**Calculation Policy**

**Sutton Manor Primary School**





**Author: Keeley Worrall**

**Date adopted by School Governors: 21st March 2022**

**Date to be reviewed: 20th March 2023**

**Policy Review cycle Annually**

**Version: 1**

**Signed: Chair of Governors -----------------------------------------------------Date-------------------------------------**

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| Image result for addition display banner | **Early Stages (EYFS)** | Image result for addition display banner |

Children will engage in a wide variety of songs and rhymes, games and activities. They will begin to relate addition to **combining two groups of objects**, first by counting all and then by counting on from the largest number.

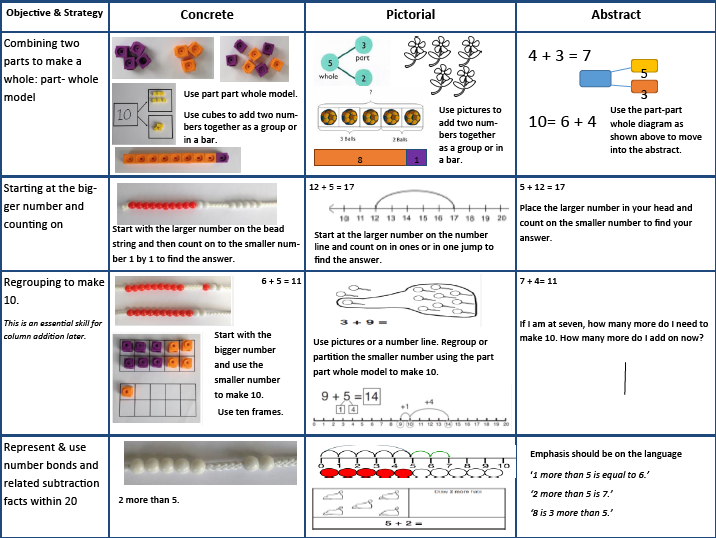
They will find one more than a given number.

In practical activities and through discussion they will begin to use the vocabulary involved in addition.

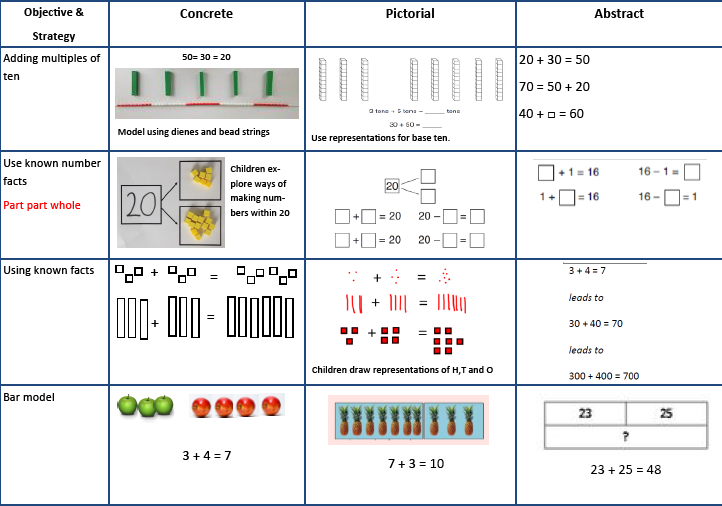


‘You have five apples and I have three apples. How many apples altogether?’

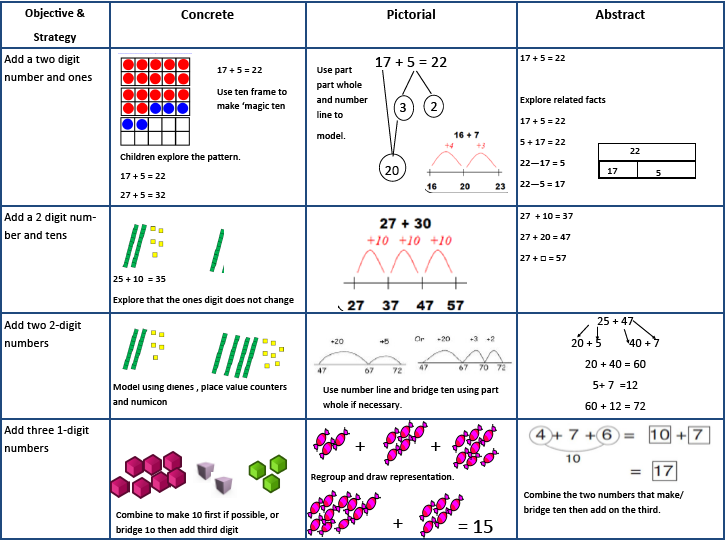
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| Image result for addition display banner | **Year One** | Image result for addition display banner |



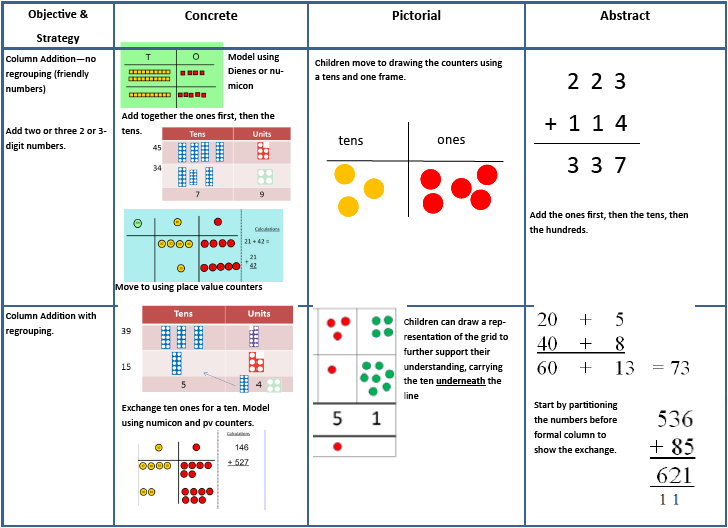
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| Image result for addition display banner | **Year Two** | Image result for addition display banner |



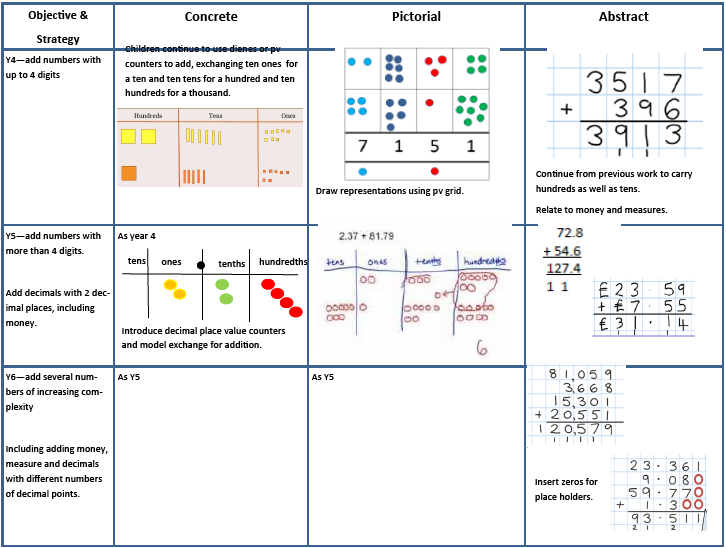
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| Image result for addition display banner | **Year Two** | Image result for addition display banner |



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| Image result for addition display banner | **Year Three** | Image result for addition display banner |



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| Image result for addition display banner | **Years 4 - 6** | Image result for addition display banner |



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| Image result for subtraction display banner | **Early Stages (EYFS)** | Image result for subtraction display banner |

Children will engage in a variety of counting songs and rhymes and practical activities.

In practical activities and through discussion they will begin to use the vocabulary associated with subtraction.

