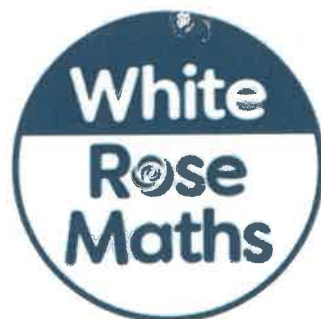


Penclawdd Primary School

Maths Calculation Strategies



Mathematics and Numeracy

At Penclawdd Primary School, we use the White Rose Maths scheme for the teaching of Maths from Reception to Year 6, which follows the mastery approach to learning. At the heart of White Rose Maths is the belief that all children can achieve.

White Rose Maths focuses on helping all children to build a deep understanding of maths concepts and confidence in maths.

For each year group the curriculum strands are broken down into small steps that build on prior knowledge to help children develop a deep and robust understanding of the concept before moving on.

Within this booklet, you will find the calculation strategies taught and used by your child in school.

Further information can be found at www.whiteroseeducation.com

Progression of skills - Addition

Year group	Skill
Nursery	<ul style="list-style-type: none">• Subitise to 3• Count how many• Make numbers to 5• Add 1 more (through songs and rhymes)
Reception	<ul style="list-style-type: none">• Conceptually subitise to 5• 1 more• Notice the composition of numbers within 10• Combine 2 groups• Add more
Year 1	<ul style="list-style-type: none">• Add together• Add more• Bonds within 10• Related facts within 20• Missing numbers

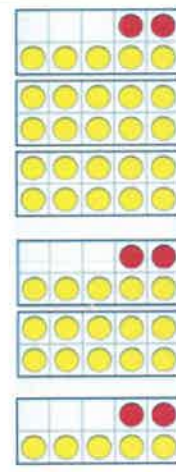
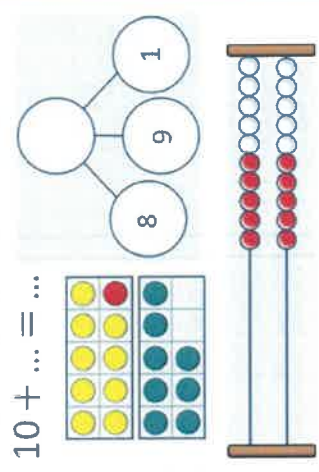
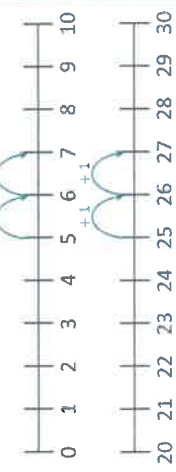
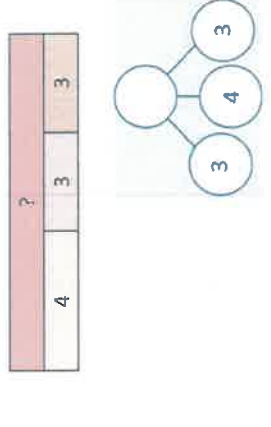
Progression of skills - Addition

Year group	Skill
Year 2	<ul style="list-style-type: none">• Add 1s to any number (related facts)• Add three 1-digit numbers• Add across a 10• Add multiples of 10• Add 10s to any number• Add two 2-digit numbers (not across a ten)• Add two 2-digit numbers (across a ten)• Missing numbers
Year 3	<ul style="list-style-type: none">• Add 1s, 10s and 100s to a 3-digit number• Add two numbers (no exchange)• Add two numbers across a 10 or 100• Complements to 100• Add fractions with the same denominator within 1 whole• Calculate the duration of events

