

Town Farm Primary School

Calculation Policy

2026 – 2027



This policy has been largely adapted from the White Rose Maths Hub Calculation Policy with further material added. It is a working document and will be revised and amended as necessary.

How to use this calculation policy

This calculation policy has been collated using the White Rose scheme of learning, The National Curriculum and The Early Years Foundation Stage. The policy outlines the four calculations of addition (+), subtraction (-), multiplication (x) and division ($\div$) and the strategies that can be used to teach them using the Concrete, Pictorial and Abstract (CPA) model. It is planned for **all** children so that they can access and achieve to their full potential. It is also designed to show a consistent and smooth progression of a learning journey throughout the whole school. The calculation policy shows methods that will be taught to children in their year groups. It is set out in an order to allow children to become confident with strategies and aim to begin choosing their own efficient ones as they move up the school. Children are encouraged to think for themselves and asked about why they have used particular strategies. It is vital that children are given a plethora of concrete and pictorial experiences before they are even introduced to abstract calculations (CPA). The small steps are in place so that children can build on their foundations and work towards not only written but efficient methods of mental calculations too.

Intent: Why do we teach this? Why do we teach it in the way we do?

The National Curriculum states 'Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas.' Therefore, at Town Farm, our intention is for all children to be critical mathematical thinkers, to ensure children become fluent, reason mathematically and solve problems. We aim to support children in achieving economic well-being by equipping them with a range of rich computational skills delivered through a mastery curriculum but through enjoyment and resilience. Children are encouraged to be curious about the subject, challenge themselves and others and have a clear understanding of the subject. At Town Farm we follow the White Rose scheme of learning from Year 1 through to year 6, we also adapt the planning to incorporate activities and experiences that work for our children. Nursery and Reception foster positive ideas and attitudes practically through using the EYFS development matters statements and exemplary information. We believe that everyone can do maths and adopt a 'can do' attitude through our key qualities of perseverance and resilience. Our mastery approach allows us to teach in small steps ensuring all children can access the learning and keep up. We have adopted the teaching strategy of using the concrete, pictorial and abstract model that allows **all** children to access the learning. Mistakes and misconceptions are used as an essential part of children's learning, this enables them to challenge and to be challenged as well as building up their own confidence as risk takers.

Implementation: What do we teach? What does this look Like?

Our Maths curriculum is driven by our Maths vision of 'Every Child Can Do Maths: Everyone Can!', regardless of their background, additional needs or ability. Children are taught the curriculum using the CPA model, taking into account the scheme of learning we follow as well as the National Curriculum and the EYFS. All children are encouraged to flourish so when some children do find concepts difficult, they are given in class interventions at the point of teaching to allow them to achieve their full potential. This also supports narrowing the gap between our most able children and those with SEN or additional needs. No child is expected to move on too quickly to ensure that Maths does not become an immediate barrier, children are encouraged to use the CPA model throughout the school so they are able to visualise and represent their learning in different ways, therefore increasing their fluency.

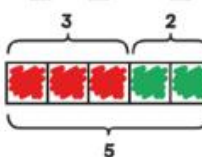
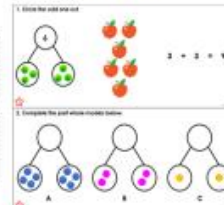
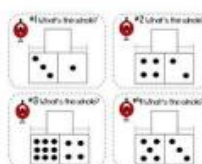
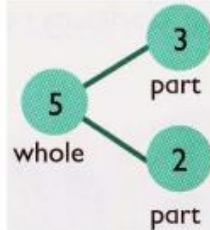
Maths is taught daily for a minimum of 1 hour using the White Rose Maths scheme of learning. Maths is not solely just taught or restricted to Maths lessons but also taught incidentally. Teachers and Practitioners are expected to make links with mathematical thinking and learning throughout all subject areas and through continuous provision in the Early Years. Questioning and Reasoning are essential aspects of critical thinking which will only develop children's curiosity, enjoyment, variation and fluency. The importance of using Concrete and Pictorial representations solidly before the introduction of Abstract methods should be visible in all learning spaces.

Impact: What will this look like at the end of each Key Stage?

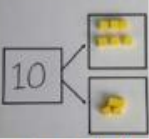
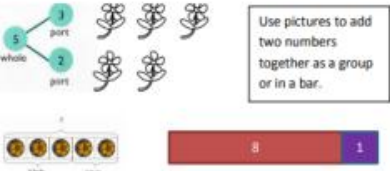
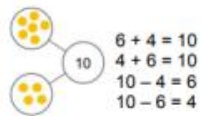
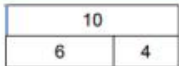
At Town Farm we expect all children to have: become fluent with the fundamentals of mathematics, reasoning mathematically by following lines of enquiry, using conjecture and identifying relationships, patterns and generalisations; solve problems by applying previous knowledge and using sophisticated efficient methods both written and mentally. In order for this to be achieved the Maths Leader will monitor the learning through: book looks, learning walks, photographs, displays, assessment and pupil voice. Children will be used as active participants to show what they know, what they remember and what they are going to learn. They will be resilient learners with a 'Can do' attitude, not afraid to make mistakes. Sequenced lessons and progression will build on foundations taught year on year. Children's confidence, enjoyment and knowledge will increase, which will then further boost progress and attainment.

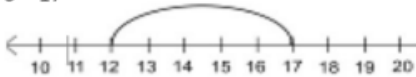
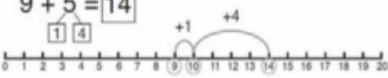
Addition

Addition- EYFS

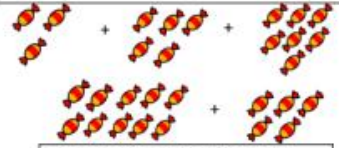
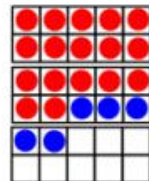
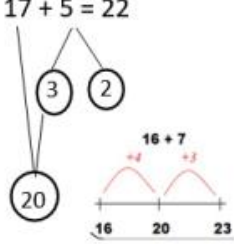
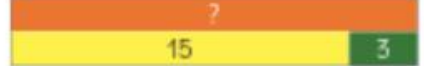
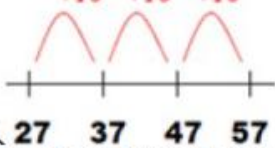
Objectives	Concrete	Pictorial	Abstract												
- Knows that a group of things change in quantity when something is added. - Find the total number of items in two groups by counting all of them. - Says the number that is one more than a given number. - Finds one more from a group of up to five objects, then ten objects. - In practical activities and discussion, beginning to use the vocabulary involved in adding. - Using quantities and objects, they add two single digit numbers and count on to find the answer. - Solve problems including doubling.	 Use toys and general classroom resources for children to physically manipulate, group/regroup.  Use specific maths resources such as counters, snap cubes, Numicon etc.  Use visual supports such as ten frames, part whole and addition mats, with the physical objects and resources that can be manipulated. 	 Two groups of pictures so children are able to count the total.  Bar model using visuals, pictures/icons or colours.  Use visual supports such as ten frames, part part whole and addition mats with pictures/icons. 	A focus on symbols and numbers to form a calculation. $5+2=7$  <table border="1" data-bbox="1646 818 1726 876"><tr><td>2</td><td>3</td></tr></table><table border="1" data-bbox="1751 818 1831 876"><tr><td>5</td><td>5</td></tr></table><table border="1" data-bbox="1646 909 1726 967"><tr><td>5</td><td>5</td></tr></table><table border="1" data-bbox="1751 909 1831 967"><tr><td>3</td><td>3</td></tr></table><table border="1" data-bbox="1646 998 1726 1057"><tr><td>5</td><td>5</td></tr></table><table border="1" data-bbox="1751 998 1831 1057"><tr><td>6</td><td>5</td></tr></table> * No expectation for children to be able to record a number sentence/addition calculation.	2	3	5	5	5	5	3	3	5	5	6	5
2	3														
5	5														
5	5														
3	3														
5	5														
6	5														

