Brough Primary School

Calculations Policy (Addition and subtraction)

Policy Date	**February 2022**
Policy Review Date	**February 2024**
Lead Person	**Mrs. Wilson**

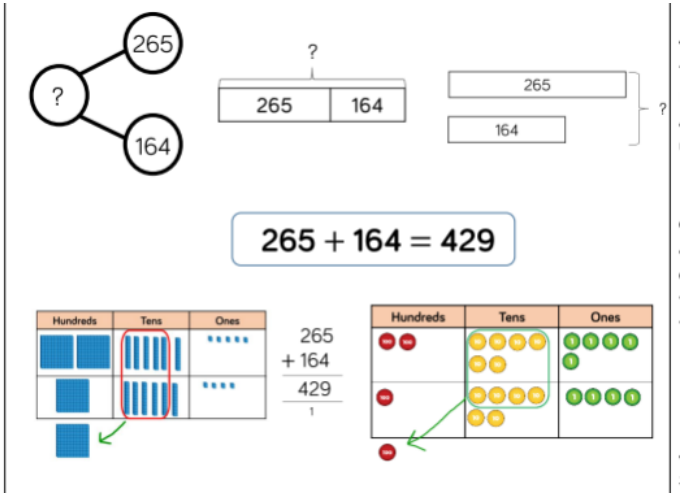
This policy has been largely adapted from the White Rose Maths Hub Calculation Policy (2020 version) and EYFS framework (2021 version) with further material added. It is a working document and will be revised and amended as necessary.

Rationale of Calculation policy

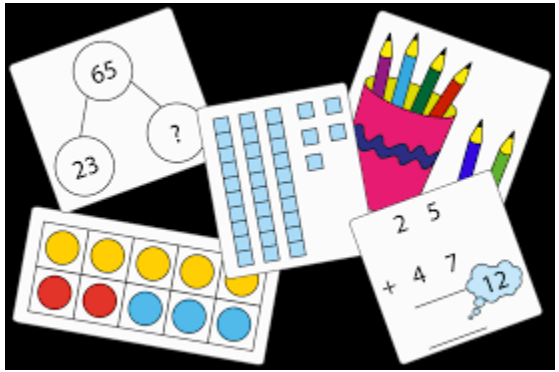
- Lays out the expectations for both mental and written calculations for addition and subtraction and has been created to support the teaching of a mastery approach to mathematics.
- Underpinned by the use of of the different models and representations that can be used to support the teaching of different concept.
- Based on the idea that mathematical understanding is developed through use of representations that are first of all concrete (e.g. counters and multilink cubes), and then pictorial (e.g part whole) to then facilitate abstract working (e.g. formal written methods).
- Each operation is broken down into skills. Each of the skills has dedicated pages showing the different models and representatives that could be used to effectively teach that concept.
- A glossary of terms is also at the end of the calculation policy to support understanding of the key language used to teach the addition and subtraction. This should also be read in conjunction with the vocabulary document.

An overview of the different models and images used to support the teaching of addition and subtraction at Brough Primary School.

- part/whole models.
- Bar models.
- Numicon.
- Cubes.
- Tens frames.
- Bead strings.
- Number tracks.
- Number lines.
- Base 10.
- Place value counters.



Addition - overview of skills in different year groups.



Welcome to Brough Primary School

Addition - overview of skills in different year groups

Year	White Rose scheme of learning	Skills- ELG	Skills- EYFS framework
EYFS	**It's me 1, 2, 3!** **Light and Dark** **Number (Alive in 5)** **Growing 6, 7, 8** **To 20 and Beyond**	Subitise (recognise quantities without counting) up to 5. Have a deep understanding of number to 10, including the composition of each number.	**Calculating (Addition and Subtraction)** **Step 1 -** Using manipulatives, I can add and subtract two 1-digit numbers practically.

Addition- overview of skills in different year groups

Year	White Rose scheme of learning	Skills- ELG	Skills- EYFS framework
EYFS	**Growing 6, 7, 8** **Building 9 and 10** **To 20 and Beyond**	Have a deep understanding of number to 10, including the composition of each number. Automatically recall (without reference to rhymes, counting or other aides) number bonds up to 5. Subitise (recognise quantities without counting) up to 5.	**Calculating (Addition)** **Step 2** Using manipulatives, I can add and subtract two 1- digit numbers practically and can record using pictures or symbols **Step 3** Using quantities, I can add and subtract two 1 digit numbers by counting on and back to find the answer

Addition - overview of skills in different year groups

Year	White Rose scheme of learning	Skills- ELG	Skills- EYFS framework (
EYFS	**Find my pattern**	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	**Calculating (Addition)** **Step 1** I can compare 2 groups of objects saying when they have the same number. **Step 2** Using manipulatives, I can add and subtract two 1 - digit numbers practically and can record using pictures or symbols

Addition - overview of skills in different year groups

Year	White Rose scheme of learning	Skills- ELG	Skills- EYFS framework
EYFS	**Find my pattern**	n/a	**Step 3 -** Using quantities, I can add and subtract two 1 digit numbers by counting on and back to find the answer

Addition - overview of skills in different year groups

Year	skills	How - representations and models	Additional guidance
1	**Add two 1-digit numbers to 10**	Part-whole models, bar models, Numicon, ten frames, bead strings, number tracks	Children can explore both aggregation (combining 2 or more parts to make a whole) and augmentation (one quantity increased by same amount)
1/2	**Add 1 and 2-digit numbers to 20**	As above plus number lines (labelled)	When numbers cross 10, highlight the importance of ten ones equalling one ten. Use concrete resources to support understanding of how to partition their jumps.

