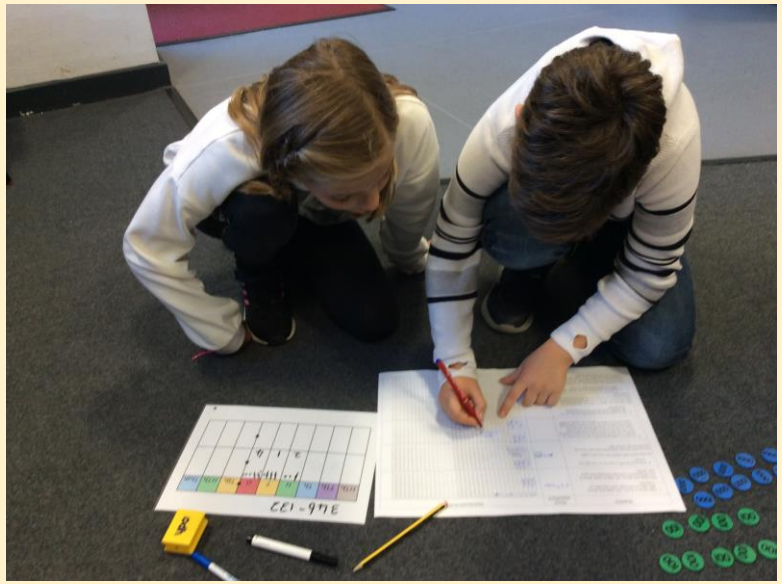
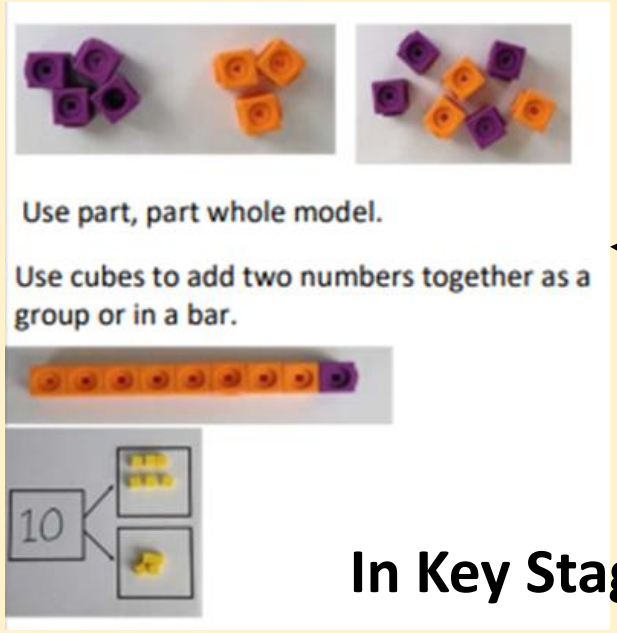
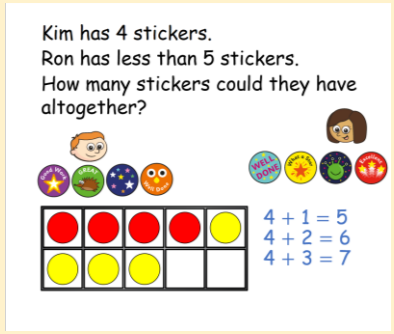
How we teach calculations at Blackrod

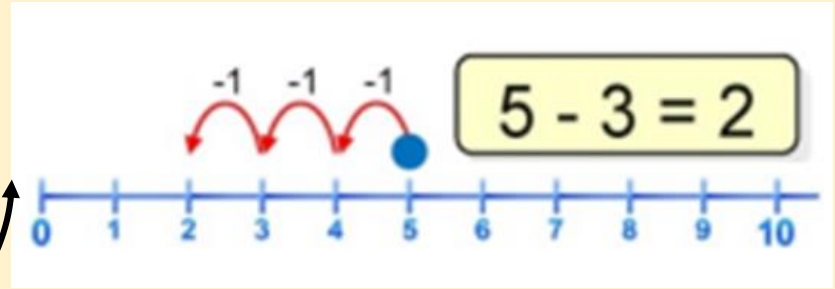


Addition



Subtraction

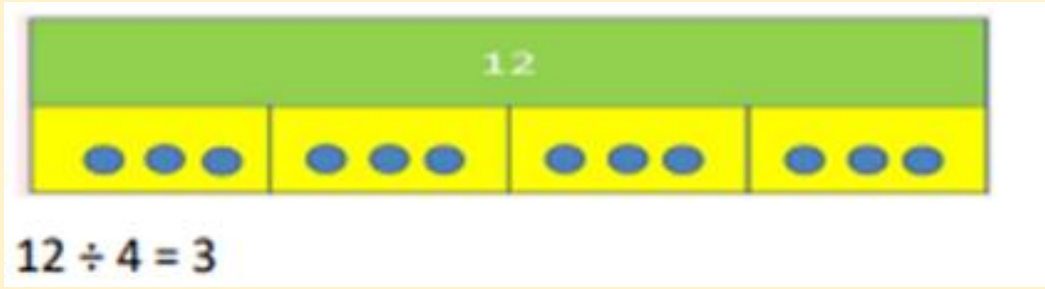




In Key Stage 1 your child will have already used these methods:

Multiplication

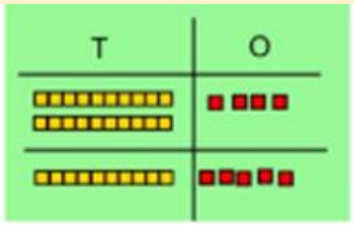
Division



In Key Stage 2, your child will be building on these foundation blocks to develop their understanding of methods to that will enable them to extend their learning further.

