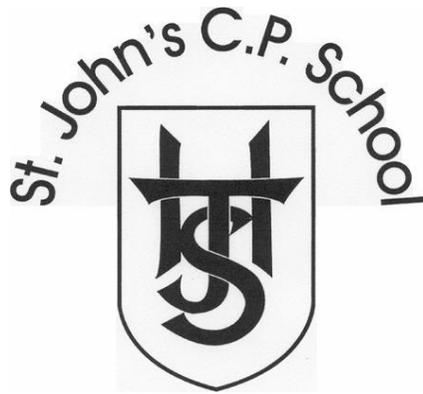


St. John's Community Primary School



Calculation Policy

Reviewed: 18 January 2017

Introduction

Children are introduced to the processes of calculation through practical, oral and mental activities. As children begin to understand the underlying ideas, they develop ways of recording to support their thinking and calculation methods, use particular methods that apply to special cases and learn to interpret and use the signs and symbols involved. Over time children learn how to use models and images to support their mental and informal written methods of calculation. At whatever stage in their learning, and whatever method is being used, calculation is underpinned by a secure and appropriate knowledge of number facts, along with those mental skills that are needed to carry out the process and judge if it was successful.

There is a considerable emphasis on teaching mental calculation strategies. Informal written recording takes place regularly and is an important part of learning and understanding. Some recording takes the form of jottings, which are used to support children's thinking. This may be done on scrap paper and whiteboards and is not always retained as it is for the children's own personal use.

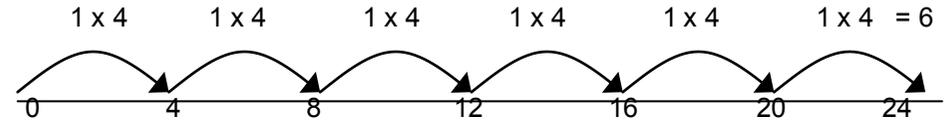
As children's mental methods are strengthened and refined, so too are their informal written methods. More formal written methods follow only when the child is able to use a wide range of mental calculation strategies. Informal written methods become more efficient and succinct and lead to efficient written methods that can be used more generally.

This policy contains the key pencil and paper procedures that will be taught within our school. It has been written to ensure consistency and progression throughout the school and reflects a whole school agreement.

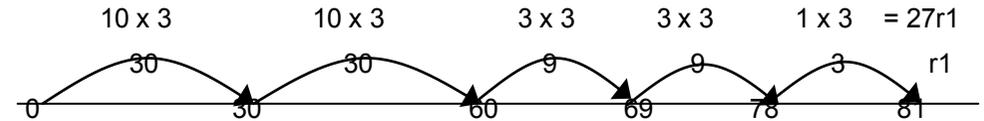
Stage 3 – Approached in years 3 and 4

Empty number line

$24 \div 4 = 6$



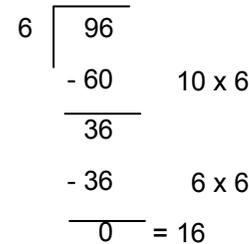
$82 \div 3 = 27r1$



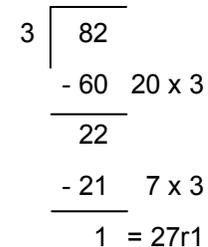
Stage 4 – Approached in years 4 and 5

Chunking

$96 \div 6 = 16$



$82 \div 3 = 27r1$

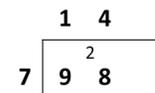


Chunking is inefficient if too many subtractions need to be carried out. Reduce the number of steps to encourage finding the largest possible multiples.

Stage 5 – Approached in years 5 and 6

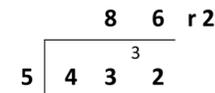
Short division

$98 \div 7$ becomes



Answer: 14

$432 \div 5$ becomes

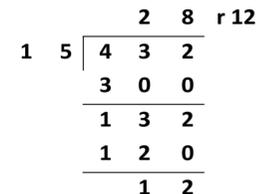


Answer: 86 remainder 2

Stage 6 - Year 6

Long division

$432 \div 15$ becomes



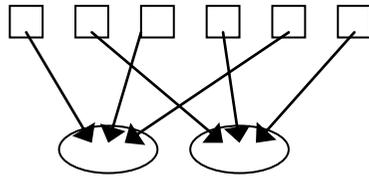
Answer: 28 remainder 12

Stage 1 – Approached in years R and 1
Using apparatus Informal jottings

Sharing equally

$$6 \div 2 = 3$$

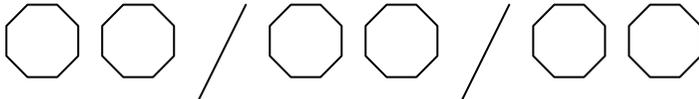
6 sweets shared between 2 people, how many do they each get?



