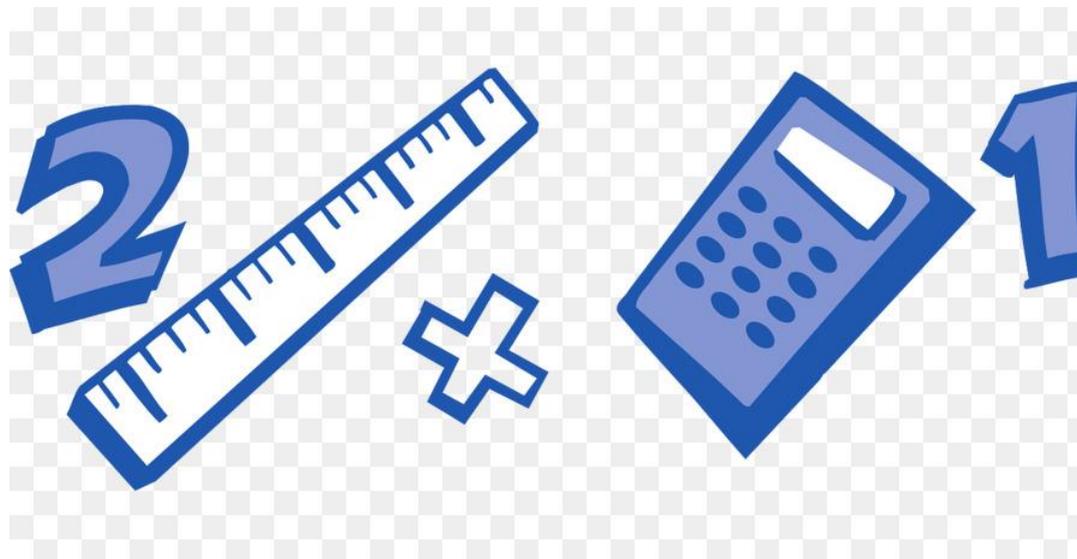


# ORRETS MEADOW SCHOOL MATHS CALCULATION POLICY Combined with the White Rose Hub





# MathsHUBS



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.

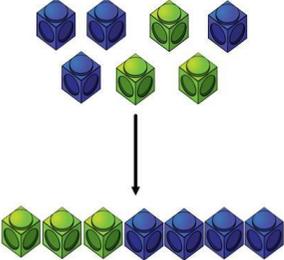
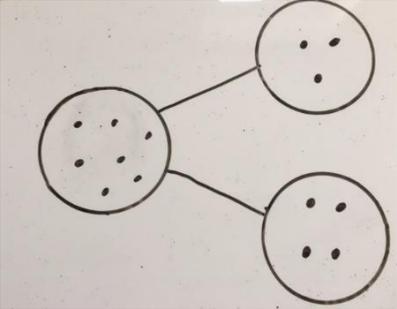
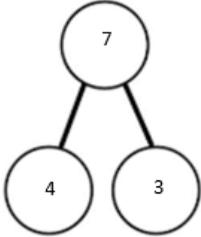
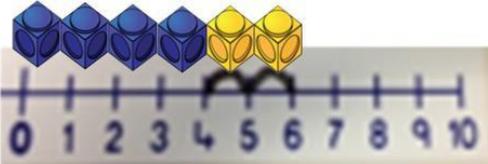
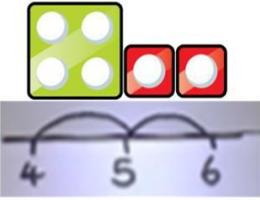
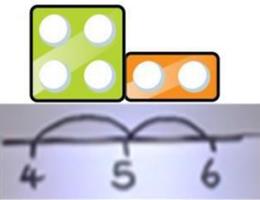
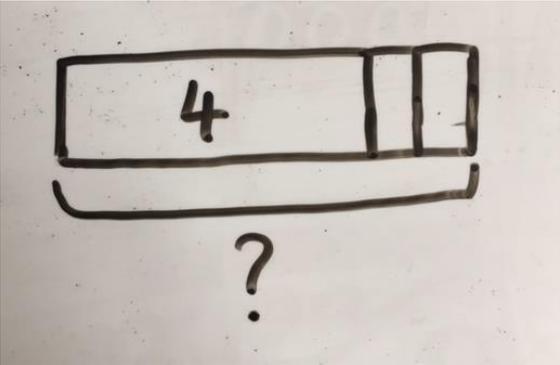
At Orrets Meadow we use planning and guidance from the White Rose Hub. The presentation of maths teaching for pupils who have difficulty with recall and retention needs to be visual and practical. While we take on the methods suggested by the White Rose Hub we also will amend work and practice in line with the needs and abilities of our children.

Multisensory methods of teaching maths is important for our pupils and when we can we will aim to make learning as multisensory as possible to help engage and support children.

Pupils at Orrets Meadow are given a baseline assessment on entry to school and due their needs may access teaching from year groups other than their own. With this in mind this document is used to support the progression of learning in line with progression mapping.

