
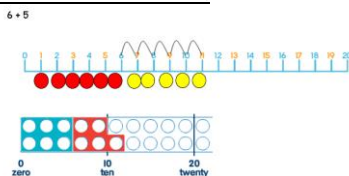
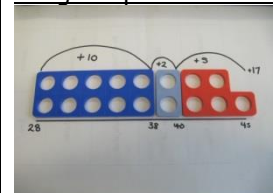
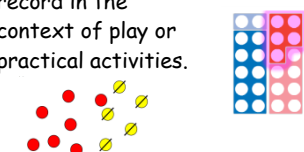

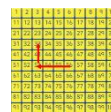
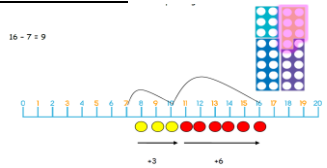
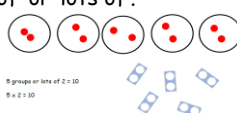

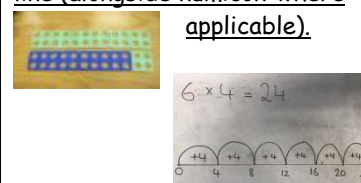
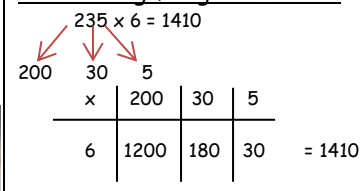

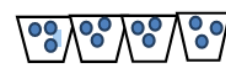
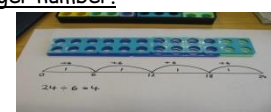
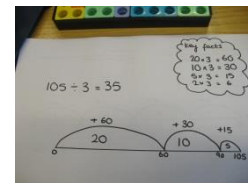
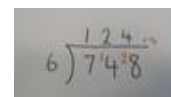
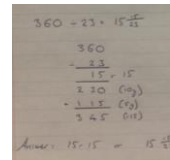


	<u>Stage 1</u>	<u>Stage 2</u>	<u>Stage 3</u>	<u>Stage 4</u>	<u>Stage 5</u>																												
<b>Addition</b>	<p>Various practical activities to ensure <u>a conceptual understanding of what addition is</u>. Children will learn to combine two sets of objects (aggregation) and then add to an existing set (augmentation).</p> 	<p>Using numberline alongside practical resources.</p> 	<p>Using an empty numberline alongside practical resources.</p> 	<p>Partitioning and recombining.</p> $59 + 22 =$ $50 + 20 = 70$ $9 + 2 = 11$ $70 + 11 =$ $70 + 10 = 80$ $0 + 1 = 1$	<p>Using column method.</p> <table border="1" data-bbox="1901 363 2078 461"><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>1</td><td>1</td><td>6</td></tr><tr><td></td><td></td><td>1</td></tr></table> <p>Extend to bigger numbers, decimals money and problem solving.</p>	H	T	U		6	7		4	9	1	1	6			1													
H	T	U																															
	6	7																															
	4	9																															
1	1	6																															
		1																															
<b>Subtraction</b>	<p>Various practical activities to ensure <u>a conceptual understanding of what subtraction is</u>. Children begin to record in the context of play or practical activities.</p> 	<p>Counting back on a numberline.</p> $8 - 3 = 5$  <p>Using a 100 square.</p>  <p>Introduce the inverse.</p>	<p>Counting on using a numberline-finding the difference.</p> $16 - 7 = 9$ 	<p>Using an empty numberline to find the difference between bigger numbers. (counting on or backwards)</p> <p>Partitioning and recombining.</p> $67 - 34 =$ $60 - 30 = 30$ $7 - 4 = 3$ $67 - 34 = 33$	<p>Using column method.</p> $\begin{array}{r} 67252 \\ - 3637 \\ \hline 3625 \end{array}$ <p>Children need to know if the top number is smaller than the bottom, they need to exchange.</p>																												
<b>Multiplication</b>	<p>Children begin to use objects and practical resources to group them into a certain number. Children understand multiplication as 'groups of' or 'lots of'.</p> 	<p>Using arrays.</p> 	<p>Repeated addition on a number line (alongside numicon-where applicable).</p> 	<p>Partitioning for grid method.</p> $235 \times 6 = 1410$ 	<p>Long multiplication</p> <p>Only if children are showing a very secure understanding of grid method.</p> <table border="1" data-bbox="1933 979 2114 1091"><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></td><td>3</td><td>0</td><td>(5 x 6)</td></tr><tr><td>1</td><td>8</td><td>0</td><td>(30 x 6)</td></tr><tr><td>1</td><td>0</td><td>0</td><td>(5 x 20)</td></tr><tr><td>6</td><td>0</td><td>0</td><td>(30 x 20)</td></tr><tr><td>9</td><td>1</td><td>0</td><td></td></tr></table> <p>Followed by short multiplication (without writing multiplication facts)</p>		3	5		x	2	6			3	0	(5 x 6)	1	8	0	(30 x 6)	1	0	0	(5 x 20)	6	0	0	(30 x 20)	9	1	0	
	3	5																															
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9	1	0																															
<b>Division</b>	<p>Sharing numbers into equal groups related to everyday tasks.</p> 	<p>Grouping.</p> <p>Children need to know division as 'groups of'.</p> <p>"How many groups of 3 go into 12?"</p> 	<p>Using numberline alongside practical resources to count how many groups of a number go in to a bigger number.</p> 	<p>Using expanded numberline method using key x tables facts.</p> 	<p>Long division (standard written method)</p>  																												

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