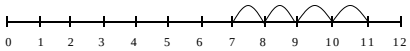
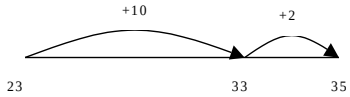
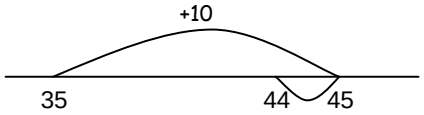
Maths

Hildenborough CE Primary School
Calculation policy

September 2013

Mental calculation methods

Addition

Reception	Year 1	Year 2
Begin to relate addition to combining two groups of objects • Make a record in pictures words or symbols of addition activities already carried out • Construct number sentences to go with practical activities • Relate addition to counting on • Use of games and songs to develop vocabulary	**+ = signs and missing numbers** Children need to understand the concept of equality before using the '=' sign. Calculations should be written either side of the equality sign so that the sign is not just interpreted as 'the answer'. 2 = 1+ 1 2 + 3 = 4 + 1 3 = 3 2 + 2 + 2 = 4 + 2 Missing numbers need to be placed in all possible places. 3 + 4 = □ □ = 3 + 4 3 + □ = 7 7 = □ + 4 □ + 4 = 7 7 = 3 + □ □ + ∇ = 7 7 = □ + ∇ **Number lines (numbered)** 7+ 4  Recorded by – drawing jumps on prepared lines - constructing own number lines (Teacher models number lines with missing numbers) *(Teacher models jottings appropriate for larger numbers)*	**+ = signs and missing numbers** Continue using a range of equations as in Year 1 but with appropriate, larger numbers. Extend to 14 + 5 = 10 + □ and 32 + □ + □ = 100 35 = 1 + □ + 5 **Partition into tens and ones and recombine** 23 + 12 = 2 3 + 1 2 20 3 10 2 + + 30 + 5 = 35 **Use number line to add tens and units.**  (constructing and using own number line) **Add 9 or 11 by adding 10 and adjusting by 1** 35 + 9 = 44 

Addition

Year 3

+ = signs and missing numbers

Continue using a range of equations as in Year 1 and 2 but with appropriate, larger numbers.

Partition into tens and ones and recombine.

- Partition both numbers and recombine.

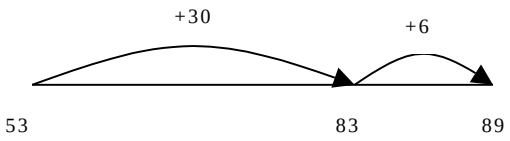
36 + 53 =

30 + 50 6+ 3

= 80 + 9

= 89

Constructing own number line



Add a near multiple of 10 to a two-digit number

Secure mental methods by using a number line to model the method. Continue as in Year 2 but with appropriate numbers

e.g. 35 + 19 is the same as 35 + 20 – 1.

Year 4

+ = signs and missing numbers

Continue using a range of equations as in Year 1 and 2 but with appropriate numbers.

Partition into tens and ones and recombine.

- Partition both numbers and recombine.

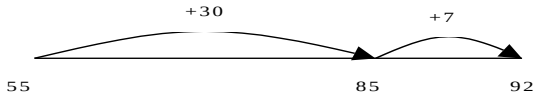
36 + 53 =

30 + 50 6+ 3

= 80 + 9

= 89

Constructing own number line with appropriate numbers.



Add the nearest multiple of 10, then adjust

Continue as in Year 2 and 3 but with appropriate numbers

e.g. 63 + 29 is the same as 63 + 30 - 1

Written methods

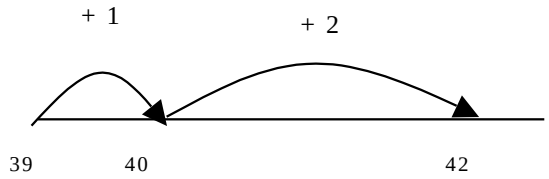
Straight up to carrying method 3 and 3 whole numbers.

