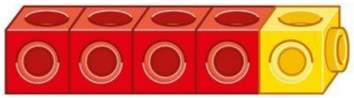
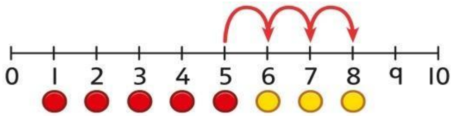
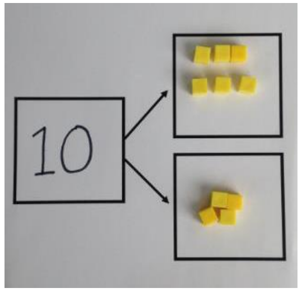
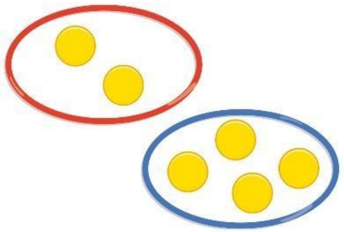
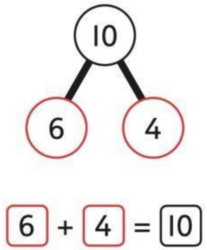
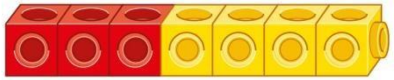
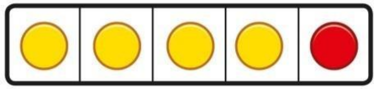
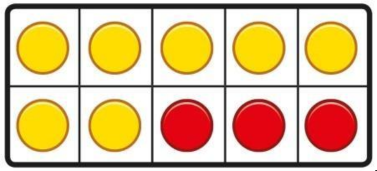
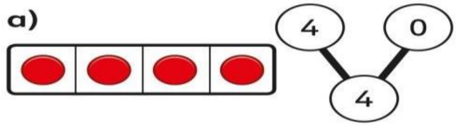
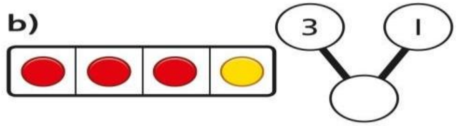
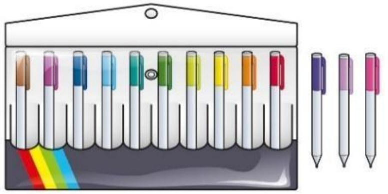
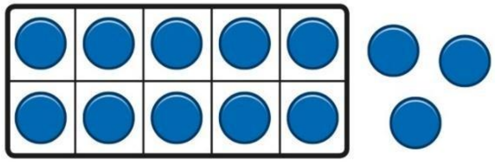
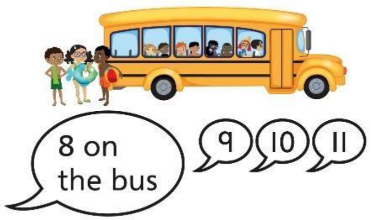
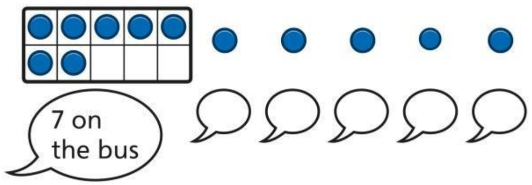
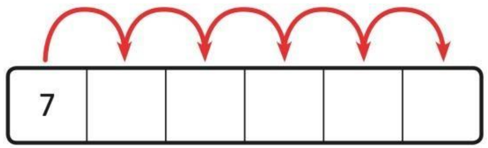
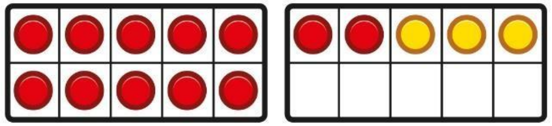
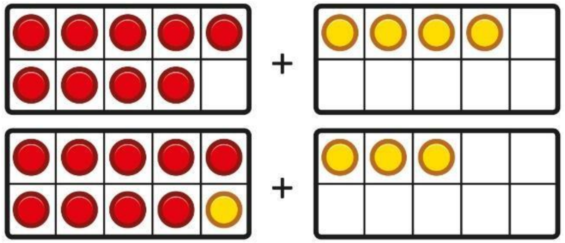
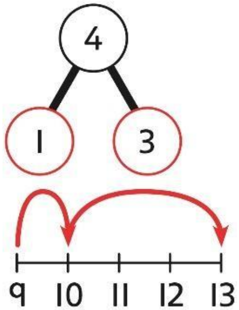
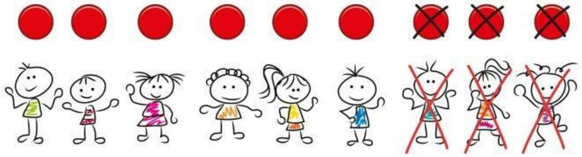
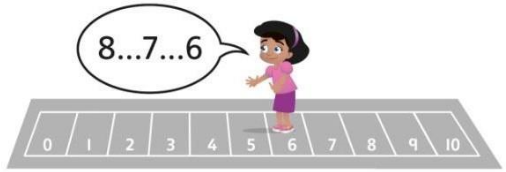
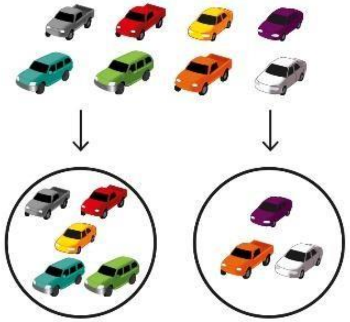
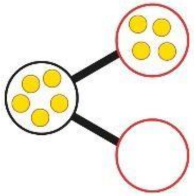
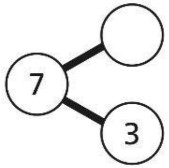
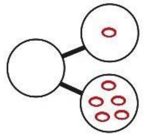
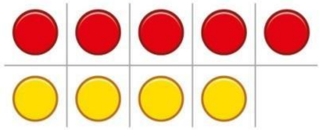
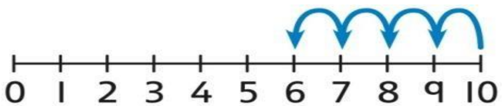
Year 1

