



## Mathematics Calculation Policy September 2022

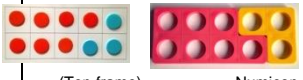




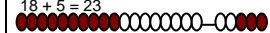
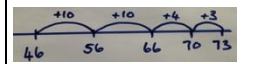

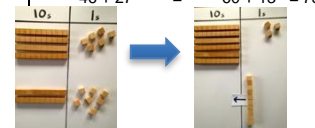
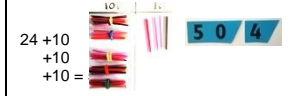
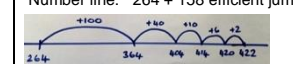
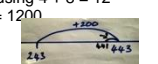

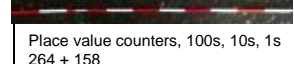
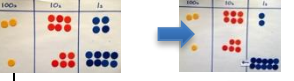


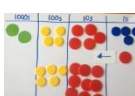


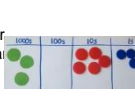

### Summary

This calculation policy has been devised to support staff, children and parents in understanding both the expectations for fluency of the 2014 curriculum and the progression of calculation concepts through a child's mathematical development.

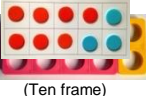



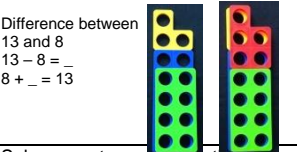
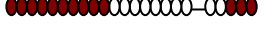
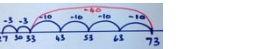
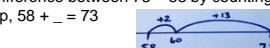
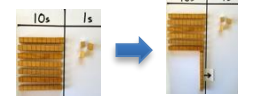


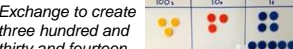

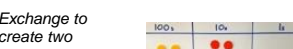
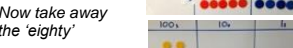


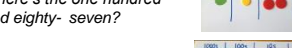
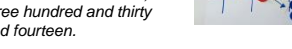

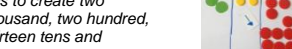
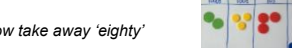



### Principles

- This calculation policy is focused on developing proficiency with the expected formal written methods by the end of Year 6 and hence the progression guidance provided for each operation is designed to flow into the expected method as exemplified on the National Curriculum Appendix document.
- Specific practical equipment and approaches have been suggested for each age group to support children in developing the conceptual understanding that will enable them to move more rapidly and efficiently towards the formal written methods expected.
- It is recommended that teachers encourage children to simultaneously carry out the calculation practically using the equipment/representation suggested **and** to record this calculation step by step using the parallel formal written method.
- It is expected that teachers will work towards the fluency goals for each age group but that, where necessary, teachers will use approaches and materials from earlier year groups to bridge any gaps in a child's understanding.
- Teachers should have an understanding of the expectations and progression for all year groups, regardless of which year group they teach.
- The 'Written Methods', 'With jottings ...or in your head' and 'Just know it' sections list the national curriculum expectations of the year group for calculation.
- The 'Developing Conceptual Understanding' section illustrates how to build children's understanding of the formal methods using a range of specific practical equipment and representations. The expected language for the formal methods is modelled in this section in the older year groups – this language should be used throughout whenever the formal method is used.
- The 'Foundations' section for each year group highlights the skills and knowledge that should be addressed on a regular basis within this year group to ensure that children have the requisite fluency to address the new approaches required.






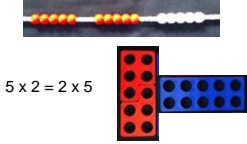

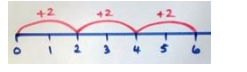

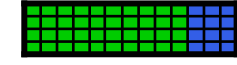



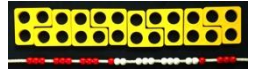
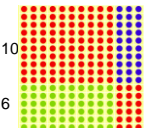