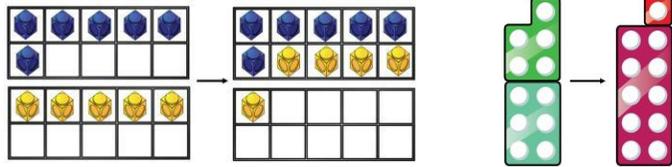
# Calculation policy: Addition

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

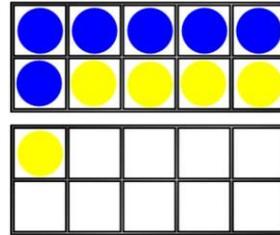
Concrete	Pictorial	Abstract
<p><b>Combining two parts to make a whole</b> (use other resources too e.g. eggs, shells, teddy bears, cars).</p> 	<p>Children to represent the cubes using dots or crosses. They could put each part on a part whole model too.</p> 	<p><math>4 + 3 = 7</math> Four is a part, 3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

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

6 + 5



Children to draw the ten frame and counters/cubes.



Children to develop an understanding of equality e.g.

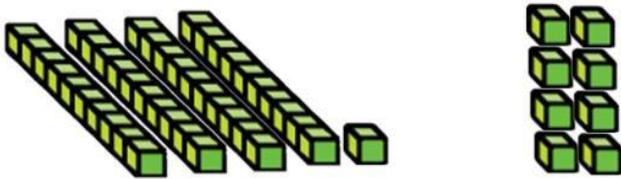
$6 + \square = 11$

$6 + 5 = 5 + \square$

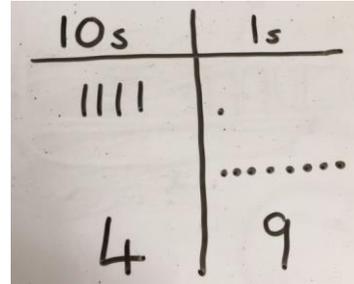
$6 + 5 = \square + 4$

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

41 + 8

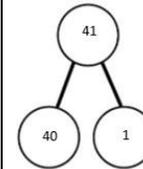


Children to represent the base 10 e.g. lines for tens and dot/crosses for ones.



41 + 8

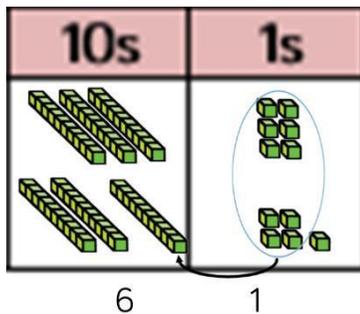
$1 + 8 = 9$   
 $40 + 9 = 49$



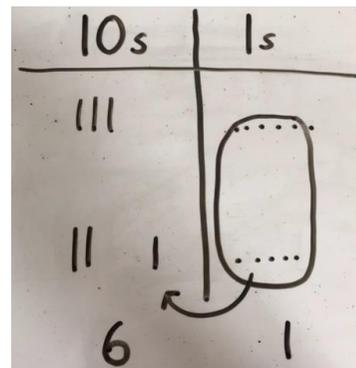
	4	1
+		8
<hr/>		
	4	9

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

36 + 25



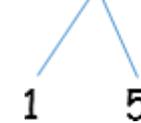
Children to represent the base 10 in a place value chart.



Looking for ways to make 10.

$36 + 25 =$

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

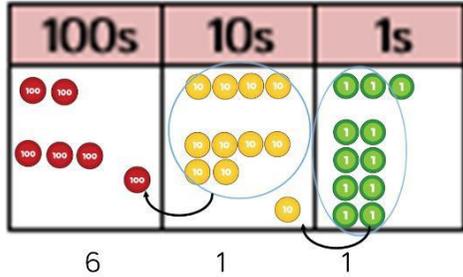


Formal method:

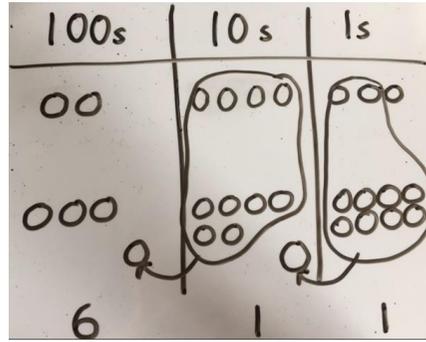
36

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

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

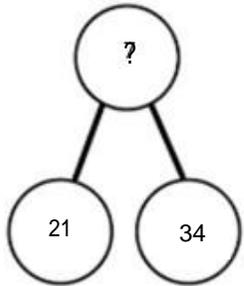


Children to represent the counters in a place value chart, circling when they make an exchange.



