

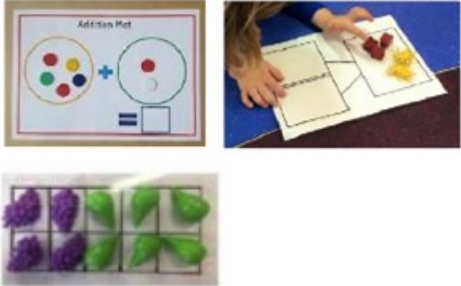
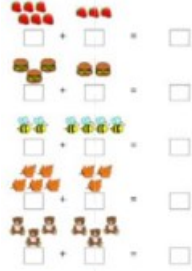

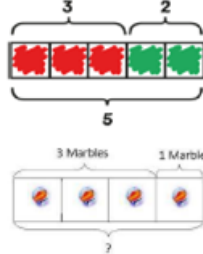
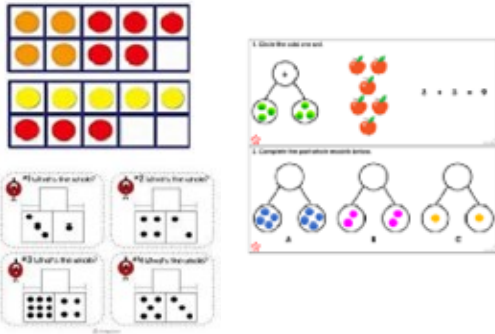
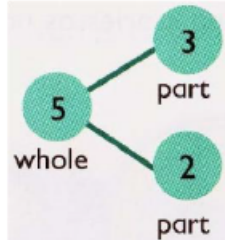
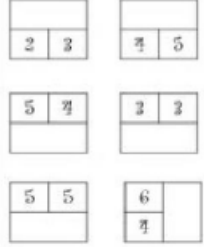
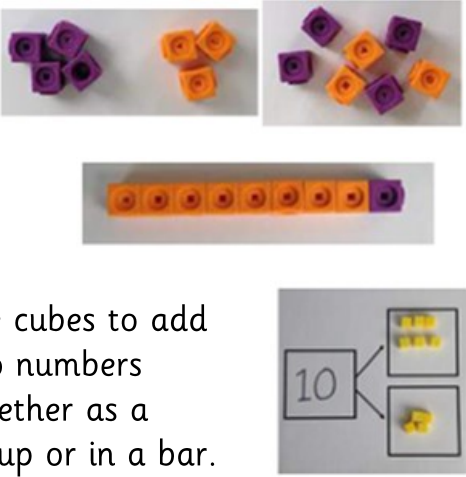
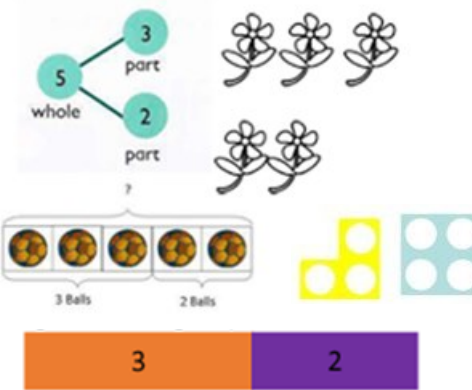

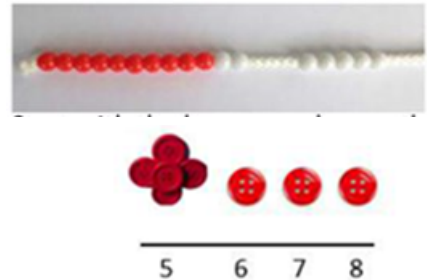

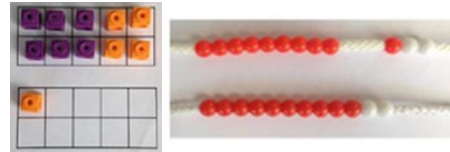

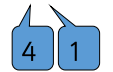

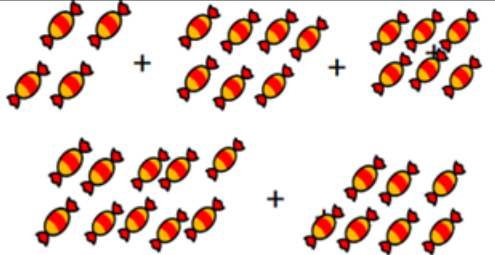
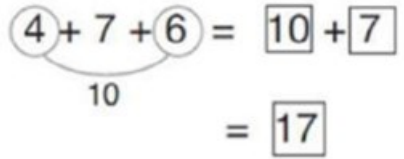
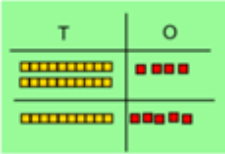
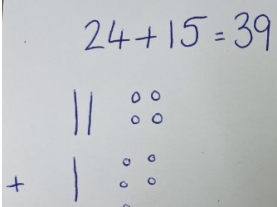
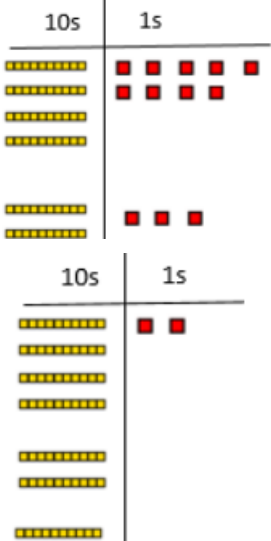
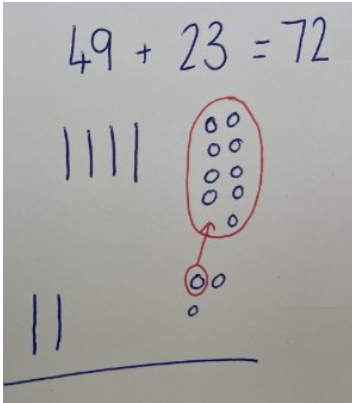
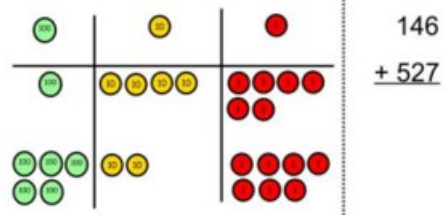
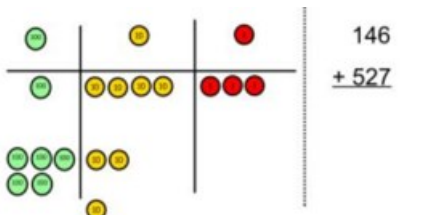

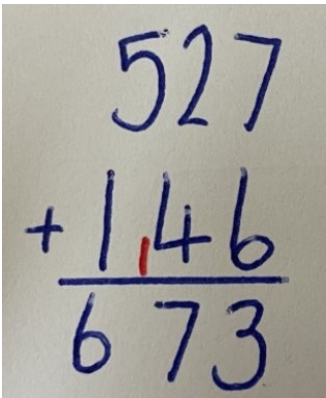

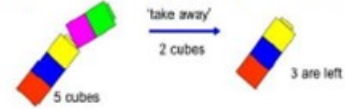

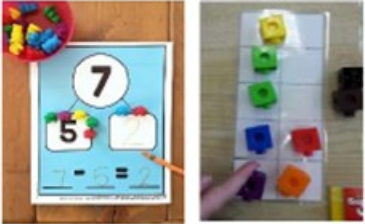

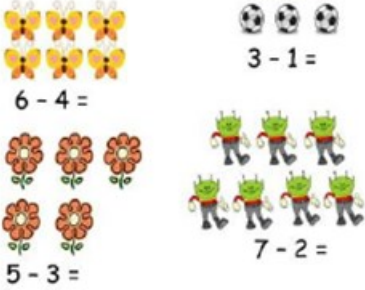
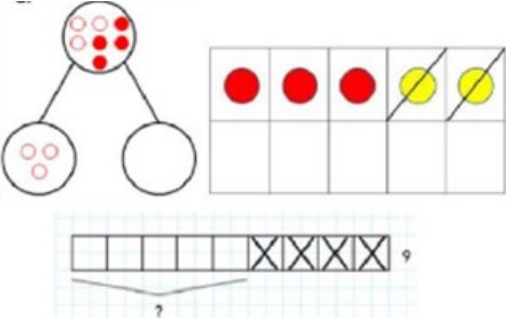
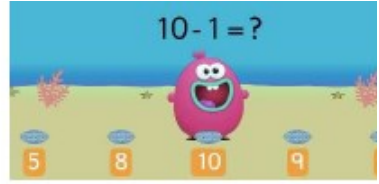

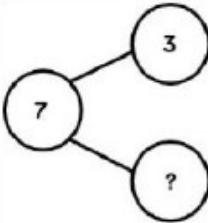




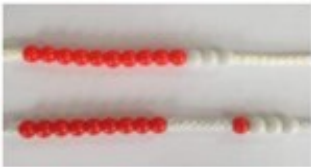
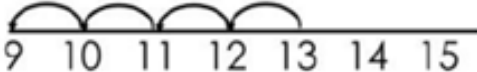
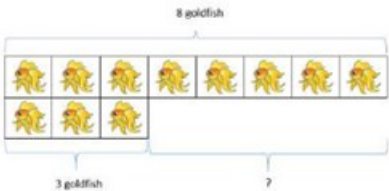
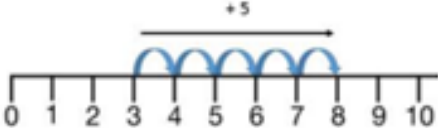
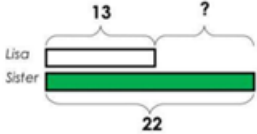
+	Objective	Concrete	Pictorial	Abstract
EYFS	<p>ELG Number: Have a deep understanding of number to 10, including the composition of each number;</p> <p>Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	<p>Use toys and general classroom resources for children to physically manipulate, <u>group/regroup</u>.</p>  <p>Use specific maths resources such as counters, unifix cubes, Numicon etc.</p>  <p>Use visual supports such as ten frames, part-part whole and additions mats with the physical objects and resources that can be manipulated.</p> 	<p>Two groups of pictures so children are able to count the total.</p>   <p>Bar modelling using visuals, pictures/icons or colours.</p>  <p>Use visual supports such as ten frames, part-part whole models and addition mats with pictures/icons.</p> 	<p>A focus on symbols and numbers to form a calculation.</p> $5 + 2 = 7$   <p>No expectation for children to be able to record a number sentence/addition calculation.</p>

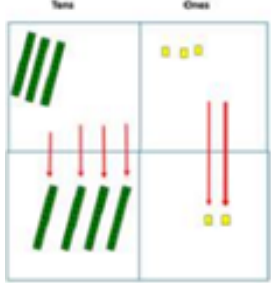
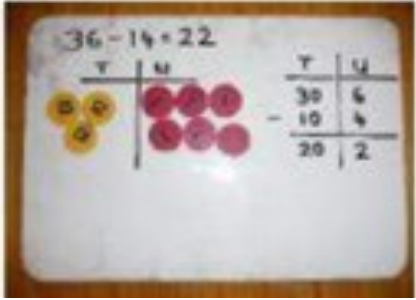
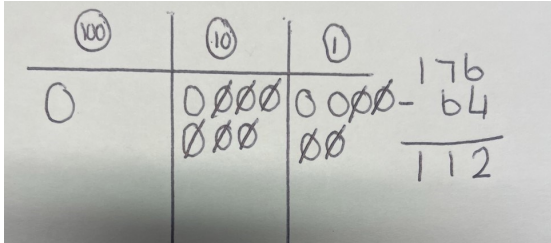
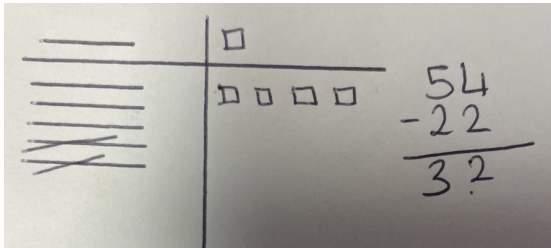
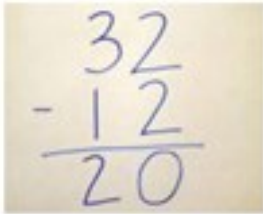
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Year 1	Number bonds of 5, 6, 7, 8, 9 and 10	 <p>Use cubes to add two numbers together as a group or in a bar.</p>	<p>Use pictures to add two numbers together as a group or in a bar.</p> 	<p>Use the part-part while diagram as shown above to move into the abstract.</p> $2 + 3 = 5$ $3 + 2 = 5$ $5 = 3 + 2$ $5 = 2 + 3$ 
	Counting	<p>Start with the larger number on the bead string and then count on to the smaller number 1 by 1 find the answer.</p> 	<p>Use a number line to count on in ones.</p> 	$5 + 3 = 8$
	Regrouping to make 10	<p>$6 + 5 = 11$ Start with the bigger number and use the smaller number to make 10.</p> 	 $6 + 5 = 11$  $6 + 4 = 10$ $10 + 1 = 11$	$6 + 5 = 11$

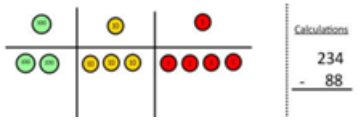
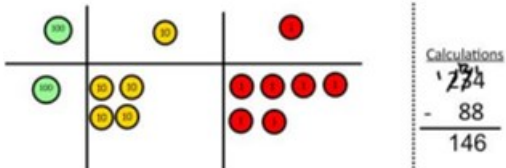
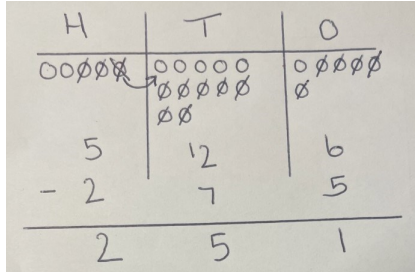
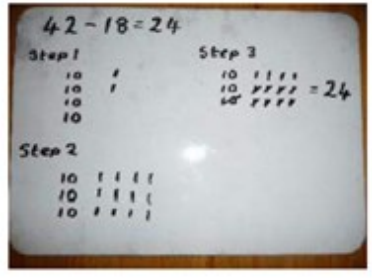
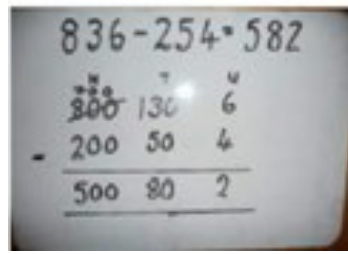

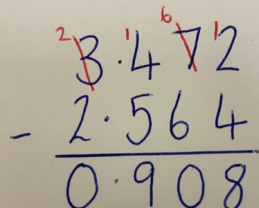
+	Objective	Concrete	Pictorial	Abstract
Year 2	Adding 3 single digit numbers	$4 + 7 + 6 = 17$ Put 4 and 6 together to make 10. Add on 7.  Following on from making 10, make 10 with 2 of the digits (if possible) then add on the third digit.	Add together three groups of objects. Draw a picture to recombine the groups to make 10. 	Combine the two numbers that make 10 and then add on the remainder. 
	Column method with- out regrouping	Add together the ones first, then add the tens. Use Base 10.  $24 + 15 =$	After physically using the Base 10 children can draw the Base 10 to help them to solve additions. 	$24 + 15 = 39$ $\begin{array}{r} 24 \\ + 15 \\ \hline 39 \end{array}$
	Column method with regrouping	Make both numbers on a place value grid.  Add up the units and exchange 10 ones for 1 ten.	Using Base 10, children can draw the counters to help them solve additions. 	$40 + 9$ $20 + 3$ $60 + 12 = 72$


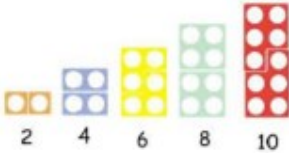
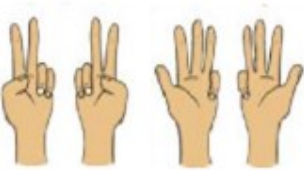

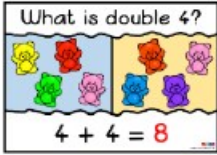



+	Objective	Concrete	Pictorial	Abstract
Year 3/4	Column method with regrouping	<p>Make both numbers on a place value grid.</p>  <p>Add up the units and exchange 10 ones for 1 ten.</p>  <p>As children move on to decimals including money and measurement problems, decimal place value counters can be used to support learning.</p> <p>Year 4 - Move on to add four digit numbers.</p>	<p>Children can draw a pictorial representation of the columns and place value counters to further support their learning and understanding.</p>  <p>Teaching point—Addition of money needs to have £ and p added separately. Show this with the drawing of a place value chart.</p>	<p>100 + 40 + 6 <u>500 + 20 + 7</u> 600 + 70 + 3 = 673</p> <p>As the children progress, they will move from the expanded to the compacted method.</p>  <p>As the children move on, introduce decimals with the same number of decimal places and different. Money and measurements should be included here.</p>
Year 5/6	Column method with regrouping	<p>Consolidate understanding using numbers with more than 4 digits and extended by adding numbers with up to 3 decimal places in a range of contexts.</p>		

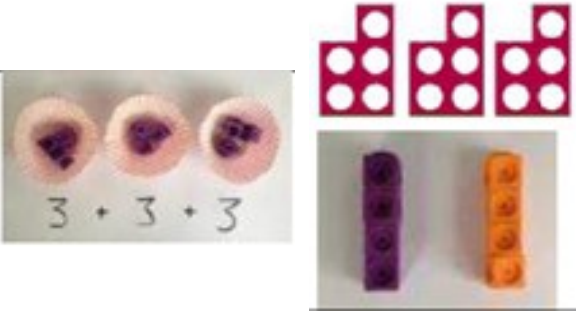



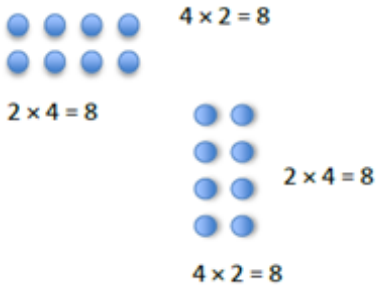
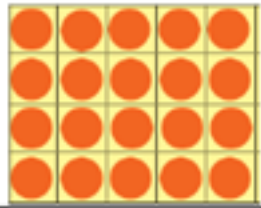
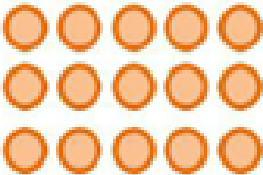
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EYFS	<p>ELG Number: Have a deep understanding of number to 10, including the composition of each number;</p> <p>Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	<p>Use toys and general classroom resources for children to physically manipulate, <u>group/regroup</u>.</p>  <p>Use specific maths resources such as unifix cubes, Numicon, bead strings etc.</p>   <p>Use visual supports such as ten frames, part-part whole models and subtraction mats, with physical objects and resources that can be manipulated.</p> 	<p>A group of pictures for children to cross out or cover quantities to support subtraction.</p>  <p>A group of pictures for children to cross out or cover up to support subtraction.</p>  <p>Use visual supports such as ten frames, part-part whole models and bar models with pictures/icons.</p> 	<p>A focus on symbols and numbers to form a calculation.</p>   <table border="1" data-bbox="1765 727 2089 855"> <tr> <td>3</td> <td>?</td> </tr> <tr> <td colspan="2">7</td> </tr> </table> <p>$7 - 3 = ?$</p>  <p>No expectation for children to be able to record a number sentence/addition calculation.</p>	3	?	7	
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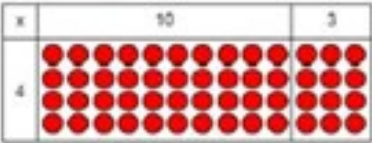
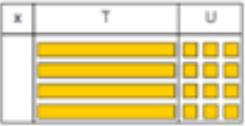
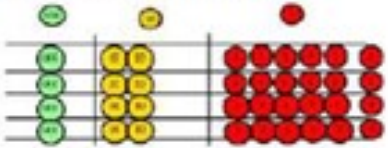
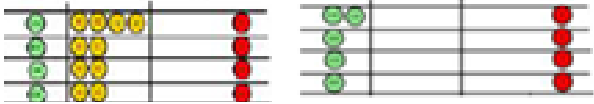
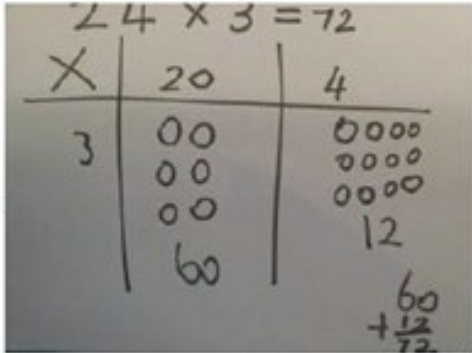
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Year 1	Taking away ones	<p>Use physical objects, counters, cubes etc. to show how objects can be taken away.</p>  <p>$4 - 2 = 2$</p>	<p>Cross out drawn objects to show what has been taken away.</p>  <p>$4 - 2 = 2$</p>	$4 - 2 = 2$
	Counting back	<p>Make the larger number in your subtraction. Move the beads along your bead string as you count backwards in ones.</p>  <p>$13 - 4 =$</p>	<p>Count back on a number line or number track</p>  <p>Start at the bigger number and count back the smaller number, showing the jumps on the number line.</p>	<p>Put 13 in your head, count back 4. What number are you at?</p> <p>$13 - 4 =$</p>
	Find the difference	<p>Compare amounts and objects to find the difference.</p>  <p>Use cubes to build towers or make bars to find the difference. Use basic bar models with items to find the difference.</p>	<p>Count on to find the difference.</p>  <p>Draw bars to find the difference between 2 numbers.</p> <p>Lisa is 13 years old. Her sister is 22 years old. Find the difference in age between them.</p> 	<p>Hannah has 8 goldfish.</p> <p>Helen has 3 goldfish.</p> <p>Find the difference between the number of goldfish the girls have.</p> <p>$8 - 3 =$</p>