345
+126
____
4 71
1

Addition

Year 5	Year 6
+ = signs and missing numbers Continue using a range of equations as in Year 1 and 2 but with appropriate numbers. **Mental partitioning-** Continue years 5 and 6 **Add or subtract the nearest multiple of 10 or 100, then adjust** Continue as in Year 2, 3 and 4 but with appropriate numbers e.g. 458 + 79 = is the same as 458 + 80 - 1 **Written methods** Extend to numbers with at least four digits 3587 + 675 = 4262 3587 + 675 4262 1 1 1 Revert to expanded methods if the children experience any difficulty. Extend to up to two places of decimals (same number of decimals places) and adding several numbers (with different numbers of digits). 72.8 +54.6 127.4 1 1	**Mental partitioning** Partition into tens and ones and then recombine OR Partition second number, add hundreds then tens then ones. **Mentalling adding and subtracting multiple of1,10 or 100 and then adjust.** Eg. 245+ 119= 245+ (120-1) **Using more challenging facts-** Eg 11+ 23= 34 so 1.1 + 2.3 =3.4

Subtraction

Reception	Year 1	Year 2
Begin to relate subtraction to "taking away" • Make a record in pictures, words or symbols of subtraction activities already carried out • Use of songs and games to develop vocabulary • Construct number sentences to go with practical activities • Relate subtraction to taking away and counting how many objects are left	**Pictures/Marks** Sam spent 4p. What was his change from 10p? ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ **- = signs and missing numbers** 7 - 3 = □ □ = 7 - 3 7 - □ = 4 4 = □ - 3 □ - 3 = 4 4 = 7 - □ □ - ∇ = 4 4 = □ - ∇ **Number lines** (numbered) 11 – 7 (Counting back) The difference between 7 and 11 (Counting up)	**- = signs and missing numbers** Continue using a range of calculations as in Year 1 but with appropriate numbers. Extend to 14 + 5 = 20 - □ **Find a difference by counting up** 42 – 39 = 3 

Subtraction

Year 3

- = signs and missing numbers

Continue using a range of equations as in Year 1 and 2 but with appropriate numbers.

Find a small difference by counting up

Continue as in Year 2 but with appropriate numbers e.g. 102 – 97 = 5

Subtract 'near multiple of 10' to or from a two-digit number

numbers e.g. 78 – 49 is the same as 78 – 50 + 1

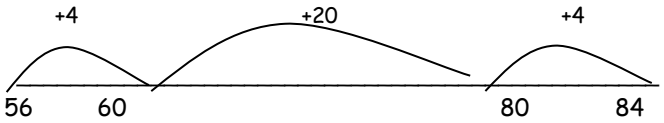
Use known number facts and place value to subtract

Continue as in Year 2 but with appropriate numbers e.g.

Written methods

Bridging on a number line

84 – 56 = 28



Year 4

- = signs and missing numbers

Continue using a range of equations as in Year 1 and 2 but with appropriate numbers.

Find a small difference by counting up

e.g. 5003 – 4996 = 7

This can be modelled on an empty number line (see complementary addition below).

Children should be encouraged to use known number facts to reduce the number of steps.

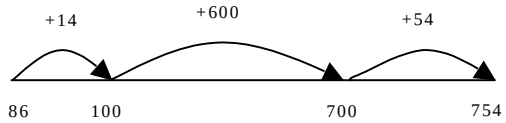
Subtract the nearest multiple of 10, then adjust.

Continue as in Year 3 but with appropriate numbers.

Written methods

Bridging

754 – 86 = 668

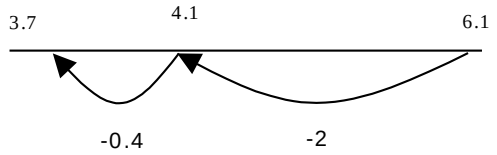
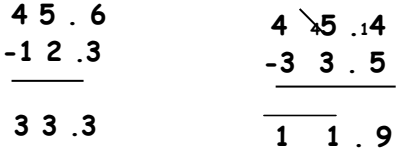


Subtraction with exchanging written method.