$$\begin{array}{r} 243 \\ +368 \\ \hline 611 \\ \hline 11 \end{array}$$

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



?	
21	34

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

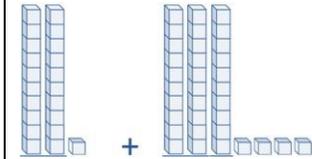
$$21 + 34 = 55. \text{ Prove it}$$

$$\begin{array}{r} 21 \\ +34 \\ \hline \end{array}$$

$$21 + 34 =$$

$$\square = 21 + 34$$

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

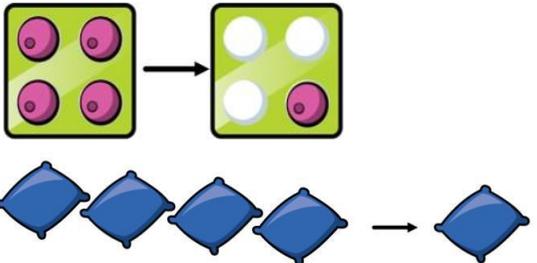
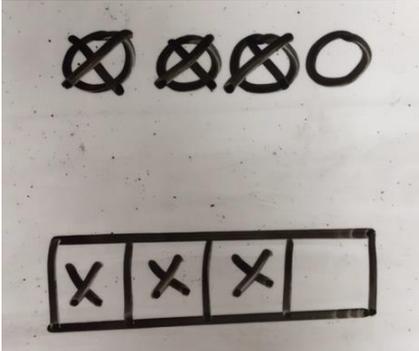
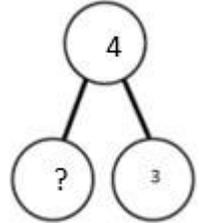
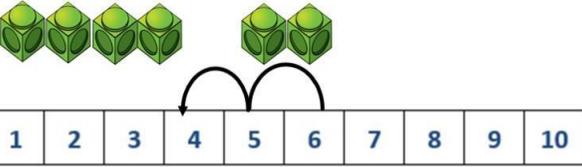
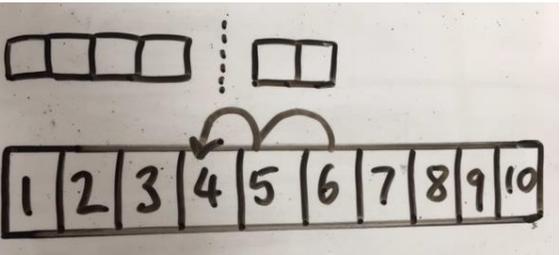
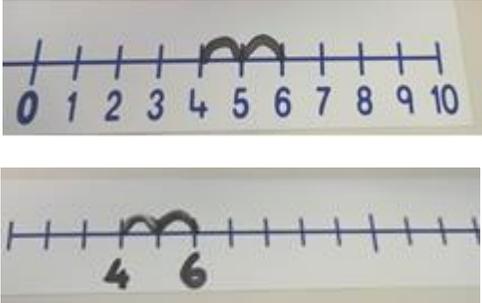


Missing digit problems:

10s	1s
10 10	1
10 10 10	?
?	5

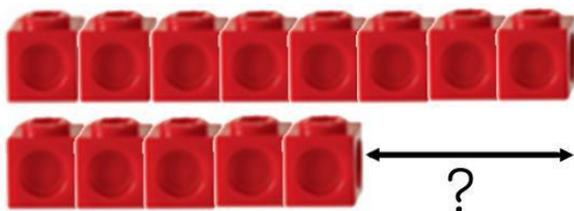
# Calculation Policy Subtraction

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

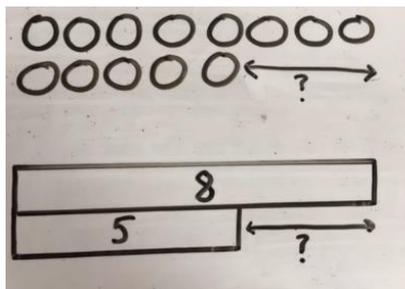
Concrete	Pictorial	Abstract				
<p><b>Physically taking away and removing objects from a whole</b> (ten frames, Numicon, cubes and other items such as beanbags could be used).</p> <p><math>4 - 3 = 1</math></p> 	<p>Children to draw the concrete resources they are using and cross out the correct amount. The bar model can also be used.</p> 	<p><math>4 - 3 =</math></p> <p> <math>= 4 - 3</math></p> <table border="1" data-bbox="1646 550 1960 630"> <tr> <td colspan="2">4</td> </tr> <tr> <td>3</td> <td>?</td> </tr> </table> 	4		3	?
4						
3	?					
<p><b>Counting back</b> (using number lines or number tracks) children start with 6 and count back 2.</p> <p><math>6 - 2 = 4</math></p> 	<p>Children to represent what they see pictorially e.g.</p> 	<p>Children to represent the calculation on a number line or number track and show their jumps. Encourage children to use an empty number line</p> 				

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

Calculate the difference between 8 and 5.



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



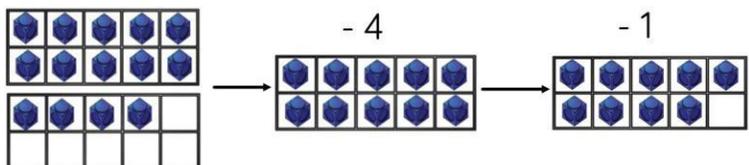
Find the difference between 8 and 5.

8 - 5, the difference is

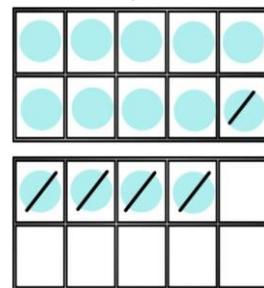
Children to explore why  $9 - 6 = 8 - 5 = 7 - 4$  have the same difference.

