

GAYTON PRIMARY SCHOOL



Calculations Policy

Approved by:	SLT & Governors
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Last Reviewed on:	September 18
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Next review due by:	September 20
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Gayton Primary School

Calculation Policy



This mathematics policy is a guide for all staff at Gayton Primary school and has been adapted from work by the NCETM. It is purposely set out as a progression of mathematical skills and not into year group phases to encourage a flexible approach to teaching and learning. It is expected that teachers will use their professional judgement as to when consolidation of existing skills is required or if to move onto the next concept. However, the **focus must always remain on breadth and depth rather than accelerating through concepts**. Children should not be extended with new learning before they are ready, they should deepen their conceptual understanding by tackling challenging and varied problems. All teachers have been given the scheme of work from the White Rose Maths Hub and are required to base their planning around their year group's modules and not to move onto a higher year groups scheme work.

Teachers can use different teaching resources that they wish to use and the policy does not recommend one set of resources over another, rather that, a variety of resources are used. For each of the four rules of number, different strategies are laid out, together with examples of what concrete materials can be used and how, along with suggested pictorial representations. The principle of the concrete-pictorial-abstract (CPA) approach [Make it, Draw it, Write it] is for children to have a true understanding of a mathematical concept, they need to master all three phases within a year group's scheme of work.

Mathematics Mastery

At the centre of the mastery approach to the teaching of mathematics is the belief that **all children have the potential to succeed**. They should have access to the same curriculum content and, rather than being extended with new learning, they should **deepen their conceptual understanding by tackling challenging and varied problems**. Similarly, with calculation strategies, children must not simply rote learn procedures but demonstrate their understanding of these procedures through the use of concrete materials and pictorial representations. This policy outlines the different calculation strategies that should be taught and used in Year 1 to Year 6 in line with the requirements of the 2014 Primary National Curriculum.

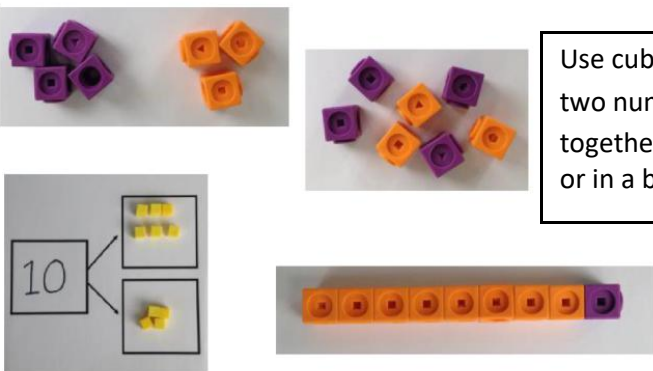
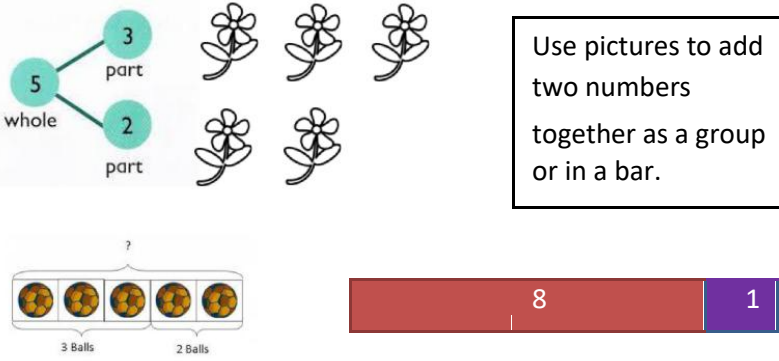
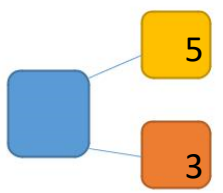

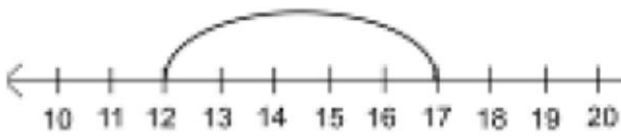
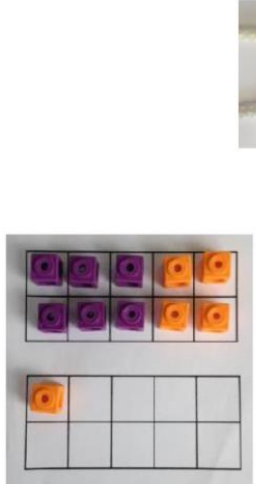
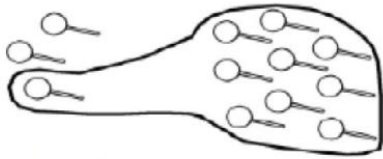
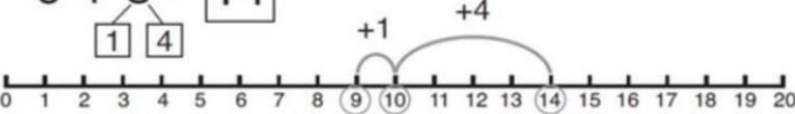

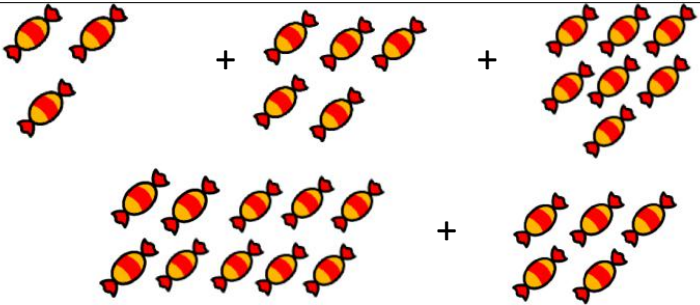
Mathematical Language

The 2014 National Curriculum is explicit in articulating the importance of children using the correct mathematical language as a central part of their learning (*reasoning*). It is therefore essential that teaching using the strategies outlined in this policy is accompanied by the use of appropriate and precise mathematical vocabulary. New vocabulary should be introduced in a suitable context (for example, with relevant real objects, apparatus, pictures or diagrams) and explained carefully.

