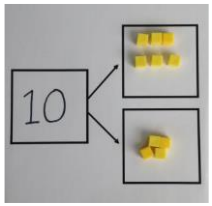
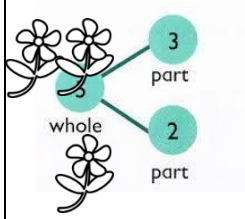
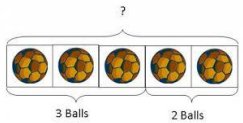
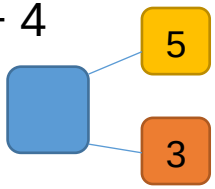
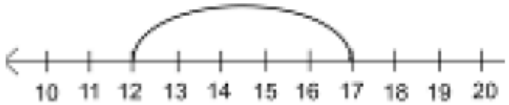
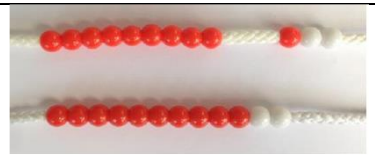
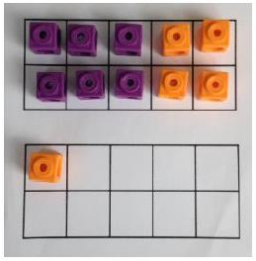
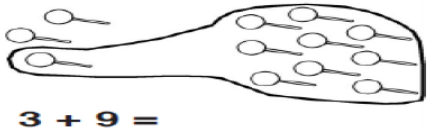
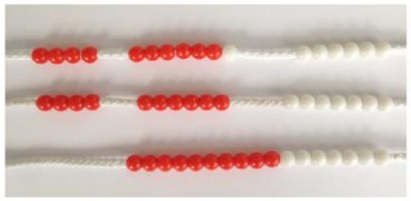
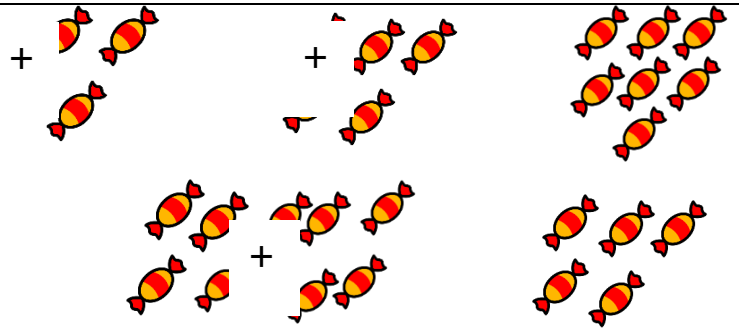
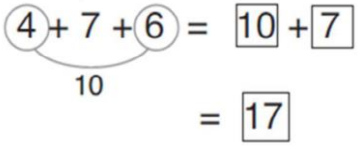
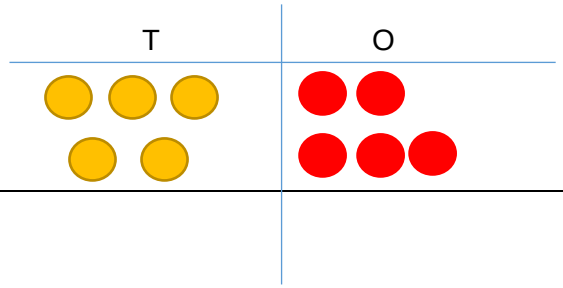
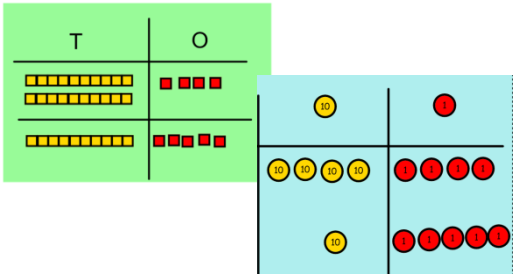
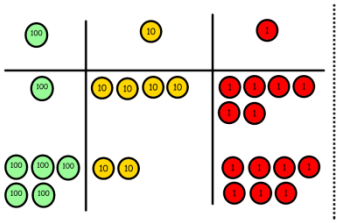
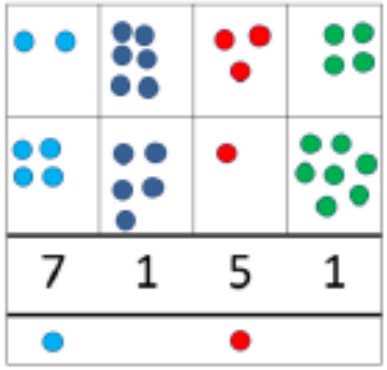
Cusgarne School Calculation Policy

(Based on White Rose)

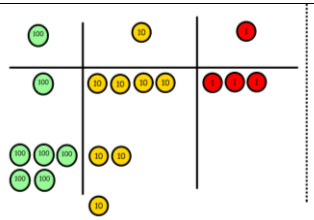
Addition

Objective and Strategies	Concrete	Pictorial	Abstract
Combining two parts to make a whole: part-whole model **Vocab:** **part, whole, plus, add, and, bigger, larger, join, combine greatest, least, biggest, smallest.**	   Use cubes to add two numbers together as a group or in a bar. 	  Use pictures to add two numbers together as a group or in a bar. 	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 **Vocab:** **number, larger, smaller, count, jump, greatest, least, biggest, smallest**	 Start with the larger number on the bead string and then count on to the smaller number 1 by 1 to find the answer.	12 + 5 = 17  Start at the larger number on the number line and count on in ones or in one jump to find the answer.	5 + 12 = 17 Place the larger number in your head and count on the smaller number to find your answer.

