



# St Maxentius C.E. Primary School

Bolton & Farnworth C of E Primary Multi Academy Trust

# Calculation Policy



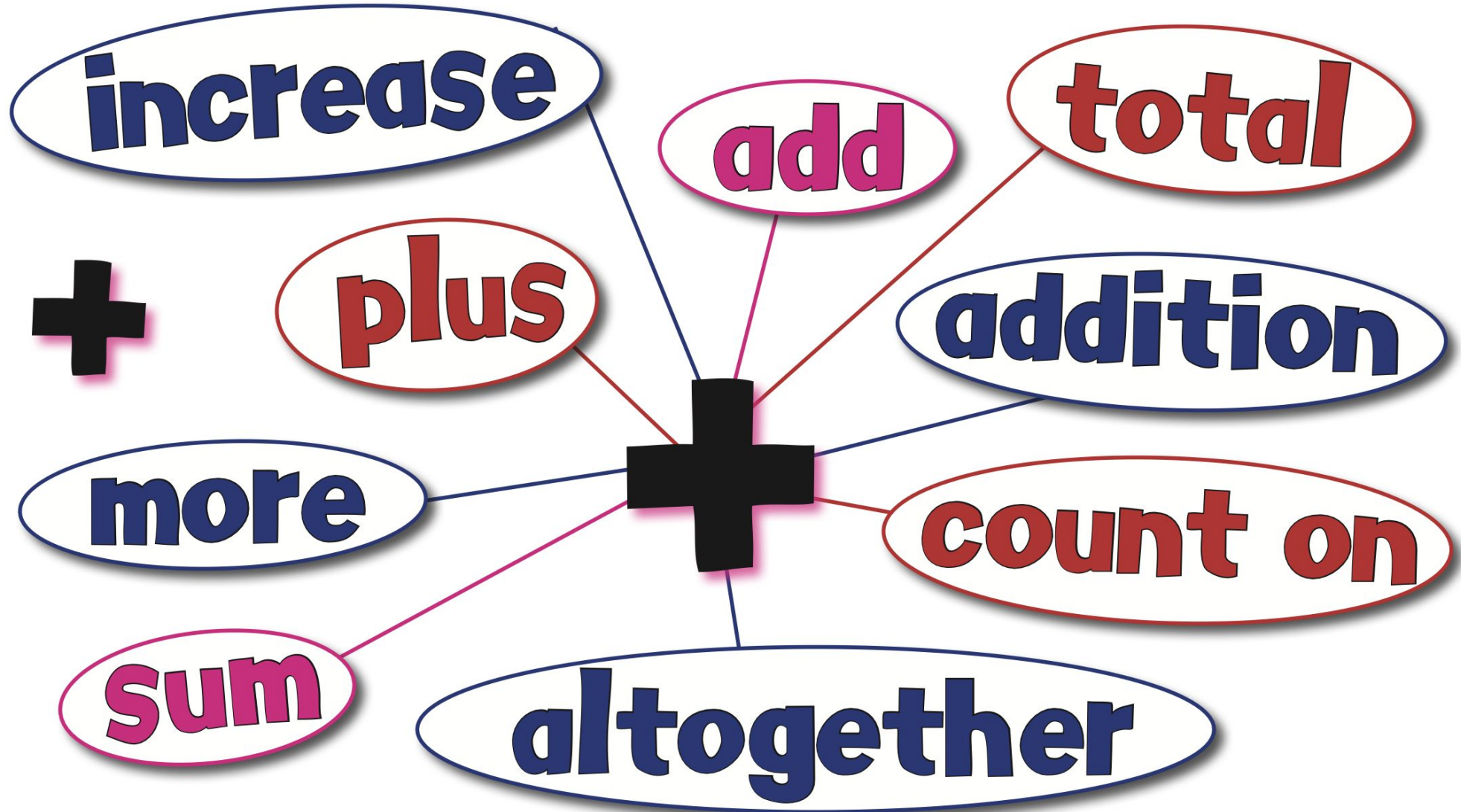
# St Maxentius C.E. Primary School

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## **Year 1 - Addition**



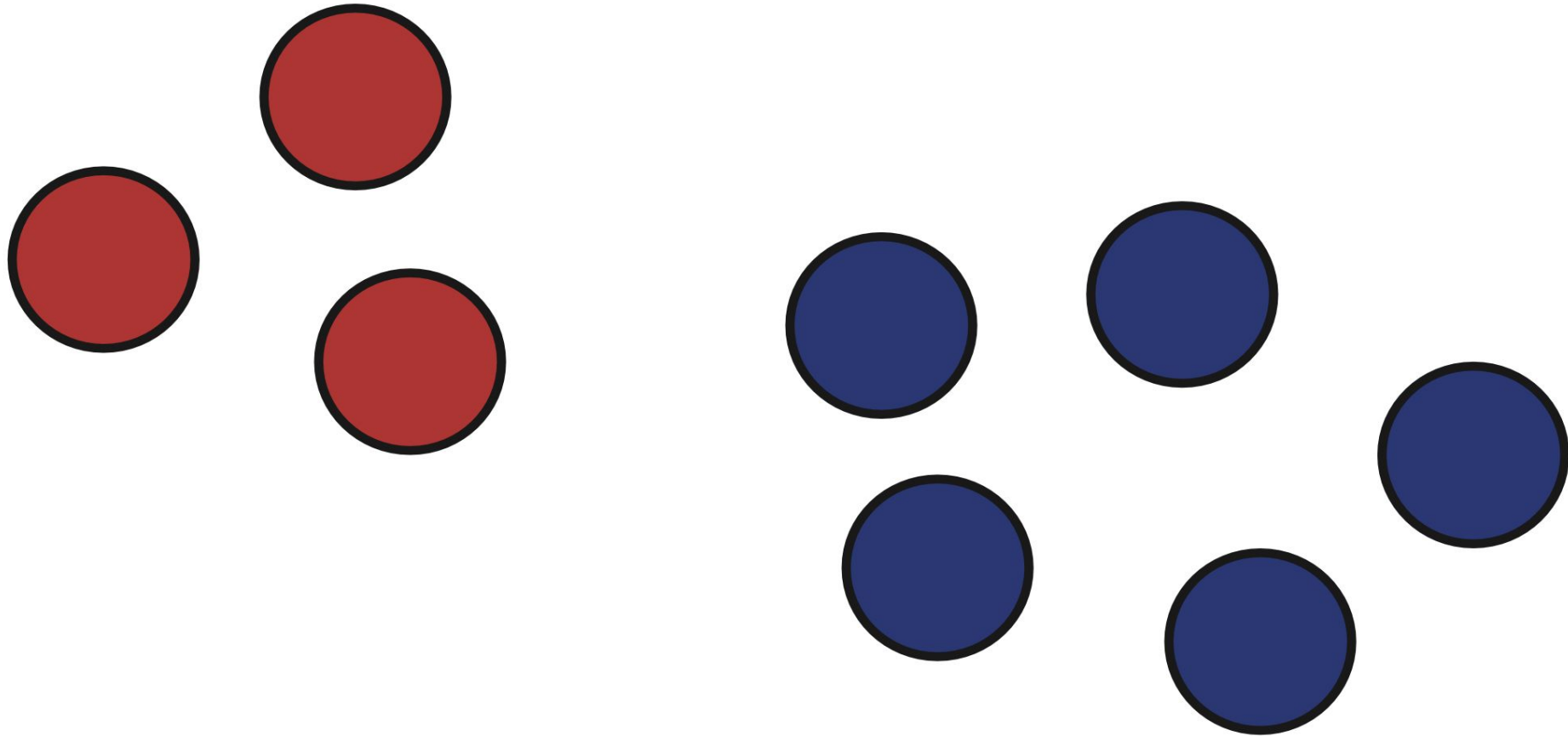
# Addition Vocabulary





# A1: Objects & Pictures

1

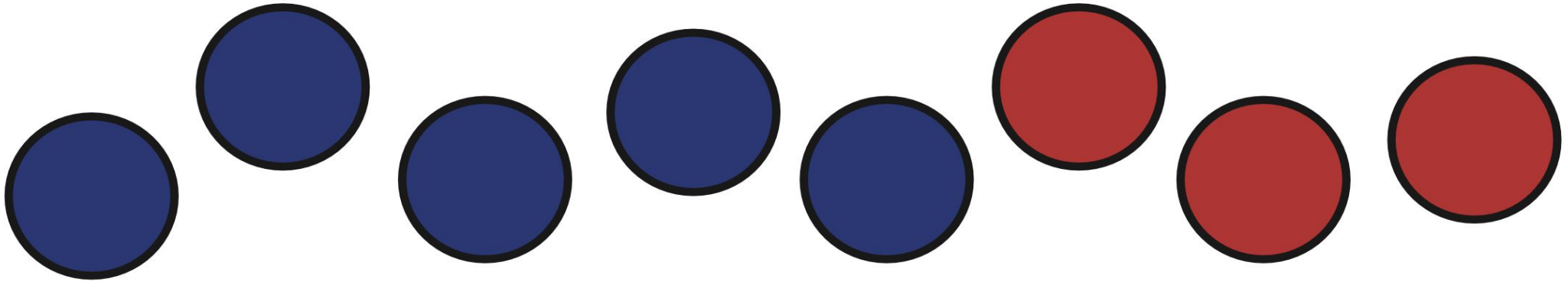


**“If I have 3 and then 5 more, how many altogether? Answer: 8”**



# A1a: Largest Number 1st

1



$$5 + 3 = 8$$



# A2: Counting On

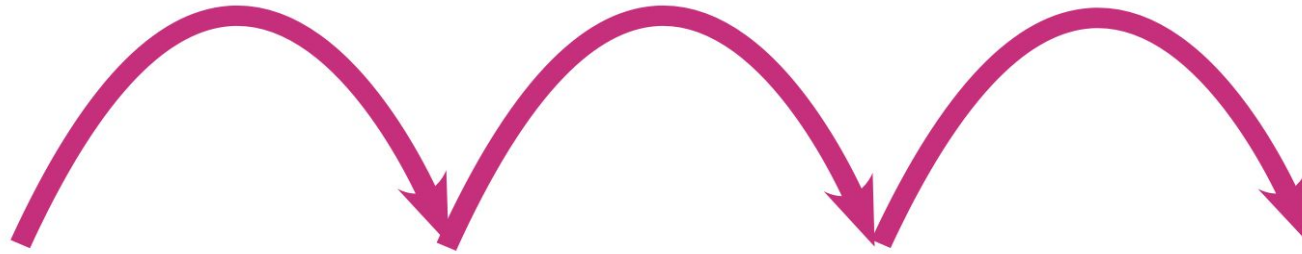
MODELLING  
ONLY

1

+1

+1

+1



5

6

7

8

5

+

3

=

8



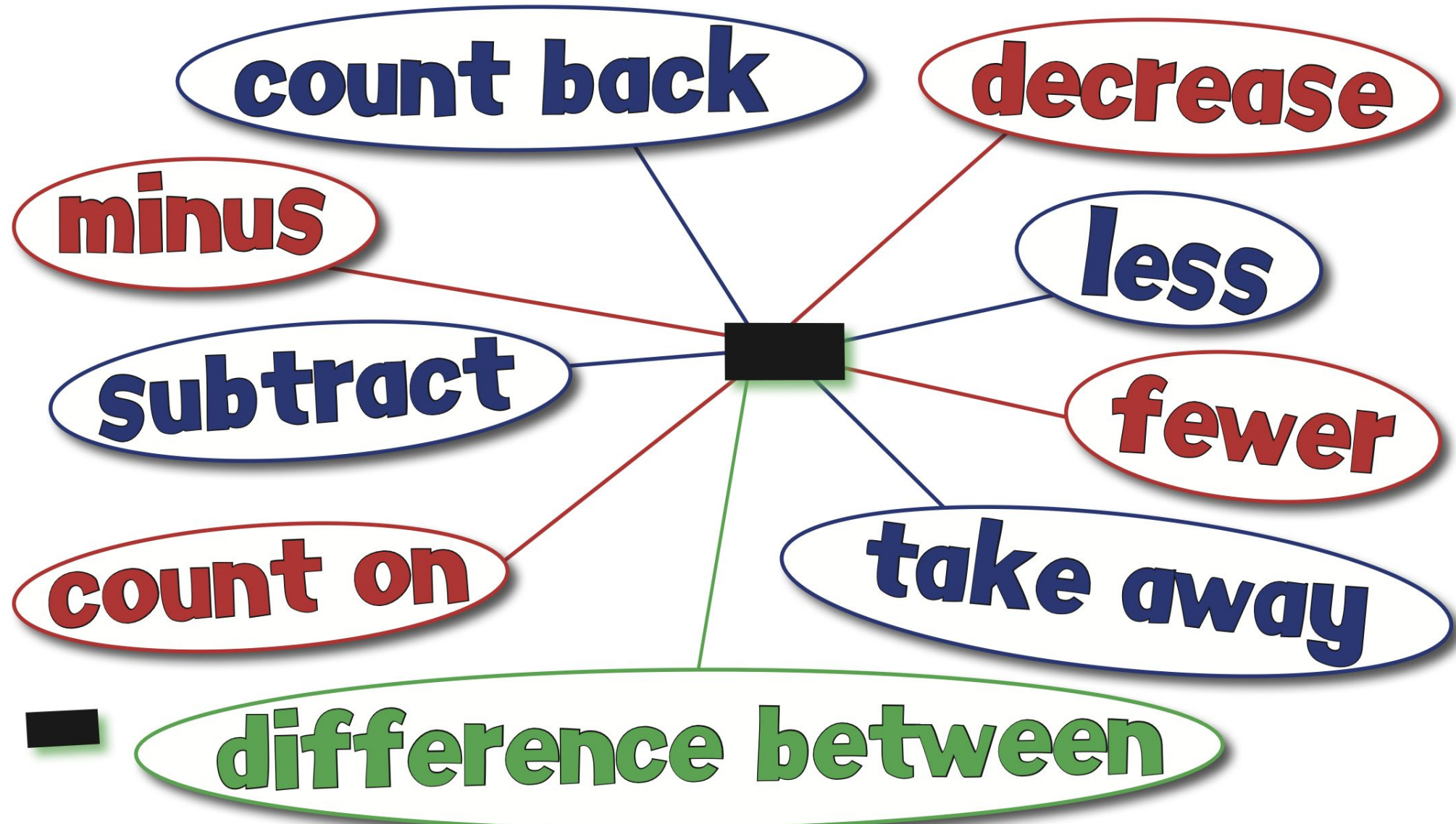
# St Maxentius C.E. Primary School

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## Year 1 - Subtraction



# Subtraction Vocabulary

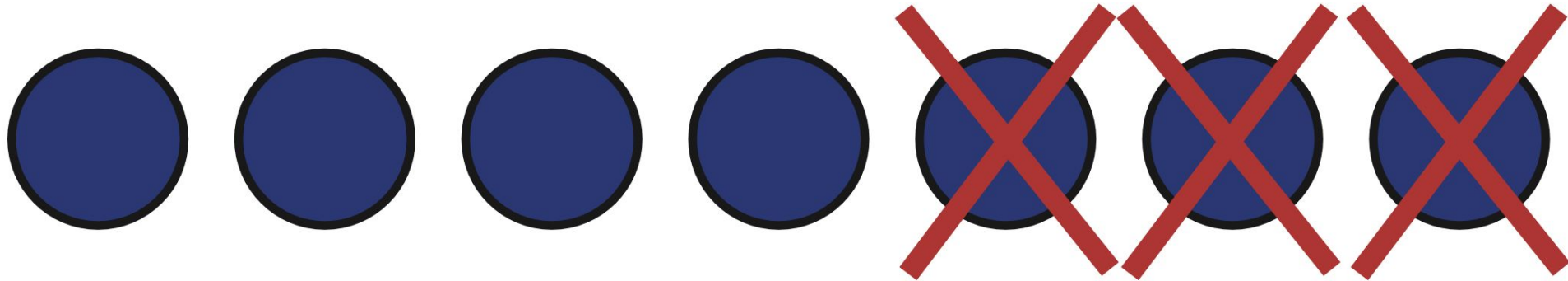






# S1: Objects & Pictures

1



$$7 - 3 = 4$$

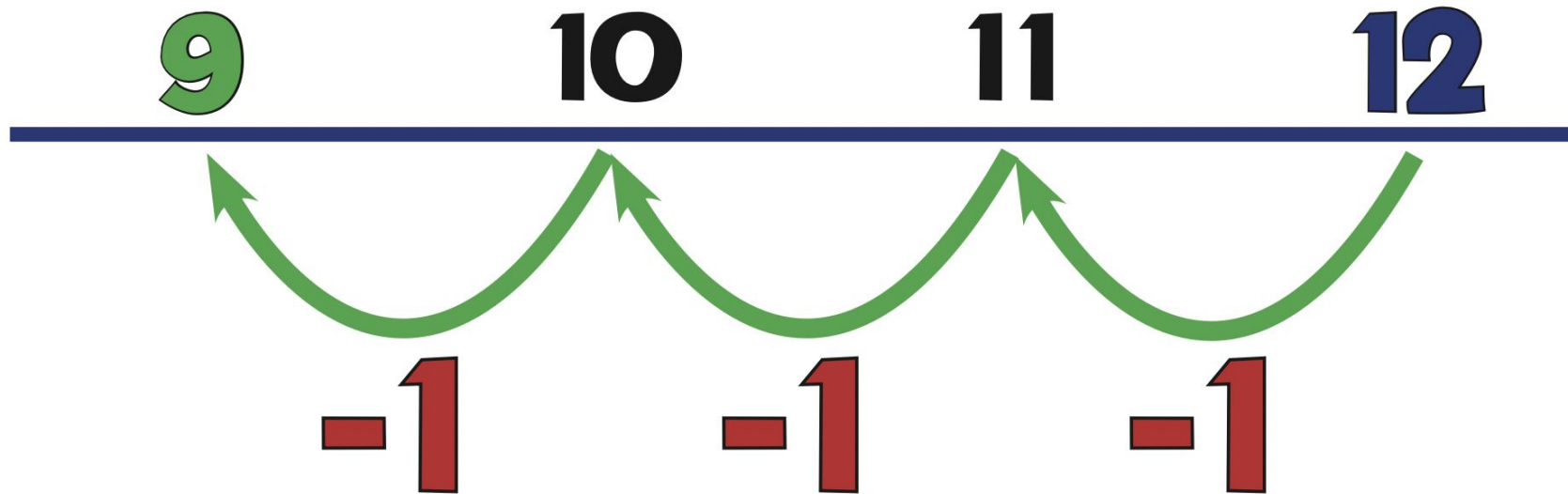
“What do I get if I take 3 away from 7? Answer: 4”



