

The King's C of E Primary Academy

Mathematics calculation Policy

Policy Awaiting Ratification

This policy is rooted firmly in our desire to fulfil our Vision to enable us to continue **'Living Well Together'**

Vision Statement

Growing confident and aspirational children who believe in themselves and contribute positively to their community and the wider world.

Mission

Our Mission is to ensure that:

- All children develop the **knowledge, skills and character** to live happy, healthy and successful lives
- All children are respected and treated with **equity**
- All children are taught to be **resilient** and **aspirational**, encouraging them all to achieve their full potential
- All children know that they have a positive role to play in the world and that their contributions are valued in the **community**
- All children are encouraged in their **personal, moral and spiritual** development within a Christian framework.

Our Core Values

Kindness

Learning respectfully alongside each other, helping each other to grow through our acts of kindness.

"Do for other people the same things you want them to do for you." **Matthew 7 v 12**

Friendship

United as a family we bring light to our community and the wider world.

"A sweet friendship refreshes the soul." **Proverbs 27 v 9**

Faith

Aspiring to learn with courage and faith, believing in God, ourselves and each other so that we can live life in all its fullness

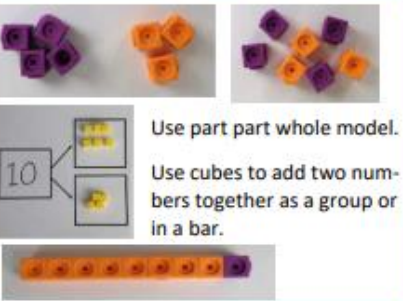
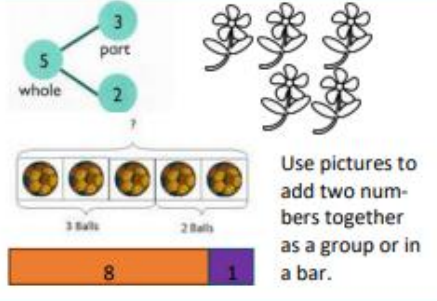
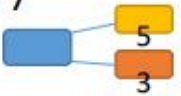

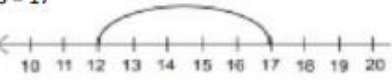
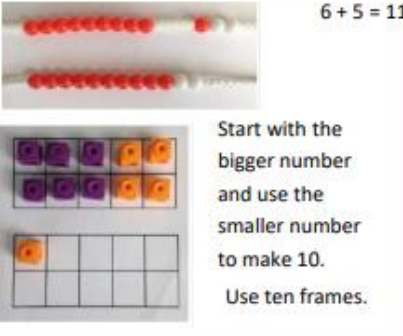

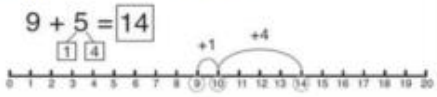


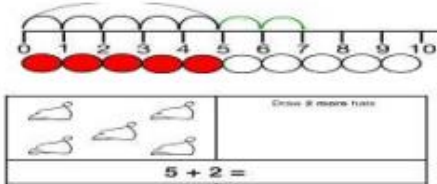
"Faith can move mountains". **Matthew 17 v 20**

Purpose of the Calculation Policy

The King's is working hard to transform the teaching of maths working alongside the White Rose Maths Hub scheme. The policy is to show parents how we develop the four main operations children moves through school.




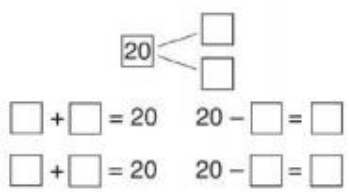
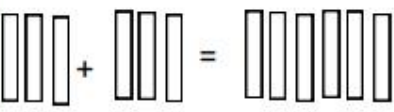
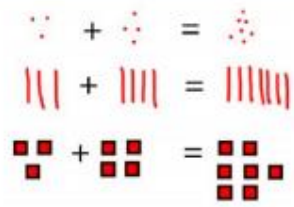


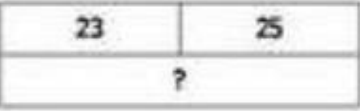
By building confidence, resilience and a passion for maths, The King's aim to show that whatever your prior experience or preconceptions, maths is an exciting adventure that everyone can enjoy, value and master!

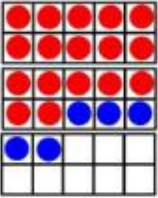
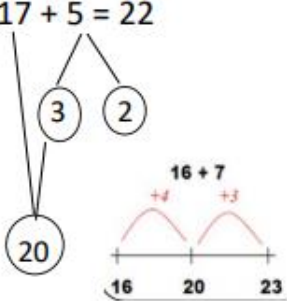

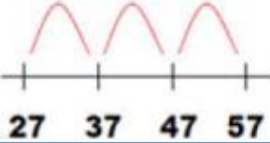

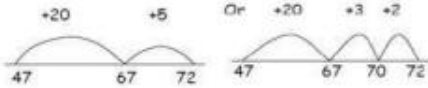

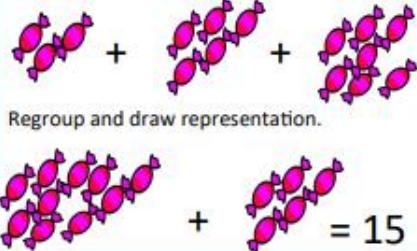
Objectives to complete Addition, Subtraction, Multiplication and Division.

Objective & Strategy	Concrete	Pictorial	Abstract
Combining two parts to make a whole: part- whole model	 <p>Use part part whole model. Use cubes to add two numbers together as a group or in a bar.</p>	 <p>Use pictures to add two numbers together as a group or in a bar.</p>	$4 + 3 = 7$  $10 = 6 + 4$ Use the part-part whole diagram as shown above to move into the abstract.
Starting at the bigger number and counting on	 <p>Start with the larger number on the bead string and then count on to the smaller number 1 by 1 to find the answer.</p>	$12 + 5 = 17$  <p>Start at the larger number on the number line and count on in ones or in one jump to find the answer.</p>	$5 + 12 = 17$ Place the larger number in your head and count on the smaller number to find your answer.
Regrouping to make 10. <i>This is an essential skill for column addition later.</i>	 <p>Start with the bigger number and use the smaller number to make 10. Use ten frames.</p>	$3 + 9 =$  <p>Use pictures or a number line. Regroup or partition the smaller number using the part part whole model to make 10.</p> $9 + 5 = 14$ 	$7 + 4 = 11$ If I am at seven, how many more do I need to make 10. How many more do I add on now? 
Represent & use number bonds and related subtraction facts within 20	 <p>2 more than 5.</p>	 <p>5 + 2 =</p>	Emphasis should be on the language '1 more than 5 is equal to 6.' '2 more than 5 is 7.' '8 is 3 more than 5.'

