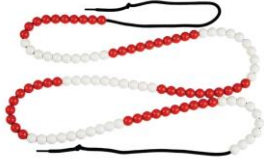
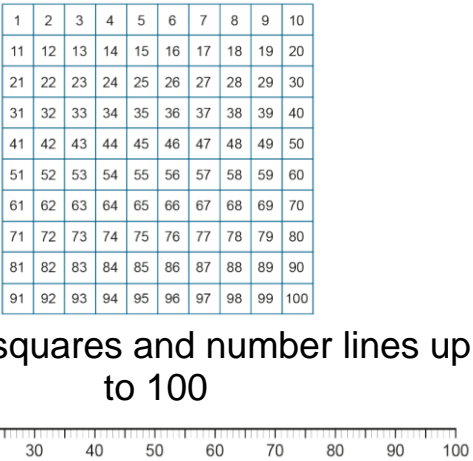
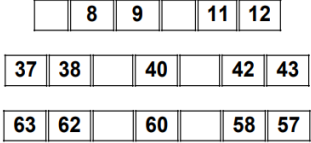
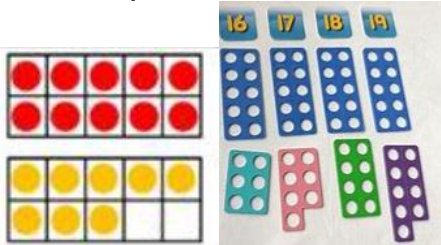

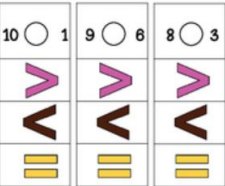



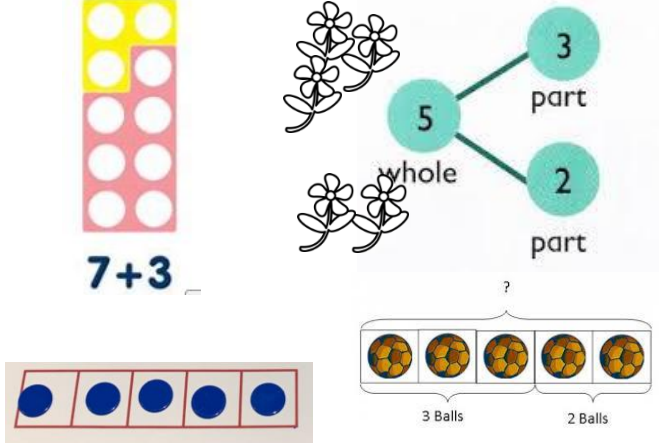
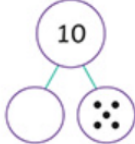
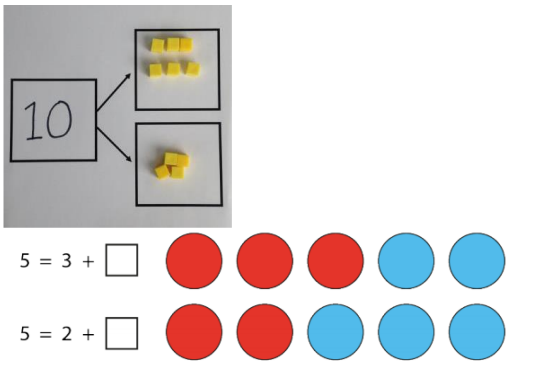
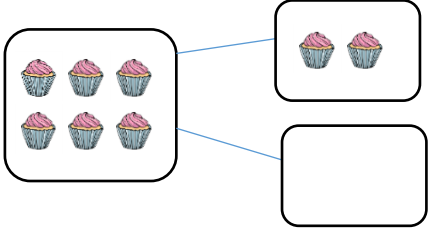
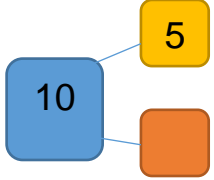
Hugglescote Calculation Policy

Progression in Calculations at Hugglescote- reviewed 2021 (with reference to 2020 Ready to Progress Government Guidance and other local schools)

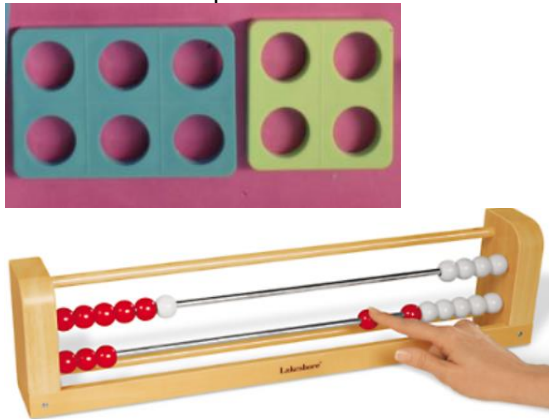
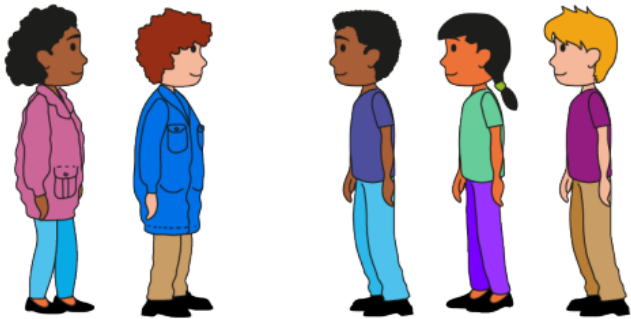
Number and Place Value