Addition - overview of skills in different year groups

Year	skills	How - representations and models	Additional guidance
2	**Add 3 1-digit numbers**	Part-whole models, bar model, number lines (labelled and blank), hundred square.	Encourage children to look for numbers bonds to 10 or doubles to add the numbers more efficiently. Manipulatives that highlight number bonds to 10 are most effective when adding three 1-digit numbers.
2	**Add 1 and 2-digit numbers to 100**	Part-whole model, bar model, number lines (blank), Base 10, place value counters, column addition.	Encourage children to count on from the largest number. Hundred squares can be used to support finding the number bonds to 10.
2	**Add two 2-digit numbers**	Part-whole model, bar model, number lines (blank), Base 10, place value counters, column addition.	Encourage formal column method alongside Base 10 or place value counters. Use blank number line to count on to find the total. Encourage jumping to multiple of 10 to become more efficient.

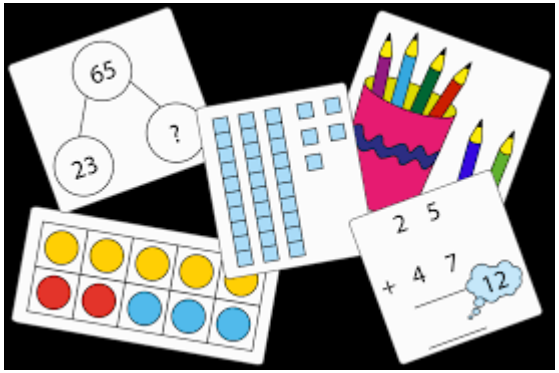
Addition - overview of skills in different year groups

Year	skills	How - representations and models	Additional guidance
3	**Add with up to 3-digits**	Part-whole model, bar model, Base 10, place value counters, column addition	Base 10 and place value counters are the most effective. Ensure written calculation is alongside any concrete resources to see the links.
4	**Add with more than 4-digits**	As above	As above.

Addition - overview of skills in different year groups

Year	skills	How - representations and models	Additional guidance
5/6	**Add with more than 4-digits**	Part-whole model, bar models, place value counters, column addition.	Should be encouraged to work in the abstract. Place value counters are most effective as concrete resources.
5/6	**Add up to 3 decimal places**	As above	As above for place value counters. Ensure have experience of adding decimals with a variety of decimal places, including putting into context of money and measures.

Subtraction - overview of skills in different year groups.



Welcome to Brough Primary School

Year	skills	How - representations and models	Additional guidance
1	**Subtract two 1-digit numbers to 10**	Part-whole model, bar model, numicon, ten frames, number tracks.	Part-whole models, bar models, ten frame, Numicon - all support partitioning. Ten frames, number tracks, single bar models - all support reduction. Cubes and bar models with 2 bars - support finding the difference.
1	**Subtract 1 and 2-digit numbers to 20.**	As above plus number lines (labelled)	It is important to highlight the importance of ten ones equaling one ten. Encourage children to find the number bond to 10 when partitioning the subtracted number. Numicon, ten frames and number lines are particularly useful for this.

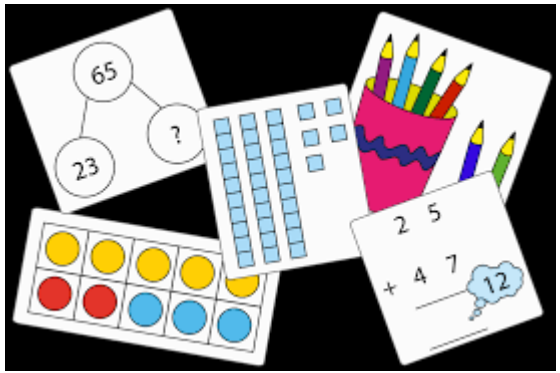
Year	skills	How - representations and models	Additional guidance
2	**Subtract 1 and 2-digit numbers to 100**	Part whole model,bar model, number lines (labelled) and blank), hundred square	Encourage children to use formal written method calculations alongside Base 10 or place value counters. Use blank number line to count on to find the difference. Encourage them to jump to multiples of 10 to become more efficient.
2	**Subtract two 2-digit numbers**	Part-whole model, bar model, number lines (blank), Base 10, place value counters, column addition	

Year	skills	How - representations and models	Additional guidance
3	**Subtract with up to 3-digits**	Part-whole model, bar model, Base 10, place value counters, column addition.	Base 10 and place value counters are most effective for this. Encourage children to write the calculation alongside any concrete resources so they can link to the written column method. Place value counters on a grid can be used to support learning.

