Maths Calculations Policy

Revised & adopted February 2023

by Susan Pattinson & Duncan Priestley

Introduction

This document provides examples of progression in calculation methods throughout Key Stage 1 and Key Stage 2 at Crosby Ravensworth Primary School. It outlines the specific mental and written methods used to solve the four operations:

- Addition
- Subtraction
- Multiplication
- Division

It has been developed by the maths coordinator and headteacher to ensure logical progression and continuity, building upon consistent calculation methods as outlined in the school's maths schemes: Big Maths, Busy Ants and White Rose Maths.

These schemes were selected following consultation and research which helped to establish best practice in small schools with mixed age classes.

The importance of strong transition is paramount as the children move between the White Rose scheme in Class 1 and the Busy Ants scheme in Class 2. This is achieved through end of year transition meetings at which point pupil progression is scrutinized. The school is currently embedding a Maths Mastery approach in both key stages which has influenced our choice of schemes and consequently this calculation policy.

Following the mastery approach, the calculation policy is not age-related, but progressive. It is important that pupils' calculation methods develop through each stage and do not move on to the next one until they are ready.

The exemplification of written column methods in this policy is taken from the Big Maths calculation policy book. For fully extended examples which clearly demonstrate positions of remainders etc, the 'Super Col Girl' book (Andrell Education) should be referenced.

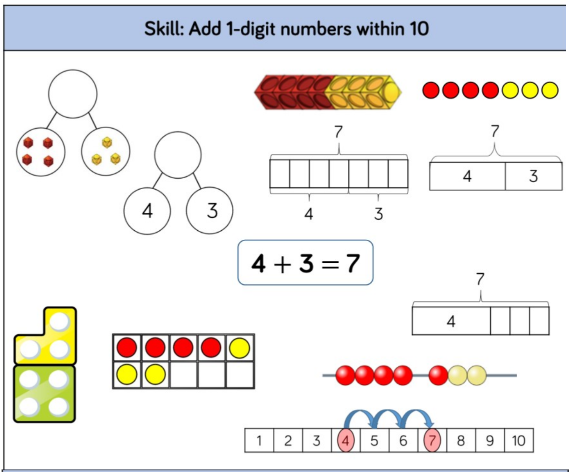
Addition - High Understanding Methods

Stage 1:

Step1: Using physical objects to count and add on.

Steps 2-5: Finding totals using objects.

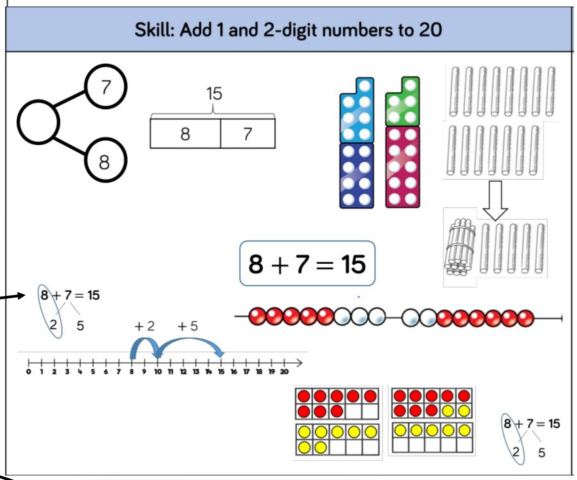
Steps 6-8: Reading and understanding number sentences and solving using objects.



Stage 2:

Steps 9-12: Use of prepared number lines to 20.Using an empty number line to record counting on (less formal presentation, used as jottings).

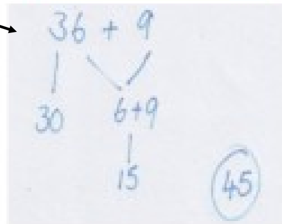
Steps 13-19:
Use of 100 squares to add on in 1's, 10's and a combination of these.



We offer both the 'make 10' and 'Big Maths' strategies for 2D + 1D calculations.

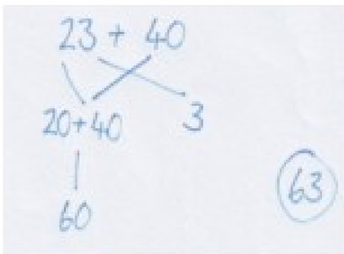
When adding 3 1D numbers, children are encouraged to spot number bonds and doubles.

Step 20: Use of 'partitioning' to add 2d + 1d.