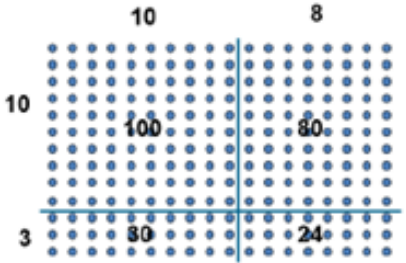
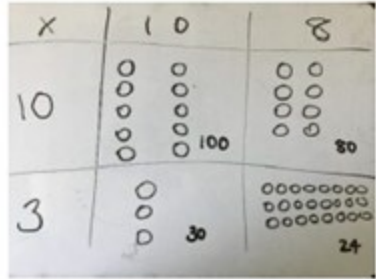
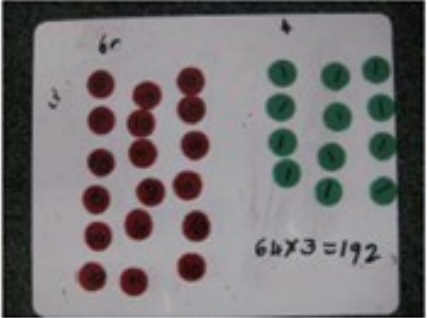
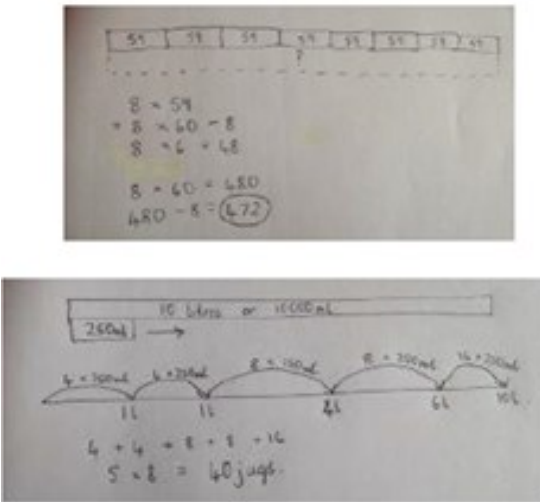
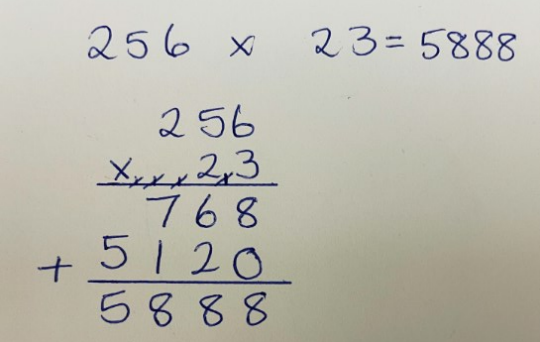
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Year 2	<p style="text-align: center; color: green;">Column method without regrouping</p>	<p>$75 - 42 = 33$</p> <p>Use base 10 to make the bigger number then take the smaller number away.</p>  <p>Show how to partition numbers to subtract.</p> 	<p>Draw Base 10 or place value counters alongside the written calculation to help to show working.</p>  	<p>$47 - 24 = 23$</p> <p>$40 + 7$ $- 20 + 4$ $20 + 3$</p> <p>This will lead to a clear written column subtraction.</p> 

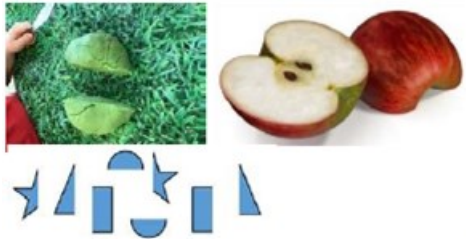


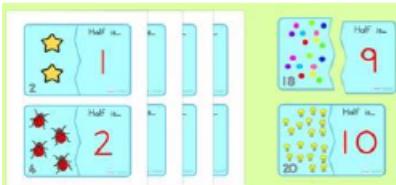
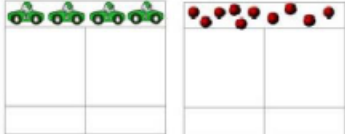
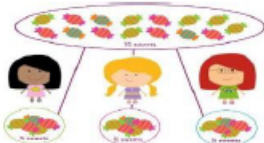
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		<p>Use Base 10 and then place value counters. Start with one exchange before moving onto subtractions with 2 exchanges.</p> <p>Make the larger number with the counters.</p>  <p>Take through the steps of exchanging, starting with the ones to get to this point.</p>  <p>Show children how the concrete method links to the written method alongside your working. Cross out the numbers when exchanging and show where we write our new amount.</p>	<p>Draw the counters onto a place value grid and show what you have taken away by crossing the counters out as well as clearly showing the exchanges you make.</p>  <p>When confident, children can find their own way to record the exchange/regrouping.</p> <p>Just writing the numbers as shown here shows that the child understands the method and knows when to exchange/regroup.</p> 	<p>Children can start their formal written method by partitioning the numbers into clear place value columns.</p>  <p>Moving forward the children use a more compact method.</p>  <p>This will lead to an understanding of subtracting any number including decimals.</p> 


