



Bloxham Church of England Primary School

## Power Maths White Rose Edition calculation policy, KS1

The following pages show the *Power Maths White Rose Edition* progression in calculation (addition, subtraction, multiplication and division) and how this works in line with the National Curriculum. The consistent use of the CPA (concrete, pictorial, abstract) approach across *Power Maths White Rose Edition* helps children develop mastery across all the operations in an efficient and reliable way. This policy shows how these methods develop children's confidence in their understanding of both written and mental methods.



## **KEY STAGE 1** Children develop the core ideas that underpin all calculation. They begin by connecting calculation with counting on and counting back, but they should learn that understanding wholes and parts will enable them to calculate efficiently and accurately, and with greater flexibility. They learn how to use an understanding of 10s and 1s to develop their calculation strategies, especially in addition and subtraction. Key language: whole, part, ones, ten, tens, number bond, add, addition, plus, total, altogether, subtract, subtraction, find the difference, take away, minus, less, more, group, share, equal, equals, is equal to, groups, equal groups, times, multiply, multiplied by, divide, share, shared equally, times-table Addition and subtraction: Children first learn to Multiplication and division: Children develop an Fractions: In Year 1. children encounter halves connect addition and subtraction with counting. awareness of equal groups and link this with and quarters, and link this with their understanding but they soon develop two very important skills: counting in equal steps, starting with 2s, 5s and of sharing. They experience key spatial an understanding of parts and wholes, and an 10s. In Year 2, they learn to connect the language representations of these fractions, and learn to understanding of unitising 10s, to develop efficient of equal groups with the mathematical symbols for recognise examples and non-examples, based on and effective calculation strategies based on multiplication and division. their awareness of equal parts of a whole. known number bonds and an increasing awareness of place value. Addition and They learn how multiplication and division can be In Year 2, they develop an awareness of unit related to repeated addition and repeated fractions and experience non-unit fractions, and subtraction are taught in a way that is interlinked to highlight the link between the two operations. subtraction to find the answer to the calculation. they learn to write them and read them in the A key idea is that children will select methods and In this key stage, it is vital that children explore common format of numerator and denominator. approaches based on their number sense. For and experience a variety of strong images and example, in Year 1, when faced with 15 - 3 and manipulative representations of equal groups, 15 - 13, they will adapt their ways of approaching including concrete experiences as well as abstract the calculation appropriately. The teaching should calculations. always emphasise the importance of mathematical thinking to ensure accuracy and Children begin to recall some key multiplication flexibility of approach, and the importance of using facts, including doubles, and an understanding of the 2, 5 and 10 times-tables and how they are known number facts to harness their recall of bonds within 20 to support both addition and related to counting. subtraction methods.



	Year 1			
	Concrete	Pictorial	Abstract	
Year 1 Addition				
Counting and adding more	Children add one more person or object to a group to find one more.	Children add one more cube or counter to a group to represent one more.	Use a number line to understand how to link counting on with finding one more.	
			one more 0 1 2 3 4 5 6 7 8 9 10	
		One more than 4 is 5.	One more than 6 is 7. 7 is one more than 6.	
			Learn to link counting on with adding more than one.	
			5 + 3 = 8	
Understanding part-part-whole	Sort people and objects into parts and understand the relationship with the whole.	Children draw to represent the parts and understand the relationship with the whole.	Use a part-whole model to represent the numbers.	
relationship			6 2 4	
	The parts are 2 and 4. The whole is 6.	The parts are 2 and 4. The whole is 6.	2 + 4 = 6	



Knowing and finding number bonds within 10	Break apart a group and put back together to find and form number bonds. 3 + 4 = 7 6 = 2 + 4	Use five and ten frames to represent key number bonds. 5 = 4 + 1 $10 = 7 + 3$	Use a part-whole model alongside other representations to find number bonds.
Understanding teen numbers as a complete 10 and some more	Complete a group of 10 objects and count more.	Use a ten frame to support understanding of a complete 10 for teen numbers.	1 ten and 5 ones equal 15. 10 + 5 = 15
Adding by counting on	Children use knowledge of counting to 20 to find a total by counting on using people or objects.	Children use counters to support and represent their counting on strategy.	Children use number lines or number tracks to support their counting on strategy.

	8  on $9 10 11the bus$	7 on the bus	7       7 + 5 =
Year 1 Subtraction			
Counting back and taking away	Children arrange objects and remove to find how many are left.	Children draw and cross out or use counters to represent objects from a problem.	Children count back to take away and use a number line or number track to support the method.
	$ \begin{array}{c}                                     $		9-3=6
	6 subtract 1 is 5.	Now there are 6 children.	
Finding a missing part, given a whole and a part	Children separate a whole into parts and understand how one part can be found by subtraction. $\downarrow$ $\downarrow$ $\downarrow$ $\downarrow$ $\downarrow$ $\downarrow$ $\delta = 5 = ?$	Children represent a whole and a part and understand how to find the missing part by subtraction. 5 - 4 = 1	Children use a part-whole model to support the subtraction to find a missing part. $ \begin{array}{r}                                     $

Finding the difference	Arrange two groups so that the difference between the groups can be worked out.	Represent objects using sketches or counters to support finding the difference.	$\begin{array}{c} 12 \\ 7 \\ 5 \\ 1 \\ 1 \\ 1 \\ 1 \\ 1 \\ 1 \\ 1 \\ 1 \\ 1$
	Image: Second state state       Image: Second	5 - 4 = 1 The difference between 5 and 4 is 1.	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
Year 1 Multiplication			
Recognising and making equal groups	Children arrange objects in equal and unequal groups and understand how to recognise whether they are equal. A B C C C C C C C C C C C C C C C C C C C	Children draw and represent equal and unequal groups.	Three equal groups of 4. Four equal groups of 3.
Finding the total of equal groups by counting in 2s, 5s and 10s	There are 5 pens in each pack 510152025303540	100 squares and ten frames support counting in 2s, 5s and 10s. 1 = 2 $3$ $4$ $5$ $6$ $7$ $8$ $9$ $101 = 12$ $13$ $4$ $5$ $6$ $7$ $8$ $9$ $101 = 12$ $13$ $14$ $15$ $16$ $17$ $18$ $19$ $2021$ $22$ $22$ $24$ $25$ $26$ $27$ $28$ $29$ $3031$ $32$ $33$ $34$ $45$ $46$ $47$ $48$ $49$ $50$	Use a number line to support repeated addition through counting in 2s, 5s and 10s. 10  10  10  10  10  10  10  10



Year 1 Division			
Grouping	Learn to make equal groups from a whole and find how many equal groups of a certain size can be made.	Represent a whole and work out how many equal groups.	Children may relate this to counting back in steps of 2, 5 or 10.
	Sort a whole set people and objects into equal groups.	00000 00000	
		There are 10 in total. There are 5 in each group. There are 2 groups.	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
	There are 10 children altogether. There are 2 in each group. There are 5 groups.		
Sharing	Share a set of objects into equal parts and work out how many are in each part.	Sketch or draw to represent sharing into equal parts. This may be related to fractions.	10 shared into 2 equal groups gives 5 in each group.



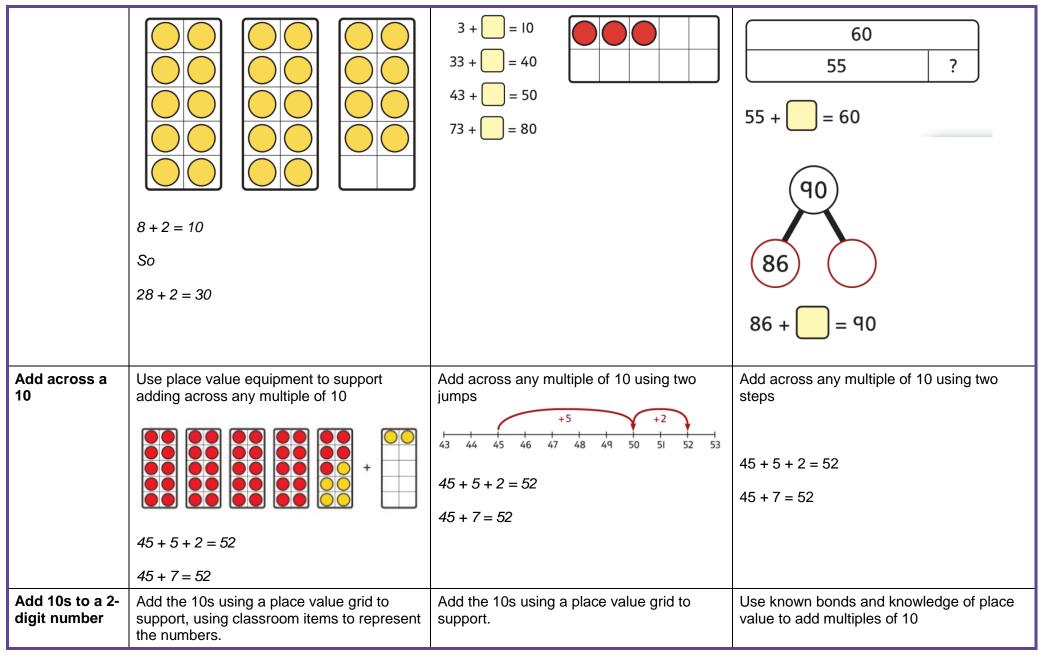
-	Year 2			
	Concrete	Pictorial	Abstract	
Year 2 Addition				
Understanding 10s and 1s	Group objects into 10s and 1s.   Opencies of pensits of pensits of the pensits of the pencies	Understand 10s and 1s equipment, and link with visual representations on ten frames.	Partition 2-digit numbers into 10s and 1s 10 $20$ $30$ $32$ $32$ $32 = 30 + 2$	
Learn bonds within 10	Systematically build confidence and fluency in recall of number bonds within 10	Systematically build confidence and fluency in recall of number bonds within 10	Systematically build confidence and fluency in recall of number bonds within 10	



	<b>Double 4</b> 4 + 4 = 8. This is a double	This is a bond to 10. 9 + 1 = 10	i         0         1         2         3         4         5         6         7         8         9         10           0         0+0         0+1         0+2         0+3         0+4         0+5         0+6         0+7         0+8         0+0         0+10           1         1+0         1+1         1+2         1+3         1+4         1+5         1+6         1+7         1+8         1+9           2         2+0         2+1         2+2         2+3         2+4         2+5         2+6         2+7         2+8           3         3+0         3+1         3+2         3+3         3+4         3+5         3+6         3+7           4         4+0         4+1         4+2         4+3         4+5         4+6           5         5+0         5+1         5+2         5+3         5+4         5+5           6         6+0         6+1         6+2         6+3         6+4           7         7+0         7+1         7+2         7+3           8         8+0         8+1         8+2           9         9+0         9+1      10         10+0         1+7
Adding the 1s	Children represent 10s and 1s with everyday items.	Children represent calculations using ten frames to add a teen and 1s. 2+3=5 12+3=15	Children recognise that a teen is made from a 10 and some 1s and use their knowledge of addition within 10 to work efficiently. 3+5=8 So, $13+5=18$
Bridging 10 using number bonds	Children use counters to complete a ten frame and understand how they can add using knowledge of number bonds to 10.	Use a part-whole model and a number line to support the calculation. 4 1 3 9 10 11 12 13 9+4=13	Children use a bead string to complete a 10 and understand how this relates to the addition. 7 add 3 makes 10. So, 7 add 5 is 10 and 2 more.



Add two multiples of 10	Use known bonds and unitising to add 10s.	Use known bonds and unitising to add 10s.	Use known bonds and unitising to add 10s.
	i know that 2 + 3 = 5. So, 1 know that 2 tens add 3 tens is 5 tens.	+ = $I$ + = $I$ + $I$ = $I$ + $I$ + $I$ = $I$ + $I$ + $I$ = $I$ + I +	5 = 5 (3) (2) 3 + 2 = 5 3  tens  + 2  tens  = 5  tens 30 + 20 = 50
Add a 2-digit number and 1s	Add the 1s to find the total. Use known bonds within 10. 41 is 4 tens and 1 one. 41 add 6 ones is 4 tens and 7 ones.	Add the ones using known bonds 1 + 6 = 7 So 41 + 6 = 47	Add the 1s. Understand the link between counting on and using known number facts. Children should be encouraged to use known number bonds to improve efficiency and accuracy. 4 + 5 = 9 So 34 + 5 = 39
Add to the next 10	Use known bonds to 10 to add to the next multiple of 10	Use known bonds to 10 to add to the next multiple of 10	Use known bonds to 10 to add to the next multiple of 10



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Add more 10s	T       O         Image: Constraint of the second state of t	T       O         Image: Constraint of the system       Image: Constraint of the system         16 is 1 ten and 6 ones.       Image: Constraint of the system         16 is 1 ten and 6 ones.       Image: Constraint of the system         16 is 3 tens.       Image: Constraint of the system         There are 4 tens and 6 ones in total.       Image: Constraint of the system         Add on from a 2-digit number by adding 10s       Image: Constraint of the system	16 + 30 = ? $1  ten  + 3  tens is 4 tens$ There are 4 tens and 6 ones in total. $16 + 30 = 46$ Count on in tens from a given number 'Start on 16', '26', '36', '46' $16 + 30 = 46$ Add on from a 2-digit number by adding
then more 1s	tens then ones.	then 1s. +10 +2 23 33 35 23 + 12 = 23 + 10 + 2	tens then ones. 23 + 12 = 23 + 10 + 2
Add the 1s and 10s separately	Add the 10s and 1s separately. 3 + 3 = 8	Add the 1s and the 10s then recombine	Add the 10s and 1s separately. 32 + 11 30 + 10 = 40 32 + 1 = 3 32 + 11 = 43

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	There are 8 ones in total. 3 + 2 = 5 There are 5 tens in total. 35 + 23 = 58	TO TO TO TO TO TO TO TO TO TO	
Year 2 Subtraction			
Subtract two multiples of 10	Use known number bonds and unitising to subtract multiples of 10.	Use known number bonds and unitising to subtract multiples of 10. $ \begin{array}{r} 100 \\ 30 \\ 10-3=7 \\ So, 10 tens subtract 3 tens is 7 tens. \\ \end{array} $	Use known number bonds and unitising to subtract multiples of 10. 7 $7$ $70$ $70$ $70$ $50$ $7$ tens subtract 5 tens is 2 tens. 70 - 50 = 20
Subtraction within 20	Subtraction within 20 Understand when and how to subtract 1s efficiently.	Subtraction within 20 Understand how to use knowledge of bonds within 10 to subtract efficiently. 5-3=2 15-3=12	Subtraction within 20 Understand when and how to subtract 1s efficiently. Use a bead string to subtract 1s efficiently.

	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$		5-3=2 15-3=12
Subtracting 10s and 1s	Subtracting 10s and 1s         For example: 18 - 12         Use ten frames to represent the efficient method of subtracting 12.         Image: Open state of the efficient of the efficien	Subtracting 10s and 1s Use a part-whole model to support the calculation. 14 19 - 14 19 - 10 = 9 9 - 4 = 5 So, $19 - 14 = 5$	Subtracting 10s and 1s For example: 18 – 12 First subtract the 10, then take away 2.
Subtraction bridging 10 using number bonds	Subtraction bridging 10 using number bonds         Represent the use of bonds using ten frames.         Image: Imag	Subtraction bridging 10 using number bonds Use a number line and a part-whole model to support the method. 13-5 5 6 7 8 9 10 11 12 13	Subtraction bridging 10 using number bondsFor example: 12 – 7Arrange objects into a 10 and some 1s, then decide on how to split the 7 into parts.7 is 2 and 5, so I take away the 2 and then the 5.



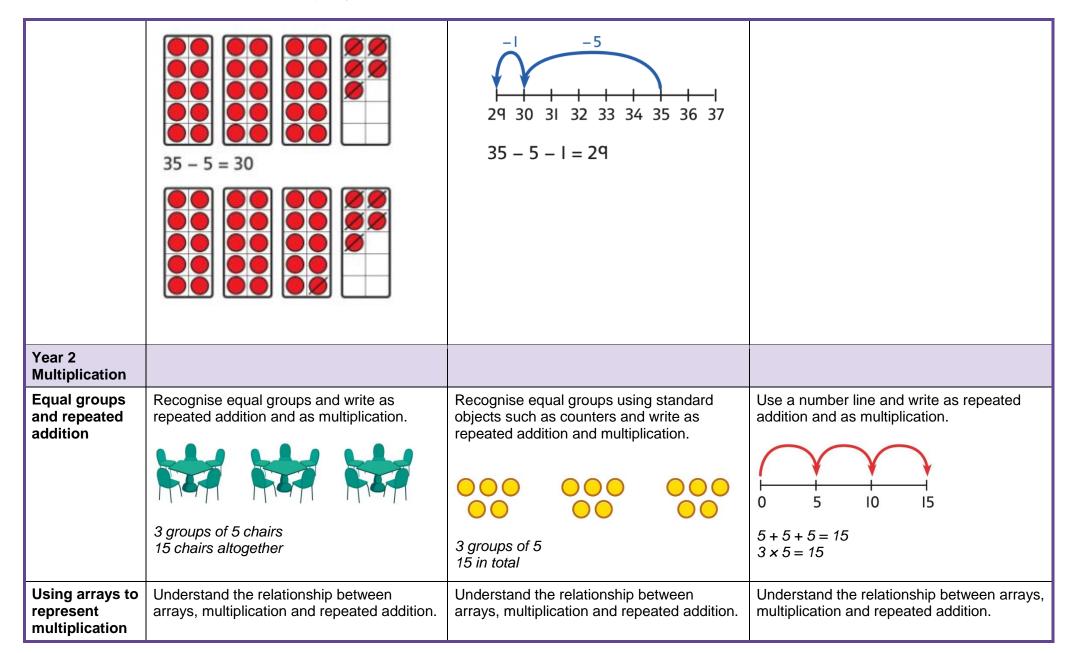
Subtracting a single-digit number	Subtract the 1s. This may be done in or out of a place value grid using classroom items to represent the numbers. $\boxed{T} O$ $\boxed{T} O$ $\boxed{0}$ $\boxed{2} \neq \neq$	Subtract the 1s. This may be done in or out of a place value grid. TO TO Subtract 3 ones is 6 ones" 39 - 3 = 36	Subtract the 1s. Understand the link between counting back and subtracting the 1s using known bonds. $\overrightarrow{1}$ + + + + + + + + + + + + + + + + + + +
Subtracting a single-digit number bridging 10	Bridge 10 by using known bonds.	Bridge 10 by using known bonds.	Bridge 10 by using known bonds. -4 -4 16 17 18 19 20 21 22 23 24 25 26 24 - 6 = ? 24 - 4 - 2 = ?
Subtract tens from a 2-digit number		Subtract tens using known bonds	Subtract tens using known bonds $43 - 10 = 33$

		57 - 10 = 47	
Subtract ones from a 2-digit number	Subtract the 1s. This may be done in or out of a place value grid. $\begin{array}{c} \hline \\ \hline $	Subtract the 1s. This may be done in or out of a place value grid. $\begin{array}{c} \hline \\ \hline $	Subtract the 1s. Understand the link between counting back and subtracting the 1s using known bonds. 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 +
Subtract tens and ones from a 2-digit number	Subtract 10s then 1s using place value equipment.	Subtract 10s then 1s with a number line for visual support. -2 -10 $-10$ $13 15 25$	Subtract 10s then 1s. 25 - 10 - 2 = 13 25 - 12 = 13



	25 - 10 - 2 = 13 25 - 12 = 13	25 - 10 - 2 = 13 25 - 12 = 13	
Subtract ones from a multiple of 10 (preparation	Subtract from a 10 using known bonds to 10 using place value equipment.	Subtract from a 10 using known bonds to 10.	Subtract from a 10 using known bonds to 10.
for bridging)	10 - 3 = 7		10 - 3 = 7 30 - 3 = 27 60 - 3 = 57 27 - 37
	<b>30 − 3 = 27</b>	50 - 2 = 48	90 - 3 = 87
	<b>50 − 3 = 47</b>		
Subtract bridging a ten	Subtract in two steps, across a 10 with place value equipment.	Subtract in two steps, across a 10 with a number line for visual support.	Subtract in two steps, across a 10.
			41 - 6 = 41 - 1 - 5
			41 – 6 = 35





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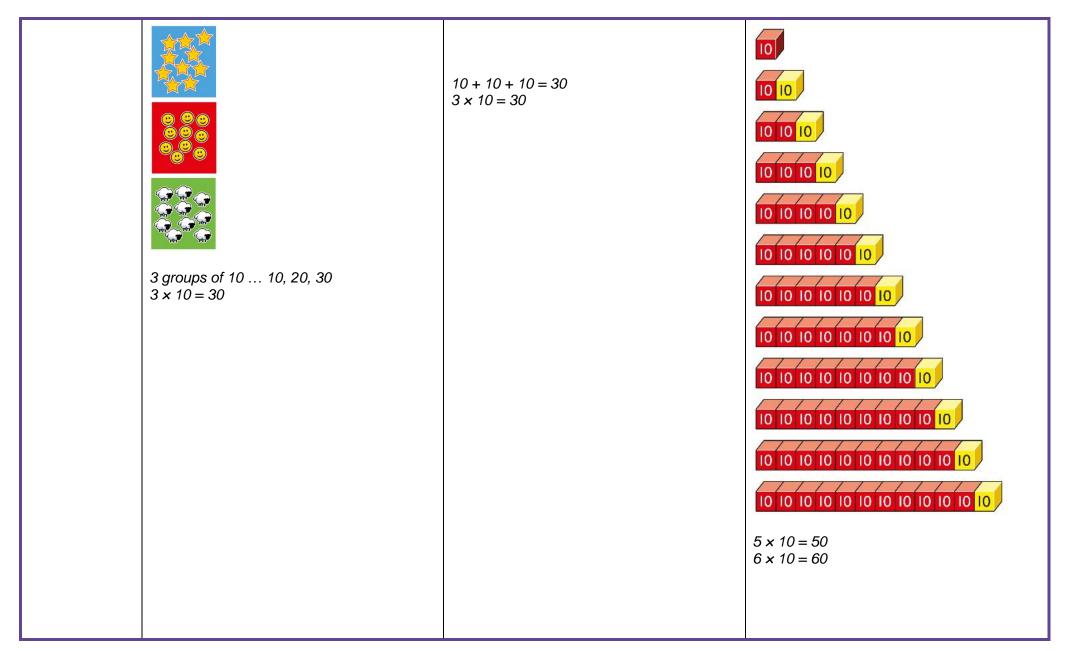
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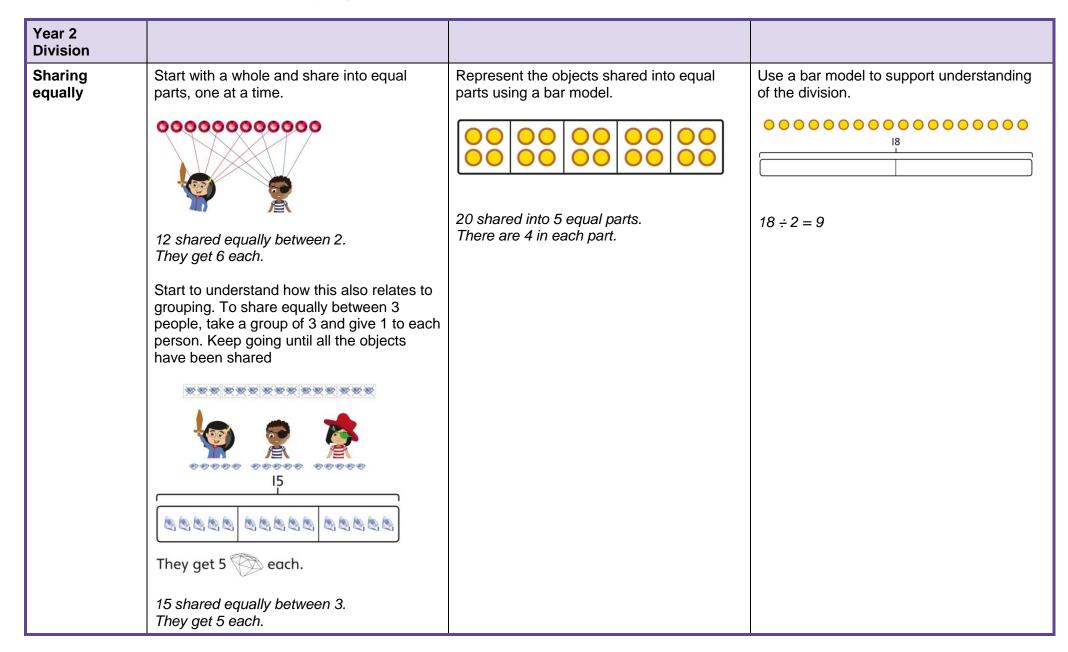
and support understanding	4 groups of 5	4 groups of 5 5 groups of 5	0 5 10 15 20 25 5 × 5 = 25
Understanding commutativity	Use arrays to visualise commutativity.	Form arrays using counters to visualise commutativity. Rotate the array to show that orientation does not change the multiplication. This is 2 groups of 6 and also 6 groups of 2.	Use arrays to visualise commutativity. $4+4+4+4+4=20$ $5+5+5=20$ $4 \times 5 = 20 \text{ and } 5 \times 4 = 20$
Learning ×2, ×5 and ×10 table facts	Develop an understanding of how to unitise groups of 2, 5 and 10 and learn corresponding times-table facts.	Understand how to relate counting in unitised groups and repeated addition with knowing key times-table facts.	Understand how the times-tables increase and contain patterns.

Power Maths White Rose Edition calculation policy









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Grouping equally	Understand how to make equal groups from a whole.	Understand the relationship between grouping and the division statements.	Understand how to relate division by grouping to repeated subtraction.
	<u>?.</u>	$12 \div 3 = 4$	
	8 divided into 4 equal groups. There are 2 in each group.	$12 \div 4 = 3$	0 1 2 3 4 5 6 7 8 9 10 11 12
		$12 \div 6 = 2$	There are 4 groups now.
		$12 \div 2 = 6$	12 divided into groups of 3. 12 $\div$ 3 = 4 There are 4 groups.
Using known times-tables to solve divisions	Understand the relationship between multiplication facts and division.	Link equal grouping with repeated subtraction and known times-table facts to support division.	Relate times-table knowledge directly to division.
		40 divided by 4 is 10.	$I \times I0 = I0$ $2 \times I0 = 20$ $3 \times I0 = 30$ $4 \times I0 = 40$ $5 \times I0 = 50$ $6 \times I0 = 60$ $7 \times I0 = 70$ $8 \times I0 = 80$ $I \text{ used the I0 times-table to help me.}$ $3 \times I0 = 30.$
	<i>4 groups of 5 cars is 20 cars in total.</i> <i>20 divided by 4 is 5.</i>	Use a bar model to support understanding of the link between times-table knowledge and division.	I know that 3 groups of 10 makes 30, so I know that 30 divided by 10 is 3.
			$3 \times 10 = 30$ so $30 \div 10 = 3$