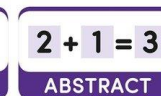




The Oaks CE Learning Federation
Calculation Policy

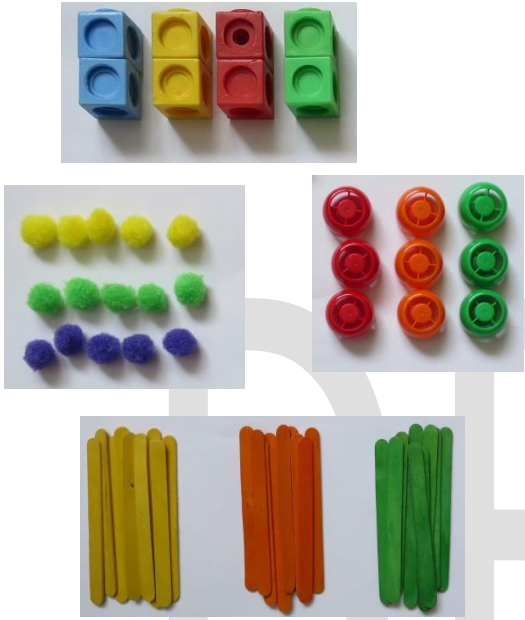
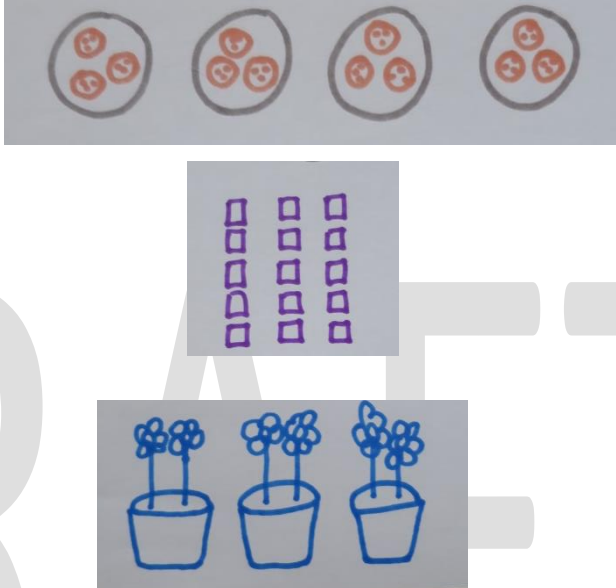
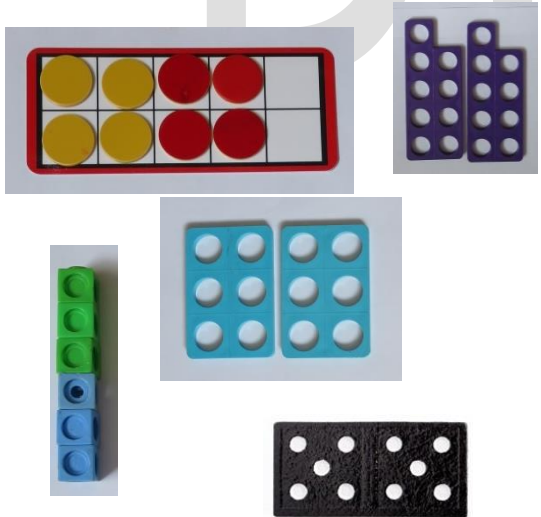
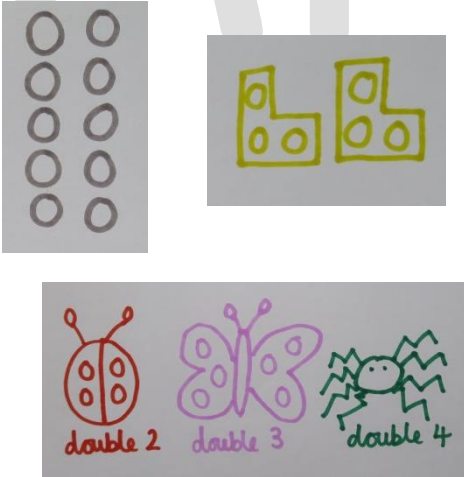
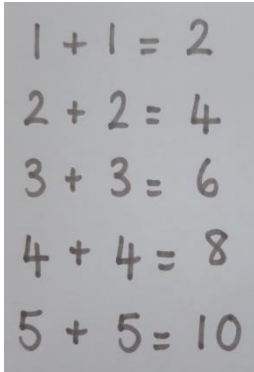
Multiplication Progression - Using a CPA Approach


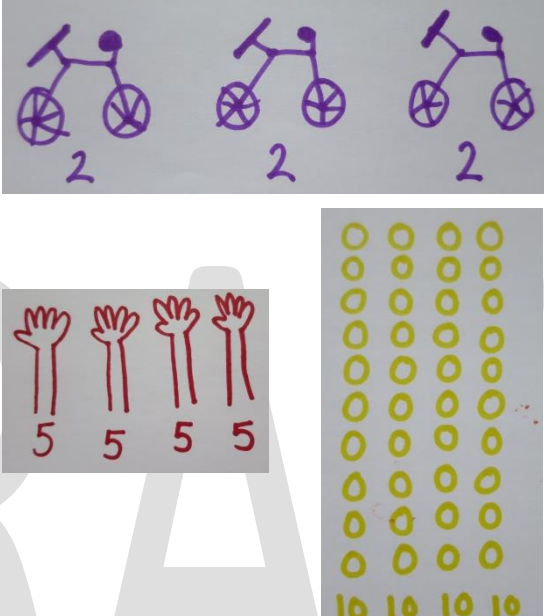
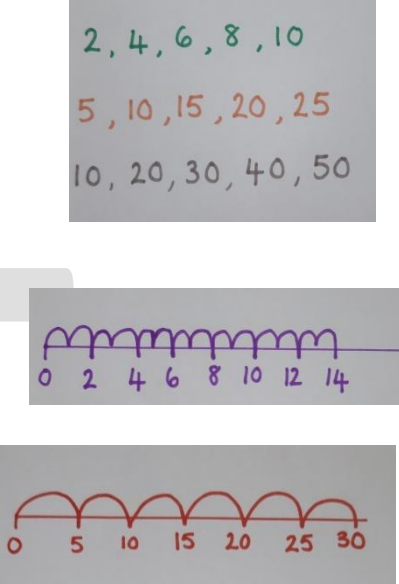
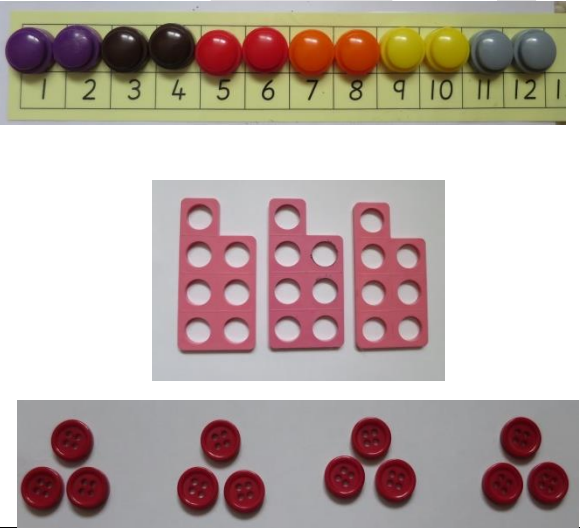
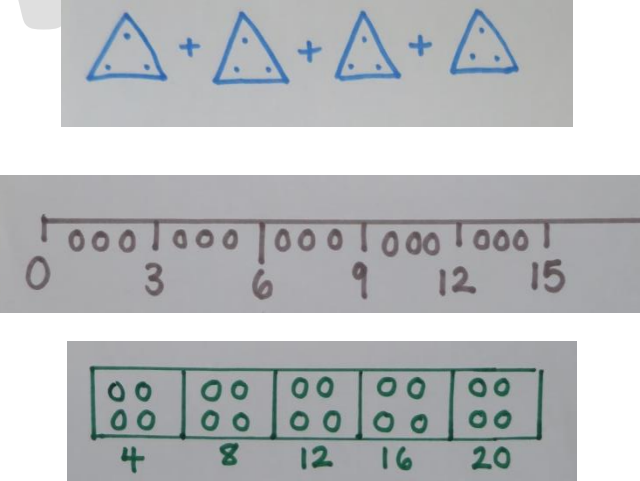
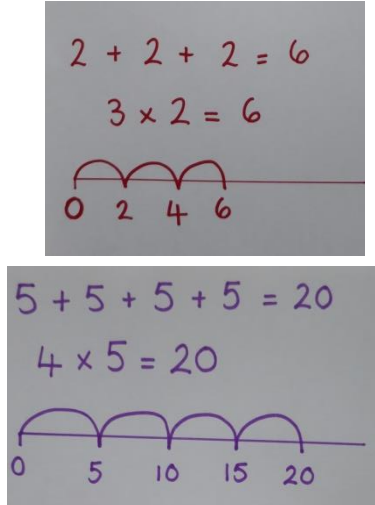


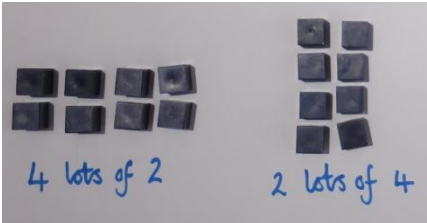
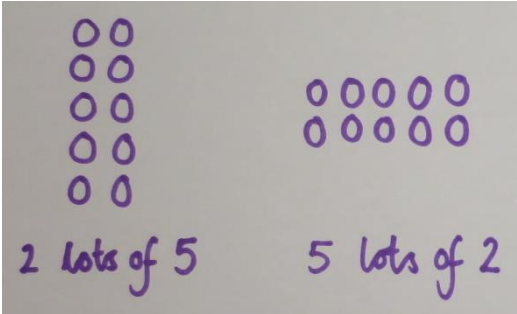
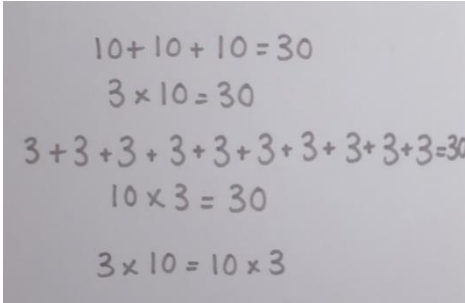
Development Matters	National Curriculum	
EYFS	Year 1	Year 2
<p>ELG</p> <ul style="list-style-type: none"> Solve problems including doubling, halving and sharing. <p>Exceeding</p> <ul style="list-style-type: none"> They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.

Key Language: double, times, multiplied by, the product of, groups of, lots of, equal groups

Key Apparatus: Numicon, interlocking cubes, objects, coins, number tracks, number lines

	Concrete	Pictorial (Mostly applicable to EYFS / Y1)	Abstract
Step 1- Recognising and making equal groups			
Step 2- Doubling			

	Concrete	Pictorial (Mostly applicable to Y1)	Abstract
<p>Step 3- Counting in multiples (mainly 2, 5 and 10s)</p>			
<p>Step 4- Repeated grouping/ addition</p>			

(Mostly applicable to Y2)		
<p>Step 5- Using arrays Understanding commutative multiplication</p>		 

DRAFT