**Donnington Wood Infant School and Nursery**

# Calculation policy

The following pages show how, at Donnington Wood Infant School, we ensure progression in calculation (addition, subtraction, multiplication and division) and how this works in line with the National Curriculum and Early Years Foundation Stage. The consistent use of the CPA (concrete, pictorial, abstract) approach helps children develop mastery across all the operations in an efficient and reliable way. This policy shows how these methods develop children's confidence in their understanding of both written and mental methods.

**The aims of this policy**

Mastery is for all, and the aim of this policy is to ensure all children leave our school with a secure understanding of the four operations and can confidently use both written and mental calculation strategies in a range of contexts. It aims to ensure consistent strategies, models and images used across the school to embed and deepen children's learning and understanding of mathematical concepts.

**How should this policy be used?**

This policy has been designed to support the teaching and planning of mathematics in our school. The policy only details the strategies, and teachers must plan opportunities to apply these; for example, when solving a problem, or when opportunities emerge elsewhere in the curriculum. The examples and illustrations are not exhaustive but provide an overall picture of what mathematics in our school should look like.

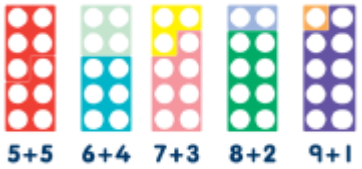
This policy sets out the progression of strategies and written methods which children will be taught as they develop in their understanding of the four operations. Strategies are set out in a Concrete, Pictorial, Abstract (CPA) approach to develop children's deeper understanding and mastery of mathematical concepts. Children use concrete objects to help them make sense of the concept or problem; this could be anything from plastic fruit to straws, counters or cubes. This is then developed through the use of images, models and children's own pictorial representations before moving on to the abstract mathematics. Children will travel along this continuum again and again, often revisiting previous stages when a concept is extended. It also is worth noting that if a child has moved on from the concrete to the pictorial, it does not mean that the concrete cannot be used alongside the pictorial.

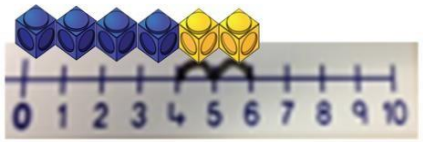
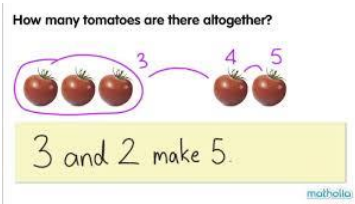
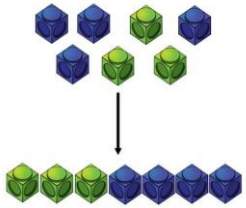
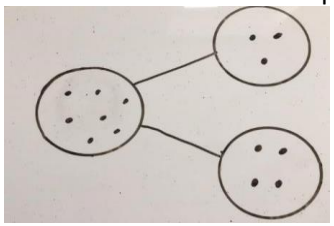
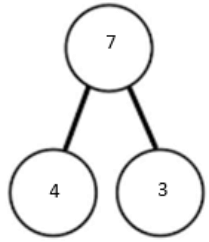
Similarly, although the strategies are taught in a progressive sequence, they are designed to equip children with a 'tool box' of skills and strategies that they can apply to solve problems in a range of contexts. So as a new strategy is taught it does not necessarily supersede the previous, but builds on prior learning to enable children to have a variety of tools to select from. As children become increasingly independent, they will be able to and must be encouraged to select those strategies which are most efficient for the task.

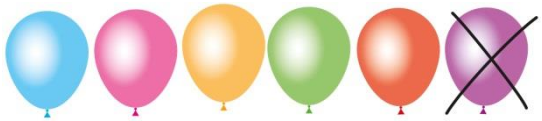
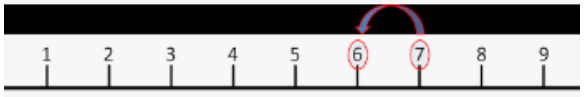
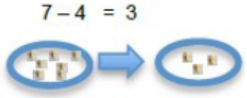
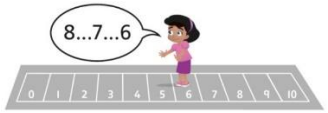
The strategies are separated into the four operations for ease of reference. However, it is intended that addition and subtraction, and multiplication and division are taught together to ensure that children are making connections and seeing relationships in their mathematics. Therefore, some strategies will be taught simultaneously, for example, counting on (addition) and counting back (subtraction).

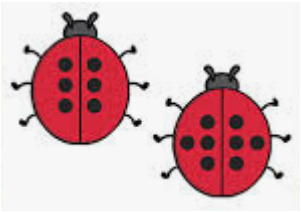
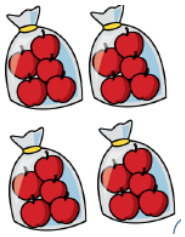
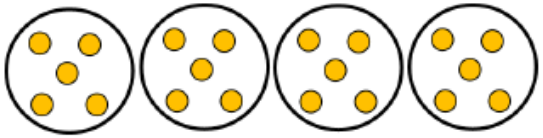
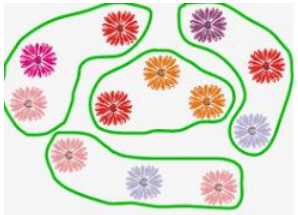
Children should be moved through the strategies at a pace appropriate to their age related expectations as defined in the EYFS and NC. Effective teaching of the strategies rely on increasing levels of number sense, fluency and ability to reason mathematically. Children must be supported to gain depth of understanding within the strategy through the CPA approach and not learn strategies as a procedure.

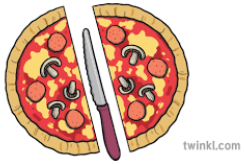
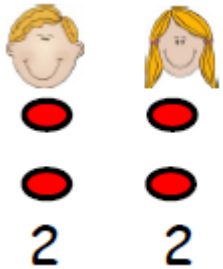
| Progression in calculation | | |
|---|---|---|
| Children develop the core ideas that underpin all calculation. They begin by connecting calculation with counting on and counting back, but they should learn that understanding wholes and parts will enable them to calculate efficiently and accurately, and with greater flexibility. They learn how to use an understanding of 10s and 1s to develop their calculation strategies, especially in addition and subtraction. | | |
| **Key language:** whole, part, ones, ten, tens, number bond, add, addition, plus, total, altogether, subtract, subtraction, find the difference, take away, minus, less, more, group, share, equal, equals, is equal to, groups, equal groups, times, multiply, multiplied by, divide, share, shared equally, times-table | | |
| **Addition and subtraction:** In EYFS children first learn to connect addition and subtraction with counting, but they soon develop two very important skills: an understanding of parts and wholes, and an understanding of unitising 10s, to develop efficient and effective calculation strategies based on known number bonds and an increasing awareness of place value. Addition and subtraction are taught in a way that is interlinked to highlight the link between the two operations.<br>A key idea is that children will select methods and approaches based on their number sense. For example, in Year 1, when faced with 15 − 3 and 15 − 13, they will adapt their ways of approaching the calculation appropriately. The teaching should always emphasise the importance of mathematical thinking to ensure accuracy and flexibility of approach, and the importance of using known number facts to harness their recall of bonds within 20 to support both addition and subtraction methods.<br>In Year 2, they will start to see calculations presented in a column format, although this is not expected to be formalised until KS2. We show the column method in Year 2 as an option; teachers may not wish to include it until Year 3. | **Multiplication and division:** In EYFS children develop an awareness of equal groups and link this with counting in equal steps, starting with 2s, 5s and 10s. In Year 2, they learn to connect the language of equal groups with the mathematical symbols for multiplication and division.<br>They learn how multiplication and division can be related to repeated addition and repeated subtraction to find the answer to the calculation.<br>In this key stage, it is vital that children explore and experience a variety of strong images and manipulative representations of equal groups, including concrete experiences as well as abstract calculations.<br>Children begin to recall some key multiplication facts, including doubles, and an understanding of the 2, 5 and 10 times-tables and how they are related to counting. | **Fractions:** In EYFS children will develop an understanding of a whole and will begin to explore halving through practical activities. This will begin with halving an object and move on to halving amounts.<br>In Year 1, children encounter halves and quarters, and link this with their understanding of sharing. They experience key spatial representations of these fractions, and learn to recognise examples and non-examples, based on their awareness of equal parts of a whole.<br>In Year 2, they develop an awareness of unit fractions and experience non-unit fractions, and they learn to write them and read them in the common format of numerator and denominator. |

