



This policy supports the White Rose maths scheme used throughout the school. Progression within each area of calculation is in line with the programme of study in the 2014 National Curriculum. This calculation policy should be used to support children to develop a deep understanding of number and calculation. This policy has been designed to teach children through the use of concrete, pictorial and abstract representations.

- Concrete representation— a pupil is first introduced to an idea or skill by acting it out with real objects. This is a ‘hands on’ component using real objects and is a foundation for conceptual understanding.
- Pictorial representation – a pupil has sufficiently understood the ‘hands on’ experiences performed and can now relate them to representations, such as a diagram (including Bar/Part, part models) or picture of the problem.
- Abstract representation—a pupil is now capable of representing problems by using mathematical notation, for example $21 + 123 = 144$

It is important that conceptual understanding, supported by the use of representation, is secure for all procedures. Reinforcement is achieved by going back and forth between these representations.

Mathematics Mastery

At the centre of the mastery approach to the teaching of mathematics is the belief that all children have the potential to succeed. They should have access to the same curriculum content and, rather than being extended with new learning, they should deepen their conceptual understanding by tackling challenging and varied problems. Similarly, with calculation strategies, children must not simply rote learn procedures but demonstrate their understanding of these procedures through the use of concrete materials and pictorial representations. This policy outlines the different calculation strategies that should be taught and used in EYFS and Year 1 to Year 6.

How to use the policy:









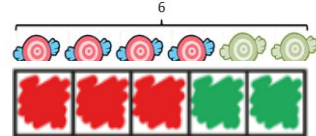
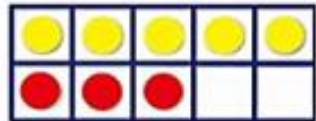

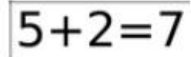
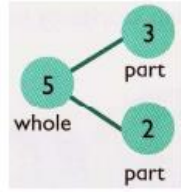
This mathematics policy is a guide for all staff in Reynolds Academy and has been adapted from work by White Rose and Third Space. All teachers have been given the scheme of work from White Rose and are required to base their planning around their year group’s modules and not to move onto a higher year group’s scheme of work (teachers may use previous year group’s modules for children whom are not yet secure in their year groups modules). These modules use the Singapore Maths Methods and are affiliated to the workings of the 2014 Maths Programme of Study. Teachers can use any teaching resources that they wish to use and the policy does not recommend one set of resources over another, rather that, a variety of resources are used.

For each of the four rules of number, different strategies are laid out, together with examples of what concrete materials can be used and how, along with suggested pictorial representations. The principle of the concrete-pictorial-abstract (CPA) approach is for children to have a true understanding of a mathematical concept, they need to master all three phases within a year group’s scheme of work.

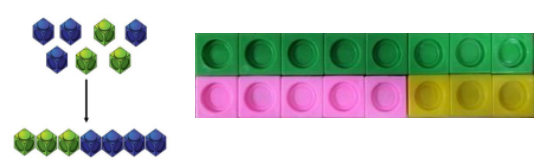
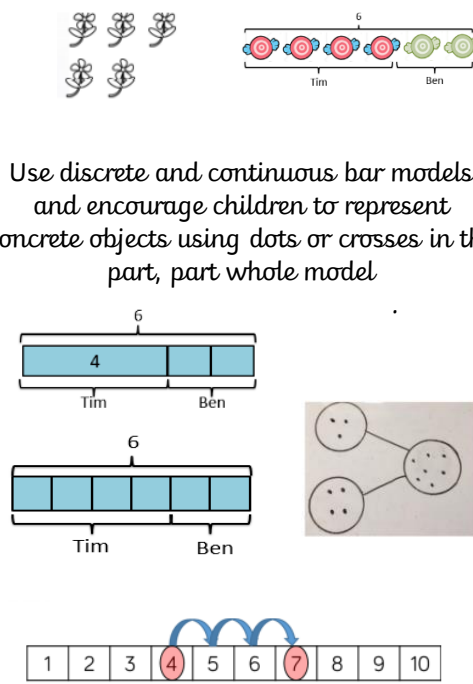
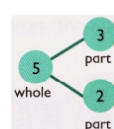
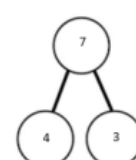
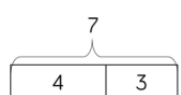

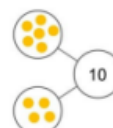
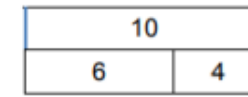
*Use stem sentences from White Rose or Third Space to support children to embed the concept.


