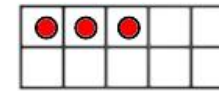
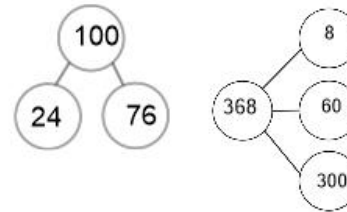
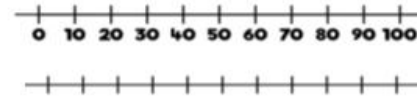


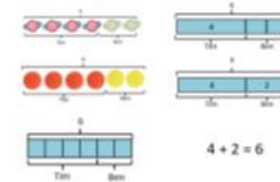
Lanivet's Calculation Policy



At Lanivet School, we use a wide range of manipulatives to develop and support children's calculations. We also use a variety of pictorial models such as number lines, ten frames, part-whole models, bar models and place value charts. These concrete and pictorial resources are used throughout the school as they give the children a deeper understanding; enabling them to master their calculations for all four operations.



Small steps



Thousands			Ones		
H	T	O	H	T	O
4	0	3	7	1	3

Hundreds	Tens	Ones
□		••••

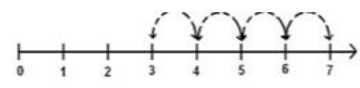
Addition Key Stage 1

Year 1

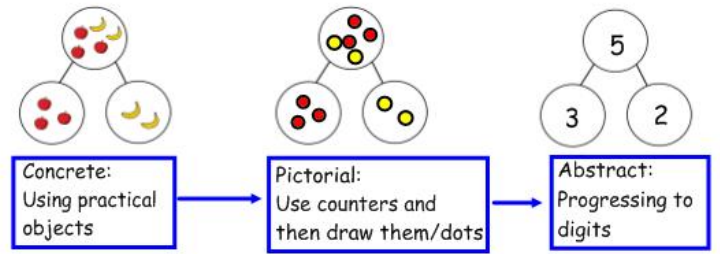
Adding numbers to 10 by joining two groups of cubes, counters or objects



Progress to counting on with a number line



Use Part-Whole models

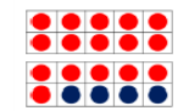


Learn their number bonds to 10 and recognise related addition and subtraction facts.

<p>6 + 4 = 10 4 + 6 = 10 10 - 4 = 6 10 - 6 = 4</p> <p>Tens Frame</p>	<p>6 + 4 = 10 4 + 6 = 10 10 - 4 = 6 10 - 6 = 4</p> <p>Part Whole Model</p>	<table border="1"> <tr><td colspan="2">10</td></tr> <tr><td>6</td><td>4</td></tr> </table> <p>6 + 4 = 10 4 + 6 = 10 10 - 4 = 6 10 - 6 = 4</p> <p>Bar Model</p>	10		6	4
10						
6	4					

10 =	1 + 9	2 + 8	3 + 7	4 + 6

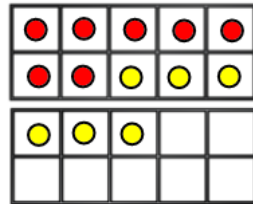
Use these models and children's understanding to progress with finding number bonds to 20.



Addition Key stage 1

Year 1

To add two digit to which bridge 20:
Use counters and tens frames. When confident, children can draw counters onto tens frame images.



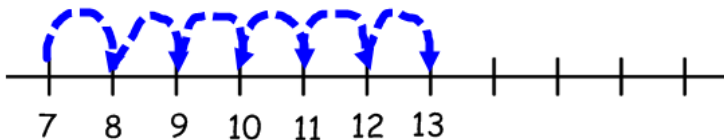
$$7 + 6 = 13$$

Example sentence stems:

There are ___ red counters.
There are ___ yellow counters.
Altogether there are ___ counters.

