Mathematics Policy

THIS POLICY NEEDS TO BE READ ALONGSIDE OUR CURRICULUM POLICY

Policy Monitoring, Evaluation and Review

This policy is effective for North Mead Primary Academy.

Version:	0.4
Date created:	August 2023
Author:	HHL
Approved by:	Alex Curran
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Review date:	August 24

Revision History:

Version	Date	Author	Summary of Changes:
0.1	February 2019	MC RP	Newly implemented Academy Policy
0.2	February 2020	MC RP	Reflects curriculum changes
0.3	November 2021	MC	Updated to match curriculum drivers, revised scheme & remote learning contingency arrangements
0.4	August 2023	HHL	Reviewed and additional information added -Our Method and Inclusion.

Vision and Values

North Mead's visions and values are found in everything that we do:

CARE CARE

- **C**haracter – development of the whole child, embedding character and resilience to support them in becoming lifelong learners.
- **A**spiration – high expectations for all children and a determination that barriers to learning will be overcome.
- **R**elationships – positive and meaningful relationships are central to success.
- **E**quity – a personalised approach to our children and families, helping to meet their differing needs.

- **C**ommunity – we welcome, include and value everyone in our diverse community.
- **A**ccessible – we are always here to support our families.
- **R**esults and Outcomes – determination for children to achieve at the highest level possible, ensuring they are secondary ready.
- **E**nriched – opportunities provided to increase our children's cultural capital.

Aims and Objectives

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on

Curriculum Drivers

Mathematics reflects our curriculum drivers, in particular:

- **Core Skills**
  The whole maths curriculum and:
  - Oracy: *the children will learn key mathematical vocabulary;*
  - Writing: *the children will reflect on their learning and write and explain their thinking;*
  - Reading: *the children will read and demonstrate understanding by solving mathematical problems*
- **Character**
  The children will demonstrate all their character muscles throughout their maths learning. The most prevalent ones are perseverance, reasoning, reflection, questioning, and problem solving.

Curriculum Intent

In Mathematics, we are committed to ensuring that ***children are knowledgeable, skilled and ready for the next phase of their education.*** We focus on procedural fluency alongside conceptual understanding to ensure that the children can continue to build new knowledge as they move through the next phase in their education.

Our method

We follow the 'Power Maths' scheme which is a whole-class mastery programme designed to spark curiosity and excitement to help nurture confidence in maths. The scheme helps to build progression across the school, and consistency of images, models and language. It is an enriched approach that combines interactive teaching tools and high-quality textbooks. It is written by leading mastery experts, and is recommended by the DFE.

The expectation is that the majority of children will move through the scheme at around the same pace. Pupils who grasp concepts rapidly are challenged through deepening activities, using White Rose Problem Solving resources. These problems further develop mastery of a variety of maths topics.
Those who are not sufficiently fluent with the materials taught are supported during lessons to consolidate their understanding through strenghthening activities, scaffolding and additional practice. Lessons are adapted for children working out of year group and those with SEND. They complete work set in their yellow maths books using an alternative scheme that links with White Rose Maths and offers mastery style activities.

Alongside 'Power maths', we do regular 'Assertive Mentoring' skills checks. These help to identify what a child can do, and what they need to do to make progress. This helps to develop procedural fluency and enable concepts and knowledge to be stored in the long-term memory (know more, remember more). The low stakes testing element also supports progress.

We provide opportunities for children to develop their recall of number / multiplication / division facts through subscriptions to TT Rockstars and Numbots.

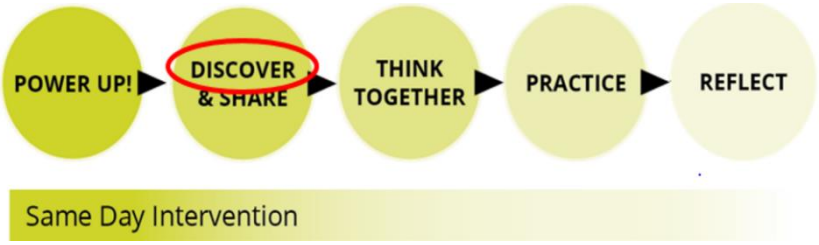
Structure & Progression

The Power Maths framework has six main areas of study:

- Numbers (including place value, addition, subtraction, multiplication, division, fractions, decimals and percentages)
- Ratio and Proportion
- Algebra
- Measurement
- Geometry
- Statistics

Please see **Appendix 1** for detail around progression in calculation. This document shows how the consistent use of the CPA (concrete, pictorial, abstract) approach across Power Maths helps children develop mastery in both written and mental methods across all the operations in an efficient and reliable way.

Ongoing, formative assessment and quick intervention in the lesson is key. Teachers will also use a range of other methods to assess children termly, including Assertive Mentoring skills checks, end of unit assessments, independent work and expectation overviews for each year group (**see Appendix 2).**



Unit Starter

(Each unit begins with a unit starter, which introduces the learning context along with key mathematical vocabulary, structures, and representations.

Power Up activity

(Each lesson **begins** with a Power Up activity)

Discover

(A practical, real-life problem)

Share

(Highlights the variety of methods that can be used to solve a single problem. Use of online **'toolkit'** to support teaching. Ideal opportunity for **talk partners** and **sharing ideas**)

Think Together

(Children work in groups, on the carpet or at tables, using their textbooks)

Practice

(Using their Practice Books, children work independently)

Reflect

(Opportunity to check how deeply children understand the target concept)

Inclusion

All children are expected to be taught a high-quality maths curriculum. Lessons are adapted for children working out of year group or those with SEND. Where appropriate, they complete work set in their yellow maths books using a scheme linked with White Rose Maths.

Monitoring and Reviewing

The maths leader, supported by the principal, provides a strategic lead and direction for maths in the school. The monitoring of the standards of children's work, outcomes and the quality of teaching is the responsibility of the subject leader. A system of lesson drop-ins, work scrutiny, moderation and pupil interview are used in the monitoring and evaluation process.

The maths leader is responsible for supporting colleagues in their teaching of maths and for keeping them informed about current developments in the subject. Reports are provided to the principal and Academy Councillors each term, in which they provide updates on actions taken, impact and areas for further improvement.

NORTH MEAD
PRIMARY ACADEMY

Appendix 1

Power Maths calculation policy, KS1

The following pages show the *Power Maths* progression in calculation (addition, subtraction, multiplication and division) and how this works in line with the National Curriculum. The consistent use of the CPA (concrete, pictorial, abstract) approach across *Power Maths* helps children develop mastery across all the operations in an efficient and reliable way. This policy shows how these methods develop children's confidence in their understanding of both written and mental methods.

KEY STAGE 1

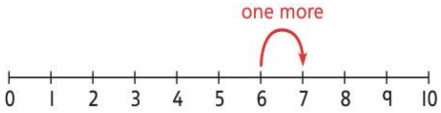
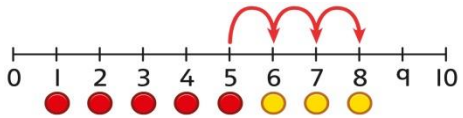
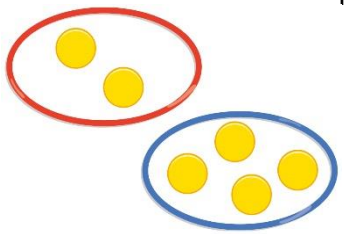
Children develop the core ideas that underpin all calculation. They begin by connecting calculation with counting on and counting back, but they should learn that understanding wholes and parts will enable them to calculate efficiently and accurately, and with greater flexibility. They learn how to use an understanding of 10s and 1s to develop their calculation strategies, especially in addition and subtraction.

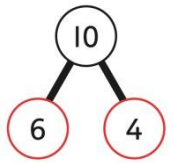
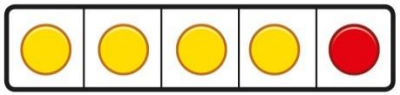
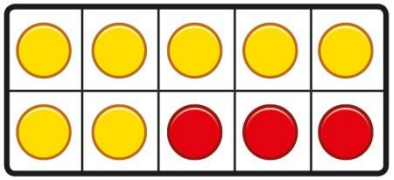
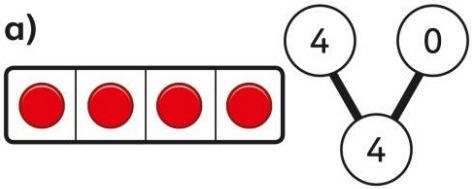
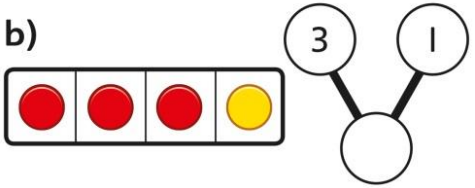
Key language: whole, part, ones, ten, tens, number bond, add, addition, plus, total, altogether, subtract, subtraction, find the difference, take away, minus, less, more, group, share, equal, equals, is equal to, groups, equal groups, times, multiply, multiplied by, divide, share, shared equally, times-table

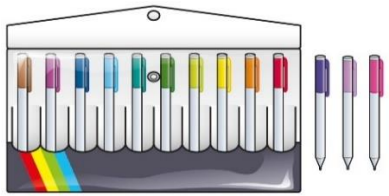
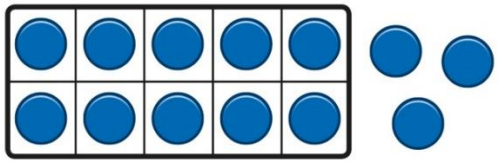
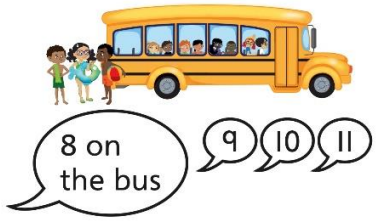
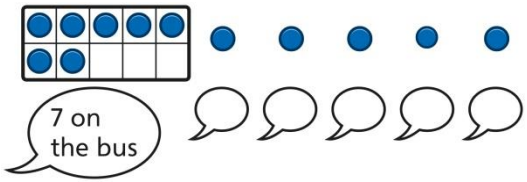
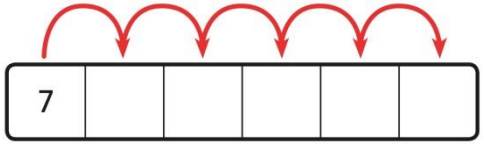
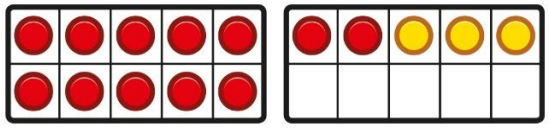
Addition and subtraction: Children first learn to connect addition and subtraction with counting, but they soon develop two very important skills: an understanding of parts and wholes, and an understanding of unitising 10s, to develop efficient and effective calculation strategies based on known number bonds and an increasing awareness of place value. Addition and subtraction are taught in a way that is interlinked to highlight the link between the two operations.
A key idea is that children will select methods and approaches based on their number sense. For example, in Year 1, when faced with 15 − 3 and 15 − 13, they will adapt their ways of approaching the calculation appropriately. The teaching should always emphasise the importance of mathematical thinking to ensure accuracy and flexibility of approach, and the importance of using known number facts to harness their recall of bonds within 20 to support both addition and subtraction methods.
In Year 2, they will start to see calculations presented in a column format, although this is not expected to be formalised until KS2. We show the column method in Year 2 as an option; teachers may not wish to include it until Year 3.

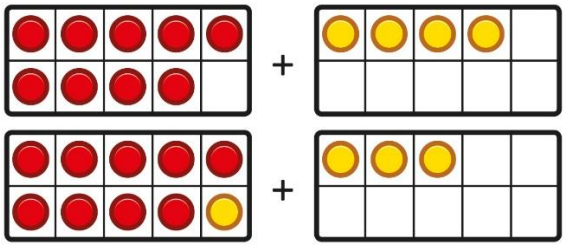
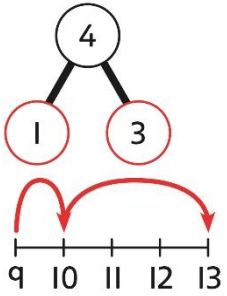
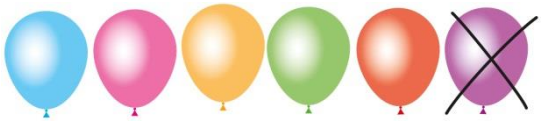
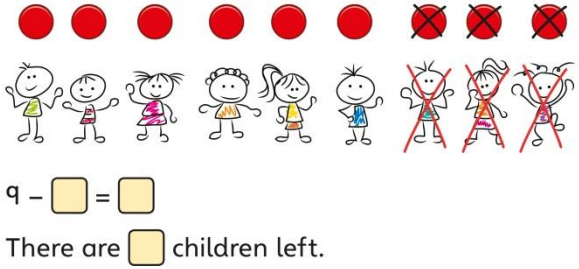
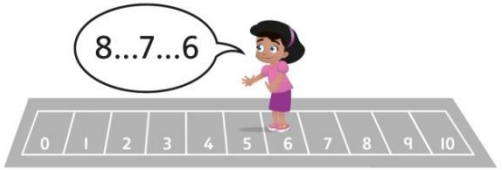
Multiplication and division: Children develop an awareness of equal groups and link this with counting in equal steps, starting with 2s, 5s and 10s. In Year 2, they learn to connect the language of equal groups with the mathematical symbols for multiplication and division.
They learn how multiplication and division can be related to repeated addition and repeated subtraction to find the answer to the calculation.
In this key stage, it is vital that children explore and experience a variety of strong images and manipulative representations of equal groups, including concrete experiences as well as abstract calculations.
Children begin to recall some key multiplication facts, including doubles, and an understanding of the 2, 5 and 10 times-tables and how they are related to counting.

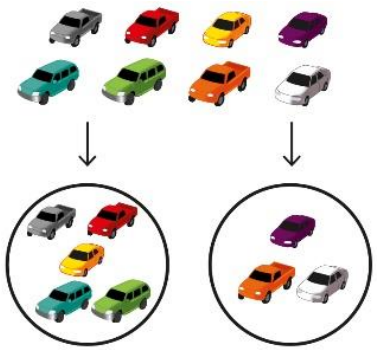
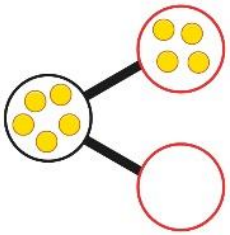
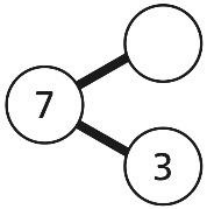
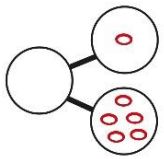
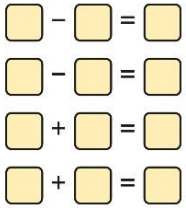
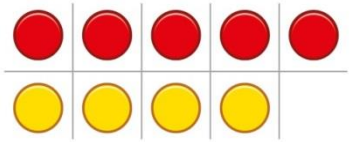
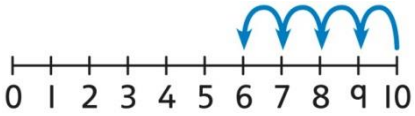
Fractions: In Year 1, children encounter halves and quarters, and link this with their understanding of sharing. They experience key spatial representations of these fractions, and learn to recognise examples and non-examples, based on their awareness of equal parts of a whole.
In Year 2, they develop an awareness of unit fractions and experience non-unit fractions, and they learn to write them and read them in the common format of numerator and denominator.

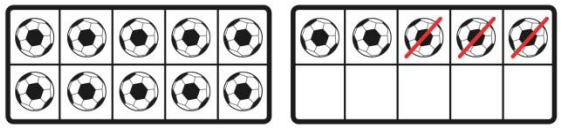
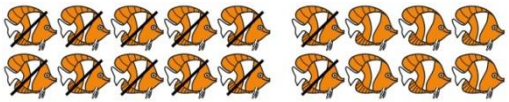
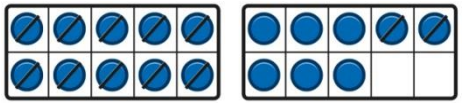
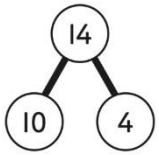
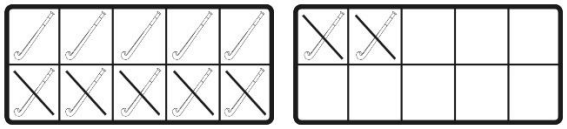
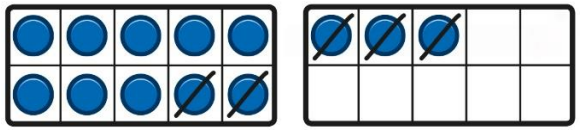
Year 1			
	Concrete	**Pictorial**	**Abstract**
Year 1 **Addition**	**Counting and adding more** Children add one more person or object to a group to find one more.	**Counting and adding more** Children add one more cube or counter to a group to represent one more. *One more than 4 is 5.*	**Counting and adding more** Use a number line to understand how to link counting on with finding one more.  *One more than 6 is 7.* *7 is one more than 6.* Learn to link counting on with adding more than one.  *5 + 3 = 8*
	Understanding part-part-whole relationship Sort people and objects into parts and understand the relationship with the whole.	**Understanding part-part-whole relationship** Children draw to represent the parts and understand the relationship with the whole. 	**Understanding part-part-whole relationship** Use a part-whole model to represent the numbers.

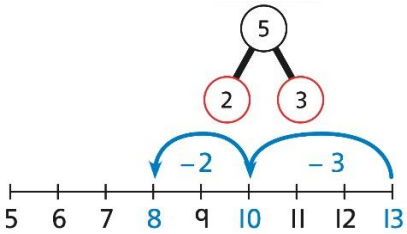
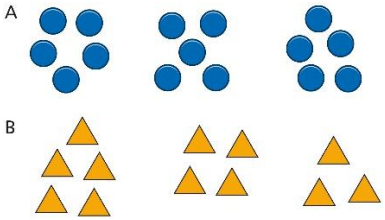
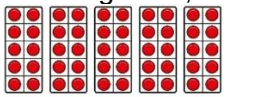
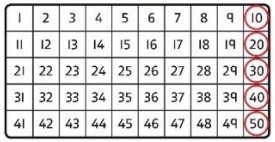
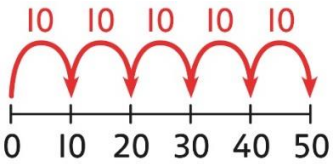
	 The parts are 2 and 4. The whole is 6.	*The parts are 1 and 5. The whole is 6.*	 *6 + 4 = 10*
	Knowing and finding number bonds within 10 Break apart a group and put back together to find and form number bonds. *3 + 4 = 7* *6 = 2 + 4*	**Knowing and finding number bonds within 10** Use five and ten frames to represent key number bonds.  *5 = 4 + 1*  *10 = 7 + 3*	**Knowing and finding number bonds within 10** Use a part-whole model alongside other representations to find number bonds. Make sure to include examples where one of the parts is zero.   *4 + 0 = 4* *3 + 1 = 4*

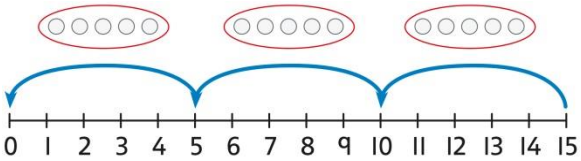
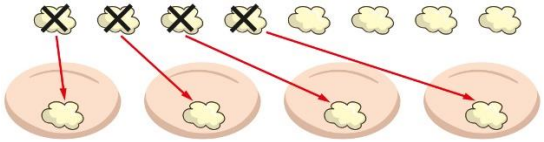
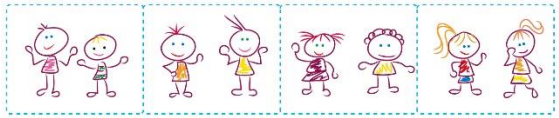
	Understanding teen numbers as a complete 10 and some more Complete a group of 10 objects and count more.  *13 is 10 and 3 more.*	**Understanding teen numbers as a complete 10 and some more** Use a ten frame to support understanding of a complete 10 for teen numbers.  *13 is 10 and 3 more.*	**Understanding teen numbers as a complete 10 and some more**. *1 ten and 3 ones equal 13.* *10 + 3 = 13*
	Adding by counting on Children use knowledge of counting to 20 to find a total by counting on using people or objects. 	**Adding by counting on** Children use counters to support and represent their counting on strategy. 	**Adding by counting on** Children use number lines or number tracks to support their counting on strategy.  7 + 5 = ☐
	Adding the 1s Children use bead strings to recognise how to add the 1s to find the total efficiently. *2 + 3 = 5* *12 + 3 = 15*	**Adding the 1s** Children represent calculations using ten frames to add a teen and 1s.  *2 + 3 = 5*	**Adding the 1s** Children recognise that a teen is made from a 10 and some 1s and use their knowledge of addition within 10 to work efficiently. *3 + 5 = 8* *So, 13 + 5 = 18*

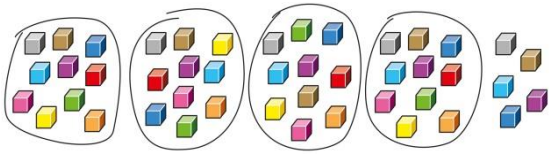
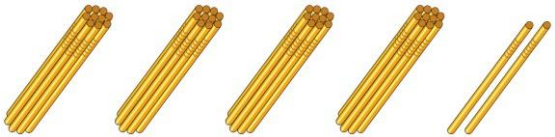
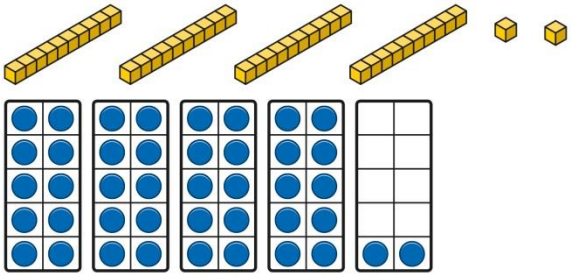
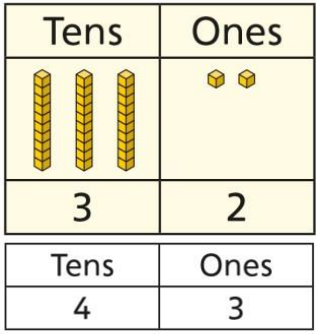
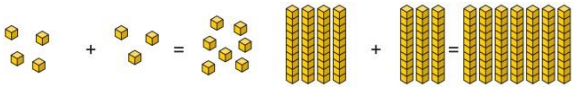
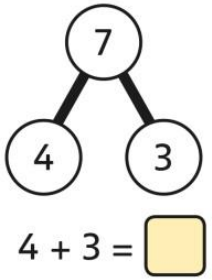
		12 + 3 = 15	
	Bridging the 10 using number bonds Children use a bead string to complete a 10 and understand how this relates to the addition. *7 add 3 makes 10.* *So, 7 add 5 is 10 and 2 more.*	**Bridging the 10 using number bonds** Children use counters to complete a ten frame and understand how they can add using knowledge of number bonds to 10.  .	**Bridging the 10 using number bonds** Use a part-whole model and a number line to support the calculation.  *9 + 4 = 13*
Year 1 Subtraction	**Counting back and taking away** Children arrange objects and remove to find how many are left.  *1 less than 6 is 5.* *6 subtract 1 is 5.*	**Counting back and taking away** Children draw and cross out or use counters to represent objects from a problem.  9 – ☐ = ☐ There are ☐ children left.	**Counting back and taking away** Children count back to take away and use a number line or number track to support the method.  *9 – 3 = 6*
	Finding a missing part, given a whole and a part Children separate a whole into parts and understand how one part can be found by subtraction.	**Finding a missing part, given a whole and a part** Children represent a whole and a part and understand how to find the missing part by subtraction.	**Finding a missing part, given a whole and a part** Children use a part-whole model to support the subtraction to find a missing part.

