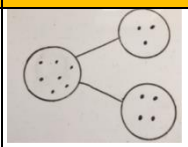
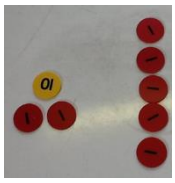
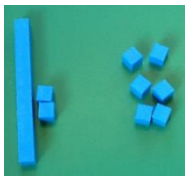
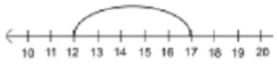
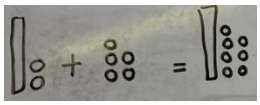
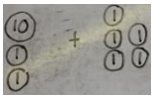
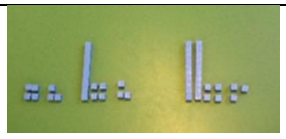
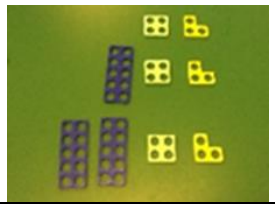
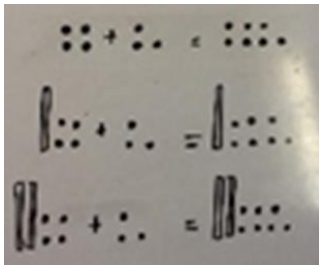
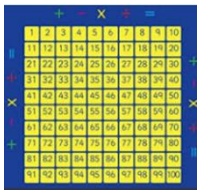
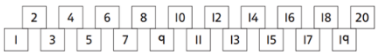
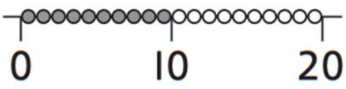
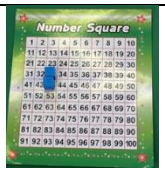
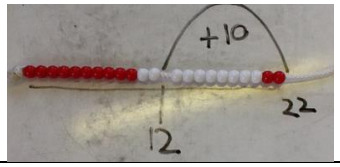
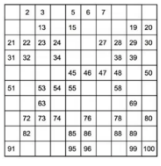
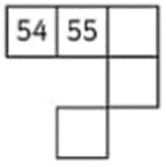
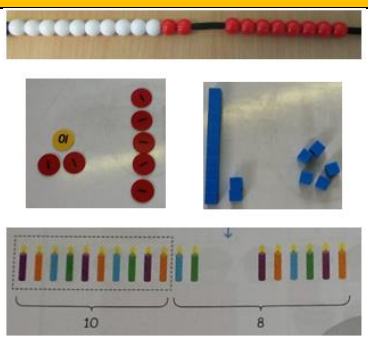
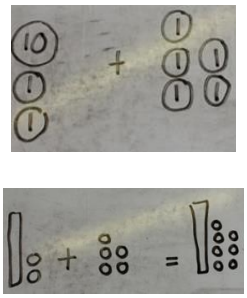
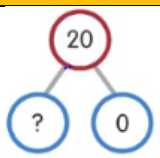
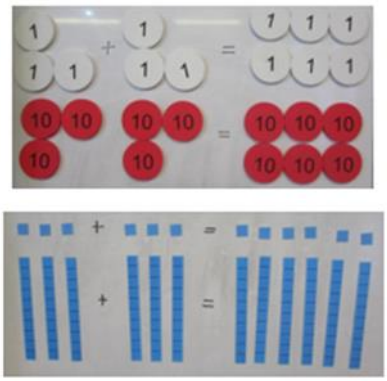
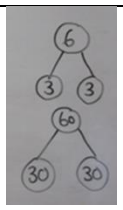
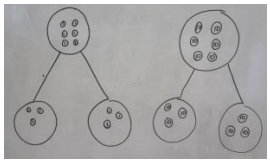
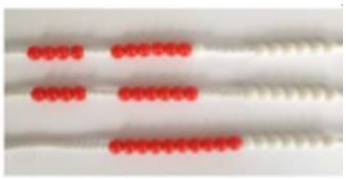
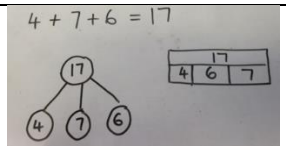
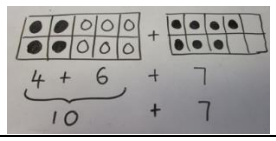
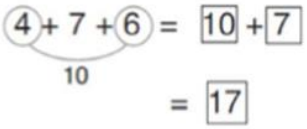
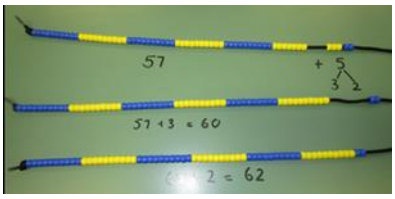
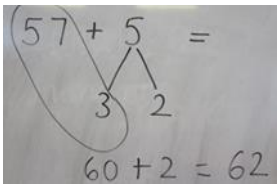
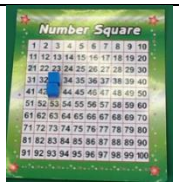
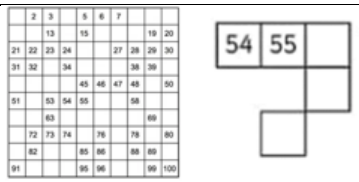
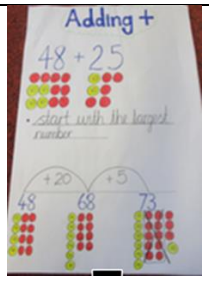
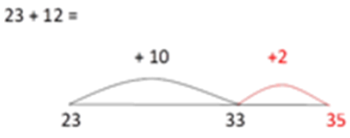
Year 1 Calculation Policy

Addition

Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
1A.1 I know all pairs of numbers which make all numbers upto 12, and pairs with a total of 20	  	  	___ + 8 = 20 20 = ___ + 11 ____ is a part, _____is a part, The whole is ____ 5 + 12 = ____
I can start by counting from the bigger number.	12 + 5 =____ ___ = 12 + 5   	12 + 5 = 17   	5 + 12= 12 + 5 = ___ = 5 + 12 ___+ 12 + 5 Know that addition can be done in any order. Start with the number with the most value and add the smaller number.
1A.2 I can use number facts to add 1 digit numbers to 2 digit numbers (e.g. 4+3=7 so 14+3=17 and 24+3=27)	 		4 + 3 = 7 So 14 + 3 =17 So 24 + 3 =7 34 + ___= 37
1A.3 - I can add ones using a structured number line/ 100 grid	  	 	The abstract number line: What is 2 more than 4? What is the sum of 2 and 4? What is the total of 4 and 2? 4 + 2
1A.4 - I can add 10s using a structured number line/100 grid	 	  	26 + 10 = ____ = 34 + 10 ____ = 10 + 17 28 + _____ = 38

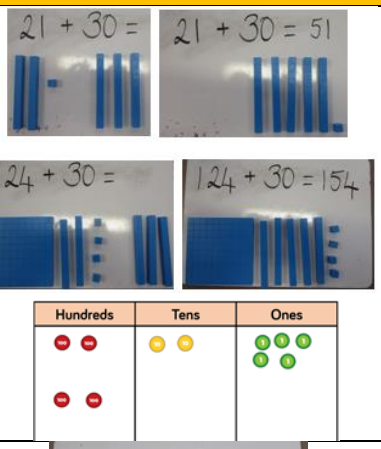
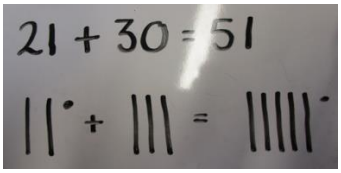
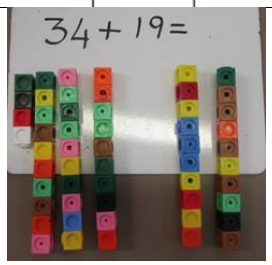
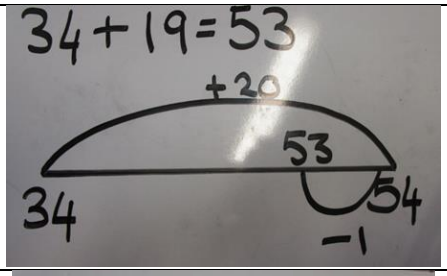
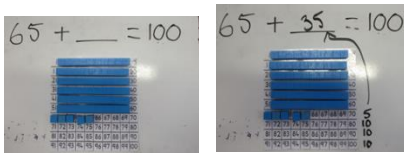
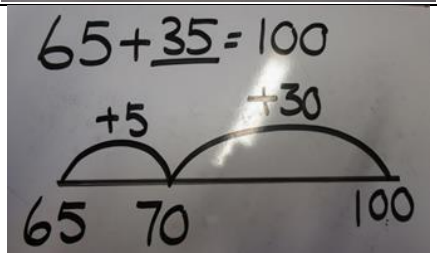
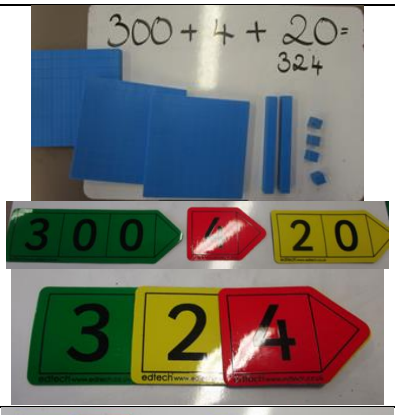
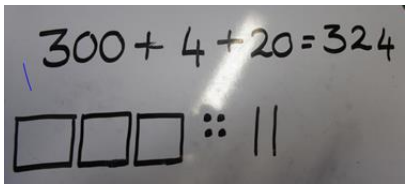
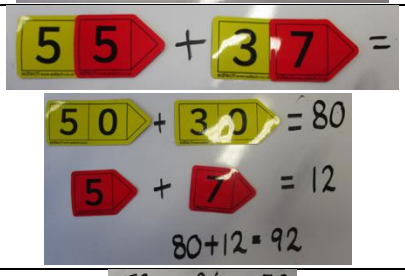
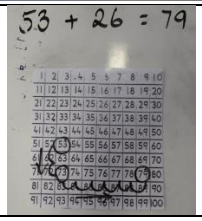
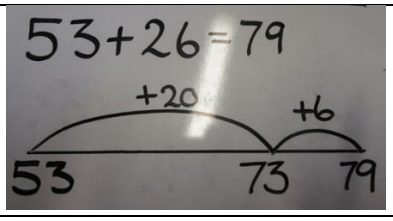
Year 2 Calculation Policy

Addition

Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
2A.1 - I know all number facts upto 20			 18 = 12 + 6 12 + 7 = 19 20 = ___ + 9
2A.2 - I can use related facts to add multiples of 10 and 100 e.g. 6 +3 = 9 so 60+30=		 	3 + 3 = 6 3 tens + 3 tens = 6 tens 30 + 30 = 60
I can 3 1-digit numbers looking for number bonds and doubles	4 + 7 + 6 =  4 + 6 = 10 10 + 7 = 17	 	
2A.3 - I can partition a number to add using number bonds to 10 (e.g. 8 + 7 is 8 + 2 + 5; 57 + 5 = 57 + 3 + 2 = 62			57 + 5 = 62 57 + 5 57 + 3 + 2 = 62
2A. 4 - I can add multiples of 10 to any number using a 100 grid			34 + 40 = 74 74 = 34 + 40 74 = 40 + 34 74 = ___ + 34 34 + ____ = 74
2A.5 - I can add any pair of 2-digit numbers using an unstructured number line (e.g. 23+12 = 23 +10+2)			23+12 = 23 +10+2

