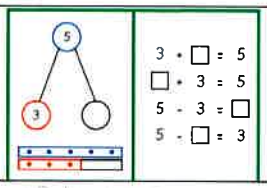
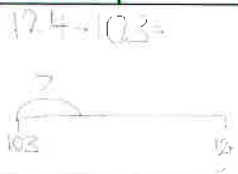
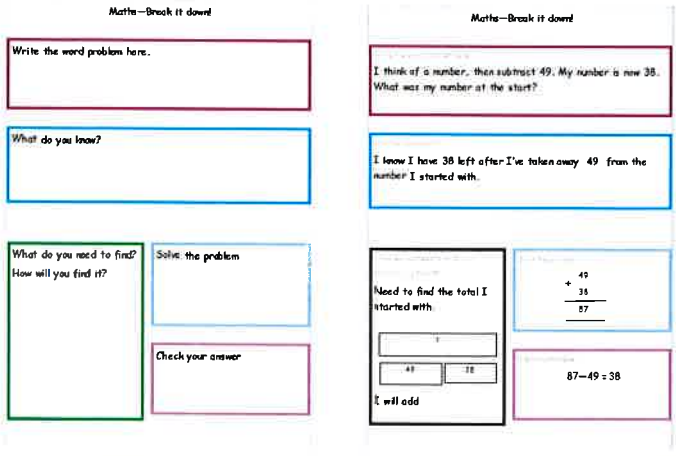
Strand 5: Calculating

Progress Tracker - Strand 5	Baseline	Review 1	Review 2	Review 3
Addition within 10 (5.1)	Date: CPA	Date: CPA	Date: CPA	Date: CPA
Addition within 20 (5.1)	Date: CPA	Date: CPA	Date: CPA	Date: CPA
Addition within 100 (5.1)	Date:	Date:	Date:	Date:
Addition within 1000 (5.1)	Date:	Date:	Date:	Date:
Subtraction within 10 (5.2)	Date: CPA	Date: CPA	Date: CPA	Date: CPA
Subtraction within 20 (5.2)	Date: CPA	Date: CPA	Date: CPA	Date: CPA
Subtraction within 100 (5.2)	Date:	Date:	Date:	Date:
Subtraction within 1000 (5.2)	Date:	Date:	Date:	Date:
Inverse (5.3)	Date:	Date:	Date:	Date:
Application of multiplication (5.4)	Date:	Date:	Date:	Date:
Application of division (5.5)	Date:	Date:	Date:	Date:

Approaches and strategies

Use concrete materials that a pupil can have access to in class so they are familiar with it and can transfer learning.	
Make links between areas of number and number facts explicit – use phrases such as 'If you know ……then you know.'	
Holding onto numbers while calculating can be challenging so encourage jotting.	
Use maths graphic organisers to help pupils organise their thinking when solving word problems.	
Try using colour coding to make formal calculation procedures more memorable.