Leven CE Primary School
Mathematics Calculation Policy
2024-2026

Vision

At Leven CE Primary School, we want all children to know they can achieve well in Maths and to enjoy the problem-solving aspect of our carefully sequenced curriculum. We know all children can access Maths and can develop a secure fluency of basic skills and so a focus will be given to this in order to approach more complex problems with greater confidence. We want our children to develop a love of Maths and be able to use the basic skills of Maths to succeed in an ever-changing society. Our dream would be for our children to show such a love of Maths that they go on to further study this at a higher level or choose occupations that incorporate mathematical skills.

Rationale

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology, and engineering, and necessary for financial literacy and most forms of employment. A high-quality Mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of Mathematics, and a sense of enjoyment and curiosity about the subject.

This Calculation Policy sets out the methods used to help our pupils with calculations and has been devised to meet requirements of the National Curriculum 2014 for the teaching and learning of Mathematics. It is also designed to give pupils a consistent and smooth progression of learning in calculations across the school, taking into account Maths No Problem – a Singaporean teaching style in Maths.

Pupils are taught strategies to develop and strengthen their mental agility daily. They are also required to apply written calculation skills to:

- Represent work that has been done practically
- Support, record and explain mental calculation
- Keep track of steps in a longer task
- Work out calculations that are too difficult to do mentally

The Calculation Policy shows methods that pupils will be taught within their respective year group. It is shown in teaching order. Children should be confident in choosing and using a strategy that they know will get them to the correct answer as efficiently as possible; pupils are free to choose their preferred method to solve calculations.

Concrete, Pictorial, Abstract (CPA)

A key principle behind the Singapore Maths textbooks and Maths Mastery is based on the concrete, pictorial and abstract approach. Pupils are first introduced to an idea or skill by acting it out with real objects (a hands-on approach). Pupils are then moved onto the visual stage, where pupils are

encouraged to relate the concrete understanding to pictorial representations. The final abstract stage is a chance for pupils to represent problems by single mathematical notation. Whilst this Calculation Policy aims to show the CPA approach to the different calculations, it is not always noted further up in the year groups. However, it is expected that the CPA approach is used continuously in all new learning and calculations even when not noted.

EYFS

In EYFS, pupils should be developing their concept of the number system using concrete materials and pictorial representations. They should experience practical calculation opportunities using a wide variety of equipment, e.g. small world play, role play, counters, cubes etc. They develop ways of recording calculations using pictures, etc.

Addition: Add two single digit numbers, counting on to find the answer.

Pupils must be provided with opportunities to develop their skills so that they are able to count reliably, including one to one correspondence and count on from a given number. Pupils should be given the opportunity to count out sets of objects and then combine them to make a total, e.g. 6 + 2 = 8.

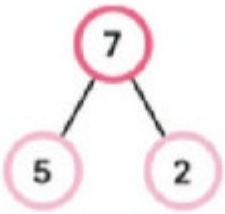
Pupils should recognise different ways of making numbers. E.g. 6 can be made as:

Subtraction: Using quantities and objects, subtract two single-digit numbers and count back to find the answer.

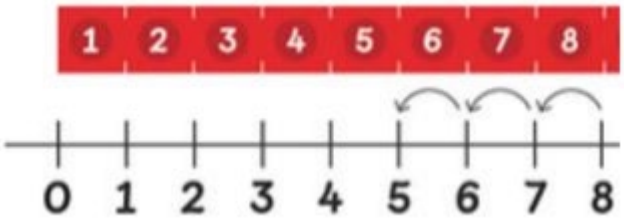
Pupils should count out a group of objects, move some away and recount the total. 8 – 3 = 5

After pupils have recognised different ways of making numbers, they should use this number bond

knowledge to help with subtraction facts. E.g.:

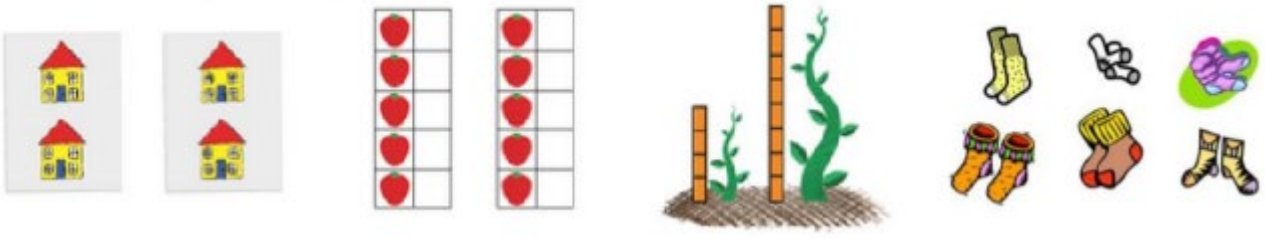


Children should use concrete materials to start counting back in order to solve subtraction problems. 8 – 3 =



Multiplication: Solve problems, including doubling
Children will experience equal groups of objects. They should work on practical problem-solving activities.

Use a range of concrete materials to show a number and then repeat the number to show doubling. Then move onto pictorial representations.



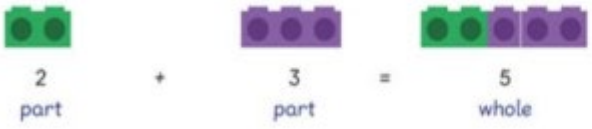
Division: Solve problems, including halving and sharing
Pupils should have many practical experiences of sharing objects e.g. sharing between 2 people, or finding ½ of a group of objects.

