole (use other resources too e.g. eggs, shells, teddy bears, cars).</p>  | <p>Children to represent the cubes using dots or crosses. They could put each part on a part whole model too.</p>  | <p>$4 + 3 = 7$ Four is a 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.

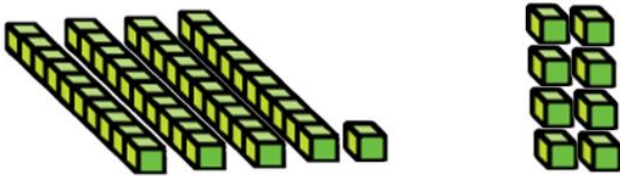
$6 + \square = 11$

$6 + 5 = 5 + \square$

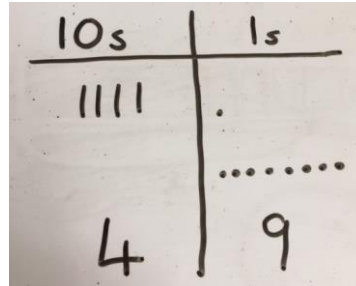
$6 + 5 = \square + 4$

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

41 + 8

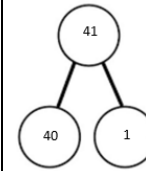


Children to represent the base 10 e.g. lines for tens and dot/crosses for ones.



41 + 8

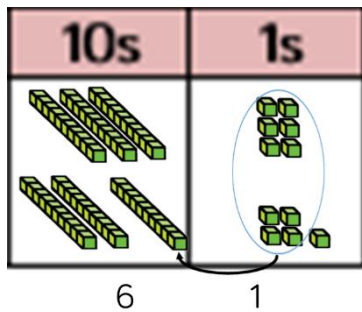
$1 + 8 = 9$
 $40 + 9 = 49$



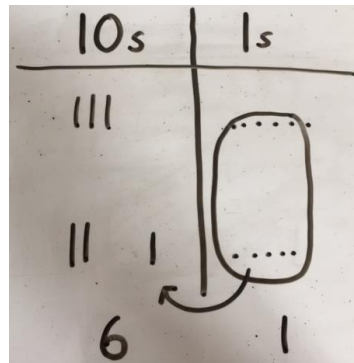
| | | |
|-------|---|---|
| | 4 | 1 |
| + | | 8 |
| <hr/> | | |
| | 4 | 9 |

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

36 + 25



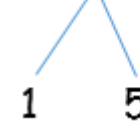
Children to represent the base 10 in a place value chart.



Looking for ways to make 10.

$36 + 25 =$

$30 + 20 = 50$
 $5 + 5 = 10$
 $50 + 10 + 1 = 61$

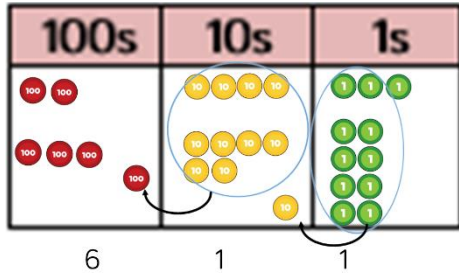


36

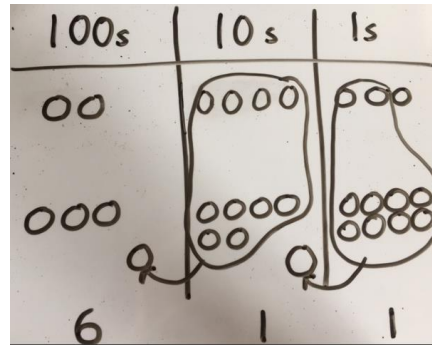
Formal method:

| | |
|-------|-----|
| | +25 |
| | 36 |
| <hr/> | |
| | 61 |
| | 1 |

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.

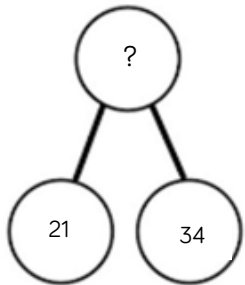


Children to represent the counters in a place value chart, circling when they make an exchange.