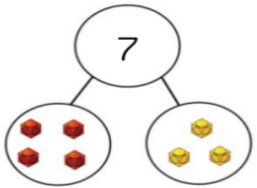
Year	skills	How - representations and models	Additional guidance
4	**Subtract with upto 4 digits**	As above	Base 10 and place value counters are the most effective manipulatives. Ensure children write the calculation alongside any concrete resources to see the links to the written column method. Place value counters on a place value grid can be used to support learning.

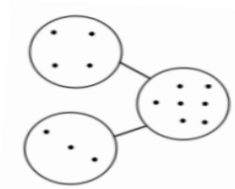
Year	skills	How - representations and models	Additional guidance
5/6	**Subtract with more than 4-digits**	Part-whole model, bar model, place value counters, column addition.	Place value counters on a place value grid are the most effective concrete resources. Encourage children to work in the abstract using column method.
5/6	**Subtract with up to 3 decimal places**	As above	Place value counters on a place value grid are the most effective concrete resources. Ensure have experience of a variety of decimal places, including in context of money and measures.

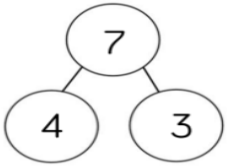
The benefit of each of the different models and representatives used to teach addition and subtraction at Brough Primary School.



Part-Whole Model

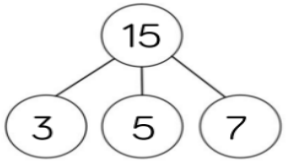


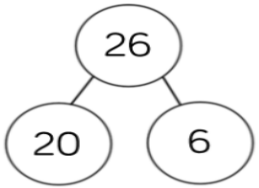


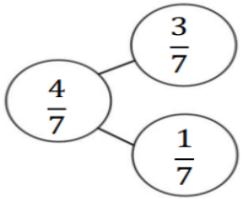


$7 = 4 + 3$
$7 = 3 + 4$

$7 - 3 = 4$
$7 - 4 = 3$







Benefits

This part-whole model supports children in their understanding of aggregation and partitioning. Due to its shape, it can be referred to as a cherry part-whole model.

When the parts are complete and the whole is empty, children use aggregation to add the parts together to find the total.

When the whole is complete and at least one of the parts is empty, children use partitioning (a form of subtraction) to find the missing part.

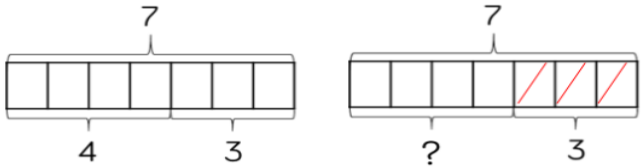
Part-whole models can be used to partition a number into two or more parts, or to help children to partition a number into tens and ones or other place value columns.

In KS2, children can apply their understanding of the part-whole model to add and subtract fractions, decimals and percentages.

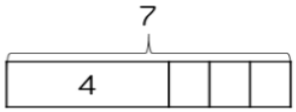
Bar Model (single)

Concrete

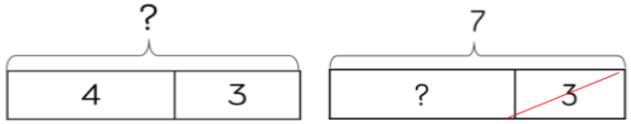
Discrete

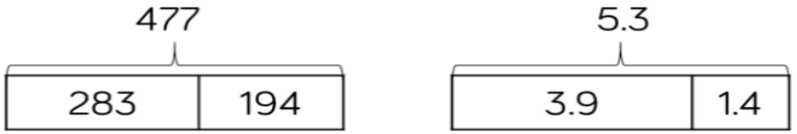


Combination



Continuous





Benefits

The single bar model is another type of a part-whole model that can support children in representing calculations to help them unpick the structure.

Cubes and counters can be used in a line as a concrete representation of the bar model.

Discrete bar models are a good starting point with smaller numbers. Each box represents one whole.

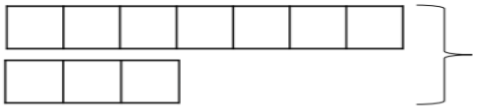
The combination bar model can support children to calculate by counting on from the larger number. It is a good stepping stone towards the continuous bar model.

Continuous bar models are useful for a range of values. Each rectangle represents a number. The question mark indicates the value to be found.

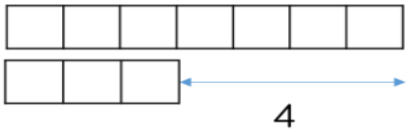
In KS2, children can use bar models to represent larger numbers, decimals and fractions.