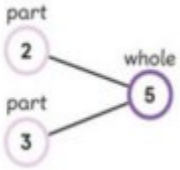
Use a range of concrete materials to show a number and then share them equally. Then move onto pictorial representations.

Year 1

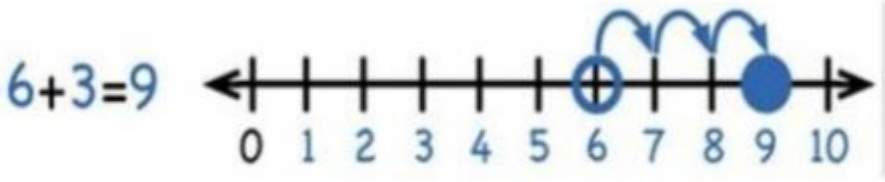
Addition: Add one-digit and two-digit numbers to 20, including zero

Use objects to count on and add by using number bonds.

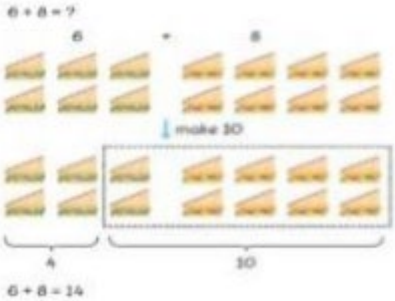


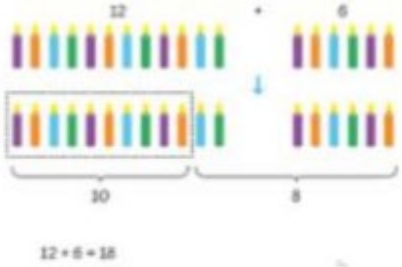


Use numbered number lines to add, by counting on in ones. Encourage children to start with the larger number and count on. + 1 + 1 + 1

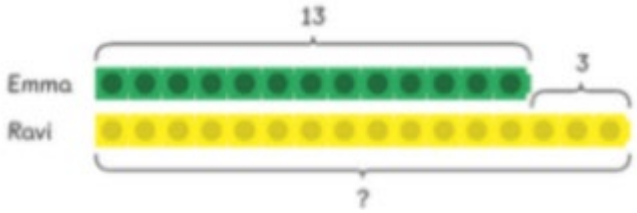


Add by using number bond knowledge to make 10/add the ones.

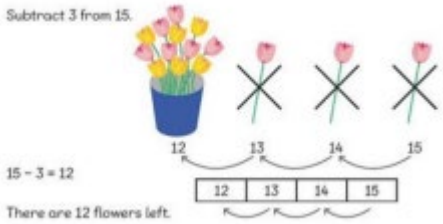




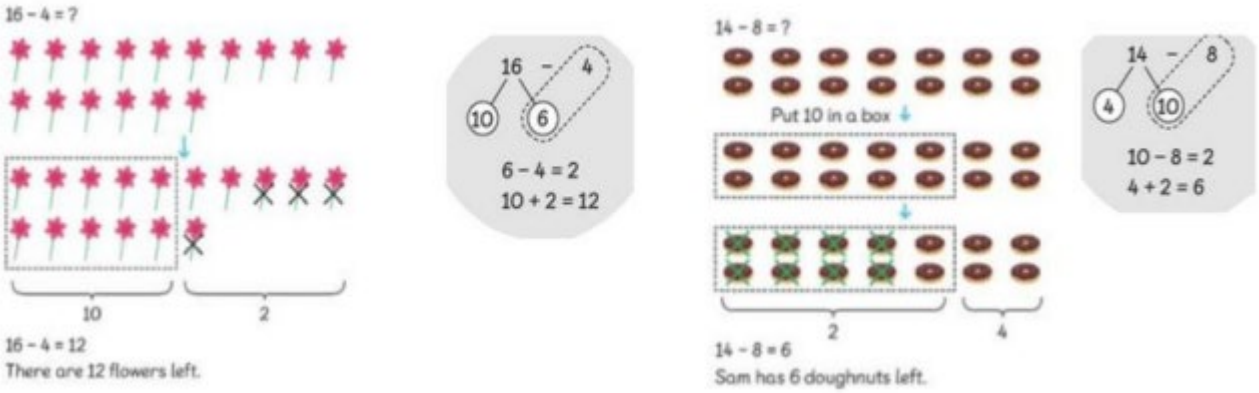
Introduction to the bar method. Use visual bars to show the calculation.



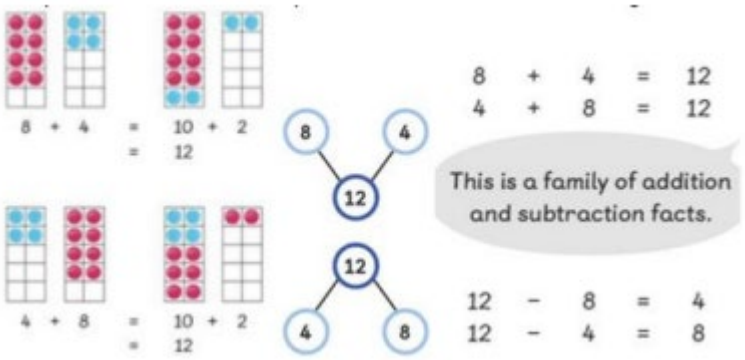
Subtraction: Subtract one-digit and two-digit numbers to 20, including zero
Building on EYFS methods, children consolidate understanding of subtraction practically. Use physical objects to count back, which is then reinforced on different number squares and number lines.