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

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?

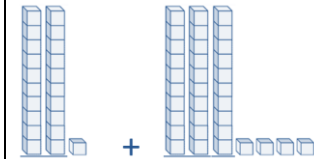
$21 + 34 = 55$. Prove it

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

$21 + 34 =$

$$\square = 21 + 34$$

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

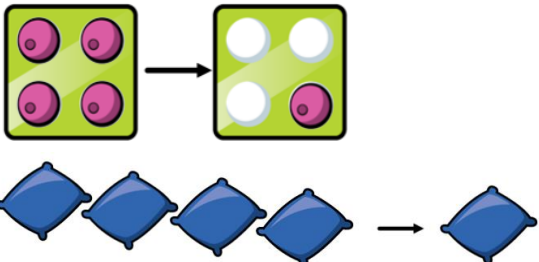
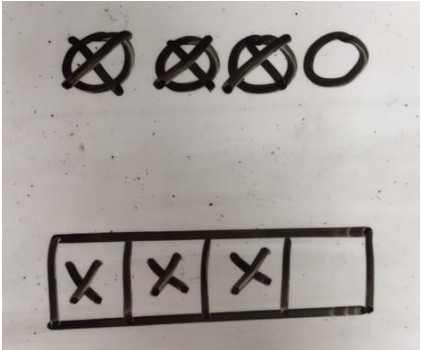
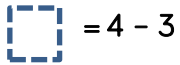
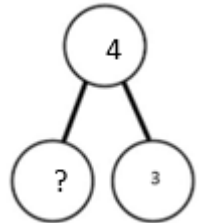
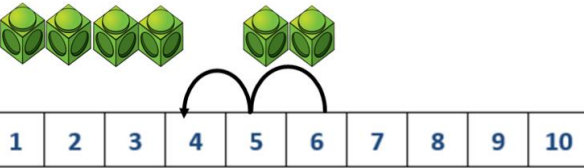
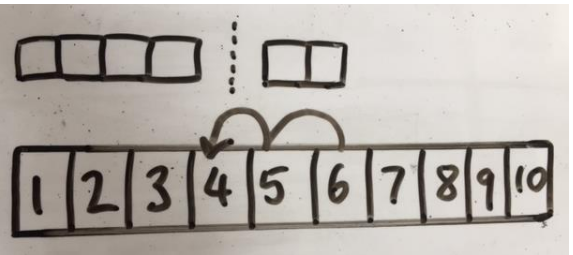
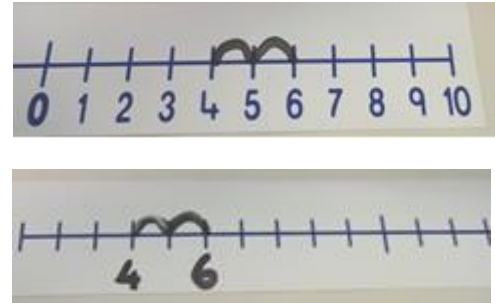


Missing digit problems:

| 10s | 1s |
|----------|----|
| 10 10 | 1 |
| 10 10 10 | ? |
| ? | 5 |

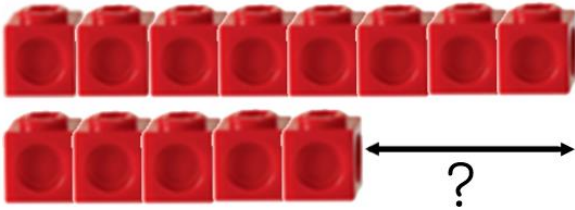
Calculation policy: Subtraction

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

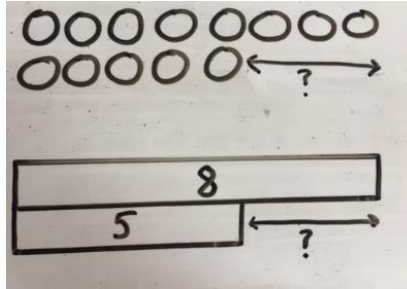
| Concrete | Pictorial | Abstract | | | | |
|---|--|--|---|--|---|---|
| <p>Physically taking away and removing objects from a whole (ten frames, Numicon, cubes and other items such as beanbags could be used).</p> <p>$4 - 3 = 1$</p>  | <p>Children to draw the concrete resources they are using and cross out the correct amount. The bar model can also be used.</p>  | <p>$4 - 3 =$</p> <p> $= 4 - 3$</p> <table border="1" data-bbox="1646 550 1960 630"> <tr> <td colspan="2">4</td> </tr> <tr> <td>3</td> <td>?</td> </tr> </table>  | 4 | | 3 | ? |
| 4 | | | | | | |
| 3 | ? | | | | | |
| <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.



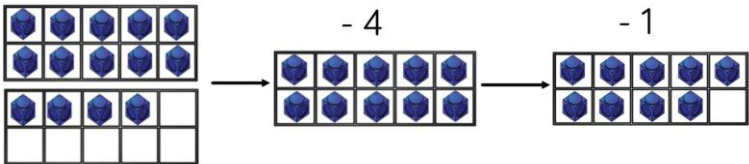
Find the difference between 8 and 5.

8 - 5, the difference is

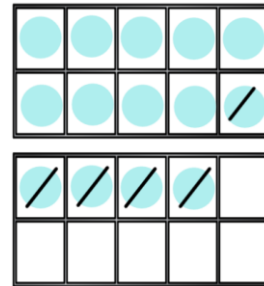
Children to explore why
 $9 - 6 = 8 - 5 = 7 - 4$ have the same difference.

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.

$$14 - 5 = 9$$

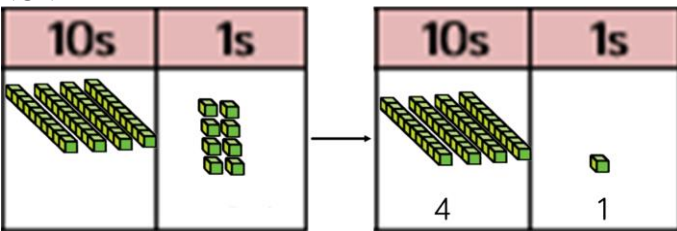
$$\begin{array}{c} 4 \quad 1 \end{array}$$

$$14 - 4 = 10$$

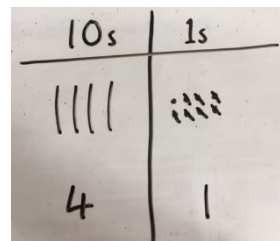
$$10 - 1 = 9$$

Column method using base 10.

$48 - 7$



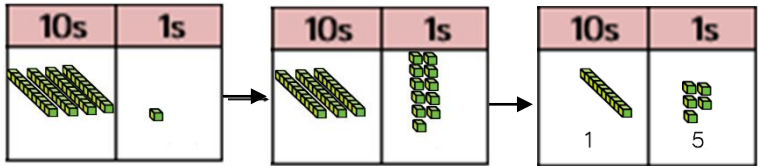
Children to represent the base 10 pictorially.



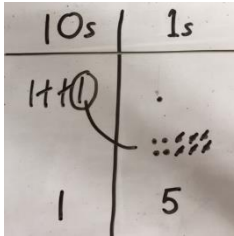
Column method or children could count back 7.

| | | |
|---|---|---|
| | 4 | 8 |
| - | | 7 |
| | 4 | 1 |

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



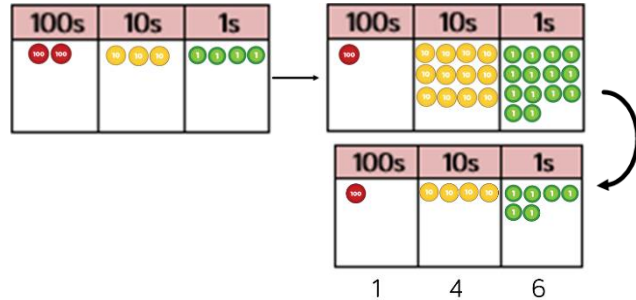
Represent the base 10 pictorially, remembering to show the exchange.