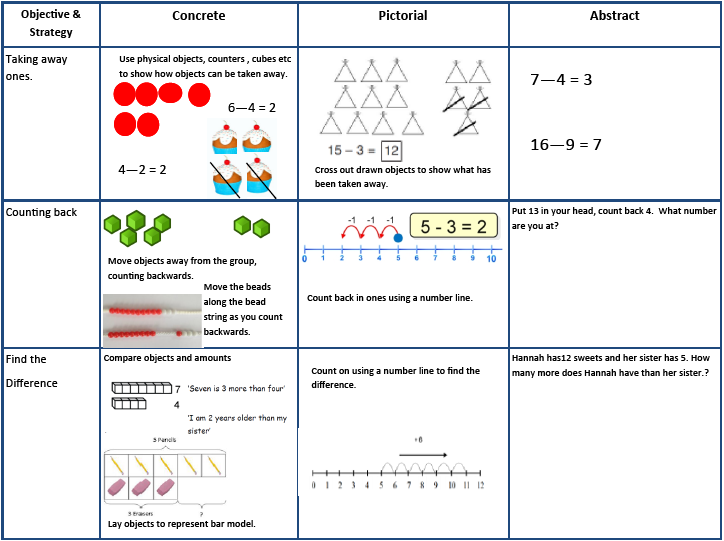
They will find one less than a given number.

They will begin to relate subtraction to ‘taking away’ using objects to count ‘how many are left’ after some have been taken away

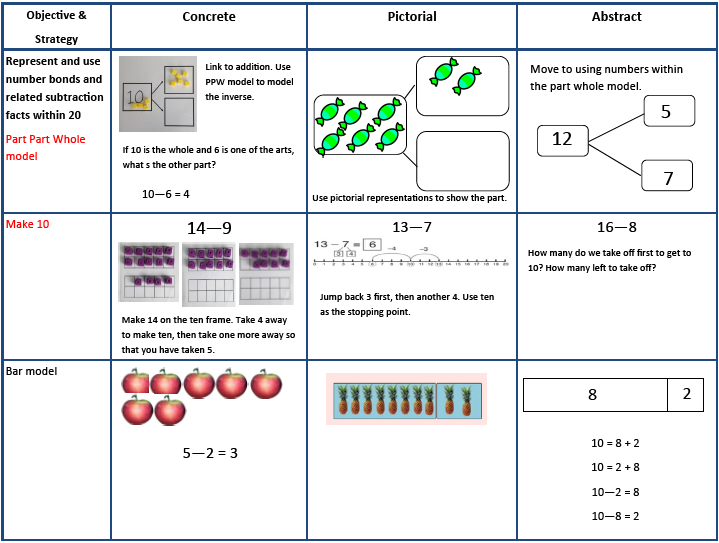
‘Take two apples away. How many are left?’

Children will begin to count back from a given number.

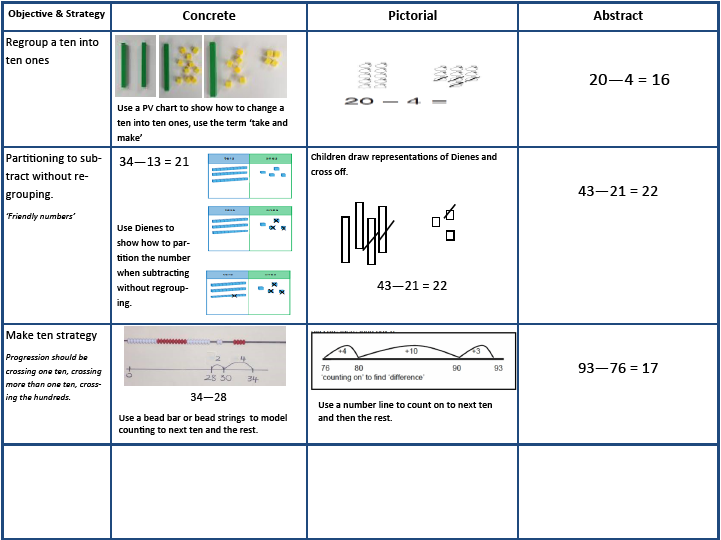
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| Image result for subtraction display banner | **Year One** | Image result for subtraction display banner |