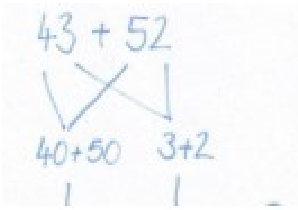


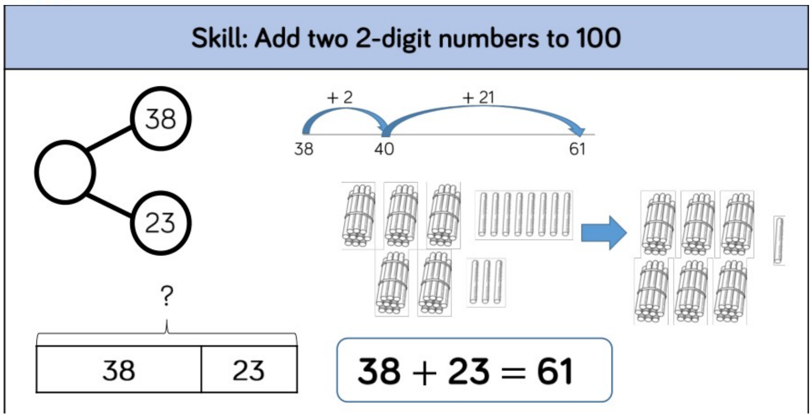
Stage 3:

Step 22: Use of partitioning to add 2d + 2d, starting with multiples of 10.

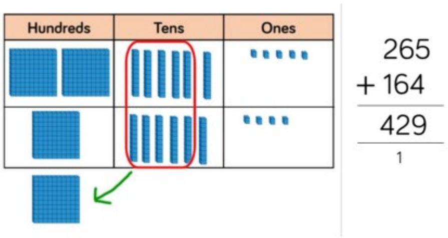


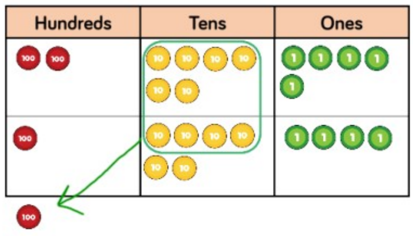
Step 24: Use of partitioning to add any 2d + 2d.





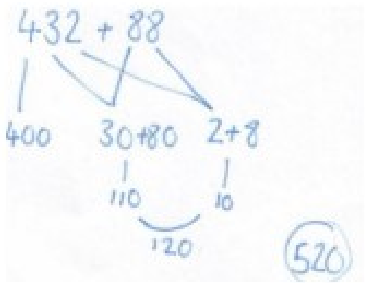
Manipulatives are used to provide representations of the Big Maths method.





For all mental addition, base 10 and place value counters are used to help support understanding.

Step 27: Use of partitioning to add 3d + 2d.



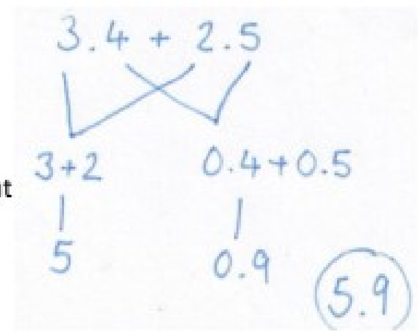
Step 30: Adding decimals to 2dp, in the form of money (£2.34 + £3.45).

Stage 4:

Steps 34-37: Addition of decimals; U. 10th + U. 10th using partitioning. Moving onto U.10th 100th + U.10th 100th

Addition of decimals; U. 10th + U. 10th using more formal layout

U.10th 100th + U.10th 100th



Step 38: Extending to include 4d and various combinations of Th, H, T, U

Step 39: Addition of several numbers.

Step 40: Adding numbers with varied digits before and after the decimal place without requiring bridging. **13.4 + 2.53**

Stage 5:

Step 41: Adding numbers with mixed digits before and after the decimal place including those that require bridging. **8.67 + 19.8**

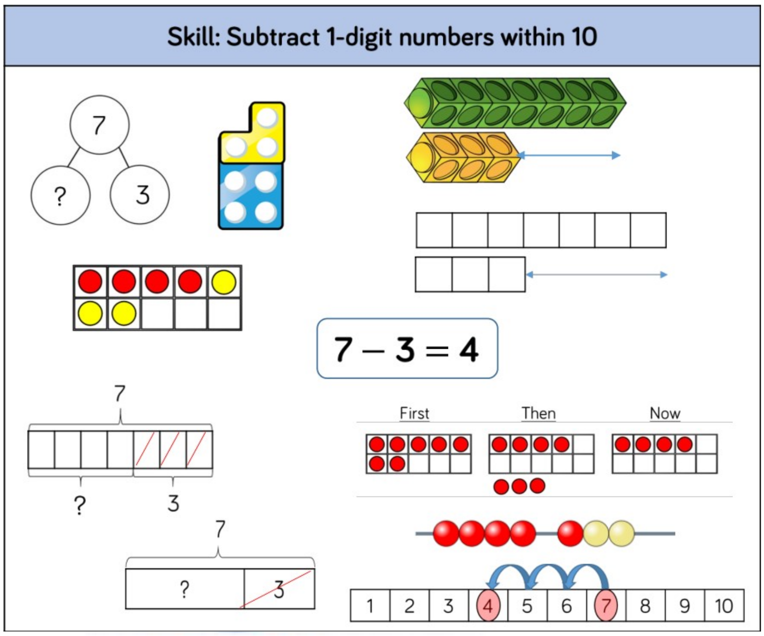
Addition - Column Methods

Step	I can...	Example
10	I can solve *any* 5d + 5d	81686 + 66549
9	I can use Column Addition for several numbers	868 582 + 654
8	I can solve *any* 4d + 4d	8686 + 6549
7	I can solve *any* 4d + 2d or 3d	6549 + 686
6	I can solve *any* 3d + 3d	686 + 549
5	I can solve a 3d + 3d	636 + 242
4	I can solve *any* 3d + 2d	547 + 94
3	I can solve a 3d + 2d	442 + 36
2	I can solve *any* 2d + 2d	76 + 48
1	I can solve a 2d + 2d	36 + 42

Step	I can...	Example
14	I can add numbers with mixed amounts of decimal places	8.689 + 6.54
13	I can add numbers with 3dp	8.686 + 6.549
12	I can add numbers with 2dp	8.68 + 6.54
11	I can add numbers with 1dp	18.7 + 56.4

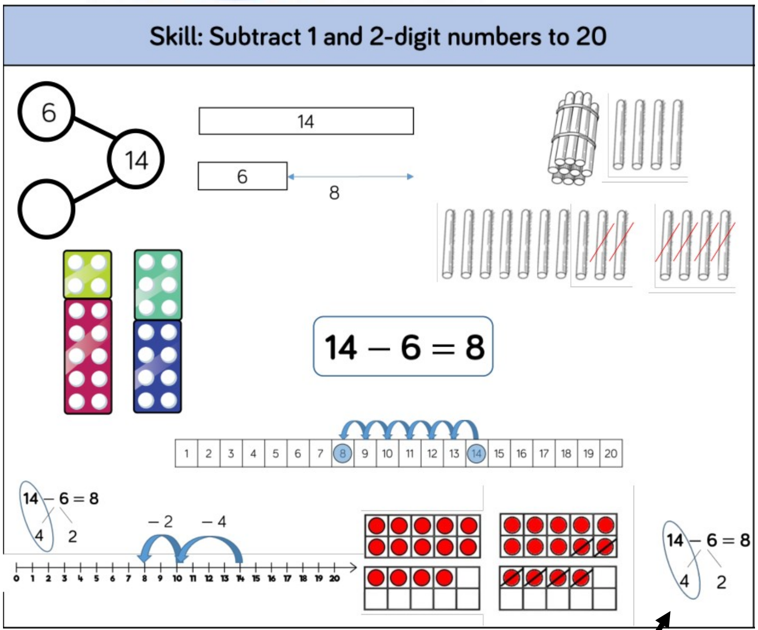
Subtraction - High Understanding Methods

Stage 1 and 2 focuses on the notion of counting back, whereas from stage 3 to 5 the emphasis switches to counting on and finding the gap. At stage 3, children should understand why this is possible (subtraction being the opposite of addition).



Stage 1:

Steps 1-6: Taking some objects away from a group. Progressing to counting how many are left (all with the use of physical objects).

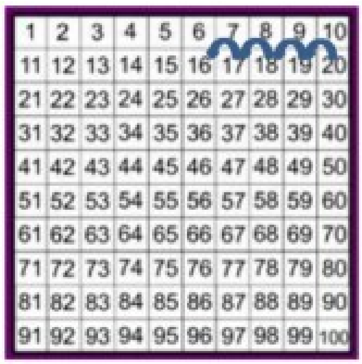


Stage 2:

Steps 7-8: Arranging (then solving) a number sentence, physically setting out the objects.

Step 9: Counting back on a structured number line.

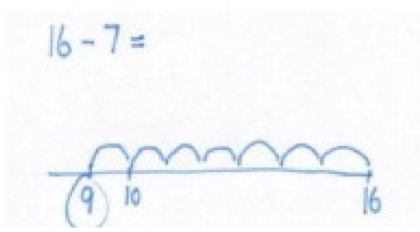
Steps 10-11: Using a structured number line or 100 square to subtract a one digit number from 20. **20 – 4 = 16**



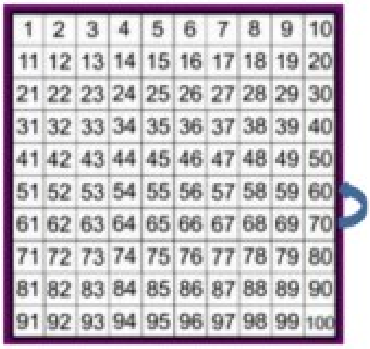
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Children encouraged to find the number bond to 10 when partitioning the subtracted number.

Step 12: Using the empty number line, with jottings if required.

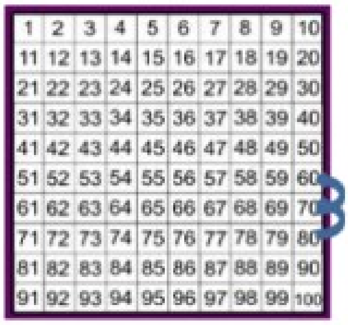


Step 13: Use of a 100 square to find a multiple of 10 and subtract 10. 70 – 10 = 60



Step 14: Use of a 100 square to find any two-digit number and subtract 10. 83 – 10 = 73

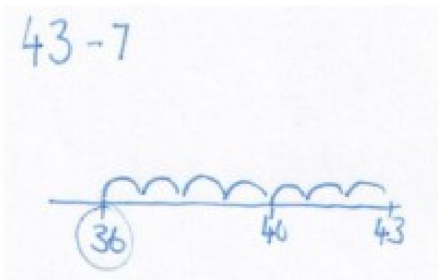
Step 15: Use of a 100 square to find a multiple of 10 and subtract a multiple of 10. 80 – 20 = 60



Step 16: Use of a 100 square to find any two-digit number and subtract a multiple of 10. 83 – 20 = 63

Step 17: Use an empty number line to subtract 2d – 1d, not bridging tens.

Step 18: Use an empty number line to subtract 2d – 1d, including bridging.



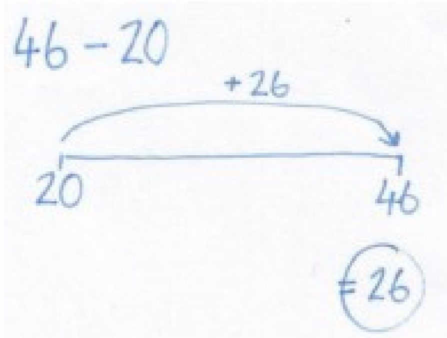
Stage 3:

With the focus moving to counting on, each progression follows the pattern:

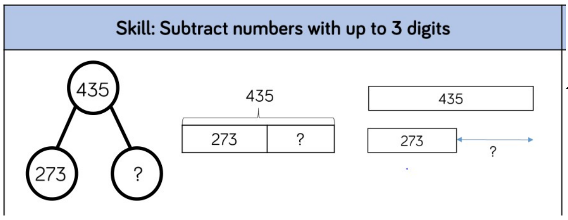
- Record numbers at either end of the empty number line (counting on left to right)
- Making two jumps (multiple of 10 where counting onto < 100, multiple of 100 where counting onto < 1,000)

Step 22: Finding the difference to the next multiple of 10.

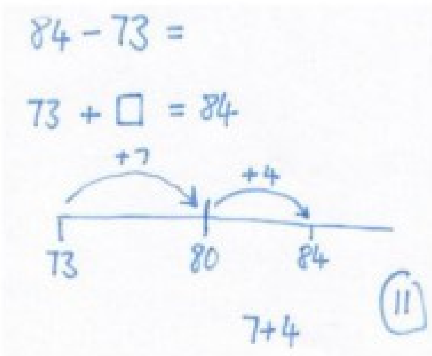
Step 24: Jumping from a multiple of 10.



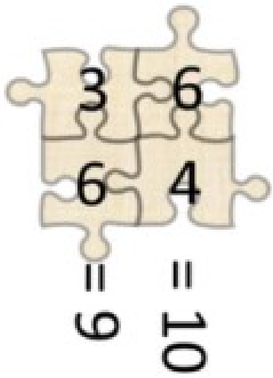
Step 25: Two jumps to solve 2d – 2d.



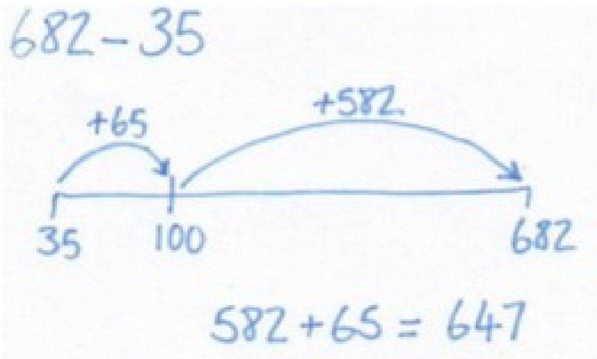
Questions will be posed in different ways as suggested by the bar model diagrams.



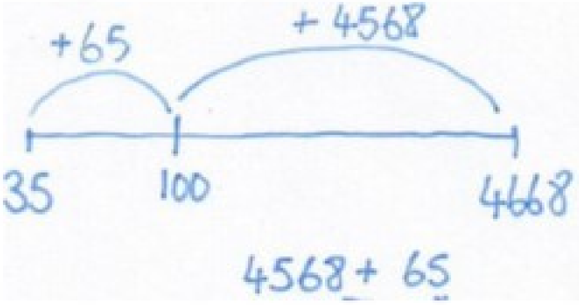
Step 28: Using 'jigsaw numbers'



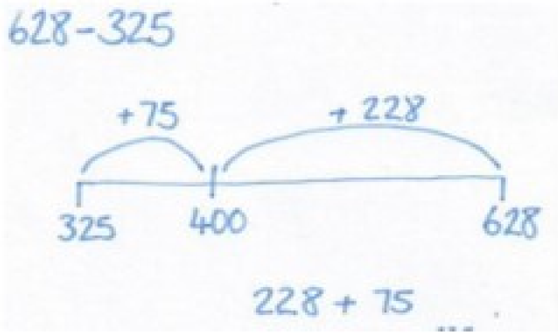
Step 30: Solving 3d – 2d.



Step 31: Solving 4d – 2d.

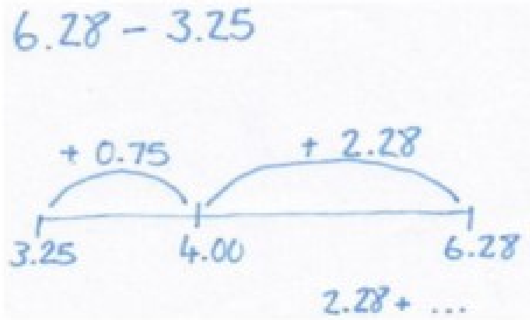


Step 32: Solving 3d – 3d.

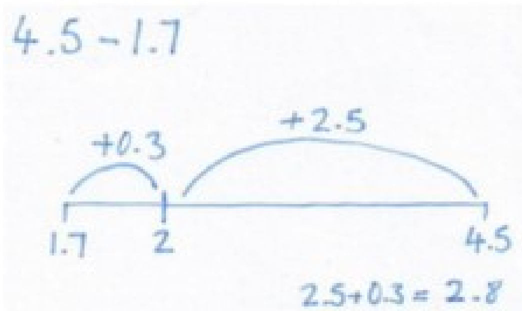


Stage 4:

Steps 33-34: Using money to solve subtractions involving U.10th 100th



Step 35: Progressing to subtractions involving U.10th and U.10th 100th



Step 36: Any whole number subtraction

Stage 5:

Step 37: Subtraction of numbers with mixed digits before and after the decimal place

Subtraction - Column Methods

Step	I can...	Example
12	I can subtract numbers with mixed amounts of dp	8.625 - 4.8
11	I can subtract numbers with 3dp	8.625 - 4.908
10	I can subtract numbers with 2dp	8.67 - 4.91
9	I can subtract numbers with 1dp	8.6 - 4.9
8	I can solve *any* 5d - 5d	95686 - 54749
7	I can solve *any* 4d - 4d	5686 - 4749
6	I can solve *any* 4d - 2d or 3d	5686 - 749
5	I can solve *any* 3d - 3d	985 - 596
4	I can solve *any* 3d - 2d	931 - 82
3	I can solve a 3d - 2d	986 - 42
2	I can solve *any* 2d - 2d	76 - 48
1	I can solve a 2d - 2d	96 - 42

Multiplication - High Understanding Methods

Stage 1:

Steps 1-2: Use of physical objects to find totals. For example three lots of four cars.

Steps 3-4: Transferring to more abstract objects. For example, blocks / counters in groups.

Stage 2:

Steps 5-6: Drawing groups of dots. For example three lots of four dots.

4 + 4 + 4 = 12

Step 7: Repeated addition.

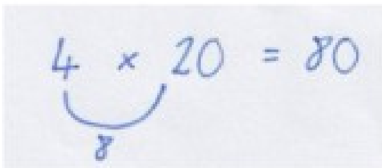
Step 8: Reading 3 x 4 as 3 'lots of' 4.

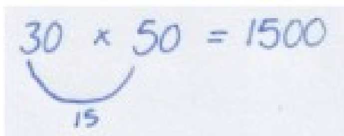
Encourage daily counting in multiples of 2s, 5s, 10s both forwards and backwards using a range of resources. Look for patterns in the 2,5,10 times tables.

Stage 3:

Step 9. Using 2, 5, 10 times table 'learn-its' to multiply 1d x 1d, as children should have improving instant recall of these facts by this stage.

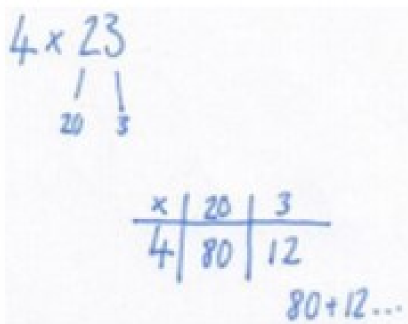
Step 10: Introduction of 'smile multiplications'. Using 1d x 1d 'learn its' combined with understanding of place value.





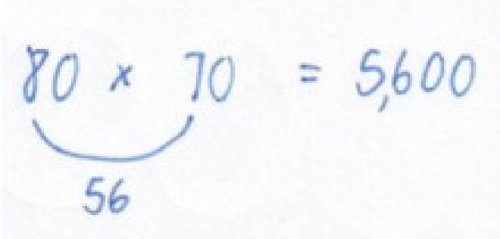
Step 11: Using 6, 7, 8, 9 times table 'learn-its' to multiply any 1d x 1d, as children should grow instant recall of these facts by this stage.

Step 12: Introduction of the 'grid method' to solve 2d x 1d (where the 1d is in 2, 3, 4, 5 times table).



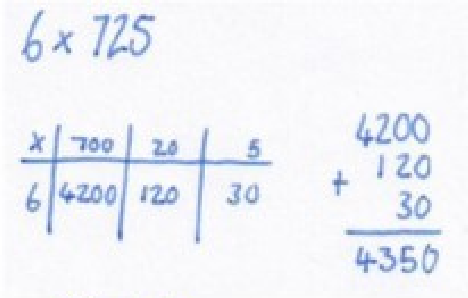
Stage 4:

Step 13: Use knowledge of 6, 7, 8, 9 times table 'learn-its' to solve any smile multiplication.

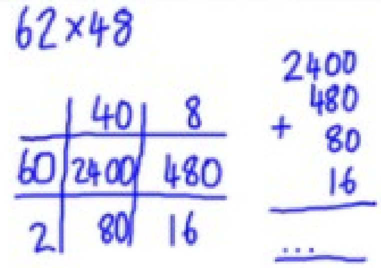


Step 14: Use of the grid method to solve any 2d x 1d.

Step 15: Use of the grid method to solve any 3d x 1d.



Step 16: Use of the grid method to solve any 2d x 2d.

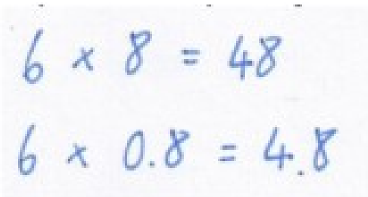


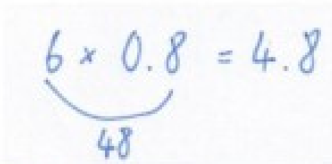
Refer to addition section for summing totals

Step 17: Solving 1d x U.10th, using known facts and place value.

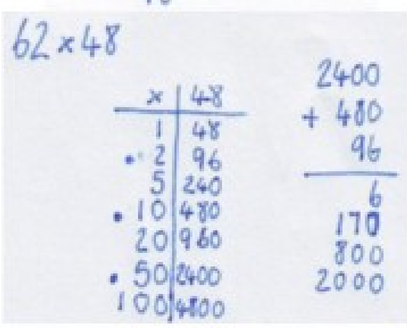
1. Recall tables fact

2. Make answer 10x smaller





Step 18: Introduction of 'coin grids' and the 'coin method' to solve 2d x 2d.



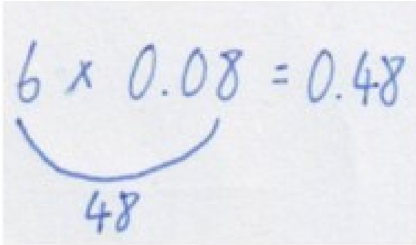
Refer to addition section for summing totals

Stage 5:

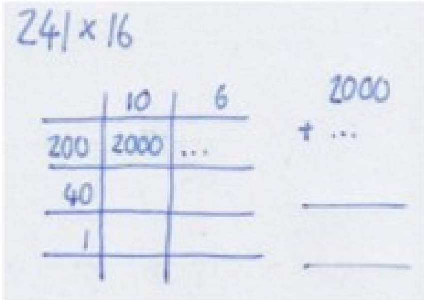
Step 19: Solving 1d x U.10th 100th

1. Recall tables fact

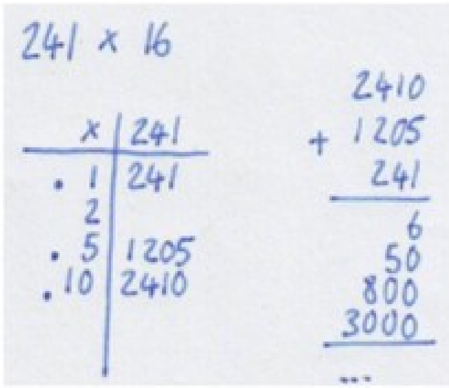
2. Make answer 100x smaller



Step 20: Use of the grid method to solve any 3d x 2d.



- Extension of coin grids and the coin method to solve 3d x 2d.
- Refining coin grids, so only those values required to solve the problem are found.



