

## **St Bede's Catholic Infant School**

### **Calculation Policy (Adapted from NCETM Calculation Policy)**

**Agreed by Staff: Autumn 2020**  
**Approved by Governors: Autumn 2020**  
**Review Date: Autumn 2021**

**Signed Chair of Governors S. Howard Date 24.11.2020**

**At St Bede's Catholic Infant School the children are given many opportunities to develop their skills in using the four main operations of addition, subtraction, multiplication and division. The main emphasis is on the use of practical resources to support children in understanding how these operations work. Only when children are confident in using visual and practical methods do they move on to written forms of calculation. The following are some of the ways the four main operations are taught in school. A variety of these methods are used dependant on the age and development of the child. It is vital that children become fluent, are able to reason mathematically and can apply these skills to solve problems.**

## Progression Towards a Written Method for Addition

In developing a written method for addition, it is important that children understand the concept of addition, in that it is:

- Combining two or more groups to give a total or sum
- Increasing an amount

They also need to understand and work with certain principles, i.e. that it is:

- the inverse of subtraction
- commutative i.e.  $5 + 3 = 3 + 5$
- associative i.e.  $5 + 3 + 7 = 5 + (3 + 7)$

The fact that it is commutative and associative means that calculations can be rearranged, e.g.

$4 + 13 = 17$  is the same as  $13 + 4 = 17$ .

### YR

#### **Early Learning Goal:**

***Using quantities and objects, children add two single-digit numbers and count on to find the answer.***

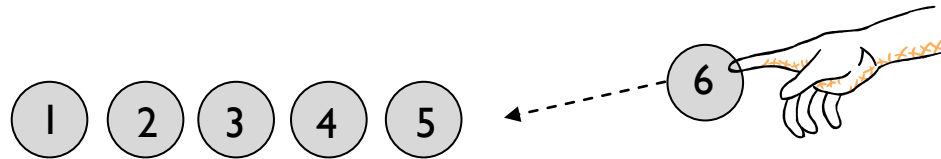
Children are encouraged to develop a mental picture of the number system in their heads to use for calculation. They should experience practical calculation opportunities using a wide variety of practical equipment, including small world play, role play, counters, cubes etc.

#### ***Counting all method***

Children will begin to develop their ability to add by using practical equipment to count out the correct amount for each number in the calculation and then combine them to find the total. For example, when calculating  $4 + 2$ , they are encouraged to count out four counters and count out two counters.



To find how many altogether, touch and drag them into a line one at a time whilst counting.



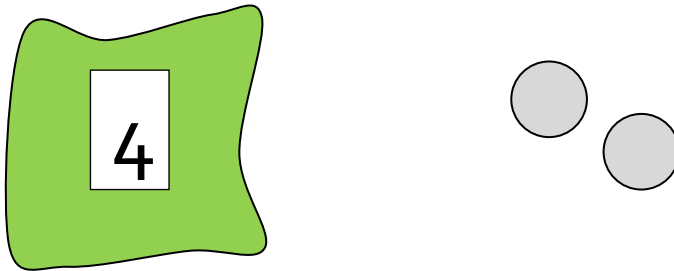
By touch counting and dragging in this way, it allows children to keep track of what they have already counted to ensure they don't count the same item twice.

### **Counting on method**

To support children in moving from a counting all strategy to one involving counting on, children should still have two groups of objects but one should be covered so that it cannot be counted. For example, when calculating  $4 + 2$ , count out the two groups of counters as before.



then cover up the larger group with a cloth.



For most children, it is beneficial to place the digit card on top of the cloth to remind the children of the number of counters underneath. They can then start their count at 4, and touch count 5 and 6 in the same way as before, rather than having to count all of the counters separately as before.

**Those who are ready** may record their own calculations.

## Y1

**End of Year Objective:**

***Add one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations).***

Children will continue to use practical equipment, combining groups of objects to find the total by counting all or counting on. Using their developing understanding of place value, they will move on to be able to use Base 10 equipment to make teens numbers using separate tens and units.

For example, when adding 11 and 5, they can make the 11 using a ten rod and a unit.



The units can then be combined to aid with seeing the final total, e.g.



