



Great Crosby Catholic Primary School

Calculation Policy

Revised 2022/2023



Introduction

Here at Great Crosby Primary School, children are introduced to the processes of calculation by building a sequence following a C-P-A approach. The C-P-A approach stands for Concrete - Pictorial – Abstract. This means that throughout the school, we see children using concrete equipment and pictures to support their understanding of more abstract concepts.

Over time children learn how to *use models and images*, such as Dienes, place value counters, bar models and tens frames, to **support their mental and informal written methods of calculation**. As children's mental methods are strengthened and refined, so too are their informal written methods. These methods become more efficient and succinct and lead to efficient written methods that can be used more generally. By the end of Year 6 children are equipped with mental and written methods that they understand and can use correctly.

When faced with a calculation, children are able to decide which method is most appropriate and have strategies to check its accuracy. They will do this by asking themselves:

- Can I do this in my head?
- Can I do this in my head using drawing or jottings?
- Do I need to use a pencil and paper procedure?

At whatever stage in their learning, and whatever method is being used, **it must still be underpinned by a secure and appropriate knowledge of number facts**, along with those mental skills that are needed to carry out the process and judge if it was successful.

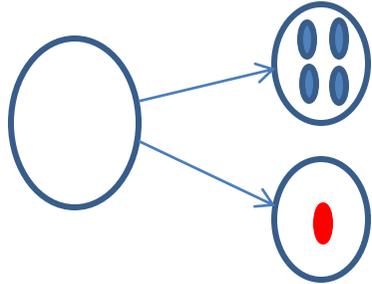
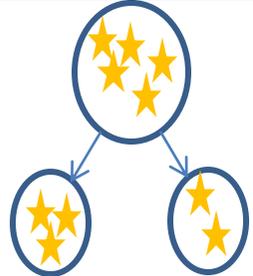
The overall aim is that when children leave primary school they:

- Have a secure knowledge of number facts and a good understanding of the four operations;
- are able to use this knowledge and understanding to carry out calculations mentally and to apply general strategies when using one-digit and two-digit numbers and particular strategies to special cases involving bigger numbers;
- make use of diagrams and informal notes to help record steps and part answers when using mental methods that generate more information than can be kept in their heads;
- have an efficient and reliable written method of calculation for each operation that children can apply with confidence when undertaking calculations that they cannot carry out mentally; which leads to a formal written method.

Great Crosby Calculation Policy
ADDITION

EYFS

Maths ELG: Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

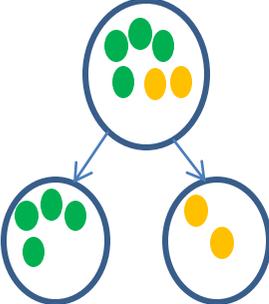
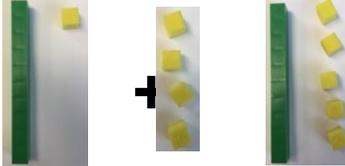
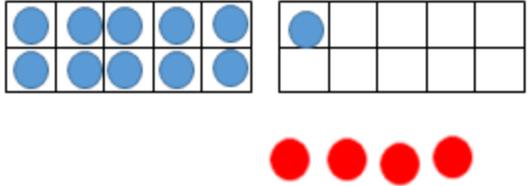
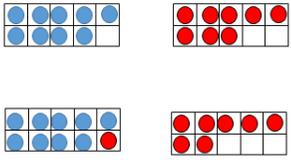
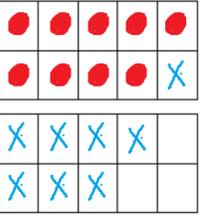
	Concrete	Pictorial	Abstract
<p>Add one more to a given number</p>	<p>$4 + 1 =$</p> 		<p>$4 + 1 =$ <input type="text"/></p> <p>What is one more than 4?</p>
<p>Add two single digit numbers to find an answer</p> <p>Counting two groups out to find a total</p>	<p>$3 + 2 =$</p> 		<p>$3 + 2 =$ <input type="text"/></p>
<p>Add two single digit numbers to find an answer</p> <p>Counting on from the biggest number</p>	<p>$3 + 4 =$</p>  <p><i>Children should be able to make the decision to count from the biggest number.</i></p>	<p>$3 + 4 =$</p> <p>4 + 4 = 7</p>	<p>$3 + 4 =$ is calculated as</p> <p>$4 + 3 = 7$</p>

Great Crosby Calculation Policy

Year 1

Pupils should be taught to:

- read, write and interpret mathematical statements involving addition (+) and equals (=) signs
- represent and use number bonds and related addition facts within 20
- add one-digit and two-digit numbers to 20, including 0
- solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems such as $7 = ? + 3$

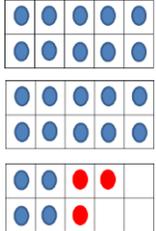
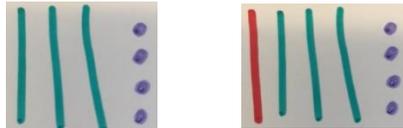
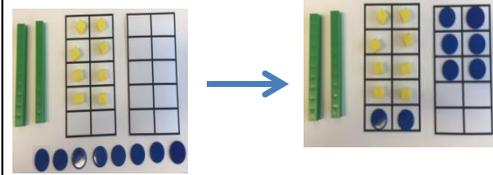
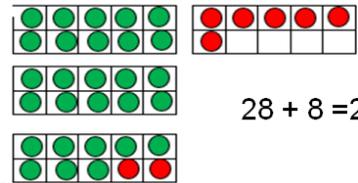
	Concrete	Pictorial	Abstract
Bonds to 5, 10, 6, 7, 8 and 9	$4 + 2 = 6$ 	$4 + 2 = 6$ 	$4 + 2 = \square$ 
Adding TO + O (using bonds)	$11 + 4 = 15$ 	$11 + 4$ is seen as $10 + 5 = 15$ 	$11 + 4 = \square$
Addition of O + O crossing boundary of 10	$8 + 9 =$ <i>Using counters/cubes with tens frames</i>  Leading to addition by partitioning through 10 e.g. $9 + 1 + 7$	$8 + 9 =$ <i>Drawing counters with tens frames</i> 	$8 + 9 = 9 + 1 + 7 = 17$ 

Great Crosby Calculation Policy

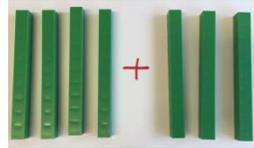
Year 2

Pupils should be taught to:

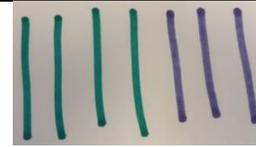
- recall and use addition facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers, including:
 - a two-digit number and 1s
 - a two-digit number and 10s
 - 2 two-digit numbers
 - adding 3 one-digit numbers

	Concrete	Pictorial	Abstract
Addition of TO + O using bonds not crossing tens boundary	$24 + 3 = 27$ 	$24 + 3 = 27$ <i>Drawing out counters with tens frames.</i> 	$24 + 3 = 27$ $4 + 3 = 7$ $20 + 7 = 27$ <i>Leading to using bonds without partitioning</i> $25 + 3 = \square$
Addition of TO + 10	$34 + 10 = 44$ 	$34 + 10 = 44$ 	$34 + 10 = 44$ <i>Using bonds of 3 tens add 1 ten is 4 tens.</i>
Addition of TO + O crossing tens boundary	$28 + 8 = 36$ 	$28 + 8 = 36$  $28 + 8 = 28 + 2 + 6$	$28 + 8 = 36$ 
Multiple of 10 + multiple of 10 using bonds	$40 + 30 = 70$	$40 + 30 = 70$	$40 + 30 = 70$ <i>Using bonds without images.</i>

Great Crosby Calculation Policy

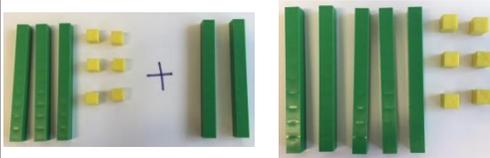


Using knowledge of $4 + 3 = 7$

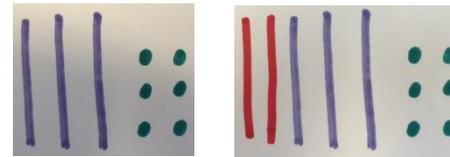


Addition of any TO + multiples of 10

$36 + 20 = 56$



$36 + 20 = 56$



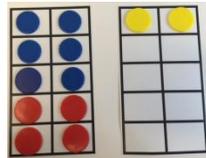
$36 + 20 = 56$

Using bond of $30 + 20 = 50$ then add 6.