**Making 10** using ten frames.

$14 - 5$



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



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

$$14 - 5 = 9$$

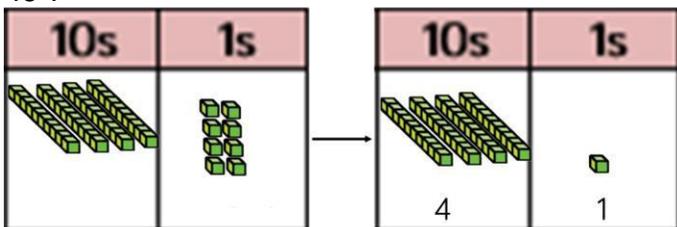
$$\begin{array}{c} 4 \quad 1 \end{array}$$

$$14 - 4 = 10$$

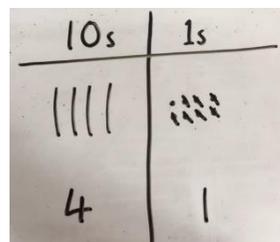
$$10 - 1 = 9$$

**Column method** using base 10.

$48 - 7$



Children to represent the base 10 pictorially.

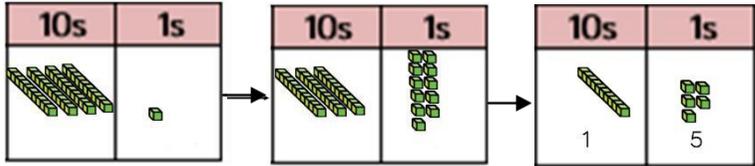


Column method or children could count back 7.

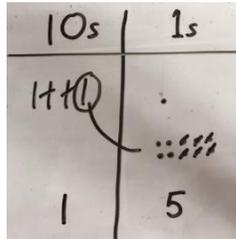
	4	8
-		7
	4	1

**Column method** using base 10 and having to exchange.

41 – 26



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



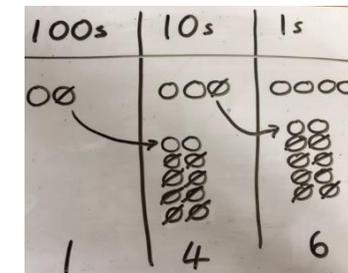
Formal column method. Children must understand that when they have exchanged the 10 they still have 41 because  $41 = 30 + 11$ .

$$\begin{array}{r} \cancel{3} \cancel{4} 1 \\ - 26 \\ \hline 15 \end{array}$$

**Column method** using place value counters.

234 – 88

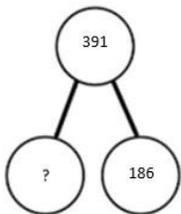
Represent the place value counters pictorially; remembering to show what has been exchanged.



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

$$\begin{array}{r} \overset{2}{\cancel{2}} \overset{1}{\cancel{3}} 4 \\ - 88 \\ \hline 6 \end{array}$$

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



391	
186	?

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

Calculate the difference between 391 and 186.

$$\boxed{\phantom{00}} = 391 - 186$$

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

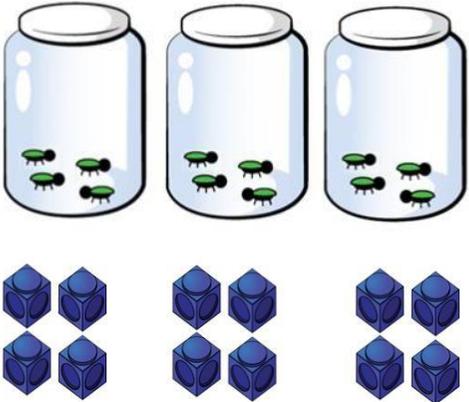
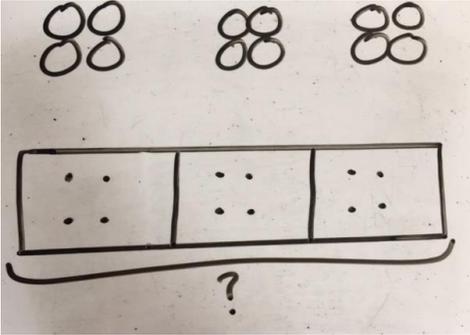
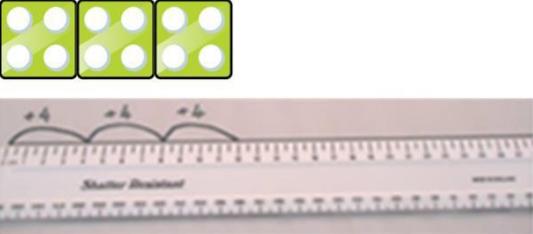
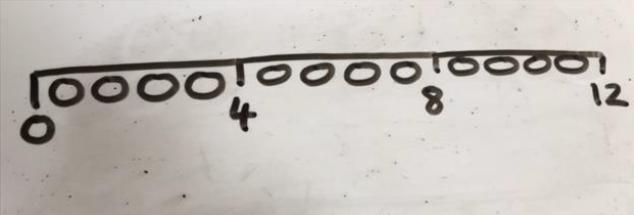
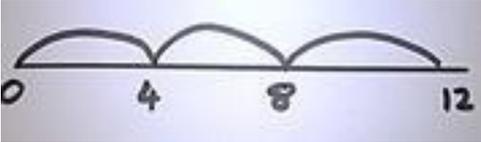
What is 186 less than 391?

