



BASSENTHWAITE PRIMARY SCHOOL

Numeracy and Calculation Policy

1. Introduction

Numeracy is a proficiency which involves confidence and competence with numbers, shape, data and measures. Proficiency is gained through a combination of an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts.

It is through a school staff making agreed statements of intent that continuity and progression can come about.

2. Aims and Objectives

- ❖ To promote enthusiastic and positive attitudes towards mathematics and an enthusiasm for mathematics work in school.
- ❖ To use mathematics to analyse and communicate information.
- ❖ To develop mathematical understanding through practical tasks, enquiry and experiment.
- ❖ To provide breadth of balance of mathematical activities for all children.
- ❖ To create an awareness of the relevance of mathematics to the whole curriculum.
- ❖ To provide a differentiated mathematics curriculum to meet the needs of all children through the continuity of experiences.
- ❖ To ensure a progressive development of mathematical concepts, knowledge, skills and attitudes.

Children are to follow Curriculum 2014 Mathematics and work at levels appropriate to their ability. It is expected that most children will achieve Level 2 by the end of Key Stage 1, and Level 4 by the end of Key Stage 2.

In the teaching and learning of mathematics, we can identify a number of objectives which will enable the children to apply knowledge, understanding and skills, solve problems of a practical and investigative nature, and communicate their ideas to others using appropriate mathematical language.

The children will:

- ❖ Experience a balanced range of mathematical activities as an integral part of the whole school curriculum.
- ❖ Have opportunities to develop basic mathematical skills, concepts, attitudes and knowledge appropriate to the development of the child.
- ❖ Have opportunities to acquire, practise and develop mathematical skills.
- ❖ Have opportunities to work in a variety of ways: class, pairs, in groups or individually depending on the task.
- ❖ Have access to practical tasks which will enable them to develop mathematical language.
- ❖ Be able to perform basic operations and apply them in a variety of situations.

3. Teaching and Learning

Teaching

Exposition by the teacher

This has always been a fundamental ingredient of work in the classroom. There is a need to take account of, and respond to, answers which pupils give to questions asked by the teacher. Even if an answer is incorrect, or not the answer the teacher was expecting, it should not be ignored, as exploration of such answers can lead to worthwhile discussion and increased awareness of specific misunderstandings or misinterpretations for both teacher and pupil. There should also be time allowed within lessons for coming together, reviewing and reinforcing concepts - this will then lead to evaluating the activities and giving feedback.

Discussion between teacher and pupil and between pupils themselves.

Children should be given opportunities to talk about mathematics, to explain, justify and discuss results which have been obtained to test hypotheses, and also helps to recognise the interrelationships of many different topics and concepts within mathematics.

Appropriate practical work

Pupils of all levels of attainment can benefit from the opportunity for practical work designed to give meaning to, and create interest in, any new mathematical concept. Derivation from the child's own experience gives confidence in dealing with it by first establishing in his/her mind correct notions of the numerical and quantitative relations involved in the operation. Practical work will also give opportunity to use and apply knowledge learnt.

Consolidation and practice of fundamental skills and routines

All pupils need opportunities to practise skills and routines which have been acquired recently and to consolidate those which they already possess, so that they may be available for use in problem solving and investigational work.

Problem solving, including the application of mathematics to everyday situations.

The ability to solve problems is at the heart of mathematics. At each stage of the mathematics curriculum the teacher needs to help pupils to understand how to apply the concepts and skills which have been learned and how to make use of them to solve both problems in everyday situations within the child's experience and also in situations which are unfamiliar.

Investigational work

The idea of investigations is fundamental both to the study of mathematics itself and also to an understanding of ways in which mathematics can be used to extend knowledge and to solve problems in very many fields. Investigations often start in response to pupil's questions (or answers) e.g. "Could we have done the same thing with three other numbers?" Or "What would happen if ...?" etc. The essential requirement is that pupils should be encouraged to think in this way and that an interesting line of thought should not be curtailed because "there's no time" or because "it's not in the scheme".

Learning

Children learn best when:

- ❖ Activities are meaningful and appropriately challenging.
- ❖ They enjoy success and feel valued.
- ❖ They can communicate with their peers and teacher freely and appropriately.
- ❖ They are allowed to be creative and use their initiative.
- ❖ Activities allow for both individual and collaborative study.
- ❖ They are involved in practical activities using appropriate apparatus and materials.
- ❖ They are allowed to develop and share their own strategies for solving problems and so build their own understanding of mathematical concepts.
- ❖ Classroom surroundings are both stimulating and supportive.

4. Foundation Stage

Numeracy is included within the Early Learning Goals (ELG). Children are taught both discretely and with the Key Stage 1 class.

5. Planning/Subject Coverage/Timetabling

In order to achieve these aims and objectives, the teaching of mathematics is organized into modules as prescribed by the National Curriculum.

Subject planning and evaluation is incorporated in class and year group planning. This takes place half termly and is recorded on initial and long term plans as ongoing mathematics work and through topic work. Planning and evaluations may also take place between members of a Key Stage (e.g. two teachers in KS2). Planning at Key Stage and whole school level ensures continuity and progression with mathematics.

Planning and evaluation for mathematics also takes place on a weekly basis by the teacher or year group. This is recorded in short-term plans.

