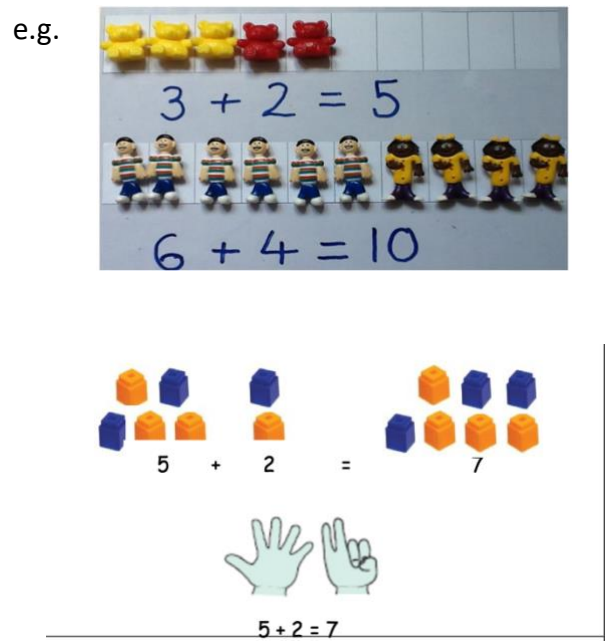
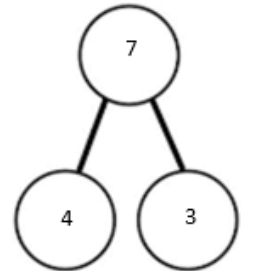
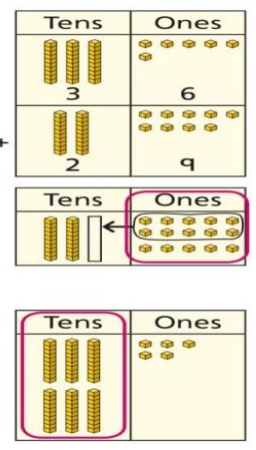
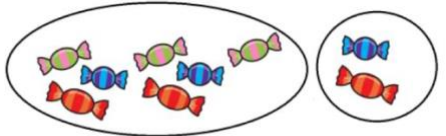
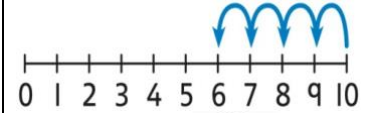
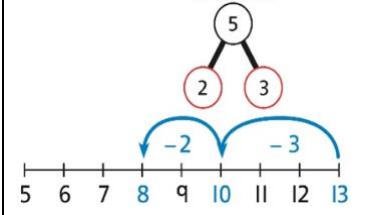
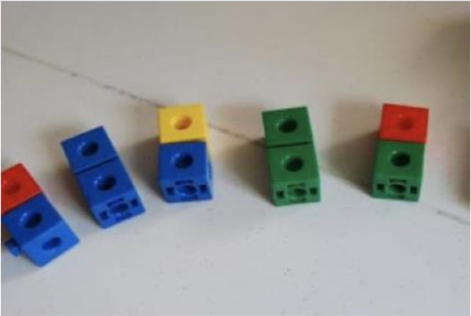

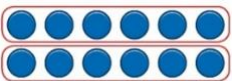
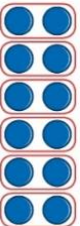
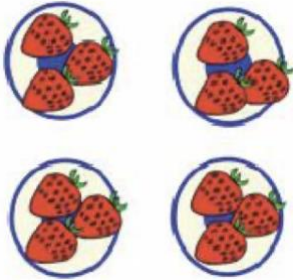
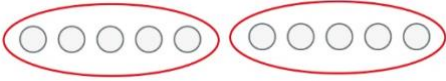
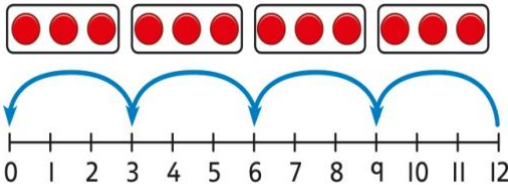