Missing digit calculations

$$\begin{array}{r} 39\boxed{\phantom{0}} \\ - \boxed{\phantom{0}}\boxed{\phantom{0}}6 \\ \hline \boxed{\phantom{0}}05 \end{array}$$

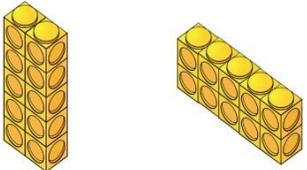
# Calculation policy: Multiplication

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

Concrete	Pictorial	Abstract
<p><b>Repeated grouping/repeated addition</b> <math>3 \times 4</math> <math>4 + 4 + 4</math> There are 3 equal groups, with 4 in each group.</p>  <p>The image shows three identical jars, each containing four small green beetles. Below the jars are three groups of four blue cubes, arranged in two rows of two cubes each.</p>	<p>Children to represent the practical resources in a picture and use a bar model.</p>  <p>The image shows a hand-drawn pictorial representation. At the top, there are three groups of four small circles, arranged in two rows of two circles each. Below this is a bar model consisting of a long rectangle divided into three equal sections. Each section contains four dots, arranged in two rows of two dots each. A bracket underneath the entire bar model has a question mark below it.</p>	<p><math>3 \times 4 = 12</math> <math>4 + 4 + 4 = 12</math></p>
<p><b>Number lines to show repeated groups-</b> <math>3 \times 4</math></p>  <p>The image shows three green rods, each with four white dots. Below the rods is a ruler with three curved arrows indicating jumps of 4 units, starting from 0 and ending at 4, 8, and 12.</p> <p>Cuisenaire rods can be used too.</p>	<p>Represent this pictorially alongside a number line e.g.:</p>  <p>The image shows a hand-drawn number line starting at 0 and ending at 12. There are three jumps of 4 units, marked with 4, 8, and 12. The jumps are represented by curved lines above the number line.</p>	<p>Abstract number line showing three jumps of four.</p> <p><math>3 \times 4 = 12</math></p>  <p>The image shows an abstract number line starting at 0 and ending at 12. There are three jumps of 4 units, marked with 4, 8, and 12. The jumps are represented by curved lines above the number line.</p>

**Use arrays to illustrate commutativity** counters and other objects can also be used.

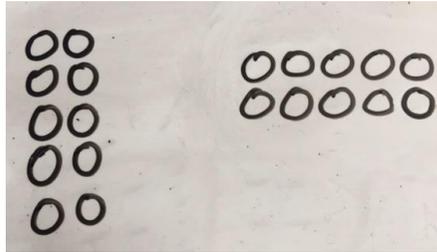
$$2 \times 5 = 5 \times 2$$



2 lots of 5

5 lots of 2

Children to represent the arrays pictorially.



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

$$10 = 2 \times 5$$

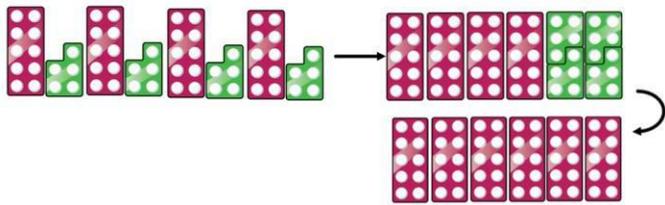
$$5 \times 2 = 10$$

$$2 + 2 + 2 + 2 + 2 = 10$$

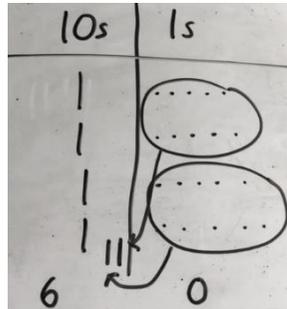
$$10 = 5 + 5$$

**Partition to multiply** using Numicon, base 10 or Cuisenaire rods.

$$4 \times 15$$



Children to represent the concrete manipulatives pictorially.



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

$$4 \times 15$$

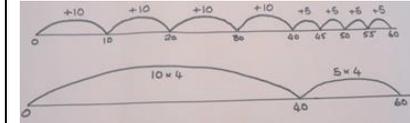
$$\begin{array}{r} 10 \\ 5 \end{array}$$

$$10 \times 4 = 40$$

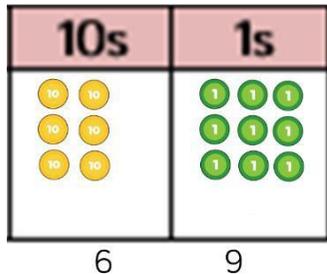
$$5 \times 4 = 20$$

$$40 + 20 = 60$$

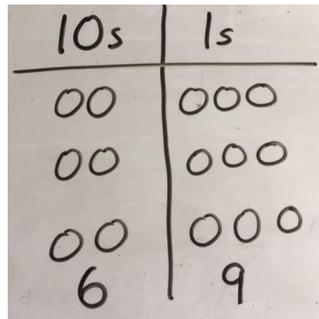
A number line can also be used



**Formal column method** with place value counters (base 10 can also be used.)  $3 \times 23$



Children to represent the counters pictorially.