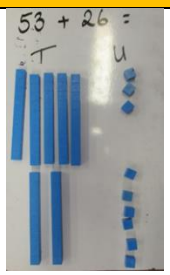
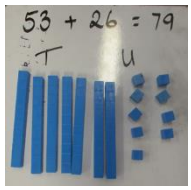
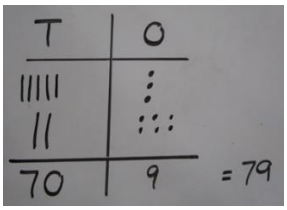
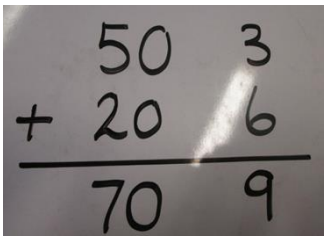
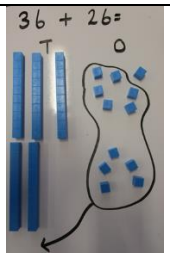
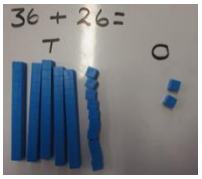
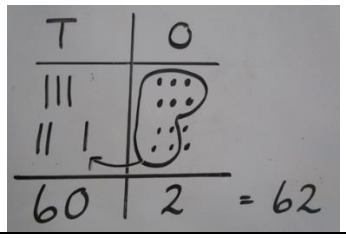
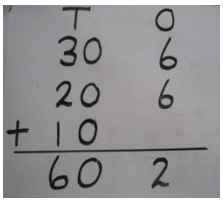
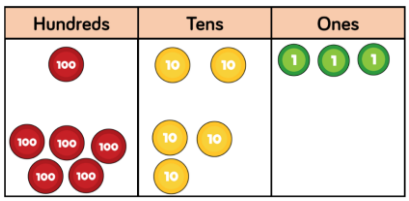
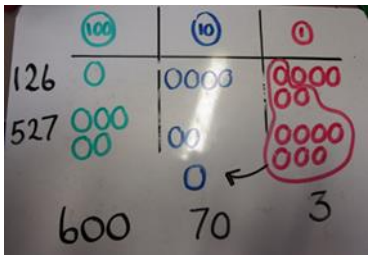
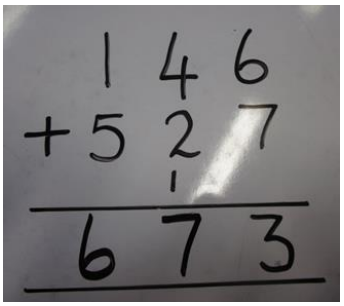
Year 3 Calculation Policy

Addition

Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
3A.1 - I can add multiples 10 and 100		225 + 200 	21 + 30 = 51 51 = 21 + 30 225 + 100 = 225 + 200 = 225 + _____ = 325
3A.1 - I can add near multiples 10 and 100			34 + 19 = 34 + 20 - 1
I can add multiples of 5 and 10 to make a hundred			65 + 5 + 30 = 100
3A.2 - I can perform place value additions (e.g. 300+4+20=324)			300 + 4 + 20 = 324 330 + ___ = 334 ___ + 30 + 4 = 234 234 + _____= 334
3A.3 - I can add any 2-digit number by partitioning			55 + 37 = 50 + 30 = 80 5 + 7 = 12 80 + 12 = 92
3A.4 - I can add a pair of 2-digit numbers by counting on			53 + 26 = 53+ 20 + 6 = 79

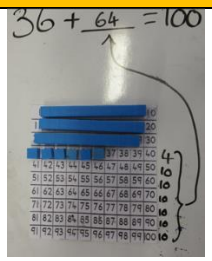
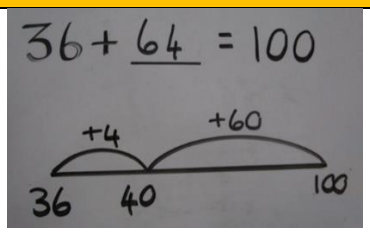
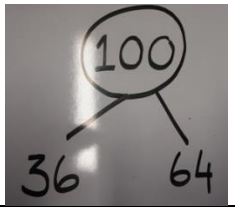
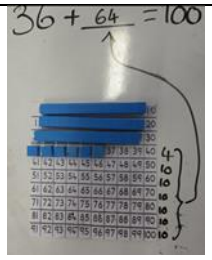
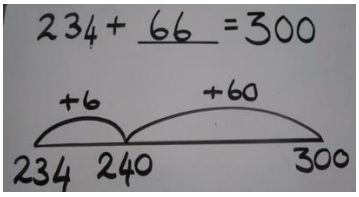
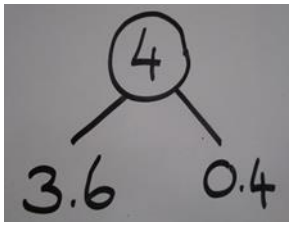
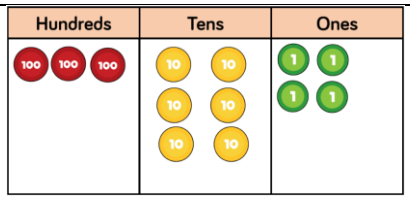
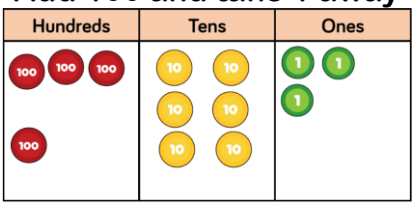
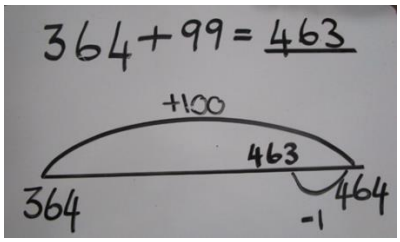
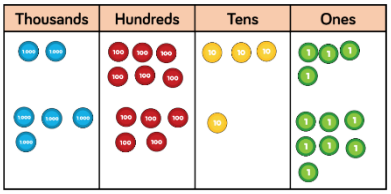
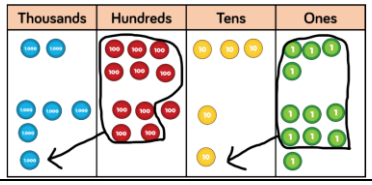
Year 3 Calculation Policy

Addition- Written Methods

Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
3A.6 - I can use expanded column addition	 		53 + 26= 
	 	36 + 26 = 	36 +26 
3A. 7 - I can use efficient column addition to add numbers with 3 digits	 Group the 1s into a ten and move it into the tens column 		466 358 11 824 

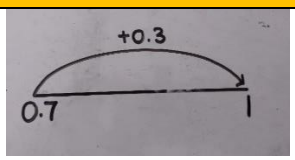
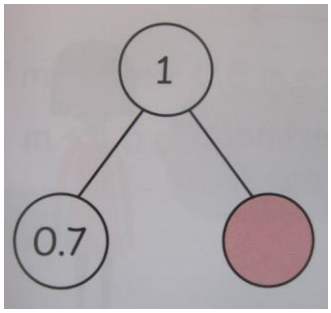
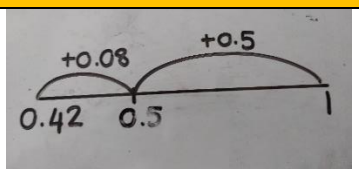
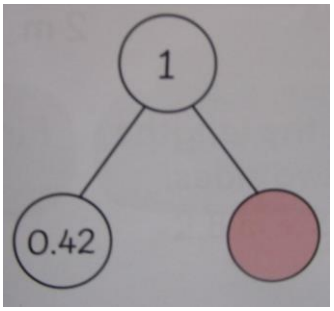
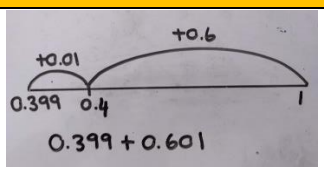
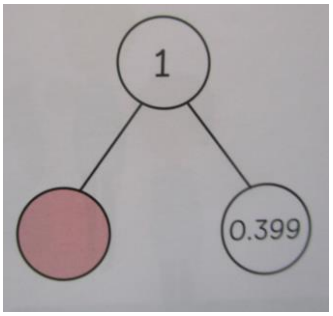
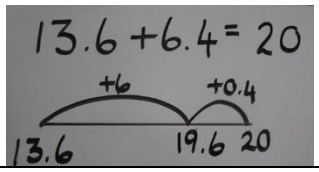
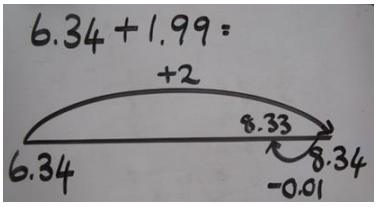
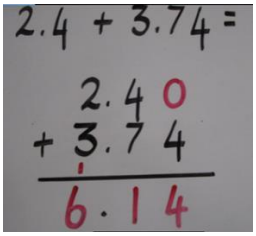
Year 4 Calculation Policy

Addition

Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
4A. 1 – I know by heart or work out quickly number bonds to 100 or £1			What do you add to 36 to make 100? 
4A. 2 – I can add to the next 100, £1 and whole number (e.g. 234 + 66 = 300, 3.4 + 0.6 = 4)		 	234 + 6 + 60 = 3.6 + _____ = 4
4A.3 – I can add near multiples of 10, 100, 1000, £1 and 10p	 Add 100 and take 1 away 		364 + 100 – 1 = 463
4A.5 – I can add 3 and 4 digit numbers using efficient column method	2634 + 4517 =  	2634+ 4517= 	

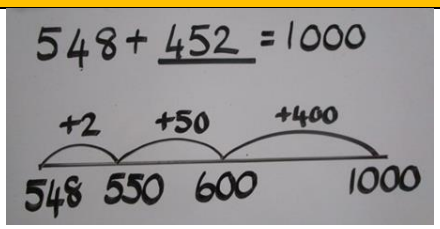
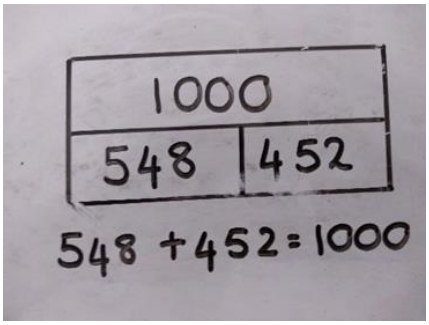
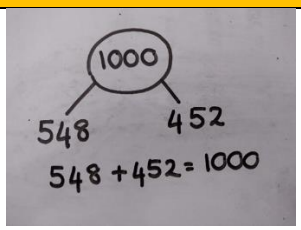
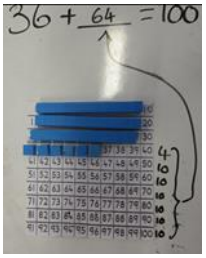
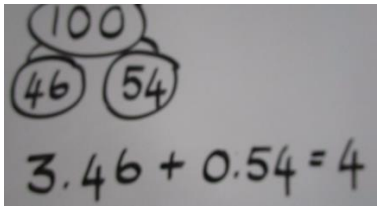
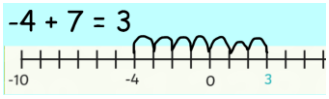
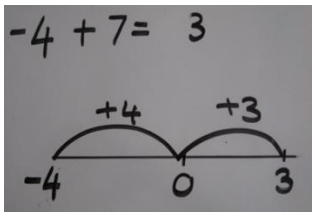
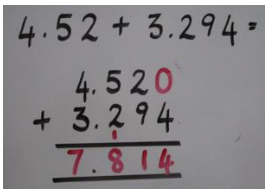
Year 5 Calculation Policy