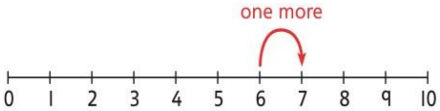
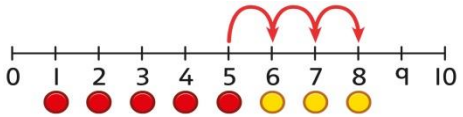
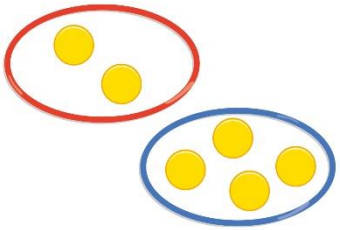
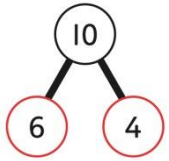
| EYFS | | | |
|---|---|---|---|
| | **Concrete** | **Pictorial** | **Abstract** |
| **EYFS**<br>**Addition** | **Finding 1 more**<br>Children add one more person or object to a group to find one more.<br>  | **Finding 1 more**<br>Children to count the objects in the image and add 1 more by drawing or placing a counter | **Finding 1 more**<br>Use a number line to understand how to link counting on with finding one more.<br>  |
| | **Finds total number by counting two groups**<br>  <br>Count two groups of objects and push them together to find the total.<br>4 + 3 makes 6 | **Finds total number by counting two groups**<br>  <br>2 and 2 makes 4<br>  | **Finds total number by counting two groups** |
| | **Concrete** | Pictorial | Abstract |

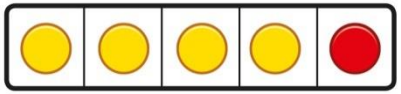
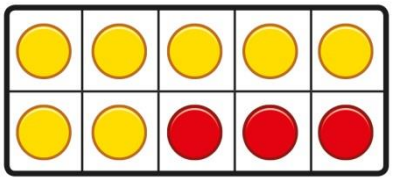
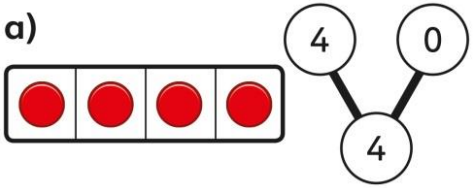
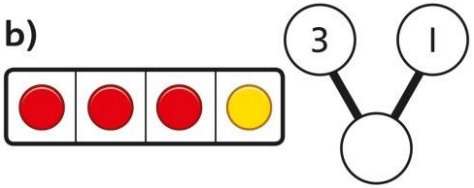
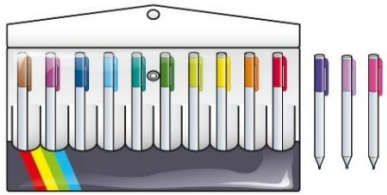
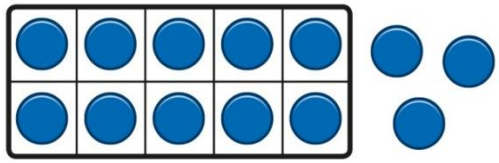
| | | | |
|---|---|---|---|
| | **Counting on to find the answer**<br>  <br><br>Represent the original number, holding this in their head and use additional objects to count on. | **Counting on to find the answer**<br>  <br><br>Children to hold the first number in their head and touch count the number they are adding on. | **Counting on to find the answer**<br>The abstract number line:<br>What is 2 more than 4?<br>What is the sum of 2 and 4?<br>What is the total of 4 and 2?<br>4 + 2<br>  <br> |
| | **Understanding part-part-whole relationship**<br>Sort people and objects into parts and understand the relationship with the whole.<br>  <br>***The parts are 3 and 4. The whole is 7.*** | **Understanding part-part-whole relationship**<br>Children draw to represent the parts and understand the relationship with the whole.<br>  <br>*The parts are 3 and 4. The whole is 7.* | **Understanding part-part-whole relationship**<br>Use a part-whole model to represent the numbers.<br>  <br><br>3+4 = 7 |

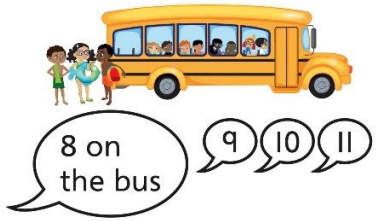
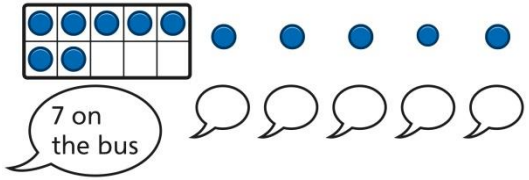
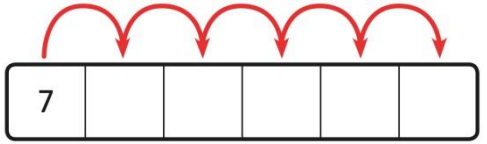
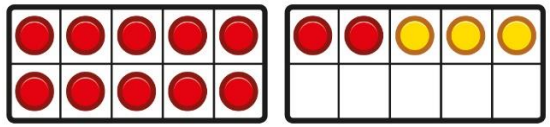
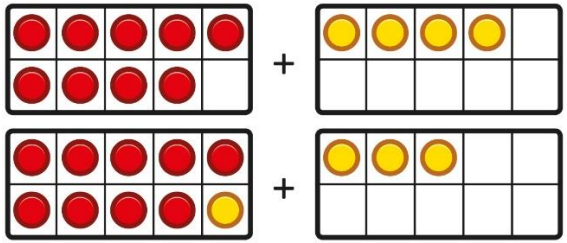
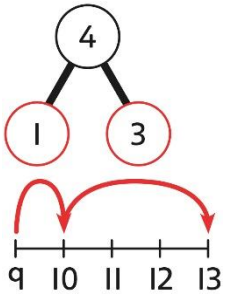
| | Concrete | Pictorial | Abstract |
|---|---|---|---|
| **EYFS Subtraction** | **Finding one less**<br>**Children are taught to find one less by using practical equipment to remove an item. Children will also be used a variety of 'takeaway' songs such as 5 little ducks, 5 currents bun or 5 little frogs, where practical equipment will be used to represent the actions in the song.** | **Finding one less**<br>Children will use a crossing out system to remove one item<br>  <br>Songs such as 5 little ducks, five current buns or five little frogs used on the Smart board where there are visual representations. | **Finding one less**<br>  <br><br>Children are taught how to find one less on a number line by jumping backwards. |
| | **Taking away an amount of objects (bigger than 1)**<br>Initially children will solve subtraction by taking away an amount of objects. Children are taught to use their fingers or practical equipment, for smaller subtraction sentences.<br>  <br> | **Counting back and taking away**<br>Children draw and cross out or use counters to represent objects from a problem.<br>  | **Taking away an amount of objects (bigger than 1)** |
| | **Counting back to find an answer**<br>Children arrange objects and count back to find the amount. | **Counting back to find an answer**<br>**Counting back and taking away**<br>Children count back to take away and use a number line or number track to support the method.<br>  <br><br>9-3=6 | **Counting back to find an answer**<br>  <br><br>Children are taught to count back using fingers |