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

$$3 \times 23$$

$$3 \times 20 = 60$$

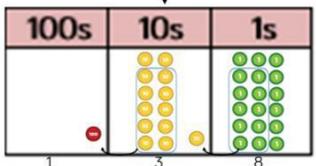
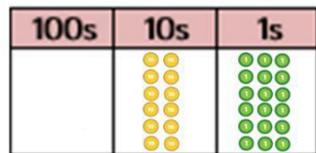
$$3 \times 3 = 9$$

$$60 + 9 = 69$$

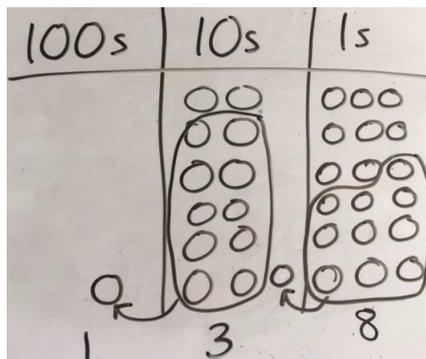
$$\begin{array}{r} 23 \\ \times 3 \\ \hline 69 \end{array}$$

**Formal column method** with place value counters.

$6 \times 23$



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



Formal written method

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

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

To get 744 children have solved  $6 \times 124$ .

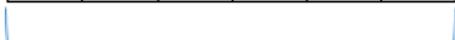
To get 2480 they have solved  $20 \times 124$ .

$$\begin{array}{r}
 124 \\
 \times 26 \\
 \hline
 744 \\
 2480 \\
 \hline
 3224 \\
 11
 \end{array}$$

Answer: 3224

## Conceptual variation; different ways to ask children to solve $6 \times 23$

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



?

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

How many lengths did she swim in one week?

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

Find the product of 6 and 23

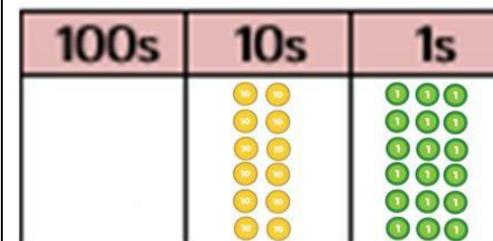
$6 \times 23 =$

$\square = 6 \times 23$

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

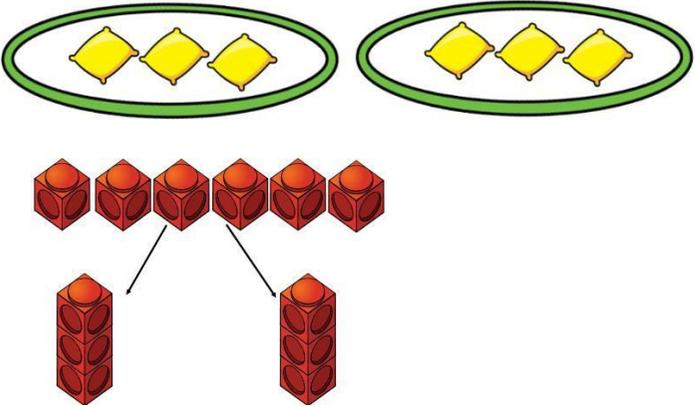
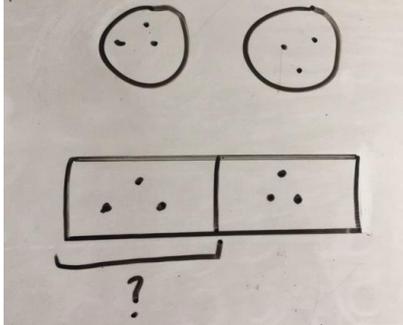
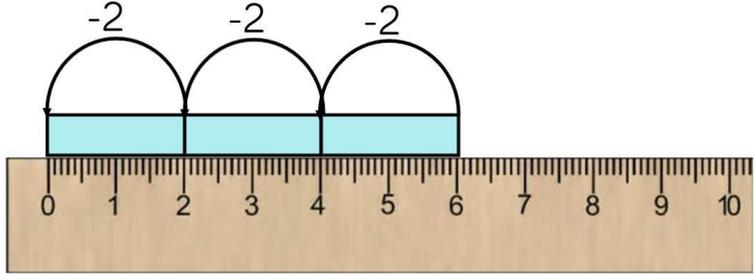
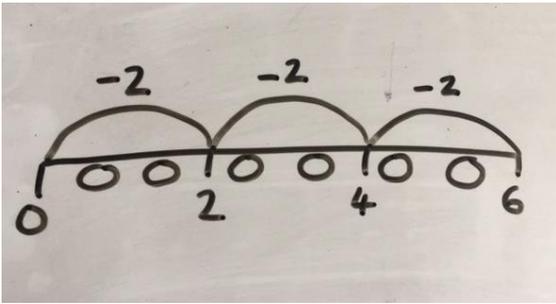
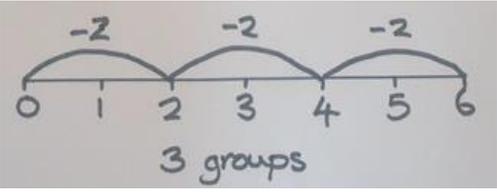
What is the calculation?