Addition

Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
5A.1 - I know number bonds to 1 and the next whole number	  **0.7 + ___ = 1**	  **0.42 + 0.58 = 1**	  **0.399 + 0.601 = 1**
5A.2 - I can add to the next 10 from a decimal number (e.g. 13.6+6.4=20)		13.6 + __ = 20 	**13.6 + 6 + 0.4 = 20**
5A.3 - I can add decimals which are near multiples of 1 or 10 including money (e.g. 6.34+1.99)	**£6.34 + £1.99**  **Then take away 1p**  **=£8.33**		6.34 + 1.99 = 6.34 + 2 – 0.01 = 8.33 £6.34 + £2 – 1p
5A.4 - I can add a mix of whole numbers and decimals with different numbers of decimal places using column addition			

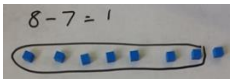
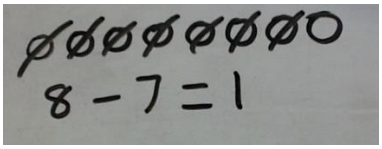
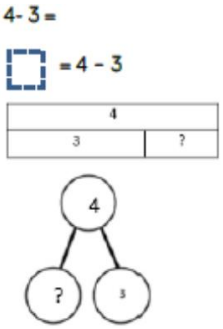
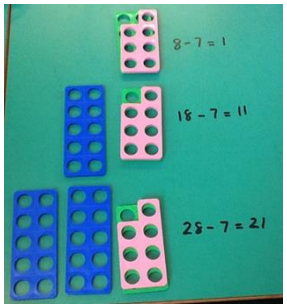
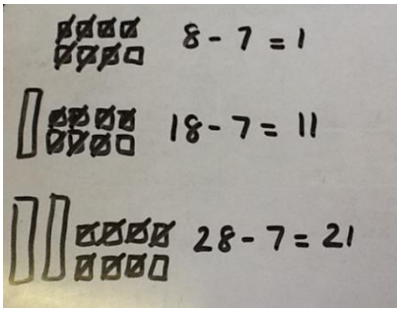
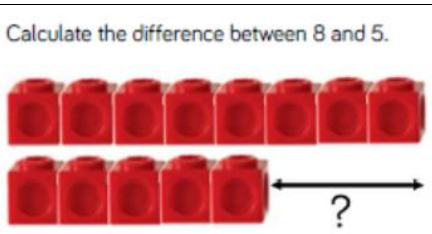
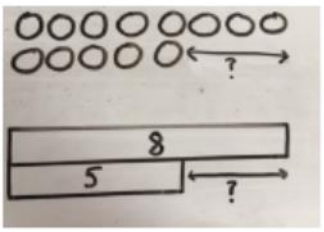
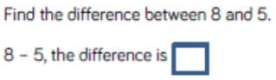
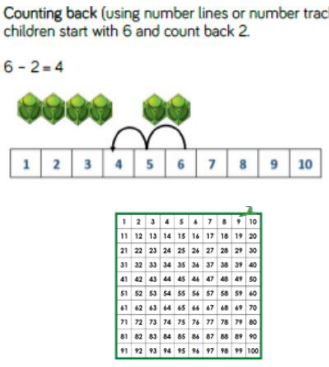
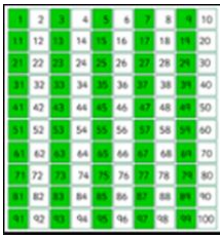
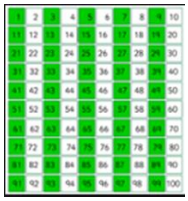
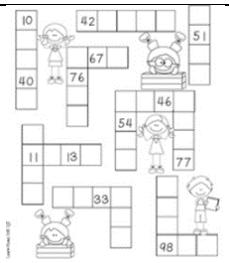
Year 6 Calculation Policy

Addition

Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
6.1 - I can work out quickly number bonds to 1000		 	
6A.2 - I can use number bonds to 100 to work out related facts (e.g. 3.46+0.54)	 Use the same method to work out 46 + ___= 100		46 + 54 =100 0.46 + 0.54 = 1 3.46 + 0.54 = 4 3.46 + ___ = 4
6A.3 - I can add positive number to negative numbers			-4 + 7 = - 4 + 4 + 3 = 3
6A.5 - I can use column addition to add decimal numbers with up to 3 decimal places			

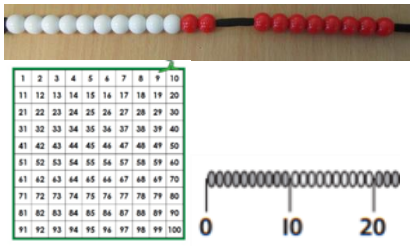
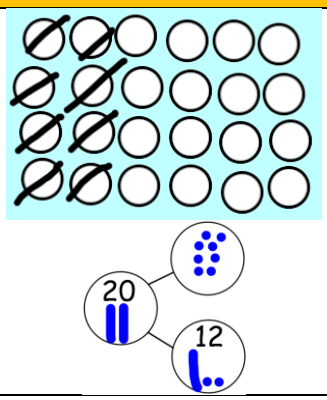
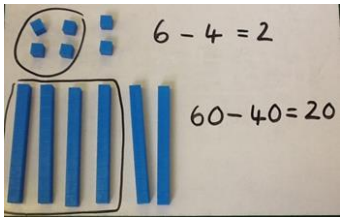
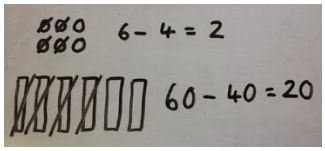
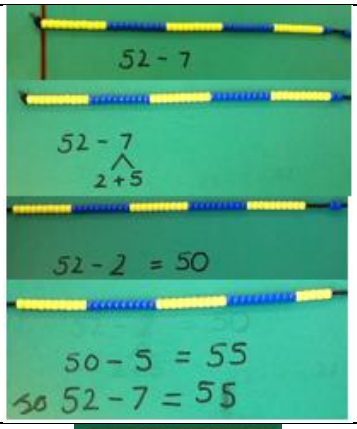
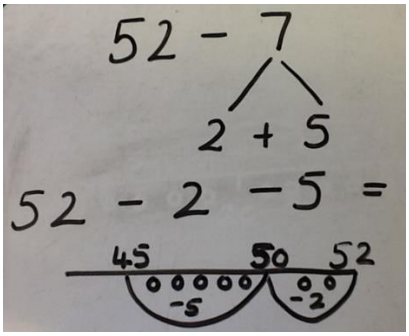
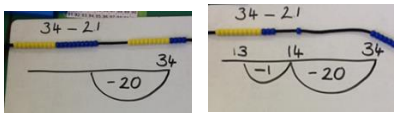
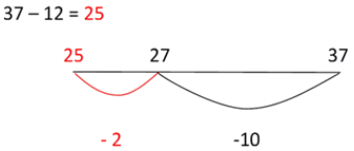
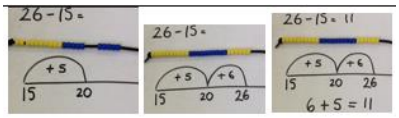
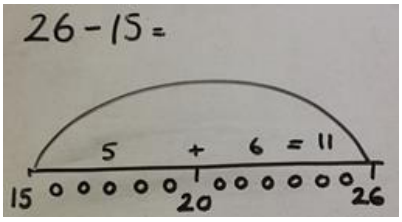
Year 1 Calculation Policy

Subtraction

Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
1S.1 -I know all the subtraction facts to 12 and pairs that make 20	  		
1S.2 - I can use number facts to subtract 1-digit numbers from 2-digit numbers (e.g. 7-2=5 so 17-2=15, 27-2=25)			**8-7 = 1** **18 – 7 = 11** **28 -7 = 21** **? – 7 = 31**
Finding a difference How many less / fewer? How many more?		 Finding the difference is subtraction	
1S.3 - I can count back in ones using a structured number line/ 100 grid		**6 – 2 = 4** 	16 – 4 = 12 15 – 3 = ? Am I right? 15 – 5 = 17 How do you know?
1S.4 - I can count back in tens using a 100 grid			 **34 – 10 =**

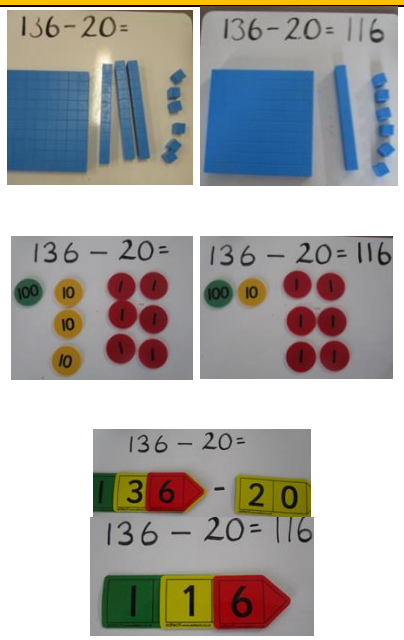
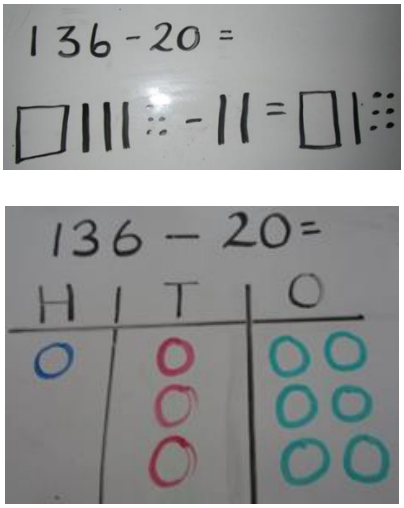
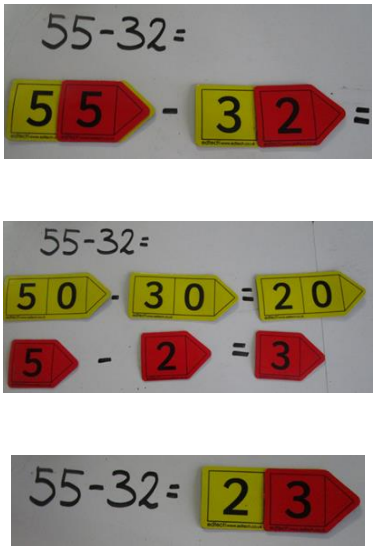
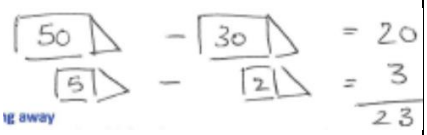
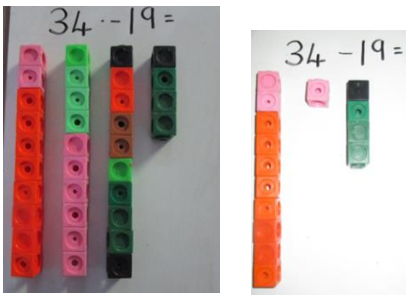
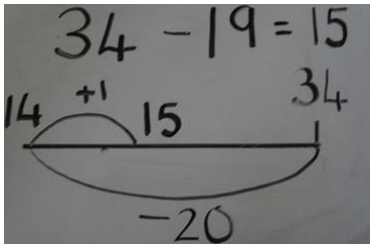
Year 2 Calculation Policy

Subtraction

Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
2S.1 - I know all subtraction facts to 20	20 – 12 = 8 		20 – 8 = ? 20 – 12 = ? 8 = 20 - ? ? = 20 -12 16 – 5 = 13 - ___
2S.2. - I can use related facts to subtract multiples of 10 and 100 e.g. 6 - 4 = 2 so 60 - 40 = 20			I know 6 minus 4 so I know 60 subtract 40. 6 - 4 = 2 60 – 40 = 20
2S.3 - I can subtract a 1 digit number from a 2-digit number using number facts (e.g. 52-6=52-2-4=46)			52 – 7 = I know 2 and 5 = 7 so I do … 52 – 2 – 5 = ___
2S.4 - I can count back in multiples of 10s from any 2 digit number using a hundred grid			43- 20 = 23
2S.5 - I can takeaway 10s and 1s from a 2-digit number using an unstructured number line			46 – 32= ? = 56 – 45 46 - ? = 32 Missing number in the middle subtract to solve the riddle 46 – 32 = ?
2S.6 - I can subtract any pair of 2 digit numbers by counting on (FROG) in 1s and 10s using an unstructured number line			72- 66 = Count on to the next multiple of 10. What is the next multiple of 10?