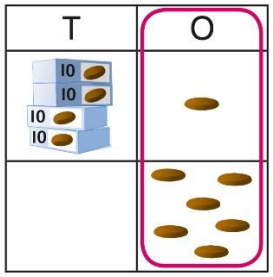
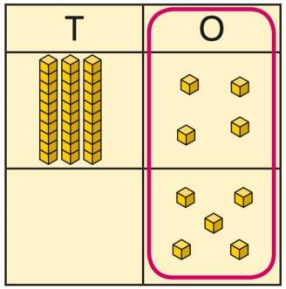
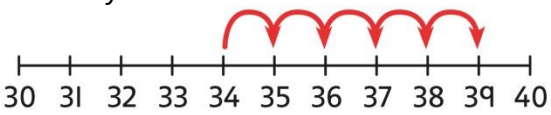
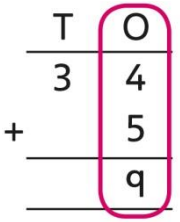
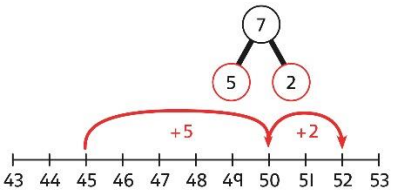
	 *8 − 5 = ?*	 	 *7 − 3 = ?* Children develop an understanding of the relationship between addition and subtraction facts in a part-whole model.  
	Finding the difference Arrange two groups so that the difference between the groups can be worked out. *8 is 2 more than 6.* *6 is 2 less than 8.* *The difference between 8 and 6 is 2.*	**Finding the difference** Represent objects using sketches or counters to support finding the difference.  *5 − 4 = 1* *The difference between 5 and 4 is 1.*	**Finding the difference** Children understand ‘find the difference’ as subtraction.  *10 − 4 = 6* *The difference between 10 and 6 is 4.*

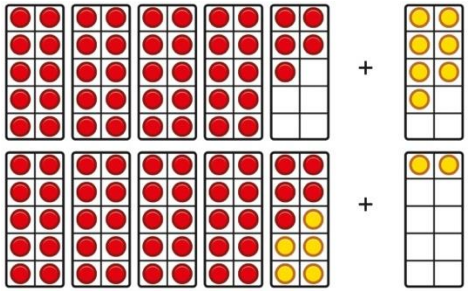
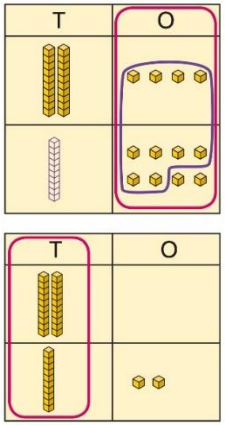
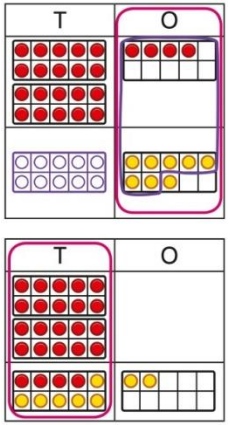
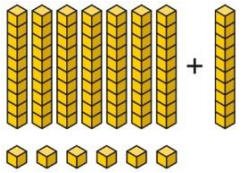
	Subtraction within 20 Understand when and how to subtract 1s efficiently. Use a bead string to subtract 1s efficiently. *5 − 3 = 2* *15 − 3 = 12*	**Subtraction within 20** Understand when and how to subtract 1s efficiently.  *5 − 3 = 2* *15 − 3 = 12*	**Subtraction within 20** Understand how to use knowledge of bonds within 10 to subtract efficiently. *5 − 3 = 2* *15 − 3 = 12*
	Subtracting 10s and 1s For example: 18 − 12 Subtract 12 by first subtracting the 10, then the remaining 2.  *First subtract the 10, then take away 2.*	**Subtracting 10s and 1s** For example: 18 − 12 Use ten frames to represent the efficient method of subtracting 12.  *First subtract the 10, then subtract 2.*	**Subtracting 10s and 1s** Use a part-whole model to support the calculation.  *19 − 14* *19 − 10 = 9* *9 − 4 = 5* *So, 19 − 14 = 5*
	Subtraction bridging 10 using number bonds For example: 12 − 7 Arrange objects into a 10 and some 1s, then decide on how to split the 7 into parts. 	**Subtraction bridging 10 using number bonds** Represent the use of bonds using ten frames. 	**Subtraction bridging 10 using number bonds** Use a number line and a part-whole model to support the method. *13 − 5*

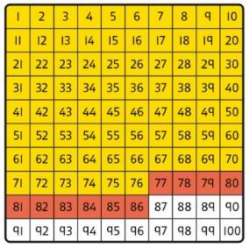
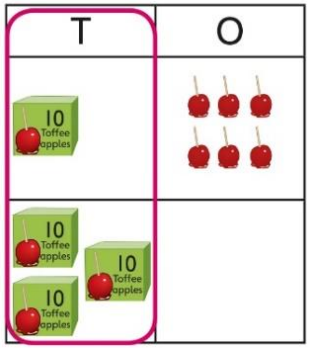
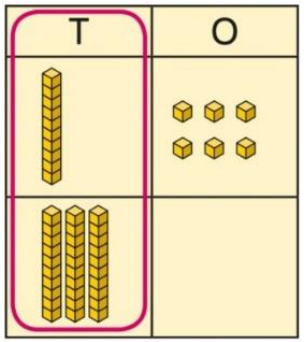
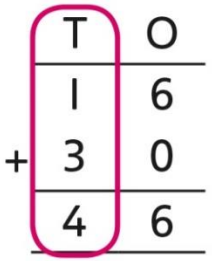
	7 is 2 and 5, so I take away the 2 and then the 5.	*For 13 – 5, I take away 3 to make 10, then take away 2 to make 8.*	
Year 1 Multiplication	**Recognising and making equal groups** Children arrange objects in equal and unequal groups and understand how to recognise whether they are equal. 	**Recognising and making equal groups** Children draw and represent equal and unequal groups. 	**Describe equal groups using words** *Three equal groups of 4*. *Four equal groups of 3*.
	Finding the total of equal groups by counting in 2s, 5s and 10s There are 5 pens in each pack … 5…10…15…20…25…30…35…40…	**Finding the total of equal groups by counting in 2s, 5s and 10s** 100 squares and ten frames support counting in 2s, 5s and 10s.  	**Finding the total of equal groups by counting in 2s, 5s and 10s** Use a number line to support repeated addition through counting in 2s, 5s and 10s. 
Year 1 Division	**Grouping** Learn to make equal groups from a whole and find how many equal groups of a certain size can be made.	**Grouping** Represent a whole and work out how many equal groups.	**Grouping** Children may relate this to counting back in steps of 2, 5 or 10.

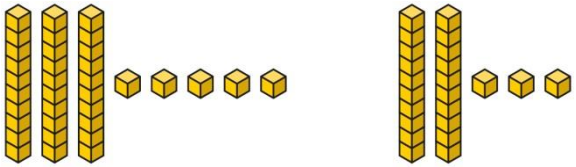
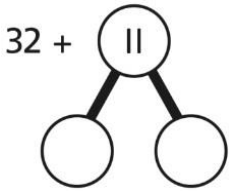
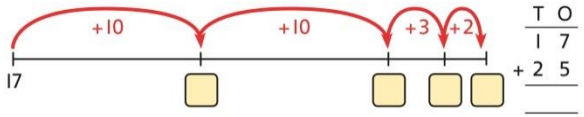
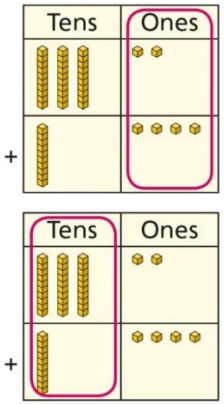
	Sort a whole set people and objects into equal groups. *There are 10 children altogether.* *There are 2 in each group.* *There are 5 groups.*	 *There are 10 in total.* *There are 5 in each group.* *There are 2 groups.*	
	Sharing Share a set of objects into equal parts and work out how many are in each part**.** 	**Sharing** Sketch or draw to represent sharing into equal parts. This may be related to fractions. 	**Sharing** *10 shared into 2 equal groups gives 5 in each group.*

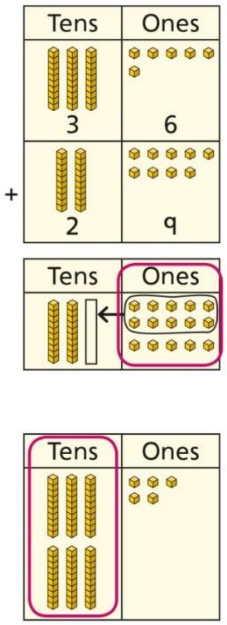
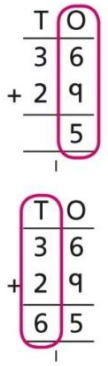
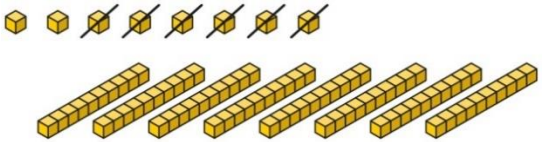
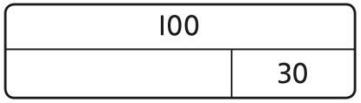
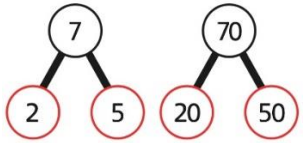
Year 2			
	Concrete	**Pictorial**	**Abstract**
Year 2 Addition			
Understanding 10s and 1s	Group objects into 10s and 1s.  Bundle straws to understand unitising of 10s. 	Understand 10s and 1s equipment, and link with visual representations on ten frames. 	Represent numbers on a place value grid, using equipment or numerals. 
Adding 10s	Use known bonds and unitising to add 10s. *I know that 4 + 3 = 7.* *So, I know that 4 tens add 3 tens is 7 tens.*	Use known bonds and unitising to add 10s.  *I know that 4 + 3 = 7.* *So, I know that 4 tens add 3 tens is 7 tens.*	Use known bonds and unitising to add 10s.  *4 + 3 = 7* *4 tens + 3 tens = 7 tens* *40 + 30 = 70*

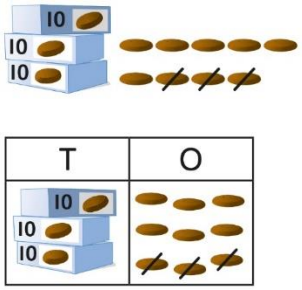
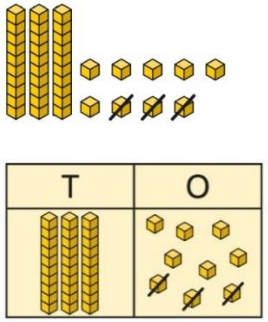
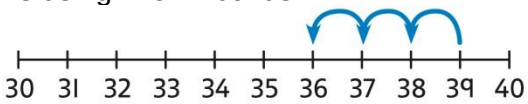
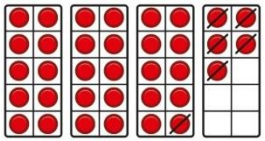
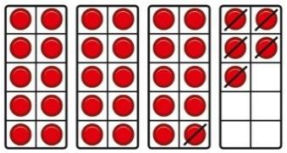
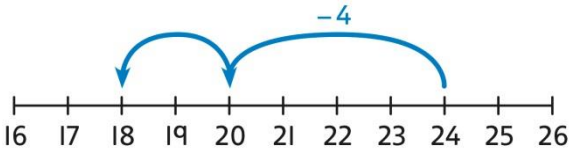
Adding a 1-digit number to a 2-digit number not bridging a 10	Add the 1s to find the total. Use known bonds within 10. *41 is 4 tens and 1 one.* *41 add 6 ones is 4 tens and 7 ones.* This can also be done in a place value grid.  	Add the 1s. *34 is 3 tens and 4 ones.* *4 ones and 5 ones are 9 ones.* *The total is 3 tens and 9 ones.*  	Add the 1s. Understand the link between counting on and using known number facts. Children should be encouraged to use known number bonds to improve efficiency and accuracy.  This can be represented horizontally or vertically. *34 + 5 = 39* *or* 
Adding a 1-digit number to a 2-digit number bridging 10	Complete a 10 using number bonds. 	Complete a 10 using number bonds.	Complete a 10 using number bonds. 

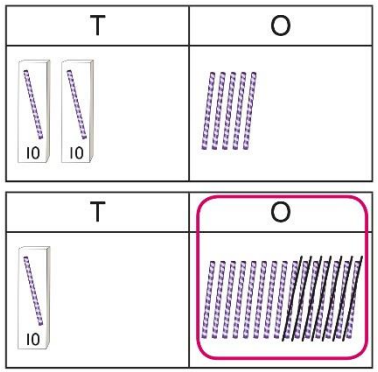
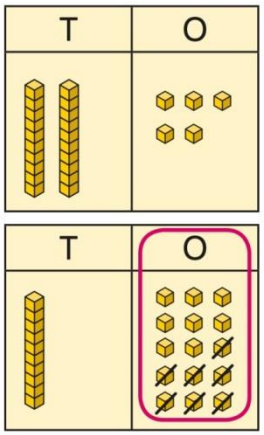
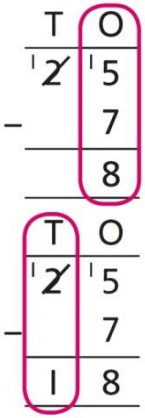
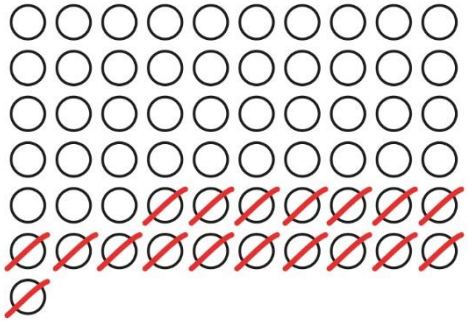
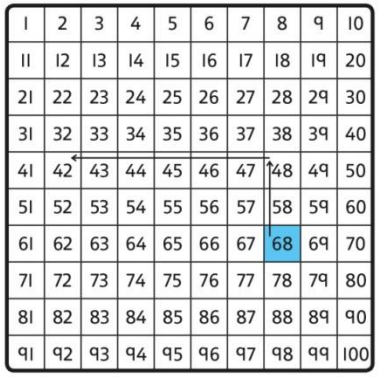
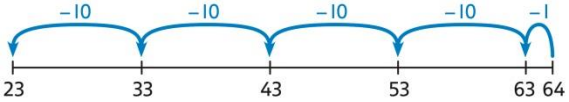
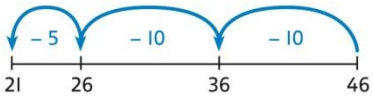
	There are 4 tens and 5 ones. *I need to add 7. I will use 5 to complete a 10, then add 2 more.*		*7 = 5 + 2* *45 + 5 + 2 = 52*
Adding a 1-digit number to a 2-digit number using exchange	Exchange 10 ones for 1 ten. 	Exchange 10 ones for 1 ten. 	Exchange 10 ones for 1 ten.
Adding a multiple of 10 to a 2-digit number	Add the 10s and then recombine. *27 is 2 tens and 7 ones.* *50 is 5 tens.* *There are 7 tens in total and 7 ones.*	Add the 10s and then recombine.  *66 is 6 tens and 6 ones.* *66 + 10 = 76*	Add the 10s and then recombine. *37 + 20 = ?* *30 + 20 = 50* *50 + 7 = 57* *37 + 20 = 57*

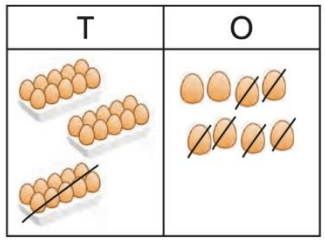
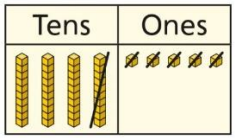
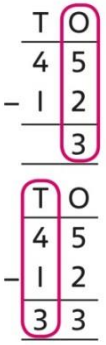
	So, 27 + 50 is 7 tens and 7 ones.	A 100 square can support this understanding. 	
Adding a multiple of 10 to a 2-digit number using columns	Add the 10s using a place value grid to support.  *16 is 1 ten and 6 ones.* *30 is 3 tens.* *There are 4 tens and 6 ones in total.*	Add the 10s using a place value grid to support.  *16 is 1 ten and 6 ones.* *30 is 3 tens.* *There are 4 tens and 6 ones in total.*	Add the 10s represented vertically. Children must understand how the method relates to unitising of 10s and place value.  *1 + 3 = 4* *1 ten + 3 tens = 4 tens* *16 + 30 = 46*
Adding two 2-digit numbers	Add the 10s and 1s separately.	Add the 10s and 1s separately. Use a part-whole model to support.	Add the 10s and the 1s separately, bridging 10s where required. A number line can support the calculations.

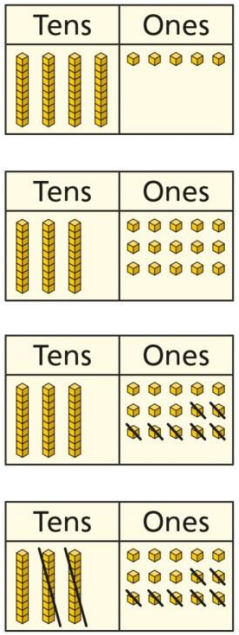
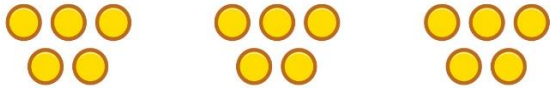
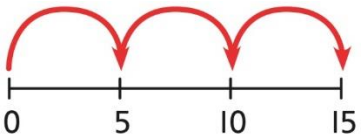
	 *5 + 3 = 8* *There are 8 ones in total.* *3 + 2 = 5* *There are 5 tens in total.* *35 + 23 = 58*	 *11 = 10 + 1* *32 + 10 = 42* *42 + 1 = 43* *32 + 11 = 43*	 *17 + 25*
Adding two 2-digit numbers using a place value grid	Add the 1s. Then add the 10s. 		Add the 1s. Then add the 10s.
Adding two 2-digit	Add the 1s. Exchange 10 ones for a ten. Then add the 10s.		Add the 1s. Exchange 10 ones for a ten. Then add the 10s.

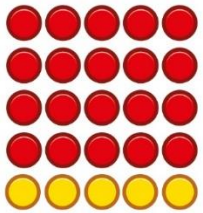
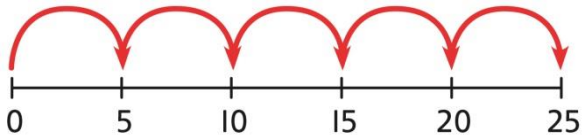
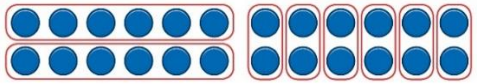
numbers with exchange			
Year 2 Subtraction			
Subtracting multiples of 10	Use known number bonds and unitising to subtract multiples of 10.  *8 subtract 6 is 2.* *So, 8 tens subtract 6 tens is 2 tens.*	Use known number bonds and unitising to subtract multiples of 10.  *10 − 3 = 7* *So, 10 tens subtract 3 tens is 7 tens.*	Use known number bonds and unitising to subtract multiples of 10.  *7 tens subtract 5 tens is 2 tens.* *70 − 50 = 20*

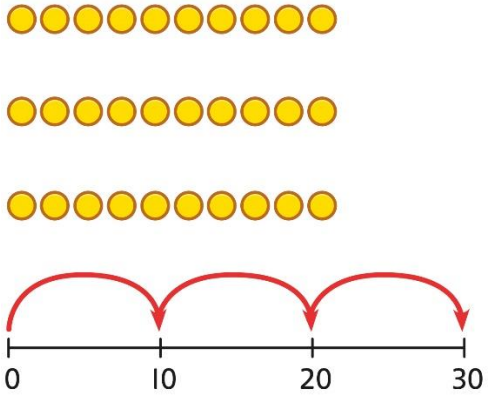
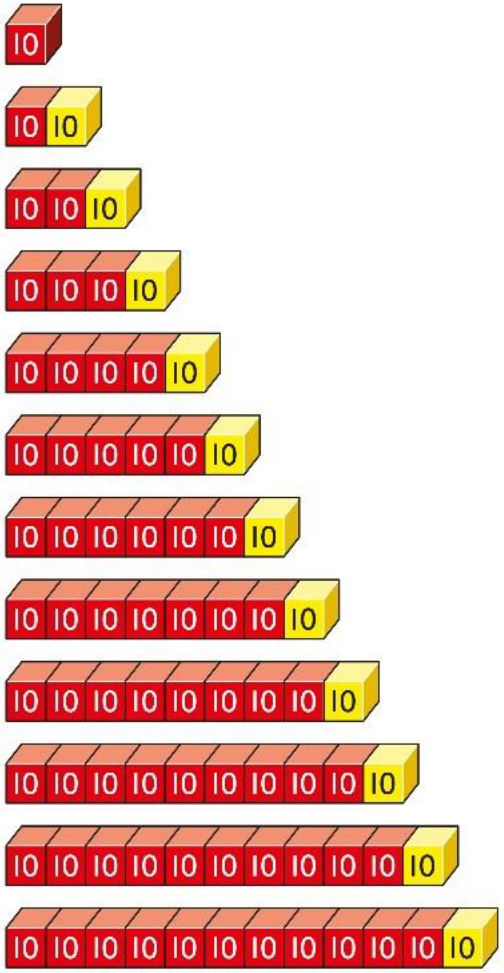
Subtracting a single-digit number	Subtract the 1s. This may be done in or out of a place value grid.  	Subtract the 1s. This may be done in or out of a place value grid.  	Subtract the 1s. Understand the link between counting back and subtracting the 1s using known bonds.  T O 3 9 − 3 3 6 *9 − 3 = 6* *39 − 3 = 36*
Subtracting a single-digit number bridging 10	Bridge 10 by using known bonds.  *35 − 6* *I took away 5 counters, then 1 more.*	Bridge 10 by using known bonds.  *35 − 6* *First, I will subtract 5, then 1.*	Bridge 10 by using known bonds.  *24 − 6 = ?* *24 − 4 − 2 = ?*
Subtracting a single-digit number using exchange	Exchange 1 ten for 10 ones. This may be done in or out of a place value grid.	Exchange 1 ten for 10 ones.	Exchange 1 ten for 10 ones.