Regrouping to make 10. **Vocab:** **ten, ones, part, whole, more, above, bigger, greatest, least, biggest, smallest**	 6 + 5 = 11  Start with the bigger number and use the smaller number to make 10.	 3 + 9 = Use pictures or a number line. Regroup or partition the smaller number to make 10. 9 + 5 = 14 1 4 +1 +4 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	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?
Adding three single digits **Vocab:** **part, whole, more, above, biggest, smallest, combine, greatest, least**	4 + 7 + 6= 17 Put 4 and 6 together to make 10. Add on 7.  Following on from making 10, make 10 with 2 of the digits (if possible) then add on the third digit.	 Add together three groups of objects. Draw a picture to recombine the groups to make 10.	 Combine the two numbers that make 10 and then add on the remainder.
Column method- no regrouping (Yr2+) **Vocab:**	24 + 15= Add together the ones first then add the tens. Use the Base 10 blocks first before moving onto place value counters.	After practically using the base 10 blocks and place value counters, children can draw the counters to help them to solve additions.  	Start with partition mentally adding the tens and the ones at the end. Eg: 23 + 42 = 65 3+2 = 5 20 + 40 = 65 5 + 60 = 65

exchange, total, altogether ones, tens, hundreds, thousands, tens of thousands, hundreds of thousands, millions, tens of millions, tenths, hundredths, thousandths, total, remaining (left over), place holder, decimal, represent, greatest, least			Then move towards expanded method. Eg: 23 + 42 = 65 20 + 40 = 60 3 + 2 = 5 60 + 5 = 65 Then onto short method. Calculations 21 + 42 = 21 + 42
Column method- regrouping (Yr2+) **Vocab:** **exchange, total, altogether ones, tens, hundreds,**	Make both numbers on a place value grid.  146 + 527 Add up the ones and exchange 10 ones for one 10.	Children can draw a pictoral representation of the columns and place value counters to further support their learning and understanding.  **Stem sentences** **First I partition the number into tens and ones. Next I add the ones together to get___12___. Because I have too many ones, I exchange ten ones for one ten.**	Start by partitioning the numbers before moving on to clearly show the exchange below the addition. 20 + 5 40 + 8 60 + 13 = 73 536 + 85 621 1 1

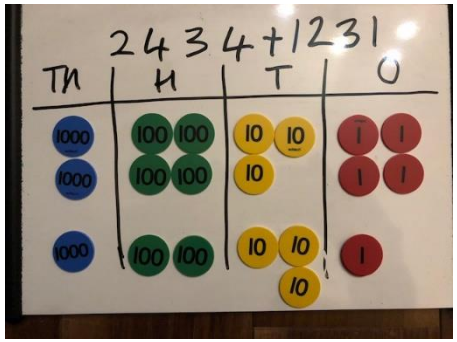
thousands, tens of thousands, hundreds of thousands, millions, tens of millions, tenths, hundredths, thousandths, total, remaining (left over), place holder, decimal, represent, carry, greatest, least, biggest, smallest



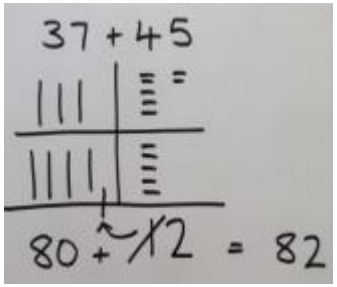
Add up the rest of the columns, exchanging the 10 counters from one column for the next place value column until every column has been added.

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.



Then I add the tens together to make __80___. Finally I add the _80_ and _2_ to make __82_.

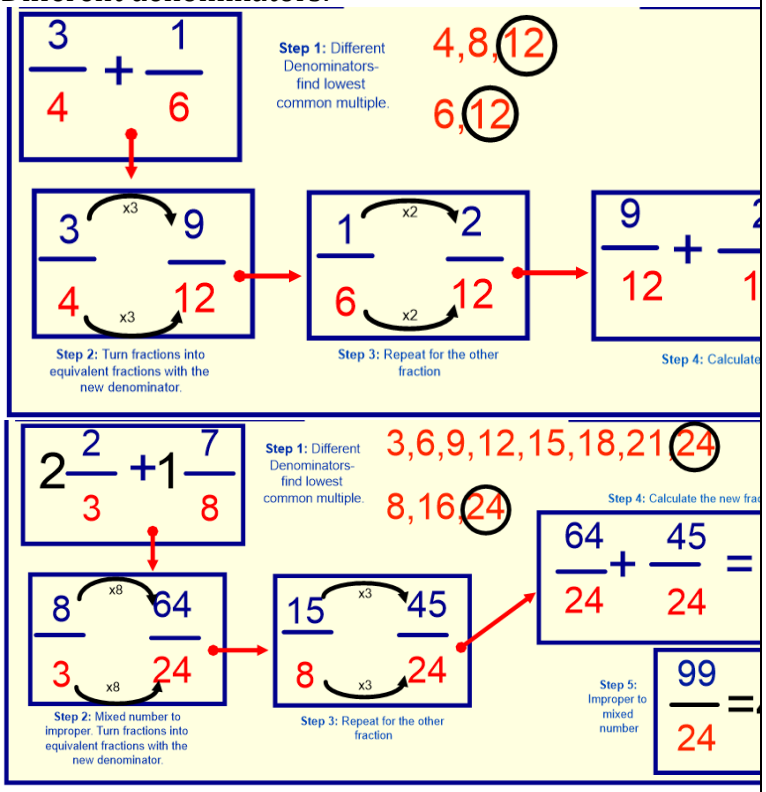


As the children move on, introduce decimals with the same number of decimal places and different. Money can be used here.

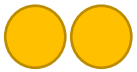
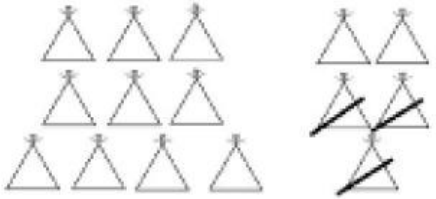
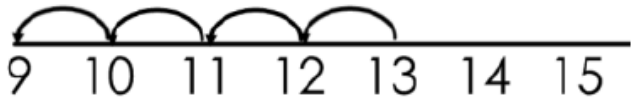
$$\begin{array}{r} 72.8 \\ +\ 54.6 \\ \hline 127.4 \\ 1\ 1 \end{array}$$