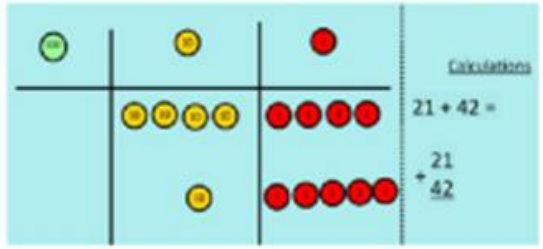
In Key Stage 2 these methods are developed further:

Addition

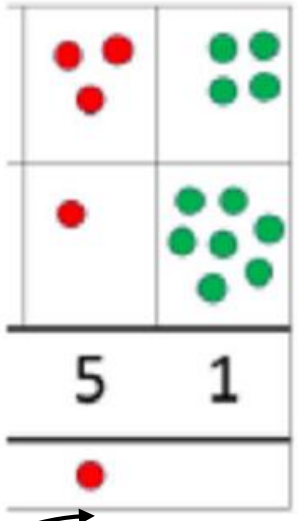


Dienes or numicon

Add together the ones first, then the tens.



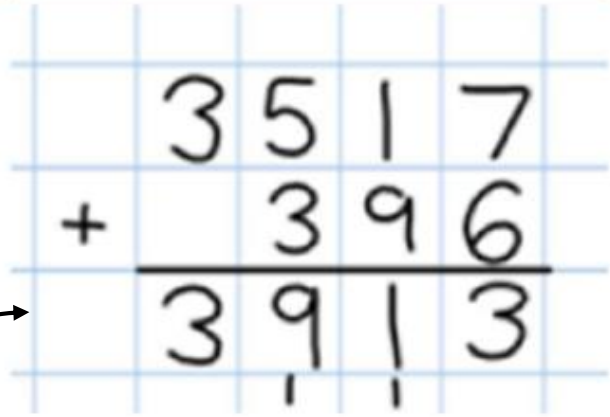
Move to using place value counters



3 4
+1 7

5 1

Children can draw a representation of the grid to further support their understanding, carrying the ten **underneath** the line

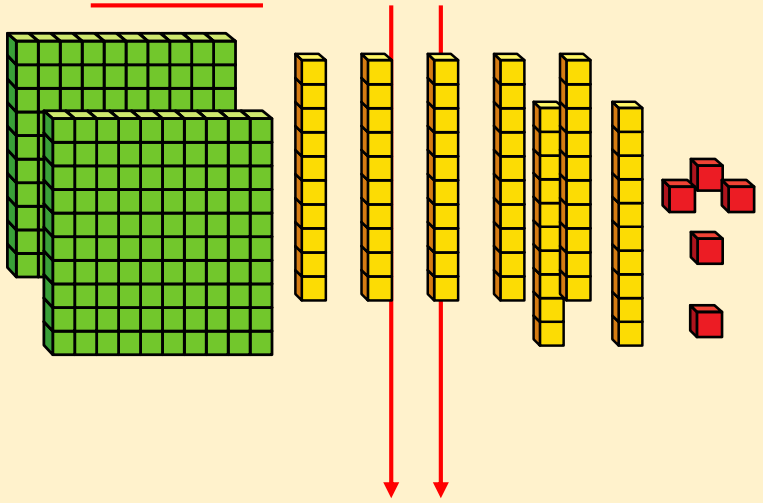


3 5 1 7
+ 3 9 6
3 9 1 3
1 1

Continue from previous work to carry hundreds as well as tens.

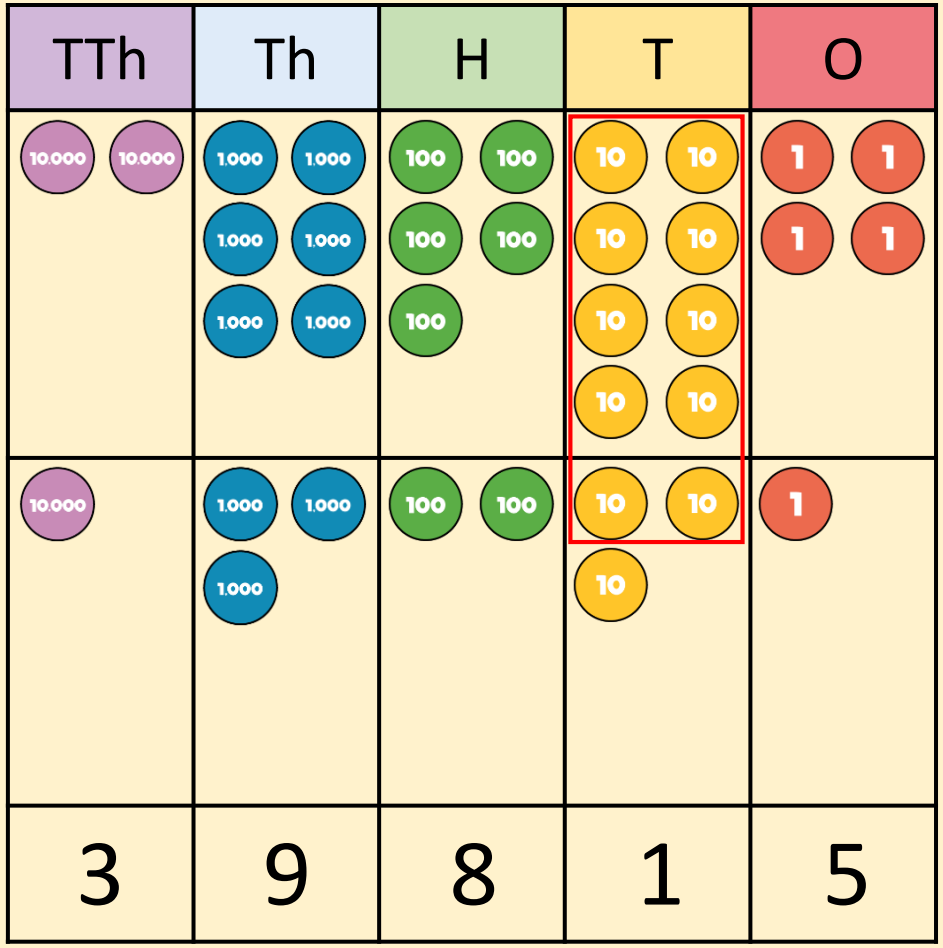
Relate to money and measures.