Pupils use knowledge of place value to partition 2 digit numbers in order to subtract ones from the number. They will be exposed to language such as 'How many more' and 'what is the difference between?'



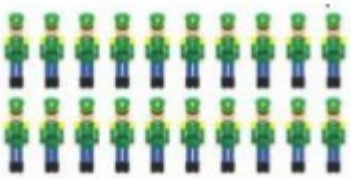
Pupils will be exposed to the idea of commutativity to understand the idea of fact families.



Children should start recalling subtraction facts up to and within 10 and 20 and should be able to subtract zero.

Multiplication: Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations, and arrays
Children should practise making equal groups first and add them to associate repeated addition with multiplications. Use a range of concrete materials before pictorial representations.

Associate grouping to equal rows so children learn to count up in the same number.



There are 10 toy soldiers in one row.
2 tens = 20
There are 20 toy soldiers altogether.

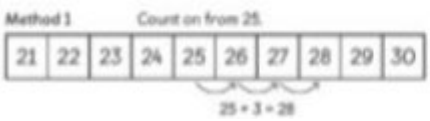
Division: Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations, and arrays
Building on multiplication knowledge and EYFS division strategies, children practise grouping concrete objects equally to count the amount in each group. Use a range of concrete materials before pictorial representations.

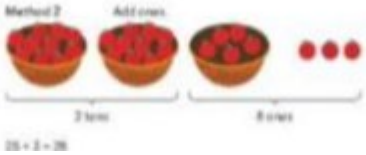
Build on practical materials by sharing and moving objects.

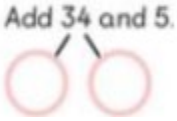
Year 2

Addition: Add with 2-digit numbers

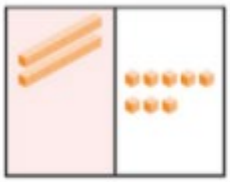
Before moving onto the written method, children should add using a range of resources and methods.

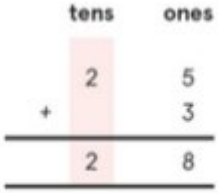


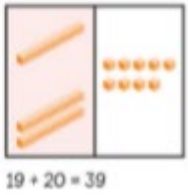




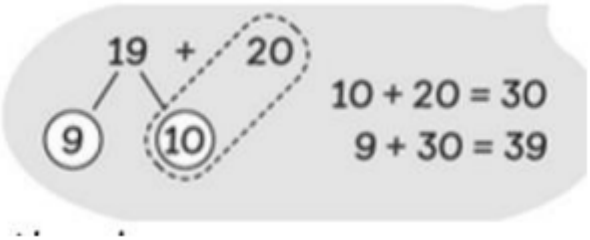
Use a range of resources to add and associate to a written method (column method):



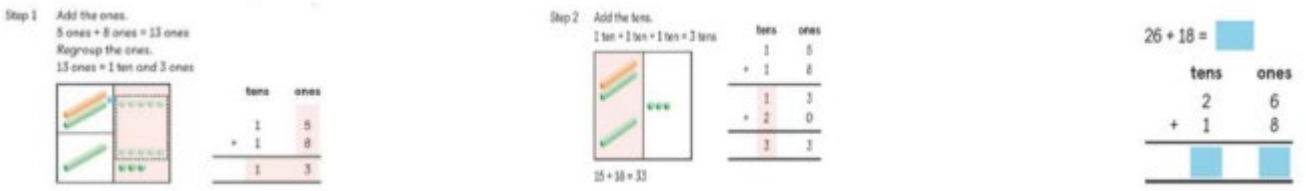




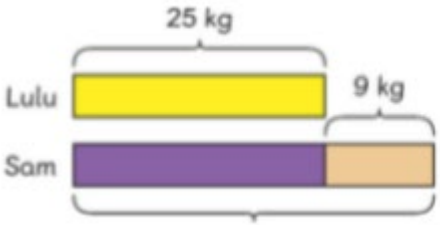
Use knowledge of number bonds to add numbers:



When renaming, show the expanded method, but link straight to the compact method.

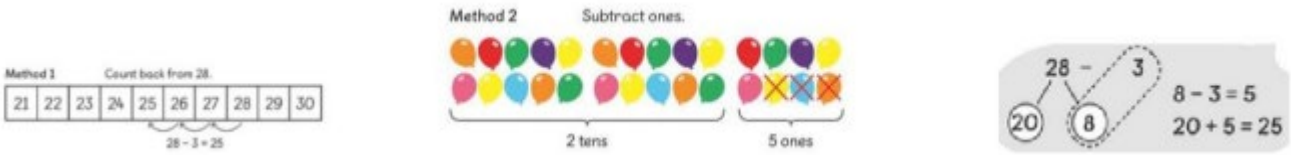


Children should use bars as a visual model to solve addition calculations and be exposed to word problems.



Subtract: Subtract with 2-digit numbers

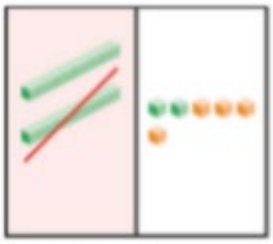
Before moving onto the written method, children should subtract using a range of resources and methods, including using knowledge of number bonds to subtract numbers.



Use knowledge of subtraction to take away groups of 10. 4 – 1 = 3 therefore 40 – 10 = 30.

Use a range of resources to add and associate to a written method (column method).

When renaming, you subtract the ones first, and then cross out the number you need to rename and write new number on top.