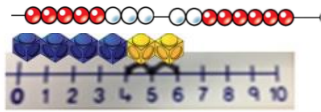
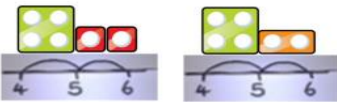
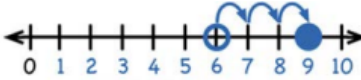
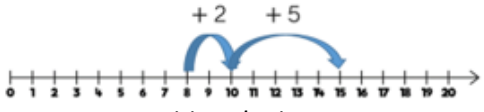

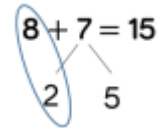
Addition

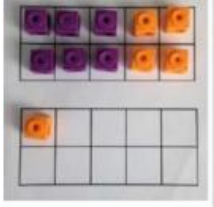
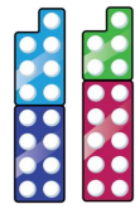
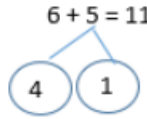
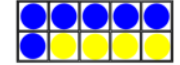
Addition – EYFS

| Objectives | Concrete | Pictorial | Abstract |
|---|--|--|---|
| <p>Find the total number of items in two groups up to 10.</p> <p>Finds one more from a group of up to five objects, then ten objects.</p> | <div style="text-align: center;">  </div> <p style="text-align: center;">Use toys and general classroom resources for children to physically manipulate, group/regroup.</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Use specific maths resources such as counters, snap cubes, Numicon etc</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Add on one more - Line up concrete objects.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <p style="text-align: center;">Use visual supports such as ten frames, part-part whole and addition mats, with the physical objects and resources that can be manipulated.</p> | <div style="text-align: center;">  </div> <div style="display: flex; justify-content: center; align-items: center; margin: 10px 0;">  +  = <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/> </div> <p style="text-align: center;">Use two groups of pictures so children are able to count the total.</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Use visuals, pictures or colours in bar models.</p> <div style="display: flex; justify-content: center; align-items: center; margin: 10px 0;">  </div> <p style="text-align: center;">Use visual supports such as ten frames and part, part, part whole models.</p> <div style="text-align: center;">  </div> | <p>A focus on symbols and numbers to form a calculation.</p> <div style="text-align: center; margin: 20px 0;">  </div> <div style="text-align: center;">  </div> <p>* No expectation for children to be able to record a number sentence or addition calculation.</p> |

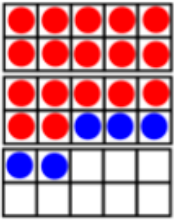
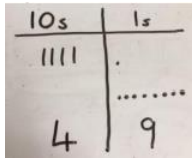
Addition – Year 1

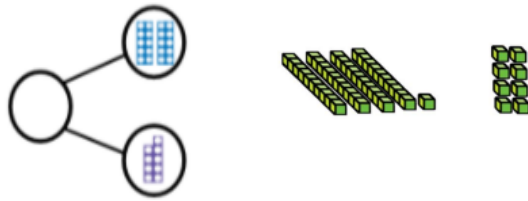
| Objective and Strategy | Concrete | Pictorial | Abstract |
|---|---|--|---|
| <p>Combining two parts to make a whole: part- whole model</p> <p>Number bonds of 5, 6, 7, 8, 9 and 10</p> | <div style="text-align: center;">  </div> <p style="text-align: center;">Use cubes to add two numbers together as a group or in a bar. (Some children may still need to use real objects)</p> <p style="text-align: center;">Use part-part whole model, Numicon, tens frame and bead strings</p> | <p>Use pictures to add two numbers together as a group or in a bar.</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Use discrete and continuous bar models and encourage children to represent concrete objects using dots or crosses in the part, part whole model</p> | <div style="text-align: center;">  </div> <p style="text-align: center;">Use part, part whole models to support children moving into abstract methods.</p> <p style="text-align: center;"> $5 + 3 = 5$ $3 + 2 = 5$ $5 = 3 + 2$ $5 = 2 + 3$ </p> <div style="text-align: center;">  </div> <p style="text-align: center;">$4 + 3 = 7$</p> <p style="text-align: center;">Four is a part, three is a part and seven is the whole.</p> <div style="text-align: center;">  </div> <div style="border: 2px solid blue; padding: 5px; display: inline-block; margin: 10px;"> $4 + 3 = 7$ </div> |
| <p>Represent and use number bonds and related subtraction facts within 20.</p> | <div style="text-align: center;">  </div> <p style="text-align: center;">Tens Frame</p> <div style="text-align: center;"> $6 + 4 = 10$ $4 + 6 = 10$ $10 - 4 = 6$ $10 - 6 = 4$ </div> <p style="text-align: center;">Some children may need to initially use real objects then move onto the representation.</p> | <div style="text-align: center;">  </div> <div style="text-align: center;"> $6 + 4 = 10$ $4 + 6 = 10$ $10 - 4 = 6$ $10 - 6 = 4$ </div> <p style="text-align: center;">Use part-part whole models and bar models alongside written methods.</p> | <div style="text-align: center;">  </div> <div style="text-align: center;"> $6 + 4 = 10$ $4 + 6 = 10$ $10 - 4 = 6$ $10 - 6 = 4$ </div> |