What is the product?



# Calculation policy: Division

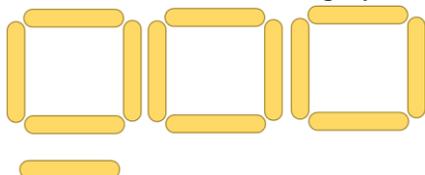
Key language: share, group, divide, divided by, half.

Concrete	Pictorial	Abstract		
<p><b>Sharing</b> using a range of objects. <math>6 \div 2</math></p>  <p>The diagram shows two green ovals, each containing three yellow diamonds. Below this, six red cubes are arranged in a row. Two arrows point from the first and fourth cubes to two separate vertical stacks of three cubes each, illustrating the sharing of six objects into two groups of three.</p>	<p>Represent the sharing pictorially.</p>  <p>The diagram shows two hand-drawn circles, each with three dots inside. Below them is a hand-drawn rectangle divided into two equal halves, with three dots in each half. A bracket under the first half is labeled with a question mark, representing the problem of dividing six objects into two groups.</p>	<p><math>6 \div 2 = 3</math></p> <table border="1" data-bbox="1554 480 2007 549"><tr><td>3</td><td>3</td></tr></table> <p>Children should also be encouraged to use their 2 times tables facts.</p>	3	3
3	3			
<p><b>Repeated subtraction</b> using Cuisenaire rods above a ruler. <math>6 \div 2</math></p>  <p>The diagram shows a ruler from 0 to 10. Three blue Cuisenaire rods, each representing the number 2, are placed above the ruler. Each rod starts at a number and ends at the next even number: the first from 0 to 2, the second from 2 to 4, and the third from 4 to 6. Each rod is labeled with '-2' above it. Below the ruler, the text '3 groups of 2' is written.</p>	<p>Children to represent repeated subtraction pictorially.</p>  <p>The diagram shows a hand-drawn number line from 0 to 6. Three arcs are drawn above the line, each labeled '-2'. The arcs start at 0, 2, and 4, and end at 2, 4, and 6 respectively. Below the number line, the numbers 0, 2, 4, and 6 are written, and the text '3 groups' is written below the arcs.</p>	<p>Abstract number line to represent the equal groups that have been subtracted.</p>  <p>The diagram shows a hand-drawn number line from 0 to 6. Three arcs are drawn above the line, each labeled '-2'. The arcs start at 0, 2, and 4, and end at 2, 4, and 6 respectively. Below the number line, the numbers 0, 1, 2, 3, 4, 5, and 6 are written, and the text '3 groups' is written below the arcs.</p>		

**2d ÷ 1d with remainders** using lollipop sticks. Cuisenaire rods, above a ruler can also be used.

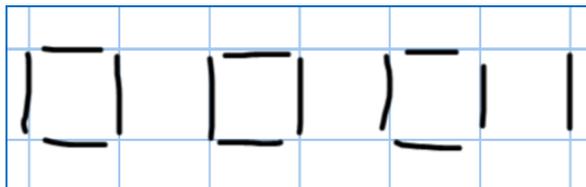
$13 \div 4$

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



There are 3 whole squares, with 1 left over.

Children to represent the lollipop sticks pictorially.

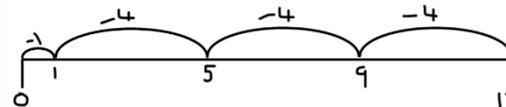


There are 3 whole squares, with 1 left over.

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

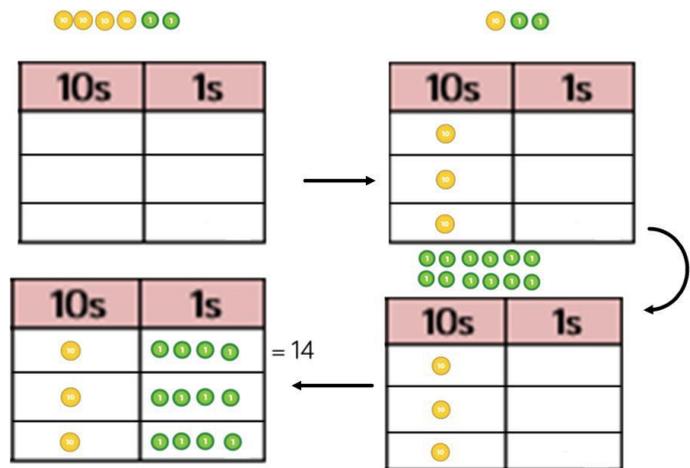
Children should be encouraged to use their times table facts; they could also represent repeated addition on a number line.