Refer to addition section for summing totals

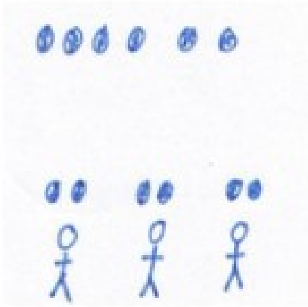
Multiplication - Column Methods

Step	I can...	Example
11	I can solve *any* 1d.2dp x 2d	5.24 x 26
10	I can solve *any* 1d.1dp x 2d	5.2 x 36
9	I can solve *any* 1d.2dp x 1d	5.24 x 4
8	I can solve *any* 1d.1dp x 1d	5.6 x 4
7	I can solve *any* 4d x 2d	3123 x 22
6	I can solve *any* 4d x 1d	8152 x 6
5	I can solve *any* 3d x 2d	485 x 16
4	I can solve *any* 2d x 2d	85 x 16
3	I can solve *any* 3d x 1d	385 x 6
2	I can solve *any* 2d x 1d	85 x 6
1	I can solve a 2d x 1d	35 x 5

Division - High Understanding Methods

Stage 1:

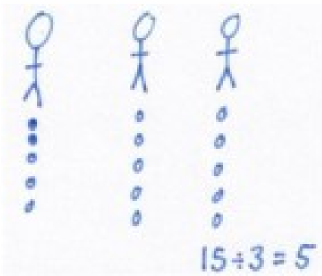
Steps 1-2: Sharing out objects equally / fairly. Asking, "How many will each person have?"



Steps 3-4: Sharing between two. Halving even numbers of objects.

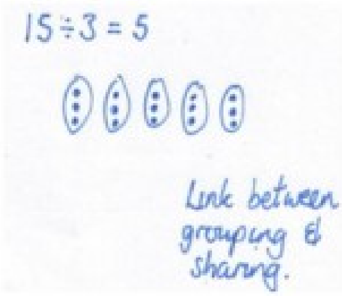
Stage 2:

Step 5: Sharing 6, 9, 12, 15 objects between 3.



Step 6: Sharing 6, 9, 12, 15 objects into 3.

- Introducing the ÷ symbol.



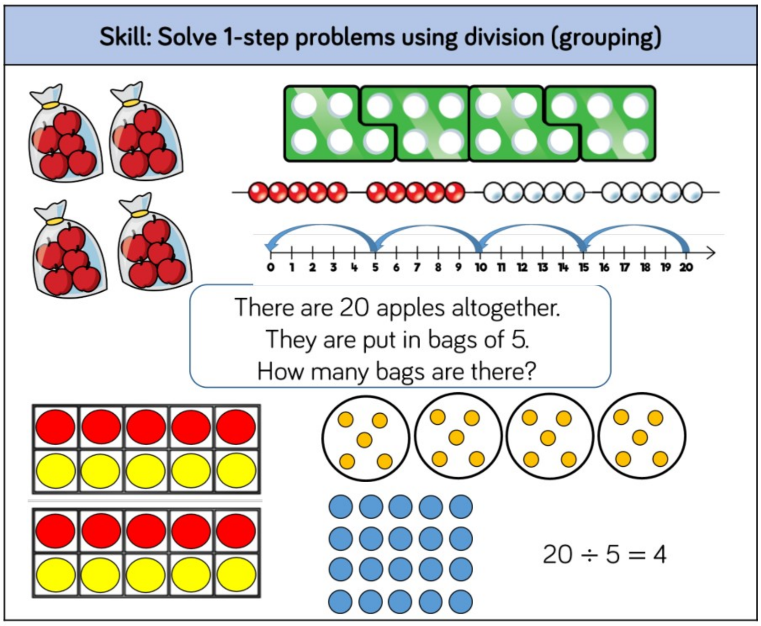
Steps 7-8: Sharing 8, 12, 16, 20 between and into 4.

Step 9: Solving ÷2, ÷3, ÷4 division problems. e.g.

e.g.

10 ÷ 2 = , 6 ÷ 3 =, 12 ÷ 4 =

Steps 10-12: Making groups of 2, 5 or 10 and counting.



Step 14: Physically solving a number sentence using objects and counting.

Step 15: Moving onto remainders.

Stage 3:

Solving problems involving 2d ÷ 1d.

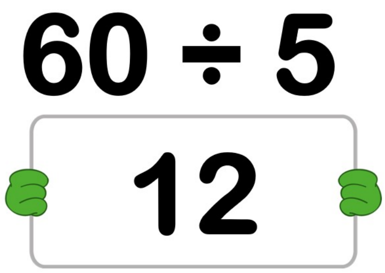
Step 16: Use of multiplication 'learn its' for 2, 3, 4, 5 and 10 times tables to find division facts through 'fact families'.

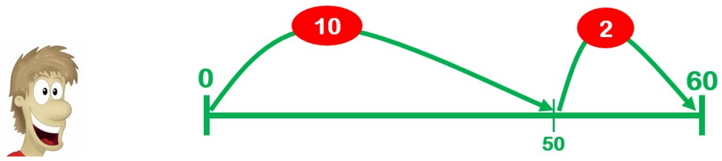
Step 17: Extending use of multiplication 'learn its' for 2, 3, 4, 5 and 10 times tables to find division facts and remainders.