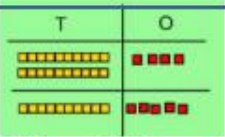
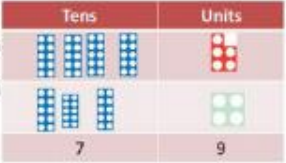
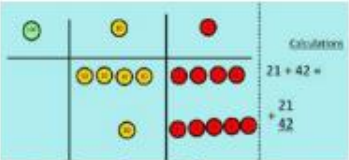

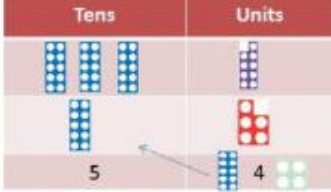
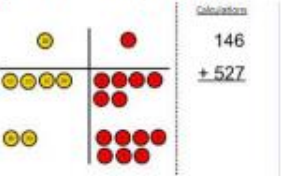
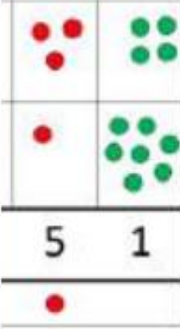
Y1 ADDITION +

Y2 ADDITION +

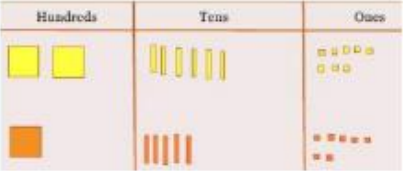
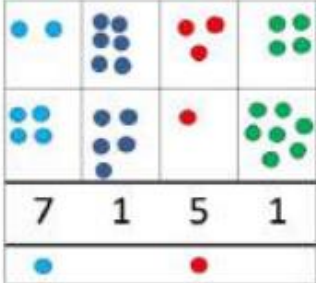
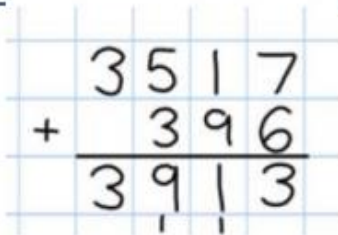
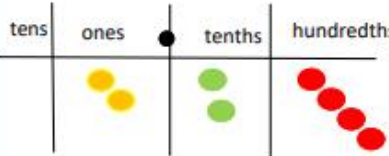
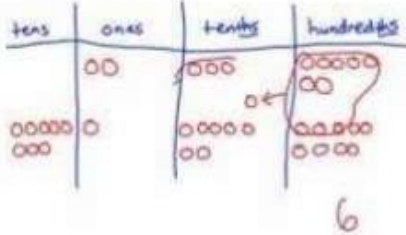
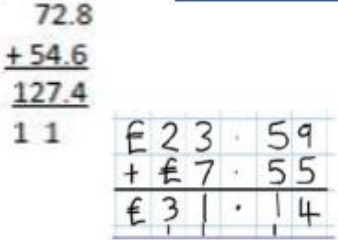
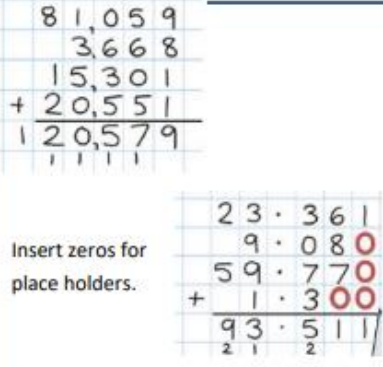
Objective & Strategy	Concrete	Pictorial	Abstract
Adding multiples of ten	$50 = 30 + 20$  Model using dienes and bead strings	 $3 \text{ tens} + 5 \text{ tens} = \text{--- tens}$ $30 + 50 = \text{---}$ Use representations for base ten.	$20 + 30 = 50$ $70 = 50 + 20$ $40 + \square = 60$
Use known number facts <i>Part part whole</i>	 Children explore ways of making numbers within 20	 $\square + \square = 20$ $20 - \square = \square$ $\square + \square = 20$ $20 - \square = \square$	$\square + 1 = 16$ $16 - 1 = \square$ $1 + \square = 16$ $16 - \square = 1$
Using known facts	$\square\square + \square\square = \square\square\square\square$ 	 Children draw representations of H, T and O	$3 + 4 = 7$ <i>leads to</i> $30 + 40 = 70$ <i>leads to</i> $300 + 400 = 700$
Bar model	 $3 + 4 = 7$	 $7 + 3 = 10$	 $23 + 25 = 48$

Objective & Strategy	Concrete	Pictorial	Abstract
Add a two digit number and ones	 <p> $17 + 5 = 22$ Use ten frame to make 'magic ten' Children explore the pattern. $17 + 5 = 22$ $27 + 5 = 32$ </p>	<p> $17 + 5 = 22$ Use part part whole and number line to model. </p> 	$17 + 5 = 22$ Explore related facts $17 + 5 = 22$ $5 + 17 = 22$ $22 - 17 = 5$ $22 - 5 = 17$
Add a 2 digit number and tens	 <p> $25 + 10 = 35$ Explore that the ones digit does not change </p>	<p> $27 + 30$ $+10 +10 +10$ </p> 	$27 + 10 = 37$ $27 + 20 = 47$ $27 + \square = 57$
Add two 2-digit numbers	 <p> Model using dienes, place value counters and numicon </p>	 <p> Use number line and bridge ten using part whole if necessary. </p>	<p> $25 + 47$ $20 + 5 = 25$ $40 + 7 = 47$ $20 + 40 = 60$ $5 + 7 = 12$ $60 + 12 = 72$ </p>
Add three 1-digit numbers	 <p> Combine to make 10 first if possible, or bridge 10 then add third digit </p>	 <p> Regroup and draw representation. </p>	<p> $4 + 7 + 6 = 10 + 7$ $= 17$ </p> <p> Combine the two numbers that make/ bridge ten then add on the third. </p>

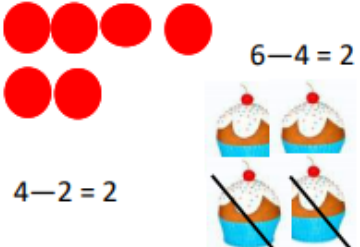
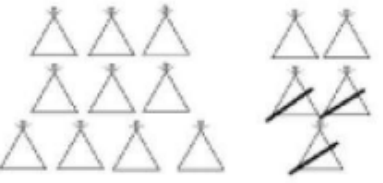
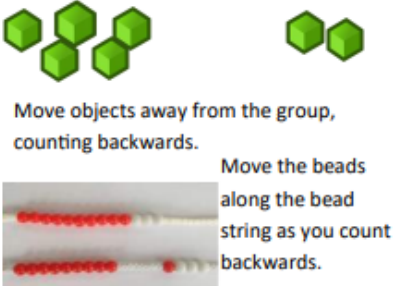
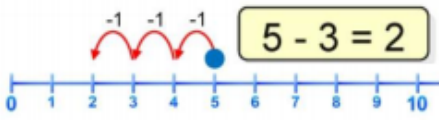
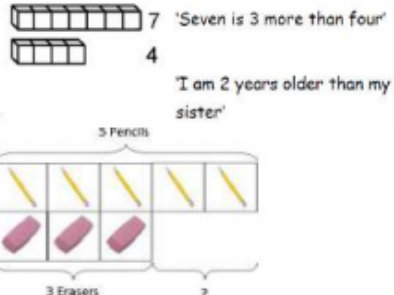
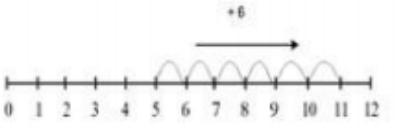
Y2 ADDITION +

Objective & Strategy	Concrete	Pictorial	Abstract
<p>Column Addition—no regrouping (friendly numbers)</p> <p>Add two or three 2 or 3-digit numbers.</p>	<p>Model using Dienes or Numicon</p>  <p>Add together the ones first, then the tens.</p>  <p>Move to using place value counters</p> 	<p>Children move to drawing the counters using a tens and one frame.</p> 	$\begin{array}{r} 223 \\ + 114 \\ \hline 337 \end{array}$ <p>Add the ones first, then the tens, then the hundreds.</p>
<p>Column Addition with regrouping.</p>	<p>Exchange ten ones for a ten. Model using Numicon and pv counters.</p>  <p>Exchange ten ones for a ten. Model using Numicon and pv counters.</p> 	<p>Children can draw a representation of the grid to further support their understanding, carrying the ten <u>underneath</u> the line</p> 	$\begin{array}{r} 20 + 5 \\ 40 + 8 \\ 60 + 13 = 73 \end{array}$ <p>Start by partitioning the numbers before formal column to show the exchange.</p> $\begin{array}{r} 536 \\ + 85 \\ \hline 621 \\ 11 \end{array}$