252 + 23 = 275



H	T	O
2	5	2
	2	3
2	7	5

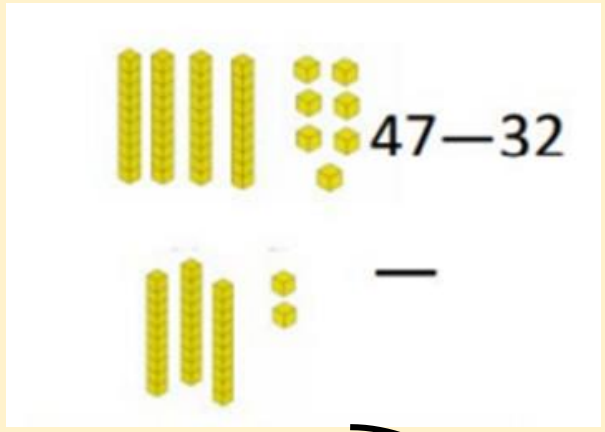
I put 2 in the tens column because it has a value of 20

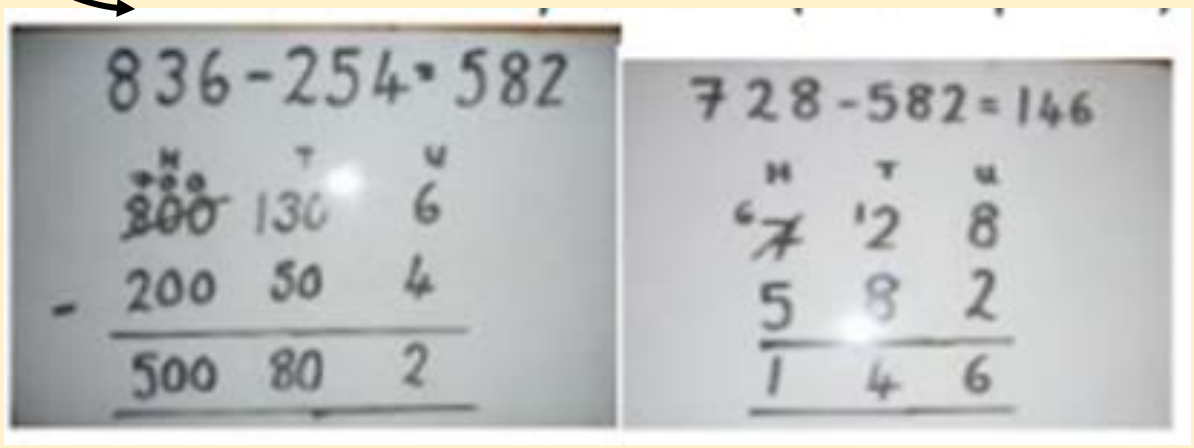


		2	6	5	8	4	
	+	1	3	2	3	1	
		3	9	8	1	5	
				1			

If there are 10 or more counters in a column we can make an exchange

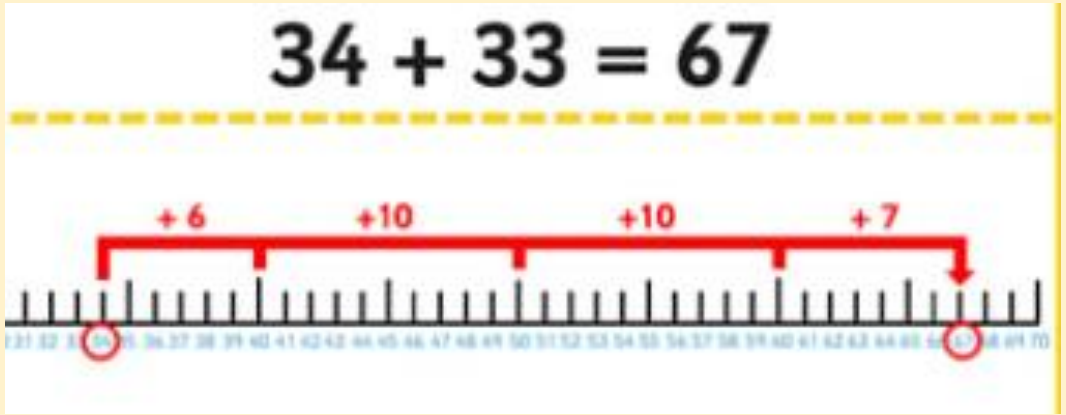
In Key Stage 2 these methods develop further: Subtraction



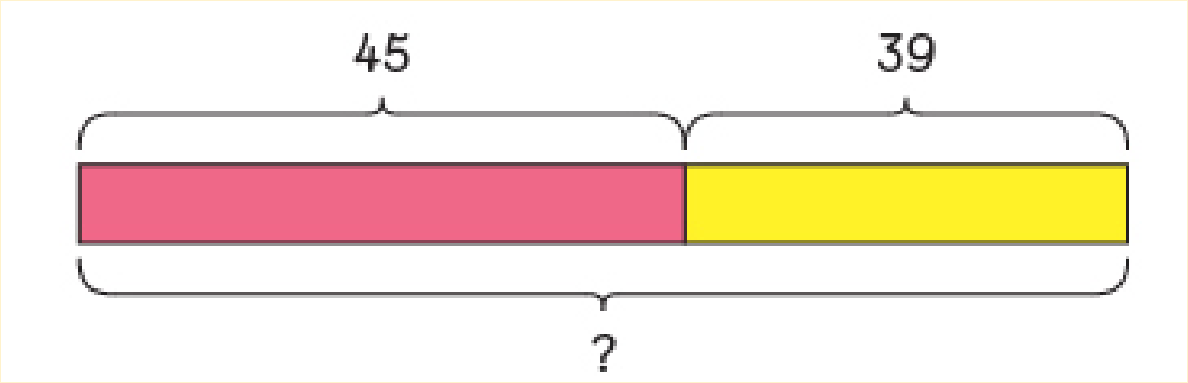


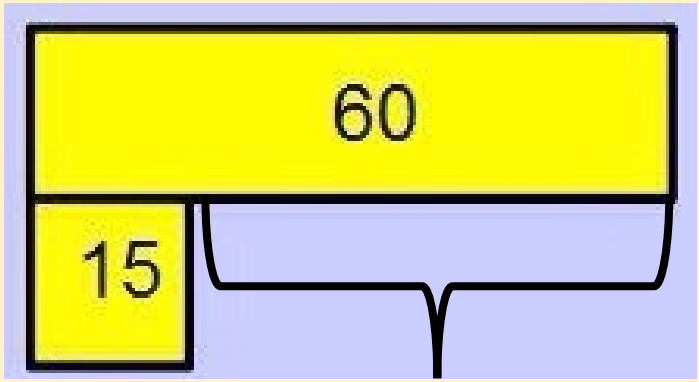
Thousands	Hundreds	Tens	Ones

Addition:



Subtraction:





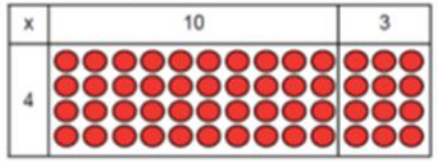
?

In Key Stage 2 these methods develop further: Multiplication

x	300	20	7
4	1200	80	28

Show the link with arrays to first introduce the grid method.

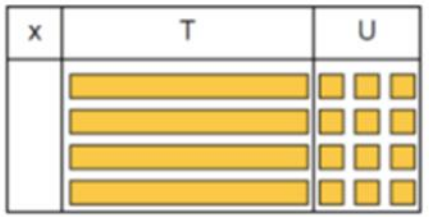
x	10	3
4		



4 rows of 10
4 rows of 3

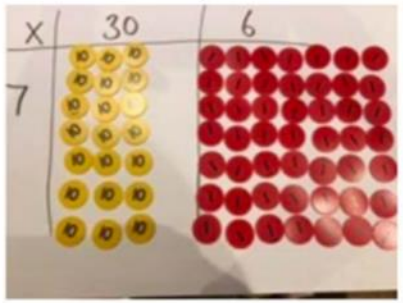
Move on to using Base 10 to move towards a more compact method.

x	T	U



4 rows of 13

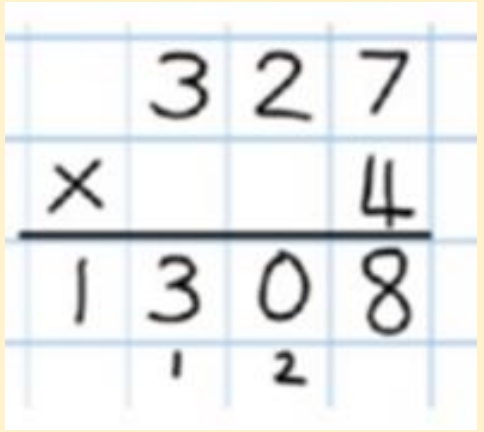
Move on to place value counters to show how we are finding groups of a number.



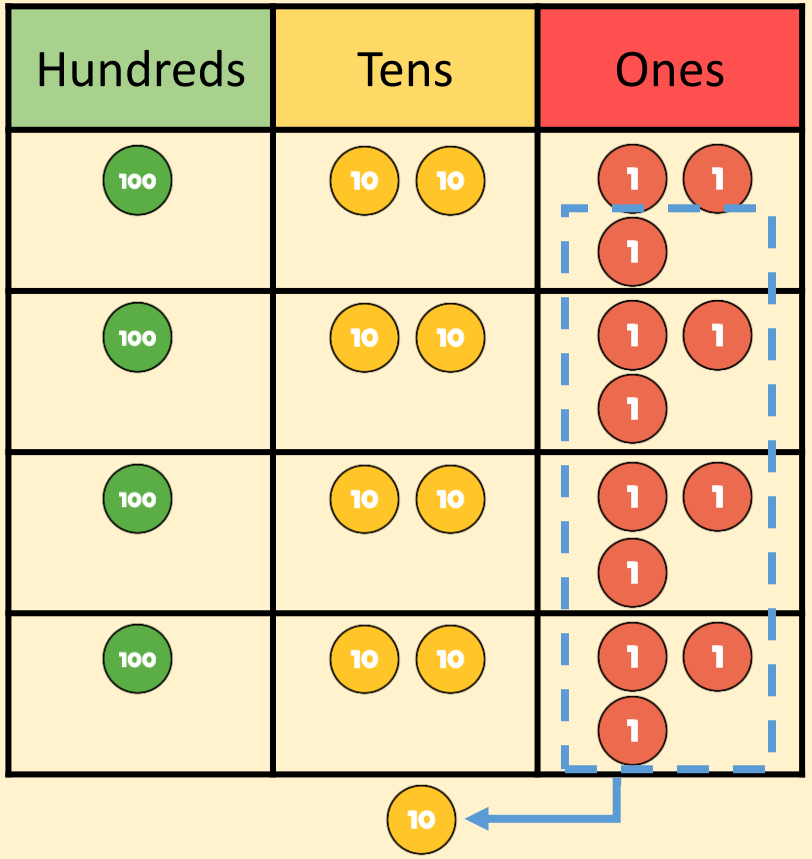
327

x 4

28	(7 x 4)
80	(20 x 4)
1200	(300 x 4)
1308	



$123 \times 4 = 492$



H	T	O
1	2	3
		4
4	9	2

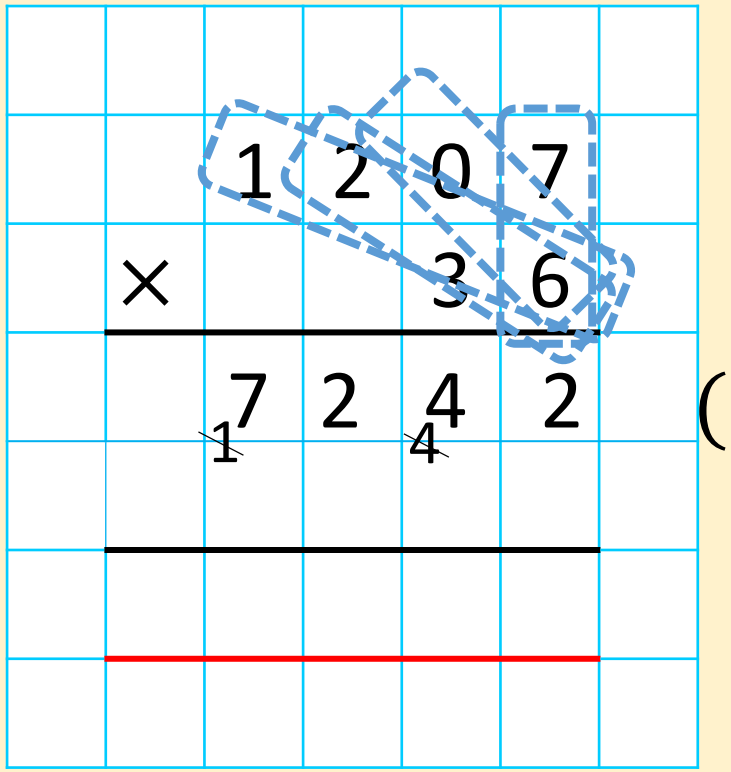
1

3 ones × 4 = 12 ones

2 tens × 4 = 8 tens
8 tens + 1 ten = 9 tens

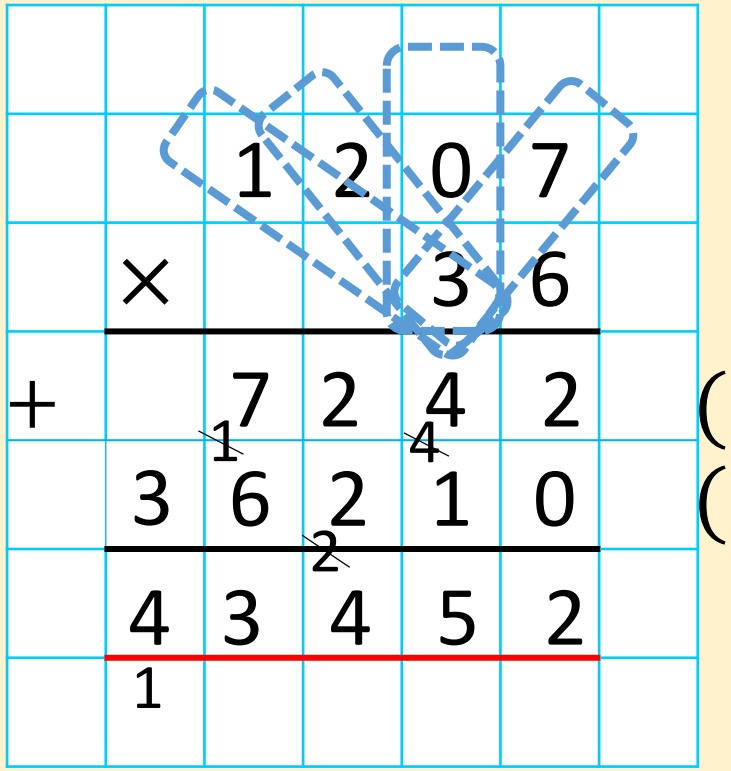
1 hundred × 4 = 4 hundreds

1,207 × 36



(1,207 × 6)

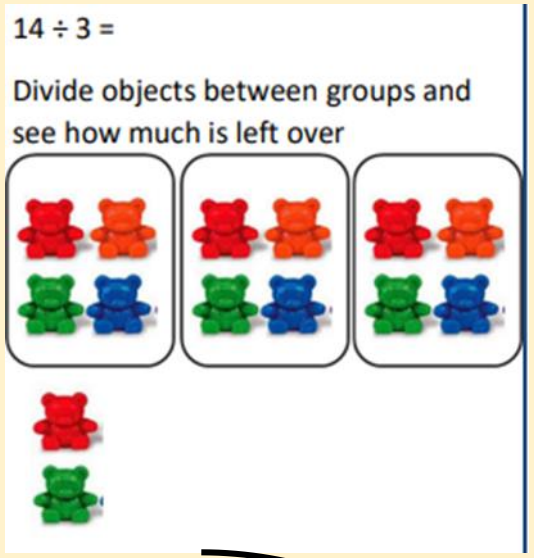
1,207 × 36

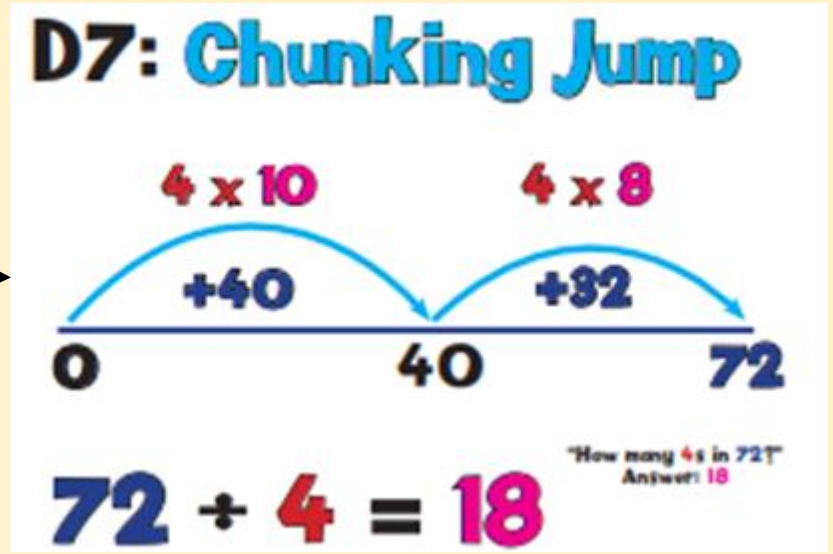


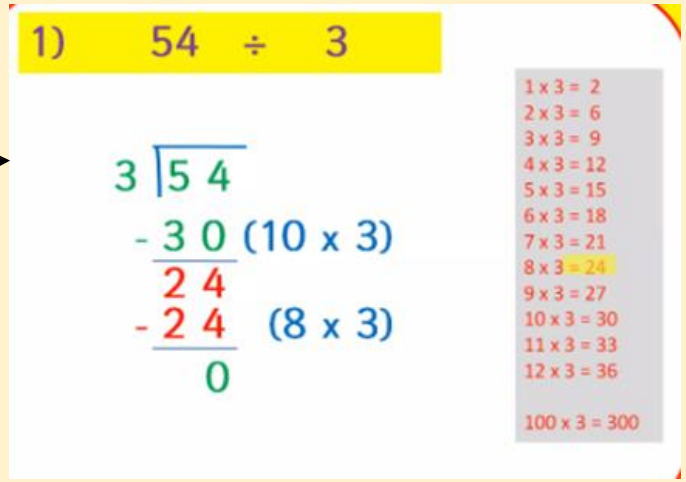
(1,207 × 6)

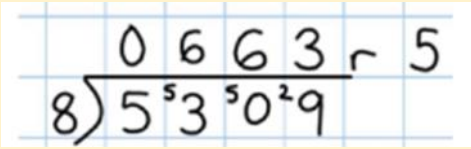
(1,207 × 30)

In Key Stage 2 these methods develop further: Division

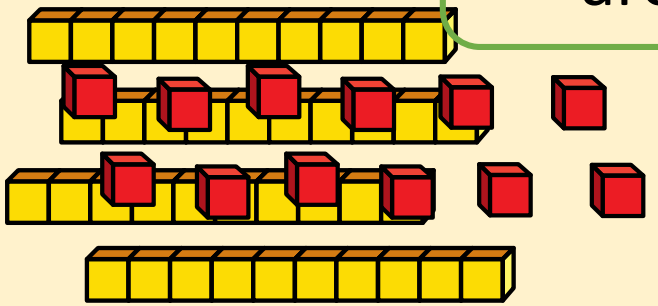




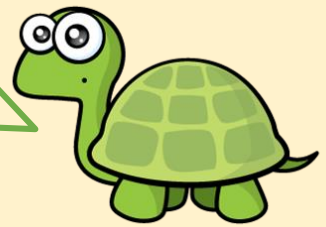


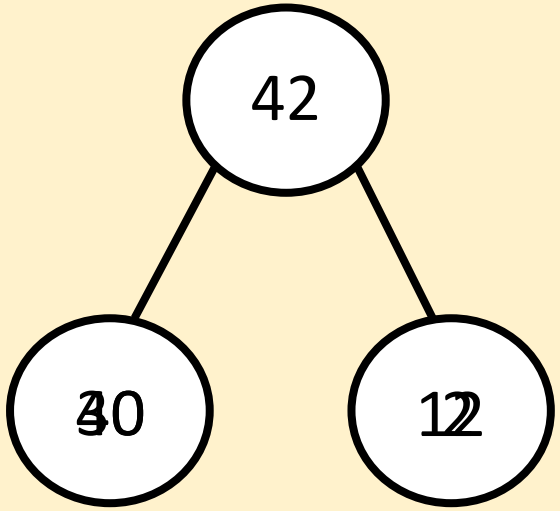


$42 \div 3 = 14$



But those groups aren't equal!