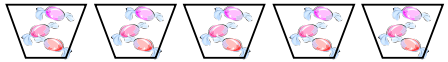
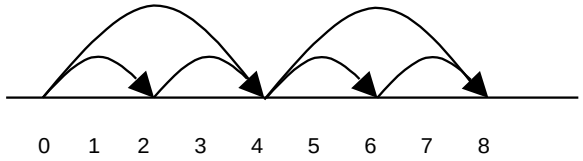
```
 4 5 6
-1 2 3
-------
 3 3 3
```

```
 4 ⁴5 ¹4
-3  3  5
--------
 1  1  9
```

Subtraction

Year 5	Year 6
- = signs and missing numbers Continue using a range of equations as in Year 1 and 2 but with appropriate numbers. **Find a difference by counting up** e.g. 8006 – 2993 = 5013 This can be modelled on an empty number line. **Subtract the nearest multiple of 10 or 100, then adjust.** Continue as in Years 3 and 4 but with appropriate numbers. **Use known number facts and place value to subtract** 6.1 – 2.4 = 3.7  **Subtraction with exchanging written method for decimals.**  	**Mental partitioning** Partition into tens and ones and then recombine OR Partition second number, add hundreds then tens then ones. **Mentalling adding and subtracting multiple of1,10 or 100 and then adjust.** Eg. 245-119= 245- (120+1) **Using more challenging facts-** Eg 23-11= 12 so 2.3- 1.1= 1.2

Multiplication

Reception	Year 1	Year 2
Real life contexts and use of practical equipment to count in repeated groups of the same size: • Count in twos • Count in fives • Count in tens	**Pictures / marks** There are 3 sweets in one bag. How many sweets are there in 5 bags?  Recording on a number line modelled by teacher when solving problems. Use of bead strings to models groups of.	**Arrays and repeated addition**  4 x 2 or 4 + 4 2 x 4 or 2 + 2 + 2 + 2  **Doubling multiples of 5 up to 50** 15 x 2 = 30 **Partition** **15 x 2** 20 + 10 = 30

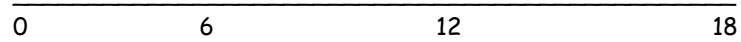
Multiplication

Year 3

x = signs and missing numbers

7 x 2 = □ □ = 2 x 7
7 x □ = 14 14 = □ x 7
□ x 2 = 14 14 = 2 x □
□ x ∇ = 14 14 = □ x ∇

Number lines
6 x 3



Arrays and repeated addition

Continue to understand multiplication as repeated addition and continue to use arrays (as in Year 2).

Doubling multiples of 5 up to 50

35 x 2 = 70

30 x 2= 60

5 x 2= 10
=70

Use known facts and place value to carry out simple multiplications

Use the same method as above (partitioning), e.g.

32 x 3 = 96

Year 4

x = signs and missing numbers

Continue using a range of equations as in Year 2 but with appropriate numbers

Continue to Partition

35 x 2 = 70

30 x 2= 60

5 x 2= 10
=70

Use the grid method of multiplication (as below)

Written methods

Grid method
23 x 7 is approximately 20 x 10 = 200

x	20	3	
7	140	21	= 161

Multiplication

Year 5	Year 6
x = signs and missing numbers Continue using a range of equations as in Year 2 but with appropriate numbers **or** Use the grid method of multiplication (as below) **or** 47 x6 42 240 282 **Written method** **Moving onto 2 digit x 2 digit numbers etc** 72 x 38 is approximately 70 x 40 = 2800 72 x 38 2100 + 560 + 60 + 16 =2736 Moving to formal methods of multiplication for decimals. High level 4+ 426 X 17 2982 1 4	**Mental partitioning** Eg 6 x 37= (6 x 30= 180) + (6 x 7= 42) =222 **Using times table facts** Eg 2 x 6= 12 so 20 x 60 = 1200 or 0.2 x 6= 1.2 **Use place value facts** Eg 10 x 6.5= 65, 100 x 0.98= 98 etc