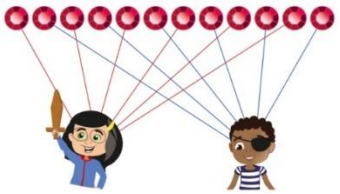
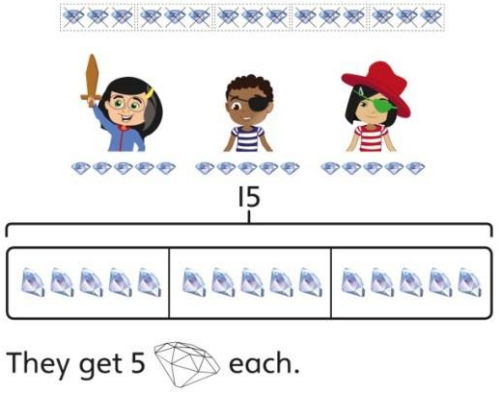
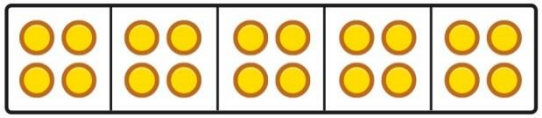
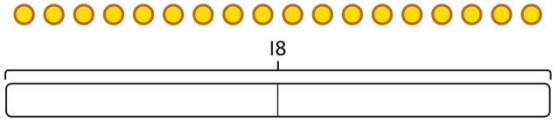
			 *25 − 7 = 18*
Subtracting a 2-digit number	Subtract by taking away.  *61 − 18* *I took away 1 ten and 8 ones.*	Subtract the 10s and the 1s. This can be represented on a 100 square. 	Subtract the 10s and the 1s. This can be represented on a number line.  *64 − 41 = ?* *64 − 1 = 63* *63 − 40 = 23* *64 − 41 = 23*  *46 − 20 = 26* *26 − 5 = 21* *46 − 25 = 21*

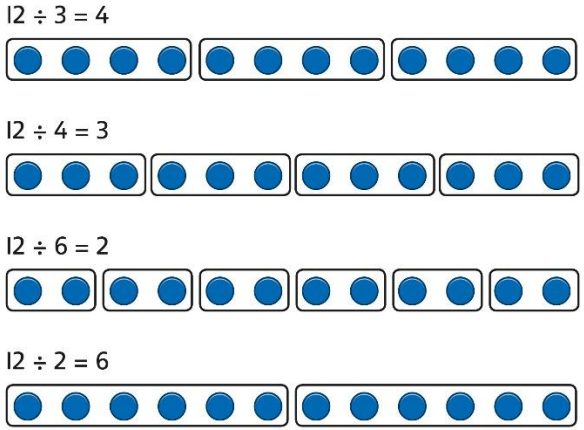
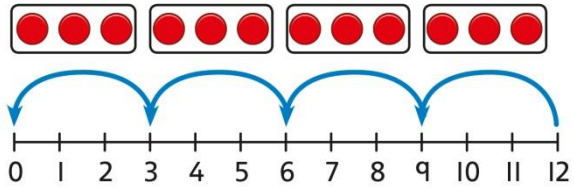
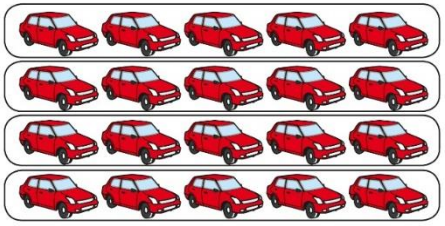
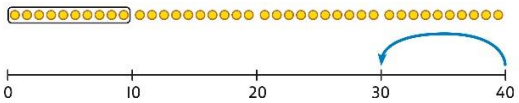
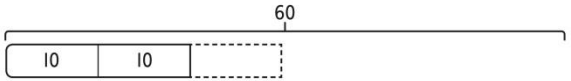
Subtracting a 2-digit number using place value and columns	Subtract the 1s. Then subtract the 10s. This may be done in or out of a place value grid.  *38 − 16 = 22*	Subtract the 1s. Then subtract the 10s.  	Using column subtraction, subtract the 1s. Then subtract the 10s. 
Subtracting a 2-digit number with exchange		Exchange 1 ten for 10 ones. Then subtract the 1s. Then subtract the 10s.	Using column subtraction, exchange 1 ten for 10 ones. Then subtract the 1s. Then subtract the 10s.

			T O 4 5 − 2 7 T O 3 15 − 2 7 T O 3 15 − 2 7 8 T O 3 15 − 2 7 1 8
Year 2 Multiplication			
Equal groups and repeated addition	Recognise equal groups and write as repeated addition and as multiplication. *3 groups of 5 chairs* *15 chairs altogether*	Recognise equal groups using standard objects such as counters and write as repeated addition and multiplication.  *3 groups of 5* *15 in total*	Use a number line and write as repeated addition and as multiplication.  *5 + 5 + 5 = 15* *3 × 5 = 15*

Using arrays to represent multiplication and support understanding	Understand the relationship between arrays, multiplication and repeated addition. *4 groups of 5*	Understand the relationship between arrays, multiplication and repeated addition.  *4 groups of 5 … 5 groups of 5*	Understand the relationship between arrays, multiplication and repeated addition.  *5 × 5 = 25*
Understanding commutativity	Use arrays to visualise commutativity. *I can see 6 groups of 3.* *I can see 3 groups of 6.*	Form arrays using counters to visualise commutativity. Rotate the array to show that orientation does not change the multiplication.  *This is 2 groups of 6 and also 6 groups of 2.*	Use arrays to visualise commutativity. *4 + 4 + 4 + 4 + 4 = 20* *5 + 5 + 5 + 5 = 20* *4 × 5 = 20 and 5 × 4 = 20*
Learning ×2, ×5 and ×10 table facts	Develop an understanding of how to unitise groups of 2, 5 and 10 and learn corresponding times-table facts.	Understand how to relate counting in unitised groups and repeated addition with knowing key times-table facts.	Understand how the times-tables increase and contain patterns.

	 3 groups of 10 … 10, 20, 30 *3 × 10 = 30*	 *10 + 10 + 10 = 30* *3 × 10 = 30*	 *5 × 10 = 50* *6 × 10 = 60*
Year 2			

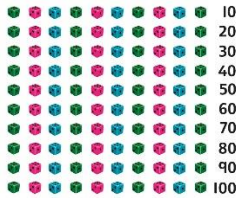
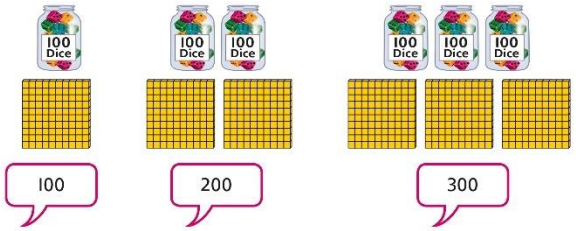
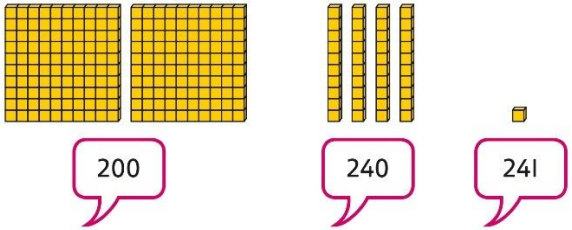
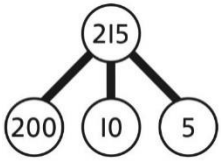
Division			
Sharing equally	Start with a whole and share into equal parts, one at a time.  *12 shared equally between 2.* *They get 6 each.* Start to understand how this also relates to grouping. To share equally between 3 people, take a group of 3 and give 1 to each person. Keep going until all the objects have been shared  *15 shared equally between 3.* *They get 5 each.*	Represent the objects shared into equal parts using a bar model.  *20 shared into 5 equal parts.* *There are 4 in each part.*	Use a bar model to support understanding of the division.  *18 ÷ 2 = 9*

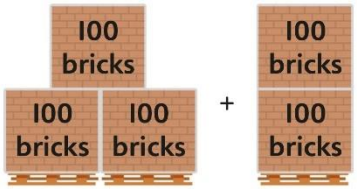
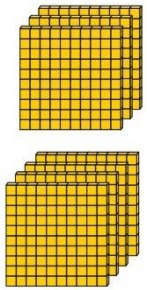
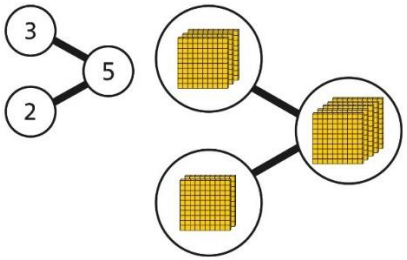
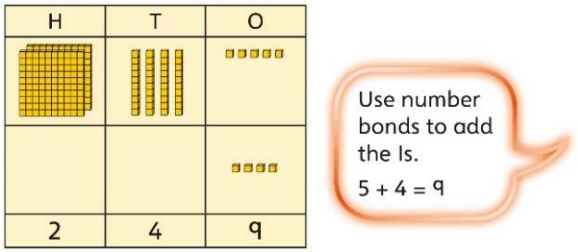
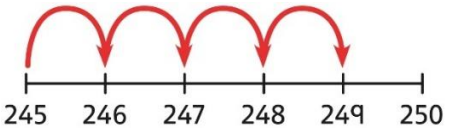
Grouping equally	Understand how to make equal groups from a whole. *8 divided into 4 equal groups.* *There are 2 in each group.*	Understand the relationship between grouping and the division statements.  12 ÷ 3 = 4 12 ÷ 4 = 3 12 ÷ 6 = 2 12 ÷ 2 = 6	Understand how to relate division by grouping to repeated subtraction.  0 1 2 3 4 5 6 7 8 9 10 11 12 There are 4 groups now. *12 divided into groups of 3.* *12 ÷ 3 = 4* *There are 4 groups.*
Using known times-tables to solve divisions	Understand the relationship between multiplication facts and division.  *4 groups of 5 cars is 20 cars in total.* *20 divided by 4 is 5.*	Link equal grouping with repeated subtraction and known times-table facts to support division.  0 10 20 30 40 *40 divided by 4 is 10.* Use a bar model to support understanding of the link between times-table knowledge and division.  60 10 10	Relate times-table knowledge directly to division. 1 × 10 = 10 2 × 10 = 20 **3 × 10 = 30** 4 × 10 = 40 5 × 10 = 50 6 × 10 = 60 7 × 10 = 70 8 × 10 = 80 I used the 10 times-table to help me. 3 × 10 = 30. *I know that 3 groups of 10 makes 30, so I know that 30 divided by 10 is 3.* *3 × 10 = 30 so 30 ÷ 10 = 3*

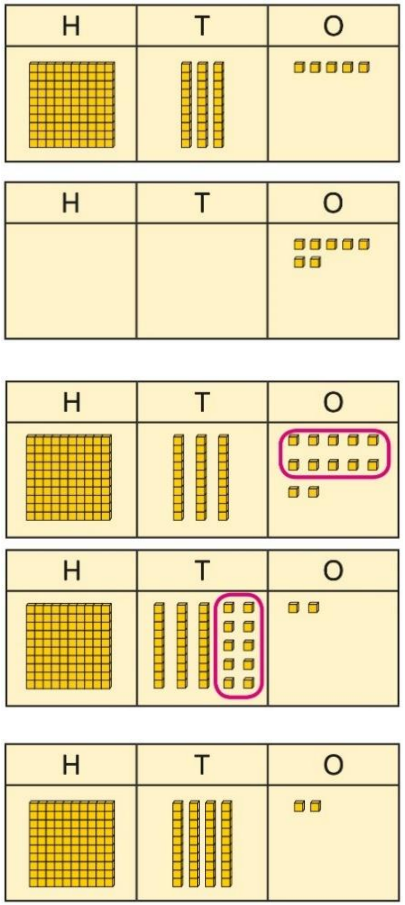
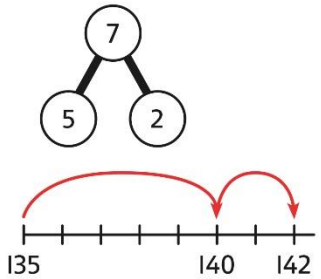
NORTH MEAD
PRIMARY ACADEMY

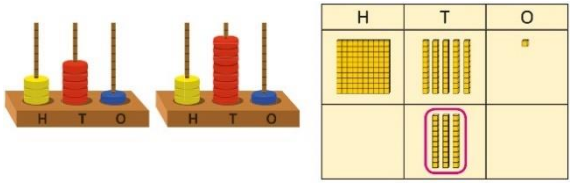
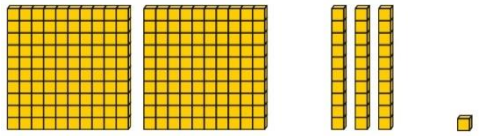
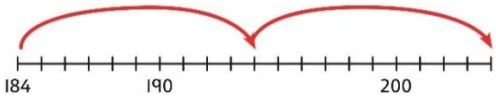
Power Maths calculation policy, LOWER KS2

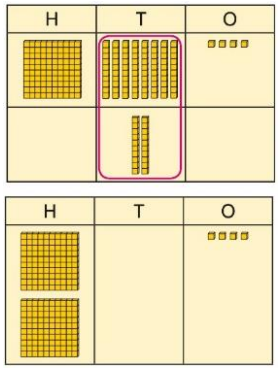
KEY STAGE 2		
In Years 3 and 4, children develop the basis of written methods by building their skills alongside a deep understanding of place value. They should use known addition/subtraction and multiplication/division facts to calculate efficiently and accurately, rather than relying on counting. Children use place value equipment to support their understanding, but not as a substitute for thinking.		
Key language: partition, place value, tens, hundreds, thousands, column method, whole, part, equal groups, sharing, grouping, bar model		
Addition and subtraction: In Year 3 especially, the column methods are built up gradually. Children will develop their understanding of how each stage of the calculation, including any exchanges, relates to place value. The example calculations chosen to introduce the stages of each method may often be more suited to a mental method. However, the examples and the progression of the steps have been chosen to help children develop their fluency in the process, alongside a deep understanding of the concepts and the numbers involved, so that they can apply these skills accurately and efficiently to later calculations. The class should be encouraged to compare mental and written methods for specific calculations, and children should be encouraged at every stage to make choices about which methods to apply. In Year 4, the steps are shown without such fine detail, although children should continue to build their understanding with a secure basis in place value. In subtraction, children will need to develop their understanding of exchange as they may need to exchange across one or two columns. By the end of Year 4, children should have developed fluency in column methods alongside a deep understanding, which will allow them to progress confidently in upper Key Stage 2.	**Multiplication and division:** Children build a solid grounding in times-tables, understanding the multiplication and division facts in tandem. As such, they should be as confident knowing that 35 divided by 7 is 5 as knowing that 5 times 7 is 35. Children develop key skills to support multiplication methods: unitising, commutativity, and how to use partitioning effectively. Unitising allows children to use known facts to multiply and divide multiples of 10 and 100 efficiently. Commutativity gives children flexibility in applying known facts to calculations and problem solving. An understanding of partitioning allows children to extend their skills to multiplying and dividing 2- and 3-digit numbers by a single digit. Children develop column methods to support multiplications in these cases. For successful division, children will need to make choices about how to partition. For example, to divide 423 by 3, it is effective to partition 423 into 300, 120 and 3, as these can be divided by 3 using known facts. Children will also need to understand the concept of remainder, in terms of a given calculation and in terms of the context of the problem.	**Fractions:** Children develop the key concept of equivalent fractions, and link this with multiplying and dividing the numerators and denominators, as well as exploring the visual concept through fractions of shapes. Children learn how to find a fraction of an amount, and develop this with the aid of a bar model and other representations alongside. in Year 3, children develop an understanding of how to add and subtract fractions with the same denominator and find complements to the whole. This is developed alongside an understanding of fractions as numbers, including fractions greater than 1. In Year 4, children begin to work with fractions greater than 1. Decimals are introduced, as tenths in Year 3 and then as hundredths in Year 4. Children develop an understanding of decimals in terms of the relationship with fractions, with dividing by 10 and 100, and also with place value.

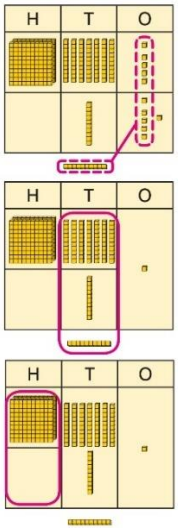
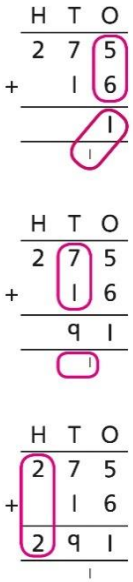
Year 3			
	Concrete	**Pictorial**	**Abstract**
Year 3 Addition			
Understanding 100s	Understand the cardinality of 100, and the link with 10 tens. Use cubes to place into groups of 10 tens.  	Unitise 100 and count in steps of 100.  	Represent steps of 100 on a number line and a number track and count up to 1,000 and back to 0.
Understanding place value to 1,000	Unitise 100s, 10s and 1s to build 3-digit numbers. 	Use equipment to represent numbers to 1,000.  Use a place value grid to support the structure of numbers to 1,000. Place value counters are used alongside other equipment. Children should understand how each counter represents a different unitised amount.	Represent the parts of numbers to 1,000 using a part-whole model.  *215 = 200 + 10 + 5* Recognise numbers to 1,000 represented on a number line, including those between intervals.

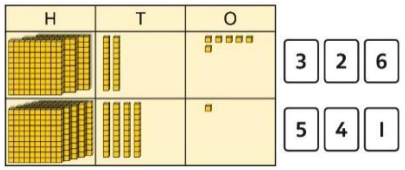
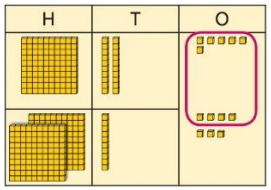
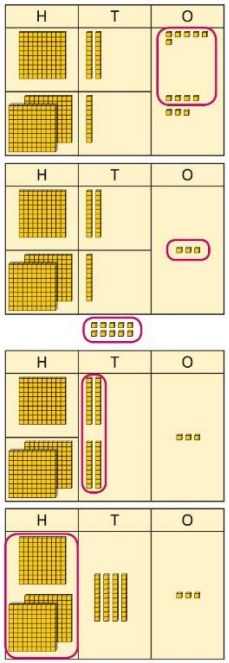
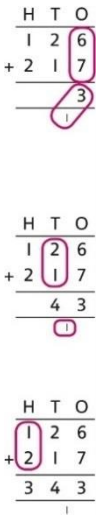
Adding 100s	Use known facts and unitising to add multiples of 100.  *3 + 2 = 5* *3 hundreds + 2 hundreds = 5 hundreds* *300 + 200 = 500*	Use known facts and unitising to add multiples of 100.  *3 + 4 = 7* *3 hundreds + 4 hundreds = 7 hundreds* *300 + 400 = 700*	Use known facts and unitising to add multiples of 100. Represent the addition on a number line. Use a part-whole model to support unitising.  *3 + 2 = 5* *300 + 200 = 500*
3-digit number + 1s, no exchange or bridging	Use number bonds to add the 1s. *214 + 4 = ?* *Now there are 4 + 4 ones in total.* *4 + 4 = 8* *214 + 4 = 218*	Use number bonds to add the 1s.  *245 + 4* *5 + 4 = 9* *245 + 4 = 249*	Understand the link with counting on. *245 + 4*  Use number bonds to add the 1s and understand that this is more efficient and less prone to error. *245 + 4 = ?*

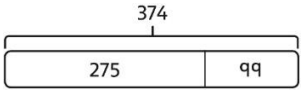
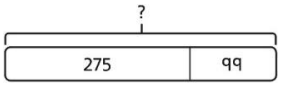
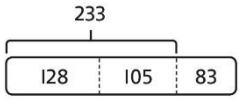
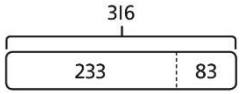
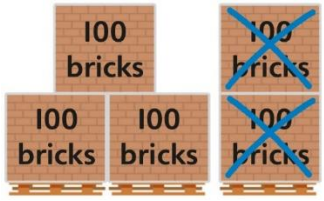
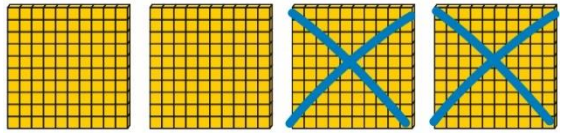
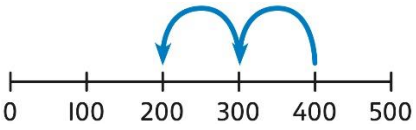
			I will add the 1s. *5 + 4 = 9* *So, 245 + 4 = 249*
3-digit number + 1s with exchange	Understand that when the 1s sum to 10 or more, this requires an exchange of 10 ones for 1 ten. Children should explore this using unitised objects or physical apparatus.	Exchange 10 ones for 1 ten where needed. Use a place value grid to support the understanding. 	Understand how to bridge by partitioning to the 1s to make the next 10.  *135 + 7 = ?* *135 + 5 + 2 = 142* Ensure that children understand how to add 1s bridging a 100. *198 + 5 = ?* *198 + 2 + 3 = 203*

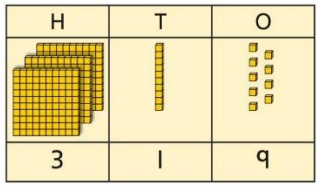
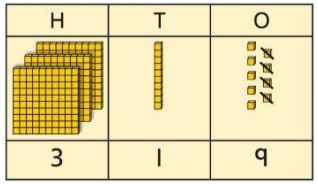
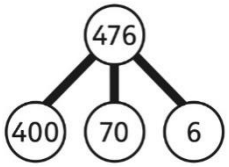
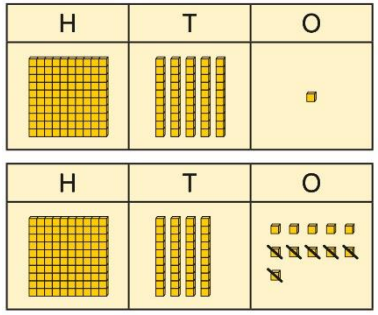
		135 + 7 = 142	
3-digit number + 10s, no exchange	Calculate mentally by forming the number bond for the 10s. *234 + 50* *There are 3 tens and 5 tens altogether.* *3 + 5 = 8* *In total there are 8 tens.* *234 + 50 = 284*	Calculate mentally by forming the number bond for the 10s. *351 + 30 = ?*  *5 tens + 3 tens = 8 tens* *351 + 30 = 381*	Calculate mentally by forming the number bond for the 10s. *753 + 40* *I know that 5 + 4 = 9* *So, 50 + 40 = 90* *753 + 40 = 793*
3-digit number + 10s, with exchange	Understand the exchange of 10 tens for 1 hundred. 	Add by exchanging 10 tens for 1 hundred. *184 + 20 = ?*	Understand how the addition relates to counting on in 10s across 100.  *184 + 20 = ?* *I can count in 10s … 194 … 204* *184 + 20 = 204* Use number bonds within 20 to support efficient mental calculations.

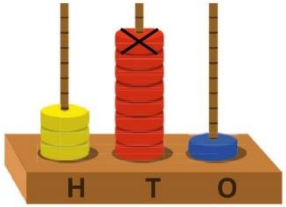
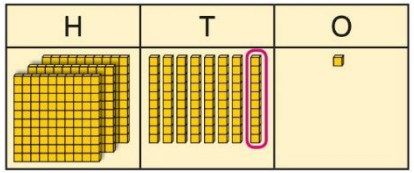
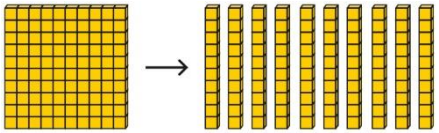
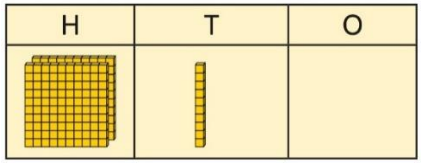
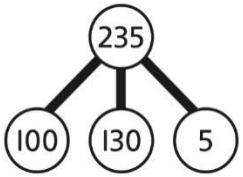
		 *184 + 20 = 204*	*385 + 50* *There are 8 tens and 5 tens.* *That is 13 tens.* *385 + 50 = 300 + 130 + 5* *385 + 50 = 435*
3-digit number + 2-digit number	Use place value equipment to make and combine groups to model addition. 	Use a place value grid to organise thinking and adding of 1s, then 10s.	Use the vertical column method to represent the addition. Children must understand how this relates to place value at each stage of the calculation.
3-digit number + 2-digit number, exchange required	Use place value equipment to model addition and understand where exchange is required. *Use place value counters to represent 154 + 72.* *Use this to decide if any exchange is required.* *There are 5 tens and 7 tens. That is 12 tens so I will exchange.*	Represent the required exchange on a place value grid using equipment. *275 + 16 = ?*	Use a column method with exchange. Children must understand how the method relates to place value at each stage of the calculation.

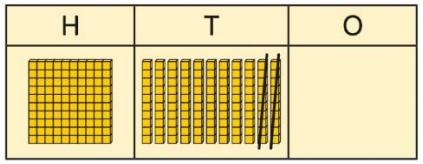
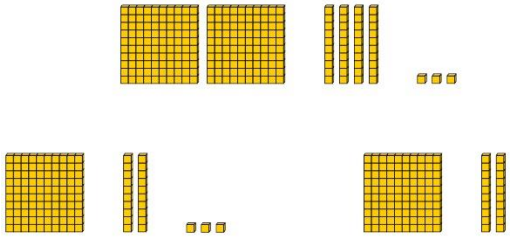
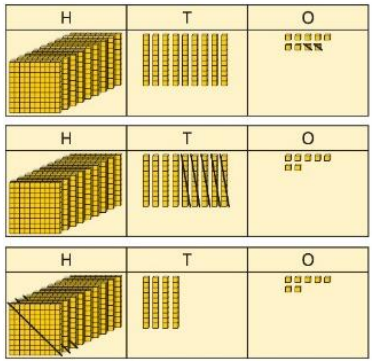
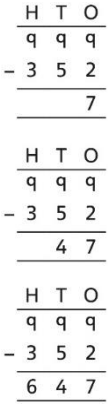
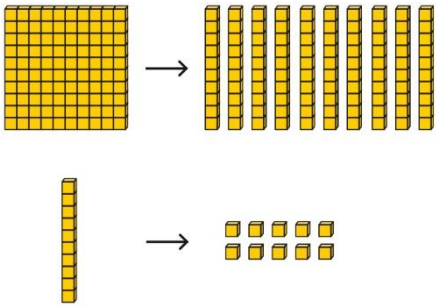
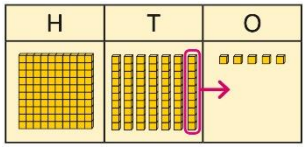
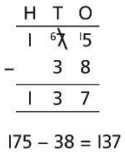
		 *275 + 16 = 291* Note: In this example, a mental method may be more efficient. The numbers for the example calculation have been chosen to allow children to visualise the concept and see how the method relates to place value. Children should be encouraged at every stage to select methods that are accurate and efficient.	 *275 + 16 = 291*
3-digit number + 3-digit number, no exchange	Use place value equipment to make a representation of a calculation. This may or may not be structured in a place value grid. *326 + 541 is represented as:*	Represent the place value grid with equipment to model the stages of column addition.	Use a column method to solve efficiently, using known bonds. Children must understand how this relates to place value at every stage of the calculation.

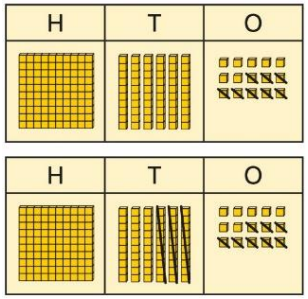
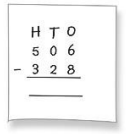
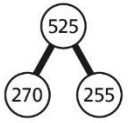
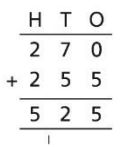
			
3-digit number + 3-digit number, exchange required	Use place value equipment to enact the exchange required.  *There are 13 ones.* *I will exchange 10 ones for 1 ten.*	Model the stages of column addition using place value equipment on a place value grid. 	Use column addition, ensuring understanding of place value at every stage of the calculation.  *126 + 217 = 343* Note: Children should also study examples where exchange is required in more than one column, for example *185 + 318 = ?*
Representing addition problems, and selecting	Encourage children to use their own drawings and choices of place value equipment to represent problems with one or more steps.	Children understand and create bar models to represent addition problems. *275 + 99 = ?*	Use representations to support choices of appropriate methods.

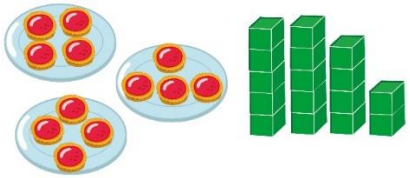
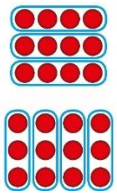
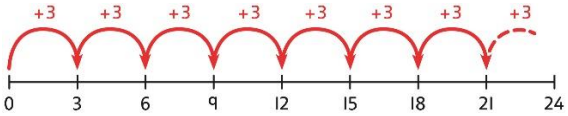
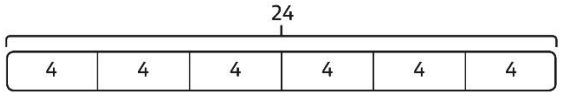
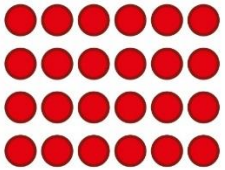
appropriate methods	These representations will help them to select appropriate methods.	 *275 + 99 = 374*	 *I will add 100, then subtract 1 to find the solution.* *128 + 105 + 83 = ?* *I need to add three numbers.* 128 + 105 = 233  
Year 3 Subtraction			
Subtracting 100s	Use known facts and unitising to subtract multiples of 100.  *5 − 2 = 3* *500 − 200 = 300*	Use known facts and unitising to subtract multiples of 100.  *4 − 2 = 2* *400 − 200 = 200*	Understand the link with counting back in 100s.  *400 − 200 = 200* Use known facts and unitising as efficient and accurate methods. *I know that 7 − 4 = 3. Therefore, I know that 700 − 400 = 300.*

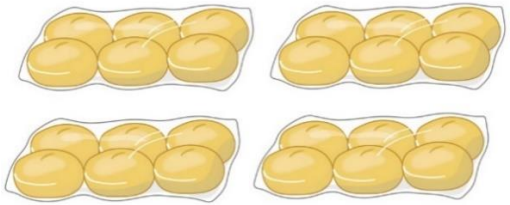
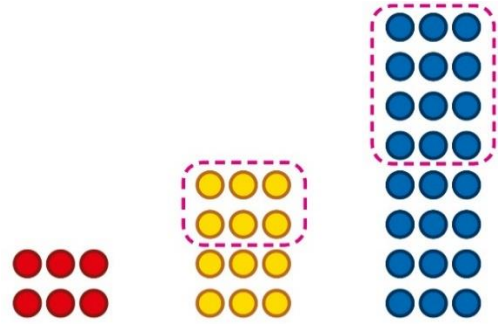
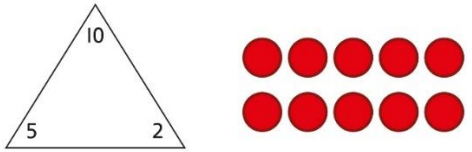
3-digit number − 1s, no exchange	Use number bonds to subtract the 1s. *214 − 3 = ?* *4 − 3 = 1* *214 − 3 = 211*	Use number bonds to subtract the 1s.  *319 − 4 = ?*  *9 − 4 = 5* *319 − 4 = 315*	Understand the link with counting back using a number line. Use known number bonds to calculate mentally. *476 − 4 = ?*  *6 − 4 = 2* *476 − 4 = 472*
3-digit number − 1s, exchange or bridging required	Understand why an exchange is necessary by exploring why 1 ten must be exchanged. Use place value equipment.	Represent the required exchange on a place value grid. *151 − 6 = ?*  	Calculate mentally by using known bonds. *151 − 6 = ?* *151 − 1 − 5 = 145*

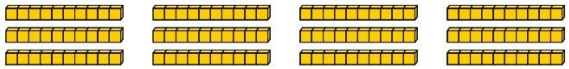
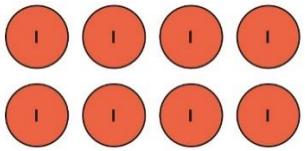
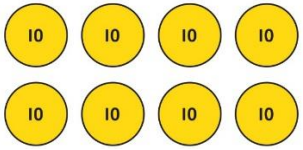
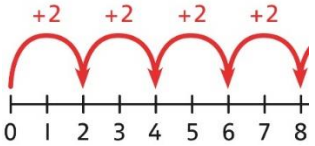
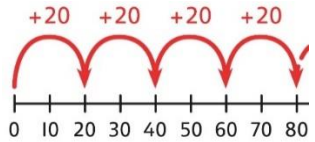
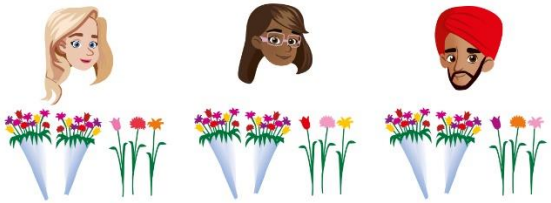
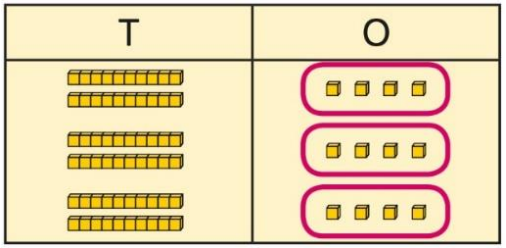
3-digit number − 10s, no exchange	Subtract the 10s using known bonds.  *381 − 10 = ?* *8 tens with 1 removed is 7 tens.* *381 − 10 = 371*	Subtract the 10s using known bonds.  *8 tens − 1 ten = 7 tens* *381 − 10 = 371*	Use known bonds to subtract the 10s mentally. *372 − 50 = ?* *70 − 50 = 20* *So, 372 − 50 = 322*
3-digit number − 10s, exchange or bridging required	Use equipment to understand the exchange of 1 hundred for 10 tens. 	Represent the exchange on a place value grid using equipment. *210 − 20 = ?*  *I need to exchange 1 hundred for 10 tens, to help subtract 2 tens.*	Understand the link with counting back on a number line. Use flexible partitioning to support the calculation. *235 − 60 = ?*  *235 = 100 + 130 + 5* *235 − 60 = 100 + 70 + 5* *= 175*

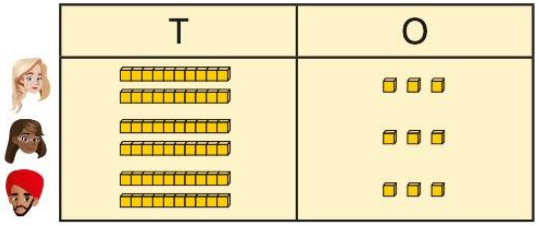
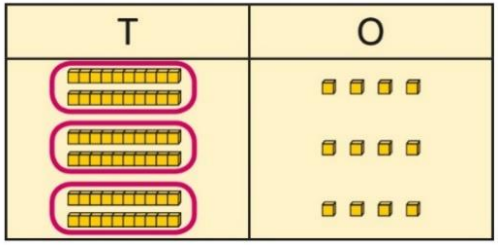
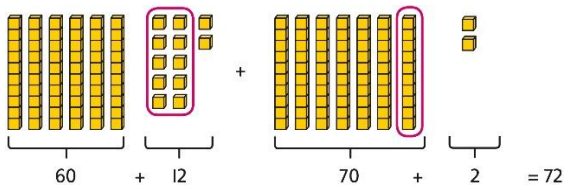
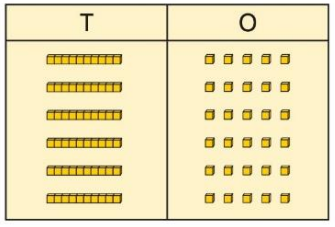
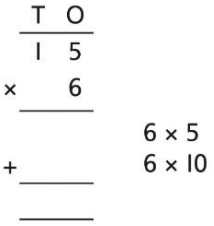
		 *210 − 20 = 190*	
3-digit number − up to 3-digit number	Use place value equipment to explore the effect of splitting a whole into two parts, and understand the link with taking away. 	Represent the calculation on a place value grid. 	Use column subtraction to calculate accurately and efficiently. 
3-digit number − up to 3-digit number, exchange required	Use equipment to enact the exchange of 1 hundred for 10 tens, and 1 ten for 10 ones. 	*Model the required exchange on a place value grid.* *175 − 38 = ?* *I need to subtract 8 ones, so I will exchange a ten for 10 ones.* 	Use column subtraction to work accurately and efficiently.  175 – 38 = 137 If the subtraction is a 3-digit number subtract a 2-digit number, children should understand how the recording relates to the

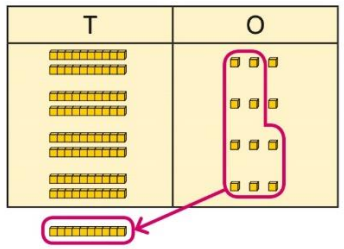
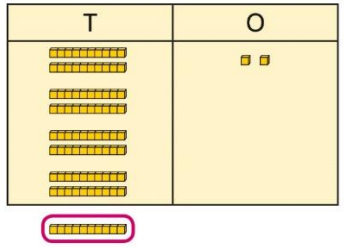
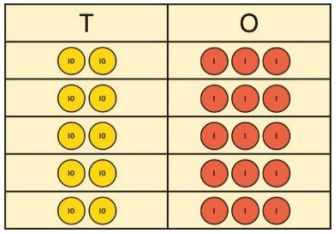
			place value, and so how to line up the digits correctly. Children should also understand how to exchange in calculations where there is a zero in the 10s column. 
Representing subtraction problems		Use bar models to represent subtractions. 'Find the difference' is represented as two bars for comparison. Bar models can also be used to show that a part must be taken away from the whole.	Children use alternative representations to check calculations and choose efficient methods. Children use inverse operations to check additions and subtractions. The part-whole model supports understanding. *I have completed this subtraction.* *525 − 270 = 255* *I will check using addition.*  
Year 3 Multiplication			

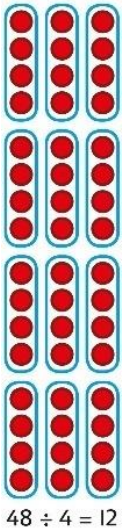
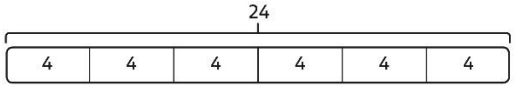
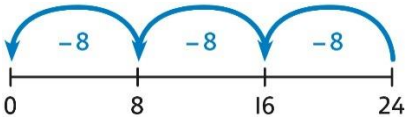
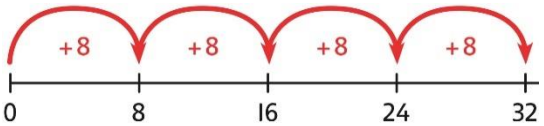
Understanding equal grouping and repeated addition	Children continue to build understanding of equal groups and the relationship with repeated addition. They recognise both examples and non-examples using objects.  Children recognise that arrays can be used to model commutative multiplications. *I can see 3 groups of 8.* *I can see 8 groups of 3.*	Children recognise that arrays demonstrate commutativity.  *This is 3 groups of 4.* *This is 4 groups of 3.*	Children understand the link between repeated addition and multiplication.  *8 groups of 3 is 24.* *3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 = 24* *8 × 3 = 24* A bar model may represent multiplications as equal groups.  *6 × 4 = 24*
Using commutativity to support understanding of the times-tables	Understand how to use times-tables facts flexibly. 	Understand how times-table facts relate to commutativity. 	Understand how times-table facts relate to commutativity. *I need to work out 4 groups of 7.* *I know that 7 × 4 = 28* *so, I know that*

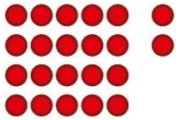
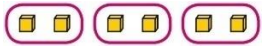
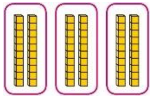
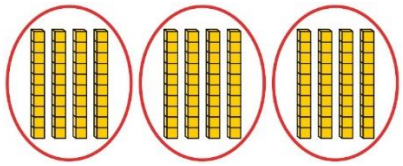
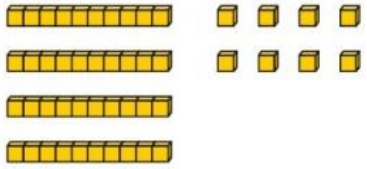
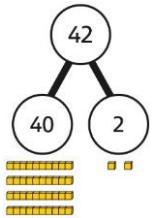
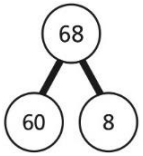
	 *There are 6 groups of 4 pens.* *There are 4 groups of 6 bread rolls.* *I can use 6 × 4 = 24 to work out both totals.*	*6 × 4 = 24* *4 × 6 = 24*	*4 groups of 7 = 28* *and* *7 groups of 4 = 28.*
Understanding and using ×3, ×2, ×4 and ×8 tables.	Children learn the times-tables as 'groups of', but apply their knowledge of commutativity. *I can use the ×3 table to work out how many keys.* *I can also use the ×3 table to work out how many batteries.*	Children understand how the ×2, ×4 and ×8 tables are related through repeated doubling.  3 × 2 = 6 3 × 4 = 12 3 × 8 = 24	Children understand the relationship between related multiplication and division facts in known times-tables.  *2 × 5 = 10* *5 × 2 = 10* *10 ÷ 5 = 2* *10 ÷ 2 = 5*
Using known facts to multiply 10s, for example 3 × 40	Explore the relationship between known times-tables and multiples of 10 using place value equipment. *Make 4 groups of 3 ones.*	Understand how unitising 10s supports multiplying by multiples of 10.	Understand how to use known times-tables to multiply multiples of 10.

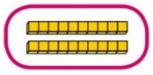
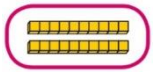
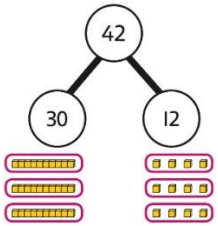
	 Make 4 groups of 3 tens.  *What is the same?* *What is different?*	  *4 groups of 2 ones is 8 ones.* *4 groups of 2 tens is 8 tens.* *4 × 2 = 8* *4 × 20 = 80*	  *4 × 2 = 8* *4 × 20 = 80*
Multiplying a 2-digit number by a 1-digit number	Understand how to link partitioning a 2-digit number with multiplying. *Each person has 23 flowers.* *Each person has 2 tens and 3 ones.*  *There are 3 groups of 2 tens.* *There are 3 groups of 3 ones.*	Use place value to support how partitioning is linked with multiplying by a 2-digit number. *3 × 24 = ?*  *3 × 4 = 12*	Use addition to complete multiplications of 2-digit numbers by a 1-digit number. *4 × 13 = ?* *4 × 3 = 12* *4 × 10 = 40* *12 + 40 = 52* *4 × 13 = 52*

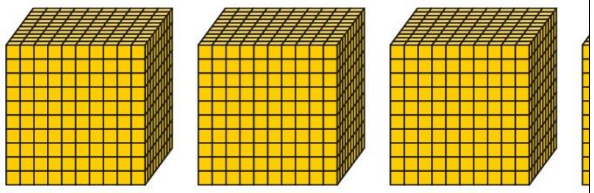
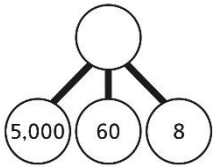
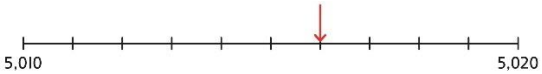
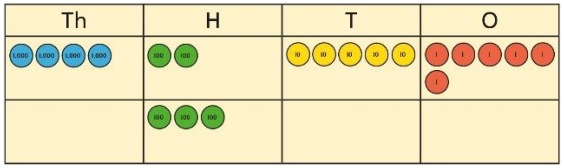
	Use place value equipment to model the multiplication context.  *There are 3 groups of 3 ones.* *There are 3 groups of 2 tens.*	 *3 × 20 = 60* *60 + 12 = 72* *3 × 24 = 72*	
Multiplying a 2-digit number by a 1-digit number, expanded column method	Use place value equipment to model how 10 ones are exchanged for a 10 in some multiplications. *3 × 24 = ?* *3 × 20 = 60* *3 × 4 = 12*  *3 × 24 = 60 + 12*	Understand that multiplications may require an exchange of 1s for 10s, and also 10s for 100s. *4 × 23 = ?*	Children may write calculations in expanded column form, but must understand the link with place value and exchange. Children are encouraged to write the expanded parts of the calculation separately.   *5 × 28 = ?*

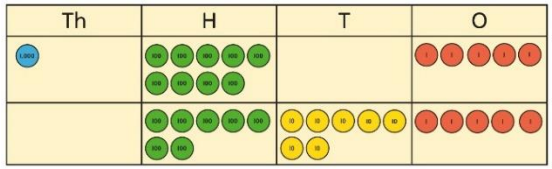
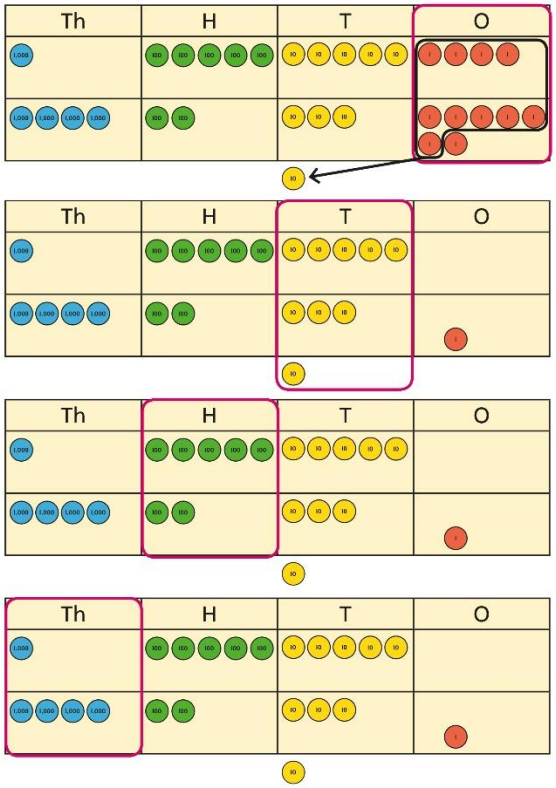
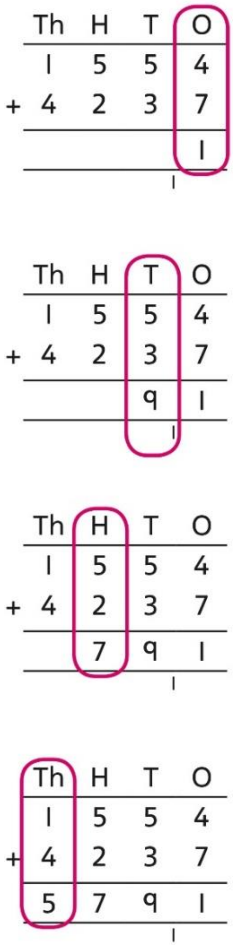
	3 × 24 = 70 + 2 *3 × 24 = 72*	  *4 × 23 = 92*  *5 × 23 = ?* *5 × 3 = 15* *5 × 20 = 100* *5 × 23 = 115*	T O 2 8 × 5 4 0 5 × 8 1 0 0 5 × 20 1 4 0
Year 3 Division			
Using times-tables	Use knowledge of known times-tables to calculate divisions.	Use knowledge of known times-tables to calculate divisions.	Use knowledge of known times-tables to calculate divisions.

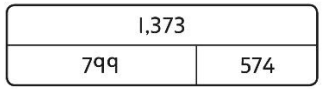
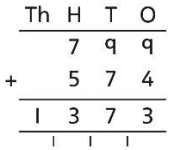
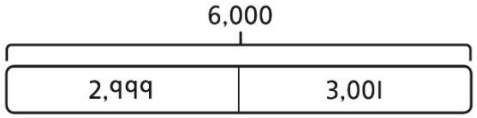
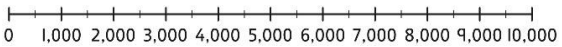
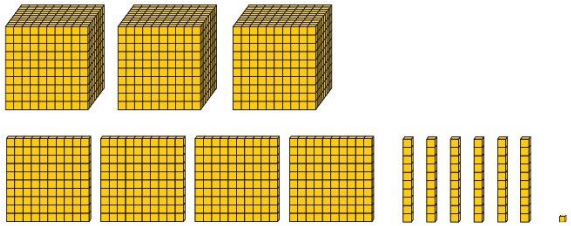
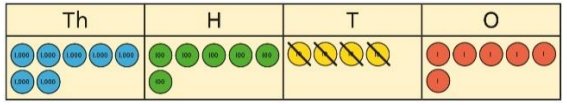
knowledge to divide	 *24 divided into groups of 8.* *There are 3 groups of 8.*	 48 ÷ 4 = 12 *48 divided into groups of 4.* *There are 12 groups.* *4 × 12 = 48* *48 ÷ 4 = 12*	*I need to work out 30 shared between 5.* *I know that 6 × 5 = 30* *so I know that 30 ÷ 5 = 6.* A bar model may represent the relationship between sharing and grouping.  *24 ÷ 4 = 6* *24 ÷ 6 = 4* Children understand how division is related to both repeated subtraction and repeated addition.  *24 ÷ 8 = 3*  *32 ÷ 8 = 4*
Understanding remainders	Use equipment to understand that a remainder occurs when a set of objects cannot be divided equally any further.	Use images to explain remainders.	Understand that the remainder is what cannot be shared equally from a set.

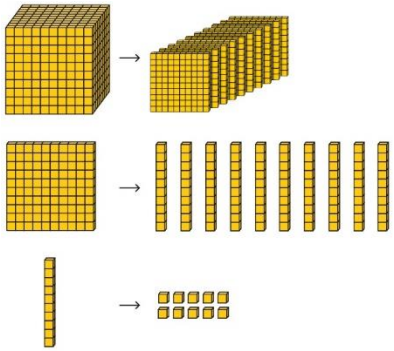
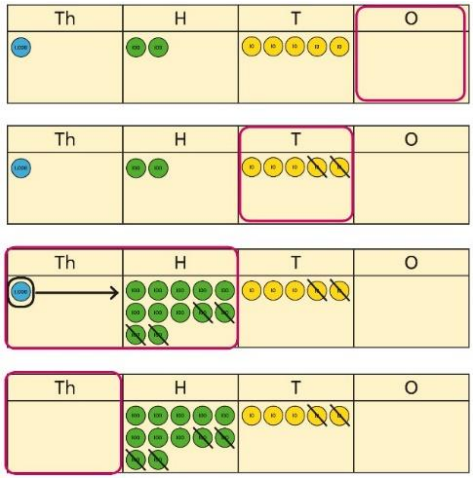
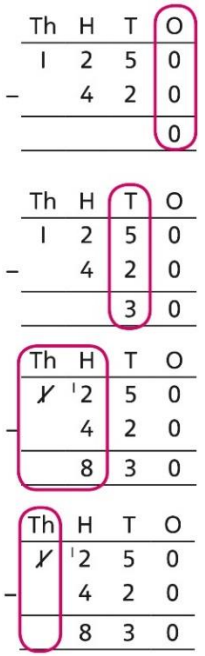
	 There are 13 sticks in total. *There are 3 groups of 4, with 1 remainder.*	 *22 ÷ 5 = 4 remainder 2*	*22 ÷ 5 = ?* *3 × 5 = 15* *4 × 5 = 20* *5 × 5 = 25 … this is larger than 22* *So, 22 ÷ 5 = 4 remainder 2*
Using known facts to divide multiples of 10	Use place value equipment to understand how to divide by unitising. *Make 6 ones divided by 3.*  *Now make 6 tens divided by 3.*  *What is the same? What is different?*	Divide multiples of 10 by unitising.  *12 tens shared into 3 equal groups.* *4 tens in each group.*	Divide multiples of 10 by a single digit using known times-tables. *180 ÷ 3 = ?* *180 is 18 tens.* *18 divided by 3 is 6.* *18 tens divided by 3 is 6 tens.* *18 ÷ 3 = 6* *180 ÷ 3 = 60*
2-digit number divided by 1-digit number, no remainders	Children explore dividing 2-digit numbers by using place value equipment.  *48 ÷ 2 = ?* *First divide the 10s.*	Children explore which partitions support particular divisions.  	Children partition a number into 10s and 1s to divide where appropriate.  *60 ÷ 2 = 30* *8 ÷ 2 = 4* *30 + 4 = 34* *68 ÷ 2 = 34*

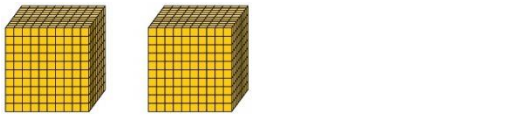
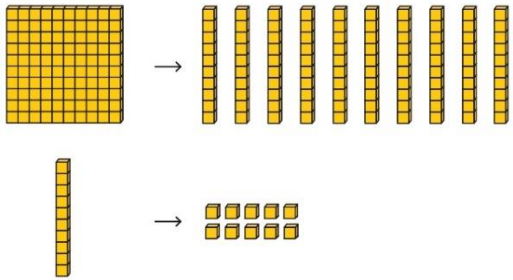
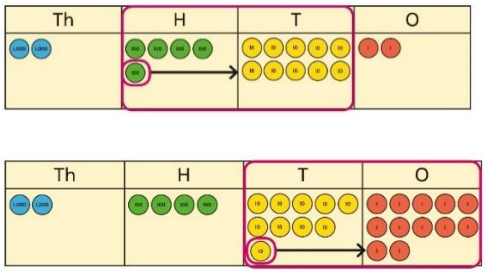
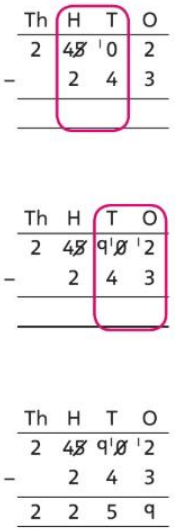
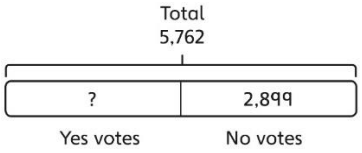
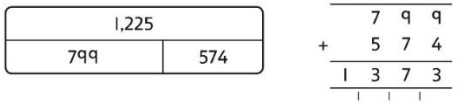
	  *Then divide the 1s.* 	*I need to partition 42 differently to divide by 3.*  *42 = 30 + 12* *42 ÷ 3 = 14*	Children partition flexibly to divide where appropriate. *42 ÷ 3 = ?* *42 = 40 + 2* *I need to partition 42 differently to divide by 3.* *42 = 30 + 12* *30 ÷ 3 = 10* *12 ÷ 3 = 4* *10 + 4 = 14* *42 ÷ 3 = 14*
2-digit number divided by 1-digit number, with remainders	Use place value equipment to understand the concept of remainder. *Make 29 from place value equipment. Share it into 2 equal groups*. *There are two groups of 14 and 1 remainder.*	Use place value equipment to understand the concept of remainder in division. *29 ÷ 2 = ?* *29 ÷ 2 = 14 remainder 1*	Partition to divide, understanding the remainder in context. *67 children try to make 5 equal lines.* *67 = 50 + 17* *50 ÷ 5 = 10* *17 ÷ 5 = 3 remainder 2* *67 ÷ 5 = 13 remainder 2* *There are 13 children in each line and 2 children left out.*
Year 4			

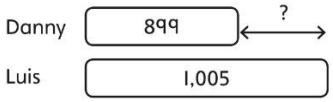
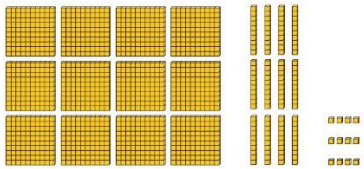
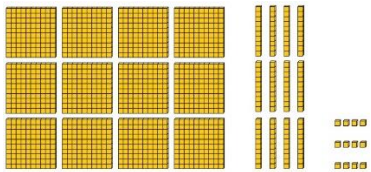
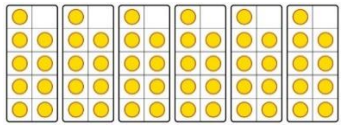
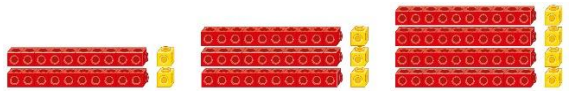
	Concrete	Pictorial	Abstract
Year 4 Addition			
Understanding numbers to 10,000	Use place value equipment to understand the place value of 4-digit numbers.  *4 thousands equal 4,000.* *1 thousand is 10 hundreds.*	Represent numbers using place value counters once children understand the relationship between 1,000s and 100s. *2,000 + 500 + 40 + 2 = 2,542*	Understand partitioning of 4-digit numbers, including numbers with digits of 0.  *5,000 + 60 + 8 = 5,068* Understand and read 4-digit numbers on a number line. 
Choosing mental methods where appropriate	Use unitising and known facts to support mental calculations. *Make 1,405 from place value equipment.* *Add 2,000.* *Now add the 1,000s.* *1 thousand + 2 thousands = 3 thousands* *1,405 + 2,000 = 3,405*	Use unitising and known facts to support mental calculations.  *I can add the 100s mentally.* *200 + 300 = 500* *So, 4,256 + 300 = 4,556*	Use unitising and known facts to support mental calculations. *4,256 + 300 = ?* *2 + 3 = 5* *200 + 300 = 500* *4,256 + 300 = 4,556*

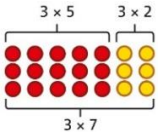
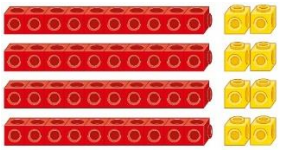
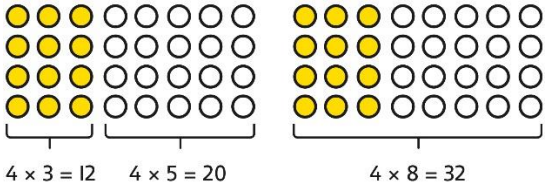
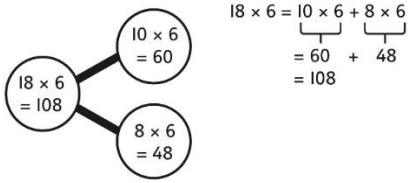
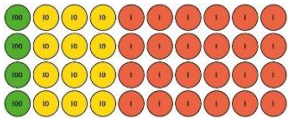
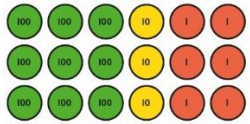
Column addition with exchange	Use place value equipment on a place value grid to organise thinking. Ensure that children understand how the columns relate to place value and what to do if the numbers are not all 4-digit numbers. *Use equipment.to show 1,905 + 775.*  *Why have only three columns been used for the second row? Why is the Thousands box empty?* *Which columns will total 10 or more?*	Use place value equipment to model required exchanges.  Include examples that exchange in more than one column.	Use a column method to add, including exchanges.  Include examples that exchange in more than one column.

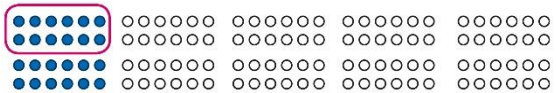
Representing additions and checking strategies		Bar models may be used to represent additions in problem contexts, and to justify mental methods where appropriate.   *I chose to work out 574 + 800, then subtract 1.*  *This is equivalent to 3,000 + 3,000.*	Use rounding and estimating on a number line to check the reasonableness of an addition.  *912 + 6,149 = ?* *I used rounding to work out that the answer should be approximately 1,000 + 6,000 = 7,000.*
Year 4 Subtraction			
Choosing mental methods where appropriate	Use place value equipment to justify mental methods. 	Use place value grids to support mental methods where appropriate.  *7,646 − 40 = 7,606*	Use knowledge of place value and unitising to subtract mentally where appropriate. *3,501 − 2,000* *3 thousands − 2 thousands = 1 thousand* *3,501 − 2,000 = 1,501*

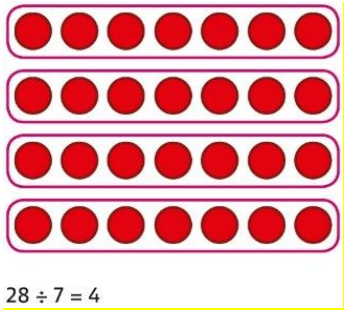
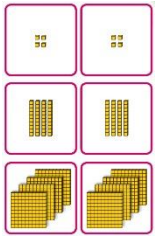
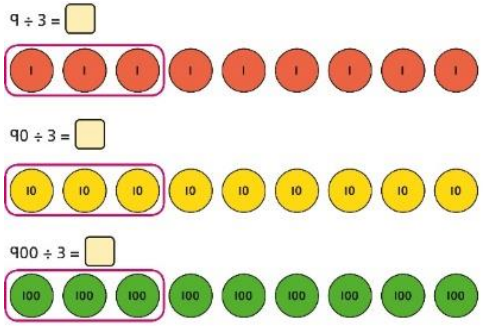
	What number will be left if we take away 300?		
Column subtraction with exchange	Understand why exchange of a 1,000 for 100s, a 100 for 10s, or a 10 for 1s may be necessary. 	Represent place value equipment on a place value grid to subtract, including exchanges where needed. 	Use column subtraction, with understanding of the place value of any exchange required. 
Column subtraction with exchange across more than one column	Understand why two exchanges may be necessary. *2,502 − 243 = ?*	Make exchanges across more than one column where there is a zero as a place holder. *2,502 − 243 = ?*	Make exchanges across more than one column where there is a zero as a place holder. *2,502 − 243 = ?*

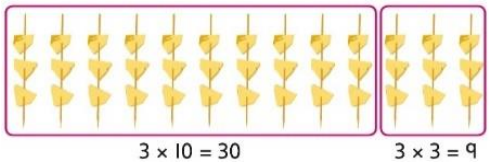
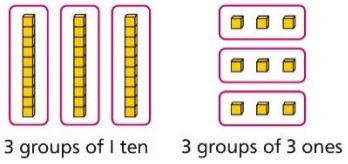
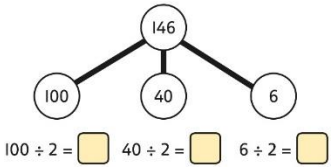
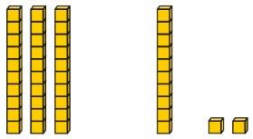
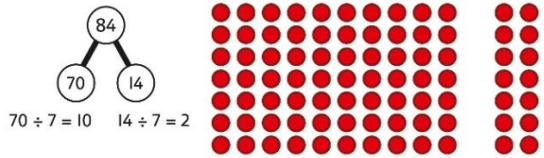
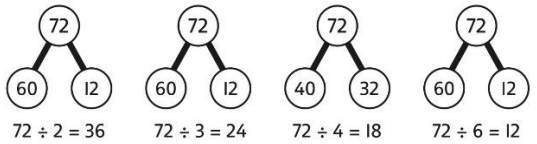
	 *I need to exchange a 10 for some 1s, but there are not any 10s here.* 		
Representing subtractions and checking strategies		Use bar models to represent subtractions where a part needs to be calculated.  *I can work out the total number of Yes votes using 5,762 − 2,899.* Bar models can also represent 'find the difference' as a subtraction problem.	Use inverse operations to check subtractions. *I calculated 1,225 − 799 = 574.* *I will check by adding the parts.*  *The parts do not add to make 1,225.* *I must have made a mistake.*

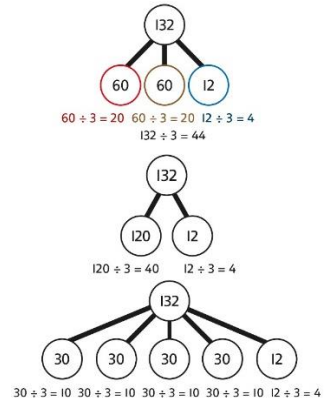
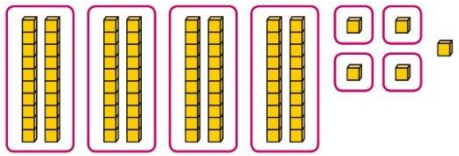
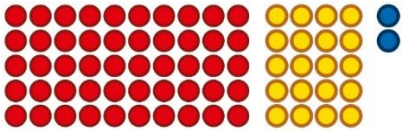
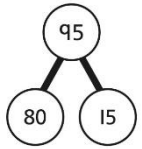
			
Year 4 Multiplication			
Multiplying by multiples of 10 and 100	Use unitising and place value equipment to understand how to multiply by multiples of 1, 10 and 100.  *3 groups of 4 ones is 12 ones.* *3 groups of 4 tens is 12 tens.* *3 groups of 4 hundreds is 12 hundreds.*	Use unitising and place value equipment to understand how to multiply by multiples of 1, 10 and 100.  *3 × 4 = 12* *3 × 40 = 120* *3 × 400 = 1,200*	Use known facts and understanding of place value and commutativity to multiply mentally. *4 × 7 = 28* *4 × 70 = 280* *40 × 7 = 280* *4 × 700 = 2,800* *400 × 7 = 2,800*
Understanding times-tables up to 12 × 12	Understand the special cases of multiplying by 1 and 0. *5 × 1 = 5* *5 × 0 = 0*	Represent the relationship between the ×9 table and the ×10 table.  Represent the ×11 table and ×12 tables in relation to the ×10 table.  *2 × 11 = 20 + 2* *3 × 11 = 30 + 3*	Understand how times-tables relate to counting patterns. Understand links between the ×3 table, ×6 table and ×9 table *5 × 6 is double 5 × 3* ×5 table and ×6 table *I know that 7 × 5 = 35* *so I know that 7 × 6 = 35 + 7.* ×5 table and ×7 table *3 × 7 = 3 × 5 + 3 × 2*

		4 × 11 = 40 + 4 *4 × 12 = 40 + 8*	 ×9 table and ×10 table *6 × 10 = 60* *6 × 9 = 60 − 6*
Understanding and using partitioning in multiplication	Make multiplications by partitioning. *4 × 12 is 4 groups of 10 and 4 groups of 2.*  *4 × 12 = 40 + 8*	Understand how multiplication and partitioning are related through addition.  *4 × 3 = 12* *4 × 5 = 20* *12 + 20 = 32* *4 × 8 = 32*	Use partitioning to multiply 2-digit numbers by a single digit. *18 × 6 = ?*  *18 × 6 = 10 × 6 + 8 × 6* *= 60 + 48* *= 108*
Column multiplication for 2- and 3-digit numbers multiplied by a single digit	Use place value equipment to make multiplications. *Make 4 × 136 using equipment.*  *I can work out how many 1s, 10s and 100s.*	Use place value equipment alongside a column method for multiplication of up to 3-digit numbers by a single digit.  3 1 2 × 3 9 3 6	Use the formal column method for up to 3-digit numbers multiplied by a single digit. 3 1 2 × 3 9 3 6 Understand how the expanded column method is related to the formal column method and understand how any

	There are 4 × 6 ones… *24 ones* *There are 4 × 3 tens …* *12 tens* *There are 4 × 1 hundreds …* *4 hundreds* *24 + 120 + 400 = 544*		exchanges are related to place value at each stage of the calculation. $\begin{array}{r} 23 \\ \times\ 5 \\ \hline 15 \\ 100 \\ \hline 115 \end{array}$ $\begin{array}{r} 23 \\ \times\ 5 \\ \hline 115 \\ \hline \end{array}$
Multiplying more than two numbers	Represent situations by multiplying three numbers together. *Each sheet has 2 × 5 stickers.* *There are 3 sheets*. *There are 5 × 2 × 3 stickers in total.* $5 \times 2 \times 3 = 30$ $10 \times 3 = 30$	Understand that commutativity can be used to multiply in different orders.  *2 × 6 × 10 = 120* *12 × 10 = 120* *10 × 6 × 2 = 120* *60 × 2 = 120*	Use knowledge of factors to simplify some multiplications. *24 × 5 = 12 × 2 × 5* $12 \times 2 \times 5 =$ $12 \times 10 = 120$ So, 24 × 5 = 120
Year 4 Division			
Understanding the relationship between	Use objects to explore families of multiplication and division facts.	Represent divisions using an array.	Understand families of related multiplication and division facts. *I know that 5 × 7 = 35*

multiplication and division, including times-tables	 *4 × 6 = 24* *24 is 6 groups of 4.* *24 is 4 groups of 6.* *24 divided by 6 is 4.* *24 divided by 4 is 6.*	 	*so I know all these facts:* *5 × 7 = 35* *7 × 5 = 35* *35 = 5 × 7* *35 = 7 × 5* *35 ÷ 5 = 7* *35 ÷ 7 = 5* *7 = 35 ÷ 5* *5 = 35 ÷ 7*
Dividing multiples of 10 and 100 by a single digit	Use place value equipment to understand how to use unitising to divide.  *8 ones divided into 2 equal groups* *4 ones in each group* *8 tens divided into 2 equal groups* *4 tens in each group* *8 hundreds divided into 2 equal groups* *4 hundreds in each group*	Represent divisions using place value equipment.  *9 ÷ 3 = 3* *9 tens divided by 3 is 3 tens.* *9 hundreds divided by 3 is 3 hundreds.*	Use known facts to divide 10s and 100s by a single digit. *15 ÷ 3 = 5* *150 ÷ 3 = 50* *1500 ÷ 3 = 500*
Dividing 2-digit and 3-digit numbers by a	Partition into 10s and 1s to divide where appropriate.	Partition into 100s, 10s and 1s using Base 10 equipment to divide where appropriate.	Partition into 100s, 10s and 1s using a part-whole model to divide where appropriate.

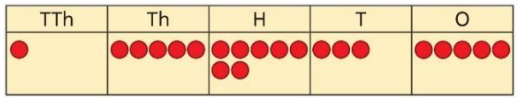
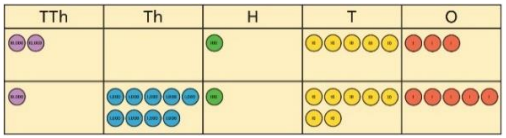
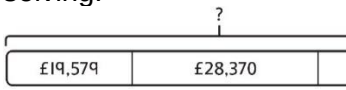
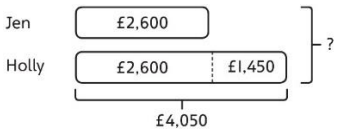
single digit by partitioning into 100s, 10s and 1s	*39 ÷ 3 = ?*  *39 = 30 + 9* *30 ÷ 3 = 10* *9 ÷ 3 = 3* *39 ÷ 3 = 13*	*39 ÷ 3 = ?*  *39 = 30 + 9* *30 ÷ 3 = 10* *9 ÷ 3 = 3* *39 ÷ 3 = 13*	*142 ÷ 2 = ?*  *100 ÷ 2 = 50* *40 ÷ 2 = 20* *6 ÷ 2 = 3* *50 + 20 + 3 = 73* *142 ÷ 2 = 73*
Dividing 2-digit and 3-digit numbers by a single digit, using flexible partitioning	Use place value equipment to explore why different partitions are needed. *42 ÷ 3 = ?* *I will split it into 30 and 12, so that I can divide by 3 more easily.* 	Represent how to partition flexibly where needed. *84 ÷ 7 = ?* *I will partition into 70 and 14 because I am dividing by 7.*  84 ÷ 7 = 12	Make decisions about appropriate partitioning based on the division required.  Understand that different partitions can be used to complete the same division.

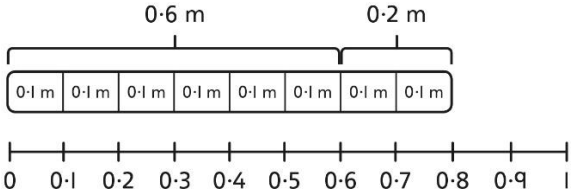
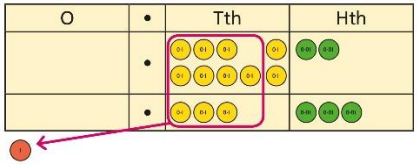
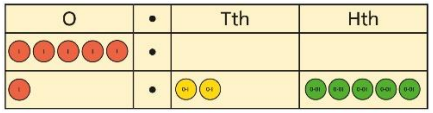
			
Understanding remainders	Use place value equipment to find remainders. *85 shared into 4 equal groups* *There are 24, and 1 that cannot be shared.* 	Represent the remainder as the part that cannot be shared equally.  *72 ÷ 5 = 14 remainder 2*	Understand how partitioning can reveal remainders of divisions.  *80 ÷ 4 = 20* *12 ÷ 4 = 3* *95 ÷ 4 = 23 remainder 3*

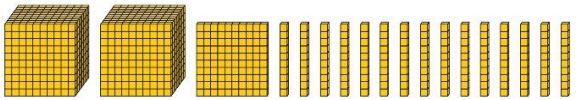
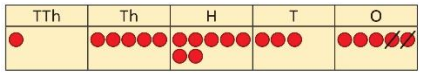
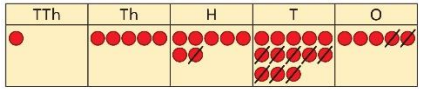
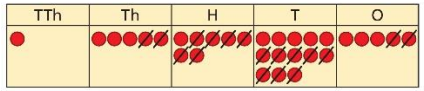
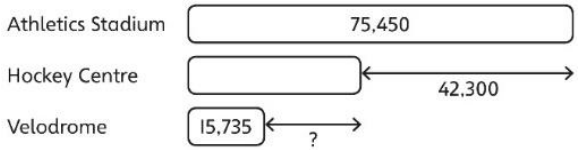
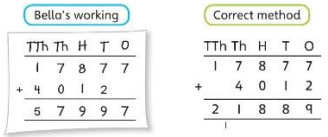
NORTH MEAD
PRIMARY ACADEMY

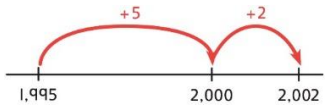
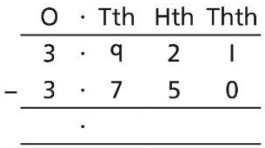
Power Maths calculation policy, UPPER KS2

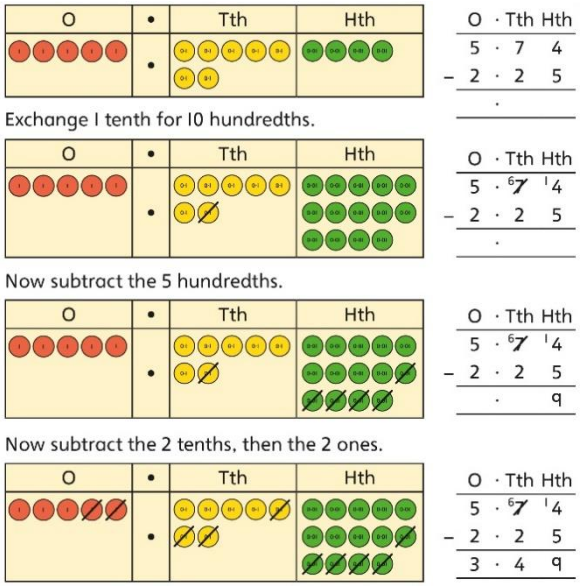
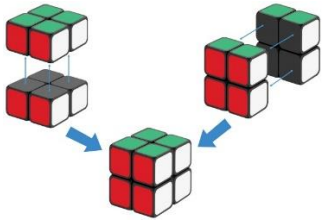
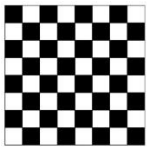
KEY STAGE 2		
In upper Key Stage 2, children build on secure foundations in calculation, and develop fluency, accuracy and flexibility in their approach to the four operations. They work with whole numbers and adapt their skills to work with decimals, and they continue to develop their ability to select appropriate, accurate and efficient operations.		
Key language: decimal, column methods, exchange, partition, mental method, ten thousand, hundred thousand, million, factor, multiple, prime number, square number, cube number		
Addition and subtraction: Children build on their column methods to add and subtract numbers with up to seven digits, and they adapt the methods to calculate efficiently and effectively with decimals, ensuring understanding of place value at every stage. Children compare and contrast methods, and they select mental methods or jottings where appropriate and where these are more likely to be efficient or accurate when compared with formal column methods. Bar models are used to represent the calculations required to solve problems and may indicate where efficient methods can be chosen.	**Multiplication and division:** Building on their understanding, children develop methods to multiply up to 4-digit numbers by single-digit and 2-digit numbers. Children develop column methods with an understanding of place value, and they continue to use the key skill of unitising to multiply and divide by 10, 100 and 1,000. Written division methods are introduced and adapted for division by single-digit and 2-digit numbers and are understood alongside the area model and place value. In Year 6, children develop a secure understanding of how division is related to fractions. Multiplication and division of decimals are also introduced and refined in Year 6.	**Fractions:** Children find fractions of amounts, multiply a fraction by a whole number and by another fraction, divide a fraction by a whole number, and add and subtract fractions with different denominators. Children become more confident working with improper fractions and mixed numbers and can calculate with them. Understanding of decimals with up to 3 decimal places is built through place value and as fractions, and children calculate with decimals in the context of measure as well as in pure arithmetic. Children develop an understanding of percentages in relation to hundredths, and they understand how to work with common percentages: 50%, 25%, 10% and 1%.

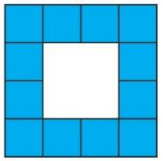
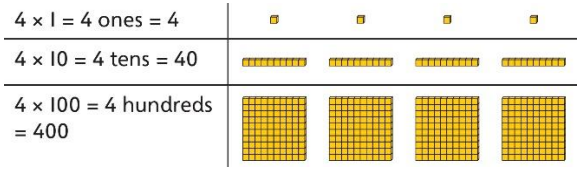
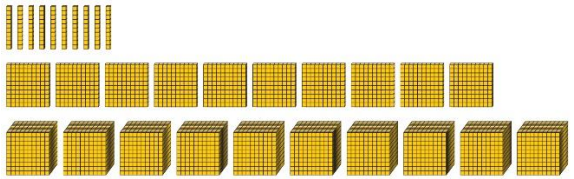
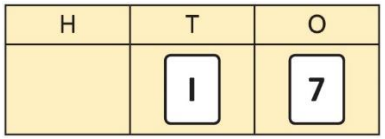
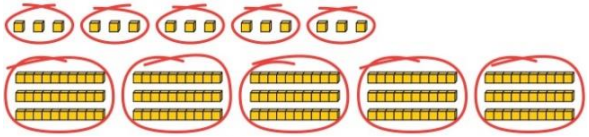
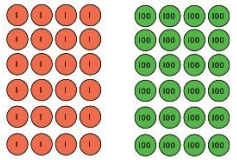
Year 5			
	Concrete	**Pictorial**	**Abstract**
Year 5 Addition			
Column addition with whole numbers	Use place value equipment to represent additions. *Add a row of counters onto the place value grid to show 15,735 + 4,012.* 	Represent additions, using place value equipment on a place value grid alongside written methods.  *I need to exchange 10 tens for a 100.* TTh Th H T O 2 0 1 5 3 + 1 9 1 7 5 3 9 3 2 8	Use column addition, including exchanges. TTh Th H T O 1 9 1 7 5 + 1 8 4 1 7 3 7 5 9 2
Representing additions		Bar models represent addition of two or more numbers in the context of problem solving.   Th H T O 2 6 0 0 + 1 4 5 0 4 0 5 0 Th H T O 2 6 0 0 + 4 0 5 0 6 6 5 0	Use approximation to check whether answers are reasonable. TTh Th H T O 2 3 4 0 5 + 7 8 9 2 2 0 2 9 7 TTh Th H T O 2 3 4 0 5 + 7 8 9 2 3 1 2 9 7 *I will use 23,000 + 8,000 to check.*

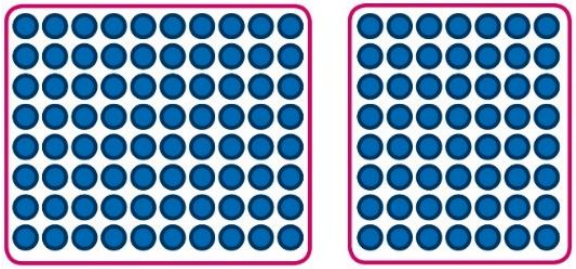
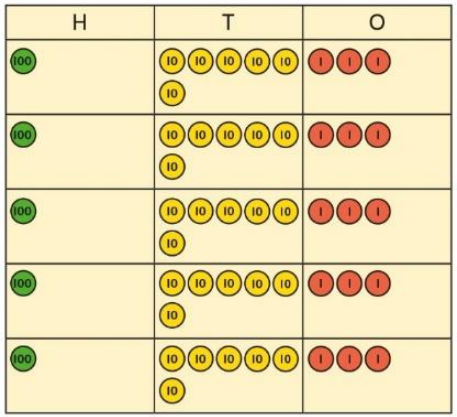
Adding tenths	Link measure with addition of decimals. *Two lengths of fencing are 0·6 m and 0·2 m.* *How long are they when added together?* 	Use a bar model with a number line to add tenths.  *0·6 + 0·2 = 0·8* *6 tenths + 2 tenths = 8 tenths*	Understand the link with adding fractions. $\frac{6}{10} + \frac{2}{10} = \frac{8}{10}$ *6 tenths + 2 tenths = 8 tenths* *0·6 + 0·2 = 0·8*
Adding decimals using column addition	Use place value equipment to represent additions. *Show 0·23 + 0·45 using place value counters.*	Use place value equipment on a place value grid to represent additions. Represent exchange where necessary.  O · Tth Hth 0 · 9 2 + 0 · 3 3 1 · 2 5 1 Include examples where the numbers of decimal places are different.  O · Tth Hth 5 · 0 0 + 1 · 2 5 6 · 2 5	Add using a column method, ensuring that children understand the link with place value. O · Tth Hth 0 · 2 3 + 0 · 4 5 0 · 6 8 Include exchange where required, alongside an understanding of place value. O · Tth Hth 0 · 9 2 + 0 · 3 3 1 · 2 5 1 Include additions where the numbers of decimal places are different. *3.4 + 0.65 = ?*

			O · Tth Hth 3 · 4 0 + 0 · 6 5 ·
Year 5 Subtraction			
Column subtraction with whole numbers	Use place value equipment to understand where exchanges are required. *2,250 – 1,070* 	Represent the stages of the calculation using place value equipment on a grid alongside the calculation, including exchanges where required. *15,735 − 2,582 = 13,153*  TTh Th H T O 1 5 7 3 5 − 2 5 8 2 3 Now subtract the 10s. Exchange 1 hundred for 10 tens.  TTh Th H T O 1 5 6 13 5 − 2 5 8 2 5 3 Subtract the 100s, 1,000s and 10,000s.  TTh Th H T O 1 5 6 13 5 − 2 5 8 2 1 3 1 5 3	Use column subtraction methods with exchange where required. TTh Th H T O 5 11 1 10 9 7 − 1 8 5 3 4 4 3 5 6 3 *62,097 − 18,534 = 43,563*
Checking strategies and representing subtractions		Bar models represent subtractions in problem contexts, including ‘find the difference’.  	Children can explain the mistake made when the columns have not been ordered correctly.  Use approximation to check calculations.

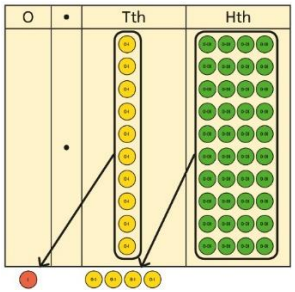
			I calculated 18,000 + 4,000 mentally to check my subtraction.
Choosing efficient methods			To subtract two large numbers that are close, children find the difference by counting on. *2,002 − 1,995 = ?*  Use addition to check subtractions. *I calculated 7,546 − 2,355 = 5,191.* *I will check using the inverse.*
Subtracting decimals	Explore complements to a whole number by working in the context of length. 1 m – ☐ m = ☐ m *1 − 0·49 = ?*	Use a place value grid to represent the stages of column subtraction, including exchanges where required. *5·74 − 2·25 = ?*	Use column subtraction, with an understanding of place value, including subtracting numbers with different numbers of decimal places. *3·921 − 3·75 = ?* 

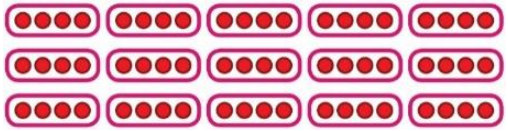
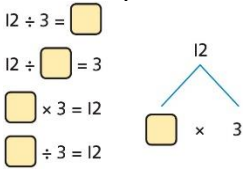
			
Year 5 Multiplication			
Understanding factors	Use cubes or counters to explore the meaning of 'square numbers'. *25 is a square number because it is made from 5 rows of 5.* Use cubes to explore cube numbers. 	Use images to explore examples and non-examples of square numbers.  *8 × 8 = 64* $8^2 = 64$	Understand the pattern of square numbers in the multiplication tables. Use a multiplication grid to circle each square number. Can children spot a pattern?

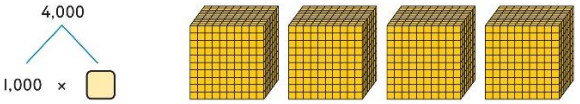
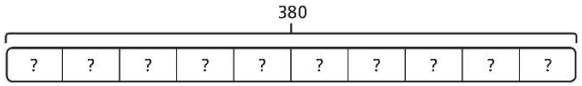
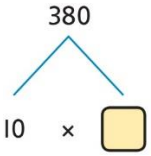
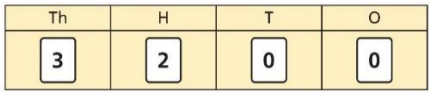
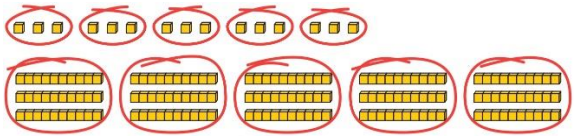
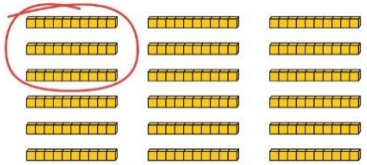
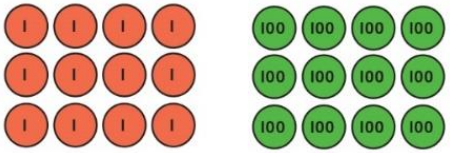
	8 is a cube number.	 *12 is not a square number, because you cannot multiply a whole number by itself to make 12.*	
Multiplying by 10, 100 and 1,000	Use place value equipment to multiply by 10, 100 and 1,000 by unitising. 	Understand the effect of repeated multiplication by 10. 	Understand how exchange relates to the digits when multiplying by 10, 100 and 1,000.  *17 × 10 = 170* *17 × 100 = 17 × 10 × 10 = 1,700* *17 × 1,000 = 17 × 10 × 10 × 10 = 17,000*
Multiplying by multiples of 10, 100 and 1,000	Use place value equipment to explore multiplying by unitising.  *5 groups of 3 ones is 15 ones.* *5 groups of 3 tens is 15 tens.* *So, I know that 5 groups of 3 thousands would be 15 thousands.*	Use place value equipment to represent how to multiply by multiples of 10, 100 and 1,000. *4 × 3 = 12* *4 × 300 = 1,200*  *6 × 4 = 24* *6 × 400 = 2,400*	Use known facts and unitising to multiply. *5 × 4 = 20* *5 × 40 = 200* *5 × 400 = 2,000* *5 × 4,000 − 20,000* *5,000 × 4 = 20,000*

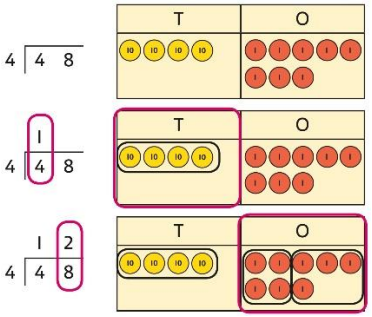
Multiplying up to 4-digit numbers by a single digit	Explore how to use partitioning to multiply efficiently. *8 × 17 = ?*  8 × 10 = 80 8 × 7 = 56 80 + 56 = 136 *So, 8 × 17 = 136*	Represent multiplications using place value equipment and add the 1s, then 10s, then 100s, then 1,000s.  	Use an area model and then add the parts. 100 60 3 5 | 100 × 5 = 500 | 60 × 5 = 300 | 3 × 5 = 15 Use a column multiplication, including any required exchanges. 1 3 6 × 6 8 1 6 2 3
Multiplying 2-digit numbers by 2-digit numbers	Partition one number into 10s and 1s, then add the parts. *23 × 15 = ?*	Use an area model and add the parts. *28 × 15 = ?* 20 m 8 m 10 m | 20 × 10 = 200 m² | 8 × 10 = 80 m² 5 m | 20 × 5 = 100 m² | 8 × 5 = 40 m² H T O 2 0 0 1 0 0 8 0 + 4 0 4 2 0 1 *28 × 15 = 420*	Use column multiplication, ensuring understanding of place value at each stage. 3 4 × 2 7 2 3 8 34 × 7 2

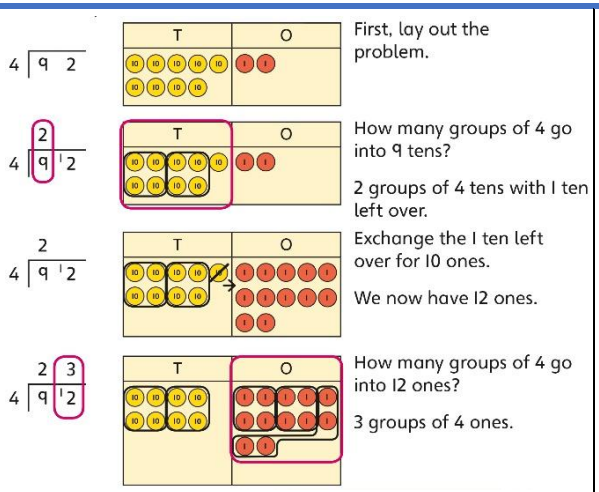
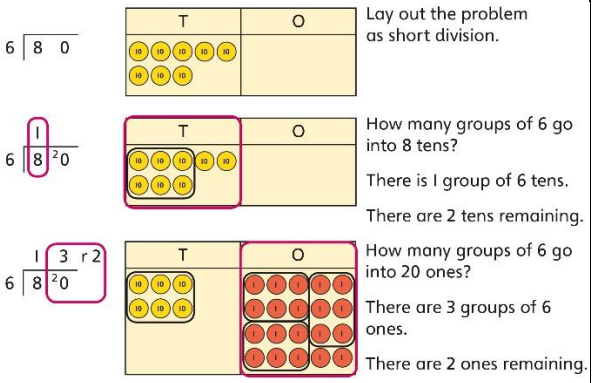
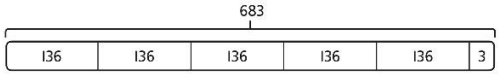
	 10 × 15 = 150 10 × 15 = 150 3 × 15 = 45 There are 345 bottles of milk in total. H T O 1 5 0 1 5 0 + 4 5 3 4 5 1 *23 × 15 = 345*		3 4 × 2 7 2 3 8 (2) 34 × 7 6 8 0 34 × 20 3 4 × 2 7 2 3 8 (2) 34 × 7 6 8 0 34 × 20 9 1 8 34 × 27 1
Multiplying up to 4-digits by 2-digits		Use the area model then add the parts. 100 40 3 10 2 143 × 12 = 1,716 There are 1,716 boxes of cereal in total. Th H T O 1 0 0 0 4 0 0 2 0 0 8 0 3 0 + 6 1 7 1 6 1 *143 × 12 = 1,716*	Use column multiplication, ensuring understanding of place value at each stage. 1 4 3 × 1 2 2 8 6 143 × 2 1 4 3 0 143 × 10 1 7 1 6 143 × 12 1 Progress to include examples that require multiple exchanges as understanding, confidence and fluency build. *1,274 × 32 = ?* *First multiply 1,274 by 2.* 1 2 7 4 × 3 2 2 5 (1) 4 8 1,274 × 2

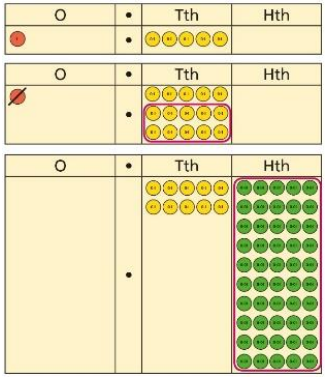
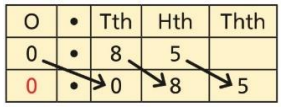
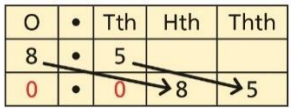
			Then multiply 1,274 by 30. 1 2 7 4 × 3 2 2 5 4 8 1,274 × 2 3 8 2 2 0 1,274 × 30 *Finally, find the total.* 1 2 7 4 × 3 2 2 5 4 8 1,274 × 2 3 8 2 2 0 1,274 × 30 4 0 7 6 8 1,274 × 32 *1,274 × 32 = 40,768*
Multiplying decimals by 10, 100 and 1,000	Use place value equipment to explore and understand the exchange of 10 tenths, 10 hundredths or 10 thousandths.	Represent multiplication by 10 as exchange on a place value grid.  *0·14 × 10 = 1·4*	Understand how this exchange is represented on a place value chart. 2·5 × 10 = 25 2·5 × 100 = 250 2·5 × 1,000 = 2,500 Th H T O • Tth 2 • 5 2 5 •
Year 5 Division			
Understanding factors and prime numbers	Use equipment to explore the factors of a given number.	Understand that prime numbers are numbers with exactly two factors.	Understand how to recognise prime and composite numbers.

