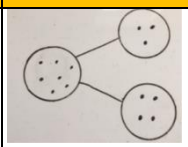
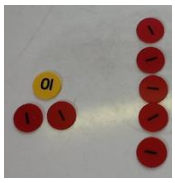
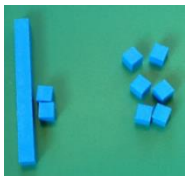
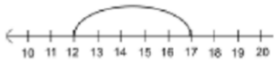
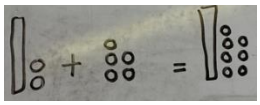
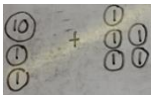
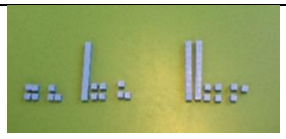
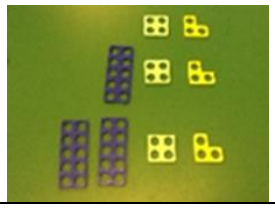
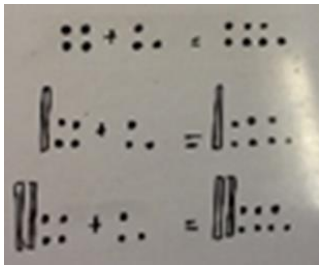
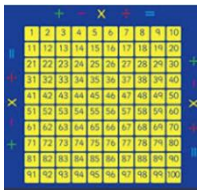
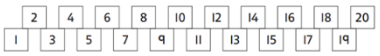
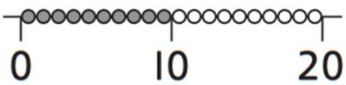
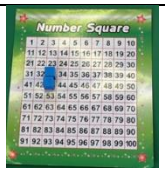
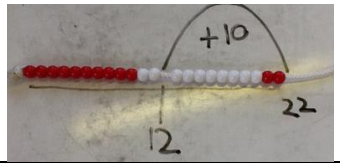
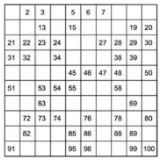
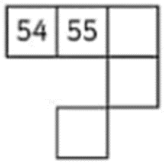
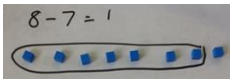
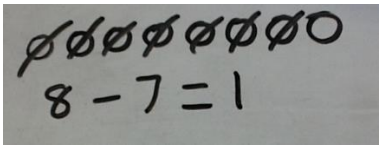
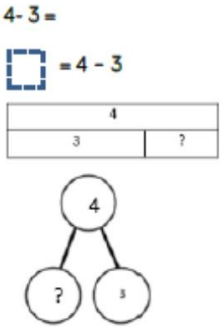
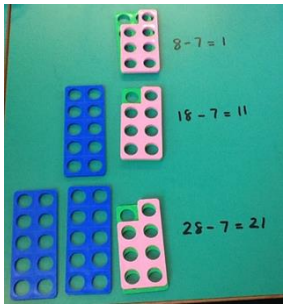
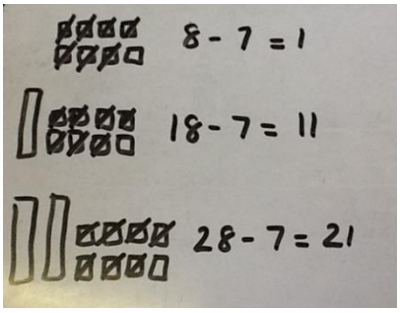
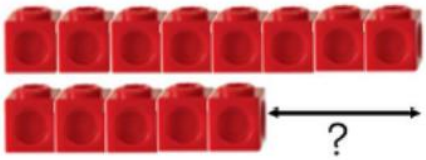
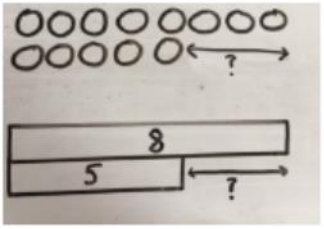
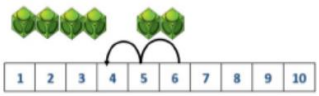
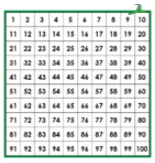
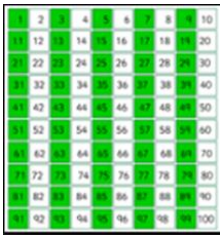
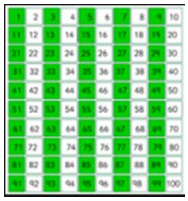
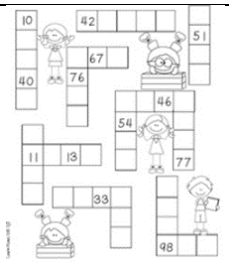
Year 1 Calculation Policy