4260 7 242 1 1	

Division

Reception	Year 1	Year 2
Real life contexts and use of practical equipment to share	*Sharing* Requires secure counting skills -see counting and understanding number strand Develops importance of one-to-one correspondence See appendix for additional information on x and ÷ and aspects of number Sharing – 6 sweets are shared between 2 people. How many do they have each? Practical activities involving sharing, distributing cards when playing a game, putting objects onto plates, into cups, hoops etc. **Grouping** Sorting objects into 2s / 3s/ 4s etc How many pairs of socks are there?  There are 12 crocus bulbs. Plant 3 in each pot. How many pots are there? Jo has 12 Lego wheels. How many cars can she make?	**÷ = signs and missing numbers** 6 ÷ 2 = □ □ = 6 ÷ 2 6 ÷ □ = 3 3 = 6 ÷ □ □ ÷ 2 = 3 3 = □ ÷ 2 □ ÷ ∇ = 3 3 = □ ÷ ∇ 6 ÷ 2 can be modelled as: There are 6 strawberries. How many people can have 2 each? How many 2s make 6? 6 ÷ 2 can be modelled as:  Practical grouping e.g. in PE 12 children get into teams of 4 to play a game. How many teams are there? 

Division

Year 3

÷ = signs and missing numbers

Continue using a range of equations as in Year 2 but with appropriate numbers.

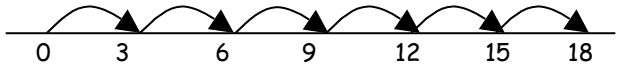
Understand division as sharing and grouping

18 ÷ 3 can be modelled as:

Sharing – 18 shared between 3 (see Year 1 diagram)

OR

Grouping - How many 3's make 18?



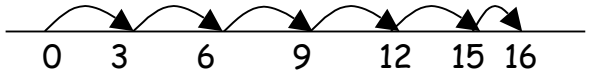
Remainders

16 ÷ 3 = 5 r1

Sharing - 16 shared between 3, how many left over?

Grouping – How many 3's make 16, how many left over?

e.g.



Year 4

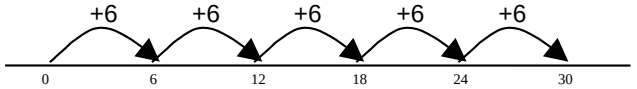
÷ = signs and missing numbers

Continue using a range of equations as in Year 2 but with appropriate numbers.

Sharing and grouping

30 ÷ 6 can be modelled as:

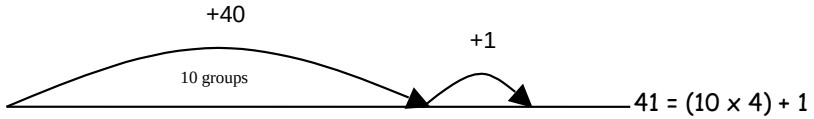
grouping – groups of 6 placed on no. line and the number of groups counted e.g.



sharing – sharing among 6, the number given to each person

Remainders

41 ÷ 4 = 10 r1



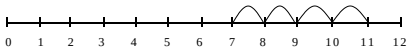
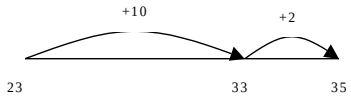
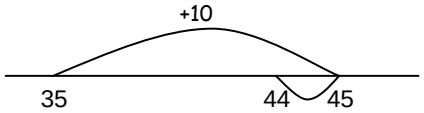
Written methods

