



Eastnor Primary School

Calculation Policy

At Eastnor School we recognise that mathematics can only be used effectively when the user understands the tool, and has ownership of it. With our calculation policy, we can be confident throughout school, that the hard work we all put into teaching the children each year to calculate, will be consolidated and extended the following year. By agreeing on the use of strategies and mathematical language the children will be taught in a consistent way in all classes, developing their understanding as they progress through school. This will hopefully cause less confusion for the children and ensure they have the necessary strategies and scaffolding to enable them to solve mathematical problems. Children will then be encouraged to use the calculation strategies they are secure with, whether done mentally or using pencil and paper methods.

At Eastnor School we are using the 'White Rose Hub' format as a basis for our planning. We are not following it completely but use it as a tool.

We are using the White Rose Hub philosophy of:

- **Fluency** - using Learning Objectives from the National Curriculum
- **Reasoning**
- **Problem-solving**

In all our maths work we are using a **CPA approach** within our maths lessons (**CPA – Concrete/ Pictorial/ Abstract**)

We are using resources such as - White Rose, NCETM Mastery documents & nrich problems.

The aim is that when children leave Eastnor they:

- Have a secure knowledge of number facts and a good understanding of the four calculation operations (addition, subtraction, multiplication and division)
- Make use of jottings, diagrams and informal notes to help record steps and part answers when using mental methods that generate more information than can be kept in their heads
- Have an efficient, reliable, written method of calculation for each operation that they are able to apply with confidence when they are unable to perform a calculation mentally

Progression in Calculations

Foundation Stage End of year expectations states that by the end of Foundation Stage children should be able to:

Number - Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

End of KSI expectations states that end of KSI children should be able to:

- solve problems with addition and subtraction:
- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental and written methods
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - o a two-digit number and ones
 - o a two-digit number and tens
 - o two two-digit numbers
 - o adding three one-digit numbers
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Children will always count forwards on the number lines.

End of year expectations states that Year 3 children should be able to:

- add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction
 - recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
 - write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- Children will ALWAYS start with the 'ones' when adding, subtracting and multiplying.

End of year expectations states that Year 4 children should be able to:

- add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate
 - recall multiplication and division facts for multiplication tables up to 12×12
 - multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- Children will ALWAYS start with the 'ones' when adding, subtracting and multiplying.

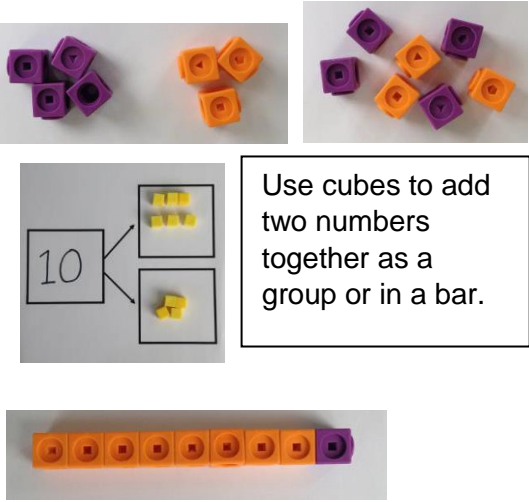
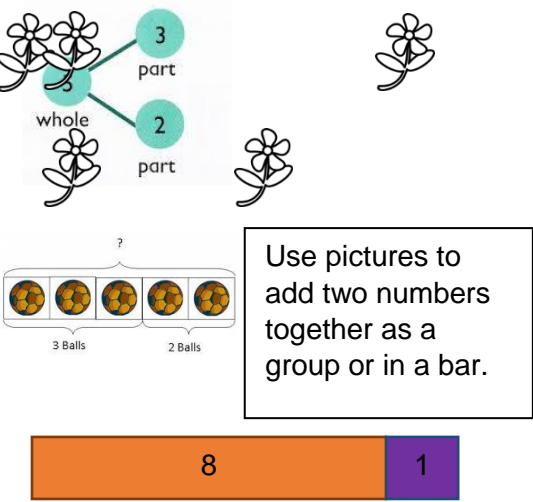
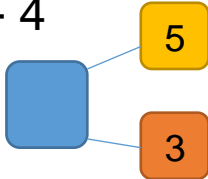

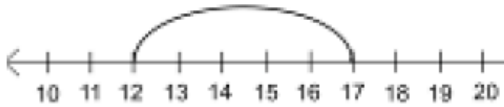

End of year expectations states that Year 5 children should be able to:

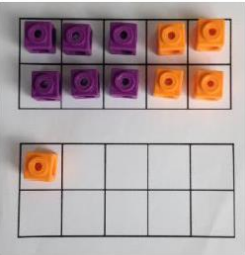
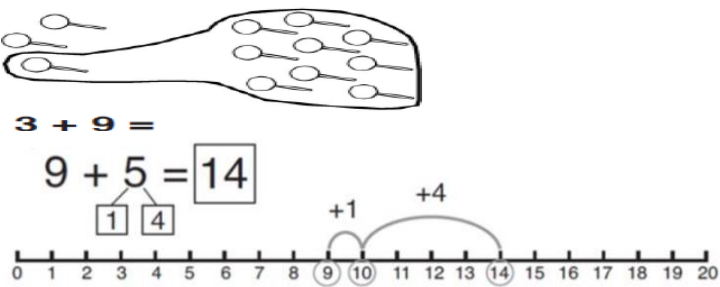
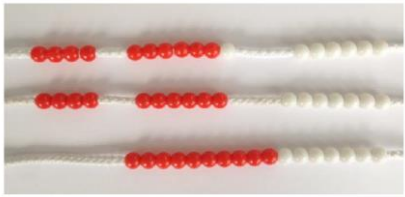
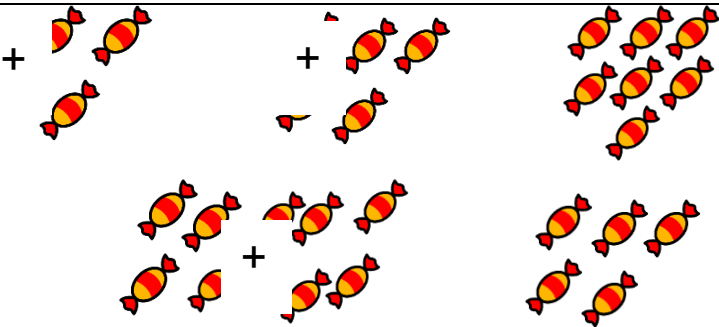
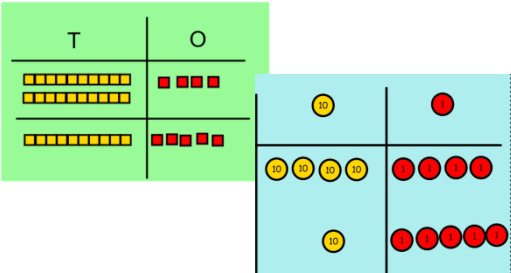
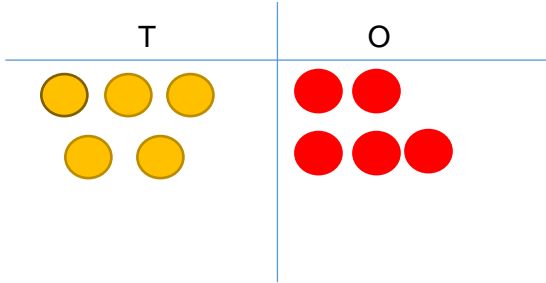
- add and subtract whole numbers with more than 4 digits, including using formal written methods (column addition and subtraction)
 - multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
 - divide numbers up to 4 digits by a one-digit number using the formal written method of short division
- Children will ALWAYS start with the 'ones' when adding, subtracting and multiplying.

End of year expectations states that Year 6 children should be able to:

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
 - divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- Children will ALWAYS start with the 'ones' when adding, subtracting and multiplying.

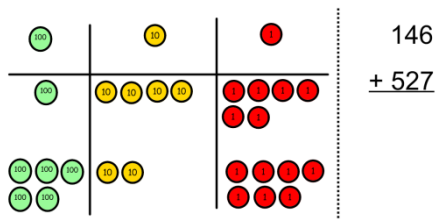
Addition

Objective and Strategies	Concrete	Pictorial	Abstract
<p>Combining two parts to make a whole: part-whole model</p>	 <p>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>	<p>$4 + 3 = 7$</p> <p>$10 = 6 + 4$</p>  <p>Use the part-part whole diagram as shown above to move into the abstract</p>
<p>Starting at the bigger number and counting on</p>	 <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>	<p>$12 + 5 = 17$</p>  <p>Start at the larger number on the number line and count on in ones or in one jump to find the answer.</p>	<p>$5 + 12 = 17$</p> <p>Place the larger number in your head and count on the smaller number to find your answer.</p>
<p>Regrouping to make 10.</p>	 <p>$6 + 5 = 11$</p>	<p>Use pictures or a number line. Regroup or partition the smaller number to make 10.</p>	<p>$7 + 4 = 11$</p> <p>If I am at seven, how many more do I need to make 10. How many more do I add on now?</p>