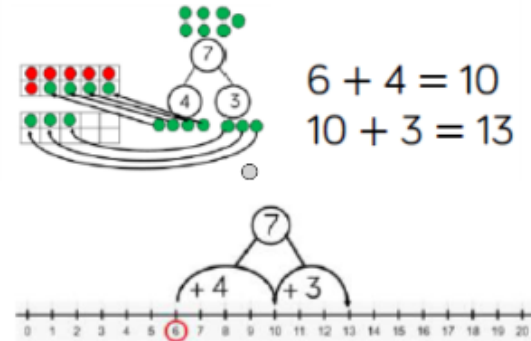
First there were ____.
Then ___ more were added.
Now there is ____.

Use a numberline



Start with the largest number (7) and count on 6 more

Progress to adding numbers within 20 by first making 10 using their understanding of number bonds using part-wholes and tens frames to support them. They can also show this partitioning using a number line. This will help them confidently move on to mental methods.



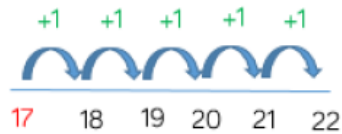
Addition Key Stage 1

Year 2

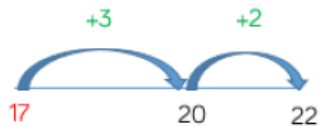
Continue to use concrete manipulatives and pictorial models from year 1 to support children with their mental strategies, learning their number bonds and to progress to learning their bonds to 100.

Use related facts such as $5 + 4 = 9$, $50 + 40 = 90$

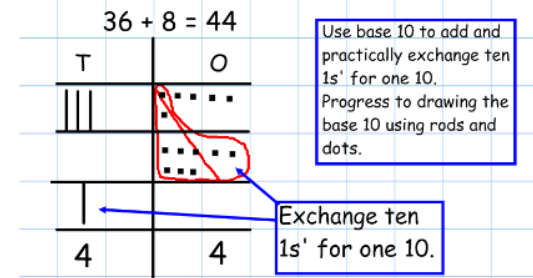
To add a one digit number to a two digit number up to 100.



Start by counting up in ones on a blank number line

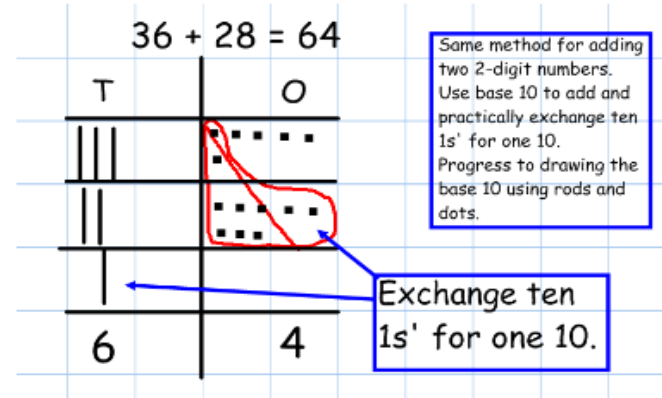


Progress to using their number bonds. Partition to add up to the next multiple of 10. Use manipulatives and part-whole models as in year 1 to support if needed with partitioning the number which is being added.



Use base 10 to add and practically exchange ten 1s' for one 10. Progress to drawing the base 10 using rods and dots.

Exchange ten 1s' for one 10.



Same method for adding two 2-digit numbers. Use base 10 to add and practically exchange ten 1s' for one 10. Progress to drawing the base 10 using rods and dots.

Exchange ten 1s' for one 10.

Children can use the partitioning method:

$$30 + 20 = 50$$


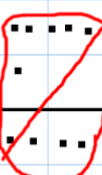


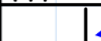
$$6 + 8 = 14$$

$$50 + 14 = 64$$

Addition Key stage 2

Year 3

$$156 + 285 = 441$$

H	T	O
<input type="checkbox"/>		
<input type="checkbox"/> <input type="checkbox"/>		
<input type="checkbox"/>		
4	4	1

Show exchanging using manipulatives such as base 10 or place value counters. Show pictorially in a place value chart to support addition column method

Exchange ten 1s' for one 10

	H	T	O
	1	5	6
+	2	8	5
	4	4	1
	1	1	

Progress to formal column method for adding three digit numbers

Year 4

$$2456 + 3728 = 6184$$

	Th	H	T	O
	2	4	5	6
+	3	7	2	8
	6	1	8	4
	1		1	

Following on from year 3 methods to adding 4 digit numbers with exchanging.

