

St. Peter's CE Primary, Farnworth

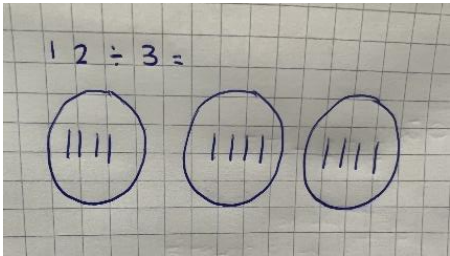


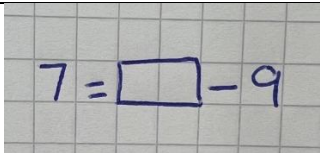
Curriculum Overview

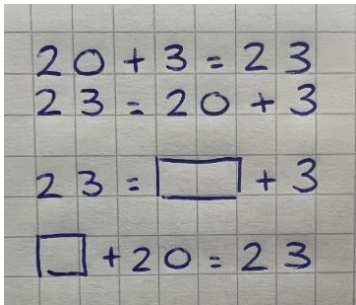
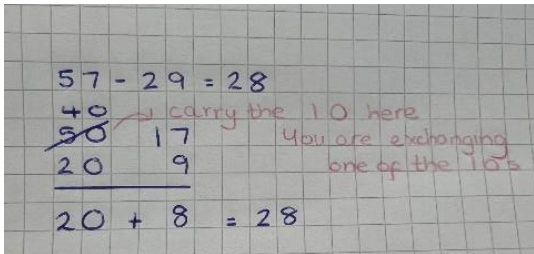
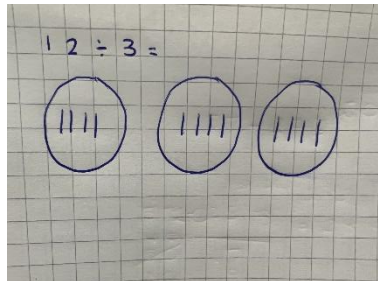
Intent and Implementation

Diet and Delivery

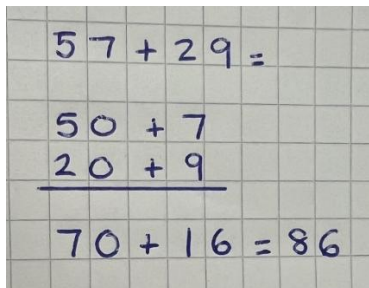
Calculation Strategies November 2025

Overarching vocabulary = means 'the same as'				
	Addition	Subtraction	Multiplication	Division
Year One	Children will use Base 10 and practical equipment to add one digit and two digit numbers to 20, including zero. Children will also be taught to use their fingers to count forwards for addition. E.g. Get your fingers ready – show the number you are adding (e.g 3 fingers) Put the number in your head $15 + 3 =$ Put 15 in your head and count forwards Put down 1 finger for each number you count Children will begin to bridge through ten. Children will use these methods and their knowledge of number bonds, to work out missing number problems, such as:	Children will use Base 10 and practical equipment to subtract one digit and two digit numbers to 20, including zero. Children will also be taught to use their fingers to count backwards for subtraction. E.g. Get your fingers ready - show the number you are subtracting (e.g 3 fingers) Put the number in your head e.g. $11 - 3 =$ Put 11 in your head and count backwards Put down 1 finger for each number you count	Arrays Practical focus – not drawing them. Seeing them in real life e.g. egg cartons, as well as creating their own with counters or cubes etc.	Using practical resources within sharing circles (starting with counters then moving onto ones from base 10) Moving onto using tally lines within the sharing circles 