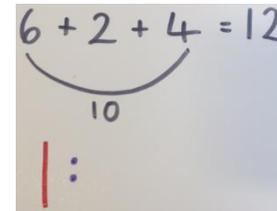
Addition of three single digits

Making decisions using bonds and doubles knowledge

$6 + 2 + 4 = 12$



$6 + 2 + 4 = 12$



$6 + 2 + 4 = 10 + 2 = 12$



Using doubles knowledge

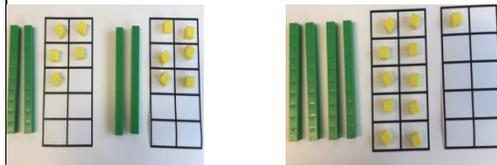
$3 + 5 + 5 = 10 + 3$



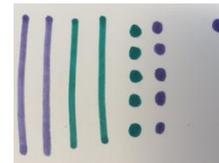
10

Addition of any TO + TO (within 100)

$25 + 26 = 51$



$25 + 26 = 51$



$25 + 26 = 51$

$20 + 20 = 40$

$5 + 6 = 11$

$40 + 11 = 51$

Leading on to adjusting to make a multiple of 10.

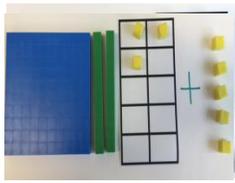
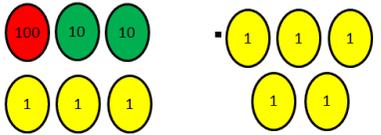
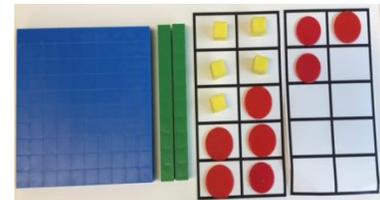
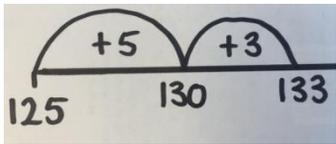
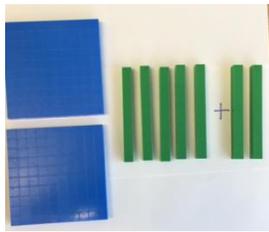
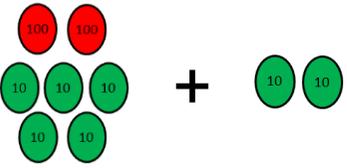
$25 + 26 = 51$

$30 + 21 = 51$

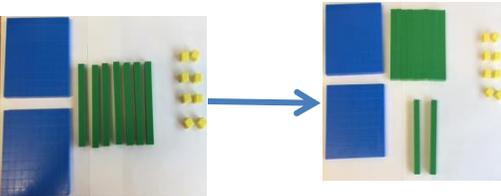
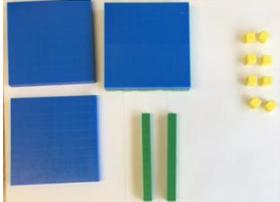
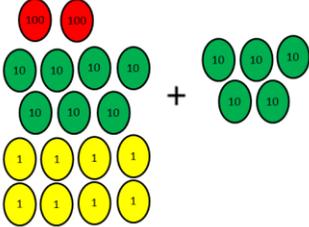
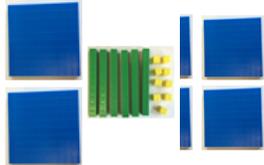
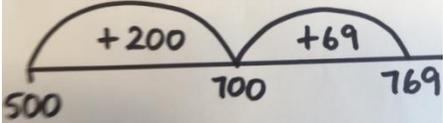
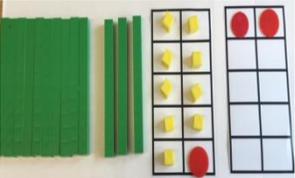
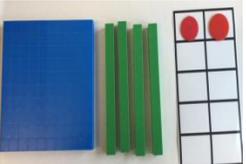
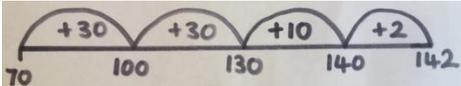
Year 3

Pupils should be taught to:

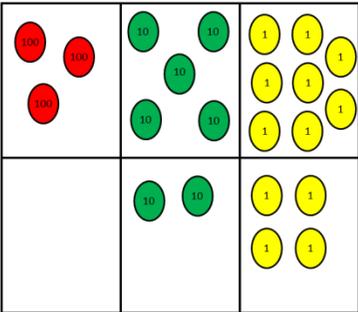
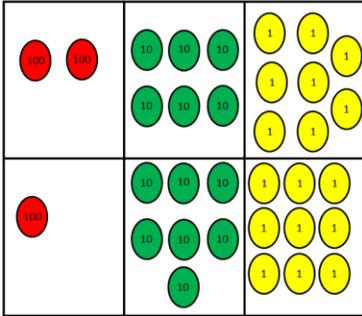
- *add numbers mentally, including:*
 - *a three-digit number and 1s*
 - *a three-digit number and 10s*
 - *a three-digit number and 100s*
- *add numbers with up to 3 digits, using formal written methods of columnar addition*
- *solve problems, including missing number problems, using number facts, place value, and more complex addition*

	Concrete	Pictorial	Abstract
Addition of HTO + O (using bonds)	$123 + 5 = 128$ 	$123 + 5 = 128$ 	$123 + 5 = 120 + 8$
Addition of HTO + O (crossing tens boundary)	$125 + 8 = 133$ 	$125 + 8 = 133$ 	$125 + 8 = 133$ $125 + 5 + 3 = 133$
Addition of HTO + T (using bonds)	$250 + 20 = 270$ 	$250 + 20 = 270$ 	$250 + 20 = 200 + 70$ <i>Leading to any HTO + multiple of 10 (not crossing the ten boundary)</i> $234 + 30 = 200 + 60 + 4$

Great Crosby Calculation Policy

<p>Addition of HTO + T (crossing tens boundary)</p>	<p>$278 + 50 = 328$</p>  <p><i>Children to understand the exchange of 10 tens for one hundred.</i></p> 	<p>$278 + 50 = 328$</p> 	<p>$278 + 50 = 328$ $270 + 50 + 8 = 328$</p>
<p>HTO + Hundreds</p>	<p>$269 + 500 = 769$</p> 	<p>$269 + 500 = 769$</p> 	<p>$269 + 500 = 769$ $200 + 500 + 69 = 769$</p>
<p>Addition of any TO + TO</p> <p><i>Using partitioning</i></p>	<p>$79 + 63 = 142$</p>  	<p>$79 + 63 = 142$</p> 	<p>$79 + 63 = 142$ $70 + 60 = 130$ $9 + 3 = 9 + 1 + 2$ $130 + 12 = 142$</p>
<p>From Summer term of Year 3 formal methods of addition should be introduced to learners. Children should still have access to, and continue to use both concrete resources and visual representations when necessary.</p>			