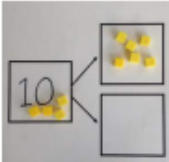
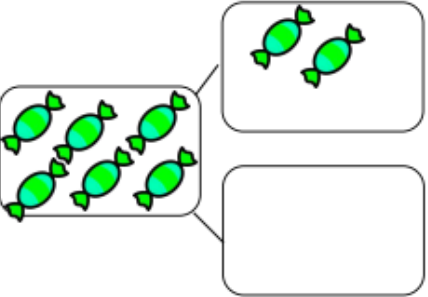


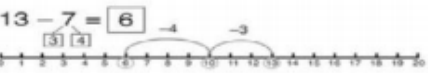

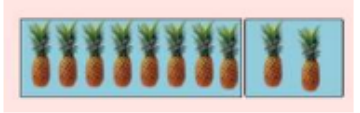

Y3 ADDITION +

Objective & Strategy	Concrete	Pictorial	Abstract
<p>Y4—add numbers with up to 4 digits</p>	<p>Children continue to use dienes or pv counters to add, exchanging ten ones for a ten and ten tens for a hundred and ten hundreds for a thousand.</p> 	 <p>Draw representations using pv grid.</p>	 <p>Continue from previous work to carry hundreds as well as tens. Relate to money and measures.</p>
<p>Y5—add numbers with more than 4 digits.</p> <p>Add decimals with 2 decimal places, including money.</p>	<p>As year 4</p>  <p>Introduce decimal place value counters and model exchange for addition.</p>	<p>2.37 + 81.79</p> 	
<p>Y6—add several numbers of increasing complexity</p> <p>Including adding money, measure and decimals with different numbers of decimal points.</p>	<p>As Y5</p>	<p>As Y5</p>	 <p>Insert zeros for place holders.</p>

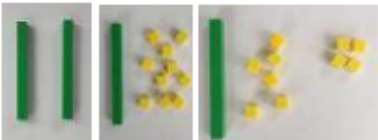
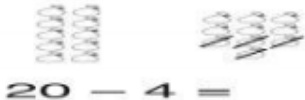


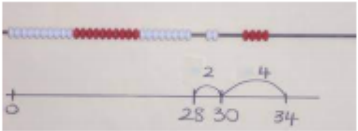
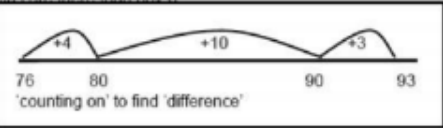
Y4-6 ADDITION +

Objective & Strategy	Concrete	Pictorial	Abstract
Taking away ones.	<p>Use physical objects, counters, cubes etc to show how objects can be taken away.</p>  <p>$6 - 4 = 2$</p> <p>$4 - 2 = 2$</p>	 <p>$15 - 3 = 12$</p> <p>Cross out drawn objects to show what has been taken away.</p>	<p>$7 - 4 = 3$</p> <p>$16 - 9 = 7$</p>
Counting back	 <p>Move objects away from the group, counting backwards.</p> <p>Move the beads along the bead string as you count backwards.</p>	 <p>$5 - 3 = 2$</p> <p>Count back in ones using a number line.</p>	Put 13 in your head, count back 4. What number are you at?
Find the Difference	<p>Compare objects and amounts</p>  <p>'Seven is 3 more than four'</p> <p>4</p> <p>'I am 2 years older than my sister'</p> <p>3 Pencils</p> <p>3 Erasers</p> <p>?</p> <p>Lay objects to represent bar model.</p>	<p>Count on using a number line to find the difference.</p>  <p>+6</p>	Hannah has 12 sweets and her sister has 5. How many more does Hannah have than her sister.?

Y1 SUBTRACTION -

Objective & Strategy	Concrete	Pictorial	Abstract
<p>Represent and use number bonds and related subtraction facts within 20</p> <p>Part Part Whole model</p>	<p>  Link to addition. Use PPW model to model the inverse. </p> <p>If 10 is the whole and 6 is one of the parts, what is the other part?</p> <p>$10 - 6 = 4$</p>	<p>  Use pictorial representations to show the part. </p>	<p>Move to using numbers within the part whole model.</p> <p>  </p>
<p>Make 10</p>	<p>14—9</p> <p>  Make 14 on the ten frame. Take 4 away to make ten, then take one more away so that you have taken 5. </p>	<p>13—7</p> <p>  $13 - 7 = 6$ Jump back 3 first, then another 4. Use ten as the stopping point. </p>	<p>16—8</p> <p>How many do we take off first to get to 10? How many left to take off?</p>
<p>Bar model</p>	<p>  $5 - 2 = 3$ </p>	<p>  </p>	<p>  $10 = 8 + 2$ $10 = 2 + 8$ $10 - 2 = 8$ $10 - 8 = 2$ </p>

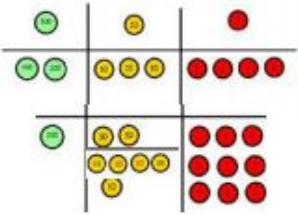
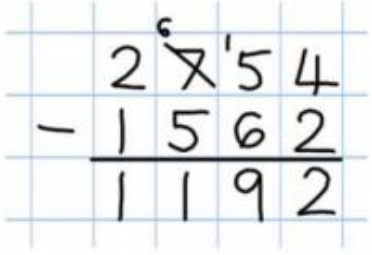
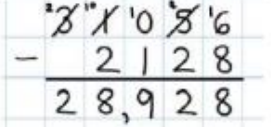
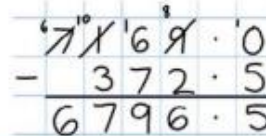
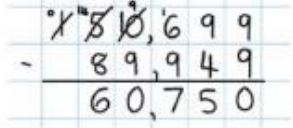
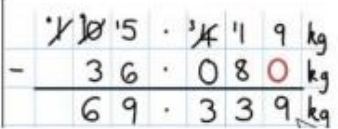
Y1 SUBTRACTION -

Objective & Strategy	Concrete	Pictorial	Abstract
Regroup a ten into ten ones	 <p>Use a PV chart to show how to change a ten into ten ones, use the term 'take and make'</p>	 $20 - 4 =$	$20 - 4 = 16$
Partitioning to subtract without regrouping. <i>'Friendly numbers'</i>	$34 - 13 = 21$  <p>Use Dienes to show how to partition the number when subtracting without regrouping.</p>	<p>Children draw representations of Dienes and cross off.</p>  $43 - 21 = 22$	$43 - 21 = 22$
Make ten strategy <i>Progression should be crossing one ten, crossing more than one ten, crossing the hundreds.</i>	 $34 - 28$ <p>Use a bead bar or bead strings to model counting to next ten and the rest.</p>	 <p>Use a number line to count on to next ten and then the rest.</p>	$93 - 76 = 17$

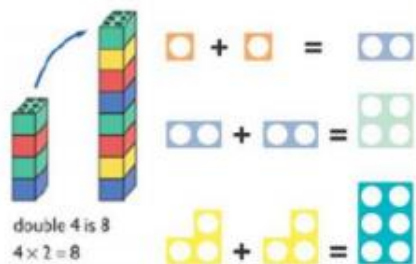

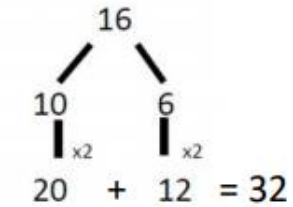

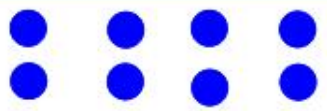
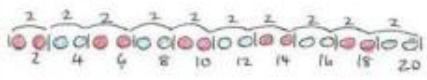