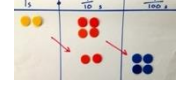
# Addition

Year	1	2	3	4	5	6
<b>Written Methods</b>	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	Add and subtract two two-digit numbers using concrete objects, pictorial representations progressing to formal written methods $\begin{array}{r} 46 \\ + 27 \\ \hline 73 \\ 1 \end{array}$	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction $\begin{array}{r} 423 \\ + 88 \\ \hline 511 \\ 1 \end{array}$	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition where appropriate $\begin{array}{r} 2458 \\ + 596 \\ \hline 3054 \\ 111 \end{array}$	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) $\begin{array}{r} 23454 \\ + 596 \\ \hline 24050 \\ 111 \end{array}$	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why The cost of a flight to America is £356 for adults and £220 for children.
<b>Developing conceptual understanding</b>	Number bonds  (Ten frame) Numicon Use bonds of 10 to calculate bonds of 20  Count all  Count on  Count on, on number track, in 1s 	Number track / Number line – jumps of 1 then efficient jumps using number bonds $18 + 5 = 23$  $46 + 27 = 73$ Count in tens then bridge.  $25 + 29$ by +30 then (Round and adjust)  Partition and recombine $46 + 27 = 60 + 13 = 73$  $24 + 10$ $+ 10$ $+ 10 =$ 	Number line: $264 + 158$ efficient jumps  $40 + 80 = 120$ using $4 + 8 = 12$ So $400 + 800 = 1200$  $243 + 198$ by +200 then -2 (Round and adjust)  Pairs that make 100 $23 + 77$  Place value counters, 100s, 10s, 1s $264 + 158$  $= 422$ (Also with £, 10p and 1p) 	Place Value Counters $2458 + 596$ Show 2458 and 5:  Combine the 1s. Exchange ten 1s for a 10 counter.  Combine the 10s. Exchange ten 10s for a 100 counter.  Combine the 100s. Exchange ten 100 for a 1000 counter.  Read final answer Three thousand and fifty-four. 	Set out the calculation In columns. $\begin{array}{r} 23454 \\ + 596 \\ \hline \end{array}$ Find the sum of the ones. 4 ones + 6 ones = 10 ones (or 1 ten and 0 ones) so record 0 in the ones and 1 below the line in the tens. $\begin{array}{r} 23454 \\ + 596 \\ \hline 0 \\ 1 \end{array}$ Find the sum of the tens. 5 tens + 9 tens + 1 ten = 15 tens (or 1 hundred and 5 tens) so record a 5 in the tens and 1 below the line in the hundreds. $\begin{array}{r} 23454 \\ + 596 \\ \hline 0 \\ 5 \\ 1 \end{array}$ Find the sum of the hundreds. 4 hundreds + 5 hundreds + 1 hundred = 10 hundreds (or 1 thousand and 0 hundreds) so record a 0 in the hundreds and a 1 in the thousands. $\begin{array}{r} 23454 \\ + 596 \\ \hline 0 \\ 5 \\ 0 \\ 1 \end{array}$ Find the sum of the thousands $23454$ 3 thousands + 1 thousand = 4 thousands so record a 4 in the thousands column. $\begin{array}{r} 23454 \\ + 596 \\ \hline 0 \\ 5 \\ 0 \\ 4 \end{array}$ Find the sum of the ten thousand: $23454$ There are only 2 ten thousands: $+ 596$ so record a 2 in the final column $\begin{array}{r} 23454 \\ + 596 \\ \hline 2 \\ 4 \\ 0 \\ 5 \\ 0 \\ 1 \end{array}$	How much will it cost a family of 2 adults and 2 children to fly? They decided to go with their friends (2 adults and 2 children), how much will it cost them all to fly? In problem solving work children should work on the following decision making process, asking themselves the following questions in order:  1 Can I do this in my head? Yes ✓ 2 Can I do it in my head with a few jottings? Yes ✓ 3 Do I need to do a written method? Yes ✓ 4 Do I need to use a calculator? Yes
<b>With jottings ... or in your head</b>	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: * a two-digit number and ones * a two-digit number and tens * two two-digit numbers * adding three one-digit numbers	Add and subtract numbers mentally, including: * a three-digit number and ones * a three-digit number and tens * a three-digit number and hundreds	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	Add and subtract numbers mentally with increasingly large numbers	Perform mental calculations, including with mixed operations and large numbers
<b>Just know it!</b>	Represent & use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including zero	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100				
<b>Foundations</b>	1 more Number bonds: 5, 6 Largest number first. Number bonds: 7, 8 Add 10. Number bonds: 9, 10 Ten plus ones. Doubles up to 10 Use number bonds of 10 to derive bonds of 11	10 more Number bonds: 20, 12, 13 Number bonds: 14, 15 Add 1 digit to 2 digit by bridging. Partition second number, add tens then ones Add 10 and multiples. Number bonds: 16 and 17 Doubles up to 20 and multiples of 5 Add near multiples of 10. Number bonds: 18, 19 Partition and recombine	Add multiples of 10, 100 Add single digit bridging through boundaries Partition second number to add Pairs of 100 Use near doubles to add Add near multiples of 10 and 100 by rounding and adjusting Partition and recombine	Add multiples of 10s, 100s, 1000s Fluency of 2 digit + 2 digit Partition second number to add Decimal pairs of 10 and 1 Use near doubles to add Adjust both numbers before adding Add near multiples Partition and recombine	Add multiples of 10s, 100s, 1000s, tenths, Fluency of 2 digit + 2 digit including with decimals Partition second number to add Use number facts, bridging and place value Adjust numbers to add Partition and recombine	Add multiples of 10s, 100s, 1000s, tenths, hundredths Fluency of 2 digit + 2 digit including with decimals Partition second number to add Use number facts, bridging and place value Adjust numbers to add Partition and recombine