Great Crosby Calculation Policy

<p>Addition of two numbers (up to three digits) using columnar addition</p> <p><i>Expanded vertical method</i></p>	<p>358 + 24 = 382</p>  $ \begin{array}{r} 358 \\ + 24 \\ \hline 12 \\ 70 \\ 300 \\ \hline 382 \end{array} $	<p>268 + 179 = 447</p> 
<p><u><i>Exceeding children may begin to use the formal columnar method.</i></u></p> <p>Addition of two numbers (up to three digits) using columnar addition</p> <p><i>Formal column method</i></p>	<p>487 + 256 = 743</p> $ \begin{array}{r} 487 \\ + 256 \\ \hline 743 \\ \hline 1 \quad 1 \end{array} $	$ \begin{array}{r} 268 \\ + 179 \\ \hline 17 \\ 130 \\ 300 \\ \hline 447 \end{array} $

Year 4

Pupils should be taught to:

- add numbers with up to 4 digits using the formal written methods of columnar addition where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition two-step problems in contexts, deciding which operations and methods to use and why

<p>Add a multiple of 1000 or 100 to a 4-digit number $1800 + 700$</p>	<p>$1700 + 1400$</p>	<p>$1800 + 700$</p> <p>$1700 + 1400$</p>
<p>Calculate mentally</p> <ul style="list-style-type: none"> - rounding up/down and adjusting - doubling - adding near doubles - using number bond knowledge 		<p>$1376 + 1598$</p> <p>$1374 + 2 \longrightarrow 1374 + 1600$</p>
<p>Add numbers to one decimal place $1.8 + 0.7$</p>	<p>$1.8 + 0.7$</p>	<p>$1.8 + 0.7$</p>
<p>Add numbers using columnar where necessary</p>		

Year 5

Pupils should be taught to:

- *add whole numbers with more than 4 digits, including using formal written methods (columnar addition)*
- *add numbers mentally with increasingly large numbers*
- *solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why*

<p>Use of mental methods, where appropriate</p>	<p>Children should be taught to complete mental calculations by:</p> <ul style="list-style-type: none"> - rounding up/down and adjusting - doubling - adding near doubles - using number bond knowledge - adding without bridging 1, 10, 100 or 1000 <p>Use mixed decimal and whole ($9 + 1.9$) Used mixed decimal 1dp and 2dp ($1.82 + 0.3$, $1.5 + 0.07$)</p>	<p>Examples</p> <p>1445 + 2999 $1445 + 3000 - 1$</p> <p>1299 + 1299 Double 1300 - 2</p> <p>443 + 445 Near double $443 + 2$</p> <p>12.36 + 5.24 $0.36 + 0.24 = 0.6$ $17 + 0.6 = 17.6$</p> <p>36.25 + 23.43 Add each place value column individually</p>
<p>Addition of two numbers (more than four digits) using columnar addition</p> <p><i>Formal method</i></p>	<p>Formal method (using carrying) with more than four digits</p> $\begin{array}{r} 55825 \\ + 37486 \\ \hline 93312 \\ \hline 111 \end{array}$ $\begin{array}{r} 75879 \\ + 9486 \\ \hline 85365 \\ \hline 1111 \end{array}$	<p>Use formal method to solve two-step problems in contexts.</p> $\begin{array}{r} 12.73 \\ + 8.39 \\ \hline 21.12 \\ \hline 111 \end{array}$ $\begin{array}{r} \text{£} 44.73 \\ + \text{£} 8.39 \\ \hline \text{£} 53.12 \\ \hline 111 \end{array}$

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Year 6

Pupils should be taught to:

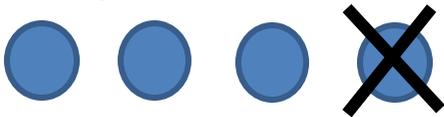
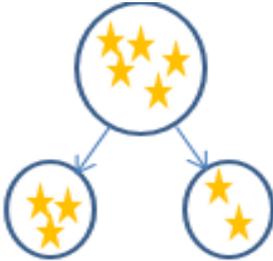
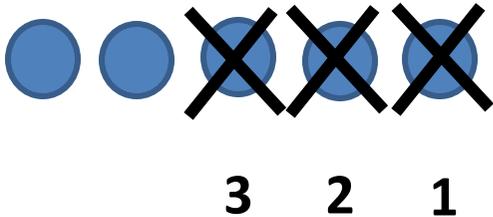
- *perform mental calculations, using increasingly large numbers*
- *use their knowledge of the order of operations to carry out calculations involving the 4 operations*
- *solve addition multi-step problems in contexts, deciding which methods to use and why*
- *solve problems involving addition*

Use of mental methods, where appropriate	<p>Children should be taught to complete mental calculations by:</p> <ul style="list-style-type: none"> - rounding up/down and adjusting - doubling - adding near doubles - using number bond knowledge - adding without bridging 1, 10, 100 or 1000 <p>Use mixed wholes Use mixed whole and decimals Use mixed decimals up to 3 dp</p>	<p>Examples</p> <p>1745 + 2999 1745 + 3000 – 1</p> <p>1399 + 1399 Double 1400 - 2</p> <p>1343 + 1345 Near double 1343 + 2</p> <p>12.36 + 5.24 0.36 + 0.24 = 0.6 17 + 0.6 = 17.6</p> <p>36.25 + 23.43 Add each place value column individually</p>
As Year 5, continue to use formal methods of addition, progressing to larger numbers, solving multi-step problems and applying methods to real life contexts. Continue calculating with decimals (including those with a different number of decimal places)		
Apply both mental and formal methods to solve calculations	<p>6 + 7 × 8 = 62 because multiplication first then addition when there are no brackets as long as the symbol moves with the number</p> <p>2780 – 910 + 1220 can be reordered to 2780 + 1220 – 910 = 3090</p> <p><i>Use rules of BIDMAS</i></p>	

Great Crosby Calculation Policy
SUBTRACTION

EYFS

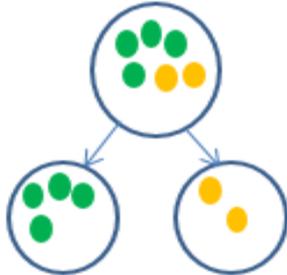
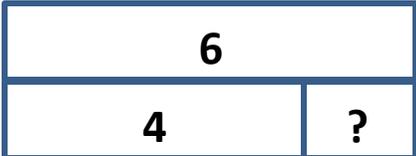
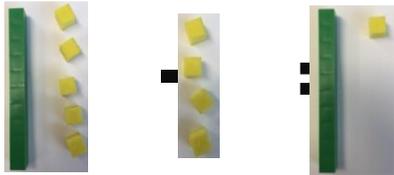
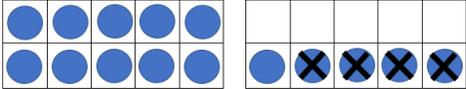
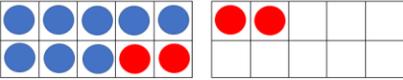
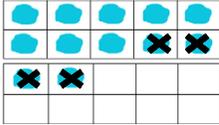
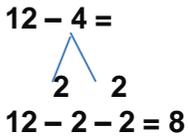
Maths ELG: Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