| | | | |
|---|--|--|--|
| <p>Addition of one-digit and two-digit numbers to 20 including 0.</p> |    <p>Start with the larger number on bead strings and numberlines, and count on in ones.</p> | <p>$6 + 3 = 9$</p>  <p>Start at the larger number on the number line and count on in ones.</p>  <p>Partition the jumps.</p>  <p>Use bar models to encourage the children to count on, rather than count all.</p> |  <p>$8 + 7 = 15$</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>$8 + 7 = 15$</p> </div> <p>*Encourage children to place the larger number in their head and count on the smaller number to find the answer.</p> |
|---|--|--|--|

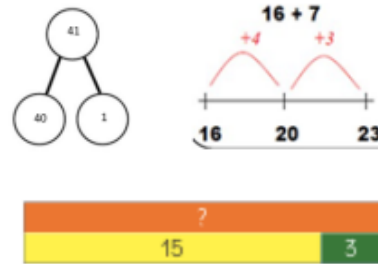
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|------------------------------|--|---|--------------------------------|
| <p>Regrouping to make 10</p> |   <p>$6 + 5 = 11$</p> <p>*Start with the bigger number and use the smaller number to make 10.</p> | <p>Use number bonds to ten/draw counters in a tens frame.</p>  <p>$6 + 5 = 11$</p>  <p>$6 + 4 = 10$</p> <p>$10 + 1 = 11$</p> | <p>$6 + 5 = 11$</p> |
|------------------------------|--|---|--------------------------------|

Addition – Year 2

| Objective and Strategy | Concrete | Pictorial | Abstract |
|---|--|---|--|
| <p>Adding a two-digit number and 1's.</p> |  <p>Use resources such as tens frames to explore patterns.</p> <p>$17 + 5 = 22$</p> <p>$27 + 5 = 32$</p> <p>$37 + 5 = 42$</p> <p>Use part-part whole models with Numicon, cubes and Base 10.</p> | <p>$40 + 9 = ?$</p>  <p>Children draw base 10 blocks and place value counters in a place value chart.</p> | <p>$41 + 8 =$</p> <p>$1 + 8 = 9$</p> <p>$40 + 9 = 49$</p> |



Use part-part whole models, number lines, and bar models



*Recording addition in columns supports place value and prepares for formal written methods with larger numbers in Year 3.

Explore related facts

$17 + 5 = 22$

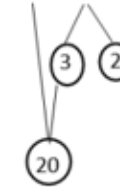
$5 + 17 = 22$

$22 - 17 = 5$

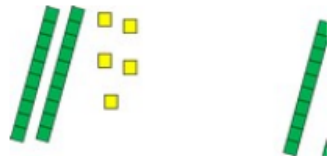
$22 - 5 = 17$

| | |
|----|---|
| 22 | |
| 17 | 5 |

$17 + 5 = 22$

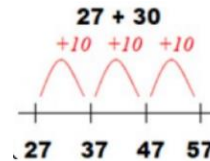


Adding a two-digit number and 10's.



Use Base Ten to explore that the ones digit does not change.

Use Base 10 above the number line initially. Show the calculation alongside the number line to see the connection.



