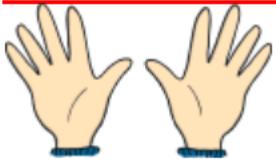
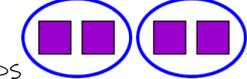
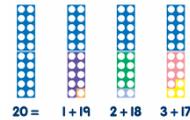
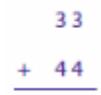
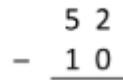
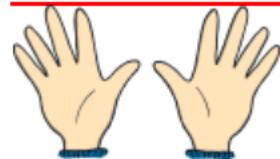


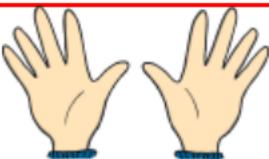
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Year group	EYFS/Nursery			
Operation	Addition	Subtraction	Multiplication	Division
Objectives	1 more, add 2 single digit numbers	1 less, subtract 2 single digit numbers	Doubling, combining groups of 2, 5 or 10	Halving, sharing into equal groups
Taught Strategies	 $5+5=10$	 $5-1=4$ 1 less than 5 is 4	2 groups of 2 are 4  Double 2 is 4	4 shared into 2 equal groups  Half of 4 is 2

Year group	Year 1			
Operation	Addition	Subtraction	Multiplication	Division
Objectives	Read, write and solve addition calculations. Know number bonds to 20 Missing number problems ($7 = ?+9$.) Add one-digit and two-digit numbers	Read, write and solve subtraction calculations. Know related subtractions number bonds to 20 Missing number problems ($7 = ?-9$.) Subtract one-digit and two-digit numbers	Solve one-step problems involving multiplication (2,5,10)	Solve one-step problems involving divisions (2,5,10)
Taught Strategies	Know number bonds to 20  Missing number problems $7-?+9=9=7=2$ $2=?$  Add one and two-digit number	Missing number problems $7 = ?-9$ $9-7=2$ $?=2$ Subtract one-digit and two-digit numbers 	$10 \times 5 =$ 10 fingers and count in 5's 	$8 \div 2 =$ Count in 2's until you get to 8 then count your  fingers

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Year group	Year 2			
Operation	Addition	Subtraction	Multiplication	Division
Objectives	Adding 3 one-digit numbers Adding 2 two and three-digit numbers and crossing 10 Adding a two-digit number to a three-digit number	Subtraction 2 two and three-digit numbers and crossing 10 Subtracting a two-digit number from a three-digit number	Learning the 2,3,5 and 10 x table	Learning the 2,3,5 and 10 x table related division facts.
Taught Strategies	$\begin{array}{r} 257 \\ + 514 \\ \hline 771 \\ \hline 1 \end{array}$ 7 ones and 4 ones are the same as 11 ones. 11 ones is too many to stay in the ones column so 11 ones becomes 1 ten and 1 one. The 1 ten joins the tens column.	$\begin{array}{r} 21 \quad 5 \text{ ones} \\ 635 \quad \text{take away} \\ - 228 \quad 8 \text{ ones is} \\ \hline 407 \quad \text{not possible.} \\ 15 \text{ ones} \\ \text{take away 8 ones is 7 ones.} \\ 2 \text{ tens take away 2 tens are 0 tens.} \end{array}$	$10 \times 5 =$ 10 fingers and count in 5's 	$8 \div 2 =$ Count in 2's until you get to 8 then count your  fingers

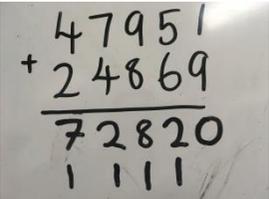
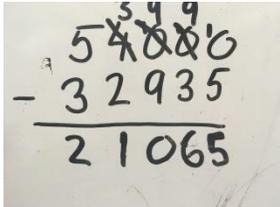
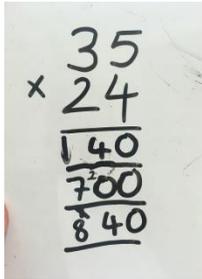
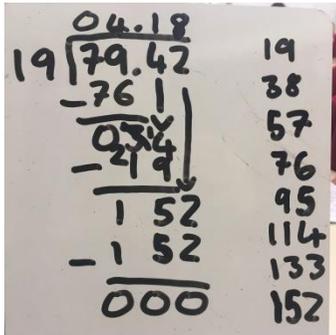
Year group	Year 3			
Operation	Addition	Subtraction	Multiplication	Division
Objectives	Add numbers with up to three digits.	Add and numbers with up to three digits.	Learning the all the times tables table Multiplying a 3 digit number by a 1 digit number	Learning the 3,4 and 6, 8 x table related division facts. Dividing a 2 digit number by a 1 digit number with remainders