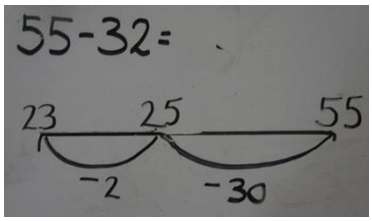
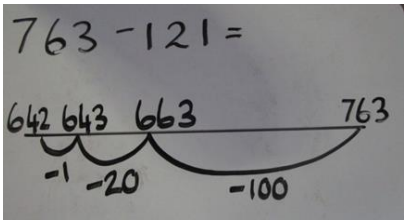
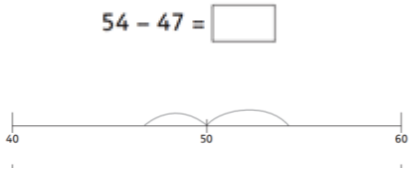
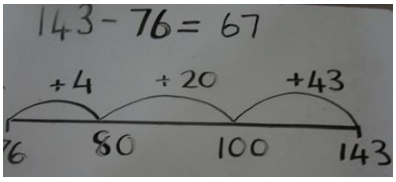
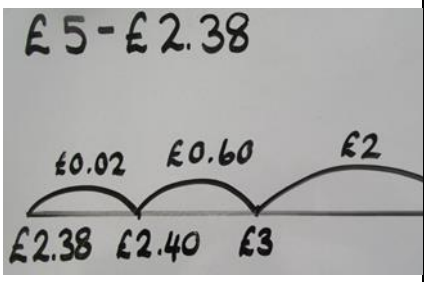
Year 3 Calculation Policy

Subtraction

Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
3S.1 - I can subtract multiples of 10 and 100 (e.g. 136-20=)			136 – 20 = 116
I can subtract by partitioning (e.g. 55-32 as 50-30 and 5-2)			55 - 32 = 23 50 - 30 = 20 5 – 2 = 3 23
3S.3 - I can takeaway multiples and near multiples of 10 and 100			34 – 19 = 30 – 20 + 1 =

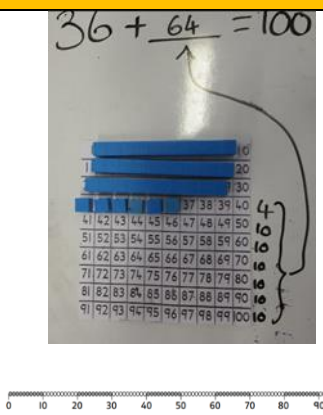
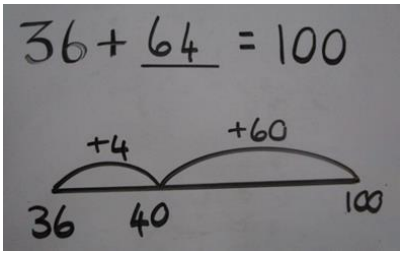
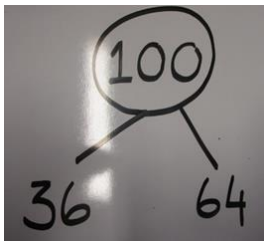
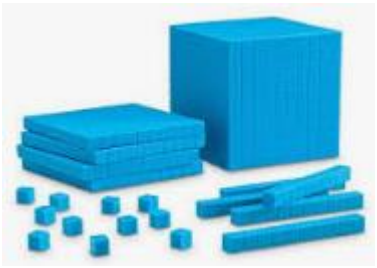
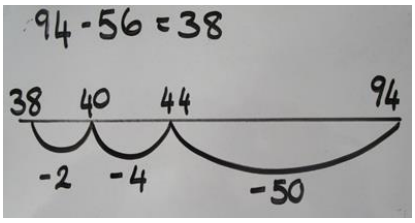
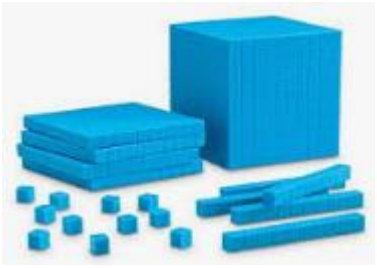
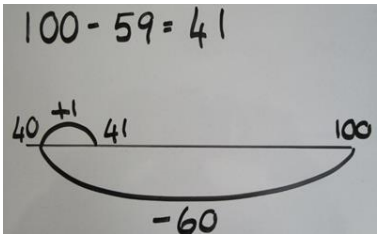
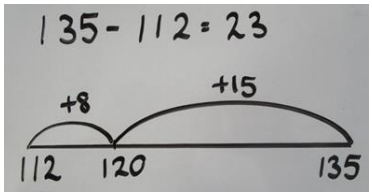
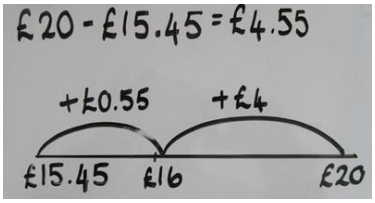
Year 3 Calculation Policy

Subtraction

Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
3S.4 - I can count back in hundreds, tens and then ones using an unstructured number line (e.g. 763 - 121)		 	55 – 32 = 22 55 – 30 – 2 = 23 763 – 121 = 763 – 100 – 20 -1 = 642
3S.5 - I can count on (FROG) from a 2-digit number to a number bigger than 100 (e.g. 143-76)			143 – 76 = 67 76 + 4 + 20 + 43 = 143 4 + 20 + 43 = 67
3S.6 – I can find change from £1, £5 and £10 by counting up	  		£5 - £2.38 = £2.62 £2.38 + £0.02 + £0.60 + £2 = £5 £0.02 + £0.60 + £2 £2.62

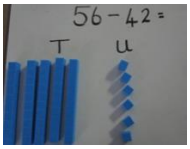
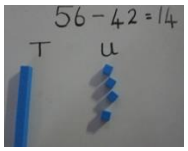
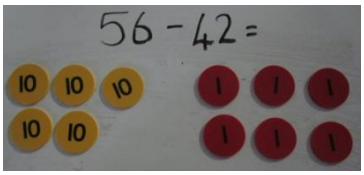
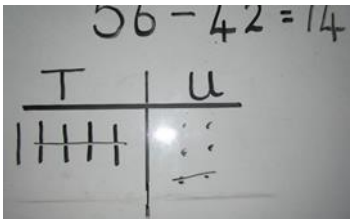
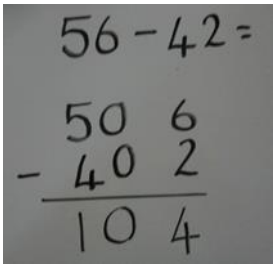
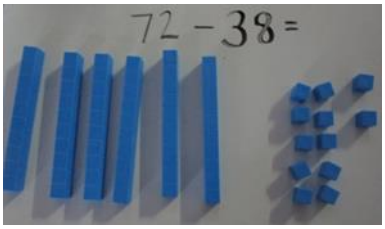
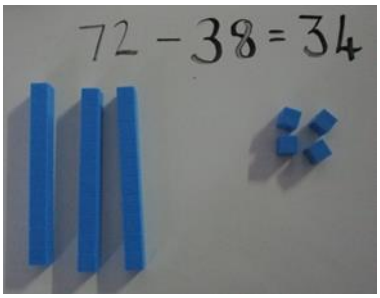
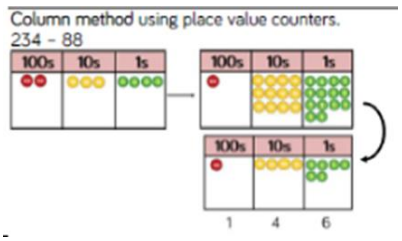
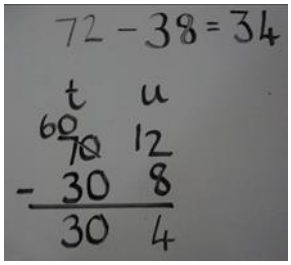
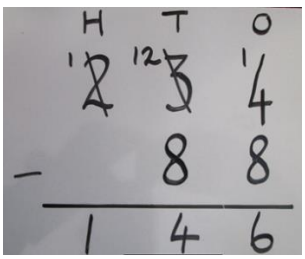
Year 4 Calculation Policy

Subtraction

Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
4S.1 - I know by heart or can work out quickly number bonds to 100 or £1			
4S.2 - I can takeaway 2 digit numbers from 2 and 3-digit numbers without a number line			94 – 56 = 94 – 50 – 4 – 3 = 37
4S.3 - I can takeaway multiples and near multiples of 10, 100, 1000, £1 and 10p			100 – 59 = 100 – 60 + 1
4S.4 - I can subtract by counting on (FROG) without a number line e.g. 503 -368			135 – 112 = 112 + 8 + 15 = 135
4S. 5 - I can find change from £10, £20 and £50 by counting on (FROG)			£20 – £15.45 =

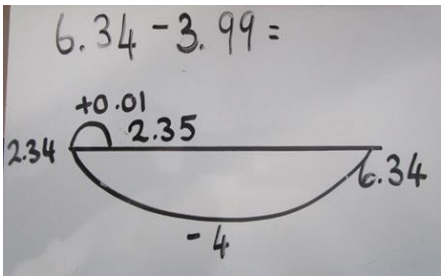
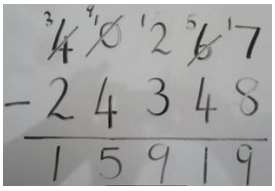
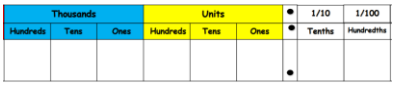
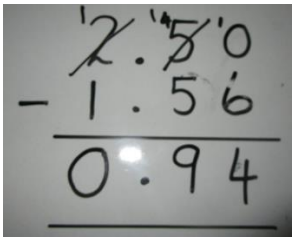
Year 4 Calculation Policy

Subtraction – Written Calculations

Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
4S.6 - I can use expanded written subtraction without decomposing (2 and 3 digit numbers)	  		
4S.7 - I can use expanded written subtraction using decomposition with 3 digit numbers	  		
4S.8 - I can efficient written subtraction with upto 3 digits using efficient column subtraction			

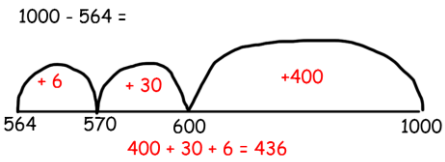
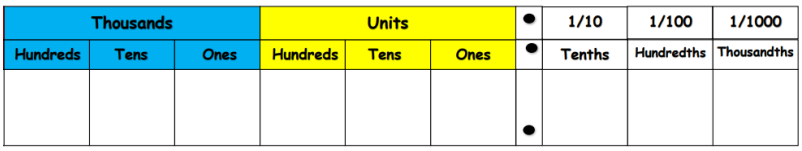
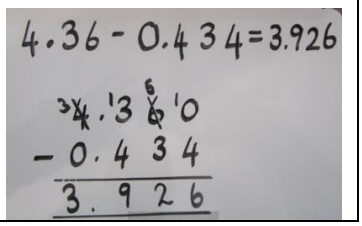
Year 5 Calculation Policy