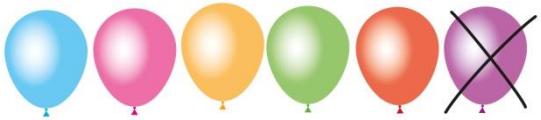
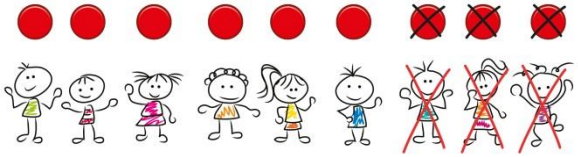
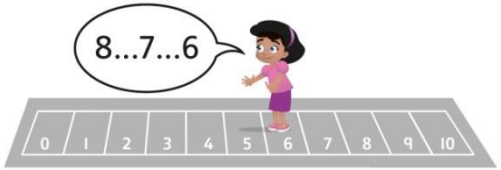
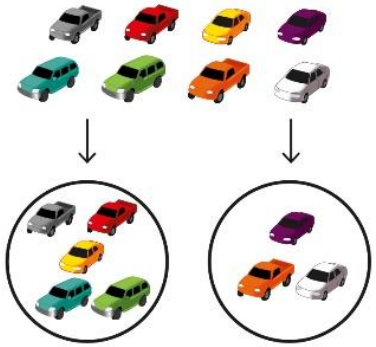
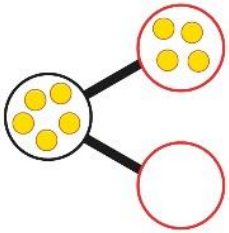
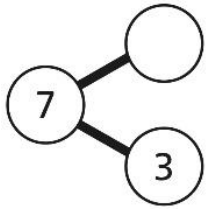
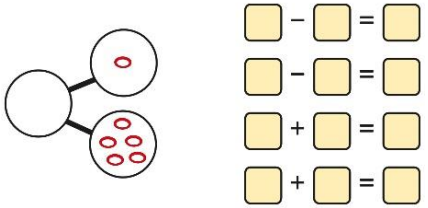
| EYFS Multiplication | Concrete | Pictorial | Abstract |
|---|---|---|---|
| | **Doubling**<br>In Foundation Stage children are taught about doubling through addition. Adding the same number again.<br>Double 3 is 3+3=6<br>  <br>Initially the is supported with concrete apparatus for children to manipulate. | **Doubling**<br>  <br>Children are taught to count all of the spots to find the total. | **Doubling**<br>Children to begin to recall some doubling facts up to a total or 10. |
| | **Grouping**<br>  <br>Children are taught grouping through sharing. Using practical resources to make equal groups. | **Grouping**<br>  <br>Grouping pictures to share equally.<br>  | **Grouping** |
| | **Concrete** | **Pictorial** | **Abstract** |

| | | | |
|---|---|---|---|
| **EYFS**<br>**Division** | **Halving**<br>Children are introduced to the concept of division by halving**.**<br>  <br> | **Halving**<br>Children are taught to colour or mark half of an item.<br>Children are taught to match two halves that make a whole picture. | **Halving** |
| | **Sharing**<br>We then develop this into halving a quantity through sharing between 2. 'One for me, one for you'<br>Half of 4 =2<br>  <br><br>We introduce the concept of equal and fair. | **Sharing**<br>Sketch or draw to represent sharing into equal parts. | **Sharing** |
| **Year 1** | | | |

| | Concrete | Pictorial | Abstract |
|---|---|---|---|
| **Addition** | **Counting and adding more**<br>Children add one more person or object to a group to find one more. | **Counting and adding more**<br>Children add one more cube or counter to a group to represent one more.<br>  <br>*One more than 4 is 5.* | **Counting and adding more**<br>Use a number line to understand how to link counting on with finding one more.<br>  <br>*One more than 6 is 7.*<br>*7 is one more than 6.*<br><br>Learn to link counting on with adding more than one.<br>  <br>*5 + 3 = 8* |
| | **Understanding part-part-whole relationship**<br>Sort people and objects into parts and understand the relationship with the whole.<br>  <br>*The parts are 2 and 4. The whole is 6.* | **Understanding part-part-whole relationship**<br>Children draw to represent the parts and understand the relationship with the whole.<br>  <br>*The parts are 1 and 5. The whole is 6.* | **Understanding part-part-whole relationship**<br>Use a part-whole model to represent the numbers.<br>  <br>  <br>*6 + 4 = 10* |
| | Concrete | Pictorial | Abstract |
| **Year 1** | **Knowing and finding number bonds within 10** | **Knowing and finding number bonds within 10** | **Knowing and finding number bonds within 10** |

<table>
<tr><td rowspan="4">Addition</td><td>Break apart a group and put back together to find and form number bonds.<br>  <br>3 + 4 = 7<br>  <br>6 = 2 + 4</td><td>Use five and ten frames to represent key number bonds.<br>  <br>5 = 4 + 1<br>  <br>10 = 7 + 3</td><td>Use a part-whole model alongside other representations to find number bonds. Make sure to include examples where one of the parts is zero.<br>  <br>  <br>4 + 0 = 4<br>3 + 1 = 4</td></tr>
<tr><td>Understanding teen numbers as a complete 10 and some more<br>Complete a group of 10 objects and count more.<br>  <br>13 is 10 and 3 more.</td><td>Understanding teen numbers as a complete 10 and some more<br>Use a ten frame to support understanding of a complete 10 for teen numbers.<br>  <br>13 is 10 and 3 more.</td><td>Understanding teen numbers as a complete 10 and some more.<br>1 ten and 3 ones equal 13.<br>10 + 3 = 13</td></tr>
<tr><td>Concrete</td><td>Pictorial</td><td>Abstract</td></tr>
<tr><td>Adding by counting on</td><td>Adding by counting on</td><td>Adding by counting on</td></tr>
</table>

| | | | |
|---|---|---|---|
| | Children use knowledge of counting to 20 to find a total by counting on using people or objects.<br>  | Children use counters to support and represent their counting on strategy.<br>  | Children use number lines or number tracks to support their counting on strategy.<br>  <br>7 + 5 = ☐ |
| | **Adding the 1s**<br>Children use bead strings to recognise how to add the 1s to find the total efficiently.<br>  <br>*2 + 3 = 5*<br>*12 + 3 = 15* | **Adding the 1s**<br>Children represent calculations using ten frames to add a teen and 1s.<br>  <br>*2 + 3 = 5*<br>*12 + 3 = 15* | **Adding the 1s**<br>Children recognise that a teen is made from a 10 and some 1s and use their knowledge of addition within 10 to work efficiently.<br>*3 + 5 = 8*<br>*So, 13 + 5 = 18* |
| | **Bridging the 10 using number bonds**<br>Children use a bead string to complete a 10 and understand how this relates to the addition.<br>  <br>*7 add 3 makes 10.*<br>*So, 7 add 5 is 10 and 2 more.* | **Bridging the 10 using number bonds**<br>Children use counters to complete a ten frame and understand how they can add using knowledge of number bonds to 10.<br>  <br>. | **Bridging the 10 using number bonds**<br>Use a part-whole model and a number line to support the calculation.<br>  <br>*9 + 4 = 13* |
| | Concrete | Pictorial | Abstract |
| **Year 1** | **Counting back and taking away** | **Counting back and taking away** | **Counting back and taking away** |

<table>
<tr><td rowspan="5">Subtraction</td><td>Children arrange objects and remove to find how many are left.<br>  <br>1 less than 6 is 5.<br>6 subtract 1 is 5.</td><td>Children draw and cross out or use counters to represent objects from a problem.<br>  <br>9 – ☐ = ☐<br>There are ☐ children left.</td><td>Children count back to take away and use a number line or number track to support the method.<br>  <br>9 – 3 = 6</td></tr>
<tr><td>Finding a missing part, given a whole and a part<br>Children separate a whole into parts and understand how one part can be found by subtraction.<br>  <br>8 – 5 = ?</td><td>Finding a missing part, given a whole and a part<br>Children represent a whole and a part and understand how to find the missing part by subtraction.<br>  <br>5 – 4 = ☐</td><td>Finding a missing part, given a whole and a part<br>Children use a part-whole model to support the subtraction to find a missing part.<br>  <br>7 – 3 = ?<br><br>Children develop an understanding of the relationship between addition and subtraction facts in a part-whole model.<br>  </td></tr>
<tr><td>Concrete</td><td>Pictorial</td><td>Abstract</td></tr>
<tr><td>Finding the difference</td><td>Finding the difference</td><td>Finding the difference</td></tr>
</table>