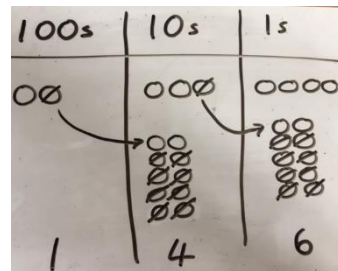
Formal column method. Children must understand that when they have exchanged the 10 they still have 41 because $41 = 30 + 11$.

$$\begin{array}{r} \cancel{3} \cancel{4} 1 \\ - 26 \\ \hline 15 \end{array}$$

Column method using place value counters.
234 - 88



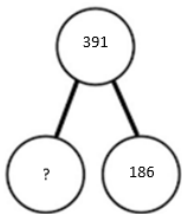
Represent the place value counters pictorially; remembering to show what has been exchanged.



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

$$\begin{array}{r} \overset{2}{\cancel{2}} \overset{1}{\cancel{3}} 4 \\ - 88 \\ \hline 6 \end{array}$$

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.

$$\square = 391 - 186$$

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

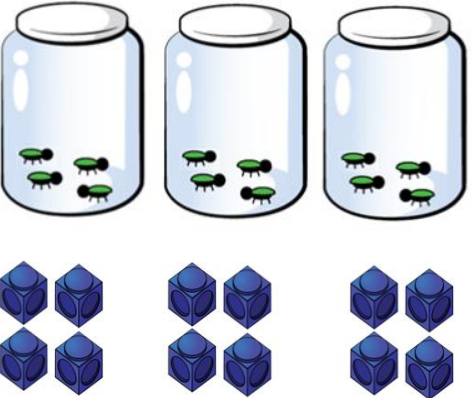
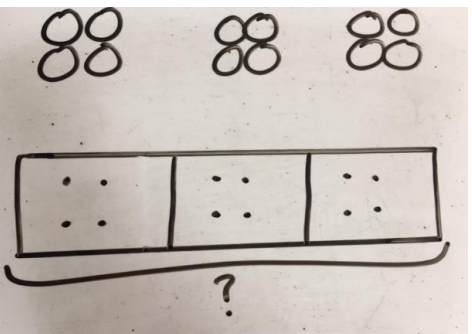
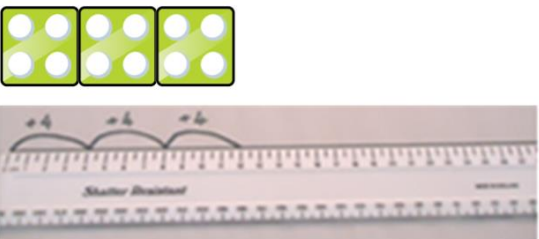
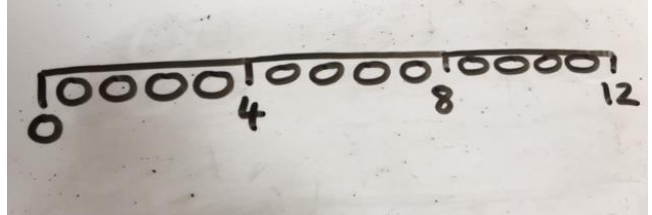
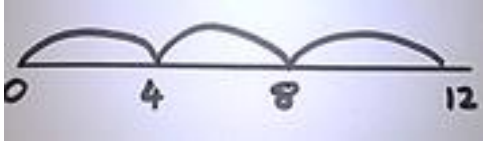
What is 186 less than 391?

