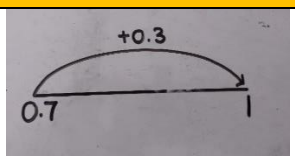
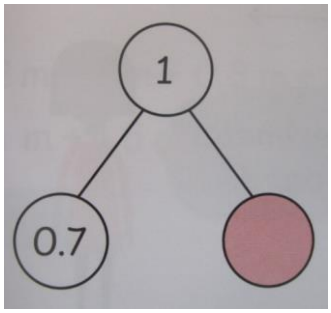
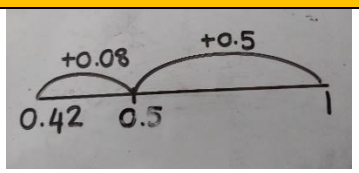
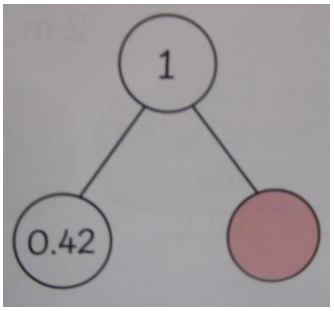
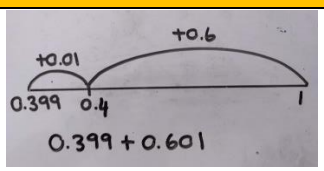
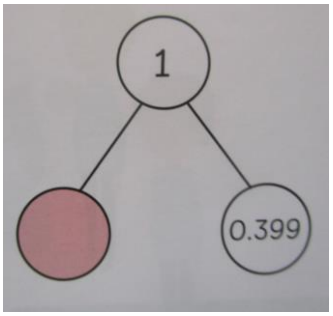
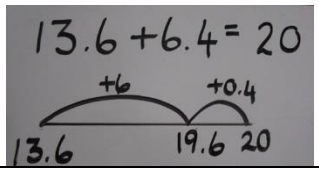
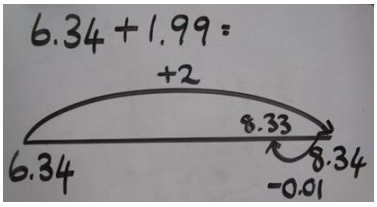
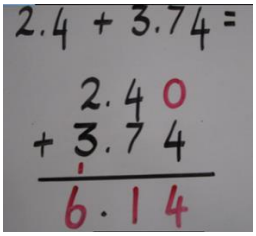
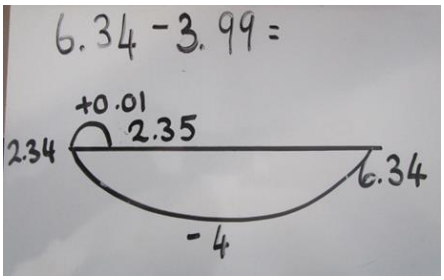
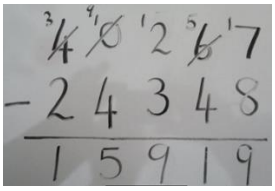
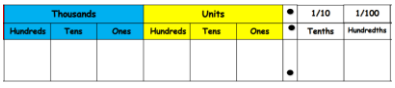
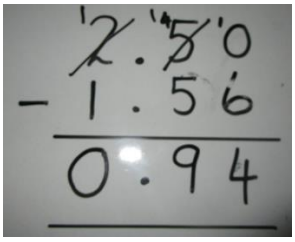
Year 5 Calculation Policy

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			

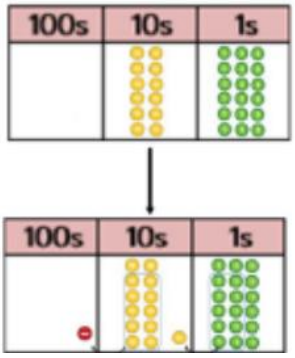
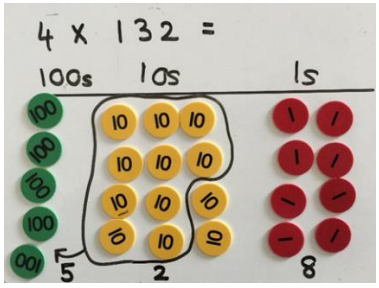
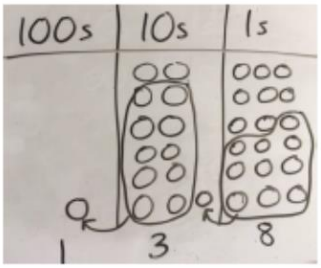
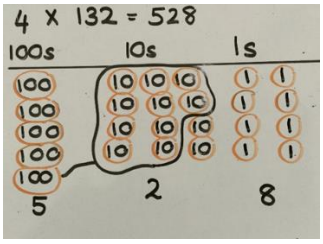
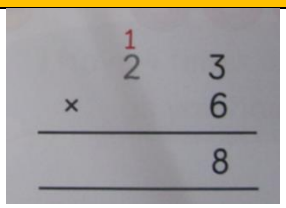
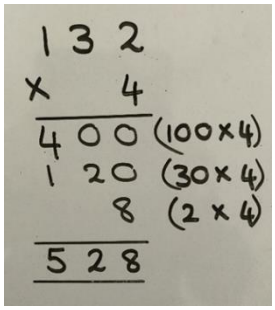
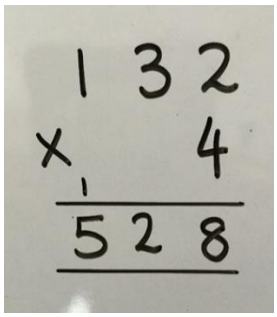
Year 5 Calculation Policy

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			

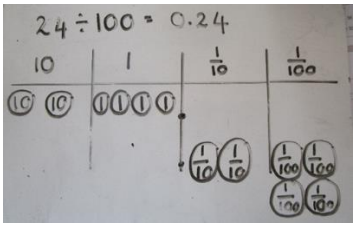
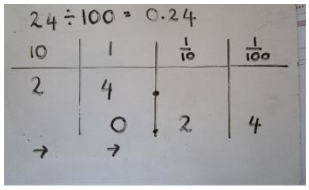
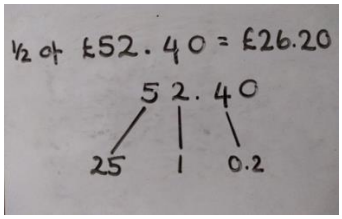
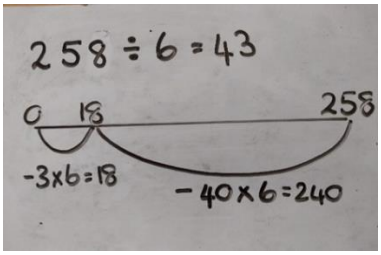
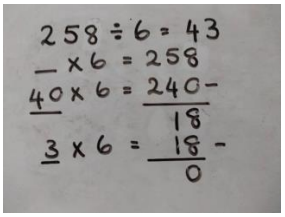
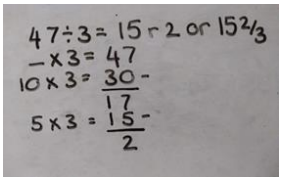
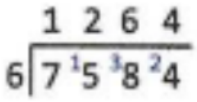
Year 5 Calculation Policy

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

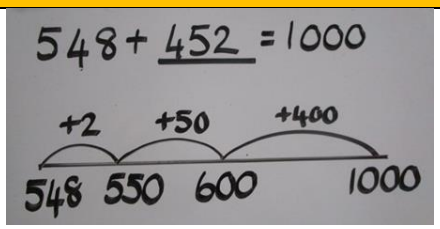
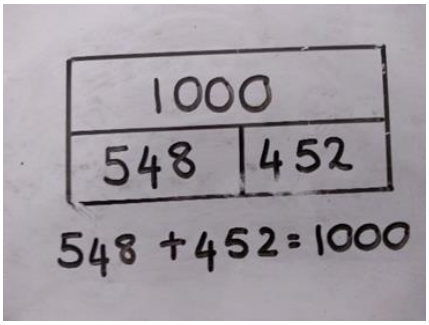
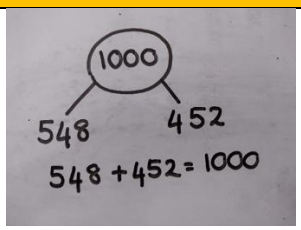
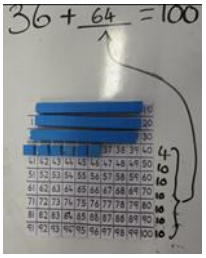
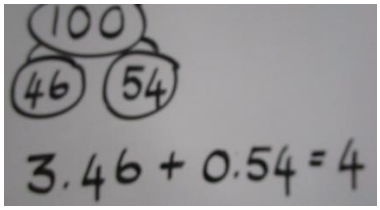
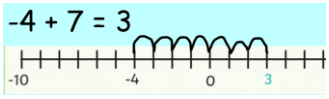
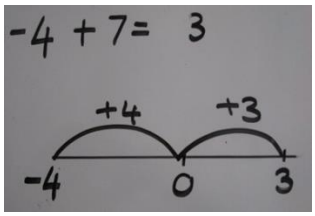
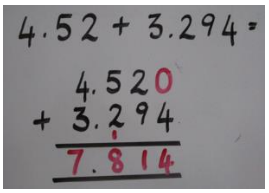
Year 5 Calculation Policy