The daily dedicated mathematics lesson is structured in three parts:

- ❖ Oral/mental starter
- ❖ The main teaching activity
- ❖ The plenary

Foundation lessons towards 45 minutes

KS1 lessons are approximately 45 minutes

KS2 60 minutes

KS 2 children also have a separate dedicated mental maths session.

6. Use of ICT

- ❖ All pupils have access to computers and have opportunities to apply ICT in their study of mathematics.
- ❖ A range of differentiated mathematical software is available.
- ❖ All classrooms are fitted with an interactive whiteboard to ensure that interactive teaching tools and programs can be used to aid the teaching of mathematics and to provide motivation.

7. Special Needs Provision

SEN Children

The SEN Co-ordinator will liaise with the Numeracy Co-ordinator and class teachers to ensure that the individual needs of pupils with special needs are met and that appropriate targets are set and are regularly reviewed. Where resources permit, it will be the school's policy for Teaching Assistants to provide extra support for the SEN Numeracy group.

Any Individual Education Plans (IEPs) and/or Individual Learning Plans (ILPs) will be linked, where appropriate, to the suitable Year and Term objectives from the National Numeracy Strategy (NNS) Framework. Teachers will be mindful of the numeracy needs of the children and differentiate questions and activities to allow all children access. Please also refer to the SEN Policy.

8. Gifted and Talented

The Gifted and Talented Co-ordinator will liaise with the Numeracy Co-ordinator and class teachers to ensure individuals' needs are met and that appropriate targets are set and reviewed regularly.

Teachers will be mindful of the extra needs of gifted and talented children and will differentiate questions and activities to allow for further progression and challenge. Please also refer to the school's Gifted and Talented Policy.

9. Cross-Curricular Links

Opportunities to link with other curriculum areas should be identified. Science, ICT and Design Technology in particular, lend themselves easily to links with Mathematics. Patterns and relationships can be depicted in a creative and colourful way through Art.

Mathematics should be evident in the display work of every class and/or year group.

10. Equal Opportunities/Race Equality

All pupils should be given equal access to mathematics materials and opportunities and be encouraged to appreciate their potential.

We are committed to an environment that promotes equal opportunities for all children, regardless of their race/colour/gender and religion and any work undertaken reflects this commitment. Please also see the school's Race Equality and Equal Opportunities policy.

11. **Marking/Assessment**

Marking

See the Marking policy.

Assessment

Assessment enables the children's progress to be checked and should be included in the planning process. Time is built into the National Numeracy Framework for Teaching to enable assessment to take place.

Through assessment, future difficulties can be prevented by confirming that the basic ideas, skills and factual knowledge have been understood at the appropriate level before an attempt is made to build on them. Testing is not seen as an end in itself but as a diagnostic tool.

A variety of methods of assessment will be used, including:

- ❖ Teacher observation
- ❖ Teacher made tests
- ❖ Commercially produced tests

SATs will be administered at the end of each Key Stage and results reported back to parents. The optional SATs will be administered in years 3, 4 and 5 each year.

Results of all tests are analysed and evidence gained will be used to inform future planning and target setting.

12. Resources

Resources are kept in a central store in the KS2 classroom.

13. Monitoring and Review

Monitoring of subjects is undertaken on a yearly basis according to the School Improvement Plan. Please refer to the current SIP for the current cycle.

We are aware of the need to regularly review our policies to take account of new initiatives, changes in the curriculum or developments in Technology.

We will review our policy during the autumn term 2017.

Signed ----- (chair of *Governors*) October 2014

Date of Review (Oct 2017)

Calculations Policy
Key Stage 1

Year		Mental calculation	Written Calculation	Default for ALL children
	Overview of KS 1	Children in Years 1 and 2 will be given a really solid foundation in the basic building blocks of mental and written arithmetic. Through being taught place value, they will develop an understanding of how numbers work, so that they are confident in 2-digit numbers and beginning to read and say numbers above 100. A focus on number bonds, first via practical hands-on experiences and subsequently using memorisation techniques, enables a good grounding in these crucial facts, and ensures that all children leave Y2 knowing the pairs of numbers which make all the numbers up to 10 at least. They will also have experienced and been taught pairs to 20. Their knowledge of number facts enables them to add several single-digit numbers, and to add/subtract a single digit number to/from a 2-digit number. Another important conceptual tool is their ability to add/subtract 1 or 10, and to understand which digit changes and why. This understanding is extended to enable children to add and subtract multiples of ten to and from any 2-digit number. The most important application of this knowledge is their ability to add or subtract any pair of 2-digit numbers by counting on or back in tens and ones. Children may extend this to adding by partitioning numbers into tens and ones. Children will be taught to count in 2s, 3s, 5s and 10s, and will have related this skill to repeated addition. They will have met and begun to learn the associated 2x, 3x, 5x and 10x tables. Engaging in a practical way with the concept of repeated addition and the use of arrays enables children to develop a preliminary understanding of multiplication, and asking them to consider how many groups of a given number make a total will introduce them to the idea of division. They will also be taught to double and halve numbers, and will thus experience scaling up or down as a further aspect of multiplication and division. Fractions will be introduced as numbers and as operators, specifically in relation to halves, quarters and thirds.		
		Mental calculation	Written Calculation	Default for ALL children
Year 1	Addition	Number bonds ('story of' 5, 6, 7, 8, 9 and 10) Count on in ones from a given 2-digit number Add two single-digit numbers Add three single-digit numbers spotting doubles or pairs to 10 Count on in tens from any given 2-digit number Add 10 to any given 2-digit number Use number facts to add single-digit numbers to two-digit numbers, e.g. use $4 + 3$ to work out $24 + 3$, $34 + 3...$ Add by putting the larger number first		Pairs with a total of 10 Counting in ones Counting in tens Count on 1 from any given 2-digit number
	Subtraction	Number bonds ('story of' 5, 6, 7, 8, 9 and 10) Count back in ones from a given 2-digit number Subtract one single-digit number from another Count back in tens from any given 2-digit number Subtract 10 from any given 2-digit number Use number facts to subtract single-digit numbers from two-digit numbers, e.g. use $7 - 2$ to work out $27 - 2$, $37 - 2...$		Pairs with a total of 10 Counting back in ones from 20 to 0 Counting back in tens from 100 to 0 Count back 1 from any given 2-digit number

