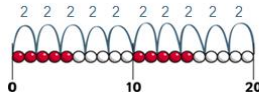

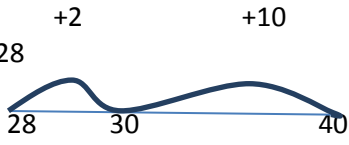
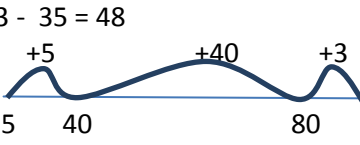
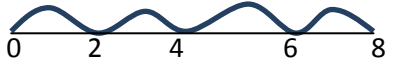



	Addition	Subtraction	Multiplication	Division																																																																																																				
FS2	<p>Add up by counting out two groups of objects and counting them altogether.</p> <p>Record in a number sentence $2 + 6 = 8$</p>	<p>Subtraction by counting out a group of objects, then physically taking away the amount you are subtracting.</p> <p>Record in a number sentence. $8 - 2 = 6$</p>	<p>Squiggle Maths 2s to 20</p> <p>5s to 50</p>	<p>Share an even group of objects fairly between 2 in a practical way.</p>																																																																																																				
YR1	<p><u>Count on in 1s</u> Add by putting the largest number first in your head, then count on with the amount of fingers you are adding.</p> <p>e.g. $5 + 3 = 8$</p> <p>5 in head count on with 3 fingers 6, 7, 8</p>	<p><u>Count back in 1s</u> Subtract by putting the first number in your head, then count back with the amount of fingers you are subtracting.</p> <p>e.g. $11 - 3 = 8$</p> <p>11 in head count back with 3 fingers 10, 9 8</p>	<p>Counting in steps ('clever' counting) Count in 2s</p>  <p>Count in 10s</p> <table border="1" data-bbox="1131 598 1489 1005"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </table>	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	<p>Doubling and halving Find half of even numbers up to 12, including realising that it is hard to halve an odd number</p> 
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																																																																																															
YR2	<p>+2 +10</p> <p>=28</p>  <p>28 + 12 = 40</p>	<p>$83 - 35 = 48$</p> <p>+5 +40 +3</p>  <p>35 40 80 83</p>	<p>Multiplication starts on a number line.</p> <p>$3 \times 2 = (3 \text{ jumps of } 2)$</p>	<p>Division on a number line.</p> <p>$8 \div 2 = 4$</p> 																																																																																																				

	<p>Begin to use the vertical method of layout for + digits, within 10.</p> <p>When absolutely secure with place value</p> $\begin{array}{r} 12 \\ 14 + \\ \hline 26 \end{array}$	<p>Begin to use the vertical method of layout for – within the 10</p> $\begin{array}{r} 26 \\ - 14 \\ \hline 12 \end{array}$	 <p>*Begin to use grid method for those higher ability.</p>							
YR3	<p>Start by using the expanded method for numbers larger than 2D</p> $314 + 256 =$ $300 + 10 + 4$ $200 + 50 + 6$ $500 + 60 + 10 = 570$ <p>Use the column method for adding up to 3 digit numbers.</p> <p>Start initially with number within the 10.</p> <p>Eg.</p> $\begin{array}{r} 444 \\ + 235 \\ \hline 679 \end{array}$ <p>Continue then to progress to carrying to the next column.</p> <p>Eg.</p> $\begin{array}{r} 964 \\ + 235 \\ \hline 1199 \end{array}$	<p>Start by using the expanded method for numbers larger than 2D</p> $567 - 236 =$ $500 + 60 + 7$ $200 + 30 + 6$ $300 + 30 + 1 = 331$ <p>Use the column method to subtract up to 4 digit numbers without bridging.</p> $\begin{array}{r} 5689 \\ 2455 - \\ \hline 3234 \end{array}$	<p>Use the grid method to multiply numbers. Up to 2 digits by 1D or 2D.</p> <table border="1" data-bbox="1093 566 1332 702"> <tr> <td></td> <td>2000</td> <td>300</td> </tr> <tr> <td>9</td> <td>18000</td> <td>2700</td> </tr> </table> $\begin{array}{r} 18000 \\ 2700 \\ \hline 20700 \end{array}$		2000	300	9	18000	2700	<p>Use the chunking method to understand the relationship between x and ÷.</p> $79 \div 5 = 15 \text{ r } 4$ $10 \times 5 = 50$ $5 \times 5 = 25$ $\underline{75}$ $5 \overline{) 79} \begin{array}{l} 15 \\ \hline \end{array} \text{ r } 4$
	2000	300								
9	18000	2700								
YR4	Continue to build on the work done in YR3	Continue to build on the work done in YR3	Continue to build on the work done in YR3	Continue to build on chunking, upto 3D and 4D.						

