

## Calculation Policy

Welcome to the White Rose Maths Calculation Policy.

This document is broken down into addition and subtraction, and multiplication and division.

At the start of each policy, there is an overview of the different models and images that can support the teaching of different concepts. These provide explanations of the benefits of using the models and show the links between different operations.

Each operation is then broken down into skills and each skill has a dedicated page showing the different models and images that could be used to effectively teach that concept.

### Place Value Counters (Multiplication)

Hundreds	Tens	Ones
	3	4
	0	0
	0	0
	0	0
	0	0
	0	0
	0	0
	0	0
	0	0
	0	0

$$\begin{array}{r} 34 \\ \times 5 \\ \hline 120 \\ \hline 12 \\ \hline \end{array}$$

**Benefits**

Using place value counters is an effective way to support children's understanding of column multiplication. It is important that children write out their calculation alongside the equipment so they can see how the concrete and written match.

As numbers become larger in multiplication or the amounts of groups becomes higher, Base 10 / Dienes becomes less efficient due to the amount of equipment and number of exchanges needed. The counters should be used to support the understanding of the written method rather than support the arithmetic.

Place Value counters also support the area model of multiplication well. Children can see how to multiply 2-digit numbers by 2-digit numbers.

Hundreds	Tens	Ones
	4	4
	0	0
	0	0
	0	0
	0	0
	0	0
	0	0
	0	0
	0	0
	0	0

$$\begin{array}{r} 44 \\ \times 32 \\ \hline 88 \\ 880 \\ \hline + 1200 \\ \hline 1408 \\ \hline 1 \end{array}$$

### Skill: Multiply 2-digit numbers by 1-digit numbers

Year: 3/4

Hundreds	Tens	Ones
	3	4
	0	0
	0	0
	0	0
	0	0
	0	0
	0	0
	0	0
	0	0
	0	0

H	T	O
	3	4
×	5	
	2	0
	1	5
	1	7
	0	

**34 × 5 = 170**

H	T	O
	3	4
×	5	
	1	7
	0	

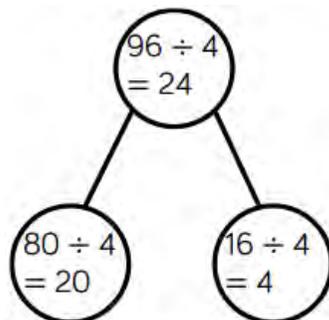
Teachers may decide to first look at the expanded column method before moving on to the short multiplication method.

The place value counters should be used to support the understanding of the method rather than supporting the multiplication as children should use times table knowledge.

There is an overview of skills linked to year groups to support consistency through out school. A glossary of terms is provided at the end of the calculation policy to support understanding of the key language used to teach the four operations.

# Place Value Counters (division)

Tens	Ones
10 10	1 1 1 1
10 10	1 1 1 1
10 10	1 1 1 1
10 10	1 1 1 1



Thousands	Hundreds	Tens	Ones
1000 1000 1000 1000	100 100 100 100 100 100	10 10 10 10 10 10 10 10	1 1 1 1 1 1 1 1 1 1

$$4 \overline{) 1223} \\ \underline{489} \phantom{2} \\ 12$$

## Benefits

Using place value counters is an effective way to support children's understanding of division.

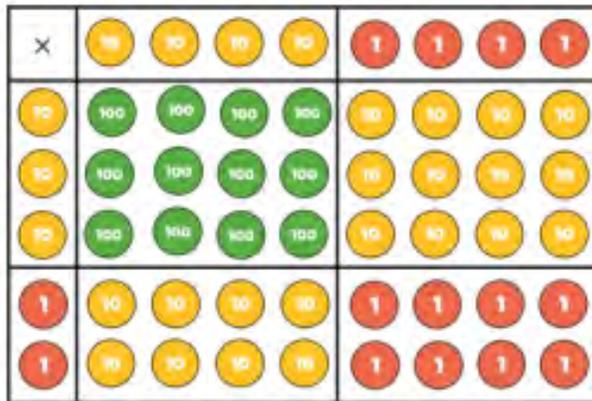
When working with smaller numbers, children can use place value counters to share between groups. They start by sharing the larger place value column and work from left to right. If there are any counters left over once they have been shared, they exchange the counter e.g. exchange one ten for ten ones. This method can be linked to the part-whole model to support children to show their thinking.

Place value counters also support children's understanding of short division by grouping the counters rather than sharing them. Children work from left to right through the place value columns and group the counters in the number they are dividing by. If there are any counters left over after they have been grouped, they exchange the counter e.g. exchange one hundred for ten tens.