Year	Mental calculation	Written Calculation	Default for ALL children
	<p>Multiplication</p> <p>Begin to count in 2s, 5s and 10s Begin to say what three 5s are by counting in 5s or what four 2s are by counting in 2s, etc. Double numbers to 10</p>		<p>Begin to count in 2s and 10s Double numbers to 5 using fingers</p>
	<p>Division</p> <p>Begin to count in 2s, 5s and 10s Find half of even numbers to 12 and know it is hard to halve odd numbers Find half of even numbers by sharing Begin to use visual and concrete arrays or ‘sets of’ to find how many sets of a small number make a larger number.</p>		<p>Begin to count in 2s and 10s Find half of even numbers by sharing</p>
Year	<p>Addition</p> <p>Number bonds – knowing all the pairs of numbers which make all the numbers to 12, and pairs with a total of 20 Count on in ones and tens from any given 2-digit number Add two or three single-digit numbers Add a single-digit number to any 2-digit number using number facts, including bridging multiples of 10. (E.g. $45 + 4$, $38 + 7$) Add 10 and small multiples of 10 to any given 2-digit number Add any pair of 2-digit numbers</p>		<p>Know pairs of numbers which make each total up to 10 Add two single digit numbers Add a single-digit number to a 2-digit number by counting on in ones Add 10 and small multiples of 10 to a 2-digit number by counting on in tens</p>
	<p>Subtraction</p> <p>Number bonds – knowing all the pairs of numbers which make all the numbers to 12 Count back in ones and tens from any given 2-digit number Subtract a single-digit number from any 2-digit number using number facts, including bridging multiples of 10, e.g. $56 - 3$, $53 - 5$. Subtract 10 and small multiples of 10 from any given 2-digit number Subtract any pair of 2-digit numbers by counting back in tens and ones or by counting up.</p>		<p>Know pairs of numbers which make each total up to 10 Subtract a single-digit number from a 2-digit number by counting back in ones Subtract 10 and small multiples of 10 from a 2-digit number by counting back in tens</p>

Year		Mental calculation	Written Calculation	Default for ALL children
2	M ult ipli cat ion	<p>Count in 2s, 5s and 10s Begin to count in 3s. Begin to understand that multiplication is repeated addition and to use arrays (E.g. 3 x 4 is three rows of 4 dots) Begin to learn the 2x, 3x, 5x and 10x tables, seeing these as 'lots of', e.g. 5 lots of 2, 6 lots of 2, 7 lots of 2, etc. Double numbers up to 20 Begin to double multiples of 5 to 100 Begin to double two-digit numbers less than 50 with 1s digits of 1, 2, 3 4 or 5</p>		<p>Count in 2s, 5s and 10s Begin to use and understand simple arrays, e.g. 2 x 4 is two lots of four buns. Double numbers up to 10 Double multiples of 10 to 50</p>
	Di vis ion	<p>Count in 2s, 5s and 10s Begin to count in 3s Using fingers, say where a given number is in the 2s, 5s or 10s count. (E.g. 8 is the fourth number when I count in twos.) Relate division to grouping. (E.g. how many groups of five in fifteen?) Halve numbers to 20 Begin to halve numbers to 40 and multiples of 10 to 100 Find $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ and $\frac{3}{4}$ of a quantity of objects and of amounts (whole number answers)</p>		<p>Count in 2s, 5s and 10s Say how many rows in a given array. (E.g. how many rows of 5 in an array of 3 x 5) Halve numbers to 12 Find $\frac{1}{2}$ of amounts</p>