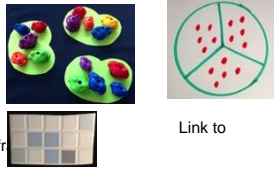
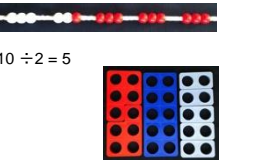


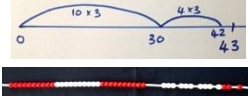
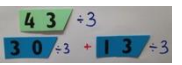




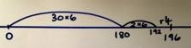


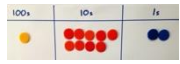

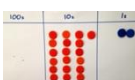

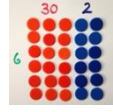
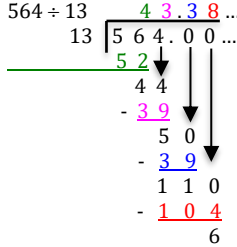
# Subtraction

Year	1	2	3	4	5	6
<b>Written Methods</b>	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	Add and subtract two two-digit numbers using concrete objects, pictorial representations progressing to formal written methods $\begin{array}{r} 61 \\ - 46 \\ \hline 27 \end{array}$	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction $\begin{array}{r} 231 \\ - 187 \\ \hline 157 \end{array}$	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition where appropriate $\begin{array}{r} 2344 \\ - 1187 \\ \hline 2157 \end{array}$	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Olivia and George have £1000 to spend. Olivia chooses an item costing £510 with 10% off and George chooses an item costing £375 with 20% off.
<b>Developing conceptual understanding</b>	Number bonds  (Ten frame) Difference between 7 and 10  6 less than 10 is 4  Count out, then count how many are left. $7 - 4 = 3$  Count back on a number track, then number line. $15 - 6 = 9$  Difference between 13 and 8 $13 - 8 = \underline{\quad}$ $8 + \underline{\quad} = 13$ 	Number track / Number line – jumps of 1 then efficient jumps using number bonds $23 - 5 = 18$  Using a number line, $73 - 46 = 26$  Difference between $73 - 58 = 15$  Taking away and exchanging, $73 - 46$  'Where's the forty and six?' Exchange to create 'sixty thirteen'  'Twenty seven' 'Now take away the forty and six'	Taking away and exchanging, $344 - 187$ Place value counters 'Where's the one hundred and eighty and seven?'  Exchange to create three hundred and thirty and fourteen. Now take away the 'seven'  Exchange to create two hundred, thirteen tens and seven. Now take away the 'eighty'  Now take away the 'one hundred'  Now take away 'eighty'  Now take away 'one hundred'  There are no thousands to take away. 	Taking away and exchanging, $2344 - 187$ Place value counters Where's the one hundred and eighty- seven?  Exchange a 10 for ten 1s to create two thousand, three hundred and thirty and fourteen.  Now take away 'seven'.  Exchange a 100 for ten 10s to create two thousand, two hundred, thirteen tens and seven.  Now take away 'eighty'  Now take away 'one hundred'  There are no thousands to take away. 	Set out the calculation in columns $\begin{array}{r} 52344 \\ - 1187 \\ \hline \end{array}$ The 1s column: four subtract seven. Because seven is greater than four, exchange a 10 for ten 1s. So there are now three 10s and fourteen 1s. $\begin{array}{r} 52344 \\ - 1187 \\ \hline \end{array}$ Fourteen 1s subtract seven 1s makes seven 1s – record this. $\begin{array}{r} 52344 \\ - 1187 \\ \hline \end{array}$ The 10s column: three subtract eight. Because eight is greater than three, exchange a 100 for ten 10s. So there are now two 100s and thirteen 10s. $\begin{array}{r} 52344 \\ - 1187 \\ \hline \end{array}$ Thirteen 10s subtract eight 10s makes five 10s – record this. $\begin{array}{r} 52344 \\ - 1187 \\ \hline \end{array}$ The 100s column: two subtract one. Two 100s subtract one 100 makes one 100 – record this. $\begin{array}{r} 52344 \\ - 1187 \\ \hline \end{array}$ The 1000s column: two subtract one. Two 1000s subtract one 1000 makes one 1000 – record this. $\begin{array}{r} 52344 \\ - 1187 \\ \hline \end{array}$ The 10,000s column: there are only five 10000s with nothing to subtract. So record 5. $\begin{array}{r} 52344 \\ - 1187 \\ \hline 51157 \end{array}$	How much do they have left? All problem solving work children work on the following decision making process, asking themselves the following questions in order:  1 Can I do this in my head? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> 2 Can I do it in my head with a few jottings? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> 3 Do I need to do a written method? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> 4 Do I need to use a calculator? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>With jottings ... or in your head</b>	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: * a two-digit number and ones * a two-digit number and tens * two two-digit numbers * adding three one-digit numbers	Add and subtract numbers mentally, including: * a three-digit number and ones * a three-digit number and tens * a three-digit number and hundreds	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	Add and subtract numbers mentally with increasingly large numbers	Perform mental calculations, including with mixed operations and large numbers
<b>Just know it!</b>	Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including zero	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100				
<b>Foundations</b>	1 less Number bonds, subtraction: 5, 6 Count back Number bonds, subtraction: 7, 8 Subtract 10. Number bonds, subtraction: 9, 10 Teens subtract 10. Difference between	10 less Number bonds, subtraction: 20, 12, 13 Number bonds, subtraction: 14, 15 Subtract 1 digit from 2 digit by bridging Partition second number, count back in 10s then 1s Subtract 10 and multiples of 10 Number bonds, subtraction: 16, 17 Subtract near multiples of 10 Difference between Number bonds, subtraction: 18, 19	Subtract multiples of 10 and 100 Subtract single digit by bridging through boundaries Partition second number to subtract Difference between Subtract near multiples of 10 and 100 by rounding and adjusting Difference between	Subtract multiples of 10s, 100s, 1000s Fluency of 2 digit subtract 2 digit Partition second number to subtract Decimal subtraction from 10 or 1 Difference between Subtract near multiples by rounding and adjusting Difference between	Subtract multiples of 10s, 100s, 1000s, tenths, Fluency of 2 digit - 2 digit including with decimals Partition second number to subtract Difference between Adjust numbers to subtract Difference between	Subtract multiples of 10s, 100s, tenths, hundredths Fluency of 2 digit - 2 digit including with decimals Partition second number to subtract Use number facts bridging and place value Adjust numbers to subtract Difference between