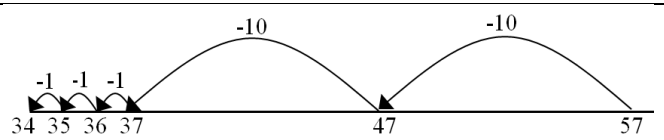
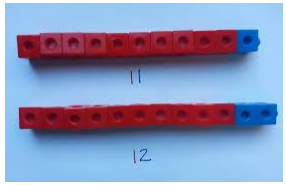
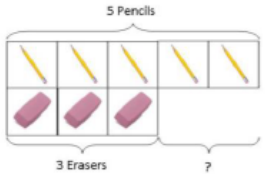
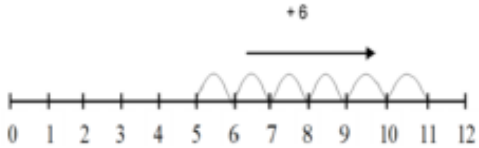
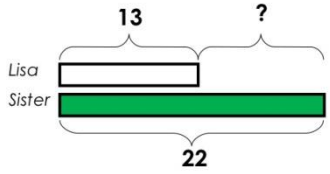
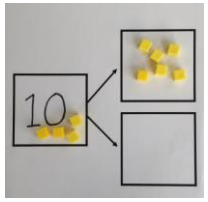
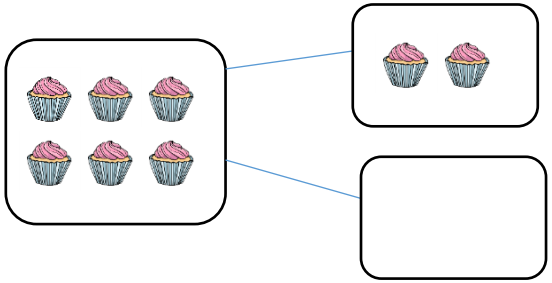
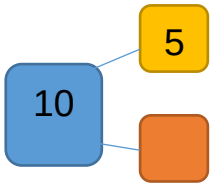
$$\begin{array}{rrrrr} 2 & 3 & . & 3 & 6 \\ & 9 & . & 0 & 8 \\ 5 & 9 & . & 7 & 7 \\ + & 1 & . & 3 & \mathbf{0} \\ \hline 9 & 3 & . & 5 & 1 \\ \hline 2 & 1 & & 2 & \end{array}$$

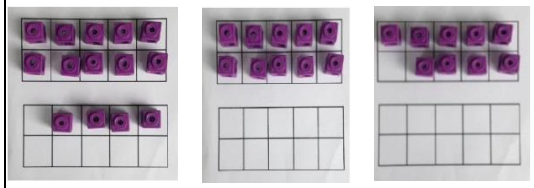
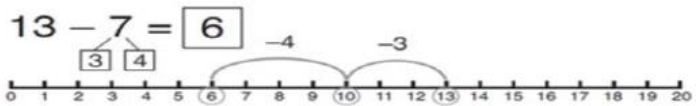
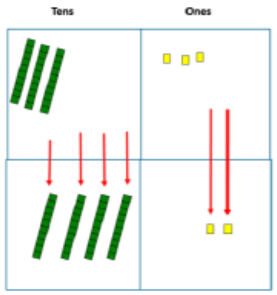
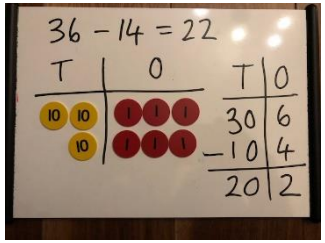
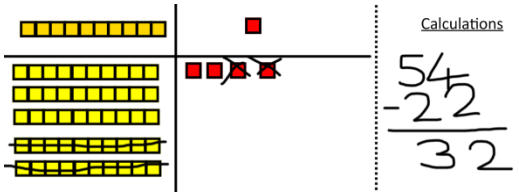
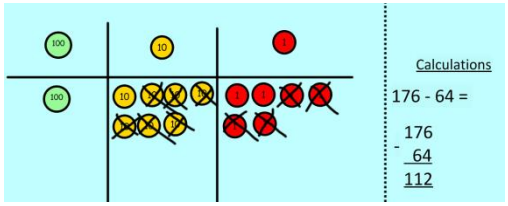
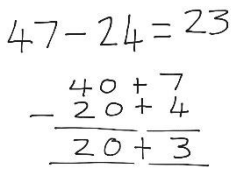
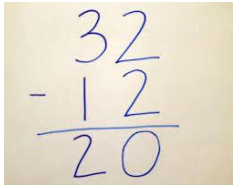
$$\begin{array}{rrrrr} & £ & 2 & 3 & . & 5 \\ + & £ & & 7 & . & 5 \\ \hline & £ & 3 & 1 & . & 1 \\ \hline & & 1 & 1 & & 1 \end{array}$$

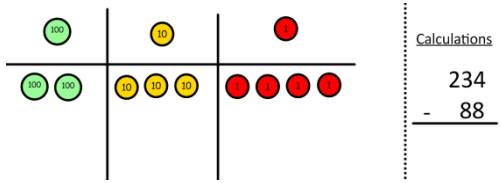
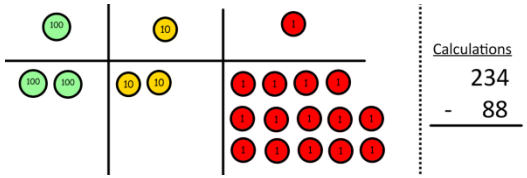
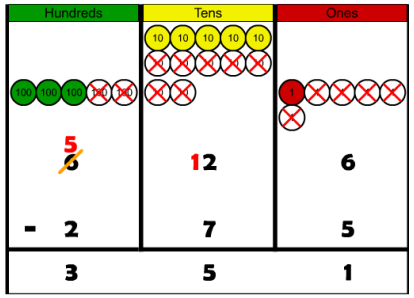
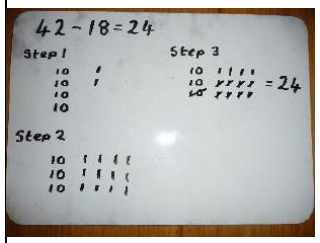
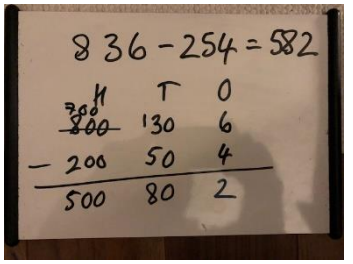
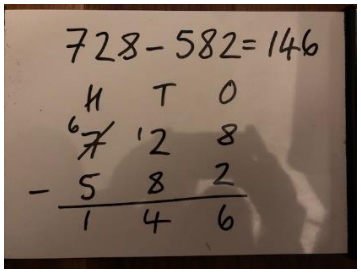
Adding fractions (Y3-6) **Vocab:** **add, plus, altogether, total, numerator, denominator, convert, mixed number, improper.**	Same denominators: $\frac{3}{6} + \frac{1}{6} = \frac{4}{6}$ Denominators to stay the same, add the top numbers to create new fraction. If the numbers create an improper fraction then the fraction can be converted back to mixed number. In this circumstance, children can simplify the end result. In this circumstance: 2/3.	Different denominators: 	

Subtraction

Objective and Strategies	Concrete	Pictorial	Abstract
Taking away ones **Vocab:** **take away, subtract, minus, less than, difference, jump, tens, ones, greatest, least**	Use physical objects, counters, cubes etc to show how objects can be taken away.  6 – 2 = 4   	Cross out drawn objects to show what has been taken away.  15 – 3 = 12	18 -3= 15 8 – 2 = 6
Counting back **Vocab:** bigger, smaller, count back.	Make the larger number in your subtraction. Move the beads along your bead string as you count backwards in ones. 13 – 4  Use counters and move them away from the group as you take them away counting backwards as you go.	Count back on a number line or number track  Start at the bigger number and count back the smaller number showing the jumps on the number line.	Put 13 in your head, count back 4. What number are you at? Use your fingers to help.

