CHRISTIAN MALFORD, SEAGRY AND SOMERFORDS' WALTER POWELL PRIMARY SCHOOLS

MATHEMATICS AND CALCULATION POLICY

Part of The Diocese of Bristol Academies Trust.
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Vision statement

A Christian values-led education that provides opportunities to enjoy 'life in all its fullness' through inspirational staff leading personalised learning, and encouraging aspirational pupils who have respect for themselves, others and their environment

This Policy outlines the teaching, organisation and management of mathematics taught and learnt at Christian Malford, Seagry and Somerfords' Walter Powell Primary Schools. The Policy is based on the 2014 expectations and aims of the 'New Curriculum' for Mathematics and the Early Years 'Development Matters' EYFS document, published by the British Association for Early Childhood Education.

The Policy has been drawn up by the Mathematics Subject Leader, shared and discussed with all staff and has the full agreement of the Governing Body.

Purpose of study

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Aims

The new 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.

Computing

Computers are an integral part of learning in school and teachers ensure that the children use computers to develop their learning whenever possible.

Spoken language

The national curriculum for mathematics reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof. They must be assisted in making their thinking clear to themselves as well as others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

Planning

Planning begins with a thorough understanding of children's needs based on effective and rigorous assessment and tracking, combined with high expectations for all children to achieve. Medium term planning outlines the areas of mathematics that will be taught during the term to ensure coverage of the National Curriculum. Short term planning is the weekly planning compiled by each teacher. This states the objectives for each lesson and what is to happen in each section of the lesson. Differentiation of activities for different ability groups is also detailed.

Teaching

Mathematics is taught on a daily basis for between 45 minutes to 1 hour, depending on the age of the child.

In the Foundation Stage, children are given the opportunity to develop their understanding of number, measurement, pattern and shape and space through a combination of short, formal teaching as well as a range of planned structured play situations. Children of this age are also encouraged to develop their mathematical skills through their own imaginative led play based learning.

A typical lesson in Year 1 to 6 will often have the following components:

- **Oral and mental work across the range of mathematics**. This involves work to rehearse, sharpen and develop mental and oral skills.
- **Main teaching session.** This includes both teaching input and pupil activities

and a balance between whole class, group and individual work effectively differentiated and offering appropriate challenge. Sometimes the focus for this session is new learning, at other times pupils may be practising to master the application of a concept they have learned earlier. The focus of this session may vary for different children depending on their learning needs.

- **Plenary.** This involves work with the whole class to sort out misconceptions, identify progress, to summarise key facts and ideas and what to remember, to make links with other work and to discuss next steps.

Teachers plan learning that is differentiated to meet the needs of all pupils, whether they have a specific learning difficulty in maths or whether they are particularly able.

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. Formative assessment is mainly achieved through clear learning objectives, the use of success criteria, mini-plenaries, effective questioning, marking and pupil self-assessment. Assertive Mentoring (AM) materials Test base are used to support rigorous and regular formative assessment of basic skills in mathematics.

Using mainly AM half-termly tests, pupils are assessed summatively against Age Related Expectations. The schools' progress tracking system is updated termly. National Curriculum tests are used at the end of Key Stage 1 and 2.

Resources

A bank of essential resources is kept in each classroom. Further resources relating to key whole school topics, for example 'Shapes' are kept as a central resource.

Calculators are introduced near the end of key stage 2 to support pupils' conceptual understanding and exploration of more complex number problems, if written and mental arithmetic are secure.

Role of the subject leader

The Maths subject leader monitors the standards of teaching and learning within the school and in so doing evaluates the strengths and weaknesses of the subject and areas for further improvement. It is also their role to support colleagues in the teaching of numeracy and to keep informed of the current developments in the subject.

Policy review

The review cycle for this policy is every three years.

This policy was agreed by the governing body, Headteacher and staff at Christian Malford, Seagry and Somerfords Walter Powell Primary Schools on 17th April 2018 and is due for review by May 2021

About our Calculation Policy

The following calculation policy has been devised to meet the requirements of the National Curriculum 2014 for the teaching and learning of mathematics, and is also designed to give pupils a consistent and smooth progression of learning in calculations across the school.

Age stage expectations

The calculation policy is organised according to age stage expectations as set out in the National Curriculum 2014. **However, it is vital that pupils are taught according to the stage that they are currently working at,** being moved onto the next level as soon as they are ready, or working at a lower stage until they are secure enough to move on.

Providing a context for calculation:

It is important that any type of calculation is given a real life context or problem-solving approach to help build children's understanding of the purpose of calculation, and to help them recognise when to use certain operations and methods when faced with problems. This must be a priority within calculation lessons.

Ensuring conceptual understanding to then enable children to choose an appropriate calculation method:

It is vital that children have a conceptual understanding of numbers, the number system and the calculation methods they use. This will enable them to have a solid understanding in maths as well as giving them the tools to select appropriate calculation methods when solving mathematical problems.