Missing digit calculations

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

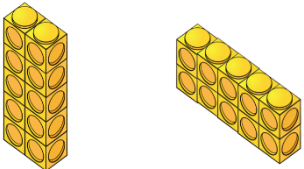
Calculation policy: Multiplication

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>The concrete representation shows three identical jars, each containing four green beetles. Below the jars are three groups of four blue cubes, arranged in two rows of two.</p> | <p>Children to represent the practical resources in a picture and use a bar model.</p>  <p>The pictorial representation shows three groups of two pairs of circles. Below this is a hand-drawn bar model divided into three equal sections, each containing two pairs of dots. A bracket underneath the bar model is labeled with a question mark.</p> | <p>$3 \times 4 = 12$ $4 + 4 + 4 = 12$</p> |
| <p>Number lines to show repeated groups- 3×4</p>  <p>The concrete representation shows three green Cuisenaire rods, each with four white dots. Below them is a number line with three jumps of 4, labeled with '+4' above each jump.</p> <p>Cuisenaire rods can be used too.</p> | <p>Represent this pictorially alongside a number line e.g.:</p>  <p>The pictorial representation shows a hand-drawn number line from 0 to 12. There are three jumps of 4, labeled with '4', '8', and '12' below the line.</p> | <p>Abstract number line showing three jumps of four.</p> <p>$3 \times 4 = 12$</p>  <p>The abstract representation shows a number line from 0 to 12 with three jumps of 4, labeled with '4', '8', and '12' below the line.</p> |

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

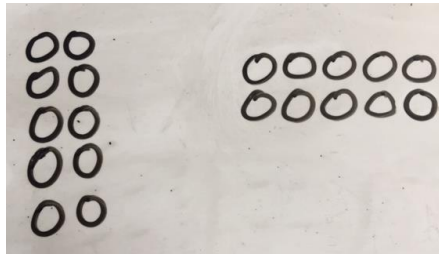
$$2 \times 5 = 5 \times 2$$



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.

$$10 = 2 \times 5$$

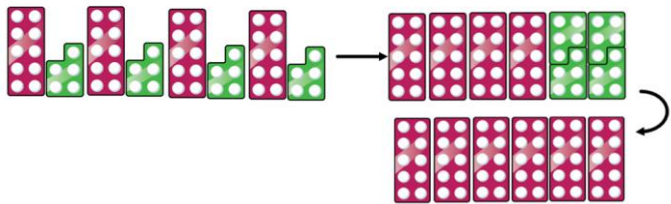
$$5 \times 2 = 10$$

$$2 + 2 + 2 + 2 + 2 = 10$$

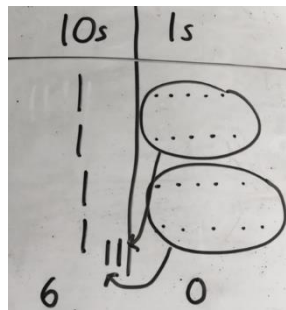
$$10 = 5 + 5$$

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.

$$4 \times 15$$

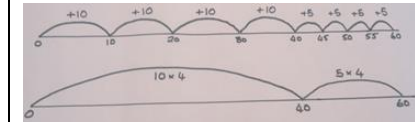
$$\begin{array}{r} 10 \\ 5 \end{array}$$

$$10 \times 4 = 40$$

$$5 \times 4 = 20$$

$$40 + 20 = 60$$

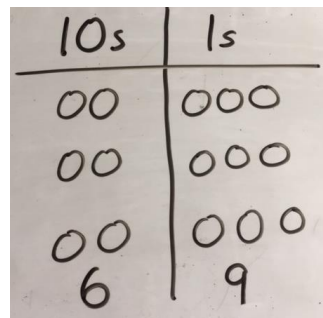
A number line can also be used



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

| 10s | 1s |
|-----|----|
| | |
| 6 | 9 |

Children to represent the counters pictorially.



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

$$3 \times 23$$

$$3 \times 20 = 60$$

$$3 \times 3 = 9$$

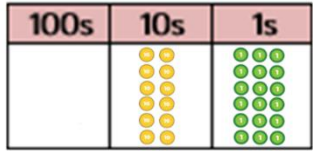
$$20 \quad 3$$

$$60 + 9 = 69$$

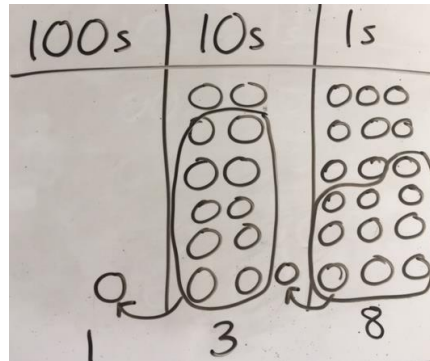
$$\begin{array}{r} 23 \\ \times 3 \\ \hline 69 \end{array}$$