				
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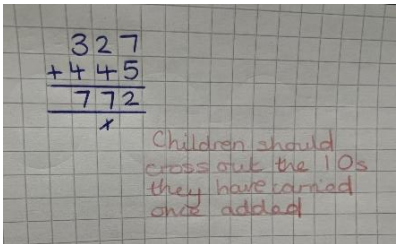
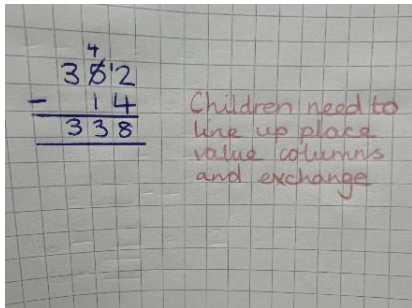
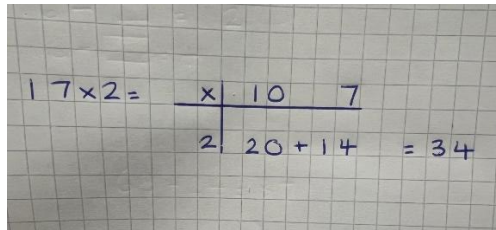
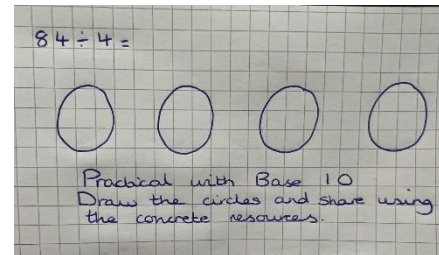
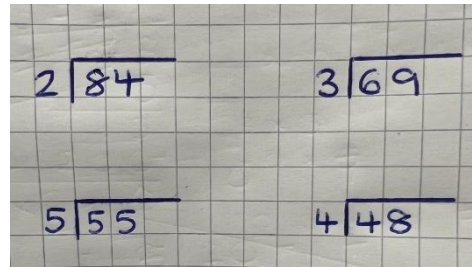
	Addition	Subtraction	Multiplication	Division
Year Two	Concrete – starting with base 10 including exchanging 10s and 1s Teacher to model numberline on the interactive whiteboard to deepen understanding, alongside base 10, but children will only use base 10. Using calculations in different ways, swapping the = sign around  Pictorial representations – drawing base 10 alongside	Concrete – starting with base 10 including exchanging 10s and 1s Moving onto more formal written method – subtraction by partitioning. Including bridging 10 	Arrays Practically at first with peg boards etc. Then moving onto drawing their own arrays in their books.	Continue using tally lines within the sharing circles 

Moving onto more formal
written method – addition
by partitioning.
Including bridging 10

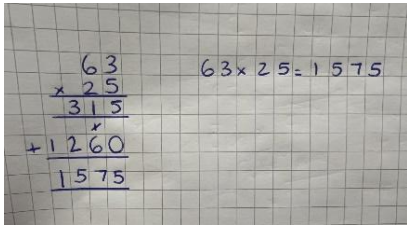
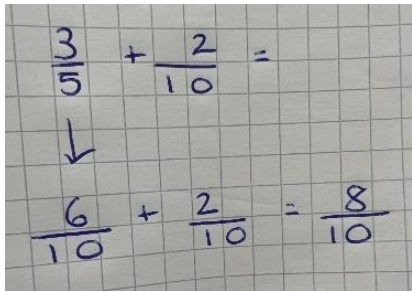
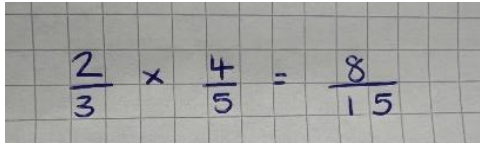


Handwritten addition problems on a grid background:

$$57 + 29 =$$
$$\begin{array}{r} 50 + 7 \\ 20 + 9 \\ \hline 70 + 16 = 86 \end{array}$$

	Addition	Subtraction	Multiplication	Division
Year 3	Recapping partitioning method Moving onto introducing the column method. Adding up to 3 digit numbers (Including carrying)  Place value columns are important Lining numbers up correctly e.g. $352 + 14 =$ Missing numbers to use the inverse	Recapping partitioning method Moving onto introducing the column method. Subtracting up to 3 digit numbers (Including exchanging)  Place value columns are important Lining numbers up correctly e.g. $352 - 14 =$ Missing numbers to use the inverse	Recap arrays from Y2 Then move onto formal written methods – 2 digit by 1 digit Grid method 	Recap and move onto using base 10 Sharing circles using 10s and 1s to calculate bigger numbers  Formal written method of bus stop will be introduced - No carrying no remainders Examples 84 divided by 2 Using times tables they know 

	Addition	Subtraction	Multiplication	Division	F/D/P
Year 4	Continue to reinforce column method Increase number of digits up to 4 digits	Continue to reinforce column method Increase number of digits up to 4 digits	Partitioning and adding - Setting it out as short multiplication then adding underneath	Continue to reinforce bus stop method – initially with no remainders/carrying to reinforce what Y3 have introduced Then move onto remainders	Adding fractions with the same denominator Add the numerator and leave the denominator the same
	Missing numbers to use the inverse $484 = \boxed{} + 27$ $276 + \boxed{} = 415$ $\boxed{} - 103 = 769$		$\begin{array}{r} 43 \\ \times 5 \\ \hline 15 \\ + 200 \\ \hline 215 \end{array}$ $\begin{array}{l} 3 \times 5 \\ 40 \times 5 \end{array}$ Short multiplication – formal written method including carrying - Not writing out the partitioning	$\begin{array}{r} 230 \text{ r } 1 \\ 3 \overline{) 691} \end{array} \quad \begin{array}{r} 210 \text{ r } 2 \\ 4 \overline{) 842} \end{array} \quad \text{No carrying}$ Then move onto carrying $\begin{array}{r} 148 \text{ r } 1 \\ 3 \overline{) 445} \end{array} \quad \begin{array}{r} 083 \\ 6 \overline{) 498} \end{array} \quad \text{Carrying + exchanging}$	$\frac{3}{4} + \frac{1}{4} = \frac{4}{4} = 1$ $\frac{2}{5} + \frac{2}{5} = \frac{4}{5}$

