

Calculation policy for Mathematics

September 2014.

At Welton CE Academy most of our Mathematics teaching is delivered using a programme called Maths Makes Sense. You can find out more information about this method of teaching Maths at <http://richarddunnemaths.com/maths-makes-sense>

We introduced Maths Makes Sense in September 2013 for years R to 5 and years R to 6 from September 2014. All our staff have benefitted from specialised training and a programme of whole school development days have commenced. This means that the language and the routines used in maths is consistent throughout the school. To enrich the curriculum and support the learning within the Mathematics lessons the children have many opportunities to apply their mathematical learning in other curriculum areas.

This policy is intended for use by both staff and so that we all can work together to make sure that our pupils make outstanding progress and achieve the highest possible standards in Mathematics while at Welton Academy.



In essence, this policy captures effective our whole-school approaches to developing securely pupils' calculation skills, using the four operations, mental and written.

It has been written to ensure consistency throughout the school.

- Although the main focus of this policy is on pencil and paper calculation procedures it is important to recognise that the ability to calculate mentally lies at the heart of numeracy.
- Mental calculation is not at the exclusion of written recording and should be seen as complementary to and not as separate from it. In every written method there is an element of mental processing.
- Written recording both helps children to clarify their thinking and supports and extends the development of more fluent and sophisticated mental strategies.
- The long-term aim is for children to be able to select an efficient method that is appropriate for a given task.

They should do this by always asking themselves:

- 'Can I do this in my head?'
- 'Can I do this in my head using drawings or jottings?'
- 'Do I need to use a written method?'

Mental strategies

These are taught in main teaching blocks and practiced through Daily Practice (the starting section of each lesson).

Fluency is achieved by practice ***throughout the day and as part of homework***

Maths Makes sense approaches problem-solving indirectly and teachers use problems involving maths throughout the day to give the pupils opportunities to apply their skills.

Children are assisted to see how a Maths Story has an associated Real Story (it is about 'cups') which can be converted by simple substitution into a *basic* Real-Life Story (about some real-life object) which can then be *embellished* – a complex piece of writing that needs un-packing.

They are then in a better position for solving word problems.

Problem Solving approaches are introduced early and consistently so that all children can use and apply mathematics *selecting steps appropriate to their stage*, crucially identifying explicit information to work out the implicit, they '**Think About the Word Problem!**'

The calculation policy sets out only the mental and written progression in the four operations for Arithmetic and does not specify U&A examples – please refer to Teacher Guides and Progress ladders for detail.

Progression in calculation strategies for the four operations from R to year 6.

Stage	+	-	X	÷
	Addition	Subtraction	Multiplication	Division
Reception	Horizontal 1-digit numbers then $\frac{1}{2}$ $\frac{1}{4}$ Mentally say 1 more than 0-99	Horizontal 1-digit numbers then $\frac{1}{2}$ $\frac{1}{4}$ Mentally say 1 less than 1-100		Share objects into equal groups count how many in each group.
Year 1	Horizontal 1-digit numbers, zero and $\frac{1}{2}$ $\frac{1}{4}$ (inverse -) Horizontal with thousand/hundred/tens (ty) Vertical (no problem columns) 2 then 3 then 4-digit	Horizontal 1-digit numbers, zero and $\frac{1}{2}$ $\frac{1}{4}$ (inverse +) Horizontal with thousand/hundred/tens (ty) Vertical (no problem columns) 2 then 3 then 4-digit	Horizontal 1-digit x 1-digit	Horizontal 1 digit ÷ 1-digit (division by grouping) Find $\frac{1}{2}$ and $\frac{1}{4}$ of shapes
Year 2	Use commutative law for addition Use inverse of addition to complete subtraction Maths Stories Vertical (no problem columns) 4-digit Horizontally Partition 4-digit to write addition maths story. Then vertical problem first column only	Vertical (no problem columns) 4-digit Then vertical problem first column only	Horizontal 1-digit, $\frac{1}{2}$, $\frac{1}{4}$ x 1-digit Use commutative law for multiplication Introduce grid for 1-digit x 1-digit Grid for 1000/100/ty x 1-digit (inverse ÷) in preparation for long multiplication Use inverse of multiplication to complete division Maths Stories.	Horizontal 1-digit, $\frac{1}{2}$, $\frac{1}{4}$ Introduce grid for 1-digit ÷ 1-digit Calculating division by grouping and sharing. Grid for 1000/100/ty ÷ 1-digit (inverse of divide is multiply) in preparation for long division Find $\frac{1}{2}$ and $\frac{1}{4}$ of numbers and objects in a set