Objective and link to RTP criteria	Concrete	Pictorial	Abstract
<p>Count forward and back within 100 starting at any number</p> <p>Year1 NPV-1 Count within 100, forwards and backwards, starting with any number.</p>	 <p>Use bead strings to help count and to help children see 100 is grouped into groups of 10</p>	 <p>Use 100 squares and number lines up to 100</p>	 <p>Children can use counting to fill in gaps in number tracks</p>
<p>Compare numbers to 20 using < > =</p> <p>Year 1 NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =</p>	<p>Use Numicon and counters on 10s frames to order and compare numbers to 20</p> 	<p>Use number lines to 20 to help children order and compare numbers to 20 with symbols on cards or whiteboards</p> 	<p>Children can use their knowledge of numbers to 20 fill in missing symbols and numbers</p> 

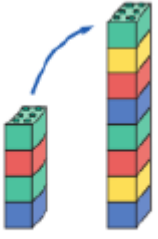

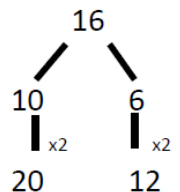
Addition and Subtraction

Objective and link to RTP criteria	Concrete	Pictorial	Abstract
<p>Combining two parts to make a whole</p> <p>Year 1 NF-1 Develop fluency in addition and subtraction facts within 10</p> <p>Year 1 AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.</p>		 <p>7 + 3 =</p> <p>5 whole</p> <p>3 part</p> <p>2 part</p> <p>3 Balls</p> <p>2 Balls</p> <p>Show pictures, Numicon, part part whole, bar models and 5 or 10s frames.</p>	<p>$4 + 3 = 7$</p> <p>$7 = 6 + 1$</p> <p>$5 + \underline{\quad} = 7$</p> <p>$7 = \underline{\quad} + 4$</p> 
<p>Partitioning a whole to make two parts</p> <p>Year 1 AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising</p>	 <p>$5 = 3 + \square$</p> <p>$5 = 2 + \square$</p>	<p>Use a pictorial representation of objects to show the part part whole model.</p> 	 <p>Complete part part whole models.</p>

Year 1 Red

<p>odd and even numbers.</p>	<p>If 10 is the whole and 6 is one of the parts. What is the other part?</p> 	<p>How many children are not wearing coats?</p>  <p>$6 - 2 = 4$</p>	<p>Complete missing numbers in equations.</p> <p>$3 + 1 = \underline{\quad}$</p> <p>$5 = \underline{\quad} + 2$</p> <p>$3 + 4 = \square$ $\square = 3 + 4$ $3 + \square = 7$ $7 = \square + 4$</p>
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Multiplication and Division

Objective and link to RTP criteria	Concrete	Pictorial	Abstract
<p>Doubling and halving</p> <p>Year 1 NF-1 Develop fluency in addition and subtraction facts within 10.</p>	<p>Use practical activities to show how to double or half a number.</p>  <p>double 4 is 8 $4 \times 2 = 8$</p>	<p>Show pictures that show doubling and halving. Children could draw simple jottings.</p> <p>Double 4 is 8</p> 	<p>Partition a number and then double or half each part before recombining it back together. Use simple jottings.</p> 

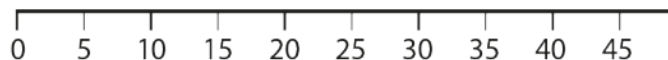
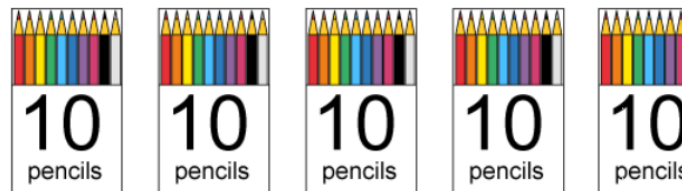
Counting forward and back in multiples of 2, 5 and 10

Year 1 NPV-1 Count forwards and backwards in 2s, 5s and 10s

Count in multiples supported by concrete objects in equal groups.



How many pencils are there?



Use a number line or pictures to continue support in counting in multiples.

Count in multiples of a number aloud.

Write sequences with multiples of numbers.

2, 4, 6, 8, 10

5, 10, 15, 20, 25, 30