Repeated subtraction eg 15 – 5 =

15
-5
10
-5
5
-5
0

Division

Year 5	Year 6
÷ = signs and missing numbers Continue using a range of equations as in Year 2 but with appropriate numbers. **Sharing and grouping** Continue to understand division as both sharing and grouping (repeated subtraction). **Written methods:** **Chunking method:** 78÷ 4 =4 ⟌ 7 8 = 19 r 2 - 40 (10 x 4) 38 - 36 (9 x 4) 2 **Short division**- only works when dividing by 1-digit numbers. 92 ÷ 4 = 23 2 3 =4 ⟌ 9 12	**Using the inverse of times table facts** Eg 1200 ÷ 4. I know 4 x 3= 12 so 12 ÷ 4= 3 so 1200 ÷ 4= 300 OR 1.2 ÷ 4= 0.3 **Use place value facts** Eg 6.5 ÷ 10= 0.65 OR 760 ÷ 100= 7.6

Reception	Year 1	Year 2
Begin to relate addition to combining two groups of objects • Make a record in pictures words or symbols of addition activities already carried out • Construct number sentences to go with practical activities • Relate addition to counting on • Use of games and songs to develop vocabulary	**+ = signs and missing numbers** Children need to understand the concept of equality before using the '=' sign. Calculations should be written either side of the equality sign so that the sign is not just interpreted as 'the answer'. 2 = 1+ 1 2 + 3 = 4 + 1 3 = 3 2 + 2 + 2 = 4 + 2 Missing numbers need to be placed in all possible places. 3 + 4 = □ □ = 3 + 4 3 + □ = 7 7 = □ + 4 □ + 4 = 7 7 = 3 + □ □ + ∇ = 7 7 = □ + ∇ **Number lines (numbered)** 7+ 4  Recorded by – drawing jumps on prepared lines - constructing own number lines (Teacher models number lines with missing numbers) *(Teacher models jottings appropriate for larger numbers)*	**+ = signs and missing numbers** Continue using a range of equations as in Year 1 but with appropriate, larger numbers. Extend to 14 + 5 = 10 + □ and 32 + □ + □ = 100 35 = 1 + □ + 5 **Partition into tens and ones and recombine** 23 + 12 = 2 3 + 1 2 20 3 10 2 + + 30 + 5 = 35 **Use number line to add tens and units.**  (constructing and using own number line) **Add 9 or 11 by adding 10 and adjusting by 1** 35 + 9 = 44 

Addition

Year 3

+ = signs and missing numbers

Continue using a range of equations as in Year 1 and 2 but with appropriate, larger numbers.

Partition into tens and ones and recombine.

- Partition both numbers and recombine.

36 + 53 =

30 + 50 6+ 3

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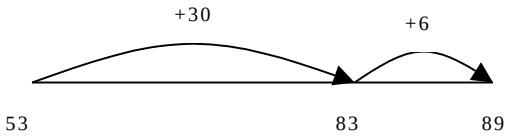
Constructing own number line



Add a near multiple of 10 to a two-digit number

Secure mental methods by using a number line to model the method. Continue as in Year 2 but with appropriate numbers

e.g. 35 + 19 is the same as 35 + 20 – 1.

Year 4

+ = signs and missing numbers

Continue using a range of equations as in Year 1 and 2 but with appropriate numbers.

Partition into tens and ones and recombine.

- Partition both numbers and recombine.

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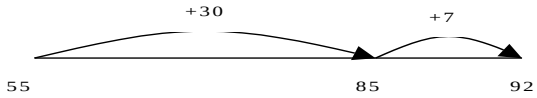
Constructing own number line with appropriate numbers.



Add the nearest multiple of 10, then adjust

Continue as in Year 2 and 3 but with appropriate numbers

e.g. 63 + 29 is the same as 63 + 30 - 1

Written methods

Straight up to carrying method 3 and 3 whole numbers.