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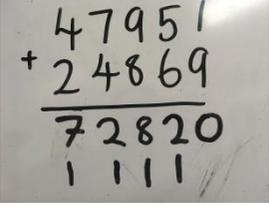
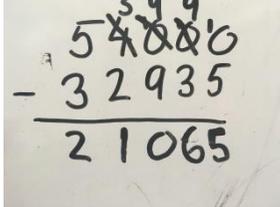
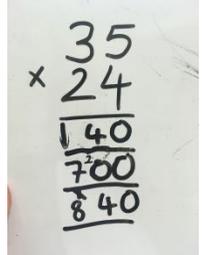
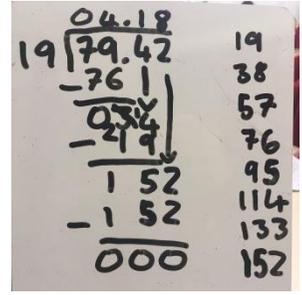
<p>Taught Strategies</p>	$\begin{array}{r} 257 \\ + 774 \\ \hline 1031 \\ 11 \end{array}$ <p>7 ones and 4 ones are the same as 11 ones. 11 ones is too many to stay in the ones column so 11 ones becomes 1 ten and 1 one. The 1 ten joins the tens column. 5 tens, 7 tens and 1 ten is 13 tens which is 1 hundred and 3 tens, 2 hundreds and 7 hundreds and one extra hundred is 10 hundreds which is the same as 1 thousand and 0 hundreds.</p>	$\begin{array}{r} 8 \quad 6 \\ \cancel{9} \cancel{0} \cancel{0} \\ - 4469 \\ \hline 4601 \end{array}$ <p>0 ones take away 9 ones is not possible. 10 ones take away 9 ones is 1 one. 6 tens take away 6 tens are 0 tens. 0 hundreds take away 4 hundreds is not possible, we have to borrow a thousand. 10 hundreds take away 4 hundreds is 6 hundreds. 8 thousands take away 4 thousands is 4 thousand.</p>	$\begin{array}{r} 24 \\ \times 6 \\ \hline 144 \end{array}$ <p>6 x 4 is 24 6 x 20 is 120 24+120=144</p>	$\begin{array}{r} 1 \quad 4 \quad r3 \\ \hline 6 \overline{) 827} \end{array}$ <p>There is 1 6 in 8 and there are 2 remainders. The 2 becomes the 20 in the 27, there are 4 6's in 27 with a remainder of 3.</p>	
<p>Year group</p>	<p>Year 4</p>				
<p>Operation</p>	<p>Addition</p>		<p>Subtraction</p>	<p>Multiplication</p>	<p>Division</p>
<p>Objectives</p>	<p>Add numbers with up to three digits.</p>	<p>Add and numbers with up to three digits.</p>	<p>Learning and recapping all of the x tables. Multiplying a 3 digit number by a 1 digit number</p>	<p>Learning and recapping all the x table related division facts. Dividing a 2 digit number by a 1 digit number with remainders</p>	
<p>Taught Strategies</p>	$\begin{array}{r} 1257 \\ + 1774 \\ \hline 3031 \\ 111 \end{array}$ <p>7 ones and 4 ones are the same as 11 ones. 11 ones is too many to stay in the ones column so 11 ones becomes 1 ten and 1 one. The 1 ten joins the tens column. 5 tens, 7 tens and 1 ten is 13 tens which is 1 hundred and 3 tens, 2 hundreds and 7 hundreds and one extra hundred is 10 hundreds which is the same as 1 thousand and 0 hundreds 1 thousand, 1 thousand and 1 thousand is 3 thousand.</p> <p>In year 4 this can go up to 5 digit numbers</p>	$\begin{array}{r} 8 \quad 6 \\ \cancel{9} \cancel{0} \cancel{0} \\ - 4469 \\ \hline 4601 \end{array}$ <p>0 ones take away 9 ones is not possible. 10 ones take away 9 ones is 1 one. 6 tens take away 6 tens are 0 tens. 0 hundreds take away 4 hundreds is not possible, we have to borrow a thousand. 10 hundreds take away 4 hundreds is 6 hundreds. 8 thousands take away 4 thousands is 4 thousand.</p> <p>In year 4 this can go up to 5 digit numbers</p>	$\begin{array}{r} 124 \\ \times 6 \\ \hline 744 \end{array}$ <p>6 x 4 is 24 6 x 20 is 120 6 x 100 = 600 24+120+600=144</p>	$\begin{array}{r} 1 \quad 1 \quad 4 \quad r5 \\ \hline 6 \overline{) 82847} \end{array}$ <p>There is 1 6 in 8 and there are 2 remainders. The 2 becomes the 20 in the 27, there are 4. There is 1 6 in 8 and there are 2 remainders. The 2 becomes the 20 in the 28 there are 4 6's in 28 with a remainder of 4. There are 7 6's in 47 with a remainder of 5.</p>	