Once children are secure at adding a two-digit number and 10s, move onto missing numbers.

$27 + 10 = 37$

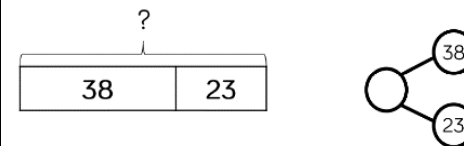
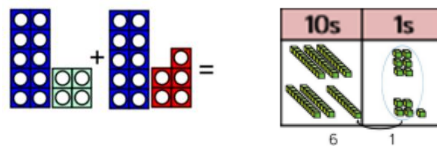
$27 + 20 = 47$

$27 + \square = 57$

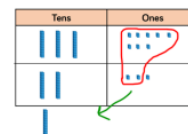
Adding 2 two-digit numbers.

Use concrete resources such as Numicon and Base Ten to continue to develop an understanding of partitioning and place value.

$36 + 35 =$ Add the ones first.



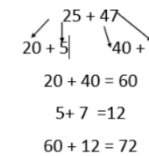
Use bar models and part, part whole models to support problem solving moving onto the generalisation that $b + c = a$.



Children to draw base 10 block or place value counters in a place value chart and exchange as necessary.

Partitioning:

$38 + 23 = 61$



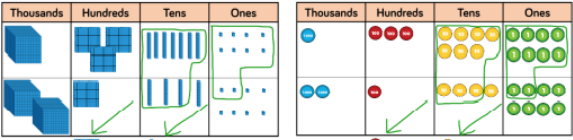
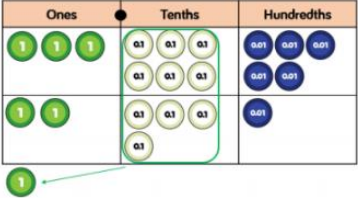
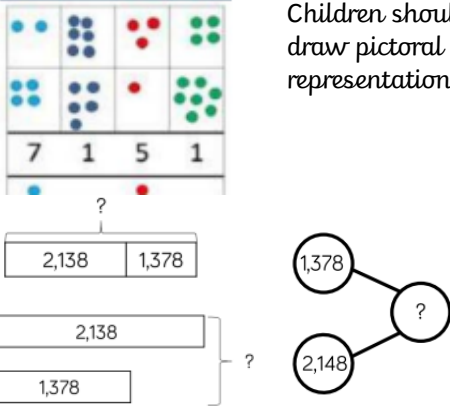

$40 + 7$

$30 + 5$

$70 + 12$

*Recording addition in columns supports place value and prepares for formal written methods with larger numbers.

Addition – Year 4

| Objective and Strategy | Concrete | Pictorial | Abstract | | | | | | | | |
|---|--|-----------|-------------|--|--|---|-------|-------------|--|--|---|
| <p>Add numbers with up to 4 digits using the formal written methods of columnar addition where appropriate.</p> <p>Add decimals with 2 decimal places, including money.</p> | <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Children should continue to use dienes or place value counters to add, exchange 10 ones for 1 ten, 10 tens for 1 hundred and 10 hundred for 1 thousand.</p> </div> <div style="text-align: center;">  <p>Introduce decimal place value counters and model exchange.</p> </div> </div> <div style="margin-top: 20px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Model</th> <th style="width: 50%;">Calculation</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 5px;">*Ensure the calculation is written alongside any concrete resources.</p> </div> | Model | Calculation | | | <div style="text-align: center;">  <p>Children should draw pictorial representations.</p> </div> <p style="text-align: center; margin-top: 20px;">Use bar models and part, part models to represent addition of two numbers in the context of problem solving</p> <div style="margin-top: 20px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Model</th> <th style="width: 50%;">Calculation</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 5px;">*Ensure the calculation is written alongside any pictorial resources.</p> </div> | Model | Calculation | | | <div style="text-align: center;">  <p>Continue from Year 3 to carry and exchange hundreds as well as tens.</p> </div> <div style="margin-top: 20px;"> $\begin{array}{r} 3.65 \\ + 2.41 \\ \hline 6.06 \\ 1 \end{array}$ <p>As the children move on, introduce decimals with the same number of decimal places first, then onto a different number of decimal places.</p> </div> |
| Model | Calculation | | | | | | | | | | |
| | | | | | | | | | | | |
| Model | Calculation | | | | | | | | | | |
| | | | | | | | | | | | |

Addition – Year 5 and 6

Objective and Strategy

Year 5
Add whole numbers with more than 4 digits, including using formal written methods (columnar addition) up to 1,000,000.