Addition- Year 1

Objective and Strategy	Concrete	Pictorial	Abstract
Combining two parts to make a whole; part- whole model	 Use cubes to add two numbers together as a group or in a bar. (Some children may still need to use real objects)  Use part-part whole model	 Use pictures to add two numbers together as a group or in a bar. <u>The Bar Model</u> will be continued from EYFS as a method to support problem solving involving addition, continuing with the concrete representations and moving onto using pictorial representations of objects. Some children will also move onto the abstract.  Pictorial (concrete) Abstract	 Use the part-part whole diagram as shown above to move into the abstract. $4 + 3 = 7$ $10 = 6 + 4$
Represent and use number bonds and related subtraction facts within 20	 Tens Frame (Some children may need to initially use real objects then move onto the representation, egg boxes may also be used to support this)	 Part Whole Model	 Bar Model Bar model and part-part whole to be used alongside abstract
Addition and subtraction of one-digit and two-digit numbers to 20 including 0.		$6 + 3 = 9$  Start at the larger number on the number line and count on in ones.	$5 + 12 = 17$ $17 = 12 + 5$

Start at the bigger number and counting on	Start with the larger number on the bead string and then count of to the smaller number 1 by 1 to find the answer.	$12 + 5 = 17$  Start at the larger number on the number line and count on in ones or in one jump to find the answer.	Place the larger number in your head and count on the smaller number to find your answer.
Regrouping to make 10 (The 'Make 10' strategy)	$6 + 5 = 11$   Start with the bigger number and use the smaller number to make 10. Use ten frames.	$3 + 9 =$  Use pictures or a number line. Regroup or Partition the smaller number using the part part whole model to make 10. $9 + 5 = 14$ 	$7 + 4 = 11$ If I am at seven, how many more do I need to make 10. How many more do I add on now?
Vocabulary	add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, balancing, part, part, whole		

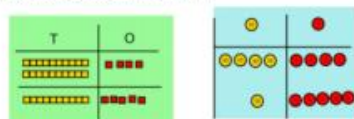
Addition- Year 2

Objective and Strategy	Concrete	Pictorial	Abstract		
Adding 3 1-digit numbers	$4 + 7 + 6 = 17$ Put 4 and 6 together to make 10. Add on 7.  Following on from making 10, make 10 with 2 of the digits (if possible) then add on the third digit.	 Add together three groups of objects. Draw a picture to recombine the groups to make 10.	$\begin{array}{r} 4 + 7 + 6 = 10 + 7 \\ 10 \\ = 17 \end{array}$ Combine the two numbers that make 10 and then add on the remainder.		
Adding a 2-digit number and ones	 $17 + 5 = 22$ Use ten frame to make 'magic ten' Children explore the pattern. $17 + 5 = 22$ $27 + 5 = 32$	$17 + 5 = 22$ Use part part whole and number line to model.  Bar Model 	$17 + 5 = 22$ Explore related facts $17 + 5 = 22$ $5 + 17 = 22$ $22 - 17 = 5$ $22 - 5 = 17$ <table border="1" data-bbox="1646 672 1814 737"><tr><td>22</td></tr><tr><td>17 5</td></tr></table>	22	17 5
22					
17 5					
Adding a 2-digit number and multiples of 10	 $25 + 10 = 35$ Explore that the ones digit does not change	$27 + 30$  Base 10 may be used above the number line initially. The calculation will be shown alongside the number line to see the connection	$27 + 10 = 37$ $27 + 20 = 47$ $27 + \square = 57$		

Adding two 2-digit numbers
(No re-grouping)

$$24 + 15 =$$

Add together the ones first then add the tens. Use the Base 10 blocks first before moving onto place value counters.

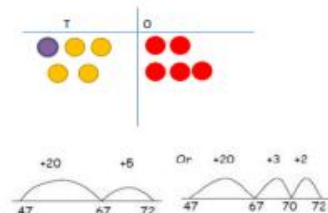


(Some children may not be ready for place value counters in Y2)

Numicon may also be used



After practically using the base 10 blocks and place value counters, children can draw the counters to help them to solve additions.



Use number line and bridge ten using part whole if necessary.

Base 10 may be used above the number line.

The calculation will be shown alongside the number line to see the connection

Model	Calculation

The Bar Model (Singapore maths) will be used to support problem solving moving onto the generalisation that $b+c=a$. Children will focus on using the abstract representation with the pictorial to support where necessary.

Partitioning:

$$\begin{array}{l} 25 + 47 \\ \swarrow \quad \searrow \\ 20 + 5 \quad 40 + 7 \\ 20 + 40 = 60 \\ 5 + 7 = 12 \\ 60 + 12 = 72 \end{array}$$

Recording addition in columns supports place value and prepares for formal written methods with larger numbers. Toward the end of the year, children move to more formal recording using partitioning method:

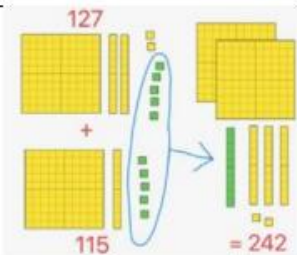
$$\begin{array}{r} 40 + 7 \\ 30 + 5 \\ \hline 70 + 12 \end{array}$$

Vocabulary

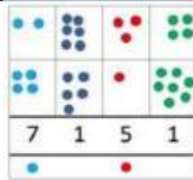
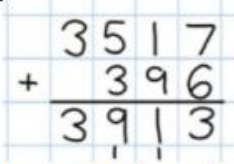
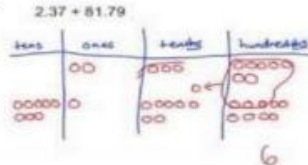
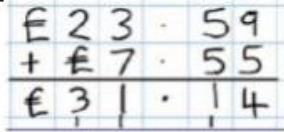
add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, sum, tens, units, partition, addition, column, tens boundary

Addition- Year 3

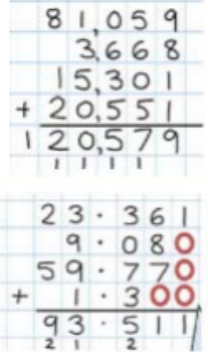
Objective and Strategy	Concrete	Pictorial	Abstract								
Add and subtract numbers with up to 3-digits, using formal written methods of columnar addition Column addition (no regrouping)	T O Using manipulatives (dienes, numicon, counters), children are to line up hundreds, tens and ones. Children should be secure with using PV counters before moving onto pictorial. The calculation will be shown alongside the model used to see the connection <table><tr><th>Model</th><th>Calculation</th></tr><tr><td></td><td></td></tr></table>	Model	Calculation			333 123 Children are to draw, in a PV frame, the manipulatives, that they are using. Secure knowledge of representation with the PV columns. The calculation will be shown alongside the model to see the connection <table><tr><th>Model</th><th>Calculation</th></tr><tr><td></td><td></td></tr></table>	Model	Calculation			223 + 114 Children to move onto recording more formally. Some children may need to use the expanded method (see below).
Model	Calculation										
Model	Calculation										
Column addition (with regrouping)	Hundreds Tens Ones	153 348 Children can draw a representation of the grid to further support their understanding, carrying the ten underneath the line.	20 40 60 + 5 8 13 = 73 Children are to begin with the abstract: expanded form. For those children, that are confident after AFL, the below method should be used.								

	 Exchange ten ones for a ten. Model using Dienes, Numicon and place value counters.		$\begin{array}{r} 536 \\ + 85 \\ \hline 621 \\ 11 \end{array}$
Vocabulary	addition add, more, and make, sum, total, altogether, double, near double, half, halve, tens boundary, hundreds boundary		