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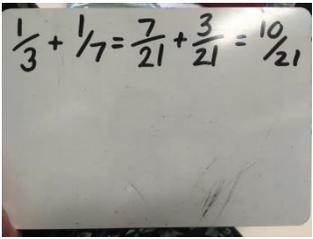
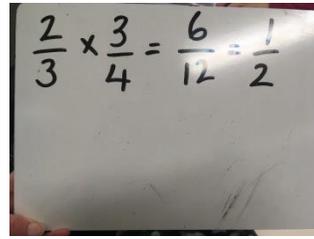
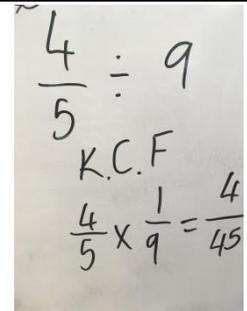
Year group	Year 5			
Operation	Addition	Subtraction	Multiplication	Division
Objectives				
Taught Strategies	 <p>One one add nine ones equals 10 ones which becomes one ten and 0 ones. The ten joins the tens column. 5 tens add 6 tens and 1 ten equals 1 hundred and 2 tens. The 1 hundred joins the hundreds column. 9 hundreds add 8 hundreds add one hundred equals one thousand and 8 hundreds. The one thousand joins the thousands column. 4 thousand add 2 thousand add one thousand equals 7 thousand.</p>	 <p>Zero ones subtract 5 ones is not possible so you need to borrow from the tens column which is zero as well. Look to the hundreds column which is also a zero so you will need to borrow one thousand from the thousand column (leaving 3 thousand in the thousand column) which makes 10 hundreds. Borrow one hundred from the hundreds column (which leaves 9 hundreds in the hundreds column) which makes 10 tens. Borrow one ten from the tens column (leaving 9 tens in the tens column) which makes 10 ones. 10 ones subtract 5 ones equals 5 ones. 9 tens subtract 3 tens equals 6 tens. 9</p>	 <p>4 x 5 equals 20. Write the 0 in the ones column and carry the 2 tens into the tens column. 4 x 30 equals 120 + 20 = 140. Record 4 tens in the tens column and the 1 hundred in the hundreds column. Drop down to the next level and write a 0 in the ones column to show that you are now multiplying by tens. 20 x 5 equals 100. Record the 0 in the tens column and carry the one hundred into the hundreds column. 20 x 30 = 600 + 100 = 700. Record the 7 in the hundreds column. Then add them together. 0 + 0 equals 0. 40 + 0 = 40. 700</p>	 <p>First of all, list the 19 times table down the side of the page. Look at what number in the 19 times table that is closest to 79. Write 76 underneath 79. How many times does 19 go into 76? 4 times. So record 4 on the top line. Then subtract 76 from 79 which leaves you with 3. Bring the 4 down and record it next to the 3. To make 34. Number closest to 34 is 19. How many times does 19 go into 19? Once. Record a 1 next to the 4. Subtract 19 from 34 which equals 15. Bring the 2 down from the original number giving you 152. How many 19s in 152? 8 (no remainders). Record 8 on the top line next to</p>