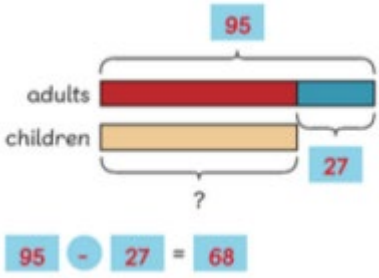


32 – 16 = 16

	tens	ones
	2 ~~3~~	12 ~~2~~
–	1	6
	1	6

Use knowledge of number bonds to subtract.

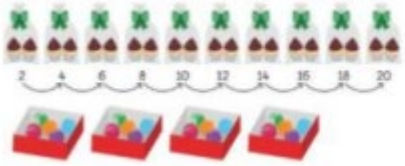
Children should use bars as a visual model to solve subtraction calculations and be exposed to word problems.

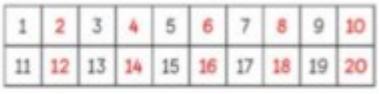


Multiplication: Calculate mathematical statements and solve problems for multiplication within the multiplication tables (2, 5 and 10)
Begin with consolidating Year 1 repeated addition and associate to multiplication.

3 + 3 + 3 + 3 = 12
4 threes = 12
4 groups of 3 = 12
4 × 3 = 12

Before moving onto the written method, children should multiply using a range of resources and methods.





1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

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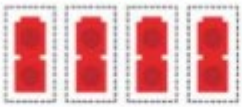
Children will associate the law of commutativity to multipliation using arrays and practical resources to show.

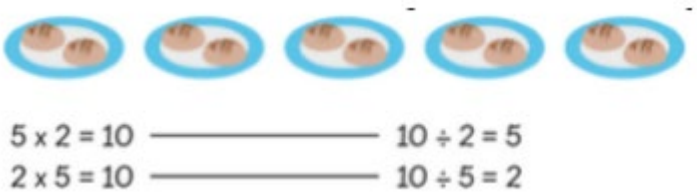


Move onto abstract route with problems.

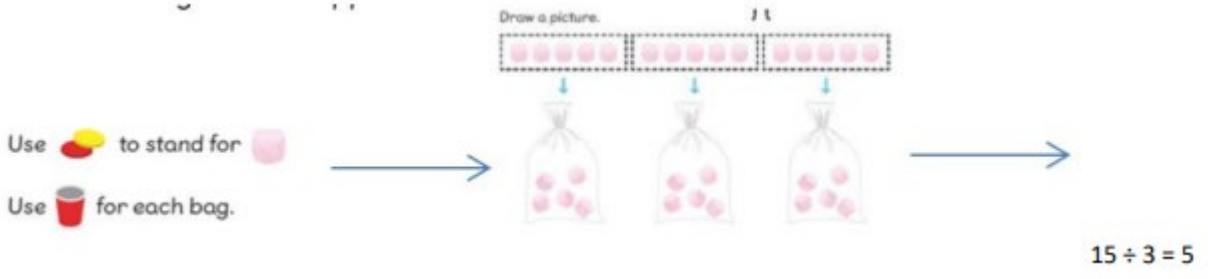
Division: Calculate mathematical statements and solve problems for division within the multiplication tables (2, 5 and 10)
Build on Year 1 by consolidating grouping equally. Use a range of resources to show division.

Work on each times table in order (2, 5 then 10). Use idea of grouping before showing division and link to the abstract calculation with the ÷ sign.

Associate to the law of commutativity to show link between mutiplication and division.



Work through CPA approach.



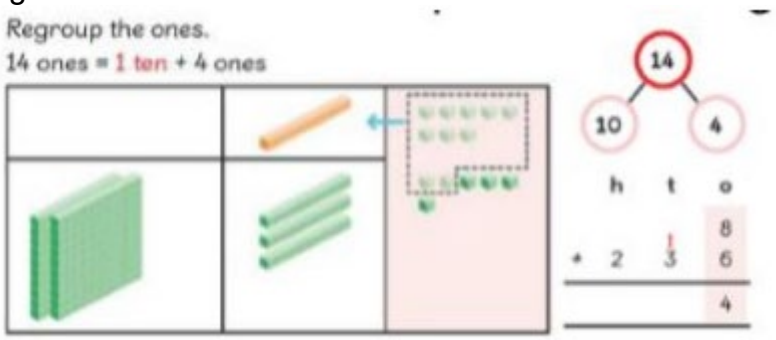
Year 3

Addition: Add numbers with 3 digits.

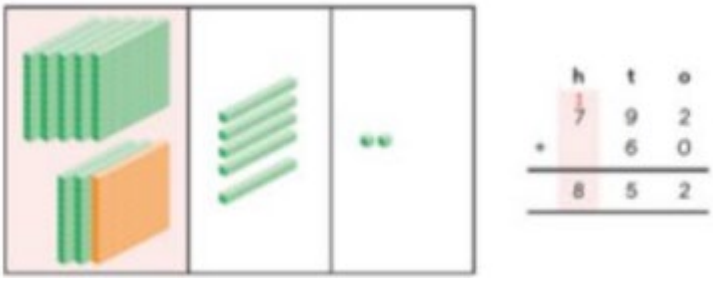
Introduce the expanded column method using manipulatives first.

Add the ones first in preparation for the compact method.

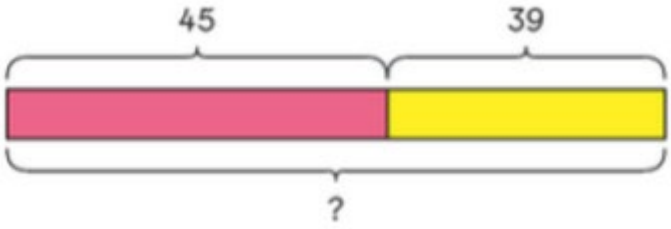
Introduce addition with renaming using the compact method with manipulatives first. Show how to rename, with partitioning.



