
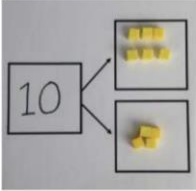

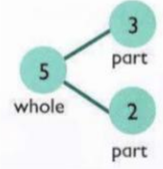
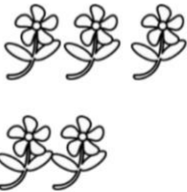
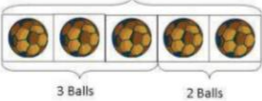

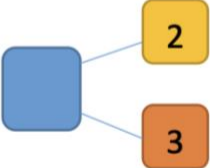

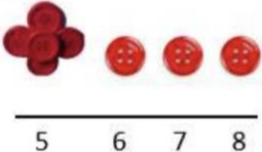



St John Bosco Calculation Policy



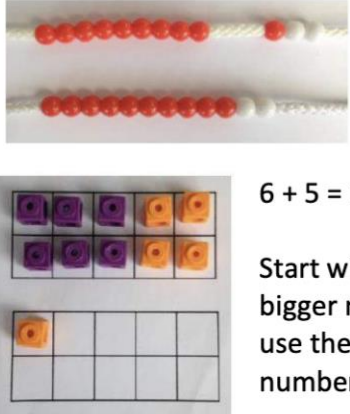
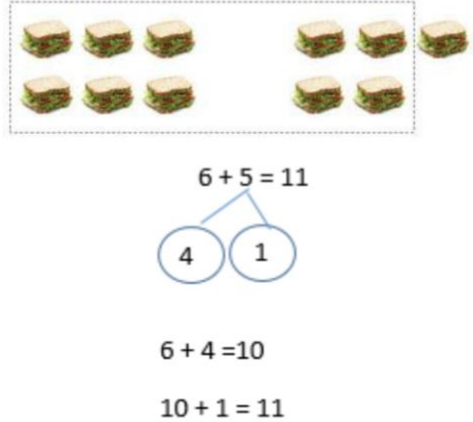
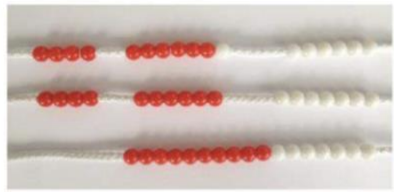
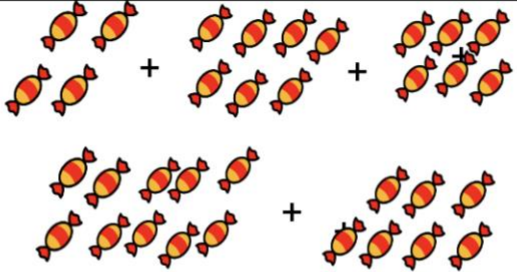
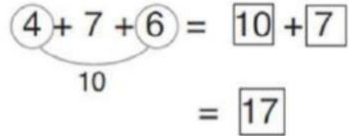
CALCULATION GUIDANCE: Addition



	Objective	Concrete	Pictorial	Abstract
Year 1	Number bonds of 5, 6, 7, 8, 9 and 10	  <p>Use cubes to add two numbers together as a group or in a bar.</p> 	   <p>Use pictures to add two numbers together as a group or in a bar.</p> 	$2 + 3 = 5$ $3 + 2 = 5$ $5 = 3 + 2$ $5 = 2 + 3$  <p>Use the part-part-whole diagram as shown above to move into the abstract.</p>
	Counting	 <p>Start with the larger number on the bead string and then count on to the smaller number 1 by 1 to find the answer.</p> 	<p>Use a number line to count on in ones.</p> 	$5 + 3 = 8$