	Concrete	Pictorial	Abstract
Subtract one less from a given number	$4 - 1 = 3$ <i>Take one thing away</i> 	$4 - 1 = 3$ 	$4 - 1 = \square$ What is one less than 4?
Count out a given number and subtract an amount	$5 - 3 = 2$ <i>Take two things away</i> 	$5 - 3 = 2$ 	$5 - 3 = \square$
Count back from a given amount	$5 - 3 = 2$ <i>Count out 5 things and count back 1, 2, 3. Then count the remaining objects.</i> 	$5 - 3 = 2$ 	$5 - 3 = \square$ $5 - \square = 2$

Year 1

Pupils should be taught to:

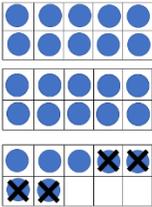
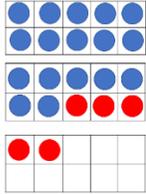
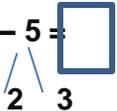
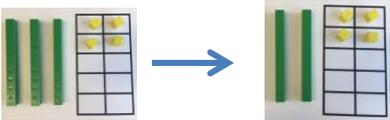
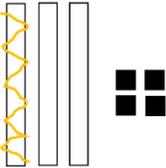
- read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- subtract one-digit and two-digit numbers to 20, including 0
- solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$

	Concrete	Pictorial	Abstract
Bonds to 5, 6, 7, 8, 9, 10	$6 - 2 = 4$ 	$6 - 2 = 4$ 	$6 - 2 = \square$ 
Subtracting TO - O (using bonds)	$15 - 4 = 11$ 	$15 - 4 = 11$ 	$15 - 4 = \square$
Subtracting TO - O crossing the boundary of 10	$12 - 4 =$ <i>Using counters/cubes with tens frames</i>  <small>Leading to subtraction by partitioning through 10 e.g. $12 - 2 - 2 = 8$</small>	$12 - 4 =$ 	$12 - 4 =$ 

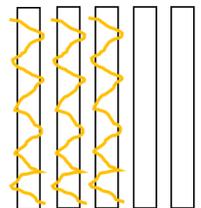
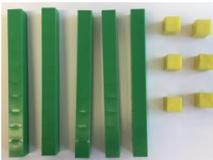
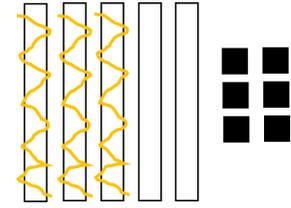
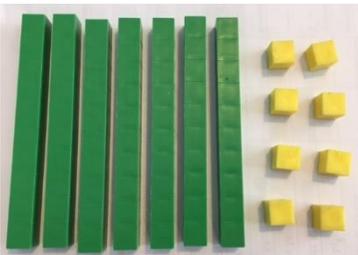
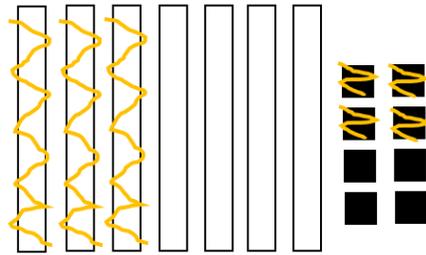
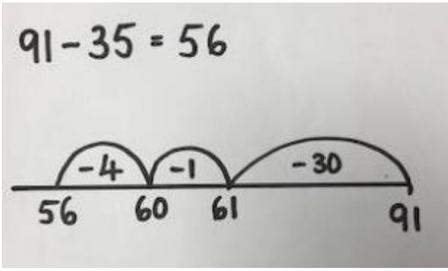
Year 2

Pupils should be taught to:

- recall and use subtraction facts to 20 fluently, and derive and use related facts up to 100
- subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and 1s
 - a two-digit number and 10s
 - 2 two-digit numbers
 - adding 3 one-digit numbers

	Concrete	Pictorial	Abstract
Subtraction of TO – O using bonds not crossing tens boundary	$27 - 3 = 24$ 	$27 - 3 = 24$ <i>Drawing out counters with tens frames</i> 	$27 - 3 = 24$ $7 - 3 = 4$ $20 + 4 = 24$ <i>Leading to using bonds without partitioning</i> $25 - 3 = \square$
Subtraction of TO – O crossing the boundary (partitioning the single digit)	$32 - 5 =$ <i>Model exchanging a ten for 10 ones.</i> 	$32 - 5 =$ <i>Draw out on tens frames.</i> 	$32 - 5 = \square$ 
Subtract TO – 10	$34 - 10 = 24$ 	$34 - 10 = 24$ 	$34 - 10 = 24$ <i>Using bonds of $3 - 1 = 2$</i>

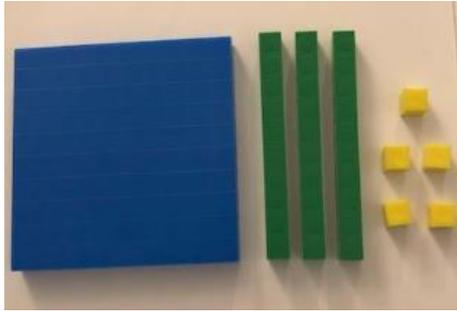
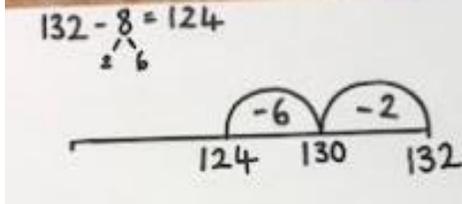
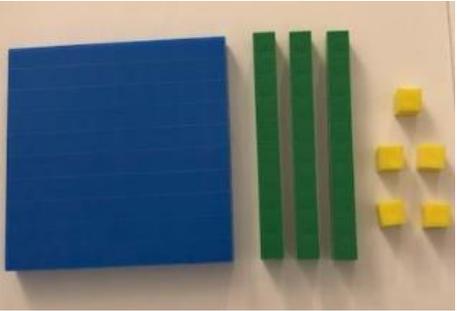
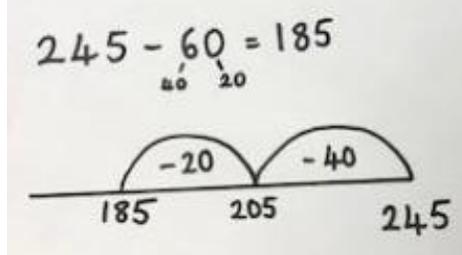
Great Crosby Calculation Policy

<p>Multiple of T – Multiple of T (using bonds)</p>	<p>$50 - 30 =$</p>  <p>Take away 3 tens</p>	<p>$50 - 30 =$</p> 	<p>$50 - 30 =$ <input type="text"/></p> <p>Using bonds $70 - 30 = 40$ because $7 - 4 = 3$</p>
<p>Subtract from any TO – multiple of T</p>	<p>$56 - 30 =$</p>  <p>Take away 3 tens</p>	<p>$56 - 30 =$</p> 	<p>$56 - 30 =$</p> <p>Using bonds $76 - 20 = 56$ because $7 - 2 = 5$</p>
<p>Subtraction of TO -TO (using bonds)</p>	<p>$78 - 34 =$</p>  <p>Take three tens and four ones away</p>	<p>$78 - 34 =$</p> 	<p>$78 - 34 = 44$ because $7 - 3 = 4$ and $8 - 4 = 4$</p> <p>$95 - 43 = 52$ because $9 - 4 = 5$ and $5 - 3 = 2$</p>
<p>Subtract any TO – TO</p> <p>Using partitioning</p>	<p>$72 - 26 =$</p> <p>Use dienes to model $72 - 20 - 2 - 4 = 46$</p>		<p>$78 - 49 = 29$</p> <p>$78 - 40 - 8 - 1 = 29$</p>