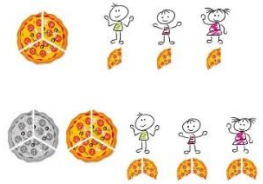
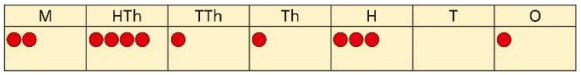
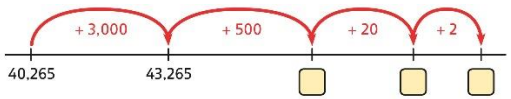
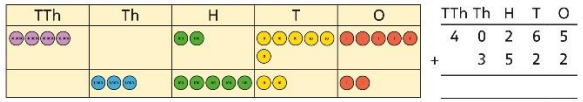
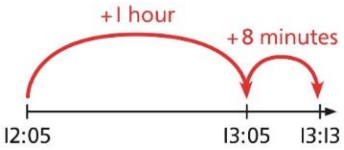
	 24 ÷ 3 = 8 *24 ÷ 8 = 3* *8 and 3 are factors of 24 because they divide 24 exactly.* 24 ÷ 5 = 4 remainder 4. *5 is not a factor of 24 because there is a remainder.*	*13 ÷ 1 = 13* *13 ÷ 2 = 6 r 1* *13 ÷ 4 = 4 r 1* *1 and 13 are the only factors of 13.* *13 is a prime number.*	*I know that 31 is a prime number because it can be divided by only 1 and itself without leaving a remainder.* *I know that 33 is not a prime number as it can be divided by 1, 3, 11 and 33.* *I know that 1 is not a prime number, as it has only 1 factor.*
Understanding inverse operations and the link with multiplication, grouping and sharing	Use equipment to group and share and to explore the calculations that are present. *I have 28 counters.* *I made 7 groups of 4. There are 28 in total.* *I have 28 in total. I shared them equally into 7 groups. There are 4 in each group.* *I have 28 in total. I made groups of 4. There are 7 equal groups.*	Represent multiplicative relationships and explore the families of division facts.  *60 ÷ 4 = 15* *60 ÷ 15 = 4*	Represent the different multiplicative relationships to solve problems requiring inverse operations.  Understand missing number problems for division calculations and know how to solve them using inverse operations. *22 ÷ ? = 2* *22 ÷ 2 = ?* *? ÷ 2 = 22* *? ÷ 22 = 2*
Dividing whole numbers by 10, 100 and 1,000	Use place value equipment to support unitising for division. *4,000 ÷ 1,000*	Use a bar model to support dividing by unitising. *380 ÷ 10 = 38*	Understand how and why the digits change on a place value grid when dividing by 10, 100 or 1,000.

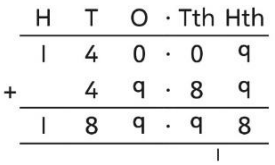
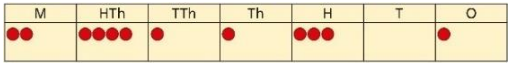
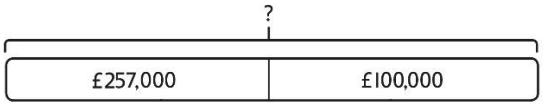
	 *4,000 is 4 thousands.* *4 × 1,000= 4,000* *So, 4,000 ÷ 1,000 = 4*	  *380 is 38 tens.* *38 × 10 = 380* *10 × 38 = 380* *So, 380 ÷ 10 = 38*	 *3,200 ÷ 100 = ?* *3,200 is 3 thousands and 2 hundreds.* *200 ÷ 100 = 2* *3,000 ÷ 100 = 30* *3,200 ÷ 100 = 32* *So, the digits will move two places to the right.*
Dividing by multiples of 10, 100 and 1,000	Use place value equipment to represent known facts and unitising.  *15 ones put into groups of 3 ones. There are 5 groups.* *15 ÷ 3 = 5* *15 tens put into groups of 3 tens. There are 5 groups.* *150 ÷ 30 = 5*	Represent related facts with place value equipment when dividing by unitising.  *180 is 18 tens.* *18 tens divided into groups of 3 tens. There are 6 groups.* *180 ÷ 30 = 6* 	Reason from known facts, based on understanding of unitising. Use knowledge of the inverse relationship to check. *3,000 ÷ 5 = 600* *3,000 ÷ 50 = 60* *3,000 ÷ 500 = 6* *5 × 600 = 3,000* *50 × 60 = 3,000* *500 × 6 = 3,000*

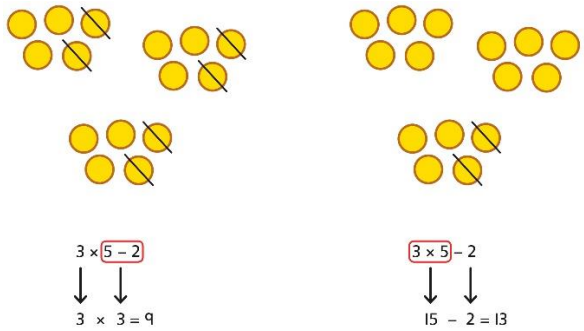
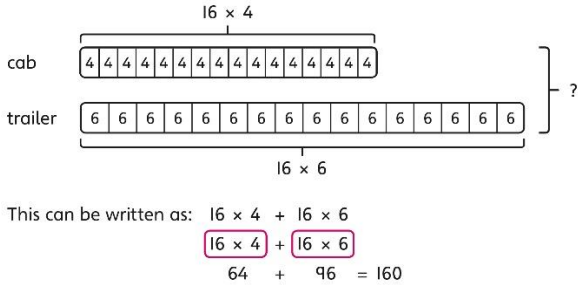
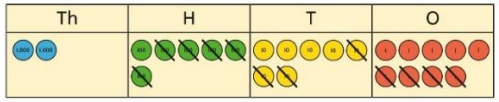
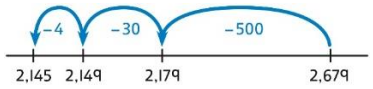
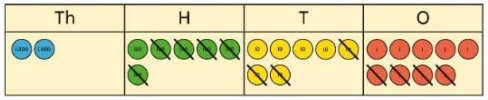
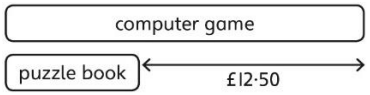
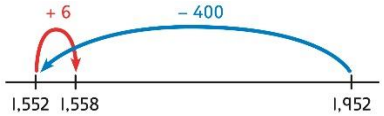
		12 ones divided into groups of 4. There are 3 groups. *12 hundreds divided into groups of 4 hundreds. There are 3 groups.* *1200 ÷ 400 = 3*	
Dividing up to four digits by a single digit using short division	Explore grouping using place value equipment. *268 ÷ 2 = ?* *There is 1 group of 2 hundreds.* *There are 3 groups of 2 tens.* *There are 4 groups of 2 ones.* *264 ÷ 2 = 134*	Use place value equipment on a place value grid alongside short division. The model uses grouping. A sharing model can also be used, although the model would need adapting.  Lay out the problem as a short division. *There is 1 group of 4 in 4 tens.* *There are 2 groups of 4 in 8 ones.* Work with divisions that require exchange.	Use short division for up to 4-digit numbers divided by a single digit. $$\begin{array}{r} 0\ 5\ 5\ 6 \\ 7\overline{)\,3\ {}^{3}8\ {}^{3}9\ {}^{4}2} \end{array}$$ *3,892 ÷ 7 = 556* Use multiplication to check. *556 × 7 = ?* *6 × 7 = 42* *50 × 7 = 350* *500 × 7 = 3500* *3,500 + 350 + 42 = 3,892*

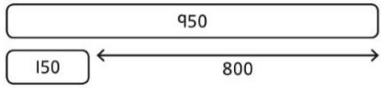
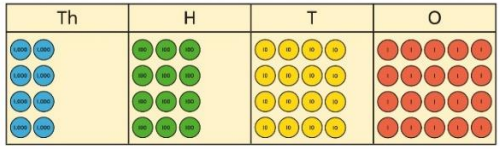
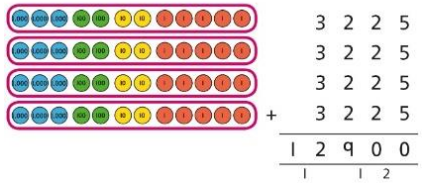
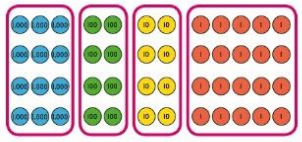
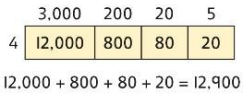
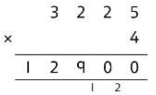
			
Understanding remainders	Understand remainders using concrete versions of a problem. *80 cakes divided into trays of 6.* *80 cakes in total. They make 13 groups of 6, with 2 remaining.*	Use short division and understand remainders as the last remaining 1s. 	In problem solving contexts, represent divisions including remainders with a bar model.  *683 = 136 × 5 + 3* *683 ÷ 5 = 136 r 3*

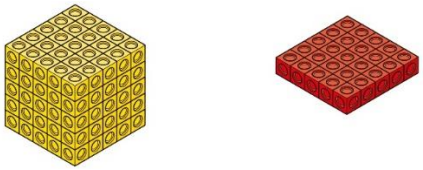
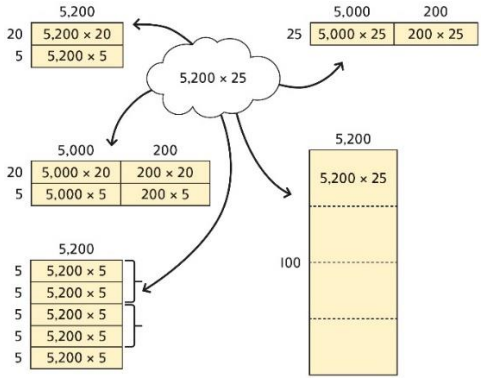
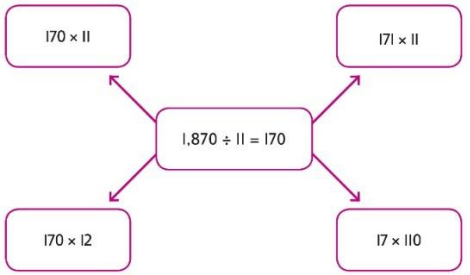
Dividing decimals by 10, 100 and 1,000	Understand division by 10 using exchange. *2 ones are 20 tenths.* *20 tenths divided by 10 is 2 tenths.*	Represent division using exchange on a place value grid.  *1·5 is 1 one and 5 tenths.* *This is equivalent to 10 tenths and 50 hundredths.* *10 tenths divided by 10 is 1 tenth.* *50 hundredths divided by 10 is 5 hundredths.* *1·5 divided by 10 is 1 tenth and 5 hundredths.* *1·5 ÷ 10 = 0.15*	Understand the movement of digits on a place value grid.  *0·85 ÷ 10 = 0·085*  *8·5 ÷ 100 = 0·085*
Understanding the relationship between fractions and division	Use sharing to explore the link between fractions and division. *1 whole shared between 3 people.* *Each person receives one-third.*	Use a bar model and other fraction representations to show the link between fractions and division. $1 \div 3 = \frac{1}{3}$	Use the link between division and fractions to calculate divisions. $5 \div 4 = \frac{5}{4} = 1\frac{1}{4}$ $11 \div 4 = \frac{11}{4} = 2\frac{3}{4}$

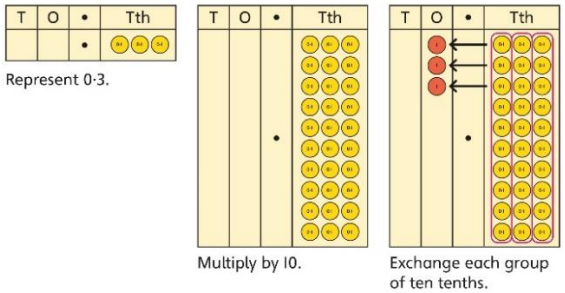
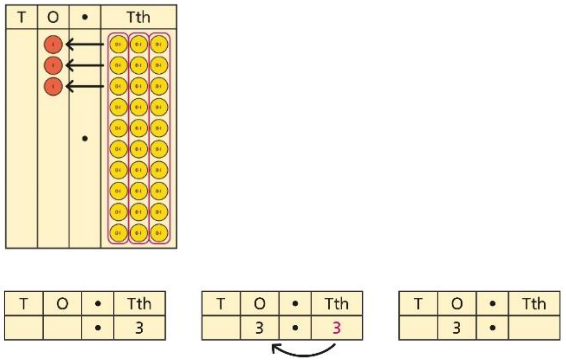
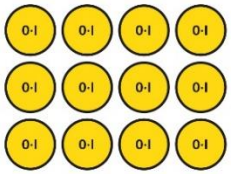
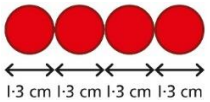
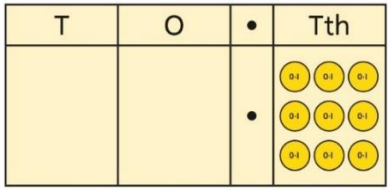
			
Year 6			
	Concrete	**Pictorial**	**Abstract**
Year 6 Addition			
Comparing and selecting efficient methods	Represent 7-digit numbers on a place value grid, and use this to support thinking and mental methods. 	Discuss similarities and differences between methods, and choose efficient methods based on the specific calculation. Compare written and mental methods alongside place value representations.   Use bar model and number line representations to model addition in problem-solving and measure contexts. 	Use column addition where mental methods are not efficient. Recognise common errors with column addition. *32,145 + 4,302 = ?* TTh Th H T O 3 2 1 4 5 + 4 3 0 2 3 6 4 4 7 TTh Th H T O 3 2 1 4 5 + 4 3 0 2 7 5 1 6 5 *Which method has been completed accurately?* *What mistake has been made?* Column methods are also used for decimal additions where mental methods are not efficient.

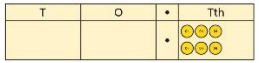
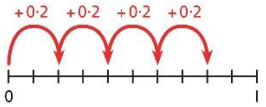
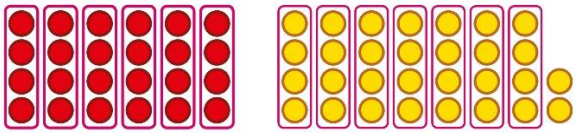
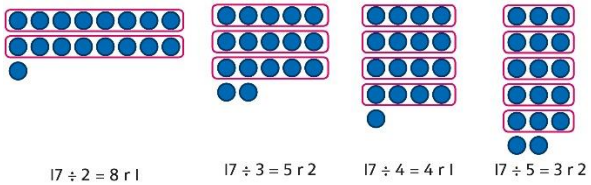
			
Selecting mental methods for larger numbers where appropriate	Represent 7-digit numbers on a place value grid, and use this to support thinking and mental methods.  *2,411,301 + 500,000 = ?* *This would be 5 more counters in the HTh place.* *So, the total is 2,911,301.* *2,411,301 + 500,000 = 2,911,301*	Use a bar model to support thinking in addition problems. *257,000 + 99,000 = ?*  *I added 100 thousands then subtracted 1 thousand.* *257 thousands + 100 thousands = 357 thousands* *257,000 + 100,000 = 357,000* *357,000 – 1,000 = 356,000* *So, 257,000 + 99,000 = 356,000*	Use place value and unitising to support mental calculations with larger numbers. *195,000 + 6,000 = ?* *195 + 5 + 1 = 201* *195 thousands + 6 thousands = 201 thousands* *So, 195,000 + 6,000 = 201,000*
Understanding order of operations in calculations	Use equipment to model different interpretations of a calculation with more than one operation. Explore different results. *3 × 5 − 2 = ?*	Model calculations using a bar model to demonstrate the correct order of operations in multi-step calculations.	Understand the correct order of operations in calculations without brackets. Understand how brackets affect the order of operations in a calculation.

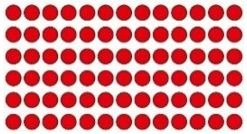
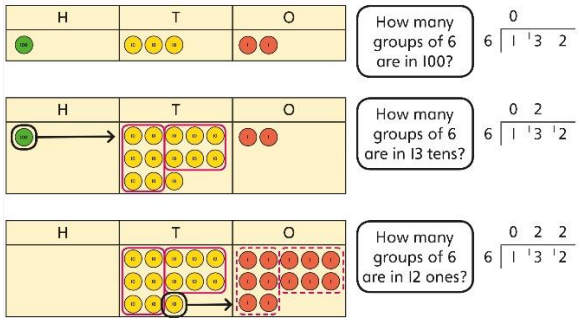
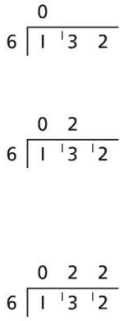
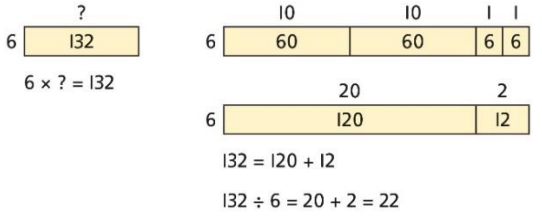
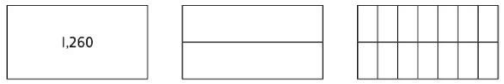
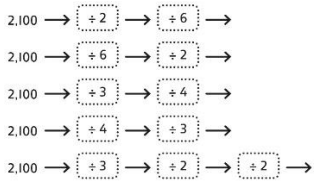
			*4 + 6 × 16* *4 + 96 = 100* *(4 + 6) × 16* *10 × 16 = 160*
Year 6 Subtraction			
Comparing and selecting efficient methods	Use counters on a place value grid to represent subtractions of larger numbers. 	Compare subtraction methods alongside place value representations.   Th H T O 2 6 7 9 − 5 3 4 2 1 4 5 Use a bar model to represent calculations, including ‘find the difference’ with two bars as comparison. 	Compare and select methods. Use column subtraction when mental methods are not efficient. Use two different methods for one calculation as a checking strategy. Th H T O 1 $^{8}\not{9}$ $^{16}\not{5}$ $^{1}2$ − 1 5 5 8 3 9 4  Use column subtraction for decimal problems, including in the context of measure. H T O · Tth Hth 3 0 9 · 6 0 − 2 0 6 · 4 0 1 0 3 · 2 0

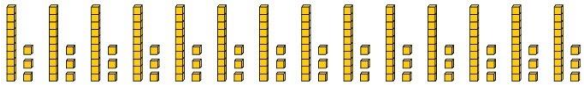
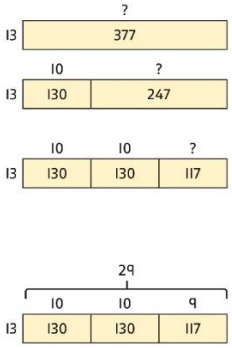
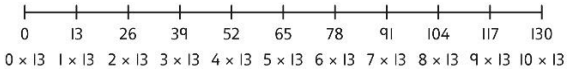
Subtracting mentally with larger numbers		Use a bar model to show how unitising can support mental calculations. *950,000 − 150,000* *That is 950 thousands − 150 thousands*  *So, the difference is 800 thousands.* *950,000 − 150,000 = 800,000*	Subtract efficiently from powers of 10. *10,000 − 500 = ?*
Year 6 Multiplication			
Multiplying up to a 4-digit number by a single digit number	Use equipment to explore multiplications.  *4 groups of 2,345* *This is a multiplication:* *4 × 2,345* *2,345 × 4*	Use place value equipment to compare methods. **Method 1**  **Method 2**  	Understand area model and short multiplication. Compare and select appropriate methods for specific multiplications. **Method 3**  12,000 + 800 + 80 + 20 = 12,900 **Method 4** 
Multiplying up to a 4-digit number by a 2-digit number		Use an area model alongside written multiplication.	Use compact column multiplication with understanding of place value at all stages.