Subtraction

Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
5S.1 - I can takeaway numbers which are near multiples of 1 or 10, including money (e.g. 6.34 - 1.99)			6.34 – 3.99 = 6.34 – 4 + 0.01 = 2.35
5S.3 - I can efficient written subtraction with upto 5 digits using efficient column subtraction			
5S.4 - I can use efficient written subtraction with a mix of whole numbers and decimals with different numbers of decimal places using column subtraction			

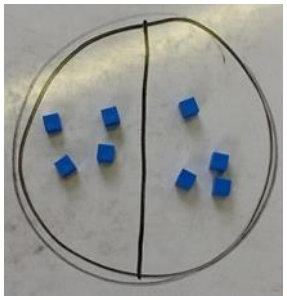
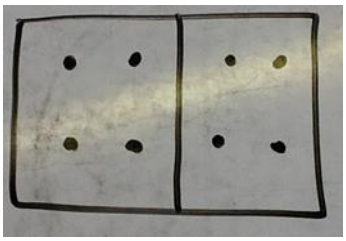
Year 6 Calculation Policy

Subtraction

Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
6S.1 - I can work out number bonds to 1000 quickly			**1000= 564 + ?**
6S.2 - I can use mental strategies to subtract decimal numbers	Count on, count back – subtract and adjust. Look at previous mental strategies taught in KS2		
6S.3 - I can use efficient written subtraction with numbers with upto 3 decimal places			

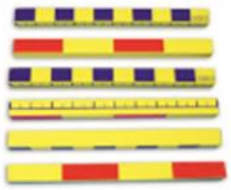
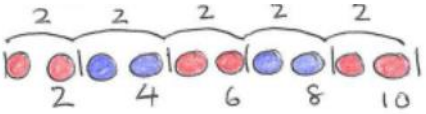
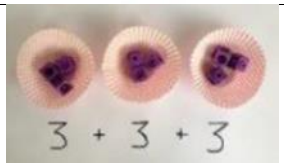
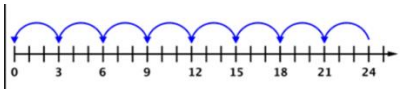
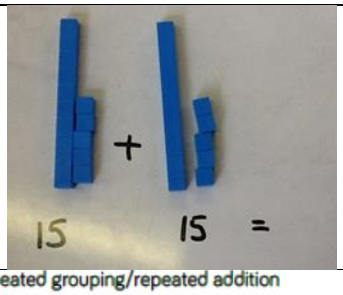
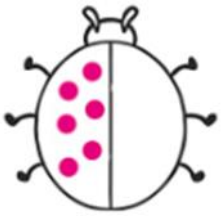
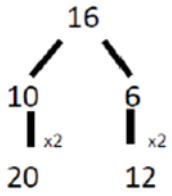
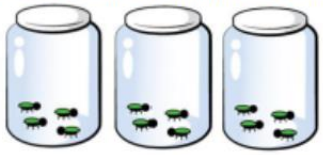
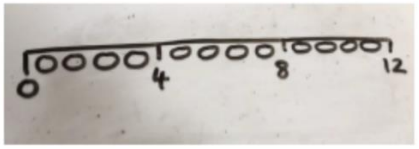
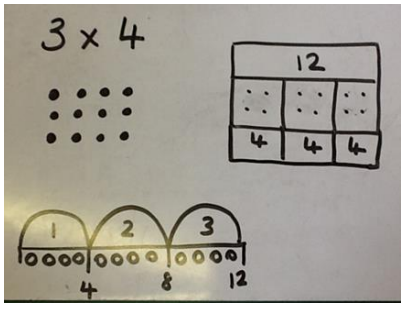
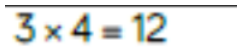
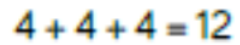
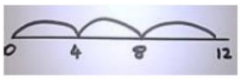
Year 1 Calculation Policy

Multiplication

Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
1M.1 - I can double numbers to 10	   	Double 4 is 8   	8 | 4 | 4 Double 4 is 8 8 = 4 + 4 4 + 4 = 8

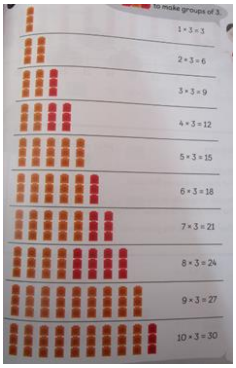
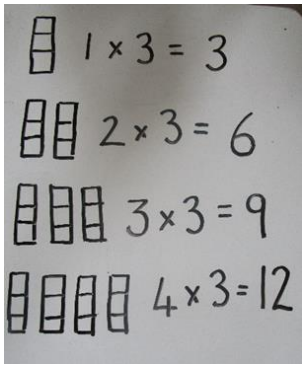
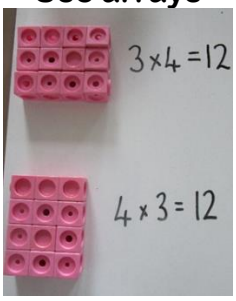
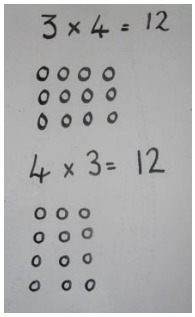
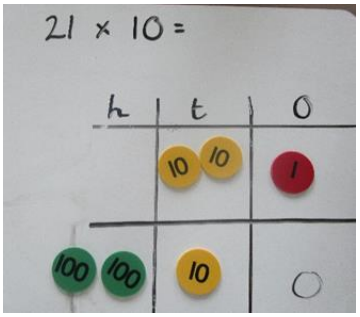
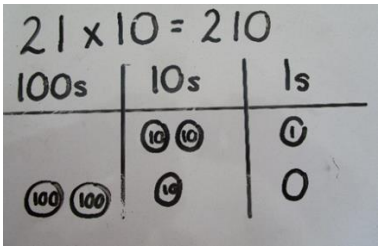
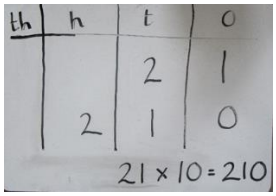
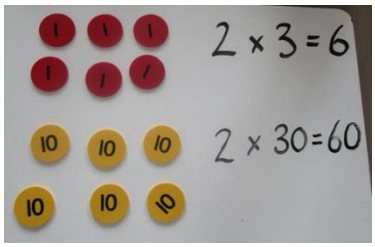
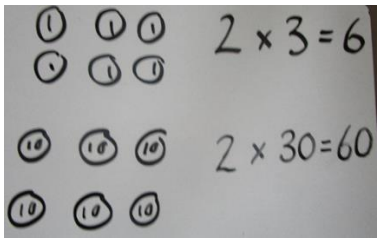
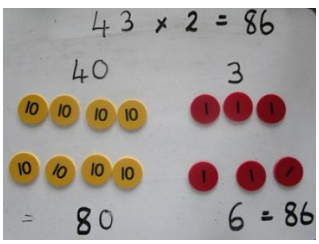
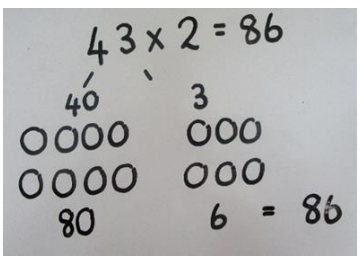
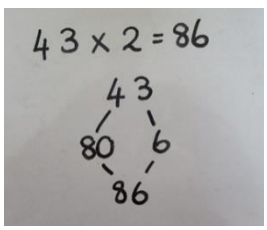
Year 2 Calculation Policy

Multiplication

Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
2M.1 - I can count in 2's, 5's and 10's from zero	  	 	5, 10, 15, 20, 25, 30, ____, ____
2M.2 - I can count in 3s	 	 	3, 6, 9, 12, 15 …
2M.3 - I can double numbers to 20 and multiples of 10		 Double 6 is _____	
2M.4 - I can multiply using concrete objects, pictorial representations arrays and repeated addition	Repeated grouping/repeated addition 3 × 4 4 + 4 + 4 There are 3 equal groups, with 4 in each group.   	Represent this pictorially alongside a number line e.g.:  	  Abstract number line showing three jumps of four. 3 × 4 = 12 

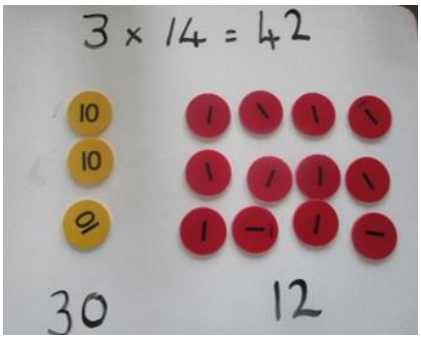
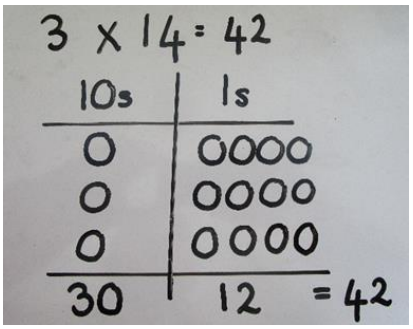
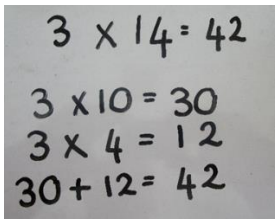
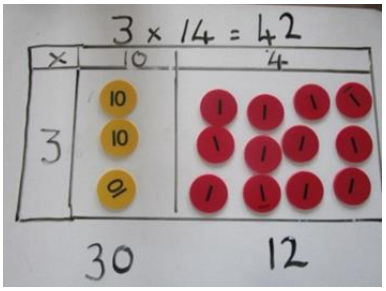
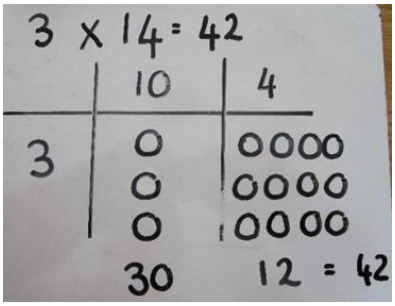
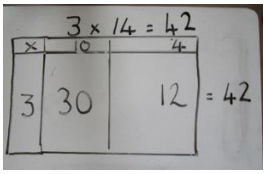
Year 3 Calculation Policy

Multiplication

Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
3M.1 - I know by heart all the multiplication facts in x2,x3,x4,x5,x8,x10 tables			1 x 3 = 3 2 x 3 = 6 3 x 3 = 9 4 x 3 = 12 5 x 3 = 15 6 x 3 = 18 7 x 3 = 21 8 x 3 = 24 9 x 3 = 27 10 x 3 = 30
3M.2 - I know that multiplication can be done in any order (commutative)	Use arrays 		3 x 4 = 12 so 4 x 3 = 12
3M. 3 - I can multiply whole numbers by 10 and 100			
3M.4 - I can use related facts to multiply multiples of 10 e.g. 2x3=6 2x30=60			. 2 x 3 =6 2 x 30 =60
3M.5 - I can double numbers upto 50 by partitioning			