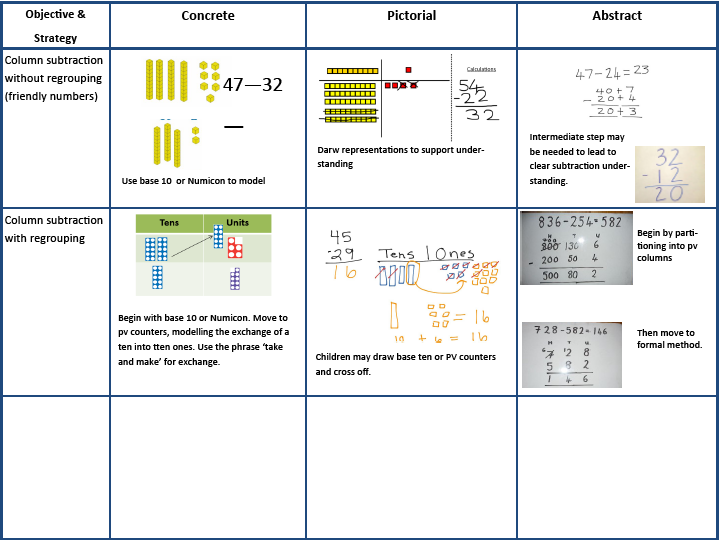
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| Image result for subtraction display banner | **Year One** | Image result for subtraction display banner |



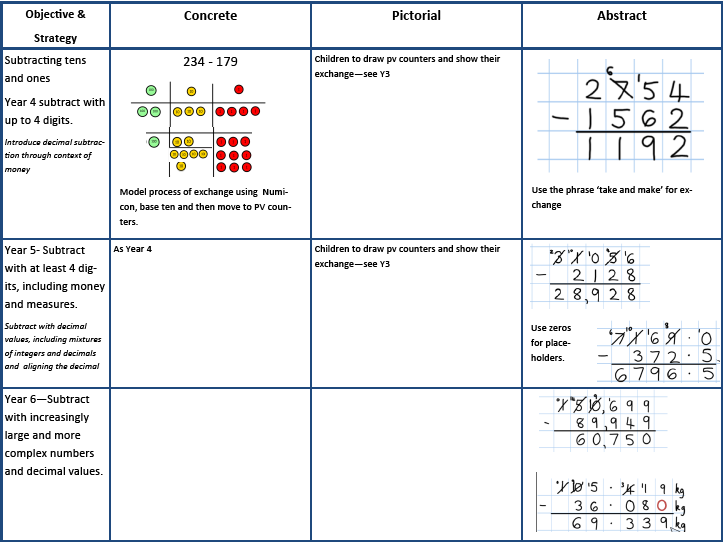
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| Image result for subtraction display banner | **Year Two** | Image result for subtraction display banner |



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| Image result for subtraction display banner | **Year Three** | Image result for subtraction display banner |



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| Image result for subtraction display banner | **Year 4 - 6** | Image result for subtraction display banner |



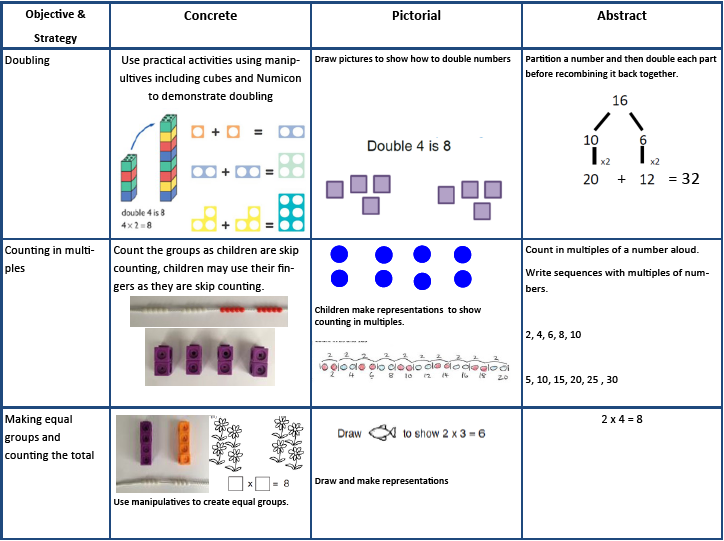
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| Image result for multiplication display banner | **Early Stages (EYFS)** | Image result for multiplication display banner |

Children will engage in a wide variety of songs and rhymes, games and activities. In practical activities and through discussion they will begin to solve problems involving doubling.