Progression of skills - Addition

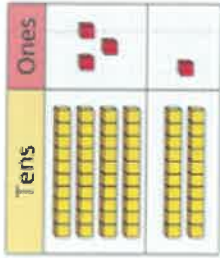
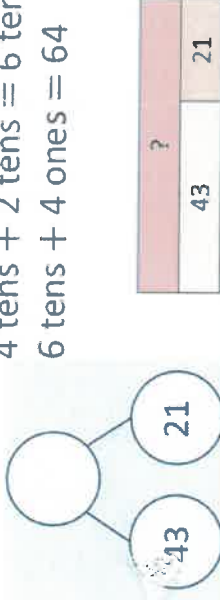
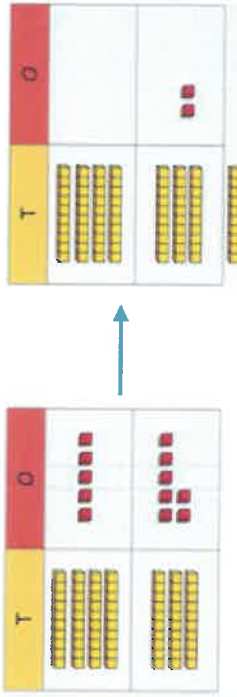

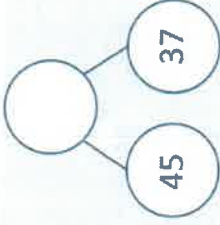
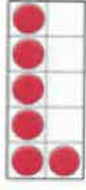
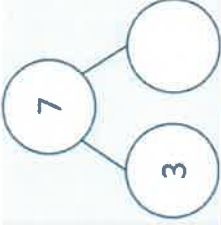
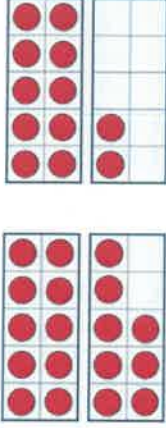
Year group	Skill
Year 4	<ul style="list-style-type: none">• Add 1s, 10s and 100s to a 4-digit number• Add up to two 4-digit numbers• Add decimal numbers in the context of money• Add fractions and mixed numbers with the same denominator beyond 1 whole
Year 5	<ul style="list-style-type: none">• Add using mental strategies• Add whole numbers with more than 4 digits• Add decimals with up to 2 decimal places• Complements to 1• Add fractions with denominators that are a multiple of one another
Year 6	<ul style="list-style-type: none">• Add integers up to 10 million• Add decimals with up to 3 decimal places• Order of operations• Negative numbers• Add fractions

Addition

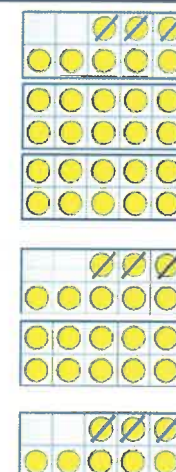
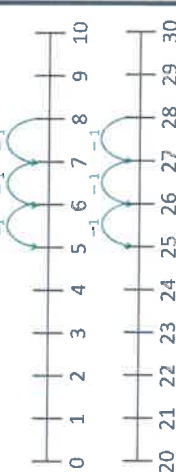
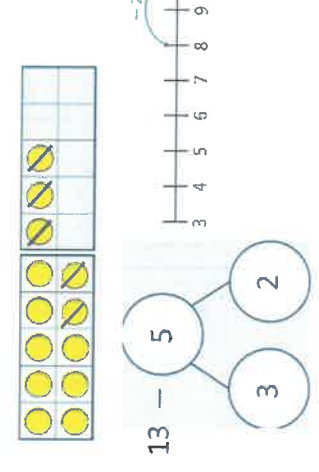
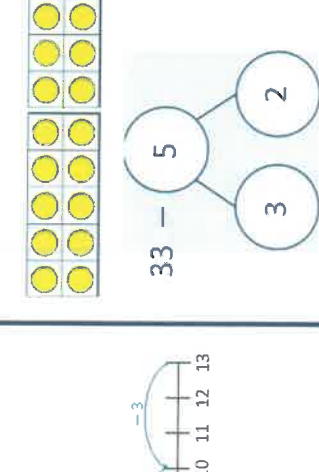
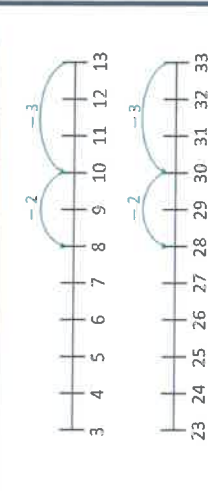
<p>Year 2</p> <ul style="list-style-type: none"> Recall and use addition facts to 20 fluently, and derive and use related facts up to 100 Add numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and 1s a two-digit number and 10s 2 two-digit numbers adding 3 one-digit numbers Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. 	<p>Key representations</p>
<p>Progression of skills</p> <p>Add ones to any number (related facts)</p> <p>Make links to known facts.</p>	<p>I know that ... and ... = ... so ... and ... = ...</p> 
<p>Add three 1-digit numbers</p> <p>Prompt children to understand that addition can be done in any order and to make links to known facts.</p>	<p>... and ... are a bond to 10 $10 + \dots = \dots$</p> 
<p>... more than ... is ... so ... more than ... is ...</p> 	<p>What do you notice? Can you continue the pattern?</p> $5 + 2 = 7$ $15 + 2 = 17$ $25 + 2 = 27 \dots$
<p>Double ... + ... = ...</p> 	<p>What do you notice? Which addition is the easiest to calculate?</p> $8 + 9 + 1 =$ $8 + 1 + 9 =$ $9 + 1 + 8 =$

Addition

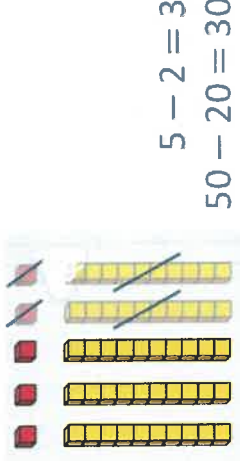
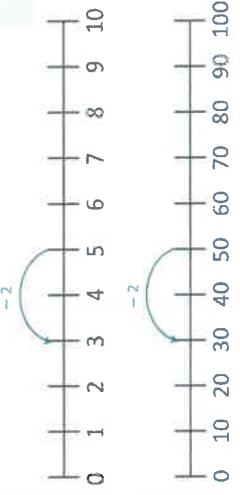
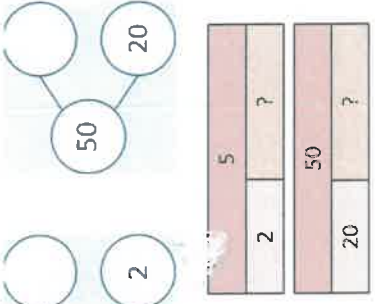
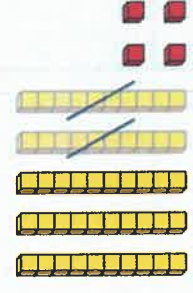
Key representations	
<p>Progression of skills</p> <p>Add across a 10</p> <p>Partition the number being added to make a full ten.</p>	<p>I add ... to get to ... then I add ...</p> $8 + 5 = 13$ $28 + 5 = 33$
<p>Add multiples of 10</p> <p>Make links to known facts within ten.</p>	<p>What is the same? What is different?</p>
<p>... ones + ... ones = ... ones so ... tens + ... tens = ... tens</p> $3 + 2 = 5$ $30 + 20 = 50$	<p>To add ... I need to add 10 ... times.</p>
<p>Add 10s to any number</p> <p>Make links to known facts.</p>	<p>I know that ... and ... = ... so ... and ... = ...</p> $30 + 20 = 50$ $34 + 20 = 54$