- Add the ones first.
- Carry the numbers directly above the next number, ensuring that the carried number is recorded first.
- The + symbol is positioned to the left, away from the digits.

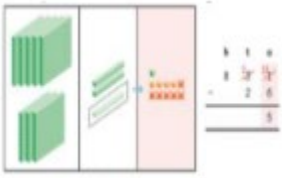


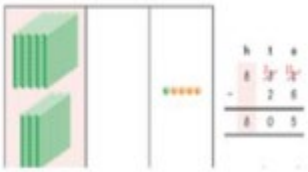
Continue to use bars as a visual model to solve addition calculations and be exposed to word problems.



Subtraction: Subtract numbers with 3 digits
Children should use mental strategies to subtract 1 digit numbers and multiples of 10 from 3 digit numbers.

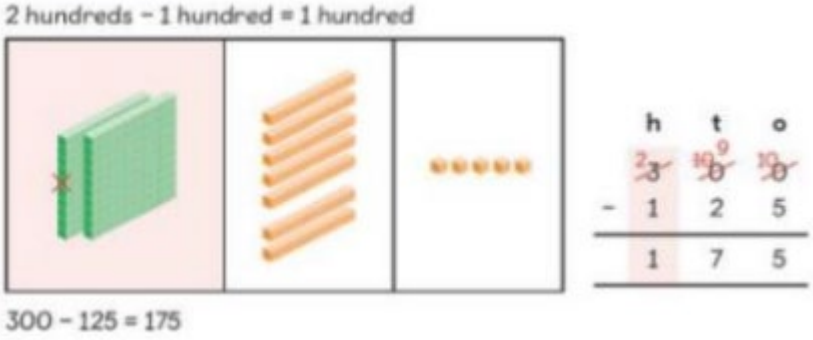
Introduce subtraction with renaming using the compact method with manipulatives first. Show how to rename, with partitioning.



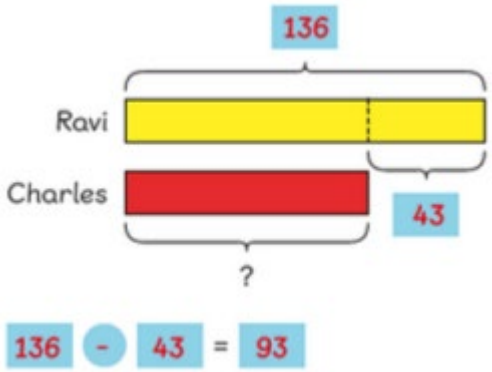


- Subtract the ones first.
- Cross out a number which needs renaming and write the new number directly on top.
- The – symbol is positioned to the left, away from the digits.

Carry on introducing multi-step renaming in single calculations.



Continue to use bars as a visual model to solve subtraction calculations and be exposed to word problems.



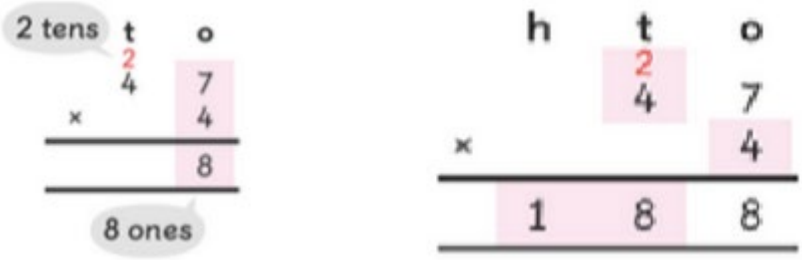
Multiplication: Multiply 2-digits by a single digit number
Introduce by applying already known knowledge to multiples of 10. Use a range of manipulatives to show.

Consolidate repeated addition before moving onto multiplication of 2 digit numbers.

- Multiply the ones digit by the single-digit number.
- Multiply the tens digit by the single-digit number.

Show how this partitioning looks, using manipulatives as a supporting mechanism. Show column method alongside.

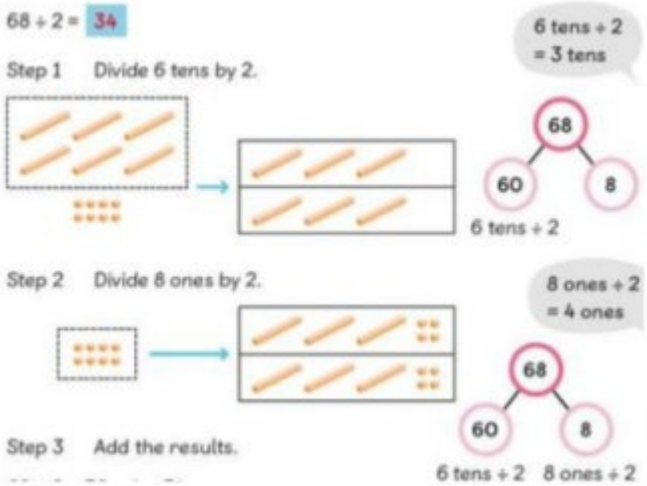
Show expanded method for conceptual understanding, but move straight onto the compact method using same techniques and break-downs. When regrouping, always start with the larger value and write on top of the next digit.