Dalestorth Primary and Nursery School Written Calculation Policy



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Addition</p> <p>+</p>	<p>Using a range of practical resources and real-life contexts, children develop their understanding of the concept of addition through counting activities.</p> <p>e.g.</p> 	<p>Part whole model e.g. $4 + 3 = 7$ Four is a part, 3 is a part and the whole is seven.</p> 	<p>Expanded column addition (initially using a place value grid)</p> $\begin{array}{r} \text{T O} \\ 305 \\ + 202 \\ \hline 507 = 57 \end{array}$ <p>Exchanging Add the 1s. Exchange 10 ones for a ten. Then add the 10s.</p>  $\begin{array}{r} \text{T O} \\ 306 \\ + 209 \\ \hline 50 + 15 = \\ 65 \end{array}$	<p>Compact column addition e.g.</p> $\begin{array}{r} \text{H T O} \\ 142 \\ + 169 \\ \hline 311 \\ \small 1 \quad 1 \end{array}$	<p>Continue to extend use of compact column addition.</p> $\begin{array}{r} \text{Th H T O} \\ 5347 \\ 2286 \\ + 1495 \\ \hline 9128 \\ \small 1 \quad 2 \quad 1 \end{array}$	<p>Continue to extend use of compact column addition e.g.</p> $\begin{array}{r} 12.36 \\ + 23.68 \\ \hline 36.04 \\ \small 1 \quad 1 \end{array}$	<p>Continue to extend use of compact column addition e.g.</p> $\begin{array}{r} 21.72 \\ 4.634 \\ 140.001 \\ + 252.222 \\ \hline 418.577 \\ \small 1 \quad 1 \end{array}$
<p>Subtraction</p> <p>-</p>	<p>Using a range of practical resources and real-life contexts, children develop their understanding of the concept of subtraction as taking away through counting activities e.g.</p> <p>I had 9 sweets and I ate 2. How many have I got left?</p> 	<p>Counting back using a number line (provided or independently drawn) e.g. $10 - 4 = 6$</p>   <p>Moving onto larger jumps when appropriate.</p>	<p>Expanded column subtraction e.g.</p> $\begin{array}{r} \text{T O} \\ 307 \\ - 104 \\ \hline 203 = 23 \end{array}$ <p>Expanded column subtraction including decomposition.</p> $\begin{array}{r} \text{T O} \\ 20 \\ 30 \quad 14 \\ - 10 \quad 7 \\ \hline 10 + 7 = 17 \end{array}$	<p>Compact column subtraction e.g. including the need for decomposition.</p> $\begin{array}{r} \text{T O} \\ 5613 \\ - 49 \\ \hline 14 \end{array}$	<p>Extend use of compact column subtraction.</p> $\begin{array}{r} \text{H T O} \\ 2783 \\ - 57 \\ \hline 226 \end{array}$	<p>Continue to extend use of compact column subtraction.</p> $\begin{array}{r} 45156.129 \\ - 37.55 \\ \hline 18.74 \end{array}$	<p>Continue to extend use of compact column subtraction.</p> $\begin{array}{r} 78140.146 \\ - 372.033 \\ \hline 4.78.113 \end{array}$

<p>Multiplication</p> <p style="text-align: center;">X</p>	<p>Count groups of the same number of objects and add them together e.g.</p> 	<p>Drawing equal groups e.g. $2 \times 5 = 10$ (two equal groups)</p> 	<p>Drawing own arrays e.g. 2×6 (2 lots of / groups of 6)</p>  <p>6×2 (6 lots of / groups of 2)</p> 	<p>Short multiplication e.g.</p> $\begin{array}{r} \text{TO} \\ 52 \\ \times 4 \\ \hline 208 \end{array}$	<p>Continue to revise and extend the use of short multiplication e.g.</p> <p>HTO</p> $\begin{array}{r} 152 \\ \times 3 \\ \hline 456 \\ 1 \end{array}$	<p>Long multiplication e.g.</p> $\begin{array}{r} 234 \\ \times 15 \\ \hline 1170 \quad (234 \times 5) \\ + 2340 \quad (234 \times 10) \\ \hline 3510 \end{array}$	<p>Continue to extend use of long multiplication e.g.</p> $\begin{array}{r} 4726 \\ \times 83 \\ \hline 14178 \\ 378080 \\ \hline 392258 \end{array}$
<p>Division</p> <p style="text-align: center;">÷</p>	<p>Share objects and count how many in each group e.g.</p> 	<p>Represent a whole and work out how many equal groups e.g.</p> <p>$10 \div 5 = 2$</p>  <p>There are 10 in total. There are 5 in each group. There are 2 groups.</p>	<p>Understand how to relate by grouping to repeated subtraction.</p> <p>$12 \div 3 = 4$</p> <p>12 divided into groups of 3.</p> 	<p>Divisions just above the 10th multiple using horizontal or vertical jottings and understanding how to give a remainder as a whole (also referred to as chunking)</p> <p>Then move on to short division e.g.</p> $\begin{array}{r} 21 \\ 4 \overline{)84} \end{array}$	<p>Continue to extend the use of short division e.g.</p> $\begin{array}{r} 21 \\ 4 \overline{)84} \end{array}$ $\begin{array}{r} 088r4 \\ 9 \overline{)7976} \end{array}$ <p>Expressing remainders as whole numbers.</p>	<p>Continue to extend the use of short division to divide by two or more digits using knowledge of multiples.</p> $\begin{array}{r} n \quad 2 \quad 9 \\ 13 \overline{)337117} \end{array}$ <p>1 = 13 2 = 26 3 = 39 4 = 52 5 = 65 6 = 78 9 = 117</p>	<p>Continue to revise the use of short division to divide by two or more digits using knowledge of multiples.</p> $\begin{array}{r} n \quad 2 \quad 7 \\ 36 \overline{)997252} \end{array}$ <p>1 = 36 2 = 72 3 = 108 5 = 180 6 = 216 7 = 252 10 = 360</p>

All children should be constantly encouraged and reminded to write number sentence answers after they have worked out a calculation.