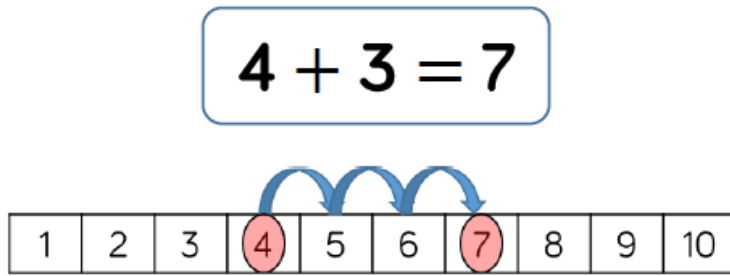# Crestwood Park Primary Calculation Policy
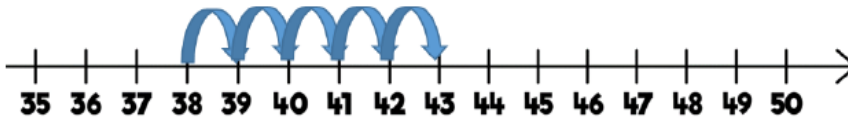
Addition

Year 1		To solve addition problems by counting on. Children hold a number in their head and count on to add.
	$$4 + 3 = 7$$	

Year 2, 3 and 4.		Children continue to use counting on to add one-digit numbers to larger numbers.
	35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 $$\begin{array}{r} 38 \\ + 23 \\ \hline 61 \\ {\scriptstyle 1} \end{array}$$ 8 + 3 = 11 Carry the tens into the next column.	Children are introduced to column addition. Using their knowledge of place value to add two-digit numbers. If your addition totals more than ten, the tens are carried and added into the next column.
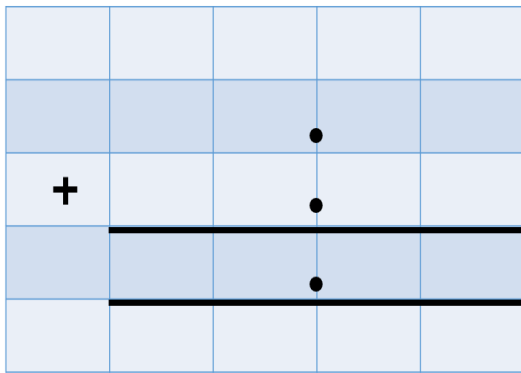
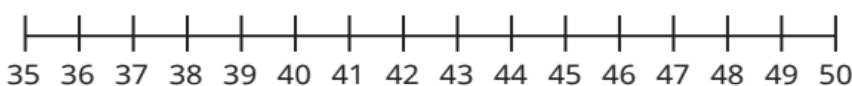| Year 5 and 6		Children use place value knowledge to add decimal numbers, encourage children to put the decimals in before the numbers.
	$$\begin{array}{r} 3.65 \\ + 2.41 \\ \hline 6.06 \\ {\scriptstyle 1} \end{array}$$	

Subtraction

Year 1		Children hold the larger number in their head and count backwards to complete the subtraction.
	1 2 3 4 5 6 7 8 9 10	
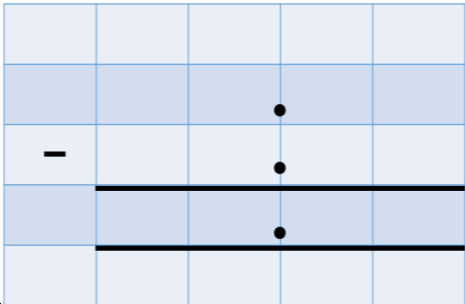
Year 2, 3 and 4		Children continue to count backwards to subtract one-digit numbers from larger numbers.
	35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 **a)** 40 − 1 = ☐ **b)** 50 − 1 = ☐	

	$$\overset{5}{\cancel{6}}\overset{1}{5}$$ $$-\ 28$$ $$\overline{37}$$	Children are introduced to column subtraction. Using place value knowledge to subtract including exchanging.
Year 5 and 6	$$\overset{4}{\cancel{5}}.\overset{1}{4}3$$ $$-\ 2.7$$ $$\overline{2.73}$$	Children use place value knowledge to subtract decimal numbers, encourage children to put the decimals in before the numbers.

Multiplication		
Year 1 and 2	$4 \times 5 = 20$ $5 \times 4 = 20$	Children use times-tables knowledge to count in multiples.
Year 3 and 4	Multiplier	Children use short multiplication, multiplying the multiplier by the ones and then the tens.
Year 4 and 5		To multiply by 10, 100 or 1000, the numbers jump to the next square. They jump one square for each 0 in the multiplier e.g. X 10 = 1 jump X 100 = 2 jumps X 1000 = 3 jumps The numbers do not change, and the decimal does not move.

| Year 5 and 6 | | | | | | Children use long multiplication, starting with the ones of the multiplier and then the tens. They add the answers together at the end. |

	H	**T**	**O**	
		2	2	
x		3	1	
		2	2	22x1
	6	6	0	22x30
	6	5	2	Remember the 0

Division

| Year 1 and 2 | $20 \div 5 = 4$ dividend divisor | $1 \times 5 = 5$
 $2 \times 5 = 10$
 $3 \times 5 = 15$
 $4 \times 5 = 20$ | To divide, children use their times-tables knowledge to count in multiples of the divisor until they get to the dividend. e.g. how many 5s make 20? |

| Year 3 and 4 | $22 \div 5 = 4 \text{ r } 2$ dividend divisor

 4   5s   make   20
 0 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
 The remainder is 2 | Again, count in multiples of the divisor until you get near to the dividend.

 To find the remainder, count on until you land on the dividend. |

| Year 5 and 6 | | | | | | For short division, or bus stop division, divide the large number (the dividend) one number at a time. Again, count in multiples of the divisor and carry any remainders. |

	4	2	6	6	Answer
2	8	5	¹3	¹2	E.g. 8÷2=4 5÷2=2r1 13÷2 =6r1

Divisor   Dividend   Carry over any remainders

Year 6

		0	3	6
12		4	4 3	7 2

		0	3	6
1	2	4	3	2
	-	3	6	0
			7	2
	-		7	2
				0

You can use short division to divide by larger numbers too.

Or you could use long division. Firstly divide the first two digits of the larger number, the dividend, by the divisor – in this case 12.

3 x 12 = 36 so we subtract this from the 43 leaving 7 and the 2 is pulled down from the original number, making 72.
6 x 12 = 72 so our answer is 36