Children need to be taught and encouraged to use the following processes in deciding what approach they will take to a calculation, to ensure they select the most appropriate method for the numbers involved:

Can I do it in my head using a mental strategy?

Can I use some jottings to help me?

Which written method should I use to help me?

		KEY STAGE 1		
	Overview of KS1	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.		
Year 1	***Addition***	**Mental calculation**	**Written Calculation**	**Default for ALL children**
		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 number 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

		KEY STAGE 1		
Year 1	***Multiplication***	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		Begin to count in 2s and 10s Double numbers to 5 using fingers
	Division	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		Begin to count in 2s and 10s Find half of even numbers by sharing
		Mental calculation	**Written Calculation**	**Default for ALL children**
Year 2	***Addition***	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		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

		KEY STAGE 1		
Year 2	***Subtraction***	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		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
	Multiplication	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		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
	Division	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 ½, $^1/_3$, ¼ and ¾ of a quantity of objects and of amounts (whole number answers)		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 ½ of amounts

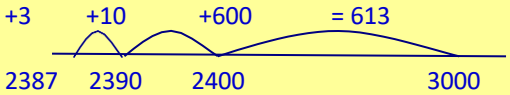
		LOWER KEY STAGE 2		
	Overview of LKS2	In Lower Key Stage 2, children build on the concrete and conceptual understandings they have gained in Key Stage 1 to develop a real mathematical understanding of the four operations, in particular developing arithmetical competence in relation to larger numbers. 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 Key Stage 1. 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 as 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.		
		Mental calculation	**Written Calculation**	**Default for ALL children**
Year 3	***Addition***	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=8* Add pairs of 'friendly' 3-digit numbers, e.g. *320 + 450* Begin to add amounts of money using partitioning	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. $^3/_8 + {}^1/_8 = {}^1/_8$ Recognise fractions that add to 1 e.g. ¼ + ¾ or $^3/_5 + {}^2/_5$	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

	Subtraction	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	Use counting up as an informal written strategy for subtracting pairs of three-digit numbers e.g.*423 – 357* is +3 +40 +23 = 66 357 360 400 423 Begin to subtract like fractions e.g. $^{7}/_{8} - {}^{3}/_{8}$	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 +3 +10 +10 +2 = 25 47 50 60 70 2 Subtract multiples of 5 from 100 by counting up +5 +60 = 65 3540100 Subtract multiples of 10 and 100
	Multiplication	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 iscommutative 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	Use partitioning (grid multiplication) to multiply 2-digit and 3-digit numbers by ‘friendly’ single digit numbers	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
	Division	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 ÷ 4 is half of 42* Divide larger numbers mentally by subtracting the tenth multiple, including those with remainders e.g. *57 ÷ 3 is 10 + 9 as 10x3=30 and 9x3=27* Halve even numbers to 100, halve odd numbers to 20	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	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 ÷ 5*

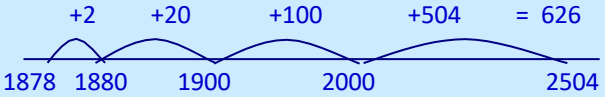
		Mental calculation	Written Calculation	Default for ALL children
Year 4	***Addition***	Add any two 2-digit numbers by partitioning or counting on Know by heart/quickly derive number bonds to 100 and to £1 Add to the next hundred, pound and whole number e.g. *234 + 66 = 300, 3.4 + 0.6 = 4* Perform place 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*	Column addition for 3-digit and 4-digit numbers Add like fractions e.g. $^3/_5 + ^4/_5 = ^7/_5 = 1\ ^2/_5$ Be confident with fractions that add to 1 and fraction complements to 1 e.g. $^2/_3 + ? = 1$	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
	Subtraction	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	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 +5 +30 +102 = 137 1865 1870 1900 2002 Subtract like fractions e.g. $¼ + ^1/_8 = ^3/_8$ Use fractions that add to 1 to find fraction complements to 1 e.g. $1 - ^2/_3 = ^1/_3$	Use counting up with confidence to solve most subtractions, including finding complements to multiples of 100 e.g. *512 – 287* is done by +3 +10 +100 +100 +12 = 225 287 290 300 400 500 512 67 + ? = 100 +3 +30 = 33 67 70100