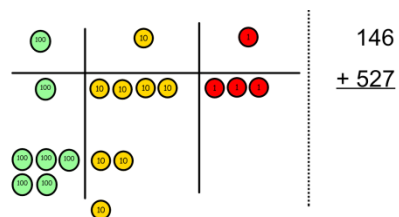
	 <p>Start with the bigger number and use the smaller number to make 10.</p>	 <p> $3 + 9 =$ $9 + 5 = 14$ $1 \quad 4$ $+1 \quad +4$ </p>	
Adding three single digits	<p>$4 + 7 + 6 = 17$ Put 4 and 6 together to make 10. Add on 7.</p>  <p>Following on from making 10, make 10 with 2 of the digits (if possible) then add on the third digit.</p>	 <p>Add together three groups of objects. Draw a picture to recombine the groups to make 10.</p>	<p> $4 + 7 + 6 = 10 + 7$ 10 $= 17$ </p> <p>Combine the two numbers that make 10 and then add on the remainder.</p>
Column method- no regrouping	<p>$24 + 15 =$ Add together the ones first then add the tens. Use the Base 10 blocks first before moving onto place value counters.</p> 	<p>After practically using the base 10 blocks and place value counters, children can draw the counters to help them to solve additions.</p> 	<p><u>Calculations</u></p> <p>$21 + 42 =$</p> <p> 21 $+ 42$ </p>

Column method-regrouping

Make both numbers on a place value grid.



Add up the units and exchange 10 ones for one 10.

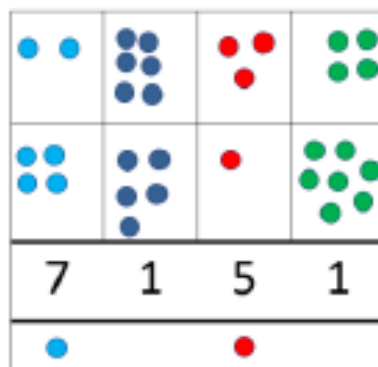


Add up the rest of the columns, exchanging the 10 counters from one column for the next place value column until every column has been added.

This can also be done with Base 10 to help children clearly see that 10 ones equal 1 ten and 10 tens equal 100.

As children move on to decimals, money and decimal place value counters can be used to support learning.

Children can draw a pictorial representation of the columns and place value counters to further support their learning and understanding.



Start by partitioning the numbers before moving on to clearly show the exchange below the addition.

$$\begin{array}{r} 20 + 5 \\ 40 + 8 \\ 60 + 13 = 73 \end{array}$$

$$\begin{array}{r} 536 \\ + 85 \\ \hline 621 \\ 11 \end{array}$$

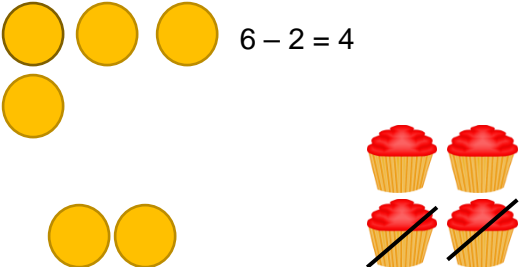
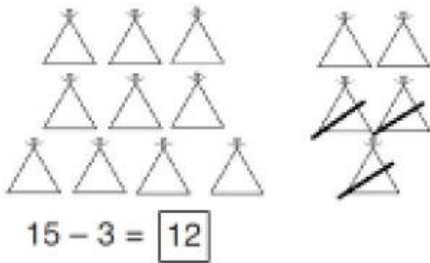


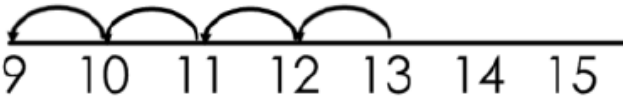
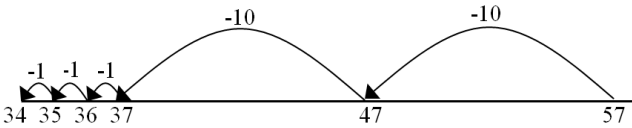
As the children move on, introduce decimals with the same number of decimal places and different. Money can be used here.

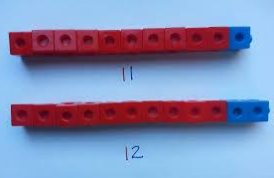
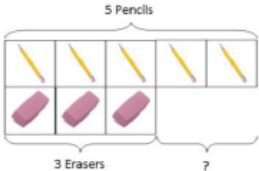
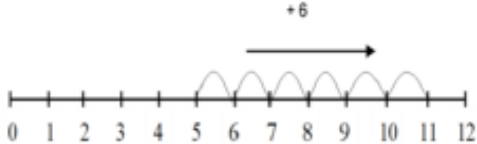
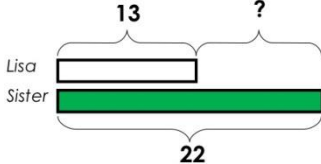
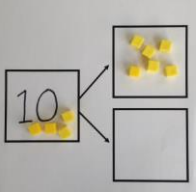
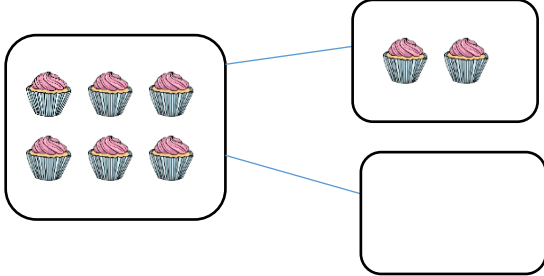
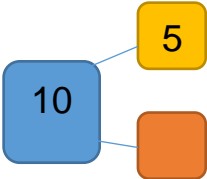

