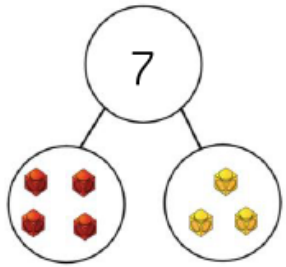


Appendix 4: More information on resources,  
models and representations

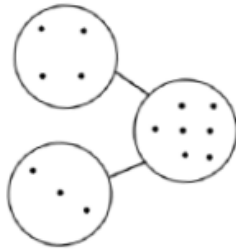
Addition and Subtraction

# Part-Whole Model



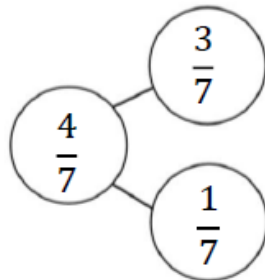
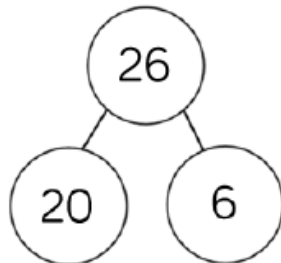
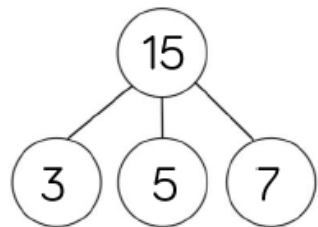
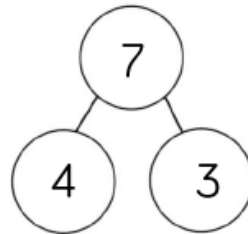
$$7 = 4 + 3$$

$$7 = 3 + 4$$



$$7 - 3 = 4$$

$$7 - 4 = 3$$



## Benefits

This part-whole model supports children in their understanding of aggregation and partitioning. Due to its shape, it can be referred to as a cherry part-whole model.

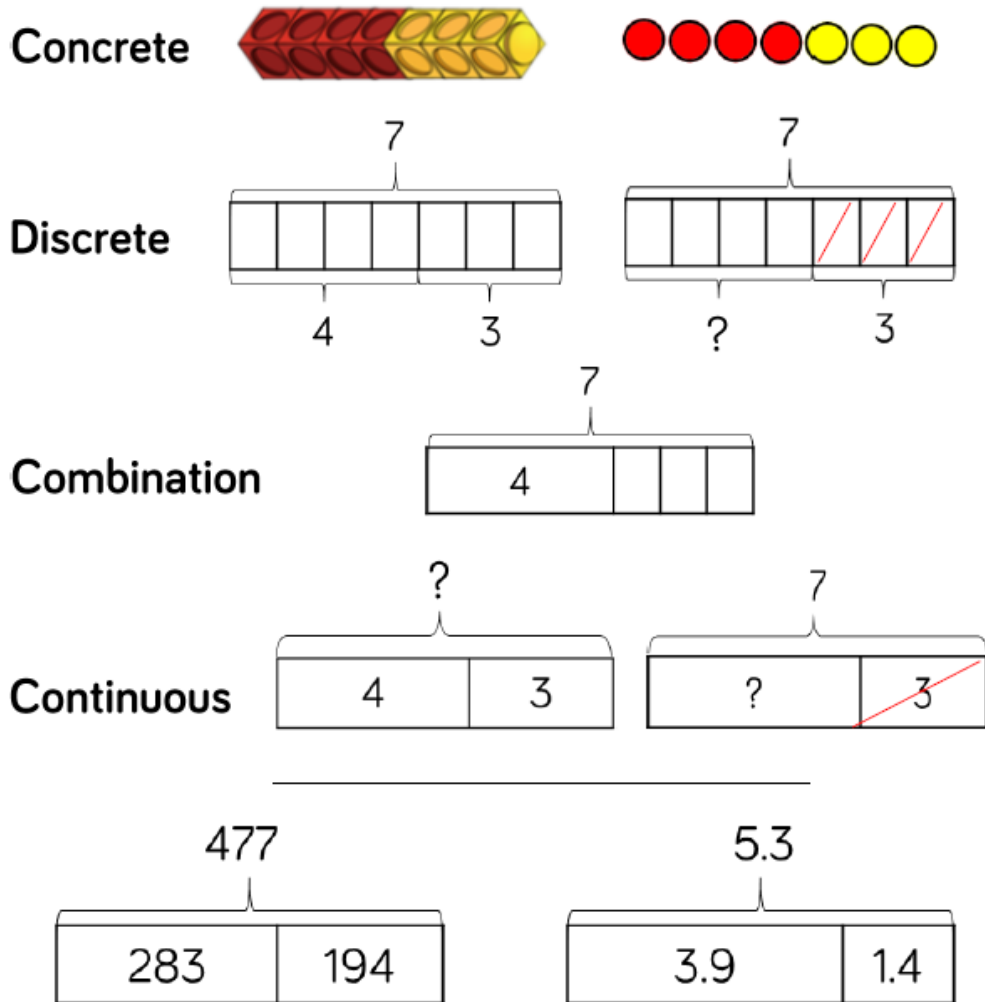
When the parts are complete and the whole is empty, children use aggregation to add the parts together to find the total.

When the whole is complete and at least one of the parts is empty, children use partitioning (a form of subtraction) to find the missing part.

Part-whole models can be used to partition a number into two or more parts, or to help children to partition a number into tens and ones or other place value columns.

In KS2, children can apply their understanding of the part-whole model to add and subtract fractions, decimals and percentages.

# Bar Model (single)



## Benefits

The single bar model is another type of a part-whole model that can support children in representing calculations to help them unpick the structure.

Cubes and counters can be used in a line as a concrete representation of the bar model.

Discrete bar models are a good starting point with smaller numbers. Each box represents one whole.

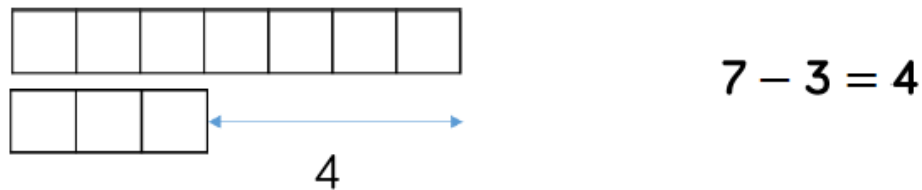
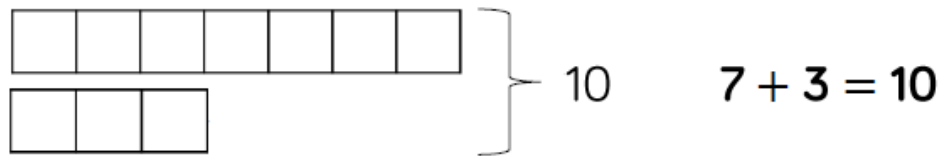
The combination bar model can support children to calculate by counting on from the larger number. It is a good stepping stone towards the continuous bar model.