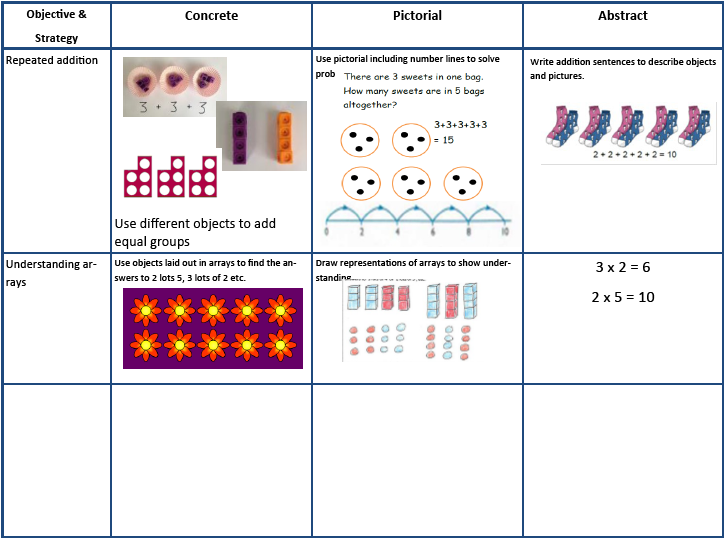


‘Three apples for you and three apples for me. How many apples altogether?’

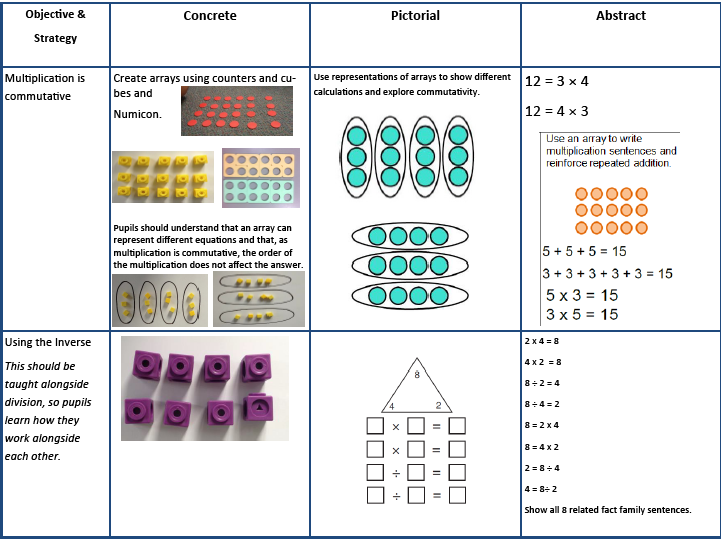
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| Image result for multiplication display banner | **Year One** | Image result for multiplication display banner |



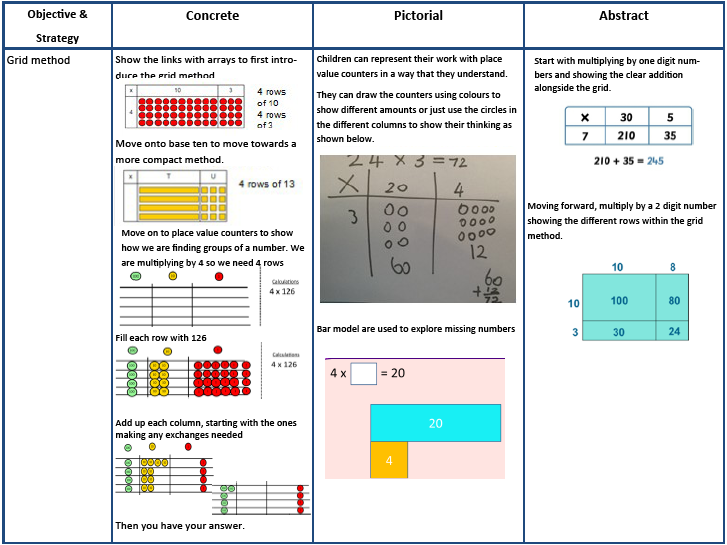
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| Image result for multiplication display banner | **Year One** | Image result for multiplication display banner |