Lower Key stage 2

	<p>Overview of LK S2</p>	<p>In the lower juniors, children build on the concrete and conceptual understandings they have gained in the Infants to develop a real mathematical understanding of the four operations, in particular developing arithmetical competence in relation to larger numbers. In addition and subtraction, they are taught to use place value and number facts to add and subtract numbers mentally and will develop a range of strategies to enable them to discard the ‘counting in ones’ or fingers-based methods of the infants. In particular, they will learn to add and subtract multiples and near multiples of 10, 100 and 1000, and will become fluent in complementary addition as an accurate means of achieving fast and accurate answers to 3-digit subtractions. Standard written methods for adding larger numbers are taught, learned and consolidated, and written column subtraction is also introduced. This key stage is also the period during which all the multiplication and division facts are thoroughly memorised, including all facts up to the 12 x 12 table. Efficient written methods for multiplying or dividing a 2-digit or 3-digit number by a single-digit number are taught, as are mental strategies for multiplication or division with large but friendly numbers, e.g. when dividing by 5 or multiplying by 20. Children will develop their understanding of fractions, learning to reduce a fraction to its simplest form as well as finding non-unit fractions of amounts and quantities. The concept of a decimal number is introduced and children consolidate a firm understanding of one-place decimals, multiplying and dividing whole numbers by 10 and 100.</p>																																	
	<p>Addition</p>	<p>Know pairs with each total to 20 Know pairs of multiples of 10 with a total of 100 Add any two 2-digit numbers by counting on in 10s and 1s or by using partitioning Add multiples and near multiples of 10 and 100 Perform place value additions without a struggle. (E.g. $300 + 8 + 50 = 358$) Use place value and number facts to add a 1-digit or 2-digit number to a 3-digit number. (E.g. $104 + 56$ is 160 since $104 + 50 = 154$ and $6 + 4 = 10$ and $676 + 8$ is 684 since $8 = 4 + 4$ and $76 + 4 + 4 = 84$) Add pairs of ‘friendly’ 3-digit numbers, e.g. $320 + 450$ Begin to add amounts of money using partitioning.</p>	<p>Use expanded column addition to add two or three 3-digit numbers or three 2-digit numbers Begin to use compact column addition to add numbers with three digits. Begin to add like fractions. (E.g. $\frac{3}{8} + \frac{1}{8} + \frac{1}{8}$) Recognise fractions that add to 1. (E.g. $\frac{1}{4} + \frac{3}{4}$ or $\frac{3}{5} + \frac{2}{5}$)</p>	<p>Know pairs of numbers which make each total up to 10, and which total 20 Add two 2-digit numbers by counting on in tens and ones (E.g. $56 + 35$ is $56 + 30$ and then add the 5) Understand simple place value additions: $200 + 40 + 5 = 245$ Use place value to add multiples of 10 or 100</p>																															
<p>Year 3</p>	<p>Subtraction</p>	<p>Know pairs with each total to 20 Subtract any two 2-digit numbers Perform place value subtractions without a struggle. (E.g. $536 - 30 = 506$, etc.) Subtract 2-digit numbers from numbers >100 by counting up. (E.g. $143 - 76$ is done by starting at 76, add 4 (80) then add 20 (100) then add 43 making the difference a total of 67) Subtract multiples and near multiples of 10 and 100 Subtract, when appropriate, by counting back or taking away, using place value and number facts. Find change from £1, £5 and £10.</p>	<p>Use counting up as an informal written strategy for subtracting pairs of three-digit numbers, e.g. $423 - 357$ is</p> <table style="margin-left: 40px;"> <tr> <td></td> <td>+3</td> <td>+40</td> <td>+23</td> <td>=</td> </tr> <tr> <td>66</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>357</td> <td>360</td> <td>400</td> <td>423</td> <td></td> </tr> </table> <p>Begin to subtract like fractions. (E.g. $\frac{7}{8} - \frac{3}{8}$)</p>		+3	+40	+23	=	66					357	360	400	423		<p>Know pairs of numbers which make each total up to 10, and which total 20 Count up to subtract 2-digit numbers: $72 - 47$ is</p> <table style="margin-left: 40px;"> <tr> <td>+3</td> <td>+10</td> <td>+10</td> <td>+2</td> <td>= 25</td> </tr> <tr> <td>47</td> <td>50</td> <td>60</td> <td>70</td> <td>2</td> </tr> </table> <p>Subtract multiples of 5 from 100 by counting up</p> <table style="margin-left: 40px;"> <tr> <td>+5</td> <td>+60</td> <td>= 65</td> </tr> <tr> <td>35</td> <td>40</td> <td>100</td> </tr> </table> <p>Subtract multiples of 10 and 100</p>	+3	+10	+10	+2	= 25	47	50	60	70	2	+5	+60	= 65	35	40	100
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<p>M u l t i p l i c a t i o n</p>	<p>Know by heart all the multiplication facts in the 2x, 3x, 4x, 5x, 8x and 10x tables Multiply whole numbers by 10 and 100 Recognise that multiplication is commutative Use place value and number facts in mental multiplication. (E.g. 30 x 5 is 15 x 10) Partition teen numbers to multiply by a single-digit number. (E.g. 3 x 14 as 3 x 10 and 3 x 4) Double numbers up to 50</p>	<p>Use partitioning (grid multiplication) to multiply 2-digit and 3-digit numbers by 'friendly' single digit numbers.</p>	<p>Know by heart the 2x, 3x, 5x and 10x tables Double given tables facts to get others Double numbers up to 25 and multiples of 5 to 50</p>
<p>D i v i s i o n</p>	<p>Know by heart all the division facts derived from the 2x, 3x, 4x, 5x, 8x and 10x tables. Divide whole numbers by 10 or 100 to give whole number answers Recognise that division is not commutative. Use place value and number facts in mental division. (E.g. $84 \div 4$ is half of 42) Divide larger numbers mentally by subtracting the tenth multiple, including those with remainders. (E.g. $57 \div 3$ is $10 + 9$ as $10 \times 3 = 30$ and $9 \times 3 = 27$) Halve even numbers to 100, halve odd numbers to 20</p>	<p>Perform divisions just above the 10th multiple using the written layout and understanding how to give a remainder as a whole number. Find unit fractions of quantities and begin to find non-unit fractions of quantities</p>	<p>Know by heart the division facts derived from the 2x, 3x, 5x and 10x tables Halve even numbers up to 50 and multiples of ten to 100 Perform divisions within the tables including those with remainders, e.g. $38 \div 5$.</p>
<p>A d d i t i o n</p>	<p>Add any two 2-digit numbers by partitioning or counting on Know by heart/quickly derive number bonds to 100 and to £1 Add to the next hundred, pound and whole number. (E.g. $234 + 66 = 300$, $3.4 + 0.6 = 4$) Perform place value additions without a struggle. (E.g. $300 + 8 + 50 + 4000 = 4358$) Add multiples and near multiples of 10, 100 and 1000. Add £1, 10p, 1p to amounts of money Use place value and number facts to add 1-, 2-, 3- and 4-digit numbers where a mental calculation is appropriate'. (E.g. $4004 + 156$ by knowing that $6+4=10$ and that $4004+150=4154$ so total is 4160)</p>	<p>Column addition for 3-digit and 4-digit numbers Add like fractions, e.g. $\frac{3}{5} + \frac{4}{5} = \frac{7}{5} = 1 \frac{2}{5}$. Be confident with fractions that add to 1 and fraction complements to 1. (E.g. $\frac{2}{3} + ? = 1$)</p>	<p>Add any 2-digit numbers by partitioning or counting on Number bonds to 20 Know pairs of multiples of 10 with a total of 100 Add friendly larger numbers using knowledge of place value and number facts Use expanded column addition to add 3-digit numbers</p>