Adding decimals up to 2 decimal places using column addition.

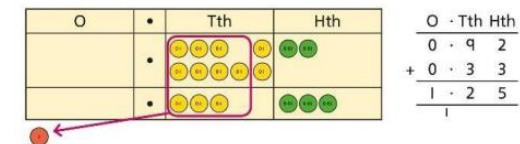
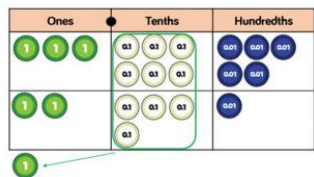
Year 6
Add whole numbers with more than 4 digits, including using formal written methods (columnar addition) up to 10,000,000.

Add several numbers of increasing complexity, including adding money, measure and decimals with different numbers of decimal points.

Concrete



Use place value equipment to represent additions.



Represent 7-digit numbers on a place value grid, and use this to support thinking and mental methods.

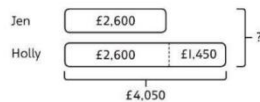
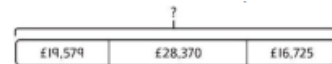


| Model | Calculation |
|-------|-------------|
| | |

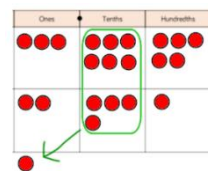
*Ensure the calculation is written alongside any concrete resources.

Pictorial

Use bar models to represent addition of two or more numbers in the context of problem solving.



*Show these alongside a written method.



Draw counters on a place value grid to represent additions and to represent exchanges where necessary.

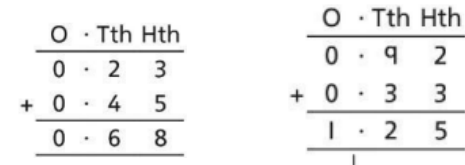
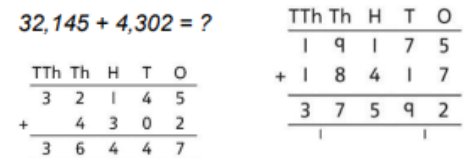
Include examples where the numbers of decimal places are different.



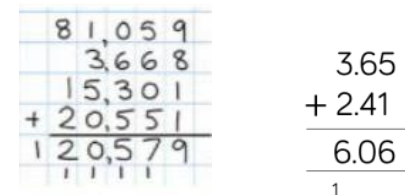
Continue to use part, part whole models and bar models.



Abstract




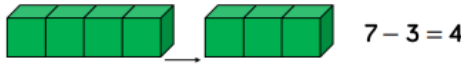
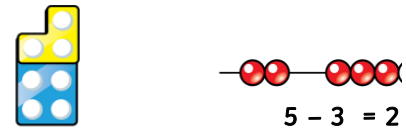

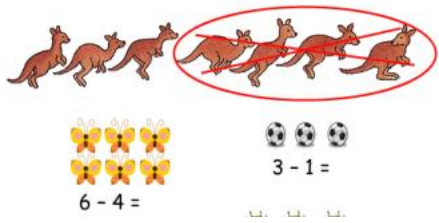
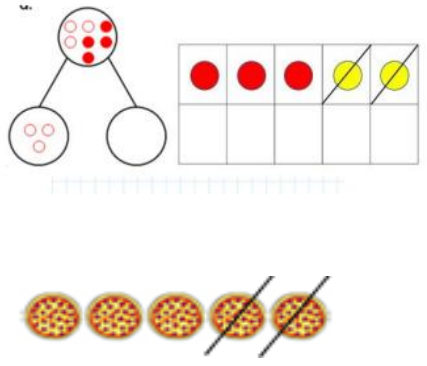

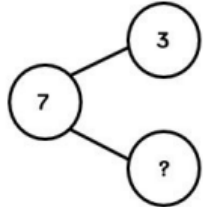
Use column methods, ensuring that children understand the link with place value and exchanges.



