

Calculation Policy

Welcome to the White Rose Maths Calculation Policy.

This document is broken down into addition and subtraction, and multiplication and division.

At the start of each policy, there is an overview of the different models and images that can support the teaching of different concepts. These provide explanations of the benefits of using the models and show the links between different operations.

Ten Frames (within 20)

$8 + 7 = 15$

$14 - 6 = 8$

$7 + 6 + 3 = 16$

Benefits

When adding two single digits, children can make each number on separate ten frames before moving part of one number to make 10 on one of the ten frames. This supports children to see how they have partitioned one of the numbers to make 10, and makes links to effective mental methods of addition.

When subtracting a one-digit number from a two-digit number, firstly make the larger number on 2 ten frames. Remove the smaller number, thinking carefully about how you have partitioned the number to make 10, this supports mental methods of subtraction.

When adding three single-digit numbers, children can make each number on 3 separate 10 frames before considering which order to add the numbers in. They may be able to find a number bond to 10 which makes the calculation easier. Once again, the ten frames support the link to effective mental methods of addition as well as the importance of commutativity.

Each operation is then broken down into skills and each skill has a dedicated page showing the different models and images that could be used to effectively teach that concept.

Skill: Add 1 and 2-digit numbers to 20

$8 + 7 = 15$

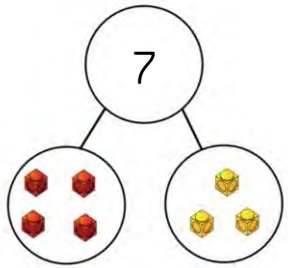
Year: 1/2

When adding one-digit numbers that cross 10, it is important to highlight the importance of ten ones equaling one ten.

Different manipulatives can be used to represent this exchange. Use concrete resources alongside number lines to support children in understanding how to partition their jumps.

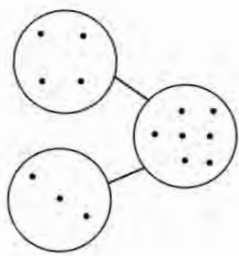
There is an overview of skills linked to year groups to support consistency through out school. A glossary of terms is provided at the end of the calculation policy to support understanding of the key language used to teach the four operations.

Part-Whole Model



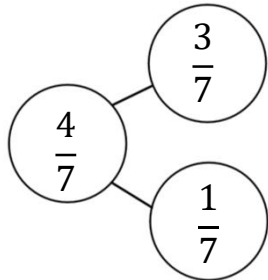
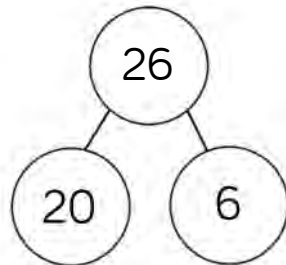
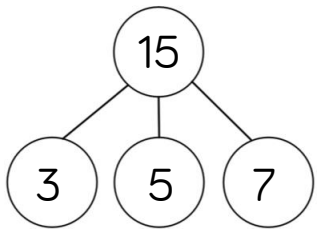
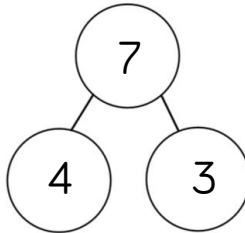
$$7 = 4 + 3$$

$$7 = 3 + 4$$



$$7 - 3 = 4$$

$$7 - 4 = 3$$



Benefits

This part-whole model supports children in their understanding of aggregation and partitioning. Due to its shape, it can be referred to as a cherry part-whole model.

When the parts are complete and the whole is empty, children use aggregation to add the parts together to find the total.

When the whole is complete and at least one of the parts is empty, children use partitioning (a form of subtraction) to find the missing part.

Part-whole models can be used to partition a number into two or more parts, or to help children to partition a number into tens and ones or other place value columns.

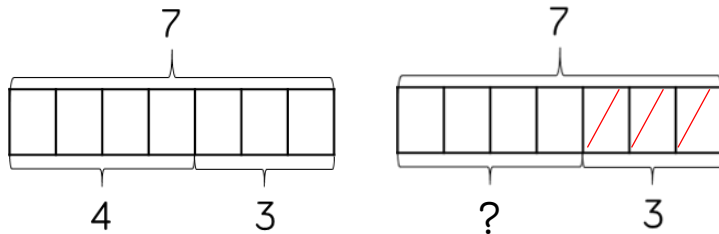
In KS2, children can apply their understanding of the part-whole model to add and subtract fractions, decimals and percentages.