<p>Year 3</p>	<p>Vertical 4-digit with one problematic column, 1st, then 2nd then 3rd</p> <p>Then problematic 1st and 2nd column Partition and rearrange numbers to calculate sums</p> <p>Horizontal 1-digit numbers, zero and $\frac{1}{2}$ $\frac{1}{4}$ and mixed numbers</p> <p>Horizontal with $\frac{1}{5}$ths $\frac{1}{7}$ths then decimal fractions (1dp) then negative numbers no tricky + or -</p>	<p>Vertical 4-digit with one problematic column, 1st, then 2nd then 3rd</p> <p>Partition and rearrange numbers to calculate differences Horizontal 1-digit numbers, zero and $\frac{1}{2}$ $\frac{1}{4}$ and mixed numbers</p> <p>Horizontal with $\frac{1}{5}$ths $\frac{1}{7}$ths then decimal fractions(1dp) then negative numbers, no tricky + or -</p>	<p>2-digit x 1-digit by partitioning and calculating sum of products and by a grid</p> <p>Ratio (Fractions of quantities) Percentages Horizontal with $\frac{1}{5}$ths $\frac{1}{7}$thsthen decimal fractions (1dp)then negative numbers, (neg x positive only) Type1 and Type 2 Multiplication Real stories.</p>	<p>1-digit with remainder expressed as a number and as a fraction</p> <p>Grid for $1000/100/ty \div 1$-digit Horizontal with $\frac{1}{5}$ths $\frac{1}{7}$ths then decimal fractions (1dp) then negative numbers (neg \div neg only)</p>
<p>Year 4</p>	<p>Vertical 4-digits with problematic 1st,2nd, 3rd columns</p> <p>Horizontal with all vulgar fractions, decimal fractions (2dp)and negative numbers</p> <p>Add terms in expressions</p> <p>Use x and y to add terms in algebraic expressions</p>	<p>Vertical 4-digits with problematic 1st,2nd, 3rd columns</p> <p>Horizontal with all vulgar fractions, decimal fractions(2dp) and negative numbers</p> <p>Subtract terms in expressions</p> <p>Use x and y to subtract terms in algebraic expressions</p>	<p>Grid for 2-digit x 2-digit Use logic of language to deduce products of two multiples of ten and with decimal fractions (2dp) Read/write the value of powers of 10 Identify value of multiplication terms in an expression to add/subt from left to right Ratio & percentages (Fractions of quantities) Equivalent fractions Horizontal with all vulgar fractions, decimal fractions (2dp) and negative numbers (neg x positive only)</p>	<p>Grid for 3-digit $\div 1$-digit Using both remainders and fractions Use logic of language to deduce division Maths Storiesfor products of of two multiples of ten; and with decimal fractions (2dp) Horizontal with all vulgar fractions, decimal fractions (2dp) and negative numbers (neg \div neg only as Type 1)</p>

<p>Year 5</p>	<p>Vertical 4-digits and decimals with problematic columns</p> <p>Horizontal with all vulgar fractions, decimal fractions and negative numbers</p>	<p>Vertical 4-digits and decimals with problematic columns</p> <p>Horizontal with all vulgar fractions, decimal fractions and negative numbers</p>	<p>Grid long multiplication up to 3 digits by 2-digit with up to 2 decimal places, answers up to 3 dp</p> <p>Ratio & percentages (Fractions of quantities)</p> <p>Equivalent fractions</p> <p>Conversion of units metric/imperial</p> <p>Identify factors/proper factors</p> <p>Horizontal with all vulgar fractions, decimal fractions and negative numbers (neg x positive only – the progression for neg x neg requires the teaching of the distributive law and further substitutions)</p> <p>Solve algebraic expressions eg $2x = 6$</p>	<p>Grid long division with decimals</p> <p>Horizontal with all vulgar fractions, decimal fractions and negative numbers</p> <p>Neg ÷ Neg (Type 1)</p> <p>Neg ÷ Positive (Type 2)</p> <p>Use divisibility tests</p>
<p>Year 6</p>	<p>As Y5</p> <p>Use algebraic notation for sum $m + n$</p>	<p>As Y5</p> <p>Use algebraic notation for difference $m - n$</p>	<p>Short method 3-digit x 2-digit</p> <p>Use algebraic notation for product mn</p> <p>Ratio – % increase/decrease</p> <p>measure probability</p>	<p>Short method 3-digit by 2-digit including remainders</p> <p>Use algebraic notation for quotient m/n</p>

The following grids provide you with the long term planning for each year group for each term.

(The planning does not show the Geometry, Data, Measures and Reasoning objectives which are not part of the calculation policy.)