$3.65 + 2.41 = 6.06$

Subtraction

Subtraction – EYFS

| Objective and Strategy | Concrete | Pictorial | Abstract |
|--|--|---|---|
| <p>Know that a group of things change in quantity when something is taken away.</p> <p>Find one less from a group of five objects, then ten objects.</p> | <div style="text-align: center;">  </div> <p style="text-align: center;">Use toys and general classroom resources for children to physically manipulate, group and regroup.</p> <div style="text-align: center;">  <p>$7 - 3 = 4$</p>  <p>$7 - 3 = 4$ $5 - 3 = 2$</p> </div> <p style="text-align: center;">Use specific maths resources such as snap cubes, Numicon, bead strings etc.</p> <p style="text-align: center;">Use visual supports such as ten frames and part, part whole models, with physical objects and resources that can be manipulated.</p> <div style="text-align: center;"> <p>First Then Now</p>  <p>$7 - 3 = 4$</p> </div> | <div style="text-align: center;">  <p>$6 - 4 =$ $3 - 1 =$</p> </div> <p style="text-align: center;">Use groups of pictures for children to cross out or cover quantities to support subtraction.</p> <p style="text-align: center;">Use visual supports such as ten frames, part, part whole and bar model with pictures/icons.</p> <div style="text-align: center;">  </div> | <p style="text-align: center;">A focus on symbols and numbers to form a calculation.</p> <div style="text-align: center;">  <p>$10 - 1 = ?$</p> <div style="border: 2px solid yellow; padding: 5px; display: inline-block; margin: 10px;"> $10 - 6 = 4$ </div> <p>$7 - 3 = ?$</p>  </div> <p style="text-align: center;">* No expectation for children to be able to record a number sentence/subtraction calculation.</p> |

Subtraction – Year 1

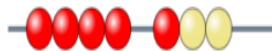
Objective and Strategy

Subtract one-digit and two-digit numbers within 10 and to 20, including 0.

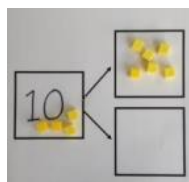
Represent and use number bonds and related subtraction facts within 20.

Concrete

Use physical objects such as counters and cubes to show how objects can be taken away.



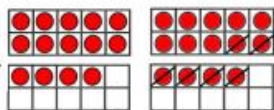
*Move beads along the bead string and counters away from the group as you count backwards.



Link to addition. Use part, part models to model the inverse. If 10 is the whole and 6 is one of the parts, what is the other part?



Use Numicon and other physical objects to find the difference and spot relationships such as: $14 - 6 = 8$ and $14 - 8 = 6$.



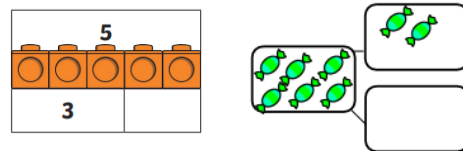
Use tens to subtract to make ten. Take away 4 to make ten, then take away 2.

* Children should be encouraged to find the number bond to ten when partitioning the subtracted number.

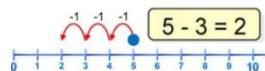
| Model | Calculation |
|-------|-------------|
| | |

*Ensure the calculation is written alongside any concrete resources.

Pictorial



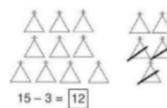
Use pictorial representations of objects to show part-part whole models and bar models.



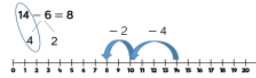
Use number lines to count back in ones.



Use bar models with images to compare and to find the difference.



Cross out or cover quantities to support subtraction.



Use number lines to jump back on and use ten as the stopping point.

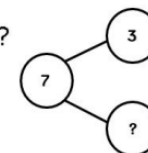
*Children should be encouraged to find the number bond to ten when partitioning the subtracted number.

| Model | Calculation |
|-------|-------------|
| | |

*Ensure the calculation is written alongside any pictorial representations.