Bar Model (single)

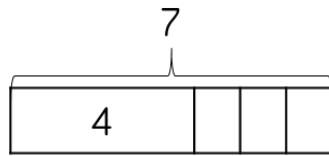
Concrete



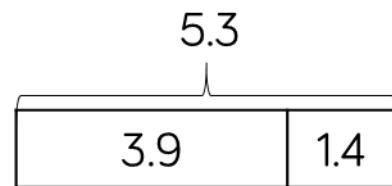
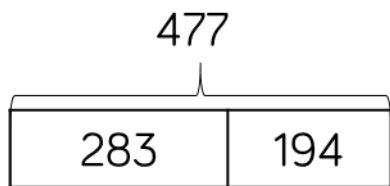
Discrete



Combination



Continuous



Benefits

The single bar model is another type of a part-whole model that can support children in representing calculations to help them unpick the structure.

Cubes and counters can be used in a line as a concrete representation of the bar model.

Discrete bar models are a good starting point with smaller numbers. Each box represents one whole.

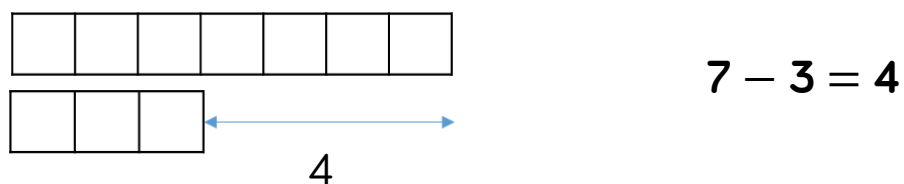
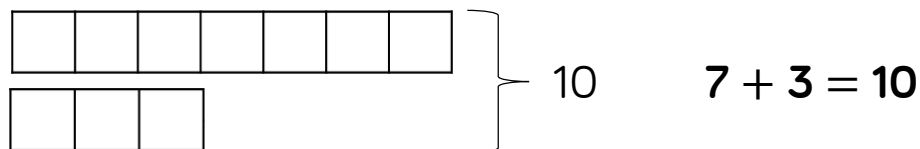
The combination bar model can support children to calculate by counting on from the larger number. It is a good stepping stone towards the continuous bar model.

Continuous bar models are useful for a range of values. Each rectangle represents a number. The question mark indicates the value to be found.

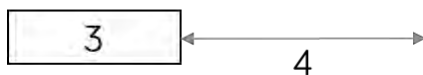
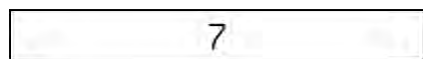
In KS2, children can use bar models to represent larger numbers, decimals and fractions.

Bar Model (multiple)

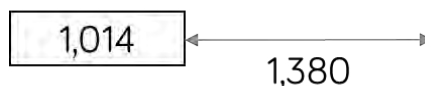
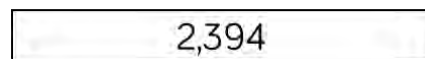
Discrete



Continuous



$$7 - 3 = 4$$



$$2,394 - 1,014 = 1,380$$

Benefits

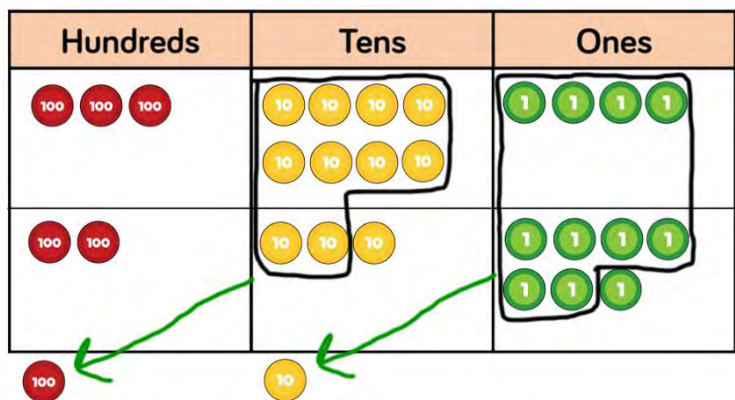
The multiple bar model is a good way to compare quantities whilst still unpicking the structure.