Year R - Term by term with some examples		
Term 1	Counting one to one correspondence to 10 (and beyond) Point to resources/maths table How many cups? Say number	
Term 2	Count forward and back on a number line to 10 Say one more/less than for 1 digit numbers Addition one-digit numbers. <i>Get ready to get some more</i> <i>Look at the maths table and count</i> <i>How much is there here? Say [number]cups</i> <i>Introduce Act the Real story and Act the Basic Real-life story</i>	$2 + 1 + 1 = 4$
Term 3	Count forward backward 0-30 (and beyond) Addition and subtraction one-digit numbers and zero. <i>Get ready to take away</i> <i>I speak the maths story, you act the real story and vice versa</i> <i>Look at the Maths Story, read what it says</i> <i>Look at the Maths Story, read what it means</i> Introduce 'The board will speak to you!' Introduce personal maths tables	$3 - 1 + 2 - 0 + 1 = 5$
Term 4	Share up to 15 objects equally Addition and subtraction one-digit and 0 Introduce copy the Maths Story <i>I act the Real Story you write the Maths Story</i> Introduce You will write the maths story	$3 - 1 + 2 - 0 + 1 = 5$
Term 5	Say 1 more than for number to 20 Recognise symbol $\frac{1}{2}$ say a half or one half Introduce 'Oooo! The Glue!' To stick two half cups to make a whole cup Addition and subtraction one-digit and $\frac{1}{2}$ Act out addition and subtraction Real-life Stories	$3 - 1 + \frac{1}{2} + 0 + \frac{1}{2} = 3$
Term 6	Count to 99 (and beyond) Recognise symbol $\frac{1}{4}$ and say a quarter or one quarter Addition and subtraction one-digit and $\frac{1}{2}$ & $\frac{1}{4}$	$\frac{1}{4} + 1 + \frac{1}{2} - \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = 2$

Year 1 – Term by term with some examples

<p>Term 1</p>	<p>Count on and back in ones on a 0–99 grid Find one more than and add one on a 0–99 grid Find one less than and take away one on a 0–99 grid Addition and subtraction single-digit and $\frac{1}{2}$ & $\frac{1}{4}$ Distinguish between how many and how much by responding accurately to the questions <i>How many cups did I count?</i> e.g. <i>Six</i>, and <i>How much is there here?</i> e.g. <i>Six cups</i> Identify and use the phrase <i>Same Value: Different Appearance</i> for different arrangements of cups, which have the same value, including half cups and quarter cups</p>	$3 - 1 + \frac{1}{2} + \frac{1}{4} + \frac{1}{4} - 1 = 2$
<p>Term 2</p>	<p>Find one more or less than a 2-digit whole number Find one more or less than and add or take away one for 3-digit whole numbers Convert 1-digit Maths Stories into new Maths Stories about ty, hundred and thousand (N.B. practice number bonds to 10) 1. Add / Sub with thousand / hundred / ty 2. Multiplication (1-digit x 1-digit). 3. Say and show bigger, smaller and the difference between by encircling cups on the Maths Table Continue to use method in subsequent Daily Practice with subtraction.</p>	$1. \ 3\ 000 + 2\ 000 = 5\ 000$ $5\ 00 - 2\ 00 = 3\ 00$ $40 - 20 = 20$ <p>2. $2 \times 4 = 8$</p> <p>3. With 5 cups on Maths table Write - Now write 5 – Write 5 – 3 = Write 5 – 3 = 2 Say the difference between 5 and 3 equals 2 using take away action and hand to encircle 'how much' for each part of the Maths Story Now model $5 - 2 = 3$</p>
<p>Term 3</p>	<p>Practice addition and subtraction for pairs of numbers with totals up to ten and twenty 1. Vertical addition (2-digit + 2-digit, no problematic columns). N.B. Continue to practice addition bonds to 10 2. Division (for 1-digit whole numbers).</p>	$1. \begin{array}{r} 32 \\ + 21 \\ \hline 53 \end{array}$ <p>2. $6 \div 2 = 3$</p>

<p>Term 4</p>	<p>Practise the two, five and ten times tables <i>and continue throughout KS1 and beyond</i> Double numbers in different ways to 20 Use number pairs with totals to 20 for doubling Double numbers in different ways Use pairs of numbers with totals to 20 to make Maths stories about ty, hundred <i>and continue throughout KS1 and beyond</i> 1. Vertical addition and subtraction (2 and 3-digit) (no problematic columns). 2. Addition and subtraction single-digit and $\frac{1}{2}$ & $\frac{1}{4}$ 3. Multiplication and division (1-digit). Say what a basic Real-life Story is about. Give the context. Draw the Real-life story. Use a Maths Story to make up a Real-life story and embellish.</p>	$\begin{array}{r} 241 \\ -122 \\ \hline 363 \end{array}$ $3 - 1 + \frac{1}{2} + \frac{1}{4} + \frac{1}{4} - 1 = 2$ $2 \times 6 = 12 \quad 6 \div 2 = 3$ $3 \times 4 = 12 \quad 8 \div 1 = 8$
<p>Term 5</p>	<p>Count on and back in 1's on 0-99 grid Recognise odd and even numbers Count & Recognise multiples of 2,5 & 10 Shade halves and quarters 1. Vertical additions and subtractions with any pair of 2-digit, 3-digit or 4-digit whole numbers (no problematic columns). From an embellished Real-Life Story, find and write an addition or subtraction Maths Story with 1-digit whole numbers Give change from ten pence in a shopping context Cut shapes into halves and quarters by drawing lines accurately Shade half, a quarter and three quarters of a shape.</p>	$\begin{array}{r} 3486 \\ - \quad 13 \\ \hline 3473 \end{array} \quad \begin{array}{r} 2143 \\ + 412 \\ \hline 2555 \end{array}$
<p>Term 6</p>	<p>Estimate numbers of objects using groups of five Read and complete additions, subtractions and, multiplications on flow diagrams 1. Use the correct operation and calculate vertical additions and subtractions with 2-digit, 3-digit or 4-digit whole numbers (no tricky columns) Answer a simple word problem Story involving addition or subtraction with 1-digit whole numbers by finding the Maths Story.</p>	$\begin{array}{r} 3486 \\ - \quad 213 \\ \hline 3273 \end{array} \quad \begin{array}{r} 2143 \\ +2412 \\ \hline 4555 \end{array}$

Year 2 Term by term with examples

<p>Term 1</p>	<p>Mentally Add subtract 10 or 20 and find 10 or 20 more/less Order 1 and 2 digit number on number line</p> <p>1. Vertical addition and subtraction (4-digit) (no problematic columns). 2. Add / Sub / Mult / Div (1-digit / $\frac{1}{2}$ / $\frac{1}{4}$).</p>	$\begin{array}{r} 3486 \\ - 1213 \\ \hline 2273 \end{array}$ $\begin{array}{r} 2143 \\ + 2412 \\ \hline 4555 \end{array}$ <p>$2 \times 4 - 1 \times 3 = 5$ $3 \div \frac{1}{2} = 6 \quad \frac{1}{2} \div \frac{1}{4} = 2$</p>
<p>Term 2</p>	<p>Add 1 digit number to 8 or 9 use cups/number line Use number line for addition strategies Practice number pairs with 2-digit totals</p> <p>1. Vertical addition and subtraction (4-digit) (addition with problematic first column, introduce FUNNY WRITING). 2. Add / Sub / Mult / Div (1-digit). 3. Introduce mult/div grids for 1-digit numbers.</p>	$\begin{array}{r} 3739 \\ + 2222 \\ \hline 5961 \\ \hline 1 \end{array}$ <p style="text-align: right;">funny writing</p> <p>$2 \times 4 - \frac{1}{2} \times 4 = 6$ $1 \frac{1}{2} \div \frac{1}{2} = 3$ $2 \times 4 = 8$</p> $\begin{array}{r l} \times & 4 \\ \hline 2 & 8 \end{array}$ <p>$8 \div 2 = 4$</p> $\begin{array}{r l} \div & 4 \\ \hline 2 & 8 \end{array}$
<p>Term 3</p>	<p>Practice and memorise addition facts at random and addition pairs to 20 Memorise 2x table</p> <p>1. Vertical addition and subtraction (4-digit) (add and sub with problematic first column – use funny writing and introduce funny counting). 2. Add / Sub / Mult / Div (1-digit). 3. Use mult/div grids for 1-digit numbers.</p>	$\begin{array}{r} 3739 \\ + 2222 \\ \hline 5961 \\ \hline 1 \end{array}$ $\begin{array}{r} 8345 \\ - 3227 \\ \hline 5118 \end{array}$ <p>Funny writing Funny counting</p> <p>$2 \times 4 - \frac{1}{2} \times 4 = 6$ $1 \frac{1}{2} \div \frac{1}{2} = 3$ $2 \times 4 = 8$</p> $\begin{array}{r l} \times & 4 \\ \hline 2 & 8 \end{array}$ <p>$8 \div 2 = 4$</p> $\begin{array}{r l} \div & 4 \\ \hline 2 & 8 \end{array}$

