

CALCULATION POLICY GUIDANCE

	EYFS/ Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition	Combining two parts to make a whole: part whole model. Starting at the bigger number and counting on using cubes. Regrouping to make 10 using ten frame.	Adding three single digits. Use of base 10 to combine two numbers.	Expanded column method- regrouping. Using place value counters (up to 3 digits).	Expanded column method- regrouping. (up to 4 digits)	Column method- regrouping. Use of place value counters for adding decimals.	Column method- regrouping. Abstract methods. Place value counters to be used for adding decimal numbers.
Subtraction	Taking away ones Counting back Find the difference Part whole model Make 10 using the ten frame	Counting back Find the difference Part whole model Make 10 Use of base 10 Use of numberline for finding the difference.	Use of numberline for finding the difference as a mental method(up to 3 digits using place value counters) Begin to introduce column subtraction.	Use of numberline for finding the difference. Introduce column method with regrouping. (up to 4 digits)	Column method with regrouping. Abstract for whole numbers. Start with place value counters for decimals- with the same amount of decimal places.	Column method with regrouping. Abstract methods. Place value counters for decimals with different amounts of decimal places.
Multiplication	Recognising and making equal groups. Doubling Counting in multiples Use cubes, Numicon and other objects in the classroom	Arrays- showing commutative multiplication	Arrays $2d \times 1d$ using base 10 Introduce the grid method.	Grid method used using base 10 and place value counters. (2 and 3 digit multiplied by 1 digit)	Column multiplication introduced with place value counters. Might need a repeat of year 4 first(up to 4 digit numbers multiplied by 1 or 2 digits)	Column multiplication Abstract methods (multi-digit up to 4 digits by a 2 digit number)
Division	Sharing objects into groups Division as grouping e.g. I have 12 sweets and put them in groups of 3, how many groups? Use cubes and draw round 3 cubes at a time.	Division as grouping Division within arrays- linking to multiplication Repeated subtraction	Division with a remainder- using lollipop sticks, times tables facts and repeated subtraction. Calculate on a number line. $2d$ divided by $1d$ using base 10 or place value counters	Short division introduced (up to 3 digits by 1 digit- concrete and pictorial) within 1-12 times tables. Use of place value counters and part whole model to support.	Short division (up to 4 digits by a 1 digit number including remainders) within 1-12 times tables. Use of place value counters and part whole model to support. Chunking introduced for 2 digit numbers (up to 20) Represent remainders in different ways depending on the context (as fractions, as decimals or by rounding)	Short division Long division with place value counters (up to 4 digits by a 2 digit number) Children should exchange into the tenths, hundredths and thousandths column too where appropriate. Represent remainders in different ways depending on the context (as fractions, as decimals or by rounding)