Two or more bars can be drawn, with a bracket labelling the whole positioned on the right hand side of the bars. Smaller numbers can be represented with a discrete bar model whilst continuous bar models are more effective for larger numbers.

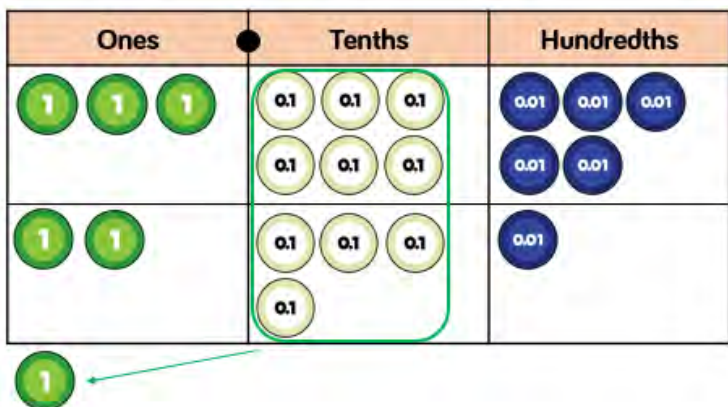
Multiple bar models can also be used to represent the difference in subtraction. An arrow can be used to model the difference.

When working with smaller numbers, children can use cubes and a discrete model to find the difference. This supports children to see how counting on can help when finding the difference.

Place Value Counters (addition)



$$\begin{array}{r}
 384 \\
 + 237 \\
 \hline
 621 \\
 1\ 1
 \end{array}$$



$$\begin{array}{r}
 3.65 \\
 + 2.41 \\
 \hline
 6.06 \\
 1
 \end{array}$$

Benefits

Using place value counters is an effective way to support children's understanding of column addition. It is important that children write out their calculations alongside using or drawing counters so they can see the clear links between the written method and the model.

Children should first add without an exchange before moving on to addition with exchange. Different place value counters can be used to represent larger numbers or decimals. If you don't have place value counters, use normal counters on a place value grid to enable children to experience the exchange between columns.

When adding money, children can also use coins to support their understanding. It is important that children consider how the coins link to the written calculation especially when adding decimal amounts.

Place Value Counters (Subtraction)

Hundreds	Tens	Ones

$$\begin{array}{r}
 \overset{4}{\cancel{6}}\overset{1}{\cancel{5}}2 \\
 - 207 \\
 \hline
 445 \\
 \hline
 \end{array}$$

Thousands	Hundreds	Tens	Ones

$$\begin{array}{r}
 \overset{3}{\cancel{4}}\overset{1}{\cancel{3}}57 \\
 - 2735 \\
 \hline
 1622 \\
 \hline
 \end{array}$$

Benefits

Using place value counters is an effective way to support children's understanding of column subtraction. It is important that children write out their calculations alongside using or drawing counters so they can see the clear links between the written method and the model.

Children should first subtract without an exchange before moving on to subtraction with exchange. If you don't have place value counters, use normal counters on a place value grid to enable children to experience the exchange between columns.

When building the model, children should just make the minuend using counters, they then subtract the subtrahend. Children start with the smallest place value column. When there are not enough ones/tens/hundreds to subtract in a column, children need to move to the column to the left and exchange e.g. exchange 1 ten for 10 ones. They can then subtract efficiently.

Glossary

Addend - A number to be added to another.

Aggregation - combining two or more quantities or measures to find a total.

Augmentation - increasing a quantity or measure by another quantity.

Commutative - numbers can be added in any order.

Complement - in addition, a number and its complement make a total e.g. 300 is the complement to 700 to make 1,000

Difference - the numerical difference between two numbers is found by comparing the quantity in each group.

Exchange - Change a number or expression for another of an equal value.

Minuend - A quantity or number from which another is subtracted.

Partitioning - Splitting a number into its component parts.

Reduction - Subtraction as take away.

Subitise - Instantly recognise the number of objects in a small group without needing to count.

Subtrahend - A number to be subtracted from another.

Sum - The result of an addition.

Total - The aggregate or the sum found by addition.