Y2 SUBTRACTION -

Objective & Strategy	Concrete	Pictorial	Abstract
<p>Column subtraction without regrouping (friendly numbers)</p>	<p>Use base 10 or Numicon to model</p>	<p>Draw representations to support understanding</p>	<p>Calculations</p> $\begin{array}{r} 54 \\ - 22 \\ \hline 32 \end{array}$ $47 - 24 = 23$ $\begin{array}{r} 40 + 7 \\ - 20 + 4 \\ \hline 20 + 3 \end{array}$ <p>Intermediate step may be needed to lead to clear subtraction understanding.</p>
<p>Column subtraction with regrouping</p>	<p>Begin with base 10 or Numicon. Move to pv counters, modelling the exchange of a ten into ten ones. Use the phrase 'take and make' for exchange.</p>	<p>Children may draw base ten or PV counters and cross off.</p>	<p>Begin by partitioning into pv columns</p> $\begin{array}{r} 836 - 254 = 582 \\ \begin{array}{r} 800 & 30 & 6 \\ - 200 & 50 & 4 \\ \hline 500 & 80 & 2 \end{array} \end{array}$ <p>Then move to formal method.</p> $\begin{array}{r} 728 - 582 = 146 \\ \begin{array}{r} 7 & 2 & 8 \\ - 5 & 8 & 2 \\ \hline 1 & 4 & 6 \end{array} \end{array}$

Y3 SUBTRACTION -

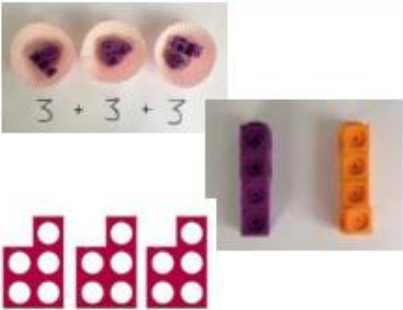
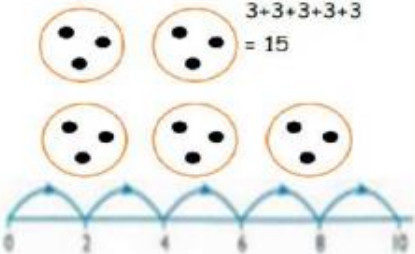

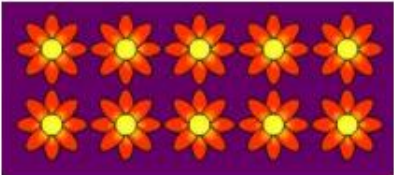
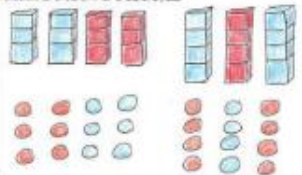
Objective & Strategy	Concrete	Pictorial	Abstract
Subtracting tens and ones Year 4 subtract with up to 4 digits. <i>Introduce decimal subtraction through context of money</i>	$234 - 179$  <p>Model process of exchange using Numicon, base ten and then move to PV counters.</p>	Children to draw pv counters and show their exchange—see Y3	 <p>Use the phrase 'take and make' for exchange</p>
Year 5- Subtract with at least 4 digits, including money and measures. <i>Subtract with decimal values, including mixtures of integers and decimals and aligning the decimal</i>	As Year 4	Children to draw pv counters and show their exchange—see Y3	 <p>Use zeros for place-holders.</p> 
Year 6—Subtract with increasingly large and more complex numbers and decimal values.			 

Y4-6 SUBTRACTION -

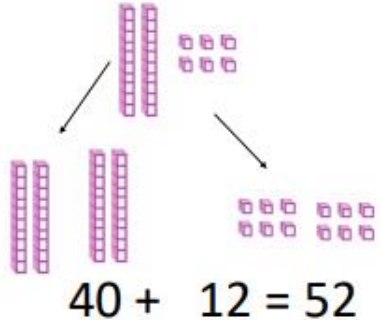
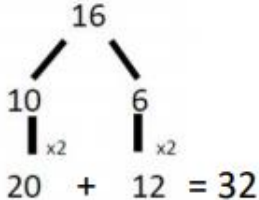
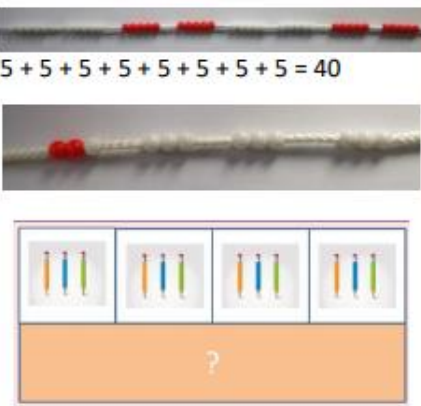
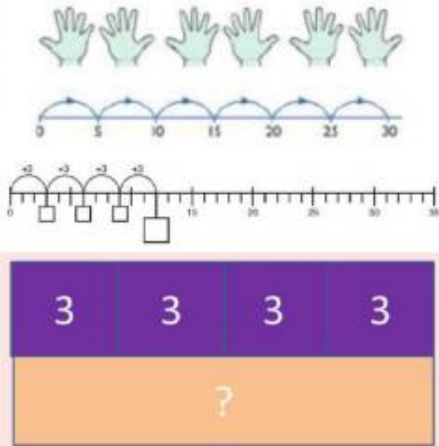
Objective & Strategy	Concrete	Pictorial	Abstract
Doubling	<p>Use practical activities using manipulatives including cubes and Numicon to demonstrate doubling</p>  <p>double 4 is 8 $4 \times 2 = 8$</p>	<p>Draw pictures to show how to double numbers</p> <p>Double 4 is 8</p> 	<p>Partition a number and then double each part before recombining it back together.</p>  <p> 16 $\swarrow \quad \searrow$ $10 \quad 6$ $\downarrow \times 2 \quad \downarrow \times 2$ $20 + 12 = 32$ </p>
Counting in multiples	<p>Count the groups as children are skip counting, children may use their fingers as they are skip counting.</p> 	 <p>Children make representations to show 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>
Making equal groups and counting the total	 <p>Use manipulatives to create equal groups.</p> <p>$\square \times \square = 8$</p>	<p>Draw  to show $2 \times 3 = 6$</p> <p>Draw and make representations</p>	<p>$2 \times 4 = 8$</p>

Y1

MULTIPLICATION X

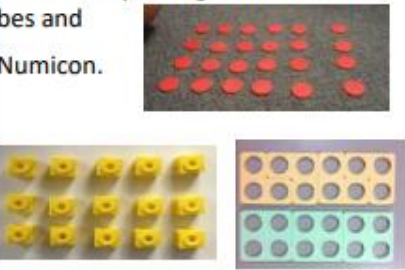
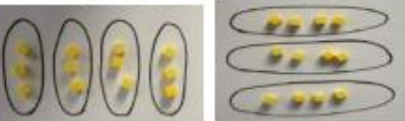
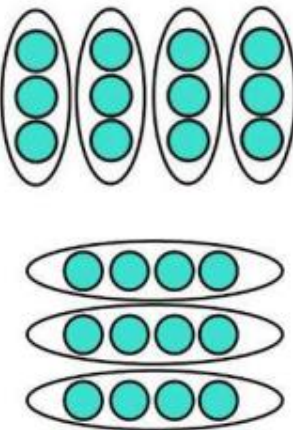


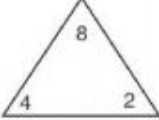
Objective & Strategy	Concrete	Pictorial	Abstract
Repeated addition	 <p>Use different objects to add equal groups</p>	<p>Use pictorial including number lines to solve prob</p> <p>There are 3 sweets in one bag. How many sweets are in 5 bags altogether?</p>  <p>$3+3+3+3+3 = 15$</p>	<p>Write addition sentences to describe objects and pictures.</p>  <p>$2+2+2+2+2 = 10$</p>
Understanding arrays	<p>Use objects laid out in arrays to find the answers to 2 lots 5, 3 lots of 2 etc.</p> 	<p>Draw representations of arrays to show understanding</p> 	<p>$3 \times 2 = 6$</p> <p>$2 \times 5 = 10$</p>