345
+126
____
4 71
1

Written calculation methods

Addition

Year 5	Year 6
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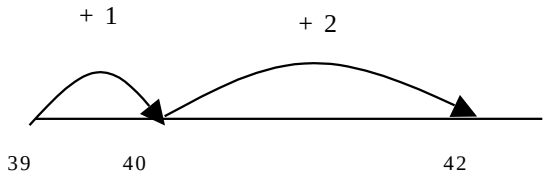
Subtraction

Reception	Year 1	Year 2
Begin to relate subtraction to "taking away" • Make a record in pictures, words or symbols of subtraction activities already carried out • Use of songs and games to develop vocabulary • Construct number sentences to go with practical activities • Relate subtraction to taking away and counting how many objects are left	**Pictures/Marks** Sam spent 4p. What was his change from 10p? ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ **- = signs and missing numbers** 7 - 3 = □ □ = 7 - 3 7 - □ = 4 4 = □ - 3 □ - 3 = 4 4 = 7 - □ □ - ∇ = 4 4 = □ - ∇ **Number lines** (numbered) 11 – 7 (Counting back) The difference between 7 and 11 (Counting up)	**- = signs and missing numbers** Continue using a range of calculations as in Year 1 but with appropriate numbers. Extend to 14 + 5 = 20 - □ **Find a difference by counting up** 42 – 39 = 3 

Subtraction

Year 3

- = signs and missing numbers

Continue using a range of equations as in Year 1 and 2 but with appropriate numbers.

Find a small difference by counting up

Continue as in Year 2 but with appropriate numbers e.g. 102 – 97 = 5

Subtract 'near multiple of 10' to or from a two-digit number

numbers e.g. 78 – 49 is the same as 78 – 50 + 1

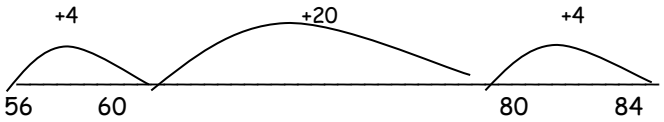
Use known number facts and place value to subtract

Continue as in Year 2 but with appropriate numbers e.g.

Written methods

Bridging on a number line

84 – 56 = 28



Year 4

- = signs and missing numbers

Continue using a range of equations as in Year 1 and 2 but with appropriate numbers.

Find a small difference by counting up

e.g. 5003 – 4996 = 7

This can be modelled on an empty number line (see complementary addition below).

Children should be encouraged to use known number facts to reduce the number of steps.

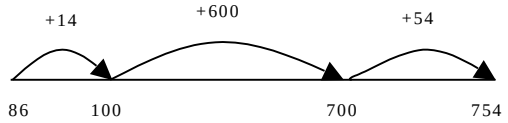
Subtract the nearest multiple of 10, then adjust.

Continue as in Year 3 but with appropriate numbers.

Written methods

Bridging

754 – 86 = 668



Subtraction with exchanging written method.

```
 4 5 6
-1 2 3
-------
 3 3 3
```

```
 4 14 14
 -3  3  5
 -------
  1  1  9
```

Subtraction

Year 5

- = signs and missing numbers

Continue using a range of equations as in Year 1 and 2 but with appropriate numbers.

Find a difference by counting up

e.g. 8006 – 2993 = 5013

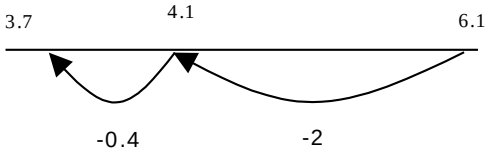
This can be modelled on an empty number line.

Subtract the nearest multiple of 10 or 100, then adjust.

Continue as in Years 3 and 4 but with appropriate numbers.

Use known number facts and place value to subtract

6.1 – 2.4 = 3.7



Subtraction with exchanging written method for decimals.

```
 4 5 . 6
-1 2 .3
--------
 3 3 .3
```

```
 4  5 .1 4
-3  3 . 5
----------
 1  1 . 9
```

Year 6

- = signs and missing numbers

Continue using a range of equations as in Year 1 and 2 but with appropriate numbers.