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

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

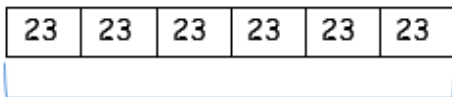
When children start to multiply $3d \times 3d$ and $4d \times 2d$ etc., they should be confident with the abstract:

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

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

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 $6 \times 23 = 138$

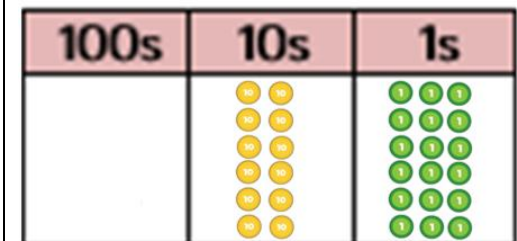
Find the product of 6 and 23

$6 \times 23 =$

$\square = 6 \times 23$

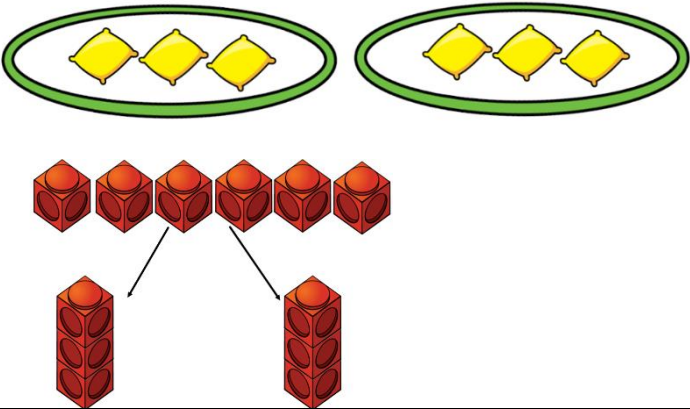
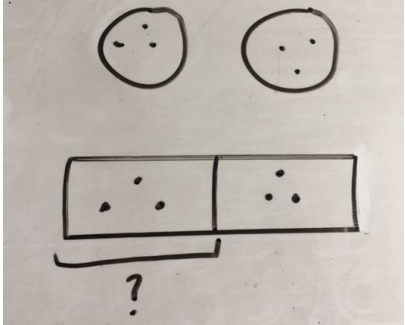
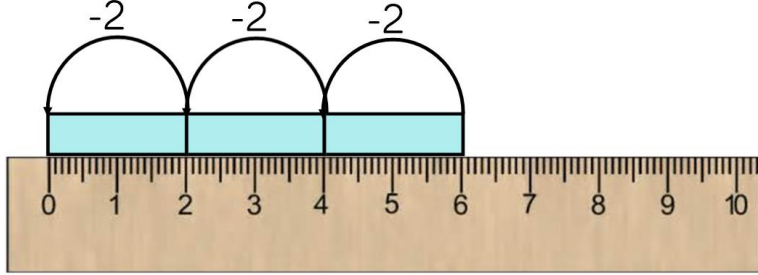
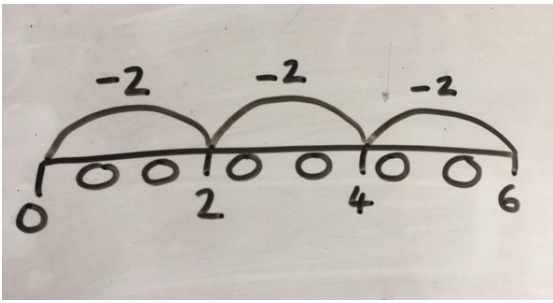
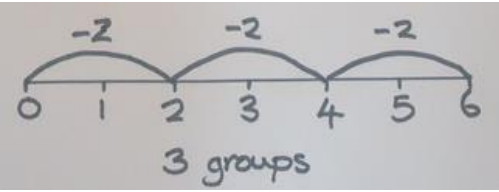
$$\begin{array}{r}
 6 \quad 23 \\
 \times 23 \quad \times 6 \\
 \hline
 \quad \quad \quad \hline
 \hline
 \end{array}$$

What is the calculation?
 What is the product?