# S3: Counting Back

MODELLING  
ONLY

1



$$12 - 3 = 9$$

“What do I get if I take 3 away from 12? Answer: 9”



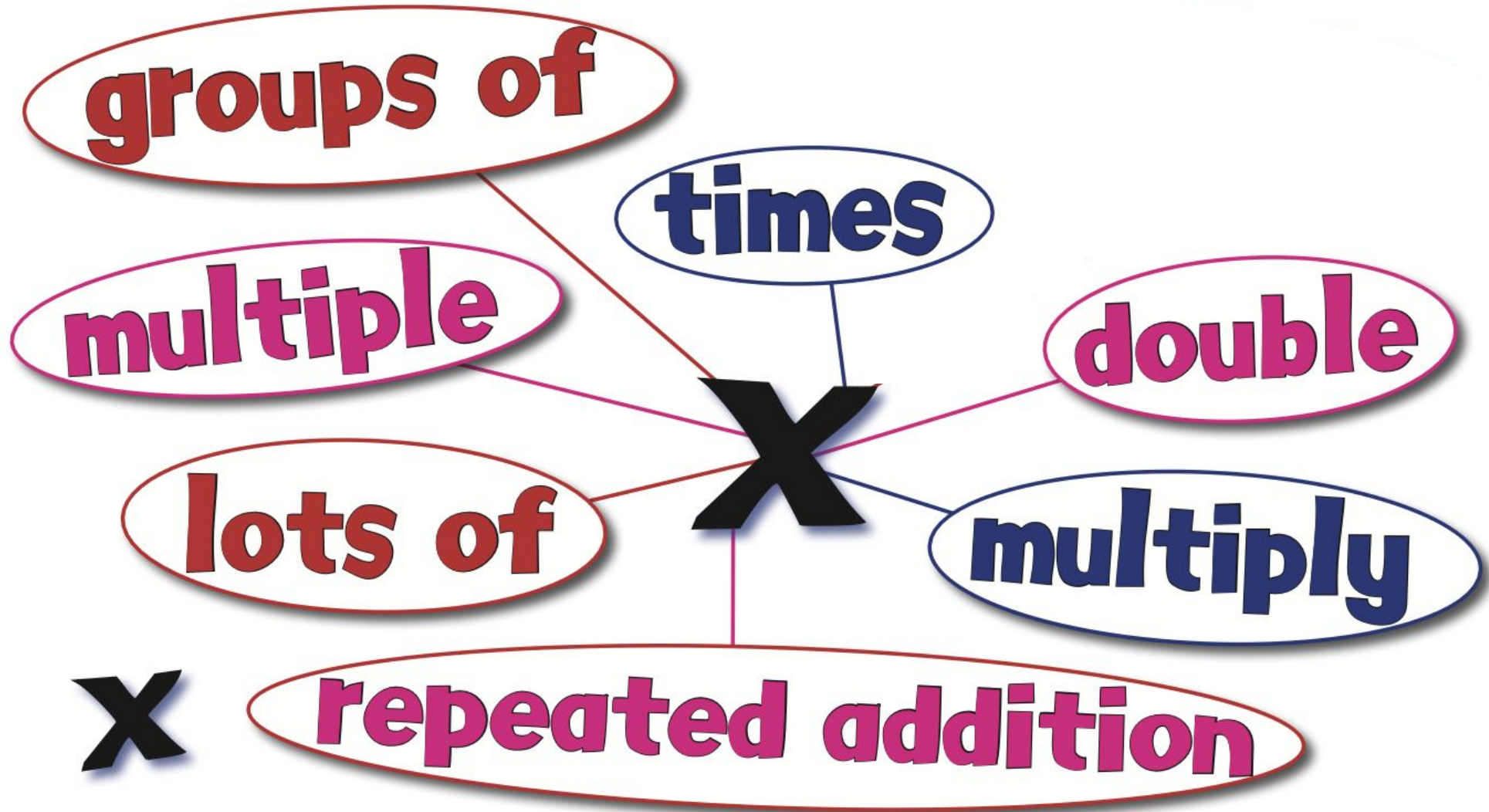
# St Maxentius C.E. Primary School

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## Year 1 - Multiplication



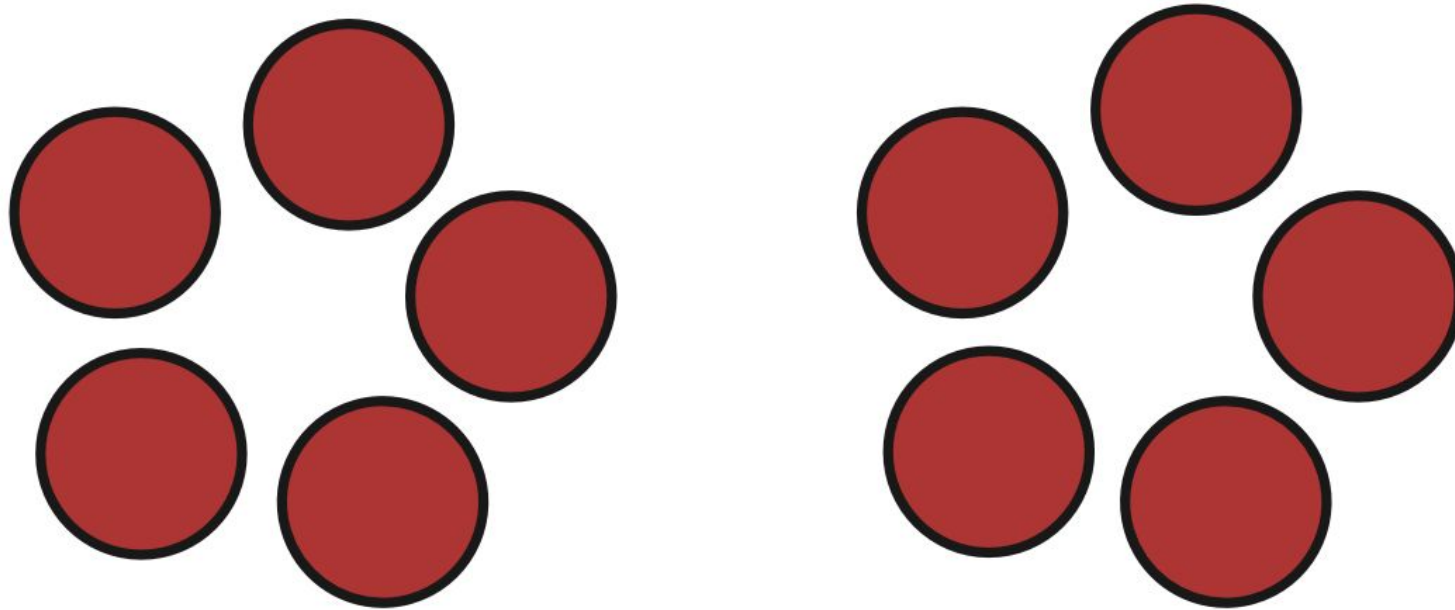
# Multiplication Vocabulary





# (M1: Groups)

1

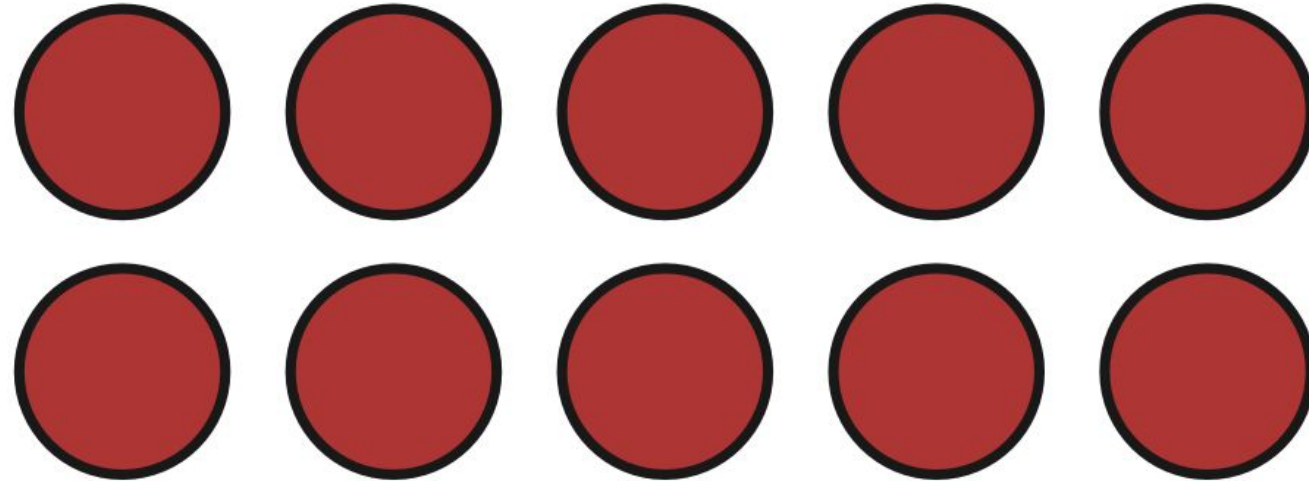


**“2 groups of 5 counters makes 10 counters altogether”**



# (M3: Arrays)

1



**“2 groups of 5 counters” or “5 groups of 2 counters” - “10 counters altogether”**



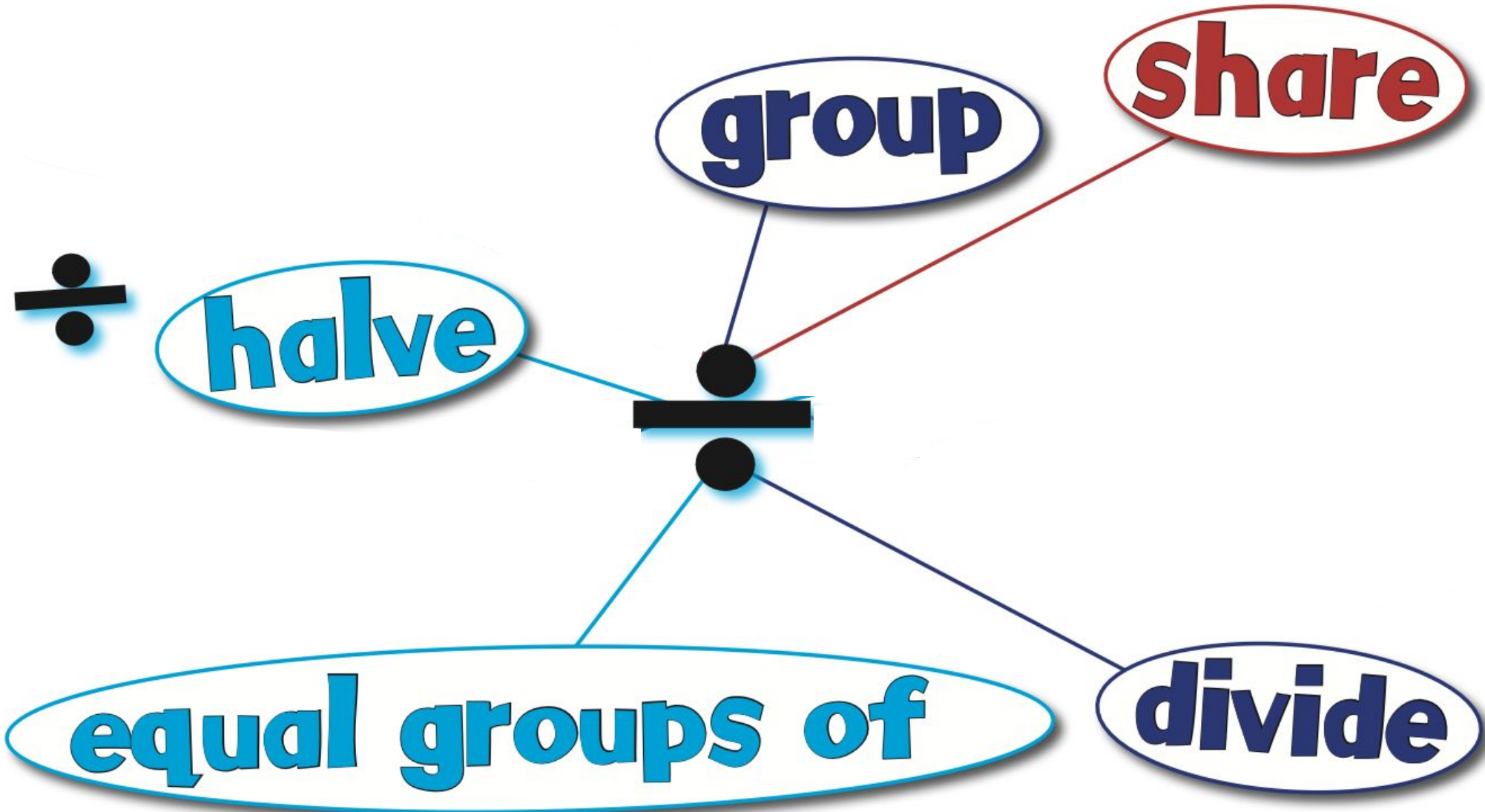
# St Maxentius C.E. Primary School

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## Year 1 - Division



# Division Vocabulary

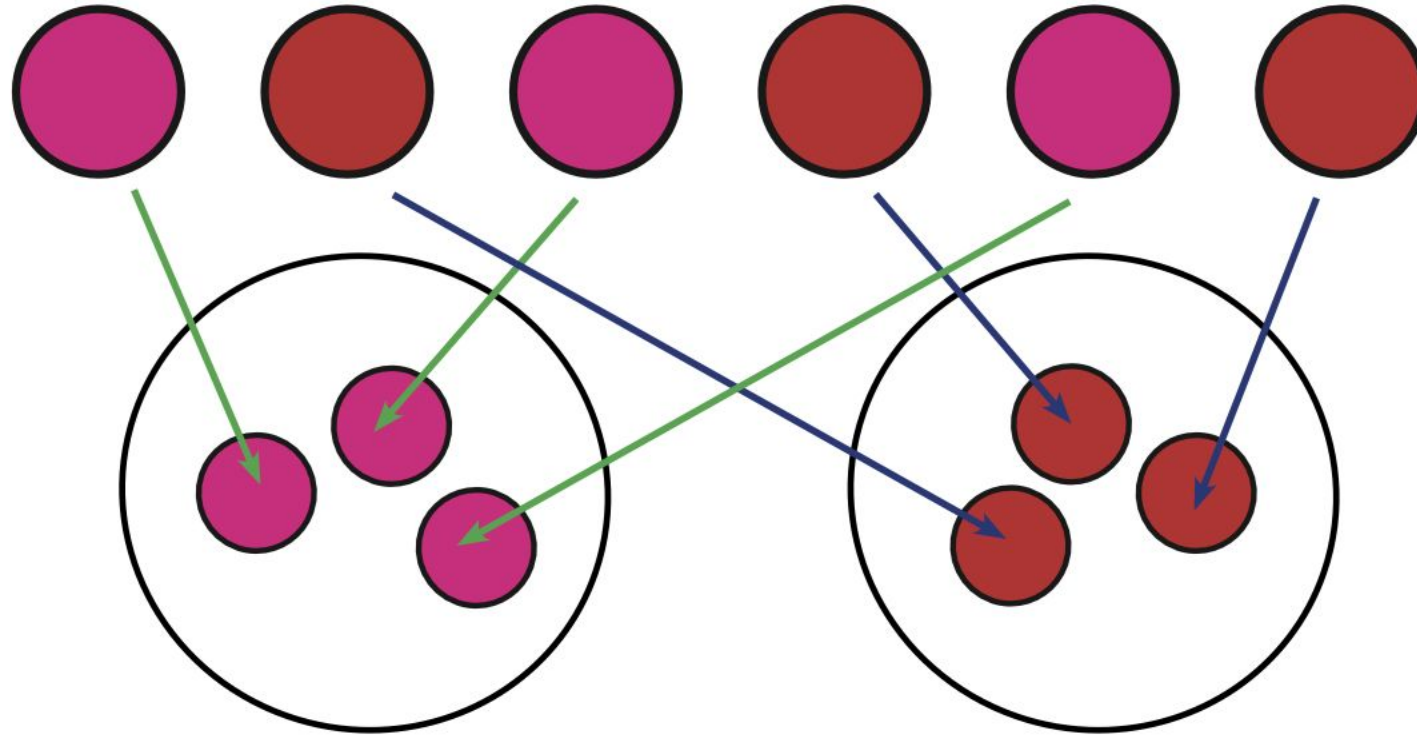






# D1: Sharing (Concept)

1

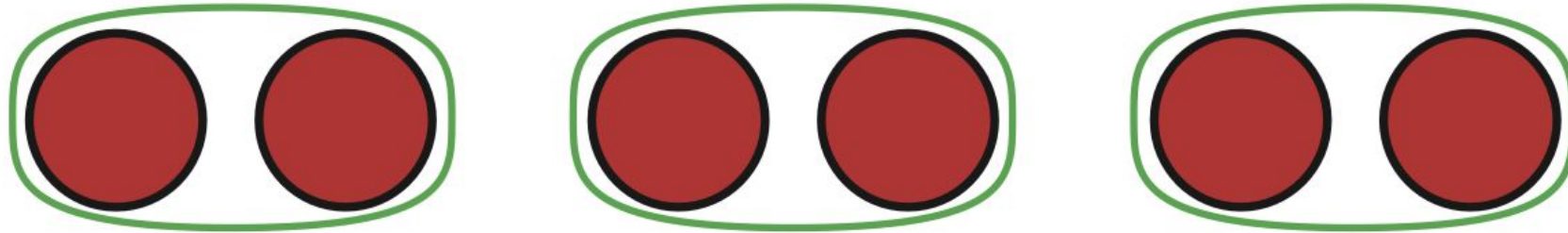


**“If I share 6 into 2 equal amounts,  
how many in each group?” Answer: 3**



# D2: Grouping (Concept)

1



**“How many groups of 2 can I make out of 6?”**  
**Answer: 3**



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## Year 2 - Addition

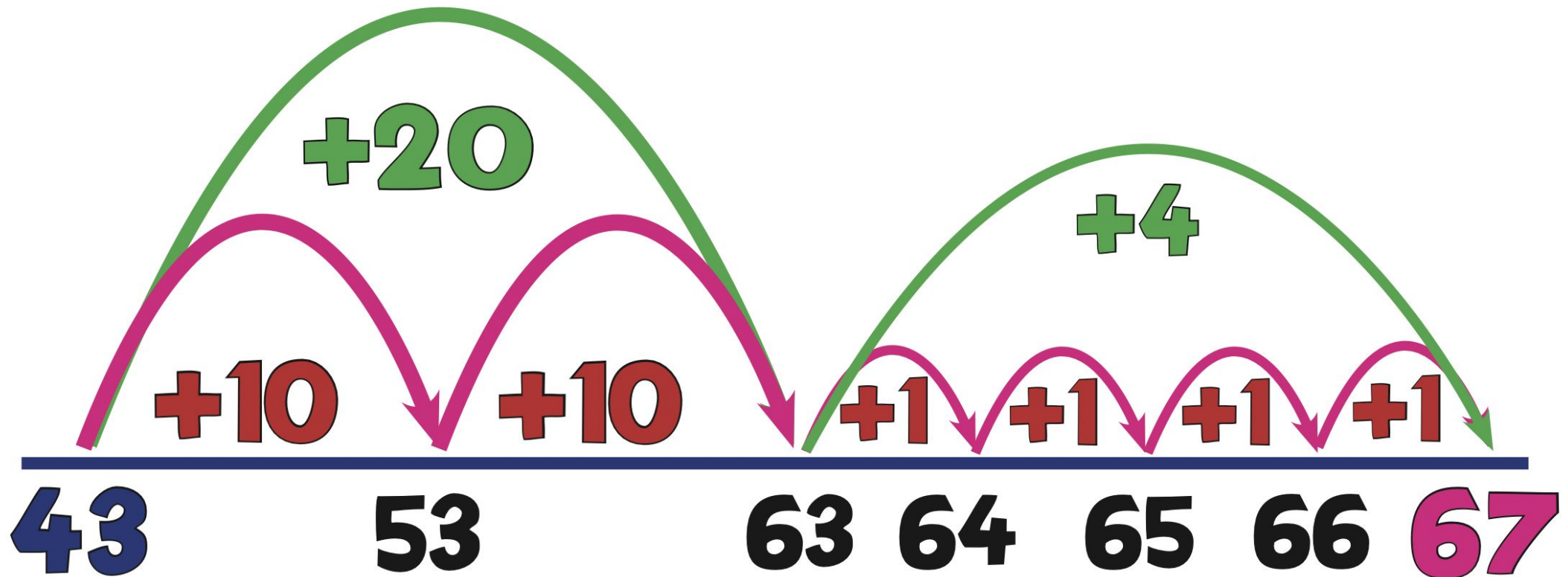


# A3: Forwards Jump

MODELLING  
ONLY

2

$$43 + 24 = 67$$



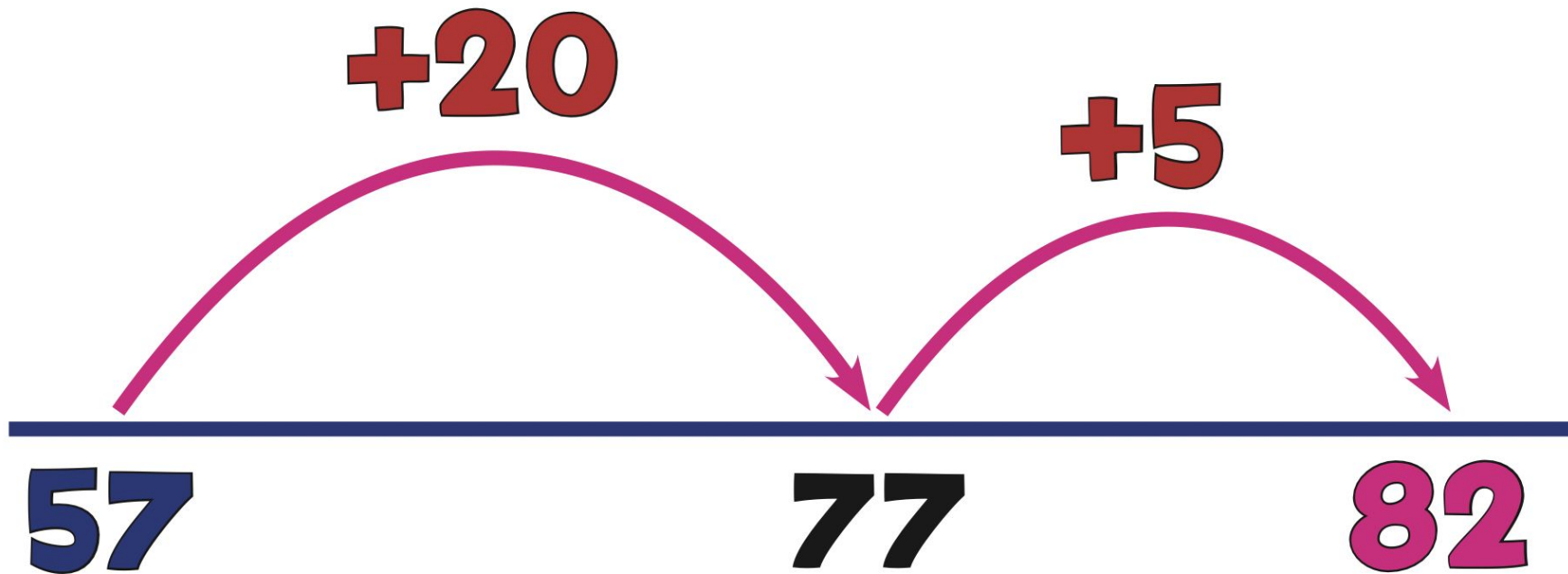


# A3a: Forwards Jump

MODELLING  
ONLY

2

$$57 + 25 = 82$$





# A5: Partition Jot

MODELLING  
ONLY

2

$$43 + 24 = 67$$

Diagram illustrating the partitioning of the numbers 43 and 24 into tens and ones to solve the addition problem:

$$60 + 7$$

The diagram shows the following connections:

- A red line connects the 4 in 43 to the 60 in 60 + 7.
- A red line connects the 2 in 24 to the 60 in 60 + 7.
- A green line connects the 3 in 43 to the 7 in 60 + 7.
- A green line connects the 4 in 24 to the 7 in 60 + 7.



# A5a: Partition Jot

MODELLING  
ONLY

2

$$57 + 25 = 82$$

$$70 + 12$$



# A4: Partitioning

2

$$43 + 24 = 67$$

$$40 + 20 = 60$$

$$3 + 4 = 7$$

---

$$67$$





# A4a: Partitioning

2

$$57 + 25 = 82$$

$$50 + 20 = 70$$

$$7 + 5 = 12$$

---

$$82$$



# (A7: Column Addition)

2 Additional

$$\begin{array}{r} \text{10} \quad \text{1} \\ 43 \\ + 24 \\ \hline 67 \\ \hline \end{array}$$



# (A7a: Column Addition)

2 Additional:a

$$\begin{array}{r} \text{10} \quad \text{1} \\ 57 \\ + 25 \\ \hline 82 \\ \hline 1 \end{array}$$



# A7b: Column Addition

2/3

	100	10	1
		7	5
+	5	2	
<hr/>			
	1	2	7
<hr/>			
	1		



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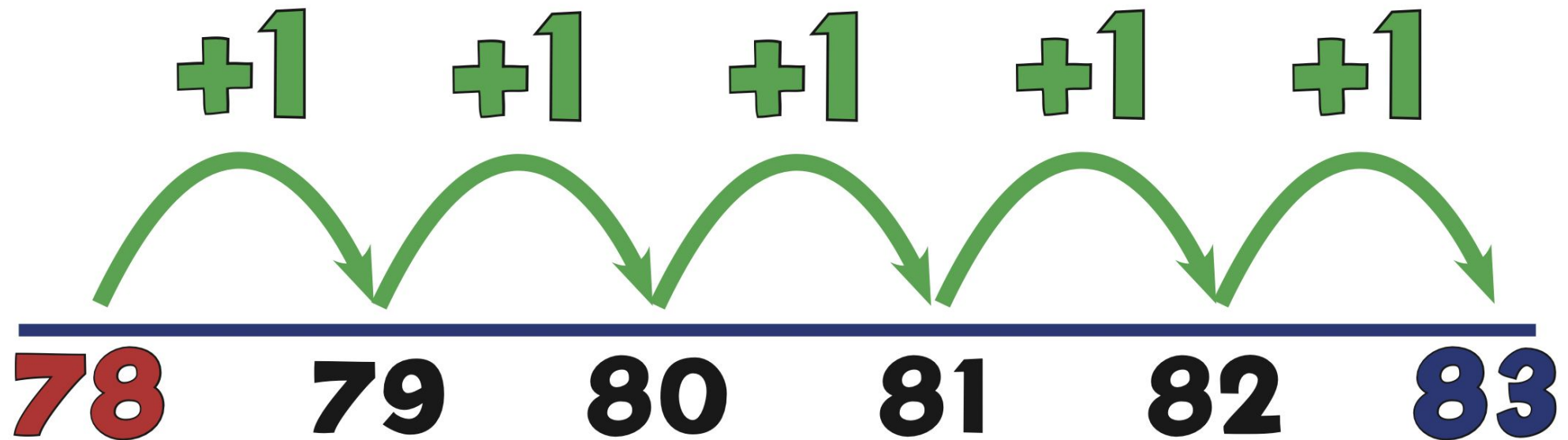
## Year 2 - Subtraction



# S4a: Counting On

MODELLING  
ONLY

2



$$83 - 78 = 5$$

“How many more is 83 than 78? What is the difference?”



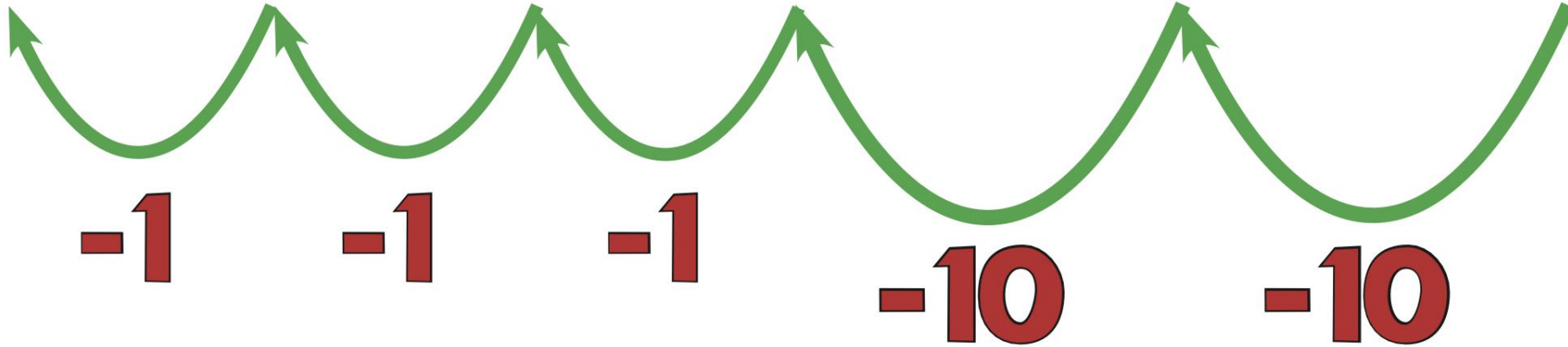
MODELLING  
ONLY

# S6: Backwards Bounce

2

64    65    66    67            77            87

---



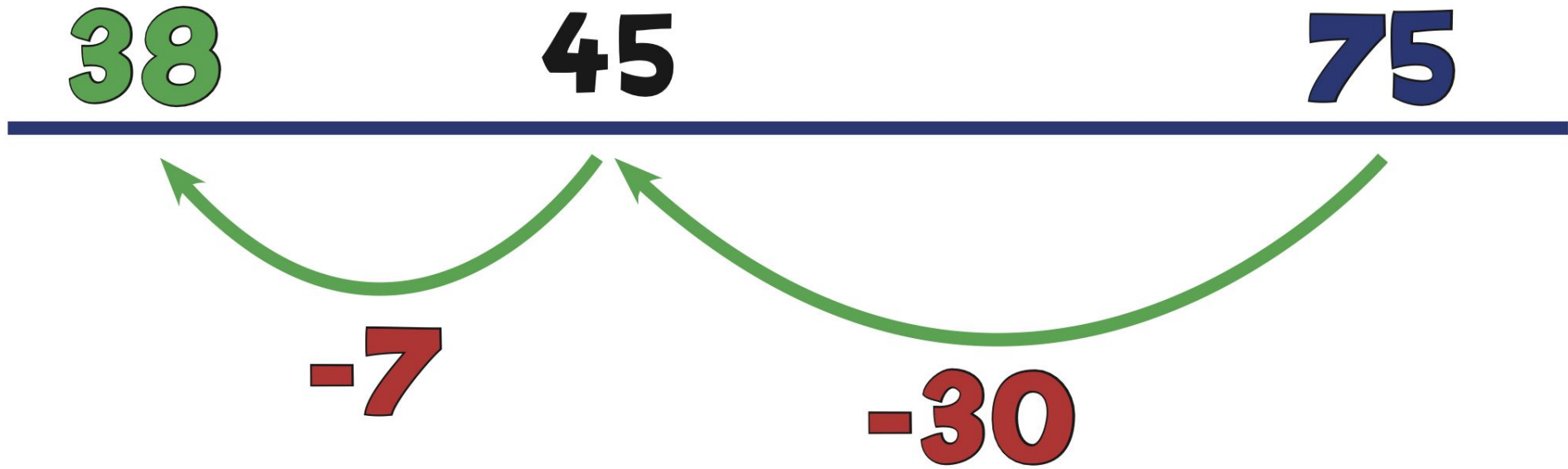
$$87 - 23 = 64$$



# S7: Backwards Jump

MODELLING  
ONLY

2



$$75 - 37 = 38$$





# (S11: Column Subtraction)

2 Additional

$$\begin{array}{r} \text{10} \quad \text{1} \\ 87 \\ - 23 \\ \hline 64 \\ \hline \end{array}$$



# (S11: Column Subtraction)

2 Additional: a

$$\begin{array}{r} \phantom{6} \text{10} \phantom{1} \\ \phantom{6} \text{7} \text{1} \\ - \phantom{6} \text{3} \text{7} \\ \hline \phantom{6} \text{3} \text{8} \end{array}$$



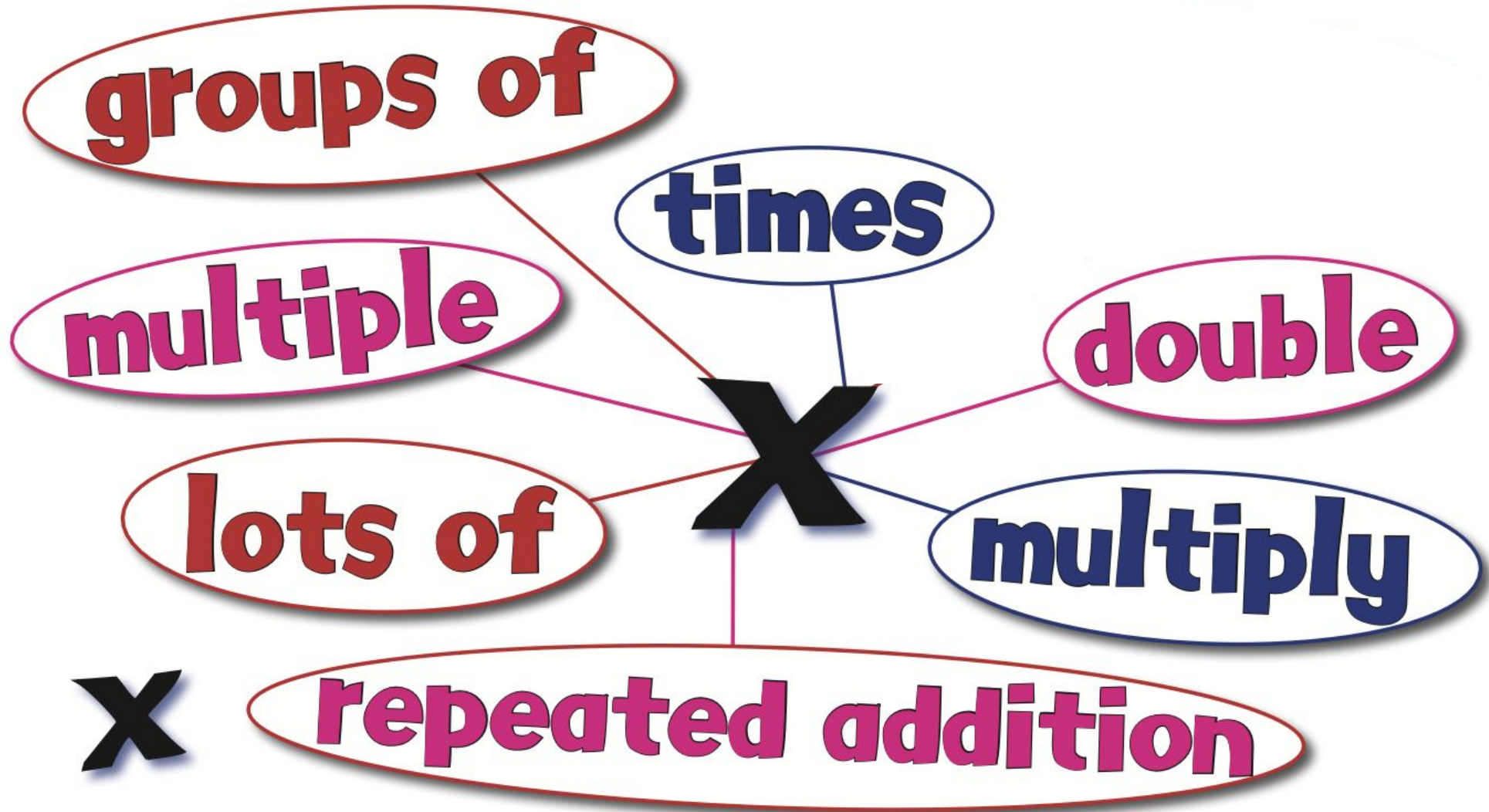
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## Year 2 - Multiplication



# Multiplication Vocabulary

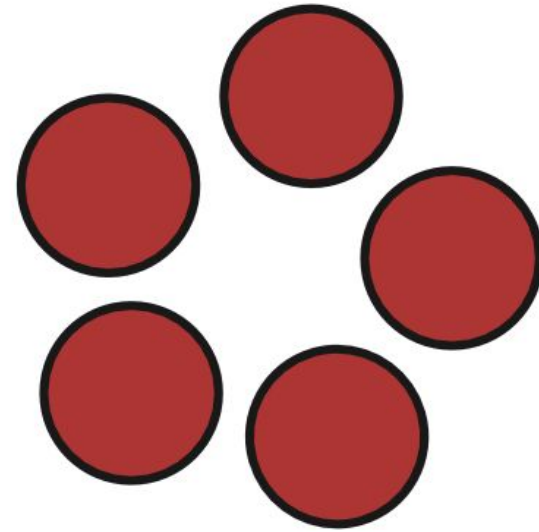
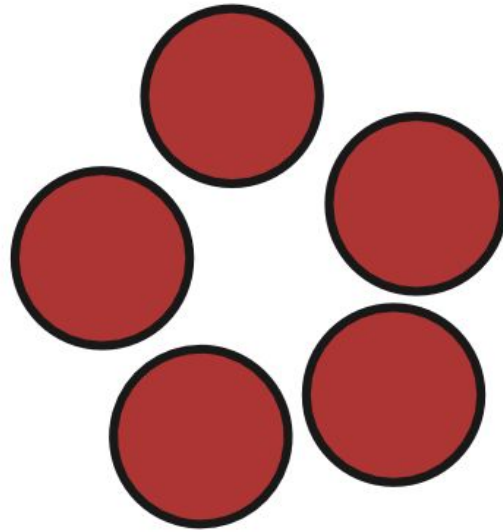
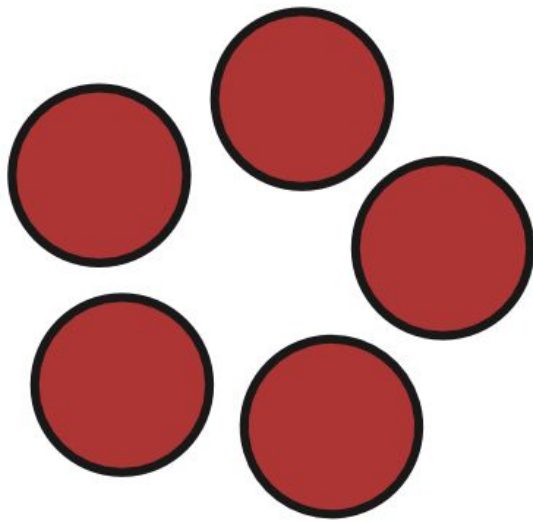




# M1: Repeated Addition

2

(Groups)



$$5 \times 3 = 5 + 5 + 5 = 15$$

“5 multiplied by 3” means “5, 3 times”, which gives “3 lots of 5”!

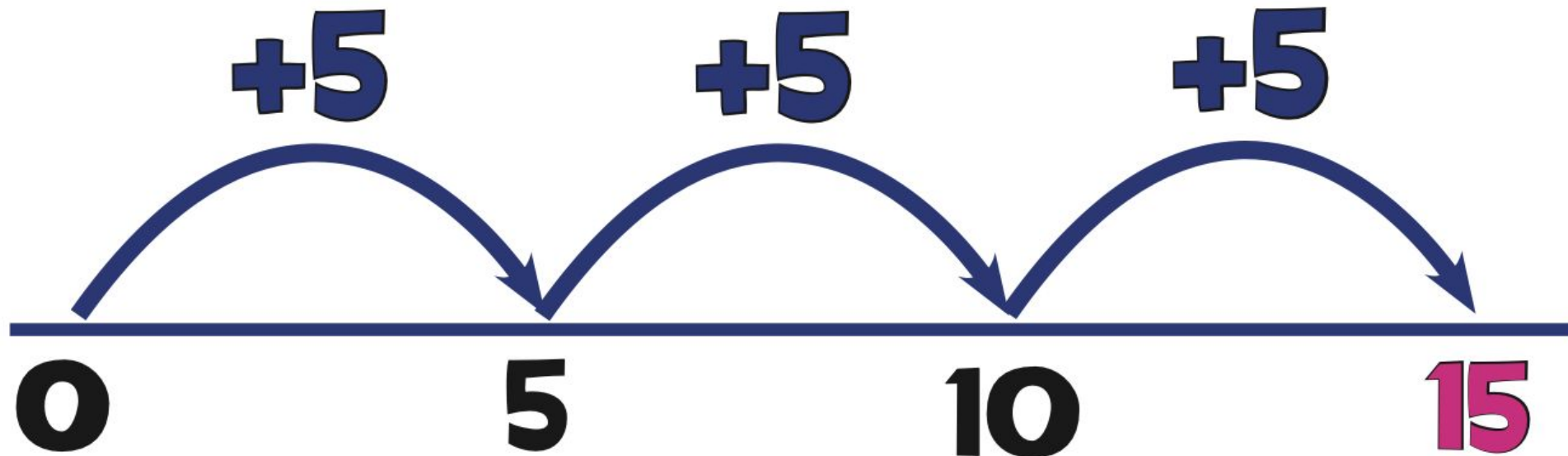


# M2: Repeated Addition

MODELLING  
ONLY

2

(Number Line)



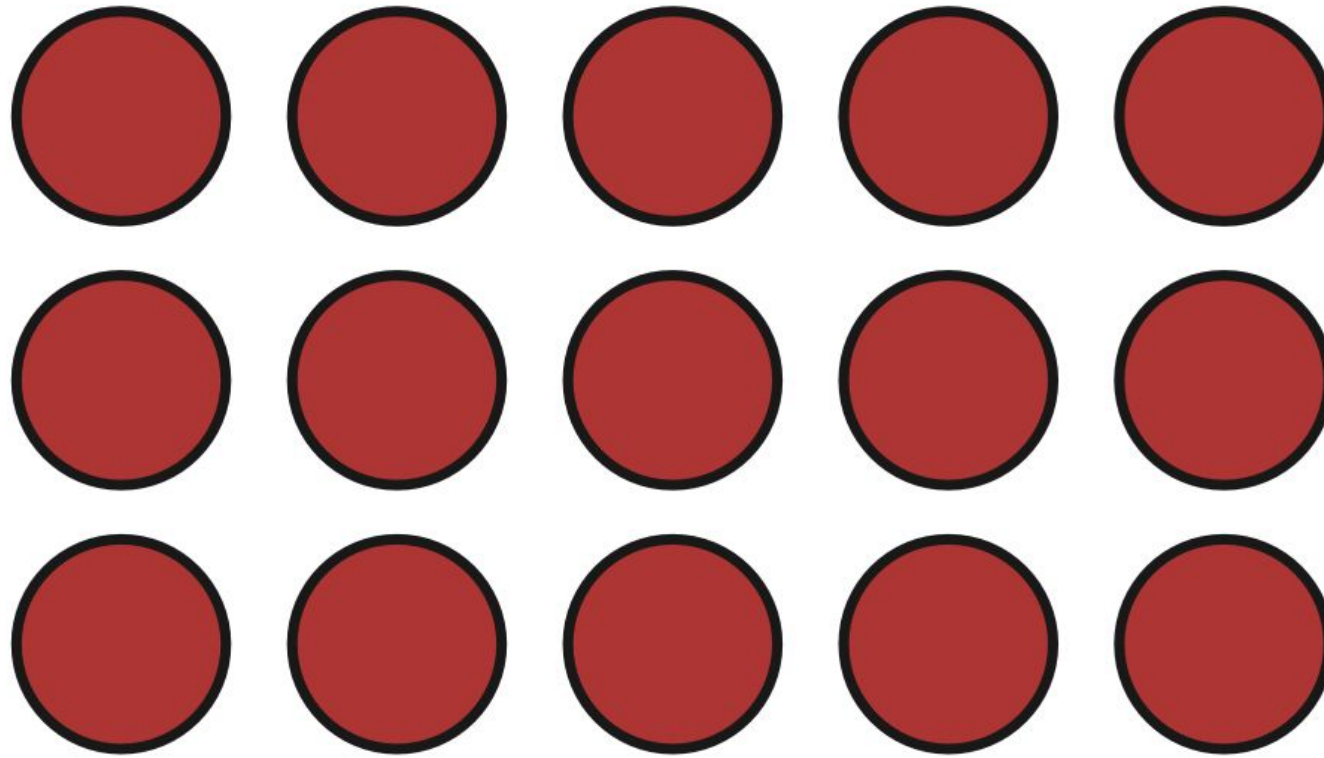
$$5 \times 3 = 5 + 5 + 5 = 15$$

"5 times 3" means "5, 3 times!"



# M3: Arrays

2



$$3 \times 5 = 15 \text{ or } 5 \times 3 = 15$$



# M5: Partitioning

3

$$15 \times 5 = 75$$

$$10 \times 5 = 50$$

$$5 \times 5 = 25$$

$$50 + 25 = 75$$





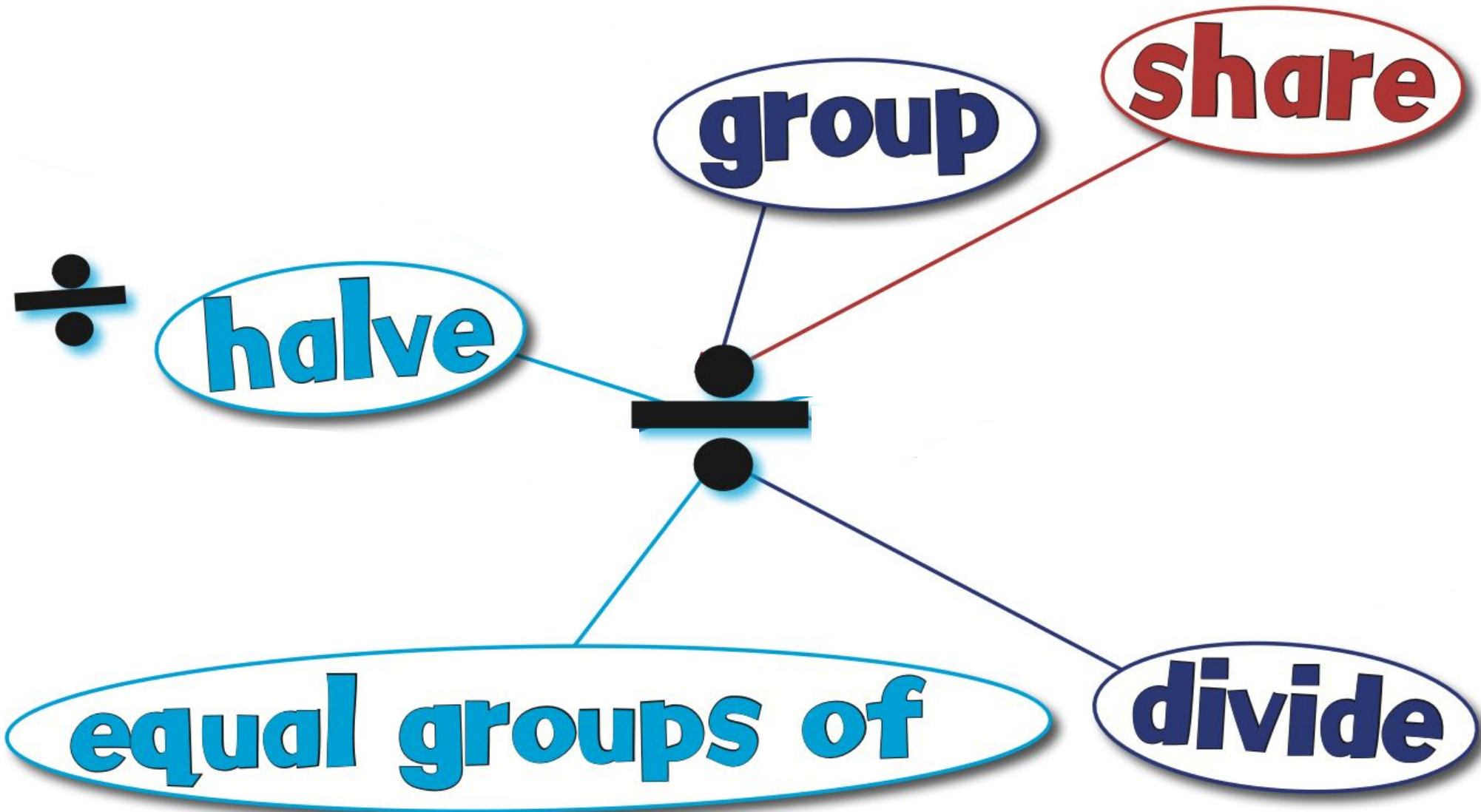
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## Year 2 - Division



# Division Vocabulary



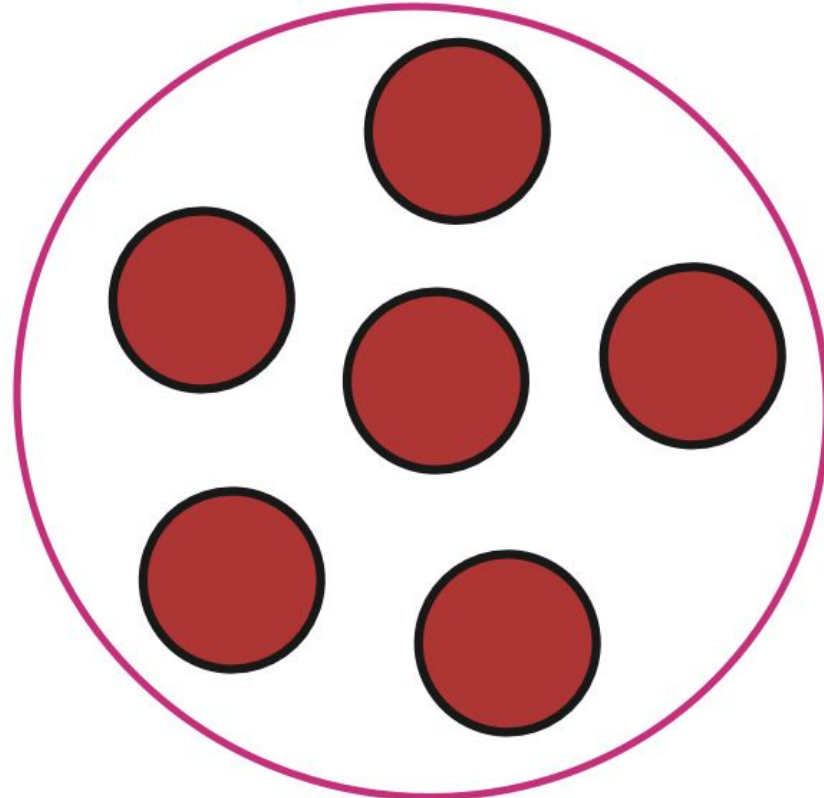
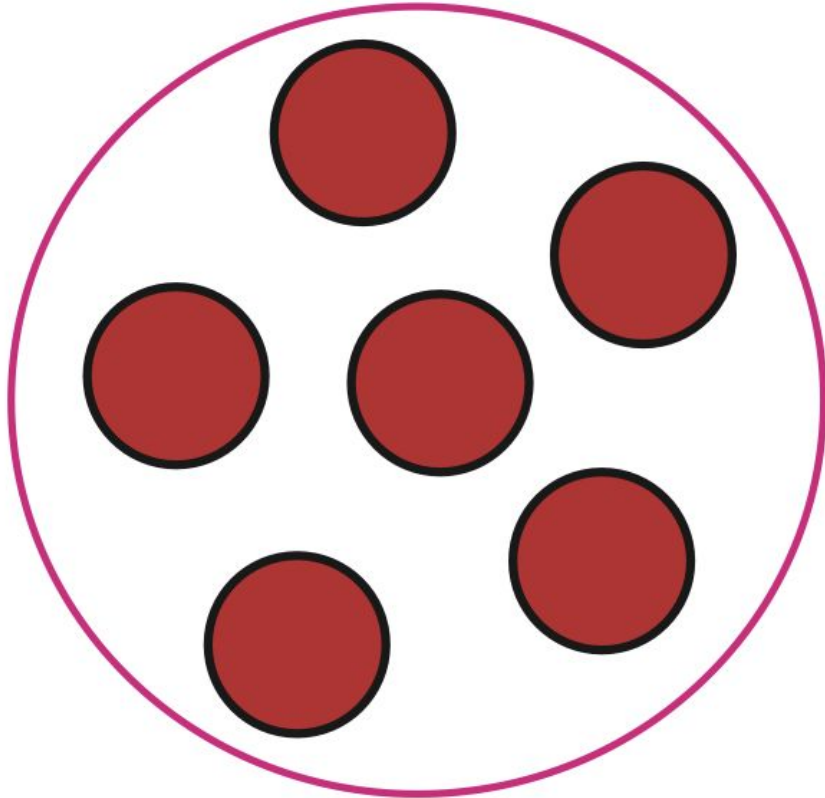


# D3: Division as Sharing

2

$$12 \div 2 = 6$$

"If I share 12 into 2 equal amounts, how many in each group?" Answer: 6



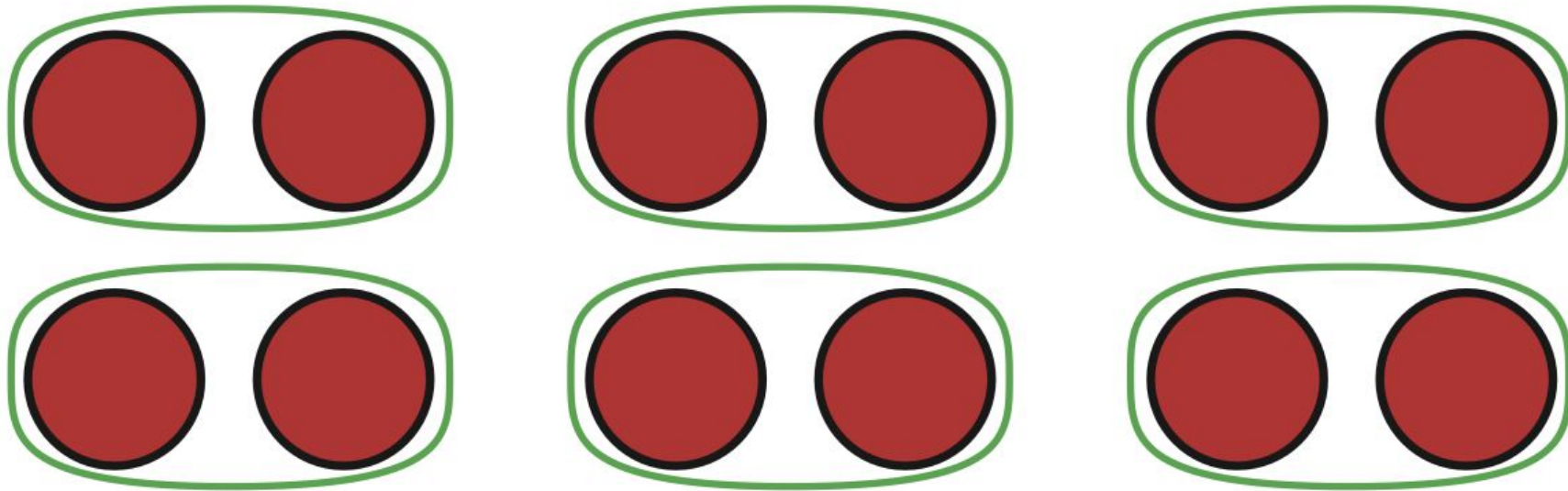


# D4: Division as Grouping

2

$$12 \div 2 = 6$$

**“How many groups of 2  
can I fit into 12?”**  
Answer: **6**

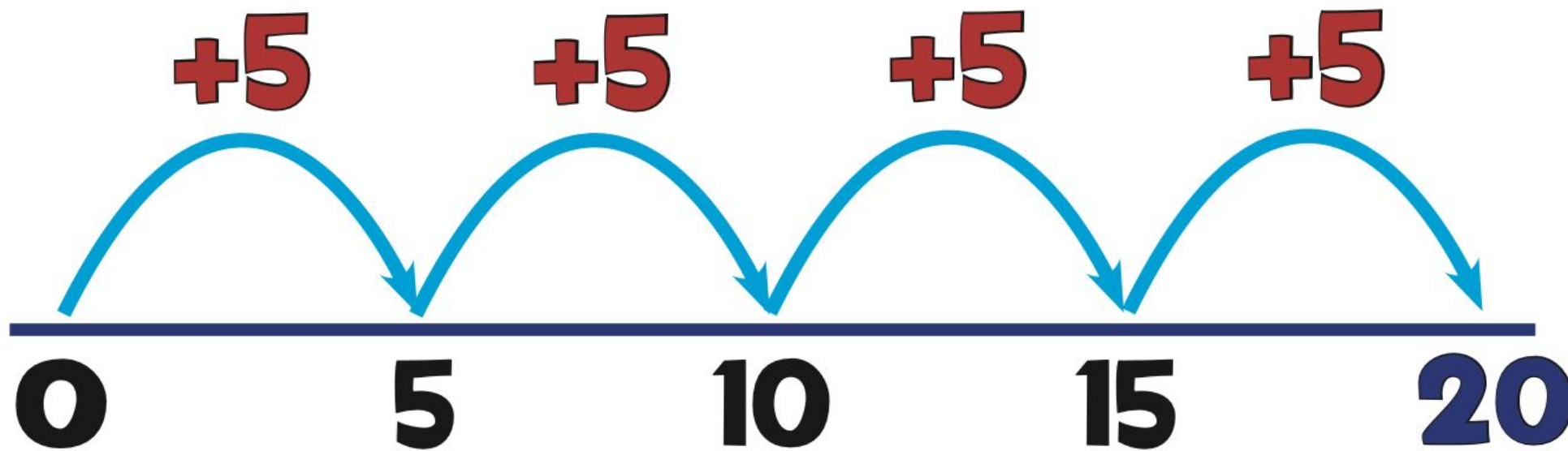




# D5: Grouping on a Number Line

MODELLING  
ONLY

2



$$20 \div 5 = 4$$

"How many 5s in 20?"  
Answer: 4



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## **Year 3 - Addition**

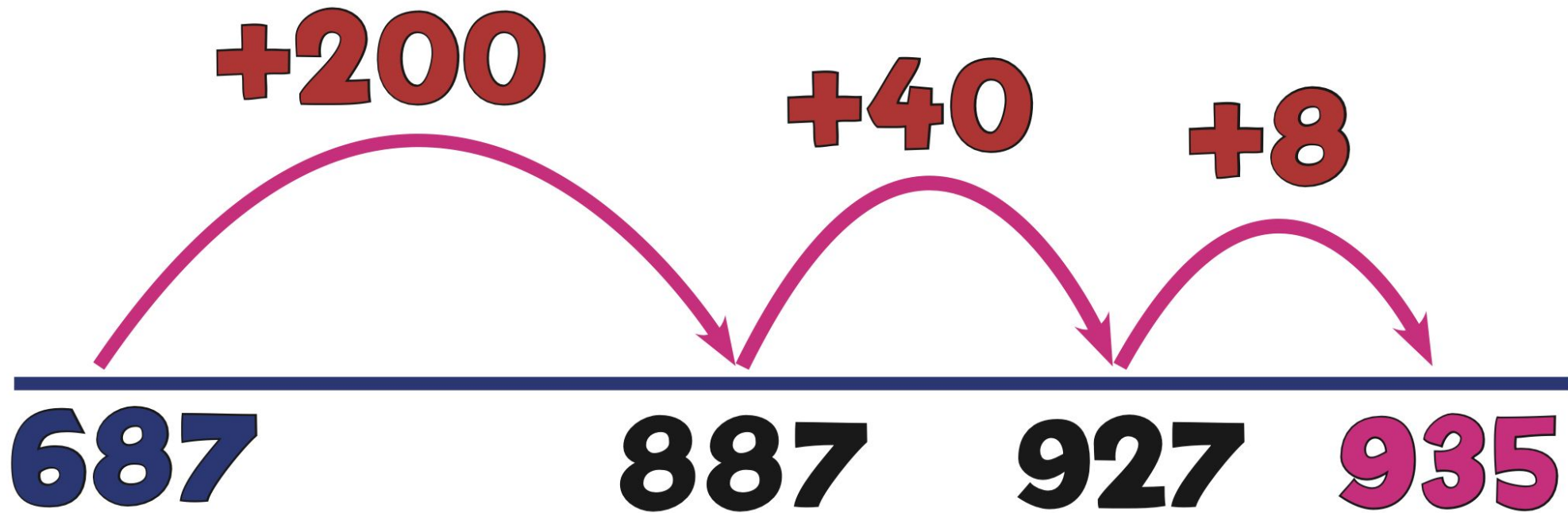


# A3d: Forwards Jump

MODELLING ONLY

3

$$687 + 248 = 935$$





# A7d: Column Addition

3

$$\begin{array}{r} \text{100} \quad \text{10} \quad \text{1} \\ 687 \\ + 248 \\ \hline 935 \\ \hline \text{1} \quad \text{1} \end{array}$$





# A7e: Column Addition

3

	100	10	1
	7	3	8
+	5	2	4
<hr/>			
	12	6	2
<hr/>			
	1		1



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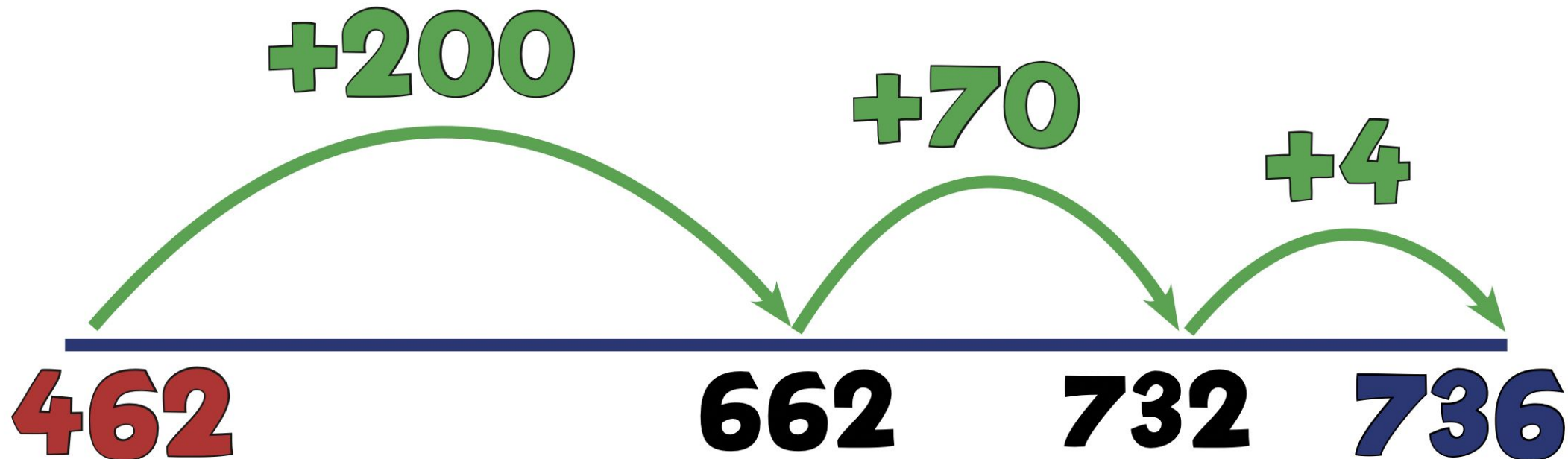
## Year 3 - Subtraction



MODELLING  
ONLY

# S9d: 100s, 10s, 1s Jump

3



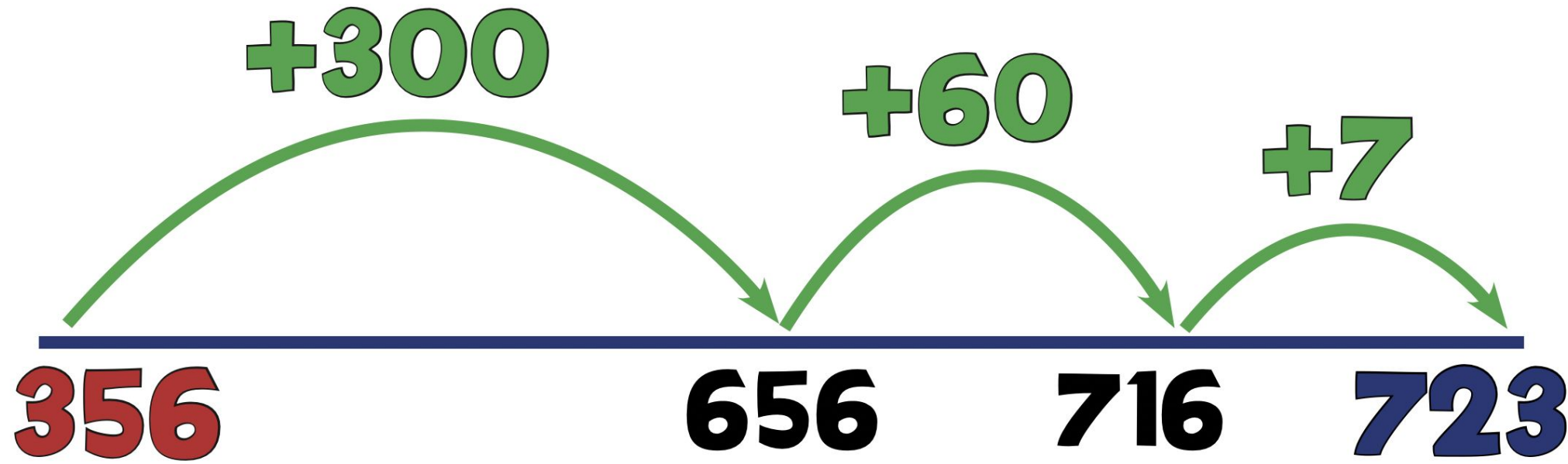
$$736 - 462 = 274$$



MODELLING  
ONLY

# S9e: 100s, 10s, 1s Jump

3



$$723 - 356 = 367$$



# S11c: Column Subtraction

3

$$\begin{array}{r} \text{100} \quad \text{10} \quad \text{1} \\ \text{0} \quad \text{12} \quad \text{1} \\ \text{1} \text{ } \text{3} \text{ } \text{2} \\ - \quad \text{5} \text{ } \text{6} \\ \hline \text{7} \text{ } \text{6} \\ \hline \end{array}$$



# S11e: Column Subtraction

3

$$\begin{array}{r} \text{100} \quad \text{10} \quad \text{1} \\ \overset{6}{\cancel{7}} \overset{11}{\cancel{2}} \overset{1}{3} \\ - \quad 3 \quad 5 \quad 6 \\ \hline 3 \quad 6 \quad 7 \end{array}$$



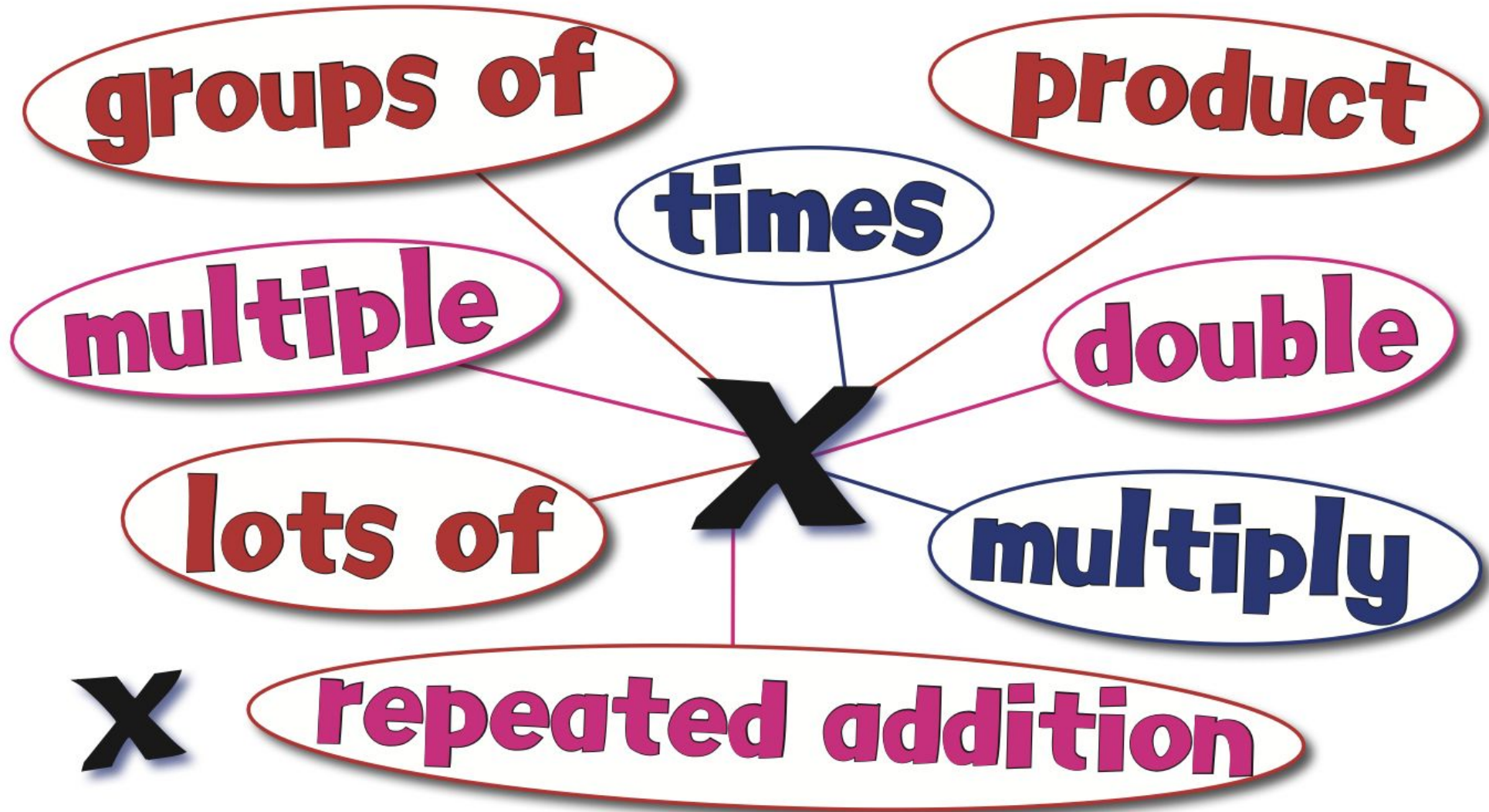
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## **Year 3 - Multiplication**



# Multiplication Vocabulary







# M5a: Partitioning

4

$$43 \times 6 = 258$$

$$40 \times 6 = 240$$

$$3 \times 6 = 18$$

$$240 + 18 = 258$$



# (M8: Column Multiplication)

4 Additional: a

100    10    1

43

x 6

---

258

---

1



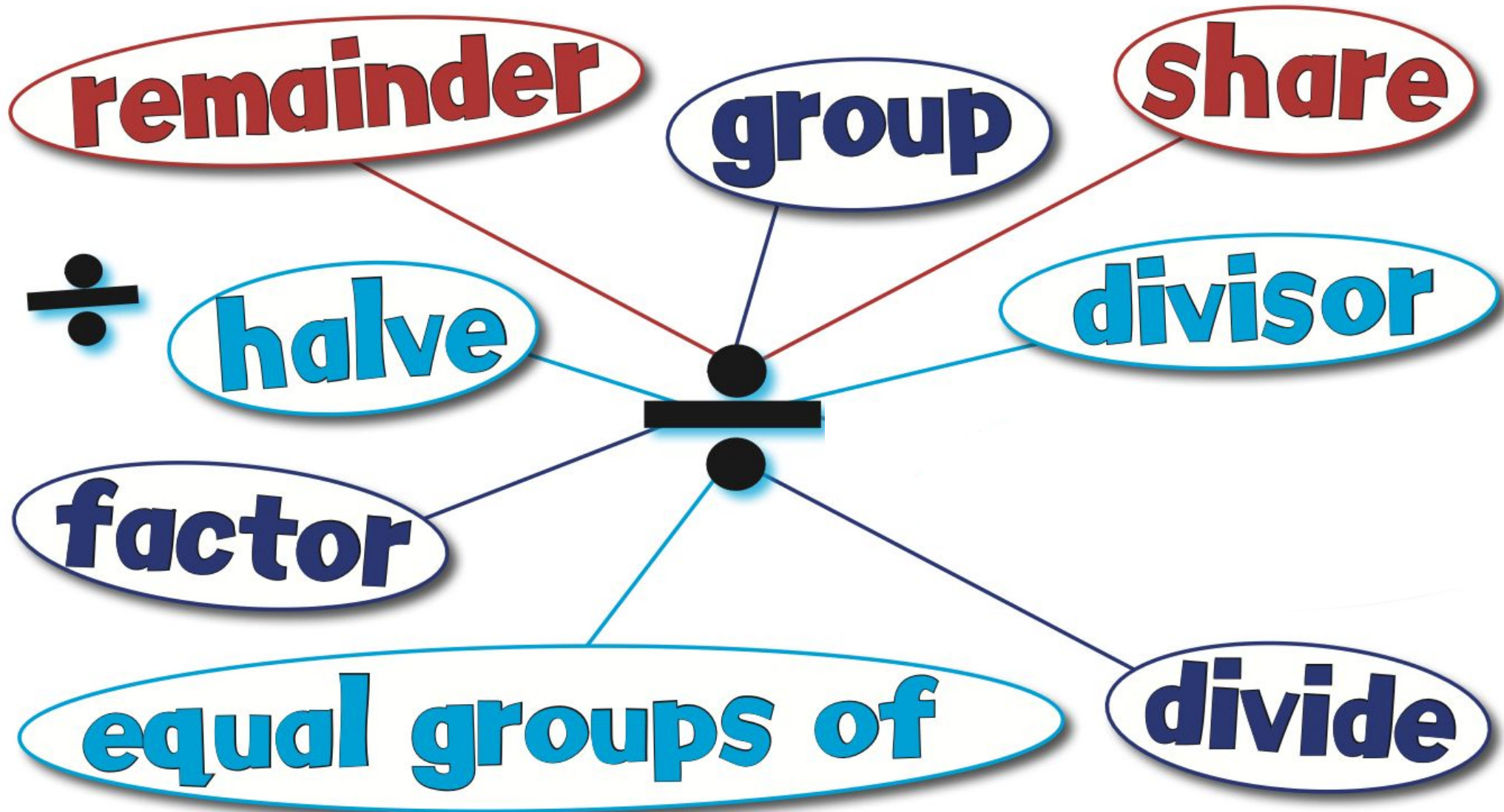
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## **Year 3 - Division**



# Division Vocabulary

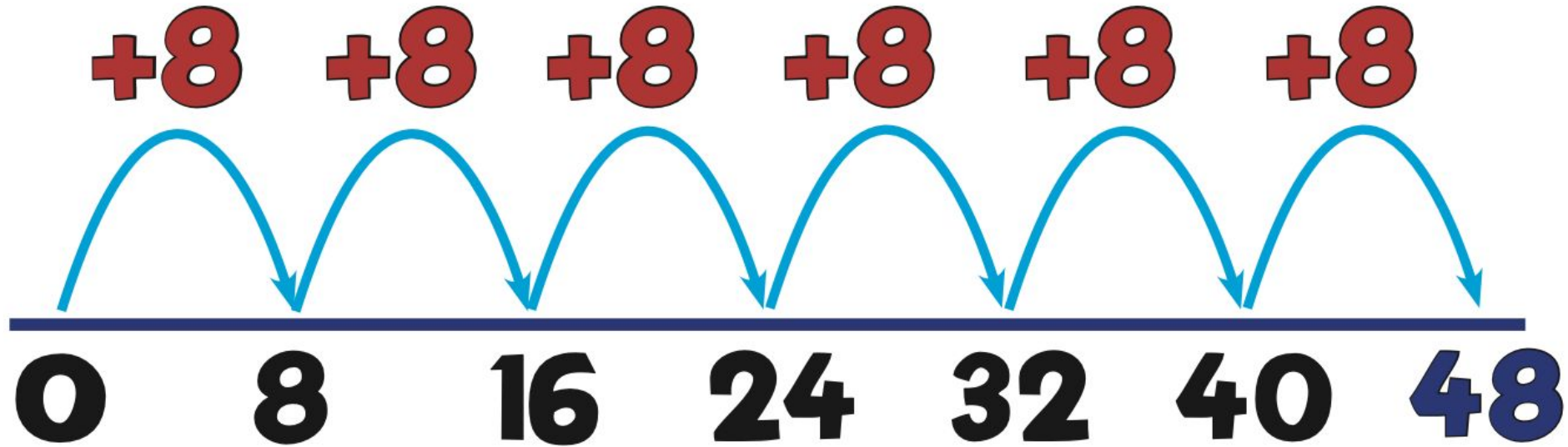




# D5b: Grouping on a Number Line

MODELLING  
ONLY

3



$$48 \div 8 = 6$$

"How many 8s in 48?"  
Answer: 6



# (D10: Short Division)

3 Additional

$$72 \div 4 = 18$$

$$\begin{array}{r} 18 \\ 4 \overline{) 72} \end{array}$$



# (D10: Short Division)

3 Additional: a

$$65 \div 4 = 16r1$$

$$\begin{array}{r} 16r1 \\ \hline 4 \overline{) 65} \end{array}$$



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## **Year 4 - Addition**



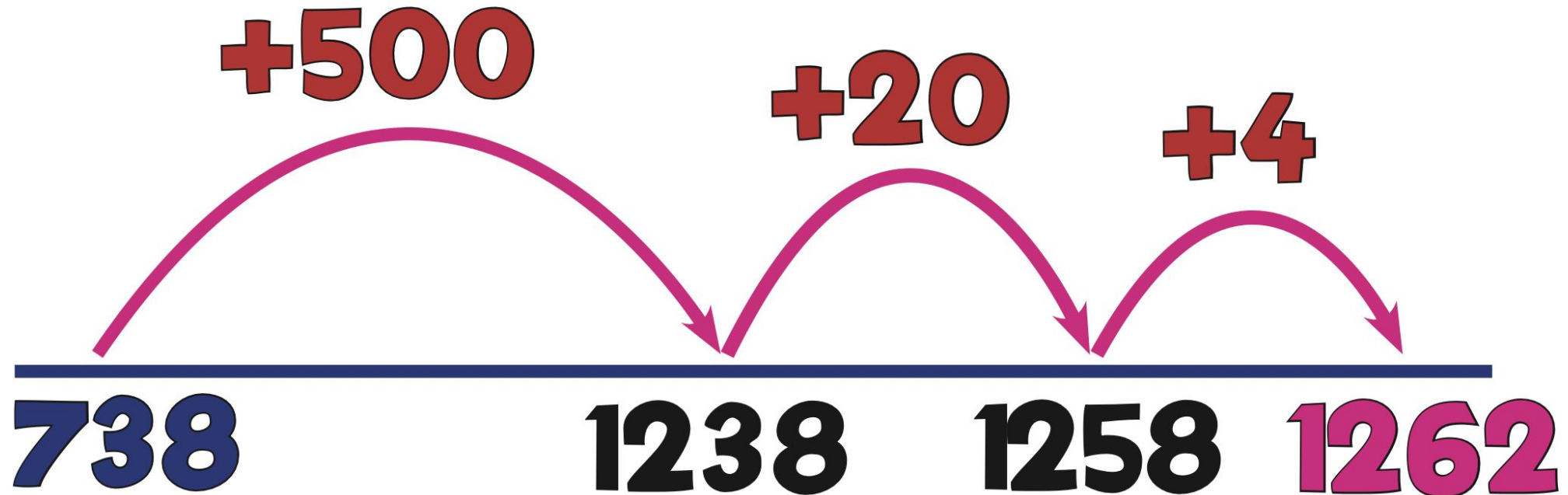


# A3e: Forwards Jump

MODELLING  
ONLY

3/4

$$738 + 524 = 1262$$





# A7f: Column Addition

4

$$\begin{array}{r} 4873 \\ + 3762 \\ \hline 8635 \\ \hline \end{array}$$

1 1



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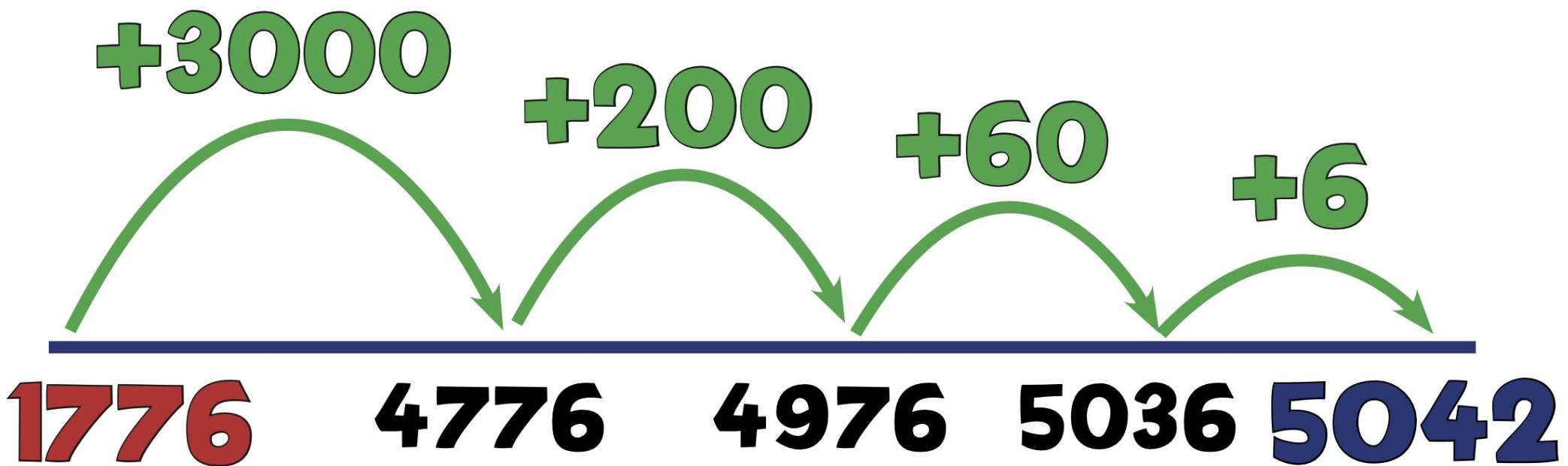
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## Year 4 - Subtraction



MODELLING  
ONLY

**S9g:** 1000s, 100s, 10s, 1s Jump  
4



$$5042 - 1776 = 3266$$



# S11f: Column Subtraction

4

$$\begin{array}{r} \overset{0}{1} \overset{1}{3} \\ - \quad 5 \\ \hline 8 \end{array} \qquad \begin{array}{r} \overset{6}{7} \overset{1}{5} \\ - \quad 38 \\ \hline 37 \end{array}$$



# S11g: Column Subtraction

4

$$\begin{array}{r} \overset{4}{\cancel{5}} \overset{19}{\cancel{0}} \overset{13}{\cancel{4}} \overset{1}{2} \\ - 1776 \\ \hline 3266 \end{array}$$



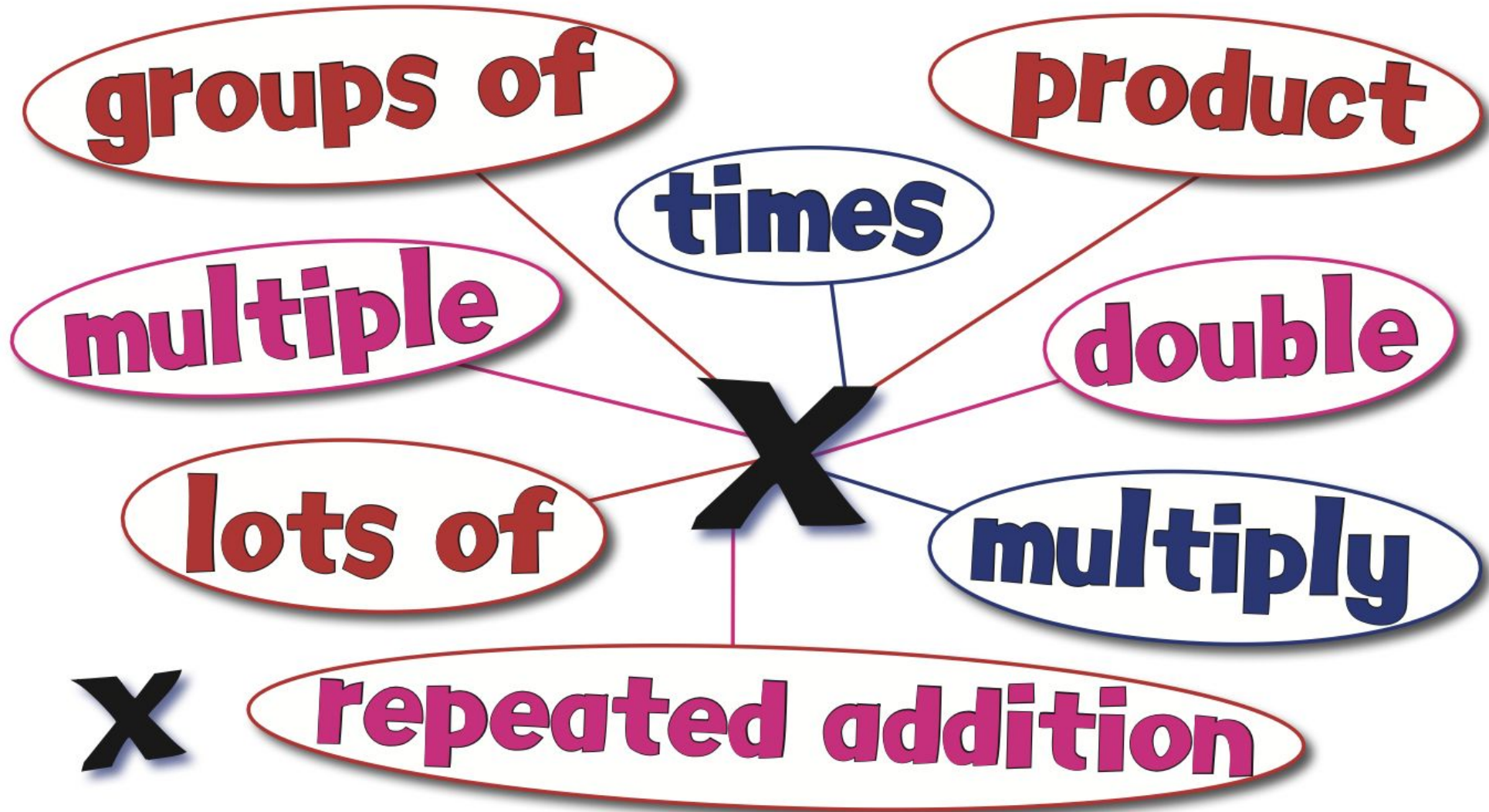
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## **Year 4 - Multiplication**



# Multiplication Vocabulary







# M8: Column Multiplication

4

	100	10	1
	1	4	7
x			4
<hr/>			
	5	8	8
<hr/>			
	1	2	



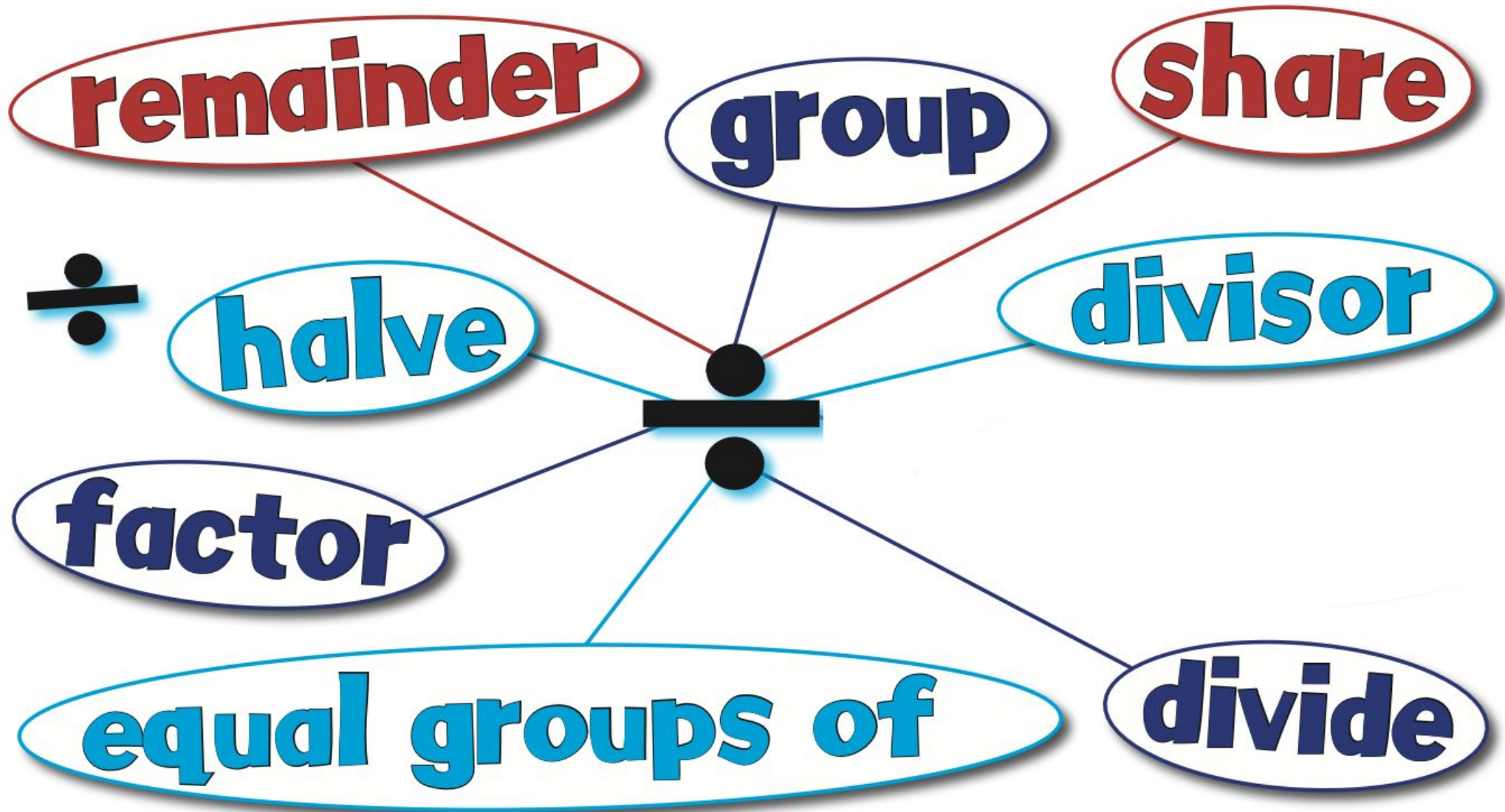
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## Year 4 - Division



# Division Vocabulary





# D10b: Short Division

4

$$136 \div 4 = 34$$

$$\begin{array}{r} 34 \\ 4 \overline{) 136} \end{array}$$



# D10c: Short Division

4

$$145 \div 6 = 24r1$$

$$\begin{array}{r} 24r1 \\ \hline 6 \overline{) 145} \end{array}$$



# St Maxentius C.E. Primary School

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## **Year 5 - Addition**



# A7f: Column Addition

4

$$\begin{array}{r} 4873 \\ + 3762 \\ \hline 8635 \\ \hline \end{array}$$

1 1



# A7g: Column Addition

5

$$\begin{array}{r} 787567 \\ + 446278 \end{array}$$

---

$$1233845$$

---

1 1 1 1 1





# A7j: Column Addition

5

$$\begin{array}{r} \text{10} \quad \text{1} \quad \cdot \quad \frac{1}{10} \\ 76.7 \\ + 58.5 \\ \hline 135.2 \\ \hline \text{1} \quad \text{1} \quad \text{1} \end{array}$$



# A71: Column Addition

5

With Decimals

$$73.4 + 5.67 = 79.07$$

	10	1	■	$\frac{1}{10}$	$\frac{1}{100}$
	7	3	.	4	
+	5	.	6	7	
<hr/>					
	7	9	.	0	7
<hr/>					
		1			



# St Maxentius C.E. Primary School

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## Year 5 - Subtraction



# S11h: Column Subtraction

5

$$\begin{array}{r} \phantom{-} 742831 \\ - 427358 \\ \hline 315473 \end{array}$$

The diagram illustrates the column subtraction process for  $742831 - 427358$ . Borrowing values are shown above the digits: 3 for the tens column, 1 for the hundreds column, 7 for the thousands column, 12 for the ten-thousands column, and 1 for the hundred-thousands column. The digits 4, 8, and 3 in the top row are crossed out, indicating they have been used in the borrowing process. The final result, 315473, is shown below a horizontal line.



# S11j: Column Subtraction

5

$$\begin{array}{r} \begin{array}{cccc} & 10 & 1 & \cdot & \frac{1}{10} & \frac{1}{100} \\ \text{6} & & & & & \\ \text{11} & & & & & \\ \text{13} & & & & & \\ \text{1} & & & & & \end{array} \\ \begin{array}{r} \text{7} \text{2} \cdot \text{4} \text{3} \\ \text{4} \text{7} \cdot \text{8} \text{5} \\ \hline \text{2} \text{4} \cdot \text{5} \text{8} \end{array} \end{array}$$



# S11k: Column Subtraction

5

With Decimals

$$12.4 - 5.97 = 6.43$$

	10	1	■	$\frac{1}{10}$	$\frac{1}{100}$
0	11	13		1	
<del>1</del>	<del>2</del>	.	.	<del>4</del>	0
-	5	.	.	9	7
	6	.	.	4	3



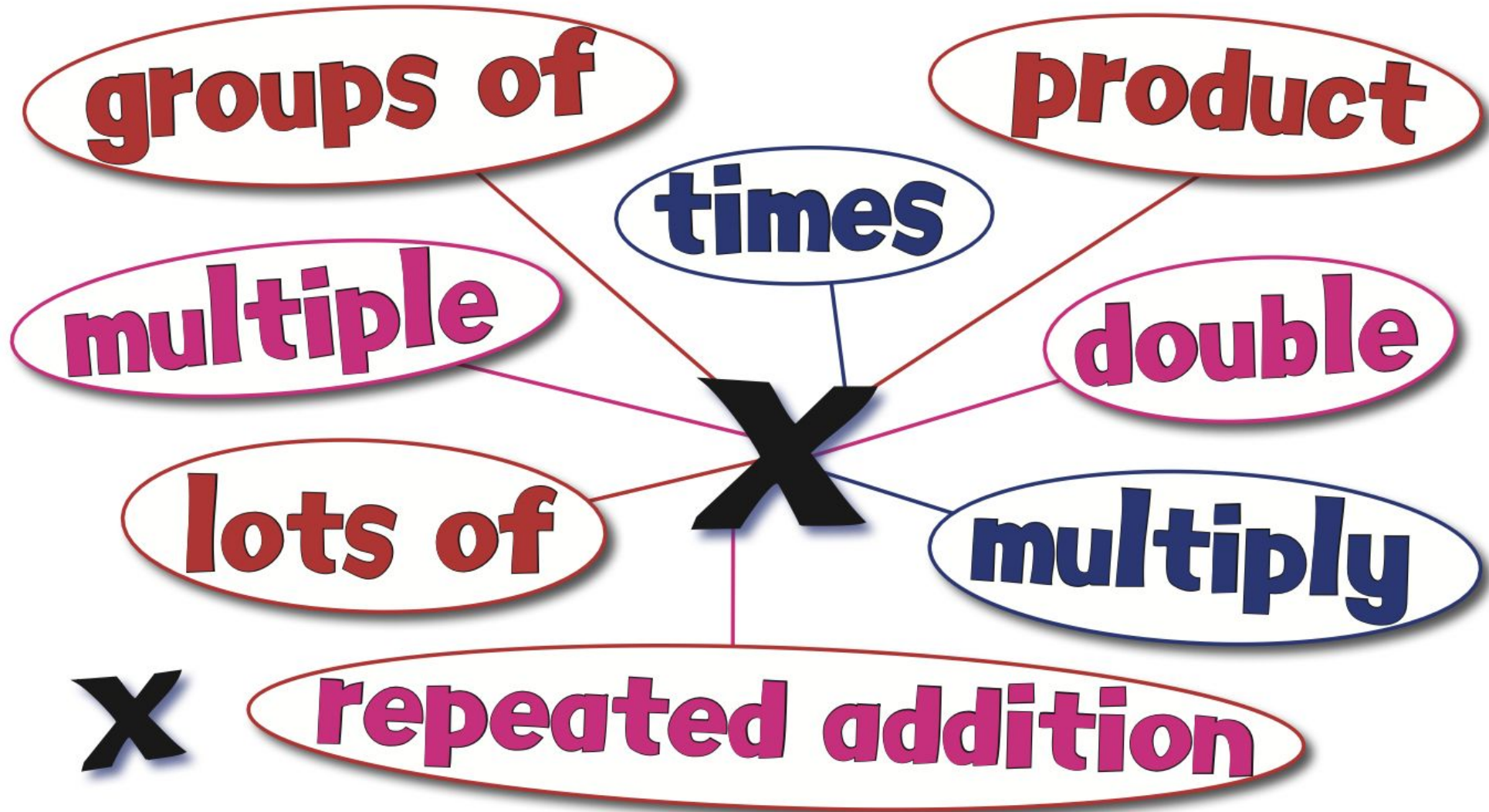
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## **Year 5 - Multiplication**



# Multiplication Vocabulary







# M8a: Column Multiplication

4

3647

x 4

---

14588

---

212



# M10: Long Multiplication

5 Column

$$\begin{array}{r} \times \quad 15 \\ \hline \quad 30 \\ + 150 \\ \hline 180 \end{array} \quad \begin{array}{l} (15 \times 2) \\ (15 \times 10) \end{array}$$



# M10a: Long Multiplication

6 Column

$$\begin{array}{r} 43 \\ \times 65 \\ \hline 215 \\ + 2580 \\ \hline 2795 \end{array}$$

(43 x 5)  
(43 x 60)



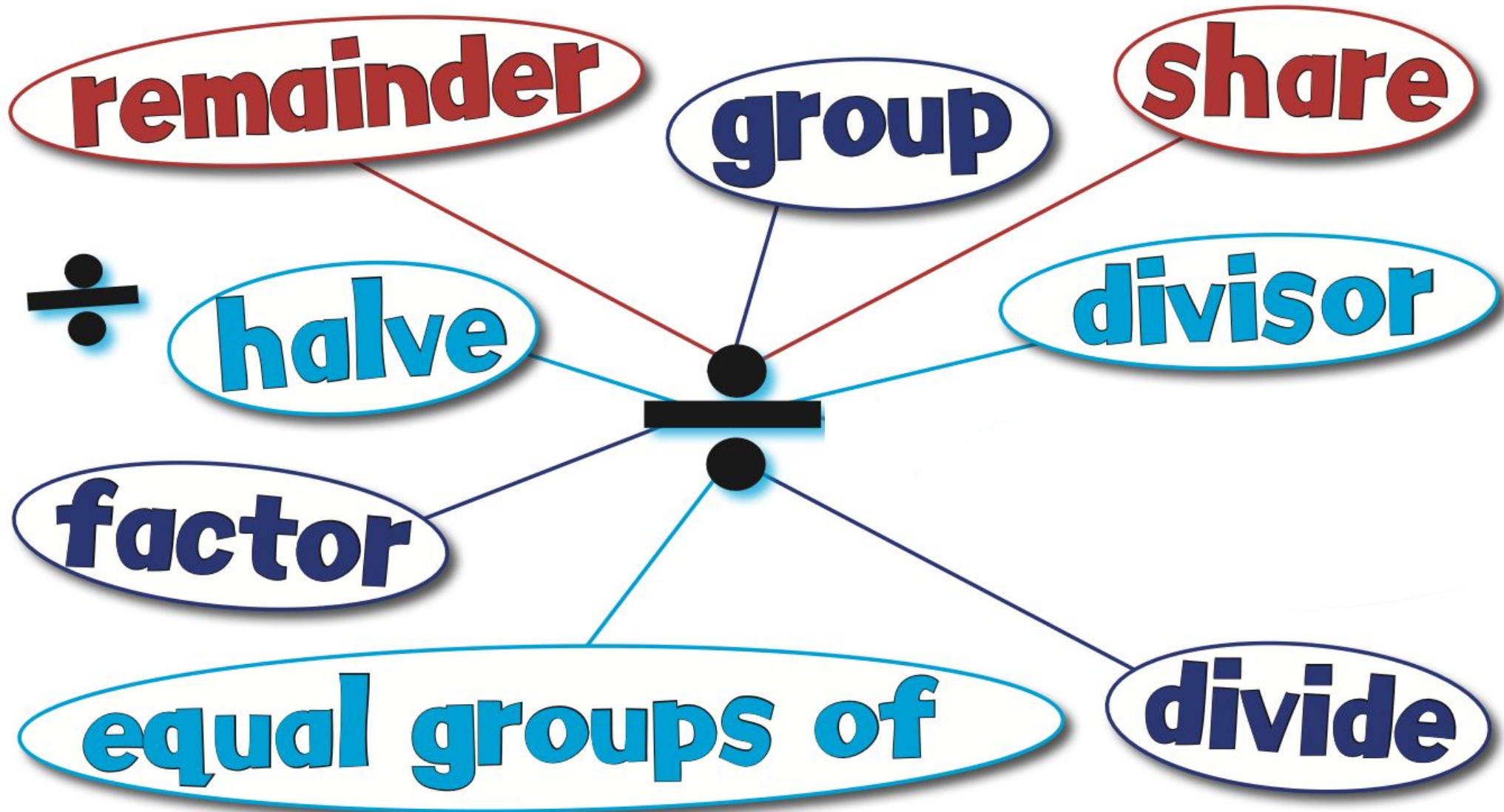
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## **Year 5 - Division**



# Division Vocabulary





# D10e: Short Division

5

$$536 \div 4 = 134$$

$$\begin{array}{r} 134 \\ 4 \overline{) 536} \end{array}$$



# D10d: Short Division

5

$$394 \div 6 = 65r4$$

$$\begin{array}{r} 65r4 \\ \hline 6 \overline{) 3^3 9^3 4} \end{array}$$



# D10g: Short Division

5

$$5978 \div 7 = 854$$

$$\begin{array}{r} 854 \\ 7 \overline{) 5978} \end{array}$$

5 3 2





# St Maxentius C.E. Primary School

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## **Year 6 - Addition**



# A7f: Column Addition

4

$$\begin{array}{r} 4873 \\ + 3762 \\ \hline 8635 \\ \hline 1 \quad 1 \end{array}$$



# A7g: Column Addition

5

$$\begin{array}{r} 787567 \\ + 446278 \end{array}$$

---

$$1233845$$

---

1 1 1 1 1



# A7j: Column Addition

5

$$\begin{array}{r} \text{10} \quad \text{1} \quad \cdot \quad \frac{1}{10} \\ 76.7 \\ + 58.5 \\ \hline 135.2 \\ \hline \text{1} \quad \text{1} \quad \text{1} \end{array}$$



# A71: Column Addition

5

With Decimals

$$73.4 + 5.67 = 79.07$$

		10	1	■	$\frac{1}{10}$	$\frac{1}{100}$		
		7	3	.	4			
		+	5	.	6	7		
		<hr/>						
		7	9	.	0	7		
		<hr/>						
			1					



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## Year 6 - Subtraction



# S11h: Column Subtraction

5

$$\begin{array}{r} \phantom{-} 742831 \\ - 427358 \\ \hline 315473 \end{array}$$

The diagram illustrates the column subtraction of 427358 from 742831. Borrowing values are shown above the digits: 3 for the tens column, 1 for the hundreds column, 7 for the thousands column, 12 for the ten-thousands column, and 1 for the hundred-thousands column. The digits 4, 2, 8, and 3 in the top row are crossed out with diagonal lines, indicating they have been used in the borrowing process. The final result, 315473, is shown below a horizontal line.



# S11j: Column Subtraction

5

$$\begin{array}{r} \begin{array}{cccc} & 10 & 1 & \cdot & \frac{1}{10} & \frac{1}{100} \\ \text{6} & & & & & \\ \text{11} & & & & & \\ \text{13} & & & & & \\ \text{1} & & & & & \end{array} \\ \begin{array}{r} \text{7} \text{2} \cdot \text{4} \text{3} \\ \text{4} \text{7} \cdot \text{8} \text{5} \\ \hline \text{2} \text{4} \cdot \text{5} \text{8} \end{array} \end{array}$$





# S11k: Column Subtraction

5

With Decimals

$$12.4 - 5.97 = 6.43$$

	10	1	■	$\frac{1}{10}$	$\frac{1}{100}$
0	11	13		1	
<del>1</del>	<del>2</del>	.	<del>4</del>	0	
-	5	.	9	7	
	6	.	4	3	



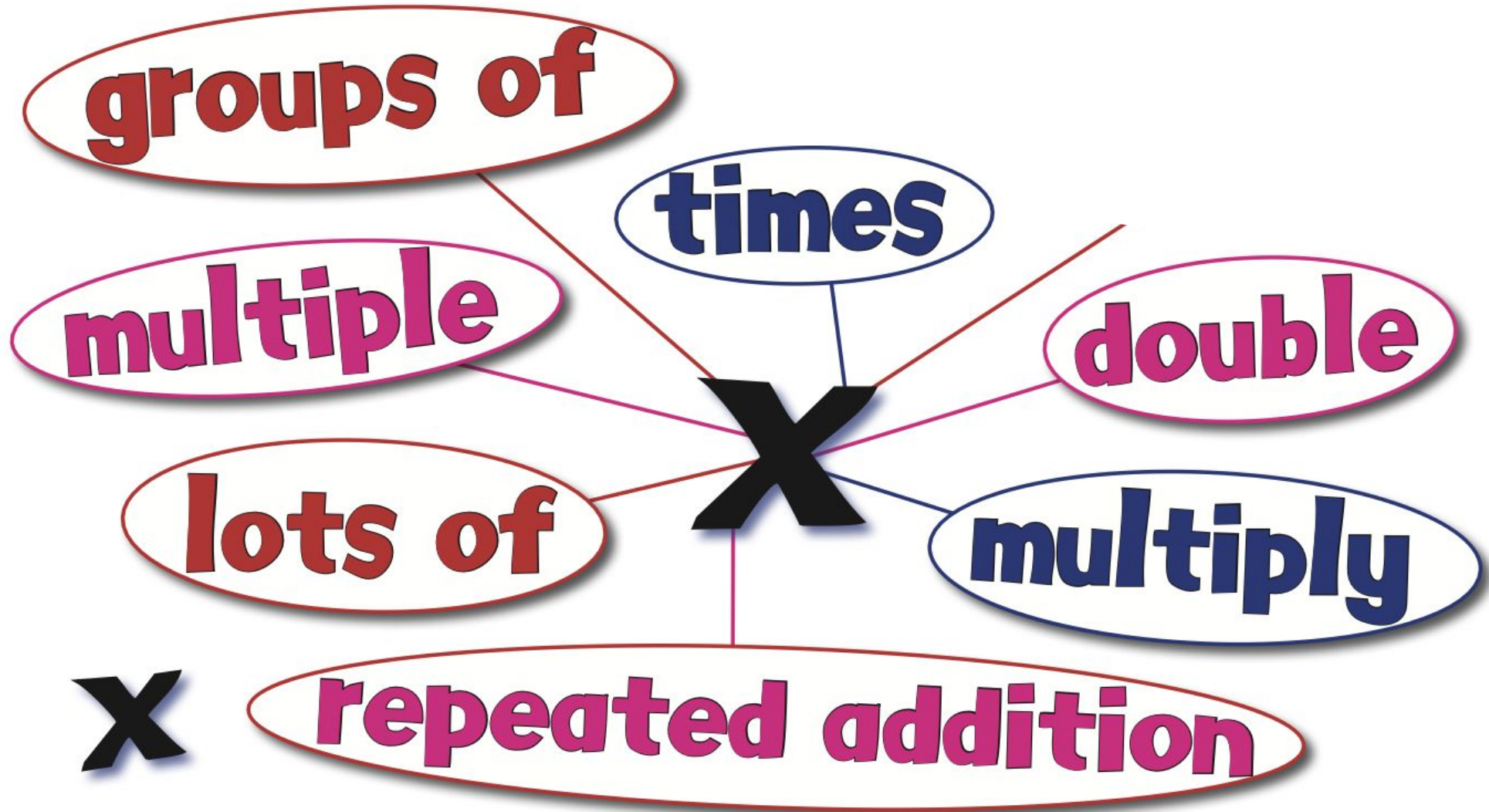
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## **Year 6 - Multiplication**



# Multiplication Vocabulary





# M10b: Long Multiplication

6 Column

$$\begin{array}{r} 243 \\ \times 68 \\ \hline 1944 \\ + 14580 \\ \hline 16524 \end{array}$$

(243 x 8)

(243 x 60)

1



# M10c: Long Multiplication

6 Column

$$\begin{array}{r} 203 \\ \times 68 \\ \hline 1624 \\ + 12180 \\ \hline 13804 \end{array}$$

(203 x 8)

(203 x 60)

1



# M10h: Long Multiplication

Column

6

$$\begin{array}{r} 3786 \\ \times 48 \\ \hline 30288 \\ + 151440 \\ \hline 181728 \\ \hline \end{array}$$

Carry values for the first row: 3, 6, 6, 4

Carry values for the second row: 1, 3, 3, 2

Final carry: 1

$$(3786 \times 8)$$

$$(3786 \times 40)$$



# M10d: Column Multiplication

5

$$\begin{array}{r} 10 \quad 1 \quad \cdot \quad \frac{1}{10} \\ 3.6 \\ \times 4 \\ \hline 14.4 \\ \hline 2 \end{array}$$



# M10e: Column Multiplication

6

100 10 1  $\frac{1}{10}$

47.2

x 3

---

141.6

---

2





# M10f: Column Multiplication

6

10      1       $\frac{1}{10}$        $\frac{1}{100}$

7.38

x 6

---

44.28

---

4 2 4



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# Additional Multiplication



# M10g Long Multiplication

Column Decimals

6

10    1     $\frac{1}{10}$      $\frac{1}{100}$

24.3

x 2.5

---

12.15

(24.3 x 0.5)

+ 48.60

(24.3 x 2)

---

60.75

1



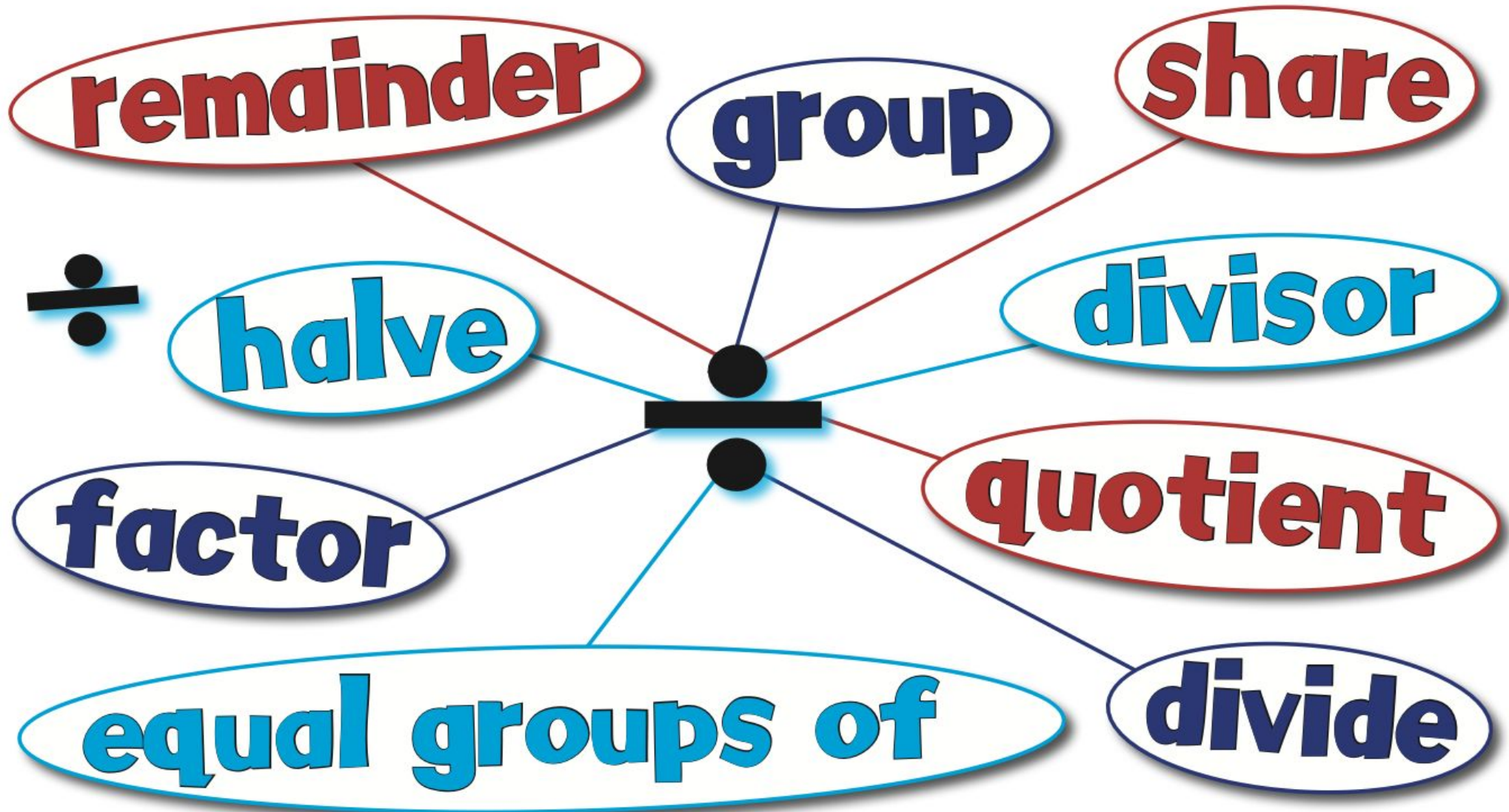
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## **Year 6 - Division**



# Division Vocabulary





# D10k: Short Division

6

$$87.5 \div 7 = 12.5$$

$$\begin{array}{r} 12.5 \\ 7 \overline{) 87.5} \end{array}$$

1 3



# D10h: Short Division

5

Different Remainders

$$\begin{array}{r} 169.2 \\ 5 \overline{) 846.0} \end{array}$$

3 4 1

$$846 \div 5$$

$$\begin{array}{r} 169 \text{ r}1 \\ 5 \overline{) 846} \end{array}$$

3 4

$$\begin{array}{r} 169 \frac{1}{5} \\ 5 \overline{) 846} \end{array}$$

3 4



# D11iA: Chunking

6

Long Division

$$\begin{array}{r} 32 \\ 15 \overline{) 480} \\ - 450 \quad (15 \times 30) \\ \hline 30 \\ - 30 \quad (15 \times 2) \\ \hline 0 \end{array}$$

$$480 \div 15 = 32$$