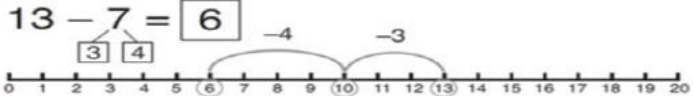
$$\begin{array}{r} 72.8 \\ + 54.6 \\ \hline 127.4 \end{array}$$

$$\begin{array}{r} £ 23.59 \\ + £ 7.55 \\ \hline £ 31.14 \end{array}$$

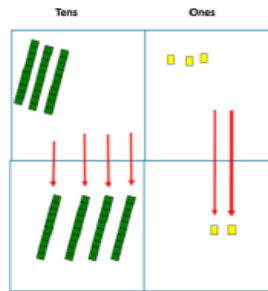
$$\begin{array}{r} 23.361 \\ 9.080 \\ 59.770 \\ + 1.300 \\ \hline 93.511 \\ 212 \end{array}$$

Subtraction

Objective and Strategies	Concrete	Pictorial	Abstract
<p>Taking away ones</p>	<p>Use physical objects, counters, cubes etc to show how objects can be taken away.</p>  <p>6 - 2 = 4</p>	<p>Cross out drawn objects to show what has been taken away.</p>  <p>15 - 3 = 12</p>	<p>18 - 3 = 15</p> <p>8 - 2 = 6</p>
<p>Counting back</p>	<p>Make the larger number in your subtraction. Move the beads along your bead string as you count backwards in ones.</p>  <p>13 - 4</p> <p>Use counters and move them away from the group as you take them away counting backwards as you go.</p> 	<p>Count back on a number line or number track</p>  <p>Start at the bigger number and count back the smaller number showing the jumps on the number line.</p>  <p>This can progress all the way to counting back using two 2 digit numbers.</p>	<p>Put 13 in your head, count back 4. What number are you at? Use your fingers to help.</p>

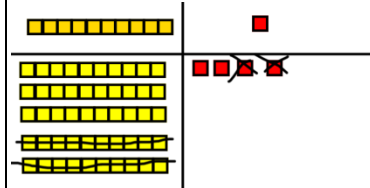
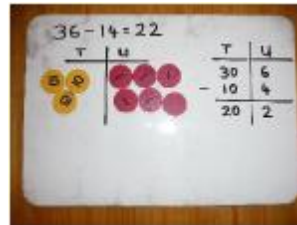
<h3>Find the difference</h3>	<p>Compare amounts and objects to find the difference.</p>  <p>Use cubes to build towers or make bars to find the difference</p>  <p>Use basic bar models with items to find the difference</p>	 <p>Count on to find the difference.</p> <h3>Comparison Bar Models</h3> <p>Lisa is 13 years old. Her sister is 22 years old. Find the difference in age between them.</p>  <p>Draw bars to find the difference between 2 numbers.</p>	<p>Hannah has 23 sandwiches, Helen has 15 sandwiches. Find the difference between the number of sandwiches.</p>
<h3>Part Part Whole Model</h3>	 <p>Link to addition- use the part whole model to help explain the inverse between addition and subtraction.</p> <p>If 10 is the whole and 6 is one of the parts. What is the other part?</p> <p>$10 - 6 =$</p>	<p>Use a pictorial representation of objects to show the part part whole model.</p> 	 <p>Move to using numbers within the part whole model.</p>
<h3>Make 10</h3>	<p>$14 - 9 =$</p>  <p>Make 14 on the ten frame. Take away the four first to make 10 and then takeaway one more so you have taken away 5. You are left with the answer of 9.</p>	<p>$13 - 7 = 6$</p>  <p>Start at 13. Take away 3 to reach 10. Then take away the remaining 4 so you have taken away 7 altogether. You have reached your answer.</p>	<p>$16 - 8 =$</p> <p>How many do we take off to reach the next 10?</p> <p>How many do we have left to take off?</p>

Column method without regrouping



Use Base 10 to make the bigger number then take the smaller number away.

Show how you partition numbers to subtract. Again make the larger number first.