Continuous bar models are useful for a range of values. Each rectangle represents a number. The question mark indicates the value to be found.

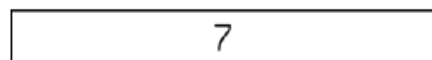
In KS2, children can use bar models to represent larger numbers, decimals and fractions.

# Bar Model (multiple)

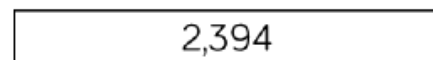
## Discrete



## Continuous



$$7 - 3 = 4$$



$$2,394 - 1,014 = 1,380$$

## Benefits

The multiple bar model is a good way to compare quantities whilst still unpicking the structure.

Two or more bars can be drawn, with a bracket labelling the whole positioned on the right hand side of the bars. Smaller numbers can be represented with a discrete bar model whilst continuous bar models are more effective for larger numbers.

Multiple bar models can also be used to represent the difference in subtraction. An arrow can be used to model the difference.

When working with smaller numbers, children can use cubes and a discrete model to find the difference. This supports children to see how counting on can help when finding the difference.

# Number Shapes



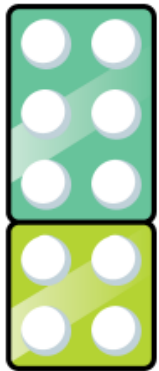
$$7 = 4 + 3$$



$$7 = 3 + 4$$



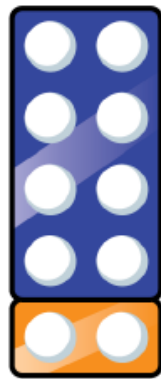
$$7 - 3 = 4$$



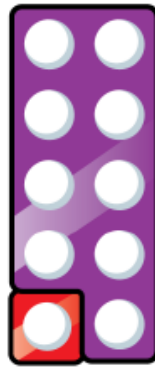
$$6 + 4$$



$$7 + 3$$



$$8 + 2$$



$$9 + 1$$

## Benefits

Number shapes can be useful to support children to subitise numbers as well as explore aggregation, partitioning and number bonds.

When adding numbers, children can see how the parts come together making a whole. As children use number shapes more often, they can start to subitise the total due to their familiarity with the shape of each number.

When subtracting numbers, children can start with the whole and then place one of the parts on top of the whole to see what part is missing. Again, children will start to be able to subitise the part that is missing due to their familiarity with the shapes.

Children can also work systematically to find number bonds. As they increase one number by 1, they can see that the other number decreases by 1 to find all the possible number bonds for a number.

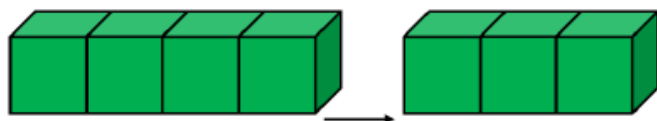
# Cubes



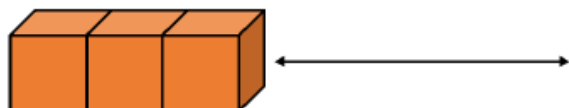
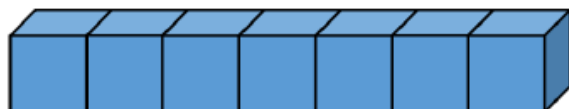
$$7 = 4 + 3$$



$$7 = 3 + 4$$



$$7 - 3 = 4$$



$$7 - 3 = 4$$

## Benefits

Cubes can be useful to support children with the addition and subtraction of one-digit numbers.

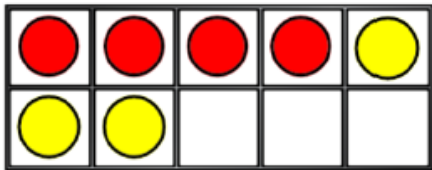
When adding numbers, children can see how the parts come together to make a whole. Children could use two different colours of cubes to represent the numbers before putting them together to create the whole.

When subtracting numbers, children can start with the whole and then remove the number of cubes that they are subtracting in order to find the answer. This model of subtraction is reduction, or take away.

Cubes can also be useful to look at subtraction as difference. Here, both numbers are made and then lined up to find the difference between the numbers.

Cubes are useful when working with smaller numbers but are less efficient with larger numbers as they are difficult to subitise and children may miscount them.

# Ten Frames (within 10)



$$4 + 3 = 7$$

$$3 + 4 = 7$$

$$7 - 3 = 4$$

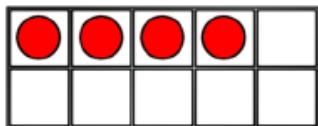
$$7 - 4 = 3$$

4 is a part.

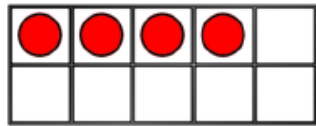
3 is a part.

7 is the whole.

First

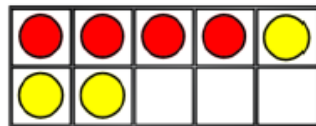


Then

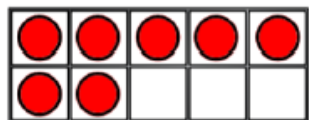


$$4 + 3 = 7$$

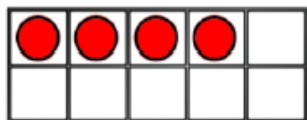
Now



First

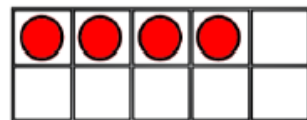


Then



$$7 - 3 = 4$$

Now



## Benefits

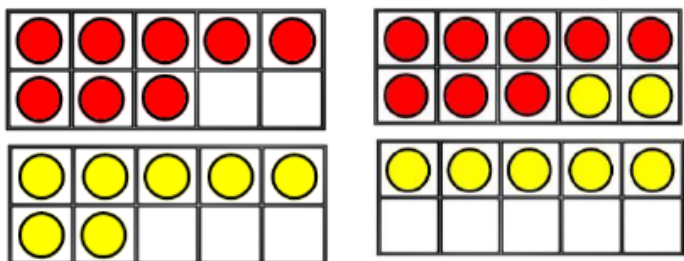
When adding and subtracting within 10, the ten frame can support children to understand the different structures of addition and subtraction.

Using the language of parts and wholes represented by objects on the ten frame introduces children to aggregation and partitioning.

Aggregation is a form of addition where parts are combined together to make a whole. Partitioning is a form of subtraction where the whole is split into parts. Using these structures, the ten frame can enable children to find all the number bonds for a number.