		 This can progress all the way to counting back using two 2 digit numbers.	
Find the difference **Vocab:** **Take away, subtract, minus, less than, fewer than, more than, greater than, difference, jump, tens, ones, bigger, smaller, biggest, smallest greatest, least**	Compare amounts and objects to find the difference.  Use cubes to build towers or make bars to find the difference  Use basic bar models with items to find the difference	 Count on to find the difference. Draw bars to find the difference between 2 numbers. **Comparison Bar Models** *Lisa is 13 years old. Her sister is 22 years old. Find the difference in age between them.* 	Hannah has 23 sandwiches, Helen has 15 sandwiches. Find the difference between the number of sandwiches.
Part Part Whole Model **Vocab:** **whole, Part, Take away, subtract, minus, less than, fewer than, more than, greater than, difference, jump, tens, ones, bigger,**	 Link to addition- use the part whole model to help explain the inverse between addition and subtraction. If 10 is the whole and 6 is one of the parts. What is the other part? 10 - 6 =	Use a pictorial representation of objects to show the part part whole model. 	 Move to using numbers within the part whole model.

smaller, biggest, smallest greatest, least			
Make 10 **Vocab:** **Take away, subtract, minus, less than, fewer than, more than, greater than, difference, jump, tens, ones, bigger, smaller, biggest, smallest greatest, least**	14 – 9 =  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.	 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.	16 – 8= How many do we take off to reach the next 10? How many do we have left to take off?
Column method without regrouping (Yr2+) **Vocab:** **Take away, subtract, minus, less than, fewer than, more than, greater than, difference, jump, thousands, hundreds, tens, ones, bigger, smaller, biggest, smallest,**	 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. 	  Draw the Base 10 or place value counters alongside the written calculation to help to show working.	 This will lead to a clear written column subtraction. 

partition, greatest, least, tens of thousands, hundreds of thousands, millions, tens of millions, tenths, hundredths, thousandths.			
Column method with regrouping (Yr2+) **Vocab:** **Take away, subtract, minus, less than, fewer than, more than, greater than, difference, jump, thousands, hundreds, tens, ones, bigger, smaller, least, biggest, greatest smallest, partition, exchange, decimals, place holder, tens of thousands, hundreds of thousands, millions, tens of millions, tenths, hundredths, thousandths,**	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 234 - 88 Start with the ones, can I take away 8 from 4 easily? I need to exchange one of my tens for ten ones.  Calculations 234 - 88 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.	 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. **Stem sentences** **First I partition the numbers into tens and ones. Next I subtract the ones. Because I do not have enough ones, I exchange 1 ten for ten ones. Now I subtract _5_ ones from _12_ ones to make _7_ ones. Then I subtract _2_ tens from the _5_ tens to make _3_ tens. Finally I add the _30_ and _7_ to make _37_.**	 Children can start their formal written method by partitioning the number into clear place value columns.  Moving forward the children use a more compact method. This will lead to an understanding of

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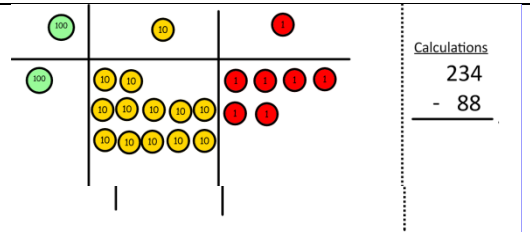
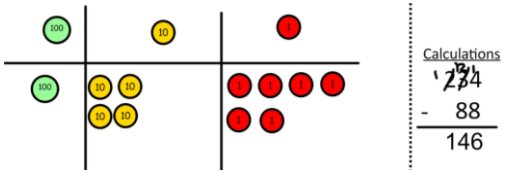


Now I can take away eight tens and complete my subtraction


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.
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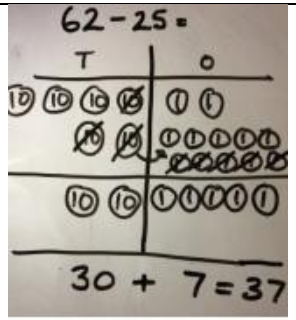

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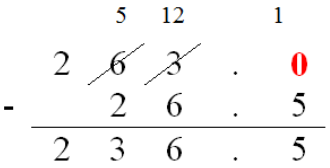
subtracting any number including decimals.


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Subtracting fractions (Y3-6)

Vocab:

Take, subtract, minus, numerator, denominator, convert, mixed number, improper.
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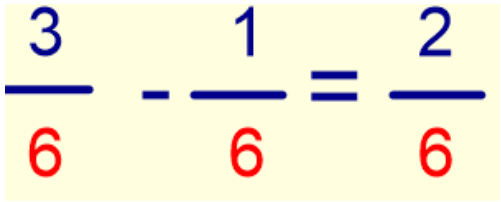
Same denominator:


Denominators to stay the same, subtract th to create new fraction.