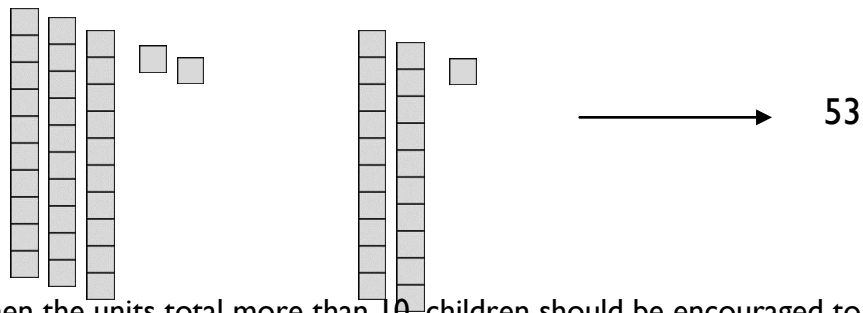
so  $11 + 5 = 16$ . If possible, they should use two different colours of base 10 equipment so that the initial amounts can still be seen.

## Y2

### End of Year Objective:

**Add numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; three one-digit numbers.**

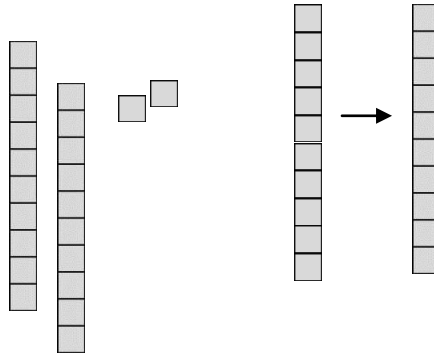
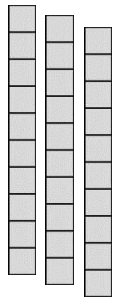
Children will continue to use the Base 10 equipment to support their calculations. For example, to calculate  $32 + 21$ , they can make the individual amounts, counting the tens first and then count on the units.



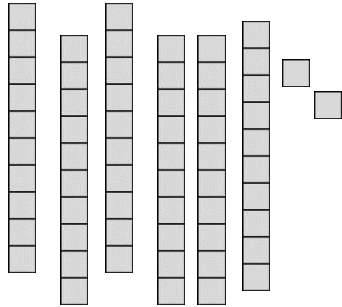
When the units total more than 10, children should be encouraged to exchange 10 units/ones for 1 ten. This is the start of children understanding 'carrying' in vertical addition. For example, when calculating  $35 + 27$ , they can represent the amounts using Base 10 as shown:



Then, identifying the fact that there are enough units/ones to exchange for a ten, they can carry out this exchange:

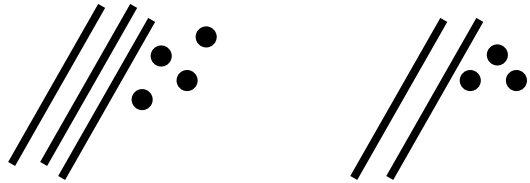


To leave:



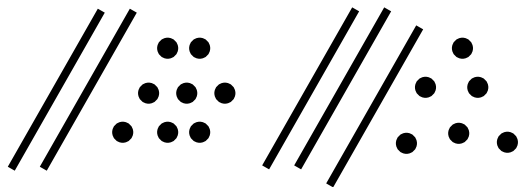
Children can also record the calculations using their own drawings of the Base 10 equipment (as slanted lines for the 10 rods and dots for the unit blocks).

e.g.  $34 + 23 =$

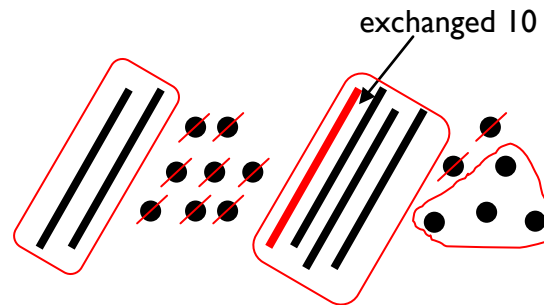


With exchange:

e.g.  $28 + 36 =$



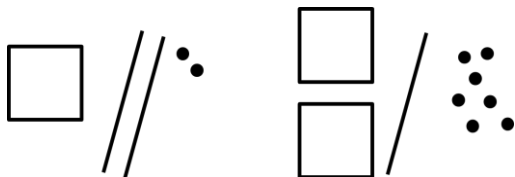
will become



so  $28 + 36 = 64$

It is important that children circle the remaining tens and units/ones after exchange to identify the amount remaining.

This method can also be used with adding three digit numbers, e.g.  $122 + 217$  using a square as the representation of 100.