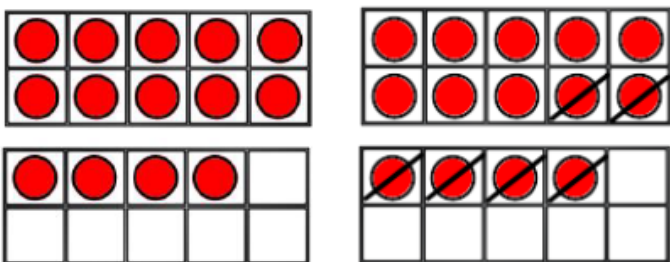
Children can also use ten frames to look at augmentation (increasing a number) and take-away (decreasing a number). This can be introduced through a first, then, now structure which shows the change in the number in the 'then' stage. This can be put into a story structure to help children understand the change e.g. First, there were 7 cars. Then, 3 cars left. Now, there are 4 cars.

# Ten Frames (within 20)



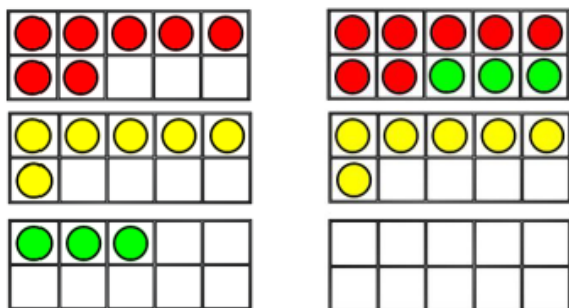
$$8 + 7 = 15$$

Diagram showing 8 partitioned into 2 and 5. A blue oval encircles the 8 and the 2.



$$14 - 6 = 8$$

Diagram showing 14 partitioned into 4 and 2. A blue oval encircles the 14 and the 4.



$$7 + 6 + 3 = 16$$

Diagram showing 10 partitioned into 7 and 3. A blue oval encircles the 10 and the 7.

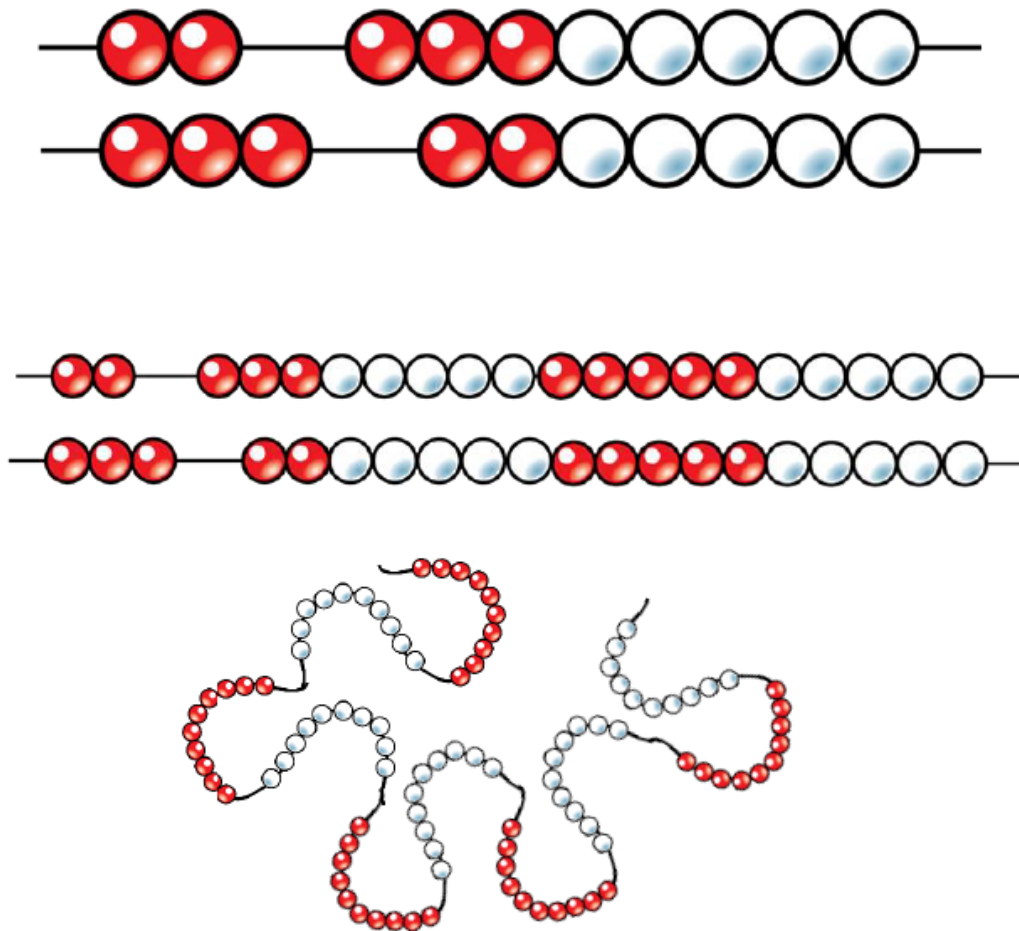
## Benefits

When adding two single digits, children can make each number on separate ten frames before moving part of one number to make 10 on one of the ten frames. This supports children to see how they have partitioned one of the numbers to make 10, and makes links to effective mental methods of addition.

When subtracting a one-digit number from a two-digit number, firstly make the larger number on 2 ten frames. Remove the smaller number, thinking carefully about how you have partitioned the number to make 10, this supports mental methods of subtraction.

When adding three single-digit numbers, children can make each number on 3 separate 10 frames before considering which order to add the numbers in. They may be able to find a number bond to 10 which makes the calculation easier. Once again, the ten frames support the link to effective mental methods of addition as well as the importance of commutativity.

# Bead Strings



## Benefits

Different sizes of bead strings can support children at different stages of addition and subtraction.

Bead strings to 10 are very effective at helping children to investigate number bonds up to 10.

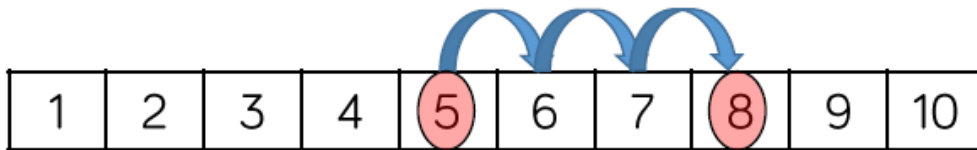
They can help children to systematically find all the number bonds to 10 by moving one bead at a time to see the different numbers they have partitioned the 10 beads into e.g.  $2 + 8 = 10$ , move one bead,  $3 + 7 = 10$ .

Bead strings to 20 work in a similar way but they also group the beads in fives. Children can apply their knowledge of number bonds to 10 and see the links to number bonds to 20.