Calculation policy: Division

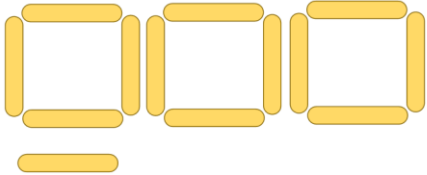
Key language: share, group, divide, divided by, half.

| Concrete | Pictorial | Abstract | | |
|---|--|---|---|---|
| <p>Sharing using a range of objects. $6 \div 2$</p>  <p>The diagram shows two green ovals, each containing three yellow diamonds. Below this, six red Cuisenaire rods are arranged in a single row. Two arrows point from the first and fourth rods to two separate vertical stacks of three rods each, representing two groups of three.</p> | <p>Represent the sharing pictorially.</p>  <p>The diagram shows two hand-drawn circles, each containing three dots. Below them is a hand-drawn rectangle divided into two equal halves, each containing three dots. A bracket under the first half is labeled with a question mark, indicating the unknown number of groups.</p> | <p>$6 \div 2 = 3$</p> <table border="1" data-bbox="1554 480 2007 549"><tr><td>3</td><td>3</td></tr></table> <p>Children should also be encouraged to use their 2 times tables facts.</p> | 3 | 3 |
| 3 | 3 | | | |
| <p>Repeated subtraction using Cuisenaire rods above a ruler. $6 \div 2$</p>  <p>The diagram shows a ruler from 0 to 10. Three light blue Cuisenaire rods are placed above the ruler, each spanning from 0 to 2. Three arcs labeled '-2' are drawn above the rods, indicating the subtraction of 2 from 6. Below the ruler, the text '3 groups of 2' is written.</p> | <p>Children to represent repeated subtraction pictorially.</p>  <p>The diagram shows a horizontal line with six small circles below it. The circles are numbered 0, 2, 4, and 6. Three arcs labeled '-2' are drawn above the line, starting at 0 and ending at 2, 2 and 4, and 4 and 6, representing the repeated subtraction of 2 from 6.</p> | <p>Abstract number line to represent the equal groups that have been subtracted.</p>  <p>The diagram shows a number line from 0 to 6. Three arcs labeled '-2' are drawn above the line, starting at 0 and ending at 2, 2 and 4, and 4 and 6. Below the line, the text '3 groups' is written.</p> | | |

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

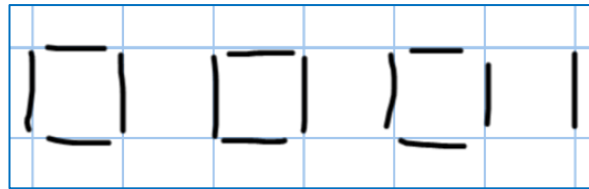
$13 \div 4$

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.

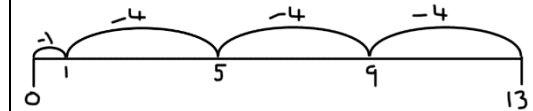


There are 3 whole squares, with 1 left over.

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

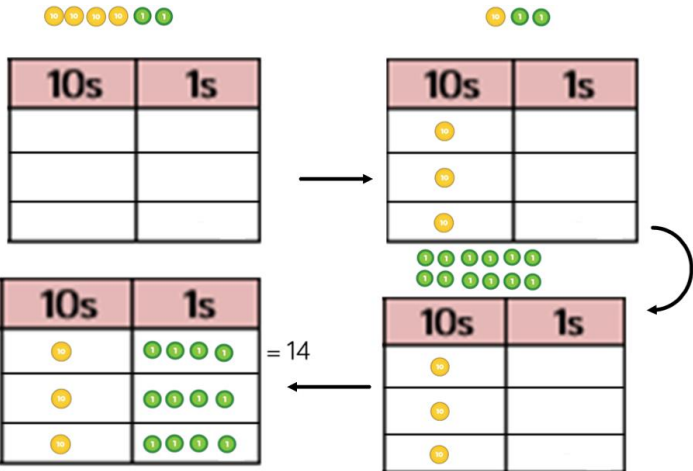
Children should be encouraged to use their times table facts; they could also represent repeated addition on a number line.