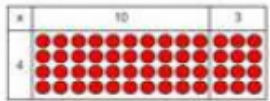
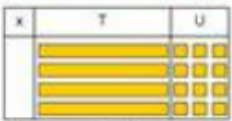
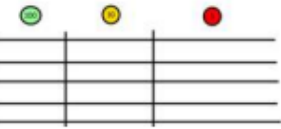
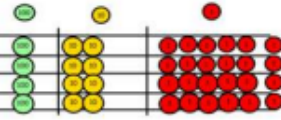
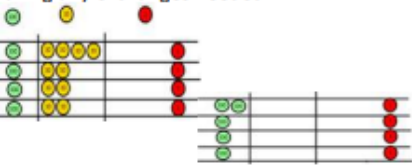
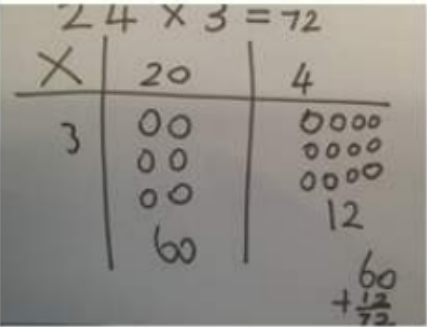
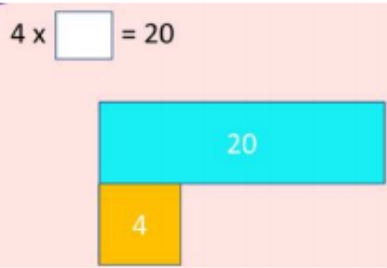
Y1 MULTIPLICATION X

Objective & Strategy	Concrete	Pictorial	Abstract
<p>Doubling</p>	<p>Model doubling using dienes and PV counters.</p>  <p>$40 + 12 = 52$</p>	<p>Draw pictures and representations to show how to double numbers</p>	<p>Partition a number and then double each part before recombining it back together.</p>  <p>$20 + 12 = 32$</p>
<p>Counting in multiples of 2, 3, 4, 5, 10 from 0 (repeated addition)</p>	<p>Count the groups as children are skip counting, children may use their fingers as they are skip counting. Use bar models.</p>  <p>$5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = 40$</p>	<p>Number lines, counting sticks and bar models should be used to show representation of counting in multiples.</p> 	<p>Count in multiples of a number aloud.</p> <p>Write sequences with multiples of numbers.</p> <p>0, 2, 4, 6, 8, 10 0, 3, 6, 9, 12, 15 0, 5, 10, 15, 20, 25, 30</p> <p>$4 \times 3 = \square$</p>

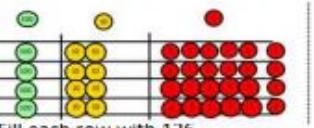
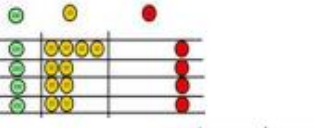
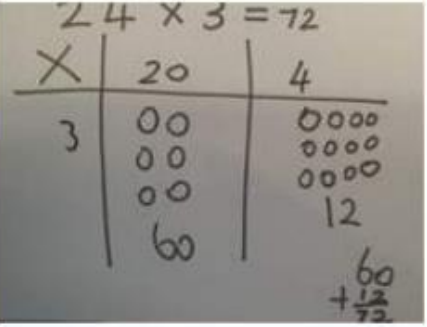
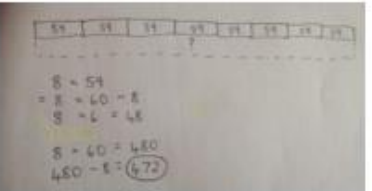
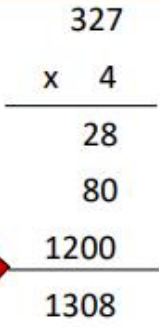
Y2 MULTIPLICATION X

Y2 MULTIPLICATION X

Objective & Strategy	Concrete	Pictorial	Abstract
<p>Multiplication is commutative</p>	<p>Create arrays using counters and cubes and Numicon.</p>  <p>Pupils should understand that an array can represent different equations and that, as multiplication is commutative, the order of the multiplication does not affect the answer.</p> 	<p>Use representations of arrays to show different calculations and explore commutativity.</p> 	<p>$12 = 3 \times 4$</p> <p>$12 = 4 \times 3$</p> <p>Use an array to write multiplication sentences and reinforce repeated addition.</p>  <p>$5 + 5 + 5 = 15$</p> <p>$3 + 3 + 3 + 3 + 3 = 15$</p> <p>$5 \times 3 = 15$</p> <p>$3 \times 5 = 15$</p>
<p>Using the Inverse</p> <p><i>This should be taught alongside division, so pupils learn how they work alongside each other.</i></p>		 <p>$\square \times \square = \square$</p> <p>$\square \times \square = \square$</p> <p>$\square \div \square = \square$</p> <p>$\square \div \square = \square$</p>	<p>$2 \times 4 = 8$</p> <p>$4 \times 2 = 8$</p> <p>$8 \div 2 = 4$</p> <p>$8 \div 4 = 2$</p> <p>$8 = 2 \times 4$</p> <p>$8 = 4 \times 2$</p> <p>$2 = 8 \div 4$</p> <p>$4 = 8 \div 2$</p> <p>Show all 8 related fact family sentences.</p>

Objective & Strategy	Concrete	Pictorial	Abstract															
<p>Grid method</p>	<p>Show the links with arrays to first introduce the grid method.</p>  <p>4 rows of 10 4 rows of 3</p> <p>Move onto base ten to move towards a more compact method.</p>  <p>4 rows of 13</p> <p>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</p>  <p>Calculations 4×126</p> <p>Fill each row with 126</p>  <p>Calculations 4×126</p> <p>Add up each column, starting with the ones making any exchanges needed</p>  <p>Then you have your answer.</p>	<p>Children can represent their work with place value counters in a way that they understand.</p> <p>They can draw the counters using colours to show different amounts or just use the circles in the different columns to show their thinking as shown below.</p>  <p>Bar model are used to explore missing numbers</p> 	<p>Start with multiplying by one digit numbers and showing the clear addition alongside the grid.</p> <table border="1" data-bbox="1429 435 1704 520"> <tr> <td>X</td> <td>30</td> <td>5</td> </tr> <tr> <td>7</td> <td>210</td> <td>35</td> </tr> </table> <p>$210 + 35 = 245$</p> <p>Moving forward, multiply by a 2 digit number showing the different rows within the grid method.</p> <table border="1" data-bbox="1435 775 1697 951"> <tr> <td></td> <td>10</td> <td>8</td> </tr> <tr> <td>10</td> <td>100</td> <td>80</td> </tr> <tr> <td>3</td> <td>30</td> <td>24</td> </tr> </table>	X	30	5	7	210	35		10	8	10	100	80	3	30	24
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Y3 MULTIPLICATION X

Objective & Strategy	Concrete	Pictorial	Abstract																																							
<p>Grid method recap from year 3 for 2 digits x 1 digit</p> <p>Move to multiplying 3 digit numbers by 1 digit. (year 4 expectation)</p>	<p>Use place value counters to show how we are finding groups of a number. We are multiplying by 4 so we need 4 rows</p>  <p>Calculations 4×126</p> <p>Fill each row with 126</p>  <p>Add up each col making any exchanges needed</p>	<p>Children can represent their work with place value counters in a way that they understand.</p> <p>They can draw the counters using colours to show different amounts or just use the circles in the different columns to show their thinking as shown below.</p> 	<p>Start with multiplying by one digit numbers and showing the clear addition alongside the grid.</p> <table border="1" data-bbox="1422 438 1691 518"> <tr> <td>x</td> <td>30</td> <td>5</td> </tr> <tr> <td>7</td> <td>210</td> <td>35</td> </tr> </table> <p>$210 + 35 = 245$</p>	x	30	5	7	210	35																																	
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<p>Column multiplication</p>	<p>Children can continue to be supported by place value counters at the stage of multiplication. This initially done where there is no regrouping. $321 \times 2 = 642$</p> <table border="1" data-bbox="459 981 739 1316"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>It is important at this stage that they always multiply the ones first.</p> <p>The corresponding long multiplication is modelled alongside</p>	Hundreds	Tens	Ones													<p>The grid method may be used to show how this relates to a formal written method.</p> <table border="1" data-bbox="974 885 1265 957"> <tr> <td>x</td> <td>300</td> <td>20</td> <td>7</td> </tr> <tr> <td>4</td> <td>1200</td> <td>80</td> <td>28</td> </tr> </table>  <p>Bar modelling and number lines can support learners when solving problems with multiplication alongside the formal written methods.</p>	x	300	20	7	4	1200	80	28	 <p>This may lead to a compact method.</p> <table border="1" data-bbox="1377 1212 1579 1372"> <tr> <td></td> <td>3</td> <td>2</td> <td>7</td> </tr> <tr> <td>x</td> <td></td> <td></td> <td>4</td> </tr> <tr> <td></td> <td>1</td> <td>3</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td>1</td> <td>2</td> </tr> </table>		3	2	7	x			4		1	3	0			1	2
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Y4 MULTIPLICATION X

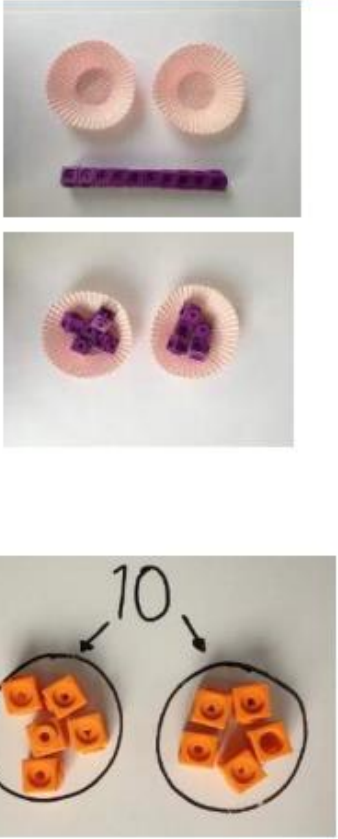
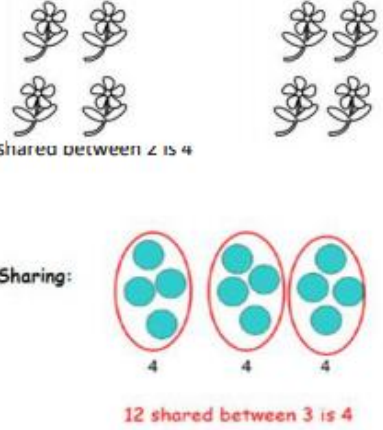
Y5-6 MULTIPLICATION X

Objective & Strategy	Concrete	Pictorial	Abstract																																																	
Column Multiplication for 3 and 4 digits x 1 digit.	<div style="display: flex; align-items: center;"> <table border="1" style="margin-right: 10px;"> <tr> <td style="background-color: #f08080;">Hundreds</td> <td style="background-color: #90ee90;">Tens</td> <td style="background-color: #6495ed;">Ones</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <div style="font-size: small;"> <p>It is important at this stage that they always multiply the ones first.</p> <p>Children can continue to be supported by place value counters at the stage of multiplication. This initially done where there is no regrouping. $321 \times 2 = 642$</p> </div> </div>	Hundreds	Tens	Ones													<div style="display: flex; align-items: center;"> <table border="1" style="margin-right: 20px;"> <tr> <td>x</td> <td>300</td> <td>20</td> <td>7</td> </tr> <tr> <td>4</td> <td>1200</td> <td>80</td> <td>28</td> </tr> </table> </div>	x	300	20	7	4	1200	80	28	<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> $\begin{array}{r} 327 \\ \times 4 \\ \hline 1208 \end{array}$ </div> <div style="font-size: small;"> <p>This will lead to a compact method.</p> </div> </div> <div style="margin-top: 20px;"> <table style="border-collapse: collapse; font-size: x-small;"> <tr><td style="border: 1px solid black; padding: 2px;">3</td><td style="border: 1px solid black; padding: 2px;">2</td><td style="border: 1px solid black; padding: 2px;">7</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">x</td><td style="border: 1px solid black; padding: 2px;"></td><td style="border: 1px solid black; padding: 2px;">4</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">1</td><td style="border: 1px solid black; padding: 2px;">3</td><td style="border: 1px solid black; padding: 2px;">0</td></tr> <tr><td style="border: 1px solid black; padding: 2px;"></td><td style="border: 1px solid black; padding: 2px;">2</td><td style="border: 1px solid black; padding: 2px;">8</td></tr> <tr><td style="border: 1px solid black; padding: 2px;"></td><td style="border: 1px solid black; padding: 2px;">1</td><td style="border: 1px solid black; padding: 2px;">2</td></tr> </table> </div>	3	2	7	x		4	1	3	0		2	8		1	2											
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Column multiplication	Manipulatives may still be used with the corresponding long multiplication modelled alongside.	<div style="display: flex; align-items: center;"> <table border="1" style="margin-right: 20px; background-color: #ff8c00; color: white; text-align: center;"> <tr> <td></td> <td>10</td> <td>8</td> </tr> <tr> <td>10</td> <td>100</td> <td>80</td> </tr> <tr> <td>3</td> <td>30</td> <td>24</td> </tr> </table> </div> <div style="margin-top: 20px; font-size: small;"> <p>Continue to use bar modelling to support problem solving</p> </div>		10	8	10	100	80	3	30	24	<div style="display: flex; align-items: center;"> <table border="1" style="margin-right: 20px; font-size: x-small;"> <tr><td></td><td>1</td><td>8</td></tr> <tr><td>x</td><td>1</td><td>3</td></tr> <tr><td></td><td>5</td><td>4</td></tr> <tr><td></td><td>2</td><td></td></tr> <tr><td></td><td>1</td><td>8</td><td>0</td></tr> <tr><td></td><td>2</td><td>3</td><td>4</td></tr> </table> <div style="font-size: x-small;"> <p>18 x 3 on the first row</p> <p>(8 x 3 = 24, carrying the 2 for 20, then 1 x 3)</p> <p>18 x 10 on the 2nd row. Show multiplying by 10 by putting zero in units first</p> </div> </div> <div style="margin-top: 20px;"> <table style="border-collapse: collapse; font-size: x-small;"> <tr><td style="border: 1px solid black; padding: 2px;">1</td><td style="border: 1px solid black; padding: 2px;">2</td><td style="border: 1px solid black; padding: 2px;">3</td><td style="border: 1px solid black; padding: 2px;">4</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">x</td><td style="border: 1px solid black; padding: 2px;"></td><td style="border: 1px solid black; padding: 2px;">1</td><td style="border: 1px solid black; padding: 2px;">6</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">7</td><td style="border: 1px solid black; padding: 2px;">4</td><td style="border: 1px solid black; padding: 2px;">0</td><td style="border: 1px solid black; padding: 2px;">4</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">1</td><td style="border: 1px solid black; padding: 2px;">2</td><td style="border: 1px solid black; padding: 2px;">3</td><td style="border: 1px solid black; padding: 2px;">4</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">1</td><td style="border: 1px solid black; padding: 2px;">9</td><td style="border: 1px solid black; padding: 2px;">7</td><td style="border: 1px solid black; padding: 2px;">4</td></tr> </table> <div style="font-size: x-small; margin-top: 5px;"> <p>(1234 x 6)</p> <p>(1234 x 10)</p> </div> </div>		1	8	x	1	3		5	4		2			1	8	0		2	3	4	1	2	3	4	x		1	6	7	4	0	4	1	2	3	4	1	9	7	4
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1	9	7	4																																																	

Objective & Strategy	Concrete	Pictorial	Abstract
Multiplying decimals up to 2 decimal places by a single digit.			<p>Remind children that the single digit belongs in the units column. Line up the decimal points in the question and the answer.</p> $ \begin{array}{r} 3.19 \\ \times 8 \\ \hline 25.52 \end{array} $

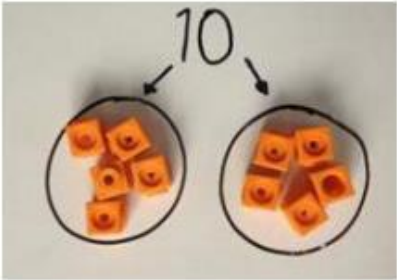

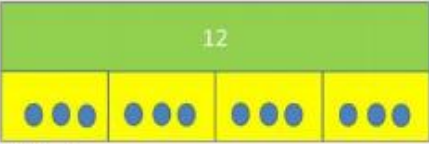
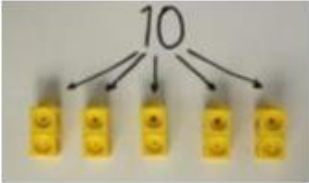
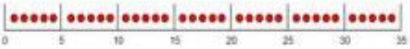
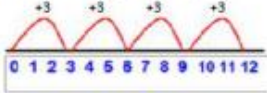


Y6

MULTIPLICATION X

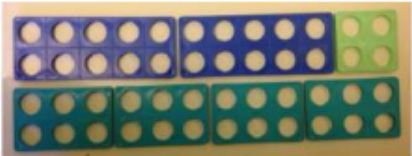
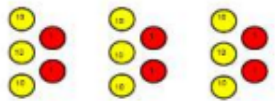
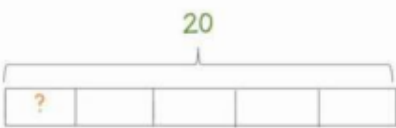

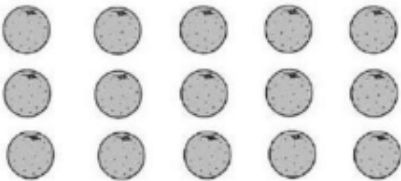
Objective & Strategy	Concrete	Pictorial	Abstract
<p>Division as sharing</p> <p>Use Gordon ITPs for modelling</p>	 <p>I have 10 cubes, can you share them equally in 2 groups?</p>	<p>Children use pictures or shapes to share quantities.</p>  <p>8 shared between 2 is 4</p> <p>Sharing: 4 4 4</p> <p>12 shared between 3 is 4</p>	<p>12 shared between 3 is</p> <p>4</p>

Y1

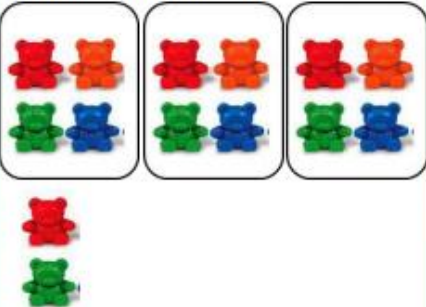
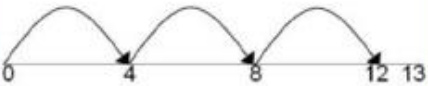

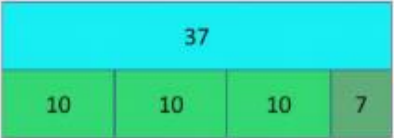
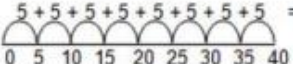
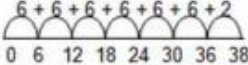
DIVISION ÷

Objective & Strategy	Concrete	Pictorial	Abstract
<p>Division as sharing</p>	 <p>I have 10 cubes, can you share them equally in 2 groups?</p>	<p>Children use pictures or shapes to share quantities.</p>  $8 \div 2 = 4$ <p>Children use bar modelling to show and support understanding.</p>  $12 \div 4 = 3$	$12 \div 3 = 4$
<p>Division as grouping</p>	<p>Divide quantities into equal groups. Use cubes, counters, objects or place value counters to aid understanding.</p>  	<p>Use number lines for grouping</p>   $12 \div 3 = 4$ <p>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.</p>  $20 \div 5 = ?$ $5 \times ? = 20$	$28 \div 7 = 4$ <p>Divide 28 into 7 groups. How many are in each group?</p>

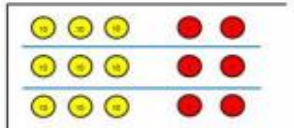
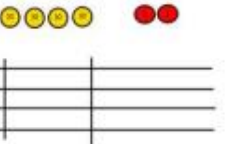
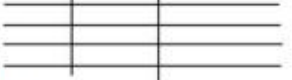
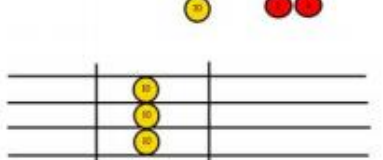
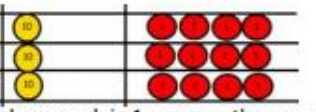
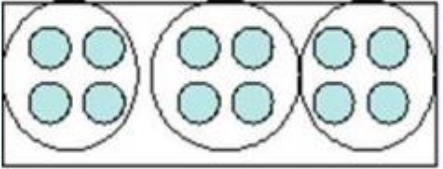
Y2 DIVISION ÷

Objective & Strategy	Concrete	Pictorial	Abstract
<p>Division as grouping</p>	<p>Use cubes, counters, objects or place value counters to aid understanding.</p>  <p>24 divided into groups of 6 = 4</p> $96 \div 3 = 32$ 	<p>Continue to use bar modelling to aid solving division problems.</p>  $20 \div 5 = ?$ $5 \times ? = 20$	<p>How many groups of 6 in 24?</p> $24 \div 6 = 4$
<p>Division with arrays</p>	 <p>Link division to multiplication by creating an array and thinking about the number sentences that can be created.</p> <p>Eg $15 \div 3 = 5$ $5 \times 3 = 15$ $15 \div 5 = 3$ $3 \times 5 = 15$</p>	<p>Draw an array and use lines to split the array into groups to make multiplication and division sentences</p> 	<p>Find the inverse of multiplication and division sentences by creating eight linking number sentences.</p> $7 \times 4 = 28$ $4 \times 7 = 28$ $28 \div 7 = 4$ $28 \div 4 = 7$ $28 = 7 \times 4$ $28 = 4 \times 7$ $4 = 28 \div 7$ $7 = 28 \div 4$

Y3 DIVISION ÷

Objective & Strategy	Concrete	Pictorial	Abstract
<p>Division with remainders.</p>	<p>$14 \div 3 =$</p> <p>Divide objects between groups and see how much is left over</p> 	<p>Jump forward in equal jumps on a number line then see how many more you need to jump to find a remainder.</p>  <p>Draw dots and group them to divide an amount and clearly show a remainder.</p>  <p>Use bar models to show division with remainders.</p>  <p>Example without remainder: $40 \div 5$ Ask "How many 5s in 40?" $5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = 8 \text{ fives}$ </p> <p>Example with remainder: $38 \div 6$ $6 + 6 + 6 + 6 + 6 + 6 + 2 = 6 \text{ sixes with a remainder of } 2$ </p> <p>For larger numbers, when it becomes inefficient to count in single multiples, bigger jumps can be recorded using known facts.</p>	<p>Complete written divisions and show the remainder using r.</p> $29 \div 8 = 3 \text{ REMAINDER } 5$ <p>↑ ↑ ↑ ↑ dividend divisor quotient remainder</p>

Y3 DIVISION ÷

Objective & Strategy	Concrete	Pictorial	Abstract
<p>Divide at least 3 digit numbers by 1 digit.</p> <p>Short Division</p>	<p>$96 \div 3$</p> <p>Tens Units</p> <p>3 2</p>  <p>Use place value counters to divide using the bus stop method alongside</p>  <p>Calculations $42 \div 3 =$</p>  <p>$42 \div 3 =$</p> <p>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.</p>  <p>We exchange this ten for ten ones and then share the ones equally among the groups.</p>  <p>We look how much in 1 group so the answer is 14.</p>	<p>Students can continue to use drawn diagrams with dots or circles to help them divide numbers into equal groups.</p>  <p>Encourage them to move towards counting in multiples to divide more efficiently.</p>	<p>Begin with divisions that divide equally with no remainder.</p> $\begin{array}{r} 218 \\ 3 \overline{) 872} \end{array}$ <p>Move onto divisions with a remainder.</p> $\begin{array}{r} 86 \text{ r } 2 \\ 3 \overline{) 432} \end{array}$ <p>Finally move into decimal places to divide the total accurately.</p> $\begin{array}{r} 14.6 \\ 35 \overline{) 511.0} \end{array}$ $\begin{array}{r} 0663 \text{ r } 5 \\ 8 \overline{) 53029} \end{array}$

Y4-6

DIVISION ÷

Long Division

Step 1—a remainder in the ones

$$\begin{array}{r}
 \text{h t o} \\
 041\text{R}1 \\
 \hline
 4 \overline{) 165}
 \end{array}$$

4 does not go into 1 (hundred). So combine the 1 hundred with the 6 tens (160).

4 goes into 16 four times.

4 goes into 5 once, leaving a remainder of 1.

$$\begin{array}{r}
 \text{th h t o} \\
 0400\text{R}7 \\
 \hline
 8 \overline{) 3207}
 \end{array}$$

8 does not go into 3 of the thousands. So combine the 3 thousands with the 2 hundreds (3,200).

8 goes into 32 four times ($3,200 \div 8 = 400$)

8 goes into 0 zero times (tens).

8 goes into 7 zero times, and leaves a remainder of 7.

Y6

DIVISION ÷

Long Division

Step 1 continued...

$$\begin{array}{r}
 \text{h t o} \\
 061 \\
 4 \overline{) 247} \\
 \underline{-4} \\
 3
 \end{array}$$

When dividing the ones, 4 goes into 7 one time. Multiply $1 \times 4 = 4$, write that four under the 7, and subtract. This finds us the remainder of 3.

Check: $4 \times 61 + 3 = 247$

$$\begin{array}{r}
 \text{th h t o} \\
 0402 \\
 4 \overline{) 1609} \\
 \underline{-8} \\
 1
 \end{array}$$

When dividing the ones, 4 goes into 9 two times. Multiply $2 \times 4 = 8$, write that eight under the 9, and subtract. This finds us the remainder of 1.

Check: $4 \times 402 + 1 = 1,609$

Y6
DIVISION
÷

Long Division

Y6

DIVISION ÷

Step 2—a remainder in the tens

1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
$\begin{array}{r} \text{t o} \\ 2 \overline{) 58} \\ \underline{4} \\ 18 \end{array}$ <p>Two goes into 5 two times, or 5 tens ÷ 2 = 2 whole tens -- but there is a remainder!</p>	$\begin{array}{r} \text{t o} \\ 2 \overline{) 58} \\ \underline{-4} \\ 18 \end{array}$ <p>To find it, multiply $2 \times 2 = 4$, write that 4 under the five, and subtract to find the remainder of 1 ten.</p>	$\begin{array}{r} \text{t o} \\ 2 \overline{) 58} \\ \underline{-4} \\ 18 \end{array}$ <p>Next, drop down the 8 of the ones next to the leftover 1 ten. You combine the remainder ten with 8 ones, and get 18.</p>

1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
$\begin{array}{r} \text{t o} \\ 2 \overline{) 58} \\ \underline{-4} \\ 18 \end{array}$ <p>Divide 2 into 18. Place 9 into the quotient.</p>	$\begin{array}{r} \text{t o} \\ 2 \overline{) 58} \\ \underline{-4} \\ 18 \\ \underline{-18} \\ 0 \end{array}$ <p>Multiply $9 \times 2 = 18$, write that 18 under the 18, and subtract.</p>	$\begin{array}{r} \text{t o} \\ 2 \overline{) 58} \\ \underline{-4} \\ 18 \\ \underline{-18} \\ 0 \end{array}$ <p>The division is over since there are no more digits in the dividend. The quotient is 29.</p>

Long Division

Step 2—a remainder in any of the place values

1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
$\begin{array}{r} \text{h t o} \\ 1 \\ 2 \overline{) 278} \end{array}$ <p>Two goes into 2 one time, or 2 hundreds $\div 2 = 1$ hundred.</p>	$\begin{array}{r} \text{h t o} \\ 1 \\ 2 \overline{) 278} \\ -2 \\ \hline 0 \end{array}$ <p>Multiply $1 \times 2 = 2$, write that 2 under the two, and subtract to find the remainder of zero.</p>	$\begin{array}{r} \text{h t o} \\ 18 \\ 2 \overline{) 278} \\ -2 \\ \hline 07 \end{array}$ <p>Next, drop down the 7 of the tens next to the zero.</p>
Divide.	Multiply & subtract.	Drop down the next digit.
$\begin{array}{r} \text{h t o} \\ 13 \\ 2 \overline{) 278} \\ -2 \\ \hline 07 \end{array}$ <p>Divide 2 into 7. Place 3 into the quotient.</p>	$\begin{array}{r} \text{h t o} \\ 13 \\ 2 \overline{) 278} \\ -2 \\ \hline 07 \\ -6 \\ \hline 1 \end{array}$ <p>Multiply $3 \times 2 = 6$, write that 6 under the 7, and subtract to find the remainder of 1 ten.</p>	$\begin{array}{r} \text{h t o} \\ 13 \\ 2 \overline{) 278} \\ -2 \\ \hline 07 \\ -6 \\ \hline 18 \end{array}$ <p>Next, drop down the 8 of the ones next to the 1 leftover ten.</p>
1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
$\begin{array}{r} \text{h t o} \\ 139 \\ 2 \overline{) 278} \\ -2 \\ \hline 07 \\ -6 \\ \hline 18 \end{array}$ <p>Divide 2 into 18. Place 9 into the quotient.</p>	$\begin{array}{r} \text{h t o} \\ 139 \\ 2 \overline{) 278} \\ -2 \\ \hline 07 \\ -6 \\ \hline 18 \\ -18 \\ \hline 0 \end{array}$ <p>Multiply $9 \times 2 = 18$, write that 18 under the 18, and subtract to find the remainder of zero.</p>	$\begin{array}{r} \text{h t o} \\ 139 \\ 2 \overline{) 278} \\ -2 \\ \hline 07 \\ -6 \\ \hline 18 \\ -18 \\ \hline 0 \end{array}$ <p>There are no more digits to drop down. The quotient is 139.</p>

Y6
139
DIVISION
÷

Monitoring and Evaluating

Monitoring the standards of children's learning and the quality of teaching in Maths is the responsibility of the Maths Subject Leader. The Maths Subject Leader monitors the quality of planning and outcomes, carries out learning walks when appropriate and a subject audit. The work of the Maths Subject Leader also involves supporting colleagues in the teaching of Maths and keeping them informed about developments in the subject. This is monitored in turn by the Senior Leadership Team. Pupil Progress meetings are held each term to discuss the progress of each child.

Health and Safety

All staff are aware of the requirements of the school's Health and Safety Policy. Risk assessments are carried out for all activities, taking into account medical issues, where needed. Visits to off-school sites are arranged in line with the school visits policy.

Dissemination of this policy

The policy will be publicised to all teaching staff in a staff meeting and to all parents via the school website. Copies will be made available for all parents who request it.

Policy:	Maths
Written and agreed by:	David Jane and agreed by SLT
Date written:	April 2021
Approved by:	The Governing Body
Date:	Policy Awaiting Ratification
Review cycle:	Bi-annually
Review Date	May 2023