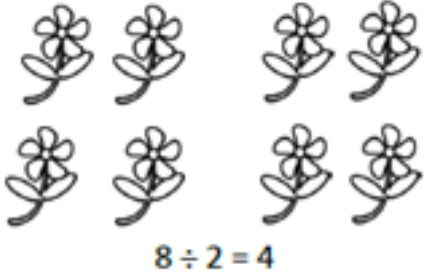
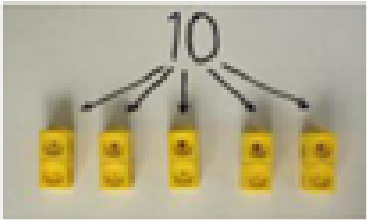
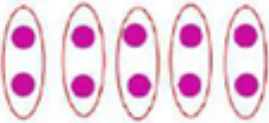


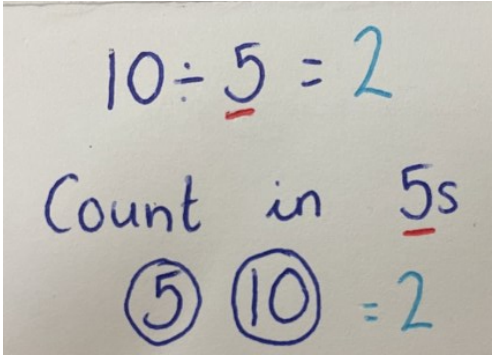
x	Objective	Concrete	Pictorial	Abstract												
EYFS	<p>ELG Number: Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Counting and other maths resources for children to make 2 equal groups.</p>  <p>Physical and real life examples that encourage children to see the concept of doubling as adding two equal group</p>   	<p>Pictures and icons that encourage children to see the concept of doubling as adding two equal groups.</p>    	<p>Addition calculations to model adding two equal groups.</p> <table border="1" data-bbox="1756 325 2074 655"> <tbody> <tr> <td>1+1=</td> <td>7+7=</td> </tr> <tr> <td>2+2=</td> <td>8+8=</td> </tr> <tr> <td>3+3=</td> <td>9+9=</td> </tr> <tr> <td>4+4=</td> <td>10+10=</td> </tr> <tr> <td>5+5=</td> <td>11+11=</td> </tr> <tr> <td>6+6=</td> <td>12+12=</td> </tr> </tbody> </table>	1+1=	7+7=	2+2=	8+8=	3+3=	9+9=	4+4=	10+10=	5+5=	11+11=	6+6=	12+12=
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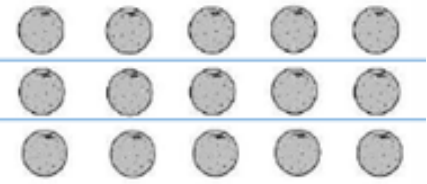
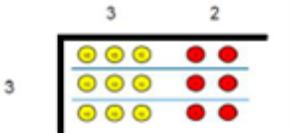
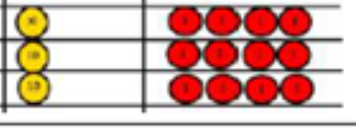
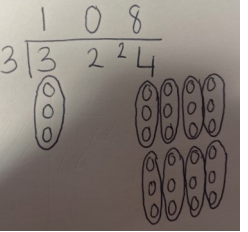
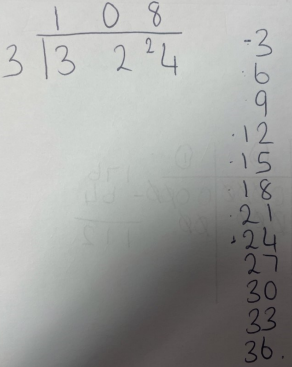
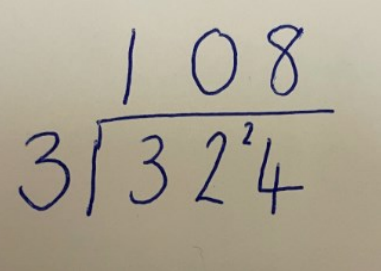
x	Objective	Concrete	Pictorial	Abstract
Year 1/2	Repeated addition	<p>Use different objects to add equal groups.</p> 	<p>There are 3 plates. Each plate has 2 star biscuits on. How many biscuits are there?</p> 	<p>Write addition sentences to describe objects and pictures.</p> <p>$2 + 2 + 2 = 6$</p> 
	Arrays showing commutative multiplication	<p>Create arrays using counters/cubes to show multiplication sentences.</p> 	<p>Draw arrays in different rotation to find commutative multiplication sentences.</p>  <p>Link arrays to area of rectangles.</p> 	<p>Use an array to support writing multiplication sentences and reinforce repeated addition.</p>  <p>$5 + 5 + 5 = 15$ $3 + 3 + 3 + 3 + 3 = 15$ $5 \times 3 = 15$ $3 \times 5 = 15$</p>