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

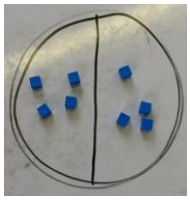
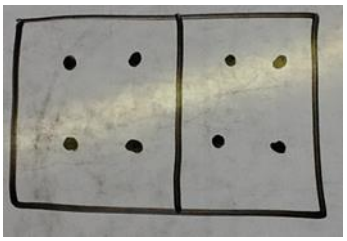
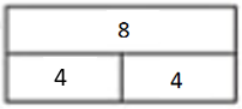
Year 1 Calculation Policy

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?	Calculate the difference between 8 and 5. 	 Finding the difference is subtraction	Find the difference between 8 and 5. 8 – 5, the difference is ☐
1S.3 - I can count back in ones using a structured number line/ 100 grid	Counting back (using number lines or number tracks) children start with 6 and count back 2. 6 - 2 = 4  	**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 =**

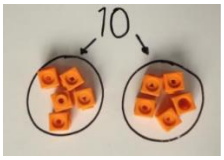
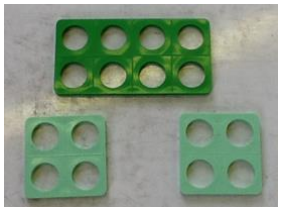
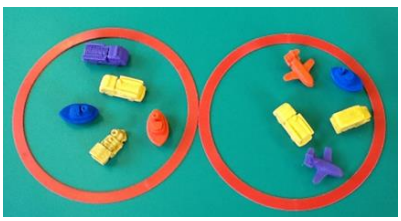
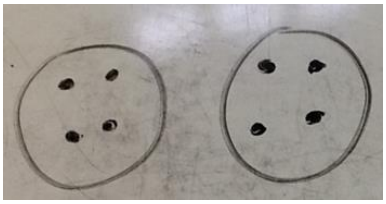
Year 1 Calculation Policy

Multiplication

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

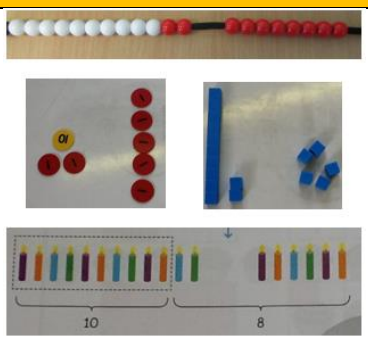
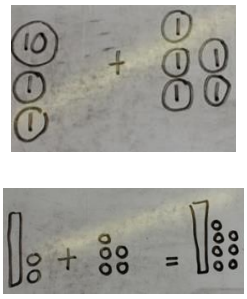
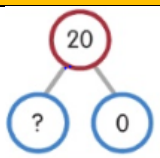
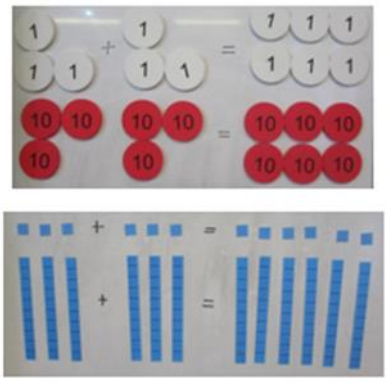
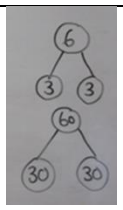
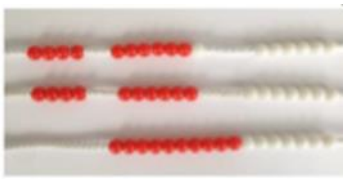
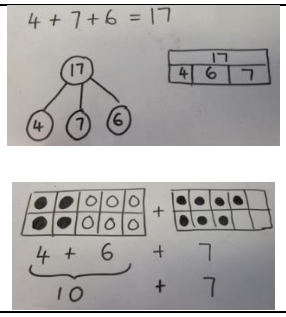
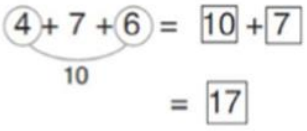
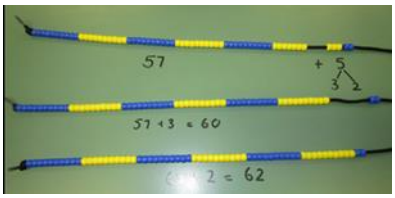
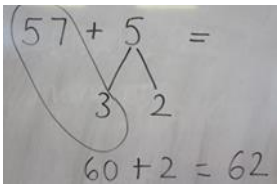
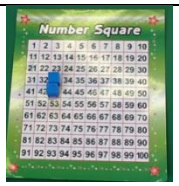
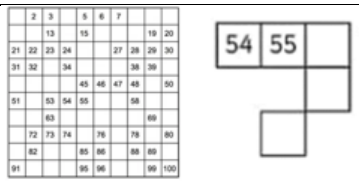
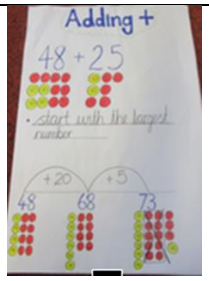
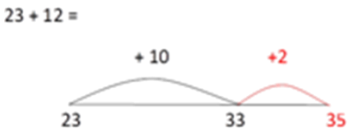
Year 1 Calculation Policy