Bar Model (multiple)

Discrete

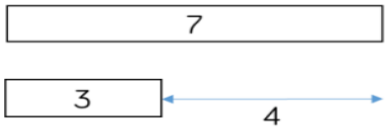


$7 + 3 = 10$

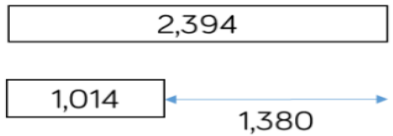


$7 - 3 = 4$

Continuous



$7 - 3 = 4$



$2{,}394 - 1{,}014 = 1{,}380$

Benefits

The multiple bar model is a good way to compare quantities whilst still unpicking the structure.

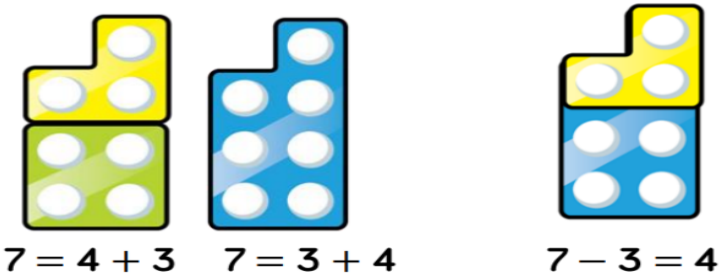
Two or more bars can be drawn, with a bracket labelling the whole positioned on the right hand side of the bars. Smaller numbers can be represented with a discrete bar model whilst continuous bar models are more effective for larger numbers.

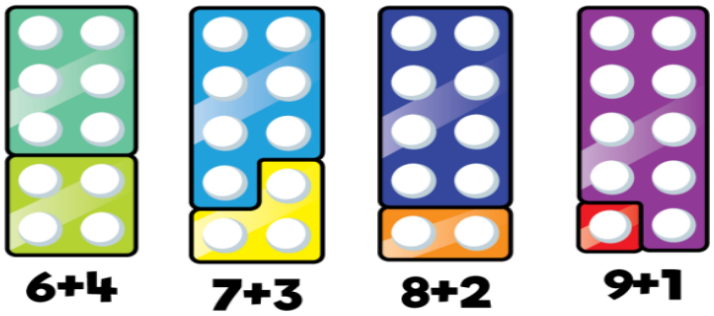
Multiple bar models can also be used to represent the difference in subtraction. An arrow can be used to model the difference.

When working with smaller numbers, children can use cubes and a discrete model to find the difference. This supports children to see how counting on can help when finding the difference.

Number Shapes

Numicon





Benefits

Number shapes can be useful to support children to subitise numbers as well as explore aggregation, partitioning and number bonds.

When adding numbers, children can see how the parts come together making a whole. As children use number shapes more often, they can start to subitise the total due to their familiarity with the shape of each number.

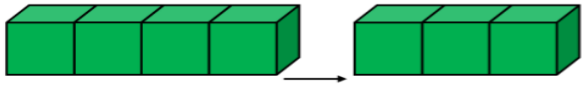
When subtracting numbers, children can start with the whole and then place one of the parts on top of the whole to see what part is missing. Again, children will start to be able to subitise the part that is missing due to their familiarity with the shapes.

Children can also work systematically to find number bonds. As they increase one number by 1, they can see that the other number decreases by 1 to find all the possible number bonds for a number.

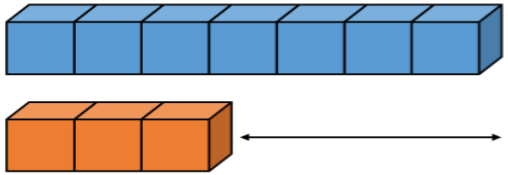
Cubes

$7 = 4 + 3$

$7 = 3 + 4$



$7 - 3 = 4$



$7 - 3 = 4$

Benefits

Cubes can be useful to support children with the addition and subtraction of one-digit numbers.

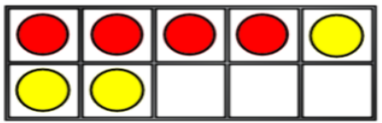
When adding numbers, children can see how the parts come together to make a whole. Children could use two different colours of cubes to represent the numbers before putting them together to create the whole.

When subtracting numbers, children can start with the whole and then remove the number of cubes that they are subtracting in order to find the answer. This model of subtraction is reduction, or take away.

Cubes can also be useful to look at subtraction as difference. Here, both numbers are made and then lined up to find the difference between the numbers.

Cubes are useful when working with smaller numbers but are less efficient with larger numbers as they are difficult to subitise and children may miscount them.