Addition Keys stage 2

Year 5 and 6

Formal column method to add more than 4 digits.

$$29456 + 34728 = 64184$$

	Tth	Th	H	T	O
	2	9	4	5	6
+	3	4	7	2	8
	6	4	1	8	4
	↑	↑		↑	

Year 5 and 6 (adding decimals)

Add decimals upto 3 decimal places varying in decimal places

$$42.956 + 13.785 = 56.741$$

	T	O	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
	4	2	9	5	6
+	1	3	7	8	5
	5	6	7	4	1
		↑	↑	↑	

$$42.95 + 3.785 = 46.735$$

	T	O	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
	4	2	9	5	0
+		3	7	8	5
	4	6	7	3	5
		↑	↑		

Ensure they place the digits in the correct place value columns

Place 0 in decimal columns so they understand it has a value of 0 not nothing.

Subtraction Key Stage 1

Year 1

Children need to know their number bond facts for addition and subtraction to 10 and to 20. Refer to the addition calculations for year 1 for number bond activities and related facts.

Subtract single digit numbers



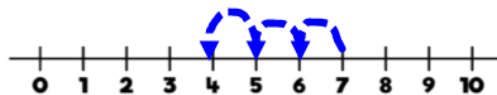
$$7 - 3 =$$

Physically take away cubes, counters or objects to find how many are left.



$$7 - 3 = 4$$

Cross out the amount on images and count how many are left.

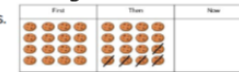


Count back on a number line

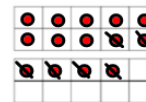
To subtract a single digit up to 20

Use first, then and now grids

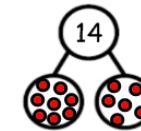
First there were ___ biscuits.
Then ___ were eaten.
Now there are ___ biscuits.
 $16 - 5 =$ ___



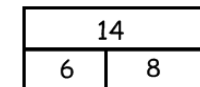
$$14 - 6 =$$



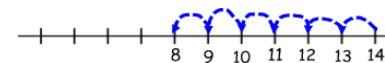
Cross out counters on a tens frame



Move counters from the whole to the part to support understanding

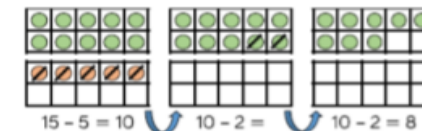


Abstract bar model



Use a number line to count back in ones

Partition using knowledge of number bonds to 10 to count back to the nearest ten and then subtract what is left. Use tens frames or number lines as a pictorial model for support.



Subtraction Key Stage 1

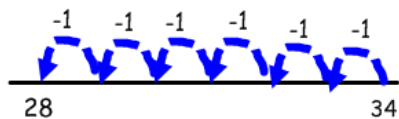
Year 2

Continue to use concrete manipulatives and pictorial models from year 1 to support children with their mental strategies, learning their number bonds and to progress to learning their related facts with bonds to 100.

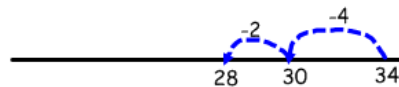
Use related facts such as $9 - 4 = 5$, $90 + 40 = 50$

Subtracting a single digit from a two digit number

$$34 - 6 = 28$$



Use a blank number line to count back in ones



Progress to using their number bonds. Partition to subtract to the previous multiple of 10. Use manipulatives and part-whole models as in year 1 to support if needed with partitioning the number which is being subtracted.

Children recognise they need to exchange one 10 rod for ten 1s'. Do this practically with base 10 until secure with this process and then progress to drawing it.

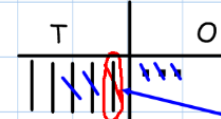
$53 - 8 = 45$	
T	O
4	5

Exchange a ten for 10 ones

Then subtract by crossing out the ones.

Subtracting two 2-digit numbers

$$53 - 28 = 25$$



Children recognise they need to exchange one 10 rod for ten 1s'. Do this practically with base 10 until secure with this process and then progress to drawing it.