# Multiplication

Year	1	2	3	4	5	6																		
<b>Written Methods</b>		Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs	Write and calculate mathematical statements for $\times$ using the $\times$ tables they know progressing to formal written methods.	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout $\begin{array}{r} 243 \\ \times 6 \\ \hline 1458 \\ \hline \end{array}$	Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers $\begin{array}{r} 243 \\ \times 36 \\ \hline 1458 \\ \hline 7290 \\ \hline 196536 \\ \hline \end{array}$	Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication $\begin{array}{r} 5172 \\ \times 38 \\ \hline 41376 \\ \hline 196536 \\ \hline \end{array}$																		
<b>Developing conceptual understanding</b>	2 frogs on each lily pad.    	5 frogs on each lily pad $5 \times 3 = 15$  $5 \times 2 = 2 \times 5$  Build tables on counting stick  Link to repeated addition 	If I know $10 \times 8 = 80$ then ...  So $13 \times 4 = 10 \times 4 + 3 \times 4$   Build tables on counting stick   	$43 \times 6$ by partitioning <table border="1" data-bbox="1220 343 1444 438"><tr><td>X</td><td>40</td><td>3</td></tr><tr><td>6</td><td>240</td><td>18</td></tr></table> $43 \times 6 = 40 \times 6 + 3 \times 6$ $40 \times 6 = 240$ $3 \times 6 = 18$ $43 \times 6 = 258$ If I know $4 \times 6 = 24$ the $40 \times 6$ is ten times bigger. $13 \times 16$ by partitioning  $100 + 30 + 60 + 18 = 208$ Build tables on counting stick 	X	40	3	6	240	18	Grid method linked to formal written method <table border="1" data-bbox="1534 359 1758 454"><tr><td>x</td><td>200</td><td>40</td><td>3</td></tr><tr><td>30</td><td>6000</td><td>1200</td><td>90</td></tr><tr><td>6</td><td>1200</td><td>240</td><td>18</td></tr></table> $7290$ $1458$ $8748$ If I know $4 \times 6$ then $0.4 \times 6$ is ten times smaller $0.4 \times 0.6$ is ten times smaller again. 	x	200	40	3	30	6000	1200	90	6	1200	240	18	To multiply 5172 by 38 find the sum of $5172 \times 30$ & $5172 \times 8$ . $5172 \times 30$ : This is the same as $5172 \times 3 \times 10$ . Therefore, record a 0 in the 1s column to take care of the 'ten times bigger' and begin to calculate $5182 \times 3$ . $5172 \times 30$ $5172 \times 8$ Then calculate 5172 multiplied by 8 and record beneath: $5172 \times 8$ Finally add the two parts together: $5172 \times 38$
X	40	3																						
6	240	18																						
x	200	40	3																					
30	6000	1200	90																					
6	1200	240	18																					
<b>With jottings ... or in your head ...</b>	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental methods	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Recognise and use factor pairs and commutativity in mental calculations	Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Establish whether a number up to 100 is prime	Perform mental calculations, including with mixed operations and large numbers. All problem solving work children work on the following decision making process, asking themselves the following questions in order: 1 Can I do this in my head? Yes ✓ No 2 Can I do it in my head with a few jottings? Yes ✓ No 3 Do I need to do a written method? Yes ✓ No 4 Do I need to use a calculator? Yes																		
<b>Just know it!</b>	Count in multiples of twos, fives and tens	Recall and use $\times$ and $\div$ facts for the 2, 5 and 10 $\times$ tables, including recognising odd and even numbers.	Recall and use $\times$ and $\div$ facts for the 3, 4 and 8 times tables.	Recall $\times$ and $\div$ facts for $\times$ tables up to $12 \times 12$ .	Recall prime numbers up to 19 know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Recognise and use square numbers and cube numbers, and the notation for squared ( $^2$ ) and cubed ( $^3$ )																			
<b>Foundations</b>	Count in 2s	2 $\times$ table	Review 2x, 5x and 10x	4x, 8x tables 10 times bigger	4x, 8x tables 100, 1000 times bigger	Multiplication facts up to $12 \times 12$																		
	Count in 10s	10 $\times$ table	4x table	3x, 6x and 12x tables	3x, 6x and 12x tables 10, 100, 1000 times smaller	Partition to multiply mentally																		
	Doubles up to 10	Doubles up to 20 and multiples of 5	Double two digit numbers	Double larger numbers and decimals	Double larger numbers and decimals	Double larger numbers and decimals																		
	Count in 5s	5 $\times$ table	8 $\times$ table	3x, 9x tables	3x, 9x tables	Multiplication facts up to $12 \times 12$																		
	Double multiples of 10	Count in 3s	3 $\times$ table	11x, 7 $\times$ tables	11x, 7 $\times$ tables Partition to multiply mentally	Partition to multiply mentally																		
	Count in 2s, 5s and 10s	2 $\times$ , 5 $\times$ and 10 $\times$ tables	6 $\times$ table or review others	6x, 12 $\times$ tables	6x, 12 $\times$ tables	Double larger numbers and decimals																		

