The Forest CE Federation

'Small enough to care. Large enough to inspire
Valuing all God's children '
'All things are possible for one who believes' Mark 9 v 23

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Calculations Policy

Review October 2023

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Visions and Aims

The Forest CE Federation aims to provide children with an exciting, broad and balanced curriculum that will instil a love of learning. Our approach enables all children to become lifelong learners by developing transferable skills to equip them to succeed in a competitive world. A strong **Christian** ethos permeates through our daily lives ensuring our pupils are cared for in a safe, nurturing environment within our small **community.**

Everyone is valued as an individual and helped to develop and progress in their own unique way within a Christian environment. Our vision**, 'Small enough to care, Large enough to inspire, Valuing All God's children'** is at the core of everything we do. The curriculum we offer is not merely academic, but embraces the spiritual, moral, social and cultural development of all pupils and is deeply rooted in our vision that:

 'All things are possible for one who believes' Mark 9 v23 .

We believe in the "whole child" and are committed to children's wider well-being through our **creative** inclusive curriculum, which is driven by our spiritual values.

Our curriculum is designed to spark **curiosity** in young minds through carefully planned opportunities for pupils to acquire, apply and master their knowledge and skills in a unique learning environment.

We know that a child who feels happy, safe and secure will have the **confidence** to try their best and achieve in all that they do. We endeavour to provide all children with the knowledge, skills and environment in which to thrive.
We define progress as the widening and deepening of essential knowledge, skills, understanding and behaviours. This is done through how we deliver our curriculum; Continuous Provision.

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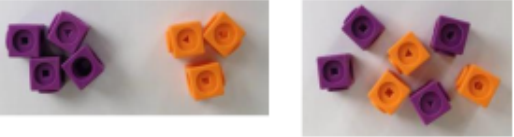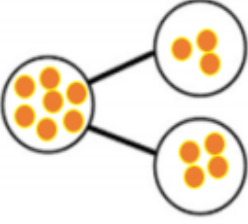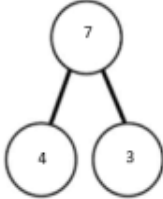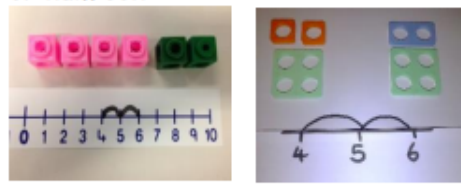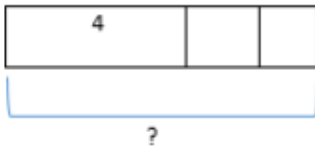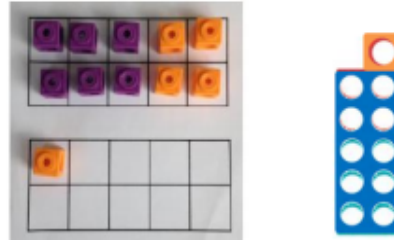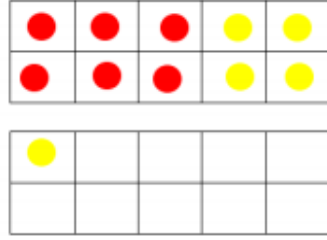*'All things are possible for one who believes'* Mark 9 v 23

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Addition-

Key language which should be used: sum, total, parts and wholes, plus, add, altogether, more than, 'is equal to' 'is the same as'

Concrete	Pictorial	Abstract
Combining two parts to make a whole (use other resources too e.g. eggs, shells, teddy bears etc)		4 + 3 = 7 (four is a part, 3 is a part and the whole is seven)
Counting on using number lines by using cubes or numicon	A bar model which encourages the children to count on	The abstract number line: What is 2 more than 4? What is the sum of 4 and 4? What's the total of 4 and 2? 4 + 2
Regrouping to make 10 by 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 + ☐ = 11 and 6 + 5 = 5 + ☐ 6 + 5 = ☐ + 4