Tens	Ones

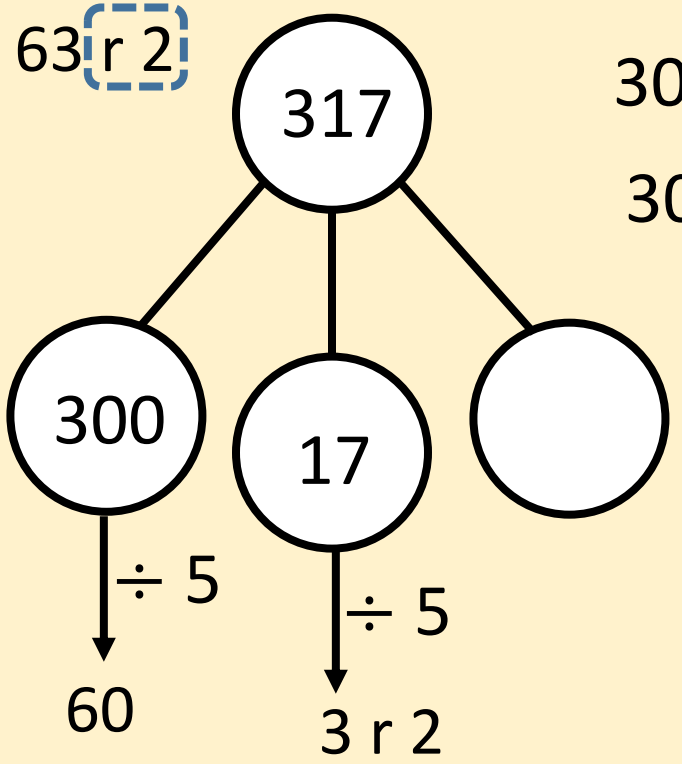
Have a think

Tom has £317

He gives each of his 5 grandchildren an equal amount of whole pounds.

How much money does Tom have left? £2

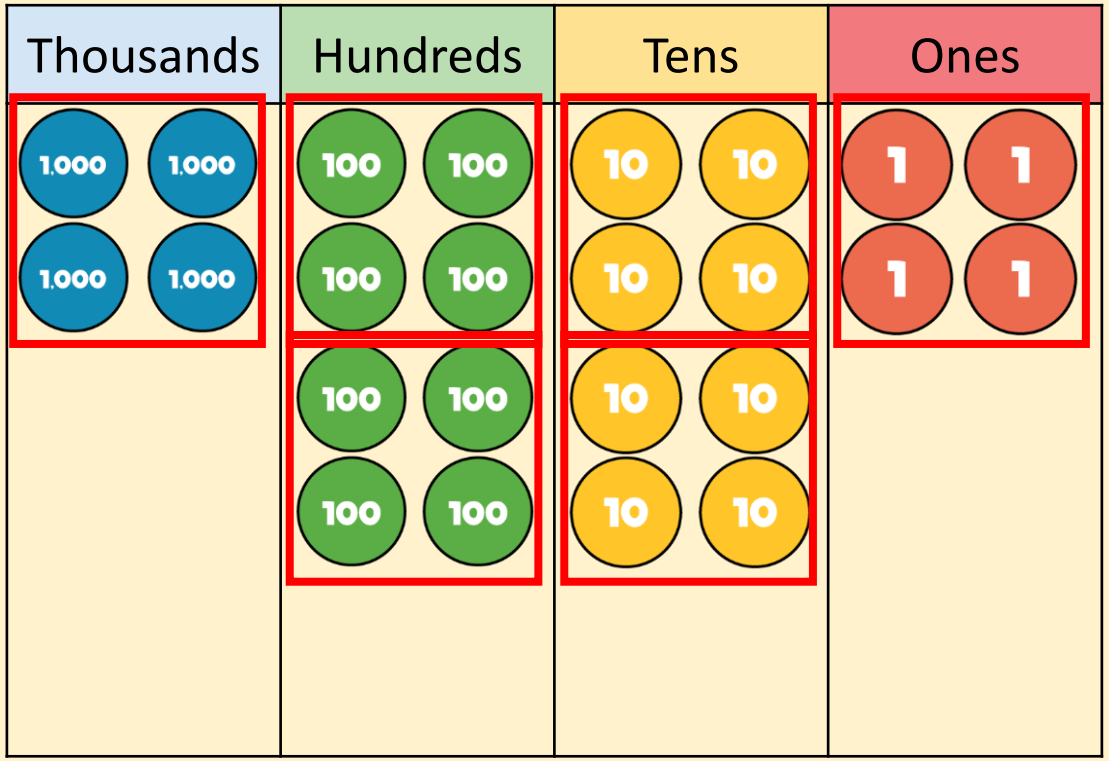
$317 \div 5 = 63$ r 2



$300 \div 10 = 30$

$30 \times 2 = 60$

4,884 crayons are grouped into packs of 4
How many packs are there?



	1	2	2	1	
4	4	8	8	4	

1,221 packs

How many packs of 4 crayons can be made from 4,884 crayons?

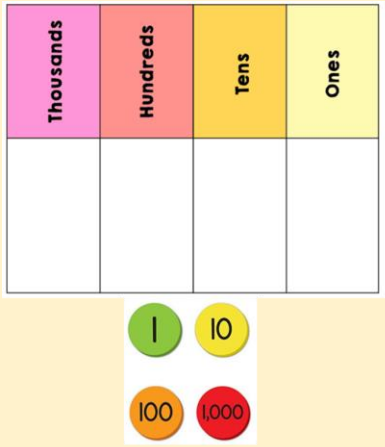
Calculate 359 ÷ 16 = 22 r7

16	32	48	64	80	96	112	128	144	160

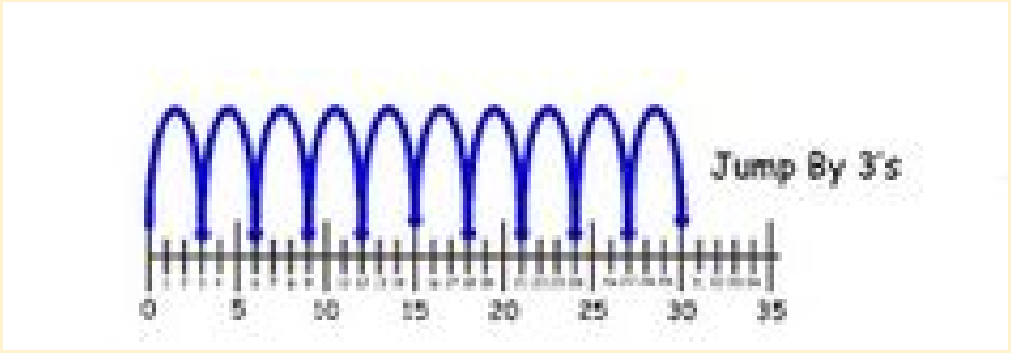
		2	2
16	3	5	9
–	3	2	↓
		3	9
–		3	2
			7

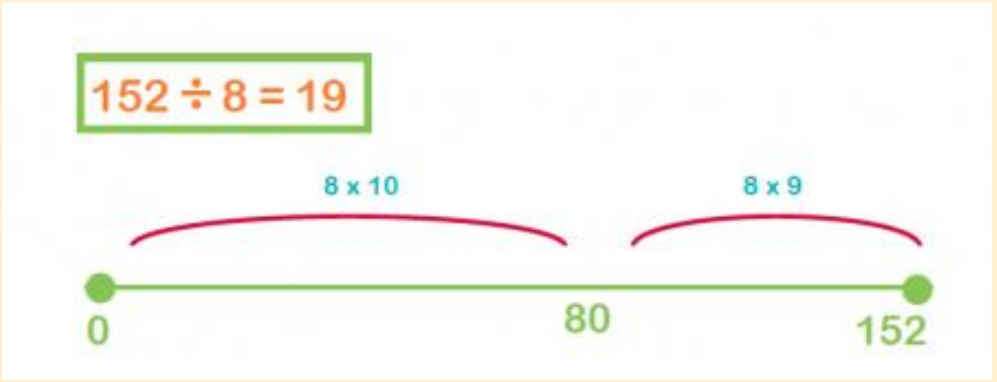
Have a think

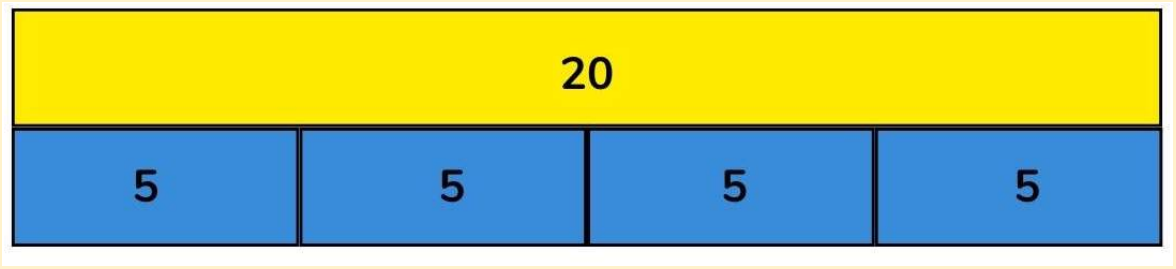
Multiplication:

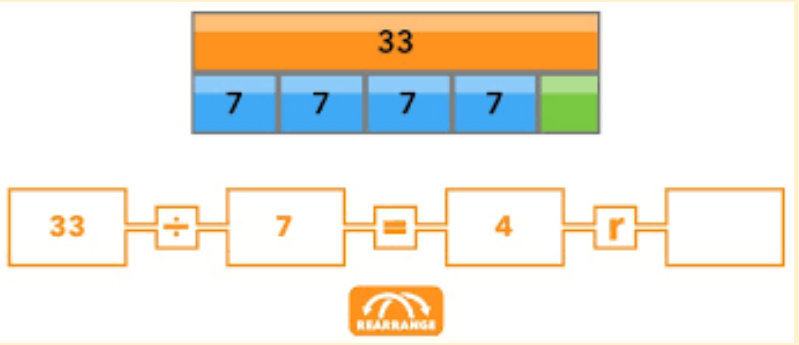


Division:









How you can support your child

As well as these platforms, daily and weekly practice of times tables, number bonds and using maths in everyday situations such as at the shop is a fantastic way to consolidate skills.

If you would like to have a go at some of these strategies feel free to explore the tables for the rest of the session, or if you have any questions, please do ask.

Thank you for your time