In this circumstance, children can simplify the end result. In this circumstance: 1/3
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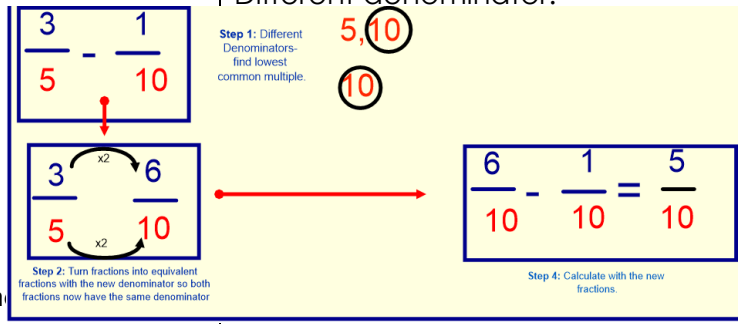
Different denominator:


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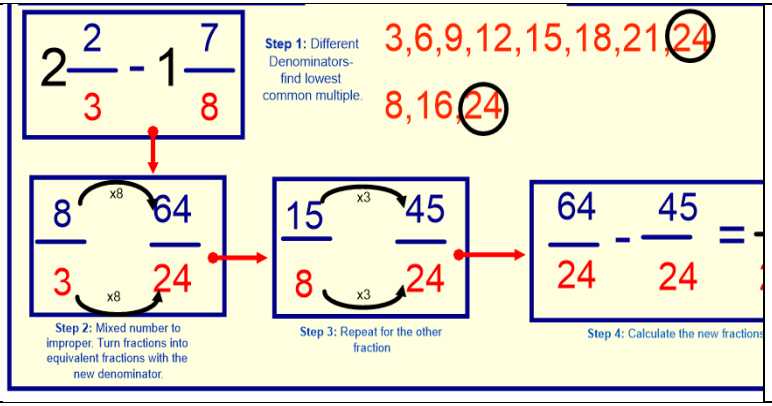
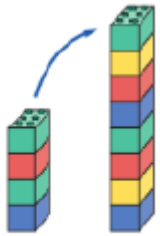
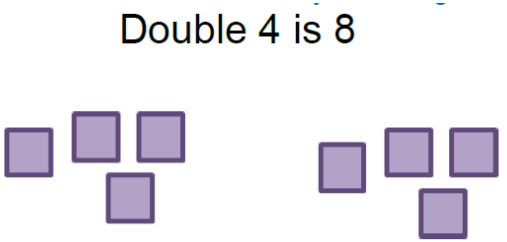
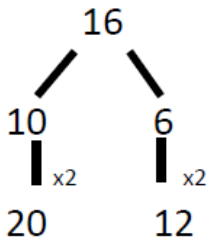
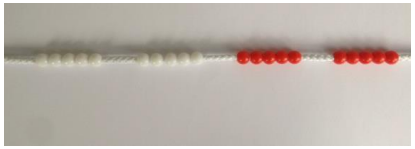
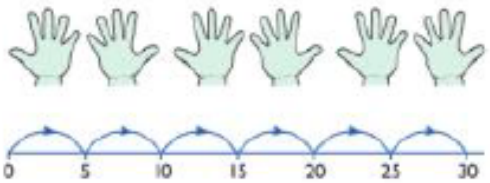
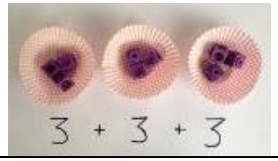
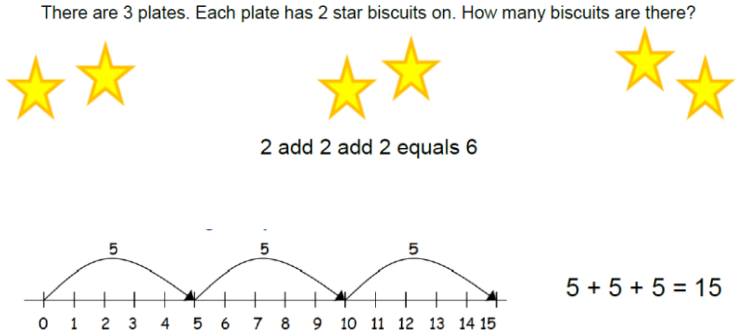
			

Multiplication

Objective and Strategies	Concrete	Pictorial	Abstract
Doubling **Vocab:** **Double, half, multiply by 2, 2 times, 2 groups of, 2 lots of, combine, total.**	Use practical activities to show how to double a number.  double 4 is 8 4 × 2 = 8	Draw pictures to show how to double a number. 	 Partition a number and then double each part before recombining it back together.

Counting in multiples **Vocab:** **multiple, groups of, lots of, count on, add, jumps of, pattern**	  Count in multiples supported by concrete objects in equal groups.	 Use a number line or pictures to continue support in counting in multiples.	Count in multiples of a number aloud. Write sequences with multiples of numbers. 2, 4, 6, 8, 10 5, 10, 15, 20, 25 , 30
Repeated addition	   Use different objects to add equal groups.	 	Write addition sentences to describe objects and pictures. 

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Arrays- showing commutative multiplication

Vocab:

array, groups of, lots of, columns, rows, commutativity, commutative, inverse, scale factor of ...

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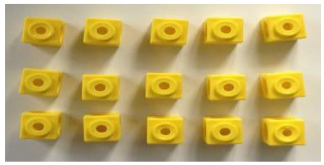
Create arrays using counters/ cubes to show multiplication sentences.



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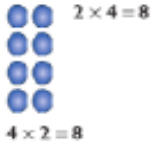
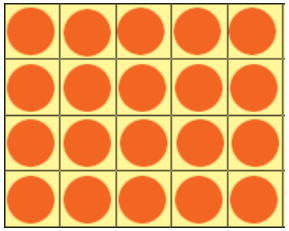
Draw arrays in different rotations to find **commutative** multiplication sentences.





Link arrays to area of rectangles.

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

5 + 5 + 5 = 15

3 + 3 + 3 + 3 + 3 = 15

5 x 3 = 15

3 x 5 = 15

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Multiplying by 10,100,1000 (Yrs 3-6)

Vocab:

Decimal place, place holder, jump, column, multiply, times, product

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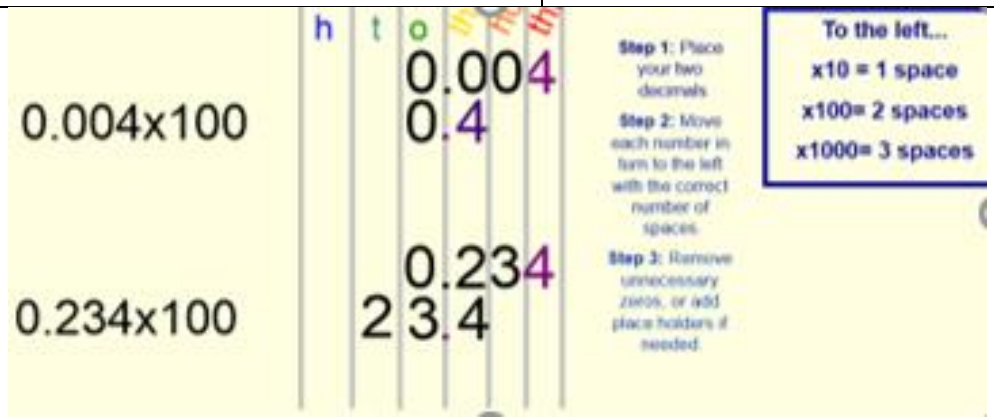