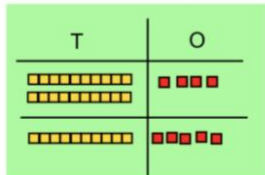
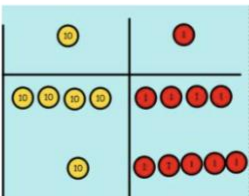
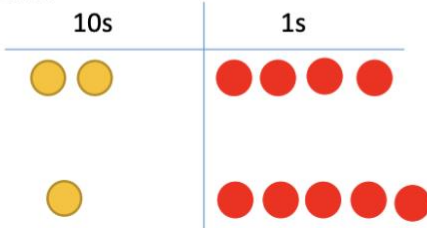
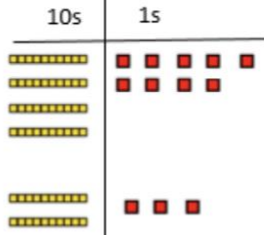
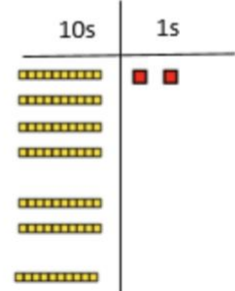
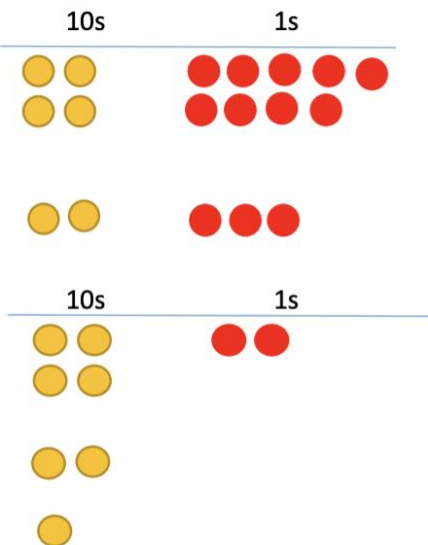
CALCULATION GUIDANCE: Addition



	Objective	Concrete	Pictorial	Abstract
Year 1	Regrouping to make 10	 <p>$6 + 5 = 11$</p> <p>Start with the bigger number and use the smaller number to make 10.</p>	 <p>$6 + 5 = 11$</p> <p>$6 + 4 = 10$</p> <p>$10 + 1 = 11$</p>	$6 + 5 = 11$
Year 2	Adding 3 single digit numbers	<p>$4 + 7 + 6 = 17$</p> <p>Put 4 and 6 together to make 10. Add on 7.</p>  <p>Following on from making 10, make 10 with 2 of the digits (if possible) then add on the third digit.</p>	 <p>Add together three groups of objects. Draw a picture to recombine the groups to make 10.</p>	 <p>Combine the two numbers that make 10 and then add on the remainder.</p>

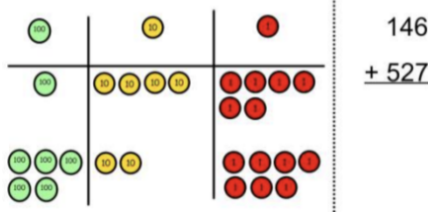
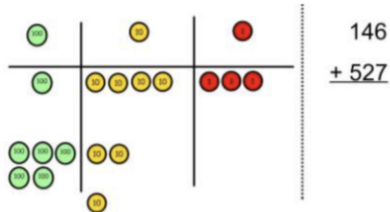
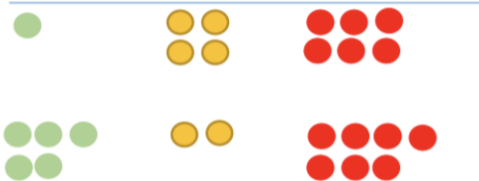
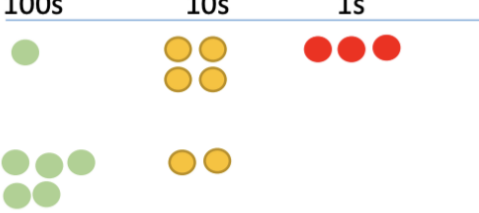
CALCULATION GUIDANCE: Addition



	Objective	Concrete	Pictorial	Abstract
Year 2	Column method without regrouping	<p>Add together the ones first, then add the tens. Use the Base 10 blocks first before moving onto place value counters.</p> <p>$24 + 15 =$</p>  <p>$44 + 15 =$</p> 	<p>After physically using the base 10 blocks and place value counters, children can draw the counters to help them to solve additions.</p> 	<p>$24 + 15 = 39$</p> $\begin{array}{r} 24 \\ + 15 \\ \hline 39 \end{array}$
	Column method with regrouping	<p>Make both numbers on a place value grid.</p>  <p>Add up the units and exchange 10 ones for 1 ten.</p> 	<p>Using place value counters, children can draw the counters to help them to solve additions.</p> 	<p>$40 + 9$</p> $\begin{array}{r} 40 \\ + 9 \\ \hline 49 \end{array}$ <p>$20 + 3$</p> $\begin{array}{r} 20 \\ + 3 \\ \hline 23 \end{array}$ <p>$60 + 12 = 72$</p>



