## 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:	

Application of division (5.5)	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.		<b>.</b> .	·		
Make links between areas of number and number facts explicit – use phrases such as 'If you knowthen you know.'	,	3	3 •   = 5   • 3 = 5 5 - 3 =   5 -   = 3		
Holding onto numbers while calculating can be challenging so encourage jotting.		17.4-10 2 163	] 3 = -1 12+		
Use maths graphic organisers to help pupils organise their thinking when solving word problems.	Matter Write the word problem har What do you know?	-Brook it down!	Mathe—Brook it down!  I think of a number, then subtrict 49. My number is new 38.  What was my number at the start?  I know I have 38 left after I've taken away 49 from the number I started with.		
	What do you need to find? How will you find it?	Solve: the problem  Check your answer	Meed to find the total I started with	49 + 38 - 57 - 57 - 87-49 ± 38	
Try using colour coding to make formal calculation procedures more memorable.	Mark I		addition - hundreds, tens and ones start?  355 +221  1. HTOnes 2. H: Ones 365 3:5 22 0 6	- Where da 3 HTOnes 305 615	