	Addition	Subtraction	Multiplication	Division	F/D/P
Year 5	Continue to reinforce column method with larger numbers Adding numbers with up to 2 decimal places - Focussing on place value columns used correctly Focus on reasoning and multi-step problems	Continue to reinforce column method with larger numbers Subtracting numbers with up to 2 decimal places - Focussing on place value columns used correctly Focus on reasoning and multi-step problems	Short multiplication up to 4 digit by 1 digit Long multiplication up to 4 digit by 2 digit  Multiply by 10, 100 and 1000 Using place value columns	Continue to reinforce bus stop method – 4 digit by 1 digit With remainders and carrying. Divide by 10, 100 and 1000 Using place value columns	Adding/subtraction fractions with the same denominator, moving onto fractions with different denominators  Multiplying fractions Fraction by fraction 

Fraction by whole number

$$\frac{3}{5} \times 4 = \frac{3}{5} \times \frac{4}{1} = \frac{12}{5} = 2\frac{2}{5}$$

Mixed number by whole number

$$2\frac{4}{5} \times 5 = 14$$
$$2 \times 5 = 10$$
$$\frac{4}{5} \times \frac{5}{1} = \frac{20}{5} = 4$$
$$10 + 4 = 14$$

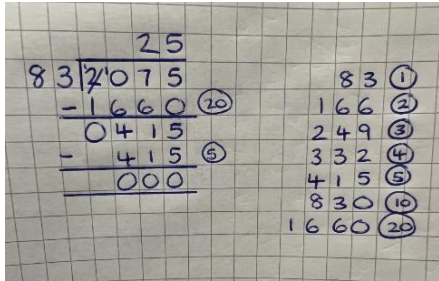
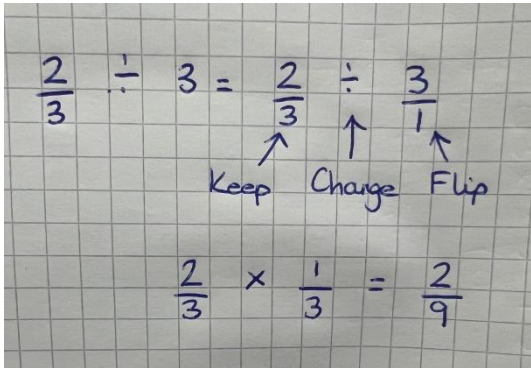
Find a percentage of an amount

$$47\% \text{ of } 120 = 56.4$$
$$\begin{array}{r} 120 \\ \times 47 \\ \hline 840 \\ + 4800 \\ \hline 5640 \end{array}$$

Then divide
by 100

$$5640 \div 100 = 56.4$$

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	Addition	Subtraction	Multiplication	Division	F/D/P
Year 6	Continue to reinforce column method Adding numbers with up to 3 decimal places - Focussing on place value columns used correctly Focus on reasoning and multi-step problems	Continue to reinforce column method Adding numbers with up to 3 decimal places - Focussing on place value columns used correctly Focus on reasoning and multi-step problems	Continue to reinforce multiplying/dividing by 10, 100 and 1000 Using place value columns Continue to reinforce short and long multiplication Continue to reinforce bus stop method, including remainders Long division 4/5 digit numbers by 2 digits Including with remainders 	Continue to reinforce adding/subtracting/multiplying fractions Divide fractions by whole numbers (KCF)  Find a percentage of an amount	

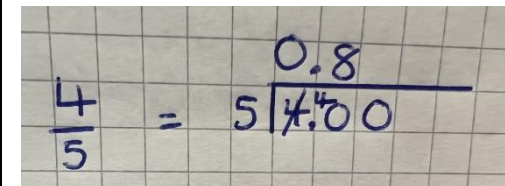
$$47\% \text{ of } 120 = 56.4$$

$$\begin{array}{r} 120 \\ \times 47 \\ \hline 840 \\ + 4800 \\ \hline 5640 \end{array}$$

Then divide
by 100

$$5640 \div 100 = 56.4$$

Convert fractions to decimals – bus stop

$$\frac{4}{5} = 0.8$$


Multiply decimals by whole numbers

$$5.8 \times 6 = 34.8$$

↓
 $\times 10$

$$58 \times 6 = \begin{array}{r} 58 \\ \times 6 \\ \hline 348 \\ \hline \end{array}$$

$$348 \div 10 = 34.8$$

$$4.73 \times 8 = 37.84$$

↓
 $\times 100$

$$473 \times 8 = \begin{array}{r} 473 \\ \times 8 \\ \hline 3784 \\ \hline \end{array}$$

$$3784 \div 100 = 37.84$$