Addition- Year 4

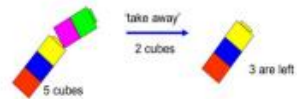
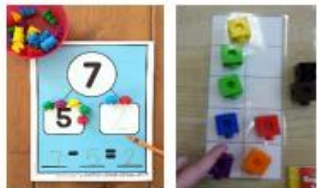
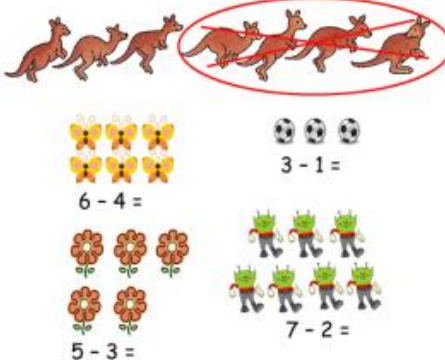
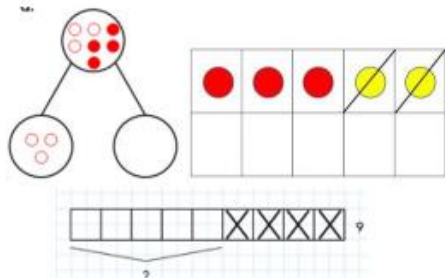
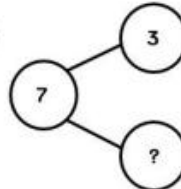
Objective and Strategy	Concrete	Pictorial	Abstract				
Using formal written methods of columnar addition where appropriate add numbers with up to 4 digits (with exchange)	Children continue to use dienes or place value counters to add, exchanging ten ones for a ten and ten tens for a hundred and ten hundreds for a thousand.  The calculation will be shown alongside the manipulative used to see the connection <table border="1" data-bbox="646 664 873 761"><thead><tr><th>Model</th><th>Calculation</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	Model	Calculation			 Children can draw a pictorial representation of the columns and place value counters to further support their learning and understanding.	 Continue from previous work to carry hundreds as well as tens.
Model	Calculation						
Add decimals with 2 decimal places, including money.	 Introduce decimal place value counters and model exchange for addition.	 6	 As the children move on, introduce decimals with the same number of decimal places and different. Money can be used here.				
Vocabulary	addition add, more, and make, sum, total, altogether, double, near double, half, halve, tens boundary, hundreds boundary, decimal, decimal point						

Addition- Year 5/6

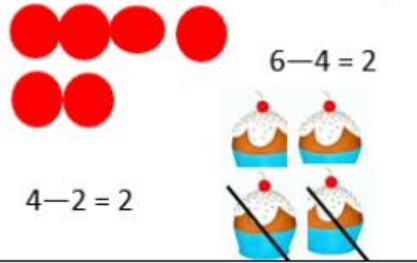
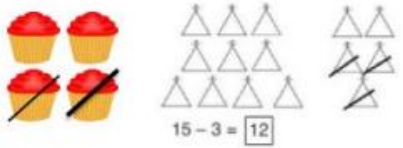
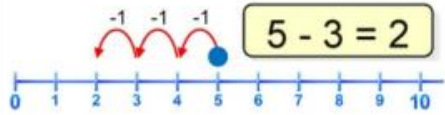
Objective and Strategy	Concrete	Pictorial	Abstract
add numbers with more than 4 digits.	See Year 4	See Year 4	 Children should have abstract supported by a pictorial or concrete if needed.
add several numbers of increasing complexity, including adding money, measure and decimals with different numbers of decimal points.	See Year 4	See Year 4	 Insert zeros for place holders.
Vocabulary	addition add, more, and make, sum, total, altogether, double, near double, half, halve, tens boundary, hundreds boundary, decimal, decimal point		

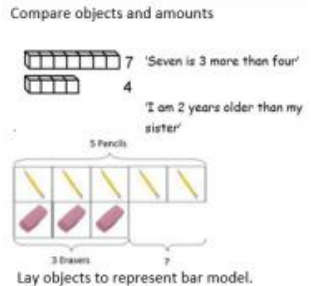
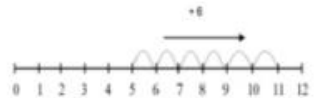
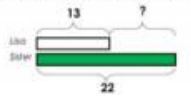
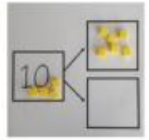
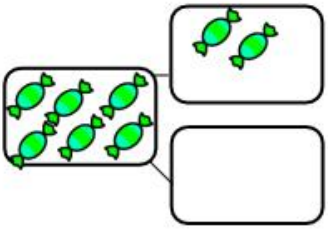
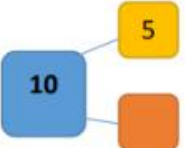
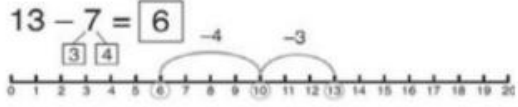
Subtraction

Subtraction- EYFS

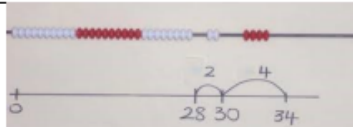
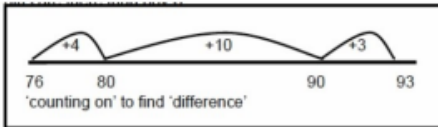
Subtraction- EYFS							
Objectives	Concrete	Pictorial	Abstract				
- Knows that a group of things change in quantity when something is taken away - Find one less from a group of five objects, then ten objects. - In practical activities and discussion, beginning to use the vocabulary involved in subtracting. - Using quantities and objects, they subtract two single digit numbers and count back to find the answer.	 Use toys and general classroom resources for children to physically manipulate, group/regroup.   Use specific maths resources such as snap cubes, Numicon, bead strings etc.  Use visual supports such as ten frames, part part whole and subtraction mats, with the physical objects and resources that can be manipulated.	 A group of pictures for children to cross out or cover quantities to support subtraction.  Use visual supports such as ten frames, part whole and bar model with pictures/icons.	A focus on symbols and numbers to form a calculation.  10 - 6 = 4 <table><tr><td>3</td><td>?</td></tr><tr><td colspan="2">7</td></tr></table> 7 - 3 = ?  * No expectation for children to be able to record a number sentence/addition calculation.	3	?	7	
3	?						
7							

Subtraction- Year 1

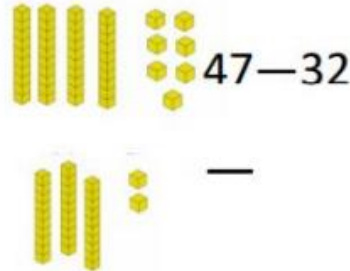
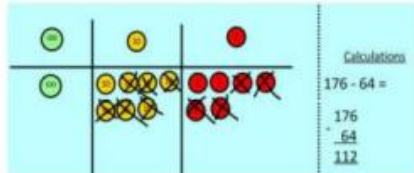
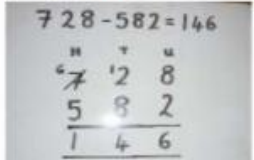
Objective and Strategy	Concrete	Pictorial	Abstract
<i>Subtract one-digit and two-digit numbers to 20, including 0.</i> Taking away ones	Use physical objects, <u>counters</u>, cubes etc to show how objects can be taken away.  $6 - 4 = 2$ $4 - 2 = 2$	Cross out drawn objects to show what has been taken away.  $15 - 3 = 12$	$7 - 4 = 3$ $16 - 9 = 7$
Counting back	Make the larger number in your subtraction. Move the beads along your bead string as you count backwards in ones. $13 - 4$  Use counters and move them away from the group as you take them away counting backwards as you go. 	 Count back on a number line or track Start at the bigger number and count back the smaller number showing the jumps on the number line.	Put 13 in your head, count back 4. What number are you at? (Use your fingers to help you)

Find the difference	Compare objects and amounts  Lay objects to represent bar model.	 Count on to find the difference. Comparison Bar Models Draw bars to find the difference between 2 numbers. Lisa is 13 years old. Her sister is 22 years old. Find the difference in age between them. 	Hannah has 12 sweets and her sister has 5. How many more does Hannah have than her sister?
Represent and use number bonds and related subtraction facts within 20 Part-part whole model	 Link to addition. Use PPW model to model the inverse. If 10 is the whole and 6 is one of the parts, what is the other part? $10 - 6 = 4$	 Use a pictorial representation of objects to show the part-part whole model	 Move to using numbers within the part whole model.
Make 10	14 - 9 =  Make 14 on the ten frame. Take away the four first to make 10 and then take away one more so you have taken away 5. You are left with the answer of 9.	13 - 7 = 6  Start at 13. Take away 3 to reach 10. Then take away the remaining 4 so you have taken away 7 altogether. You have reached your answer.	16 - 8 = How many do we take off to reach the next 10? How many do we have left to take off?
Vocabulary	equal to, take, take-away, less, minus, subtract, leaves, distance between, how many more, how many fewer/less than, most, least count back, how many left, how much less...		