'3 groups of 4, with 1 left over'

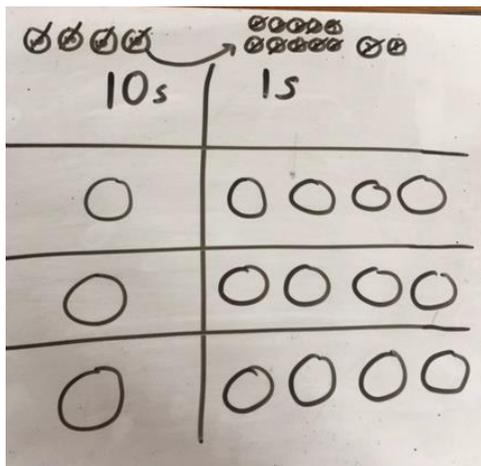


**Sharing using place value counters.**

$42 \div 3 = 14$



Children to represent the place value counters pictorially.

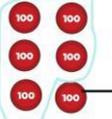


Children to be able to make sense of the place value counters and write calculations to show the process.

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

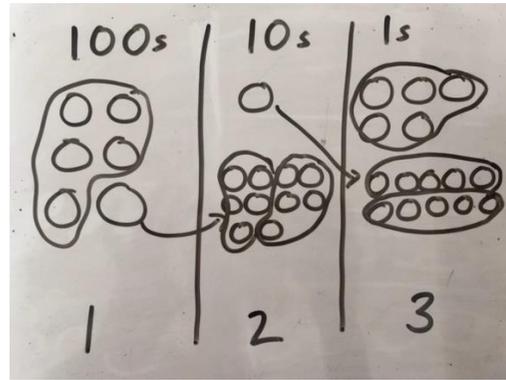
**Short division** using place value counters to group.

$$615 \div 5$$

100s	10s	1s
		
		
1	2	3

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

Represent the place value counters pictorially.



Children to the calculation using the short division scaffold.

$$\begin{array}{r}
 123 \\
 5 \overline{) 615} \\
 \underline{6} \phantom{1} \phantom{5} \\
 \phantom{0} 1 \phantom{5} \\
 \underline{\phantom{0} 0} \phantom{5} \\
 \phantom{0} \phantom{0} 5 \\
 \underline{\phantom{0} \phantom{0} 5} \\
 \phantom{0} \phantom{0} \phantom{0} 0
 \end{array}$$

**Long division** using place value counters

$$2544 \div 12$$

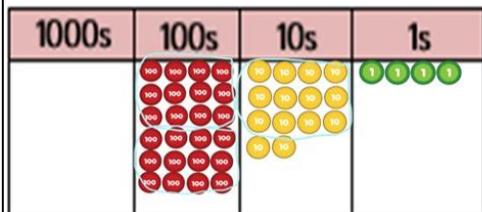
1000s	100s	10s	1s
			

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

1000s	100s	10s	1s
			

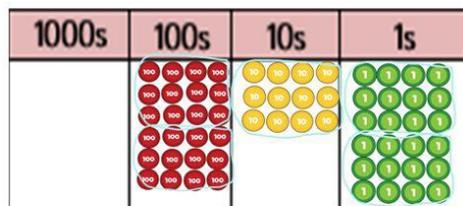
We can group 24 hundreds into groups of 12 which leaves with 1 hundred.

$$\begin{array}{r}
 02 \\
 12 \overline{) 2544} \\
 \underline{24} \phantom{4} \\
 \phantom{0} 1 \phantom{4} \\
 \underline{\phantom{0} 1} \phantom{4} \\
 \phantom{0} \phantom{0} 0
 \end{array}$$



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

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

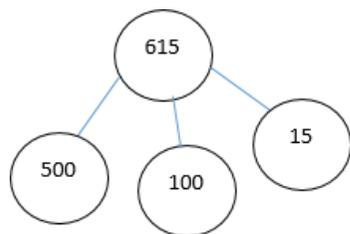


After exchanging the 2 tens, we have 24 ones. We can group 24 ones into 2 group of 12, which leaves no remainder.

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

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

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



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

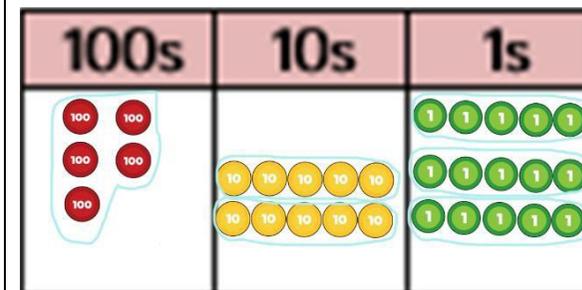
615 pupils need to be put into 5 groups. How many will be in each group?

$$5 \overline{) 615}$$

$$615 \div 5 =$$

$$\square = 615 \div 5$$

What is the calculation?  
What is the answer?



# REAL LIFE MATHS

We promote 'real life' maths at Orrets Meadow and so for each of the four operations taught we would include money, measure and time when possible. In 'shape' work we would encourage looking at real life shapes. Shapes of objects and things we see every day. Where we can relate the teaching of maths to real life situations and scenarios we will. This will help support our pupils as they go through life and become responsible and independent citizens.

## Useful websites

Maths online learning can support understanding

<https://www.bbc.co.uk/bitesize/subjects/z6vg9j6>

<https://www.topmarks.co.uk/maths-games/5-7-years/counting>

<https://login.mathletics.com/>