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'All things are possible for one who believes' Mark 9 v 23
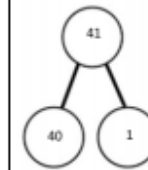
|		
TO + O using base 10. Continue to develop understanding of partitioning and place value 41 + 8 	Children to represent the concrete using a particular symbol e.g. lines for tens and dot/crosses for ones. T | O |||| | x xxxxxxxx	41 + 8 1 + 8 = 9 40 + 9 = 49 $$+\ \frac{\begin{array}{cc}4 & 1\\ & 8\end{array}}{\begin{array}{cc}4 & 9\end{array}}$$

TO + TO using base 10. Continue to develop understanding of partitioning and place value and use this to support addition. Begin with no exchanging. 36 + 25
 	
	This could be done one of two ways:
	
		Looking for ways to make 10
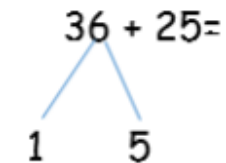		
		36 + 25= 30 + 20 = 50
		          5 + 5 = 10
		          50 + 10 + 1 = 61
		1 5
		
		Formal method:
		$$\begin{array}{r}36\\ +25\\ \hline 61\\ \hline 1\end{array}$$

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Use of place value counters to add HTO + TO, HTO + HTO etc. once the children have had practice with this, they should be able to apply it to larger numbers and the abstract
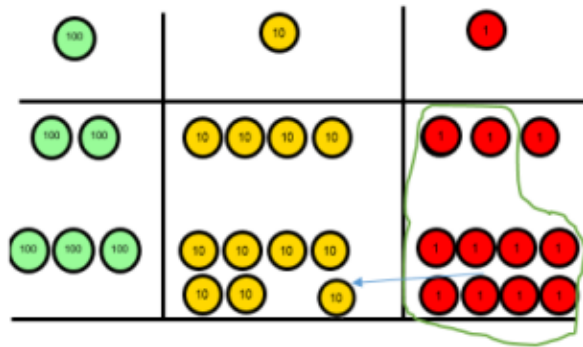
Chidren to represent the counters e.g. like the image below
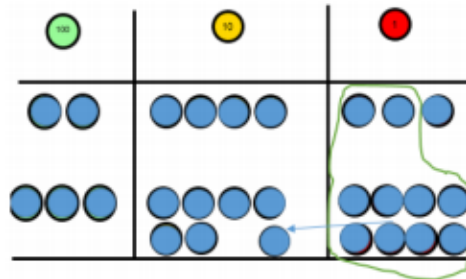
If the children are completing a word problem, draw a bar model to represent what it's asking them to do

?	
243	368

$$243$$
$$+368$$
$$\overline{611}$$
$$11$$

Fluency variation, different ways to ask children to solve 21+34:
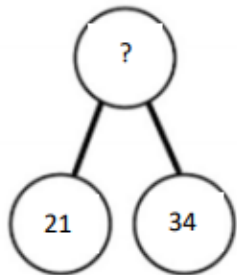
Sam saved £21 one week and £34 another. How much did he save in total?

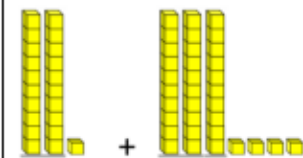21+34=55. Prove it! (reasoning but the children need to be fluent in representing this)

$$21$$
$$+34$$
$$\overline{}$$

21 + 34 =

☐ = 21 + 34

What's the sum of twenty one and thirty four?

Always use missing digit problems too:

Tens	Ones
⊙ ⊙	●
⊙ ⊙ ⊙	?
?	4
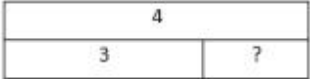
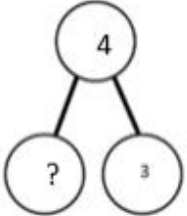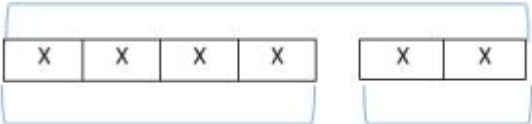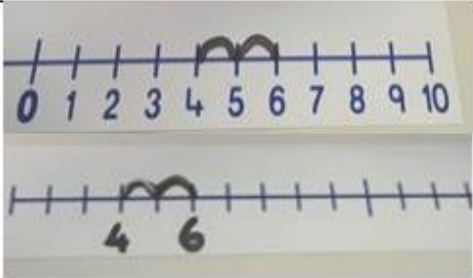# The Forest CE Federation