Subtraction- Year 2

Subtraction- Year 2							
Objective and Strategy	Concrete	Pictorial	Abstract				
<i>Subtract a two-digit number and ones, a two-digit number and tens, two two-digit numbers</i> Partitioning to subtract without re- Grouping: 'Friendly numbers'	$34-13=21$  Use Dienes to show how to partition the number when subtracting without regrouping. The calculation will be shown alongside the manipulative used <table><tr><th>Model</th><th>Calculation</th></tr><tr><td></td><td></td></tr></table>	Model	Calculation			Children draw representations of Dienes and cross off.  $43-21=22$	$43-21=22$ Recording subtraction in columns supports place value and prepares for formal written methods with larger numbers. Toward the end of the year, children move to more formal recording using partitioning method: e.g. $43-21=22$ $\begin{array}{r} 40 \text{ and } 3 \\ - 20 \text{ and } 1 \\ \hline 20 \text{ and } 2 \end{array}$
Model	Calculation						
Make ten strategy	 $34-28$ Use a bead bar or bead strings to model counting to next ten and the rest.	 Use a number line to count on to next ten and then the rest.	$93-76=17$				
Vocabulary	equal to, take, take-away, less, minus, subtract, leaves, distance between, how many more, how many fewer/less than, most, least count back, how many left, how much less is...difference, count on, strategy, partition, tens units						

Subtraction- Year 3

Objective and Strategy	Concrete	Pictorial	Abstract				
To subtract numbers with up to three-digits, using formal written methods of columnar subtraction Column subtraction (without exchanging)	 Use base 10 or Numicon to model The calculation will be shown alongside the model chosen to see the connection <table border="1" data-bbox="483 751 714 849"><thead><tr><th>Model</th><th>Calculation</th></tr></thead><tbody><tr><td> </td><td> </td></tr></tbody></table>	Model	Calculation			Children are to be secure with use of PV counters before moving onto abstract. 	Children should begin with the expanded form. Moving onto a more formal way as below. $47-24=23$$\begin{array}{r} 40+7 \\ -20+4 \\ \hline 20+3 \end{array}$ 
Model	Calculation						

Column
Subtraction
(with
exchanging)

Begin with base 10 or Numicon. Move to pv counters, modelling the exchange of a ten into ten ones. Use the phrase 'take and make' for exchange.

Column method (using base 10 and having to exchange)

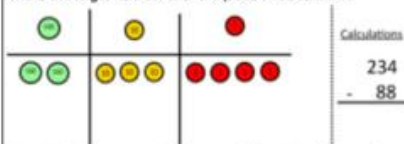
45-26



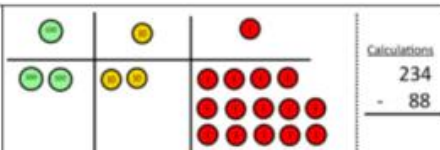
- 1) Start by partitioning 45
- 2) Exchange one ten for ten more ones
- 3) Subtract the ones, then the tens.

Use Base 10 to start with before moving on to place value counters. Start with one exchange before moving onto subtractions with 2 exchanges.

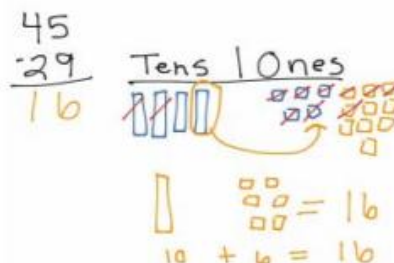
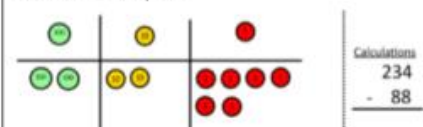
Make the larger number with the place value counters



Start with the ones, can I take away 8 from 4 easily? I need to exchange one of my tens for ten ones.



Now I can subtract my ones.



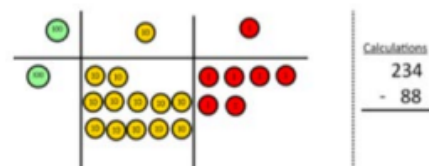
When confident, children can find their own way to record the exchange/regrouping

Children should begin with the expanded form. Moving onto a more formal way as below (bottom picture).

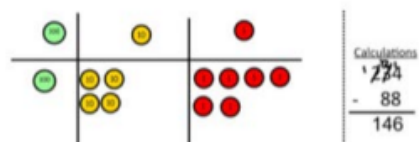
$$\begin{array}{r} 836 - 254 = 582 \\ \begin{array}{r} \text{H} \quad \text{T} \quad \text{U} \\ 800 \quad 30 \quad 6 \\ - 200 \quad 50 \quad 4 \\ \hline 500 \quad 80 \quad 2 \end{array} \end{array}$$

$$\begin{array}{r} 728 - 582 = 146 \\ \begin{array}{r} \text{H} \quad \text{T} \quad \text{U} \\ 700 \quad 20 \quad 8 \\ - 500 \quad 80 \quad 2 \\ \hline 100 \quad 40 \quad 6 \end{array} \end{array}$$

Now look at the tens, can I take away 8 tens easily? I need to exchange one hundred for ten tens.



Now I can take away eight tens and complete my subtraction

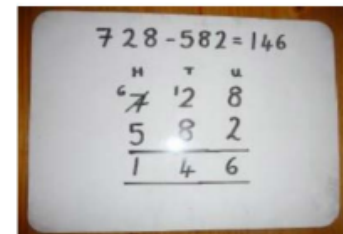


Show children how the concrete method links to the written method alongside your working. Cross out the numbers when exchanging and show where we write our new amount.

Vocabulary

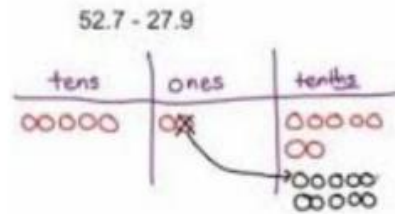
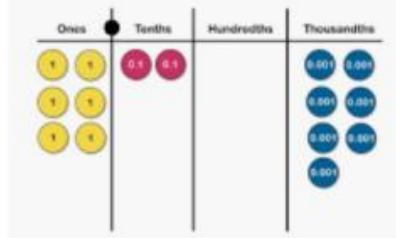
equal to, take, take-away, less, minus, subtract, leaves, distance between, how many more, how many fewer/less than, most, least count back, how many left, how much less is...difference, count on, strategy, partition, tens units

Subtraction- Year 4

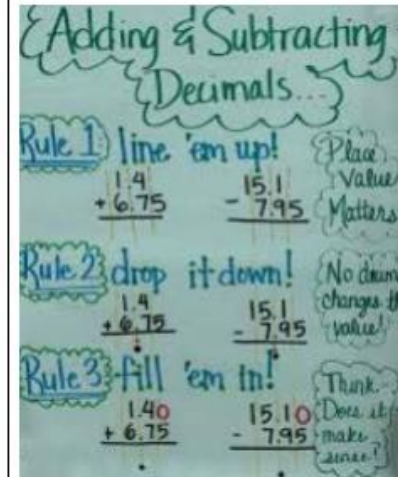
Objective and Strategy	Concrete	Pictorial	Abstract								
Subtract numbers with up to 4 digits using the formal written methods appropriate of columnar subtraction where appropriate Year 4 subtraction with up to 4 digits.	Model process of exchange using Numicon, base ten and then move to PV counters. Use the phrase 'take and make' for exchange- see Y3 The calculation will be shown alongside the model chosen to see the connection <table><tr><th>Model</th><th>Calculation</th></tr><tr><td></td><td></td></tr></table>	Model	Calculation			Children to draw pv counters and show their exchange—see Y3 The calculation will be shown alongside the model chosen to see the connection <table><tr><th>Model</th><th>Calculation</th></tr><tr><td></td><td></td></tr></table>	Model	Calculation			 This will lead to an understanding of subtracting any number including decimals.
Model	Calculation										
Model	Calculation										

Introduce decimal subtraction through context of money

Children to be encouraged to use counters to represent numbers and take counters away to subtract.



When confident, children can find their own way to record the exchange/regrouping



Vocabulary

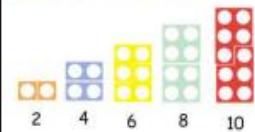
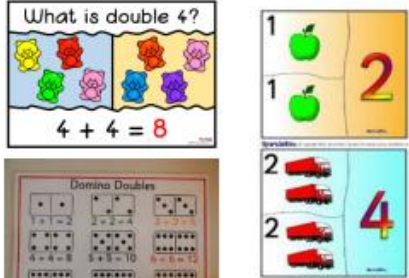
equal to, take, take-away, less, minus, subtract, leaves, distance between, how many more, how many fewer/less than, most, least count back, how many left, how much less is...difference, count on, strategy, partition, tens units

Subtraction- Year 5/6

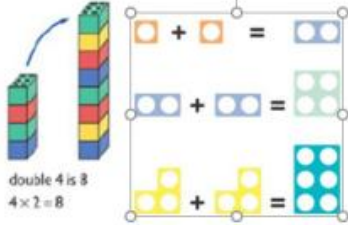
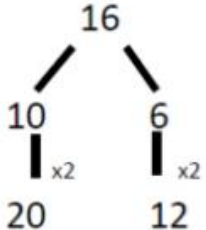
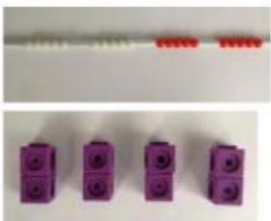
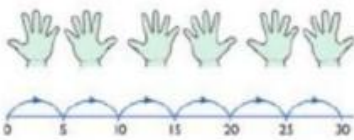
Objective and Strategy	Concrete	Pictorial	Abstract
Subtract with at least 4 digits, including money and measures. Subtract with increasingly large and more complex numbers and decimal values (up to 3 decimal place).	See Year 4	See Year 4	
Vocabulary	equal to, take, take-away, less, minus, subtract, leaves, distance between, how many more, how many fewer/less than, most, least count back, how many left, how much less is...difference, count on, strategy, partition, tens units		

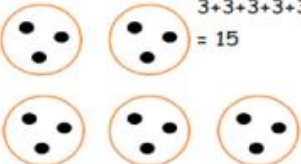
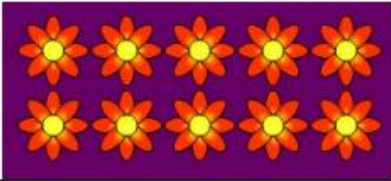
Multiplication

Multiplication-EYFS

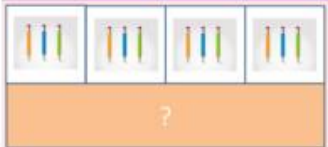
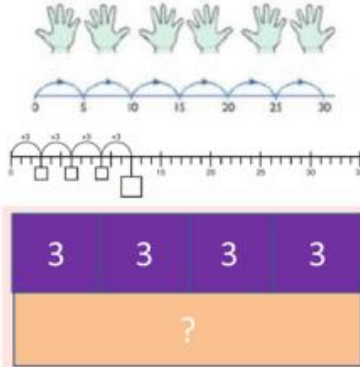
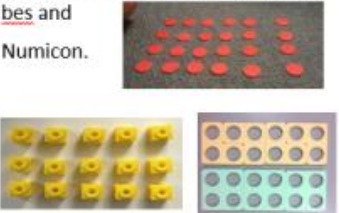
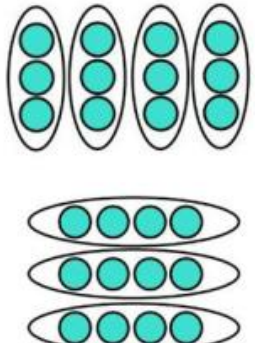
Multiplication-EYFS															
Objectives	Concrete	Pictorial	Abstract												
- Solve problems including doubling	  Counting and other maths resources for children to make 2 equal groups.  Double 1  Physical and real life examples that encourage children to see concept of doubling as adding two equal groups.	 Pictures and icons that encourage children to see concept of doubling as adding two equal groups.	<table><tr><td>1+1=</td><td>7+7=</td></tr><tr><td>2+2=</td><td>8+8=</td></tr><tr><td>3+3=</td><td>9+9=</td></tr><tr><td>4+4=</td><td>10+10=</td></tr><tr><td>5+5=</td><td>11+11=</td></tr><tr><td>6+6=</td><td>12+12=</td></tr></table> Addition calculations to model adding two equal groups.	1+1=	7+7=	2+2=	8+8=	3+3=	9+9=	4+4=	10+10=	5+5=	11+11=	6+6=	12+12=
1+1=	7+7=														
2+2=	8+8=														
3+3=	9+9=														
4+4=	10+10=														
5+5=	11+11=														
6+6=	12+12=														

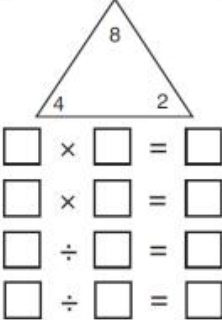
Multiplication- Year 1

Objective and Strategy	Concrete	Pictorial	Abstract
Doubling	Use practical activities using <u>manipulatives</u> including cubes and Numicon to demonstrate doubling  double 4 is 8 $4 \times 2 = 8$	Draw pictures to show how to double numbers Double 4 is 8 	Partition a number and then double each part before recombining it back together. 
Counting in multiples	 Count in multiples supported by concrete objects in equal groups.	 Use a number line or pictures to continue support in counting in multiples.	Count in multiples of a number aloud. Write sequences with multiples of numbers. 2, 4, 6, 8, 10 5, 10, 15, 20, 25, 30
Repeated addition	 Use different objects to add equal groups.	There are 3 plates. Each plate has 2 star biscuits on. How many biscuits are there?  2 add 2 add 2 equals 6 $5 + 5 + 5 = 15$	Write addition sentences to describe objects and pictures.  $2 + 2 + 2 + 2 + 2 = 10$

		Use pictorial including number lines to solve problems. There are 3 sweets in one bag. How many sweets are in 5 bags altogether?  $3+3+3+3+3 = 15$ 	
Understanding arrays	Use objects laid out in arrays to find the answers to 2 lots 5, 3 lots of 2 etc. 		$3 \times 2 = 6$ $2 \times 5 = 10$
Vocabulary	Groups of, lots of, times, array, altogether, multiply		

Multiplication- Year 2

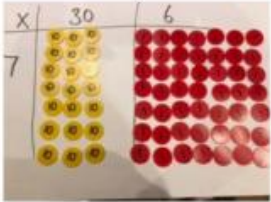
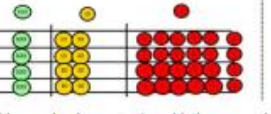
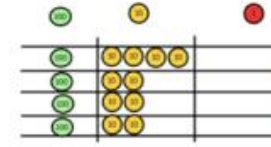
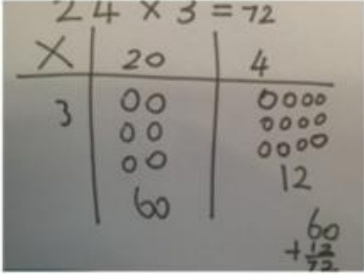
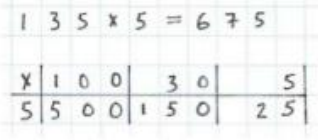
Objective and Strategy	Concrete	Pictorial	Abstract
Counting in multiples of 2, 3, 4, 5, 10 from 0 (repeated addition)	Count the groups as children are skip counting, children may use their fingers as they are skip counting. Use bar models.  	Number lines, counting sticks and bar models should be used to show <u>representation</u> of counting in multiples. 	Count in multiples of a number aloud. Write sequences with multiples of numbers. 0, 2, 4, 6, 8, 10 0, 3, 6, 9, 12, 15 0, 5, 10, 15, 20, 25, 30 $4 \times 3 = \square$
Multiplication is commutative	Create arrays using counters and cubes and Numicon.  Pupils should understand that an array can represent different equations and that, as multiplication is commutative, the order of the multiplication does not affect the answer. 	Use representations of arrays to show different calculations and explore commutativity. 	$12 = 3 \times 4$ $12 = 4 \times 3$ Use an array to write multiplication sentences and reinforce repeated addition.  $5 + 5 + 5 = 15$ $3 + 3 + 3 + 3 + 3 = 15$ $5 \times 3 = 15$ $3 \times 5 = 15$

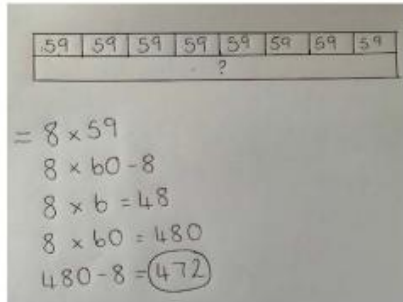
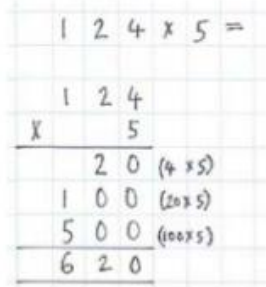
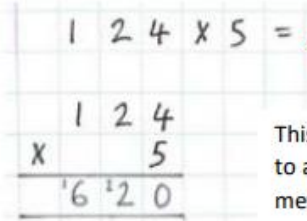
Using the Inverse <i>This should be taught alongside division, so pupils learn how they work alongside each other.</i>			2 x 4 = 8 4 x 2 = 8 8 ÷ 2 = 4 8 ÷ 4 = 2 8 = 2 x 4 8 = 4 x 2 2 = 8 ÷ 4 4 = 8 ÷ 2 Show all 8 related fact family sentences.
Vocabulary	Groups of, lots of, times, array, altogether, multiply, multiplied by, repeated addition, sets of, equal groups, times as big as, commutative.		

Multiplication- Year 3

Objective and Strategy	Concrete	Pictorial	Abstract																												
<i>Multiplying two digit number by a one digit number</i> Grid method progressing to the formal method. Solving problems including missing number problems, integer scaling problems.	Show the link with arrays to first introduce the grid method. <table border="1"><tr><td>x</td><td>10</td><td>3</td></tr><tr><td>4</td><td colspan="2"></td></tr></table> 4 rows of 10 4 rows of 3 Move on to using Base 10 to move towards a more compact method. <table border="1"><tr><td>x</td><td>T</td><td>U</td></tr><tr><td rowspan="4"></td><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> 4 rows of 13 Move on to place value counters to show how we are finding groups of a number. <table border="1"><tr><td>x</td><td>30</td><td>6</td></tr><tr><td>7</td><td></td><td></td></tr></table> Add up each column, starting with the ones making any exchanges needed. The calculation will be shown alongside the model chosen to see the connection <table border="1"><thead><tr><th>Model</th><th>Calculation</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	x	10	3	4			x	T	U										x	30	6	7			Model	Calculation			Children can represent their work with place value counters in a way that they understand. They can draw the counters using colours to show different amounts or just use the circles in the different columns to show their thinking as shown below. Bar model are used to explore missing numbers	Start with multiplying by one digit numbers and showing the clear addition alongside the grid. TO x O Children to add up each column to find the answer.
x	10	3																													
4																															
x	T	U																													
x	30	6																													
7																															
Model	Calculation																														
Vocabulary	Groups of, lots of, times, array, altogether, multiply, multiplied by, repeated addition, sets of, equal groups, times as big as, commutative, product, multiples of, scale up																														

Multiplication- Year 4

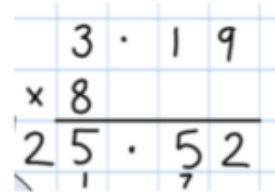
Objective and Strategy	Concrete	Pictorial	Abstract
Multiply two-digit and three-digit numbers by a one-digit number using formal written layout Grid method recap from year 3 for 2 digits x 1 digit Multiplying numbers by 1 digit (year 4 expectation)	 Move on to place value counters to show how we are finding groups of a number. We are multiplying by 4 so we need 4 rows.  Calculations 4 x 126 Fill each row with 126.  Calculations 4 x 126 Add up each column, starting with the ones making any exchanges needed.  Then you have your answer. 	Children can represent their work with place value counters in a way that they understand. They can draw the counters using colours to show different amounts or just use the circles in the different columns to show their thinking as shown below. 	HTO x O  Children to add up each column to find the answer.

Column multiplication	Children can continue to be supported by place value counters at the stage of multiplication. This initially done where there is no regrouping. $321 \times 2 = 642$ <table border="1"><thead><tr><th>Hundreds</th><th>Tens</th><th>Ones</th></tr></thead><tbody><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></tbody></table> It is important at this stage that they always multiply the ones first. The corresponding long multiplication is modelled alongside <table border="1"><thead><tr><th>Model</th><th>Calculation</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	Hundreds	Tens	Ones													Model	Calculation			This grid method may be used to show how this relates to a formal written method. <table border="1"><tr><td>x</td><td>100</td><td>20</td><td>4</td></tr><tr><td>5</td><td>500</td><td>100</td><td>20</td></tr></table>   Bar modelling and number lines can support learners when solving problems with multiplication alongside the formal written methods.	x	100	20	4	5	500	100	20	   This may lead to a compact method.
Hundreds	Tens	Ones																												
																														
																														
																														
																														
Model	Calculation																													
x	100	20	4																											
5	500	100	20																											
Vocabulary	Groups of, lots of, times, array, altogether, multiply, multiplied by, repeated addition, sets of, equal groups, times as big as, commutative, product, multiples of, scale up, inverse, derive																													

Multiplication Year 5

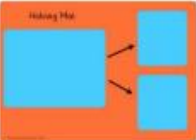
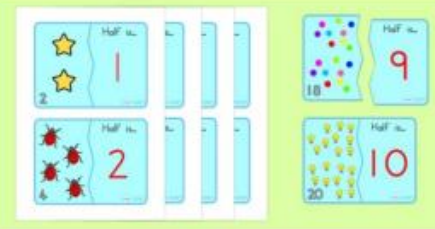
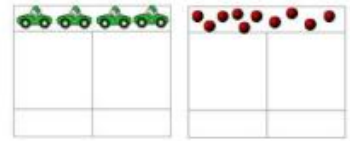
Objective and Strategy	Concrete	Pictorial	Abstract																						
Multiply numbers up to 4-digits by a one-digit number using the format written method, including long multiplication for 2-digit numbers Column multiplication for 3 and 4 digits x 1 digit	Children can continue to be supported by place value counters at the stage of multiplication. This initially done where there is no regrouping. $321 \times 2 = 642$ <table border="1"><thead><tr><th>Hundreds</th><th>Tens</th><th>Ones</th></tr></thead><tbody><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></tbody></table> It is important at this stage that they always multiply the ones first. The corresponding long multiplication is modelled alongside	Hundreds	Tens	Ones													<table border="1"><tr><td>x</td><td>300</td><td>20</td><td>7</td></tr><tr><td>4</td><td>1200</td><td>80</td><td>28</td></tr></table> $\begin{array}{r} 327 \\ \times 4 \\ \hline 28 \\ 80 \\ 1200 \\ \hline 1308 \end{array}$ $\begin{array}{r} 327 \\ \times 4 \\ \hline 1308 \\ \text{1} \quad \text{2} \end{array}$ This may lead to a compact method.	x	300	20	7	4	1200	80	28
Hundreds	Tens	Ones																							
x	300	20	7																						
4	1200	80	28																						
Column multiplication (long multiplication)	Manipulatives may still be used with the corresponding long multiplication modelled alongside <table border="1"><thead><tr><th>Model</th><th>Calculation</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	Model	Calculation			Moving forward, multiply by a 2 digit number showing the different rows within the grid method. $24 \times 16 = 384$<table border="1"><tr><td>x</td><td>20</td><td>4</td></tr><tr><td>10</td><td>200</td><td>40</td></tr><tr><td>6</td><td>120</td><td>24</td></tr></table> $\begin{array}{r} 24 \\ \times 16 \\ \hline 144 \\ 240 \\ \hline 384 \end{array}$ 24 x 6 on the first row. (6 x 4 = 24, carrying the 2 for the 20, then 6 x 2) 24 x 10 on the second row. Show multiplying by 10 by putting zero in the units first. $\begin{array}{r} 1234 \\ \times 16 \\ \hline 7404 \quad (1234 \times 6) \\ 12340 \quad (1234 \times 10) \\ \hline 19744 \end{array}$	x	20	4	10	200	40	6	120	24										
Model	Calculation																								
x	20	4																							
10	200	40																							
6	120	24																							
Vocabulary	Groups of, lots of, times, array, altogether, multiply, multiplied by, repeated addition, sets of, equal groups, times as big as, commutative, product, multiples of, scale up, inverse, derive, factor pairs, composite numbers, prime number, factors, squared, cubed																								

Multiplication- Year 6

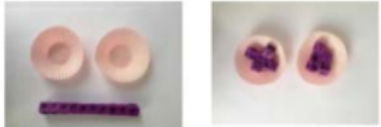
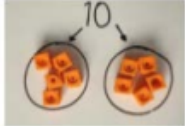
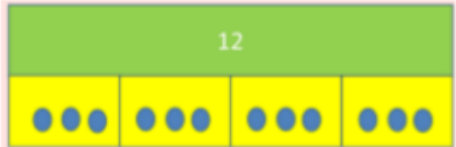
Objective and Strategy	Concrete	Pictorial	Abstract
Multiply decimal up to 2 decimal place by a single digit.			Remind children that the single digit belongs in the units column. Line up the decimal points in the question and the answer. 
vocabulary	Groups of, lots of, times, array, altogether, multiply, multiplied by, repeated addition, sets of, equal groups, times as big as, commutative, product, multiples of, scale up, inverse, derive, factor pairs, composite numbers, prime number, factors, squared, cubed		

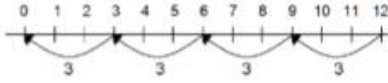
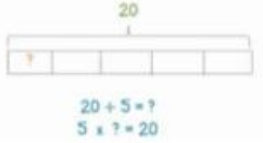
Division

Division- EYFS

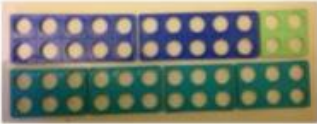
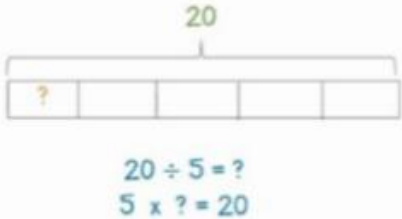
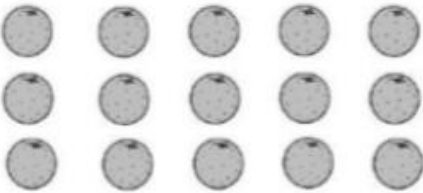
Objectives	Concrete	Pictorial	Abstract
Solve problems including halving and sharing. - Halving a whole, halving a quantity of objects. - Sharing a quantity of objects.	   Children have the opportunity to physically cut objects, food or shapes in half.  Counting and other maths resources for children to share into two equal groups. Use visual supports such as halving mats and part part whole, with the physical objects and resources that can be manipulated.    Counting and other maths resources for children to explore sharing between 3 or more.	 Pictures and icons that encourage children to see concept of halving in relation to subitising, addition and subtraction knowledge. i.e. Knowing 4 is made of 2 groups of 2, so half of 4 is 2.  Bar model with pictures or icons to support understanding of finding 2 equal parts of a number, to further understand how two halves make a whole.  Pictures for children to create and visualise 3 or more equal groups.	

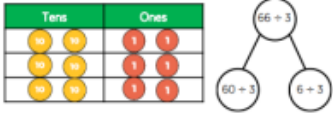
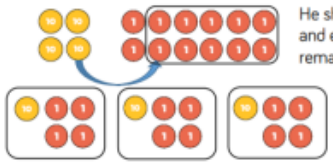
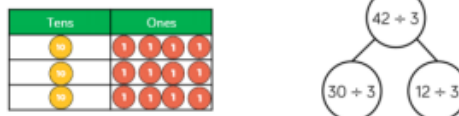
Division- Year 1

Objective and Strategy	Concrete	Pictorial	Abstract
Division as sharing (sharing objects into groups)	  I have 10 cubes, can you share them equally in 2 groups?	Children use pictures or shapes to share quantities.  $8 \div 2 = 4$ Children use bar modelling to show and support understanding.  $12 \div 4 = 3$	Share 9 buns between three people. $9 \div 3 = 3$
Vocabulary	share, share equally, one each..., group, groups of, lots of, array		

Division- Year 2			
Objective and Strategy	Concrete	Pictorial	Abstract
Division as grouping	Divide quantities into equal groups. Use cubes, counters, objects or place value counters to aid understanding.  $96 \div 3 = 32$   	Use a number line to show jumps in groups. The number of jumps equals the number of groups.  Think of the bar as a whole. Split it into the number of groups you are dividing by and work out how many would be within each group. 	$28 \div 7 = 4$ Divide 28 into 7 groups. How many are in each group?
Vocabulary	share, share equally, one each..., group, groups of, lots of, array, divide, divided by, divided into, division, grouping, number line, left, left over		

Division- Year 3

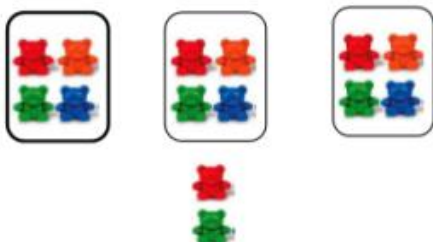
Objective and Strategy	Concrete	Pictorial	Abstract
Division as grouping	Use cubes, counters, objects or place value counters to aid understanding.  24 divided into groups of 6 = 4 $96 \div 3 = 32$ 	Continue to use bar modelling to aid solving division problems. 	How many groups of 6 in 24? $24 \div 6 = 4$
Division with arrays	 Link division to multiplication by creating an array and thinking about the number sentences that can be created. Eg $15 \div 3 = 5$ $5 \times 3 = 15$ $15 \div 5 = 3$ $3 \times 5 = 15$	Draw an array and use lines to split the array into groups to make multiplication and division sentences 	Find the inverse of multiplication and division sentences by creating eight linking number sentences. $7 \times 4 = 28$ $4 \times 7 = 28$ $28 \div 7 = 4$ $28 \div 4 = 7$ $28 = 7 \times 4$ $28 = 4 \times 7$ $4 = 28 \div 7$ $7 = 28 \div 4$

Divide 2-digit numbers by a 1-digit number by partitioning into tens and ones using a pv grid	Eva uses a place value grid and part-whole model to solve $66 \div 3$ 	See part- whole model	
Divide numbers that involve exchanging between the tens and ones. The answers do not have remainders.	Ron uses place value counters to divide 42 into three equal groups.  He shares the tens first and exchanges the remaining ten for ones. Then he shares the ones. $42 \div 3 = 14$	Annie uses a similar method to divide 42 by 3  Children may use pictorial representation for the pv counters, alongside the part-whole model Children use their times-tables to partition the number into multiples of the divisor.	$96 \div 8$ $96 \div 4$ $96 \div 3$ $96 \div 6$ Compare the statements using <, > or = $48 \div 4 \bigcirc 36 \div 3$ $52 \div 4 \bigcirc 42 \div 3$ $60 \div 3 \bigcirc 60 \div 4$

Division with
a remainder

$$14 \div 3 =$$

Divide objects between groups and see how much is left over



Moving on to:

Use place value counters to work out $94 \div 4$
Did you need to exchange any tens for ones?
Is there a remainder?



29

Tens	Ones

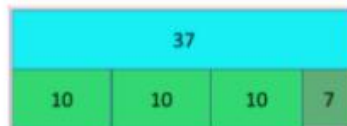
Jump forward in equal jumps on a number line then see how many more you need to jump to find a remainder.



Draw dots and group them to divide an amount and clearly show a remainder.



Use bar models to show division with remainders.



Complete written divisions and show the remainder using r.

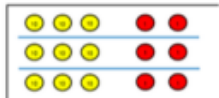
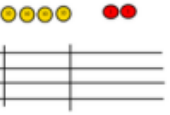
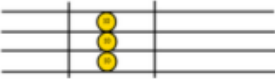
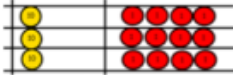
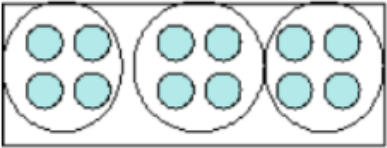
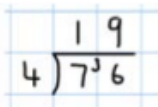
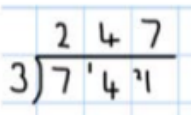
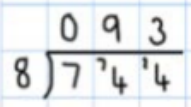
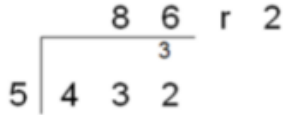
$$29 \div 8 = 3 \text{ REMAINDER } 5$$

dividend divisor quotient remainder

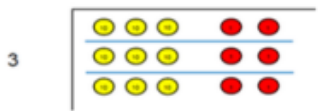
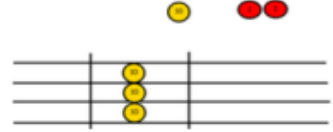
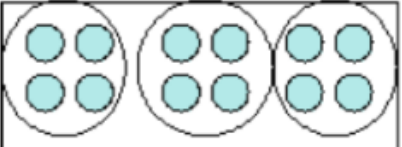
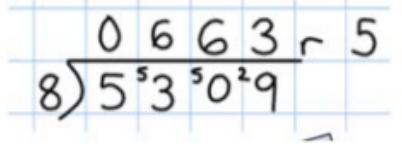
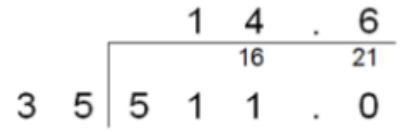
Vocabulary

share, share equally, one each, two each..., group, groups of, lots of, array, divide, divided by, divided into, division, grouping, number line, left, left over, product

Division- Year 4

Objective and Strategy	Concrete	Pictorial	Abstract
Divide up to 3 digit numbers by 1 digit. Short Division	$96 \div 3$ Tens Units 3 2  Use place value counters to divide using the bus stop method alongside  Calculations $42 \div 3$ $42 \div 3 =$ Start with the biggest place value, we are sharing 40 into three groups. We can put 1 ten in each group and we have 1 ten left over.   We exchange this ten for ten ones and then share the ones equally among the groups.  We look how much in 1 group so the answer is 14.	Students can continue to use drawn diagrams with dots or circles to help them divide numbers into equal groups.  Encourage them to move towards counting in multiples to divide more efficiently.	Begin with divisions that divide equally with no remainder   Children should be aware that a 0 is used to keep place value, if the number is not divisible.  Move onto divisions with a remainder. 
Vocabulary	share, share equally, one each, two each..., group, groups of, lots of, array, divide, divided by, divided into, division, grouping, number line, left, left over, product, division facts, inverse, derive		

Division- Year 5

Objective and Strategy	Concrete	Pictorial	Abstract
<i>Divide at least 4 digit numbers by 1 digit.</i> <i>Interpret remainders appropriately for the context</i> Short Division	$96 \div 3$ Tens Units 3 2  Use place value counters to divide using the bus stop method alongside  42 $\div$ 3 = Start with the biggest place value, we are sharing 40 into three groups. We can put 1 ten in each group and we have 1 ten left over.  We exchange this ten for ten ones and then share the ones equally among the groups.  We look how much in 1 group so the answer is 14.	Students can continue to use drawn diagrams with dots or circles to help them divide numbers into equal groups.  Encourage them to move towards counting in multiples to divide more efficiently.	 Finally move into decimal places to divide the total accurately. 
Vocabulary	share, share equally, one each, two each..., group, groups of, lots of, array, divide, divided by, divided into, division, grouping, number line, left, left over, product, division facts, inverse, derive, formal written method.		

Division-Year 6

Objective and Strategy	Abstract
Long Division	Step 1 – a remainder in the ones $ \begin{array}{r} \text{h t o} \\ 041 \text{ R}1 \\ 4 \overline{) 165} \end{array} $ 4 does not go into 1 (hundred). So combine the 1 hundred with the 6 tens (160). 4 goes into 16 four times. 4 goes into 5 once, leaving a remainder of 1. $ \begin{array}{r} \text{th h t o} \\ 0400 \text{ R}7 \\ 8 \overline{) 3207} \end{array} $ 8 does not go into 3 of the thousands. So combine the 3 thousands with the 2 hundreds (3,200). 8 goes into 32 four times ($3,200 \div 8 = 400$) 8 goes into 0 zero times (tens). 8 goes into 7 zero times, and leaves a remainder of 7. $ \begin{array}{r} \text{h t o} \\ 061 \\ 4 \overline{) 247} \\ \underline{-4} \\ 3 \end{array} $ When dividing the ones, 4 goes into 7 one time. Multiply $1 \times 4 = 4$, write that four under the 7, and subtract. This finds us the remainder of 3. Check: $4 \times 61 + 3 = 247$ $ \begin{array}{r} \text{th h t o} \\ 0402 \\ 4 \overline{) 1609} \\ \underline{-8} \\ 1 \end{array} $ When dividing the ones, 4 goes into 9 two times. Multiply $2 \times 4 = 8$, write that eight under the 9, and subtract. This finds us the remainder of 1. Check: $4 \times 402 + 1 = 1,609$ Step 2 – a remainder in the tens

1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
$\begin{array}{r} \text{t o} \\ 2 \overline{) 58} \\ \underline{4} \\ 18 \end{array}$ Two goes into 5 two times, or 5 tens ÷ 2 = 2 whole tens -- but there is a remainder!	$\begin{array}{r} \text{t o} \\ 2 \overline{) 58} \\ \underline{-4} \\ 1 \end{array}$ To find it, multiply $2 \times 2 = 4$, write that 4 under the five, and subtract to find the remainder of 1 ten.	$\begin{array}{r} \text{t o} \\ 2 \overline{) 58} \\ \underline{-4} \\ 18 \end{array}$ Next, drop down the 8 of the ones next to the leftover 1 ten. You combine the remainder ten with 8 ones, and get 18.
1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
$\begin{array}{r} \text{t o} \\ 2 \overline{) 58} \\ \underline{-4} \\ 18 \end{array}$ Divide 2 into 18. Place 9 into the quotient.	$\begin{array}{r} \text{t o} \\ 2 \overline{) 58} \\ \underline{-4} \\ 18 \\ \underline{-18} \\ 0 \end{array}$ Multiply $9 \times 2 = 18$, write that 18 under the 18, and subtract.	$\begin{array}{r} \text{t o} \\ 2 \overline{) 58} \\ \underline{-4} \\ 18 \\ \underline{-18} \\ 0 \end{array}$ The division is over since there are no more digits in the dividend. The quotient is 29.

Step 3 – a remainder in any of the place values

1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
$\begin{array}{r} \text{h t o} \\ 2 \overline{) 278} \\ \underline{2} \\ 0 \end{array}$ Two goes into 2 one time, or 2 hundreds ÷ 2 = 1 hundred.	$\begin{array}{r} \text{h t o} \\ 2 \overline{) 278} \\ \underline{-2} \\ 0 \end{array}$ Multiply $1 \times 2 = 2$, write that 2 under the two, and subtract to find the remainder of zero.	$\begin{array}{r} \text{h t o} \\ 2 \overline{) 278} \\ \underline{-2} \\ 0 \end{array}$ Next, drop down the 7 of the tens next to the zero.
Divide.	Multiply & subtract.	Drop down the next digit.
$\begin{array}{r} \text{h t o} \\ 2 \overline{) 278} \\ \underline{-2} \\ 07 \end{array}$ Divide 2 into 7. Place 3 into the quotient.	$\begin{array}{r} \text{h t o} \\ 2 \overline{) 278} \\ \underline{-2} \\ 07 \\ \underline{-6} \\ 1 \end{array}$ Multiply $3 \times 2 = 6$, write that 6 under the 7, and subtract to find the remainder of 1 ten.	$\begin{array}{r} \text{h t o} \\ 2 \overline{) 278} \\ \underline{-2} \\ 07 \\ \underline{-6} \\ 18 \end{array}$ Next, drop down the 8 of the ones next to the 1 leftover ten.
1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
$\begin{array}{r} \text{h t o} \\ 2 \overline{) 278} \\ \underline{-2} \\ 07 \\ \underline{-6} \\ 18 \end{array}$ Divide 2 into 18. Place 9 into the quotient.	$\begin{array}{r} \text{h t o} \\ 2 \overline{) 278} \\ \underline{-2} \\ 07 \\ \underline{-6} \\ 18 \\ \underline{-18} \\ 0 \end{array}$ Multiply $9 \times 2 = 18$, write that 18 under the 18, and subtract to find the remainder of zero.	$\begin{array}{r} \text{h t o} \\ 2 \overline{) 278} \\ \underline{-2} \\ 07 \\ \underline{-6} \\ 18 \\ \underline{-18} \\ 0 \end{array}$ There are no more digits to drop down. The quotient is 139.

Vocabulary	share, share equally, one each..., group, groups of, lots of, array, divide, divided by, divided into, division, grouping, number line, left, left over, product, division facts, inverse, derive, formal written method.
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Minimum resources required to support the CPA approach:

- Multi-link cubes
- Two-colour counters
- Blank table top number lines
- Place value counters
- Base Ten Set
- Numicon
- Cuisenaire rods
- 100 bead strings
- Place value boards
- Maths number balance (KS1)
- 10 Frames (KS1)