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

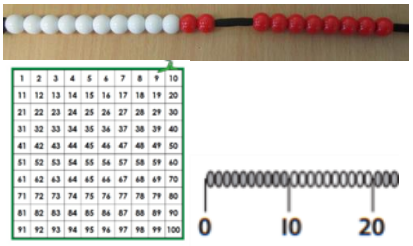
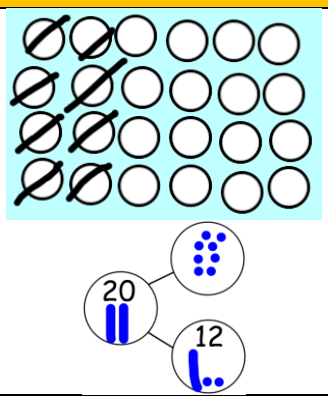
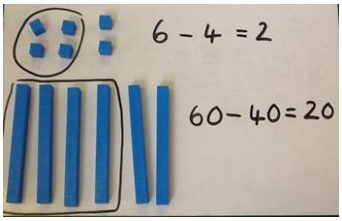
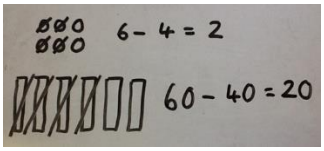
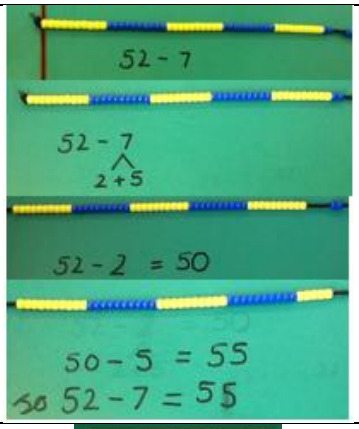
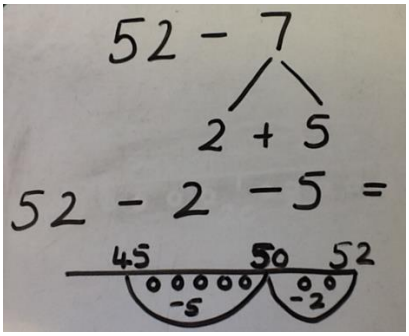
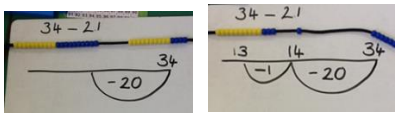
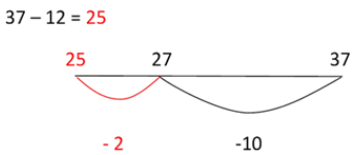
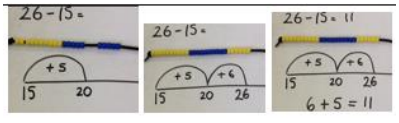
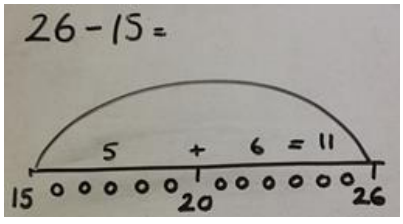
Year 2 Calculation Policy