Year
4

<p><i>Su btr act ion</i></p>	<p>Subtract any two 2-digit numbers Know by heart/quickly derive number bonds to 100 Perform place value subtractions without a struggle. (E.g. $4736 - 706 = 4030$, etc.) Subtract multiples and near multiples of 10, 100 and 100 Subtract by counting up. (E.g. $503 - 368$ is done by adding: $368 + 2 + 30 + 100 + 3$ so we added 135) Subtract, when appropriate, by counting back or taking away, using place value and number facts. Subtract £1, 10p, 1p from amounts of money Find change from £10, £20 and £50.</p>	<p>Use expanded column subtraction for 3-digit and 4-digit numbers Use complementary addition to subtract amounts of money, and for subtractions where the larger number is a near multiple of 1000 or 100 E.g. $2002 - 1865$ is</p> $\begin{array}{r} +5 \quad +30 \quad +102 \quad = \\ 137 \\ 1865 \quad 1870 \quad 1900 \\ 2002 \end{array}$ <p>Subtract like fractions, e.g. $\frac{1}{4} + \frac{1}{8} = \frac{3}{8}$ Use fractions that add to 1 to find fraction complements to 1, e.g. $1 - \frac{2}{3} = \frac{1}{3}$</p>	<p>Use counting up with confidence to solve most subtractions, including finding complements to multiples of 100. (E.g. $512 - 287$ is done by</p> $\begin{array}{r} +3 \quad +10 \quad +100 \quad +100 \quad +12 \quad = 225 \\ 287 \quad 290 \quad 300 \quad 400 \quad 500 \quad 512 \\ 67 + ? = 100 \quad +3 \quad +30 \quad = 33 \\ 67 \quad 70 \quad 100 \end{array}$
<p><i>M ult ipli cat ion</i></p>	<p>Know by heart all the multiplication facts up to 12×12. Recognise factors up to 12 of two-digit numbers. Multiply whole numbers and one-place decimals by 10, 100, 1000 Multiply multiples of 10, 100, 1000 by single digit numbers. (E.g. 300×6 or 4000×8) Use understanding of place value and number facts in mental multiplication. (E.g. 36×5 is half of 36×10 and $50 \times 60 = 3000$) Partition 2-digit numbers to multiply by a single-digit number mentally. (E.g. 4×24 as 4×20 and 4×4) Multiply near multiples using rounding. (E.g. 33×19 as $33 \times 20 - 33$) Find doubles to double 100 and beyond using partitioning Begin to double amounts of money. (E.g. £35.60 doubled = £71.20.)</p>	<p>Use a vertical written method to multiply a one-digit by a 3-digit number (ladder) Use an efficient written method to multiply a 2-digit number by a number between 10 and 20 by partitioning (grid method)</p>	<p>Know by heart multiplication tables up to 10×10 Multiply whole numbers by 10 and 100 Use grid method to multiply a 2-digit or a 3-digit number by a number up to and including 6</p>

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Know by heart all the division facts up to $144 \div 12$.
Divide whole numbers by 10, 100 to give whole number answers or answers with one decimal place
Divide multiples of 100 by 1-digit numbers using division facts. (E.g. $3200 \div 8 = 400$)
Use place value and number facts in mental division. (E.g. $245 \div 20$ is double $245 \div 10$)
Divide larger numbers mentally by subtracting the 10th or 20th multiple as appropriate. (E.g. $156 \div 6$ is $20 + 6$ as $20 \times 6 = 120$ and $6 \times 6 = 36$)
Find halves of even numbers to 200 and beyond using partitioning
Begin to halve amounts of money. (E.g. Half of $\pounds 52.40 = \pounds 26.20$)

Use a written method to divide a 2-digit or a 3-digit number by a single-digit number.
Give remainders as whole numbers.
Begin to reduce fractions to their simplest forms.
Find unit and non-unit fractions of larger amounts.

