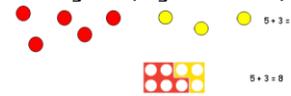
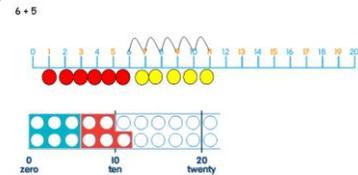
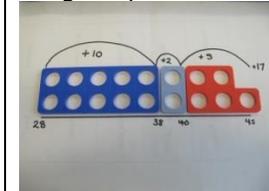
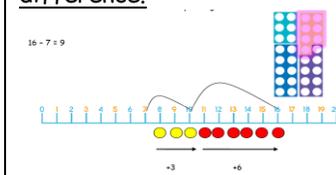
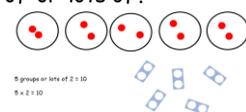
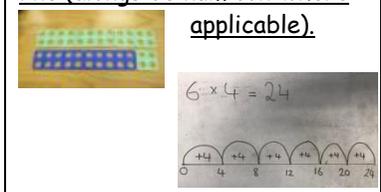
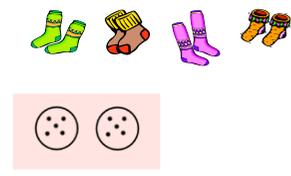
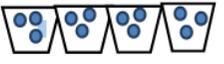
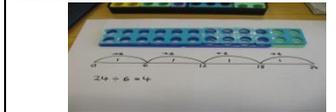
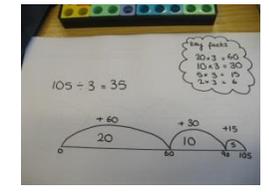
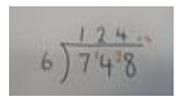
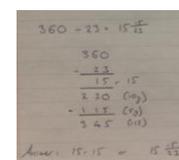


	<u>Stage 1</u>	<u>Stage 2</u>	<u>Stage 3</u>	<u>Stage 4</u>	<u>Stage 5</u>																																																
Addition	<p><u>Various practical activities to ensure a conceptual understanding of what addition is.</u> Children will learn to combine two sets of objects (aggregation) and then add to an existing set (augmentation).</p> 	<p><u>Using numberline alongside practical resources.</u></p> 	<p><u>Using an empty numberline alongside practical resources.</u></p> 	<p><u>Partitioning and recombining.</u></p> $59 + 22 =$ $50 + 20 = 70$ $9 + 2 = 11$ $70 + 11 =$ $70 + 10 = 80$ $0 + 1 = 1$	<p><u>Using column method.</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>H</td><td>T</td><td>U</td></tr> <tr><td></td><td>6</td><td>7</td></tr> <tr><td>+</td><td>4</td><td>9</td></tr> <tr><td colspan="2" style="border-top: 1px solid black;"></td><td style="border-top: 1px solid black;">6</td></tr> <tr><td>1</td><td>1</td><td>6</td></tr> <tr><td colspan="2" style="border-top: 1px solid black;"></td><td style="border-top: 1px solid black;">1</td></tr> </table> <p>Extend to bigger numbers, decimals money and problem solving.</p>	H	T	U		6	7	+	4	9			6	1	1	6			1																														
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Subtraction	<p><u>Various practical activities to ensure a conceptual understanding of what subtraction is.</u> Children begin to record in the context of play or practical activities.</p> 	<p><u>Counting back on a numberline.</u></p>  <p><u>Using a 100 square.</u></p>  <p>Introduce the inverse.</p>	<p><u>Counting on using a numberline-finding the difference.</u></p> 	<p><u>Using an empty numberline to find the difference between bigger numbers. (counting on or backwards)</u></p> <p><u>Partitioning and recombining.</u></p> $67 - 34 =$ $60 - 30 = 30$ $7 - 4 = 3$ $67 - 34 = 33$	<p><u>Using column method.</u></p> 67252 $- 3637$ 3625 <p>Children need to know if the top number is smaller than the bottom, they need to exchange.</p>																																																
Multiplication	<p><u>Children begin to use objects and practical resources to group them into a certain number.</u> Children understand multiplication as 'groups of' or 'lots of'.</p> 	<p><u>Using arrays.</u></p>  <p>Introduce the inverse.</p>	<p><u>Repeated addition on a number line (alongside numicon-where applicable).</u></p> 	<p><u>Partitioning for grid method.</u></p> $235 \times 6 = 1410$ <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>200</td><td>30</td><td>5</td><td></td></tr> <tr><td>x</td><td>200</td><td>30</td><td>5</td></tr> <tr><td colspan="2" style="border-top: 1px solid black;"></td><td>6</td><td>1200</td></tr> <tr><td colspan="2" style="border-top: 1px solid black;"></td><td>180</td><td>30</td></tr> <tr><td colspan="2" style="border-top: 1px solid black;"></td><td></td><td>= 1410</td></tr> </table>	200	30	5		x	200	30	5			6	1200			180	30				= 1410	<p><u>Long multiplication</u></p> <p>Only if children are showing a very secure understanding of grid method.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td></td><td>3</td><td>5</td><td></td></tr> <tr><td>x</td><td>2</td><td>6</td><td></td></tr> <tr><td colspan="2" style="border-top: 1px solid black;"></td><td>3</td><td>0</td></tr> <tr><td colspan="2" style="border-top: 1px solid black;"></td><td>1</td><td>8</td></tr> <tr><td colspan="2" style="border-top: 1px solid black;"></td><td>1</td><td>0</td></tr> <tr><td colspan="2" style="border-top: 1px solid black;"></td><td>6</td><td>0</td></tr> <tr><td colspan="2" style="border-top: 1px solid black;"></td><td>9</td><td>1</td></tr> </table> <p>Followed by short multiplication (without writing multiplication facts)</p>		3	5		x	2	6				3	0			1	8			1	0			6	0			9	1
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Division	<p><u>Sharing numbers into equal groups related to everyday tasks.</u></p> 	<p><u>Grouping.</u></p> <p>Children need to know division as 'groups of'.</p> <p>"How many groups of 3 go into 12?"</p> 	<p><u>Using numberline alongside practical resources to count how many groups of a number go in to a bigger number.</u></p> 	<p><u>Using expanded numberline method using key x tables facts.</u></p> 	<p><u>Long division (standard written method)</u></p>  																																																

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