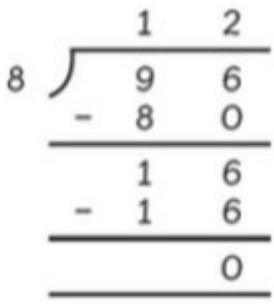
Continue to use CPA approach and visual bars when solving multiplication and division word problems.

Division: Divide 2-digit numbers by a single digit (where there is no remainder in the final answer)

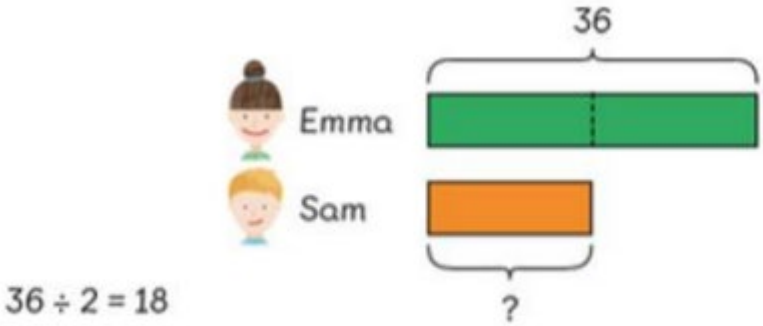
Introduce division by using manipulatives to divide (working on times tables in order – 2, 5, 10, 3, 4, 8). Show partitioning to link in division.



Show 'chunking' method of division, using known division facts to take away chunks. Also show 'short division' method and link 2 methods together.



Continue to use CPA approach and visual bars when solving multiplication and division in word problems.



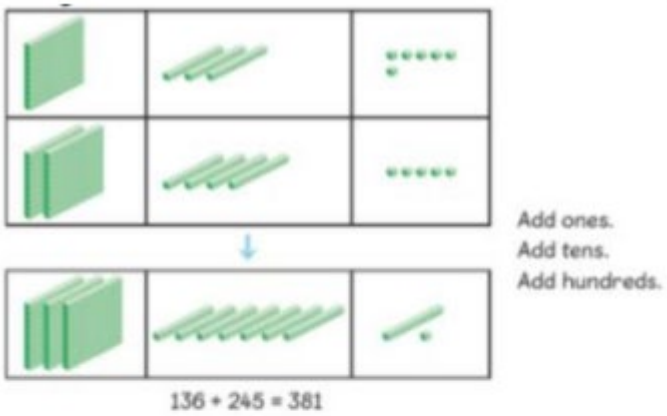
$36 \div 2 = 18$

Sam has 18 beads.

Year 4

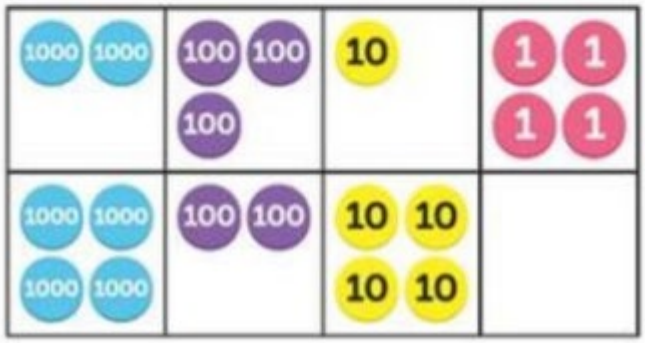
Addition: Add numbers with 4 digits

Reinforce column method by using concrete materials first.

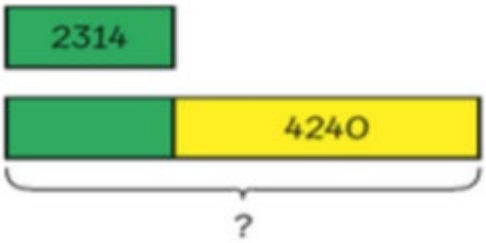


136 + 245 = 381

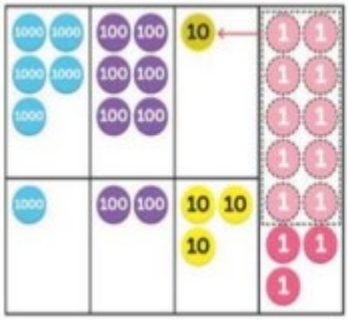
Find the sum of 2314 and 4240.



Move onto pictorial, using bar modelling.



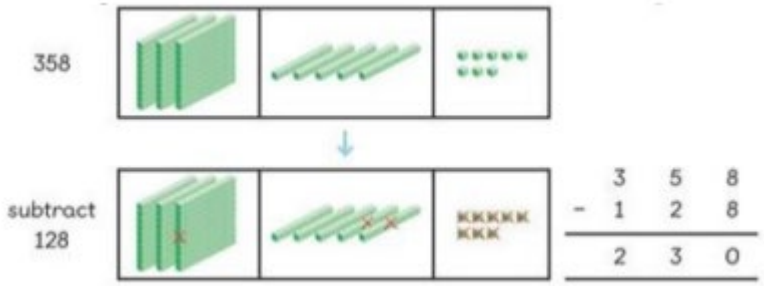
Show expanded method to make link of place value. Move straight onto compact method. When renaming, the number is carried directly above the other number. Use concrete materials to show renaming.