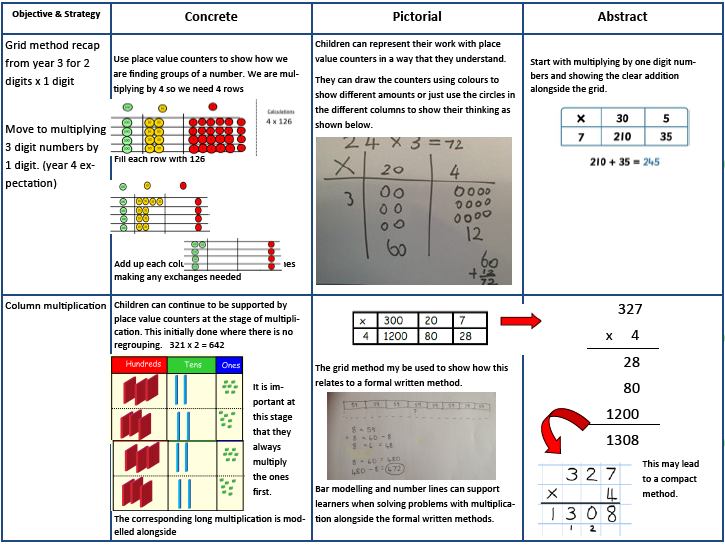
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| Image result for multiplication display banner | **Year Two** | Image result for multiplication display banner |



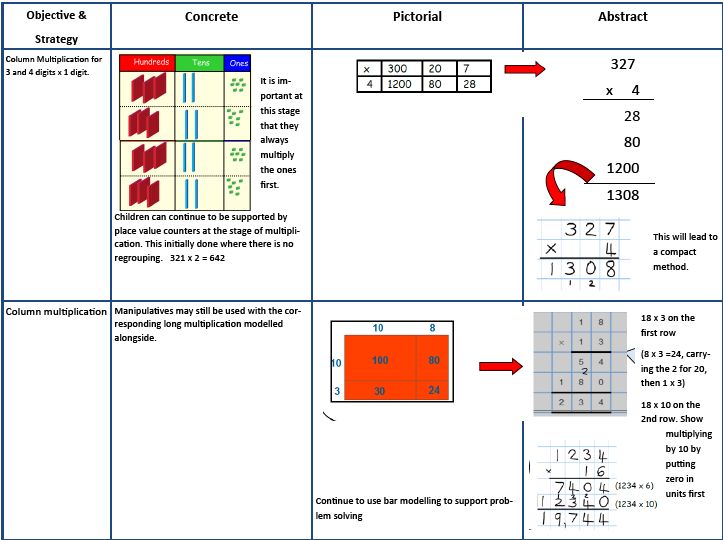
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| Image result for multiplication display banner | **Year Three** | Image result for multiplication display banner |



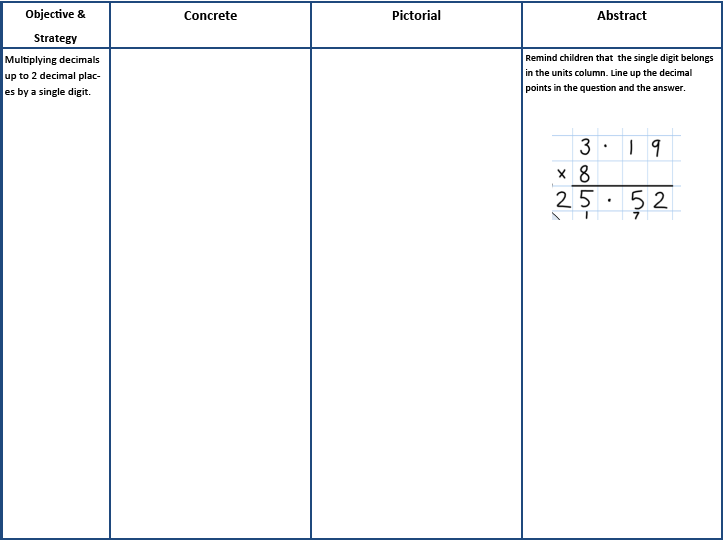
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| Image result for multiplication display banner | **Year Four** | Image result for multiplication display banner |



