



Holy Cross Primary
Catholic Voluntary Academy

Loved, Valued, Challenged



CALCULATION POLICY

Signed _____ (Headteacher) Date _____

Signed _____ (Chair of Governors) Date _____

September 2023

Date of next review September 2023

Our Mission Statement

Loved

We love one another as Jesus taught us - our friends, our families and those who we may never meet.

Valued

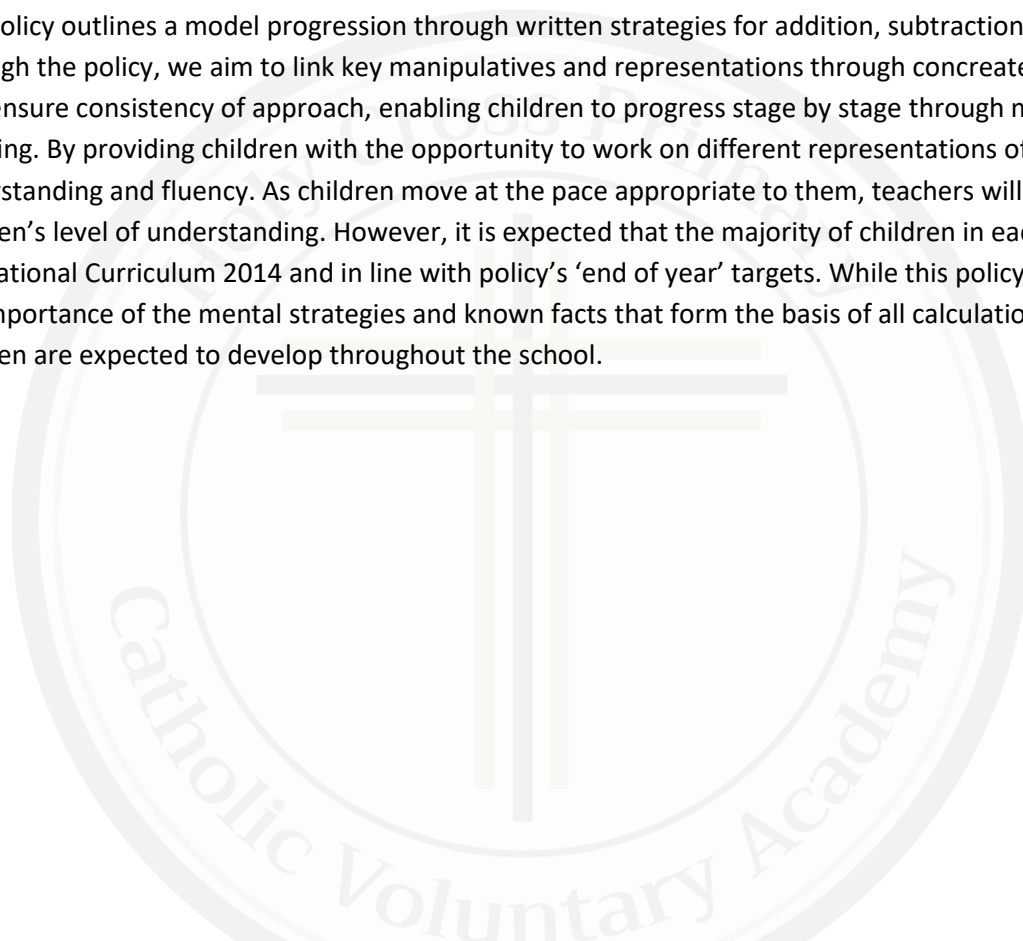
We value everyone - everyone is important; pupils, staff, parents, governors and members of the community– no matter their race, religion ability or need. We try to live like Jesus taught us.

Challenged

We challenge each other - not only with our learning but challenge each other to be more merciful to others, have a little more understanding of others' needs and challenge each other to be better people.

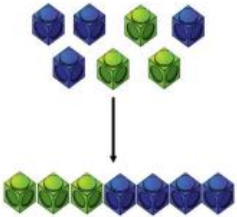
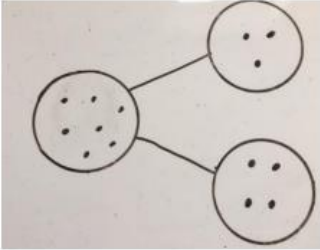
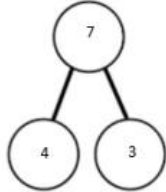

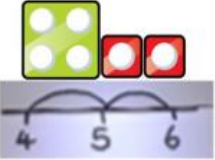
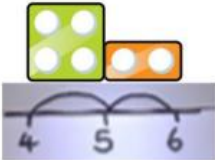
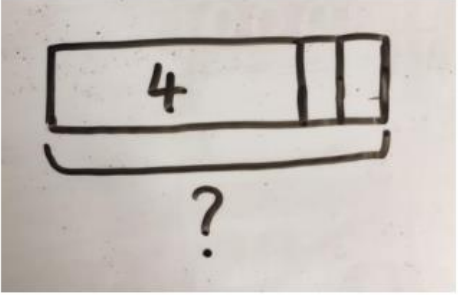

Rationale

This policy outlines a model progression through written strategies for addition, subtraction, multiplication and division in line with the National Curriculum. Through the policy, we aim to link key manipulatives and representations through concrete, pictorial and abstract methods. School wide policies, such as this, ensure consistency of approach, enabling children to progress stage by stage through models and representations they recognise from previous teaching. By providing children with the opportunity to work on different representations of the same mathematical idea allows for deeper conceptual understanding and fluency. As children move at the pace appropriate to them, teachers will be presenting strategies and equipment appropriate to children's level of understanding. However, it is expected that the majority of children in each class will be working at age-appropriate levels as set out in the National Curriculum 2014 and in line with policy's 'end of year' targets. While this policy focuses on written calculations in mathematics, we recognise the importance of the mental strategies and known facts that form the basis of all calculations. At the end of each strand, outline the mental strategies that children are expected to develop throughout the school.



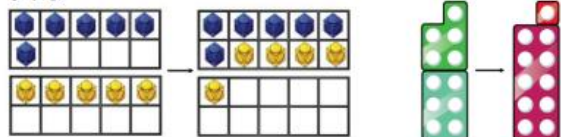
Calculation policy: Addition

Key language: sum, total, parts and wholes, plus, add, altogether, more, 'is equal to' 'is the same as'.

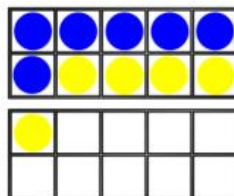
Concrete	Pictorial	Abstract
<p>Combining two parts to make a whole (use other resources too e.g. eggs, shells, teddy bears, cars).</p> 	<p>Children to represent the cubes using dots or crosses. They could put each part on a part whole model too.</p> 	<p>$4 + 3 = 7$ Four is a part, 3 is a part and the whole is seven.</p> 
<p>Counting on using number lines using cubes or Numicon.</p>   	<p>A bar model which encourages the children to count on, rather than count all.</p> 	<p>The abstract number line: What is 2 more than 4? What is the sum of 2 and 4? What is the total of 4 and 2? $4 + 2$</p> 

Regrouping to make 10; using ten frames and counters/cubes or using Numicon.

$$6 + 5$$



Children to draw the ten frame and counters/cubes.



Children to develop an understanding of equality e.g.

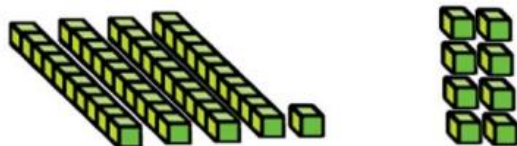
$$6 + \square = 11$$

$$6 + 5 = 5 + \square$$

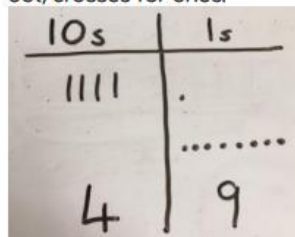
$$6 + 5 = \square + 4$$

TO + O using base 10. Continue to develop understanding of partitioning and place value.

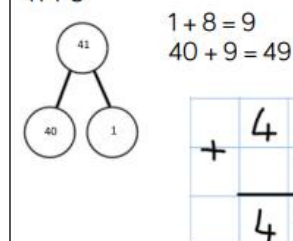
$$41 + 8$$



Children to represent the base 10 e.g. lines for tens and dot/crosses for ones.

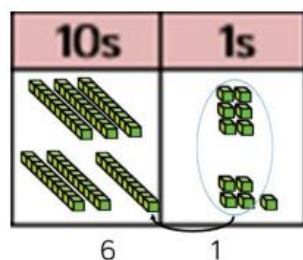


$$41 + 8$$

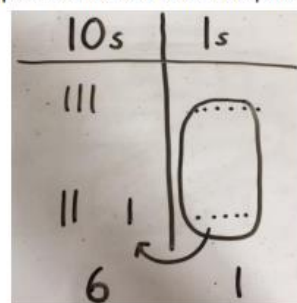


TO + TO using base 10. Continue to develop understanding of partitioning and place value.

$$36 + 25$$



Children to represent the base 10 in a place value chart.



Looking for ways to make 10.

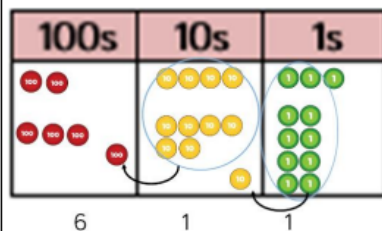
$$36 + 25 =$$

$30 + 20 = 50$
 $5 + 5 = 10$
 $50 + 10 + 1 = 61$

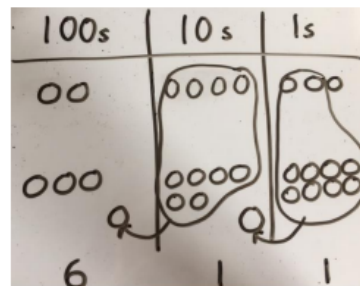
Formal method:

$$\begin{array}{r} 36 \\ +25 \\ \hline 61 \\ \hline 1 \end{array}$$

Use of place value counters to add HTO + TO, HTO + HTO etc. When there are 10 ones in the 1s column- we exchange for 1 ten, when there are 10 tens in the 10s column- we exchange for 1 hundred.



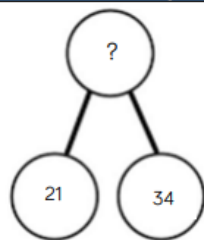
Children to represent the counters in a place value chart, circling when they make an exchange.



243

$$\begin{array}{r} 243 \\ +368 \\ \hline 611 \\ 1 \quad 1 \end{array}$$

Conceptual variation; different ways to ask children to solve $21 + 34$



?	
21	34

Word problems:

In year 3, there are 21 children and in year 4, there are 34 children. How many children in total?

$21 + 34 = 55$. Prove it

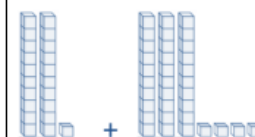
21

+34

$21 + 34 =$

 = $21 + 34$

Calculate the sum of twenty-one and thirty-four.

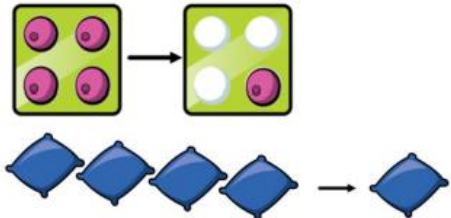
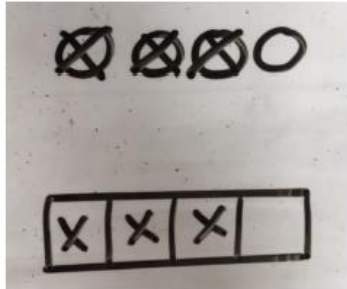
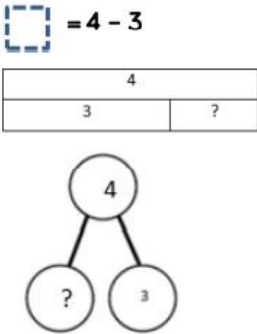
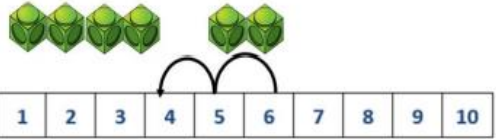
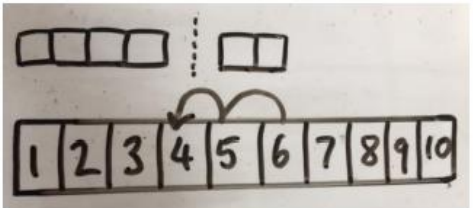
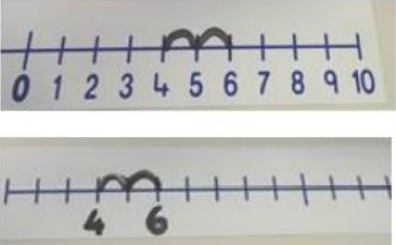


Missing digit problems:

10s	1s
10	1
10	?
?	5

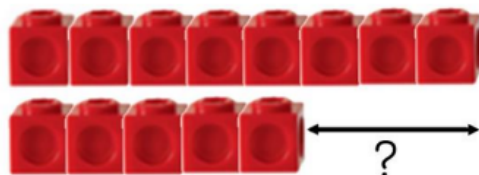
Calculation policy: Subtraction

Key language: take away, less than, the difference, subtract, minus, fewer, decrease.

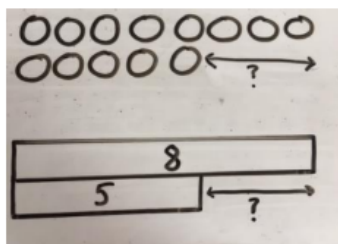
Concrete	Pictorial	Abstract
<p>Physically taking away and removing objects from a whole (ten frames, Numicon, cubes and other items such as beanbags could be used).</p> <p>$4 - 3 = 1$</p> 	<p>Children to draw the concrete resources they are using and cross out the correct amount. The bar model can also be used.</p> 	<p>$4 - 3 =$</p> <p></p>
<p>Counting back (using number lines or number tracks) children start with 6 and count back 2.</p> <p>$6 - 2 = 4$</p> 	<p>Children to represent what they see pictorially e.g.</p> 	<p>Children to represent the calculation on a number line or number track and show their jumps. Encourage children to use an empty number line</p> 

Finding the difference (using cubes, Numicon or Cuisenaire rods, other objects can also be used).

Calculate the difference between 8 and 5.



Children to draw the cubes/other concrete objects which they have used or use the bar model to illustrate what they need to calculate.



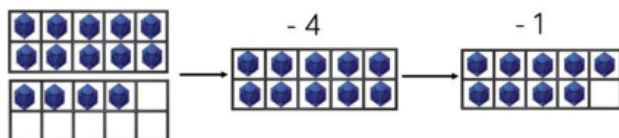
Find the difference between 8 and 5.

8 - 5, the difference is

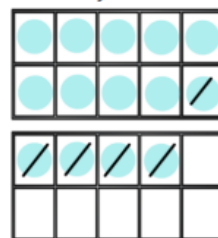
Children to explore why
 $9 - 6 = 8 - 5 = 7 - 4$ have the same difference.

Making 10 using ten frames.

14 - 5



Children to present the ten frame pictorially and discuss what they did to make 10.



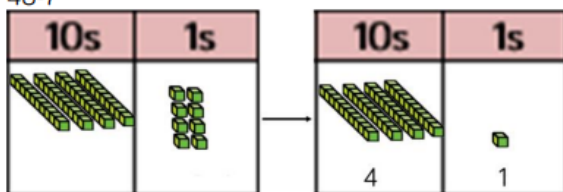
Children to show how they can make 10 by partitioning the subtrahend.

$$\begin{array}{r} 14 - 5 = 9 \\ \swarrow \quad \searrow \\ 4 \quad \quad 1 \end{array}$$

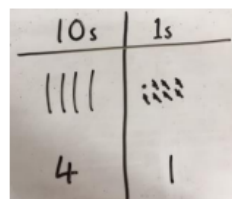
$$\begin{array}{l} 14 - 4 = 10 \\ 10 - 1 = 9 \end{array}$$

Column method using base 10.

48-7



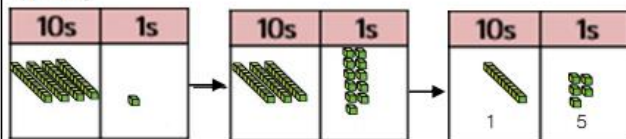
Children to represent the base 10 pictorially.



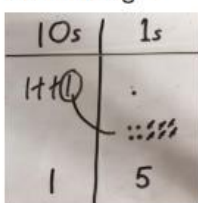
Column method or children could count back 7.

	4	8
-		7
	4	1

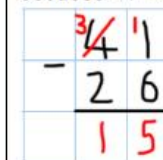
Column method using base 10 and having to exchange.
41 - 26



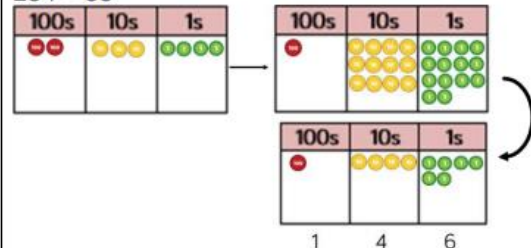
Represent the base 10 pictorially, remembering to show the exchange.



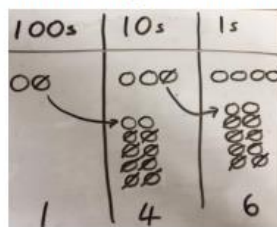
Formal column method. Children must understand that when they have exchanged the 10 they still have 41 because $41 = 30 + 11$.



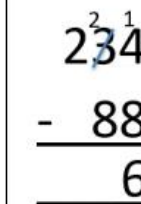
Column method using place value counters.
234 - 88



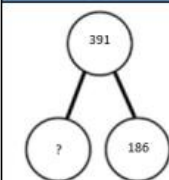
Represent the place value counters pictorially; remembering to show what has been exchanged.



Formal column method. Children must understand what has happened when they have crossed out digits.



Conceptual variation; different ways to ask children to solve $391 - 186$



391	
186	?

Raj spent £391, Timmy spent £186.
How much more did Raj spend?

Calculate the difference between 391 and 186.

$$\square = 391 - 186$$

$$\begin{array}{r} 391 \\ -186 \\ \hline \end{array}$$

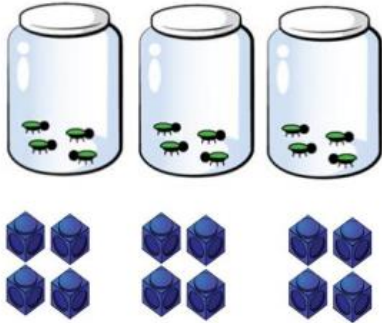
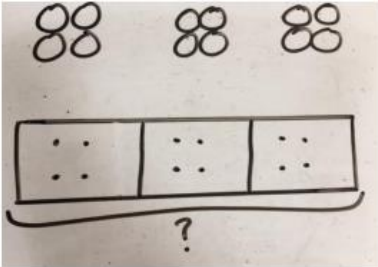
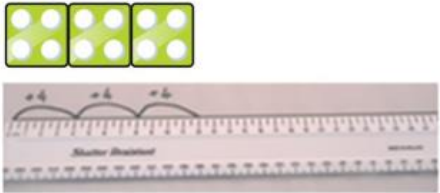
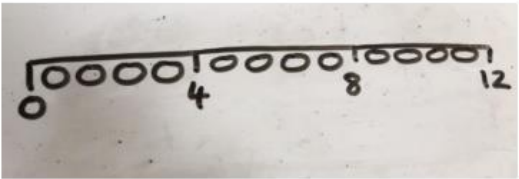
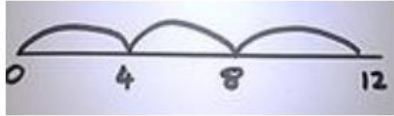
What is 186 less than 391?

Missing digit calculations

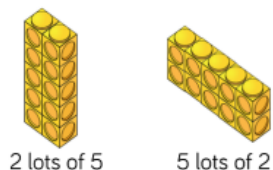
$$\begin{array}{r} 39\square \\ -\square\square6 \\ \hline \square05 \end{array}$$

Calculation policy: Multiplication

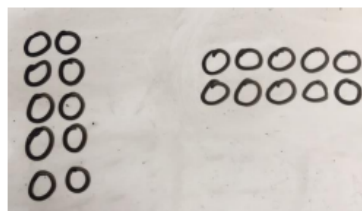
Key language: double, times, multiplied by, the product of, groups of, lots of, equal groups.

Concrete	Pictorial	Abstract
<p>Repeated grouping/repeated addition 3×4 $4 + 4 + 4$ There are 3 equal groups, with 4 in each group.</p> 	<p>Children to represent the practical resources in a picture and use a bar model.</p> 	<p>$3 \times 4 = 12$ $4 + 4 + 4 = 12$</p>
<p>Number lines to show repeated groups- 3×4</p>  <p>Cuisenaire rods can be used too.</p>	<p>Represent this pictorially alongside a number line e.g.:</p> 	<p>Abstract number line showing three jumps of four.</p> <p>$3 \times 4 = 12$</p> 

Use arrays to illustrate commutativity counters and other objects can also be used.
 $2 \times 5 = 5 \times 2$



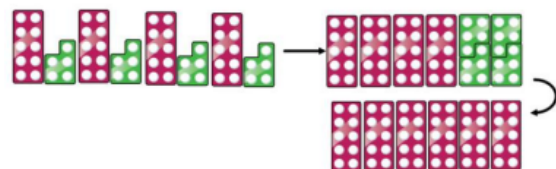
Children to represent the arrays pictorially.



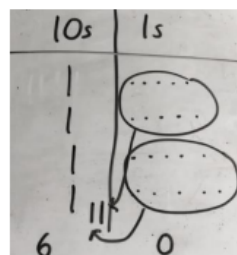
Children to be able to use an array to write a range of calculations e.g.

$$\begin{aligned} 10 &= 2 \times 5 \\ 5 \times 2 &= 10 \\ 2 + 2 + 2 + 2 + 2 &= 10 \\ 10 &= 5 + 5 \end{aligned}$$

Partition to multiply using Numicon, base 10 or Cuisenaire rods.
 4×15



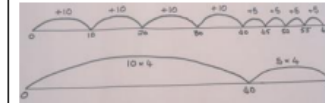
Children to represent the concrete manipulatives pictorially.



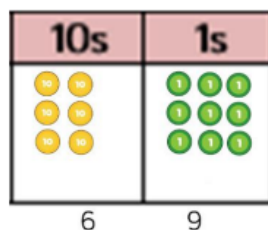
Children to be encouraged to show the steps they have taken.

$$\begin{aligned} 4 \times 15 & \\ \swarrow \searrow & \\ 10 \quad 5 & \\ 10 \times 4 = 40 & \\ 5 \times 4 = 20 & \\ 40 + 20 = 60 & \end{aligned}$$

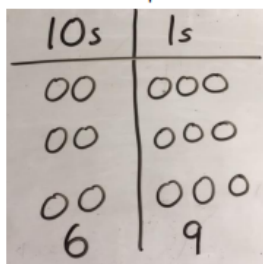
A number line can also be used



Formal column method with place value counters (base 10 can also be used.) 3×23



Children to represent the counters pictorially.



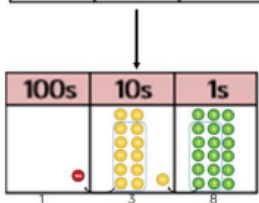
Children to record what it is they are doing to show understanding.

$$\begin{aligned} 3 \times 23 & \quad 3 \times 20 = 60 \\ \swarrow \searrow & \quad 3 \times 3 = 9 \\ 20 \quad 3 & \quad 60 + 9 = 69 \end{aligned}$$

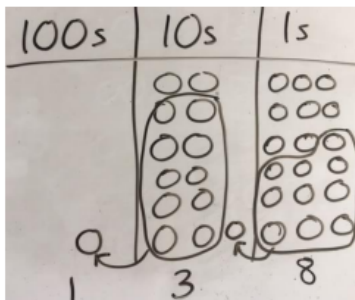
$$\begin{array}{r} 23 \\ \times 3 \\ \hline 69 \end{array}$$

Formal column method with place value counters.

$$6 \times 23$$



Children to represent the counters/base 10, pictorially e.g. the image below.



Formal written method

$$6 \times 23 =$$

$$\begin{array}{r} 23 \\ \times 6 \\ \hline 138 \\ 11 \end{array}$$

When children start to multiply $3d \times 3d$ and $4d \times 2d$ etc., they should be confident with the abstract:

To get 744 children have solved 6×124 .

To get 2480 they have solved 20×124 .

$$\begin{array}{r} 124 \\ \times 26 \\ \hline 744 \\ 2480 \\ \hline 3224 \end{array}$$

Answer: 3224

Conceptual variation; different ways to ask children to solve 6×23

23	23	23	23	23	23
----	----	----	----	----	----

?

Mai had to swim 23 lengths, 6 times a week.

How many lengths did she swim in one week?

With the counters, prove that $6 \times 23 = 138$

Find the product of 6 and 23

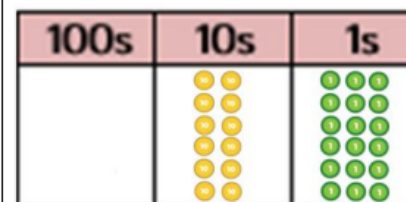
$$6 \times 23 =$$

$$\square = 6 \times 23$$

$$\begin{array}{r} 6 \quad 23 \\ \times 23 \quad \times 6 \\ \hline \end{array}$$

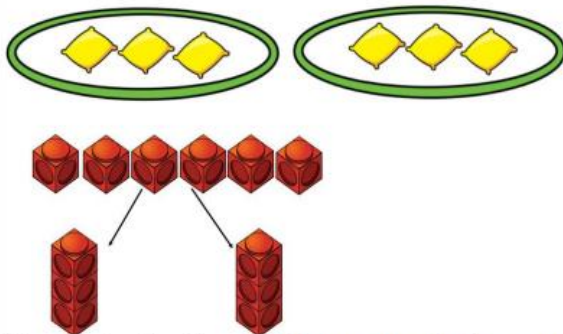
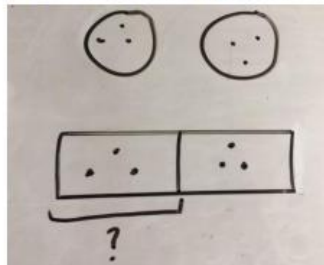
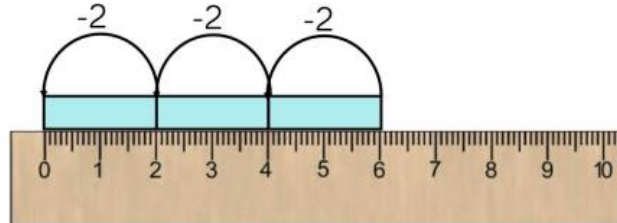
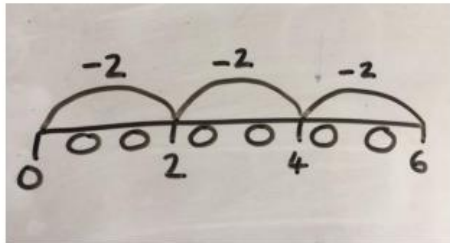
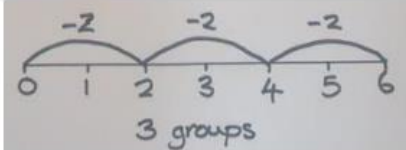
What is the calculation?

What is the product?



Calculation policy: Division

Key language: share, group, divide, divided by, half.

Concrete	Pictorial	Abstract		
<p>Sharing using a range of objects. $6 \div 2$</p>  <p>The image shows two green ovals, each containing three yellow diamonds. Below this, there are six red cubes arranged in a single row. Two lines branch out from the middle of this row, pointing down to two separate vertical stacks of three red cubes each.</p>	<p>Represent the sharing pictorially.</p>  <p>The image shows two hand-drawn circles, each containing three dots. Below them is a hand-drawn rectangle divided into two equal halves, with three dots in each half. A bracket is drawn under the left half with a question mark below it.</p>	<p>$6 \div 2 = 3$</p> <table border="1" data-bbox="1417 574 1785 633"><tr><td>3</td><td>3</td></tr></table> <p>Children should also be encouraged to use their 2 times tables facts.</p>	3	3
3	3			
<p>Repeated subtraction using Cuisenaire rods above a ruler. $6 \div 2$</p>  <p>The image shows a wooden ruler from 0 to 10. Three light blue Cuisenaire rods, each labeled '-2', are placed end-to-end above the ruler, starting from 0 and ending at 6. Below the ruler, the text '3 groups of 2' is written.</p>	<p>Children to represent repeated subtraction pictorially.</p>  <p>The image shows a hand-drawn number line from 0 to 6 with circles at each integer. Three arcs are drawn above the line, each labeled '-2'. The first arc goes from 0 to 2, the second from 2 to 4, and the third from 4 to 6.</p>	<p>Abstract number line to represent the equal groups that have been subtracted.</p>  <p>The image shows a hand-drawn number line from 0 to 6 with circles at each integer. Three arcs are drawn above the line, each labeled '-2'. The first arc goes from 0 to 2, the second from 2 to 4, and the third from 4 to 6. Below the line, the text '3 groups' is written.</p>		

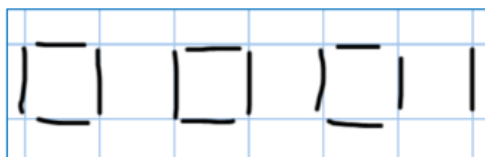
2d + 1d with remainders using lollipop sticks. Cuisenaire rods, above a ruler can also be used.
 $13 \div 4$

Use of lollipop sticks to form wholes- squares are made because we are dividing by 4.



There are 3 whole squares, with 1 left over.

Children to represent the lollipop sticks pictorially.

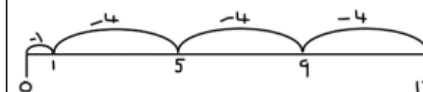


There are 3 whole squares, with 1 left over.

$13 \div 4 = 3$ remainder 1

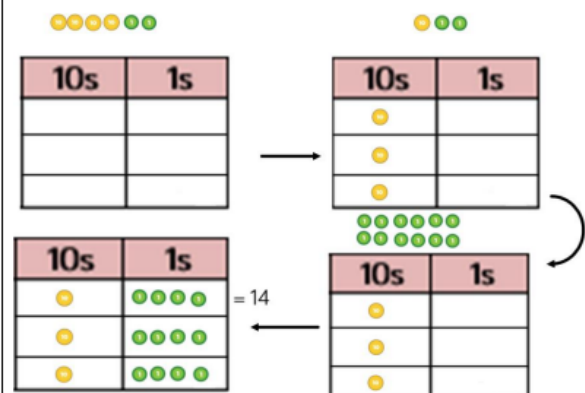
Children should be encouraged to use their times table facts; they could also represent repeated addition on a number line.

'3 groups of 4, with 1 left over'

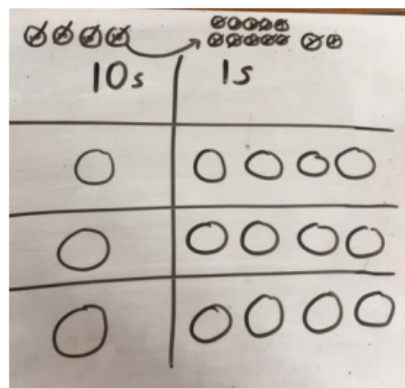


Sharing using place value counters.

$42 \div 3 = 14$



Children to represent the place value counters pictorially.



Children to be able to make sense of the place value counters and write calculations to show the process.

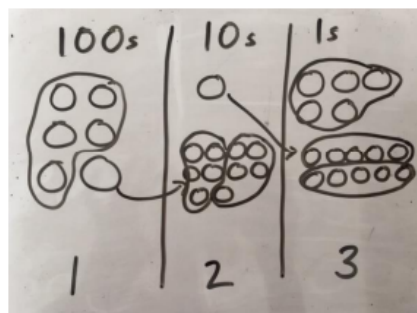
$42 \div 3$
 $42 = 30 + 12$
 $30 \div 3 = 10$
 $12 \div 3 = 4$
 $10 + 4 = 14$

Short division using place value counters to group.
 $615 \div 5$

100s	10s	1s
1	2	3

1. Make 615 with place value counters.
2. How many groups of 5 hundreds can you make with 6 hundred counters?
3. Exchange 1 hundred for 10 tens.
4. How many groups of 5 tens can you make with 11 ten counters?
5. Exchange 1 ten for 10 ones.
6. How many groups of 5 ones can you make with 15 ones?

Represent the place value counters pictorially.



Children to the calculation using the short division scaffold.

$$\begin{array}{r} 123 \\ 5 \overline{) 615} \\ \underline{5} \\ 11 \\ \underline{10} \\ 15 \\ \underline{15} \\ 0 \end{array}$$

Long division using place value counters
 $2544 \div 12$




1000s	100s	10s	1s

We can't group 2 thousands into groups of 12 so will exchange them.

1000s	100s	10s	1s




We can group 24 hundreds into groups of 12 which leaves with 1 hundred.

$$\begin{array}{r} 02 \\ 12 \overline{) 2544} \\ \underline{24} \\ 1 \end{array}$$

1000s	100s	10s	1s
			

After exchanging the hundred, we have 14 tens. We can group 12 tens into a group of 12, which leaves 2 tens.

$$\begin{array}{r} 021 \\ 12 \overline{) 2544} \\ \underline{24} \\ 14 \\ \underline{12} \\ 2 \end{array}$$

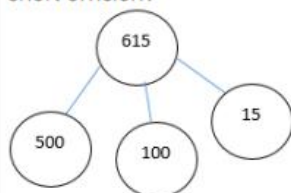
1000s	100s	10s	1s
			

After exchanging the 2 tens, we have 24 ones. We can group 24 ones into 2 groups of 12, which leaves no remainder.

$$\begin{array}{r} 0212 \\ 12 \overline{) 2544} \\ \underline{24} \\ 14 \\ \underline{12} \\ 24 \\ \underline{24} \\ 0 \end{array}$$

Conceptual variation; different ways to ask children to solve $615 \div 5$

Using the part whole model below, how can you divide 615 by 5 without using short division?



I have £615 and share it equally between 5 bank accounts. How much will be in each account?

615 pupils need to be put into 5 groups. How many will be in each group?

$$5 \overline{) 615}$$

$$615 \div 5 =$$

$$\square = 615 \div 5$$

What is the calculation?
What is the answer?

100s	10s	1s