Progression of skills	Key representations		
<p>Add 2-digit numbers (not across a ten)</p> <p>Lining up ones and tens in columns will support with later written methods.</p>	<p>... ones + ... ones = ... ones ... tens + ... tens = ... tens</p> 	<p>3 ones + 1 one = 4 ones 4 tens + 2 tens = 6 tens 6 tens + 4 ones = 64</p> 	
<p>Add 2-digit numbers (across a ten)</p> <p>Begin to exchange 10 ones for 1 ten.</p>	<p>There are ... ones, so I do/do not need to make an exchange.</p> <p>... ones = ... ten and ... ones</p> 	 <p>5 ones + 7 ones = 12 ones 12 ones = 1 ten and 2 ones 4 tens + 3 tens + 1 ten = 8 tens 8 tens and 2 ones = 82</p> 	
<p>Missing numbers</p> <p>Solve missing number problems and use the inverse to check.</p>	<p>How many more do you need to make ...?</p>  <p>$6 + \square = 10$ $10 - \square = 6$</p>	<p>If ... is a whole and ... is a part, then ... is the other part.</p> <p>$\square + 3 = 7$ $7 - 3 = \square$</p> 	
	<p>... can be partitioned into ... and ...</p> <p>$10 + 8 = 12 + \square$</p> 		

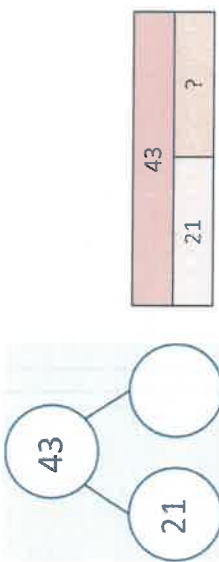
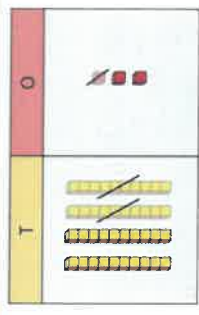
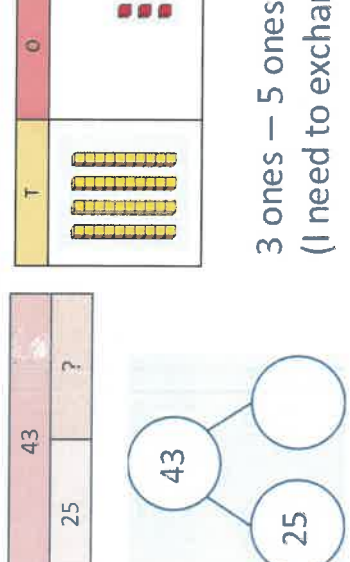
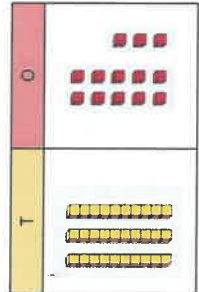
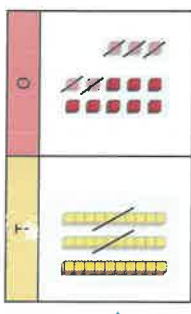
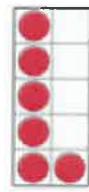
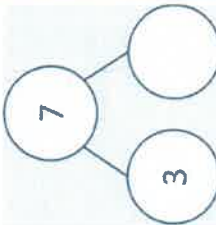
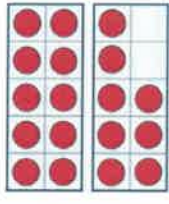
Subtraction

	<ul style="list-style-type: none"> Recall and use subtraction facts to 20 fluently, and derive and use related facts up to 100 Subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and 1s a two-digit number and 10s 2 two-digit numbers Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. 		
<p>Progression of skills</p>	<p>Key representations</p>		
<p>Subtract ones from any number (related facts)</p> <p>Make links to known facts.</p>	<p>I know that ... minus ... = ...</p> <p>so ... minus ... = ...</p> 	<p>... less than ... is ...</p> <p>so ... less than ... is ...</p> 	<p>What do you notice?</p> <p>Can you continue the pattern?</p> $8 - 3 = 5$ $18 - 3 = 15$ $28 - 3 = 25...$
<p>Subtract across a 10</p> <p>Partition the number being subtracted to bridge through a ten.</p>	<p>... can be partitioned into ... and ...</p> 	<p>Make links with related facts.</p> 	