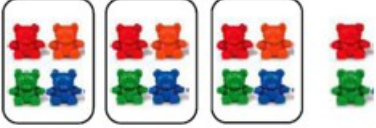


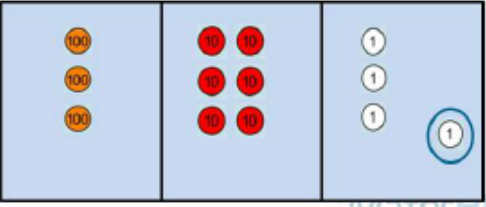
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Year 3/4	Grid method	<p>Show the link with arrays to first introduce the grid method.</p> <p>4 rows of 10 4 rows of 3</p>  <p>Move on to using base 10 to move towards a more compact method.</p>  <p>4 rows of 13</p> <p>Move on to place value counters to show how we are finding groups of a number. We are multiplying by 4 so we need 4 rows.</p> <p>$4 \times 126 =$</p> <p>Fill each row with 126.</p>  <p>Add up each column, starting with the ones making any exchanges needed.</p> 	<p>Children can represent the work they have done with place value counters in a way that they understand.</p> <p>They can draw the counters, using colours to show different amounts or use circles in the different columns to show their thinking.</p> 	<p>Start with multiplying by one digit numbers and showing the clear addition alongside the grid.</p> <table border="1" data-bbox="1680 391 2027 494"> <tr> <td>x</td> <td>30</td> <td>5</td> </tr> <tr> <td>7</td> <td>210</td> <td>35</td> </tr> </table> <p>$210 + 35 = 245$</p> <p>Moving forward, multiply by a 2 digit number showing the different rows within the grid method.</p> <table border="1" data-bbox="1736 853 2049 1045"> <tr> <td></td> <td>10</td> <td>8</td> </tr> <tr> <td>10</td> <td>100</td> <td>80</td> </tr> <tr> <td>3</td> <td>30</td> <td>24</td> </tr> </table> <table border="1" data-bbox="1668 1109 2060 1300"> <tr> <td>x</td> <td>1000</td> <td>300</td> <td>40</td> <td>2</td> </tr> <tr> <td>10</td> <td>10000</td> <td>3000</td> <td>400</td> <td>20</td> </tr> <tr> <td>8</td> <td>8000</td> <td>2400</td> <td>320</td> <td>16</td> </tr> </table>	x	30	5	7	210	35		10	8	10	100	80	3	30	24	x	1000	300	40	2	10	10000	3000	400	20	8	8000	2400	320	16
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Year 3/4	Expanded method	<p>Show the link with arrays to first introduce the expanded method.</p> 	<p>Show the link with the grid method to introduce the expanded method.</p> 	<p>Start with long multiplication, reminded the children about lining up their numbers clearly in columns.</p> $ \begin{array}{r} 18 \\ \times 13 \\ \hline 24 \quad (3 \times 8) \\ 30 \quad (3 \times 10) \\ 80 \quad (10 \times 8) \\ \underline{100} \quad (10 \times 10) \\ 234 \end{array} $
Year 5/6	Compact method	<p>Children can continue to be supported by place value counters at the stage of multiplication.</p>  <p>It is important at this stage that they always multiply the ones first and note down their answer followed by the tens which they note before.</p>	<p>Bar modelling and number lines can support learners when solving problems with multiplication alongside the formal written methods.</p> 	<p>Move on to the compact method for long multiplication.</p> <p>Do this by initially writing the steps of multiplying down and then showing the children where the numbers would be placed in the calculation.</p> 

÷	Objective	Concrete	Pictorial	Abstract
EYFS	<p>ELG Number: Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Children have the opportunity to physically cut objects, food or shapes in half.</p>  <p>Use visual supports such as halving mats and part-part whole with the physical objects that can be manipulated.</p>  <p>Counting and other maths resources for children to explore sharing between 3 or more.</p> <p>Counting and other maths resources for children to share into two equal groups.</p> 	<p>Pictures and icons that encourage children to see the concept of halving in relation to subitising, addition and subtraction knowledge (knowing 4 is made of 2 groups of 2, so half of 4 is 2).</p>  <p>Bar model with pictures or icons to support understanding of finding 2 equal parts of a number, to further understand how two halves make a whole.</p>  <p>Pictures for children to create and visualise 3 or more.</p> 	

÷	Objective	Concrete	Pictorial	Abstract
Year 1/2	Sharing	<p>I have 8 cubes, can you share them equally between two people?</p> 	<p>Children use pictures or shapes to share quantities.</p> 	<p>Share 8 buns between two people.</p> $8 \div 2 = 4$
	Grouping	<p>Divide quantities into equal groups. Use cubes, counter or objects to aid understanding.</p>  	<p>Use the number line to show jumps in groups. The number of jumps equals the number of groups.</p>  <p>Think of the bar as a whole. Split into the number of groups you are dividing by and work out how many would be within each group.</p>  $10 \div 5 = ?$ $5 \times ? = 10$	<p>$10 \div 5 = 2$</p> <p>Divide 10 into 5 groups. How many are in each group.</p> <p>Teach children to count in the number they are dividing by in the calculation until they reach the number they have to begin with.</p> 

