

Love God, love others  
Let your light shine

# BCI Calculation Policy 2025 -



## Intent

At Blue Coat (CE) Infant School, our aim is to ensure that all pupils develop a secure, confident and flexible understanding of calculation so that they can become fluent, independent mathematicians.

Through our mathematics curriculum, we enable all pupils to:

- Become fluent in the fundamentals of mathematics through regular, varied practice that builds conceptual understanding and supports rapid recall and accurate application of knowledge.
- Reason mathematically by following lines of enquiry, spotting patterns, making conjectures and justifying their thinking using appropriate mathematical language.
- Solve problems by applying their mathematics to a range of routine and non-routine problems, breaking problems down into manageable steps and persevering to find solutions.

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## Approach to Calculation

Our calculation policy is informed by the White Rose Maths Hub Calculation Policy and NCETM guidance, ensuring a consistent and progressive approach across the school.

Children's understanding of calculation is developed through a Concrete–Pictorial–Abstract (CPA) approach:

- Concrete: using physical apparatus to explore and understand mathematical concepts.
- Pictorial: representing ideas through drawings, diagrams and models.
- Abstract: using numbers and mathematical symbols to represent and solve problems.

This approach ensures that pupils build deep conceptual understanding before moving on to more formal written methods.

## **Teaching and Learning**

All calculation methods are taught in line with the White Rose Maths progression, ensuring consistency and clarity for both pupils and staff. A range of models and representations are used to support understanding, including manipulatives, diagrams and visual models.

Fluency is developed through varied practice, enabling pupils to select and apply appropriate strategies. Pupils who grasp concepts quickly are challenged through greater depth tasks, including rich and sophisticated problems that encourage reasoning and explanation. Regular opportunities are provided for pupils to explain their thinking, use mathematical vocabulary accurately and make connections between different methods.

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## **Inclusion, SEND and Vulnerable Learners**

We are committed to ensuring that all pupils, including those with SEND and those classed as vulnerable, can access and succeed in mathematics.

Teaching is adapted through:

- careful scaffolding and modelling
- targeted use of concrete and pictorial representations
- pre-teaching and reinforcement of key vocabulary
- targeted intervention and individual support where appropriate

High expectations are maintained for all pupils, with adaptations made to remove barriers to learning rather than reduce challenge.

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## **Assessment and Support**

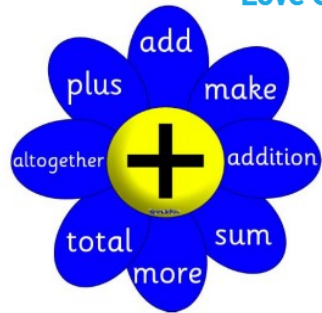
Assessment is used to inform teaching and identify next steps. Pupils are supported through timely feedback and individual 'Read and Respond' opportunities, allowing misconceptions to be addressed and understanding to be deepened.

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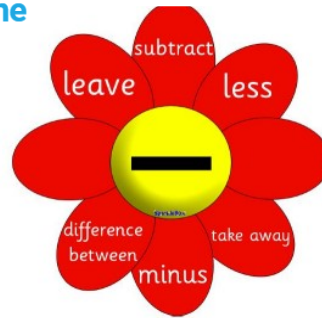
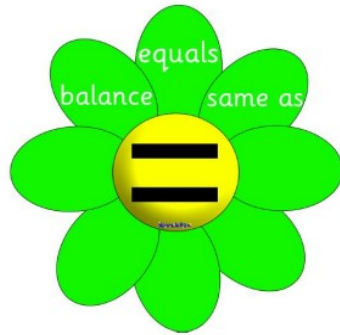
## **Our Belief**

We believe that every child can develop confidence, competence and enjoyment in mathematics through high-quality first teaching and appropriate support. By fostering positive attitudes towards calculation, we aim to equip pupils with the skills they need to succeed both in school and in later life.

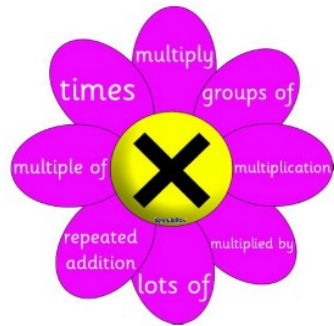
Love God, love others Let your light shine



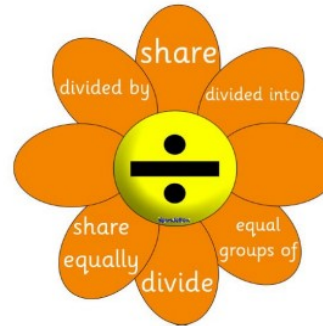
Operations that make numbers bigger.



Operations that make numbers smaller.



In order that children don't become confused, it is important to use the correct mathematical vocabulary. There are many ways of saying the same thing as is illustrated here. **It is important to note that a sum is an addition calculation.**



**Calculation Vocabulary**

- equivalent to = equals
- same value as = balance
- + Addition
- x Multiplication
- Subtraction
- ÷ Division

**Key Vocabulary!**

- $8 + 2 = 10$  - Total Sum
- $8 - 2 = 6$  - Difference
- $8 \times 2 = 16$  - Product
- $8 \div 2 = 4$  - Quotient

- add
- more
- sum
- total
- altogether

- smallest
- count
- backwards
- forwards
- 'teens'
- number facts

**Division Calculation**

$8 \div 2 = 4$

(divided by) (equals)

dividend quotient

÷ divisor

**Division Vocabulary**

- remainder
- group
- share
- ÷
- half
- divisor
- factor
- quotient
- equal groups of
- divide

- partition
- digit
- numeral
- count in twos
- count in fives
- count in tens
- length
- width
- height
- depth
- metre

At Blue Coat C E Infant School, we place a strong emphasis on the teaching and learning of mathematical language as a key part of developing mathematical proficiency. Mathematical vocabulary is introduced from Nursery onwards so that pupils can explain their thinking clearly and make meaningful connections between mathematics and everyday life. This early and consistent focus on language supports pupils in building secure foundations, enabling them to become confident and fluent mathematicians as they progress through school.



# Addition - Year 1



# Addition - Year 2

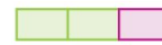


Objective

**Concrete**



**Pictorial**

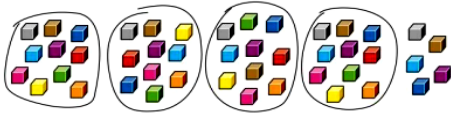


**Abstract**

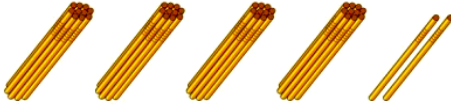
$2 + 1 = 3$

Understand and use tens and ones to add numbers

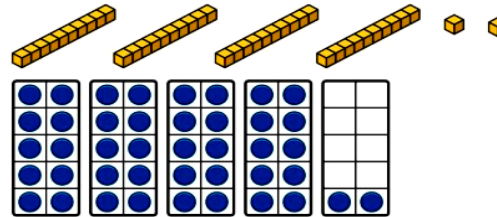
Group objects into 10s and 1s





Bundle straws to understand unitising of 10s.



Understand 10s and 1s equipment, and link with visual representations on ten frames.



Represent numbers on a place value grid, using equipment or numerals.

Tens	Ones
	
3	2
Tens	Ones
4	3

Adding 10's.

Use known bonds and unitising to add 10s.



*I know that  $4 + 3 = 7$ .*

*So, I know that 4 tens add 3 tens is 7 tens.*

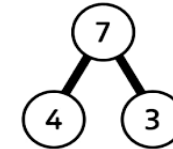
Use known bonds and unitising to add 10s.



*I know that  $4 + 3 = 7$ .*

*So, I know that 4 tens add 3 tens is 7 tens.*

Use known bonds and unitising to add 10s.



$4 + 3 = \square$

"I know  $\square + \square = \square$ , so  $\square$  tens and  $\square$  ones make  $\square$ ."

$4 + 3 = 7$

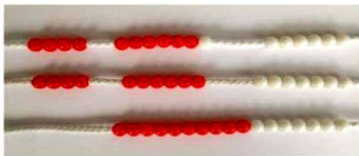
$4 \text{ tens} + 3 \text{ tens} = 7 \text{ tens}$

$40 + 30 = 70$

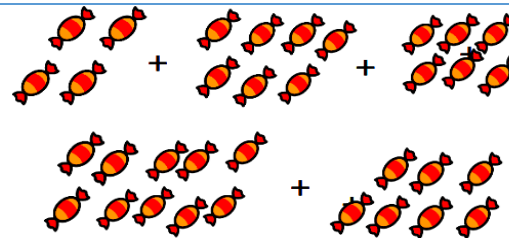
Adding 3 single digit numbers .

$4 + 7 + 6 = 17$

Put 4 and 6 together to make 10. Add on 7.



Following on from making 10, make 10 with 2 of the digits (if possible) then add on the third digit.




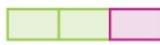
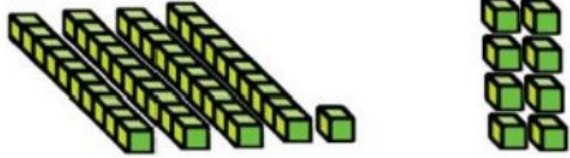
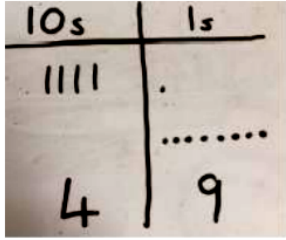
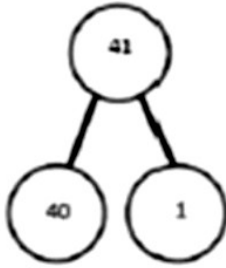


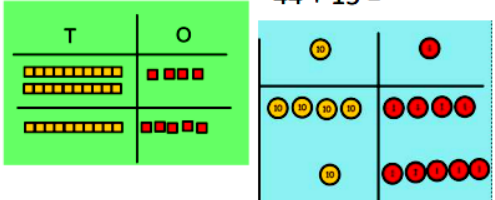
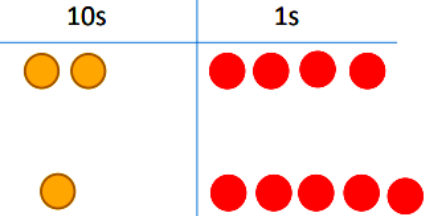
Add together three groups of objects. Draw a picture to recombine the groups to make 10.

$(4 + 6) + 7 = 10 + 7 = 17$

Combine the two numbers that make 10 and then add on the remainder.



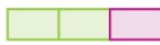

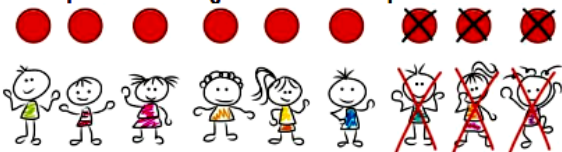
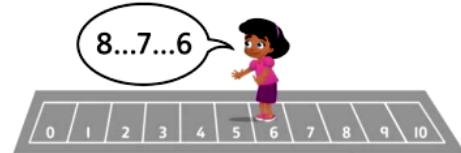
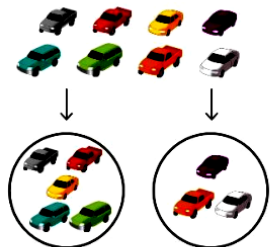
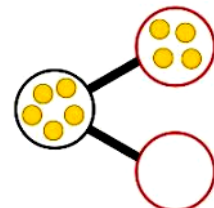
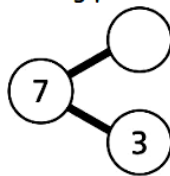
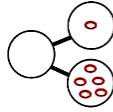
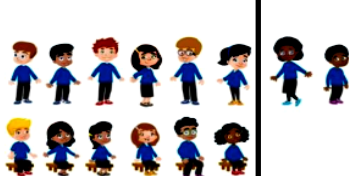
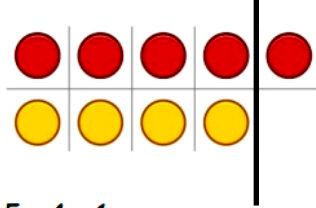

# Addition - Year 2



Objective	<b>Concrete</b> 	<b>Pictorial</b> 	<b>Abstract</b> $2 + 1 = 3$
Use base-10 representations to add a 2-digit and a 1-digit number	$41 + 8$ 	 Children to represent the base 10 with lines for tens and dots for ones.	$41 + 8$  $1 + 8 = 9$ $40 + 9 = 49$
Use of base 10 to add 2-two digit numbers together.	<p><i>Use practical resources to represent the number sentences e.g. dienes and numicon</i></p>  $35 + 23 = 58$	<p>Add the 10s and 1s separately.</p>  $5 + 3 = 8$ <i>There are 8 ones in total.</i> $3 + 2 = 5$ <i>There are 5 tens in total.</i>	<p>Add the 10s and then the ones and recombine .</p> $30 + 20 = 50$ $5 + 3 = 8$ $50 + 8 = 58$ <div style="background-color: yellow; padding: 5px;">                     "I added the tens first because they are worth more."                      "I know ___ tens and ___ ones make ___."                 </div> <p>Children can now draw out the column method.</p>
Column method without regrouping.	<p>Add together the ones first, then add the tens. Use the Base 10 blocks first before moving onto place value counters.</p> $24 + 15 =$ 	<p>After physically using the base 10 blocks and place value counters, children can draw the counters to help them to solve additions.</p> 	$24 + 15 = 39$ $\begin{array}{r} 24 \\ + 15 \\ \hline 39 \end{array}$


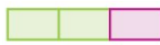
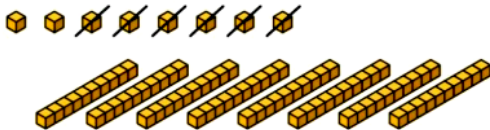
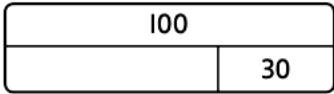
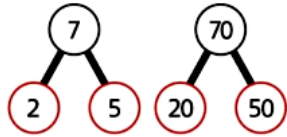
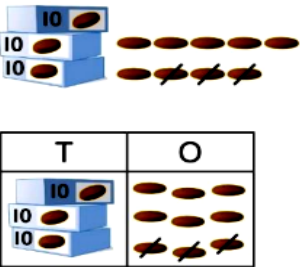
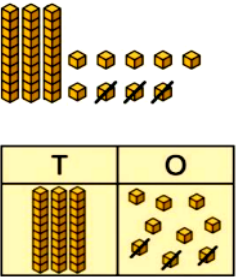
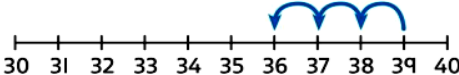
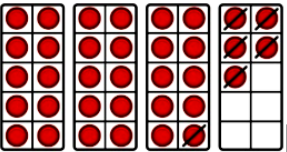
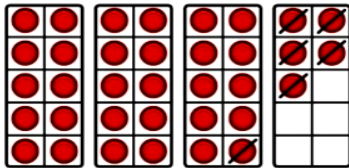
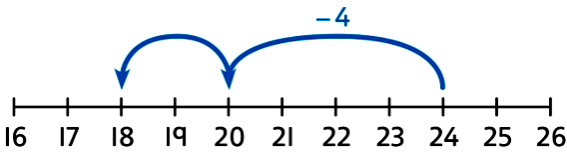
# Subtraction - Year 1



Objective	<b>Concrete</b>  + 	<b>Pictorial</b> 	<b>Abstract</b> $2 + 1 = 3$
Counting back and taking away.	<p>Children arrange objects and remove to find how many are left.</p>  <p><i>1 less than 6 is 5. 6 subtract 1 is 5.</i></p>	<p>Children draw and cross out or use counters to represent objects from a problem.</p>  <p><math>9 - \square = \square</math> There are <math>\square</math> children left.</p>	<p>Children count back to take away and use a number line or number track to support the method.</p> <p>"Start at 9 and count back 3."</p>  <p><math>9 - 3 = 6</math></p>
Finding a missing part, given a whole and a part.	<p>Children separate a whole into parts and understand how one part can be found by subtraction.</p>  <p><math>8 - 5 = ?</math></p>	<p>Children represent a whole and a part and understand how to find the missing part by subtraction.</p>  <p>whole - part = part</p> <p><math>5 - 4 = \square</math></p>	<p>Children use a part-whole model to support the subtraction to find a missing part.</p>  <p><math>7 - 3 = ?</math></p> <p>Children develop an understanding of the relationship between addition and subtraction facts in a part-whole model.</p>  <p> <math>\square - \square = \square</math>  <math>\square - \square = \square</math>  <math>\square + \square = \square</math>  <math>\square + \square = \square</math> </p>
Finding the difference.	<p>Arrange two groups so that the difference between the groups can be worked out.</p>  <p><i>8 is 2 more than 6. 6 is 2 less than 8. The difference between 8 and 6 is 2.</i></p>	<p>Represent objects using sketches or counters to support finding the difference.</p>  <p><math>5 - 4 = 1</math> The difference between 5 and 4 is 1.</p> <p>"I started at ___ and counted back ___." "The difference between ___ and ___ is ___."</p>	<p>Children understand 'find the difference' as subtraction.</p>  <p><math>10 - 4 = 6</math> The difference between 10 and 6 is 4.</p>



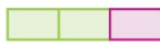
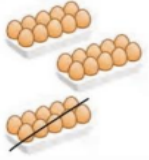

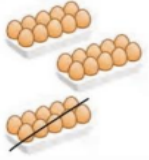





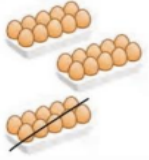



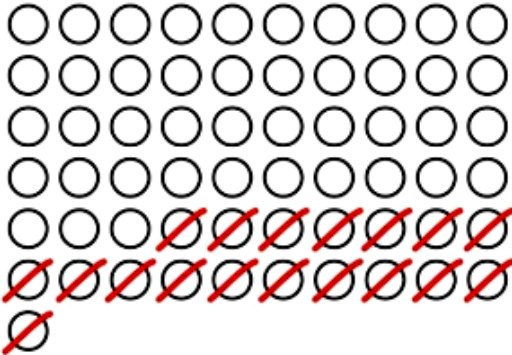
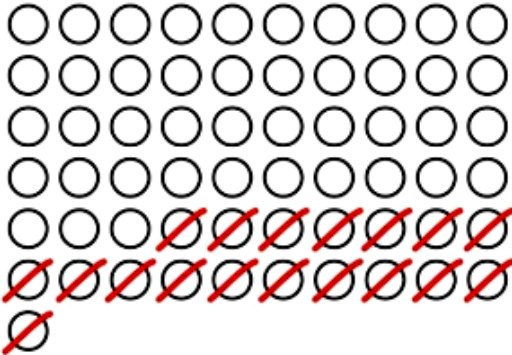
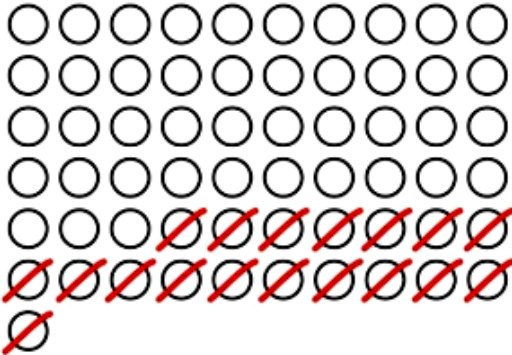
# Subtraction - Year 2



Objective	<b>Concrete</b> 	<b>Pictorial</b> 	<b>Abstract</b> $2 + 1 = 3$												
Subtracting multiples of 10.	Use known number bonds and unitising to subtract multiples of 10.  8 subtract 6 is 2. So, 8 tens subtract 6 tens is 2 tens.	Use known number bonds and unitising to subtract multiples of 10.  $10 - 3 = 7$ So, 10 tens subtract 3 tens is 7 tens.	Use known number bonds and unitising to subtract multiples of 10.  7 tens subtract 5 tens is 2 tens. $70 - 50 = 20$												
Subtracting a 1-digit number from a 2-digit number.	Subtract the 1s. This may be done in or out of a place value grid. 	Subtract the 1s. This may be done in or out of a place value grid.  "I am subtracting the ones because they are worth less than the tens."	Subtract the 1s. Understand the link between counting back and subtracting the 1s using known bonds.  <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">T</td> <td style="text-align: right;">O</td> <td></td> </tr> <tr> <td style="text-align: right;">3</td> <td style="text-align: right;">9</td> <td></td> </tr> <tr> <td style="text-align: right;">-</td> <td style="text-align: right;">3</td> <td></td> </tr> <tr> <td style="text-align: right;">3</td> <td style="text-align: right;">6</td> <td></td> </tr> </table> $9 - 3 = 6$ $39 - 3 = 36$	T	O		3	9		-	3		3	6	
T	O														
3	9														
-	3														
3	6														
Subtracting a single-digit number bridging 10	Bridge 10 by using known bonds.  $35 - 6$ I took away 5 counters, then 1 more.	Bridge 10 by using known bonds.  $35 - 6$ First, I will subtract 5, then 1. "I bridged to 10 because it makes the subtraction easier." "I used my number bonds to help me."	Bridge 10 by using known bonds.  $24 - 6 = ?$ $24 - 4 - 2 = ?$												



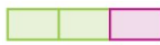
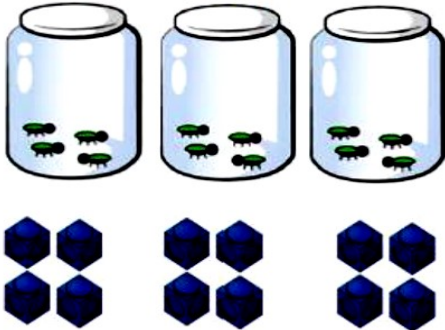
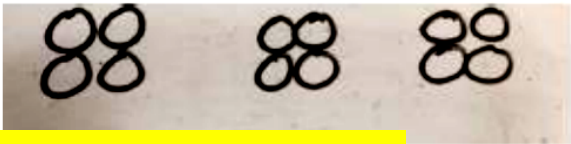
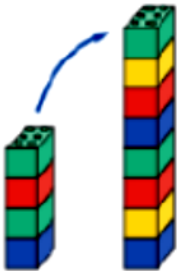


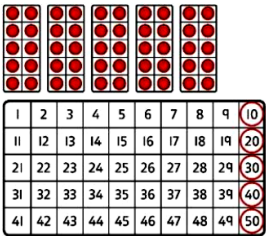
# Subtraction - Year 2



Objective	<b>Concrete</b>  + 	<b>Pictorial</b> 	<b>Abstract</b> $2 + 1 = 3$										
Subtracting a 2-digit number using a place value chart.	Subtract the 1s. Then subtract the 10s. This may be done in or out of a place value grid. <table border="1" data-bbox="300 504 624 719" style="margin: 10px auto;"> <thead> <tr> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> $38 - 16 = 22$	T	O			Subtract the 1s. Then subtract the 10s. <table border="1" data-bbox="929 475 1167 612" style="margin: 10px auto;"> <thead> <tr> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	Tens	Ones			Using column subtraction, subtract the 1s. Then subtract the 10s. <table style="margin: 10px auto;"> <tr> <td style="text-align: right;"><math>\begin{array}{r} \text{T O} \\ 45 \\ - 12 \\ \hline 33 \end{array}</math></td> <td style="text-align: right;"><math>\begin{array}{r} \text{T O} \\ 45 \\ - 12 \\ \hline 33 \end{array}</math></td> </tr> </table>	$\begin{array}{r} \text{T O} \\ 45 \\ - 12 \\ \hline 33 \end{array}$	$\begin{array}{r} \text{T O} \\ 45 \\ - 12 \\ \hline 33 \end{array}$
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$\begin{array}{r} \text{T O} \\ 45 \\ - 12 \\ \hline 33 \end{array}$	$\begin{array}{r} \text{T O} \\ 45 \\ - 12 \\ \hline 33 \end{array}$												
Subtract a 2-digit number with exchange.	Subtract by taking away. <table style="margin: 10px auto;"> <tr> <td></td> </tr> </table> $61 - 18$ I took away 1 ten and 8 ones.		Exchange 1 ten for 10 ones. Then subtract the 1s. Then subtract the 10s. <table style="margin: 10px auto;"> <tr> <td><math>\begin{array}{r} \text{Tens} \quad \text{Ones} \\ \text{---} \quad \text{---} \\ 4 \quad 5 \\ - 2 \quad 7 \\ \hline 1 \quad 8 \end{array}</math></td> <td><math>\begin{array}{r} \text{Tens} \quad \text{Ones} \\ \text{---} \quad \text{---} \\ 4 \quad 5 \\ - 2 \quad 7 \\ \hline 1 \quad 8 \end{array}</math></td> </tr> <tr> <td><math>\begin{array}{r} \text{Tens} \quad \text{Ones} \\ \text{---} \quad \text{---} \\ 3 \quad 15 \\ - 2 \quad 7 \\ \hline 1 \quad 8 \end{array}</math></td> <td><math>\begin{array}{r} \text{Tens} \quad \text{Ones} \\ \text{---} \quad \text{---} \\ 3 \quad 15 \\ - 2 \quad 7 \\ \hline 1 \quad 8 \end{array}</math></td> </tr> </table> $45 - 27 = 18$	$\begin{array}{r} \text{Tens} \quad \text{Ones} \\ \text{---} \quad \text{---} \\ 4 \quad 5 \\ - 2 \quad 7 \\ \hline 1 \quad 8 \end{array}$	$\begin{array}{r} \text{Tens} \quad \text{Ones} \\ \text{---} \quad \text{---} \\ 4 \quad 5 \\ - 2 \quad 7 \\ \hline 1 \quad 8 \end{array}$	$\begin{array}{r} \text{Tens} \quad \text{Ones} \\ \text{---} \quad \text{---} \\ 3 \quad 15 \\ - 2 \quad 7 \\ \hline 1 \quad 8 \end{array}$	$\begin{array}{r} \text{Tens} \quad \text{Ones} \\ \text{---} \quad \text{---} \\ 3 \quad 15 \\ - 2 \quad 7 \\ \hline 1 \quad 8 \end{array}$	Using column subtraction, exchange 1 ten for 10 ones. Then subtract the 1s. Then subtract the 10s. <table style="margin: 10px auto;"> <tr> <td style="text-align: right;"><math>\begin{array}{r} \text{T O} \\ 45 \\ - 27 \\ \hline 18 \end{array}</math></td> <td style="text-align: right;"><math>\begin{array}{r} \text{T O} \\ 3\cancel{4} 15 \\ - 27 \\ \hline 18 \end{array}</math></td> </tr> <tr> <td style="text-align: right;"><math>\begin{array}{r} \text{T O} \\ 3\cancel{4} 15 \\ - 27 \\ \hline 18 \end{array}</math></td> <td style="text-align: right;"><math>\begin{array}{r} \text{T O} \\ 3\cancel{4} 15 \\ - 27 \\ \hline 18 \end{array}</math></td> </tr> </table> <div style="background-color: yellow; padding: 5px; margin-top: 10px;">                         First, I exchange 1 ten.                           Then I subtract the ones.                           Finally, I subtract the tens.                     </div>	$\begin{array}{r} \text{T O} \\ 45 \\ - 27 \\ \hline 18 \end{array}$	$\begin{array}{r} \text{T O} \\ 3\cancel{4} 15 \\ - 27 \\ \hline 18 \end{array}$	$\begin{array}{r} \text{T O} \\ 3\cancel{4} 15 \\ - 27 \\ \hline 18 \end{array}$	$\begin{array}{r} \text{T O} \\ 3\cancel{4} 15 \\ - 27 \\ \hline 18 \end{array}$	
													
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# Multiplication - Year 1



Objective	<b>Concrete</b>  + 	<b>Pictorial</b> 	<b>Abstract</b> $2 + 1 = 3$																																	
Recognising and making equal groups.	<p>There are 3 equal groups, with 4 in each group.</p>  <p>"There are ___ groups with ___ in each group."</p>	 <p>Children to represent the practical resources in a picture.</p> <p>"Each group has the same number."</p>	<p>Children to write the repeated addition sentence.</p> $4 + 4 + 4 = 12$ $12 = 4 + 4 + 4$																																	
Doubling.	 <p>Use practical activities to show how to double a number.</p>	<p>Double 4 is 8</p>  <p>Draw pictures to show how to double a number.</p>	<p>Learn double facts and record as a number sentence.</p> <table border="1" data-bbox="1541 762 1778 1094"> <thead> <tr> <th colspan="3">Doubles</th> </tr> </thead> <tbody> <tr><td>1</td><td>+</td><td>1 =</td></tr> <tr><td>2</td><td>+</td><td>2 =</td></tr> <tr><td>3</td><td>+</td><td>3 =</td></tr> <tr><td>4</td><td>+</td><td>4 =</td></tr> <tr><td>5</td><td>+</td><td>5 =</td></tr> <tr><td>6</td><td>+</td><td>6 =</td></tr> <tr><td>7</td><td>+</td><td>7 =</td></tr> <tr><td>8</td><td>+</td><td>8 =</td></tr> <tr><td>9</td><td>+</td><td>9 =</td></tr> <tr><td>10</td><td>+</td><td>10 =</td></tr> </tbody> </table>	Doubles			1	+	1 =	2	+	2 =	3	+	3 =	4	+	4 =	5	+	5 =	6	+	6 =	7	+	7 =	8	+	8 =	9	+	9 =	10	+	10 =
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Finding the total of equal groups by counting in 2s, 5s and 10s.	 <p>There are 5 pens in each pack ... 5...10...15...20...25...30...35...40...</p>	<p>100 squares and ten frames support counting in 2s, 5s and 10s.</p> 	<p>Count multiples of a number aloud.</p> <p>Write sequences with multiples of numbers.</p> <p>2,4,6,8,10</p> <p>5,10,15,20,25</p> <p>10,20,30,40,50</p>																																	

# Multiplication - Year 2



# Multiplication - Year 2



# Division - Year 1



"I shared \_\_\_ into \_\_\_ equal groups." "There are \_\_\_ groups."

# Division - Year 2



# Division - Year 2



## Divide by 2

Encourage children to compare the grouping and sharing structures of division and to make links with times-table facts and halving.

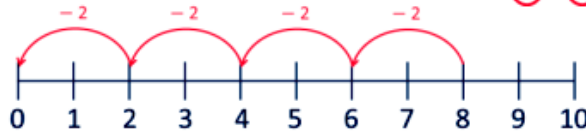
There are ... equal groups of 2

$$\dots \div 2 = \dots$$



$$4 \times 2 = 8$$

$$8 \div 2 = 4$$



... shared equally between 2 is ...

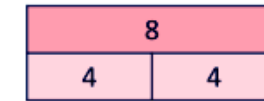
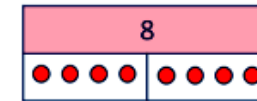
Half of ... is ...

$$\dots \div 2 = \dots$$



$$4 \times 2 = 8$$

$$8 \div 2 = 4$$



## Divide by 10

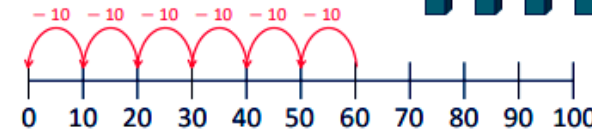
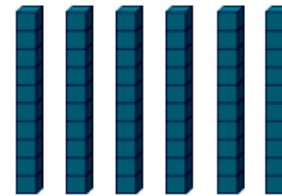
Encourage children to compare the grouping and sharing structures of division and to make links with times-table facts.

There are ... equal groups of 10

$$\dots \div 10 = \dots$$

$$6 \times 10 = 60$$

$$60 \div 10 = 6$$

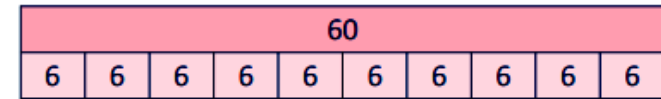


... shared equally between 10 is ...

$$\dots \div 10 = \dots$$

$$6 \times 10 = 60$$

$$60 \div 10 = 6$$



## Divide by 5

Encourage children to compare the grouping and sharing structures of division and to make links with times-table facts.

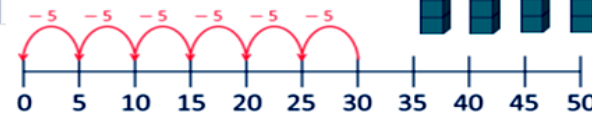
There are ... equal groups of 5

$$\dots \div 5 = \dots$$



$$6 \times 5 = 30$$

$$30 \div 5 = 6$$



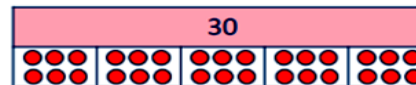
... shared equally between 5 is ...

$$\dots \div 5 = \dots$$



$$6 \times 5 = 30$$

$$30 \div 5 = 6$$



# Division - Year 2



<p><b>Missing numbers</b></p> <p>Bar models are useful to show the link between multiplication and division.</p>	<p>... divided by 2/5/10 is equal to ...</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <table border="1" style="border-collapse: collapse; margin-bottom: 10px;"> <tr><td style="background-color: #f8d7da;">?</td></tr> <tr><td style="background-color: #f8d7da;">10</td><td style="background-color: #f8d7da;">10</td></tr> </table> <math>\square \div 2 = 10</math> </div> <div style="text-align: center;"> <table border="1" style="border-collapse: collapse; margin-bottom: 10px;"> <tr><td style="background-color: #f8d7da;">?</td></tr> <tr><td style="background-color: #f8d7da;">10</td><td style="background-color: #f8d7da;">10</td><td style="background-color: #f8d7da;">10</td><td style="background-color: #f8d7da;">10</td><td style="background-color: #f8d7da;">10</td></tr> </table> <math>\square \div 5 = 10</math> </div> <div style="text-align: center;"> <table border="1" style="border-collapse: collapse; margin-bottom: 10px;"> <tr><td style="background-color: #f8d7da;">?</td></tr> <tr><td style="background-color: #f8d7da;">10</td><td style="background-color: #f8d7da;">10</td><td style="background-color: #f8d7da;">10</td><td style="background-color: #f8d7da;">10</td><td style="background-color: #f8d7da;">10</td><td style="background-color: #f8d7da;">10</td><td style="background-color: #f8d7da;">10</td><td style="background-color: #f8d7da;">10</td><td style="background-color: #f8d7da;">10</td><td style="background-color: #f8d7da;">10</td></tr> </table> <math>\square \div 10 = 10</math> </div> </div>		?	10	10	?	10	10	10	10	10	?	10	10	10	10	10	10	10	10	10	10
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10	10	10	10	10	10	10	10	10	10													
<p><b>Unit fractions</b></p> <p>In Y2 the focus is on finding <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> and <math>\frac{1}{3}</math></p> <p>Bar models are useful to show the link between division and finding a fraction.</p>	<p>The objects have been shared fairly into ... groups.</p> <p><math>\frac{1}{\square}</math> of ... is ...</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; padding: 5px; background-color: #f8d7da; width: 45%;"> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> </div> </div> <div style="display: flex; justify-content: space-around; width: 100%; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; background-color: #f8d7da; width: 30%;"> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> </div> </div> <div style="display: flex; justify-content: space-around; width: 100%; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; background-color: #f8d7da; width: 25%;"> </div> <div style="border: 1px solid black; padding: 5px; width: 25%;"> </div> <div style="border: 1px solid black; padding: 5px; width: 25%;"> </div> <div style="border: 1px solid black; padding: 5px; width: 25%;"> </div> </div> </div>	<p>There are ... equal parts.</p> <p>There is ... part circled.</p> <p><math>\frac{1}{\square}</math> is circled.</p> <div style="display: flex; justify-content: space-around; align-items: center; text-align: center;"> <div style="border: 1px solid black; padding: 5px;"> </div> <div style="border: 1px solid black; padding: 5px;"> </div> <div style="border: 1px solid black; padding: 5px;"> </div> </div>																				
<p><b>Non-unit fractions</b></p> <p>In Y2 the focus is on finding <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math></p> <p>Prompt children to notice that <math>\frac{2}{4}</math> is equivalent to <math>\frac{1}{2}</math></p>	<p>The objects have been shared fairly into ... groups.</p> <p><math>\frac{\square}{\square}</math> of ... is ...</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; padding: 5px; background-color: #f8d7da; width: 25%;"> </div> <div style="border: 1px solid black; padding: 5px; width: 25%;"> </div> <div style="border: 1px solid black; padding: 5px; width: 25%;"> </div> <div style="border: 1px solid black; padding: 5px; width: 25%;"> </div> </div> <div style="display: flex; justify-content: space-around; width: 100%; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; background-color: #f8d7da; width: 25%;"> </div> <div style="border: 1px solid black; padding: 5px; width: 25%;"> </div> <div style="border: 1px solid black; padding: 5px; width: 25%;"> </div> <div style="border: 1px solid black; padding: 5px; width: 25%;"> </div> </div> <div style="display: flex; justify-content: space-around; width: 100%; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; background-color: #f8d7da; width: 25%;"> </div> <div style="border: 1px solid black; padding: 5px; width: 25%;"> </div> <div style="border: 1px solid black; padding: 5px; width: 25%;"> </div> <div style="border: 1px solid black; padding: 5px; width: 25%;"> </div> </div> </div>	<p>There are ... equal parts.</p> <p>There are ... parts circled.</p> <p><math>\frac{\square}{\square}</math> is circled.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px;"> </div> <div style="border: 1px solid black; padding: 5px;"> </div> <div style="border: 1px solid black; padding: 5px;"> </div> </div>																				