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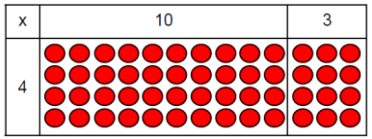
Written multiplication/ Grid Method (Yrs 3-6)

Vocab:

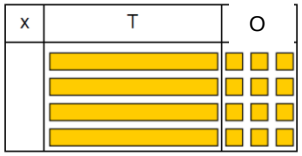
groups of, lots of, carry, place holder, multiply, times, product, column, row, total, tens of thousands, hundreds of thousands, millions, tens of millions, tenths, hundredths, thousandths,

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



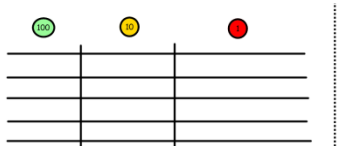
4 rows of 10
4 rows of 3

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



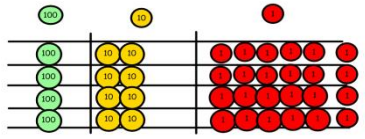
4 rows of 13

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.



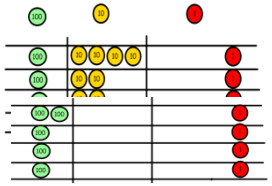
Calculations
4 x 126

Fill each row with 126.



Calculations
4 x 126

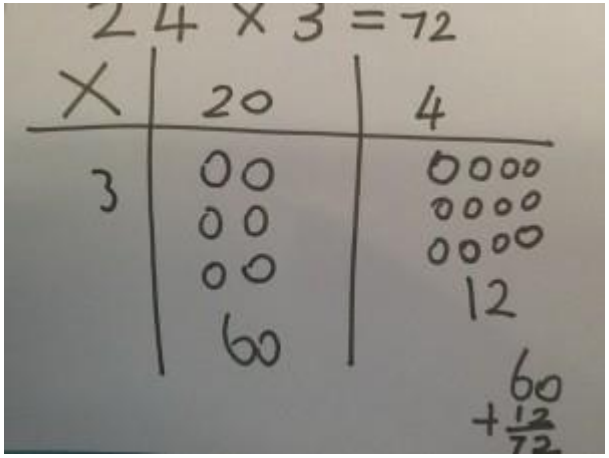
Add up each column, starting with the ones making any exchanges needed.



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.

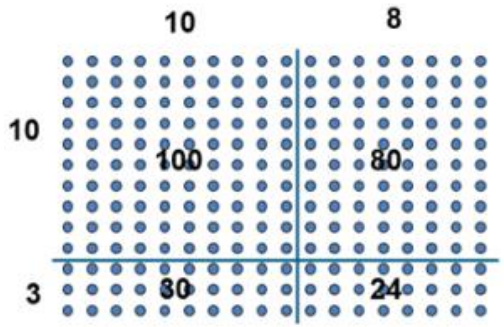
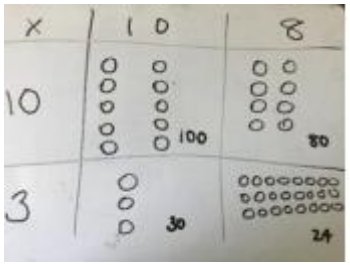
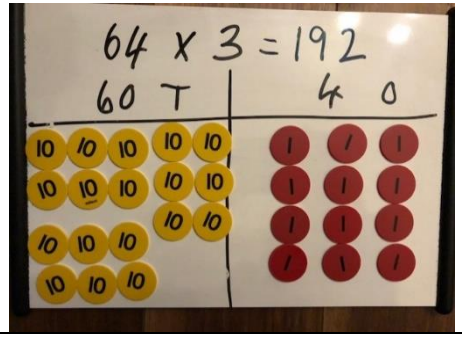
×	30	5
7	210	35

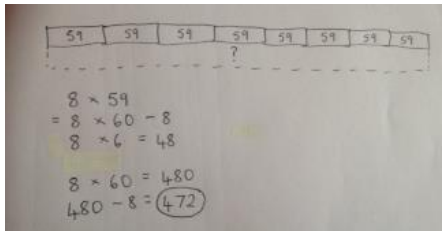
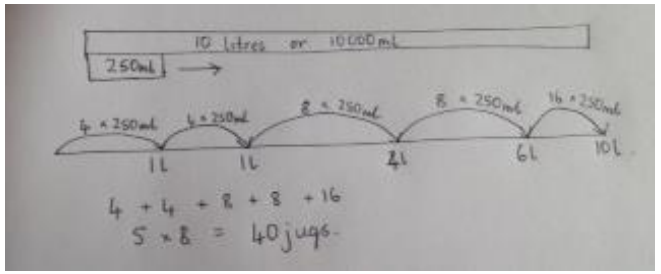
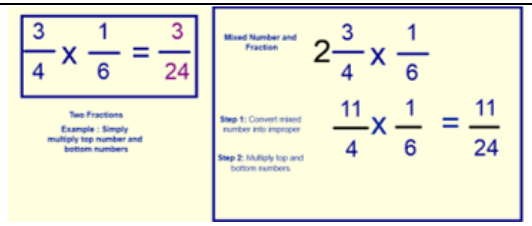
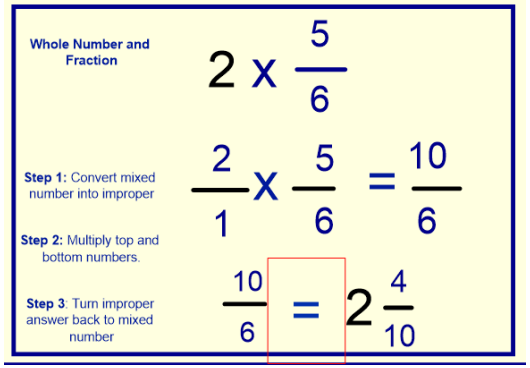
210 + 35 = 245

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

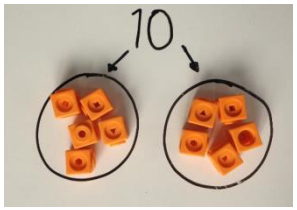
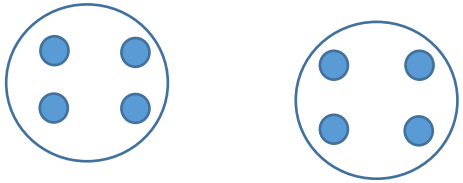
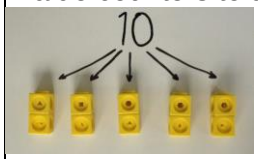
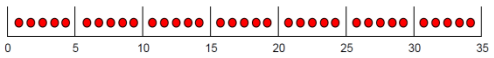
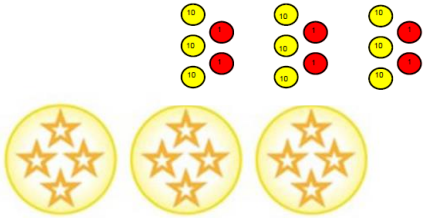
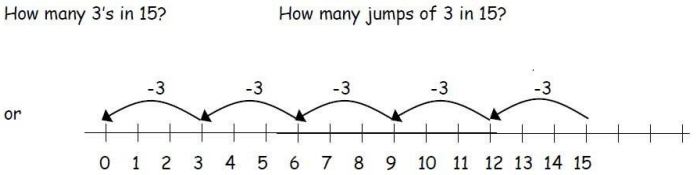
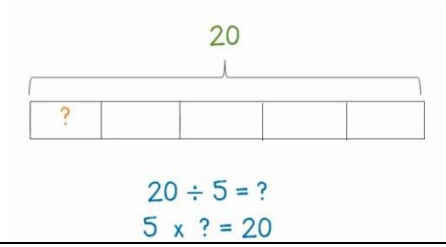
	10	8
10	100	80
3	30	24

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

Column multiplication- expanded method	Show the link with arrays to first introduce the expanded method.  	Once children are secure with the concept, the children can move onto pictorial representation. **<u>Stem sentences.</u>** **First I partition the numbers into tens and ones.** **Next I multiply each section together. Finally I add the totals together to get _____.**  	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. 32 x 24 8 (4 x 2) 120 (4 x 30) 40 (20 x 2) 600 (20 x 30) 768
Column multiplication- compact method	Children can continue to be supported by place value counters at the stage of multiplication.  	Bar modelling and number lines can support learners when solving problems with multiplication alongside the formal written methods.	This moves to the more compact method. **Carrying the numbers below each row and remembering the place holder when starting to multiply by the ten. If a decimal is in the question, the answer requires the same amount of decimal spaces.**

	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.	 	2 5 × 1 4 1 0 0 1 2 + 2 5 0 3 5 0
Multiplying Fractions (Yr5/6) **Vocab:** **Denominator, numerator, convert, mixed number, improper fraction, product, multiply, times.**			

Division

Objective and Strategies	Concrete	Pictorial	Abstract
Sharing objects into groups **Vocab:** **Share, divide, part, whole, fair, groups of, lots of, inverse, divisor, factor, multiple**	 I have 10 cubes, can you share them equally in 2 groups? 	Children use dots to share quantities in groups.  8 ÷ 2 = 4	Share 9 buns between three people. 9 ÷ 3 = 3
Division as grouping **Vocab:** **share, divide, part, whole, fair, groups of, lots of, inverse, divisor, factor, multiple**	Divide quantities into equal groups. Use cubes, counters, objects or place value counters to aid understanding.   96 ÷ 3 = 32 	Use a number line to show jumps in groups. The number of jumps equals the number of groups.  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. 	28 ÷ 7 = 4 Divide 28 into 7 groups. How many are in each group?

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Division within arrays

Vocab:

Array, groups of, lots of, columns, rows, commutativity, commutative, inverse, scale factor of ..., divisor, factor, multiple

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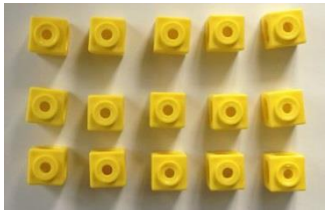

Link division to multiplication by creating an array and thinking about the number sentences that can be created.

Eg 15 ÷ 3 = 5 5 x 3 = 15
15 ÷ 5 = 3 3 x 5 = 15

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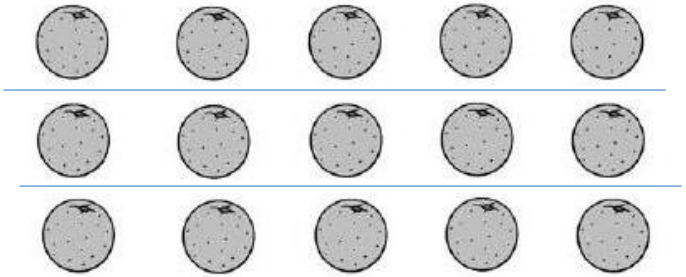

Draw an array and use lines to split the array into groups to make multiplication and division sentences.

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

7 x 4 = 28
4 x 7 = 28
28 ÷ 7 = 4
28 ÷ 4 = 7

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Division with a remainder

Vocab:

Share, divide, part, whole, fair, groups of, lots of, inverse, remainder, divisor, factor, multiple

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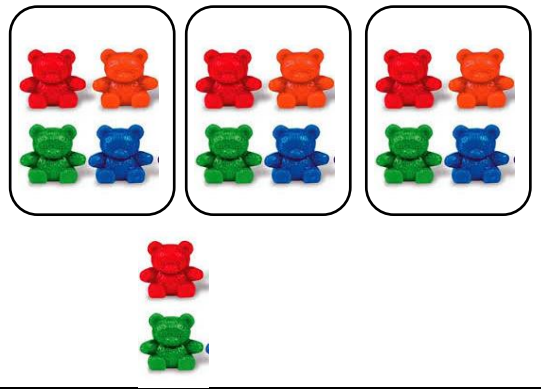
14 ÷ 3 =
Divide objects between groups and see how much is left over



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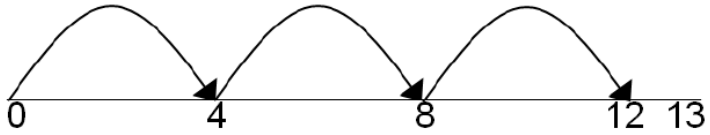
Jump forward in equal jumps on a number line then see how many more you need to jump to find a



remainder.

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

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Complete written divisions and show the remainder using r.