'3 groups of 4, with 1 left over'

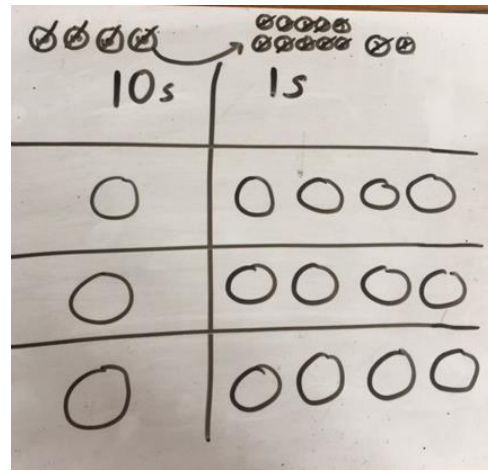


Sharing using place value counters.

$42 \div 3 = 14$



Children to represent the place value counters pictorially.

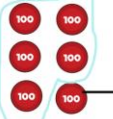
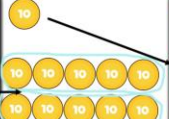



Children to be able to make sense of the place value counters and write calculations to show the process.

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

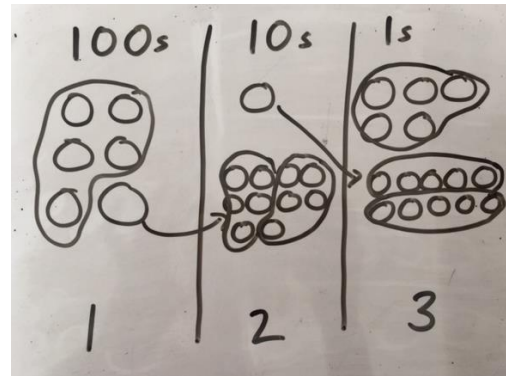
Short division using place value counters to group.

$$615 \div 5$$

| 100s | 10s | 1s |
|---|---|---|
|  |  |  |
| 1 | 2 | 3 |

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.




$$\begin{array}{r}
 123 \\
 5 \overline{) 615} \\
 \underline{6} \\
 1 \\
 \underline{10} \\
 5 \\
 \underline{5} \\
 0
 \end{array}$$

Long division using place value counters

$$2544 \div 12$$

| 1000s | 100s | 10s | 1s |
|---|---|---|---|
|  |  |  |  |

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

| 1000s | 100s | 10s | 1s |
|-------|---|---|---|
| |  |  |  |

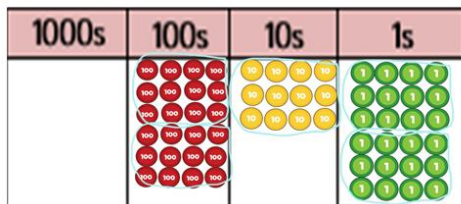
We can group 24 hundreds into groups of 12 which leaves with 1 hundred.

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



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

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

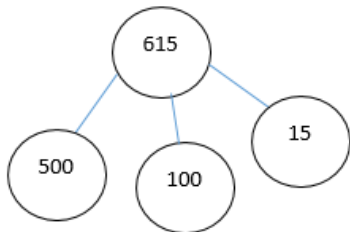


After exchanging the 2 tens, we have 24 ones. We can group 24 ones into 2 group of 12, which leaves no remainder.

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

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?

$$5 \overline{) 615}$$

$$615 \div 5 =$$

$$\square = 615 \div 5$$

What is the calculation?
What is the answer?