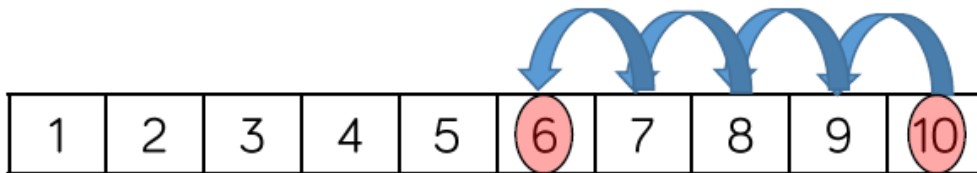
Bead strings to 100 are grouped in tens and can support children in number bonds to 100 as well as helping when adding by making ten. Bead strings can show a link to adding to the next 10 on number lines which supports a mental method of addition.

# Number Tracks

$$5 + 3 = 8$$



$$10 - 4 = 6$$



$$8 + 7 = 15$$



## Benefits

Number tracks are useful to support children in their understanding of augmentation and reduction.

When adding, children count on to find the total of the numbers. On a number track, children can place a counter on the starting number and then count on to find the total.

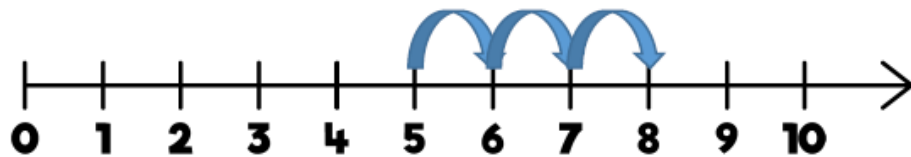
When subtracting, children count back to find their answer. They start at the minuend and then take away the subtrahend to find the difference between the numbers.

Number tracks can work well alongside ten frames and bead strings which can also model counting on or counting back.

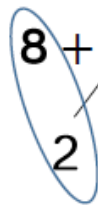
Playing board games can help children to become familiar with the idea of counting on using a number track before they move on to number lines.

# Number Lines (labelled)

$$5 + 3 = 8$$



$$8 + 7 = 15$$



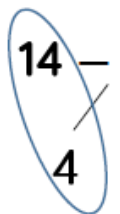
5

+ 2

+ 5



$$14 - 6 = 8$$



2

- 2

- 4



## Benefits

Labelled number lines support children in their understanding of addition and subtraction as augmentation and reduction.

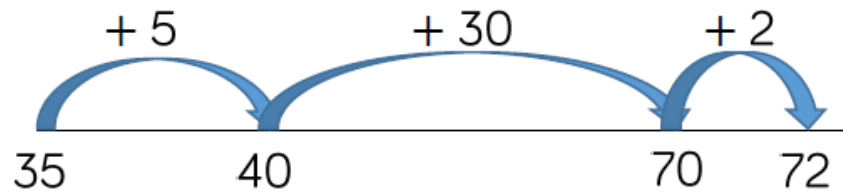
Children can start by counting on or back in ones, up or down the number line. This skill links directly to the use of the number track.

Progressing further, children can add numbers by jumping to the nearest 10 and then jumping to the total. This links to the making 10 method which can also be supported by ten frames. The smaller number is partitioned to support children to make a number bond to 10 and to then add on the remaining part.

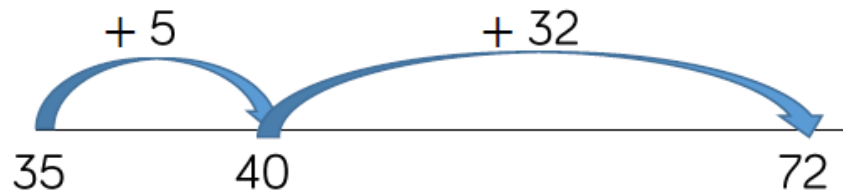
Children can subtract numbers by firstly jumping to the nearest 10. Again, this can be supported by ten frames so children can see how they partition the smaller number into the two separate jumps.

# Number Lines (blank)

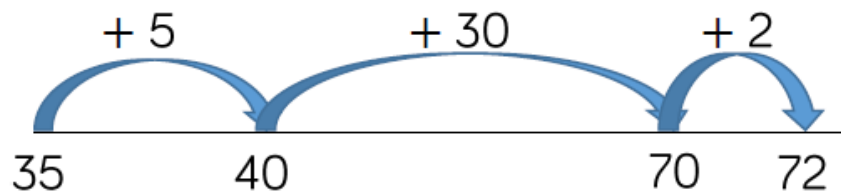
$$35 + 37 = 72$$



$$35 + 37 = 72$$



$$72 - 35 = 37$$



## Benefits

Blank number lines provide children with a structure to add and subtract numbers in smaller parts.

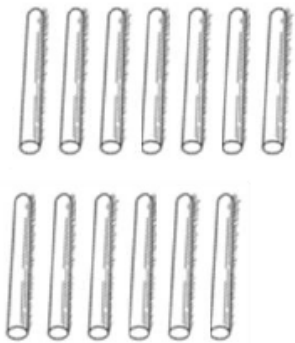
Developing from labelled number lines, children can add by jumping to the nearest 10 and then adding the rest of the number either as a whole or by adding the tens and ones separately.

Children may also count back on a number line to subtract, again by jumping to the nearest 10 and then subtracting the rest of the number.

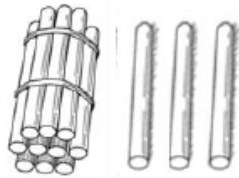
Blank number lines can also be used effectively to help children subtract by finding the difference between numbers. This can be done by starting with the smaller number and then counting on to the larger number. They then add up the parts they have counted on to find the difference between the numbers.

# Straws

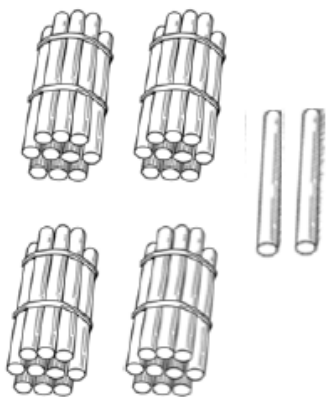
$$7 + 6 = 13$$



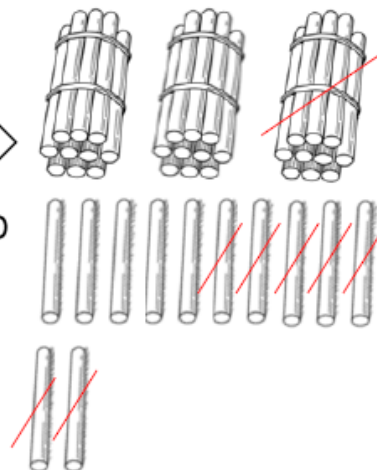
bundle together  
groups of 10



$$42 - 17 = 25$$



unbundle group  
of 10 straws



## Benefits

Straws are an effective way to support children in their understanding of exchange when adding and subtracting 2-digit numbers.

Children can be introduced to the idea of bundling groups of ten when adding smaller numbers and when representing 2-digit numbers. Use elastic bands or other ties to make bundles of ten straws.

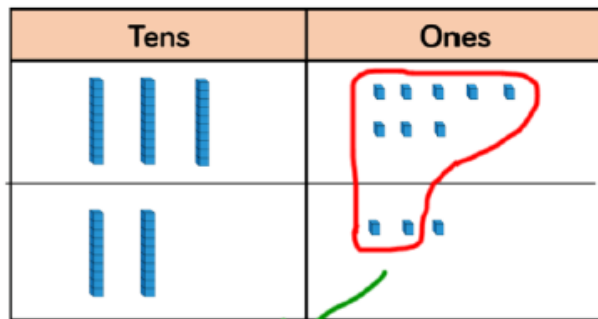
When adding numbers, children bundle a group of 10 straws to represent the exchange from 10 ones to 1 ten. They then add the individual straws (ones) and bundles of straws (tens) to find the total.

When subtracting numbers, children unbundle a group of 10 straws to represent the exchange from 1 ten to 10 ones.

Straws provide a good stepping stone to adding and subtracting with Base 10/Dienes.

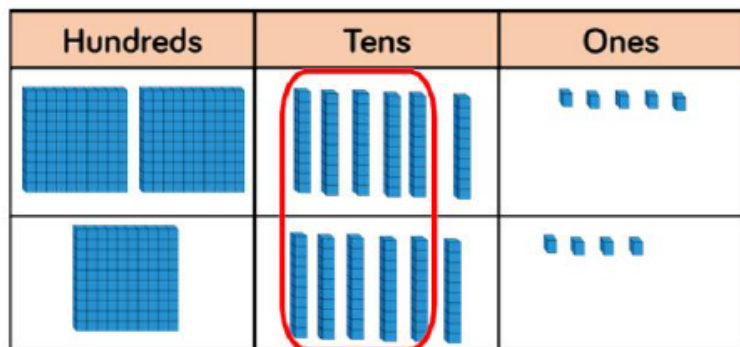
# Base 10/Dienes (addition)

$$38 + 23 = 61$$



$$\begin{array}{r} 38 \\ + 23 \\ \hline 61 \\ 1 \end{array}$$

$$265 + 164 = 429$$



$$\begin{array}{r} 265 \\ + 164 \\ \hline 429 \\ 1 \end{array}$$

## Benefits

Using Base 10 or Dienes is an effective way to support children's understanding of column addition. It is important that children write out their calculations alongside using or drawing Base 10 so they can see the clear links between the written method and the model.

Children should first add without an exchange before moving on to addition with exchange. The representation becomes less efficient with larger numbers due to the size of Base 10. In this case, place value counters may be the better model to use.

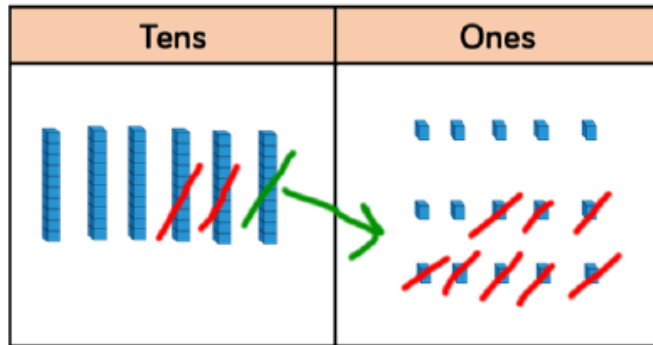
When adding, always start with the smallest place value column. Here are some questions to support children.

- How many ones are there altogether?
- Can we make an exchange? (Yes or No)
- How many do we exchange? (10 ones for 1 ten, show exchanged 10 in tens column by writing 1 in column)
- How many ones do we have left? (Write in ones column)

Repeat for each column.

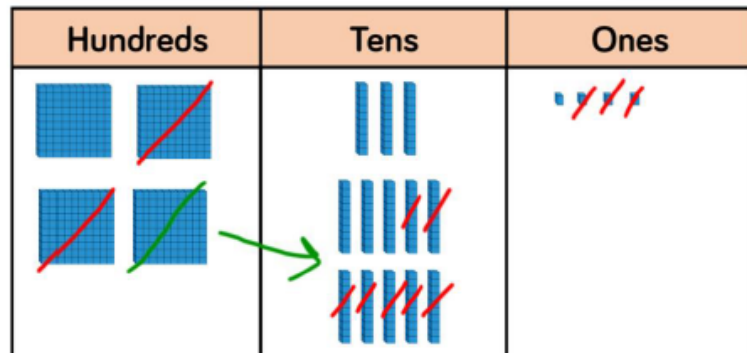
# Base 10/Dienes (subtraction)

$$65 - 28 = 37$$



$$\begin{array}{r} \overset{5}{\cancel{6}} \overset{1}{5} \\ - 28 \\ \hline 37 \end{array}$$

$$435 - 273 = 262$$



$$\begin{array}{r} \overset{3}{\cancel{4}} \overset{1}{3} \overset{1}{5} \\ - 273 \\ \hline 262 \end{array}$$

## Benefits

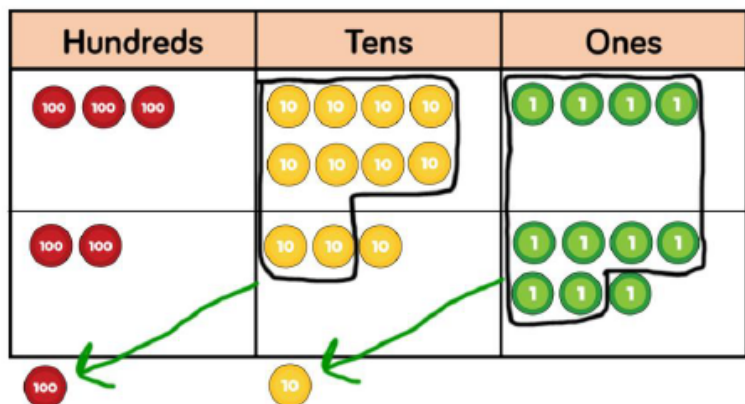
Using Base 10 or Dienes is an effective way to support children's understanding of column subtraction. It is important that children write out their calculations alongside using or drawing Base 10 so they can see the clear links between the written method and the model.

Children should first subtract without an exchange before moving on to subtraction with exchange. When building the model, children should just make the minuend using Base 10, they then subtract the subtrahend. Highlight this difference to addition to avoid errors by making both numbers. Children start with the smallest place value column. When there are not enough ones/tens/hundreds to subtract in a column, children need to move to the column to the left and exchange e.g. exchange 1 ten for 10 ones. They can then subtract efficiently.

This model is efficient with up to 4-digit numbers. Place value counters are more efficient with larger numbers and decimals.

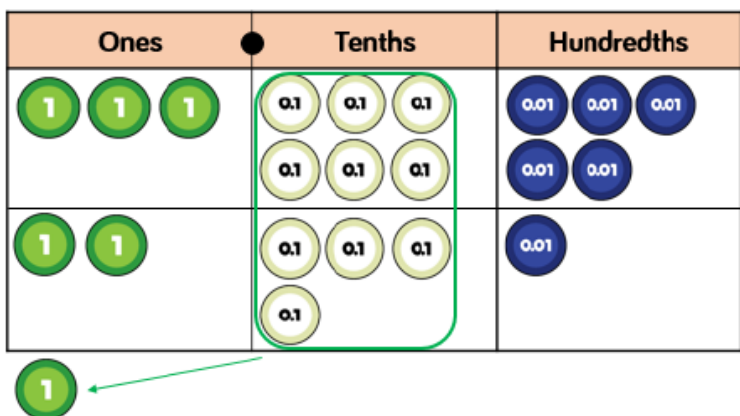
# Place Value Counters (addition)

$$384 + 237 = 621$$



$$\begin{array}{r} 384 \\ + 237 \\ \hline 621 \\ 1 \quad 1 \end{array}$$

$$3.65 + 2.41 = 6.06$$



$$\begin{array}{r} 3.65 \\ + 2.41 \\ \hline 6.06 \\ 1 \end{array}$$

## Benefits

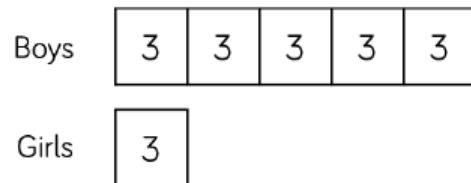
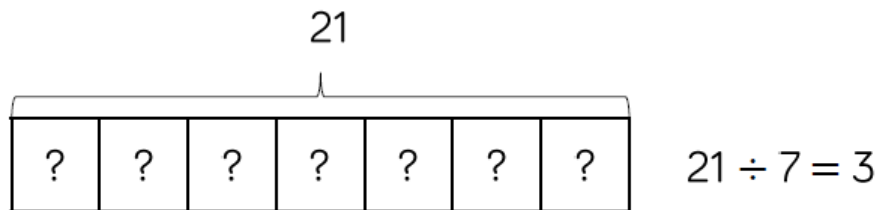
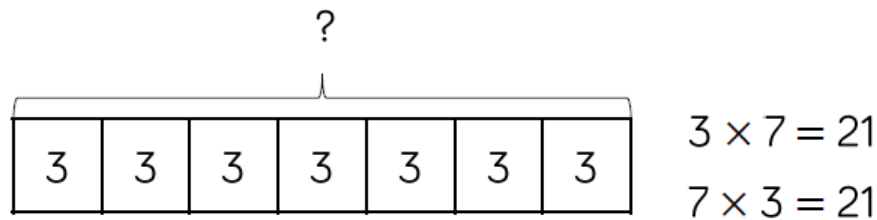
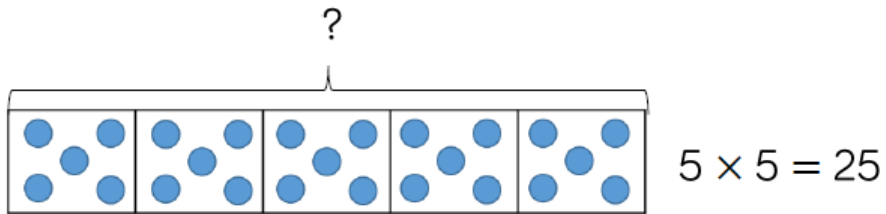
Using place value counters is an effective way to support children's understanding of column addition. It is important that children write out their calculations alongside using or drawing counters so they can see the clear links between the written method and the model.

Children should first add without an exchange before moving on to addition with exchange. Different place value counters can be used to represent larger numbers or decimals. If you don't have place value counters, use normal counters on a place value grid to enable children to experience the exchange between columns.

When adding money, children can also use coins to support their understanding. It is important that children consider how the coins link to the written calculation especially when adding decimal amounts.

Multiplication and  
Division

# Bar Model



## Benefits

Children can use the single bar model to represent multiplication as repeated addition. They could use counters, cubes or dots within the bar model to support calculation before moving on to placing digits into the bar model to represent the multiplication.

Division can be represented by showing the total of the bar model and then dividing the bar model into equal groups.

It is important when solving word problems that the bar model represents the problem.

Sometimes, children may look at scaling problems. In this case, more than one bar model is useful to represent this type of problem, e.g. There are 3 girls in a group. There are 5 times more boys than girls. How many boys are there?

The multiple bar model provides an opportunity to compare the groups.

# Number Shapes



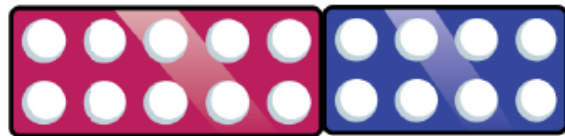
$$5 \times 4 = 20$$

$$4 \times 5 = 20$$

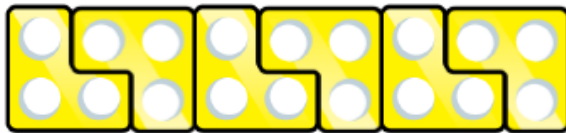


$$5 \times 4 = 20$$

$$4 \times 5 = 20$$



$$18 \div 3 = 6$$



## Benefits

Number shapes support children's understanding of multiplication as repeated addition.

Children can build multiplications in a row using the number shapes. When using odd numbers, encourage children to interlock the shapes so there are no gaps in the row. They can then use the tens number shapes along with other necessary shapes over the top of the row to check the total. Using the number shapes in multiplication can support children in discovering patterns of multiplication e.g. odd  $\times$  odd = even, odd  $\times$  even = odd, even  $\times$  even = even.

When dividing, number shapes support children's understanding of division as grouping. Children make the number they are dividing and then place the number shape they are dividing by over the top of the number to find how many groups of the number there are altogether e.g. There are 6 groups of 3 in 18.

# Bead Strings



$$5 \times 3 = 15$$

$$3 \times 5 = 15$$

$$15 \div 3 = 5$$



$$5 \times 3 = 15$$

$$3 \times 5 = 15$$

$$15 \div 5 = 3$$



$$4 \times 5 = 20$$

$$5 \times 4 = 20$$

$$20 \div 4 = 5$$

## Benefits

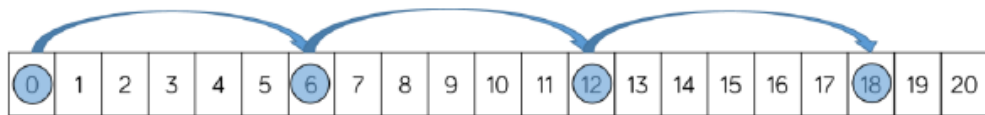
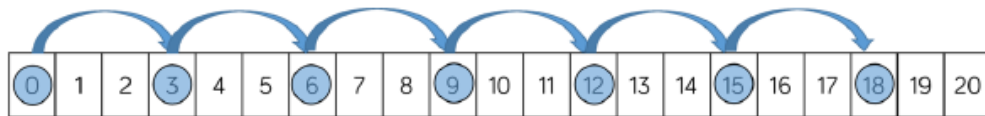
Bead strings to 100 can support children in their understanding of multiplication as repeated addition. Children can build the multiplication using the beads. The colour of beads supports children in seeing how many groups of 10 they have, to calculate the total more efficiently.

Encourage children to count in multiples as they build the number e.g. 4, 8, 12, 16, 20.

Children can also use the bead string to count forwards and backwards in multiples, moving the beads as they count.

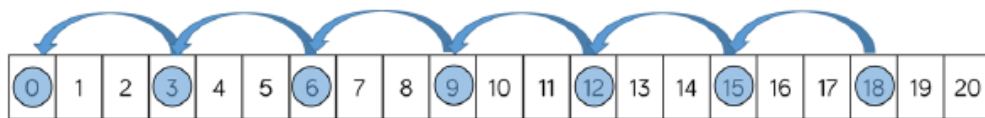
When dividing, children build the number they are dividing and then group the beads into the number they are dividing by e.g. 20 divided by 4 - Make 20 and then group the beads into groups of four. Count how many groups you have made to find the answer.

# Number Tracks



$$6 \times 3 = 18$$

$$3 \times 6 = 18$$



$$18 \div 3 = 6$$

## Benefits

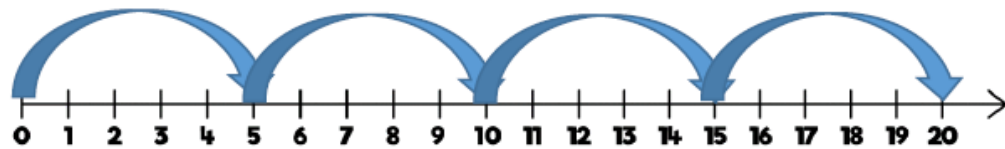
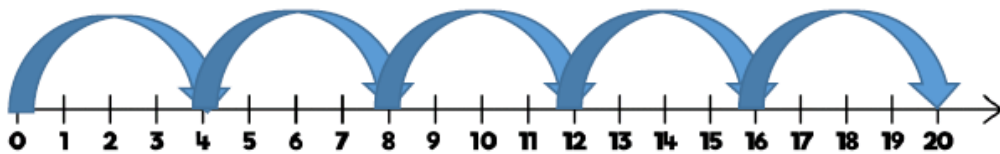
Number tracks are useful to support children to count in multiples, forwards and backwards. Moving counters or cubes along the number track can support children to keep track of their counting. Translucent counters help children to see the number they have landed on whilst counting.

When multiplying, children place their counter on 0 to start and then count on to find the product of the numbers.

When dividing, children place their counter on the number they are dividing and the count back in jumps of the number they are dividing by until they reach 0. Children record how many jumps they have made to find the answer to the division.

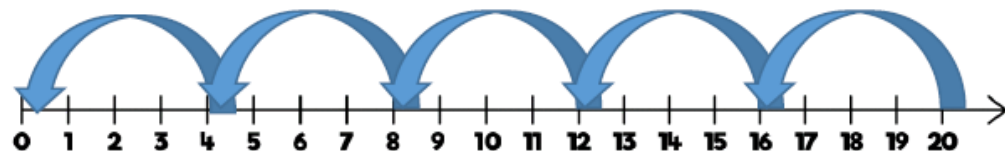
Number tracks can be useful with smaller multiples but when reaching larger numbers they can become less efficient.

# Number Lines (labelled)



$$4 \times 5 = 20$$

$$5 \times 4 = 20$$



$$20 \div 4 = 5$$

## Benefits

Labelled number lines are useful to support children to count in multiples, forwards and backwards as well as calculating single-digit multiplications.

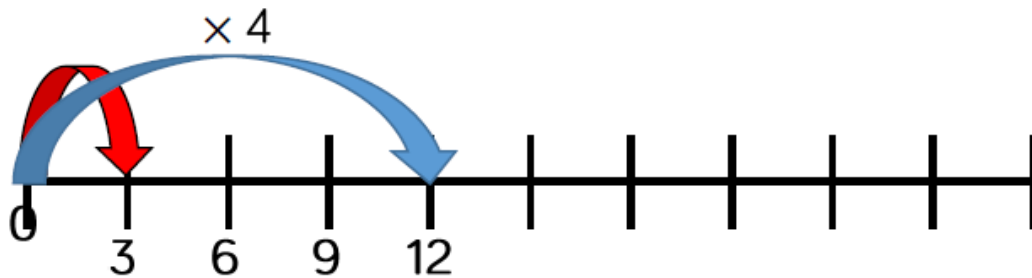
When multiplying, children start at 0 and then count on to find the product of the numbers.

When dividing, start at the number they are dividing and the count back in jumps of the number they are dividing by until they reach 0.

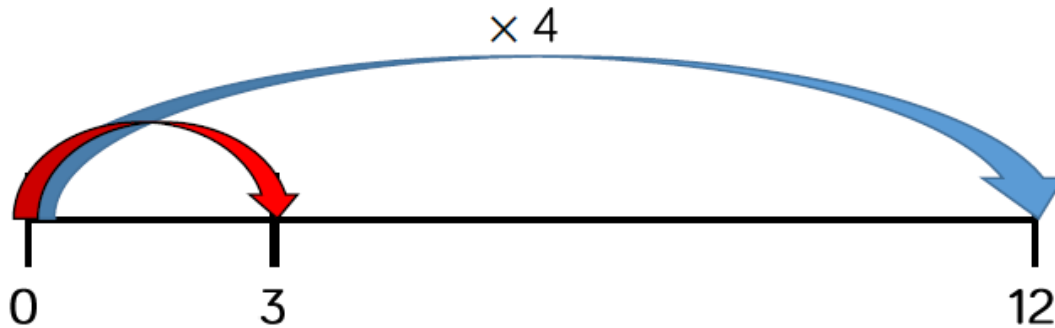
Children record how many jumps they have made to find the answer to the division.

Labelled number lines can be useful with smaller multiples, however they become inefficient as numbers become larger due to the required size of the number line.

# Number Lines (blank)



A red car travels 3 miles.  
A blue car 4 times further.  
How far does the blue car travel?



A blue car travels 12 miles.  
A red car 4 times less.  
How far does the red car travel?

## Benefits

Children can use blank number lines to represent scaling as multiplication or division.

Blank number lines with intervals can support children to represent scaling accurately. Children can label intervals with multiples to calculate scaling problems.

Blank number lines without intervals can also be used for children to represent scaling.

# Base 10/Dienes (multiplication)

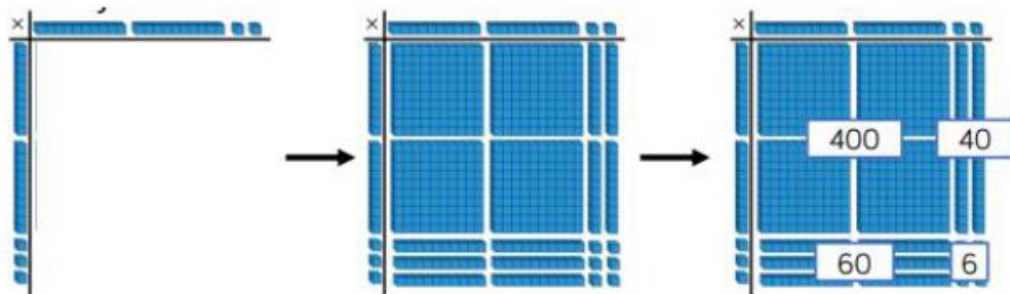
$$24 \times 3 = 72$$

Hundreds	Tens	Ones
		.....
		.....
		.....

*(Note: A green box highlights the 12 ones in the Ones column, and a green arrow points to a single rod in the Tens column below the table, representing the exchange of 10 ones for 1 ten.)*

$$\begin{array}{r} 24 \\ \times 3 \\ \hline 72 \\ \hline 1 \end{array}$$

$$23 \times 22 = 506$$



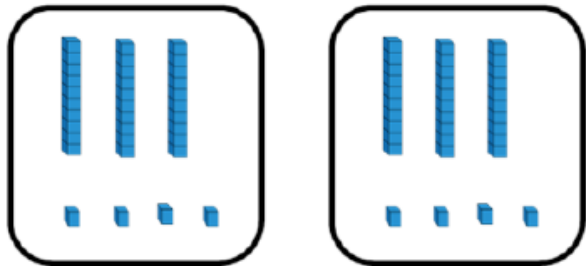
## Benefits

Using Base 10 or Dienes is an effective way to support children's understanding of column multiplication. It is important that children write out their calculation alongside the equipment so they can see how the concrete and written representations match.

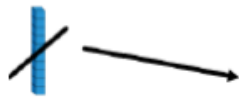
As numbers become larger in multiplication or the amounts of groups becomes higher, Base 10 / Dienes becomes less efficient due to the amount of equipment and number of exchanges needed.

Base 10 also supports the area model of multiplication well. Children use the equipment to build the number in a rectangular shape which they then find the area of by calculating the total value of the pieces. This area model can be linked to the grid method or the formal column method of multiplying 2-digits by 2-digits.

# Base 10/Dienes (division)

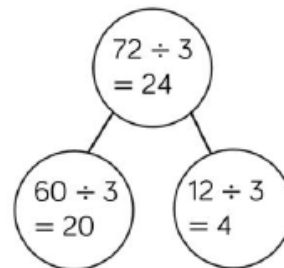


$$68 \div 2 = 34$$



Tens	Ones

$$72 \div 3 = 24$$



## Benefits

Using Base 10 or Dienes is an effective way to support children's understanding of division.

When numbers become larger, it can be an effective way to move children from representing numbers as ones towards representing them as tens and ones in order to divide. Children can then share the Base 10/ Dienes between different groups e.g. by drawing circles or by rows on a place value grid.

When they are sharing, children start with the larger place value and work from left to right. If there are any left in a column, they exchange e.g. one ten for ten ones. When recording, encourage children to use the part-whole model so they can consider how the number has been partitioned in order to divide. This will support them with mental methods.

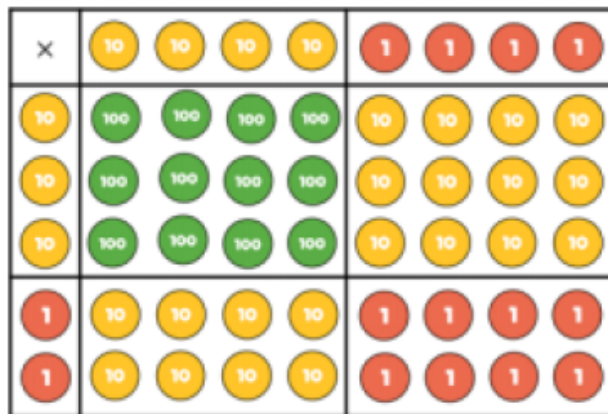
# Place Value Counters (multiplication)

$$34 \times 5 = 170$$



$$\begin{array}{r} 34 \\ \times 5 \\ \hline 170 \\ \hline 12 \end{array}$$

$$44 \times 32 = 1408$$



$$\begin{array}{r} 44 \\ \times 32 \\ \hline 8 \\ 80 \\ 120 \\ + 1200 \\ \hline 1408 \\ \hline 1 \end{array}$$

## Benefits

Using place value counters is an effective way to support children's understanding of column multiplication. It is important that children write out their calculation alongside the equipment so they can see how the concrete and written match.

As numbers become larger in multiplication or the amounts of groups becomes higher, Base 10 / Dienes becomes less efficient due to the amount of equipment and number of exchanges needed. The counters should be used to support the understanding of the written method rather than support the arithmetic.

Place value counters also support the area model of multiplication well. Children can see how to multiply 2-digit numbers by 2-digit numbers.



## Calculations

### Addition

An addition number sentence is made up of addends that are added together to make the sum or total.

Addend                  Addend                  Sum or Total

$$\textcircled{265} + \textcircled{164} = \textcircled{429}$$

Addend                  Sum or Total

1	3	7	8
+	2	1	4
3	5	2	6
11			

### Subtraction

A subtraction number sentence is made up of a subtrahend that is subtracted from a minuend to find the difference.

Minuend                  Subtrahend                  Difference

$$\textcircled{65} - \textcircled{28} = \textcircled{37}$$

Minuend                  Subtrahend                  Difference

3	1	4	3	5	7
		-	2	7	3
		1	6	2	2

### Multiplication

A multiplication number sentence is made up of a multiplicand that is multiplied by a multiplier to find the product.

### Division

A division number sentence is made up of a dividend that is divided by the divisor to find the quotient.

Dividend                  Divisor                  Quotient

$$\textcircled{20} \div \textcircled{5} = \textcircled{4}$$

Divisor                  Quotient                  Dividend

		2	1	4
4	8	5	1	6

Multiplicand      Multiplier      Product

$$\boxed{1,826 \times 3 = 5,478}$$

Multiplicand

	Th	H	T	O
	1	8	2	6
x				3
	5	4	7	8
	2		1	

Multiplier

Product