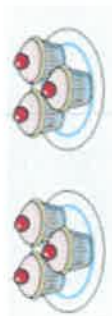
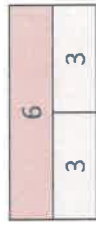


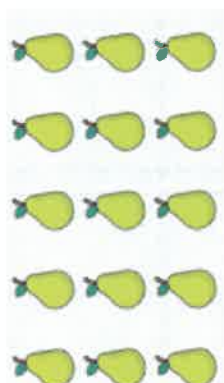

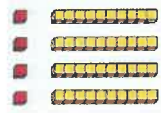
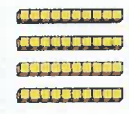
Subtraction

Progression of skills		Key representations																																																													
<p>Subtract multiples of 10</p> <p>Make links to known facts within ten.</p>	<p>... ones — ... ones = ... ones so ... tens — ... tens = ... tens</p>  <p>$5 - 2 = 3$ $50 - 20 = 30$</p>	<p>What is the same? What is different?</p>  	<p>I know that ... minus ... = ... so ... minus ... = ...</p>																																																												
<p>Subtract 10s from any number</p> <p>Make links to known facts.</p>	<p>... tens — ... tens = ... tens ... tens and ... ones = ...</p> 	<p>To subtract ... I need to subtract 10 ... times.</p> <table border="1" data-bbox="917 649 1157 1064"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> </table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	<p>$50 - 20 = 30$ $54 - 20 = 34$</p>
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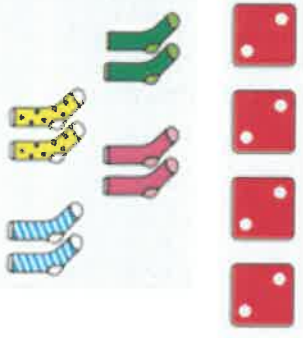




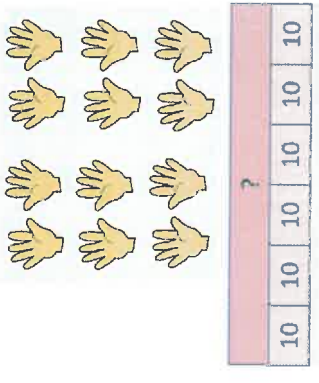

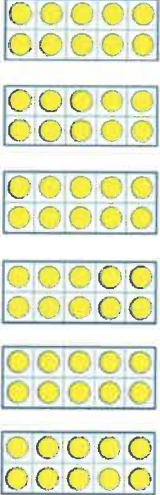

Subtraction

Progression of skills	Key representations	
<p>Subtract two 2-digit numbers (not across a ten)</p>	<p>... ones - ... ones = ... ones ... tens - ... tens = ... tens</p>   <p>ones - 1 one = 2 ones 4 tens - 2 tens = 2 tens 2 tens and 2 ones = 22</p>	
<p>Subtract two 2-digit numbers (across a ten)</p> <p>Begin to exchange 1 ten for 10 ones.</p>	<p>I need to make an exchange because I do not have enough ones to subtract ... ones.</p>    <p>3 ones - 5 ones (I need to exchange 1 ten for 10 ones)</p> <p>13 ones - 5 ones = 8 ones 3 tens - 2 tens = 1 ten 1 ten and 8 ones = 18</p>	
<p>Missing numbers</p> <p>Solve missing number problems and use the inverse to check.</p>	<p>How many do you need to subtract to make ...?</p>  <p>$10 - \square = 6$ $6 + \square = 10$</p> <p>If ... is a whole and ... is a part, then ... is the other part.</p> <p>$7 - 3 = \square$ $\square + 3 = 7$</p> 	<p>... can be partitioned into ... and ...</p> <p>$18 - \square = 12 + 2$</p> 