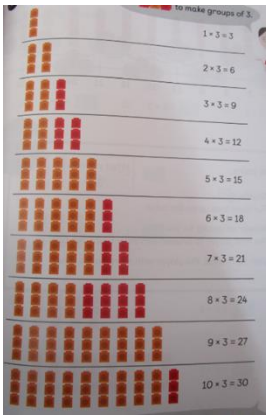
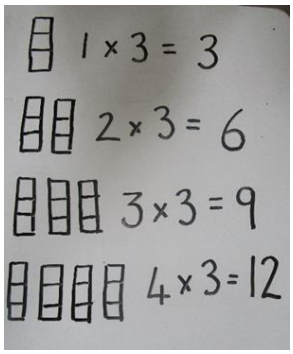
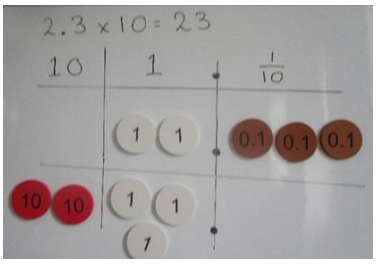
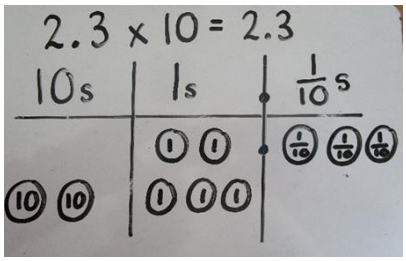
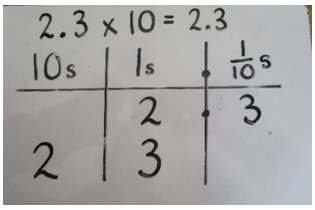
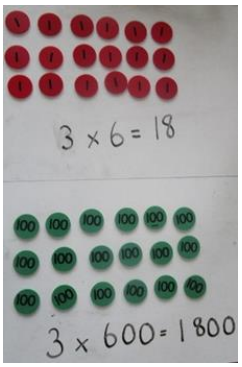
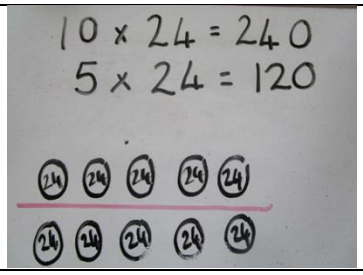
Year 3 Calculation Policy

Multiplication

Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
3M.6 - I can partition teen numbers into 10's and ones to multiply (e.g. 3 x14 as 3x10 and 3 x4)			
3M.7 - I can use a grid method to multiply 2-digit and 3-digit numbers by 'friendly' 1- digit numbers			

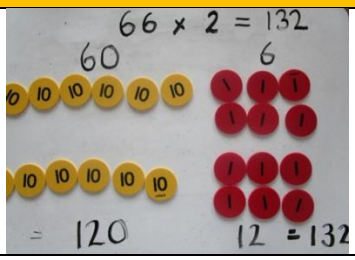
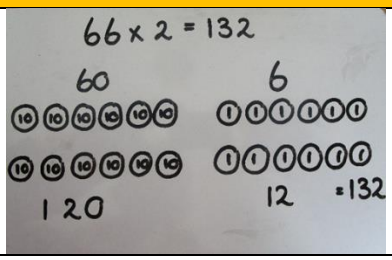
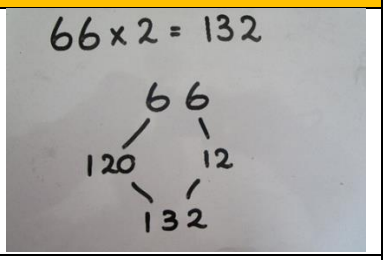
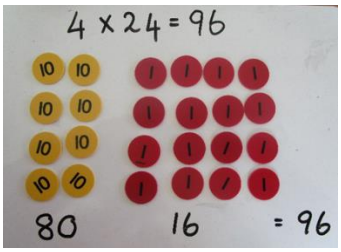
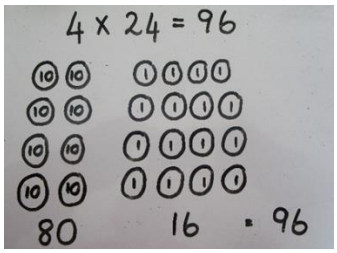
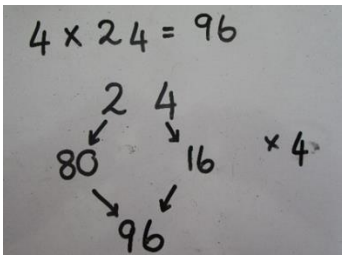
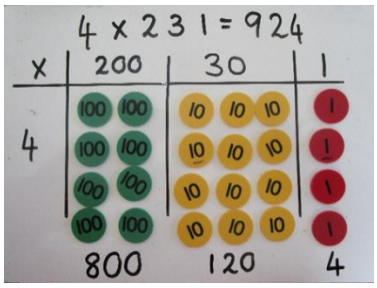
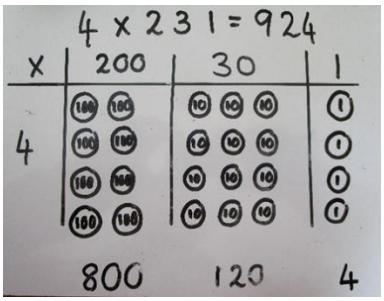
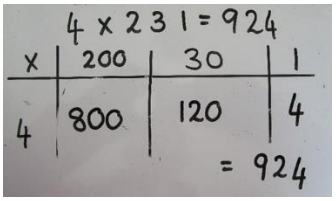
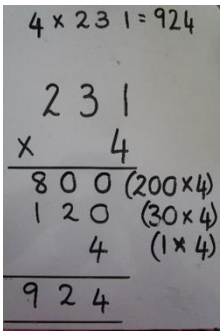
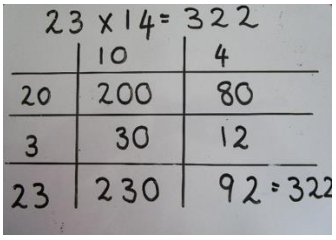
Year 4 Calculation Policy

Multiplication

Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
Year 4 Number Facts 4M.1 - I know by heart all the multiplication facts up to 12 x 12			1 x 3 = 3 2 x 3 = 6 3 x 3 = 9 4 x 3 = 12 5 x 3 = 15 6 x 3 = 18 7 x 3 = 21 8 x 3 = 24 9 x 3 = 27 10 x 3 = 30
4M.2 - I can multiply whole numbers and 1 place decimals by 10, 100, 1000			
4M.3 - I can use related facts to multiply by multiples of 10, 100, 1000 (e.g. 300x6 and 50x60)			3 x 6 =18 3 x 60 = 180 3 x 600 = 1800
4M.4 - I can use number facts to make mental multiplication easier e.g. 36x5 is half of 36x10			10 x 24 = 240 so 5 x 24 = 120
4M.5 - I can multiply a 2-digit by 9 or 11 by multiplying by 10 and adjusting (e.g. 9x25 as (10x25)-25)		9x25 as (10x25)-25) 25 25 25 25 25 25 25 25 25 25	9x25 = (10x25)-25)

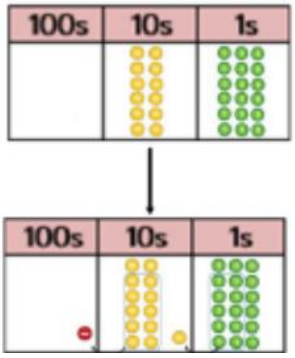
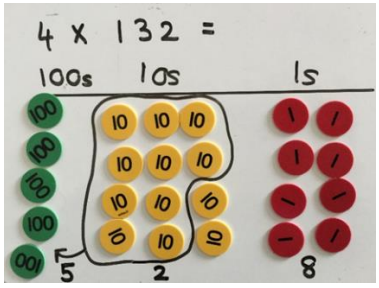
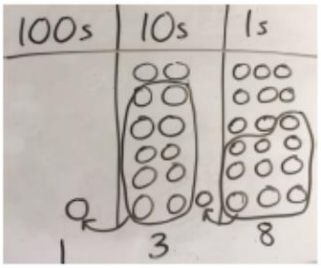
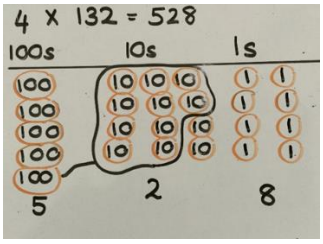
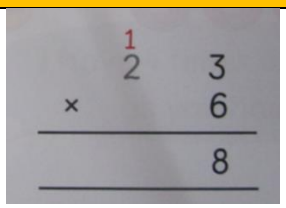
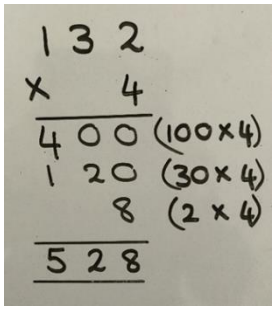
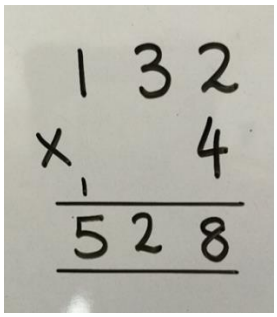
Year 4 Calculation Policy

Multiplication

Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
4M.6 - I can use partitioning to find doubles to 100 and beyond			
4M.7 - I can partition 2 digit numbers to multiply by a 1-digit number (e.g. 4x24 as 4x20 and 4x4)			
4M.8 - I can use a grid method to multiply a 3-digit number by a 1-digit number			
4M.9 - I can use the 'ladder' method to multiply 3-digit numbers by 1-digit numbers			
4.10 - I can use a grid method to multiply a teen number by a 2-digit number			

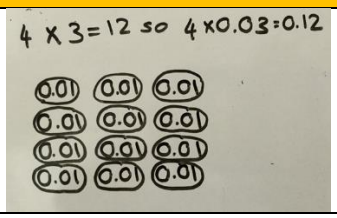
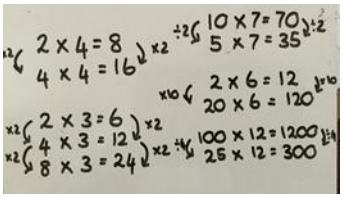
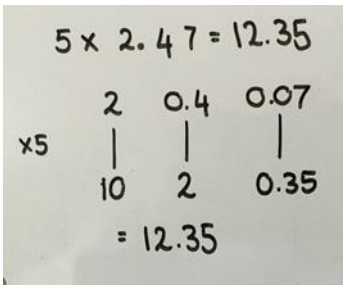
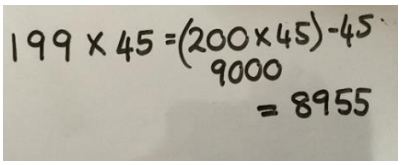
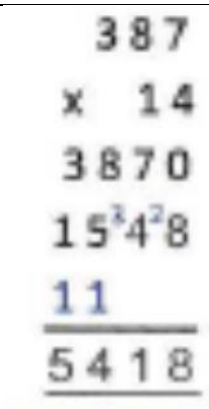
Year 5 Calculation Policy

Multiplication

Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
5M.6 - I can use short multiplication to multiply a 1-digit number by a number with upto 4 digits and money	Formal colum method with place value counters 6 X 23   	Children represent the counters/base 10:   	  
5M.7 - I can use the 'ladder' method to multiply 3 and 4 digit numbers by a teen number (long multiplication)			5 6 X 2 7 1 0 0 0 (50 X 20) 1 2 0 (6 X 20) 3 5 0 (50 X 7) 4 2 (6 X 7) 1 5 1 2