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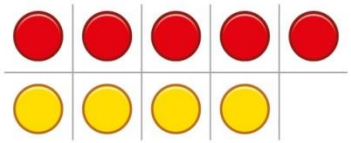
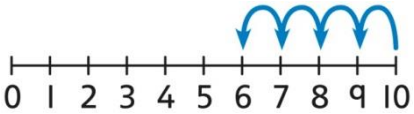
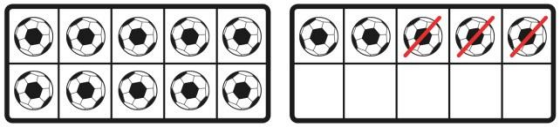
|---|---|---|---|
| | Arrange two groups so that the difference between the groups can be worked out.<br>  <br>*8 is 2 more than 6.*<br>*6 is 2 less than 8.*<br>*The difference between 8 and 6 is 2.* | Represent objects using sketches or counters to support finding the difference.<br>  <br>*5 − 4 = 1*<br>*The difference between 5 and 4 is 1.* | Children understand 'find the difference' as subtraction.<br>  <br>*10 − 4 = 6*<br>*The difference between 10 and 6 is 4.* |
| | **Subtraction within 20**<br>Understand when and how to subtract 1s efficiently.<br><br>Use a bead string to subtract 1s efficiently.<br>  <br>*5 − 3 = 2*<br>*15 − 3 = 12* | **Subtraction within 20**<br>Understand when and how to subtract 1s efficiently.<br>  <br>*5 − 3 = 2*<br>*15 − 3 = 12* | **Subtraction within 20**<br>Understand how to use knowledge of bonds within 10 to subtract efficiently.<br><br>*5 − 3 = 2*<br>*15 − 3 = 12* |
| | Concrete | Pictorial | Abstract |
| | **Subtracting 10s and 1s**<br>For example: 18 − 12 | **Subtracting 10s and 1s**<br>For example: 18 − 12 | **Subtracting 10s and 1s** |

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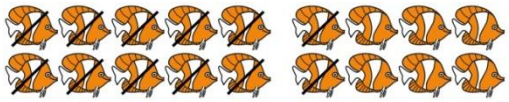
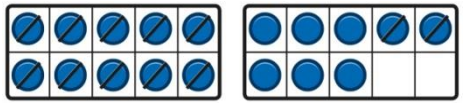
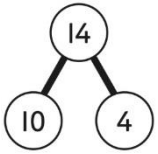
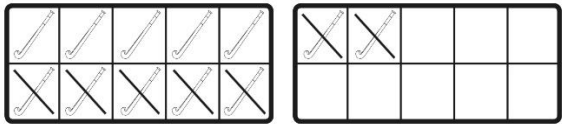
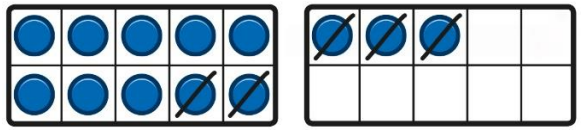
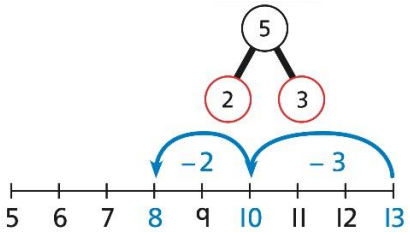
| | Subtract 12 by first subtracting the 10, then the remaining 2.<br>  <br>*First subtract the 10, then take away 2.* | Use ten frames to represent the efficient method of subtracting 12.<br>  <br>*First subtract the 10, then subtract 2.* | Use a part-whole model to support the calculation.<br>  <br>*19 – 14*<br>*19 – 10 = 9*<br>*9 – 4 = 5*<br>*So, 19 – 14 = 5* |
| | **Subtraction bridging 10 using number bonds**<br>For example: 12 – 7<br><br>Arrange objects into a 10 and some 1s, then decide on how to split the 7 into parts.<br>  <br>*7 is 2 and 5, so I take away the 2 and then the 5.* | **Subtraction bridging 10 using number bonds**<br>Represent the use of bonds using ten frames.<br>  <br>*For 13 – 5, I take away 3 to make 10, then take away 2 to make 8.* | **Subtraction bridging 10 using number bonds**<br>Use a number line and a part-whole model to support the method.<br><br>*13 – 5*<br>  |
| | Concrete | Pictorial | Abstract |
| **Year 1 Multiplication** | **Recognising and making equal groups** | **Recognising and making equal groups** | **Describe equal groups using words** |

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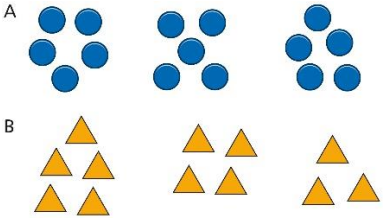
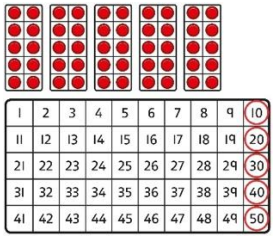
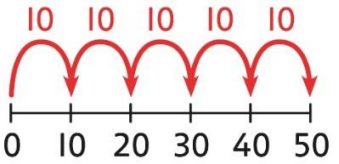
| | Children arrange objects in equal and unequal groups and understand how to recognise whether they are equal.<br>  | Children draw and represent equal and unequal groups.<br>  | *Three equal groups of 4*.<br>*Four equal groups of 3*. |
| | **Finding the total of equal groups by counting in 2s, 5s and 10s**<br>  <br>There are 5 pens in each pack …<br>5…10…15…20…25…30…35…40… | **Finding the total of equal groups by counting in 2s, 5s and 10s**<br>100 squares and ten frames support counting in 2s, 5s and 10s.<br>  | **Finding the total of equal groups by counting in 2s, 5s and 10s**<br>Use a number line to support repeated addition through counting in 2s, 5s and 10s.<br>  |
| | Concrete | Pictorial | Abstract |
| **Year 1** | **Grouping** | **Grouping** | **Grouping** |

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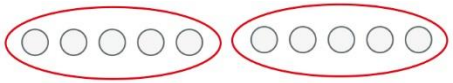
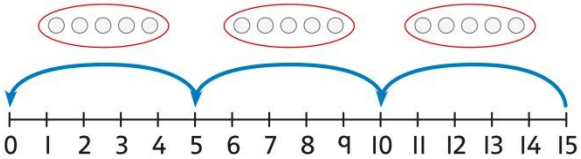
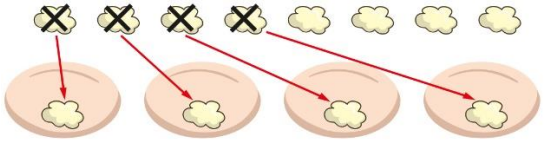
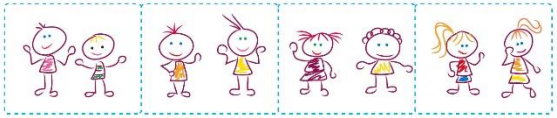
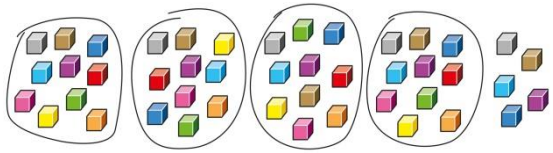
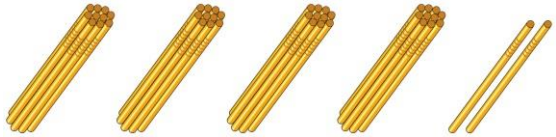
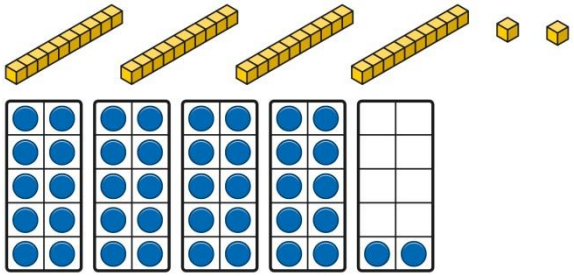
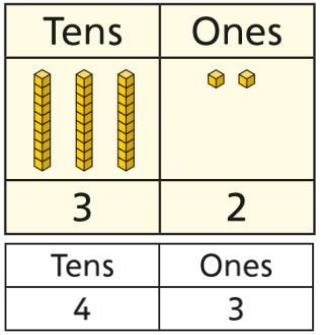
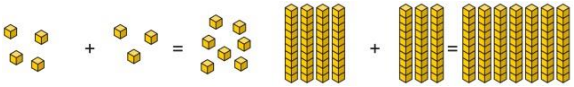
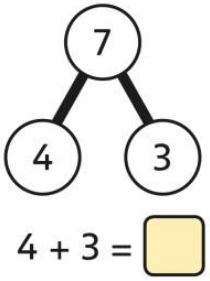
| **Division** | Learn to make equal groups from a whole and find how many equal groups of a certain size can be made.<br><br>Sort a whole set people and objects into equal groups.<br><br>  <br><br>*There are 10 children altogether.*<br>*There are 2 in each group.*<br>*There are 5 groups.* | Represent a whole and work out how many equal groups.<br><br>  <br><br>*There are 10 in total.*<br>*There are 5 in each group.*<br>*There are 2 groups.* | Children may relate this to counting back in steps of 2, 5 or 10.<br><br>  <br> |
| | **Sharing**<br>Share a set of objects into equal parts and work out how many are in each part**.**<br><br>  | **Sharing**<br>Sketch or draw to represent sharing into equal parts. This may be related to fractions.<br><br>  | **Sharing**<br>*10 shared into 2 equal groups gives 5 in each group.* |