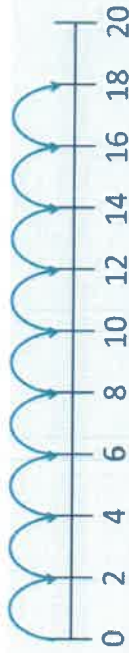
Multiplication

<p>Year 2</p>	<ul style="list-style-type: none"> Recall and use multiplication facts for the 2, 5 and 10 multiplication tables. Calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (\times) and equals ($=$) signs. Show that multiplication of two numbers can be done in any order (commutative).
<p>Key representations</p>	
<p>Link repeated addition and multiplication</p> <p>Encourage children to make the link between repeated addition and multiplication.</p>	<p>There are ... equal groups with ... in each group.</p> <p>There are ... altogether.</p>   <p>$3 + 3 = 6$ $2 \times 3 = 6$</p>   <p>$5 + 5 + 5 = 15$ $3 \times 5 = 15$</p>
<p>Use arrays</p> <p>Encourage children to see that multiplication is commutative.</p>	<p>There are ... rows with ... in each row.</p> <p>There are ... columns with ... in each column.</p>  <p>3 lots of 5 = 15 $5 + 5 + 5 = 15$ 5 lots of 3 = 15 $3 + 3 + 3 + 3 + 3 = 15$</p> <p>I can see ... X ... and ... X ...</p> <p>$3 \times 5 = 15$ $5 \times 3 = 15$ $3 \times 5 = 5 \times 3$</p>
<p>Double</p> <p>Encourage children to make links with related facts.</p>	<p>Double ... is ...</p>  <p>Double 4 = 4 + 4 Double 4 is 8</p> <p>Double ... is ... so double ... is ...</p>  <p>Double 4 is 8</p>  <p>Double 40 is 80</p>

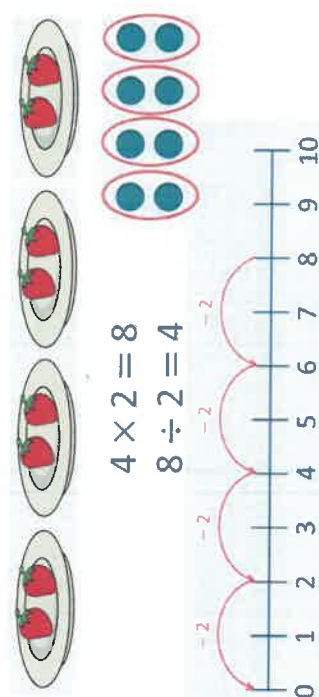
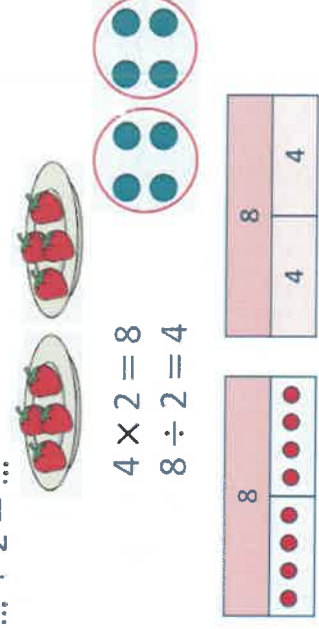
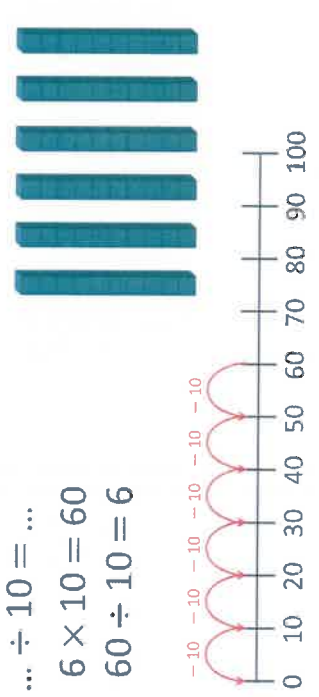
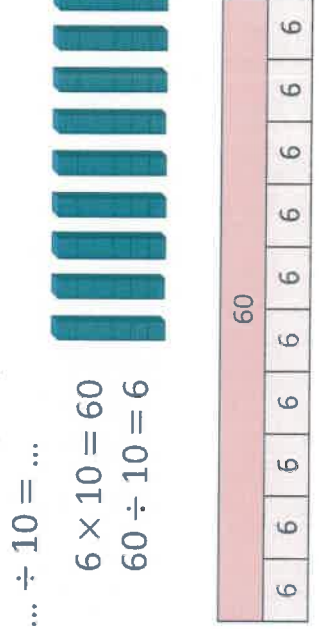
Multiplication

Progression of skills	Key representations																																									
<p>The 2 times-table</p> <p>Encourage daily counting in multiples both forwards and back. Notice that all multiples of 2 are even numbers.</p>	<p>... lots of 2 = </p> <p>... $\times 2 =$ </p>  	<p>... times 2 is equal to ...</p> <table border="1" data-bbox="406 313 534 750"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </table> <p>$1 \times 2 = 2$ $2 = 1 \times 2$ $2 \times 2 = 4$ $4 = 2 \times 2$ $3 \times 2 = 6$ $6 = 3 \times 2$</p> 	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30										
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<p>The 10 times-table</p> <p>Encourage daily counting in multiples both forwards and back. Notice the pattern in the numbers.</p>	<p>... lots of 10 = </p> <p>... $\times 10 =$ </p>   	<p>... times 10 is equal to ...</p> <table border="1" data-bbox="917 313 1077 750"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> </table> <p>$1 \times 10 = 10$ $10 = 1 \times 10$ $2 \times 10 = 20$ $20 = 2 \times 10$ $3 \times 10 = 30$ $30 = 3 \times 10$</p> 	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
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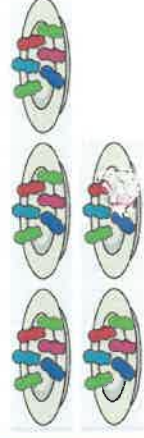





Multiplication

Progression of skills	Key representations																																									
<p>The 5 times-table</p> <p>Encourage daily counting in multiples both forwards and back. Notice the pattern in the numbers.</p>	<p>... lots of 5 = </p> <p>... $\times 5 =$ </p>  	<p>... times 5 is equal to ...</p> <table border="1" data-bbox="391 302 566 750"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> </table> <p> $1 \times 5 = 5$ $5 = 1 \times 5$ $2 \times 5 = 10$ $10 = 2 \times 5$ $3 \times 5 = 15$ $15 = 3 \times 5$ </p> 	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
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<p>Missing numbers</p> <p>Make links to known facts.</p>	<p>... is equal to ... groups of ... </p> <p>18 socks, how many pairs?</p> 	<p>... times ... is equal to ...</p> <p><input type="text"/> $\times 2 = 18$</p> <p>$18 = 2 \times$ <input type="text"/></p>																																								

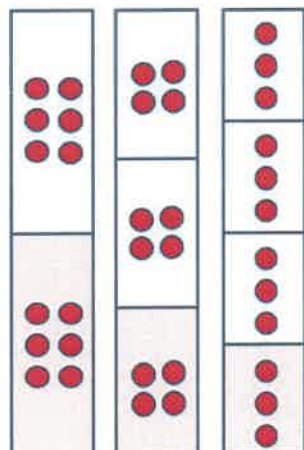

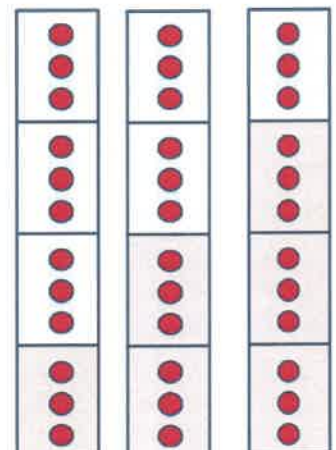
Division

Year 2	<ul style="list-style-type: none"> Recall and use division facts for the 2, 5 and 10 multiplication tables. Calculate mathematical statements for division within the multiplication tables and write them using the division (\div) and equals ($=$) signs. Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{3}{4}$ of a quantity. 	
Progression of skills		
Divide by 2	Key representations	Key representations
<p>Encourage children to compare the grouping and sharing structures of division and to make links with times-table facts and halving.</p>	<p>There are ... equal groups of 2</p> <p>$\dots \div 2 = \dots$</p>  <p>$4 \times 2 = 8$ $8 \div 2 = 4$</p>	<p>... shared equally between 2 is ...</p> <p>Half of ... is ...</p> <p>$\dots \div 2 = \dots$</p>  <p>$4 \times 2 = 8$ $8 \div 2 = 4$</p>
<p>Encourage children to compare the grouping and sharing structures of division and to make links with times-table facts.</p>	<p>There are ... equal groups of 10</p> <p>$\dots \div 10 = \dots$</p> <p>$6 \times 10 = 60$ $60 \div 10 = 6$</p>  <p>$6 \times 10 = 60$ $60 \div 10 = 6$</p>	<p>... shared equally between 10 is ...</p> <p>$\dots \div 10 = \dots$</p> <p>$6 \times 10 = 60$ $60 \div 10 = 6$</p>  <p>$6 \times 10 = 60$ $60 \div 10 = 6$</p>

Division

Progression of skills	Key representations	
<p>Divide by 5</p> <p>Encourage children to compare the grouping and sharing structures of division and to make links with times-table facts.</p>	<p>There are ... equal groups of 5</p> <p>... $\div 5 = \dots$</p>  <p>$6 \times 5 = 30$ $30 \div 5 = 6$</p>  	<p>... shared equally between 5 is ...</p> <p>... $\div 5 = \dots$</p>  <p>$6 \times 5 = 30$ $30 \div 5 = 6$</p>  
<p>Missing numbers</p> <p>Bar models are useful to show the link between multiplication and division.</p>	<p>... divided by 2/5/10 is equal to ...</p>  <p>$\square \div 2 = 10$</p>  <p>$\square \div 5 = 10$</p>  <p>$\square \div 10 = 10$</p>	

Division

Progression of skills	Key representations	
<p>Unit fractions</p> <p>In Y2 the focus is on finding $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$. Bar models are useful to show the link between division and finding a fraction.</p>	<p>The objects have been shared fairly into ... groups.</p> <p>$\frac{1}{\square}$ of ... is ...</p> 	<p>There are ... equal parts.</p> <p>There is ... part circled.</p> <p>$\frac{1}{\square}$ is circled.</p> 
<p>Non-unit fractions</p> <p>In Y2 the focus is on finding $\frac{2}{4}$ and $\frac{3}{4}$.</p> <p>Prompt children to notice that $\frac{2}{4}$ is equivalent to $\frac{1}{2}$.</p>	<p>The objects have been shared fairly into ... groups.</p> <p>$\frac{\square}{\square}$ of ... is ...</p> 	<p>There are ... equal parts.</p> <p>There are ... parts circled.</p> <p>$\frac{\square}{\square}$ is circled.</p> 