Exchange a ten for 10 ones

Then subtract by crossing out the ones then the tens

Subtraction Key Stage 2

Year 3

$$463 - 127 = 336$$

H	T	O
3	3	6

Use manipulatives such as place value counters and base 10. Show pictorially using a place value chart to support understanding of exchanging in the formal column method.

Exchange one 10 for ten 1s'.

$$463 - 127 = 336$$

	H	T	O
	4	6 ⁵	3 ¹³
-	1	2	7
	3	3	6

Formal column method to subtract three digit numbers with exchanging.

Year 4

$$7483 - 2736 = 4747$$

	Th	H	T	O
	7 ⁶	4 ¹⁴	8 ⁷	3 ¹³
+	2	7	3	6
	4	7	4	7

Following on from year 3 methods to subtract 4 digit numbers with exchanging.

Subtraction Key Stage 2

Year 5 and 6

Use manipulatives and model using place value charts with base 10 and place value counters to support where needed.

Formal column method to subtract more than 4 digits with exchanging.

$$78426 - 34752 = 43684$$

	Tth	Th	H	T	O
	7	8 ⁷	4 ¹³	2 ¹	6
-	3	4	7	5	2
	4	3	6	8	4

Year 5 and 6 (Subtracting decimals)

Subtract decimals with different amount of decimal places

$$42.956 - 13.785 = 29.171$$

	T	O	•	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
	4 ³	2 ¹	•	9 ⁸	5 ¹	6
-	1	3	•	7	8	5
	2	9	•	1	7	1

$$42.95 - 3.715 = 39.235$$

	T	O	•	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
	4 ³	2 ¹	•	9 ⁴	5 ¹	0
-		3	•	7	1	5
	3	9	•	2	3	5

Ensure they place the digits in the correct place value columns

Place 0 in decimal columns so they understand it has a value of 0 not nothing.

Multiplication Key Stage 1

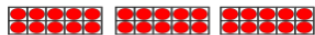
Year 1

Use 100 squares, number lines, tens frames, base 10, place value counters and objects to support children with counting in tens

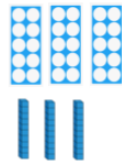
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



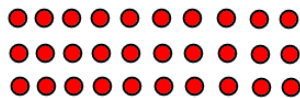
There are 10 flowers in each bunch
There are 5 bunches.
There are 50 flowers altogether.



$10 + 10 + 10 = 30$
3 lots of 10 = 30
3 equal groups of 10 = 30
Progress to 3×10 when secure



Use numicon, tens frames, place value counters, base 10 and objects to support and have variation with counting in 10s.



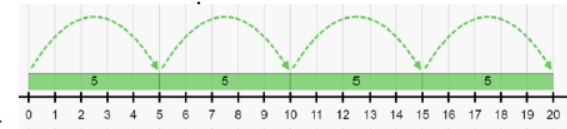
Use arrays:
3 rows with 10 counters in each row
10 columns with 3 counters in each column
30 counters altogether



Use hands to support counting in 5s.
Use other familiar objects such as wheels on bikes for counting in 2s'.



$5 + 5 + 5 + 5 =$ _____



4 bags
5 apples in each bag
There are 20 apples altogether.

$4 \times 5 = 20$



Use numicon, counters, base 10 and objects



4 rows of 5 = 20



6 columns of 2 = 12

Recognise and use arrays

Use the term 'doubling' when counting and multiplying by 2.

Multiplication Key Stage 1

Year 2

The pupils are to learn the multiplication facts for the 2, 5 and 10 times tables.

Pupils are to continue to use the pictorial models and language used in year 1 to reinforce and secure their understanding: equal groups of objects, numicon, tens frames, cubes, base 10, number lines and arrays.



$$\square \times \square =$$

$$\square \text{ lots of } 3 = \square$$

$$\square \text{ multiplied by } \square = 12$$

Complete the sentences to describe the equal groups.

$$\square + \square + \square = 18$$

$$\square \times \square = 18$$

There are ___ equal groups with ___ in each group.
There are three ___.

Show their understanding by representing the calculations in different ways:

	Draw it (array)	Say it There are ___ equal groups with ___ in each group
Add it	Multiplication	Bar Model

Recognise related facts with division

Use fact family triangles.

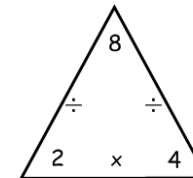
Have missing numbers in the calculations

$$2 \times 4 = 8$$

$$4 \times 2 = 8$$

$$8 \div 4 = 2$$

$$8 \div 2 = 4$$



Multiplication Key stage 2

Year 3

Pupils to learn their multiplication and division facts for 2, 5, 10, 3, 4 and 8 times table facts.

Tens	Ones

$$21 \times 4 = 84$$

$$4 \times 1 = 4$$

$$4 \times 20 = 80$$

$$80 + 4 = 84$$

Use a place value chart and manipulatives to model multiplying

Partition into tens and ones then multiply, adding up the products.

Progress to partitioning, using a grid method

$$42 \times 3 = 126$$

X	40	2
3	120	6

$$120 + 6 = 126$$

Year 4

Pupils to learn their multiplication and division facts up to 12×12

Support understanding using manipulatives in a place value chart.

Use a grid method to multiply three digit by two digit numbers.

$$245 \times 4 = 980$$

H	T	O

x	200	40	5
4	800	160	20
$800 + 160 + 20 = 980$			

$$245 \times 4 = 980$$

	H	T	O
	2	4	5
x			4
	9	8	0
	1	2	

Progress to using formal column method for multiplication

Multiplication Key Stage 2

Year 5 and Year 6

Short multiplication using the same grid and formal method as year 4 using four digits multiplied by one digit.

Long multiplication

132 x 4 = 3168				
Th	H	T	O	
	1	3	2	
x		2	4	
	5	2	8	(132 x 4)
+	2	6	4	0
	3	1	6	8

Place a 0 in the ones column to show multiplying by 10 (10 times bigger)

Progress to removing brackets from the expanded method.

Year 5 and Year 6

For year 6 carry out the same short and long multiplication method as year 5 (Progress to removing brackets from expanded method)

Multiplying one digit numbers by decimals up to two decimal places.

23.48 x 6 = 141.88					
Th	H	T	O	$\frac{1}{10}$	$\frac{1}{100}$
		2	3	4	8
x					6
	1	4	1	8	8
		2	2	4	

Ensure children recognise the multiplier as 6 ones

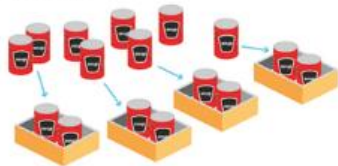
Ensure the decimal point is in the answer box

Division Key Stage 1

Year 1

Pupils are to be given lots of practical activities to physically share objects, cubes, place value counters etc.

There are 8 cans.



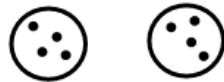
There are 4 boxes of 2 cans.

Use physical objects to support their sharing

Progress to drawing dots on each plate as they share the amount.

Share the muffins equally between the two plates.
Complete the sentence

___ cakes shared equally between 2 is ___

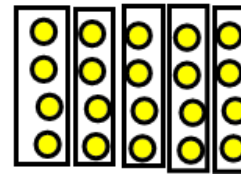


Year 2

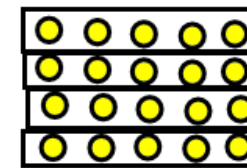
See related multiplication and division facts on multiplication section.

Pupils are given practical activities to practise sharing and grouping.

Pupils can use arrays to divide



$$20 \div 5 = 4$$



$$20 \div 4 = 5$$

Division Key stage 1

Year 2

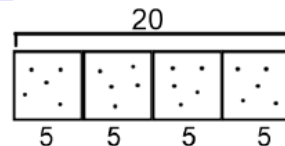
Solve by sharing into three groups.
How many in each group?

Share the 15 cakes between
three children.
How many cakes do they
each get?



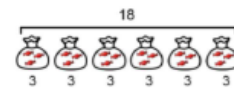
Pupils can share by counting out 20
dots as they share into a bar model

Billy draws this bar model to divide
20 between 4 equal groups.
He writes $20 \div 4 = 5$

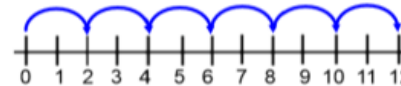


Solve by grouping into 3s'.
How many groups?

Mrs Green has 18 sweets.
She puts 3 sweets in each bag.
How many bags can she fill?



$$18 \div \square = 3$$
$$\square \times 3 = 18$$



Group using number lines by
counting in 2s'
















Division Key Stage 2

Year 3

To divide two digits by a single digit number

$$69 \div 3 = 23$$

Use place value counters and share them equally into a place value chart, which is split into equal groups.

Tens	Ones
 	  
 	  
 	  

$$42 \div 3 =$$



Recognise that you need to exchange one 10 for ten 1s'

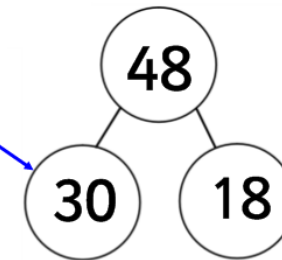
Tens	Ones
	   
	   
	   

Year 3

Progress to partitioning using a part-whole model and divide each part by the divisor.

$$48 \div 3 = 16$$

Use multiple of 10 facts of divisor.
e.g: $10 \times 3 = 30$



$$30 \div 3 = 10$$

$$18 \div 3 = 6$$

$$10 + 6 = 16$$

$$48 \div 3 = 16$$

Division Key Stage 2

Year 4

Continue with year 3 division methods for dividing three digits by a single digit, with remainders, until confident.

Progress to the short division method, using place value counters to support where needed.

$981 \div 4 = 245 \text{ r}1$

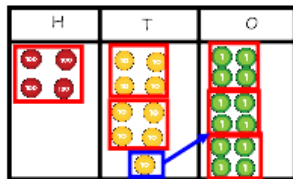
Use multiple of 100 facts of divisor
 $4 \times 200 = 800$

Use multiple of 10 facts of divisor
 $4 \times 40 = 160$

What is left to make the whole

$800 + 4 = 200$
 $160 + 4 = 40$
 $21 + 4 = 5 \text{ r}1$

$492 \div 4 =$



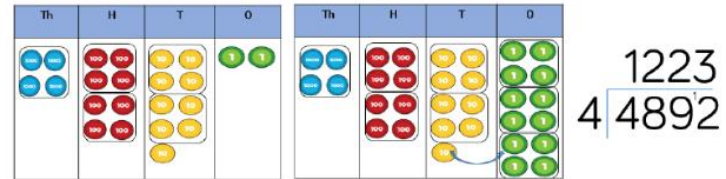
$4 \overline{) 492}$

Exchange one 10 for ten 1s

Year 5

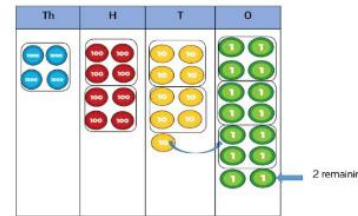
Use place value counters and a place value chart to support understanding of the short division method where needed.

$4892 \div 4 = 1223$



$4894 \div 4 = 1223$

Dividing with remainders



$4 \overline{) 4894} \text{ r}2$

Division Key stage 2

Year 6

Use the same short method for division as in year 5. Also use the short division method if dividing by 11 and 12.

Long division method

$3744 \div 16 = 234$				Multiples to Help $2 \times 16 = 32$ $3 \times 16 = 48$ $4 \times 16 = 64$ $5 \times 16 = 80$
		2 3 4		
16	3 7 4 4			
-	3 2			
	5 4			
-	4 8			
		6 4		
	-	6 4		
		0		

Year 5 and 6 (dividing with remainders and decimals)

Remainders can be shown as a decimal or a quotient

$$637 \div 4 = 159 \frac{1}{4}$$

1 5 9	$\frac{1}{4}$	Write the remainder over the divisor to form a fraction remainder
4 6 2 3 7		

$$637 \div 4 = 159.25$$

1 5 9	.	2 5	Place the remainder into the tenths column. Continue this into the next decimal place value (maximum of 3 decimal places)
4 6 2 3 7	.	0 0	
			Put the decimal point into the calculation and answer.

$$826.4 \div 5 = 165.28$$

1 6 5	.	2 8	Continue remainders into the next decimal place column (maximum of 3 decimal places).
5 8 2 6	.	4 0	