## Progression Towards a Written Method for Subtraction

In developing a written method for subtraction, it is important that children understand the concept of subtraction, in that it is:

- Removal of an amount from a larger group (take away)
- Comparison of two amounts (difference)

They also need to understand and work with certain principles, i.e. that it is:

- the inverse of addition
- not commutative i.e.  $5 - 3$  is not the same as  $3 - 5$
- not associative i.e.  $10 - 3 - 2$  is not the same as  $10 - (3 - 2)$

### YR

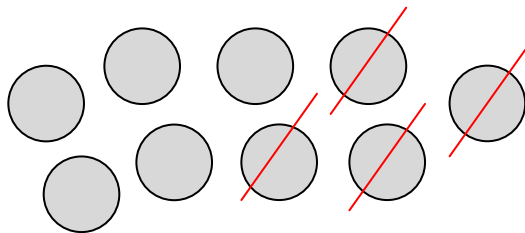
#### **Early Learning Goal:**

***Using quantities and objects, children subtract two single-digit numbers and count on or back to find the answer.***

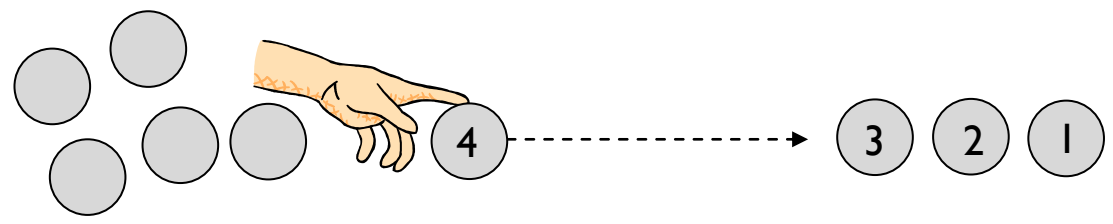
Children are encouraged to develop a mental picture of the number system in their heads to use for calculation. They should experience practical calculation opportunities using a wide variety of practical equipment, including small world play, role play, counters, cubes etc.

#### ***Taking away***

Children will begin to develop their ability to subtract by using practical equipment to count out the first number and then remove or take away the second number to find the solution by counting how many are left e.g.  $9 - 4$ .



For illustration purposes, the amount being taken away are show crossed out. Children would be encouraged to physically remove these using touch counting.



By touch counting and dragging in this way, it allows children to keep track of how many they are removing so they don't have to keep recounting. They will then touch count the amount that are left to find the answer.

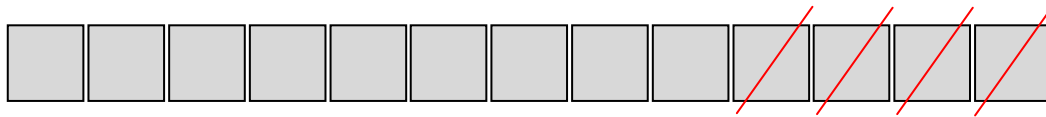
**Those who are ready** may record their own calculations.

## Y1

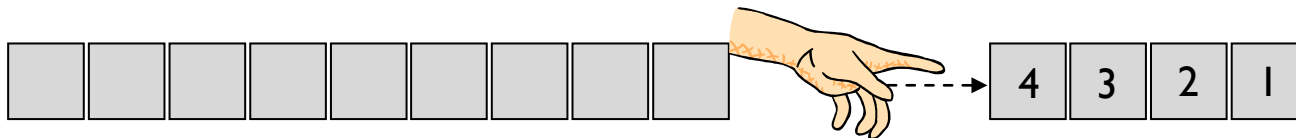
### **End of Year Objective:**

***Subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations).***

Children will continue to use practical equipment and taking away strategies. To avoid the need to exchange for subtraction at this stage, it is advisable to continue to use equipment such as counters, cubes and the units from the Base 10 equipment, but not the tens, e.g.  $13 - 4$



Touch count and remove the number to be taken away, in this case 4.



Touch count to find the number that remains.