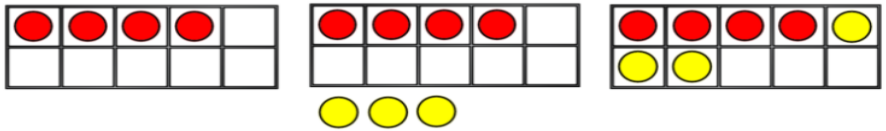
Ten Frames (within 10)



$4 + 3 = 7$
$3 + 4 = 7$
$7 - 3 = 4$
$7 - 4 = 3$

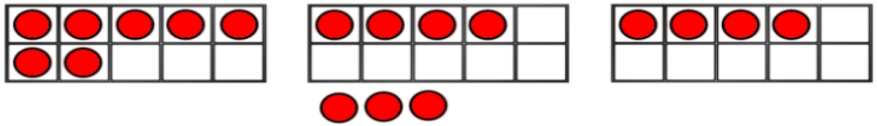
4 is a part.
3 is a part.
7 is the whole.

First Then Now



$4 + 3 = 7$

First Then Now



$7 - 3 = 4$

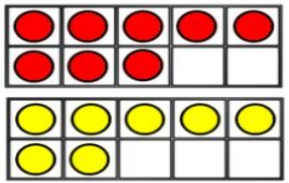
Benefits

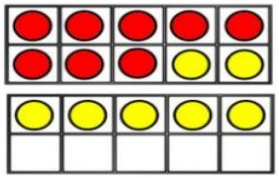
When adding and subtracting within 10, the ten frame can support children to understand the different structures of addition and subtraction.

Using the language of parts and wholes represented by objects on the ten frame introduces children to aggregation and partitioning.
Aggregation is a form of addition where parts are combined together to make a whole. Partitioning is a form of subtraction where the whole is split into parts. Using these structures, the ten frame can enable children to find all the number bonds for a number.

Children can also use ten frames to look at augmentation (increasing a number) and take-away (decreasing a number). This can be introduced through a first, then, now structure which shows the change in the number in the 'then' stage. This can be put into a story structure to help children understand the change e.g. First, there were 7 cars. Then, 3 cars left. Now, there are 4 cars.

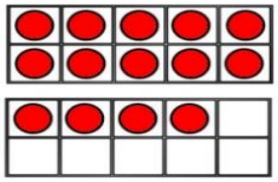
Ten Frames (within 20)

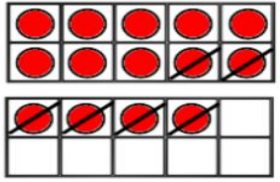




$8 + 7 = 15$

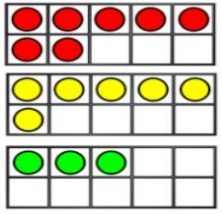
$2 \quad 5$

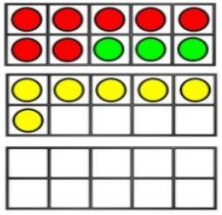




$14 - 6 = 8$

$4 \quad 2$





$7 + 6 + 3 = 16$

10

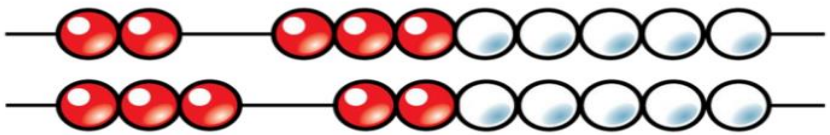
Benefits

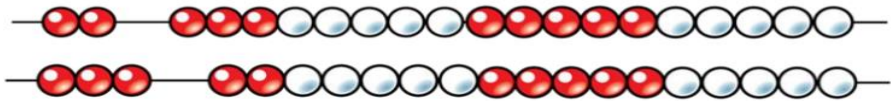
When adding two single digits, children can make each number on separate ten frames before moving part of one number to make 10 on one of the ten frames. This supports children to see how they have partitioned one of the numbers to make 10, and makes links to effective mental methods of addition.

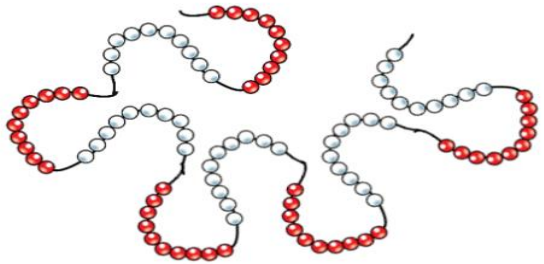
When subtracting a one-digit number from a two-digit number, firstly make the larger number on 2 ten frames. Remove the smaller number, thinking carefully about how you have partitioned the number to make 10, this supports mental methods of subtraction.

When adding three single-digit numbers, children can make each number on 3 separate 10 frames before considering which order to add the numbers in. They may be able to find a number bond to 10 which makes the calculation easier. Once again, the ten frames support the link to effective mental methods of addition as well as the importance of commutativity.

Bead Strings







Benefits

Different sizes of bead strings can support children at different stages of addition and subtraction.

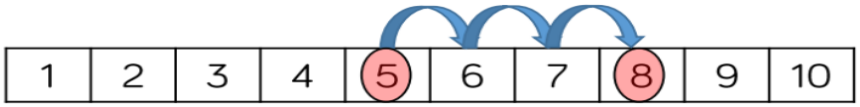
Bead strings to 10 are very effective at helping children to investigate number bonds up to 10.
They can help children to systematically find all the number bonds to 10 by moving one bead at a time to see the different numbers they have partitioned the 10 beads into e.g. $2 + 8 = 10$, move one bead, $3 + 7 = 10$.