	4	2	5	6	
+	1	9	8	7	
			1	3	add ones
		1	3	0	add tens
	1	1	0	0	add hundreds
+	5	0	0	0	add thousands
	6	2	4	3	

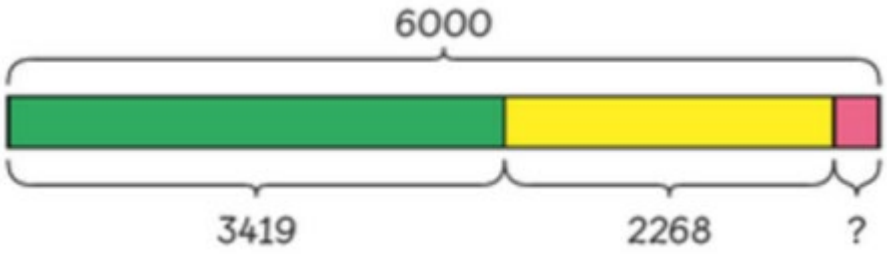
	1	1	1	
	4	2	5	6
+	1	9	8	7
	6	2	4	3

Subtraction: Subtract numbers with 4 digits
Reinforce column method by using concrete materials first, including for renaming.

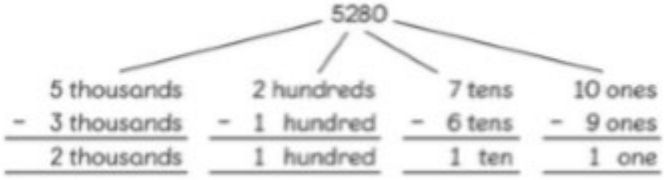


	3	5	8
−	1	2	8
	2	3	0

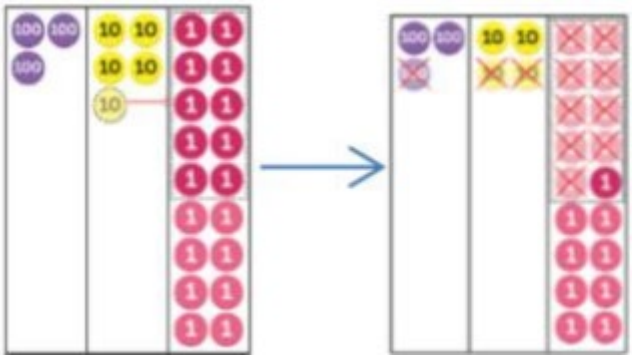
Move onto pictorial, using bar modelling.

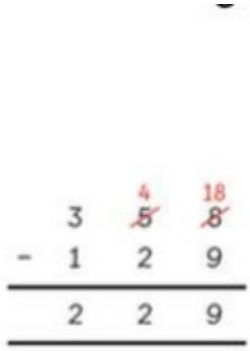


Show expanded method to make link of place value. Move straight onto compact method.



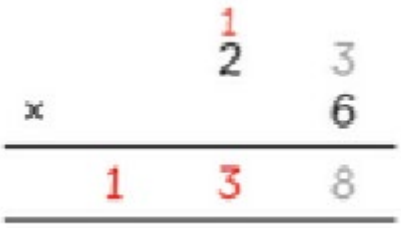
When renaming, the number is crossed out and rewritten directly above. Use concrete materials to show renaming.



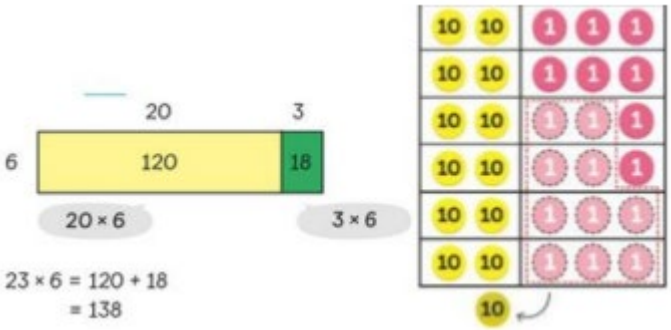


Multiplication: Multiply 2 and 3-digit numbers by a single digit, using all multiplication tables up to 12 x 12

Pupils should continue to develop their knowledge and understanding of multiplying by a single digit, using short multiplication (the formal written method of compact multiplication). Show expanded method but move straight onto compact method, as in Year 3, to show why and how to regroup.

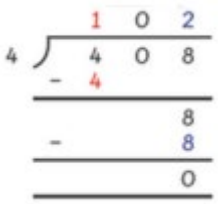


Use different CPA approaches to show the same calculation.

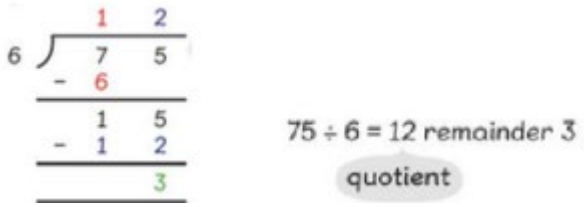


Pupils must be secure in multiplying a 2-digit number by a single digit, before moving onto 3-digit numbers. Repeat using same process as 2-digit numbers.

Division: Divide up to 3-digit numbers by a single digit
Pupils should continue to develop their knowledge and understanding of dividing by two-digitis, using chunking and short division. Move onto 3-digit using same approach.

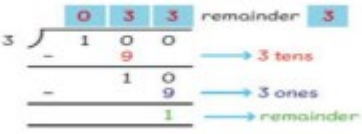


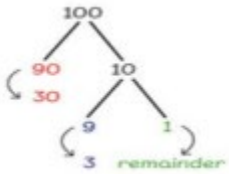
If there is a remainder, this should be noted after the quotient.



Move onto 3-digit numbers divided by a single digit number after children are secure with 2-digit numbers. Use same concept; show chunking and short division, with CPA approach.