Grouping or repeated subtraction

$$6 \div 2 = 3$$

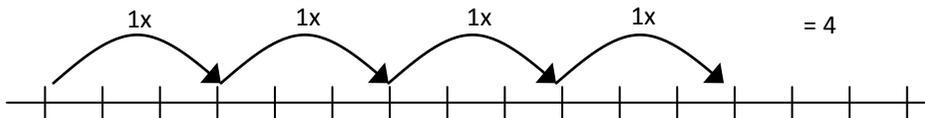
There are 6 sweets, how many people can have 2 sweets each?



Stage 2 – Approached in years 1 and 2
Number line

$$12 \div 3 = 4$$

'How many 3s in 12?'



(Arrow heads to illustrate direction in which to draw – they do not need drawing on when actually working with children)

Aims

The overall aims are that when children leave St. John's Community Primary School they:

- have a secure knowledge of number facts and a good understanding of the four operations.
- are able to use this knowledge and understanding to carry out calculations mentally and to apply general strategies when using one-digit and two-digit numbers and particular strategies to special cases involving bigger numbers.
- make use of diagrams and informal notes to help record steps and part answers when using mental methods that generate more information than can be kept in their heads.
- have an efficient, reliable, compact written method of calculation for each operation that children can apply with confidence when undertaking calculations that they cannot carry out mentally.
- use a calculator effectively, using their mental skills to monitor the process, check the steps involved and decide if the numbers displayed make sense.
- are able, when faced with a calculation, to decide which method is most appropriate and have strategies to check its accuracy. They will do this by always asking themselves: Can I do this in my head? Can I do this in my head using drawings or jottings? Do I need to use a pencil and paper procedure? Do I need a calculator?'

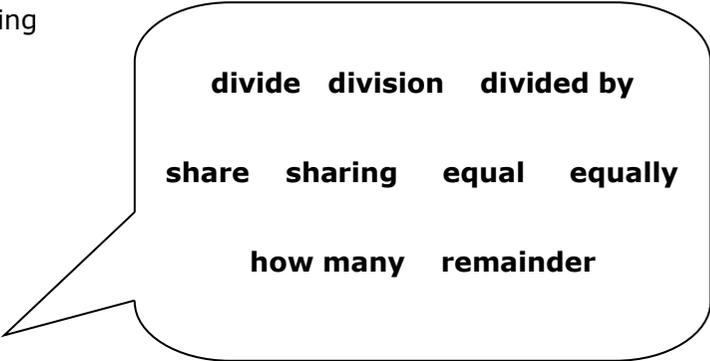
Written methods for division

To divide successfully, children need to be able to:

- understand and use the vocabulary of division. For example in $18 \div 3 = 6$, the 18 is the dividend, the 3 is the divisor and the 6 is the quotient;
- partition two-digit and three-digit numbers into multiples of 100, 10 and 1 in different ways;
- recall multiplication and division facts to 12×12 ;
- recognise multiples of one-digit numbers and divide multiples of 10 or 100 by a single-digit number using their knowledge of division facts and place value;
- know how to find a remainder working mentally – for example, find the remainder when 48 is divided by 5;
- understand and use multiplication and division as inverse operations.

The models of division explored are:

- Sharing equally
- Grouping



divide division divided by
share sharing equal equally
how many remainder

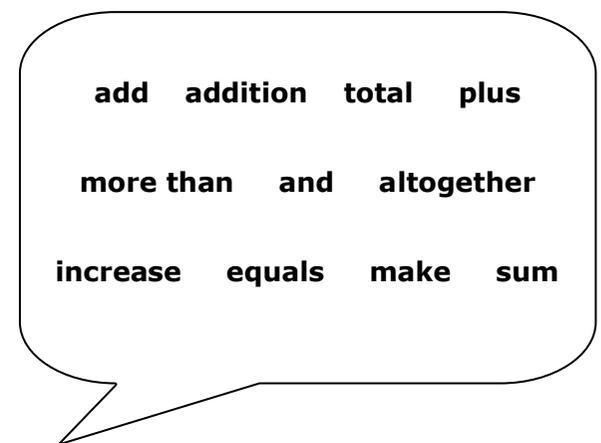
Written methods for addition

To add successfully, children need to be able to:

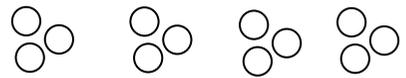
- recall all addition pairs to $9 + 9$ and complements in 10 and 100;
- add mentally a series of one-digit numbers, such as $5 + 8 + 4$;
- add multiples of 10 (such as $60 + 70$) or of 100 (such as $600 + 700$) using the related addition fact, $6 + 7$, and their knowledge of place value;
- partition two-digit and three-digit numbers into multiples of 100, 10 and 1 in different ways.