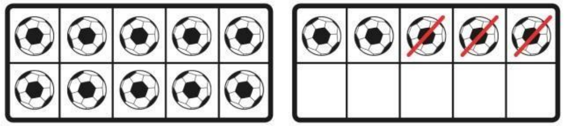
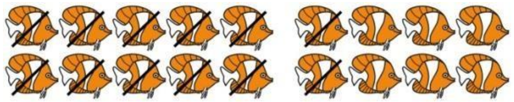
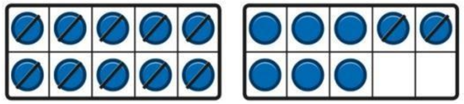
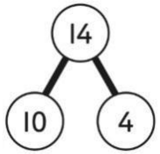
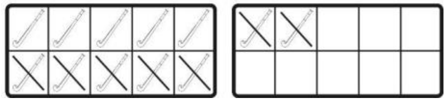
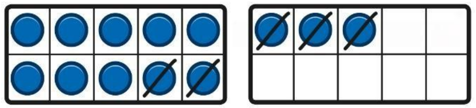
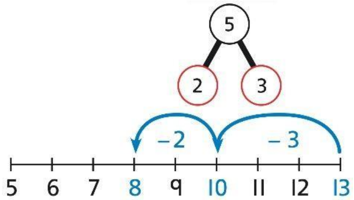
Year 1	Concrete	Pictorial	Abstract
Counting and adding more	Children add one more to a group to find one more.  8 + 1 = 9	Children add one more cube or counter to a group to represent one more.  *One more than 4 is 5.*	Use a number line to understand how to link counting on with finding one more.  *One more than 6 is 7.* *7 is one more than 6.* Learn to link counting on with adding more than one. *5 + 3 = 8*
Understanding part part-whole relationship	Sort people and objects into parts and understand the relationship with the whole.  *The parts are 4 and 6. The whole is 10.*	Children draw to represent the parts and understand the relationship with the whole.  *The parts are 2 and 4. The whole is 6.*	Use a part-whole model to represent the numbers.  *6 + 4 = 10*

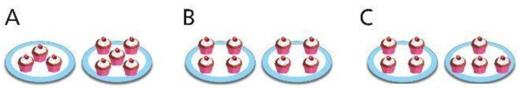
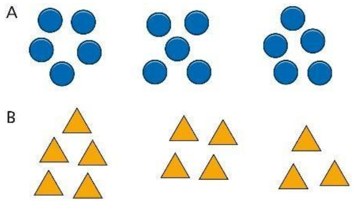
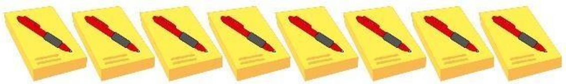
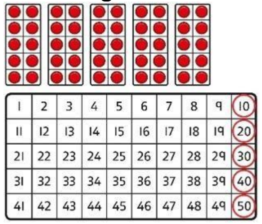
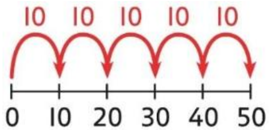
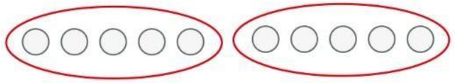
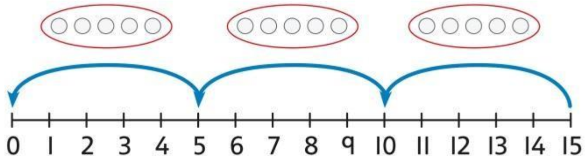
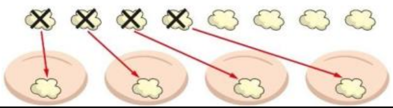
Knowing and finding number bondswithin 10	Break apart a group and put back together to find and form number bonds.  *3 + 4 = 7*  *6 = 2 + 4*	Use five and ten frames to represent key number bonds.  *5 = 4 + 1*  *10 = 7 + 3*	Use a part-whole model alongside other representations to find number bonds. Make sure to include examples where one of the parts is zero.   *4 + 0 = 4* *3 + 1 = 4*
Understanding teen numbers as a complete 10 and some more	Complete a group of 10 objects and countmore.  *13 is 10 and 3 more.*	Use a ten frame to support understanding of a complete 10 for teen numbers.  *13 is 10 and 3 more.*	**Understanding teen numbers as a complete 10 and some more**. *1 ten and 3 ones equal 13.* *10 + 3 = 13*
Adding by counting on	Children use knowledge of counting to 20 to find a total by counting on using people or objects.  	Children use counters to support and represent their counting on strategy.  	Children use number lines or number tracks to support their counting on strategy.  7 + 5 =