Find a difference by counting up

e.g. 8000 – 2785 = 5215

To make this method more efficient, the number of steps should be reduced to a minimum through children knowing:

- Complements to 1, involving decimals to two decimal places (0.16 + 0.84)
- Complements to 10, 100 and 100
-

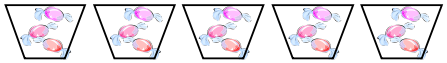
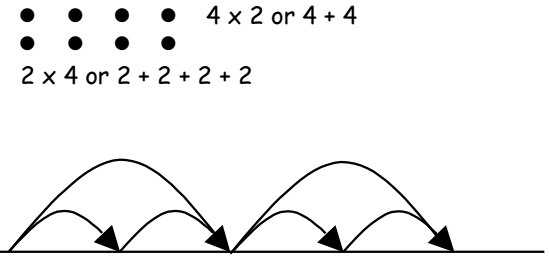
Subtract the nearest multiple of 10, 100 or 1000, then adjust

Continue as in Year 3, 4 and 5 but with appropriate numbers.

Use known number facts and place value to subtract

Vertical subtraction with decimals but with appropriate numbers and different place value decimals eg 25.6- 3.45

Multiplication

Reception	Year 1	Year 2
Real life contexts and use of practical equipment to count in repeated groups of the same size: • Count in twos • Count in fives • Count in tens	**Pictures / marks** There are 3 sweets in one bag. How many sweets are there in 5 bags?  Recording on a number line modelled by teacher when solving problems. Use of bead strings to models groups of.	**Arrays and repeated addition**  **Doubling multiples of 5 up to 50** 15 x 2 = 30 **Partition** **15 x 2** 20 + 10 = 30

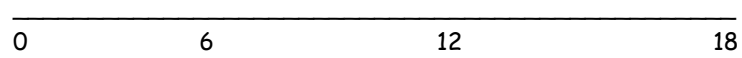
Multiplication

Year 3

x = signs and missing numbers

7 x 2 = □ □ = 2 x 7
7 x □ = 14 14 = □ x 7
□ x 2 = 14 14 = 2 x □
□ x ∇ = 14 14 = □ x ∇

Number lines
6 x 3



Arrays and repeated addition

Continue to understand multiplication as repeated addition and continue to use arrays (as in Year 2).

Doubling multiples of 5 up to 50

35 x 2 = 70

30 x 2= 60

5 x 2= 10
=70

Use known facts and place value to carry out simple multiplications

Use the same method as above (partitioning), e.g.

32 x 3 = 96

Year 4

x = signs and missing numbers

Continue using a range of equations as in Year 2 but with appropriate numbers

Continue to Partition

35 x 2 = 70

30 x 2= 60

5 x 2= 10
=70

Use the grid method of multiplication (as below)

Written methods

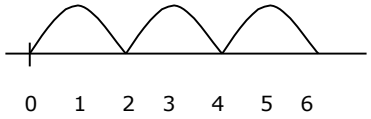
Grid method
23 x 7 is approximately 20 x 10 = 200

x	20	3	
7	140	21	= 161

Multiplication

Year 5	Year 6
x = signs and missing numbers Continue using a range of equations as in Year 2 but with appropriate numbers **or** Use the grid method of multiplication (as below) **or** 47 x6 42 240 282 **Written method** **Moving onto 2 digit x 2 digit numbers etc** 72 x 38 is approximately 70 x 40 = 2800 72 x 38 2100 + 560 + 60 + 16 =2736 Moving to formal methods of multiplication for decimals. High level 4+ 426 X 17 2982 1 4 4260 7 242	**x = signs and missing numbers** Continue using a range of equations as in Year 2 but with appropriate numbers **Partition mentally** 87 x 5 80 x 5= 400 7 x 5= 35 =435 **Written method** **Continued from year 5** **Moving onto 2 digit x 2 digit numbers etc** 72 x 38 is approximately 70 x 40 = 2800 72 x 38 2100 + 560 + 60 + 16 =2736 Moving to formal methods of multiplication for decimals. High level 4+ 426 X 17 2982 1 4 4260