| Year 2 | | | |
|---|---|---|---|
| | **Concrete** | **Pictorial** | **Abstract** |
| **Year 2 Addition** | | | |
| **Understanding 10s and 1s** | **Group objects into 10s and 1s.**<br>  <br>Bundle straws to understand unitising of 10s.<br>  | **Understand 10s and 1s equipment, and link with visual representations on ten frames.**<br>  | **Represent numbers on a place value grid, using equipment or numerals.**<br>  <br> |
| **Adding 10s** | **Use known bonds and unitising to add 10s.**<br>  <br>*I know that 4 + 3 = 7.*<br>*So, I know that 4 tens add 3 tens is 7 tens.* | **Use known bonds and unitising to add 10s.**<br>  <br>*I know that 4 + 3 = 7.*<br>*So, I know that 4 tens add 3 tens is 7 tens.* | **Use known bonds and unitising to add 10s.**<br>  <br><br>*4 + 3 = 7*<br>*4 tens + 3 tens = 7 tens*<br>*40 + 30 = 70* |
| | Concrete | Pictorial | Abstract |

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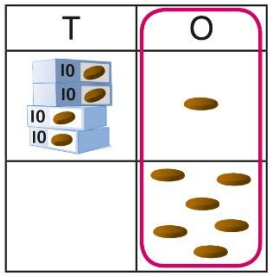
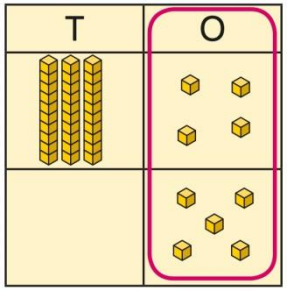
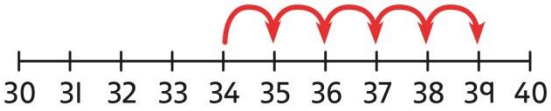
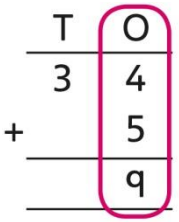
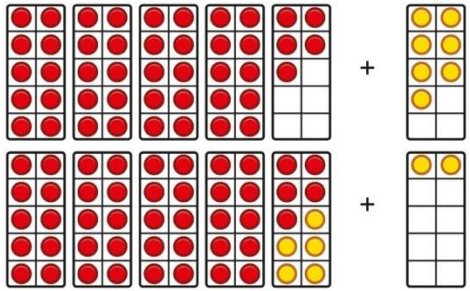
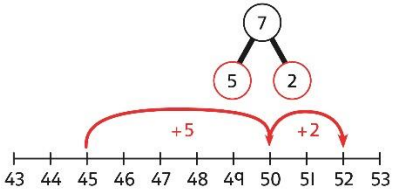
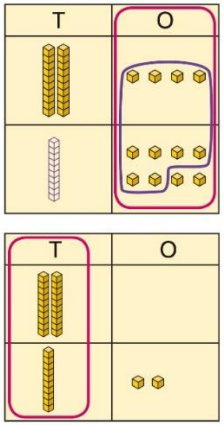
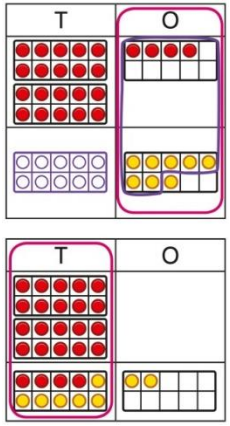
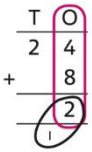
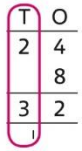
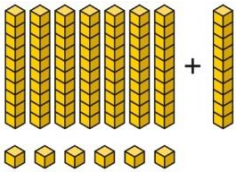
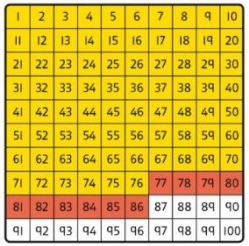
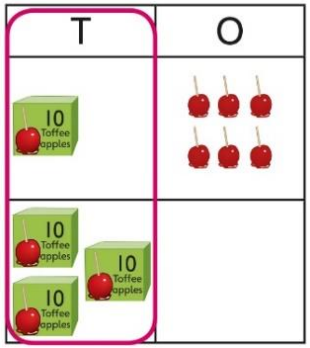
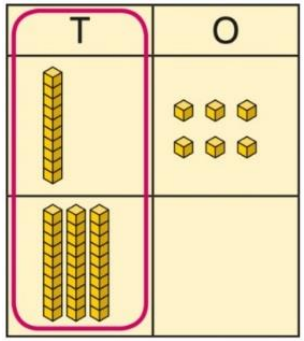
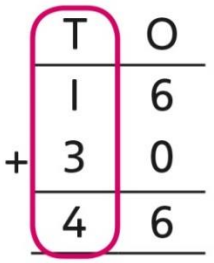
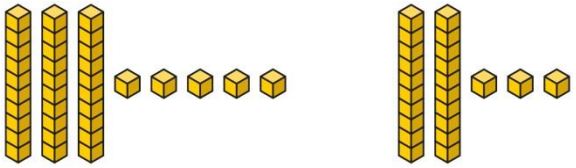
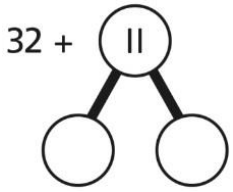
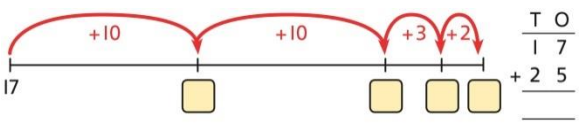
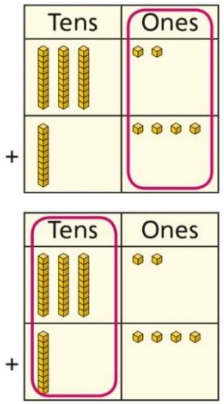
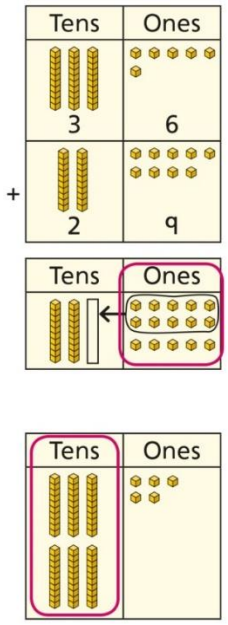
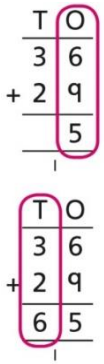
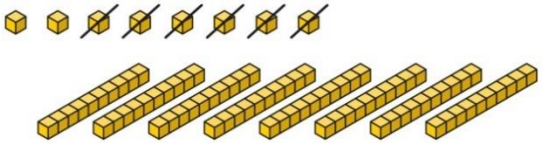
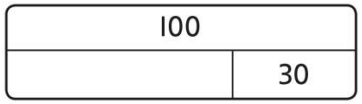
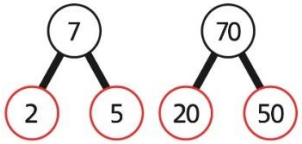
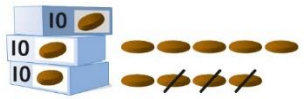
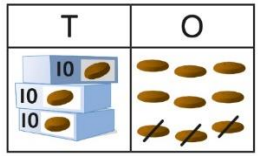
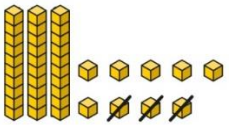
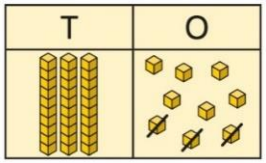
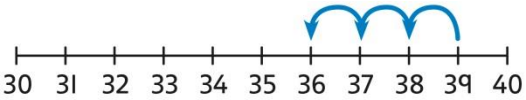
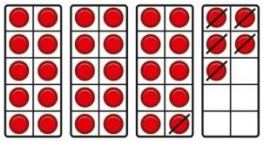
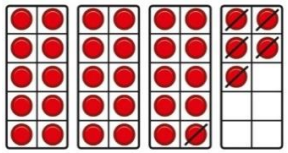
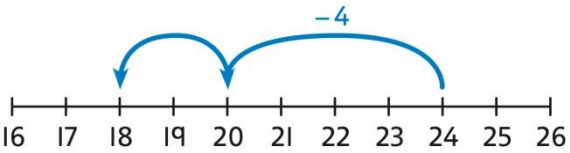
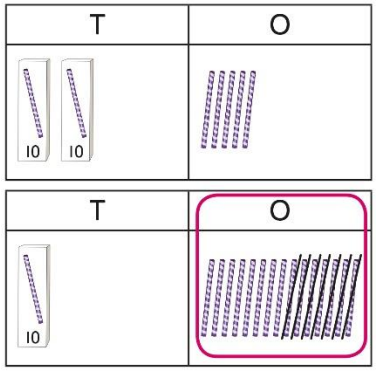