# Division

Written Methods		Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs	Write and calculate mathematical statements for $\div$ using the $\times$ tables they know progressing to formal written methods.		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 numbers up to 4-digits by a two-digit whole number using the formal written method of short division where appropriate for the context
<p><b>Developing conceptual understanding</b></p>	<p><math>6 \div 2 = 3</math> by sharing into 2 groups and by grabbing groups of 2</p>  <p>How many 2s?</p> 	<p><math>15 \div 3 = 5</math> in each group (sharing)</p>  <p>Link to</p> <p><math>15 \div 3 = 5</math> groups of 3 (grouping)</p>  <p><math>10 \div 2 = 5</math></p>  <p>Use language of division linked to tables</p>  <p>How many 2s?</p>	<p>Grouping using partitioning</p> <p><math>43 \div 3</math> If I know <math>10 \times 3 \dots</math></p>   <p>Use language of division linked to tables</p>  <p>How many 3s?</p>  	<p>Grouping using partitioning</p> <p><math>196 \div 6</math> If I know <math>3 \times 6 \dots</math> then <math>30 \times 6 \dots</math></p>  <p>'Chunking up' on a number line</p> <p><math>196 \div 6 = 32 \text{ r } 4</math></p>  <p>Use language of division linked to tables.</p> 	<p><math>194 \div 6</math></p>  <p><math>192 \div 6 = 32</math></p> <p>192 <math>\div</math> 6 using place value counters to support written method</p>  <p>Exchange one 100 for ten 10s</p>  <p>19 tens into groups of 6</p>  <p>3 groups so that is 30 x 6, exchange remaining 10 for ten 1s</p>  <p>So <math>192 \div 6 = 32</math></p> 	<p><math>564 \div 13 = 43 \text{ r } 5 = 43 \frac{5}{13}</math></p> <p>Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders, fractions, or by rounding, as appropriate for the context</p> <p><math>564 \div 13 = 43 \text{ r } 5</math></p>  <p><math>= 43 \text{ r } 5 = 43 \frac{5}{13} = 43.4</math> (to 1dp)</p>
<p><b>With jottings ... or in your head ...</b></p>	<p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p>	<p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>	<p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental methods</p>	<p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</p> <p>Recognise and use factor pairs and commutativity in mental calculations</p>	<p>Multiply and divide numbers mentally drawing upon known facts</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p>	<p>Perform mental calculations, including with mixed operations and large numbers</p> <p>1 Can I do this in my head? Yes <input checked="" type="checkbox"/> No</p> <p>2 Can I do it in my head with a few jottings? Yes <input checked="" type="checkbox"/> No</p> <p>3 Do I need to do a written method? Yes <input checked="" type="checkbox"/> No</p> <p>4 Do I need to use a calculator? Yes <input type="checkbox"/> No</p>
<p><b>Just know it!</b></p>	<p>Count in multiples of twos, fives and tens</p>	<p>Recall and use <math>\times</math> and <math>\div</math> facts for the 2, 5 and 10 <math>\times</math> tables, including recognising odd and even numbers.</p>	<p>Recall and use <math>\times</math> and <math>\div</math> facts for the 3, 4 and 8 times tables</p>	<p>Recall <math>\times</math> and <math>\div</math> facts for <math>\times</math> tables up to <math>12 \times 12</math>.</p>	<p>Recall prime numbers up to 19 know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p>	
<p><b>Year</b></p>	<p><b>1</b></p>	<p><b>2</b></p>	<p><b>3</b></p>	<p><b>4</b></p>	<p><b>5</b></p>	<p><b>6</b></p>
<p><b>Foundations</b></p>	<p>Count back in 2s</p> <p>Count back in 10s</p> <p>Halves up to 10</p> <p>Count back in 5s</p> <p>Halve multiples of 10</p> <p>How many 2s? 5s? 10s?</p>	<p>Division facts (2 <math>\times</math> table)</p> <p>Division facts (10 <math>\times</math> table)</p> <p>Halves up to 20</p> <p>Division facts (5 <math>\times</math> table)</p> <p>Count back in 3s</p> <p>Review division facts (2x, 5x, 10x table)</p>	<p>Review division facts (2x, 5x, 10x table)</p> <p>Division facts (4 <math>\times</math> table)</p> <p>Halve two digit numbers</p> <p>Division facts (8 <math>\times</math> table)</p> <p>Division facts (3 <math>\times</math> table)</p> <p>Division facts (6 <math>\times</math> table) or review others</p>	<p>Division facts (4x, 8x tables) 10 times smaller</p> <p>Division facts (3x, 6 x, 12x tables)</p> <p>Halve larger numbers and decimals</p> <p>Division facts (3x, 9x tables)</p> <p>Division facts (11x, 7x tables)</p> <p>Division facts (6x, 12x tables)</p>	<p>Division facts (4x, 8x tables) 100, 1000 times smaller</p> <p>Division facts (3x, 6 x, 12x tables) Partition to divide mentally</p> <p>Halve larger numbers and decimals</p> <p>Division facts (3x, 9x tables) 100, 1000 times smaller</p> <p>Review division facts (11x, 7x tables) Partition decimals to divide mentally</p> <p>Review division facts (6x, 12x tables) Halve larger numbers and decimals</p>	<p>Division facts (up to <math>12 \times 12</math>)</p> <p>Partition to divide mentally</p> <p>Halve larger numbers and decimals</p> <p>Division facts (up to <math>12 \times 12</math>)</p> <p>Partition to divide mentally</p> <p>Halve larger numbers and decimals</p>

# Expectations of Calculation in Year 6



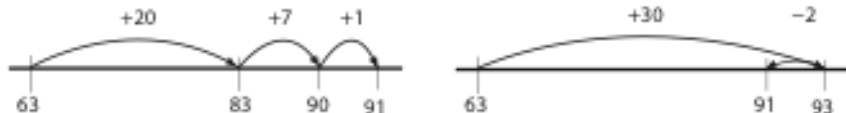
## Compact vertical

$$23454 + 596 \quad 23.7 + 48.56$$

$$\begin{array}{r} 23454 \\ + \quad 596 \\ \hline 24050 \end{array}$$

$$\begin{array}{r} 23.70 \\ + 48.56 \\ \hline 72.26 \end{array}$$

Using a number line:  $63 + 28 = 91$



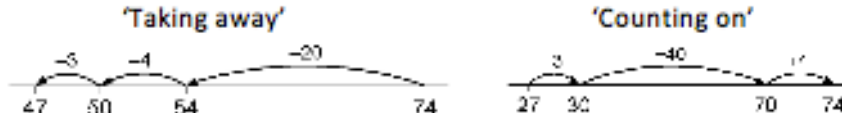
## Decomposition

$$2748 - 364 \quad 72.5 - 45.73$$

$$\begin{array}{r} 2748 \\ - 364 \\ \hline 2384 \end{array}$$

$$\begin{array}{r} 72.50 \\ - 45.73 \\ \hline 26.77 \end{array}$$

Using a number line:  $74 - 27 = 47$



**LOOK AT THE NUMBERS – can you solve it in your head, with jottings or using written method?**



## Long multiplication

$$5172 \times 38$$

$$\begin{array}{r} 5172 \\ \times 38 \\ \hline 41376 \\ + 155160 \\ \hline 196536 \end{array}$$

Using known multiplication facts:

$$43 \times 6 = (40 \times 6) + (3 \times 6) = 258$$



## Division (Short & Long)

$$564 \div 13$$

$$13 \overline{) 564} \begin{array}{l} 43 \\ \text{r } 5 \end{array}$$

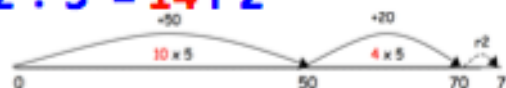
$$13 \overline{) 564.000} \begin{array}{l} 43.38 \dots \\ \hline 52 \downarrow \\ 44 \\ \hline 50 \downarrow \\ 39 \downarrow \\ 110 \downarrow \\ 104 \downarrow \\ \hline 6 \end{array}$$

Known multiplication facts:  
13, 26, 39, 52, 65, ...  
 $10 \times 13 = 130$ ,  $20 \times 13 = 260$

$$564 \div 13 = 43 \text{ r } 5 = 43 \frac{5}{13} = 43.4 \text{ (to 1dp)}$$

Using a number line:

$$72 \div 5 = 14 \text{ r } 2$$



## Glossary of Terms

**2-digit number** – a number with 2 digits like 23, 45, 12 or 60

**3-digit number** – a number with 3 digits like 123, 542, 903 or 561

**Addition facts** – knowing that  $1+1 = 2$  and  $1+3 = 4$  and  $2+5 = 7$ . Normally we only talk about number facts with totals of 20 and under.

**Array** - An array is an arrangement of a set of numbers or objects in rows and columns –it is mostly used to show how you can group objects for repeated addition or subtraction.

**Bead String/Bar** – a string with (usually 100) beads on, grouped by colour in tens. The bead string is a good bridge between a number track and a number line as it maintains the cardinality of the numbers whilst beginning to develop the concepts of counting ‘spaces’ rather than objects.

**Bridging** – when a calculation causes you to cross a ‘ten boundary’ or a ‘hundred boundary’ e.g.  $85 + 18$  will bridge 100.

**Compact vertical** – the name of the recommended written method for addition whereby the numbers are added in columns, 1s first then 10s and so on. Where the total exceeds 10, the ten 1s are exchanged for a 10 and written below the answer line. Sometimes referred to as ‘carrying’.

**Concrete apparatus** – objects to help children count and calculate– these are most often cubes (multilink) but can be anything they can hold and move including Cuisenaire rods, Dienes rods (hundreds, tens and units blocks), straws, Numicon, Place Value counters and much more.

**Count all** – when you add by counting all the items/objects e.g. to add 11 and 5 you would count out 11, then count out 5, then put them together and count them all to get **16**.

**Count on** – when you add (or sometimes subtract) by counting onwards from a given number. E.g. to add 11 and 5 you would count on 5 from 11 i.e. 12, 13, 14, 15, **16**

**Decimal number** – a number with a decimal point e.g. 2.34 (said as two point three four)

**Decomposition** – the name of the recommended written method for subtraction whereby the smaller number is subtracted from the larger, 1s first then 10s and so on. Where the subtraction cannot be completed as the second number is larger than the first, a 10 is exchanged for ten 1s to facilitate this. This is the traditional ‘borrowing’ form of column method, which is different to the ‘payback’ method.