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| Image result for multiplication display banner | **Year 5-6** | Image result for multiplication display banner |



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| Image result for multiplication display banner | **Year 6** | Image result for multiplication display banner |



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| Image result for division display banner | **Early Stages (EYFS)** | Image result for division display banner |

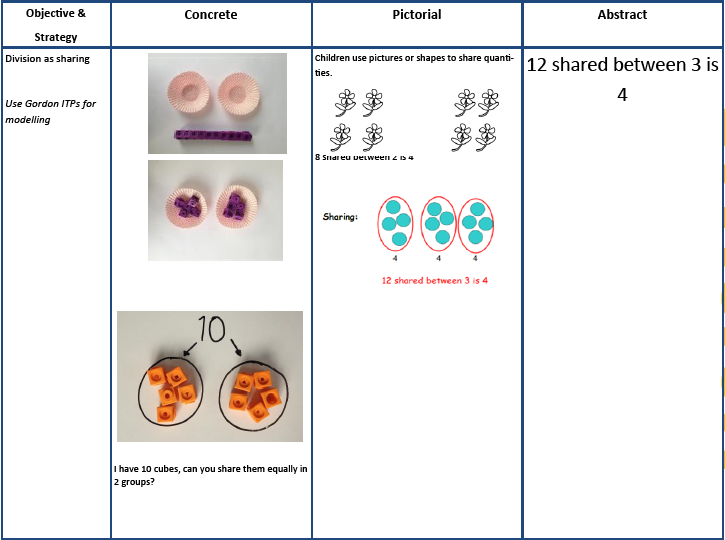
Children will engage in a wide variety of songs and rhymes, games and activities.In practical activities and through discussion they will begin to solve problems involving halving and sharing.



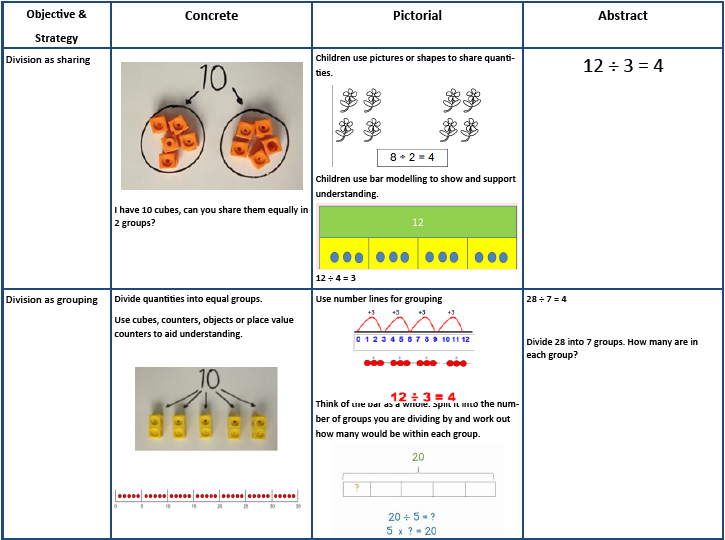
Share the apples between two people.

‘Half of the apples for you and half of the apples for me.