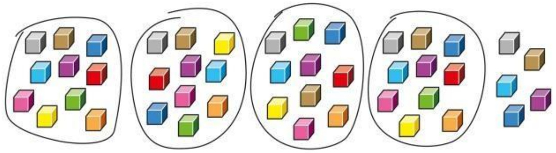
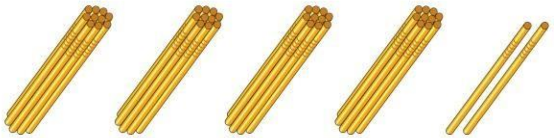
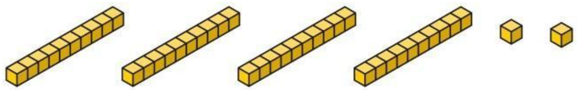
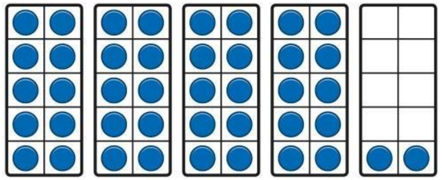
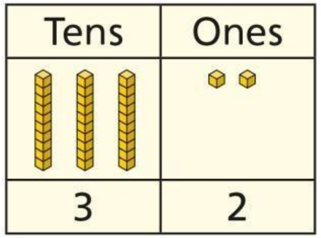
Adding the 1s	Children use bead strings to recognise how to add the 1s to find the total efficiently.  *2 + 3 = 5* *12 + 3 = 15*	Children represent calculations using ten frames to add a teen and 1s.  *2 + 3 = 5* *12 + 3 = 15*	Children recognise that a teen is made from a 10 and some 1s and use their knowledge of addition within 10 to work efficiently. *3 + 5 = 8* *So, 13 + 5 = 18*
Bridging the 10 using number bonds	Children use a bead string to complete a 10 and understand how this relates to the addition.  *7 add 3 makes 10.* *So, 7 add 5 is 10 and 2 more.*	Children use counters to complete a ten frame and understand how they can add using knowledge of number bonds to 10.  .	Use a part-whole model and a number line to support the calculation. *9 + 4 = 13* 

Cloverlea Calculation Policy Years 1 and 2

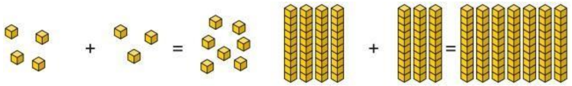
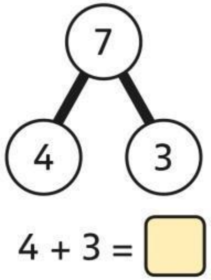
Subtraction Counting back and taking away	Children arrange objects and remove to find how many are left.  *1 less than 10 is 9.* *10 subtract 1 is 9.*	Children draw and cross out or use counters to represent objects from a problem.  9 – □ = □ There are □ children left.	Children count back to take away and use a number line or number track to support the method.  *9 − 3 = 6*
Finding a missing part, given a wholeand a part	Children separate a whole into parts and understand how one part can be found by subtraction.  *8 − 5 = ?*	Children represent a whole and a part and understand how to find the missing part by subtraction.  5 – 4 = □	Children use a part-whole model to support the subtraction to find a missing part.   □ – □ = □ □ – □ = □ □ + □ = □ □ + □ = □ *7 − 3 = ?* Children develop an understanding of the relationship between addition and subtraction facts in a part-whole model.
Finding the difference	Arrange two groups so that the difference between the groups can be worked out.  *8 is 2 more than 6.* *6 is 2 less than 8.* *The difference between 8 and 6 is 2.*	Represent objects using sketches or counters to support finding the difference.  *5 − 4 = 1* *The difference between 5 and 4 is 1.*	Children understand ‘find the difference’ as subtraction.  *10 − 4 = 6* *The difference between 10 and 6 is 4.*

Subtraction within 20	Understand when and how to subtract 1s efficiently. Use a bead string to subtract 1s efficiently.  *5 − 3 = 2* *15 − 3 = 12*	Understand when and how to subtract 1s efficiently.  *5 − 3 = 2* *15 − 3 = 12*	Understand how to use knowledge of bonds within 10 to subtract efficiently. *5 − 3 = 2* *15 − 3 = 12*
Subtracting 10s and 1s	For example: 18 − 12 Subtract 12 by first subtracting the 10, thenthe remaining 2.  *First, subtract the 10, then take away 2.*	For example: 18 − 12 Use ten frames to represent the efficient method of subtracting 12.  *First, subtract the 10, then subtract 2.*	Use a part-whole model to support the calculation.  *19 − 14* *19 − 10 = 9* *9 − 4 = 5* *So, 19 − 14 = 5*
Subtraction bridging 10 using numberbonds	For example: 12 − 7 Arrange objects into a 10 and some 1s, then decide on how to split the 7 into parts.  *7 is 2 and 5, so I take away the 2 and then the 5.*	Represent the use of bonds using tenframes.  *For 13 – 5, I take away 3 to make 10, then take away 2 to make 8.*	Use a number line and a part-whole model to support the method. *13 − 5* 

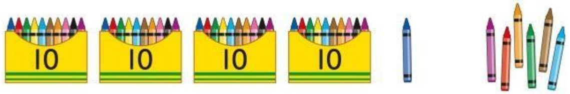
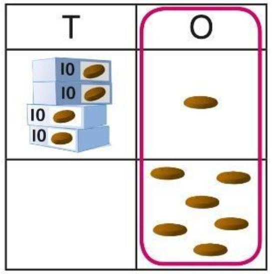
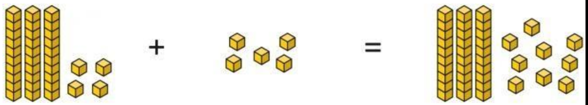
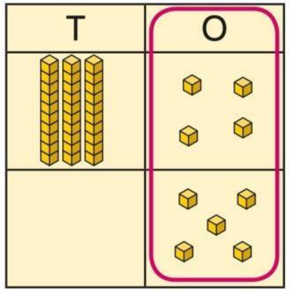
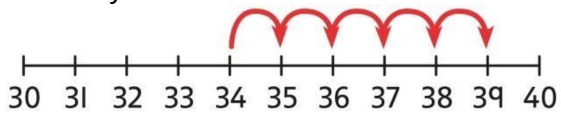
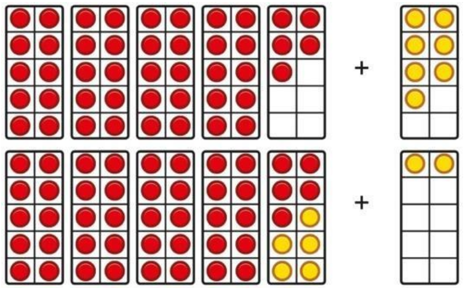
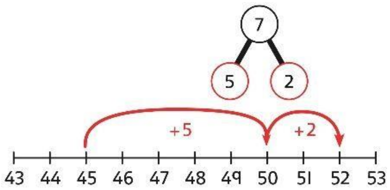
Multiplication Recognising and making equal groups	Children arrange objects in equal and unequal groups and understand how to recognise whether they are equal. 	Children draw and represent equal and unequal groups. 	*Three equal groups of 4.* *Four equal groups of 3.*
Finding the total of equal groups by counting in 2s, 5s and 10s	 There are 5 pens in each pack … 5…10…15…20…25…30…35…40…	100 squares and ten frames support counting in 2s, 5s and 10s. 	Use a number line to support repeated addition through counting in 2s, 5s and 10s. 
Division Grouping	Learn to make equal groups from a whole and find how many equal groups of a certain size can be made. Sort a whole set people and objects into equal groups.  There are 10 children altogether. There are 2 in each group. There are 5 groups	Represent a whole and work out how many equal groups.  *There are 10 in total.* *There are 5 in each group. There are 2 groups.*	Children may relate this to counting back in steps of 2, 5 or 10. 
Sharing	Share a set of objects into equal parts and work out how many are in each part. 	Sketch or draw to represent sharing into equal parts. This may be related to fractions. 	*10 shared into 2 equal groups gives 5 in each group.*

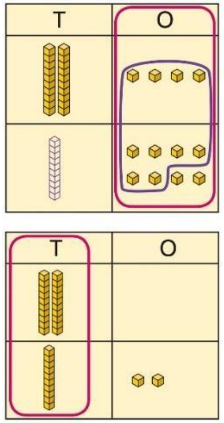
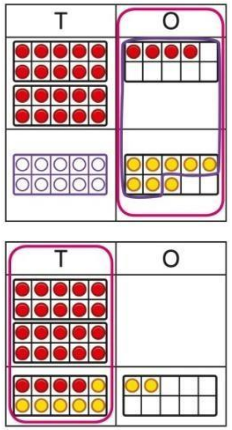
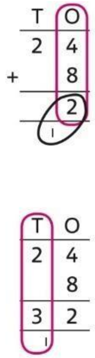
<table>
<tr><th colspan="4">Year 2</th></tr>
<tr><th>Year 2</th><th>Concrete</th><th>Pictorial</th><th>Abstract</th></tr>
<tr>
<td>Understanding10s and 1s</td>
<td>Group objects into 10s and 1s.

Bundle straws to understand unitising of 10s.
</td>
<td>Understand 10s and 1s equipment, and link with visual representations on ten frames.

</td>
<td>Represent numbers on a place value grid, using equipment or numerals.


<table><tr><th>Tens</th><th>Ones</th></tr><tr><td>4</td><td>3</td></tr></table></td>
</tr>
<tr>
<td>Adding 10s</td>
<td>Use known bonds and unitising to add 10s.

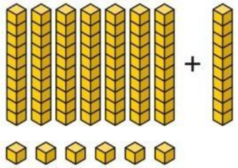
I know that 4 + 3 = 7.
So, I know that 4 tens add 3 tens is 7 tens.</td>
<td>Use known bonds and unitising to add 10s.

I know that 4 + 3 = 7.
So, I know that 4 tens add 3 tens is 7 tens.</td>
<td>Use known bonds and unitising to add 10s.


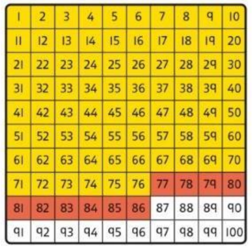
4 + 3 = 7
4 tens + 3 tens = 7 tens
40 + 30 = 70</td>
</tr>
</table>

Adding a 1-digit numberto a 2-digit number not bridging a 10	Add the 1s to find the total. Use knownbonds within 10.  *41 is 4 tens and 1 one.* *41 add 6 ones is 4 tens and 7 ones.* This can also be done in a place value grid. 	Add the 1s.  *34 is 3 tens and 4 ones.* *4 ones and 5 ones are 9 ones.* *The total is 3 tens and 9 ones.* 	Add the 1s. Understand the link between counting on and using known number facts. Children should be encouraged to use known number bonds to improve efficiency and accuracy.  This can be represented horizontally or vertically. *34 + 5 = 39* *or* T O 3 4 + 5 9
Adding a 1-digit numberto a 2-digit number bridging 10	Complete a 10 using number bonds.  *There are 4 tens and 5 ones.* *I need to add 7. I will use 5 to complete a10, then add 2 more.*	Complete a 10 using number bonds. 	Complete a 10 using number bonds.  *7 = 5 + 2* *45 + 5 + 2 = 52*

<table>
<tr>
<td>Adding a 1-digit numberto a 2-digit number using exchange</td>
<td>Exchange 10 ones for 1 ten.
</td>
<td>Exchange 10 ones for 1 ten.
</td>
<td>Exchange 10 ones for 1 ten.
</td>
</tr>
<tr>
<td>Adding a multiple of 10to a 2-digit number</td>
<td>Add the 10s and then recombine.

27 is 2 tens and 7 ones.
50 is 5 tens.