**Dienes Rods (or Base 10)** – this is a set of practical equipment that represents the numbers to help children with place value and calculation. The Dienes rods show 1s, 10s, 100s and 1000s as blocks of cubes that children can then combine. Dienes rods do not break up so the child has to ‘exchange’ them for smaller or larger blocks where necessary.

**Difference** – the gap between numbers that is found by subtraction e.g.  $7-5$  can be read as ‘7 take away 5’ or as the ‘difference between 7 and 5’

**Dividend** – the number being divided in a calculation

**Divisor** – the smaller number in a division calculation.

**Double** – multiply a number by 2

**Efficient Methods** – the method(s) that will solve the calculation most rapidly and easily

**Equals** - is worth the same as (be careful not to emphasise the use of = to show the answer)

**Exchanging** – Swapping a ‘10’ for ten ‘1s’ or a ‘100’ for ten ‘10s’ or vice versa (used in addition and subtraction when ‘moving’ ‘ten’ or a ‘hundred’ from its column into the next column and splitting it up). Heavily relied upon for addition and subtraction of larger numbers. Skills in this can be built up practically with objects, then Dienes rods/base 10, then place value counters before relying on a solely written method.

**Expanded Multiplication** – a method for multiplication where each stage is written down and then added up at the end in a column

**Factor** – a number that divides exactly into another number, without remainder

**Grid method** – a method for multiplying two numbers together involving partitioning and multiplying each piece separately.

**Grouping** – an approach to division where the dividend is split into groups of the size of the divisor and the number of groups created are then counted.

**Half** - a number, shape or quantity divided into 2 equal parts

**Halve** – divide a number by 2

**Integer** - a whole number (i.e. one with no decimal point)

**Inverse** – the opposite operation. For example, addition is the inverse of subtraction and multiplication is the inverse of division.

**Known Multiplication Facts** – times tables and other number facts that can be recalled quickly to support with larger or related calculations e.g. if you know  $4 \times 7$  then you also know  $40 \times 70$ ,  $4 \times 0.7$  etc.

**Long Division** – formal written of division where the remainders are calculated in writing each time (extended version of short division)

**Long Multiplication** – formal written method of column multiplication

**Multiple** - a number which is an exact product of another number i.e. a number which is in the times table of another number

**Number bonds** – 2 numbers that add together to make a given total, e.g. 8 and 2 bond to 10 or 73 and 27 bond to 100

**Number line** – a line either with numbers or without (a blank numberline).

The number line emphasises the continuous nature of numbers and the existence of ‘in-between’ numbers that are not whole. It is based around the gaps between numbers.

Children use this tool to help them count on or count back for addition or subtraction. As they get older, children will count in ‘jumps’ on a number line e.g. to add 142 to a number they may ‘jump’ 100 and then 40 and then 2. The number line is sometimes used in multiplication and division but can be time consuming.

**Number track** – a sequence of numbers, each inside its own square. It is a simplified version of the number line that emphasises the whole numbers.

**Numicon** – practical maths equipment that teaches children the names and values of numbers 1-10 initially but then helps them with early addition, subtraction, multiplication and division. Numicon is useful for showing the real value of a number practically.

**One-Step Calculation** – a calculation involving only one operation e.g. addition. Usually the child must decide what that operation is.

**Partition** – split up a larger number into parts, such as the hundreds, tens and units e.g. 342 can be partitioned into 300 and 40 and 2

**Place Value** – the value of a digit created by its position in a number e.g. 3 represents thirty in 234 but three thousand in 3567

**Recombine** – for addition, once you have partitioned numbers into hundreds, tens and units then you have to add the hundreds together, then add the tens to that total, then add the units to that total

**Remainder** – a whole number left over after a division calculation

**Repeated addition** – repeatedly adding groups of the same size for multiplication

**Scaling** – an approach to multiplication whereby the number is ‘scaled up’ by a factor of the multiplier e.g.  $4 \times 3$  means 4 scaled up by a factor of 3.

**Sharing** – an approach to division whereby the dividend is shared out into a given number of groups (like dealing cards)

**Short Division** - traditional method for division with a single digit divisor (this is a compact version of long division, sometimes called ‘bus stop’)

**Significant digit** – the digit in a number with the largest value e.g. in 34 the most significant digit is the 3, as it has a value of ‘30’ and the ‘4’ only has a value of ‘4’

**Single digit** – a number with only one digit. These are always less than 10.

**Sum** – the total of two or more numbers (it implies addition). Sum should not be used as a synonym for calculation.

**Two-step calculation** - a calculation where two different operations must be applied e.g. to find change in a shop you will usually have to add the individual prices and then subtract from the total amount. Usually the child has to decide what these two operations are and the order in which they should be applied.