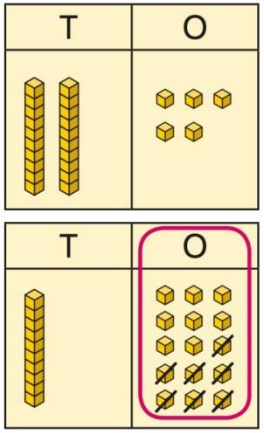
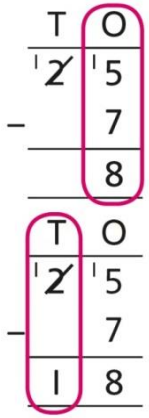
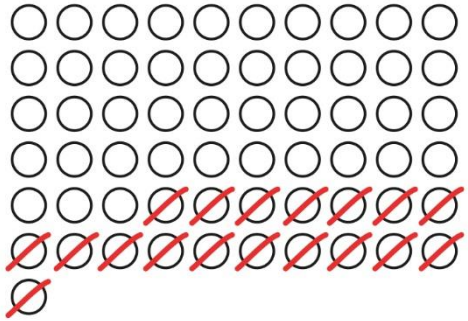
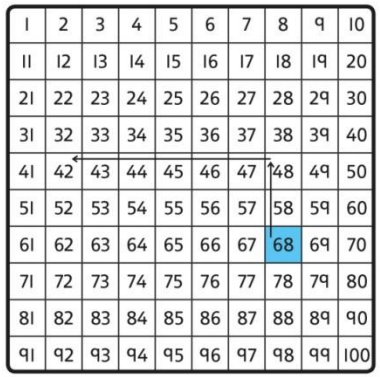
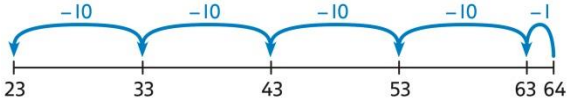
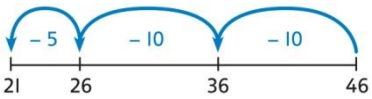
|---|---|---|---|
| **Adding a 1-digit number to a 2-digit number not bridging a 10** | **Add the 1s to find the total. Use known bonds within 10.**<br>  <br><br>*41 is 4 tens and 1 one.*<br>*41 add 6 ones is 4 tens and 7 ones.*<br><br>This can also be done in a place value grid.<br>  <br> | **Add the 1s.**<br>  <br>*34 is 3 tens and 4 ones.*<br>*4 ones and 5 ones are 9 ones.*<br>*The total is 3 tens and 9 ones.*<br>  <br> | **Add the 1s.**<br><br>Understand the link between counting on and using known number facts. Children should be encouraged to use known number bonds to improve efficiency and accuracy.<br>  <br><br>This can be represented horizontally or vertically.<br><br>*34 + 5 = 39*<br><br>*or*<br>  <br> |
| **Adding a 1-digit number to a 2-digit number bridging 10** | **Complete a 10 using number bonds.**<br>  <br>*There are 4 tens and 5 ones.*<br>*I need to add 7. I will use 5 to complete a 10, then add 2 more.* | **Complete a 10 using number bonds.**<br>  | **Complete a 10 using number bonds.**<br>  <br><br>*7 = 5 + 2*<br>*45 + 5 + 2 = 52* |
| | Concrete | Pictorial | Abstract |

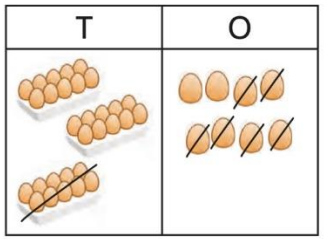
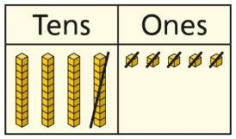
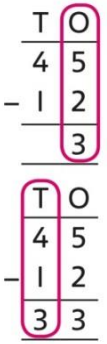
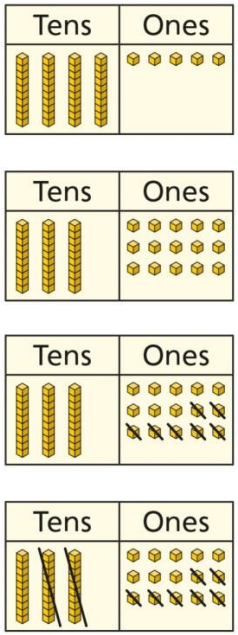
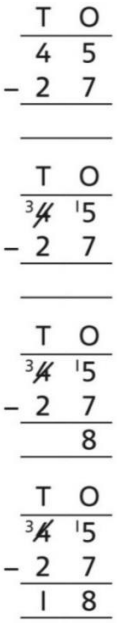
| | | | |
|---|---|---|---|
| **Adding a 1-digit number to a 2-digit number using exchange** | **Exchange 10 ones for 1 ten.**<br>  | **Exchange 10 ones for 1 ten.**<br>  | **Exchange 10 ones for 1 ten.**<br>  <br>  |
| **Adding a multiple of 10 to a 2-digit number** | **Add the 10s and then recombine.**<br>  <br>*27 is 2 tens and 7 ones.*<br>*50 is 5 tens.*<br><br>*There are 7 tens in total and 7 ones.*<br>*So, 27 + 50 is 7 tens and 7 ones.* | **Add the 10s and then recombine.**<br>  <br>*66 is 6 tens and 6 ones.*<br>*66 + 10 = 76*<br><br>A 100 square can support this understanding.<br>  | **Add the 10s and then recombine.**<br>*37 + 20 = ?*<br><br>*30 + 20 = 50*<br>*50 + 7 = 57*<br><br>*37 + 20 = 57* |
| | Concrete | Pictorial | Abstract |