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Subtraction-

Key language which should be used: take away, less than, the difference, subtract, minus, fewer, decrease, '7 take away 3, the difference is four'

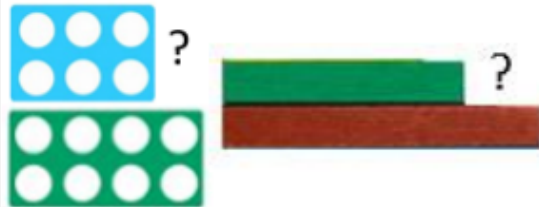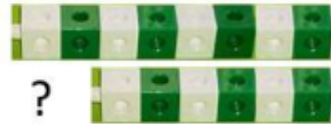| Concrete	Pictorial	Abstract
Physically taking away and removing objects from a whole (use various objects too) rather than crossing out- children will physically remove the objects $4-3=1$	Children to draw the concrete resources they are using and cross out. Use of the bar model:	$4- 3 =$ $\boxed{} = 4 - 3$ (bar model: 4 over 3 and ?) (part-whole model: 4 at top, ? and 3 below)
Counting back (using number lines or number tracks) $6 - 2$	Children to represent what they see pictorially e.g. 6 ? 2	(number line 0 1 2 3 4 5 6 7 8 9 10) (number line) 4 6

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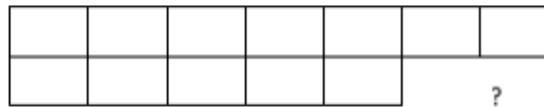
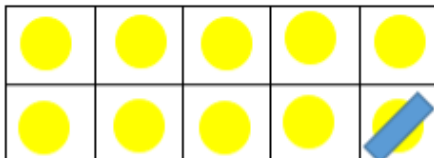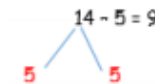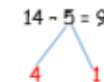|		
Finding the difference (using cubes, numicon or Cuisenaire rods, other objects can also be used) ? ? ?	Children to draw the cubes/other concrete objects which they have used XXXXXXXX XXXXX Use of the bar model ?	Find the difference between 8 and 6. 8 – 6, the difference is ? Children to also explore why 9 – 7 = 8 – 6 (the difference, of each digit, has changed by 1 do the difference is the same- this will help when solving 10000-9987)
Making 10 (using numicon or ten frames) 14 – 5 Children could also do this by subtracting a 5 from the 10.	Children to present the ten frame pictorially	14 – 5 = 9 You also want children to see related facts e.g. 15 – 9 = 5 Children to represent how they have solved it e.g. 14 – 5 = 9 — 14 is made up of 5, 5 and 4 so I can subtract one 5 to be left with 5 5 — 4 and 5 14 – 5 = 9 — 5 is made up of 4 and 1 so I can subtract 4 to make 10 and then 1 4 1 — to get to 9

Column method (using base 10)
48-7
	T O
	|||| |||||||x
		48 – 7 =
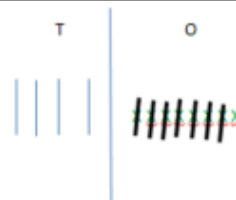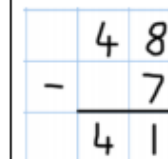		
		  4 8
		– 7
		  4 1

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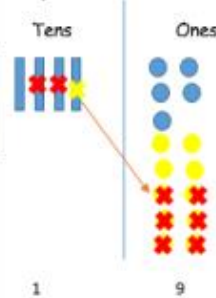*'All things are possible for one who believes' Mark 9 v 23*