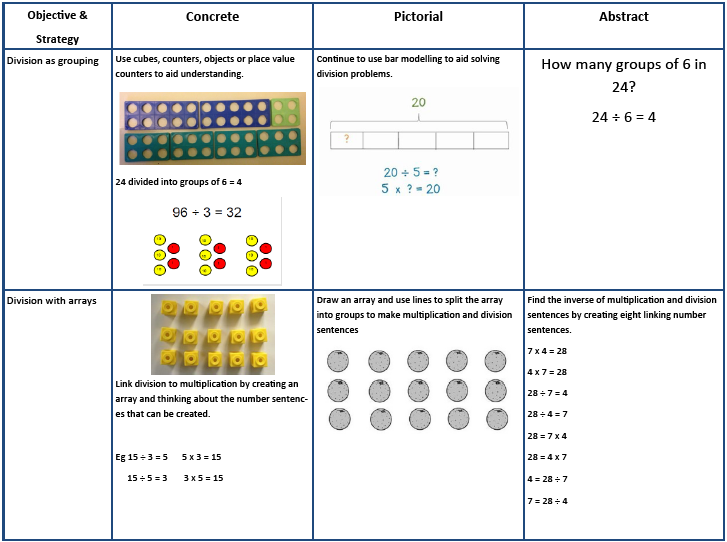
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| Image result for division display banner | **Year One** | Image result for division display banner |



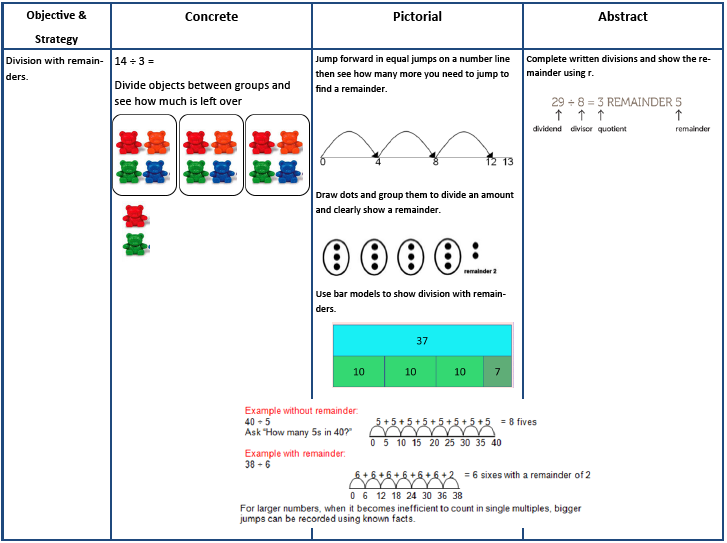
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| Image result for division display banner | **Year Two** | Image result for division display banner |



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| Image result for division display banner | **Year Three** | Image result for division display banner |



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| Image result for division display banner | **Year Three** | Image result for division display banner |



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| Image result for division display banner | **Years 4-6** | Image result for division display banner |

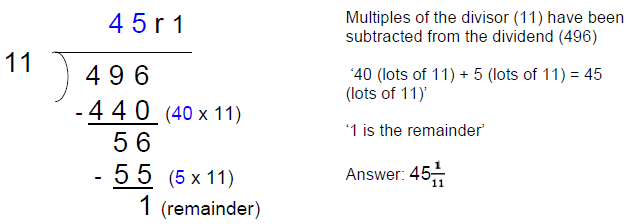


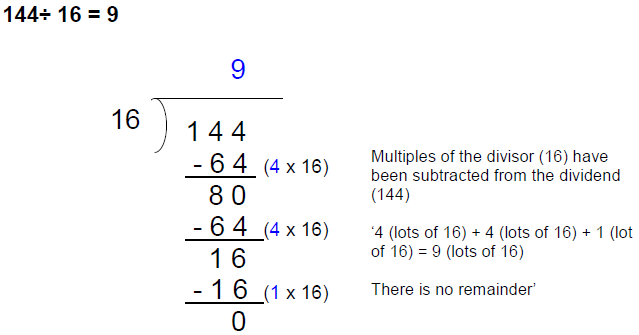
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| Image result for division display banner | **Year Six** | Image result for division display banner |

* **Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context**
* **Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context**

**NB** Ensure that children are confident with the methods outlined in the previous year’s guidance before moving on.

Continue to practise the **formal method of short division** as above.

**Dividing by a two-digit number using a formal method of long division:**

Standard short division does not help with the following calculation. However, it can be solved using **long division** (by repeated subtraction using multiples of the divisor):

Children will need to select the most effective method for each calculation/problem they meet, including whether to use the standard, **formal written method of long division**:

