
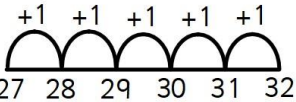
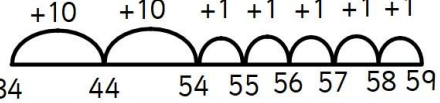

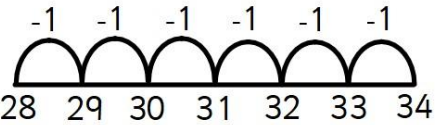
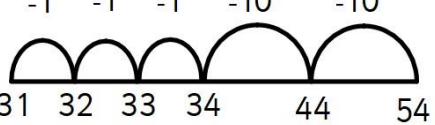
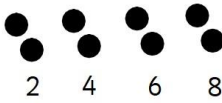
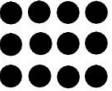
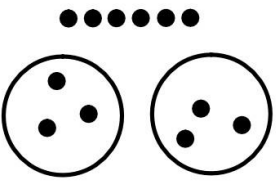
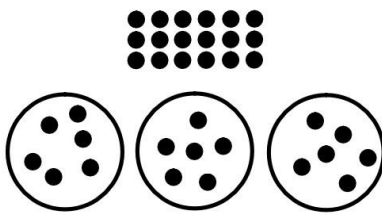
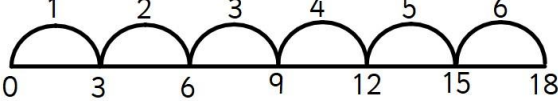


OLIVER GOLDSMITH PRIMARY SCHOOL
Written Calculation Policy

	Addition	Subtraction	Multiplication	Division
Start point	<p>Combining and counting: $5 + 3 = 8$</p>  <p>Number line - counting on in ones: $27 + 5 = 32$</p>  <p>Number line - counting on in ones and tens: $34 + 25 = 59$</p>  <p>Partitioning:</p> $\begin{array}{r} 48 \\ 40 \\ + \\ 8 \end{array} + \begin{array}{r} 36 \\ 30 \\ + \\ 6 \end{array} = 84$ $\begin{array}{r} 48 \\ 40 \\ + \\ 8 \end{array} + \begin{array}{r} 36 \\ 30 \\ + \\ 6 \end{array} = 84$ <p>$40 + 30 = 70$ $48 + 30 = 78$ $8 + 6 = 14$ $78 + 6 = 84$ $70 + 14 = 84$</p> <p>Column addition: $348 + 131 = 479$</p> $\begin{array}{r} 348 \\ + 131 \\ \hline 479 \end{array}$ <p>Column addition (with regrouping): $21848 + 1523 = 23371$</p> $\begin{array}{r} 21848 \\ + 1523 \\ \hline 23371 \end{array}$	<p>Removing objects from a group: $6 - 2 = 4$</p>  <p>Number line - counting back in ones: $34 - 6 = 28$</p>  <p>Number line - counting back in ones and tens: $54 - 23 = 31$</p>  <p>Column subtraction: $764 - 453 = 311$</p> $\begin{array}{r} 764 \\ - 453 \\ \hline 311 \end{array}$ <p>Column subtraction (with exchange): $2932 - 457 = 2475$</p> $\begin{array}{r} 2932 \\ - 457 \\ \hline 2475 \end{array}$	<p>Counting repeated groups: $2 \times 4 = 8$</p>  <p>Arrays: $3 \times 4 = 12$</p>  <p>Partitioning for multiplication: $13 \times 5 = 65$</p> $\begin{array}{r} 13 \\ 10 \\ + \\ 3 \end{array} \times 5 = 65$ <p>$10 \times 5 = 50$ $3 \times 5 = 15$ $50 + 15 = 65$</p> <p>Short multiplication: 342×7 becomes</p> $\begin{array}{r} 342 \\ \times 7 \\ \hline 2394 \end{array}$ <p>Answer: 2394</p> <p>Long multiplication: 124×26 becomes</p> $\begin{array}{r} 124 \\ \times 26 \\ \hline 744 \\ 2480 \\ \hline 3224 \end{array}$ <p>Answer: 3224</p>	<p>Practical halving: $6 \div 2 = 3$</p>  <p>Sharing and grouping: $18 \div 3 = 6$</p>  <p>Counting forward on a number line: $18 \div 3 = 6$</p>  <p>Short division: $98 \div 7 = 14$</p> $\begin{array}{r} 14 \\ 7 \overline{)98} \end{array}$ <p>Short division (with remainders): $4962 \div 8 = 620 \text{ r } 2$</p> $\begin{array}{r} 0620 \text{ r } 2 \\ 8 \overline{)4962} \end{array}$

OLIVER GOLDSMITH PRIMARY SCHOOL
Written Calculation Policy

End of Year 6	Column addition (with decimal numbers): $\begin{array}{r} 148.30 \\ + 81.73 \\ \hline 230.03 \\ \hline 111 \end{array}$	Column subtraction (with decimal numbers): $\begin{array}{r} 38.2 - 6.324 = 31.876 \\ \begin{array}{r} 7 \quad 11 \quad 9 \\ 38.200 \\ - 6.324 \\ \hline 31.876 \end{array} \end{array}$	Long multiplication (with decimal numbers): $\begin{array}{r} 12.4 \\ \times 26 \\ \hline 74.4 \\ + 248.0 \\ \hline 322.4 \end{array}$	Long division: $432 \div 15 = 28 \text{ r } 12$ $\begin{array}{r} 028 \text{ r } 12 \\ 15 \overline{)432} \\ \underline{-30} \\ 132 \\ \underline{-120} \\ 012 \end{array}$
----------------------	--	---	---	--

Maths Websites

- <https://www.oxfordowl.co.uk/for-home/kids-activities/fun-maths-games-and-activities/>
- <https://www.mathplayground.com/>
- <https://www.topmarks.co.uk/>
- <https://teachingtables.co.uk/>
- <https://play.trockstars.com/>
- <https://www.teachingideas.co.uk/subjects/math>
- <http://www.conkermaths.org/cmweb.nsf/pages/kirfs.html> /
- www.mathszone.co.uk
- <http://www.primaryhomeworkhelp.co.uk/maths/>
- http://www.bbc.co.uk/schools/websites/4_11/site/numeracy.shtml
- <https://www.ictgames.com/mobilePage/index.html>
- <https://games.e4education.co.uk/primary/games>
- www.snappymaths.com
- <https://www.prodigygame.com/pages/parents/>

FAQ's

- **Q: Can my child use a calculator?**
- **A:** They can be a useful tool to motivate children and help them to check their working out but they should not become reliant on a calculator! During SATs, children are not allowed to use a calculator.

- **Q: How can I help my child with maths at home?**
- See the grids below. Be positive about maths and talk about challenge rather than difficulty. We want to inspire our children about maths and that means showing excitement and enjoyment for the subject.

- **Q: What websites or APPs can help my child with maths?**
- **A:** we have provided some ideas, they are also on our website – there are so many!

Objective	Activity
Sorting & matching	Pairs of socks, shoes or gloves
Ordering & sequencing	Getting dressed or having a bath
Comparing objects-size, weight or capacity	Spoons, shopping bags, cups & containers
Counting	Laying the table & preparing food
Weighing & measuring	Cooking
Time	Setting times for different events

Objective	Activity
Directions	Playing with toys or walking
Money	Shopping
Shape and position	Building blocks, lego and boxes
Counting	Dominoes, board games and counting on journeys