# Place Value Counters (multiplication)



$$\begin{array}{r}
 34 \\
 \times 5 \\
 \hline
 170 \\
 \hline
 1 \ 2
 \end{array}$$



$$\begin{array}{r}
 44 \\
 \times 32 \\
 \hline
 8 \\
 80 \\
 120 \\
 + 1200 \\
 \hline
 1408 \\
 \hline
 1
 \end{array}$$

## Benefits

Using place value counters is an effective way to support children's understanding of column multiplication. It is important that children write out their calculation alongside the equipment so they can see how the concrete and written match.

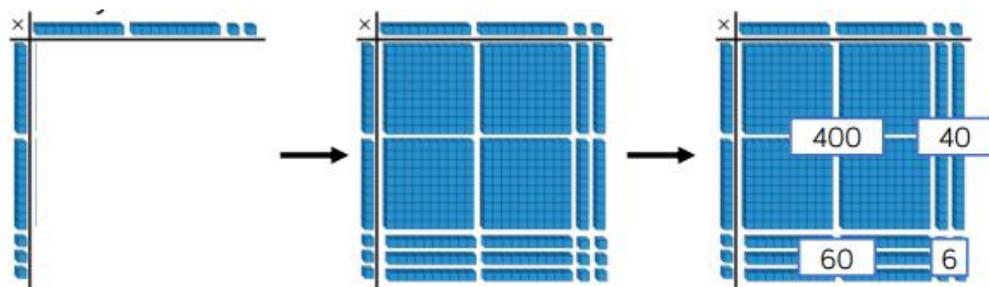
As numbers become larger in multiplication or the amounts of groups becomes higher, Base 10 / Dienes becomes less efficient due to the amount of equipment and number of exchanges needed. The counters should be used to support the understanding of the written method rather than support the arithmetic.

Place value counters also support the area model of multiplication well. Children can see how to multiply 2-digit numbers by 2-digit numbers.

# Base 10/Dienes (multiplication)

Hundreds	Tens	Ones
		□□□□
		□□□□
		□□□□

$$\begin{array}{r}
 24 \\
 \times 3 \\
 \hline
 72 \\
 \hline
 1
 \end{array}$$



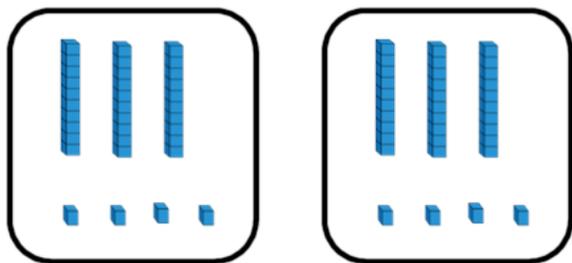
## Benefits

Using Base 10 or Dienes is an effective way to support children's understanding of column multiplication. It is important that children write out their calculation alongside the equipment so they can see how the concrete and written representations match.

As numbers become larger in multiplication or the amounts of groups becomes higher, Base 10 / Dienes becomes less efficient due to the amount of equipment and number of exchanges needed.

Base 10 also supports the area model of multiplication well. Children use the equipment to build the number in a rectangular shape which they then find the area of by calculating the total value of the pieces. This area model can be linked to the grid method or the formal column method of multiplying 2-digits by 2-digits.

# Base 10/Dienes (division)

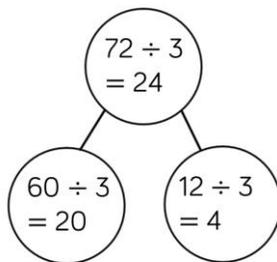


$$68 \div 2 = 34$$



Tens	Ones

$$72 \div 3 = 24$$



## Benefits

Using Base 10 or Dienes is an effective way to support children's understanding of division.

When numbers become larger, it can be an effective way to move children from representing numbers as ones towards representing them as tens and ones in order to divide. Children can then share the Base 10/ Dienes between different groups e.g. by drawing circles or by rows on a place value grid.

When they are sharing, children start with the larger place value and work from left to right. If there are any left in a column, they exchange e.g. one ten for ten ones. When recording, encourage children to use the part-whole model so they can consider how the number has been partitioned in order to divide. This will support them with mental methods.

# Glossary

**Array** – An ordered collection of counters, cubes or other item in rows and columns.

**Commutative** – Numbers can be multiplied in any order.

**Dividend** – In division, the number that is divided.

**Divisor** – In division, the number by which another is divided.

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

**Factor** – A number that multiplies with another to make a product.

**Multiplicand** – In multiplication, a number to be multiplied by another.

**Partitioning** – Splitting a number into its component parts.

**Product** – The result of multiplying one number by another.

**Quotient** – The result of a division

**Remainder** – The amount left over after a division when the divisor is not a factor of the dividend.

**Scaling** – Enlarging or reducing a number by a given amount, called the scale factor