Know by heart all the division facts up to $100 \div 10$.
Divide whole numbers by 10 and 100 to give whole number answers or answers with one decimal place
Perform divisions just above the 10th multiple using the written layout and understanding how to give a remainder as a whole number.
Find unit fractions of amounts

Upper Key stage 2

<p>Overview of LKS2</p>	<p>Children move on from dealing mainly with whole numbers to performing arithmetic operations with both decimals and fractions. They will consolidate their use of written procedures in adding and subtracting whole numbers with up to 6 digits and also decimal numbers with up to two decimal places. Mental strategies for adding and subtracting increasingly large numbers will also be taught. These will draw upon children's robust understanding of place value and knowledge of number facts. Efficient and flexible strategies for mental multiplication and division are taught and practised, so that children can perform appropriate calculations even when the numbers are large, such as $40,000 \times 6$ or $40,000 \div 8$. In addition, it is in Y5 and Y6 that children extend their knowledge and confidence in using written algorithms for multiplication and division. Fractions and decimals are also added, subtracted, divided and multiplied, within the bounds of children's understanding of these more complicated numbers, and they will also calculate simple percentages and ratios. Negative numbers will be added and subtracted.</p>												
<p>Addition</p>	<p>Know numbers bonds to 1 and to the next whole number Add to the next 10 from a decimal number, e.g. $13.6 + 6.4 = 20$ Add numbers with two significant digits only, using mental strategies. (E.g. $3.4 + 4.8$ or $23,000 + 47,000$) Add one or two-digit multiples of 10, 100, 1000, 10,000 and 100,000. (E.g. $8000 + 7000$ or $600,000 + 700,000$) Add near multiples of 10, 100, 1000, 10,000 and 100,000 to other numbers. (E.g. $82,472 + 30,004$) Add decimal numbers which are near multiples of 1 or 10, including money. (E.g. $6.34 + 1.99$ or $£34.59 + £19.95$) Use place value and number facts to add two or more friendly numbers including money and decimals. (E.g. $3 + 8 + 6 + 4 + 7$, $0.6 + 0.7 + 0.4$, or $2,056 + 44$)</p>	<p>Use column addition to add two or three whole numbers with up to 5 digits Use column addition to add any pair of two-place decimal numbers including amounts of money. Begin to add related fractions using equivalences. (E.g. $\frac{1}{2} + \frac{1}{6} = \frac{3}{6} + \frac{1}{6}$) Choose the most efficient method in any given situation</p>	<p>Add numbers with only 2-digits which are not zeros, e.g. $3.4 + 5.8$ Derive swiftly and without any difficulty number bonds to 100 Add friendly large numbers using knowledge of place value and number facts Use expanded column addition to add pairs of 4- and 5-digit numbers</p>										
<p>Subtraction</p>	<p>Subtract numbers with two significant digits only, using mental strategies. (E.g. $6.2 - 4.5$ or $72,000 - 47,000$) Subtract one or two-digit multiples of 100, 1000, 10,000 and 100,000. (E.g. $8000 - 3000$ or $600,000 - 200,000$) Subtract one or two digit near multiples of 100, 1000, 10,000 and 100,000 from other numbers. (E.g. $82,472 - 30,004$) Subtract decimal numbers which are near multiples of 1 or 10, including money. (E.g. $6.34 - 1.99$ or $£34.59 - £19.95$) Use counting up subtraction, with knowledge of number bonds to 10/100 or £1, as a strategy to perform mental subtraction. (E.g. $£10 - £3.45$ or $1000 - 782$) Recognise fraction complements to 1 and to the next whole number. (E.g. $1\frac{2}{5} + \frac{3}{5} = 2$) $4 - 5$</p>	<p>Use compact or expanded column subtraction to subtract numbers with up to 5 digits. Use complementary addition for subtractions where the larger number is a multiple or near multiple of 1000. Use complementary addition for subtractions of decimals with up to two places incl. amounts of money Begin to subtract related fractions using equivalences. (E.g. $\frac{1}{2} - \frac{1}{6} = \frac{2}{6}$) Choose the most efficient method in any given situation</p>	<p>Derive swiftly and without difficulty number bonds to 100 Use counting up with confidence to solve most subtractions, including finding complements to multiples of 1000. (E.g. $3000 - 2387$ is done by</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: right;">+3</td> <td style="text-align: right;">+10</td> <td style="text-align: right;">+600</td> <td style="text-align: right;">= 613</td> </tr> <tr> <td style="text-align: right;">2387</td> <td style="text-align: right;">2390</td> <td style="text-align: right;">2400</td> <td></td> <td style="text-align: right;">3000</td> </tr> </table>		+3	+10	+600	= 613	2387	2390	2400		3000
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<p>Year 5</p>	<p>Multiplication</p>	<p>Know by heart all the multiplication facts up to 12 x 12. Multiply whole numbers and one-and two-place decimals by 10, 100, 1000, 10,000 Use knowledge of factors and multiples in multiplication. (E.g. 43 x 6 is double 43 x 3, and 28 x 50 is ½ of 28 x 100 = 1400) Use knowledge of place value and rounding in mental multiplication. (E.g. 67 x 199 as 67 x 200 – 67) Use doubling and halving as a strategy in mental multiplication. (E.g. 58 x 5 = half of 58 x 10, and 34 x 4 is 34 doubled twice) Partition 2-digit numbers, including decimals, to multiply by a single-digit number mentally. (E.g. 6 x 27 as 6 x 20 (120) plus 6 x 7 (42) making 162 or 6.3 x 7 as 6 x 7 plus 0.3 x 7) Double amounts of money by partitioning. (E.g. £37.45 doubled = £37 doubled (£74) plus 45p doubled (90p) £74.90)</p>	<p>Use short multiplication to multiply a 1-digit number by a number with up to 4 digits Use long multiplication to multiply 3-digit and 4-digit number by a number between 11 and 20 Choose the most efficient method in any given situation Find simple percentages of amounts 9e.g. 10%, 5%, 20%, 155 and 50%) Begin to multiply fractions and mixed numbers by whole numbers ≤ 10, e.g. $4 \times \frac{2}{3} = \frac{8}{3} = 2\frac{2}{3}$.</p>	<p>Know multiplication tables to 11 x 11 Multiply whole numbers and one-place decimals by 10, 100 and 1000 Use knowledge of factors as aids to mental multiplication. (E.g. 13 x 6 = double 13 x 3 and 23 x 5 is ½ of 23 x 10) Use grid method to multiply numbers with up to 4-digits by one-digit numbers. Use grid method to multiply 2-digit by 2-digit numbers.</p>
	<p>Division</p>	<p>Know by heart all the division facts up to 144 ÷ 12. Divide whole numbers by 10, 100, 1000, 10,000 to give whole number answers or answers with 1, 2 or 3 decimal places Use doubling and halving as mental division strategies. (E.g. 34 ÷ 5 is (34 ÷ 10) x 2) Use knowledge of multiples and factors, also tests for divisibility, in mental division. (E.g. 246 ÷ 6 is 123 ÷ 3 and we know that 525 divides by 25 and by 3) Halve amounts of money by partitioning. (E.g. Half of £75.40 = half of £75 (37.50) plus half of 40p (20p) which is £37.70) Divide larger numbers mentally by subtracting the 10th or 100th multiple as appropriate. (E.g. 96 ÷ 6 is 10 + 6, as 10 x 6 = 60 and 6 x 6 = 36; 312 ÷ 3 is 100 + 4 as 100 x 3 = 300 and 4 x 3 = 12) Reduce fractions to their simplest form.</p>	<p>Use short division to divide a number with up to 4 digits by a number ≤12. Give remainders as whole numbers or as fractions. Find non-unit fractions of large amounts. Turn improper fractions into mixed numbers and vice versa. Choose the most efficient method in any given situation</p>	<p>Know by heart division facts up to 121 ÷ 11 Divide whole numbers by 10, 100 or 1000 to give answers with up to one decimal place. Use doubling and halving as mental division strategies Use efficient chunking to divide numbers ≤ 1000 by 1-digit numbers. Find unit fractions of 2 and 3-digit numbers</p>