The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof.

2014 Maths Programme of

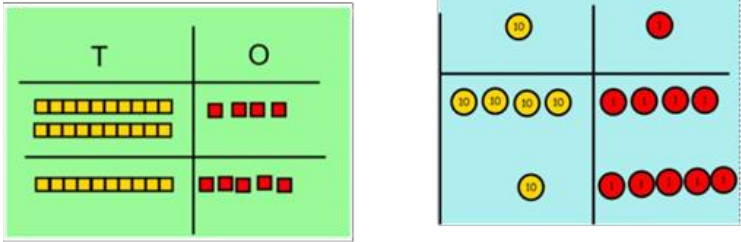
Addition

Objective and Strategies	Concrete	Pictorial	Abstract
Combining two parts to make a whole: part- whole model	<div></div> <div>Use cubes to add two numbers together as a group or in a bar.</div>	<div></div> <div>Use pictures to add two numbers together as a group or in a bar.</div>	<div></div> <div>Use the part-part whole diagram as shown above to move into the abstract.</div> <div>$4 + 3 = 7$ $10 = 6 + 4$</div>
Starting at the bigger number and counting on	<div></div> <div>Start with the larger number on the bead string and then count on to the smaller number 1 by 1 to find the answer.</div>	<div>$12 + 5 = 17$</div> <div></div> <div>Start at the larger number on the number line and count on in ones or in one jump to find the answer.</div>	<div>$5 + 12 = 17$</div> <div>Place the larger number in your head and count on the smaller number to find your answer.</div>
Regrouping to make 10.	<div></div> <div>$6 + 5 = 11$</div> <div>Start with the bigger number and use the smaller number to make 10.</div>	<div></div> <div>Use pictures or a number line. Regroup or partition the smaller number to make 10.</div> <div>$3 + 9 =$</div> <div>$9 + 5 = 14$</div> <div></div>	<div>$7 + 4 = 11$</div> <div>If I am at seven, how many more do I need to make 10. How many more do I add on now?</div>
Adding three single digits	<div>$4 + 7 + 6 = 17$</div> <div>Put 4 and 6 together to make 10. Add on 7.</div> <div></div> <div>Following on from making 10, make 10 with 2 of the digits (if possible) then add on the third digit.</div>	<div></div> <div>Add together three groups of objects. Draw a picture to recombine the groups to make 10.</div>	<div>$4 + 7 + 6 = 10 + 7 = 17$</div> <div>Combine the two numbers that make 10 and then add on the remainder.</div>

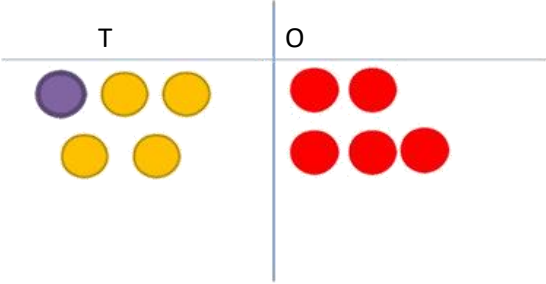
Column method- no regrouping

24 + 15=

Add together the ones first then add the tens. Use the Base 10 blocks first before moving onto place value counters.



After practically using the base 10 blocks and place value counters, children can draw the counters to help them to solve additions.



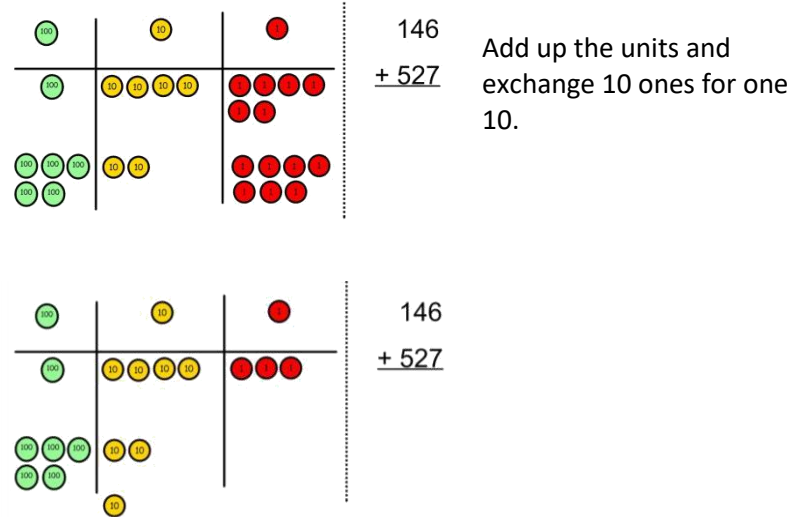
Calculations

21 + 42 =

21
+ 42

Column method- regrouping

Make both numbers on a place value grid.

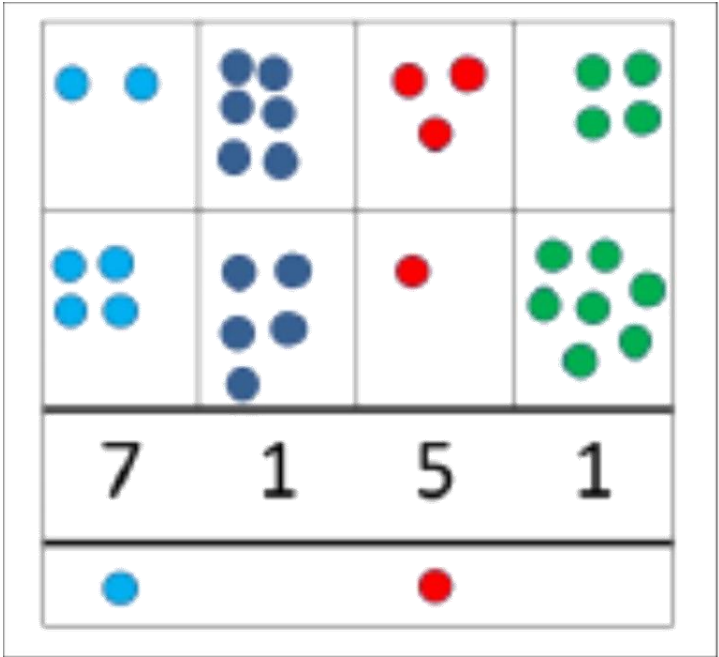


Add up the rest of the columns, exchanging the 10 counters from one column for the next place value column until every column has been added.

This can also be done with Base 10 to help children clearly see that 10 ones equal 1 ten and 10 tens equal 100.

As children move on to decimals, money and decimal place value counters can be used to support learning.

Children can draw a pictorial representation of the columns and place value counters to further support their learning and understanding.



Start by partitioning the numbers before moving on to clearly show the exchange below the addition.

20 + 5
40 + 8
60 + 13 = 73

536
+ 85
621
11

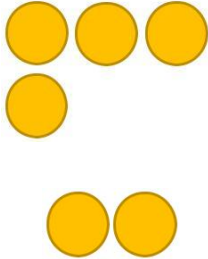
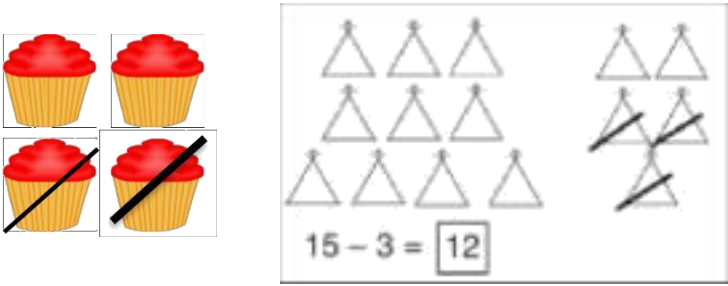


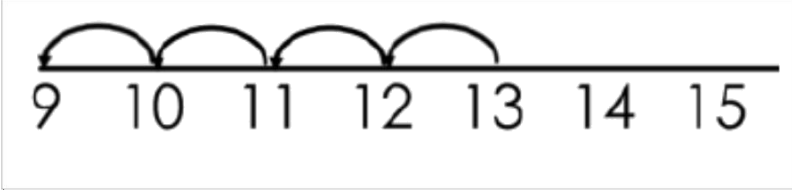
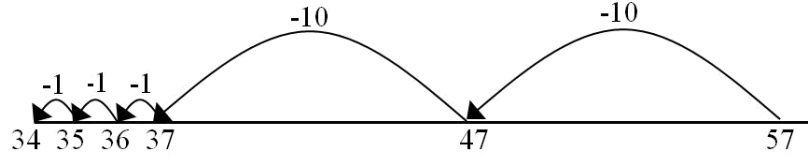
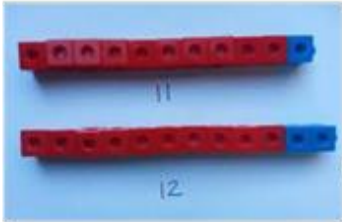
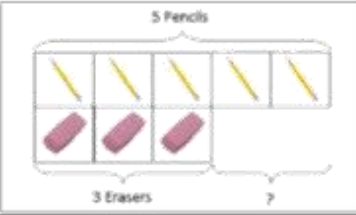
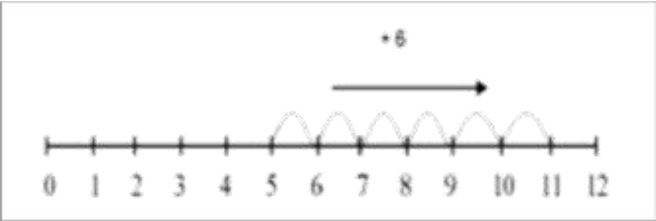
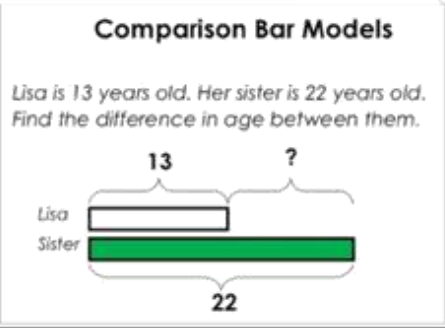
As the children move on, introduce decimals with the same number of decimal places and different. Money can be used here.

72.8
+ 54.6
127.4
11

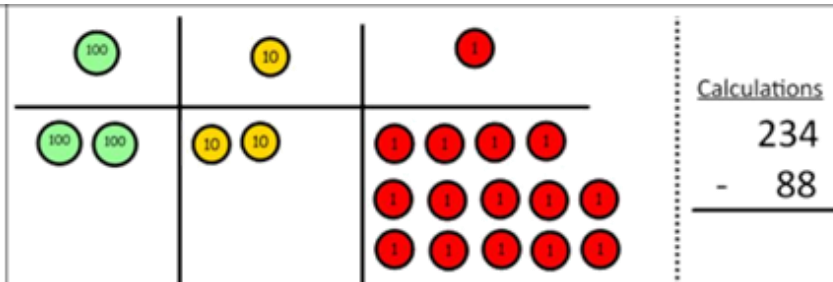
£ 2 3 . 5 9
+ £ 7 . 5 5
£ 3 1 . 1 4
1 1 1

2 3 . 3 6 1
9 . 0 8 0
5 9 . 7 7 0
+ 1 . 3 0 0
9 3 . 5 1 1
2 1 2

Subtraction

Objective and Strategies	Concrete	Pictorial	Abstract
Taking away ones	<p>Use physical objects, counters, cubes etc to show how objects can be taken away.</p>  $6 - 2 = 4$	<p>Cross out drawn objects to show what has been taken away.</p> 	$18 - 3 = 15$ $8 - 2 = 6$
Counting back	<p>Make the larger number in your subtraction. Move the beads along your bead string as you count backwards in ones.</p> $13 - 4$  <p>Use counters and move them away from the group as you take them away counting backwards as you go.</p> 	<p>Count back on a number line or number track</p>  <p>Start at the bigger number and count back the smaller number showing the jumps on the number line.</p>  <p>This can progress all the way to counting back using two 2 digit numbers.</p>	<p>Put 13 in your head, count back 4. What number are you at? Use your fingers to help.</p>
Find the difference	<p>Compare amounts and objects to find the difference.</p>  <p>Use cubes to build towers or make bars to find the difference</p>  <p>Use basic bar models with items to find the difference.</p>	 <p>Count on to find the difference.</p> <p>Draw bars to find the difference between 2 numbers.</p> <p>Comparison Bar Models</p> <p>Lisa is 13 years old. Her sister is 22 years old. Find the difference in age between them.</p> 	<p>Hannah has 23 sandwiches, Helen has 15 sandwiches. Find the difference between the number of sandwiches.</p>

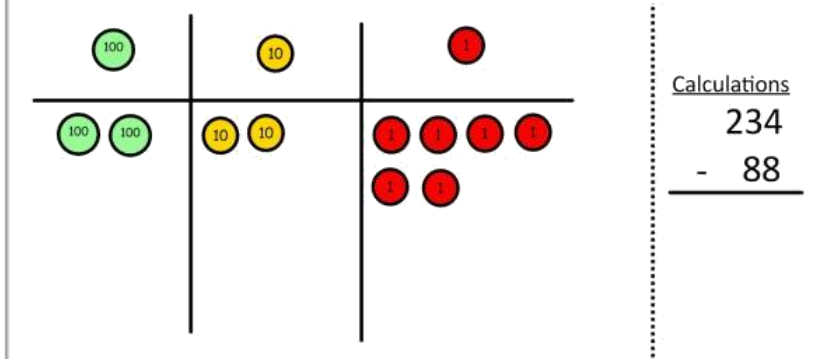
<p>Part Part Whole Model</p>	<div data-bbox="513 75 756 317"> </div> <p>Link to addition- use the part whole model to help explain the inverse between addition and subtraction.</p> <p>If 10 is the whole and 6 is one of the parts. What is the other part?</p> <p>10 - 6 =</p>	<p>Use a pictorial representation of objects to show the part part whole model.</p> <div data-bbox="1418 117 1929 380"> </div>	<div data-bbox="2169 65 2451 306"> </div> <p>Move to using numbers within the part whole model.</p>
<p>Make 10</p>	<p>14 - 9 =</p> <div data-bbox="498 506 1258 737"> </div> <p>Make 14 on the ten frame. Take away the four first to make 10 and then takeaway one more so you have taken away 5. You are left with the answer of 9.</p>	<div data-bbox="1308 464 2089 621"> </div> <p>Start at 13. Take away 3 to reach 10. Then take away the remaining 4 so you have taken away 7 altogether. You have reached your answer.</p>	<p>16 - 8 =</p> <p>How many do we take off to reach the next 10?</p> <p>How many do we have left to take off?</p>
<p>Column method without regrouping</p>	<div data-bbox="543 863 1249 1251"> </div> <p>Use Base 10 to make the bigger number then take the smaller number away.</p> <p>Show how you partition numbers to subtract. Again make the larger number first.</p>	<p>Draw the Base 10 or place value counters alongside the written calculation to help to show working.</p> <div data-bbox="1389 936 1982 1409"> </div>	<div data-bbox="2347 894 2599 1062"> </div> <p>This will lead to a clear written column subtraction.</p> <div data-bbox="2347 1188 2620 1409"> </div>
<p>Column method with regrouping</p>	<p>Use Base 10 to start with before moving on to place value counters. Start with one exchange before moving onto subtractions with 2 exchanges.</p> <p>Make the larger number with the place value counters</p> <div data-bbox="507 1608 1205 1860"> </div> <p>Start with the ones, can I take away 8 from 4 easily? I need to exchange one of my tens for ten ones.</p>	<p>Draw the counters onto a place value grid and show what you have taken away by crossing the counters out as well as clearly showing the exchanges you make.</p> <div data-bbox="1418 1556 1952 1944"> </div>	<div data-bbox="2169 1461 2703 1850"> </div> <p>Children can start their formal written method by partitioning the number into clear place value columns.</p>



Calculations

$$\begin{array}{r} 234 \\ - 88 \\ \hline \end{array}$$

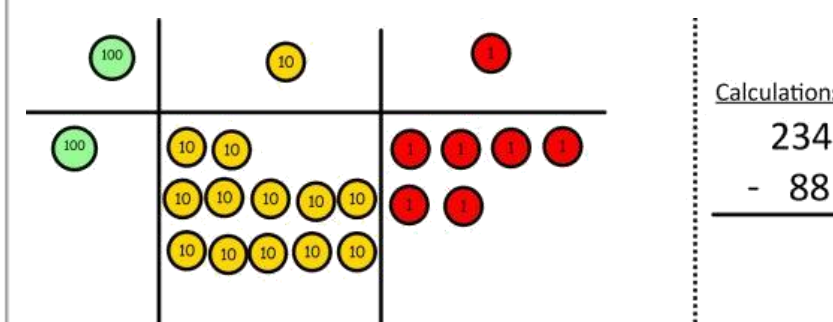
Now I can subtract my ones.



Calculations

$$\begin{array}{r} 234 \\ - 88 \\ \hline \end{array}$$

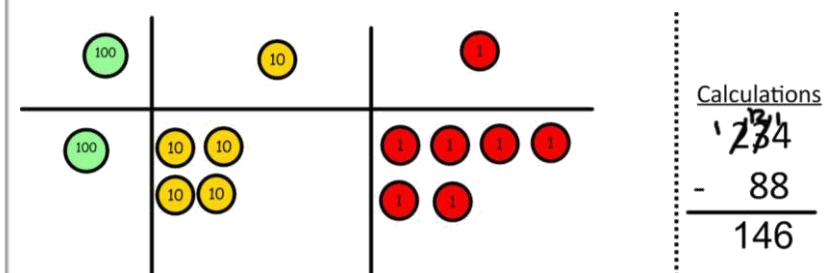
Now look at the tens, can I take away 8 tens easily? I need to exchange one hundred for ten tens.



Calculations

$$\begin{array}{r} 234 \\ - 88 \\ \hline \end{array}$$

Now I can take away eight tens and complete my subtraction



Calculations

$$\begin{array}{r} 234 \\ - 88 \\ \hline 146 \end{array}$$

Show children how the concrete method links to the written method alongside your working. Cross out the numbers when exchanging and show where we write our new amount.

When confident, children can find their own way to record the exchange/regrouping.

42 - 18 = 24

Step 1

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

Step 2

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

Step 3

$$\begin{array}{r} 10 \\ 10 \\ 10 \\ 10 \end{array} = 24$$

Just writing the numbers as shown here shows that the child understands the method and knows when to exchange/regroup.

$$728 - 582 = 146$$

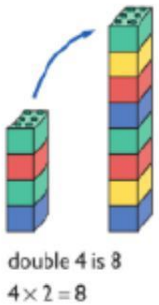

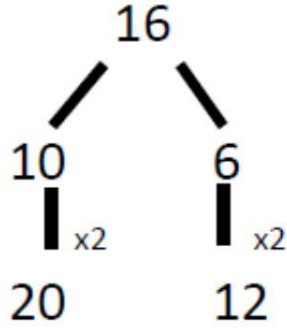
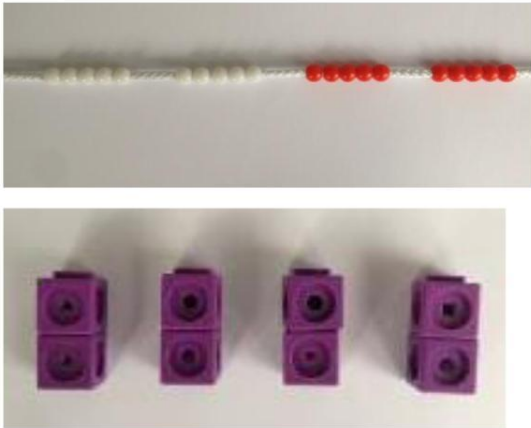
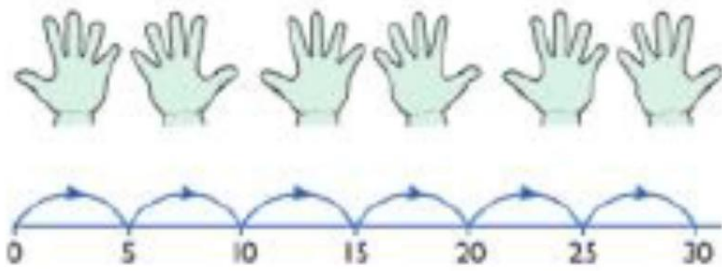

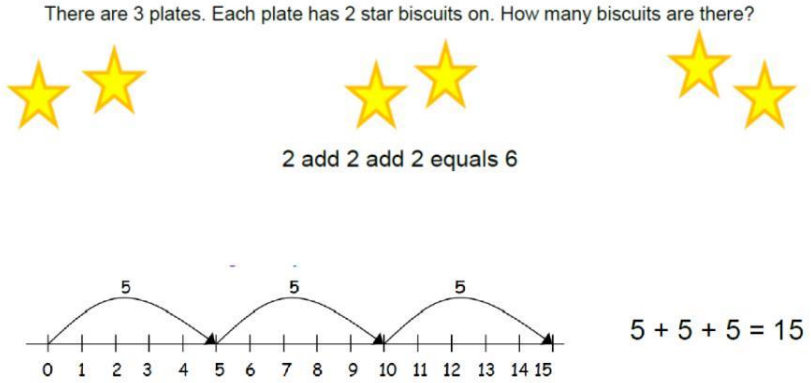


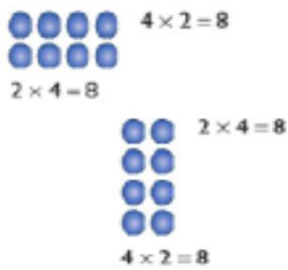
H	T	U
7	2	8
5	8	2
1	4	6

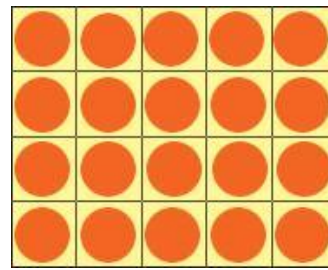
Moving forward the children use a more compact method.

This will lead to an understanding of subtracting any number including decimals.

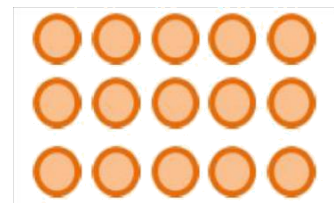
$$\begin{array}{r} 512 \\ - 263 \\ \hline 249 \end{array}$$

Multiplication

Objective and Strategies	Concrete	Pictorial	Abstract
Doubling	<p>Use practical activities to show how to double a number.</p> 	<p>Draw pictures to show how to double a number.</p> <p>Double 4 is 8</p> 	<p>Partition a number and then double each part before recombining it back together.</p> 
Counting in multiples	 <p>Count in multiples supported by concrete objects in equal groups.</p>	 <p>Use a number line or pictures to continue support in counting in multiples.</p>	<p>Count in multiples of a number aloud.</p> <p>Write sequences with multiples of numbers.</p> <p>2, 4, 6, 8, 10</p> <p>5, 10, 15, 20, 25, 30</p>
Repeated addition	 <p>Use different objects to add equal groups.</p>	<p>There are 3 plates. Each plate has 2 star biscuits on. How many biscuits are there?</p>  <p>5 + 5 + 5 = 15</p>	<p>Write addition sentences to describe objects and pictures.</p>  <p>2 + 2 + 2 + 2 + 2 = 10</p>
Arrays- showing commutative multiplication	 <p>Create arrays using counters/ cubes to show multiplication sentences.</p>	 <p>Draw arrays in different rotations to find commutative multiplication sentences.</p>	<p>Use an array to write multiplication sentences and reinforce repeated addition. (see below)</p>



Link arrays to area of rectangles.



$$5 + 5 + 5 = 15$$

$$3 + 3 + 3 + 3 + 3 = 15$$

$$5 \times 3 = 15$$

$$3 \times 5 = 15$$

Show the link with arrays to first introduce the grid method.

x	10	3
4		

4 rows of 10
4 rows of 3

Move on to using Base 10 to move towards a more compact method.

x	T	U

4 rows of 13

Move on to place value counters to show how we are finding groups of a number. We are multiplying by 4 so we need 4 rows.

Calculations
4 x 126

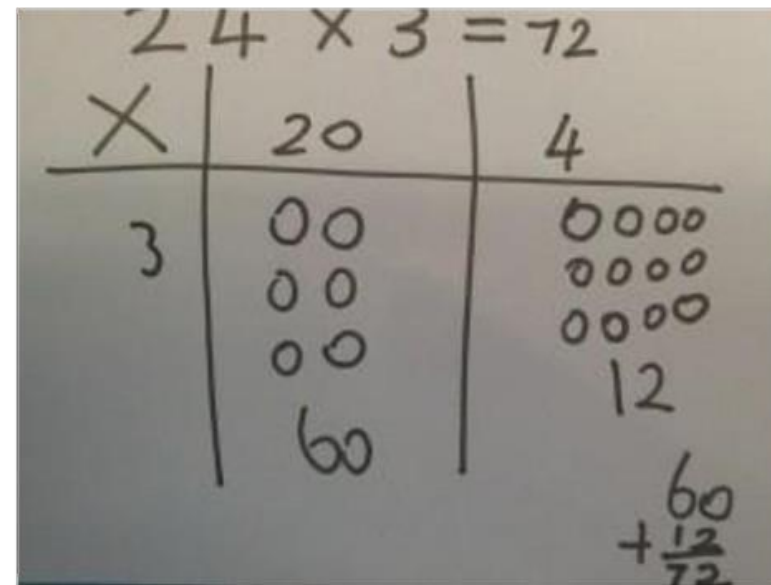
Fill each row with 126.

Calculations
4 x 126

Add up each column, starting with the ones making any exchanges needed.

Children can represent the work they have done with place value counters in a way that they understand.

They can draw the counters, using colours to show different amounts or just use circles in the different columns to show their thinking as shown below.



Start with multiplying by one digit numbers and showing the clear addition alongside the grid.

x	30	5
7	210	35

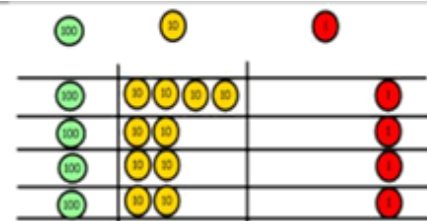
$$210 + 35 = 245$$

Moving forward, multiply by a 2 digit number showing the different rows within the grid method.

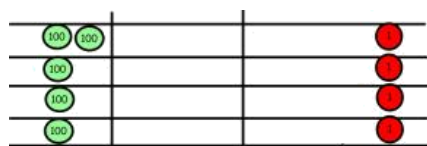
	10	8
10	100	80
3	30	24

x	1000	300	40	2
10	10000	3000	400	20
8	8000	2400	320	16

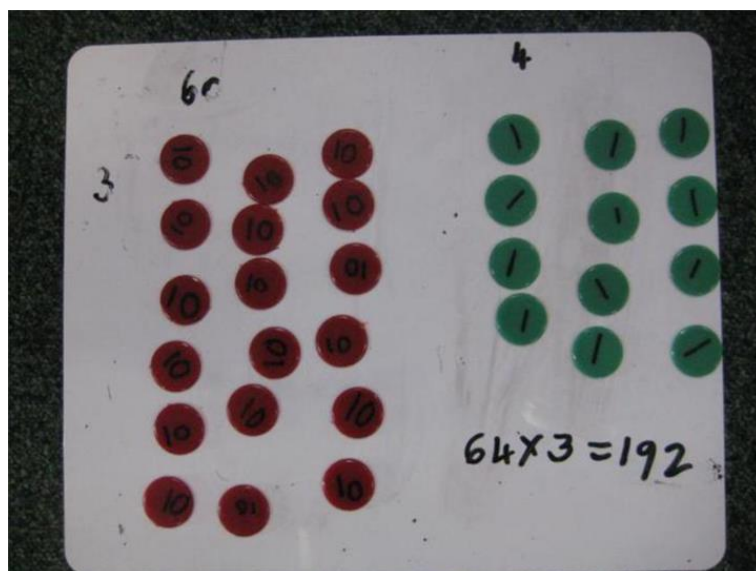
Grid Method



Then you have your answer.

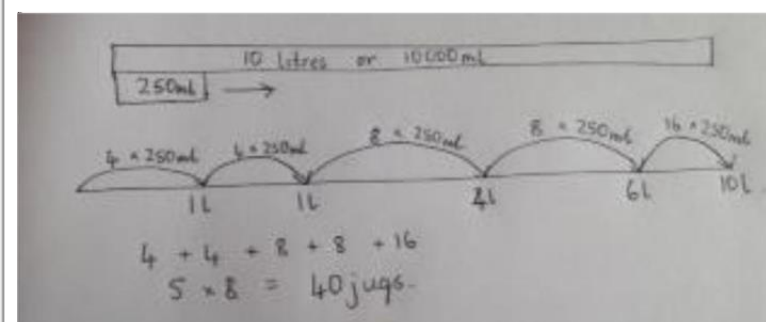
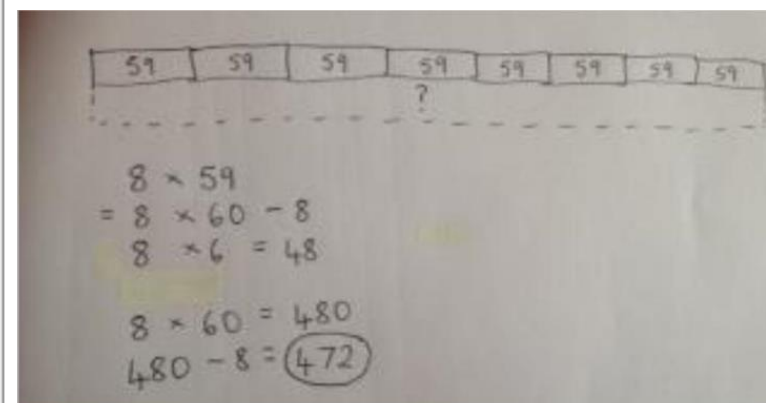


Children can continue to be supported by place value counters at the stage of multiplication.



It is important at this stage that they always multiply the ones first and note down their answer followed by the tens which they note below.

Bar modelling and number lines can support learners when solving problems with multiplication alongside the formal written methods.



Start with long multiplication, reminding the children about lining up their numbers clearly in columns.

If it helps, children can write out what they are solving next to their answer.

$$\begin{array}{r} 32 \\ \times 24 \\ \hline 8 \quad (4 \times 2) \\ 120 \quad (4 \times 30) \\ 40 \quad (20 \times 2) \\ 600 \quad (20 \times 30) \\ \hline 768 \end{array}$$



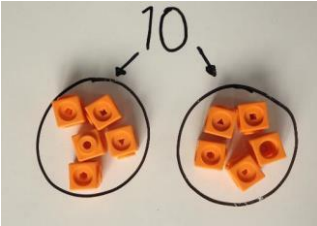

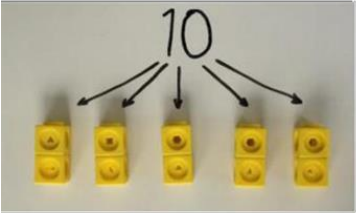
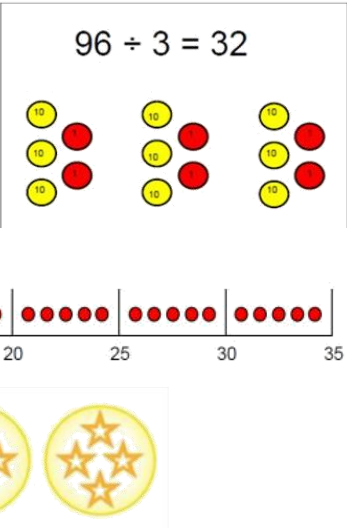
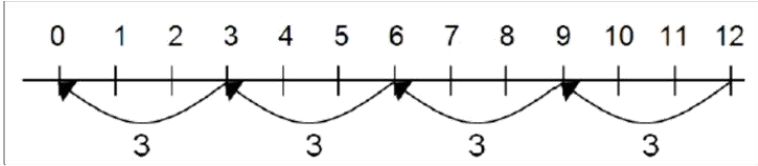
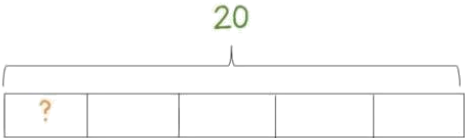
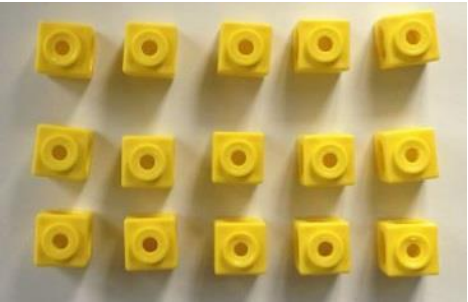
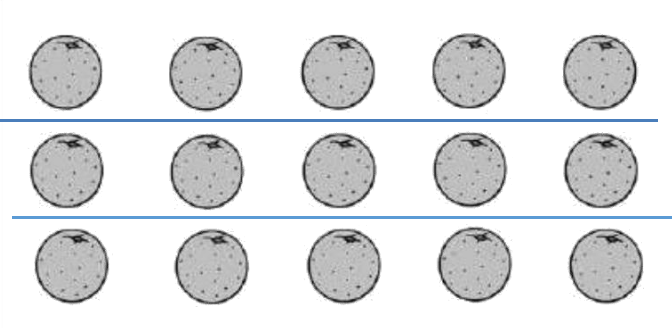
$$\begin{array}{r} 74 \\ \times 63 \\ \hline 12 \\ 210 \\ 240 \\ + 4200 \\ \hline 4662 \end{array}$$

This moves to the more compact method.

$$\begin{array}{r} 231 \\ 1342 \\ \times 18 \\ \hline 13420 \\ 10736 \\ \hline 24156 \\ \hline 1 \end{array}$$

Column multiplication

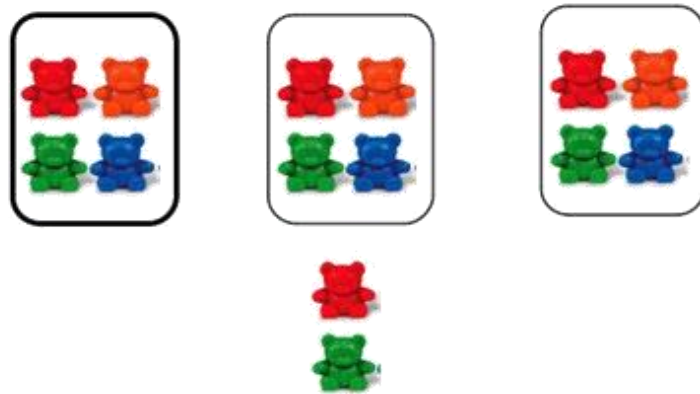
Division

Objective and Strategies	Concrete	Pictorial	Abstract
Sharing objects into groups	<div></div> <div></div> <div></div> <div>I have 10 cubes, can you share them equally in 2 groups?</div>	<div>Children use pictures or shapes to share quantities.</div> <div></div> <div>8 ÷ 2 = 4</div>	Share 9 buns between three people. 9 ÷ 3 = 3
Division as grouping	<div>Divide quantities into equal groups. Use cubes, counters, objects or place value counters to aid understanding.</div> <div></div> <div></div>	<div>Use a number line to show jumps in groups. The number of jumps equals the number of groups.</div> <div></div> <div>Think of the bar as a whole. Split it into the number of groups you are dividing by and work out how many would be within each group.</div> <div></div> <div>20 ÷ 5 = ? 5 x ? = 20</div>	28 ÷ 7 = 4 Divide 28 into 7 groups. How many are in each group?
Division within arrays	<div></div> <div>Link division to multiplication by creating an array and thinking about the number sentences that can be created.</div> <div>E.g. 15 ÷ 3 = 5 5 x 3 = 15 15 ÷ 5 = 3 3 x 5 = 15</div>	<div></div> <div>Draw an array and use lines to split the array into groups to make multiplication and division sentences.</div>	Find the inverse of multiplication and division sentences by creating four linking number sentences. 7 x 4 = 28 4 x 7 = 28 28 ÷ 7 = 4 28 ÷ 4 = 7

Division with a remainder

$$14 \div 3 =$$

Divide objects between groups and see how much is left over



Jump forward in equal jumps on a number line then see how many more you need to jump to find a remainder.



Draw dots and group them to divide an amount and clearly show a remainder.

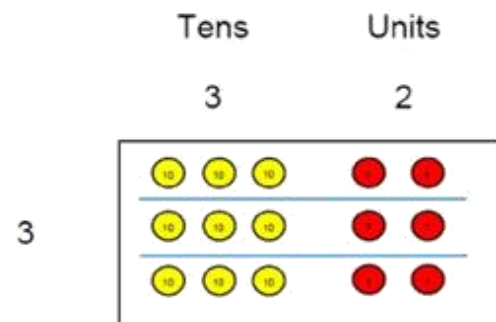


Complete written divisions and show the remainder using r.

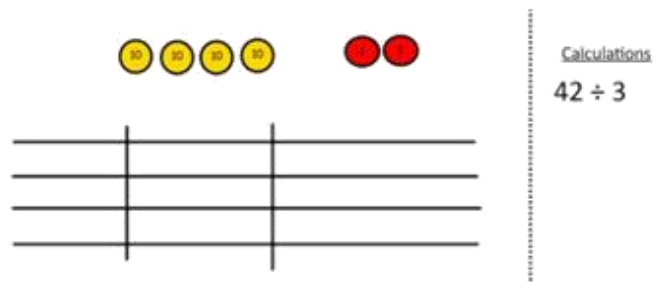
$$29 \div 8 = 3 \text{ REMAINDER } 5$$

dividend divisor quotient remainder

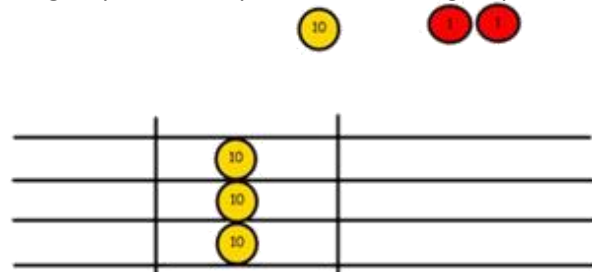
Short division



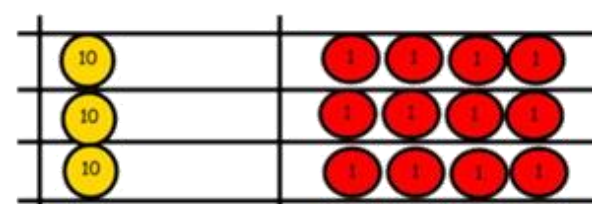
Use place value counters to divide using the bus stop method alongside



Start with the biggest place value, we are sharing 40 into three groups. We can put 1 ten in each group and we have 1 ten left over.

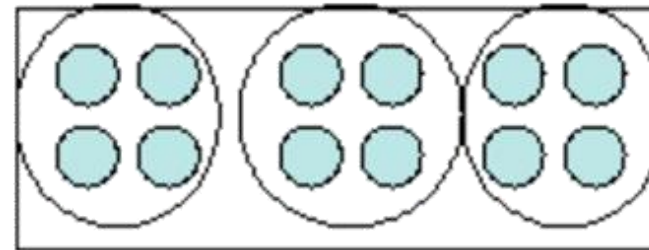


We exchange this ten for ten ones and then share the ones equally among the groups.



We look how much in 1 group so the answer is 14.

Students can continue to use drawn diagrams with dots or circles to help them divide numbers into equal groups.



Encourage them to move towards counting in multiples to divide more efficiently.

Begin with divisions that divide equally with no remainder.

$$4 \overline{) 872}$$

Move onto divisions with a remainder.

$$5 \overline{) 432} \text{ r } 2$$

Finally move into decimal places to divide the total accurately.

$$35 \overline{) 511.6}$$