÷	Objective	Concrete	Pictorial	Abstract
Year 3/4	Division with arrays	<p>Link division to multiplication by creating an array and thinking about the number sentences that can be created.</p> $15 \div 3 = 5 \quad 5 \times 3 = 15$ $15 \div 5 = 3 \quad 3 \times 5 = 15$ 	<p>Draw an array and use lines to split the array into groups to make multiplication and division sentences.</p> 	<p>Find the inverse of multiplication and division sentences by creating four linking number sentences.</p> $15 \div 3 = 5 \quad 5 \times 3 = 15$ $15 \div 5 = 3 \quad 3 \times 5 = 15$
	Short division	<p>Use place value counters to divide using the short division method alongside.</p> $96 \div 3$  $42 \div 3$ <p>Start with the biggest place value. We are sharing 40 into three groups. We can put 1 ten in each group and we have 1 ten left over. We exchange this ten for 10 ones and then share the ones equally among the groups. We look at how many are in each group.</p> 	<p>Children to begin to use the bus stop method. Children to draw counters to then group.</p>  <p>Children to move onto to no counters but writing the times tables at the side as an aide to count.</p> 	<p>Begin with divisions that divide equally with no remainder.</p>  <p>Introduce remainders in year 4.</p>

÷	Objective	Concrete	Pictorial	Abstract
Year 5/6	NC: Divide numbers up to 4 digits by two-digit number using formal written method of short division. Division with remainders	<p>$14 \div 3 =$ Divide objects between groups and see how much is left over.</p> 	<p>Jump forward in equal jumps on a number line then see how many more you need to jump to find a remainder.</p>  <p>Draw dots and group them to divide an amount and clearly show a remainder.</p> 	<p>Complete written divisions and show the remainder using r.</p> $\begin{array}{ccccccc} 29 & + & 8 & = & 3 & \text{REMAINDER} & 5 \\ \uparrow & & \uparrow & & \uparrow & & \uparrow \\ \text{dividend} & & \text{divisor} & & \text{quotient} & & \text{remainder} \end{array}$
	NC: Divide numbers up to 4 digits by two-digit number using formal written method of short division where appropriate, interpreting remainders according to the context. Short division with remainders	<p>$364 \div 3 =$</p>  <p>Do this with practical equipment so children can physically see the remaining counter.</p>	<p>Do the same process but through pictorial representations of the previous step.</p> <p>Ensure children are correctly identifying the remainder as the ones counter/s that are left.</p>	<p>Move onto divisions with a remainder. Once children understand remainders, begin to express as a decimal according to the context.</p> $810 \div 6 = 135$ $\begin{array}{r} 135 \\ 6 \overline{) 810} \end{array}$ $516 \div 8 = 64.5$ $\begin{array}{r} 064.5 \\ 8 \overline{) 516.0} \end{array}$

÷	Objective	Concrete	Pictorial	Abstract																				
Year 6	<p style="text-align: center; color: green;">Long division</p> <p style="color: green;">NC: Divide numbers up to 4 by a two digit whole number using the formal written method of long division and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for context.</p>			<p>Children will use the coin card method to divide numbers with up to 4 digits by 2 digit numbers.</p> <div style="text-align: center; border: 1px solid gray; padding: 10px; margin: 10px 0;"> $5,068 \div 14 = 362$ <table style="margin: auto;"> <tr> <td style="padding-right: 20px;"> $\begin{array}{r} \overset{4}{5} \overline{)5'068} \\ - \underline{2800} \quad (200) \\ \overset{1}{2} \overline{)268} \\ - \underline{1400} \quad (100) \\ \phantom{\overset{1}{2}} 868 \\ - \underline{700} \quad (50) \\ \phantom{\phantom{\overset{1}{2}}} 168 \\ - \underline{140} \quad (10) \\ \phantom{\phantom{\phantom{\overset{1}{2}}}} 28 \\ - \underline{28} \quad (2) \\ \phantom{\phantom{\phantom{\phantom{\overset{1}{2}}}}} 00 \end{array}$ </td> <td style="border-left: 1px solid black; padding-left: 20px;"> <table style="border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">x</td> <td style="padding-left: 5px;">14</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">1</td> <td style="padding-left: 5px;">14</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">2</td> <td style="padding-left: 5px;">28</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">5</td> <td style="padding-left: 5px;">70</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">10</td> <td style="padding-left: 5px;">140</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">20</td> <td style="padding-left: 5px;">280</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">50</td> <td style="padding-left: 5px;">700</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">100</td> <td style="padding-left: 5px;">1400</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">200</td> <td style="padding-left: 5px;">2800</td> </tr> </table> </td> </tr> </table> </div> <p>Following SATs, children will work on developing the written long division method for dividing by a 2 digit number.</p>	$\begin{array}{r} \overset{4}{5} \overline{)5'068} \\ - \underline{2800} \quad (200) \\ \overset{1}{2} \overline{)268} \\ - \underline{1400} \quad (100) \\ \phantom{\overset{1}{2}} 868 \\ - \underline{700} \quad (50) \\ \phantom{\phantom{\overset{1}{2}}} 168 \\ - \underline{140} \quad (10) \\ \phantom{\phantom{\phantom{\overset{1}{2}}}} 28 \\ - \underline{28} \quad (2) \\ \phantom{\phantom{\phantom{\phantom{\overset{1}{2}}}}} 00 \end{array}$	<table style="border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">x</td> <td style="padding-left: 5px;">14</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">1</td> <td style="padding-left: 5px;">14</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">2</td> <td style="padding-left: 5px;">28</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">5</td> <td style="padding-left: 5px;">70</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">10</td> <td style="padding-left: 5px;">140</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">20</td> <td style="padding-left: 5px;">280</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">50</td> <td style="padding-left: 5px;">700</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">100</td> <td style="padding-left: 5px;">1400</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">200</td> <td style="padding-left: 5px;">2800</td> </tr> </table>	x	14	1	14	2	28	5	70	10	140	20	280	50	700	100	1400	200	2800
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