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		hundreds subtract 9 hundreds equals 0. 3 thousand subtract 1 thousand equals 2 thousand. 50 thousand subtract 30 thousand equals 20 thousand.	+ 100 = 800. Giving an answer of 840.	the 1 giving a final answer of 4.18
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Year group	Year 6			
Operation	Addition	Subtraction	Multiplication	Division
Objectives				
Taught Strategies	 <p>One one add nine ones equals 10 ones which becomes one ten and 0 ones. The ten joins the tens column. 5 tens add 6 tens and 1 ten equals 1 hundred and 2 tens. The 1 hundred joins the hundreds column. 9 hundreds add 8 hundreds add one hundred equals one thousand and 8 hundreds. The one thousand joins the thousands column. 4 thousand add 2 thousand add one thousand equals 7 thousand.</p>	 <p>Zero ones subtract 5 ones is not possible so you need to borrow from the tens column which is zero as well. Look to the hundreds column which is also a zero so you will need to borrow one thousand from the thousand column (leaving 3 thousand in the thousand</p>	 <p>4 x 5 equals 20. Write the 0 in the ones column and carry the 2 tens into the tens column. 4 x 30 equals 120 + 20 = 140. Record 4 tens in the tens column and the 1 hundred in the hundreds column. Drop down to the next level and write a 0 in the</p>	 <p>First of all, list the 19 times table down the side of the page. Look at what number in the 19 times table that is closest to 79. Write 76 underneath 79. How many times does 19 go into 76? 4 times. So record 4 on the top line. Then subtract 76</p>

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		<p>column) which makes 10 hundreds. Borrow one hundred from the hundreds column (which leaves 9 hundreds in the hundreds column) which makes 10 tens. Borrow one ten from the tens column (leaving 9 tens in the tens column) which makes 10 ones. 10 ones subtract 5 ones equals 5 ones. 9 tens subtract 3 tens equals 6 tens. 9 hundreds subtract 9 hundreds equals 0. 3 thousand subtract 1 thousand equals 2 thousand. 50 thousand subtract 30 thousand equals 20 thousand.</p>	<p>ones column to show that you are now multiplying by tens. 20×5 equals 100. Record the 0 in the tens column and carry the one hundred into the hundreds column. $20 \times 30 = 600 + 100 = 700$. Record the 7 in the hundreds column. Then add them together. $0 + 0$ equals 0. $40 + 0 = 40$. $700 + 100 = 800$. Giving an answer of 840.</p>	<p>from 79 which leaves you with 3. Bring the 4 down and record it next to the 3. To make 34. Number closest to 34 is 19. How many times does 19 go into 19? Once. Record a 1 next to the 4. Subtract 19 from 34 which equals 15. Bring the 2 down from the original number giving you 152. How many 19s in 152? 8 (no remainders). Record 8 on the top line next to the 1 giving a final answer of 4.18</p>
Fractions	 <p>As the denominators (bottom number of the fraction) are different the 2 fractions need to be converted to the same denominator. What is the smallest number that 3 and 7 go into? 21. Whatever you do to the denominator you</p>		 <p>Multiply the numerators (top numbers of the fractions) by each other. $2 \times 3 = 6$. Then multiply the denominators (bottom number of the</p>	 <p>K.C.F Keep it. Change it. Flip it. So $4/5$ stays as $4/5$. The division is changed into multiply.</p>



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	<p>have to do to the numerator (top number of the fraction). How many 3s are in 21? 7. So $1 \times 7 = 7$. $1/3 = 7/21$. How many 7s are in 21? 3. $1 \times 3 = 3$. $1/7 = 3/21$.</p> <p>When adding fractions, the numerators are added together but the denominators aren't, they stay the same.</p> $7/21 + 3/21 = 10/21.$		<p>fractions) by each other. $3 \times 4 = 12$. Giving you an answer of $6/12$. Can it be simplified? Yes, it can. What is the biggest number that can go into 6 and 12? 6. How many 6s in 6? 1. How many 6s in 12? 2. Giving an answer of $1/2$.</p>	<p>Then flip 9 into $1/9$. Giving you the calculation:</p> $4/5 \times 1/9 =$ $4 \times 1 = 4. 5 \times 9 = 45. \text{ Equals } 4/45 \text{ which cannot be simplified.}$
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