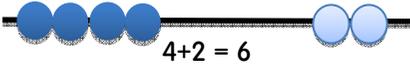
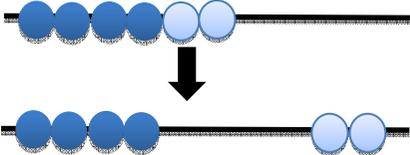
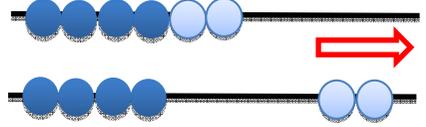
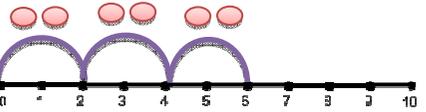
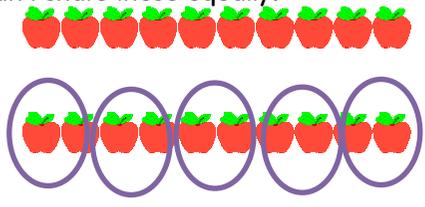
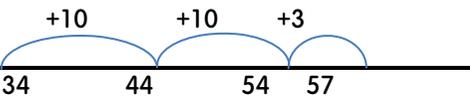
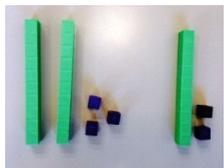
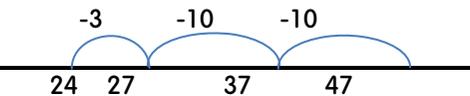
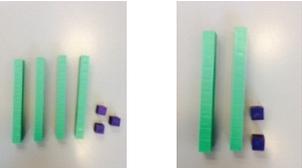
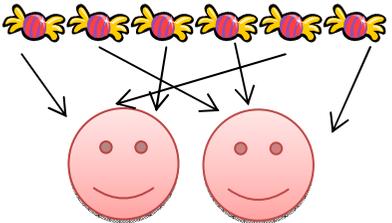


Maths Calculation Policy

	Addition	Subtraction	Multiplication	Division
Rec	<p>Children are taught to 'combine 2 groups.'</p> <p>Adding using objects or pictures Focus on adding using real objects, such as teddies, pennies, pencils and cubes.</p> <p>I buy 2 cakes and my friend buys 3 cakes. How many cakes did we buy altogether?</p>  <p style="text-align: center;">Recorded as $2 + 3 = 5$</p> <p>Children introduced to numberlines to support calculations and teachers demonstrate the use of a numberline.</p> <p>Bead strings can be used to illustrate addition.</p>  <p style="text-align: center;">$4 + 2 = 6$</p> <p>Recording calculations Children develop ways of recording addition calculations by drawing pictures, using the digital camera and begin to record using mathematical symbols e.g. $2 + 3 = 5$</p> <p>Rapid Recall 1 more (numbers up to 10)</p>	<p>Children are taught to 'take away' from a set.</p> <p>Subtracting using objects or pictures Focus on using real objects or pictures to solve problems.</p> <p>I have 5 cakes and my friend eats 2. How many are left?</p>  <p style="text-align: center;">Recorded as $5 - 2 = 3$</p> <p>Children introduced to number lines to support calculations and teachers demonstrate the use of a number line.</p> <p>Bead strings can be used to illustrate subtraction.</p>  <p style="text-align: center;">$6 - 2 = 4$</p> <p>Recording calculations Children develop ways of recording subtraction calculations by drawing pictures, recording using digital camera and begin to record using mathematical symbols e.g. $5 - 2 = 3$</p> <p>Rapid Recall 1 less (numbers up to 10)</p>	<p>Children will count in 1's & 2's and will begin to count in 10's.</p> <p>Children will talk about equal groups of objects.</p>  <p style="text-align: center;">3 plates, 2 cakes on each plate</p> <p>Recording calculations Children may draw pictures to represent their understanding or take pictures with a digital camera/lpad.</p>	<p>Children will talk about sharing.</p> <p>6 cakes shared between 2</p>  <p>6 cakes put into groups of 2</p>  <p>Recording calculations Children may draw pictures to represent their understanding or take pictures with a digital camera/lpad.</p>

	Addition	Subtraction	Multiplication	Division
Y1	<p>Children are taught to 'count on.'</p> <p>Adding using objects or pictures Focus on adding using real objects, such as teddies, pennies, pencils and cubes.</p>  <p>$3 + 7 = 10$</p> <p>Bead strings can be used to illustrate addition.</p>  <p>$6 + 2 = 8$</p> <p>'Counting on' using a number line Children use numberlines to support calculations and teachers demonstrate the use of a numberline.</p> <p>$5 + 5 = 10$</p>  <p>Counting on in jumps of 1 Find 5 and count on for 5 jumps = 10</p> <p>Recording calculations Children record calculations using mathematical symbols Children encouraged to form numbers correctly e.g. $8 + 2 = 10$</p> <p>Rapid Recall</p> <ul style="list-style-type: none"> • Number bonds for 5, 10 & 20 • 1/10 more than a given number 	<p>Children are taught to 'count back.'</p> <p>'Taking away' using objects or pictures Focus on using real objects or pictures to solve problems.</p>  <p>$10 - 3 = 7$</p>  <p>$10 - 3 = 7$</p> <p>Bead strings can be used to illustrate subtraction.</p>  <p>$6 - 2 = 4$</p> <p>'Counting back' using a number line $10 - 7 = 3$</p>  <p>$-1 -1 -1 -1 -1 -1$</p> <p>Recording calculations Children record calculations using mathematical symbols Children encouraged to form numbers correctly e.g. $10 - 4 = 6$</p> <p>Rapid Recall</p> <ul style="list-style-type: none"> • Subtraction facts for 10 • 1/10 less than a number 	<p>Children will count in 2's, 5's and 10's.</p> <p>Children will talk about equal groups of objects.</p>  <p>3 plates, 2 cakes on each plate</p> <p>Using pictures or objects to solve practical problems that involve combining groups of 2,5,10.</p> <p>There are 2 cakes on 1 plate. How many cakes on 3 plates?</p> <p>Using a number line</p>  <p>$2 \times 3 = 6$ or $3 \times 2 = 6$ (two, three times) or (three groups of two)</p> <p>Recording calculations Children may draw pictures to represent their understanding or take pictures with a digital camera/lpad. They will begin to record their calculations as 'lots of' e.g. 3 lots of 2 = 6. Children begin to record multiplication sums using the correct symbols. $3 \times 2 = 6$</p> <p>Rapid Recall Count in 1's, 2's, 5's and 10's Double numbers up to 10</p>	<p>Children will talk about sharing equally.</p> <p>I have 10 apples and 5 children. How can I share these equally?</p> 

	Addition	Subtraction	Multiplication	Division																																																																																																																																																																																																								
Y2	<p>Adding using a numberline</p> <p>✓ Children are taught to use empty numberlines, starting with the largest number and counting on.</p> <p>$34 + 23 = 57$</p>  <p>Adding using a 100 square</p> <table border="1" data-bbox="246 422 571 742"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </table> <p>$24 + 32 = 56$</p> <p>Adding using tens and unit/ones</p> <p>$23 + 12 = 35$</p>  <p>Partitioning</p> <p>$35 + 47$</p> <p>$40 + 30 = 70$</p> <p>$7 + 5 = 12$</p> <p>$70 + 12 = 82$</p> <p>Recording calculations using correct mathematical symbols</p> <p>e.g. $30 + 45 = 75$</p> <p>Rapid Recall</p> <p>Number bonds for 10, 20, 100</p>	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	<p>Subtracting using a numberline</p> <p>✓ Children are taught to use an empty numberline, starting with the largest number and counting back.</p> <p>$47 - 23 = 24$</p>  <p>Taking away using a 100 square</p> <table border="1" data-bbox="750 422 1075 742"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </table> <p>$68 - 42 = 26$</p> <p>Taking away using tens and units/ones</p> <p>$43 - 21 = 22$</p>  <p>Child removes the correct amount of tens and ones to leave the correct answer.</p> <p>Partitioning</p> <p>$77 - 24 = 53$</p> <p>$70 - 20 = 50$</p> <p>$7 - 4 = 3$</p> <p>$50 + 3 = 53$</p> <p>Recording calculations using correct mathematical symbols</p> <p>$75 - 20 = 55$</p> <p>Rapid Recall</p> <p>Subtraction facts for 10 and 20</p>	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	<p>Children develop their understanding of multiplication and use jottings to support calculation:</p> <p>✓ Repeated addition</p> <p>3 times 5 is $5 + 5 + 5 = 15$</p> <p>or</p> <p>3 lots of 5</p>  <p>or</p> <p>5×3</p> <p>Commutativity</p> <p>Children should know that 5×3 has the same answer as 3×5.</p> <p>Multiplying larger numbers</p> <p>25×2</p> <p>Can be worked out as:</p> <p>$20 + 20 = 40$</p> <p>$5 + 5 = 10$</p> <p>$40 + 10 = 50$</p> <p>$25 \times 2 = 50$</p>	<p>Children develop their understanding of division and use jottings to support calculation:</p> <p>✓ Sharing equally</p> <p>6 sweets shared between 2 people, how many do they each get?</p>  <p>✓ Grouping or repeated subtraction</p>  <p>Inverse</p> <p>Using multiplication to support division</p> <p>$3 \times 5 = 15$ so I know that,</p> <p>$15 \div 5$</p>
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