Year 4	***Multiplication***	Know by heart all the multiplication facts up to 12 x 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 x 6 or 4000 x 8* Use understanding of place value and number facts in mental multiplication e.g. *36 x 5 is half of 36 x 10 and 50 x 60 = 3000* Partition 2-digit numbers to multiply by a single-digit number mentally e.g. *4 x 24 as 4 x 20 and 4 x 4* Multiply near multiples using rounding e.g. *33 x 19 as 33 x 20 – 33* Find doubles to double 100 and beyond using partitioning Begin to double amounts of money e.g. *£35.60 doubled = £71.20*	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)	Know by heart multiplication tables up to 10 x 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
	Division	Know by heart all the division facts up to 144 ÷ 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 ÷ 8 = 400* Use place value and number facts in mental division e.g. *245 ÷ 20 is double 245 ÷ 10* Divide larger numbers mentally by subtracting the 10^{th} or 20^{th} multiple as appropriate e.g. *156 ÷ 6 is 20 + 6 as 20x6=120 and 6x6=36* Find halves of even numbers to 200 and beyond using partitioning Begin to halve amounts of money e.g. *Half of £52.40 = £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 ÷ 10 Divide whole numbers by 10 and 100 to give whole number answers or answers with one decimal place Perform divisions just above the 10^{th} 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		
	Overview of LKS2	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 x 6 or 40,000 ÷ 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.		
		Mental calculation	**Written Calculation**	**Default for ALL children**
Year 5	***Addition***	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 number 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*	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. *½ + 1/6 = 3/6 + 1/6* Choose the most efficient method in any given situation	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

Year 5	***Subtraction***	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 100,000from 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. *$1\ ^{2}/_{5} + {}^{3}/_{5} = 2$) 4 – 5*	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. *$½ - {}^{1}/_{6} = {}^{2}/_{6}$* Choose the most efficient method in any given situation	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 
	Multiplication	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*	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 e.g. *10%, 5%, 20%, 15% and 50%* Begin to multiply fractions and mixed numbers by whole numbers ≤ 10 e.g. *$4 \times {}^{2}/_{3} = {}^{8}/_{3} = 2\ ^{2}/_{3}$*	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

Year 5	***Division***	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 × 6 = 60 and 6 × 6 = 36; 312 ÷ 3 is 100 + 4 as 100 x 3 = 300 and 4 x 3 = 12* Reduce fractions to their simplest form	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	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-diigt numbers
		Mental calculation	**Written Calculation**	**Default for ALL children**
Year 6	***Addition***	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 + 0.3* Add positive numbers to negative numbers e.g. *calculate a rise in temperature, or continue a sequence beginning with a negative number*	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	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

Year 6	***Subtraction***	Use number bonds to 100 to perform mental subtraction of any pair of integers by complementary additionin our heads e.g. *1000 – 654 as 46 + 300* 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	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	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  Use complementary addition for subtractions of one-place decimal numbers and amounts of money e.g. *£7.30 – £3.55* as 
	Multiplication	Know by heart all the multiplication facts up to 12 x 12. Multiply whole numbers and decimals with up to three places by 10, 100 or 1000 e.g. *234 x 1000 = 234,000 and 0.23 x 1000 = 230* Identify common factors, common multiples and prime numbers and use factors in mental multiplication e.g. *326 x 6 is 652 x 3 which is 1956* Use place value and number facts in mental multiplication e.g. *40,000 x 6 = 24,000 and 0.03 x 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 x 25 is ¼ of 28 x 100 = 700* Use rounding in mental multiplication e.g.*34 x 19 as (20 x 34) – 34* Multiply one and two-place decimals by numbers up to and including 10 using place value and partitioning e.g. *3.6 x 4 is 12 + 2.4 or 2.53 x 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 x 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

Year 6	***Division***	Know by heart all the division facts up to 144 ÷ 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 ÷ 6 is 219 ÷ 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 ÷ 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 ÷ 6 = 0.4 or 0.65 ÷ 5 = 0.13, £6.33 ÷ 3 = £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 ÷ 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 ÷ 11 as 836 – 770 (70x11) leaving 66 which is 6x11So 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 .

Maths Reasoning – aims

To enable all children to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

Implementation

All staff are expected to include reasoning questions throughout a unit of work.
Reasoning should be planned for in both teaching and learning activities.

Strategies

- Spot the mistake / Which is correct?
- True or false?
- What comes next?
- Do, then explain
- Make up an example / Write more statements / Create a question / Another and another
- Possible answers / Other possibilities
- What do you notice?
- Continue the pattern
- Missing numbers / Missing symbols / Missing information/Connected calculations
- Working backwards / Use the inverse / Undoing / Unpicking
- Hard and easy questions
- What else do you know? / Use a fact
- Fact families
- Convince me / Prove it / Generalising / Explain thinking
- Make an estimate / Size of an answer
- Always, sometimes, never
- Making links / Application
- Can you find?
- What's the same, what's different?
- Odd one out
- Complete the pattern / Continue the pattern
- Another and another
- Ordering
- Testing conditions
- The answer is…
- Visualising

These strategies are a very powerful way of developing pupils' reasoning skills and can be used flexibly. Many are transferable to different areas of mathematics and can be differentiated through the choice of different numbers and examples.