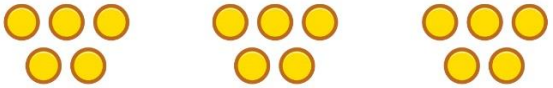
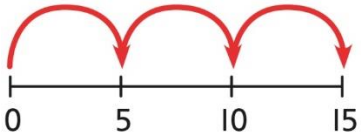
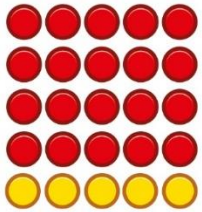
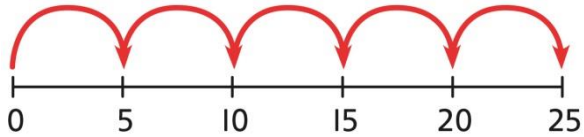
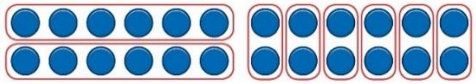
| | | | |
|---|---|---|---|
| **Adding a multiple of 10 to a 2-digit number using columns** | **Add the 10s using a place value grid to support.**<br>  <br><br>*16 is 1 ten and 6 ones.*<br>*30 is 3 tens.*<br>*There are 4 tens and 6 ones in total.* | **Add the 10s using a place value grid to support.**<br>  <br><br>*16 is 1 ten and 6 ones.*<br>*30 is 3 tens.*<br>*There are 4 tens and 6 ones in total.* | **Add the 10s represented vertically. Children must understand how the method relates to unitising of 10s and place value.**<br>  <br><br>*1 + 3 = 4*<br>*1 ten + 3 tens = 4 tens*<br>*16 + 30 = 46* |
| **Adding two 2-digit numbers** | **Add the 10s and 1s separately.**<br>  <br>*5 + 3 = 8*<br>*There are 8 ones in total.*<br>*3 + 2 = 5*<br>*There are 5 tens in total.*<br>*35 + 23 = 58* | **Add the 10s and 1s separately. Use a part-whole model to support.**<br>  <br><br>*11 = 10 + 1*<br>*32 + 10 = 42*<br>*42 + 1 = 43*<br>*32 + 11 = 43* | **Add the 10s and the 1s separately, bridging 10s where required. A number line can support the calculations.**<br>  <br><br>*17 + 25* |
| | Concrete | Pictorial | Abstract |

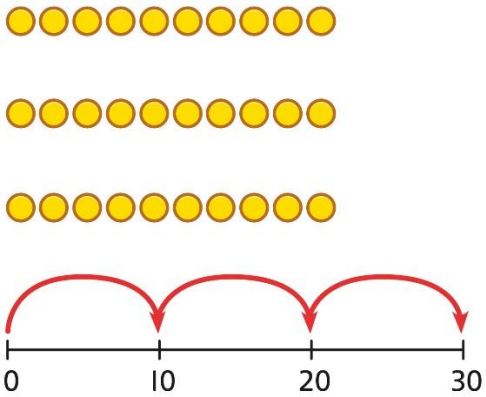
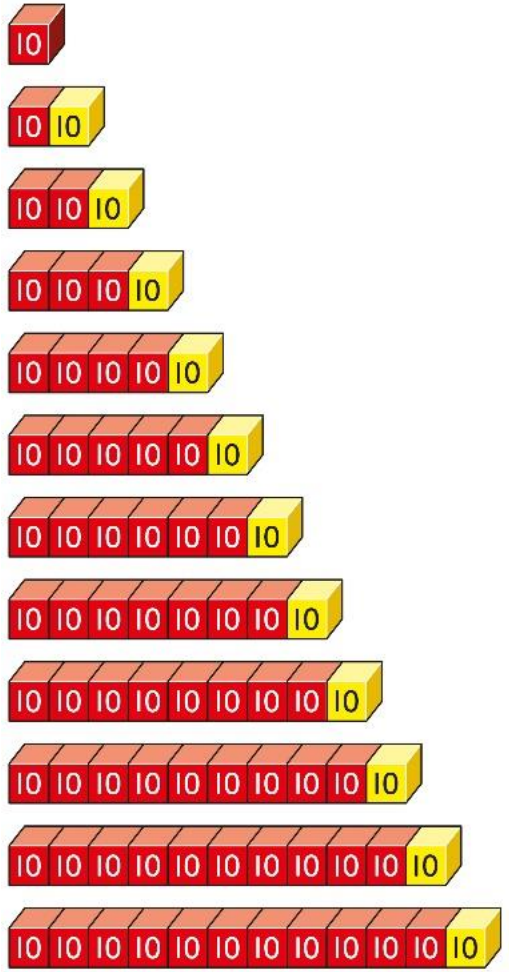
| | | | |
|---|---|---|---|
| **Adding two 2-digit numbers using a place value grid** | **Add the 1s. Then add the 10s.**<br>  | | **Add the 1s. Then add the 10s.**<br>  |
| **Adding two 2-digit numbers with exchange** | **Add the 1s. Exchange 10 ones for a ten. Then add the 10s.**<br>  | | **Add the 1s. Exchange 10 ones for a ten. Then add the 10s.**<br>  |
| **Year 2** | Concrete | Pictorial | Abstract |

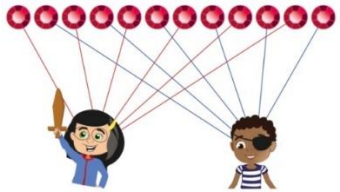
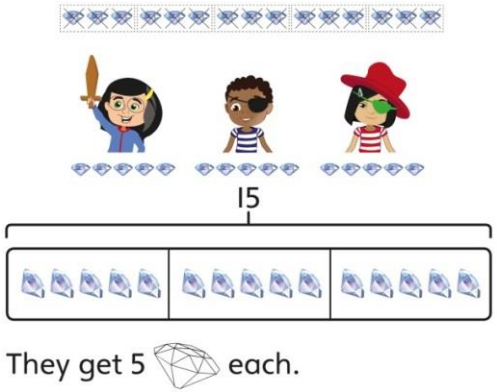
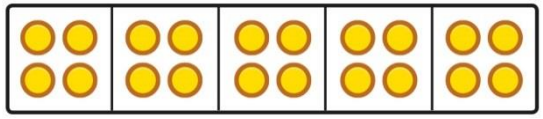
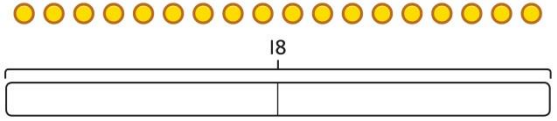
| **Subtraction** | | | |
|---|---|---|---|
| **Subtracting multiples of 10** | Use known number bonds and unitising to subtract multiples of 10.<br>  <br>*8 subtract 6 is 2.*<br>*So, 8 tens subtract 6 tens is 2 tens.* | Use known number bonds and unitising to subtract multiples of 10.<br>  <br>*10 − 3 = 7*<br>*So, 10 tens subtract 3 tens is 7 tens.* | Use known number bonds and unitising to subtract multiples of 10.<br>  <br>*7 tens subtract 5 tens is 2 tens.*<br>*70 − 50 = 20* |
| **Subtracting a single-digit number** | Subtract the 1s. This may be done in or out of a place value grid.<br>  <br>  | Subtract the 1s. This may be done in or out of a place value grid.<br>  <br>  | Subtract the 1s. Understand the link between counting back and subtracting the 1s using known bonds.<br>  <br>T O<br>3 9<br>− 3<br>3 6<br>*9 − 3 = 6*<br>*39 − 3 = 36* |
| **Subtracting a single-digit number bridging 10** | Bridge 10 by using known bonds.<br>  <br>*35 − 6*<br>*I took away 5 counters, then 1 more.* | Bridge 10 by using known bonds.<br>  <br>*35 − 6*<br>*First, I will subtract 5, then 1.* | Bridge 10 by using known bonds.<br>  <br>*24 − 6 = ?*<br>*24 − 4 − 2 = ?* |
| | Concrete | Pictorial | Abstract |