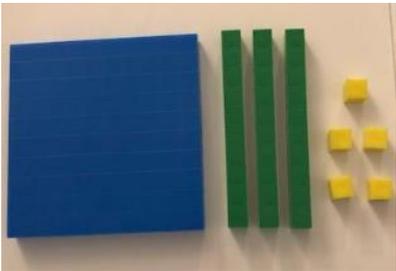
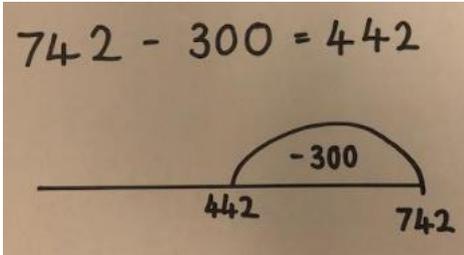
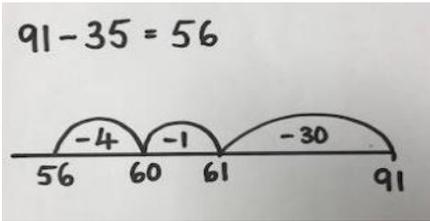
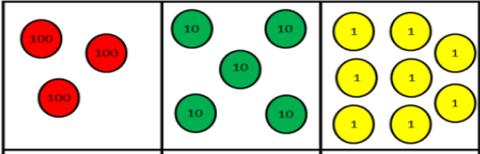
Year 3

Pupils should be taught to:

- *subtract numbers mentally, including:*
 - *a three-digit number and 1s*
 - *a three-digit number and 10s*
 - *a three-digit number and 100s*
- *subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction*
- *solve problems, including missing number problems, using number facts, place value, and more complex subtraction*

	Concrete	Pictorial	Abstract
Subtract HTO – O (using bonds leading to partitioning)	$135 - 2 = 133$ 		$148 - 5 = 143$ $152 - 7 = 152 - 2 - 5 = 145$
Subtract HTO – T (using bonds leading to partitioning)	$135 - 20 = 115$ 		$248 - 20 = 228$ $162 - 70 = 92$ $162 - 60 = 102$ $102 - 10 = 92$

Great Crosby Calculation Policy

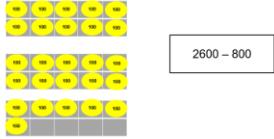
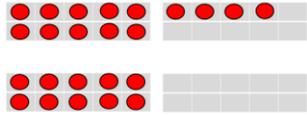
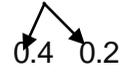
<p>Subtract HTO – H (using bonds)</p>	<p>$635 - 400 = 235$</p> 		<p>$478 - 200 = 278$</p>																	
<p>Subtract any TO – TO</p> <p><i>Using partitioning</i></p>	<p>$72 - 26 = 46$</p> <p>Use dienes to model $72 - 20 - 2 - 4 = 46$</p>		<p>$78 - 49 = 29$</p> <p>$78 - 40 - 8 - 1 = 29$</p>																	
<p>Subtraction of two numbers, HTO – HTO</p> <p><i>Using expanded method</i></p>	<p>$358 - 173 =$</p>  <p>Show using place value counters (modelling exchange of ten 10s for one 100)</p>	<p>$343 - 165 =$</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">200</td> <td style="text-align: right;">140</td> <td style="text-align: right;">7</td> </tr> <tr> <td style="text-align: right;">300</td> <td style="text-align: right;">40</td> <td style="text-align: right;">5</td> </tr> <tr> <td style="text-align: right;">100</td> <td style="text-align: right;">60</td> <td style="text-align: right;">2</td> </tr> </table> <p>Children to after exchanging. rew rite the calculation</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">200</td> <td style="text-align: right;">140</td> <td style="text-align: right;">7</td> </tr> <tr> <td style="text-align: right;">100</td> <td style="text-align: right;">60</td> <td style="text-align: right;">2</td> </tr> <tr> <td style="text-align: right;">100</td> <td style="text-align: right;">80</td> <td style="text-align: right;">2</td> </tr> </table>	200	140	7	300	40	5	100	60	2	200	140	7	100	60	2	100	80	2
200	140	7																		
300	40	5																		
100	60	2																		
200	140	7																		
100	60	2																		
100	80	2																		
<p><u>Exceeding children may begin to use formal columnar method.</u></p> <p>Subtraction of two numbers, HTO – HTO</p> <p><i>Using formal method</i></p>	<p>Children should also be taught to calculate the difference when two numbers are close in range e.g. $114 - 98$, counting on $98 + 2 = 100$ then $100 + 14 = 114$, therefore the difference is 16.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">796</td> <td style="text-align: right;">635</td> </tr> <tr> <td style="text-align: right;">- 581</td> <td style="text-align: right;">- 282</td> </tr> <tr> <td style="text-align: right;">-----</td> <td style="text-align: right;">-----</td> </tr> <tr> <td style="text-align: right;">215</td> <td style="text-align: right;">353</td> </tr> </table>			796	635	- 581	- 282	-----	-----	215	353									
796	635																			
- 581	- 282																			
-----	-----																			
215	353																			

Great Crosby Calculation Policy

Year 4

Pupils should be taught to:

- subtract numbers with up to 4 digits using the formal written methods of columnar subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve subtraction two-step problems in contexts, deciding which operations and methods to use and why

<p>Subtraction of multiples 10/100/1000</p>		$2600 - 800$ or $2600 - 800 = 2600 - 1000 + 200$ 
<p>Use of mental methods, where appropriate</p>	<p>Children should be taught to complete mental calculations by:</p> <ul style="list-style-type: none"> - rounding up/down and adjusting - counting up - using number bond knowledge - subtracting without bridging 1, 10, 100 or 1000 	<p>Example</p> $532 - 199$ $532 - 200 + 1$ $308 - 289 = 19$ (found by $1 + 10 + 8$) $289 + 1 + 10 + 8 = 308$ $507 - 57$ $507 - 7 - 50$ $5839 - 1725$ <i>Subtract each column individually using place value knowledge</i>
<p><i>Subtract a pair of numbers to 1 dp</i></p>	 <p style="text-align: center;">$2.4 - 0.6$</p>	$2.4 - 0.6$ 
<p><u>Learners should have a solid understanding of expanded method of subtraction (Year 3)</u></p> <p>Subtraction of two numbers (up to four digits) using columnar subtraction <i>Formal method</i></p>	<p>Formal method (using borrowing) with numbers up to four digits.</p>	<p>Leading to using columnar method to solve problems using decimals up to 2 places.</p> $\begin{array}{r} ^4 ^{14} ^{10} ^1 \\ - 5512 \\ \hline 3748 \\ \hline 1734 \end{array}$ $\begin{array}{r} ^2 ^{10} ^1 \\ - \pounds 31.27 \\ \hline \pounds 14.81 \\ \hline \pounds 16.46 \end{array}$

Great Crosby Calculation Policy

Year 5

Pupils should be taught to:

- subtract whole numbers with more than 4 digits, including using formal written methods (columnar subtraction)
- subtract numbers mentally with increasingly large numbers
- solve subtraction multi-step problems in contexts, deciding which methods to use and why

<p>Use of mental methods, where appropriate</p>	<p>Children should be taught to complete mental calculations by:</p> <ul style="list-style-type: none"> - rounding up/down and adjusting - counting up - using number bond knowledge - subtracting without bridging 1, 10, 100 or 1000 (including decimals) <p>Use mixed decimal and whole (9 – 1.9) Used mixed decimal 1dp and 2dp (1.52 – 0.3, 1.5 – 0.07)</p>	<p>Examples</p> <p>4532 – 1999 4532 – 2000 + 1</p> <p>£10 - £7.71 = £2.29 £7.71 + 29p = £8 + £2 = £10</p> <p>2507 – 57 2507 – 7 – 50 75839 – 41725 8.67 – 0.6 = 8.07</p> <p><i>Subtract each column individually using place value knowledge</i></p>
<p>Subtraction of two numbers (more than four digits) using columnar subtraction</p> <p><i>Formal method</i></p>	<p>Formal method (using borrowing) with numbers up to four digits.</p> $\begin{array}{r} \overset{4}{5} \overset{14}{5} \overset{10}{1} \overset{1}{2} 5 \\ - 37483 \\ \hline 17342 \end{array}$ $\begin{array}{r} \overset{4}{5} \overset{14}{5} \overset{10}{1} \overset{1}{2} 9 \\ - 7486 \\ \hline 47343 \end{array}$	<p>Using formal method to solve two-step problems in contexts, including decimals.</p> $\begin{array}{r} \overset{2}{\pounds} \overset{10}{3} \overset{1}{1} \cdot \overset{1}{2} 7 \\ - \pounds 14 \cdot 81 \\ \hline \pounds 16 \cdot 46 \end{array}$

Great Crosby Calculation Policy

Year 6

Pupils should be taught to:

- *perform mental calculations, including with increasingly large numbers*
- *use their knowledge of the order of operations to carry out calculations involving the 4 operations*
- *solve subtraction multi-step problems in contexts, deciding which methods to use and why*
- *solve problems using subtraction*

<p>Use of mental methods, where appropriate</p>	<p>Children should be taught to complete mental calculations by:</p> <ul style="list-style-type: none"> - rounding up/down and adjusting - counting up - using number bond knowledge - subtracting without bridging 1, 10, 100 or 1000 (including decimals) <p>Use mixed wholes Use mixed whole and decimals Use mixed decimals up to 3 dp</p>	<p>Examples</p> <p>$74532 - 19996$ $74532 - 20000 + 4$</p> <p>$£10 - £7.71 = £2.29$ $£7.71 + 29p = £8 + £2 = £10$</p> <p>$308 - 289 = 19$ (found by $1 + 10 + 8$) $289 + 1 + 10 + 8 = 308$</p> <p>$2507 - 57$ $2507 - 7 - 50$</p> <p>$75839 - 41725$ $7.57 - 0.07 = 7.5$ $6.982 - 0.08 = 6.902$ <i>Subtract each column individually using place value knowledge</i></p>
<p>As Year 5, continue to use formal methods of subtraction, progressing to larger numbers, solving multi-step problems and applying methods to real life contexts. Continue calculating with decimals (including those with a different number of decimal places)</p>		
<p>Apply both mental and formal methods to solve calculations</p>	<p>See addition section for BIDMAS rules.</p>	

Great Crosby Calculation Policy
MULTIPLICATION

EYFS

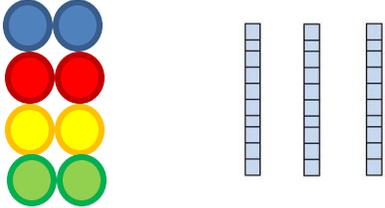
Maths ELG: They solve problems, including doubling, halving and sharing.

	Concrete	Pictorial	Abstract
<p><i>Begin to count in 2s</i></p> <p><i>Some children may also begin to count in 5s and 10s.</i></p>	<p>Count objects in pairs/groups of 2.</p> 	<p>Use pictures of groups of 2. Model counting them.</p> 	<p>Children to write counting sequences.</p> <p>2, 4, 6, 8, 10</p>

Year 1

Pupils should be taught to:

- *solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher*

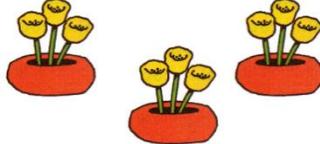
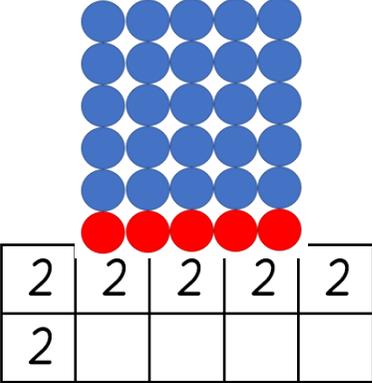
	Concrete	Pictorial	Abstract
Count in 2s, 5s and 10s	Count objects in pairs/groups of 2/5/10. 	Use pictures of objects in pairs/groups of 2/5/10. 	2, 4, 6, 8, <input type="text"/> , 12, 14, 15, 20, <input type="text"/> , 30, 35, <input type="text"/> , 45 30, 40, <input type="text"/> , 60, <input type="text"/> , 80, 90

Great Crosby Calculation Policy

Year 2

Pupils should be taught to:

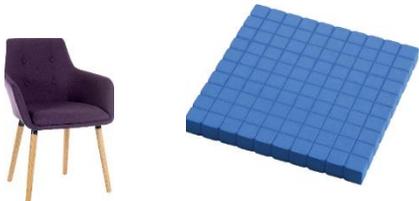
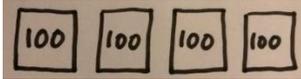
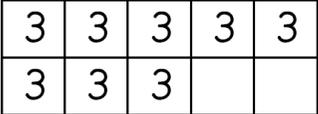
- recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (\times) and equals ($=$) signs
- solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, and multiplication facts, including problems in contexts

Use mathematical language with children e.g. factor, multiple, product.	Concrete	Pictorial	Abstract
Count in 3s	Count objects in groups of 3. 	Use pictures of objects in groups of 3. 	3, 6, 9, 12, <input type="text"/> , 18, 21, <input type="text"/>
Recall and use facts for 2, 5 and 10 Children to learn using anchor facts	Count objects in groups (2, 5 and 10) 	Use images to show facts of 2, 5 and 10 	$2 \times 5 = \square$ use facts to show inverse $5 \times 2 = 10$ $10 \div 2 = 5$ $10 \div 5 = 2$ 2 is a factor of 10 5 is a factor of 10 10 is a multiple of 2 and 5

Year 3

Pupils should be taught to:

- recall and use multiplication facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

	Concrete	Pictorial	Abstract
<p>Count in 4s, 8s, 50s and 100s</p>	<p>Count objects in groups of 4s, 8s, 50s and 100s.</p> 	<p>Use pictures of objects in groups of 4, 8, 50 and 100.</p> 	<p>12, 16, 20, <input type="text"/>, 28, <input type="text"/> 36</p>
<p>Recall and use facts for 3, 4 and 8</p> <p>Children to learn using anchor facts</p>	<p>Count objects in groups (3, 4 and 8)</p>  <p>e.g. use triangles</p> <p>match sticks to make and count in 3s.</p>	<p>Use images to show facts of 3, 4 and 8</p>  	<p>$3 \times 4 = \square$</p> <p>use facts to show inverse</p> <p>$4 \times 3 = 12$</p> <p>$12 \div 4 = 3$</p> <p>$12 \div 3 = 4$</p> <p>3 is a factor of 12</p> <p>4 is a factor of 12</p> <p>12 is a multiple of 3 and 4</p>

Great Crosby Calculation Policy

Multiply TO X O (O only 2, 3, 4, 5, 8)

13 X 4 =

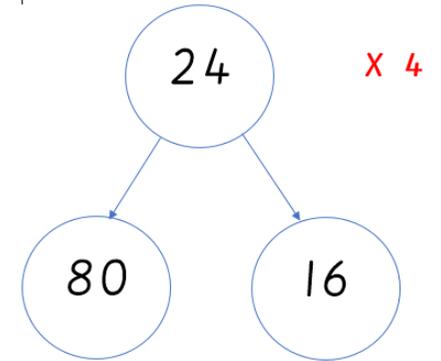
X	10	3
4	40	12

40 + 12 = 52

24 X 4 =

$$\begin{array}{r}
 24 \\
 \times 4 \\
 \hline
 80 \\
 16 \\
 \hline
 96
 \end{array}$$

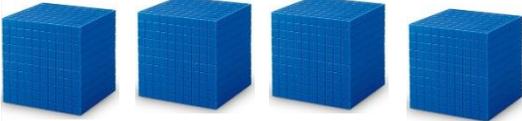
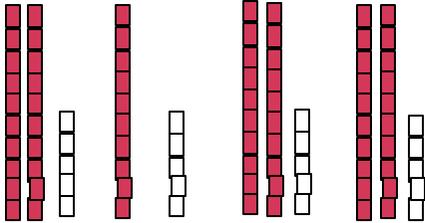
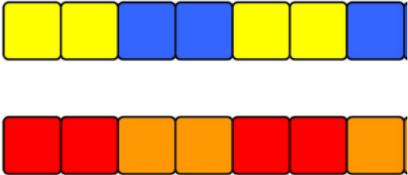
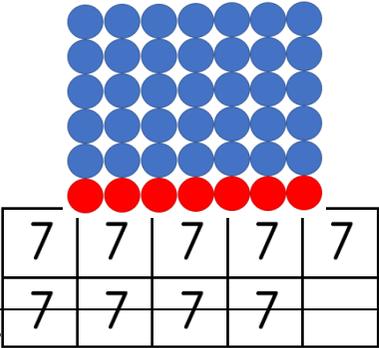
24 X 4 =



Year 4

Pupils should be taught to:

- recall multiplication facts for multiplication tables up to 12×12
- use place value, known and derived facts to multiply mentally, including: multiplying by 0 and 1; multiplying together 3 numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

	Concrete	Pictorial	Abstract
<p>Count in 25s, 250s and 1000s</p>	<p>Count objects in 25s, 250s and 1000s.</p> 	<p>Use pictures of objects/values to count in 25s, 250s and 1000s.</p> 	<p>25, 50, 75, <input type="text"/>, 125, <input type="text"/></p>
<p>Recall and use facts for 7, 9, 11 and 12</p> <p>Children to learn using anchor facts</p>	<p>Count objects in groups (7, 9, 11 and 12)</p> 	<p>Use images to show facts of 7, 9, 11 and 12</p> 	<p>$7 \times 6 = \square$</p> <p>use facts to show inverse</p> <p>$6 \times 7 = 42$</p> <p>$42 \div 6 = 7$</p> <p>$42 \div 7 = 6$</p> <p>6 is a factor of 42</p> <p>7 is a factor of 42</p> <p>42 is a multiple of 6 and 7</p>
<p>Multiply a given number by 10 and 100</p>	<p>This objective is covered in the topic of fractions.</p>		

Great Crosby Calculation Policy

<p>Multiply TO X O (grid method)</p> <p><i>All methods to be taught alongside each other.</i></p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">X</td> <td style="padding: 5px; color: red;">20</td> <td style="padding: 5px; color: red;">3</td> </tr> <tr> <td style="padding: 5px; color: red;">8</td> <td style="padding: 5px;">160</td> <td style="padding: 5px;">24</td> </tr> </table>	X	20	3	8	160	24	$ \begin{array}{r} \times \quad 14 \\ \hline 70 \\ 21 \\ \hline 91 \end{array} $			
X	20	3									
8	160	24									
<p>Multiply HTO X O (grid method)</p> <p><i>All methods to be taught alongside each other.</i></p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">X</td> <td style="padding: 5px; color: red;">200</td> <td style="padding: 5px; color: red;">30</td> <td style="padding: 5px; color: red;">7</td> </tr> <tr> <td style="padding: 5px; color: red;">8</td> <td style="padding: 5px;">1600</td> <td style="padding: 5px;">240</td> <td style="padding: 5px;">56</td> </tr> </table>	X	200	30	7	8	1600	240	56	$ \begin{array}{r} \times \quad 124 \\ \hline 600 \\ 120 \\ 24 \\ \hline 744 \end{array} $	
X	200	30	7								
8	1600	240	56								

Great Crosby Calculation Policy

Multiply 2dgt X 2dgt

Used to model place value to ensure secure understanding when using expanded method

X	80	4
20	1600	80
7	560	28

$$\begin{array}{r}
 84 \\
 27 \\
 \hline
 28 \\
 560 \\
 80 \\
 1,600 \\
 \hline
 2268
 \end{array}$$

$$\begin{array}{r}
 84 \\
 27 \\
 \hline
 588 \\
 1,680 \\
 \hline
 2268
 \end{array}$$

Multiply up to 4dgt X 2dgt

$$\begin{array}{r}
 \cancel{2} \cancel{4} \\
 \cancel{6} \cancel{4} \\
 386 \\
 37 \\
 \hline
 2702 \\
 11,580 \\
 \hline
 14282
 \end{array}$$

$$\begin{array}{r}
 \cancel{2} \cancel{3} \\
 \cancel{4} \cancel{2} \\
 6549 \\
 43 \\
 \hline
 19647 \\
 26,1960 \\
 \hline
 281607
 \end{array}$$

Great Crosby Calculation Policy

Year 6

Pupils should be taught to:

- *multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication*
- *perform mental calculations, including with mixed operations and large numbers*
- *use their knowledge of the order of operations to carry out calculations involving the 4 operations*
- *solve problems involving multiplication*

<p>Multiply 4dgt X 2dgt</p>	$ \begin{array}{r} \cancel{2} \ \cancel{1} \ \cancel{3} \\ \cancel{1} \ \cancel{1} \ \cancel{2} \\ \times \quad 6 \ 5 \ 4 \ 9 \\ \quad \quad \quad 4 \ 3 \\ \hline 1 \ 9 \ 6 \ 4 \ 7 \\ 2 \ 6 \ 1 \ 9 \ 6 \ 0 \\ \hline 2 \ 8 \ 1 \ 6 \ 0 \ 7 \end{array} $
<p>Multiply 1dgt (up to two decimal places) X whole number</p> <p><i>Use this method to solve problems involving various units of measure (e.g. money, capacity etc.)</i></p>	$ \begin{array}{r} \cancel{2} \ \cancel{5} \\ 1 \cdot 2 \ 7 \\ \times \quad \quad \quad 8 \\ \hline 1 \ 0 \cdot 1 \ 6 \end{array} $

DIVISION**EYFS**

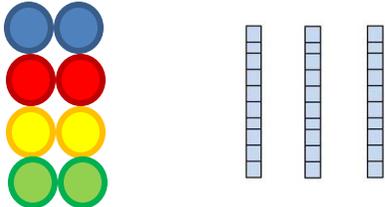
Maths ELG: They solve problems, including doubling, halving and sharing.