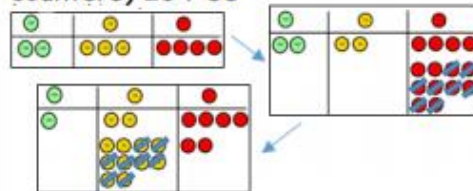| Column method (using base 10 and having to exchange)	Represent the base 10 pictorially	It's crucial that the children understand that when they have exchanged the 10 they still have 45. 45 = 30 + 15
45-26 1) Start by partitioning 45 2) Exchange one ten for ten more ones 3) Subtract the ones, then the tens.	Tens Ones 1 9	$\begin{array}{r} {}^{3}\!4\;{}^{1}5 \\ -\;2\;\;6 \\ \hline 1\;\;9 \end{array}$
Column method (using place value counters) 234-88	Once the children have had practice with the concrete, they should be able to apply it to any subtraction. Like the other pictorial representations, children to represent the counters.	$\begin{array}{r} 2\overset{2}{3}\overset{1}{4} \\ -\;\;88 \\ \hline 6 \end{array}$
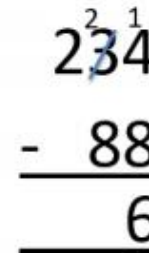
Fluency variation, different ways to ask children to solve 391–186:
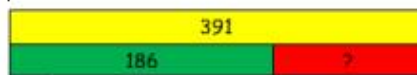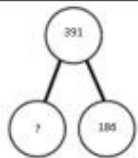
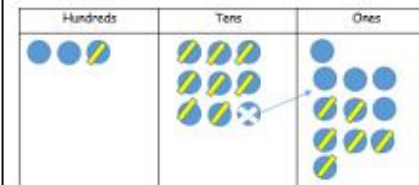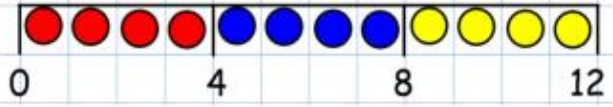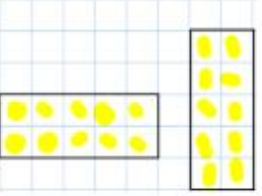|			
391 ? 186 391 / 186 ?	Raj spent £391, Timmy spent £186. How much more did Raj spend? I had 391 metres to run. After 186 I stopped. How many metres do I have left to run?	391 – 186 ☐ = 391 – 186 $\begin{array}{r} 391 \\ -186 \\ \hline \end{array}$ Find the difference ebtween 391 and 186 Subtract 186 from 391. What is 186 less than 391?	What's the calculation? What's the answer? Hundreds Tens Ones 3 9 ☐ - ☐ ☐ 6 ☐ 0 5

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Multiplication-

Key language which should be used: double times, multiplied by, the product of, groups of, lots of, 'is equal to' 'is the same as'

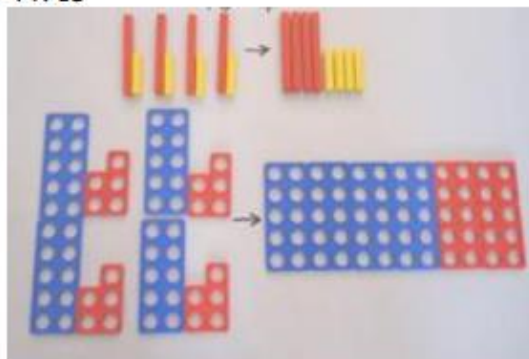| Concrete	Pictorial	Abstract
Repeated grouping/repeated addition (does not have to be restricted to cubes) 3 x 4 or 3 lots of 4	Children to represent the practical resources in a picture e.g. XX XX XX XX XX XX Use of a bar model for a more structured method	3 x 4 4 + 4 + 4
Use number lines to show repeated groups- 3 x 4	Represent this pictorially alongside a number line e.g:	Abstract number line 3 x 4 = 12
Use arrays to illustrate commutativity (counters and other objects can also be used) **2 x 5 = 5 x 2**	Children to draw the arrays	Children to be able to use an array to write a range of calculations e.g. 2 x 5 = 10 5 x 2 = 10 2 + 2 + 2 + 2 + 2 = 10 5 + 5 =10