	<p>Work up to 5D numbers carrying to the next column.</p> $\begin{array}{r} 87350 + \\ 3469 \\ \hline 90819 \\ \hline \end{array}$ <p style="text-align: center;">1 1</p> <p>Ensure children are secure adding all range of numbers.</p>	<p>Work up to 5D numbers, borrowing and carrying.</p> $\begin{array}{r} 5 \overset{5}{\cancel{6}} 137 \\ 1385 - \\ \hline 4252 \end{array}$ <p>Again, children need to be secure in their methods and explanations.</p>	<p>Work on using the grid method to multiply up to 5D by 1D or 2D.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>2000</td> <td>300</td> <td>40</td> <td>5</td> </tr> <tr> <td>9</td> <td>18000</td> <td>2700</td> <td>360</td> <td>45</td> </tr> <tr> <td>3</td> <td>6000</td> <td>900</td> <td>120</td> <td>15</td> </tr> </table> <p>Add the digits using the column method.</p>		2000	300	40	5	9	18000	2700	360	45	3	6000	900	120	15	<p>$236 \div 9 = 26 \text{ r } 2$</p> $\begin{array}{r} 20 \times 9 = 180 \\ 6 \times 9 = \underline{54} \\ 234 \end{array}$
	2000	300	40	5															
9	18000	2700	360	45															
3	6000	900	120	15															
YR5	<p>Continue to build on the work done in YR4. Move onto using the column method to add a range of decimals.</p> $\begin{array}{r} 76.10 + \\ 23.89 \\ \hline 99.99 \end{array}$ <p>It is important that children understand the value of each digit.</p> <p>Children will also need to begin to add basic fractions.</p> $\frac{2}{5} + \frac{2}{5} = \frac{4}{5}$	<p>Continue to build on the work done in YR4. Move on to using the method to subtract decimals.</p> <p>Children should also begin to subtract simple decimals of the same denomination.</p>	<p>Use the ladder method first</p> $\begin{array}{r} 248 \\ 3 \times \\ \hline 24 \\ 120 \\ 600 \\ \hline 744 \end{array}$ <p>Begin to use the column method for multiplication.</p> $\begin{array}{r} 248 \\ 3 \times \\ \hline 744 \\ \hline \end{array}$ <p style="text-align: center;">1 2</p> <p>Begin to follow this method to build up multiplying by 2D.</p> $\begin{array}{r} 248 \\ 23 \times \\ \hline 744 \\ \hline 4960 \end{array}$ <p style="text-align: center;">1 2</p> <p>Make sure the children understand the</p>	<p>Children should begin to use the 'Bus stop' method to divide</p> $7 \overline{) 2437} \begin{array}{l} 035 \\ \underline{243} \\ 7 \end{array} \text{ r}2$															

			reasons behind adding in the zero.	
YR6	<p>Children will be expected to add any digit number using the column method (including decimals).</p> <p>They will also be expected to add a range of fractions. Eg:</p> $1 \frac{5}{7} + \frac{3}{7} =$ <p>The children will need to convert and add.</p>	<p>Children should build on the work across all year groups, applying skills to a range of problems.</p> <p>They will also be expected to subtract fractions of mixed denominations and fractions using whole numbers.</p>	<p>Continue to build on the work done in YR5. Build up to x by 3D.</p> <p>Also apply the same method to multiplying decimals.(Ensuring the understand the place value)</p> <p>Multiply fractions</p> $\frac{2}{5} \times \frac{2}{4} = \frac{(2 \times 2)}{(5 \times 4)} = \frac{4}{20} = \frac{1}{5}$	<p>Continue to use the bust stop method, using decimal numbers.</p> $\begin{array}{r} 035.29 \\ 7 \overline{) 224.37.2063} \end{array}$ <p>Long division</p>