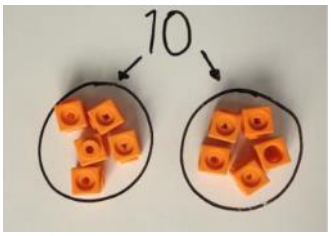
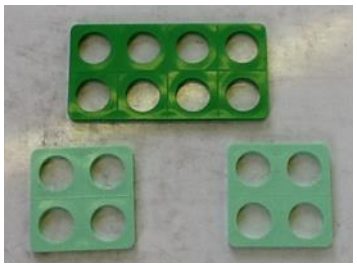
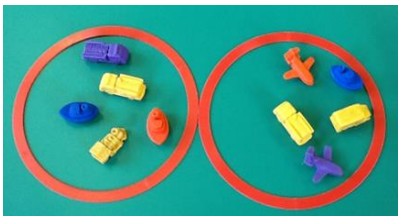
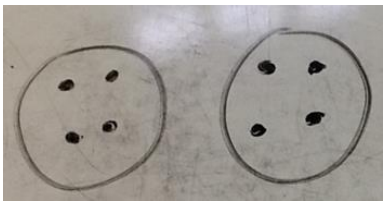
Year 6 Calculation Policy

Multiplication

Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
6M.2 - I can use doubling and halving to multiply by 2, 4, 8, 5, 20 and 25			4 x 3 = 12 4 X 0.3 = 1.2 4 X 0.03 = 0.12
6M.3 - I can multiply 2 place decimals by 1 digit numbers using partitioning			
6M.4 - I can multiply mentally by near multiples of 100 (e.g. 67x199 as (67x200)-67)			5 X 2.47 = (5x2) + (5x0.4) + (5x0.07) = 12.35
6M.5 - I can use long multiplication to multiply a 2-digit number by a number with up to 4-digits			199 x 45 = (200 x45) – 45 = 8955
6M.5 - I can use long multiplication to multiply a 2-digit number by a number with up to 4-digits			

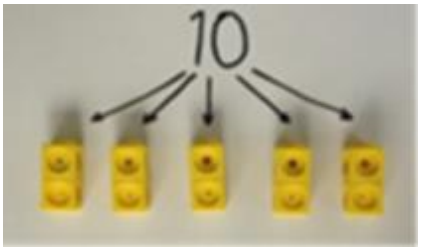
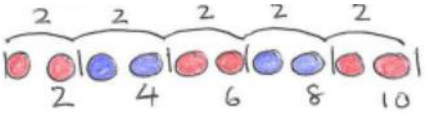
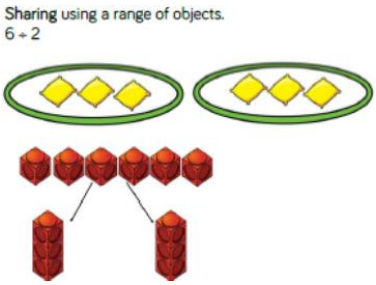
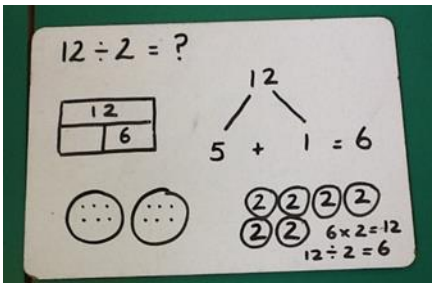
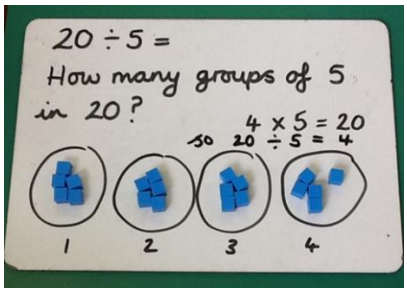
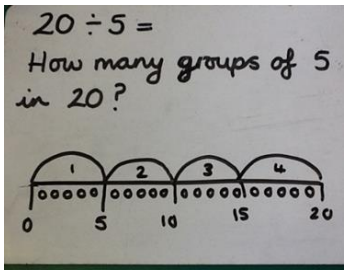
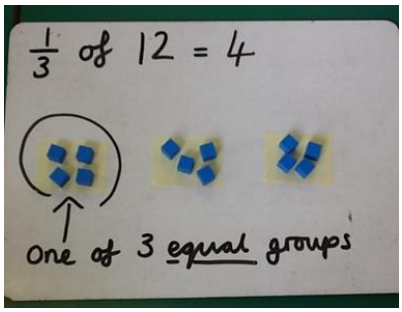
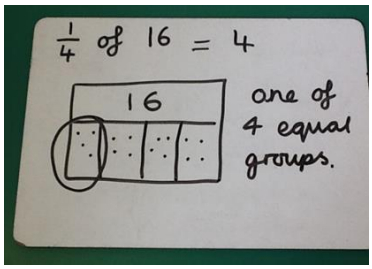
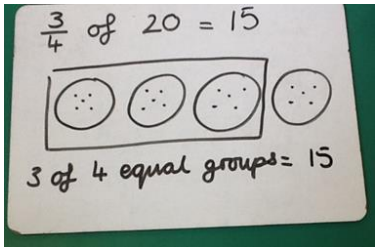
Year 1 Calculation Policy

Division

Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
1D.1 - I can find half of even numbers to 12 and know it is hard to halve odd numbers	  	 	Half of 8 is 4 ½ of 12 = 6

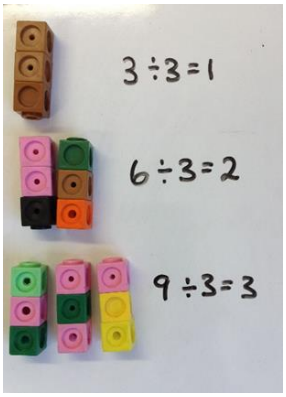
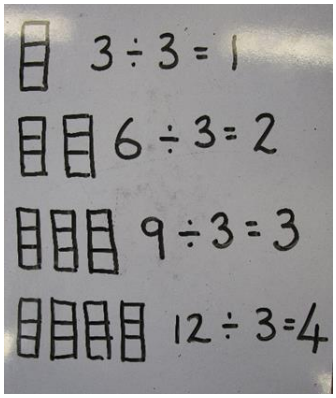
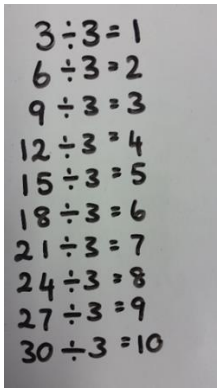
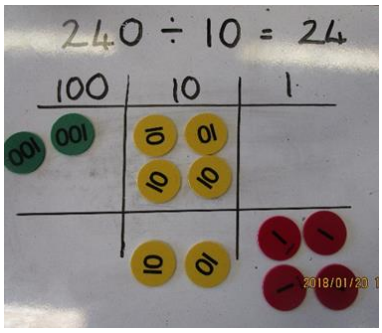
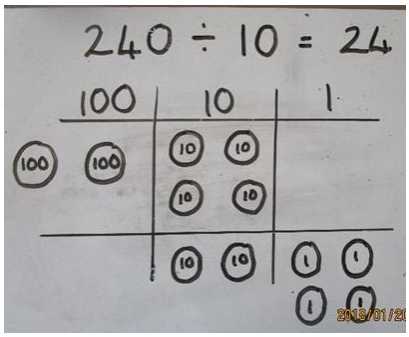
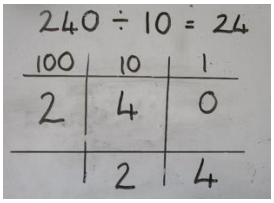
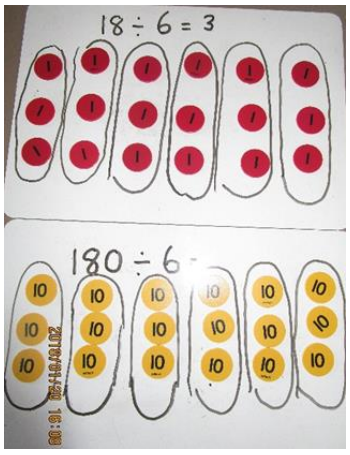
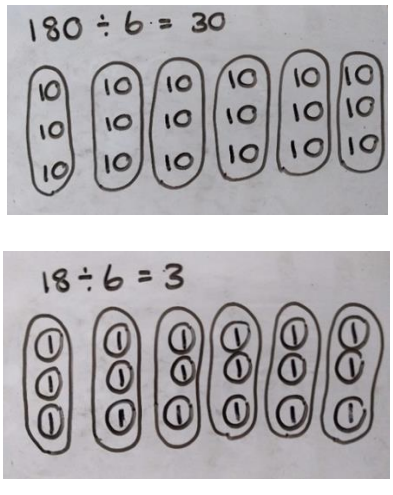
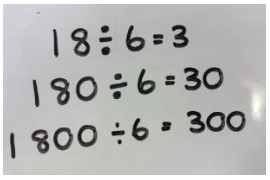
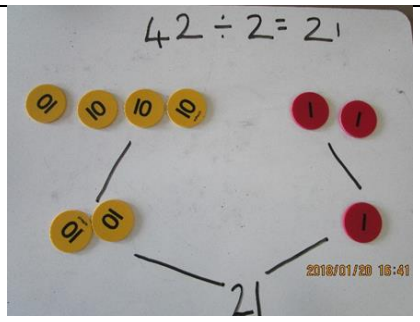
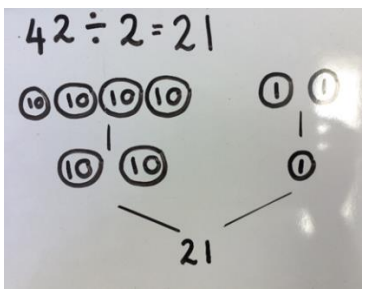
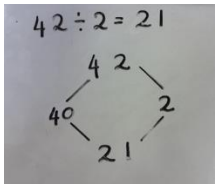
Year 2 Calculation Policy

Division

Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
2D.1 - Using fingers, I can say where a given number is in the 2s, 5s or 10s e.g. 8 is the fourth number when I count in 2s	 	 	How many 2s in 12? 12 shared between 2 is ? How many groups of 2 make 12? 12 ÷ 2 = ?
2D.2 - I can halve numbers to 40 and multiples of 10 to 100			2 X 6 =12 6 X 2= 12 So ? ÷ 2 = 20 ÷ ? = 4
2D.3 - I can relate grouping to division e.g. How many groups of 5 in 20			20 ÷ 5 or how many 5s make 20?
2D.4 - Find 1/2, 1/3, 1/4 and 3/4 of a quantity of objects and of amounts (whole number answers)		 	½ of 12 = 12 ÷ 2 = 6 ¼ of 12 =12 ÷ 4 = 3 1/3 of 12 = 12÷ 3 = 4 ¾ of 20= (20 ÷ 4) x 3 = 15

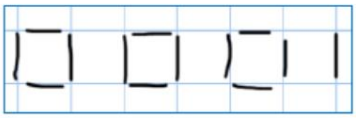
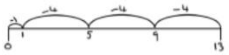
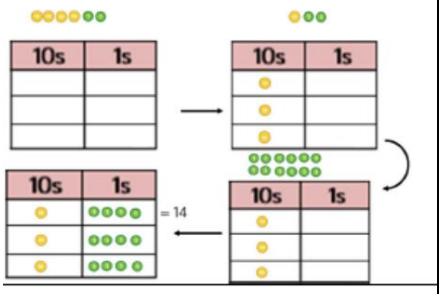
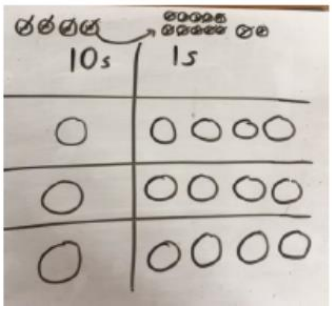
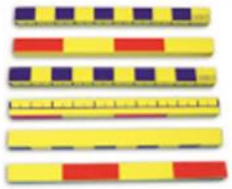
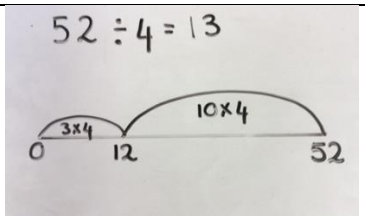
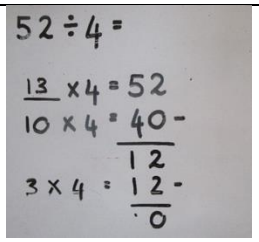
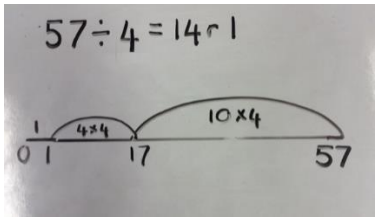
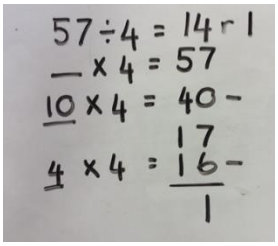
Year 3 Calculation Policy

Division

Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
3D.1 - I know by heart all the division facts that can be derived from the x2, x3, x4, x5, x8 and x 10 tables			
3D.2 - I can divide whole numbers by 10 or 100 to give whole number answers			
3D.3 - I can use related facts to divide multiples of 10 by 1-digit numbers e.g. 32 ÷ 8 = 4 so 320 ÷ 8 = 40			
3D.4 - I can halve even numbers to 100, halve odd numbers to 20			

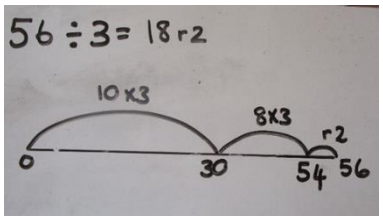
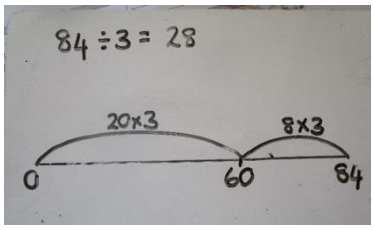
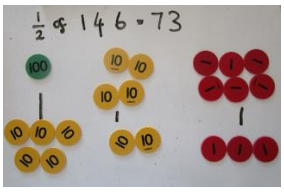
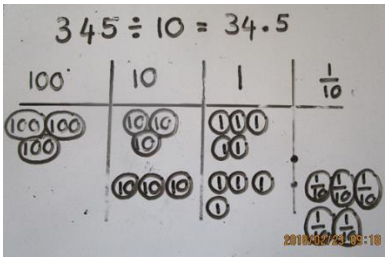
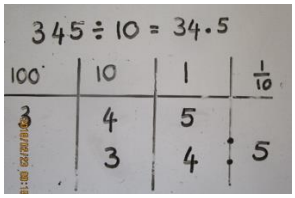
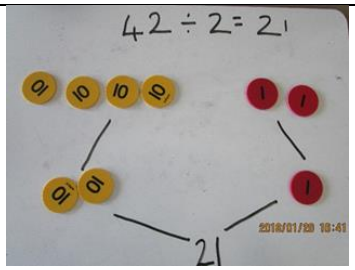
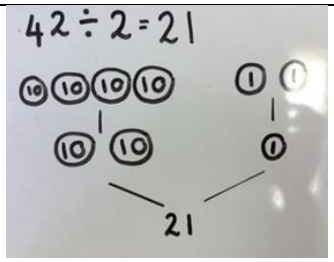
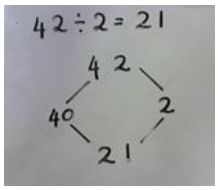
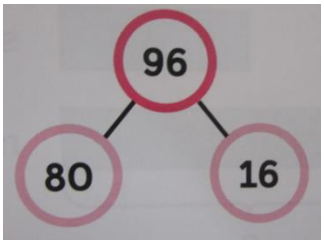
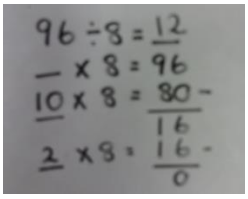
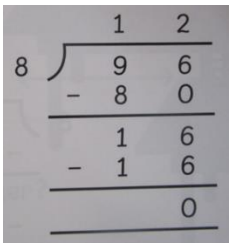
Year 3 Calculation Policy

Division

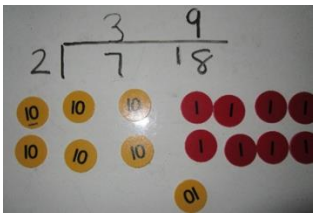
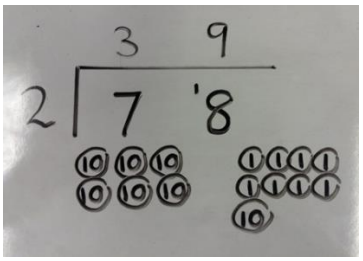
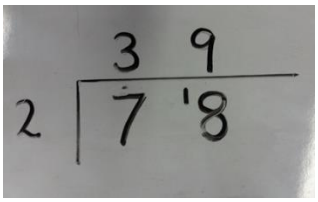
Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
Dividing with remainders	2d ÷ 1d with remainders using lollipop sticks. Cuisenaire rods, above a ruler can also be used. 13 ÷ 4 Use of lollipop sticks to form wholes- squares are made because we are dividing by 4.  There are 3 whole squares, with 1 left over.	Children to represent the lollipop sticks pictorially..  There are 3 whole squares, with 1 left over.	13 ÷ 4 = 3 remainder 1 Children should be encouraged to use their times table facts; they could also represent repeated addition on a number line. '3 groups of 4, with 1 left over' 
Sharing	Sharing using place value counters. 42 ÷ 3 = 14 	Children to represent the place value counters pictorially. 	42 ÷ 3 42 = 30 + 12 30 ÷ 3 = 10 12 ÷ 3 = 4 10 + 4 = 14
3D.5 - I can perform divisions just above the 10th multiple using a number line e.g. 52 ÷ 4 = 13			
3D.6 - I can divide larger numbers mentally by subtracting the 10th multiple, including those with remainders e.g. 57 ÷ 3	**Times tables square**		

Year 4 Calculation Policy

Division

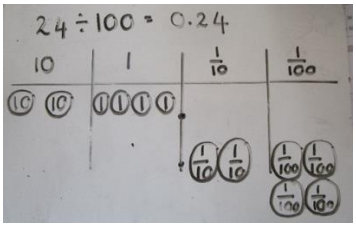
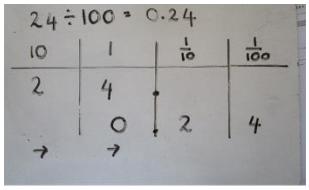
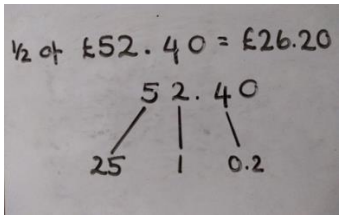
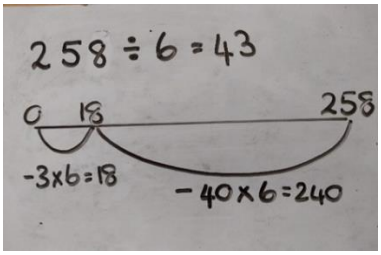
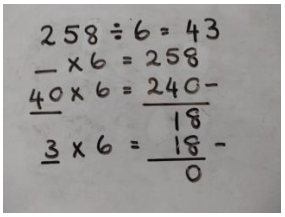
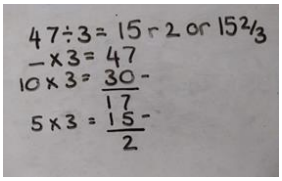
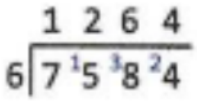
Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
4D.1 - I know by heart all the division facts up to 144 ÷ 12			
4D.2 - I can divide whole numbers by 10, 100, to give whole number answers with 1 decimal place			
4D.3 - I can use related facts to divide multiples of 100 by 1-digit numbers e.g. 32 ÷ 8 = 4 so 3200 ÷ 8 = 400	Find the answer to this first 32 ÷ 8 = 4 Use methods taught previously		32 ÷ 8 = 4 So 320 ÷ 8 = 40 So 3200 ÷ 8 = 400
4D.4 - I can find halves of even numbers to 200 and beyond using partitioning			 Use the same method but with larger numbers.
4D.5 - I can divide larger numbers mentally by subtracting the 10th or 20th multiple as appropriate.			 

Year 4 Calculation Policy

Division			
Learning Ladders Assessment Statement	**Concrete**	**Pictorial**	**Abstract**
D.6 - I can use a written method to divide a 2 digit or a 3- digit number by a 1-digit number.			

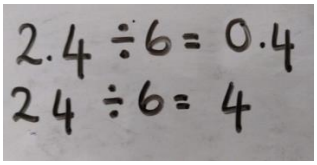
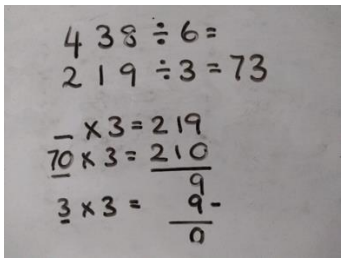
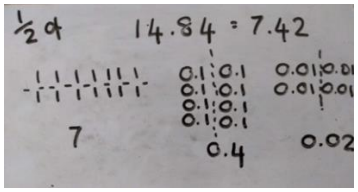
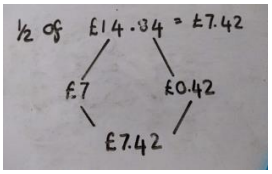
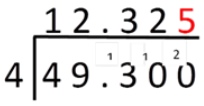
Year 5 Calculation Policy

Division

Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
5D.1 - I can divide whole numbers by 10, 100, 1000, 10000 to give whole number answers or answers with 1, 2 or 3 decimal places			
5D.2 - I can halve amounts of money e.g. half of £52.40 is £26.20			½ of £52.40 = (½ of £52) + (1/2 of 0.20) = £26 + £0.20 = £26.20
5D.3 - I can divide by larger numbers mentally by subtracting the 10th or 100th multiple as appropriate			
D.4 - I can begin to represent a remainder as a fraction or decimal			
5D.5 - I can use short division to divide a number with up to 4 digits by 12 or less.			

Year 6 Calculation Policy

Division

Learning Ladders Assessment Statement	Concrete	Pictorial	Abstract
6D.1 - I can divide 1 and 2 place decimals by 10 and less using know facts			
6D.2 - I can identify common factors to help with mental division e.g. 438 ÷ 6 is 219 ÷ 3 which is 73			
6D.3 - I can halve decimal numbers with up to 2 decimal places using partitioning e.g. half of 36.86			 ½ of £14.84 = (½ of £14) + (1/2 of 0.84) = £7 + £042 = £7.42
6D.4 - I can use short division to divide a number with upto 4 digits by a 1-digit or 2-digit number			 12.325 to 2 d.p is 12.33
6D.5 - I can use long division to divide 3-digit and 4-digit numbers by 'friendly' 2-digit numbers