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.			

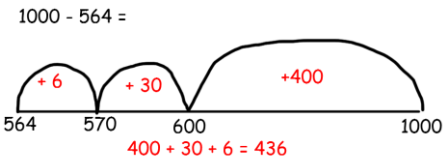
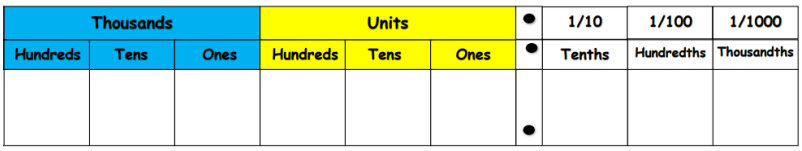
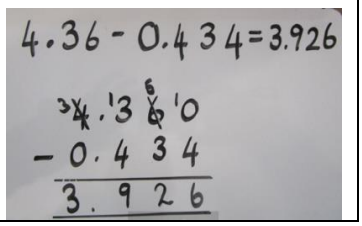
Year 6 Calculation Policy

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			

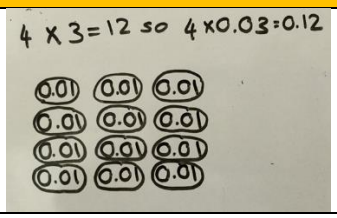
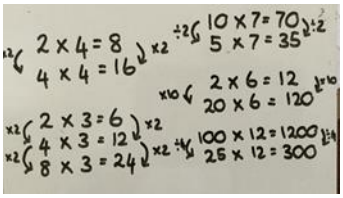
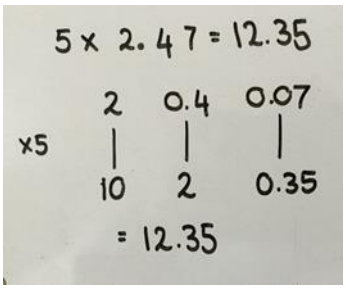
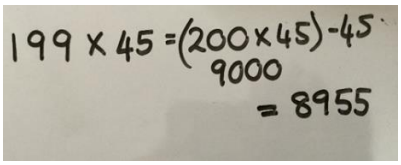
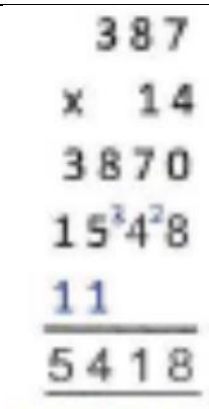
Year 6 Calculation Policy

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			

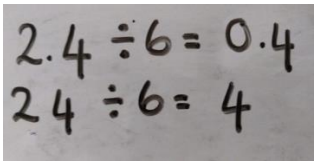
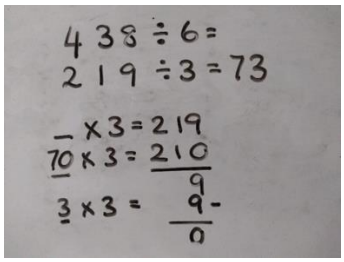
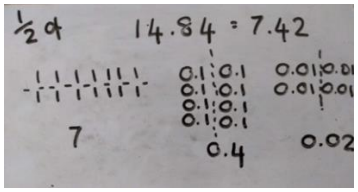
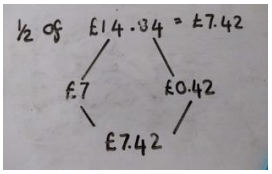
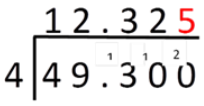
Year 6 Calculation Policy

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 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