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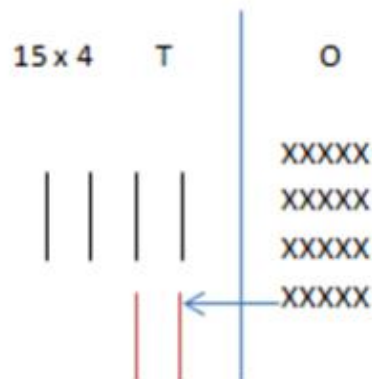**'Small enough to care. Large enough to inspire**
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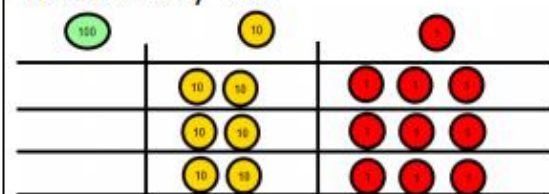|		
Partition to multiply (use numicon, base 10, Cuisenaire rods) 4 x 15 	Children to represent the concrete manipulatives in a picture e.g. base 10 can be represented like: 15 x 4 T O XXXXX XXXXX XXXXX XXXXX 	Children to be encouraged to show the steps they have taken 4 x 15 10 5 10 x 4 = 40 5 x 4 = 20 40 + 20 = 60 A number line can also be used
Formal column method with place value counters or base 10 (at the first stage- no exchanging) 3 x 23 Make 23, 3 times. See how many ones, then how many tens 	**Children to represent the counters in a pictorial way** | Tens	Ones
---	---
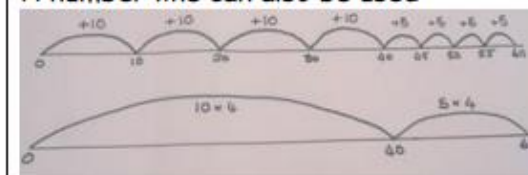
6	9		Children to record what it is they are doing to show understanding
			
			3 x 23 3 x 20 = 60
			  /\ 3 x 3 = 9
			20 3 60 + 9= 69
			
			   23
			× 3
			  69

Formal column method with place value counters (children need this stage, initially, to understand how the column method works)	Children to represent the counters/base 10, pictorially e.g. the image below.	6 x 23 6 x 3 = 18 6 x 20 = 120 120 + 18 = 138

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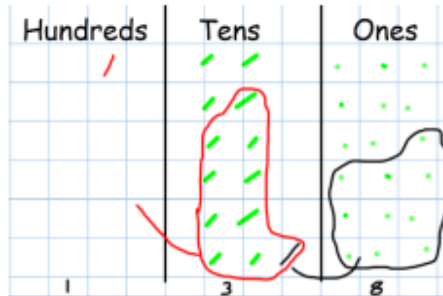
6 x 23

Step 1: get 6 lots of 23
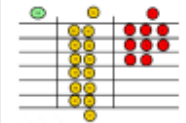
Step 2: 6 x 3 is 18. Can I make an exchange? Yes! Ten ones for one ten....

Step 3: 6 x 2 tens and my extra ten is 13 tens. Can I make an exchange? Yes! Ten tens for one hundred...

Step 4- what do I have I each column?

Hundreds	Tens	Ones

The aim is to get to the formal method but the children need to understand how it works.

$6 \times 23 =$

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

1 1

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

To get 744 children have solved 6 x 124
To get 2480 they have solved 20 x 124

$$
\begin{array}{r}
1\ 2\ 4 \\
\times\ \ \ 2\ 6 \\
\hline
7\ 4\ 4 \\
2\ 4\ 8\ 0 \\
\hline
3\ 2\ 2\ 4 \\
\end{array}
$$

Answer: 3224

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Fluency variation, different ways to ask children to solve 6 x 23:

	23	23	23	23	23	23			

?

With the counters, prove that 6 x 23 = 138

Why is 6 x 23 = 32 x 6?

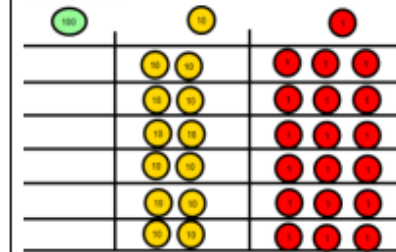Mai had to swim 23 lengths, 6 times a week. How many lengths did she swim in one week?

Tom saved 23p three days a week. How much did he save in 2 weeks?

Find the product of 6 and 23

6 x 23 =

☐ = 6 x 23

```
     6          23
×   23        ×  6
  ____        ____
```
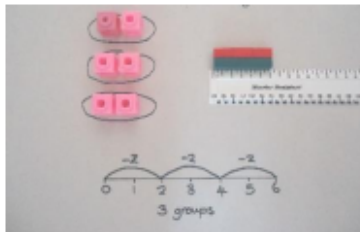
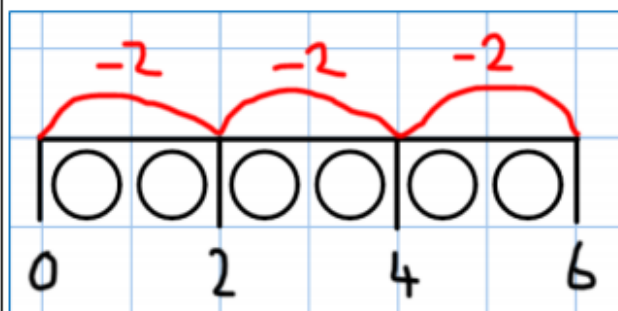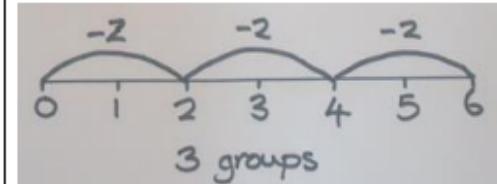What's the calculation? What's the answer?
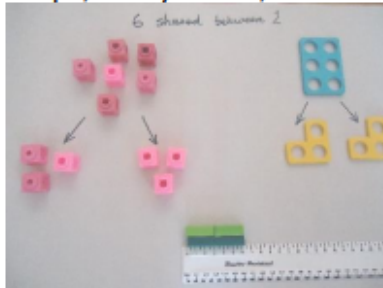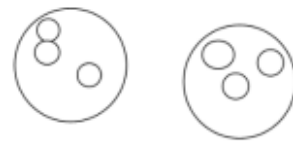
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Division-

Key language which should be used: share, group, divide, divided by, half, 'is equal to' 'is the same as'

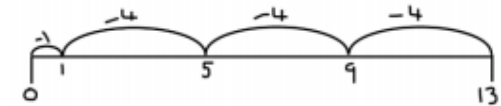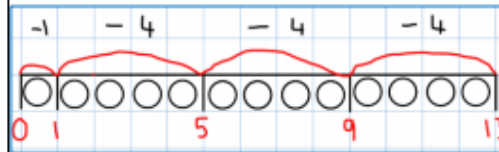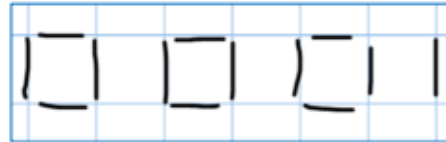| Concrete	Pictorial	Abstract
6 shared between 2 (other concrete objects can also be used e.g. children and hoops, teddy bears, cakes and plates)	This can also be done in a bar so all 4 operations have a similar structure:	6 ÷ 2 = 3 What's the calculation? 	3	3	
Understand division as repeated grouping and subtracting 6 ÷ 2		Abstract number line 3 groups
2d ÷ 1d with remainders 13 ÷ 4 – 3 remainder 1	Children to have chance to represent the resources they use in a pictorial way e.g. see below:	13 ÷ 4 – 3 remainder 1 Children to count their times tables facts in their heads

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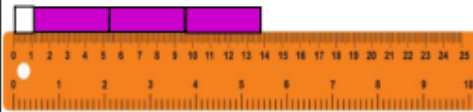
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Use of lollipop sticks to form wholes **Use of Cuisenaire rods and rulers (using repeated subtraction)**		
2d divided by 1d using base 10 (no remainders) SHARING **48 ÷ 4 = 12** Start with the tens.	Children to represent the base 10 and sharing pictorially.	$48 \div 4$ 4 tens ÷ 4 = 1 ten 8 ones ÷ 4 = 2 ones 10 + 2 = 12
Sharing using place value counters. $42 \div 3 = 14$ 1. Make 42. Share the 4 tens between 3. Can we make an exchange with the extra 10? Exchange the ten for 10 ones and share out 12 ones		$42 \div 3$ 42 = 30 + 12 30 ÷ 3 = 10 12 ÷ 3 = 4 10 + 4 = 14

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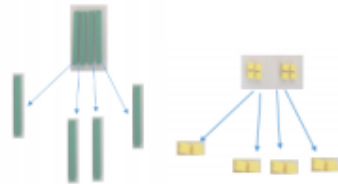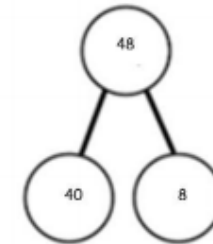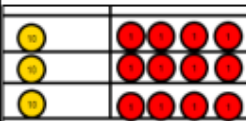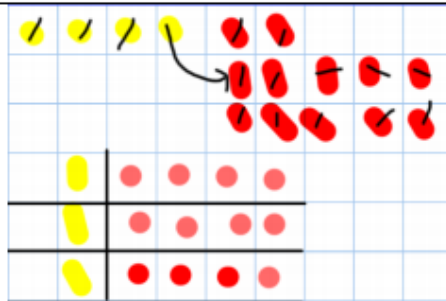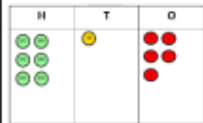*'All things are possible for one who believes' Mark 9 v 23*

Use of the 'bus stop method' using grouping and counters. Key language for grouping- how many groups of X can we make with X hundreds'- *this can also be done using sharing!*
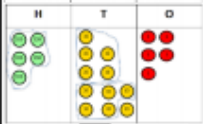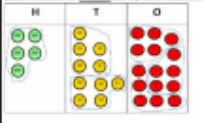
615 ÷ 5

Step 1: make 615

Step 2: Circle your groups of 5

Step 3: Exchange 1H for 10T and circle groups of 5

Step 4: exchange 1T for 10ones and circles groups of 5

This can easily be represented pictorially, till the children no longer to do it.
It can also be done to decimal places if you have a remainder!

$$5 \overline{)6^{1}1^{1}5}$$ gives 123

Fluency variation, different ways to ask children to solve 615 ÷ 5:

Using the part whole model below, how can you divide 615 by 5 without using the 'bus stop' method?

615
500 100 15

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

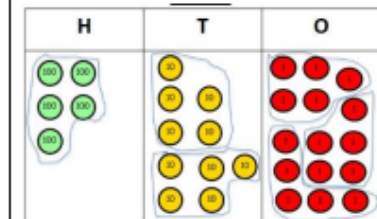615 pupils need to be put into 5 groups. How many will be in each group?

$$5 \overline{)615}$$

615 ÷ 5 =

$\square$ = 615 ÷ 5

How many 5's go into 615?

What's the calculation? What's the answer? _____

The Forest CE Federation

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Long division

Concrete	Pictorial	Abstract
2544 ÷ 12 How many groups of 12 thousands do we have? None	Children to represent the counters, pictorially and record the subtractions beneath.	Step one- exchange 2 thousand for 20 hundreds so we now have 25 hundreds.
Exchange 2 thousand for 20 hundreds.		Step two- How many groups of 12 can I make with 25 hundreds? The 24 shows the hundreds we have grouped. The one is how many hundreds we have left.
How many groups of 12 are in 25 hundreds? 2 groups. Circle them. We have grouped 24 hundreds so can take them off and we are left with one.		Exchange the one hundred for 10 tens. How many groups of 12 can I make with 14 tens? The 14 shows how many tens I have, the 12 is how many I grouped and the 2 is how many tens I have left.
Exchange the one hundred for ten tens so now we have 14 tens. How many groups of 12 are in 14? 1 remainder 2.		Exchange the 2 tens for 20 ones. The 24 is how many ones I have grouped and the 0 is what I have left.
Exchange the two tens for twenty ones so now we have 24 ones. How many groups of 12 are in 24? 2		