Bead strings to 20 work in a similar way but they also group the beads in fives. Children can apply their knowledge of number bonds to 10 and see the links to number bonds to 20.

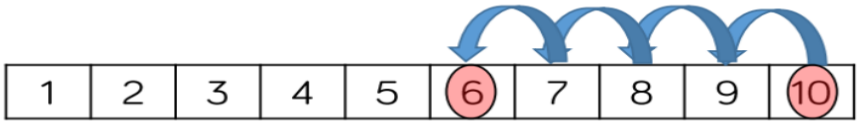
Bead strings to 100 are grouped in tens and can support children in number bonds to 100 as well as helping when adding by making ten. Bead strings can show a link to adding to the next 10 on number lines which supports a mental method of addition.

Number Tracks

$5 + 3 = 8$



$10 - 4 = 6$



$8 + 7 = 15$

Benefits

Number tracks are useful to support children in their understanding of augmentation and reduction.

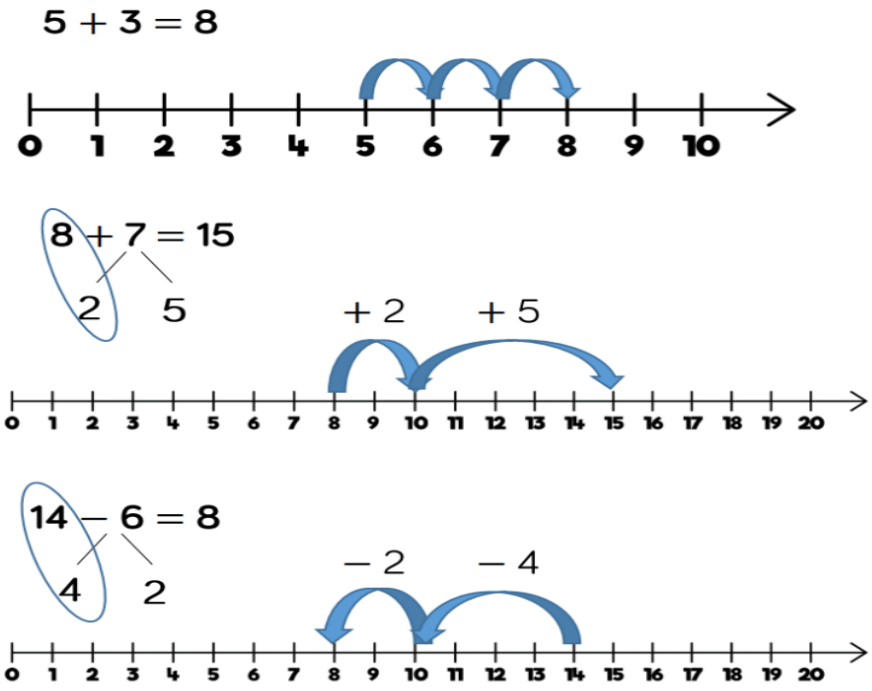
When adding, children count on to find the total of the numbers. On a number track, children can place a counter on the starting number and then count on to find the total.

When subtracting, children count back to find their answer. They start at the minuend and then take away the subtrahend to find the difference between the numbers.

Number tracks can work well alongside ten frames and bead strings which can also model counting on or counting back.

Playing board games can help children to become familiar with the idea of counting on using a number track before they move on to number lines.

Number Lines (labelled)



Benefits

Labelled number lines support children in their understanding of addition and subtraction as augmentation and reduction.

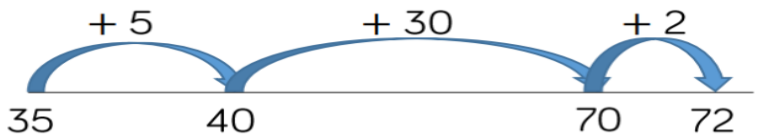
Children can start by counting on or back in ones, up or down the number line. This skill links directly to the use of the number track.

Progressing further, children can add numbers by jumping to the nearest 10 and then jumping to the total. This links to the making 10 method which can also be supported by ten frames. The smaller number is partitioned to support children to make a number bond to 10 and to then add on the remaining part.

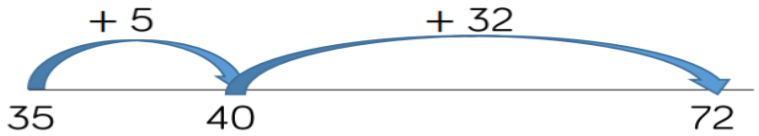
Children can subtract numbers by firstly jumping to the nearest 10. Again, this can be supported by ten frames so children can see how they partition the smaller number into the two separate jumps.

Number Lines (blank)

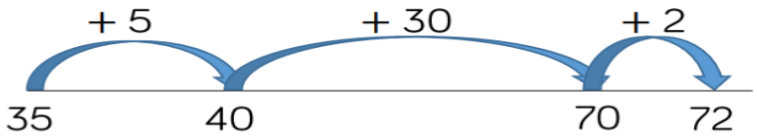
35 + 37 = 72



35 + 37 = 72



72 − 35 = 37



Benefits

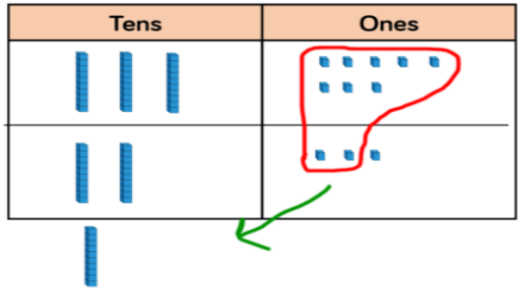
Blank number lines provide children with a structure to add and subtract numbers in smaller parts.

Developing from labelled number lines, children can add by jumping to the nearest 10 and then adding the rest of the number either as a whole or by adding the tens and ones separately.

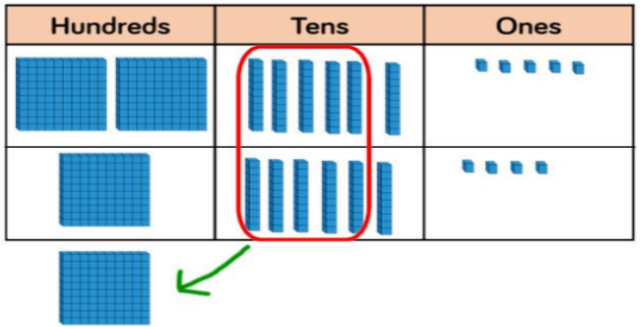
Children may also count back on a number line to subtract, again by jumping to the nearest 10 and then subtracting the rest of the number.

Blank number lines can also be used effectively to help children subtract by finding the difference between numbers. This can be done by starting with the smaller number and then counting on to the larger number. They then add up the parts they have counted on to find the difference between the numbers.

Base 10/Dienes (addition)



$$\begin{array}{r} 38 \\ +\ 23 \\ \hline 61 \\ \hline 1 \end{array}$$



$$\begin{array}{r} 265 \\ +\ 164 \\ \hline 429 \\ \hline 1 \end{array}$$

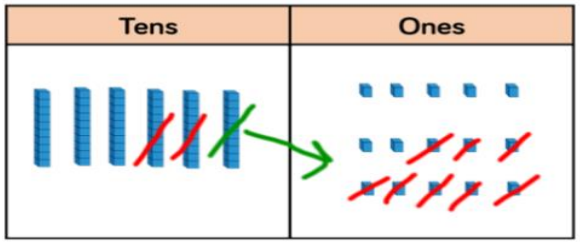
Benefits

Using Base 10 or Dienes is an effective way to support children's understanding of column addition. It is important that children write out their calculations alongside using or drawing Base 10 so they can see the clear links between the written method and the model.

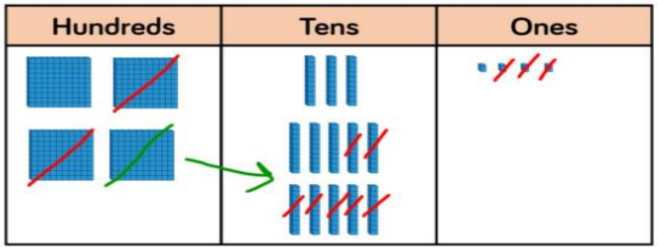
Children should first add without an exchange before moving on to addition with exchange.. The representation becomes less efficient with larger numbers due to the size of Base 10. In this case, place value counters may be the better model to use.

When adding, always start with the smallest place value column. Here are some questions to support children.
How many ones are there altogether?
Can we make an exchange? (Yes or No)
How many do we exchange? (10 ones for 1 ten, show exchanged 10 in tens column by writing 1 in column)
How many ones do we have left? (Write in ones column)
Repeat for each column.

Base 10/Dienes (subtraction)



$$\begin{array}{r} {}^{5}\not{6}\,{}^{1}\not{5} \\ -\ 28 \\ \hline 37 \end{array}$$



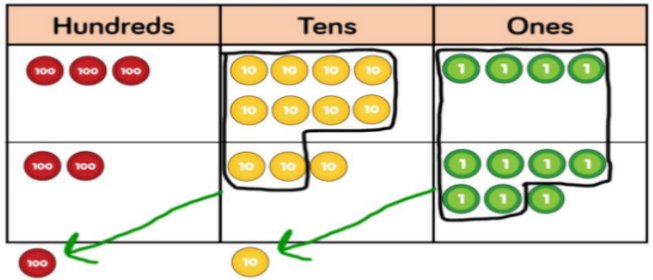
$$\begin{array}{r} {}^{3}\not{4}\,{}^{1}35 \\ -\ 273 \\ \hline 262 \end{array}$$

Benefits

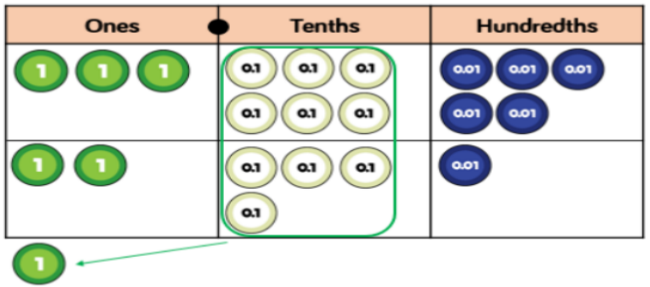
Using Base 10 or Dienes is an effective way to support children's understanding of column subtraction. It is important that children write out their calculations alongside using or drawing Base 10 so they can see the clear links between the written method and the model.

Children should first subtract without an exchange before moving on to subtraction with exchange. When building the model, children should just make the minuend using Base 10, they then subtract the subtrahend. Highlight this difference to addition to avoid errors by making both numbers. Children start with the smallest place value column. When there are not enough ones/tens/hundreds to subtract in a column, children need to move to the column to the left and exchange e.g. exchange 1 ten for 10 ones. They can then subtract efficiently.
This model is efficient with up to 4-digit numbers. Place value counters are more efficient with larger numbers and decimals.

Place Value Counters (addition)



$$\begin{array}{r} 384 \\ +\ 237 \\ \hline 621 \\ \hline 1\ \ 1 \end{array}$$



$$\begin{array}{r} 3.65 \\ +\ 2.41 \\ \hline 6.06 \\ \hline 1 \end{array}$$

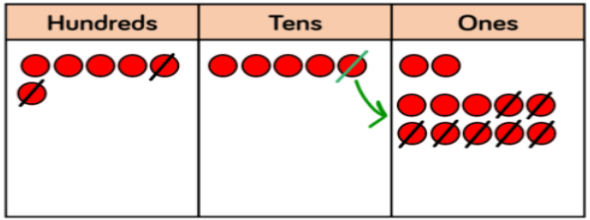
Benefits

Using place value counters is an effective way to support children's understanding of column addition. It is important that children write out their calculations alongside using or drawing counters so they can see the clear links between the written method and the model.

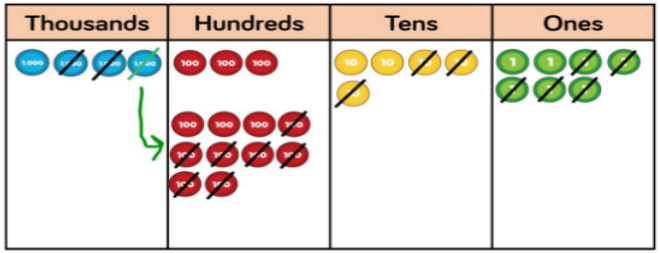
Children should first add without an exchange before moving on to addition with exchange. Different place value counters can be used to represent larger numbers or decimals. If you don't have place value counters, use normal counters on a place value grid to enable children to experience the exchange between columns.

When adding money, children can also use coins to support their understanding. It is important that children consider how the coins link to the written calculation especially when adding decimal amounts.

Place Value Counters (Subtraction)



$$\begin{array}{r} {}^{4}\cancel{6}\,{}^{1}\cancel{5}2 \\ -\ 207 \\ \hline 445 \end{array}$$



$$\begin{array}{r} {}^{3}\cancel{4}\,{}^{1}357 \\ -\ 2735 \\ \hline 1622 \end{array}$$

Benefits

Using place value counters is an effective way to support children's understanding of column subtraction. It is important that children write out their calculations alongside using or drawing counters so they can see the clear links between the written method and the model.

Children should first subtract without an exchange before moving on to subtraction with exchange. If you don't have place value counters, use normal counters on a place value grid to enable children to experience the exchange between columns.

When building the model, children should just make the minuend using counters, they then subtract the subtrahend. Children start with the smallest place value column. When there are not enough ones/tens/hundreds to subtract in a column, children need to move to the column to the left and exchange e.g. exchange 1 ten for 10 ones. They can then subtract efficiently.

Glossary

Addend - A number to be added to another.

Aggregation - combining two or more quantities or measures to find a total.

Augmentation - increasing a quantity or measure by another quantity.

Commutative – numbers can be added in any order.

Complement – in addition, a number and its complement make a total e.g. 300 is the complement to 700 to make 1,000

Difference – the numerical difference between two numbers is found by comparing the quantity in each group.

Exchange – Change a number or expression for another of an equal value.

Minuend – A quantity or number from which another is subtracted.

Partitioning – Splitting a number into its component parts.

Reduction – Subtraction as take away.

Subitise – Instantly recognise the number of objects in a small group without needing to count.

Subtrahend - A number to be subtracted from another.

Sum - The result of an addition.

Total – The aggregate or the sum found by addition.