Division

Reception	Year 1	Year 2
Real life contexts and use of practical equipment to share	*Sharing* Requires secure counting skills -see counting and understanding number strand Develops importance of one-to-one correspondence See appendix for additional information on x and ÷ and aspects of number Sharing – 6 sweets are shared between 2 people. How many do they have each?  Practical activities involving sharing, distributing cards when playing a game, putting objects onto plates, into cups, hoops etc. **Grouping** Sorting objects into 2s / 3s/ 4s etc How many pairs of socks are there?  There are 12 crocus bulbs. Plant 3 in each pot. How many pots are there? Jo has 12 Lego wheels. How many cars can she make?	**÷ = signs and missing numbers** 6 ÷ 2 = □ □ = 6 ÷ 2 6 ÷ □ = 3 3 = 6 ÷ □ □ ÷ 2 = 3 3 = □ ÷ 2 □ ÷ ∇ = 3 3 = □ ÷ ∇ 6 ÷ 2 can be modelled as: There are 6 strawberries. How many people can have 2 each? How many 2s make 6? 6 ÷ 2 can be modelled as:  Practical grouping e.g. in PE 12 children get into teams of 4 to play a game. How many teams are there? 

Division

Year 3

÷ = signs and missing numbers

Continue using a range of equations as in Year 2 but with appropriate numbers.

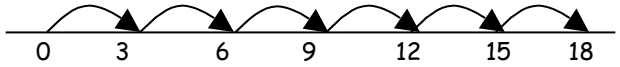
Understand division as sharing and grouping

18 ÷ 3 can be modelled as:

Sharing – 18 shared between 3 (see Year 1 diagram)

OR

Grouping - How many 3's make 18?



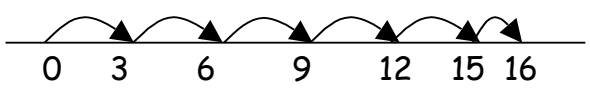
Remainders

16 ÷ 3 = 5 r1

Sharing - 16 shared between 3, how many left over?

Grouping – How many 3's make 16, how many left over?

e.g.



Year 4

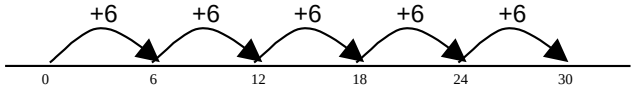
÷ = signs and missing numbers

Continue using a range of equations as in Year 2 but with appropriate numbers.

Sharing and grouping

30 ÷ 6 can be modelled as:

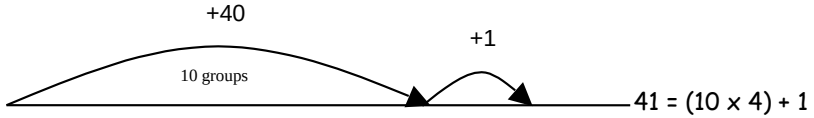
grouping – groups of 6 placed on no. line and the number of groups counted e.g.



sharing – sharing among 6, the number given to each person

Remainders

41 ÷ 4 = 10 r1



Written methods

Repeated subtraction eg 15 – 5 =

15
-5
10
-5
5
-5
0

Division

Year 5

÷ = signs and missing numbers

Continue using a range of equations as in Year 2 but with appropriate numbers.

Sharing and grouping

Continue to understand division as both sharing and grouping (repeated subtraction).

Written methods:

Chunking method:

78÷ 4

=4 ⟌ 7 8 = 19 r 2
- 40 (10 x 4)
38
- 36 (9 x 4)
2

Short division- only works when dividing by 1-digit numbers.

92 ÷ 4 = 23

2 3
=4 ⟌ 9 ¹2

Year 6

÷ = signs and missing numbers

Continue using a range of equations as in Year 2 but with appropriate numbers.

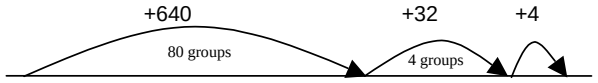
Sharing and grouping

Continue to understand division as both sharing and grouping (repeated subtraction).

Remainders

Quotients expressed as fractions or decimal fractions

676 ÷ 8 = 84.5



Written methods:

Chunking method

For dividing 2 digit and decimal numbers.

Short division method.

For dividing 1-digit numbers.