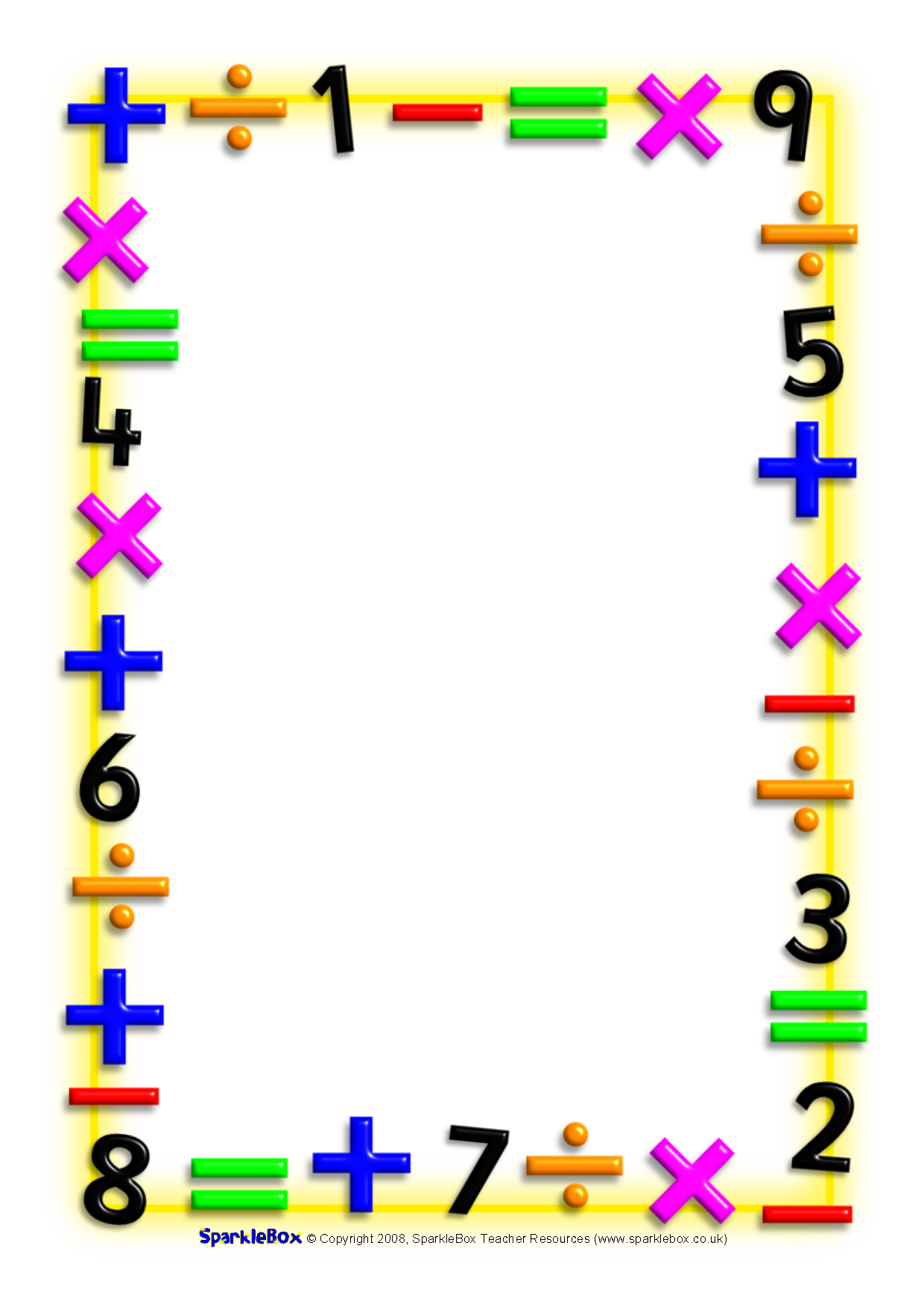
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**Bailey’s Court**

**Calculation Policy**

Please note that this is the progression we follow across the school; however, some stages may be taught alongside each other.

**Addition**

|  |  |
| --- | --- |
| **Stages** | **Examples** |
| **Stage 1**  Use of objects | http://ecx.images-amazon.com/images/I/41K4X6APP4L.jpghttp://ecx.images-amazon.com/images/I/41K4X6APP4L.jpg  +  2 + 4 = 6 |
| **Stage 2**  Practical representation using numicon and 5 and 10 frames. | 6 + 2 = 8 |
| **Stage 3**  Use of pictorial representations | E:\DCIM\110_FUJI\DSCF0497.JPG  3 + 5 = 8 |
| **Stage 4**  Adding ones on a number line. | E:\DCIM\110_FUJI\DSCF0505.JPG |
| **Stage 5**  Adding tens and ones on a number line and with sticks and dots. | E:\DCIM\110_FUJI\DSCF0506.JPG |
| **Stage 6**  Adding multiples of tens and groups of ones on a number line | E:\DCIM\110_FUJI\DSCF0507.JPG |
| **Stage 7**  Adding tens and ones on a number line bridging 10 and with sticks and dots. | 28+25= 53 |
| **Stage 8**  Addition through partitioning | E:\DCIM\110_FUJI\DSCF0510.JPG |
| **Stage 9**  Column addition  (without bridging) | E:\DCIM\110_FUJI\DSCF0501.JPG |
| **Stage 10**  Column addition  (bridging) | E:\DCIM\110_FUJI\DSCF0504.JPG |
| **Stage 11**  Column addition involving decimals | E:\DCIM\110_FUJI\DSCF0503.JPG |

**Subtraction**

|  |  |
| --- | --- |
| **Stages** | **Examples** |
| **Stage 1**  Use of objects | http://ecx.images-amazon.com/images/I/41K4X6APP4L.jpghttp://ecx.images-amazon.com/images/I/41K4X6APP4L.jpg  http://ecx.images-amazon.com/images/I/41K4X6APP4L.jpg  -  6 - 4 = 2 |
| **Stage 2**  Practical representation using numicon and 5 and 10 frames. |  |
| **Stage 3**  Use of pictorial representation | 7-2=5 |
| **Stage 4**  Counting back on a number line in ones | E:\DCIM\110_FUJI\DSCF0509.JPG |
| **Stage 5**  Counting back on a number line in tens and ones and subtracting using sticks and dots. | E:\DCIM\110_FUJI\DSCF0512.JPG  35-12=23 |
| **Stage 6**  Counting back multiples of tens and groups of ones  (without going over the 10s) | E:\DCIM\110_FUJI\DSCF0513.JPG |
| **Stage 7**  Use of a number line to support going over the 10s and using sticks and dots. | E:\DCIM\110_FUJI\DSCF0514.JPG |
| **Stage 8**  Column subtraction  (without decomposition) | E:\DCIM\110_FUJI\DSCF0516.JPG |
| **Stage 9**  Column subtraction  (with decomposition) | E:\DCIM\110_FUJI\DSCF0517.JPG |
| **Stage 10**  Column subtraction involving decimals | E:\DCIM\110_FUJI\DSCF0515.JPG |

**Multiplication**

|  |  |
| --- | --- |
| Year 1 | 2x 5x 10x |
| Year 2 | 3x 4x |
| Year 3 | 6x 7x 8x 9x |
| Year 4 | 11x 12x |
| Year 5/6 | Recall multiplication facts for all tables |

|  |  |
| --- | --- |
| **Stages** | **Examples** |
| **Stage 1**  Use of objects | [http://t3.gstatic.com/images?q=tbn:ANd9GcQQ7eRzacn7PUQXfuf-v4FcpW-3PFtXU7HVzoPAC2s33Rztx8c_F6rlmuHShttp://t3.gstatic.com/images?q=tbn:ANd9GcQQ7eRzacn7PUQXfuf-v4FcpW-3PFtXU7HVzoPAC2s33Rztx8c_F6rlmuHS](http://www.google.co.uk/url?q=http://www.amazon.co.uk/Learning-Resources-Three-Family-Counters/dp/B000296LR0&sa=U&ei=7cA_VN2GD5LjaomCgpgO&ved=0CC4Q9QEwDA&usg=AFQjCNGkSmX05431w61ozqlI0jjQMvt3Xg)  [http://t3.gstatic.com/images?q=tbn:ANd9GcQQ7eRzacn7PUQXfuf-v4FcpW-3PFtXU7HVzoPAC2s33Rztx8c_F6rlmuHS](http://www.google.co.uk/url?q=http://www.amazon.co.uk/Learning-Resources-Three-Family-Counters/dp/B000296LR0&sa=U&ei=7cA_VN2GD5LjaomCgpgO&ved=0CC4Q9QEwDA&usg=AFQjCNGkSmX05431w61ozqlI0jjQMvt3Xg)  3 x 2= 6 |
| **Stage 2**  Use of pictorial representations | 3 x 6= 18 |
| **Stage 3**  Practical representation using numicon | 5x3= 15 |
| **Stage 4**  Use of arrays | https://komodomath.com/uploads/site/2014/02/array.png |
| **Stage 5**  Grid method | E:\DCIM\110_FUJI\DSCF0502.JPG |
| **Stage 6**  Expanded column multiplication  (TOxU) | E:\DCIM\110_FUJI\DSCF0529.JPG |
| **Stage 7**  Expanded column multiplication  (TOxTO) | E:\DCIM\110_FUJI\DSCF0526.JPG |
| **Stage 8**  Short Multiplication  (TOxU) | E:\DCIM\110_FUJI\DSCF0530.JPG |
| **Stage 9**  Long Multiplication  (TOxTO) | E:\DCIM\110_FUJI\DSCF0533.JPG |
| **Stage 10**  Short multiplication using decimals | E:\DCIM\110_FUJI\DSCF0534.JPG |

**Division**

|  |  |
| --- | --- |
| **Stages** | **Examples** |
| **Stage 1**  Sorting objects into groups | [http://t3.gstatic.com/images?q=tbn:ANd9GcQQ7eRzacn7PUQXfuf-v4FcpW-3PFtXU7HVzoPAC2s33Rztx8c_F6rlmuHShttp://t3.gstatic.com/images?q=tbn:ANd9GcQQ7eRzacn7PUQXfuf-v4FcpW-3PFtXU7HVzoPAC2s33Rztx8c_F6rlmuHS](http://www.google.co.uk/url?q=http://www.amazon.co.uk/Learning-Resources-Three-Family-Counters/dp/B000296LR0&sa=U&ei=7cA_VN2GD5LjaomCgpgO&ved=0CC4Q9QEwDA&usg=AFQjCNGkSmX05431w61ozqlI0jjQMvt3Xg)  4 ÷ 2= 2 |
| **Stage 2**  Practical representation using numicon | 6 ÷ 3 = 2 |
| **Stage 3**  Pictorial representation | E:\DCIM\110_FUJI\DSCF0494.JPG  6÷2=3 |
| **Stage 4**  Divider spider | E:\DCIM\110_FUJI\DSCF0495.JPG  16 ÷ 4= 4 |
| **Stage 5**  Chunking  (no remainders) | E:\DCIM\110_FUJI\DSCF0523.JPG |
| **Stage 6**  Chunking  (remainders) | E:\DCIM\110_FUJI\DSCF0522.JPG |
| **Stage 7**  Bus stop  (no remainders) | E:\DCIM\110_FUJI\DSCF0525.JPG |
| **Stage 8**  Bus stop  (remainders) | E:\DCIM\110_FUJI\DSCF0531.JPG |
| **Stage 9**  Bus stop  (decimals) | E:\DCIM\110_FUJI\DSCF0535.JPG |
| **Stage 10**  Long division | E:\DCIM\110_FUJI\DSCF0532.JPG |