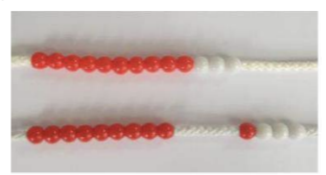
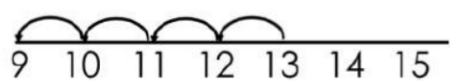
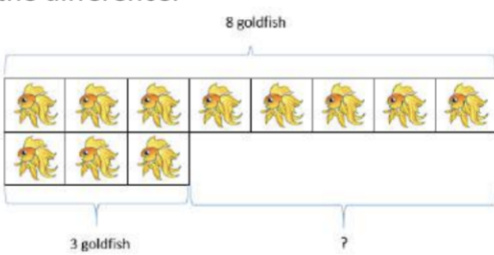
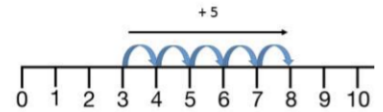
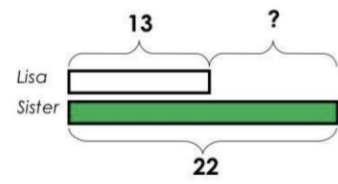
CALCULATION GUIDANCE: Addition



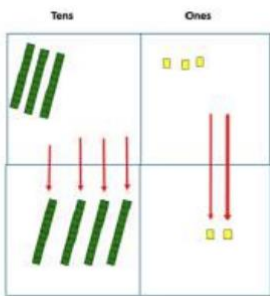
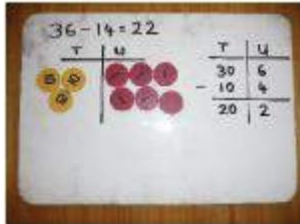
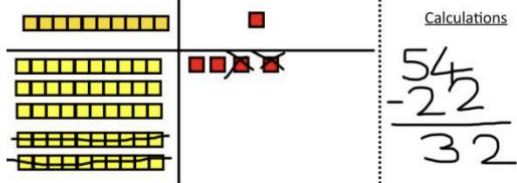
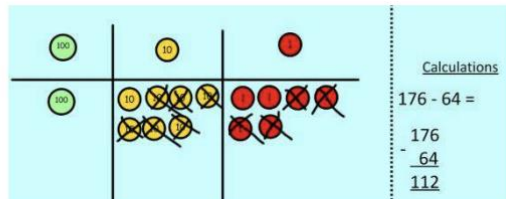
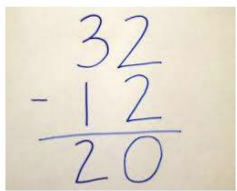
	Objective	Concrete	Pictorial	Abstract
Year 3/4	Column method with regrouping	<p>Make both numbers on a place value grid.</p>  <p>146 + 527</p> <p>Add up the units and exchange 10 ones for 1 ten.</p>  <p>146 + 527</p> <p>As children move on to decimals, money and decimal place value counters can be used to support learning.</p> <p>NB By Year 4 children will progress on to adding four digit numbers.</p>	<p>100s 10s 1s</p>  <p>100s 10s 1s</p>  <p>Children can draw a pictorial representation of the columns and place value counters to further support their learning and understanding.</p> <p>NB Addition of money needs to have £ and p added separately.</p>	<p>100 + 40 + 6 500 + 20 + 7 600 + 70 + 3 = 673</p> <p>As the children progress, they will move from the expanded to the compacted method.</p> <p>146 + 527 673 1</p> <p>As the children move on, introduce decimals with the same number of decimal places and different. Money can be used here.</p>
Year 5/6	Column method with regrouping	Consolidate understanding using numbers with more than 4 digits and extend by adding numbers with up to 3 decimal places.		



CALCULATION GUIDANCE: Subtraction

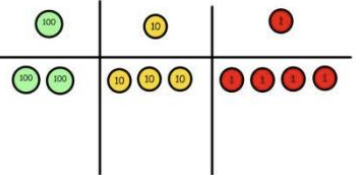
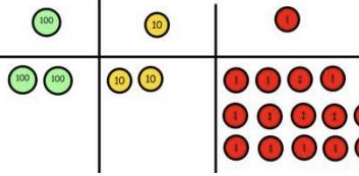
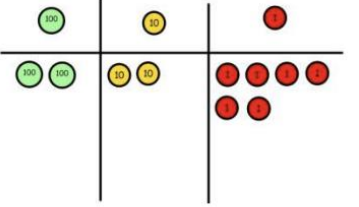
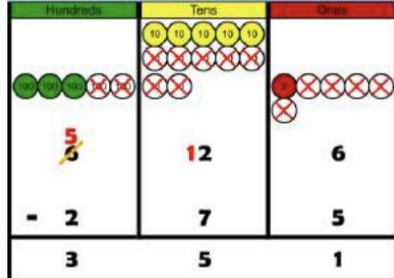
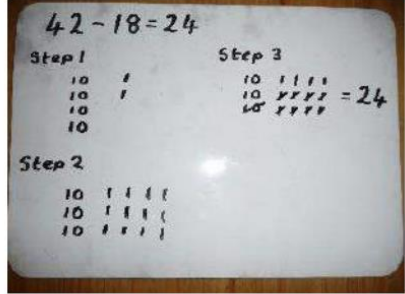
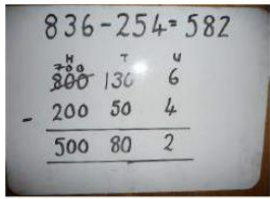

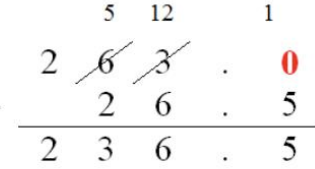
	Objective	Concrete	Pictorial	Abstract
Year 1	Taking away ones	<p>Use physical objects, counters, cubes etc. to show how objects can be taken away.</p> <p>$4 - 2 = 2$</p> 	<p>Cross out drawn objects to show what has been taken away.</p> <p>$4 - 2 = 2$</p> 	<p>$4 - 2 = 2$</p>
	Counting back	<p>Make the larger number in your subtraction. Move the beads along your bead string as you count backwards in ones.</p>  <p>$13 - 4 = 9$</p>	<p>Count back on a number line or number track</p>  <p>Start at the bigger number and count back the smaller number, showing the jumps on the number line.</p>	<p>Put 13 in your head, count back 4. What number are you at? Use your fingers to help.</p>
	Find the difference	<p>Compare amounts and objects to find the difference.</p>  <p>Use cubes to build towers or make bars to find the difference. Use basic bar models with items to find the difference.</p>	 <p>Count on to find the difference.</p> <p>Lisa is 13 years old. Her sister is 22 years old. Find the difference in age between them.</p>  <p>Draw bars to find the difference between 2 numbers.</p>	<p>Hannah has 8 goldfish. Helen has 3 goldfish. Find the difference between the number of goldfish the girls have.</p>

CALCULATION GUIDANCE: Subtraction

	Objective	Concrete	Pictorial	Abstract
Year 2	Column method without regrouping	<p>$75 - 42 = 33$</p>  <p>Use Base 10 to make the bigger number then take the smaller number away.</p> <p>Show how you partition numbers to subtract.</p> <p>Again make the larger number first.</p> 	 <p>Draw the Base 10 or place value counters alongside the written calculation to help to show working.</p> 	<p>$47 - 24 = 23$</p> $\begin{array}{r} 47 \\ - 24 \\ \hline 23 \end{array}$ <p>This will lead to a clear written column subtraction.</p> 

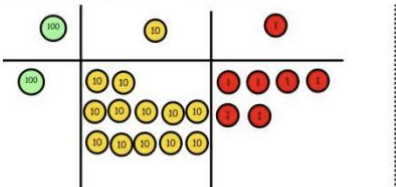
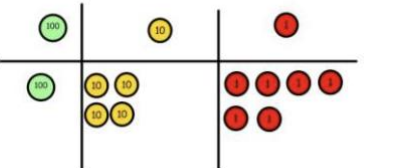
CALCULATION GUIDANCE: Subtraction



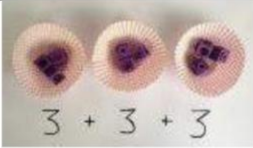



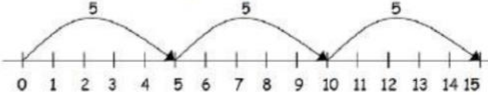




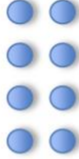
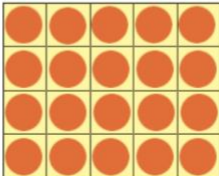

	Objective	Concrete	Pictorial	Abstract
Year 3 onwards	Column method with regrouping	<p>Use Base 10 to start with before moving on to place value counters. Start with one exchange before moving onto subtractions with 2 exchanges.</p> <p>Make the larger number with the place value counters</p>  <div> Calculations $\begin{array}{r} 234 \\ - 88 \\ \hline \end{array}$ </div> <p>Start with the ones, can I take away 8 from 4 easily? I need to exchange 1 of my tens for 10 ones.</p>  <div> Calculations $\begin{array}{r} 234 \\ - 88 \\ \hline \end{array}$ </div> <p>Now I can subtract my ones.</p>  <div> Calculations $\begin{array}{r} 234 \\ - 88 \\ \hline \end{array}$ </div>	 <p>Draw the counters onto a place value grid and show what you have taken away by crossing the counters out as well as clearly showing the exchanges you make.</p> <p>When confident, children can find their own way to record the exchange/regrouping.</p> <p>Just writing the numbers as shown here shows that the child understands the method and knows when to exchange/regroup.</p> 	 <p>Children can start their formal written method by partitioning the number into clear place value columns.</p>  <p>Moving forward the children use a more compact method.</p> <p>This will lead to an understanding of subtracting any number including decimals.</p> 



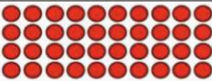

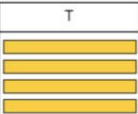
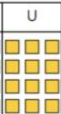
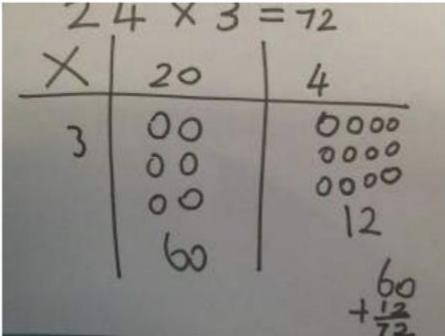
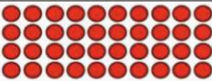

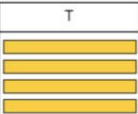
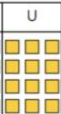
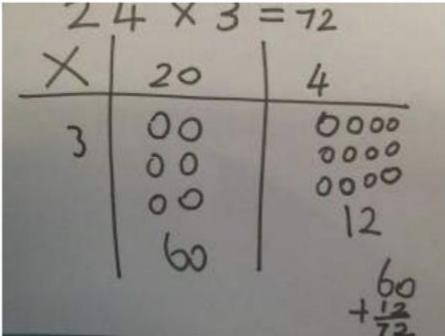
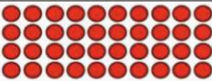

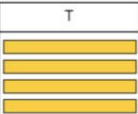
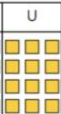
CALCULATION GUIDANCE: Subtraction

	Objective	Concrete	Pictorial	Abstract
Year 3 up	Column method with regrouping	<p>Now look at the tens, can I take away 8 tens easily? I need to exchange 1 hundred for 10 tens.</p>  <p>Calculations</p> $\begin{array}{r} 234 \\ - 88 \\ \hline \end{array}$ <p>Now I can take away 8 tens and complete my subtraction.</p>  <p>Calculations</p> $\begin{array}{r} 234 \\ - 88 \\ \hline 146 \end{array}$ <p>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.</p>		

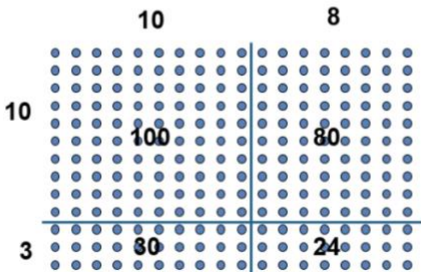
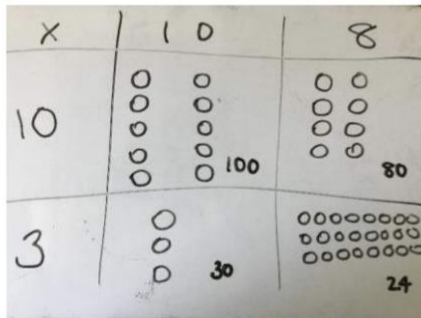
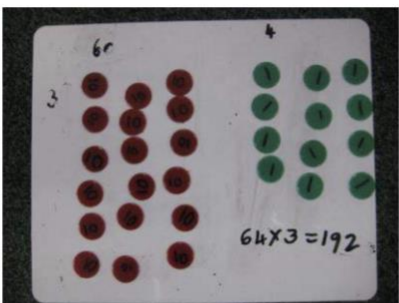
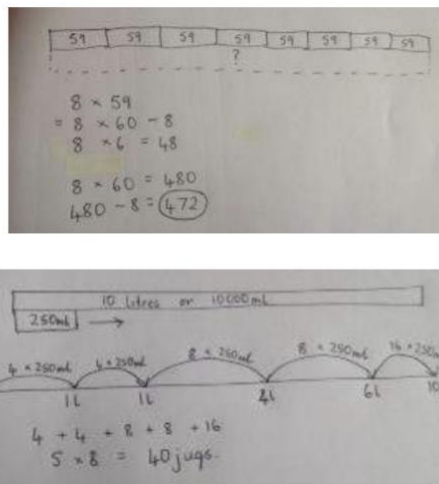
CALCULATION GUIDANCE: Multiplication

	Objective	Concrete	Pictorial	Abstract
Year 1/2	Repeated addition	   <p>Use different objects to add equal groups.</p>	<p>There are 3 plates. Each plate has 2 star biscuits on. How many biscuits are there?</p>  $2 + 2 + 2 = 6$  $5 + 5 + 5 = 15$	<p>Write addition sentences to describe objects and pictures.</p>  $2 + 2 + 2 = 6$
	Arrays- showing commutative multiplication	<p>Create arrays using counters/cubes to show multiplication sentences.</p>  	<p>Draw arrays in different rotations to find commutative multiplication sentences.</p>  $4 \times 2 = 8$ $2 \times 4 = 8$  $2 \times 4 = 8$ $4 \times 2 = 8$ <p>Link arrays to area of rectangles.</p> 	<p>Use an array to write multiplication sentences and reinforce repeated addition.</p>  $5 + 5 + 5 = 15$ $3 + 3 + 3 + 3 + 3 = 15$ $5 \times 3 = 15$ $3 \times 5 = 15$

CALCULATION GUIDANCE: Multiplication


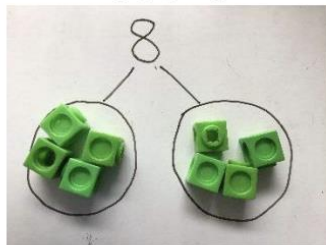
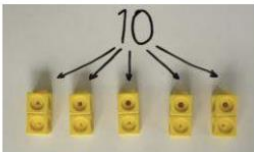
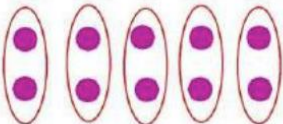
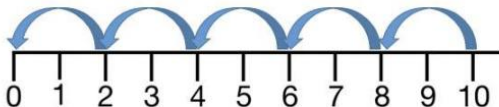
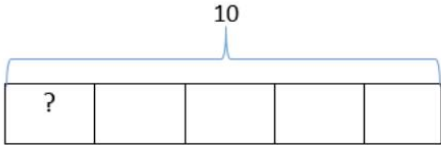
Year 3/4	Objective	Concrete	Pictorial	Abstract																																																																																																									
Grid method	<p>Show the link with arrays to first introduce the grid method.</p> <div><table><tr><td>x</td><td>10</td><td>3</td></tr><tr><td>4</td><td></td><td></td></tr></table><p>4 rows of 10 4 rows of 3</p></div> <p>Move on to using Base 10 to move towards a more compact method.</p> <div><table><tr><td>x</td><td>T</td><td>U</td></tr><tr><td>4</td><td></td><td></td></tr></table><p>4 rows of 13</p></div> <p>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.</p> <div><table><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table><p>Calculations 4×126</p></div> <p>Fill each row with 126.</p> <div><table><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table><p>Calculations 4×126</p></div> <p>Add up each column, starting with the ones making any exchanges needed.</p> <div><table><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table><table><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table><p>$4 \times 126 = 504$</p></div> <td><p>Children can represent the work they have done with place value counters in a way that they understand.</p><p>They can draw the counters, using colours to show different amounts or just use circles in the different columns to show their thinking as shown below.</p><div></div></td> <td><p>Start with multiplying by one digit numbers and showing the clear addition alongside the grid.</p><div><table><tr><td>x</td><td>30</td><td>5</td></tr><tr><td>7</td><td>210</td><td>35</td></tr></table><p>$210 + 35 = 245$</p></div><p>Moving forward, multiply by a 2 digit number showing the different rows within the grid method.</p><div><table><tr><td></td><td>10</td><td>8</td></tr><tr><td>10</td><td>100</td><td>80</td></tr><tr><td>3</td><td>30</td><td>24</td></tr></table></div><div><table><tr><td>x</td><td>1000</td><td>300</td><td>40</td><td>2</td></tr><tr><td>10</td><td>10000</td><td>3000</td><td>400</td><td>20</td></tr><tr><td>8</td><td>8000</td><td>2400</td><td>320</td><td>16</td></tr></table></div></td>	x	10	3	4			x	T	U	4																																																																			<p>Children can represent the work they have done with place value counters in a way that they understand.</p> <p>They can draw the counters, using colours to show different amounts or just use circles in the different columns to show their thinking as shown below.</p> <div></div>	<p>Start with multiplying by one digit numbers and showing the clear addition alongside the grid.</p> <div><table><tr><td>x</td><td>30</td><td>5</td></tr><tr><td>7</td><td>210</td><td>35</td></tr></table><p>$210 + 35 = 245$</p></div> <p>Moving forward, multiply by a 2 digit number showing the different rows within the grid method.</p> <div><table><tr><td></td><td>10</td><td>8</td></tr><tr><td>10</td><td>100</td><td>80</td></tr><tr><td>3</td><td>30</td><td>24</td></tr></table></div> <div><table><tr><td>x</td><td>1000</td><td>300</td><td>40</td><td>2</td></tr><tr><td>10</td><td>10000</td><td>3000</td><td>400</td><td>20</td></tr><tr><td>8</td><td>8000</td><td>2400</td><td>320</td><td>16</td></tr></table></div>	x	30	5	7	210	35		10	8	10	100	80	3	30	24	x	1000	300	40	2	10	10000	3000	400	20	8	8000	2400	320	16
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CALCULATION GUIDANCE: Multiplication


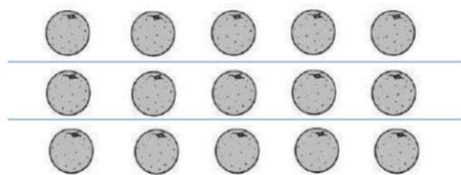
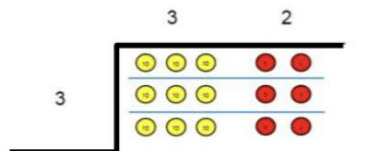
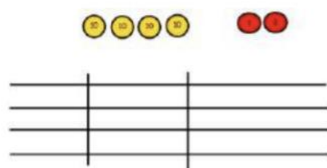
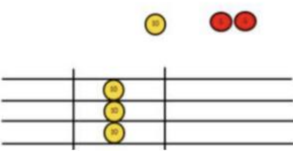
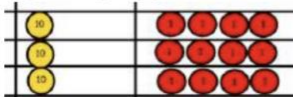
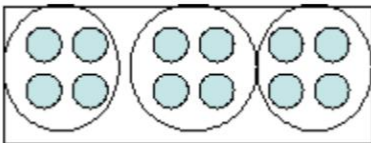
	Objective	Concrete	Pictorial	Abstract
Year 5/6	Expanded method	<p>Show the link with arrays to first introduce the expanded method.</p> 		<p>Start with long multiplication, reminding the children about lining up their numbers clearly in columns.</p> $\begin{array}{r} 18 \\ \times 13 \\ \hline 24 \quad (3 \times 8) \\ 30 \quad (3 \times 10) \\ 80 \quad (10 \times 8) \\ \underline{100} \quad (10 \times 10) \\ 234 \end{array}$
	Compact method	<p>Children can continue to be supported by place value counters at the stage of multiplication.</p>  <p>It is important at this stage that they always multiply the ones first and note down their answer followed by the tens which they note below.</p>	<p>Bar modelling and number lines can support learners when solving problems with multiplication alongside the formal written methods.</p> 	<p>Start with long multiplication, reminding the children about lining up their numbers clearly in columns.</p> <p>If it helps, children can write out what they are solving next to their answer.</p> $\begin{array}{r} 7 \quad 4 \\ \times 6 \quad 3 \\ \hline 1 \quad 2 \\ 2 \quad 1 \quad 0 \\ 2 \quad 4 \quad 0 \\ + 4 \quad 2 \quad 0 \quad 0 \\ \hline 4 \quad 6 \quad 6 \quad 2 \end{array}$ <p>This moves to the more compact method.</p> $\begin{array}{r} 1342 \\ \times 18 \\ \hline 10736 \\ 24156 \\ \hline 24156 \end{array}$

CALCULATION GUIDANCE: Division

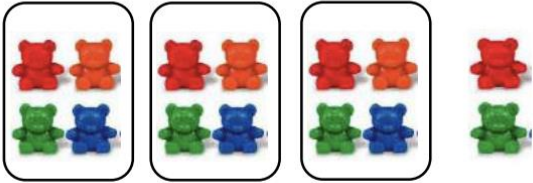
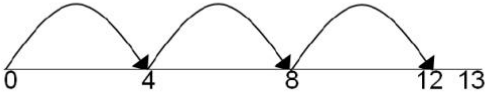