Calculations

$$\begin{array}{r} 54 \\ - 22 \\ \hline 32 \end{array}$$

Draw the Base 10 or place value counters alongside the written calculation to help to show working.

$$47 - 24 = 23$$

$$\begin{array}{r} 40 + 7 \\ - 20 + 4 \\ \hline 20 + 3 \end{array}$$

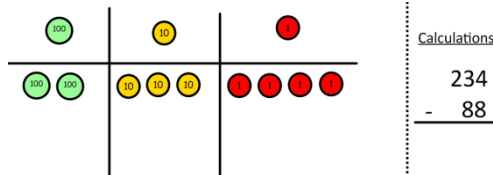
This will lead to a clear written column subtraction.

$$\begin{array}{r} 32 \\ - 12 \\ \hline 20 \end{array}$$

Column method with regrouping

Use Base 10 to start with before moving on to place value counters. Start with one exchange before moving onto subtractions with 2 exchanges.

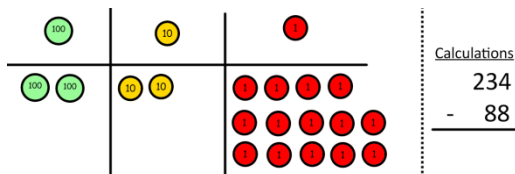
Make the larger number with the place value counters



Calculations

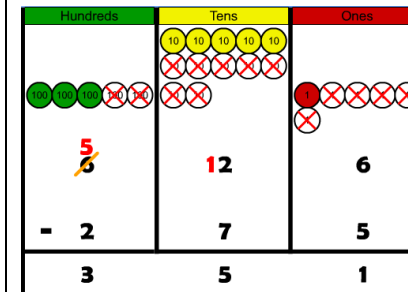
$$\begin{array}{r} 234 \\ - 88 \\ \hline \end{array}$$

Start with the ones, can I take away 8 from 4 easily? I need to exchange one of my tens for ten ones.

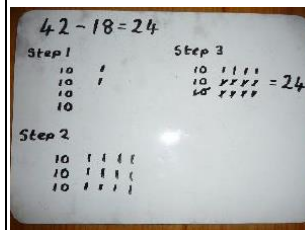


Calculations

$$\begin{array}{r} 234 \\ - 88 \\ \hline \end{array}$$



Draw the counters onto a place value grid and show what you have taken away by crossing the counters out as well as clearly showing the exchanges you make.



When confident, children can find their own way to record the exchange/regrouping.

Just writing the numbers as shown here shows that the child understands the method and knows when to exchange/regroup.

$$836 - 254 = 582$$

$$\begin{array}{r} \text{H} \quad \text{T} \quad \text{U} \\ 800 \quad 30 \quad 6 \\ - 200 \quad 50 \quad 4 \\ \hline 500 \quad 80 \quad 2 \end{array}$$

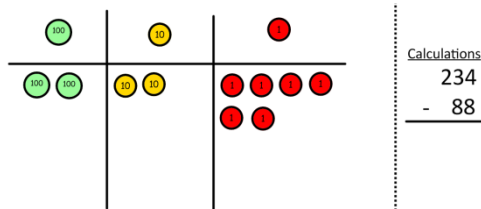
Children can start their formal written method by partitioning the number into clear place value columns.

$$728 - 582 = 146$$

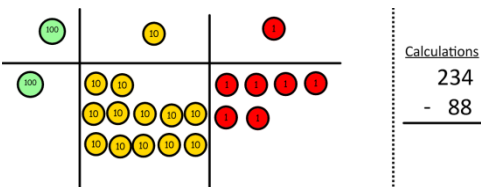
$$\begin{array}{r} \text{H} \quad \text{T} \quad \text{U} \\ 7 \quad 2 \quad 8 \\ - 5 \quad 8 \quad 2 \\ \hline 1 \quad 4 \quad 6 \end{array}$$

Moving forward the children use a more compact method.

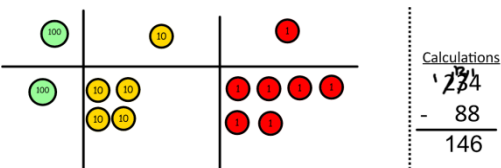
Now I can subtract my ones.



Now look at the tens, can I take away 8 tens easily? I need to exchange one hundred for ten tens.



Now I can take away eight tens and complete my subtraction

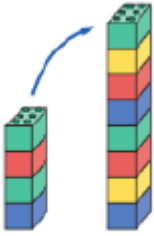

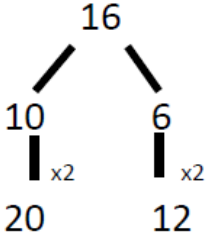
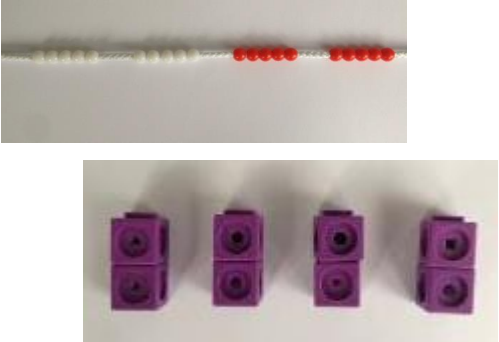
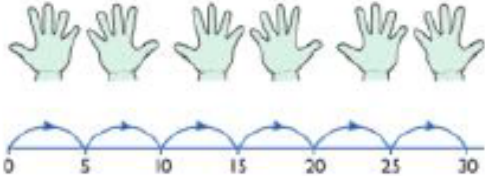


Show children how the concrete method links to the written method alongside your working. Cross out the numbers when exchanging and show where we write our new amount.