<p><i>Ad diti on</i></p>	<p>Know by heart number bonds to 100 and use these to derive related facts. (E.g. $3.46 + 0.54 = 4$) Derive quickly and without difficulty, number bonds to 1000 Add small and large whole numbers where the use of place value or number facts makes the calculation do-able 'in our heads'. (E.g. $34,000 + 8000$.) Add multiples of powers of ten and near multiples of the same. (E.g. $6345 + 199$.) Add negative numbers in a context such as temperature where the numbers make sense. Add two 1-place decimal numbers or two 2-place decimal numbers less than 1 (E.g. $4.5 + 6.3$ or $0.74 + 0.33$) Add positive numbers to negative numbers, e.g. calculate a rise in temperature, or continue a sequence beginning with a negative number</p>	<p>Use column addition to add numbers with up to 5 digits. Use column addition to add decimal numbers with up to 3-digits Add mixed numbers and fractions with different denominators.</p>	<p>Derive swiftly and without difficulty, number bonds to 100 Use place value and number facts to add friendly large or decimal numbers, e.g. $3.4 + 6.6$ or $26,000 + 5,400$ Use column addition to add numbers with up to 4-digits. Use column addition to add pairs of two-place decimal numbers.</p>											
<p><i>Su btr act ion</i></p>	<p>Use number bonds to 100 to perform mental subtraction of any pair of integers by complementary addition. (E.g. $1000 - 654$ as $46 + 300$ in our heads) Use number bonds to 1 and 10 to perform mental subtraction of any pair of one-place or two-place decimal numbers using complementary addition and including money. (E.g. $10 - 3.65$ as $0.35 + 6$, $£50 - £34.29$ as $71p + £15$) Use number facts and place value to perform mental subtraction of large numbers or decimal numbers with up to two places. (E.g. $467,900 - 3,005$ or $4.63 - 1.02$) Subtract multiples of powers of ten and near multiples of the same. Subtract negative numbers in a context such as temperature where the numbers make sense.</p>	<p>Use column subtraction to subtract numbers with up to 6 digits. Use complementary addition for subtractions where the larger number is a multiple or near multiple of 1000 or 10,000. Use complementary addition for subtractions of decimal numbers with up to three places including money. Subtract mixed numbers and fractions with different denominators.</p>	<p>Use number bonds to 100 to perform mental subtraction of numbers up to 1000 by complementary addition. (E.g. $1000 - 654$ as $46 + 300$ in our heads.) Use complementary addition for subtraction of integers up to 10,000. E.g. $2504 - 1878$ as</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">+2</td> <td style="text-align: right;">+20</td> <td style="text-align: right;">+100</td> <td style="text-align: right;">+504</td> <td style="text-align: right;">=</td> <td style="text-align: left;">626</td> </tr> </table> <p>1878 1880 1900 2000 2504 Use complementary addition for subtractions of one-place decimal numbers and amounts of money. (E.g. $£7.30 - £3.55$ as</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">+5p</td> <td style="text-align: right;">+40p</td> <td style="text-align: right;">+£3.30</td> <td style="text-align: right;">=</td> <td style="text-align: left;">£3.75</td> </tr> </table> <p>£3.55 £3.60 £4.00 £7.30</p>	+2	+20	+100	+504	=	626	+5p	+40p	+£3.30	=	£3.75
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Know by heart all the multiplication facts up to 12×12 .
Multiply whole numbers and decimals with up to three places by 10, 100 or 1000, e.g. $234 \times 1000 = 234,000$ and $0.23 \times 1000 = 230$
Identify common factors, common multiples and prime numbers and use factors in mental multiplication. (E.g. 326×6 is 652×3 which is 1956)
Use place value and number facts in mental multiplication. (E.g. $40,000 \times 6 = 24,000$ and $0.03 \times 6 = 0.18$)
Use doubling and halving as mental multiplication strategies, including to multiply by 2, 4, 8, 5, 20, 50 and 25 (E.g. 28×25 is $\frac{1}{4}$ of $28 \times 100 = 700$)
Use rounding in mental multiplication. (34×19 as $(20 \times 34) - 34$)
Multiply one and two-place decimals by numbers up to and including 10 using place value and partitioning. (E.g. 3.6×4 is $12 + 2.4$ or 2.53×3 is $6 + 1.5 + 0.09$)
Double decimal numbers with up to 2 places using partitioning
e.g. 36.73 doubled is double 36 (72) plus double 0.73 (1.46)