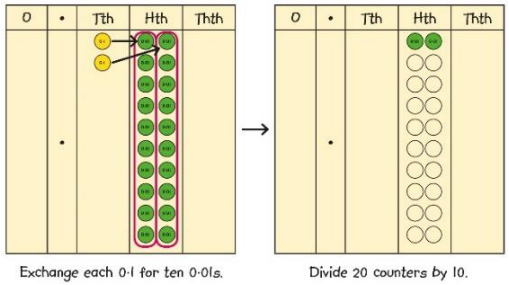
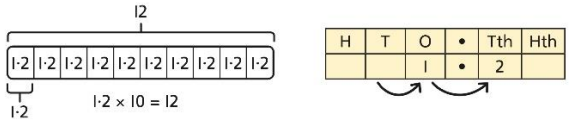
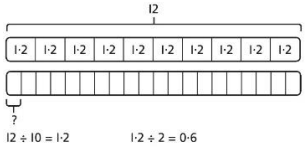
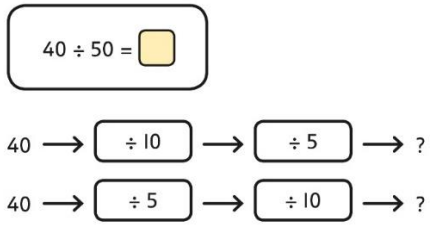
		Method 1 1,000 200 30 5 20 | 20,000 | 4,000 | 600 | 100 1 | 1,000 | 200 | 30 | 5 1 2 3 5 × 2 1 5 — 1 × 5 3 0 — 1 × 30 2 0 0 — 1 × 200 1 0 0 0 — 1 × 1,000 1 0 0 — 20 × 5 6 0 0 — 20 × 30 4 0 0 0 — 20 × 200 2 0 0 0 0 — 20 × 1,000 2 5 9 3 5 — 21 × 1,235	1 2 3 5 × 2 1 1 2 3 5 — 1 × 1,235 2 4 7 0 0 — 20 × 1,235 2 5 9 3 5 — 21 × 1,235
Using knowledge of factors and partitions to compare methods for multiplications	Use equipment to understand square numbers and cube numbers.  $5 \times 5 = 5^2 = 25$ $5 \times 5 \times 5 = 5^3 = 25 \times 5 = 125$	Compare methods visually using an area model. Understand that multiple approaches will produce the same answer if completed accurately.  Represent and compare methods using a bar model.	Use a known fact to generate families of related facts.  Use factors to calculate efficiently. 15×16 $= 3 \times 5 \times 2 \times 8$ $= 3 \times 8 \times 2 \times 5$ $= 24 \times 10$ $= 240$

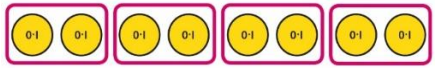
Multiplying by 10, 100 and 1,000	Use place value equipment to explore exchange in decimal multiplication.  *0·3 × 10 = ?* *0·3 is 3 tenths.* *10 × 3 tenths are 30 tenths.* *30 tenths are equivalent to 3 ones.*	Understand how the exchange affects decimal numbers on a place value grid.  *0·3 × 10 = 3*	Use knowledge of multiplying by 10, 100 and 1,000 to multiply by multiples of 10, 100 and 1,000. *8 × 100 = 800* *8 × 300 = 800 × 3* *= 2,400* *2·5 × 10 = 25* *2·5 × 20 = 2·5 × 10 × 2* *= 50*
Multiplying decimals	Explore decimal multiplications using place value equipment and in the context of measures.  *3 groups of 4 tenths is 12 tenths.* *4 groups of 3 tenths is 12 tenths.*  *4 × 1 cm = 4 cm*	Represent calculations on a place value grid. 3 × 3 = 9 3 × 0·3 = 0·9  Understand the link between multiplying decimals and repeated addition.	Use known facts to multiply decimals. *4 × 3 = 12* *4 × 0·3 = 1·2* *4 × 0·03 = 0·12* *20 × 5 = 100* *20 × 0·5 = 10* *20 × 0·05 = 1* Find families of facts from a known multiplication. *I know that 18 × 4 = 72.* *This can help me work out:* *1·8 × 4 = ?*

	4 × 0·3 cm = 1.2 cm *4 × 1·3 = 4 + 1·2 = 5·2 cm*	  	*18 × 0·4 = ?* *180 × 0·4 = ?* *18 × 0·04 = ?* Use a place value grid to understand the effects of multiplying decimals. H T O • Tth Hth 2 × 3: 6 • 0·2 × 3: 0 • 6 0·02 × 3: •
Year 6 Division			
Understanding factors	Use equipment to explore different factors of a number.  *4 is a factor of 24 but is not a factor of 30.*	Recognise prime numbers as numbers having exactly two factors. Understand the link with division and remainders.  	Recognise and know primes up to 100. Understand that 2 is the only even prime, and that 1 is not a prime number. 1 (2) (3) 4 (5) 6 (7) 8 9 10 (11) 12 (13) 14 15 16 (17) 18 (19) 20 21 22 (23) 24 25 26 27 28 (29) 30 (31) 32 33 34 35 36 (37) 38 (39) 40 41 42 (43) 44 45 46 (47) 48 49 50

Dividing by a single digit	Use equipment to make groups from a total.  *There are 78 in total.* *There are 6 groups of 13.* *There are 13 groups of 6.*		Use short division to divide by a single digit.  Use an area model to link multiplication and division. 
Dividing by a 2-digit number using factors	Understand that division by factors can be used when dividing by a number that is not prime.	Use factors and repeated division. *1,260 ÷ 14 = ?*  *1,260 ÷ 2 = 630* *630 ÷ 7 = 90* *1,260 ÷ 14 = 90*	Use factors and repeated division where appropriate. *2,100 ÷ 12 = ?* 

Dividing by a 2-digit number using long division	Use equipment to build numbers from groups.  *182 divided into groups of 13.* *There are 14 groups.*	Use an area model alongside written division to model the process. *377 ÷ 13 = ?*  *377 ÷ 13 = 29*	Use long division where factors are not useful (for example, when dividing by a 2-digit prime number). Write the required multiples to support the division process. *377 ÷ 13 = ?*  13 ⟌ 3 7 7 − 1 3 0 10 2 4 7 − 1 3 0 10 1 1 7 − 1 1 7 9 0 29 *377 ÷ 13 = 29* A slightly different layout may be used, with the division completed above rather than at the side.

			3 21 | 7 9 8 − 6 3 0 1 6 8 3 8 21 | 7 9 8 − 6 3 0 1 6 8 − 1 6 8 0 Divisions with a remainder explored in problem-solving contexts.
Dividing by 10, 100 and 1,000	Use place value equipment to explore division as exchange.  Exchange each 0·1 for ten 0·01s. Divide 20 counters by 10. *0·2 is 2 tenths.* *2 tenths is equivalent to 20 hundredths.* *20 hundredths divided by 10 is 2 hundredths.*	Represent division to show the relationship with multiplication. Understand the effect of dividing by 10, 100 and 1,000 on the digits on a place value grid.  Understand how to divide using division by 10, 100 and 1,000. *12 ÷ 20 = ?*  	Use knowledge of factors to divide by multiples of 10, 100 and 1,000.  *40 ÷ 5 = 8* *8 ÷ 10 = 0·8* *So, 40 ÷ 50 = 0·8*
Dividing decimals	Use place value equipment to explore division of decimals.	Use a bar model to represent divisions.	Use short division to divide decimals with up to 2 decimal places.

	 *8 tenths divided into 4 groups. 2 tenths in each group.*	0·8 ? ? ? ? $4 \times 2 = 8$ $8 \div 4 = 2$ So, $4 \times 0{\cdot}2 = 0{\cdot}8$ $0{\cdot}8 \div 4 = 0{\cdot}2$	$\begin{array}{r} \cdot \\ 8\,\overline{)\,4 \cdot 2\ 4} \end{array}$ $\begin{array}{r} 0\ \cdot \\ 8\,\overline{)\,4 \cdot {}^{4}2\ 4} \end{array}$ $\begin{array}{r} 0 \cdot 5 \\ 8\,\overline{)\,4 \cdot {}^{4}2\ {}^{2}4} \end{array}$ $\begin{array}{r} 0 \cdot 5\ 3 \\ 8\,\overline{)\,4 \cdot {}^{4}2\ {}^{2}4} \end{array}$

Appendix 2

Maths: **Year 1 Expectations**								
Place Value	1. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals.							
	2. Count in multiples of twos, fives and tens.							
	3. Given a number, identify one more and one less.							
	4. identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of equal to, more than, less than (fewer), most, least.							
	5. Read and write numbers from 1 to 20 in numerals and words.							
Add /Sub	6. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.							
	7. Represent and use number bonds and related subtraction facts within 20.							
	8. Add and subtract one-digit and two-digit numbers to 20, including zero.							
	9. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = - 9.							
M	10. Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.							
Frac	11. Recognise, find and name a half as one of two equal parts of an object, shape or quantity.							
	12. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.							
Measure	13. Compare, describe & solve practical probs for: lengths/heights; mass/weight; capacity/volume; time.							
	14. Measure and begin to record the following: lengths/heights; mass/weight; capacity/volume; time (hours, minutes, seconds).							
	15. Recognise and know the value of different denominations of coins and notes.							
	16. Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.							
	17. Recognise and use language relating to dates, including days of the week, weeks, months and years.							
	18. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.							
Geom	19. Recognise and name common 2-D shapes (e.g. rectangles, circles and triangles) and 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).							
	20. Describe position, directions and movements, including half, quarter and three-quarter turns.							

Maths: Year 2 Expectations								
Place Value	1. Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward							
	2. Recognise the place value of each digit in a two-digit number (tens, ones)							
	3. Identify, represent and estimate numbers using different representations, inc. the number line							
	4. Compare and order numbers from 0 up to 100; use <, > and = signs							
	5. Read and write numbers to at least 100 in numerals and in words							
Add /Sub	6. Solve add/sub probs: (concrete objs & pict reps); apply knowledge of mental and written methods							
	7. Recall and use add and subtract facts to 20 fluently, and derive and use related facts up to 100							
	8. Add/sub nos including: a 2-digit no and 1s or 10s; two 2-digit numbers; adding three 1-digit numbers							
	9. Show that add of 2 nos can be done in any order (commutative) and sub of 1 no from another cannot							
	10. Rec/use inverse relationship between add/sub; use this to check calcs and missing no problems							
Mult /Div	11. Recall/use mult/div facts for the 2, 5 and 10 x tables, including recognising odd and even numbers							
	12. Calc maths statements for mult/div within the mult tables; write them using the (×), (÷), (=) signs							
	13. Show that mult of 2 nos can be done in any order and division of 1 no by another cannot							
	14. Solve mult/div probs using materials, repeated add, mental methods and mult/div facts							
Frac	15. Rec/find/name/write fractions ⅓, ¼, 2/4, ¾ of a length, shape, set of objects or quantity							
	16. Write simple fractions e.g. ½ of 6 = 3 and recognise the equivalence of 2/4 and ½							
Measure	17. Choose/use stand units to est/measure m/cm, kg/g, °C, l/ml, to nearest unit, using rulers, scales etc							
	18. Compare and order lengths, mass, volume/capacity and record the results using >, < and =							
	19. Rec/use symbols for pounds (£) and pence (p); combine amounts to make a particular value							
	20. Solve simple probs (practical context) involving add/sub of money (same unit), inc giving change							
	21. Compare and sequence intervals of time							
	22. Tell/write the time to 5 min, inc ¼ past/to and draw hands on a clock face to show these times							
Geometry	23. Identify/describe the properties of 2D shapes, inc the no of sides and symmetry in a vertical line							
	24. Identify/describe the properties of 3D shapes, including the number of edges, vertices and faces							
	25. Identify 2D shapes on the surface of 3D shapes, e.g. a circle on a cylinder, a triangle on a pyramid							
	26. Compare and sort common 2D and 3D shapes and everyday objects.							
	27. Order and arrange combinations of mathematical objects in patterns							
	28. Describe position/direct/move inc rotation as a turn & in terms of right angles for ¼, ½, & ¾ turns							
Stat	29. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables							
	30. Ask/answer questions by counting objects, sorting categories, totalling/paring categorical data							

Maths: Year 2 Expectations								
Place Value	1. Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward							
	2. Recognise the place value of each digit in a two-digit number (tens, ones)							
	3. Identify, represent and estimate numbers using different representations, inc. the number line							
	4. Compare and order numbers from 0 up to 100; use <, > and = signs							
	5. Read and write numbers to at least 100 in numerals and in words							
Add /Sub	6. Solve add/sub probs: (concrete objs & pict reps); apply knowledge of mental and written methods							
	7. Recall and use add and subtract facts to 20 fluently, and derive and use related facts up to 100							
	8. Add/sub nos including: a 2-digit no and 1s or 10s; two 2-digit numbers; adding three 1-digit numbers							
	9. Show that add of 2 nos can be done in any order (commutative) and sub of 1 no from another cannot							
	10. Rec/use inverse relationship between add/sub; use this to check calcs and missing no problems							
Mult /Div	11. Recall/use mult/div facts for the 2, 5 and 10 x tables, including recognising odd and even numbers							
	12. Calc maths statements for mult/div within the mult tables; write them using the (×), (÷), (=) signs							
	13. Show that mult of 2 nos can be done in any order and division of 1 no by another cannot							
	14. Solve mult/div probs using materials, repeated add, mental methods and mult/div facts							
Frac	15. Rec/find/name/write fractions ⅓, ¼, 2/4, ¾ of a length, shape, set of objects or quantity							
	16. Write simple fractions e.g. ½ of 6 = 3 and recognise the equivalence of 2/4 and ½							
Measure	17. Choose/use stand units to est/measure m/cm, kg/g, °C, l/ml, to nearest unit, using rulers, scales etc							
	18. Compare and order lengths, mass, volume/capacity and record the results using >, < and =							
	19. Rec/use symbols for pounds (£) and pence (p); combine amounts to make a particular value							
	20. Solve simple probs (practical context) involving add/sub of money (same unit), inc giving change							
	21. Compare and sequence intervals of time							
	22. Tell/write the time to 5 min, inc ¼ past/to and draw hands on a clock face to show these times							
Geometry	23. Identify/describe the properties of 2D shapes, inc the no of sides and symmetry in a vertical line							
	24. Identify/describe the properties of 3D shapes, including the number of edges, vertices and faces							
	25. Identify 2D shapes on the surface of 3D shapes, e.g. a circle on a cylinder, a triangle on a pyramid							
	26. Compare and sort common 2D and 3D shapes and everyday objects.							
	27. Order and arrange combinations of mathematical objects in patterns							
	28. Describe position/direct/move inc rotation as a turn & in terms of right angles for ¼, ½, & ¾ turns							
Stat	29. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables							
	30. Ask/answer questions by counting objects, sorting categories, totalling/paring categorical data							

Maths: Year 5 Expectations								
Place Value	1. PV to at least 1 000 000 and determine the value of each digit							
	2. Count on or back in powers of 10. Round to the nearest 10, 100, 1000, 10 000 and 100 000							
	3. Negative numbers in context, count on or back with positive and negative numbers through zero							
	4. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals							
Add Sub	5. Add/sub nos with more than 4 digits, inc formal written methods (columnar add/sub)							
	6. Add and subtract numbers mentally with increasingly large numbers							
	7. Add/sub multi-step probs in contexts, deciding which operations and methods to use and why							
Mult and Div	8. Identify multiples and factors, inc all factor pairs of a number, and common factors of two numbers							
	9. Use the vocab of prime nos, prime factors and composite nos. Recall prime numbers up to 19							
	10. Mult and div 4 digits by a 1 digit number using the formal written methods							
	11. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000							
	12. Recognise and use square numbers and cube numbers, and the notation for squared and cubed							
Fractions	13. Order, add, sub fractions whose denominators are the same or multiples of the same number							
	14. Name/write equivalent fract of a given fract, represented visually, including 10ths and 100ths							
	15. Convert mixed nos and improper fractions and write maths statements > 1 as a mixed number							
	16. Mult proper fractions and mixed nos by whole nos, supported by materials and diagrams							
	17. Round decimals with 2 dec places to the nearest whole number and to 1 dec place							
	18. Read, write, compare and solve probs involving number up to three decimal places							
	19. Solve probs which require knowing % and dec equivalents of ½, ¼, ⅕, ⅖, ⅗							
Measure	20. Convert diff units of metric measure (e.g. km/m; cm/mm; g/kg; l/ml)							
	21. Calc perimeter of rectangles; area of squares/rectangles and estimate area of irregular shapes							
	22. Estimate volume (e.g. using 1 cm blocks to build cubes/cuboids) and capacity (e.g. using water)							
	23. Convert units of time. Use all 4 operations to solve probs involving measure using dec notation							
Geometry	24. Identify 3D shapes, including cubes and other cuboids, from 2D representations							
	25. Estimate/compare acute, obtuse and reflex angles. Draw given angles, measure them in degrees							
	26. Identify: angles at a point and one whole turn; on a straight line and ½ a turn, multiples of 90°							
	27. Use the properties of rectangles to deduce related facts and find missing lengths and angles							
	28. Identify, describe and represent the position of a shape following a reflection or translation							
Stat	29. Solve comparison, sum and difference problems using information presented in a line graph							
	30. Complete, read and interpret information in tables, including timetables							

Maths: Year 4 Expectation								
Place Value	1. Count in multiples of 6, 7, 9, 25 and 1000							
	2. Find 1000 more or less than a given number. Round any number to the nearest 10, 100 or 1000							
	3. Count backwards through zero to include negative numbers							
	4. Recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens, and ones)							
	5. Read Roman numerals to 100 (I to C); know the numeral system changed to include zero and PV							
Add Sub	6. Add/sub up to 4 digits nos using columnar addition and subtraction where appropriate							
	7. Estimate and use inverse operations to check answers to a calculation							
	8. Solve add/sub 2 step probs in contexts, deciding which operations and methods to use and why							
Mult and Div	9. Recall multiplication and division facts for multiplication tables up to 12 × 12							
	10. Recognise and use factor pairs and commutativity in mental calculations							
	11. Multiply 2 and 3-digit numbers by a 1-digit number using formal written layout							
	12. Probs using the distributive law to mult 2 digit by 1 digit, integer scaling and correspondence probs							
Fractions	13. Recognise and show, using diagrams, families of common equivalent fractions							
	14. Count up/down in 100ths; recognise that 100ths arise when dividing by 100 and 10ths by 10							
	15. Add and subtract fractions with the same denominator							
	16. Write dec equivalents of any number of 10ths or 100ths; and the dec equivalents to ¼, ½ and 3/4							
	17. Divide a 1 or 2 digit no by 10 and 100, identify the value of the digits as units, 10ths and 100ths							
	18. Round 1 dec place no to nearest whole no. Measure/money probs with fractions and decimals							
Measure	19. Convert units of measure (e.g. km/m). Solve probs converting hrs/min; min/sec; yrs/mths etc							
	20. Calc perimeter of a rectilinear figure in cm/m. Find area of rectilinear shapes by counting squares							
	21. Estimate, compare and calculate different measures, including money in pounds and pence							
	22. Read, write and convert time between analogue and digital 12 and 24-hour clocks							
Geometry	23. Classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes							
	24. Identify acute and obtuse angles and compare and order angles up to two right angles by size							
	25. Identify lines of symmetry in 2D shapes in different orientations							
	26. Complete a simple symmetric figure with respect to a specific line of symmetry							
	27. Describe coordinates in the 1st quadrant and translations of a given unit to the left/right, up/down							
	28. Plot specified points and draw sides to complete a given polygon							

Maths: Year 5 Expectations								
Place Value	1. PV to at least 1 000 000 and determine the value of each digit							
	2. Count on or back in powers of 10. Round to the nearest 10, 100, 1000, 10 000 and 100 000							
	3. Negative numbers in context, count on or back with positive and negative numbers through zero							
	4. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals							
Add Sub	5. Add/sub nos with more than 4 digits, inc formal written methods (columnar add/sub)							
	6. Add and subtract numbers mentally with increasingly large numbers							
	7. Add/sub multi-step probs in contexts, deciding which operations and methods to use and why							
Mult and Div	8. Identify multiples and factors, inc all factor pairs of a number, and common factors of two numbers							
	9. Use the vocab of prime nos, prime factors and composite nos. Recall prime numbers up to 19							
	10. Mult and div 4 digits by a 1 digit number using the formal written methods							
	11. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000							
	12. Recognise and use square numbers and cube numbers, and the notation for squared and cubed							
Fractions	13. Order, add, sub fractions whose denominators are the same or multiples of the same number							
	14. Name/write equivalent fract of a given fract, represented visually, including 10ths and 100ths							
	15. Convert mixed nos and improper fractions and write maths statements > 1 as a mixed number							
	16. Mult proper fractions and mixed nos by whole nos, supported by materials and diagrams							
	17. Round decimals with 2 dec places to the nearest whole number and to 1 dec place							
	18. Read, write, compare and solve probs involving number up to three decimal places							
	19. Solve probs which require knowing % and dec equivalents of ½, ¼, ⅕, ⅖, ⅗							
Measure	20. Convert diff units of metric measure (e.g. km/m; cm/mm; g/kg; l/ml)							
	21. Calc perimeter of rectangles; area of squares/rectangles and estimate area of irregular shapes							
	22. Estimate volume (e.g. using 1 cm blocks to build cubes/cuboids) and capacity (e.g. using water)							
	23. Convert units of time. Use all 4 operations to solve probs involving measure using dec notation							
Geometry	24. Identify 3D shapes, including cubes and other cuboids, from 2D representations							
	25. Estimate/compare acute, obtuse and reflex angles. Draw given angles, measure them in degrees							
	26. Identify: angles at a point and one whole turn; on a straight line and ½ a turn, multiples of 90°							
	27. Use the properties of rectangles to deduce related facts and find missing lengths and angles							
	28. Identify, describe and represent the position of a shape following a reflection or translation							
Stat	29. Solve comparison, sum and difference problems using information presented in a line graph							
	30. Complete, read and interpret information in tables, including timetables							

Maths: Year 6 Expectations								
PV	1. PV up to 10 000 000. Round any whole number to a required degree of accuracy							
	2. Negative numbers; calculate across zero. Solve problems involving the above							
+, -, x, ÷	3. Mult/div 4 by 2-digits (written methods); remainders as whole numbers, fractions, or by rounding							
	4. Identify common factors, common multiples and prime numbers							
	5. Use their knowledge of the order of operations to carry out calculations involving the four operations							
	6. Add/sub multi-step problems in contexts, deciding which operations and methods to use and why							
Fractions	7. Use factors to simplify fractions; multiples to express fractions in the same denomination							
	8. Add/sub fractions with different denominators and mixed numbers, using equivalent fractions							
	9. Mult simple proper fractions and simplify the answer. Divide proper fractions by whole numbers							
	10. PV of digits to 3 dec places; mult/div nos by 10, 100, 1000 with answers up to 3 dec places							
	11. Mult 1 digit nos with 2 dec places by whole numbers. Written div where answer has 2 dec places							
	12. Use equivalences between simple fractions, decimals and percentages							
R&P	13. Problems involving the calc of % such as 15% of 360 and the use of percentages for comparison							
	14. Probs involving shapes with known scale factor; unequal sharing/grouping using fractions/mult							
Algebra	15. Express missing number problems algebraically. Use simple formulae expressed in words							
	16. Generate and describe linear number sequences							
	17. Find pairs of nos that satisfy no sentences involving 2 unknowns. Enumerate all comb of 2 variables							
Measure	18. Calc and convert units of measure (up to 3 dec places). Convert between m and km							
	19. Convert between standard units of measure, using decimal notation to up to 3 dec places							
	20. Recognise that shapes with the same areas can have different perimeters and vice versa							
	21. Calc area of parallelograms and triangles. Use formulae for area and volume of shapes							
	22. Calc, est, compare volume of cubes and cuboids using standard units, including cm^3 and m^3							
Geometry	23. Draw 2D shapes to given dimensions/angles. Describe/build 3D shapes, inc making nets							
	24. Classify shapes by their properties; find angles in triangles, quadrilaterals, and regular polygons							
	25. Name parts of circles (e.g. radius, diameter, circumference); know diameter is twice the radius							
	26. Recognise angles at a point, on a straight line, or vertically opposite, and find missing angles							
P&D	27. Describe positions on the full coordinate grid (all four quadrants)							
	28. Draw and translate simple shapes on the coordinate plane, and reflect them in the axes							
Stat	29. Interpret and construct pie charts and line graphs and use these to solve problems							
	30. Calculate and interpret the mean as an average							