The models of addition explored are:

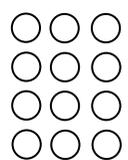
- Combining of sets
- Adding on more



Stage 1 – Approached in years R and 1
Using apparatus Informal jottings

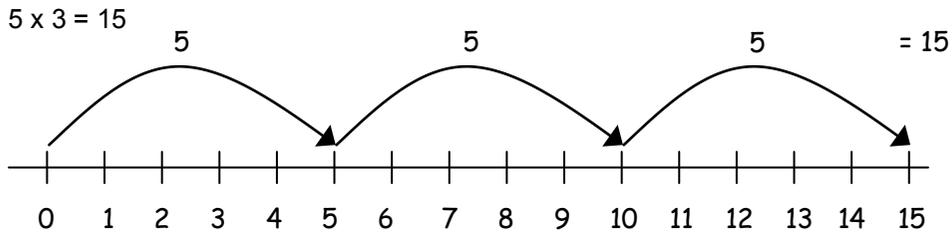


4 lots of 3 is 12
 $3 \times 4 = 12$

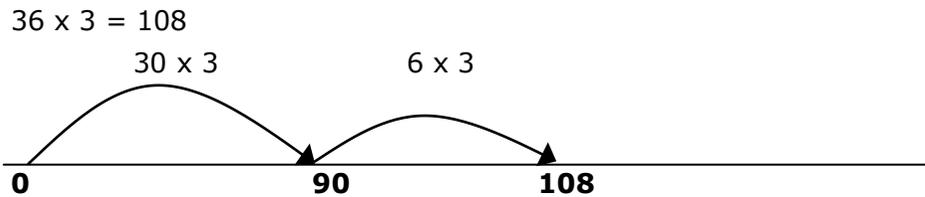


3 four times
 4 lots of 3
 3×4

Stage 2 – Approached in years 1 and 2
Number line Repeated addition



Stage 3 – Approached in years 2 and 3
Empty number line



(Arrow heads to illustrate direction in which to draw – they do not need drawing on when actually working with children)

Stage 4 – Approached in years 3 and 4
Partitioning

$$\begin{array}{r}
 47 \quad + \quad 76 \\
 \hline
 40 + 70 \quad \quad \quad 7 + 6 \\
 \hline
 110 + 13 = 123
 \end{array}$$

The tens and ones will be added to form partial sums and then these partial sums will be added together to find the total.

Stage 5 – Approached in years 4 and 5
Expanded column method

67	67
$+ 24$	$+ 24$
<hr style="width: 100%;"/>	<hr style="width: 100%;"/>
80	11
$\underline{11}$	$\underline{80}$
$\underline{91}$	$\underline{91}$

Initially children add the most significant numbers first, then move on very quickly to the least significant first.

Stage 6 – Approached in years 5 and 6
Column method

$$\begin{array}{r}
 258 \\
 + 87 \\
 \hline
 345 \\
 11
 \end{array}$$

Carry digits are recorded below the line, using the words 'carry ten' or 'carry one hundred'.

Children need to have number sense and make decisions about how to solve a calculation. $325 + 99 =$ may be best completed by adding 100 and subtracting 1.

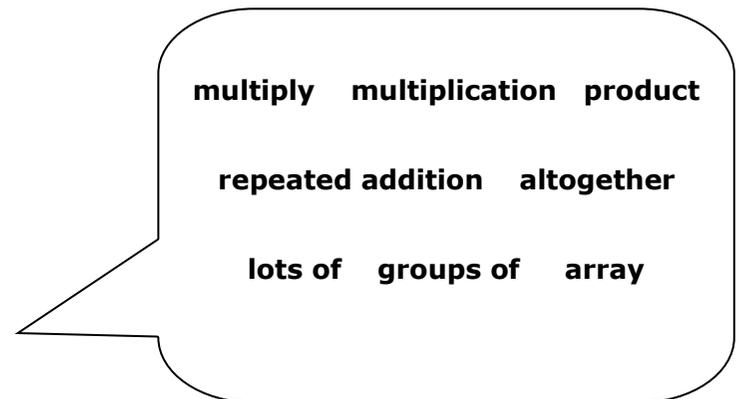
Written methods for multiplication

To multiply successfully, children need to be able to:

- recall all multiplication facts to 10×10 ;
- partition number into multiples of one hundred, ten and one;
- work out products such as 70×5 , 70×50 , 700×5 or 700×50 using the related fact 7×5 and their knowledge of place value;
- add two or more single-digit numbers mentally;
- add multiples of 10 (such as $60 + 70$) or of 100 (such as $600 + 700$) using the related addition fact, $6 + 7$, and their knowledge of place value;
- add combinations of whole numbers using the column method

The models of multiplication explored are:

- Repeated addition
- Arrays
- Scaling (e.g. I build a tower 2 cubes high. How many cubes will I need to make one 3 times as tall)



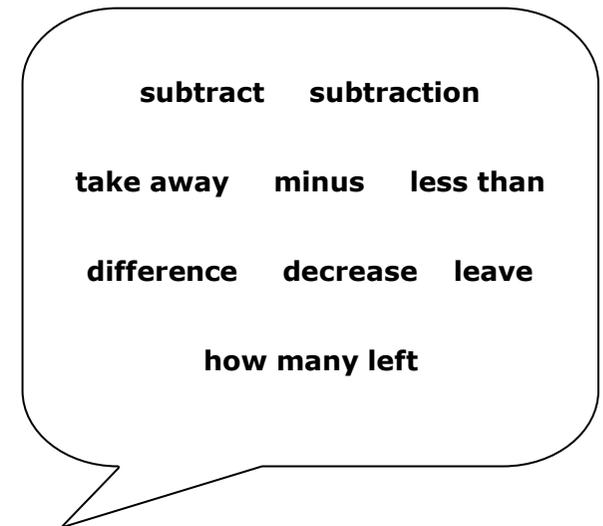
Written methods for subtraction

To subtract successfully, children need to be able to:

- recall all addition and subtraction facts to 10, 100;
- subtract multiples of 10 (such as $160 - 70$) using the related subtraction fact, $16 - 7$, and their knowledge of place value;
- partition two-digit and three-digit numbers into multiples of one hundred, ten and one in different ways (e.g. partition 74 into $70 + 4$ or $60 + 14$).

The models of subtraction explored are:

- Taking away
- Finding the difference



Stage 1 – Approached in years R and 1

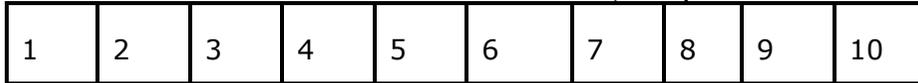
Using apparatus Informal jottings Number tracks

Taking away

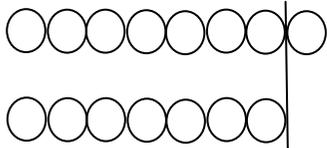
1 less than 8 is 7

8 subtract 1 equals 7

I have 8 oranges. I give 1 away.
How many do I have left?



Finding the difference



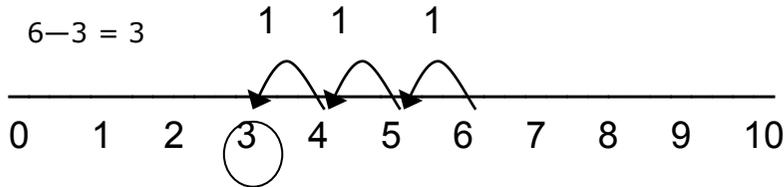
Using practical resources: I have 8 oranges, James has 7 oranges. How many more do I have?

Stage 2 – Approached in years 1 and 2

Number line

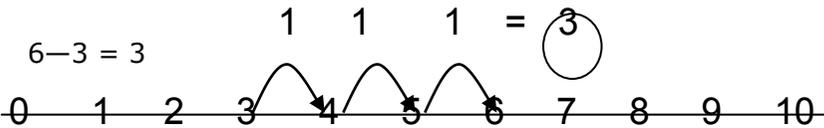
Taking away

$$6 - 3 = 3$$



Finding the difference

$$6 - 3 = 3$$



(Arrow heads to illustrate direction in which to draw – they do not need drawing on when actually working with children)

Stage 3 – Approached in years 2 and 3

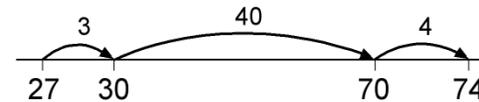
Empty number line

Taking away

$$74 - 27 = 47$$



Finding the difference



Where numbers are close together, calculations may best be solved by counting up.

E.g. $1007 - 993 = 14$

Stage 4 – Approached in years 4 and 5

Expanded layout for decomposition

$$89 - 57 = 32$$

$$74 - 27 = 47$$

$$80 + 9$$

$$50 + 7$$

$$\begin{array}{r} 30 \\ + 2 \\ \hline \end{array} = 32$$

$$\begin{array}{r} 60 \\ 70 + 4 \\ - 20 + 7 \\ \hline 40 + 7 \end{array}$$

Where numbers are close together, calculations may best be solved by counting

Stage 5 – Approached in years 5 and 6

Column method for decomposition

$$741 - 327 = 414$$

$$\begin{array}{r} 31 \\ 741 \\ - 327 \\ \hline 414 \end{array}$$

The terminology is exchanging, not borrowing.

Calculations requiring a lot of exchanging would make the column method error prone. Number sense would suggest that a number line could still be used.