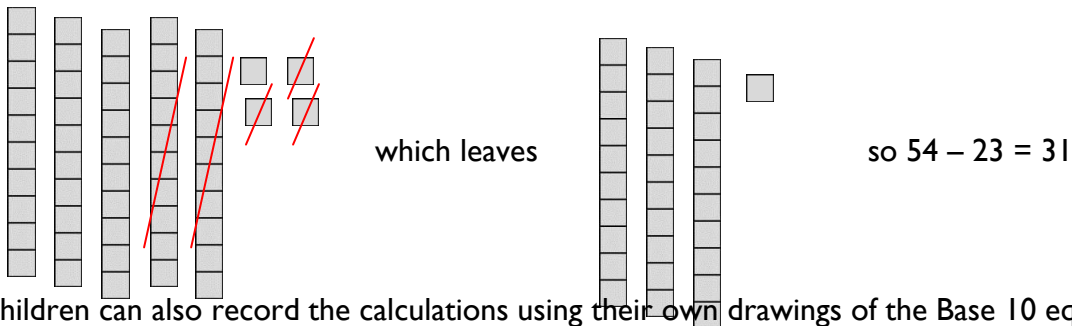


## Y2

### End of Year Objective:

**Subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers.**

Children will begin to use the Base 10 equipment to support their calculations, still using a take away, or removal, method. They need to understand that the number being subtracted does not appear as an amount on its own, but rather as part of the larger amount. For example, to calculate  $54 - 23$ , children would count out 54 using the Base 10 equipment (5 tens and 4 units). They need to consider whether there are enough units/ones to remove 3, in this case there are, so they would remove 3 units and then two tens, counting up the answer of 3 tens and 1 unit to give 31.



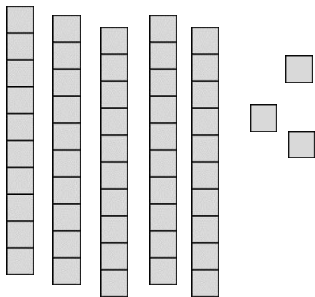
Children can also record the calculations using their own drawings of the Base 10 equipment (as slanted lines for the 10 rods and dots for the unit blocks), e.g. to calculate  $39 - 17$  children would draw 39 as 3 tens (lines) and 4 units (dots) and would cross out 7 units and then one ten, counting up the answer of 2 tens and 2 units to give 22.



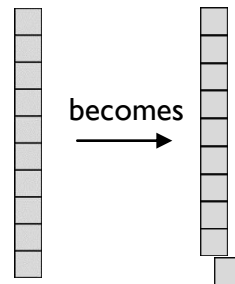
Circling the tens and units that remain will help children to identify how many remain.

When the amount of units to be subtracted is greater than the units in the original number, an exchange method is required. This relies on children's understanding of ten units being an equivalent amount to one ten. To calculate  $53 - 26$ , by using practical equipment, they would count out 53 using the tens and units, as in Step 1. They need to consider whether there are enough units/ones to remove 6. In this case there are not so they need to exchange a ten into ten ones to make sure that there are enough, as in step 2.

Step 1

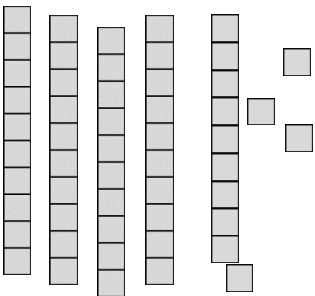


Step 2

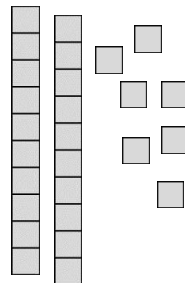


The children can now see the 53 represented as 40 and 13, still the same total, but partitioned in a different way, as in step 3 and can go on to take away the 26 from the calculation to leave 27 remaining, as in Step 4.

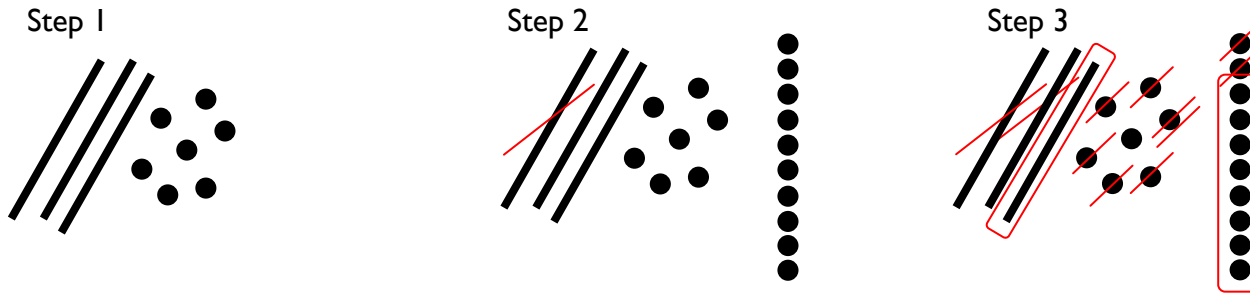
Step 3



Step 4



When recording their own drawings, when calculating  $37 - 19$ , children would cross out a ten and exchange for ten units. Drawing them in a vertical line, as in Step 2, ensures that children create ten ones and do not get them confused with the units that were already in place.



Circling the tens and units that remain will help children to identify how many remain.

## Progression Towards a Written Method for Multiplication

In developing a written method for multiplication, it is important that children understand the concept of multiplication, in that it is:

- repeated addition

They should also be familiar with the fact that it can be represented as an array

They also need to understand and work with certain principles, i.e. that it is:

- the inverse of division
- commutative i.e.  $5 \times 3$  is the same as  $3 \times 5$
- associative i.e.  $2 \times 3 \times 5$  is the same as  $2 \times (3 \times 5)$

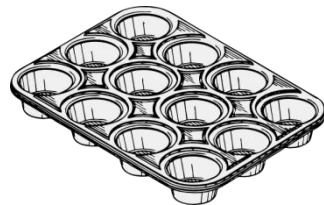
### YR

#### **Early Learning Goal:**

***Children solve problems, including doubling.***

Children are encouraged to develop a mental picture of the number system in their heads to use for calculation. They should experience practical calculation opportunities using a wide variety of equipment, including small world play, role play, counters, cubes etc.

Children may also investigate putting items into resources such as egg boxes, ice cube trays and baking tins which are arrays.



They may develop ways of recording calculations using pictures, etc.



A child's jotting showing the fingers on each hand as a double.



A child's jotting showing double three as three cookies on each plate.



## Y1

**End of Year Objective:**

**Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.**

In year one, children will continue to solve multiplication problems using practical equipment and jottings. They may use the equipment to make groups of objects. Children should see everyday versions of arrays, e.g. egg boxes, baking trays, ice cube trays, wrapping paper etc and use this in their learning, answering questions such as 'How many eggs would we need to fill the egg box? How do you know?'

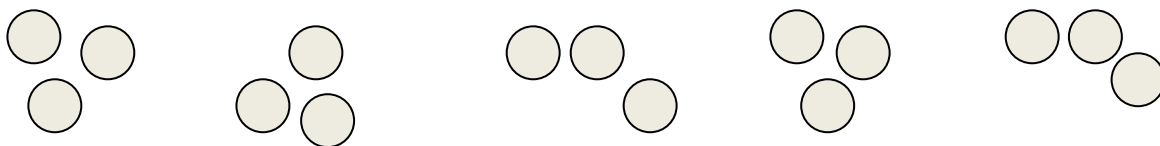
## Y2

### End of Year Objective:

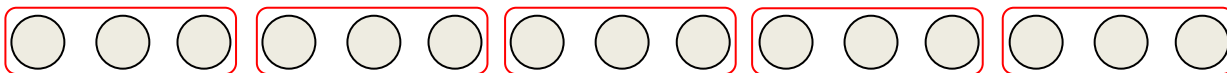
Calculate mathematical statements for multiplication (*using repeated addition*) and write them using the multiplication ( $\times$ ) and equals ( $=$ ) signs.

Children should understand and be able to calculate multiplication as repeated addition, supported by the use of practical apparatus such as counters or cubes. e.g.

$5 \times 3$  can be shown as five groups of three with counters, either grouped in a random pattern, as below:

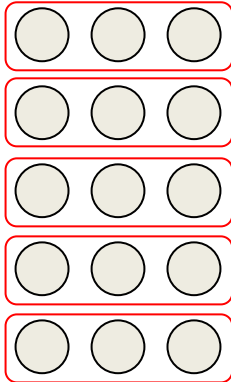


or in a more ordered pattern, with the groups of three indicated by the border outline:

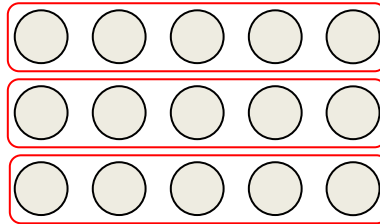


Children should then develop this knowledge to show how multiplication calculations can be represented by an array, (this knowledge will support with the development of the grid method in the future). Again, children should be encouraged to use practical apparatus and jottings to support their understanding, e.g.

$5 \times 3^*$  can be represented as an array in two forms (as it has commutativity):



$$3 + 3 + 3 + 3 + 3 = 15$$



$$5 + 5 + 5 = 15$$

\*For mathematical accuracy  $5 \times 3$  is represented by the second example above, rather than the first as it is five, three times. However, because we use terms such as 'groups of' or 'lots of', children are more familiar with the initial notation. Once children understand the commutative order of multiplication the order is irrelevant).

## Progression Towards a Written Method for Division

In developing a written method for division, it is important that children understand the concept of division, in that it is:

- repeated subtraction
- sharing into equal amounts

They also need to understand and work with certain principles, i.e. that it is:

- the inverse of multiplication
- not commutative i.e.  $15 \div 3$  is not the same as  $3 \div 15$
- not associative i.e.  $30 \div (5 \div 2)$  is not the same as  $(30 \div 5) \div 2$

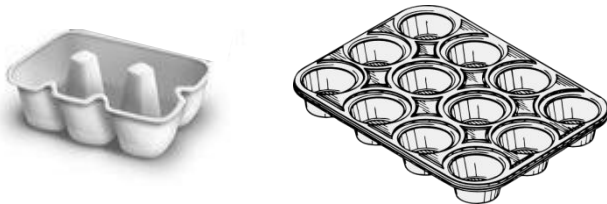
### YR

#### **Early Learning Goal:**

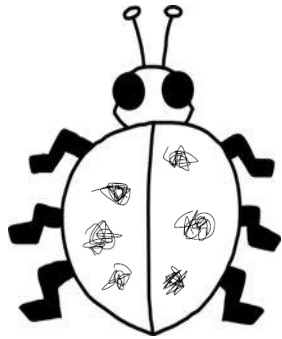
***Children solve problems, including halving and sharing.***

Children are encouraged to develop a mental picture of the number system in their heads to use for calculation. They should experience practical calculation opportunities using a wide variety of equipment, including small world play, role play, counters, cubes etc.

Children may also investigate sharing items or putting items into groups using items such as egg boxes, ice cube trays and baking tins which are arrays.



They may develop ways of recording calculations using pictures, etc.

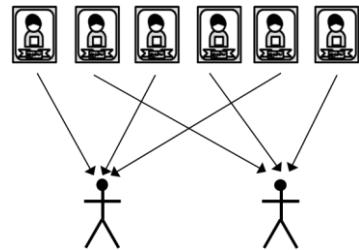


## Y1

### **End of Year Objective:**

**Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.**

In year one, children will continue to solve division problems using practical equipment and jottings. They should use the equipment to share objects and separate them into groups, answering questions such as 'If we share these six apples between the three of you, how many will you each have? How do you know?' or 'If six football stickers are shared between two people, how many do they each get?' They may solve both of these types of question by using a 'one for you, one for me' strategy until all of the objects have been given out.



Children should be introduced to the concept of simple remainders in their calculations at this practical stage, being able to identify that the groups are not equal and should refer to the remainder as '... left over'.

## Y2

### **End of Year Objective:**

**Calculate mathematical statements for division within the multiplication tables and write them using the division ( $\div$ ) and equals ( $=$ ) signs.**

Children will utilise practical equipment to represent division calculations as grouping (repeated subtraction) and use jottings to support their calculation, e.g.

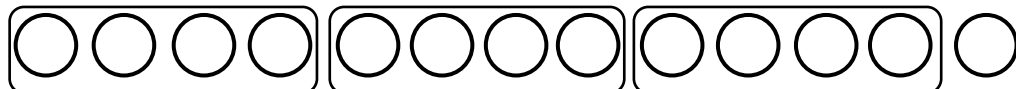
$$12 \div 3 =$$



Children need to understand that this calculation reads as 'How many groups of 3 are there in 12?'

They should also continue to develop their knowledge of division with remainders, e.g.

$$13 \div 4 =$$



$$13 \div 4 = 3 \text{ remainder } 1$$

Children need to be able to make decisions about what to do with remainders after division and round up or down accordingly. In the calculation  $13 \div 4$ , the answer is 3 remainder 1, but whether the answer should be rounded up to 4 or rounded down to 3 depends on the context, as in the examples below:

I have £13. Books are £4 each. How many can I buy?

Answer: 3 (the remaining £1 is not enough to buy another book)

Apples are packed into boxes of 4. There are 13 apples. How many boxes are needed?

Answer: 4 (the remaining 1 apple still needs to be placed into a box)