Step 18: Combining two or more 2, 3, 4, 5, 10 x 'learn its' to solve division problems using 'number lines' as per the diagram below

Step 19: Extending combining two or more 2, 3, 4, 5, 10 x 'learn its' to solve division problems involving remainders.

Remember To:
- think of 10 lots
- see how many more there are
- add on how many lots this is too





Stage 4:

Solving problems involving 2d ÷ 1d, and 3d ÷ 1d.

Step 22: Combining two or more 9, 7, 8, 9 x 'learn its' to solve division problems using 'number lines' as per the diagram above

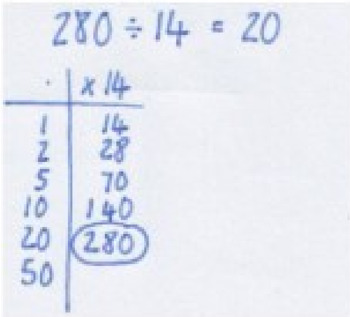
Step 23: Extending combining two or more 9, 7, 8, 9 x 'learn its' to solve division problems involving remainders.

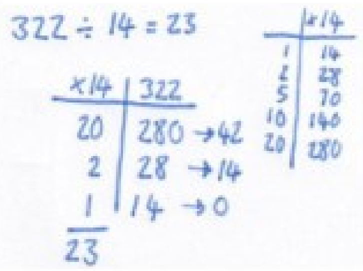
Step 24: Combining knowledge of smile multiplications (and their fact families) to solve division problems with greater efficiency

Step 25: Combining knowledge of smile multiplications (and their fact families) to solve division problems with greater efficiency, including those that give rise to remainders.

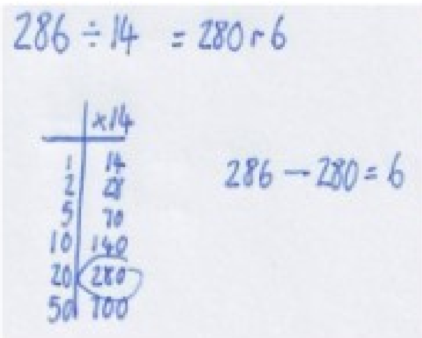
Stage 5:

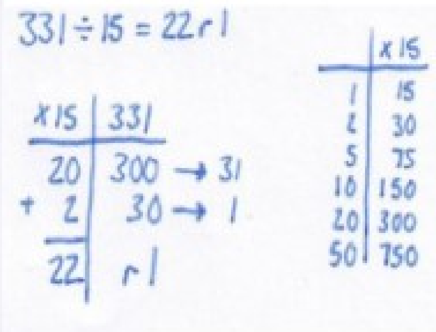
Step 28: Using coin grids to support 3d ÷ 2d. Combining two or more coin facts to solve division problems.



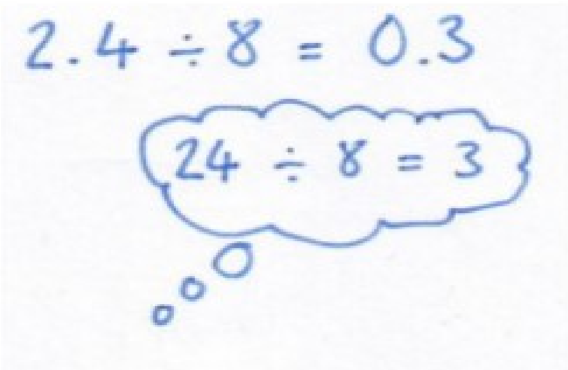


Step 29: Extending to those that give rise to remainders.





Step 32: Solving decimal division problems, using 'learn its' and understanding of place value.



Division - Column Methods

Step	I can...	Example
10	I can solve division with decimal places in the answer	$22\overline{)6721}$
9	I can solve any 4d ÷ 2d And show remainder as a fraction	$23\overline{)6452}$
8	I can solve any 3d ÷ 2d	$23\overline{)645}$
7	I can solve any 4d ÷ 1d And interpret context of remainder	$6\overline{)4000}$
6	I can solve any 2d ÷ 1d (and 3d ÷ 1d) With remainders	$6\overline{)503}$
5	I can solve a 4d ÷ 1d (using any table) No remainders in answer	$9\overline{)3654}$
4	I can solve a 3d ÷ 1d (using any table) No remainders in answer	$7\overline{)294}$
3	I can solve a 2d ÷ 1d (using any table) No remainders in answer	$6\overline{)84}$
2	I can solve a 2d ÷ 1d (using x2,3,4,5) No remainders in answer	$3\overline{)81}$
1	I can solve a 2d ÷ 1d (using x2,3,4,5) No remainders inside question	$3\overline{)69}$