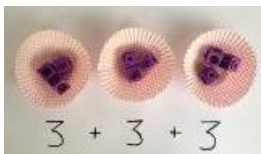
This will lead to an understanding of subtracting any number including decimals.

$$\begin{array}{r} 5 \quad 12 \quad 1 \\ 2 \quad \cancel{6} \quad \cancel{3} \quad . \quad \color{red}{0} \\ - \quad 2 \quad 6 \quad . \quad 5 \\ \hline 2 \quad 3 \quad 6 \quad . \quad 5 \end{array}$$

Multiplication

Objective and Strategies	Concrete	Pictorial	Abstract
Doubling	<p>Use practical activities to show how to double a number.</p>  <p>double 4 is 8 $4 \times 2 = 8$</p>	<p>Draw pictures to show how to double a number.</p> <p>Double 4 is 8</p> 	 <p>Partition a number and then double each part before recombining it back together.</p>
Counting in multiples	 <p>Count in multiples supported by concrete objects in equal groups.</p>	 <p>Use a number line or pictures to continue support in 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>

Repeated addition

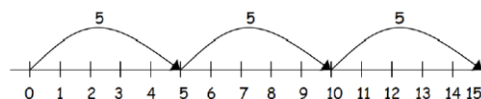


Use different objects to add equal groups.

There are 3 plates. Each plate has 2 star biscuits on. How many biscuits are there?



2 add 2 add 2 equals 6



$$5 + 5 + 5 = 15$$

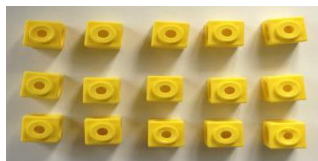
Write addition sentences to describe objects and pictures.



$$2 + 2 + 2 + 2 + 2 = 10$$

Arrays- showing commutative multiplication

Create arrays using counters/ cubes to show multiplication sentences.



Draw arrays in different rotations to find **commutative** multiplication sentences.

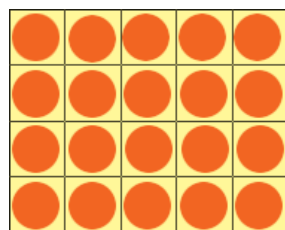


$$2 \times 4 = 8$$



$$2 \times 4 = 8$$

$$4 \times 2 = 8$$



Link arrays to area of rectangles.

Use an array to write multiplication sentences and reinforce repeated addition.



$$5 + 5 + 5 = 15$$

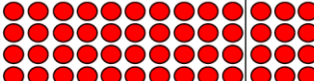

$$3 + 3 + 3 + 3 + 3 = 15$$

$$5 \times 3 = 15$$

$$3 \times 5 = 15$$



Grid Method

Show the link with arrays to first introduce the grid method.

x	10	3
4		




4 rows of 10
4 rows of 3

Move on to using Base 10 to move towards a more compact method.

x	T	U
4		









4 rows of 13

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.








Calculations
4 x 126

Fill each row with 126.

Calculations
4 x 126

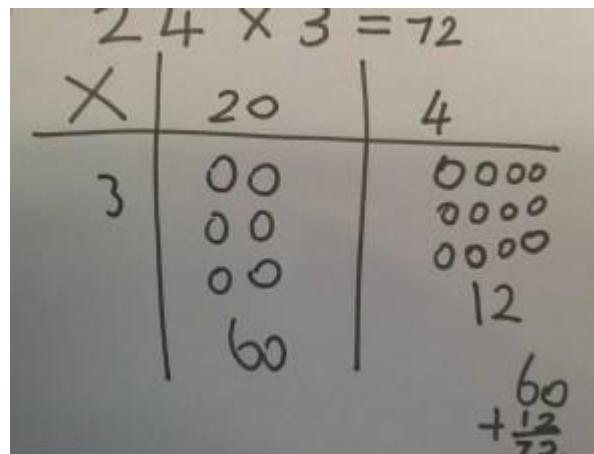
Add up each column, starting with the ones making any exchanges needed.

Then you have your answer.

Children can represent the work they have done with place value counters in a way that they understand.

They can draw the counters, using colours to show different amounts or just use circles in the different columns to show their thinking as shown below.



Start with multiplying by one digit numbers and showing the clear addition alongside the grid.

x	30	5
7	210	35

$$210 + 35 = 245$$

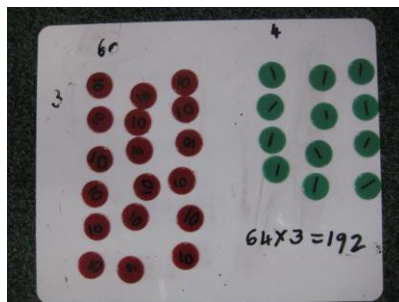
Moving forward, multiply by a 2 digit number showing the different rows within the grid method.

	10	8
10	100	80
3	30	24

x	1000	300	40	2
10	10000	3000	400	20
8	8000	2400	320	16

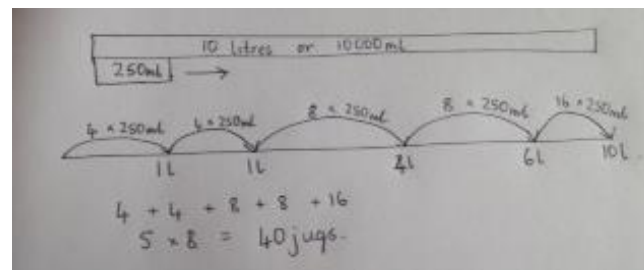
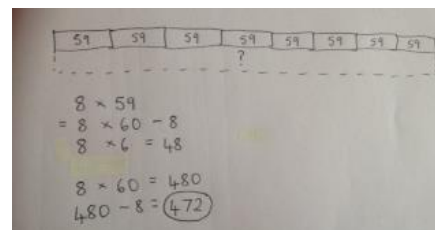
Column multiplication

Children can continue to be supported by place value counters at the stage of multiplication.



It is important at this stage that they always multiply the ones first and note down their answer followed by the tens which they note below.

Bar modelling and number lines can support learners when solving problems with multiplication alongside the formal written methods.



Start with long multiplication, reminding the children about lining up their numbers clearly in columns.

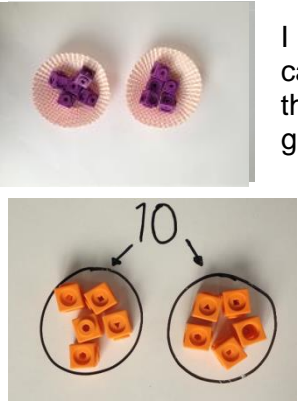

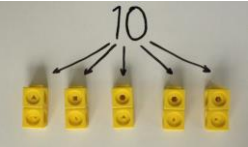
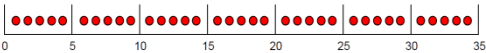
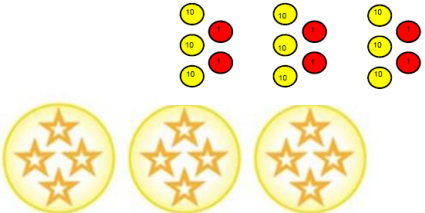
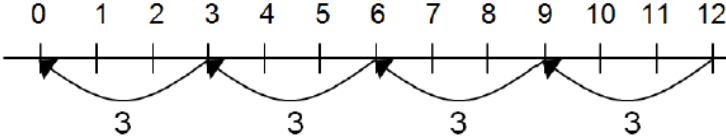

If it helps, children can write out what they are solving next to their answer.

$$\begin{array}{r}
 32 \\
 \times 24 \\
 \hline
 8 \quad (4 \times 2) \\
 120 \quad (4 \times 30) \\
 40 \quad (20 \times 2) \\
 600 \quad (20 \times 30) \\
 \hline
 768
 \end{array}$$

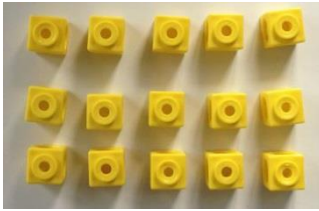
This moves to the more compact method.

$$\begin{array}{r}
 \begin{array}{ccc} 2 & 3 & 1 \end{array} \\
 1342 \\
 \times 18 \\
 \hline
 13420 \\
 10736 \\
 \hline
 24156 \\
 \hline
 1
 \end{array}$$

Division

Objective and Strategies	Concrete	Pictorial	Abstract
<p>Sharing objects into groups</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>  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> $8 \div 2 = 4$ </div>	<p>Share 9 buns between three people.</p> $9 \div 3 = 3$
<p>Division as grouping</p>	<p>Divide quantities into equal groups. Use cubes, counters, objects or place value counters to aid understanding.</p>   $96 \div 3 = 32$ 	<p>Use a number line to show jumps in groups. The number of jumps equals the number of groups.</p>  <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> <div style="text-align: center;"> 20  $20 \div 5 = ?$ $5 \times ? = 20$ </div>	$28 \div 7 = 4$ <p>Divide 28 into 7 groups. How many are in each group?</p>

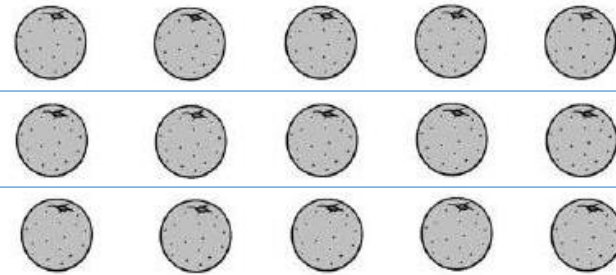
Division within arrays



Link division to multiplication by creating an array and thinking about the

number sentences that can be created.