	Concrete	Pictorial	Abstract
Begin to count in 2s <i>Some children will also count in 5s and 10s.</i>	Count objects in pairs/groups of 2. 	Use pictures of groups of 2. Model counting them. 	Children to write counting sequences. 2, 4, 6, 8, 10

Year 1

Pupils should be taught to:

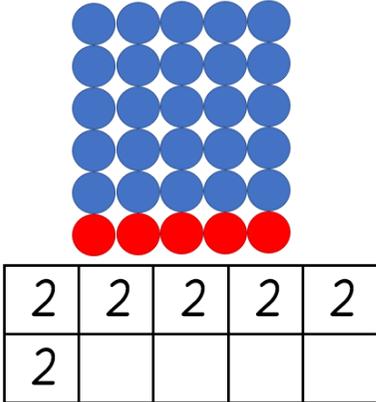
- *solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher*

	Concrete	Pictorial	Abstract
Count in 2s, 5s and 10s	Count objects in pairs/groups of 2/5/10. 	Use pictures of objects in pairs/groups of 2/5/10. 	2, 4, 6, 8, <input type="text"/> , 12, 14, <input type="text"/> 15, 20, <input type="text"/> 30, 35, <input type="text"/> , 45 30, 40, <input type="text"/> , 60, <input type="text"/> , 80, 90

Year 2

Pupils should be taught to:

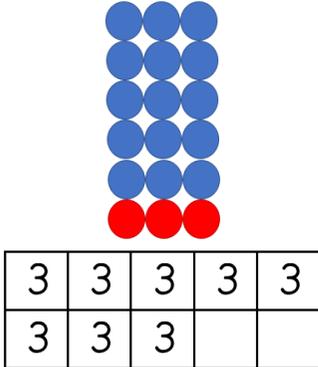
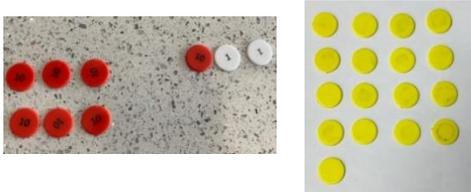
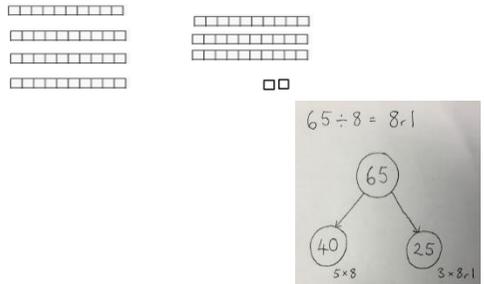
- recall and use division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for division within the multiplication tables and write them using the division (\div) and equals ($=$) signs
- solve problems involving division, using materials, arrays, repeated addition, mental methods, and division facts, including problems in contexts

	Concrete	Pictorial	Abstract
<p>Recall and use facts for 2, 5 and 10</p> <p>Children to learn using anchor facts</p>	<p>Count objects in groups (2, 5 and 10)</p> 	<p>Use images to show facts of 2, 5 and 10</p> 	<p>$2 \times 5 = \square$</p> <p>use facts to show inverse</p> <p>$5 \times 2 = 10$</p> <p>$10 \div 2 = 5$</p> <p>$10 \div 5 = 2$</p> <p>2 is a factor of 10</p> <p>5 is a factor of 10</p> <p>10 is a multiple of 2 and 5</p>

Year 3

Pupils should be taught to:

- recall and use division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

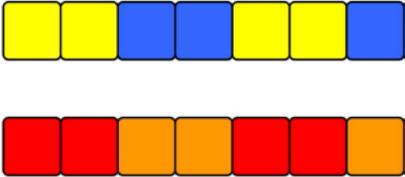
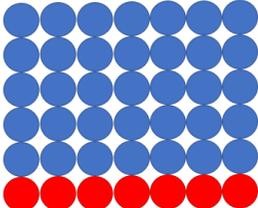
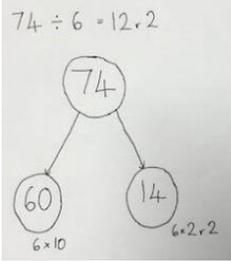
	Concrete	Pictorial	Abstract
Recall and use facts for 3, 4 and 8 Children to learn using anchor facts	Count objects in groups (3, 4 and 8) 	Use images to show facts of 3, 4 and 8 	$3 \times 4 = \square$ use facts to show inverse $4 \times 3 = 12$ $12 \div 4 = 3$ $12 \div 3 = 4$ 3 is a factor of 12 4 is a factor of 12 12 is a multiple of 3 and 4
Division $TO \div O$ (2, 3, 4, 5, 8, 10) Including remainders	$72 \div 3 = 24$ $17 \div 4 =$ $4 \text{ r } 1$ 	$72 \div 4$ 	$17 \div 4 = 4 \text{ r } \square$ $\square \div 5 = 6 \text{ r } 2$

Great Crosby Calculation Policy

Year 4

Pupils should be taught to:

- recall division facts for multiplication tables up to 12×12
- use place value, known and derived facts to divide mentally
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

	Concrete	Pictorial	Abstract										
<p>Recall and use facts for all numbers 2-12</p> <p>Children to learn using anchor facts</p>	<p>Count objects in groups (7, 9, 11 and 12)</p> 	<p>Use images to show facts of 7, 9, 11 and 12</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>7</td><td>7</td><td>7</td><td>7</td><td>7</td> </tr> <tr> <td>7</td><td>7</td><td>7</td><td>7</td><td></td> </tr> </table>	7	7	7	7	7	7	7	7	7		<p>$7 \times 6 = \square$</p> <p>use facts to show inverse</p> <p>$6 \times 7 = 42$</p> <p>$42 \div 6 = 7$</p> <p>$42 \div 7 = 6$</p> <p>6 is a factor of 42</p> <p>7 is a factor of 42</p> <p>42 is a multiple of 6 and 7</p>
7	7	7	7	7									
7	7	7	7										
<p><u>Division TO \div O</u></p> <p>Including remainders</p>	<p>3</p> <p style="text-align: right;">$24 \div 7 = 3 \text{ r}$</p> 	 <p style="text-align: center;">$74 \div 6 = 12 \text{ r } 2$</p>	<p>$43 \div 7 = 6 \square$</p> <p>$\square \div 9 = 5 \text{ r } 2$</p>										

Great Crosby Calculation Policy

Year 5

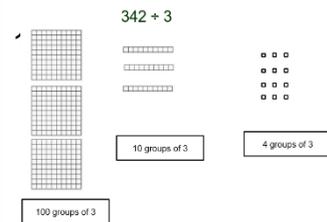
Pupils should be taught to:

- divide numbers mentally, drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- divide whole numbers and those involving decimals by 10, 100 and 1,000
- solve problems involving division, including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving division, including scaling by simple fractions and problems involving simple rates

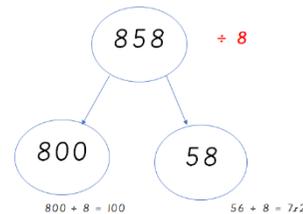
Before any formal methods of division are taught, the following objectives should be covered using BMS resources;

- Identify multiples and factors
- Prime, square, cube and common
- Dividing by 10, 100 and 1000
- Know and apply facts ($42 \div 7 = 6$ used to calculate $0.42 \div 0.7 = 0.6$)

Divide 3dgt \div 1dgt



$858 \div 8 =$

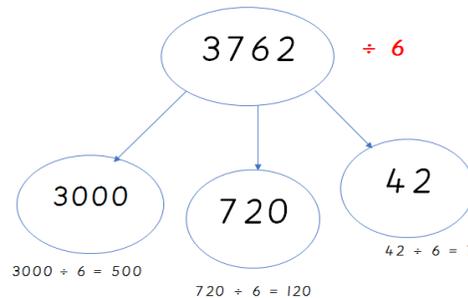


$316 \div 5 = 63 \text{ r } 1$

$$\begin{array}{r} 063 \text{ r } 1 \\ 5 \overline{) 316} \\ \underline{30} \\ 16 \\ \underline{15} \\ 1 \end{array}$$

Divide 4dgt \div 1dgt

$3762 \div 6 = 627$



$6154 \div 8 = 769 \text{ r } 2$

$$\begin{array}{r} 0769 \text{ r } 2 \\ 8 \overline{) 6154} \\ \underline{60} \\ 15 \\ \underline{16} \\ 54 \\ \underline{56} \\ 2 \end{array}$$