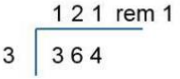
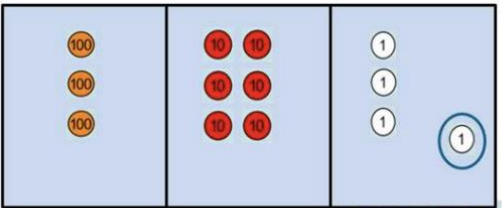


	Objective	Concrete	Pictorial	Abstract
Year 1/2	Sharing	<p>I have 8 cubes, can you share them equally between two people?</p>	<p>Children use pictures or shapes to share quantities.</p>  $8 \div 2 = 4$	<p>Share 8 buns between two people.</p> $8 \div 2 = 4$ 
	Grouping	<p>Divide quantities into equal groups. Use cubes, counters, objects or place value counters to aid understanding.</p>  	<p>Use a number line to show jumps in groups. The number of jumps equals the number of groups.</p>  <p>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.</p>  $10 \div 5 = ?$ $5 \times ? = 10$	<p>$10 \div 5 = 2$</p> <p>Divide 10 into 5 groups. How many are in each group?</p>

CALCULATION GUIDANCE: Division

	Objective	Concrete	Pictorial	Abstract
Year 3/4	Division with arrays	<p>Link division to multiplication by creating an array and thinking about the number sentences that can be created.</p> <p>Eg $15 \div 3 = 5$ $5 \times 3 = 15$ $15 \div 5 = 3$ $3 \times 5 = 15$</p> 	 <p>Draw an array and use lines to split the array into groups to make multiplication and division sentences.</p>	<p>Find the inverse of multiplication and division sentences by creating four linking number sentences.</p> <p>$5 \times 3 = 15$ $3 \times 5 = 15$ $15 \div 5 = 3$ $15 \div 3 = 5$</p>
	Short division	<p>Use place value counters to divide using the short division method alongside.</p> <p>$96 \div 3$</p>  <p>$42 \div 3$</p> <p>Start with the biggest place value.</p>  <p>We are sharing 40 into three groups. We can put 1 ten in each group and we have 1 ten left over.</p> <p>We exchange this ten for 10 ones and then share the ones equally among the groups.</p>  <p>We look at how many are in each group.</p> 	<p>Students can continue to use drawn diagrams with dots or circles to help them divide numbers into equal groups.</p>  <p>Encourage them to move towards counting in multiples to divide more efficiently.</p>	<p>Begin with divisions that divide equally with no remainder.</p> $\begin{array}{r} 218 \\ 3 \overline{) 654} \\ \underline{6} \\ 0 \\ \underline{0} \\ 0 \\ \underline{0} \\ 0 \end{array}$

CALCULATION GUIDANCE: Division

	Objective	Concrete	Pictorial	Abstract
Year 5/6	Division with remainders	$14 \div 3 =$ Divide objects between groups and see how much is left over 	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. 	Complete written divisions and show the remainder using r. $\begin{array}{r} 29 \div 8 = 3 \text{ REMAINDER } 5 \\ \uparrow \quad \uparrow \quad \uparrow \quad \uparrow \\ \text{dividend} \quad \text{divisor} \quad \text{quotient} \quad \text{remainder} \end{array}$
	Short division with remainders	$364 \div 3 =$  		Move onto divisions with a remainder. Once children understand remainders, begin to express as a fraction or decimal according to the context. $\begin{array}{r} 86 \text{ r } 2 \\ 5 \overline{) 432} \end{array}$ $\begin{array}{r} 186 \frac{1}{5} \\ 5 \overline{) 931} \end{array}$ $\begin{array}{r} 14.6 \\ 35 \overline{) 511.0} \end{array}$

CALCULATION GUIDANCE: Division



	Objective	Concrete	Pictorial	Abstract
Year 6	Long division			<p>Children will use long division to divide numbers with up to 4 digits by 2 digit numbers.</p> $ \begin{array}{r} 015 \\ 32 \overline{) 487} \\ \underline{-0} \\ 48 \\ \underline{-32} \\ 167 \\ \underline{-160} \\ 7 \end{array} $ $ \begin{array}{r} 17 \text{ r } 19 \\ 31 \overline{) 546} \\ \underline{31} \downarrow \\ 236 \\ \underline{217} \\ 19 \end{array} $