Abstract

$$7 - 3 = ?$$



Move to using numbers within part, part models and bar models.

| | |
|----|---|
| 20 | |
| 12 | ? |

Move on to using numbers within discrete bar models to compare and find the difference.

| | |
|------|----|
| Jack | 11 |
|------|----|

| | |
|----|---|
| Mo | 5 |
|----|---|

$$7 - 4 = 3$$

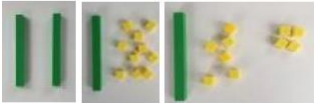
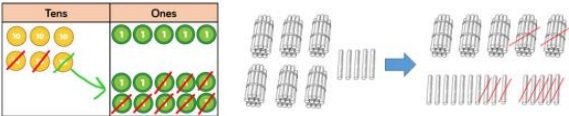
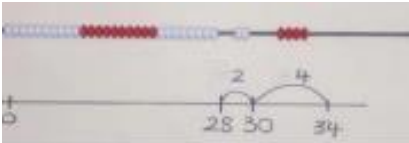
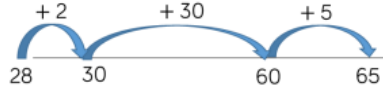

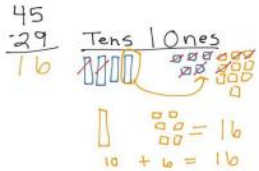
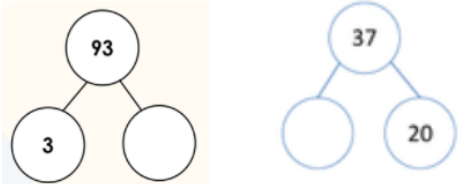
$$16 - 9 = 7$$

$$18 - 12 = 6$$

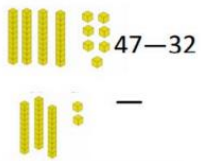


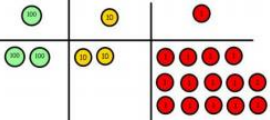
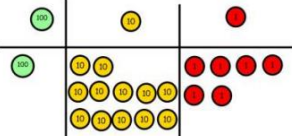
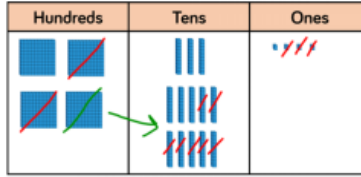


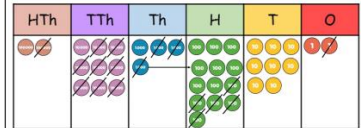
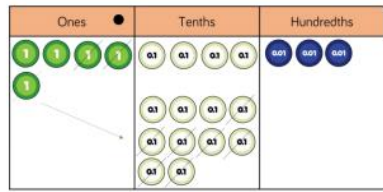
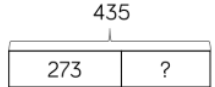
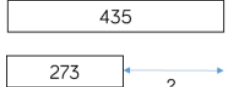
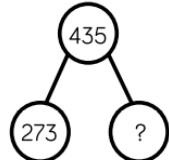
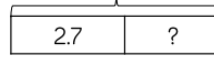
$$8 - \square = 7$$

Missing number problems.

Subtraction – Year 2

| Objective and Strategy | Concrete | Pictorial | Abstract | | | | | | | | | | | | |
|--|---|-----------|-------------|--|--|---|-------|-------------|--|--|---|----|--|----|---|
| <p>As Year 1</p> <p>Subtract a two-digit number and 1's. Subtract a two-digit number and 10's Subtract 2 two-digit numbers to 100</p> | <p>Use concrete resources such as Base 10 to show how to exchange a ten into ten ones then subtract.</p>  <p>Use a place value chart and straws to show how to exchange a ten for 10 ones then subtract.</p>  <p>Use bead strings to model counting to next ten and the rest.</p>  <table border="1" style="margin-top: 10px; width: 100px; text-align: center;"> <thead> <tr> <th style="width: 50%;">Model</th> <th style="width: 50%;">Calculation</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td></td> </tr> </tbody> </table> <p style="font-size: small; margin-top: 10px;">*Ensure the calculation is written alongside any concrete resources</p> | Model | Calculation | | | <p>Use a blank number line to count on to find the difference.</p>  <p>Draw representations of base 10 and cross off.</p>  <p style="text-align: center;">$43 - 21 = 22$</p> <p>Draw representations of base 10, exchange and cross off.</p>  <table border="1" style="margin-top: 10px; width: 100px; text-align: center;"> <thead> <tr> <th style="width: 50%;">Model</th> <th style="width: 50%;">Calculation</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td></td> </tr> </tbody> </table> <p style="font-size: small; margin-top: 10px;">*Ensure the calculation is written alongside any pictorial representations</p> | Model | Calculation | | | <p>Use numbers within Part, part models and Bar Models.</p> <table border="1" style="margin-top: 10px; width: 150px; text-align: center;"> <tr> <td colspan="2" style="border: none;">20</td> </tr> <tr> <td style="width: 50%;">12</td> <td style="width: 50%;">?</td> </tr> </table>  <p>Recording subtraction in columns supports place value and prepares for formal written methods with larger numbers.</p> <p>E.g.</p> $\begin{array}{r} 43 - 21 = 22 \\ 40 \text{ and } 3 \\ - 20 \text{ and } 1 \\ \hline 20 \text{ and } 2 \end{array}$ <p>Make ten strategies. $93 - 76 = 17$ Subtract 3, then subtract 70, then subtract 3.</p> <p style="font-size: small;">*Towards the end of the year, children will move to more formal recording using partitioning method:</p> | 20 | | 12 | ? |
| Model | Calculation | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| Model | Calculation | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 20 | | | | | | | | | | | | | | | |
| 12 | ? | | | | | | | | | | | | | | |

