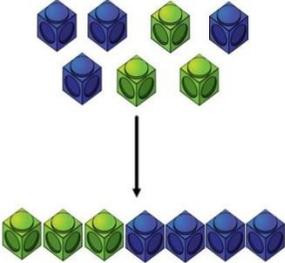
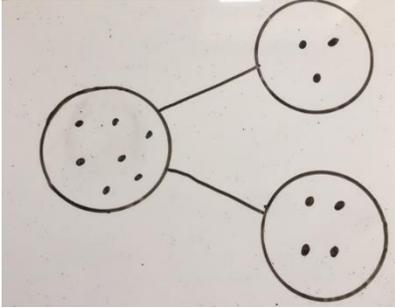
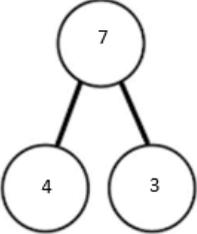
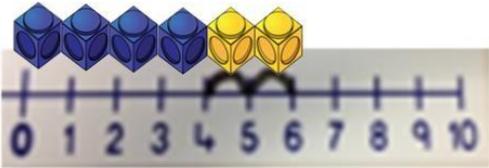
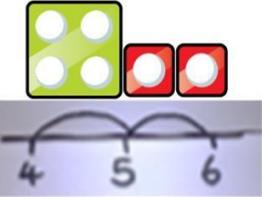
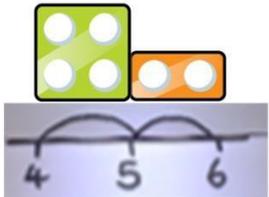
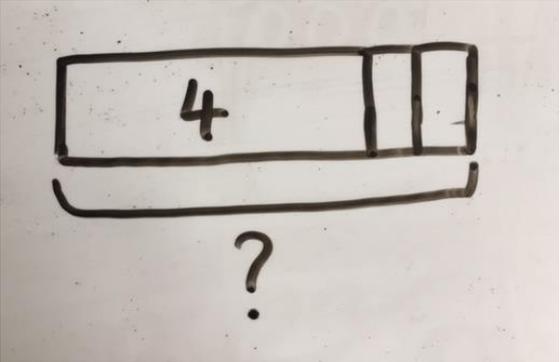
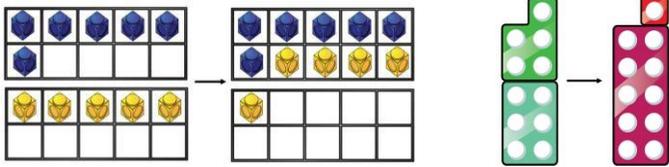


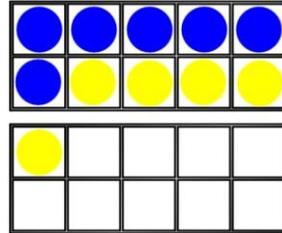
Concrete	Pictorial	Abstract
<p>Combining two parts to make a whole (use other resources too e.g. eggs, shells, teddy bears, cars).</p> 	<p>Children to represent the cubes using dots or crosses. They could put each part on a part whole model too.</p> 	<p>$4 + 3 = 7$ Four is a part, 3 is a part and the whole is seven.</p> 
<p>Counting on using number lines using cubes or Numicon.</p>   	<p>A bar model which encourages the children to count on, rather than count all.</p> 	<p>The abstract number line: What is 2 more than 4? What is the sum of 2 and 4? What is the total of 4 and 2?</p> <p>$4 + 2$</p> 

Regrouping to make 10; using ten frames and counters/cubes or using Numicon.

6 + 5



Children to draw the ten frame and counters/cubes.



Children to develop an understanding of equality e.g.

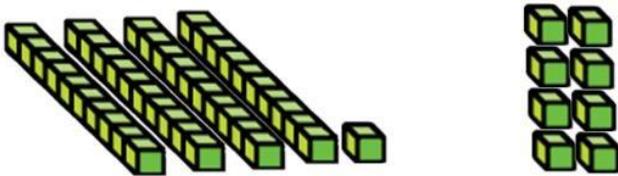
$6 + \square = 11$

$6 + 5 = 5 + \square$

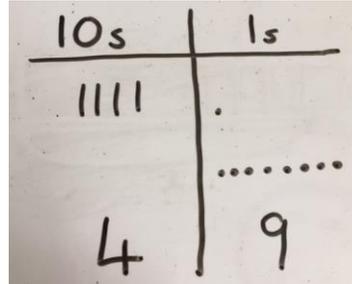
$6 + 5 = \square + 4$

TO + O using base 10. Continue to develop understanding of partitioning and place value.

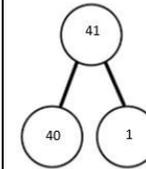
41 + 8



Children to represent the base 10 e.g. lines for tens and dot/crosses for ones.



41 + 8

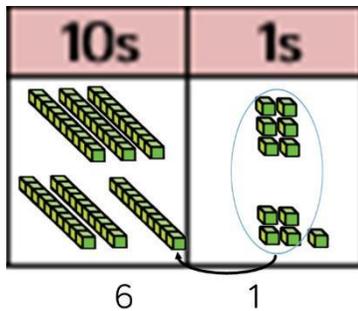


$1 + 8 = 9$
 $40 + 9 = 49$

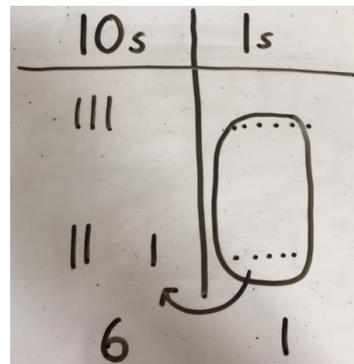
	4	1
+		8
<hr/>		
	4	9

TO + TO using base 10. Continue to develop understanding of partitioning and place value.

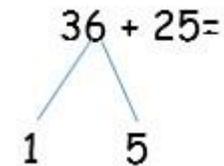
36 + 25



Children to represent the base 10 in a place value chart.



Looking for ways to make 10.



$30 + 20 = 50$
 $5 + 5 = 10$
 $50 + 10 + 1 = 61$

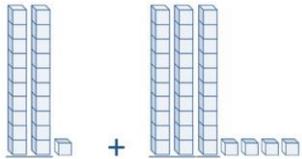
36
+25
61

Formal method:

1

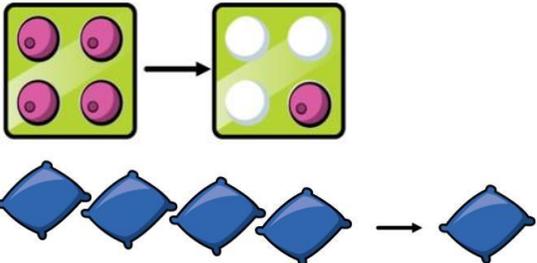
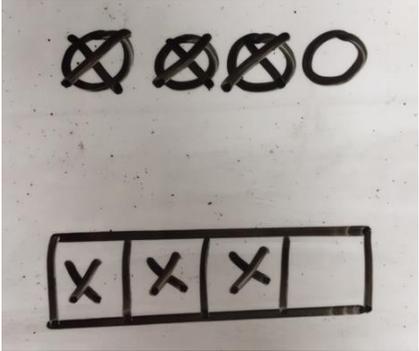
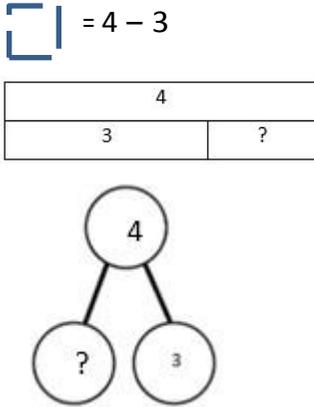
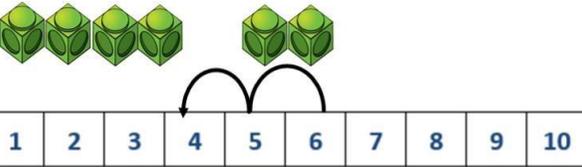
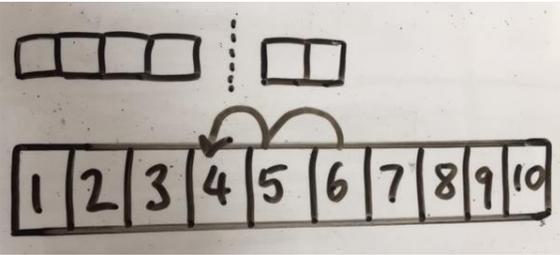
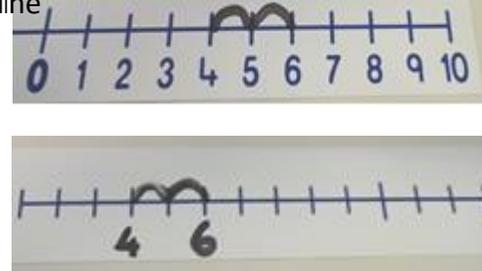
<p>Use of place value counters to add HTO + TO, HTO + HTO etc. When there are 10 ones in the 1s column- we exchange for 1 ten, when there are 10 tens in the 10s column- we exchange for 1 hundred.</p>	<p>Children to represent the counters in a place value chart, circling when they make an exchange.</p>	$\begin{array}{r} 243 \\ +368 \\ \hline 611 \\ \hline 11 \end{array}$
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Conceptual variation; different ways to ask children to solve 21 + 34

<p style="text-align: center;">?</p> <p style="text-align: center;">21 34</p>	<p>Word problems: In year 3, there are 21 children and in year 4, there are 34 children. How many children in total?</p> <p>21 + 34 = 55. Prove it</p>	$\begin{array}{r} 21 \\ +34 \\ \hline \end{array}$ <p>21 + 34 =</p> <p style="text-align: center;">= 21 + 34</p> <p>Calculate the sum of twenty-one and thirty-four.</p>	 <p>Missing digit problems:</p>
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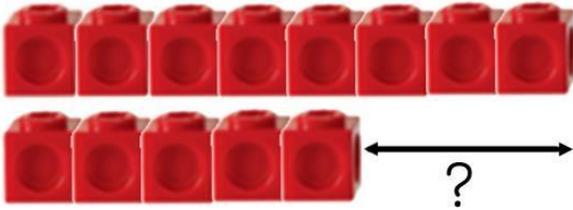
Heronshaw Calculation Policy: Subtraction

Mathematical Vocabulary: less than, minus, subtract, take away, difference

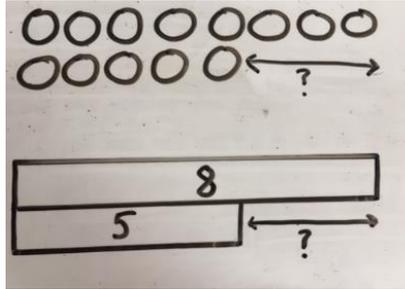
Concrete	Pictorial	Abstract
<p>Physically taking away and removing objects from a whole (ten frames, Numicon, cubes and other items such as beanbags could be used).</p> <p>$4 - 3 = 1$</p> 	<p>Children to draw the concrete resources they are using and cross out the correct amount. The bar model can also be used.</p> 	<p>$4 - 3 =$</p> 
<p>Counting back (using number lines or number tracks) children start with 6 and count back 2.</p> <p>$6 - 2 = 4$</p> 	<p>Children to represent what they see pictorially e.g.</p> 	<p>Children to represent the calculation on a number line or number track and show their jumps. Encourage children to use an empty number line</p> 

Finding the difference (using cubes, Numicon or Cuisenaire rods, other objects can also be used).

Calculate the difference between 8 and 5.



Children to draw the cubes/other concrete objects which they have used or use the bar model to illustrate what they need to calculate.



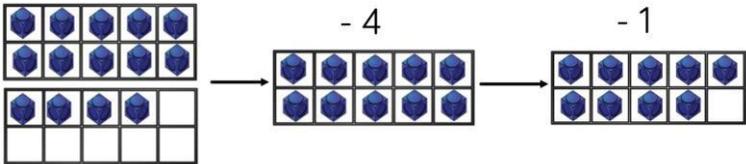
Find the difference between 8 and 5.

$8 - 5$, the difference is

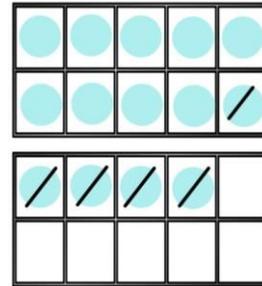
Children to explore why $9 - 6 = 8 - 5 = 7 - 4$ have the same difference.

Making 10 using ten frames.

$14 - 5$



Children to present the ten frame pictorially and discuss what they did to make 10.



Children to show how they can make 10 by partitioning the subtrahend.

$$14 - 5 = 9$$

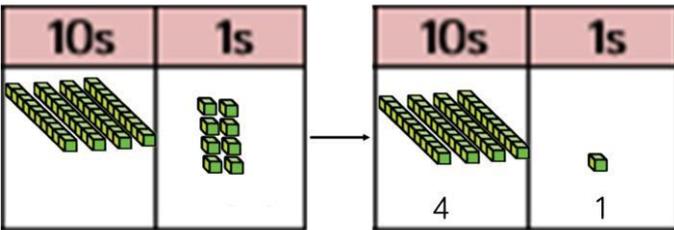
$$\begin{array}{c} 4 \\ \swarrow \quad \searrow \\ 1 \quad 1 \end{array}$$

$$14 - 4 = 10$$

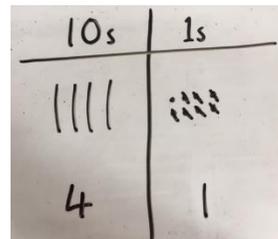
$$10 - 1 = 9$$

Column method using base 10.

$48 - 7$



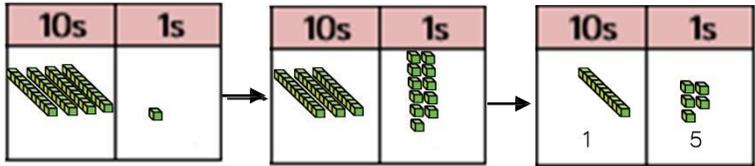
Children to represent the base 10 pictorially.



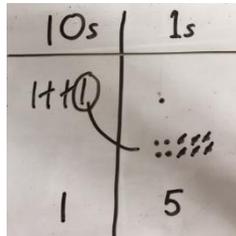
Column method or children could count back 7.

	4	8
-		7
	4	1

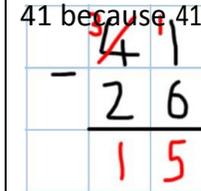
Column method using base 10 and having to exchange.
41 – 26



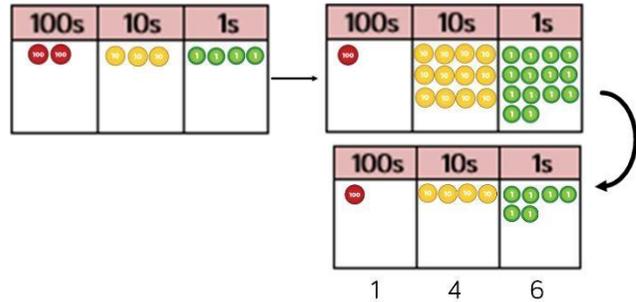
Represent the base 10 pictorially, remembering to show the exchange.



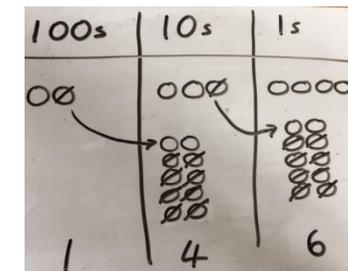
Formal column method. Children must understand that when they have exchanged the 10 they still have 41 because $41 = 30 + 11$.



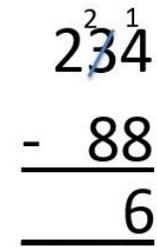
Column method using place value counters.
234 – 88



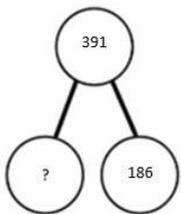
Represent the place value counters pictorially, remembering to show what has been exchanged.



Formal column method. Children must understand what has happened when they have crossed out digits.



Conceptual variation; different ways to ask children to solve 391 - 186



391	
186	?

Raj spent £391, Timmy spent £186.
How much more did Raj spend?

Calculate the difference between 391 and 186.

$$\square = 391 - 186$$

$$\begin{array}{r} 391 \\ -186 \\ \hline \end{array}$$

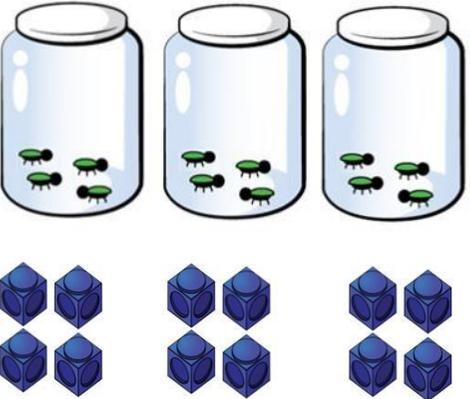
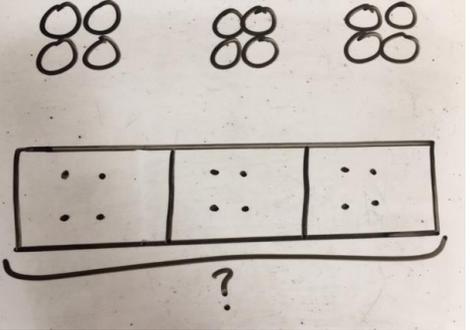
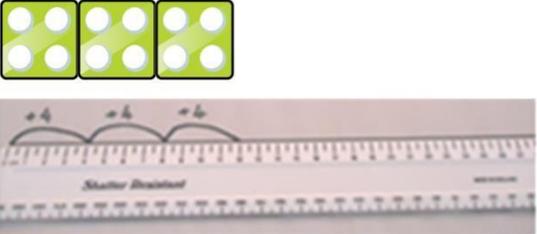
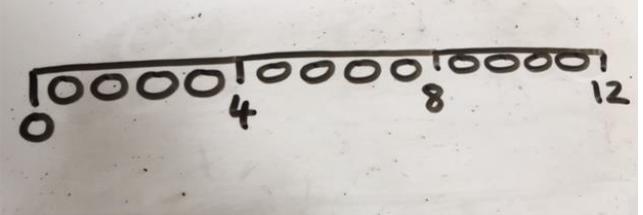
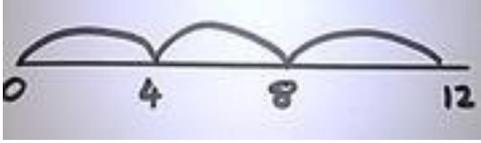
What is 186 less than 391?

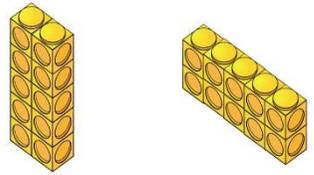
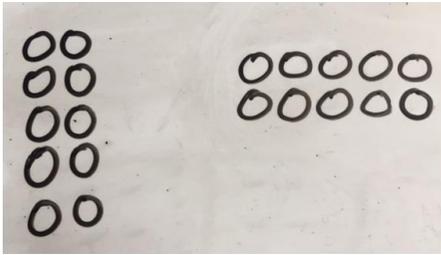
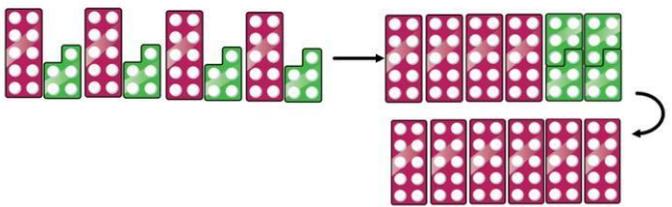
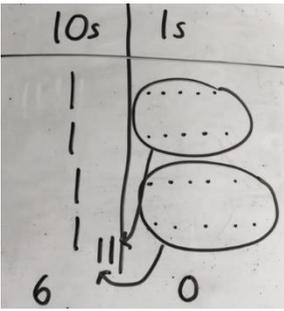
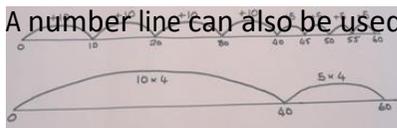
Missing digit calculations

$$\begin{array}{r} 39\square \\ -\square\square 6 \\ \hline \square 0 5 \end{array}$$

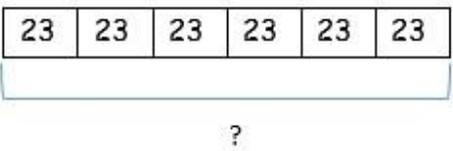
Heronshaw Calculation Policy: Multiplication

Mathematical Vocabulary: double, lots of, groups of, multiply, times

Concrete	Pictorial	Abstract
<p>Repeated grouping/repeated addition 3×4 $4 + 4 + 4$ There are 3 equal groups, with 4 in each group.</p> 	<p>Children to represent the practical resources in a picture and use a bar model.</p> 	<p>$3 \times 4 = 12$ $4 + 4 + 4 = 12$</p>
<p>Number lines to show repeated groups- 3×4</p>  <p>Cuisenaire rods can be used too.</p>	<p>Represent this pictorially alongside a number line e.g.:</p> 	<p>Abstract number line showing three jumps of four.</p> <p>$3 \times 4 = 12$</p> 

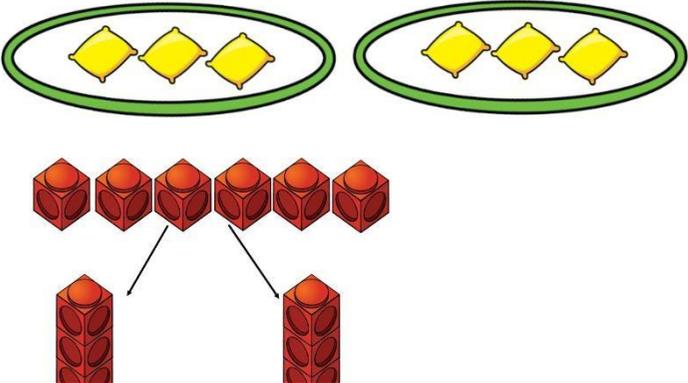
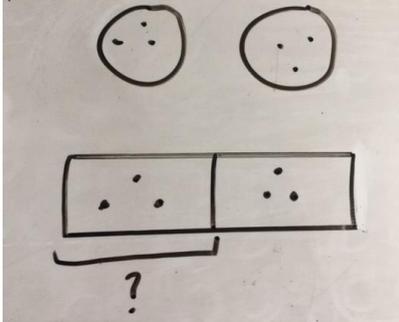
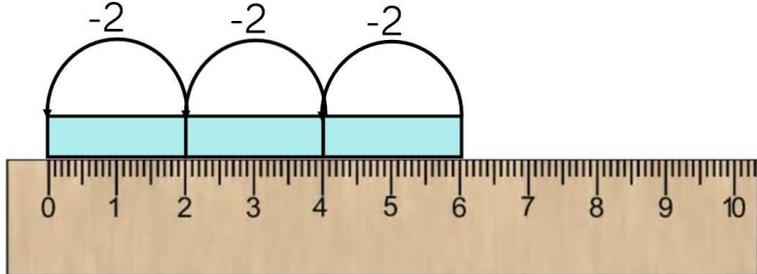
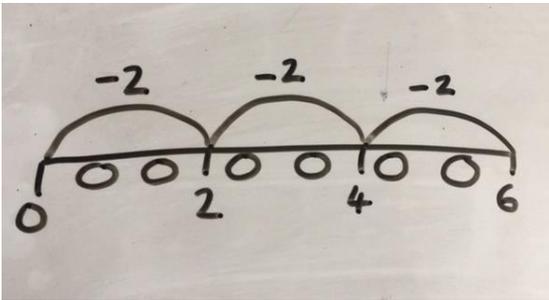
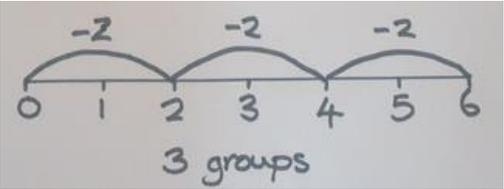
<p>Use arrays to illustrate commutativity counters and other objects can also be used. $2 \times 5 = 5 \times 2$</p>  <p>2 lots of 5 5 lots of 2</p>	<p>Children to represent the arrays pictorially.</p> 	<p>Children to be able to use an array to write a range of calculations e.g.</p> <p> $10 = 2 \times 5$ $5 \times 2 = 10$ $2 + 2 + 2 + 2 + 2 = 10$ $10 = 5 + 5$ </p>
<p>Partition to multiply using Numicon, base 10 or Cuisenaire rods. 4×15</p> 	<p>Children to represent the concrete manipulatives pictorially.</p> 	<p>Children to be encouraged to show the steps they have taken.</p> <p> $10 \times 4 = 40$ $5 \times 4 = 20$ $40 + 20 = 60$ </p> <p>A number line can also be used</p> 

Conceptual variation; different ways to ask children to solve 6×23

	<p>Mai had to swim 23 lengths, 6 times a week. How many lengths did she swim in one week?</p> <p>With the counters, prove that $6 \times 23 = 138$</p>	<p>Find the product of 6 and 23</p> <p> $6 \times 23 =$ $= 6 \times 23$ </p>	<p>What is the calculation? What is the product?</p> <p style="text-align: center;"> $\begin{array}{r} 23 \\ \times 6 \\ \hline 138 \end{array}$ </p>
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Heronshaw Calculation Policy: Multiplication

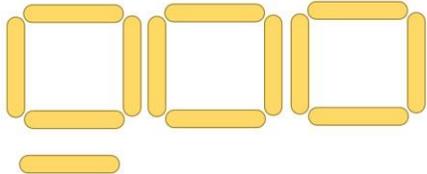
Mathematical Vocabulary: share, group, divide, divided by

Concrete	Pictorial	Abstract		
<p>Sharing using a range of objects. $6 \div 2$</p> 	<p>Represent the sharing pictorially.</p> 	<p>$6 \div 2 = 3$</p> <table border="1" data-bbox="1552 453 2007 523"> <tr> <td>3</td> <td>3</td> </tr> </table> <p>Children should also be encouraged to use their 2 times tables facts.</p>	3	3
3	3			
<p>Repeated subtraction using bar model rods above a ruler. $6 \div 2$</p>  <p>3 groups of 2</p>	<p>Children to represent repeated subtraction pictorially.</p> 	<p>Abstract number line to represent the equal groups that have been subtracted.</p> 		

$2d \div 1d$ with remainders using lollipop sticks. Cuisenaire rods, above a ruler can also be used.

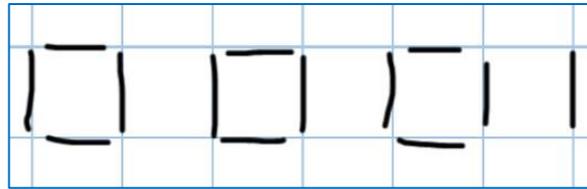
$13 \div 4$

Use of lollipop sticks to form wholes- squares are made because we are dividing by 4.



There are 3 whole squares, with 1 left over.

Children to represent the lollipop sticks pictorially.

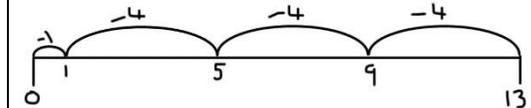


There are 3 whole squares, with 1 left over.

$13 \div 4 = 3$ remainder 1

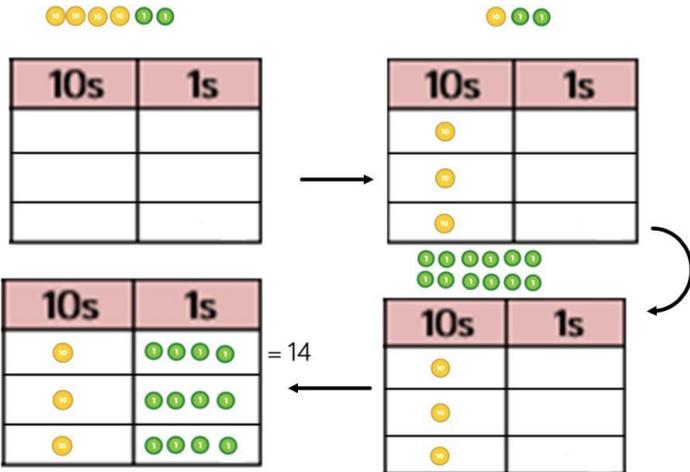
Children should be encouraged to use their times table facts; they could also represent repeated addition on a number line.

'3 groups of 4, with 1 left over'

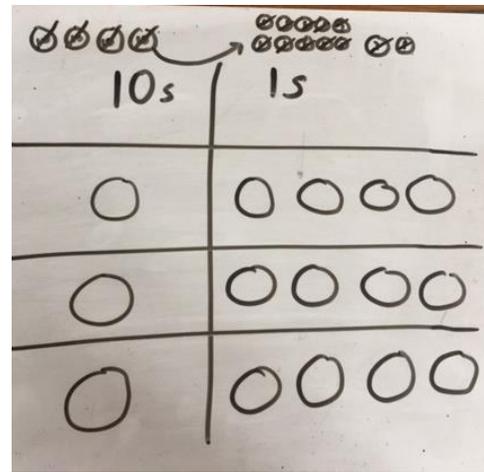


Sharing using place value counters.

$42 \div 3 = 14$



Children to represent the place value counters pictorially.



Children to be able to make sense of the place value counters and write calculations to show the process.

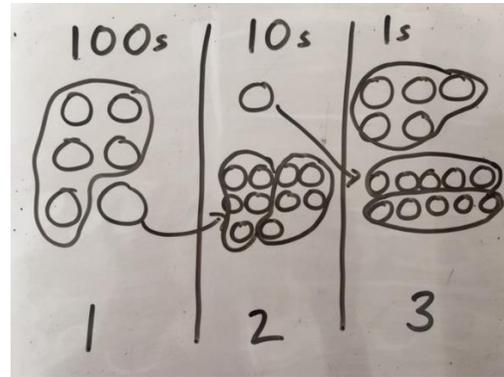
$42 \div 3$
 $42 = 30 + 12$
 $30 \div 3 = 10$
 $12 \div 3 = 4$
 $10 + 4 = 14$

Short division using place value counters to group.
 $615 \div 5$

100s	10s	1s
1	2	3

1. Make 615 with place value counters.
2. How many groups of 5 hundreds can you make with 6 hundred counters?
3. Exchange 1 hundred for 10 tens.
4. How many groups of 5 tens can you make with 11 ten counters?
5. Exchange 1 ten for 10 ones.
6. How many groups of 5 ones can you make with 15 ones?

Represent the place value counters pictorially.



Children to the calculation using the short division scaffold.

$$\begin{array}{r}
 123 \\
 5 \overline{) 615} \\
 \underline{5} \\
 11 \\
 \underline{10} \\
 15 \\
 \underline{15} \\
 0
 \end{array}$$

Conceptual variation; different ways to ask children to solve $15 \div 5$

Using the part whole model, how can you divide 15 by 5 without using short division?

I have £15 and share it equally between 5 bank accounts. How much will be in each account?

15 pupils need to be put into 5 groups. How many will be in each group?

$$5 \overline{)615}$$

$$15 \div 5 =$$

What is the calculation?
What is the answer?