Eg $15 \div 3 = 5$ $5 \times 3 = 15$
 $15 \div 5 = 3$ $3 \times 5 = 15$



Draw an array and use lines to split the array into groups to make multiplication and division sentences.

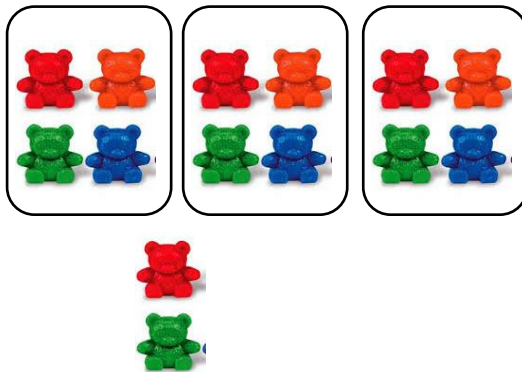
Find the inverse of multiplication and division sentences by creating four linking number sentences.

$7 \times 4 = 28$
 $4 \times 7 = 28$
 $28 \div 7 = 4$
 $28 \div 4 = 7$

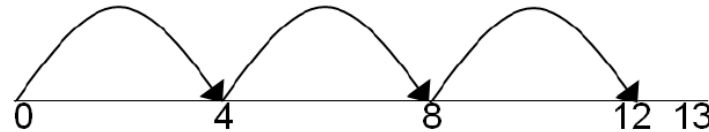
Division with a remainder

$14 \div 3 =$

Divide objects between groups and see how much is left over



Jump forward in equal jumps on a number line then see how many more you need to jump to find a remainder.



Draw dots and group them to divide an amount and clearly show a remainder.



Complete written divisions and show the remainder using r.

$29 \div 8 = 3 \text{ REMAINDER } 5$

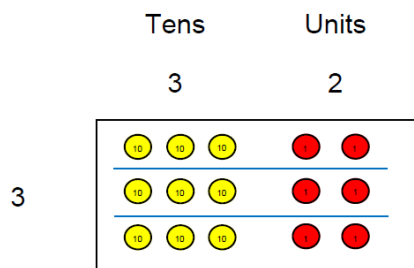
↑
dividend

↑
divisor

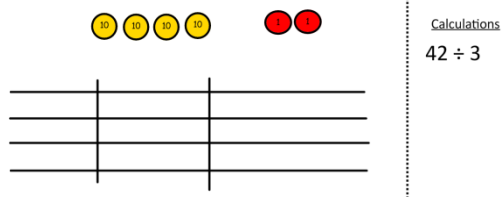
↑
quotient

↑
remainder

Short division

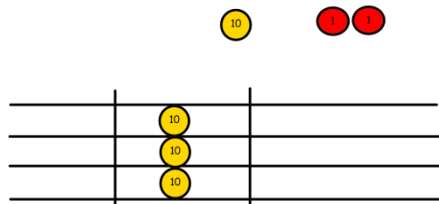


Use place value counters to divide using the bus stop method alongside

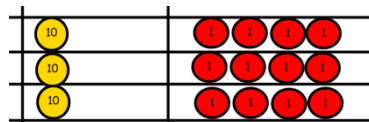


$$42 \div 3 =$$

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.

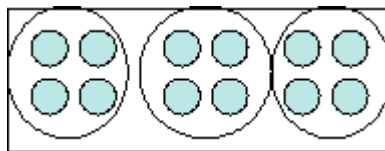


We exchange this ten for ten ones and then share the ones equally among the groups.



We look how much in 1 group so the answer is 14.

Students can continue to use drawn diagrams with dots or circles to help them divide numbers into equal groups.



Encourage them to move towards counting in multiples to divide more efficiently.

Begin with divisions that divide equally with no remainder.

$$\begin{array}{r} 218 \\ 3 \overline{) 4872} \end{array}$$

Move onto divisions with a remainder.

$$\begin{array}{r} 86 \text{ r } 2 \\ 5 \overline{) 432} \end{array}$$

Finally move into decimal places to divide the total accurately.

$$\begin{array}{r} 14.6 \\ 35 \overline{) 511.0} \end{array}$$