<p>Term 4</p>	<p>Find Complements of 5 and 10 Find missing numbers to make 10;and to complete a multiplication/division Maths story; to complete a sequence; find missing tens or units number to complete a Maths Story Investigate general statement about a missing number Maths Story</p> <ol style="list-style-type: none"> 1. Vertical addition and subtraction (4-digit) (add and sub with problematic first column – use funny writing and funny counting). 2. Add / Sub / Mult / Div (1-digit). 3. Use mult/div grids for multiples of 10, 100 and 1000 by 1-digit number 4. Use inverse nature of mult / div. 5. Say whether a division Real Story is Type 1 or Type 2 	<p>1 and 2 as above 3)</p> $\begin{array}{r l} x & 4 \\ \hline 2000 & 8000 \end{array}$ <p>4)</p> $\begin{array}{r l} \div & 3 \\ \hline 200 & 600 \end{array}$ <p>5. Type 1 6cups ÷ 2cups = 3 Type 2 6cups ÷ 2 = 3cups</p>
<p>Term 5</p>	<p>Multiply, Add & subtract 1-digit whole numbers cumulatively Solve simple equations for all 4 operations Round up/down to nearest 10 Estimate answers to calculations</p> <ol style="list-style-type: none"> 1. Vertical addition and subtraction (4-digit) (add and sub with problematic first column – use funny writing and funny counting). 2. Add / Sub / Mult / Div (1-digit). 3. Use mult/div grids for multiples of 10,100,1000 by 1-digit no. 4. Use inverse nature of mult / div.. 	<p>1) 2) and 3) as above</p> <p>4) 17x11=187 (given) 187÷17=11 (derived)</p>
<p>Term 6</p>	<p>Use symbols < > for inequality Add 1 and 2-digit numbers mentally Estimate a number of objects and answers to calculations Practice using a calculator to to multiply and divide</p> <ol style="list-style-type: none"> 1. Vertical addition and subtraction (4-digit) (add and sub with problematic first column – use funny writing and funny counting). 2. Add / Sub / Mult / Div (1-digit). 3. Use mult/div grids for 2/3/4 -digit numbers by 1-digit no. 4. Use inverse nature of mult / div. 5. Use a Maths story e.g. 3x4=12 with Type 1 and type 2 Real stories to write Maths stories about thousand, hundred and ty 	<p>1) 2) 3) and 4) as above</p> <p>5. 3000x4=12000 and 3x4000=12000 etc</p>

Year 3 – term by term with examples

<p>Term 1</p>	<p>1) Copy & calculate vertical add/sub (4-digits) (with problematic first column – use funny writing and funny counting)</p> <p>2) Understand the difference between 'I will act the real story/ you write the maths story for + and - with 1-digit and halves, quarters and mixed numbers.</p> <p>3) Calculate fractions of quantities using cups. Spoken instructions are smaller/ bigger/ same – compare ratio sticks. What does it mean? Compare sticks – every time you see...replace with.... Replace cups in response to ratio sticks.</p>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> $\begin{array}{r} 3739 \\ + 2222 \\ \hline 5961 \end{array}$ </div> <div style="text-align: center;"> $\begin{array}{r} 83\overset{3}{4}5 \\ - 3227 \\ \hline 5118 \end{array}$ </div> </div> <p>1)</p> <p>2) $1\frac{1}{2} + 2 - \frac{1}{4} = 3\frac{1}{4}$</p> <p>3) $11/7$ of $14 = 22$</p>								
<p>Term 2</p>	<p>1) Write maths stories using vertical add/sub (4-digits) with problematic tens column – use funny writing and funny counting.</p> <p>2) Use + / - / × / ÷ with 1-digit and fifths.</p> <p>3) Solve word problems including fractions of quantities. Embellish a basic real life story/ distinguish between explicit & implicit information/ recognise the ratio as smaller/bigger/ same. Use cups or jottings to calculate the answer.</p>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> $\begin{array}{r} 31 \\ 5454 \\ - 1261 \\ \hline 3 \end{array}$ </div> <div style="text-align: center;"> $\begin{array}{r} 3684 \\ + 2151 \\ \hline 35 \end{array}$ </div> </div> <p><i>Making the impossible... possible! Writing 'one-ty three'</i></p> <p>2) $2/5 \times 2 = 4/5$ $6/5 \div 1/5 = 6$ $2/5 \times 3 - 4/5 = 2/5$</p>								
<p>Term 3</p>	<p>1) Vertical add/sub (4-digits) (with problematic first and second columns – use funny writing and funny counting).</p> <p>2) Multiply a 2-digit by 1-digit number by partitioning and calculate sum of the products.</p> <p>3) Multiply a 2-digit by 1-digit number using a grid method.</p> <p>4) Use + / - / × / ÷ with 1-digit and fifths and sevenths and other denominations (not tricky).</p> <p>5) Round 2 digit numbers to the nearest 10 and 3 digit numbers to the nearest 100 using a number line.</p>	<p>1) as terms 1,2</p> <p>2) $52 \times 7 = 50 \times 7 + 2 \times 7 = 350 + 14 = 364$</p> <p>3.</p> <div style="text-align: center;"> <table style="border-collapse: collapse; margin: auto;"> <tr> <td style="border-right: 1px solid black; padding: 0 5px;">x</td> <td style="padding: 0 5px;">3</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 0 5px;">20</td> <td style="padding: 0 5px;">60</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 0 5px;">3</td> <td style="padding: 0 5px;">9</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 0 5px;"></td> <td style="padding: 0 5px;"><u>69</u></td> </tr> </table> </div> <p>4) as Block 3</p>	x	3	20	60	3	9		<u>69</u>
x	3									
20	60									
3	9									
	<u>69</u>									

Term 4	<p>1) Use + / - / × / ÷ with 1-digit negative numbers (no combining negative and positive unless the result is zero).</p> <p>2) Write + / - / × / ÷ maths stories including fifths, sevenths & other denominations with mixed numbers (no tricky denominations)</p> <p>3) Write maths stories as vertical +/- (with tricky unit & tens columns) & calculate.</p> <p>4) Calculate division with remainders and express remainders as a fraction.</p>	<p>1) $^{-}5 - ^{-}2 = ^{-}3$ $2 + ^{-}2 = 0$ $^{-}2 \times 4 = ^{-}8$ $^{-}6 \div ^{-}2 = 3$</p> <p>4) $24/5 + 13/5 = 42/5 = 8 \frac{2}{5}$ $2/11 \times 4 - 1/11 \times 2 = 4/11$</p> <p>5) $2 \frac{4}{5} + 1 \frac{3}{5} = 3 \frac{7}{5} = 4 \frac{2}{5}$</p> <p>4) $43 \div 5 = 8 \text{ r } 3$ or $8 \frac{3}{5}$ $8 \div 3 = 2 \text{ r } 2$ or $2 \frac{2}{3}$</p>
Term 5	<p>1) Write vertical add/sub (4-digits) (with tricky unit, tens or hundreds columns – use funny writing and funny counting) & calculate answers.</p> <p>2) Use + / - / × / ÷ with 1-digit negative numbers (with tricky combining positive and negative to give result other than 0)</p> <p>3) Write + / - / × / ÷ maths stories including fifths, sevenths & other denominations with mixed numbers (no tricky denominations)</p> <p>4) Calculate + / - / × / ÷ with tenths written as decimal fractions.</p> <p>5) Calculate vertical + / - including decimals (one decimal point only).</p> <p>6) Write squares & square roots using x maths stories for reference.</p>	<p>1) as blocks 1,2,3,4</p> <p>2) $^{-}3 + ^{-}1 = ^{-}4$ $^{-}5 - ^{-}2 = ^{-}3$</p> <p>3) $24/5 + 13/5 = 42/5 = 8 \frac{2}{5}$ $2/11 \times 4 - 1/11 \times 2 = 4/11$</p> <p>$\cdot 3 + \cdot 1 = \cdot 4$ $\cdot 7 - \cdot 2 = \cdot 5$ $\cdot 2 \times 3 = \cdot 6$ $\cdot 6 \div \cdot 2 = 3$</p>
Term 6	<p>1) Use + / - / × / ÷ including negative numbers (tricky for +/-).</p> <p>2) Write maths stories to include + / - / × / ÷ using fifths & other denominations with mixed numbers (not tricky denominations)</p> <p>3) Write maths stories as vertical + / - (tricky unit, ten or hundreds column).</p> <p>4) Recognise what operation is needed to solve a word problem.</p>	<p>1) to 6) As above</p>

