

Maths in Lower Key Stage 2

$$8 \times 352 = \underline{\hspace{2cm}}$$

How would you work this out?
Discuss it with somebody near
to you.

Maths in Lower Key Stage 2

What do we teach?

How do we teach it?

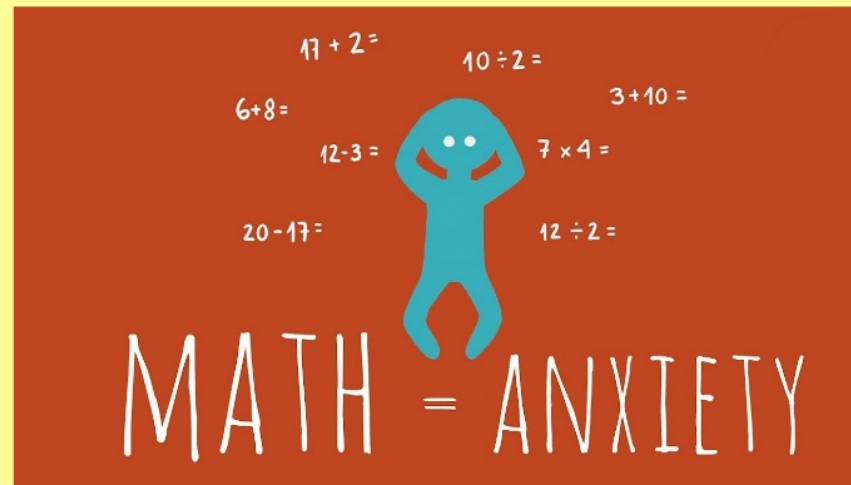
How can you help?

Aim: To fully inform you of the calculations methods we use at school so that you can support your child more confidently at home.



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Previous Experiences



Parents who display anxiety about math, raise children with poorer early numeracy skills.

(Tomasetto et al., 2025)

Students who interact with their parents on an ordinary, everyday basis and have conversations with them about learning and school employ more learning strategies and are more motivated to learn.

OECD (2024)



The Maths Curriculum

fluency

reasoning

problem solving

Aims

The national curriculum for mathematics aims to ensure that all pupils:

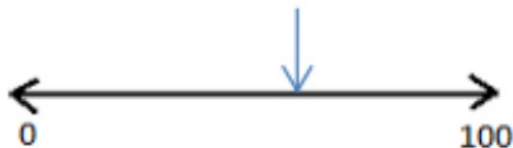
- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Use the number cards below to make as many additions and subtractions as you can? How many can you make?



- **True or False?**

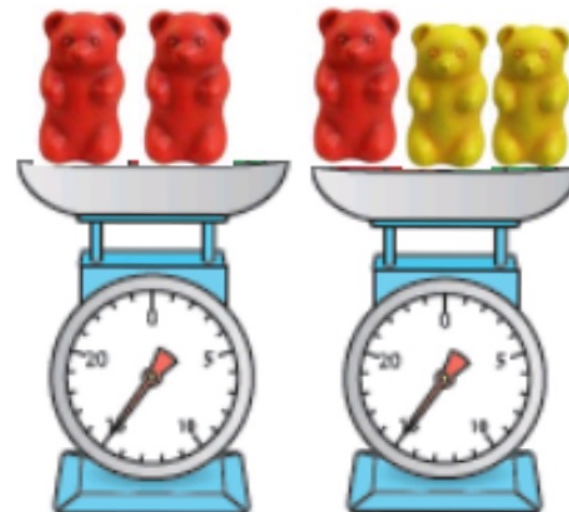
The arrow on the line below is pointing to 70.



Convince me

fluency
reasoning
problem solving

- How much do the 2 red bears weigh?



Which is heavier the red or the yellow bear? Explain your reasoning.

Maths in Lower Key Stage 2

Calculation policy is on the school website.

Stages for each operation

Your child could be working at a different stage to others



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The maths curriculum consists of these main areas in years 3 and 4:

- number
- measurement
- geometry
- statistics

Year 3 Number - Addition and Subtraction

Pupils should be taught to:

- add and subtract numbers mentally, including:
 - a three-digit number and 1s
 - a three-digit number and 10s
 - a three-digit number and 100s
- add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Year 4 Number - Addition and Subtraction

Pupils should be taught to:

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

Stage 5- Addition and Subtraction



789 + 642 becomes

$$\begin{array}{r} 789 \\ + 642 \\ \hline 1431 \\ \hline 1 \quad 1 \end{array}$$

Answer: 1431



932 - 457 becomes

$$\begin{array}{r} 8 \quad 12 \quad 1 \\ 932 \\ - 457 \\ \hline 475 \end{array}$$

Answer: 475

In year 3, children move onto the new method of using column addition and subtraction with numbers up to 3 digits. In year 4, they will be learning to add and subtract 4 digit numbers using column methods. This will include, regrouping (as in the example).



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Addition and Subtraction

Scott cycles 204 miles in the first week of his summer holiday.

He cycles another 117 miles in the second week.

How many miles does he cycle in the first two weeks of his holiday?



Is the statement true or false?



In this calculation, there will be no tens in the answer, because there are no tens in the numbers being added together.

		H	T	O	
		3	0	5	
	+	6	0	7	

Explain your answer.



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Year 3 Number - Multiplication and Division

Pupils should be taught to:

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

Year 4 Number - Multiplication and Division

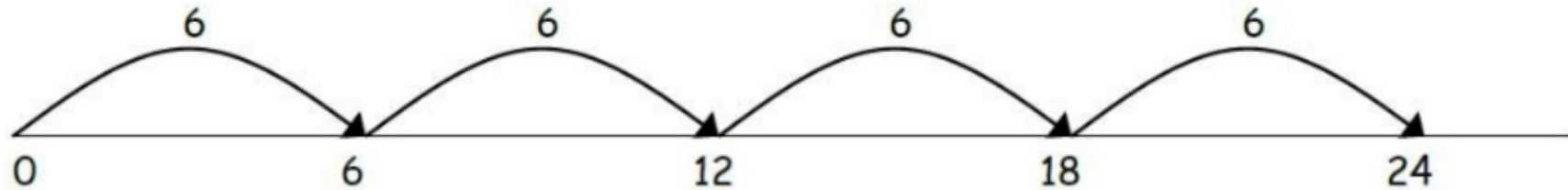
Pupils should be taught to:

- recall multiplication and division facts for multiplication tables up to 12×12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

Written Multiplication

Stage 4- empty number line

4 times 6 is $6 + 6 + 6 + 6 = 24$ or 4 lots of 6 or 6×4

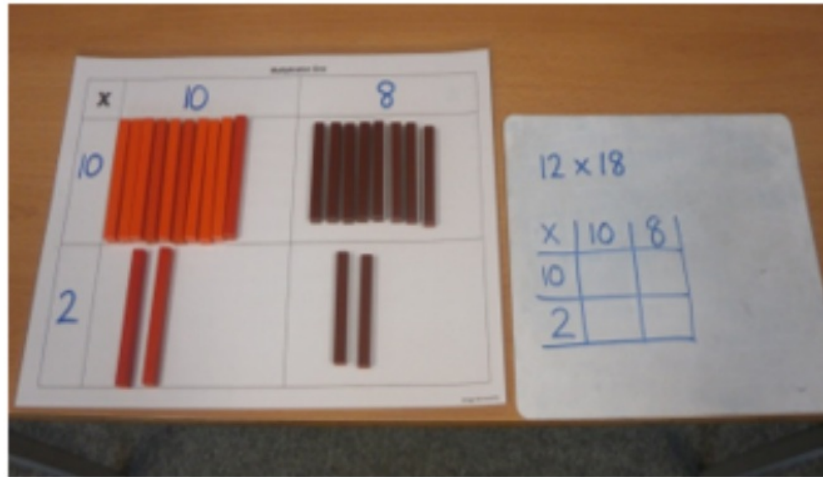


Stage 5- grid method

Stage 6- expanded multiplication (ladder method)

TU x TU

$12 \times 18 =$



grid method

x	10	8	
10	100	80	100
2	20	16	80
			20
			+ 16
			<u>216</u>

expanded method
(ladder method)



$$\begin{array}{r} 30 + 8 \\ \times 7 \\ \hline 56 \\ 210 \\ \hline 266 \end{array}$$

$$\begin{array}{l} (8 \times 7 = 56) \\ (30 \times 7 = 210) \end{array}$$

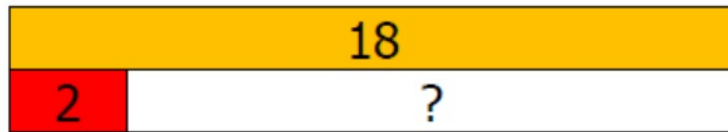
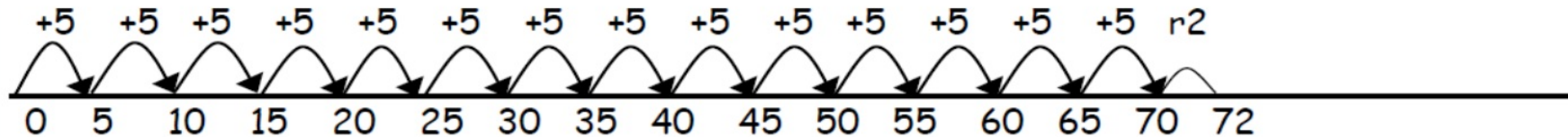


$$\begin{array}{r} 38 \\ \times 7 \\ \hline 56 \\ 210 \\ \hline 266 \end{array}$$

Division

Empty
Number lines-
Stage 3

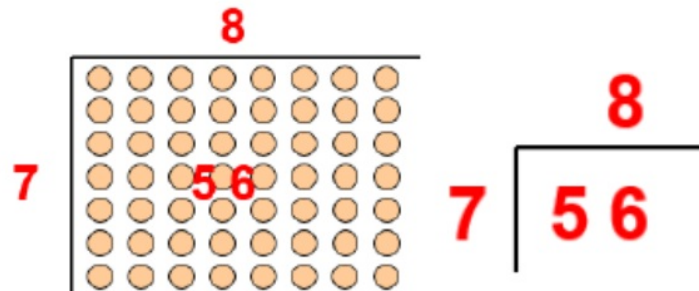
$$72 \div 5 = \text{Miss Hoskins}$$



How many groups of 2 in 18?

Bar Model

How many 7's make 56?



Short division
using resources



Stage 4- Short division

Bags of sweets cost £3

multiples of 3

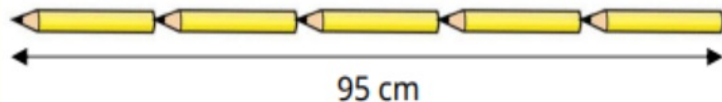
- Ron buys 3 bags.
- Dani buys 9 bags.
- Aisha buys 4 bags.

How much does each person spend?

How much more does Dani spend than Aisha?

How much do the children spend in total?

The length of 5 identical pencils is 95 cm.



What is the length of 1 pencil? _____

What is the length of 2 pencils? _____

Complete.

$$3600 \div 10 = \boxed{} \times 10$$

multiplying and dividing by 9

Amir has 9 bags of 6 sweets.

Whitney has 6 bags of 9 sweets.



Amir

I have more sweets, because I have more bags.



I have more sweets, because I have more in each bag.



Whitney

Who is correct?

Explain your reasoning.

What else can you do to support your child?

- regular practising of times tables and number facts
- revising "key facts"
- supporting and encouraging homework
- talking maths opportunities
- Mymaths/ TTRockstars





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17:48

23/09/2025

Over to you!

Please feel free to have a look at the equipment set up on the tables that we use to support children's understanding of the four operations.

We will be happy to answer your questions.

Please visit our website for more curriculum information.