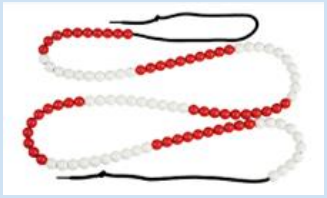
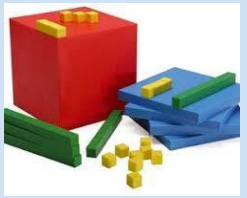


1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Our Calculation Policy (Simplified)

CONCRETE
PICTORIAL
ABSTRACT



CONCRETE
PICTORIAL
ABSTRACT

Our Calculation Policy (Simplified)

CONCRETE
PICTORIAL
ABSTRACT

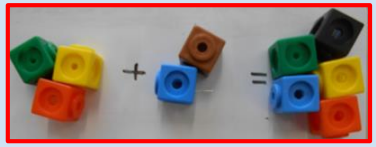
Become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. In order to achieve this we need to provide opportunities for children to investigate numbers by counting, cardinality (how many there are in the group), comparison and composition. They need to practice decomposing and recomposing numbers, recalling number bonds and multiplication tables to improve mathematical fluency.

Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. The conversations we have and questions we ask are key to developing reasoning skills. We can ask children to describe, explain, convince others, justify and prove to promote their reasoning skills. Adults can support children to develop reasoning by modelling, using mathematical language, using sentence stems, group work, Cooperative learning CLIPs, understanding how others work and making personal notes and recordings.

Can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. Activities should be provided where children can solve number problems, practical problems and missing number problems. Problem solving is not just about solving the problem, it is about how they solved the problem. What strategies and mathematical concepts did they use? All pupils should have the opportunity to apply their mathematics to solve problems. The use of mathematical language, modelling and the bar model can all help support children to develop their problem solving skills. Higher attaining children need to solve problems that require more demanding reasoning and problem solving skills rather than harder numbers.

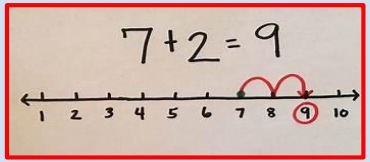
Addition

Addition starts by adding objects

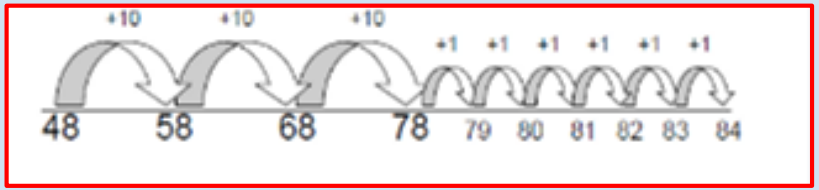


Bead string

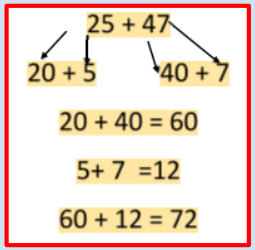
Number line (Manipulatives and then onto jottings)



Empty number line (jottings)

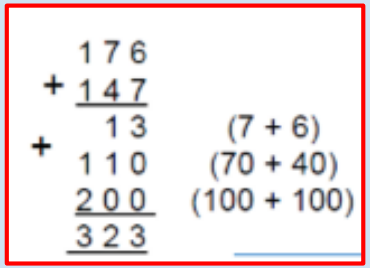


For larger numbers we regroup horizontally (Partitioning)

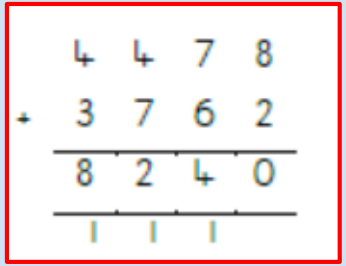


	200	+	60	+	3
+	100	+	10	+	9
	300	+	70	+	12
	300	+	80	+	2

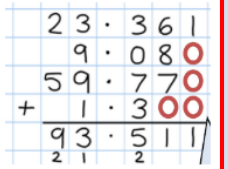
Then vertically (Expanded Column Method)



Before we eventually carry (Column Method)

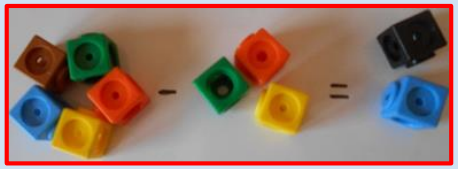


Insert zeros for place holders.

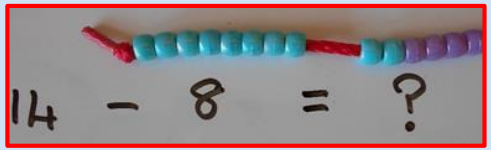


Subtraction

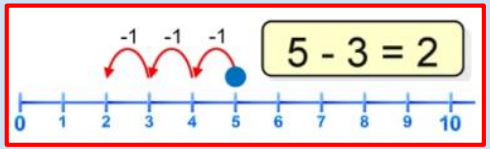
Subtraction starts with taking away objects.



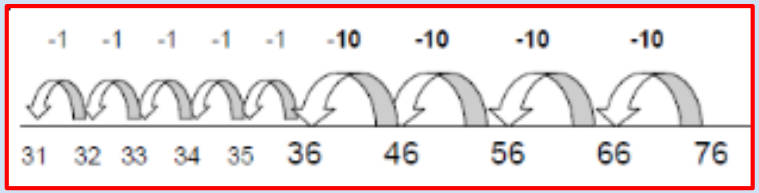
Bead string



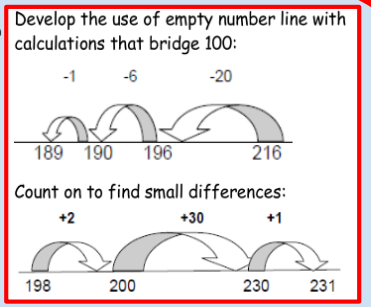
Number line (Manipulatives and then onto jottings)



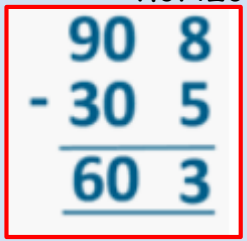
Empty number line (jottings)

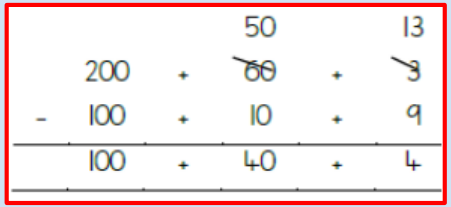


Empty number lines that bridge 100

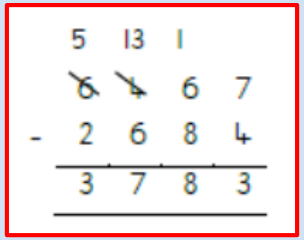


For larger numbers regroup horizontally (Partitioning)





Then vertically until we eventually progress to exchanging (Column method for exchanging)

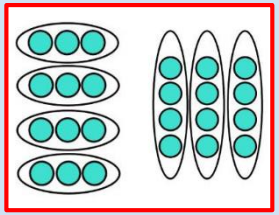


Multiplication

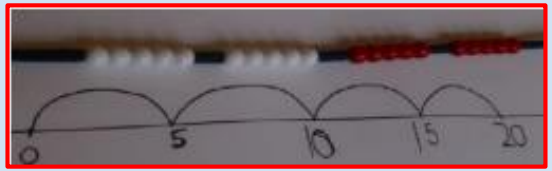
First, we group objects as a representation

Bead string

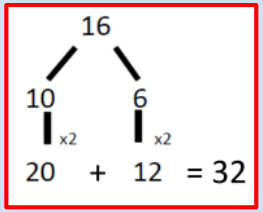
Arrays

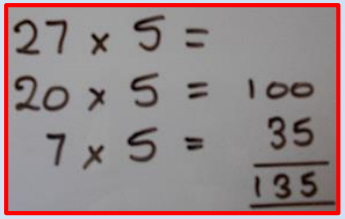


Number line and onto an empty number line to show as repeated addition (manipulatives and jottings)

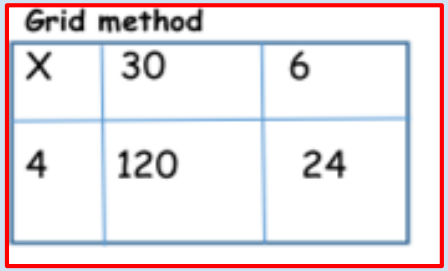


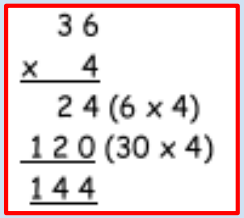
Partitioning method



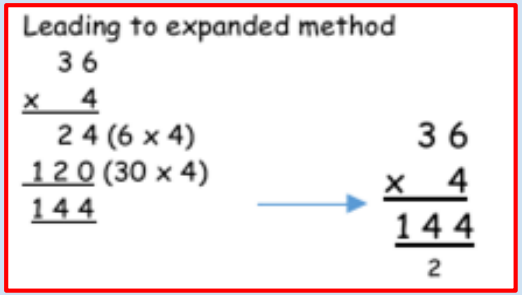


Grid method

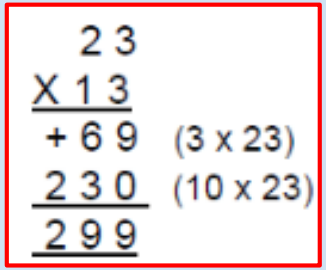




Short multiplication



Long multiplication

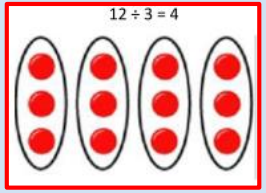


Division

Division begins with sharing

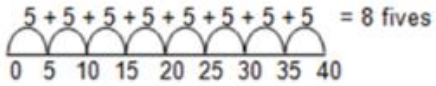
Bead string

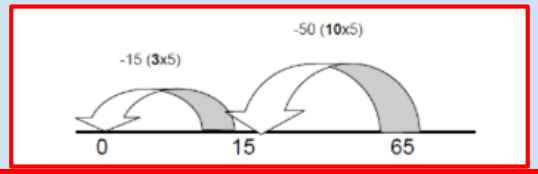
Sharing using arrays



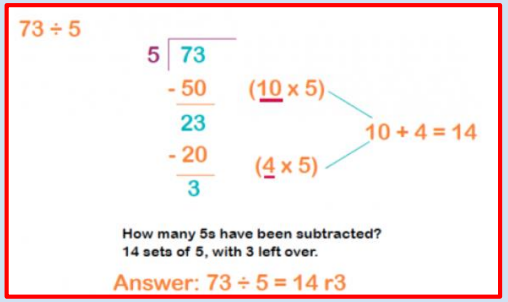
Number line and onto an empty number line to show as repeated addition and subtraction (manipulatives and jottings)

Example without remainder:
40 ÷ 5
Ask "How many 5s in 40?"



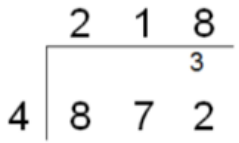


Chunking

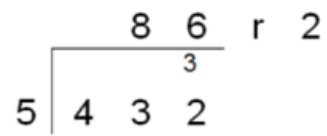


Short bus stop method for division.

Begin with divisions that divide equally with no remainder.



Move onto divisions with a remainder.



Finally, onto long division.

1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
t o 2 2) 5 8 Two goes into 5 two times, or 5 tens ÷ 2 = 2 whole tens -- but there is a remainder!	t o 2 2) 5 8 - 4 1 To find it, multiply 2 × 2 = 4, write that 4 under the five, and subtract to find the remainder of 1 ten.	t o 2 9 2) 5 8 - 4 ↓ 1 8 Next, drop down the 8 of the ones next to the leftover 1 ten. You combine the remainder ten with 8 ones, and get 18.