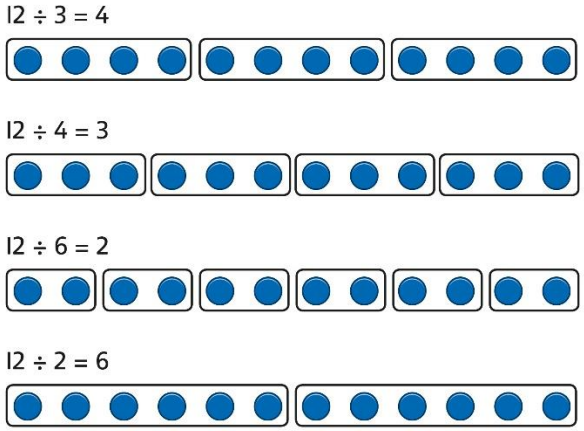
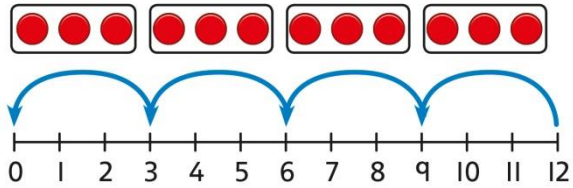
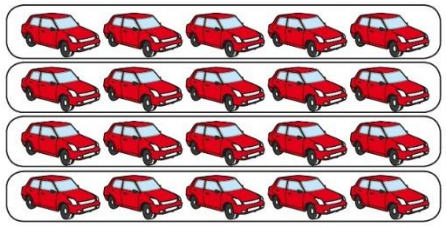
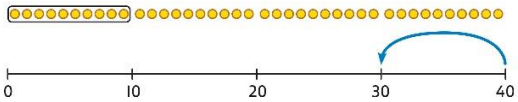
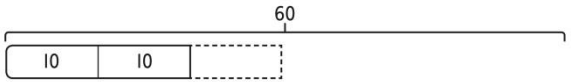
| | | | |
|---|---|---|---|
| **Subtracting a single-digit number using exchange** | Exchange 1 ten for 10 ones. This may be done in or out of a place value grid.<br>  | Exchange 1 ten for 10 ones.<br>  | Exchange 1 ten for 10 ones.<br>  <br>*25 − 7 = 18* |
| **Subtracting a 2-digit number** | Subtract by taking away.<br>  <br>*61 − 18*<br>*I took away 1 ten and 8 ones.* | Subtract the 10s and the 1s.<br>This can be represented on a 100 square.<br>  | Subtract the 10s and the 1s.<br>This can be represented on a number line.<br>  <br>*64 − 41 = ?*<br>*64 − 1 = 63*<br>*63 − 40 = 23*<br>*64 − 41 = 23*<br>  <br>*46 − 20 = 26*<br>*26 − 5 = 21*<br>*46 − 25 = 21* |
| | Concrete | Pictorial | Abstract |

| | | | |
|---|---|---|---|
| **Subtracting a 2-digit number using place value and columns** | **Subtract the 1s. Then subtract the 10s. This may be done in or out of a place value grid.**<br>  <br><br>*38 − 16 = 22* | **Subtract the 1s. Then subtract the 10s.**<br>  <br> | **Using column subtraction, subtract the 1s. Then subtract the 10s.**<br>  <br> |
| **Subtracting a 2-digit number with exchange** | | **Exchange 1 ten for 10 ones. Then subtract the 1s. Then subtract the 10s.**<br>  <br> | **Using column subtraction, exchange 1 ten for 10 ones. Then subtract the 1s. Then subtract the 10s.**<br>  <br> |
| **Year 2** | Concrete | Pictorial | Abstract |

| Multiplication | | | |
|---|---|---|---|
| **Equal groups and repeated addition** | **Recognise equal groups and write as repeated addition and as multiplication.**<br>  <br>*3 groups of 5 chairs*<br>*15 chairs altogether* | **Recognise equal groups using standard objects such as counters and write as repeated addition and multiplication.**<br>  <br>*3 groups of 5*<br>*15 in total* | **Use a number line and write as repeated addition and as multiplication.**<br>  <br><br>*5 + 5 + 5 = 15*<br>*3 × 5 = 15* |
| **Using arrays to represent multiplication and support understanding** | **Understand the relationship between arrays, multiplication and repeated addition.**<br>  <br>*4 groups of 5* | **Understand the relationship between arrays, multiplication and repeated addition.**<br>  <br>*4 groups of 5 … 5 groups of 5* | **Understand the relationship between arrays, multiplication and repeated addition.**<br>  <br><br>*5 × 5 = 25* |
| **Understanding commutativity** | **Use arrays to visualise commutativity.**<br>  <br>*I can see 6 groups of 3.*<br>*I can see 3 groups of 6.* | **Form arrays using counters to visualise commutativity. Rotate the array to show that orientation does not change the multiplication.**<br>  <br>*This is 2 groups of 6 and also 6 groups of 2.* | **Use arrays to visualise commutativity.**<br>  <br>*4 + 4 + 4 + 4 + 4 = 20*<br>*5 + 5 + 5 + 5 = 20*<br>*4 × 5 = 20 and 5 × 4 = 20* |
| | Concrete | Pictorial | Abstract |

| Learning ×2, ×5 and ×10 table facts | **Develop an understanding of how to unitise groups of 2, 5 and 10 and learn corresponding times-table facts.**<br>  <br>*3 groups of 10 … 10, 20, 30*<br>*3 × 10 = 30* | **Understand how to relate counting in unitised groups and repeated addition with knowing key times-table facts.**<br>  <br>*10 + 10 + 10 = 30*<br>*3 × 10 = 30* | **Understand how the times-tables increase and contain patterns.**<br>  <br>*5 × 10 = 50*<br>*6 × 10 = 60* |
|---|---|---|---|
| **Year 2** | Concrete | Pictorial | Abstract |

| Division | | | |
|---|---|---|---|
| **Sharing equally** | **Start with a whole and share into equal parts, one at a time.**<br>  <br>*12 shared equally between 2.*<br>*They get 6 each.*<br><br>Start to understand how this also relates to grouping. To share equally between 3 people, take a group of 3 and give 1 to each person. Keep going until all the objects have been shared<br>  <br>*15 shared equally between 3.*<br>*They get 5 each.* | **Represent the objects shared into equal parts using a bar model.**<br>  <br>*20 shared into 5 equal parts.*<br>*There are 4 in each part.* | **Use a bar model to support understanding of the division.**<br>  <br>*18 ÷ 2 = 9* |
| | Concrete | Pictorial | Abstract |

| | | | |
|---|---|---|---|
| **Grouping equally** | **Understand how to make equal groups from a whole.**<br>  <br>*8 divided into 4 equal groups.*<br>*There are 2 in each group.* | **Understand the relationship between grouping and the division statements.**<br>  | **Understand how to relate division by grouping to repeated subtraction.**<br>  <br>There are 4 groups now.<br>*12 divided into groups of 3.*<br>*12 ÷ 3 = 4*<br>*There are 4 groups.* |
| **Using known times-tables to solve divisions** | **Understand the relationship between multiplication facts and division.**<br>  <br>*4 groups of 5 cars is 20 cars in total.*<br>*20 divided by 4 is 5.* | **Link equal grouping with repeated subtraction and known times-table facts to support division.**<br>  <br>*40 divided by 4 is 10.*<br>Use a bar model to support understanding of the link between times-table knowledge and division.<br>  | **Relate times-table knowledge directly to division.**<br>1 × 10 = 10<br>2 × 10 = 20<br>3 × 10 = 30<br>4 × 10 = 40<br>5 × 10 = 50<br>6 × 10 = 60<br>7 × 10 = 70<br>8 × 10 = 80<br>I used the 10 times-table to help me. 3 × 10 = 30.<br>*I know that 3 groups of 10 makes 30, so I know that 30 divided by 10 is 3.*<br>*3 × 10 = 30 so 30 ÷ 10 = 3* |