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

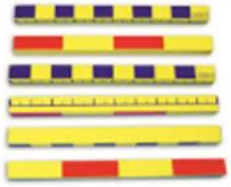
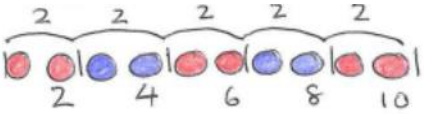
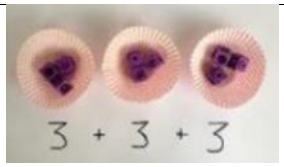
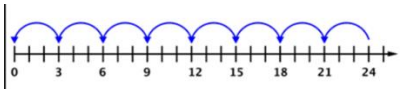
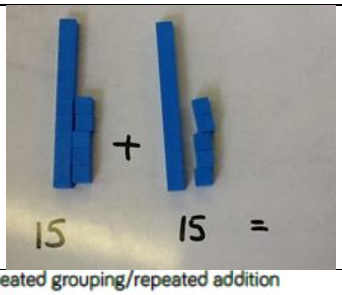
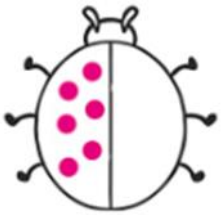
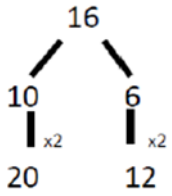
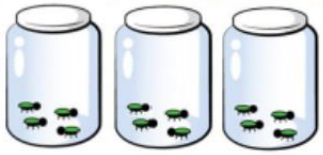
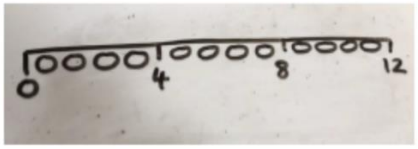
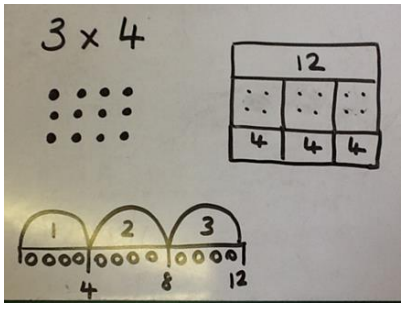
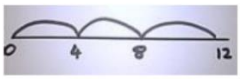
Year 2 Calculation Policy

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?

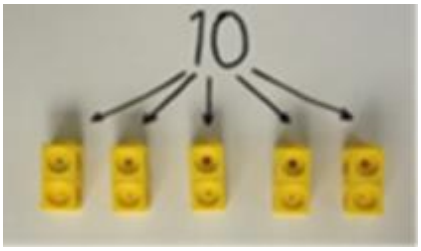
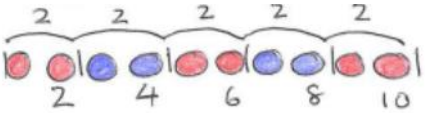
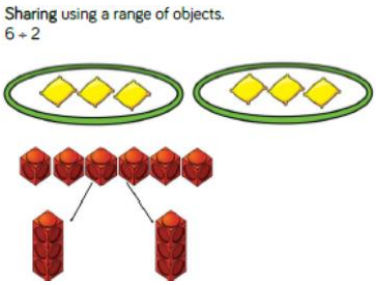
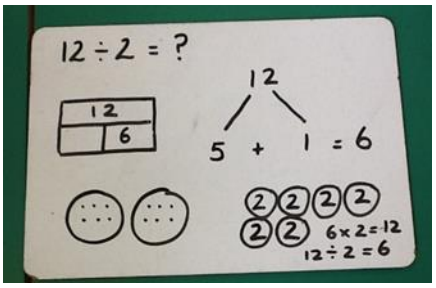
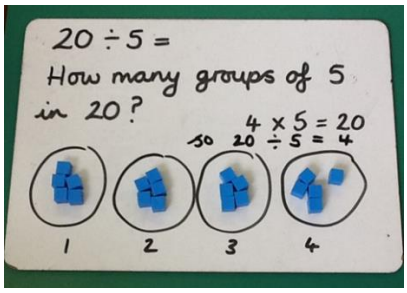
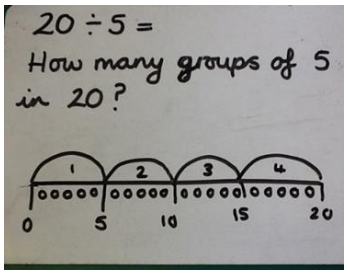
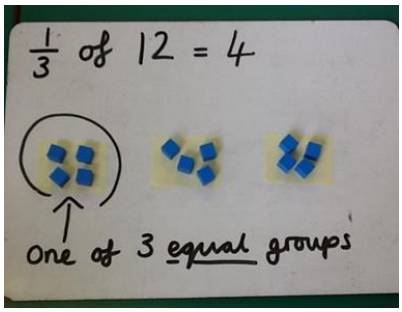
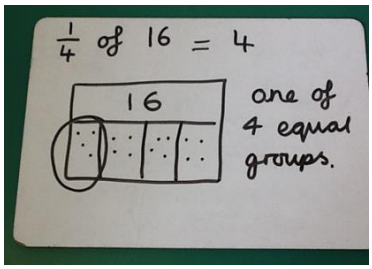
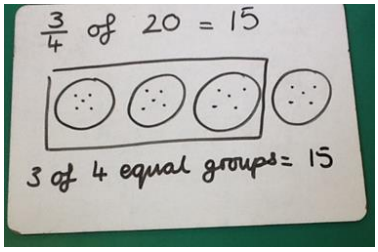
Year 2 Calculation Policy

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:  	3 × 4 = 12 4 + 4 + 4 = 12 Abstract number line showing three jumps of four. 3 × 4 = 12 

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