Use short multiplication to multiply a 1-digit number by a number with up to 4 digits
Use long multiplication to multiply a 2-digit by a number with up to 4 digits
Use short multiplication to multiply a 1-digit number by a number with one or two decimal places, including amounts of money.
Multiply fractions and mixed numbers by whole numbers.
Multiply fractions by proper fractions.
Use percentages for comparison and calculate simple percentages.

Know by heart all the multiplication facts up to 12×12 .
Multiply whole numbers and one-and two-place decimals by 10, 100 and 1000.
Use an efficient written method to multiply a one-digit or a teens number by a number with up to 4-digits by partitioning (grid method).
Multiply a one-place decimal number up to 10 by a number ≤ 100 using grid method.

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Know by heart all the division facts up to $144 \div 12$.
Divide whole numbers by powers of 10 to give whole number answers or answers with up to three decimal places.
Identify common factors, common multiples and prime numbers and use factors in mental division. (E.g. $438 \div 6$ is $219 \div 3$ which is 73)
Use tests for divisibility to aid mental calculation.
Use doubling and halving as mental division strategies, e.g. to divide by 2, 4, 8, 5, 20 and 25. (E.g. $628 \div 8$ is halved three times: 314, 157, 78.5)
Divide one and two place decimals by numbers up to and including 10 using place value. (E.g. $2.4 \div 6 = 0.4$ or $0.65 \div 5 = 0.13$, $\pounds 6.33 \div 3 = \pounds 2.11$)
Halve decimal numbers with up to 2 places using partitioning e.g. *Half of 36.86 is half of 36 (18) plus half of 0.86 (0.43)*
Know and use equivalence between simple fractions, decimals and percentages, including in different contexts.
Recognise a given ratio and reduce a given ratio to its lowest terms.

Use short division to divide a number with up to 4 digits by a 1-digit or a 2-digit number
Use long division to divide 3-digit and 4-digit numbers by 'friendly' 2-digit numbers.
Give remainders as whole numbers or as fractions or as decimals
Divide a one-place or a two-place decimal number by a number ≤ 12 using multiples of the divisors.
Divide proper fractions by whole numbers.

Know by heart all the division facts up to $144 \div 12$.
Divide whole numbers by 10, 100, 1000 to give whole number answers or answers with up to two decimal places.
Use efficient chunking involving subtracting powers of 10 times the divisor to divide any number of up to 1000 by a number ≤ 12 . (E.g. $836 \div 11$ as $836 - 770$ (70×11) leaving 66 which is 6×11 . So that we have $70 + 6 = 76$ as the answer).
Divide a one-place decimal by a number ≤ 10 using place value and knowledge of division facts.