Year 4 – Term by term with examples

<p>Term 1</p>	<p>1) Calculate maths stories $+$ $-$ \times \div with mixed numbers, 1-digit, halves & quarters using cups.</p> <p>2) Use mental strategies to calculate maths stories $+$ $-$ \times \div with mixed numbers, 1-digit, halves & quarters.</p> <p>3) Use mental strategies to calculate maths stories $+$ $-$ \times \div with vulgar fractions & mixed numbers & negative numbers.</p> <p>4) Multiply 2 digit by 2 digit whole numbers using a grid method.</p>	<p>1) $2\frac{1}{2} + 1\frac{1}{4} + 3\frac{1}{4} = 4\frac{3}{4}$</p> <p>2) $\frac{1}{2} \times 4 - \frac{1}{4} \times 3 = 1\frac{1}{4}$</p> <p>3) $-2 \times 3 + -1 \times 4 = -10$</p> <p>4) $24 \times 25 = \mathbf{600}$</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="border-right: 1px solid black; padding: 5px;">x</td> <td style="padding: 5px;">20</td> <td style="padding: 5px;">5</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">20</td> <td style="padding: 5px;">400</td> <td style="padding: 5px;">80</td> <td style="padding: 5px;">500</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">4</td> <td style="padding: 5px;"><u>100</u></td> <td style="padding: 5px;"><u>20</u></td> <td style="padding: 5px;"><u>+100</u></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="padding: 5px;">500</td> <td style="padding: 5px;">100</td> <td style="padding: 5px;">600</td> </tr> </table>	x	20	5		20	400	80	500	4	<u>100</u>	<u>20</u>	<u>+100</u>		500	100	600
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4	<u>100</u>	<u>20</u>	<u>+100</u>															
	500	100	600															
<p>Term 2</p>	<p>1) Read & write decimal fractions to 3 decimal places.</p> <p>2) Read & write numbers in decimal notation (3 places) as vulgar fractions using tenths, hundredths or thousandths.</p> <p>3) Use mental calculations for combined $+$ $-$ \times \div with decimal fractions.</p> <p>4) Use mental calculations for dividing decimal fractions (not tricky).</p> <p>5) Use mental calculations for $+$ $-$ \times \div, and combinations of $+$ and $-$ with \times, using vulgar fractions, mixed numbers & negative numbers (not tricky)</p>	<p>1) 0.1, .01, .41, .041, .421</p> <p>2) read .1 as one tenth & write 1/10</p> <p>3) $.02 \times 3 - .01 \times 4 = .02$</p> <p>4) $.06 \div .02 = 3$</p> <p>5) $1/2 \times 3 - 1/4 \times 2 = 1$ $2\frac{3}{5} - 1\frac{1}{5} = 1\frac{2}{5}$</p>																
<p>Block 3</p>	<p>1) Vertical $+$/$-$ with 4 digit numbers (no tricky columns).</p> <p>2) Vertical $+$/$-$ with decimal fractions (no tricky columns).</p> <p>3) Multiply 2 digit by 2 digit numbers using a grid.</p> <p>4) Use mental calculations for maths stories using fractions, mixed numbers & negative numbers (not tricky).</p> <p>5) Rearrange $+$/$-$ to make calculating easier.</p>	<p>1) $\begin{array}{r} 5458 \\ +1121 \\ \hline 6579 \end{array}$</p> <p>2) $\begin{array}{r} 54.58 \\ +11.21 \\ \hline 65.79 \end{array}$</p> <p>3) $24 \times 25 = \mathbf{600}$</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="border-right: 1px solid black; padding: 5px;">x</td> <td style="padding: 5px;">20</td> <td style="padding: 5px;">5</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">20</td> <td style="padding: 5px;">400</td> <td style="padding: 5px;">80</td> <td style="padding: 5px;">500</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">4</td> <td style="padding: 5px;"><u>100</u></td> <td style="padding: 5px;"><u>20</u></td> <td style="padding: 5px;"><u>+100</u></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="padding: 5px;">500</td> <td style="padding: 5px;">100</td> <td style="padding: 5px;">600</td> </tr> </table> <p>5) $123 - 345 + 425 - 113 =$ $123 + 425 - 345 - 113 =$ $558 - 458 = 100$</p>	x	20	5		20	400	80	500	4	<u>100</u>	<u>20</u>	<u>+100</u>		500	100	600
x	20	5																
20	400	80	500															
4	<u>100</u>	<u>20</u>	<u>+100</u>															
	500	100	600															

<p>Term 4</p>	<p>1)Vertical + / - with decimal fractions (any column tricky).</p> <p>2) Use a grid for long \div, dividing 2 or 3 digit number by a 1 digit number, using both remainders & fractions.</p>	<p>1) as previous blocks but with a tricky column using funny writing (+) or funny counting (-)</p> $\begin{array}{r} \div 122 \\ 6 \overline{) 732} \end{array}$ $\begin{array}{r} \div 600 \\ 6 \overline{) 600} \\ \underline{120} \\ 12 \end{array}$ $\begin{array}{r} 100 \\ 20 \\ \underline{2} \\ 122 \end{array}$ <p>2) See TG for all steps</p>
<p>Term 5</p>	<p>1)Use mental calculations to work out whole number % of a whole number quantity (no tricky examples).</p> <p>2)Calculate the decimal number % of a whole number quantity using a calculator.</p> <p>3)Round a decimal fraction using tenths & hundredths to the nearest whole number.</p>	<p>1)4% of 800 = 32</p> <p>2)5.3 % of 400 = 21.2</p> <p>3)15.2 \approx 15</p>
<p>Term 6</p>	<p>1)Use 'one add negative one equals zero' ($1 + -1 = 0$) with tricky +/-.</p> <p>2)Grid to multiply two 2 digit whole numbers (TU xTU).</p> <p>3)Grid for long division, dividing a 3 digit whole number by a 1 digit whole number using both remainders & fractions for remainders.</p> <p>4)U&A + / - / \times / \div, fractions of quantities, % of quantities & the sum of two products.</p> <p>5)Use symbol \approx for 'approximately equal to'.</p> <p>6)Round an answer with two decimal places to nearest one decimal place.</p>	<p>1)$3 + -1 = 2$ and $4 - -2 = 6$</p> <p>2)as terms 1,3</p> <p>3)as Block 4 $727 \div 6 = 121 \text{ r}1$ or $121 \frac{1}{6}$</p> <p>4)$\frac{3}{4}$ of 12 metres? 5.3% of 640? $3 \times 23 + 2 \times 35 = ?$</p> <p>5)$23.96 \approx 24$</p> <p>6) $33.92 \approx 33.9$</p>