100 ÷ 3 = 33 remainder 1



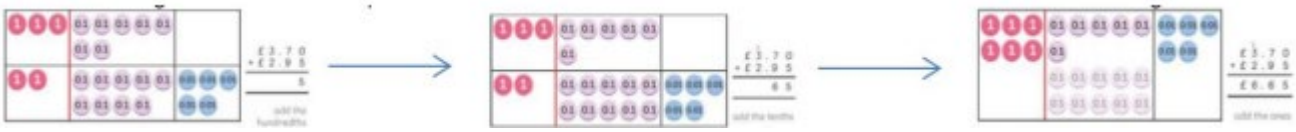


Years 5 – 6

Addition: Add numbers with more than 4 digits

Carry on using previous methods taught in previous years to add, using the same terminology. Continue up to place value being taught.

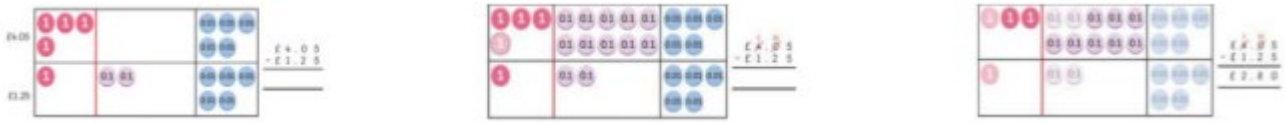
When adding decimals, use place value counters to show addition and use when renaming.



Subtraction: Subtract numbers with more than 4 digits

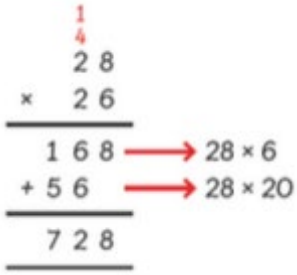
Carry on using previous methods taught in previous years to subtract, using the same terminology. Continue up to place value being taught.

When subtracting decimals, use place value counters to show subtraction and use when renaming.

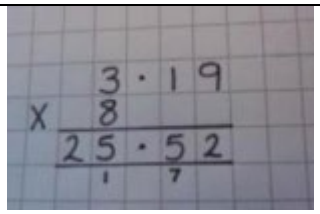


Multiplication: Multiply numbers up to/more than 4 digits (with decimals in Year 6)

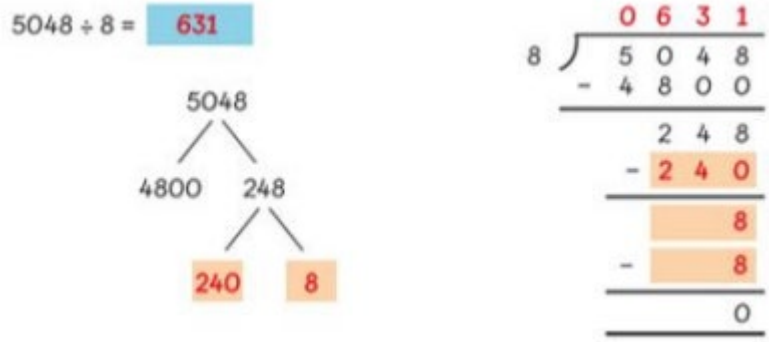
Carry on using previous methods taught in previous years to multiply, using the same terminology. Continue up to place value being taught. Start with 4 digits multiply by 1 digit before slowly adding further digits.



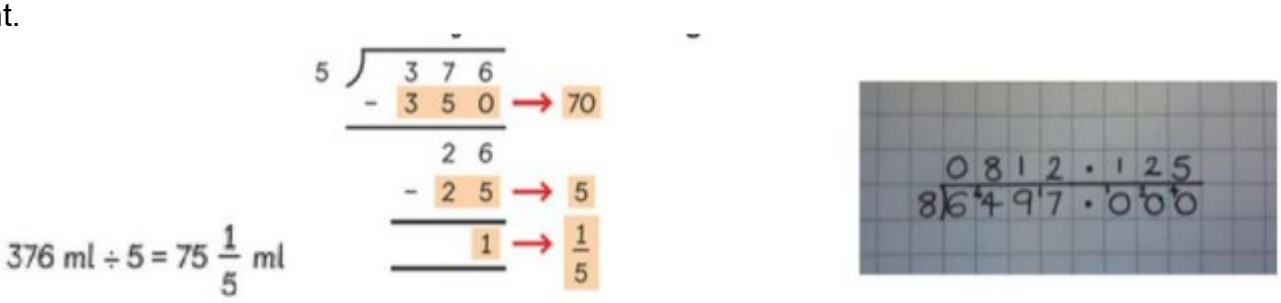
When multiplying decimals, use the same method but ensure decimal point is with all values carefully written, in line, on either side.



Division: Divide at least 4 digits by single-digit numbers (and 2-digit numbers in Year 6)
Carry on using previous methods taught in previous years to divide, using the same terminology. Continue up to place value being taught. Start with 4 digits by 1 digit before slowly adding further digit. Show chunking and short division method. When chunking, show partitioning as place value.



With remainders, continue with same method but replace new value with a crossing out. Put remainders as r___, decimal and fraction. In Year 6, show how to continue with 0s after the decimal point.



Monitoring
The practical application of this policy will be reviewed by the subject leader in consultation with the Headteacher within the school regularly. The effectiveness of the policy is demonstrated through subject leadership reports to governors.

Reviewed: March 2024
Next Review: March 2026
Approved by Leven CE Primary School Governing Body: April 2024

Healthy Schools
The Basic Skills Agency QUALITY MARK
School Games Platinum 2018/19 - 2019/20