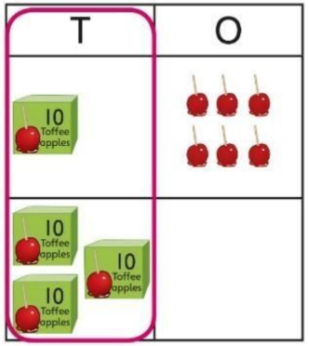
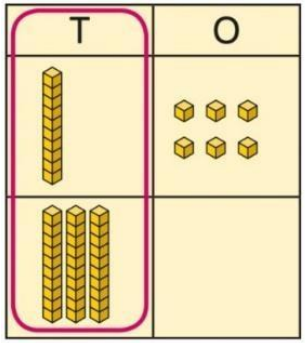
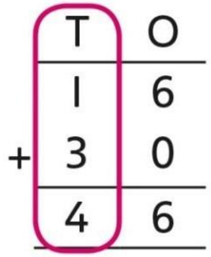
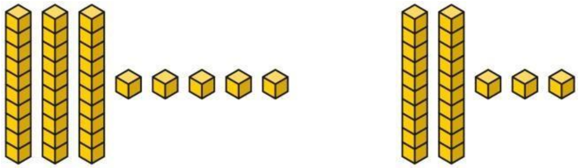
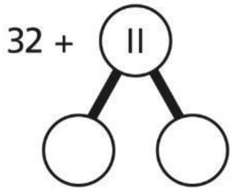
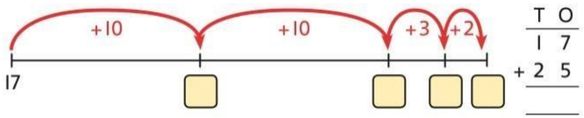
There are 7 tens in total and 7 ones.So, 27 + 50 is 7 tens and 7 ones.</td>
<td>Add the 10s and then recombine.

66 is 6 tens and 6 ones.
66 + 10 = 76

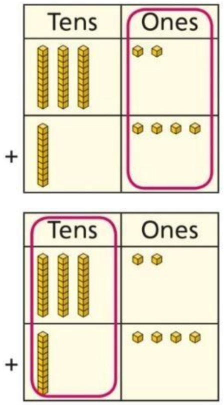
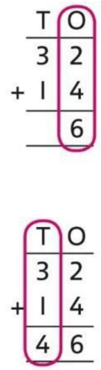
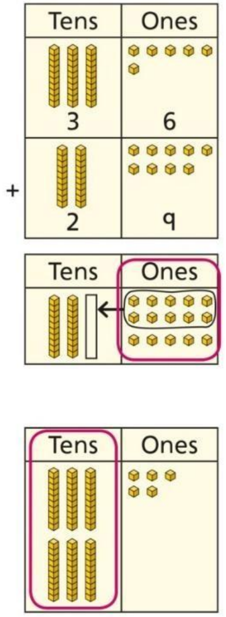
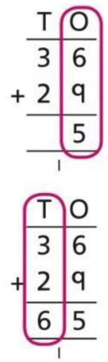
A 100 square can support this understanding.

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
61 62 63 64 65 66 67 68 69 70
71 72 73 74 75 76 77 78 79 80
81 82 83 84 85 86 87 88 89 90
91 92 93 94 95 96 97 98 99 100</td>
<td>Add the 10s and then recombine.

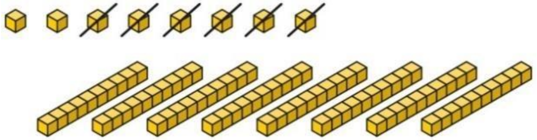
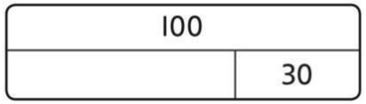
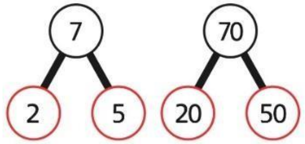
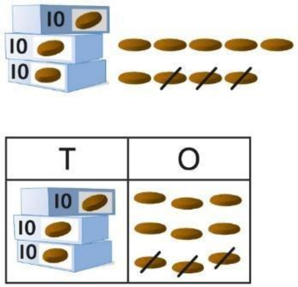
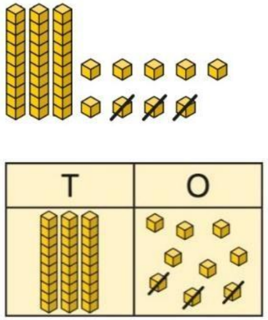
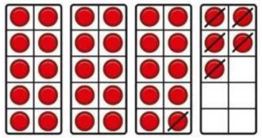
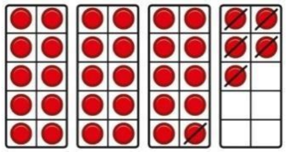
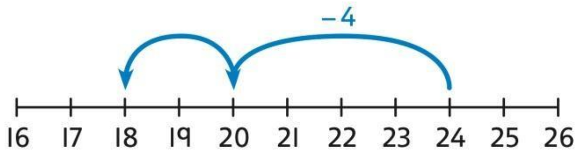
37 + 20 = ?

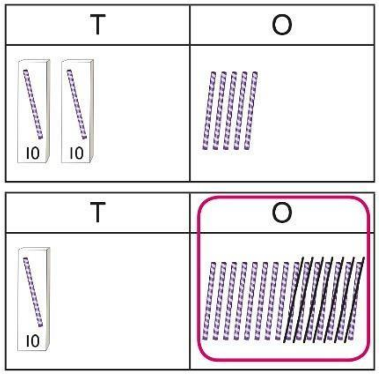
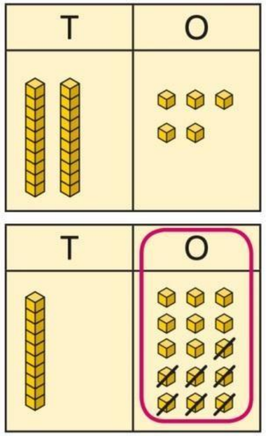
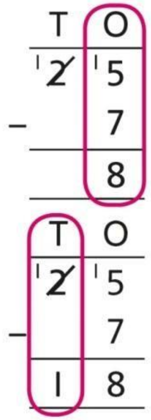
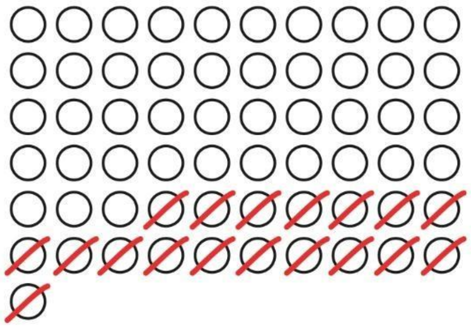
30 + 20 = 50
50 + 7 = 57

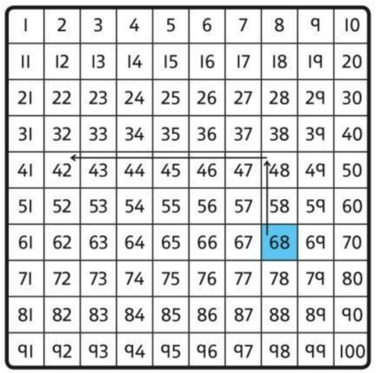
37 + 20 = 57</td>
</tr>
</table>

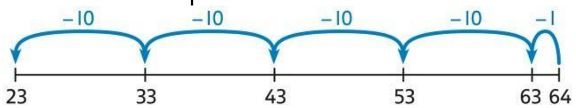
Adding a multiple of 10to a 2-digit number usingcolumns	Add the 10s using a place value grid tosupport.  *16 is 1 ten and 6 ones.* *30 is 3 tens.* *There are 4 tens and 6 ones in total.*	Add the 10s using a place value grid to support.  *16 is 1 ten and 6 ones.* *30 is 3 tens.* *There are 4 tens and 6 ones in total.*	Add the 10s represented vertically. Children must understand how the method relates to unitising of 10s and place value.  *1 + 3 = 4* *1 ten + 3 tens = 4 tens* *16 + 30 = 46*
Adding two2-digit numbers	Add the 10s and 1s separately.  *5 + 3 = 8* *There are 8 ones in total.* *3 + 2 = 5* *There are 5 tens in total.35 + 23* *= 58*	Add the 10s and 1s separately. Use apart-whole model to support.  *11 = 10 + 1* *32 + 10 = 42* *42 + 1 = 43* *32 + 11 = 43*	Add the 10s and the 1s separately, bridging 10s where required. A number line can support the calculations.  *17 + 25*

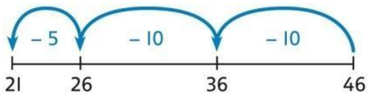
<table>
<tr><td>Adding two2-digit numbers usinga place value grid</td><td>Add the 1s. Then add the 10s.
</td><td></td><td>Add the 1s. Then add the 10s.
</td></tr>
<tr><td>Adding two2-digit numbers with exchange</td><td>Add the 1s. Exchange 10 ones for a ten.Then add the 10s.
</td><td></td><td>Add the 1s. Exchange 10 ones for a ten. Then add the 10s.
</td></tr>
</table>

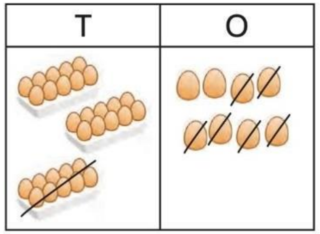
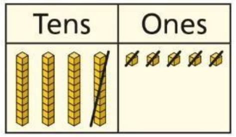
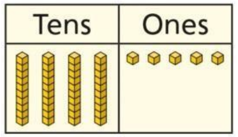
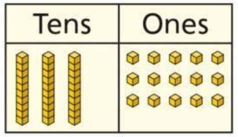
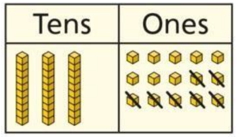
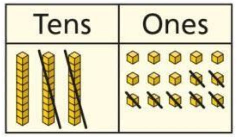
Subtracting multiples of 10	Use known number bonds and unitising tosubtract multiples of 10.  *8 subtract 6 is 2.* *So, 8 tens subtract 6 tens is 2 tens.*	Use known number bonds and unitising to subtract multiples of 10.  *10 − 3 = 7* *So, 10 tens subtract 3 tens is 7 tens.*	Use known number bonds and unitising to subtract multiples of 10.  *7 tens subtract 5 tens is 2 tens.* *70 − 50 = 20*
Subtracting asingle-digit number	Subtract the 1s. This may be done in or outof a place value grid.  	Subtract the 1s. This may be done in or out of a place value grid.  	Subtract the 1s. Understand the link between counting back and subtracting the 1s using known bonds.  T O 3 9 − 3 3 6 *9 − 3 = 6* *39 − 3 = 36*
Subtracting asingle-digit number bridging 10	Bridge 10 by using known bonds.  *35 − 6* *I took away 5 counters, then 1 more.*	Bridge 10 by using known bonds.  *35 − 6* *First, I will subtract 5, then 1.*	Bridge 10 by using known bonds.  *24 − 6 = ?* *24 − 4 − 2 = ?*

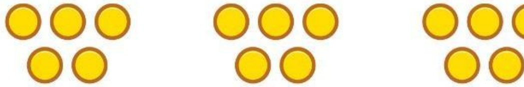
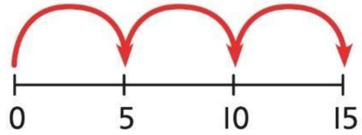
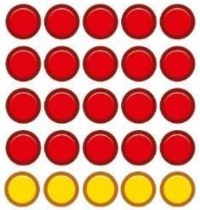
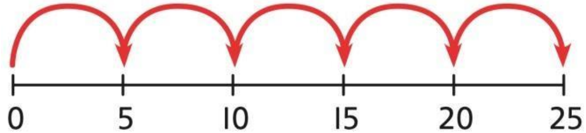
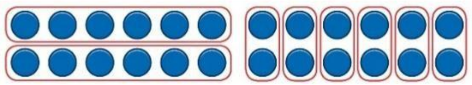
<table>
<tr>
<td>Subtracting asingle-digit number usingexchange</td>
<td>Exchange 1 ten for 10 ones. This may be done in or out of a place value grid.
</td>
<td>Exchange 1 ten for 10 ones.
</td>
<td>Exchange 1 ten for 10 ones.

25 − 7 = 18</td>
</tr>
<tr>
<td>Subtracting a 2-digit number</td>
<td>Subtract by taking away.

61 − 18
I took away 1 ten and 8 ones.</td>
<td>Subtract the 10s and the 1s.

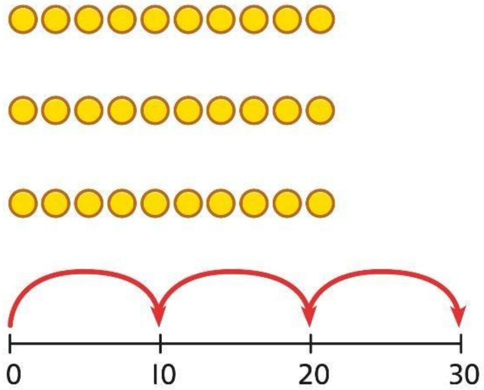
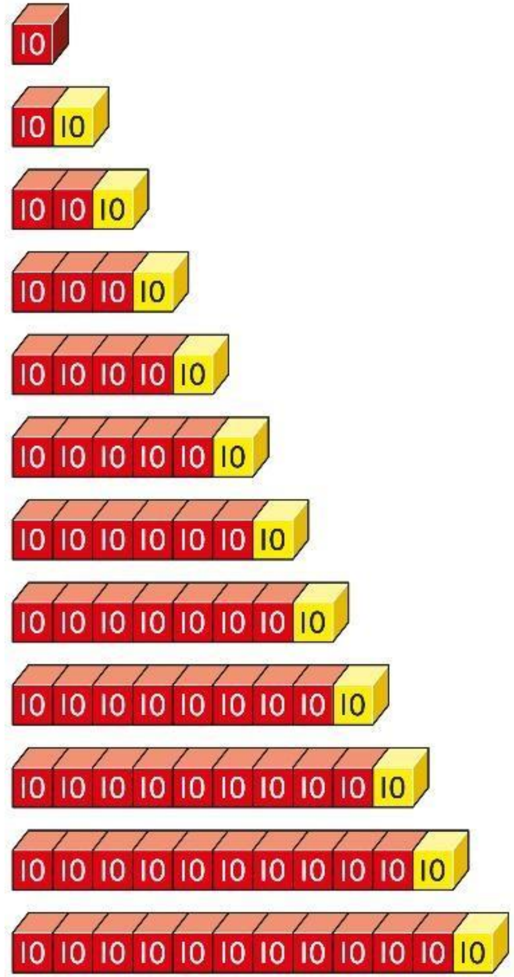
This can be represented on a 100 square.
</td>
<td>Subtract the 10s and the 1s.

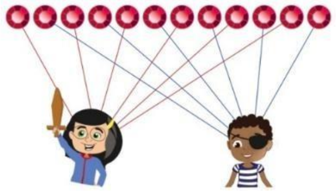
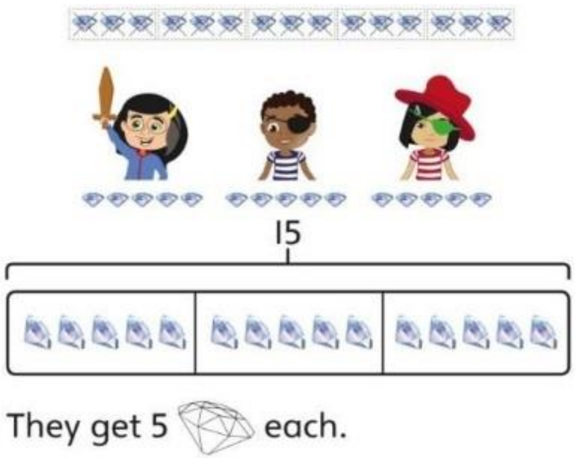
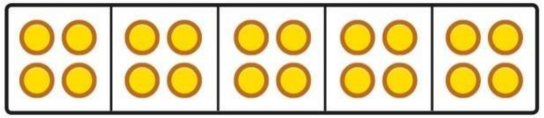
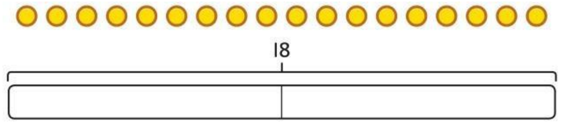
This can be represented on a number line.

64 − 41 = ?

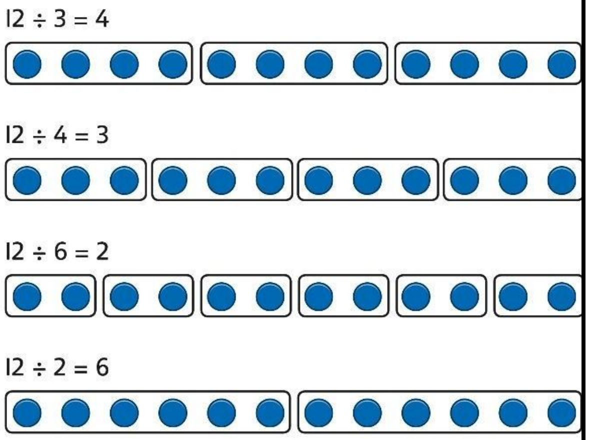
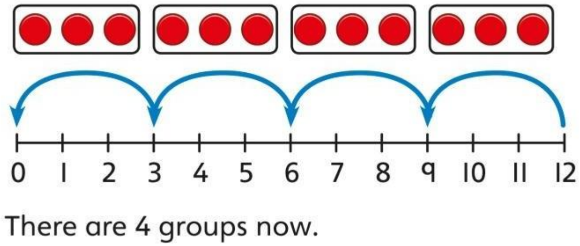
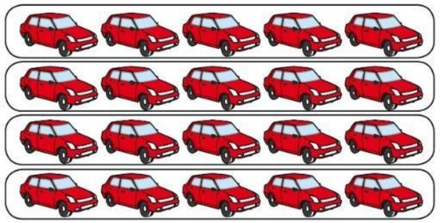
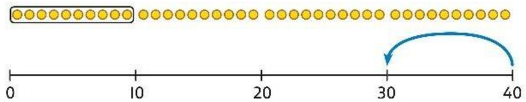
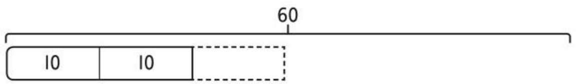
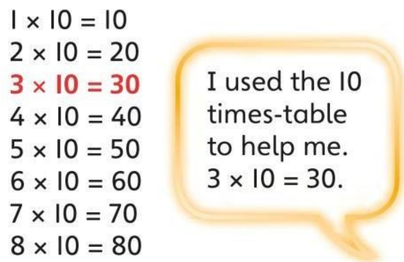
64 − 1 = 63
63 − 40 = 23
64 − 41 = 23

46 − 20 = 26
26 − 5 = 21
46 − 25 = 21</td>
</tr>
</table>

Subtracting a 2-digit number using place value and columns	Subtract the 1s. Then subtract the 10s. Thismay be done in or out of a place value grid.  *38 − 16 = 22*	Subtract the 1s. Then subtract the 10s.  	Using column subtraction, subtract the 1s. Then subtract the 10s. $\begin{array}{rcc} & T & O \\ & 4 & 5 \\ - & 1 & 2 \\ \hline & & 3 \\ \hline \end{array}$ $\begin{array}{rcc} & T & O \\ & 4 & 5 \\ - & 1 & 2 \\ \hline & 3 & 3 \\ \hline \end{array}$
Subtracting a 2-digit numberwith exchange		Exchange 1 ten for 10 ones. Then subtract the 1s. Then subtract the 10s.     	Using column subtraction, exchange 1 ten for 10 ones. Then subtract the 1s. Then subtract the 10s. $\begin{array}{rcc} & T & O \\ \hline & 4 & 5 \\ - & 2 & 7 \\ \hline \\ \hline \end{array}$ $\begin{array}{rcc} & T & O \\ \hline & {}^{3}\cancel{4} & {}^{1}5 \\ - & 2 & 7 \\ \hline \\ \hline \end{array}$ $\begin{array}{rcc} & T & O \\ \hline & {}^{3}\cancel{4} & {}^{1}5 \\ - & 2 & 7 \\ \hline & & 8 \\ \hline \end{array}$ $\begin{array}{rcc} & T & O \\ \hline & {}^{3}\cancel{4} & {}^{1}5 \\ - & 2 & 7 \\ \hline & 1 & 8 \\ \hline \end{array}$

Equal groups and repeated addition	Recognise equal groups and write as repeated addition and as multiplication.  *3 groups of 5 chairs* *15 chairs altogether*	Recognise equal groups using standard objects such as counters and write as repeated addition and multiplication.  *3 groups of 5* *15 in total*	Use a number line and write as repeated addition and as multiplication.  *5 + 5 + 5 = 15* *3 × 5 = 15*
Using arrays to represent multiplication and support understanding	Understand the relationship between arrays, multiplication and repeated addition.  *4 groups of 5*	Understand the relationship between arrays, multiplication and repeated addition.  *4 groups of 5 … 5 groups of 5*	Understand the relationship between arrays, multiplication and repeated addition.  *5 × 5 = 25*
Understanding commutativity	Use arrays to visualise commutativity.  *I can see 6 groups of 3.I can see 3 groups of 6.*	Form arrays using counters to visualise commutativity. Rotate the array to show that orientation does not change the multiplication.  *This is 2 groups of 6 and also 6 groups of 2.*	Use arrays to visualise commutativity.  *4 + 4 + 4 + 4 + 4 = 20* *5 + 5 + 5 + 5 = 20* *4 × 5 = 20 and 5 × 4 = 20*

Learning ×2, ×5 and ×10table facts	Develop an understanding of how to unitise groups of 2, 5 and 10 and learn corresponding times-table facts.  *3 groups of 10 … 10, 20, 30* *3 × 10 = 30*	Understand how to relate counting in unitised groups and repeated addition with knowing key times-table facts.  *10 + 10 + 10 = 30* *3 × 10 = 30*	Understand how the times-tables increase and contain patterns.  *5 × 10 = 50* *6 × 10 = 60*

Sharing equally	Start with a whole and share into equalparts, one at a time.  *12 shared equally between 2.They get 6 each.* Start to understand how this also relates to grouping. To share equally between 3 people, take a group of 3 and give 1 to eachperson. Keep going until all the objects have been shared  *15 shared equally between 3.They get 5 each.*	Represent the objects shared into equal parts using a bar model.  *20 shared into 5 equal parts. There are 4 in each part.*	Use a bar model to support understandingof the division.  *18 ÷ 2 = 9*

Grouping equally	Understand how to make equal groups froma whole.  *8 divided into 4 equal groups.There are 2 in each group.*	Understand the relationship between grouping and the division statements.  	Understand how to relate division by grouping to repeated subtraction.  *12 divided into groups of 3.* *12 ÷ 3 = 4* *There are 4 groups.*
Using known times-tables to solve divisions	Understand the relationship between multiplication facts and division.  *4 groups of 5 cars is 20 cars in total.20 divided by 4 is 5.*	Link equal grouping with repeated subtraction and known times-table facts to support division.  *40 divided by 4 is 10.* Use a bar model to support understanding of the link between times-table knowledge and division.  	Relate times-table knowledge directly to division.  *I know that 3 groups of 10 makes 30, so I know that 30 divided by 10 is 3.* *3 × 10 = 30 so 30 ÷ 10 = 3*