Year 5 – Term by term with examples

Term 1	<p>1) Vertical +/- (4-digits) (with more than one tricky column – use funny writing and funny counting).</p> <p>2) Use +/ - / ÷ with all vulgar fractions or mixed numbers with the same denominator.</p> <p>3) x / \div vulgar fractions & mixed numbers by a whole number.</p>	1) see Year 4
Term 2	<p>1) Write 2, 3 or 4 digit numbers vertically, up to 3 decimal places & calculate with more than one tricky column – using + /-.</p> <p>2) Multiply 2 vulgar fractions where the denominator of one & the numerator of the other are equal.</p>	<p>1) see Year 4</p> <p>2) $\frac{2}{3} \times \frac{3}{5} = \frac{2}{5}$ replace 5 with 3; replace 3 with 2... SVDA replace 5 with 2.</p>
Term 3	<p>1) Recognise that $a \div b$ is SVDA as a/b and that they can be used interchangeably .</p> <p>2) Convert vulgar fractions to finite decimal fractions using the division button on a calculator (no vulgar fractions with infinite decimal equivalents).</p> <p>3) Use + / - / \times / \div with combinations of positive & negative numbers, including tricky examples (but not the product of 2 negative numbers).</p>	<p>1) $5 \div 8 = 5/8$</p> <p>2) $\frac{1}{4} = 0.25$; $4/5 = 0.8$</p> <p>3) $2 - ^{-}3 = 5$ $1 + ^{-}4 = ^{-}3$ $^{-}2 \times 3 = ^{-}6$ $^{-}4 \div ^{-}2 = 2$ (type 1) $^{-}4 \div 2 = ^{-}2$ (type 2)</p>
Term 4	<p>1))Distinguish between a basic product & a derived product.</p> <p>2) Grid for long x with up to 2 digit by 2 digit whole numbers.</p> <p>3) Grid for long x up to 3 digit by 2 digit decimal numbers (one or two decimal places) answers up to 3 decimal places.</p>	<p>1) $7 \times 3 = 21$ basic product $70 \times 3 = 210$ (21-ty derived product)</p> <p>2) and 3) extend MMS4 Blocks 1,3 use basic & derived products</p>

Term 5	<p>1)Grid for long division including numbers up to 3 digits divided by 1 digit whole numbers.</p> <p>2)Evaluate terms in an expression with brackets</p> <p>3)Evaluate products in an expression with brackets.</p>	<p>1)as MMS4 Blocks 4,6</p> <p>2)$(2 \times 3) + (1 \times 2) = 6 + 2 = 8$</p> <p>3)$2 \times (4 + 1 \times 3) = 2 \times (4 + 3) = 2 \times 7 = 14$</p>
Term 6	<p>1)Multiply decimal numbers with up to 3 decimal places by x of powers of 10 (product no > 3 decimal places) using the 'logic of the language'.</p> <p>2)Divide decimal numbers by x of powers of 10 (no numbers > 3 decimal places) using the 'logic of the language'.</p> <p>3) Use derived products to calculate multiplication& division.</p> <p>4)Evaluate terms in an expression that includes brackets.</p> <p>5)Insert brackets in an expression so that it has a specified value.</p>	<p>1) multiply tenths by tenths, i.e. a tenth of a tenth is one hundredth multiply tenths by ten, i.e. a tenth of ten is one $6/10 \times 10 = 6$</p> <p>2).$06 \div .01 = 6$.006\div.001 =6 .4 \div.02 =20</p> <p>4)$5 + 4 + 2 \times 5 = 5 + 4 + 10 = 14$ $5 + (4 + 2) \times 5 = 5 + 6 \times 5 = 5 + 30 = 35$</p> <p>5)$2 \times 5 + 1 + 2 = 13$ and $2 \times (5 + 1) + 2 = 14$</p>