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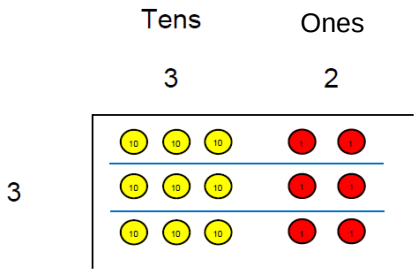
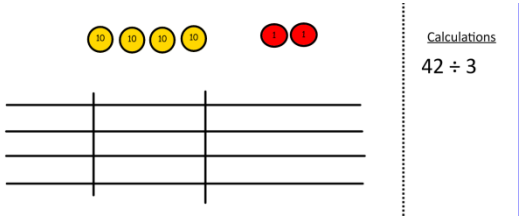
Short division

Vocab:

Share, divide, part, whole, fair, groups of, lots of, inverse, remainder, columns, rows, thousands, hundreds, tens, ones, partition, tens of thousands, hundreds of thousands, millions, tens of millions, tenths, hundredths, thousandths, divisor, factor, multiple

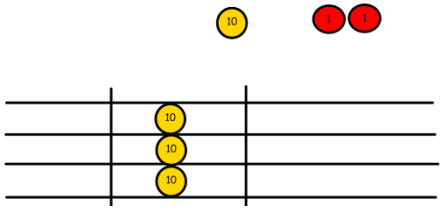


Use place value counters to divide using the bus stop method alongside

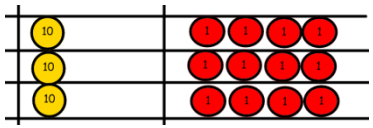


42 ÷ 3=

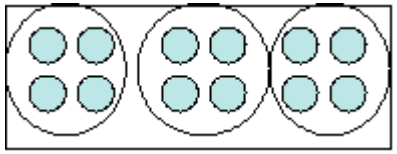
Start with the biggest place value, we are sharing 40 into three groups. We can put 1 ten in each group and we have 1 ten left over.



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



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



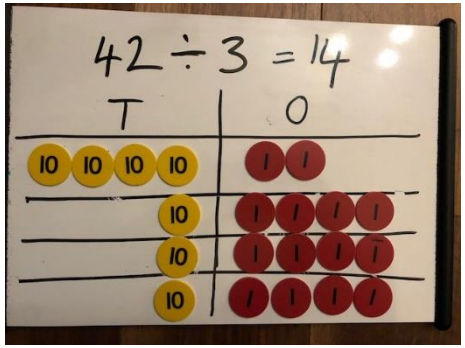
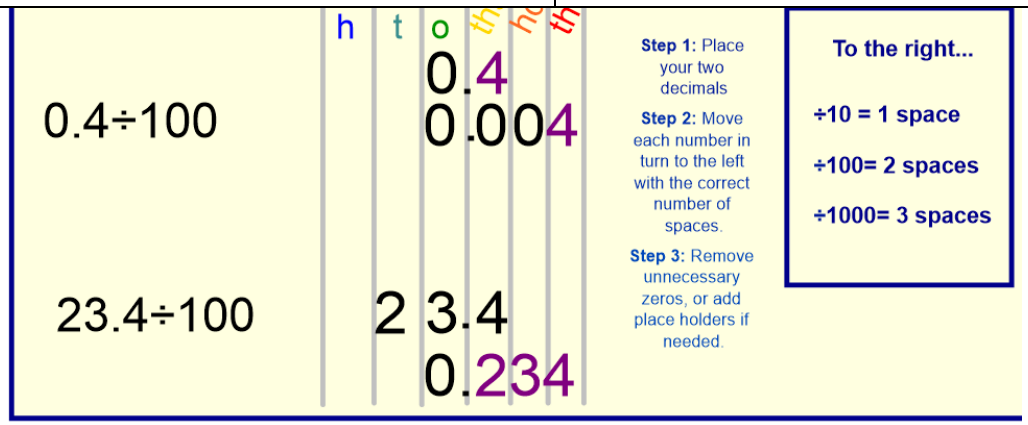
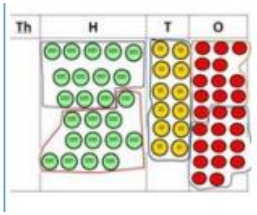
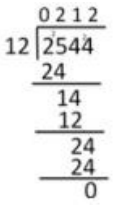
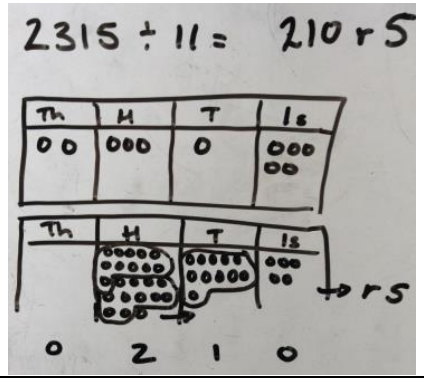
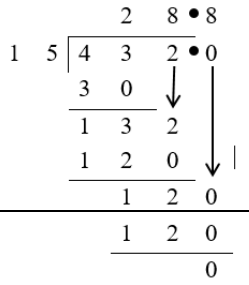
Encourage them to move towards counting in multiples to divide more efficiently.

Begin with divisions that divide equally with no remainder.

$$\begin{array}{r} 2\ 1\ 8 \\ 4\overline{)\,8\ 7\ 2} \\ \quad\ 3 \end{array}$$

Move onto divisions with a remainder.

$$\begin{array}{r} 8\ 6\ \text{r}\ 2 \\ 5\overline{)\,4\ 3\ 2} \\ \quad\ 3 \end{array}$$

	We look how much in 1 group so the answer is 14. 		
Dividing by 10,100,1000 (Yr3-6) **Vocab:** **Decimal place, place holder, jump, move, spaces, column, share, divide**			
Long division (Yr6)	Counters can be used to explain what is happening. As soon as they understand move onto the abstract as this stage can be time consuming.  	Instead of using physical counters, students can draw the counters and circle the groups on a whiteboard or in their books. 	Children will use long division to divide numbers with up to 4 digits by 2-digit numbers. Finally move into decimal places to divide the total accurately. 

Dividing Fractions (Yr6)

Vocab:

Divisor, denominator, numerator, mixed number, improper fraction, divide, share, keep, flip, share.

Operation changes because when you share gets bigger because when you share a fraction, you are dividing into even smaller pieces meaning the denominator increases as a number- hence the multiplying.