Subtraction – Year 3 to year 6

| Objective and Strategy | Concrete | Pictorial | Abstract | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------|-------------|---|---|--|-------|-------------|--|--|--|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|--|---|---|---|---|---|---|--|
| <p>Year 3 To subtract numbers with up to three-digits, using formal written methods of columnar subtraction.</p> <p>Year 4 To subtract numbers with up to four-digits, using formal written methods of columnar subtraction.</p> <p>Year 5 and 6 Subtract numbers with more than 4 digits.</p> <p>Subtract with up to 3 decimal places</p> | <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>47 – 32</p> </div> <div style="text-align: center;">  </div> </div> <p>Base 10 and place value counters are the most effective manipulative when subtracting numbers with up to 4 digits.</p> <p>Show how to exchange a ten into ten ones then subtract. Start with one exchange before moving onto subtractions with 2 exchanges.</p> <p>234 – 88</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  <p>Model exchanging 1 ten for 10 ones then subtract the ones.</p> </div> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>Model exchanging 1 hundred for 10 tens then subtract the tens.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <table border="1" style="border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Model</th> <th style="width: 50%;">Calculation</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td></td> </tr> </tbody> </table> <p>*Ensure the calculation is written alongside any concrete resources</p> </div> | Model | Calculation | | | <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  <p>$\begin{array}{r} 4\ 1 \\ 6\ 5\ 2 \\ - 2\ 0\ 7 \\ \hline 4\ 4\ 5 \end{array}$</p> </div> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <table border="1" style="border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Model</th> <th style="width: 50%;">Calculation</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td></td> </tr> </tbody> </table> <p>* Ensure the calculation is written alongside any pictorial representations.</p> </div> </div> | Model | Calculation | | | <div style="text-align: center; border: 2px solid blue; padding: 10px; margin-bottom: 20px;"> <h2 style="margin: 0;">435 – 273 = 262</h2> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <div style="text-align: center; margin: 20px 0;">  </div> <div style="display: flex; justify-content: space-around; margin: 20px 0;"> <div style="text-align: center;"> $\begin{array}{r} 3\ 1 \\ 435 \\ - 273 \\ \hline 262 \end{array}$ </div> <div style="text-align: center;"> $\begin{array}{r} 3\ 1 \\ 4357 \\ - 2735 \\ \hline 1622 \end{array}$ </div> </div> <div style="display: flex; justify-content: space-around; margin: 20px 0;"> <table border="1" style="border-collapse: collapse;"> <tr><td></td><td>2</td><td>9</td><td>3</td><td>1</td><td>3</td><td>8</td><td>2</td></tr> <tr><td>-</td><td>1</td><td>8</td><td>2</td><td>5</td><td>0</td><td>1</td><td></td></tr> <tr><td></td><td>1</td><td>1</td><td>1</td><td>8</td><td>8</td><td>1</td><td></td></tr> </table> <div style="text-align: center;"> $\begin{array}{r} 4\ 1 \\ 5.43 \\ + 2.7 \\ \hline 2.73 \end{array}$ </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  </div> </div> | | 2 | 9 | 3 | 1 | 3 | 8 | 2 | - | 1 | 8 | 2 | 5 | 0 | 1 | | | 1 | 1 | 1 | 8 | 8 | 1 | |
| Model | Calculation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Model | Calculation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2 | 9 | 3 | 1 | 3 | 8 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - | 1 | 8 | 2 | 5 | 0 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 1 | 1 | 8 | 8 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |