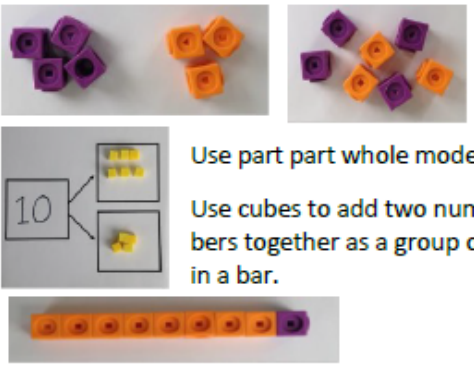
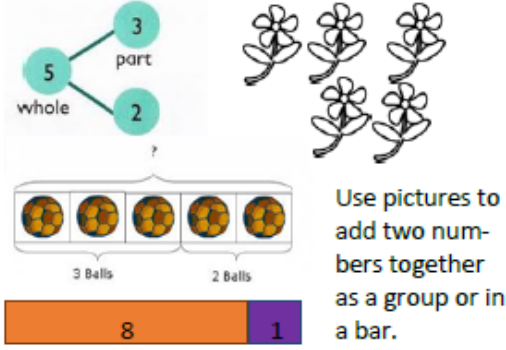


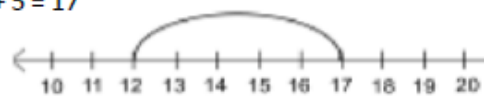
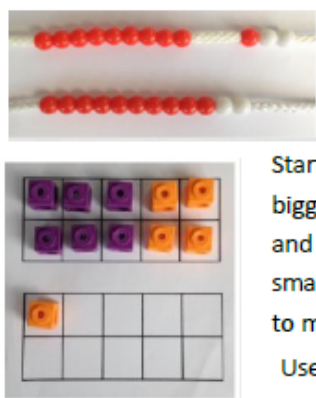
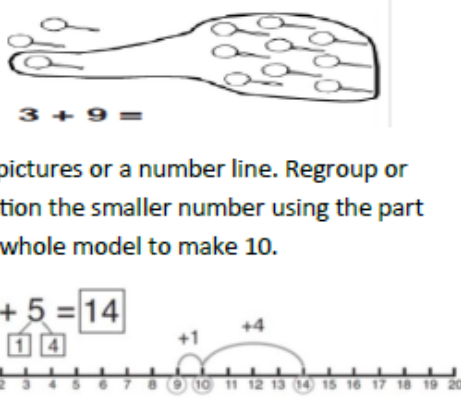

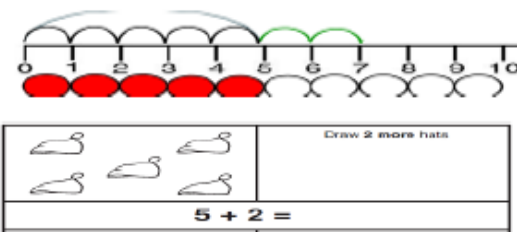




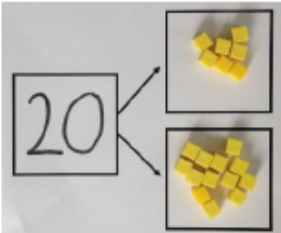
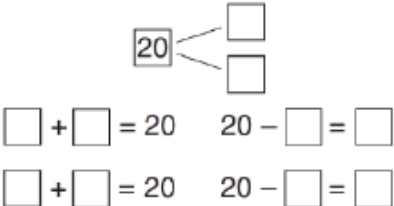
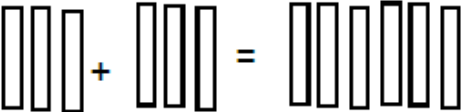
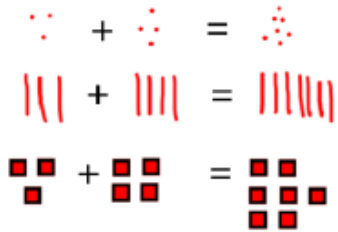


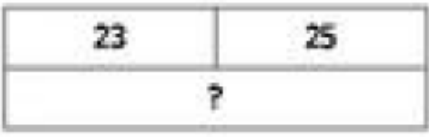


# OUR LADY OF GOOD COUNSEL CATHOLIC PRIMARY SCHOOL



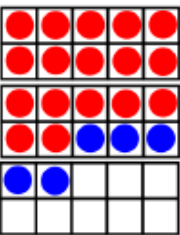
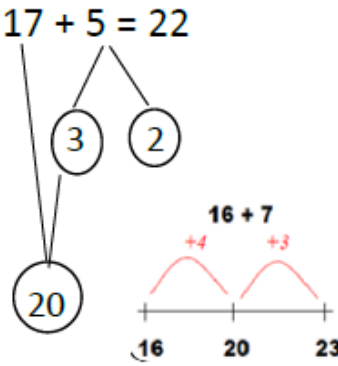
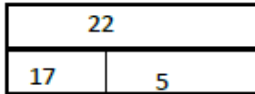

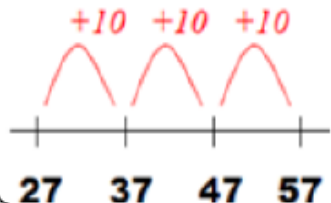

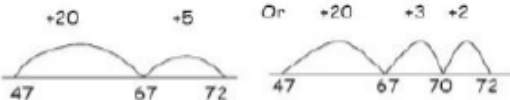
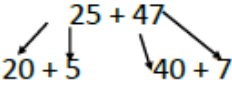


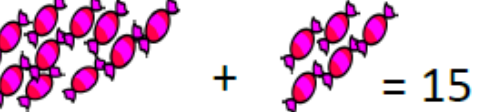
This policy has been largely adapted from the White Rose Maths Hub Calculation Policy with further material added. It is a working document and will be revised and amended as necessary.


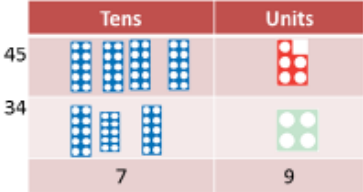
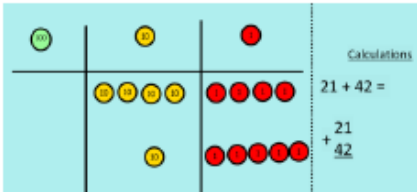
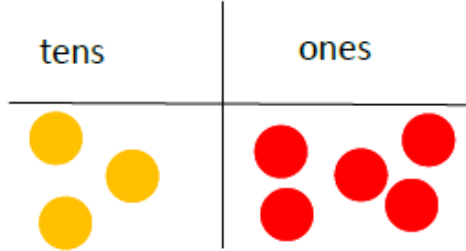
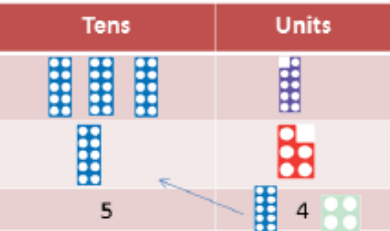

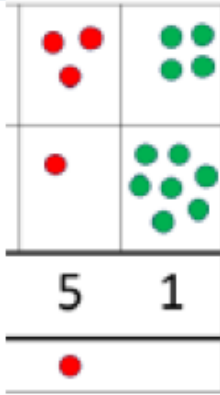
Objective & Strategy	Concrete	Pictorial	Abstract
Combining two parts to make a whole: part- whole model	 <p>Use part part whole model.</p> <p>Use cubes to add two numbers together as a group or in a bar.</p>	 <p>Use pictures to add two numbers together as a group or in a bar.</p>	<p><math>4 + 3 = 7</math></p>  <p>Use the part-part whole diagram as shown above to move into the abstract.</p> <p><math>10 = 6 + 4</math></p>
Starting at the bigger number and counting on	 <p>Start with the larger number on the bead string and then count on to the smaller number 1 by 1 to find the answer.</p>	<p><math>12 + 5 = 17</math></p>  <p>Start at the larger number on the number line and count on in ones or in one jump to find the answer.</p>	<p><math>5 + 12 = 17</math></p> <p>Place the larger number in your head and count on the smaller number to find your answer.</p>
Regrouping to make 10.  <i>This is an essential skill for column addition later.</i>	 <p><math>6 + 5 = 11</math></p> <p>Start with the bigger number and use the smaller number to make 10.</p> <p>Use ten frames.</p>	 <p><math>3 + 9 =</math></p> <p>Use pictures or a number line. Regroup or partition the smaller number using the part part whole model to make 10.</p> <p><math>9 + 5 = 14</math></p>	<p><math>7 + 4 = 11</math></p> <p>If I am at seven, how many more do I need to make 10. How many more do I add on now?</p>
Represent & use number bonds and related subtraction facts within 20	 <p>2 more than 5.</p>	 <p><math>5 + 2 =</math></p>	<p>Emphasis should be on the language</p> <p>'1 more than 5 is equal to 6.'</p> <p>'2 more than 5 is 7.'</p> <p>'8 is 3 more than 5.'</p>

Objective & Strategy	Concrete	Pictorial	Abstract
Adding multiples of ten	$50 = 30 + 20$  Model using dienes and bead strings	 $3 \text{ tens} + 5 \text{ tens} = \underline{\hspace{2cm}} \text{ tens}$ $30 + 50 = \underline{\hspace{2cm}}$ Use representations for base ten.	$20 + 30 = 50$ $70 = 50 + 20$ $40 + \square = 60$
Use known number facts <i>Part part whole</i>	 Children explore ways of making numbers within 20	 $\square + \square = 20$ $20 - \square = \square$ $\square + \square = 20$ $20 - \square = \square$	$\square + 1 = 16$ $16 - 1 = \square$ $1 + \square = 16$ $16 - \square = 1$
Using known facts	$\square\square + \square\square = \square\square\square\square$ 	 Children draw representations of H,T and O	$3 + 4 = 7$ <i>leads to</i> $30 + 40 = 70$ <i>leads to</i> $300 + 400 = 700$
Bar model	 $3 + 4 = 7$	 $7 + 3 = 10$	 $23 + 25 = 48$













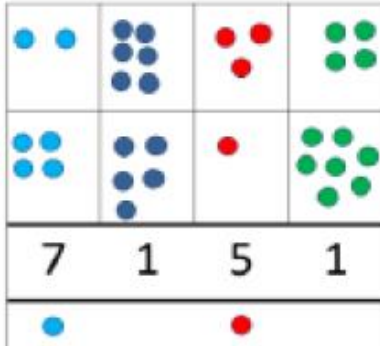
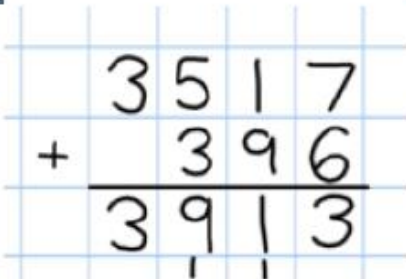
























Y2

ADDITION +

Objective & Strategy	Concrete	Pictorial	Abstract
Add a two digit number and ones	 <p>17 + 5 = 22</p> <p>Use ten frame to make 'magic ten'</p> <p>Children explore the pattern.</p> <p>17 + 5 = 22</p> <p>27 + 5 = 32</p>	<p>17 + 5 = 22</p> <p>Use part part whole and number line to model.</p> 	<p>17 + 5 = 22</p> <p>Explore related facts</p> <p>17 + 5 = 22</p> <p>5 + 17 = 22</p> <p>22 - 17 = 5</p> <p>22 - 5 = 17</p> 
Add a 2 digit number and tens	 <p>25 + 10 = 35</p> <p>Explore that the ones digit does not change</p>	<p>27 + 30</p> 	<p>27 + 10 = 37</p> <p>27 + 20 = 47</p> <p>27 + □ = 57</p>
Add two 2-digit numbers	 <p>Model using dienes, place value counters and numicon</p>	 <p>Use number line and bridge ten using part whole if necessary.</p>	<p>25 + 47</p>  <p>20 + 40 = 60</p> <p>5 + 7 = 12</p> <p>60 + 12 = 72</p>
Add three 1-digit numbers	 <p>Combine to make 10 first if possible, or bridge 10 then add third digit</p>	 <p>Regroup and draw representation.</p>  <p>= 15</p>	<p>4 + 7 + 6 = 10 + 7</p> <p>= 17</p> <p>Combine the two numbers that make/ bridge ten then add on the third.</p>

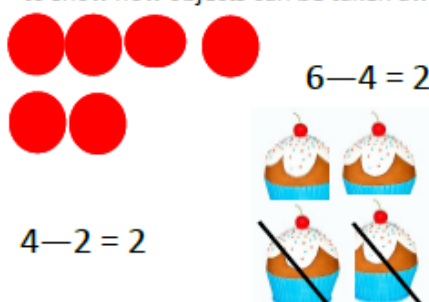
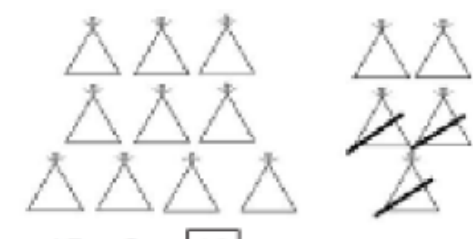
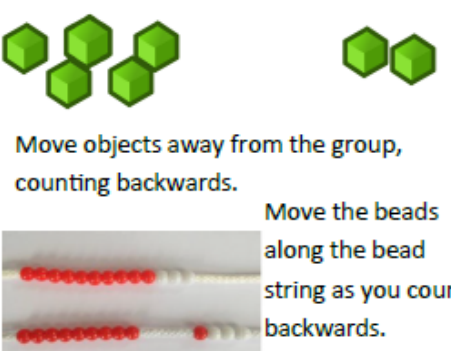
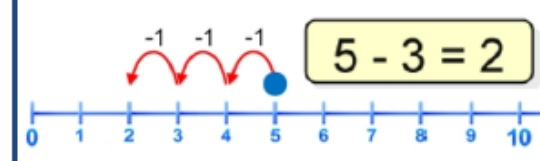
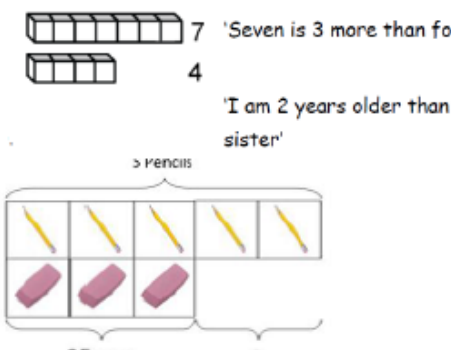
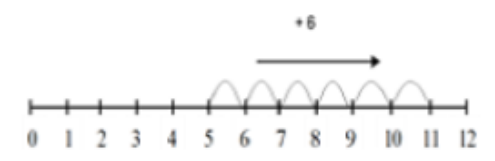
Objective & Strategy	Concrete	Pictorial	Abstract
<p>Column Addition—no regrouping (friendly numbers)</p> <p>Add two or three 2 or 3-digit numbers.</p>	<p>Model using Dienes or numicon</p>  <p>Add together the ones first, then the tens.</p>   <p>Move to using place value counters</p>	<p>Children move to drawing the counters using a tens and one frame.</p> 	$\begin{array}{r} 223 \\ + 114 \\ \hline 337 \end{array}$ <p>Add the ones first, then the tens, then the hundreds.</p>
<p>Column Addition with regrouping.</p>	 <p>Exchange ten ones for a ten. Model using numicon and pv counters.</p> 	 <p>Children can draw a representation of the grid to further support their understanding, carrying the ten <u>underneath</u> the line</p>	$\begin{array}{r} 20 \\ 40 \\ 60 \end{array} + \begin{array}{r} 5 \\ 8 \\ 13 \end{array} = 73$ <p>Start by partitioning the numbers before formal column to show the exchange.</p> $\begin{array}{r} 536 \\ + 85 \\ \hline 621 \\ 11 \end{array}$



Objective & Strategy	Concrete	Pictorial	Abstract																
Y4—add numbers with up to 4 digits	<p>Children continue to use dienes or pv counters to add, exchanging ten ones for a ten and ten tens for a hundred and ten hundreds for a thousand.</p> <table><tr><th>Hundreds</th><th>Tens</th><th>Ones</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>	Hundreds	Tens	Ones							 <p>Draw representations using pv grid.</p>	 <p>Continue from previous work to carry hundreds as well as tens.</p> <p>Relate to money and measures.</p>							
Hundreds	Tens	Ones																	
																			
																			
Y5—add numbers with more than 4 digits.	As year 4	$2.37 + 81.79$	$72.8$																
Add decimals with 2 decimal places, including money.	<table><tr><th>tens</th><th>ones</th><th>tenths</th><th>hundredths</th></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>Introduce decimal place value counters and model exchange for addition.</p>	tens	ones	tenths	hundredths					<table><tr><th>tens</th><th>ones</th><th>tenths</th><th>hundredths</th></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>6</p>	tens	ones	tenths	hundredths					$+ 54.6$ <u>127.4</u> 11
tens	ones	tenths	hundredths																
																			
tens	ones	tenths	hundredths																
																			
Y6—add several numbers of increasing complexity	As Y5	As Y5	$£23.59$ $+ £7.55$ <u>£31.14</u>																
Including adding money, measure and decimals with different numbers of decimal points.			$81,059$ $3,668$ $15,301$ $+ 20,551$ <u>120,579</u>																
			$23.361$ $9.080$ $59.770$ $+ 1.300$ <u>93.511</u>																

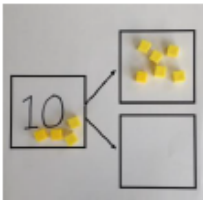
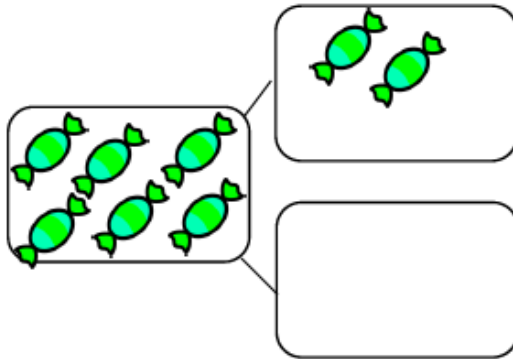
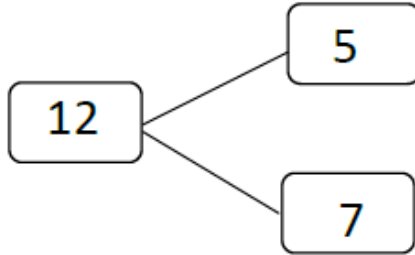

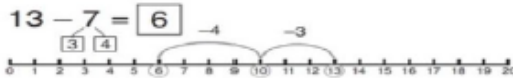


Y4-6

ADDITION +

Objective & Strategy	Concrete	Pictorial	Abstract
Taking away ones.	<p>Use physical objects, counters, cubes etc to show how objects can be taken away.</p>  <p><math>6 - 4 = 2</math></p> <p><math>4 - 2 = 2</math></p>	 <p><math>15 - 3 = 12</math></p> <p>Cross out drawn objects to show what has been taken away.</p>	<p><math>7 - 4 = 3</math></p> <p><math>16 - 9 = 7</math></p>
Counting back	 <p>Move objects away from the group, counting backwards.</p> <p>Move the beads along the bead string as you count backwards.</p>	 <p>Count back in ones using a number line.</p>	<p>Put 13 in your head, count back 4. What number are you at?</p>
Find the Difference	<p>Compare objects and amounts</p>  <p>'Seven is 3 more than four'</p> <p>'I am 2 years older than my sister'</p> <p>3 Erasers</p> <p>?</p> <p>Lay objects to represent bar model.</p>	<p>Count on using a number line to find the difference.</p> 	<p>Hannah has 12 sweets and her sister has 5. How many more does Hannah have than her sister.?</p>

# Y1

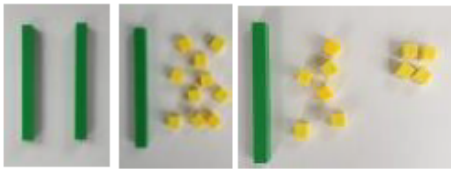
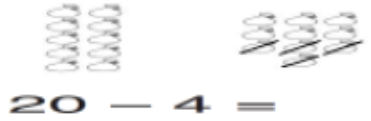


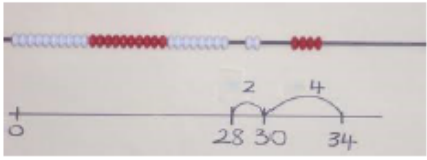
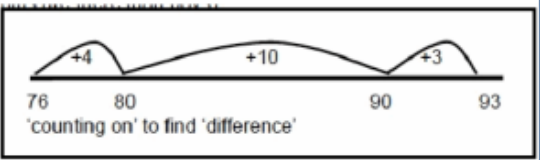
# SUBTRACTION -

Objective & Strategy	Concrete	Pictorial	Abstract		
<b>Represent and use number bonds and related subtraction facts within 20</b>  Part Part Whole model	 <p>Link to addition. Use PPW model to model the inverse.</p> <p>If 10 is the whole and 6 is one of the parts, what is the other part?</p> $10 - 6 = 4$	 <p>Use pictorial representations to show the part.</p>	<p>Move to using numbers within the part whole model.</p> 		
<b>Make 10</b>	$14 - 9$  <p>Make 14 on the ten frame. Take 4 away to make ten, then take one more away so that you have taken 5.</p>	$13 - 7$  <p>Jump back 3 first, then another 4. Use ten as the stopping point.</p>	$16 - 8$ <p>How many do we take off first to get to 10? How many left to take off?</p>		
<b>Bar model</b>	 $5 - 2 = 3$		<table border="1" data-bbox="1426 1088 1899 1174"><tr><td>8</td><td>2</td></tr></table> $10 = 8 + 2$ $10 = 2 + 8$ $10 - 2 = 8$ $10 - 8 = 2$	8	2
8	2				

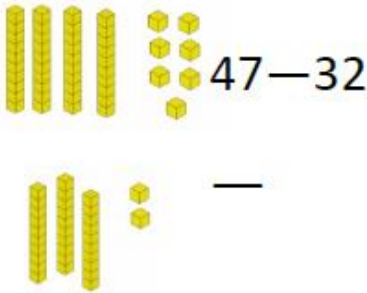
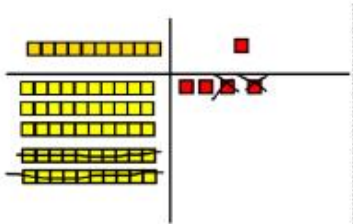

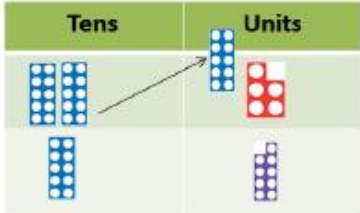
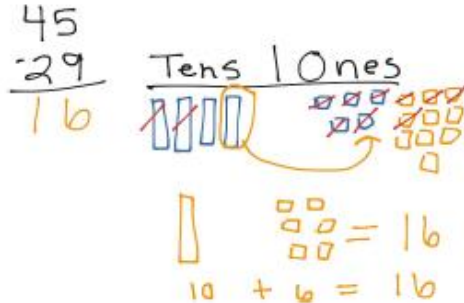


# Y1

# SUBTRACTION-

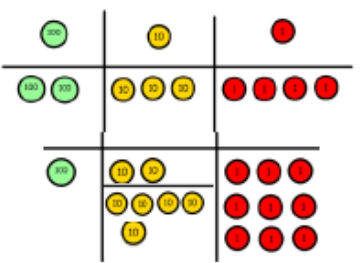
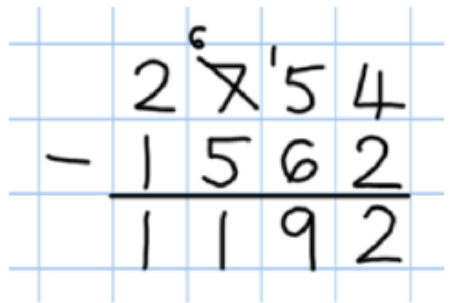
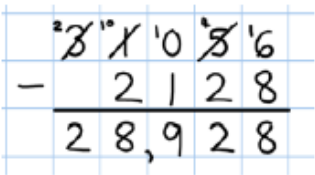
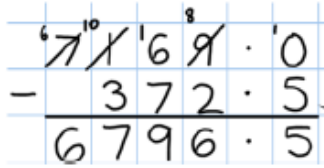
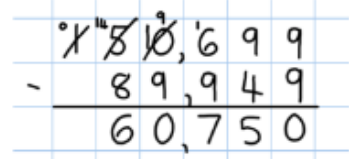
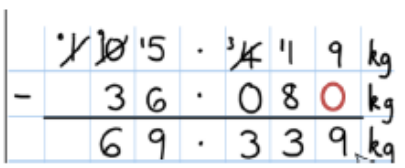


Objective & Strategy	Concrete	Pictorial	Abstract
Regroup a ten into ten ones	 <p>Use a PV chart to show how to change a ten into ten ones, use the term 'take and make'</p>	 $20 - 4 =$	$20 - 4 = 16$
Partitioning to subtract without regrouping. <i>'Friendly numbers'</i>	$34 - 13 = 21$  <p>Use Dienes to show how to partition the number when subtracting without regrouping.</p>	<p>Children draw representations of Dienes and cross off.</p>  $43 - 21 = 22$	$43 - 21 = 22$
Make ten strategy <i>Progression should be crossing one ten, crossing more than one ten, crossing the hundreds.</i>	 $34 - 28$ <p>Use a bead bar or bead strings to model counting to next ten and the rest.</p>	 <p>Use a number line to count on to next ten and then the rest.</p>	$93 - 76 = 17$

# Y2 SUBTRACTION -

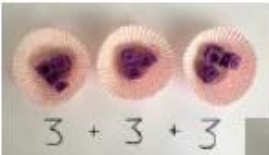


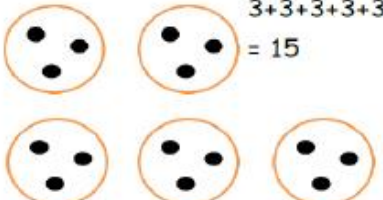


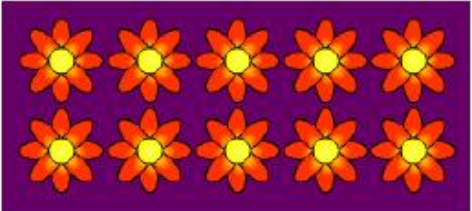
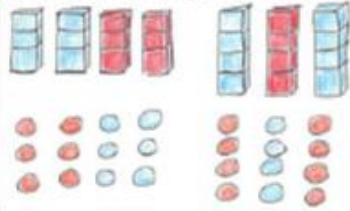
Objective & Strategy	Concrete	Pictorial	Abstract
Column subtraction without regrouping (friendly numbers)	 $47 - 32$  Use base 10 or Numicon to model	 <p>Calculations</p> $\begin{array}{r} 47 \\ - 32 \\ \hline 15 \end{array}$ <p>Darw representations to support understanding</p>	$47 - 24 = 23$ $\begin{array}{r} 40 + 7 \\ - 20 + 4 \\ \hline 20 + 3 \end{array}$ <p>Intermediate step may be needed to lead to clear subtraction understanding.</p> 
Column subtraction with regrouping	 <p>Begin with base 10 or Numicon. Move to pv counters, modelling the exchange of a ten into ten ones. Use the phrase 'take and make' for exchange.</p>	 <p>Children may draw base ten or PV counters and cross off.</p>	 <p>Begin by partitioning into pv columns</p>  <p>Then move to formal method.</p>

# Y3 SUBTRACTION -

Objective & Strategy	Concrete	Pictorial	Abstract
Subtracting tens and ones  Year 4 subtract with up to 4 digits.  <i>Introduce decimal subtraction through context of money</i>	$234 - 179$  <p>Model process of exchange using Numicon, base ten and then move to PV counters.</p>	Children to draw pv counters and show their exchange—see Y3	 <p>Use the phrase 'take and make' for exchange</p>
Year 5- Subtract with at least 4 digits, including money and measures.  <i>Subtract with decimal values, including mixtures of integers and decimals and aligning the decimal</i>	As Year 4	Children to draw pv counters and show their exchange—see Y3	 <p>Use zeros for place-holders.</p> 
Year 6—Subtract with increasingly large and more complex numbers and decimal values.			 

# Y4-6

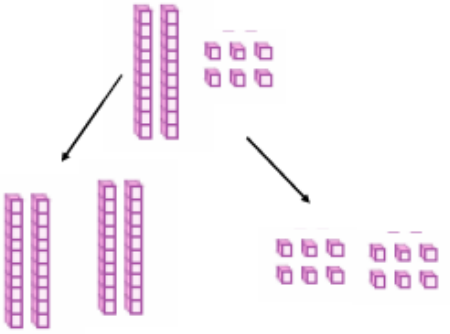
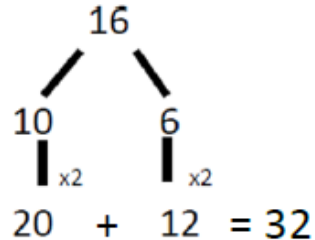
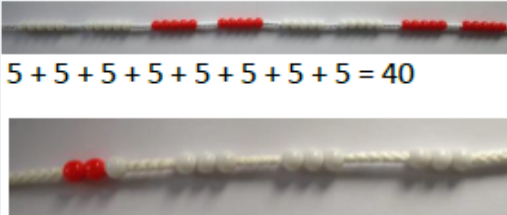

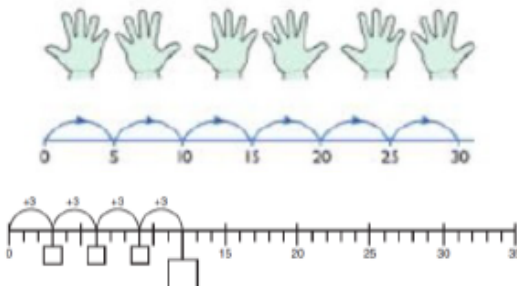
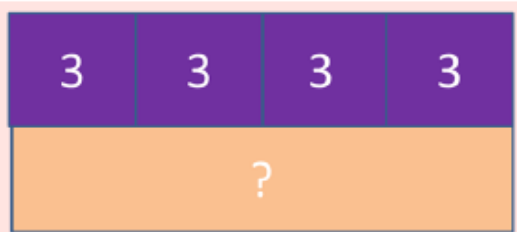
# SUBTRACTION -

Objective & Strategy	Concrete	Pictorial	Abstract
Repeated addition	   <p>Use different objects to add equal groups</p>	<p>Use pictorial including number lines to solve prob</p> <p>There are 3 sweets in one bag. How many sweets are in 5 bags altogether?</p>  $3 + 3 + 3 + 3 + 3 = 15$ 	<p>Write addition sentences to describe objects and pictures.</p>  $2 + 2 + 2 + 2 + 2 = 10$
Understanding arrays	<p>Use objects laid out in arrays to find the answers to 2 lots 5, 3 lots of 2 etc.</p> 	<p>Draw representations of arrays to show understanding</p> 	$3 \times 2 = 6$ $2 \times 5 = 10$

Y1

MULTIPLICATION X



Objective & Strategy	Concrete	Pictorial	Abstract
Doubling	<p>Model doubling using dienes and PV counters.</p>  $40 + 12 = 52$	<p>Draw pictures and representations to show how to double numbers</p>	<p>Partition a number and then double each part before recombining it back together.</p>  $20 + 12 = 32$
<p>Counting in multiples of 2, 3, 4, 5, 10 from 0</p> <p>(repeated addition)</p>	<p>Count the groups as children are skip counting, children may use their fingers as they are skip counting. Use bar models.</p>  $5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = 40$ 	<p>Number lines, counting sticks and bar models should be used to show representation of counting in multiples.</p>  	<p>Count in multiples of a number aloud.</p> <p>Write sequences with multiples of numbers.</p> <p>0, 2, 4, 6, 8, 10</p> <p>0, 3, 6, 9, 12, 15</p> <p>0, 5, 10, 15, 20, 25, 30</p> $4 \times 3 = \square$






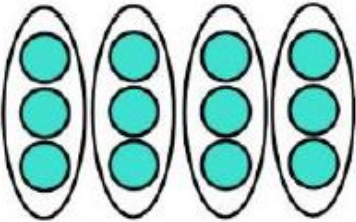
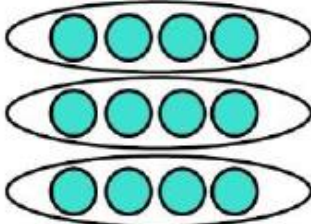


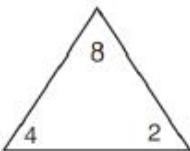
Y2

MULTIPLICATION X



Y2



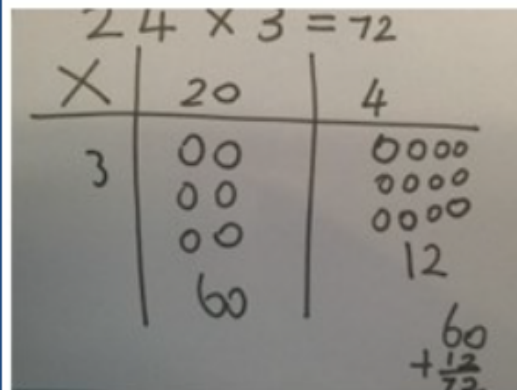
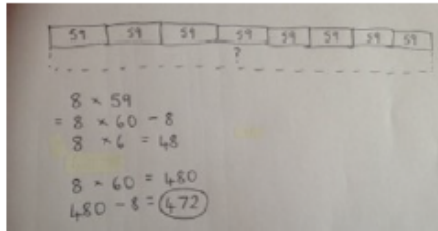
## MULTIPLICATION X

Objective & Strategy	Concrete	Pictorial	Abstract
<p>Multiplication is commutative</p>	<p>Create arrays using counters and cubes and Numicon.</p>    <p>Pupils should understand that an array can represent different equations and that, as multiplication is commutative, the order of the multiplication does not affect the answer.</p>  	<p>Use representations of arrays to show different calculations and explore commutativity.</p>  	<p><math>12 = 3 \times 4</math></p> <p><math>12 = 4 \times 3</math></p> <p>Use an array to write multiplication sentences and reinforce repeated addition.</p>  <p><math>5 + 5 + 5 = 15</math></p> <p><math>3 + 3 + 3 + 3 + 3 = 15</math></p> <p><math>5 \times 3 = 15</math></p> <p><math>3 \times 5 = 15</math></p>
<p>Using the Inverse</p> <p><i>This should be taught alongside division, so pupils learn how they work alongside each other.</i></p>		 <p> <math>\square \times \square = \square</math>  <math>\square \times \square = \square</math>  <math>\square \div \square = \square</math>  <math>\square \div \square = \square</math> </p>	<p><math>2 \times 4 = 8</math></p> <p><math>4 \times 2 = 8</math></p> <p><math>8 \div 2 = 4</math></p> <p><math>8 \div 4 = 2</math></p> <p><math>8 = 2 \times 4</math></p> <p><math>8 = 4 \times 2</math></p> <p><math>2 = 8 \div 4</math></p> <p><math>4 = 8 \div 2</math></p> <p>Show all 8 related fact family sentences.</p>

Objective & Strategy	Concrete	Pictorial	Abstract
Grid method	<p>Show the links with arrays to first introduce the grid method.</p> <div><div><div><div></div><div>10</div><div>3</div></div><div><div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div>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# Y3

# MULTIPLICATION X

Objective & Strategy	Concrete	Pictorial	Abstract																																																	
<p>Grid method recap from year 3 for 2 digits x 1 digit</p> <p>Move to multiplying 3 digit numbers by 1 digit. (year 4 expectation)</p>	<p>Use place value counters to show how we are finding groups of a number. We are multiplying by 4 so we need 4 rows</p>  <p>Calculations <math>4 \times 126</math></p> <p>Fill each row with 126</p>  <p>Add up each column making any exchanges needed</p>	<p>Children can represent their work with place value counters in a way that they understand.</p> <p>They can draw the counters using colours to show different amounts or just use the circles in the different columns to show their thinking as shown below.</p> 	<p>Start with multiplying by one digit numbers and showing the clear addition alongside the grid.</p> <table border="1" data-bbox="1520 381 1856 477"><tr><td><b>x</b></td><td><b>30</b></td><td><b>5</b></td></tr><tr><td><b>7</b></td><td><b>210</b></td><td><b>35</b></td></tr></table> <p><math>210 + 35 = 245</math></p>	<b>x</b>	<b>30</b>	<b>5</b>	<b>7</b>	<b>210</b>	<b>35</b>																																											
<b>x</b>	<b>30</b>	<b>5</b>																																																		
<b>7</b>	<b>210</b>	<b>35</b>																																																		
Column multiplication	<p>Children can continue to be supported by place value counters at the stage of multiplication. This initially done where there is no regrouping. <math>321 \times 2 = 642</math></p> <table border="1" data-bbox="351 1034 703 1442"><thead><tr><th>Hundreds</th><th>Tens</th><th>Ones</th></tr></thead><tbody><tr><td>3</td><td>2</td><td>1</td></tr><tr><td>3</td><td>2</td><td>1</td></tr><tr><td>3</td><td>2</td><td>1</td></tr><tr><td>3</td><td>2</td><td>1</td></tr></tbody></table> <p>It is important at this stage that they always multiply the ones first.</p> <p>The corresponding long multiplication is modelled alongside</p>	Hundreds	Tens	Ones	3	2	1	3	2	1	3	2	1	3	2	1	<table border="1" data-bbox="978 916 1332 1005"><tr><td>x</td><td>300</td><td>20</td><td>7</td></tr><tr><td>4</td><td>1200</td><td>80</td><td>28</td></tr></table> <p>The grid method may be used to show how this relates to a formal written method.</p>  <p>Bar modelling and number lines can support learners when solving problems with multiplication alongside the formal written methods.</p>	x	300	20	7	4	1200	80	28	<table data-bbox="1594 892 1789 1299"><tr><td>327</td></tr><tr><td>x 4</td></tr><tr><td>28</td></tr><tr><td>80</td></tr><tr><td>1200</td></tr><tr><td>1308</td></tr></table> <p>This may lead to a compact method.</p> <table border="1" data-bbox="1464 1313 1711 1506"><tr><td></td><td>3</td><td>2</td><td>7</td></tr><tr><td><b>x</b></td><td></td><td></td><td><b>4</b></td></tr><tr><td></td><td>1</td><td>3</td><td>0</td></tr><tr><td></td><td></td><td>1</td><td>2</td></tr><tr><td></td><td></td><td></td><td>8</td></tr></table>	327	x 4	28	80	1200	1308		3	2	7	<b>x</b>			<b>4</b>		1	3	0			1	2				8
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<b>x</b>			<b>4</b>																																																	
	1	3	0																																																	
		1	2																																																	
			8																																																	

Y4

MULTIPLICATION X

Objective & Strategy	Concrete	Pictorial	Abstract																																																						
Column Multiplication for 3 and 4 digits x 1 digit.	<div><table><tr><th>Hundreds</th><th>Tens</th><th>Ones</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table><p>It is important at this stage that they always multiply the ones first.</p><p>Children can continue to be supported by place value counters at the stage of multiplication. This initially done where there is no regrouping. <math>321 \times 2 = 642</math></p></div>	Hundreds	Tens	Ones													<table><tr><td>x</td><td>300</td><td>20</td><td>7</td></tr><tr><td>4</td><td>1200</td><td>80</td><td>28</td></tr></table>	x	300	20	7	4	1200	80	28	<div><math display="block">\begin{array}{r} 327 \\ \times 4 \\ \hline 28 \\ 80 \\ 1200 \\ \hline 1308 \end{array}</math><div><table><tr><td></td><td>3</td><td>2</td><td>7</td></tr><tr><td>x</td><td></td><td></td><td>4</td></tr><tr><td></td><td>1</td><td>3</td><td>0</td><td>8</td></tr><tr><td></td><td></td><td>1</td><td>2</td><td></td></tr></table></div><p>This will lead to a compact method.</p></div>		3	2	7	x			4		1	3	0	8			1	2														
Hundreds	Tens	Ones																																																							
x	300	20	7																																																						
4	1200	80	28																																																						
	3	2	7																																																						
x			4																																																						
	1	3	0	8																																																					
		1	2																																																						
Column multiplication	Manipulatives may still be used with the corresponding long multiplication modelled alongside.	<div><table><tr><td></td><td>10</td><td>8</td></tr><tr><td>10</td><td>100</td><td>80</td></tr><tr><td>3</td><td>30</td><td>24</td></tr></table></div> <p>Continue to use bar modelling to support problem solving</p>		10	8	10	100	80	3	30	24	<div><table><tr><td></td><td>1</td><td>8</td></tr><tr><td>x</td><td>1</td><td>3</td></tr><tr><td></td><td>5</td><td>4</td></tr><tr><td></td><td>1</td><td>8</td></tr><tr><td></td><td>2</td><td>3</td></tr><tr><td></td><td>2</td><td>3</td></tr></table><p>18 x 3 on the first row</p><p>(8 x 3 = 24, carrying the 2 for 20, then 1 x 3)</p><p>18 x 10 on the 2nd row. Show multiplying by 10 by putting zero in units first</p><div><table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>x</td><td></td><td></td><td>1</td><td>6</td></tr><tr><td></td><td>7</td><td>4</td><td>0</td><td>4</td></tr><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>0</td></tr><tr><td></td><td>1</td><td>9</td><td>7</td><td>4</td><td>4</td></tr></table><p>(1234 x 6)</p><p>(1234 x 10)</p></div></div>		1	8	x	1	3		5	4		1	8		2	3		2	3		1	2	3	4	x			1	6		7	4	0	4		1	2	3	4	0		1	9	7	4	4
	10	8																																																							
10	100	80																																																							
3	30	24																																																							
	1	8																																																							
x	1	3																																																							
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	1	2	3	4																																																					
x			1	6																																																					
	7	4	0	4																																																					
	1	2	3	4	0																																																				
	1	9	7	4	4																																																				

Y5-6

MULTIPLICATION X


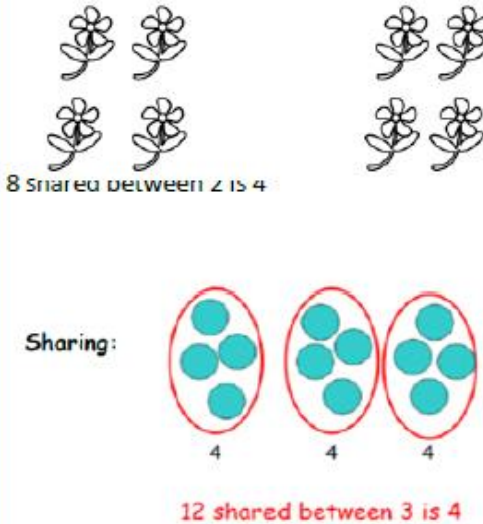


Objective & Strategy	Concrete	Pictorial	Abstract
<p>Multiplying decimals up to 2 decimal places by a single digit.</p>			<p>Remind children that the single digit belongs in the units column. Line up the decimal points in the question and the answer.</p> <div data-bbox="1518 448 1856 692"> <math display="block">\begin{array}{r} 3.19 \\ \times 8 \\ \hline 25.52 \end{array}</math> </div>

Y6

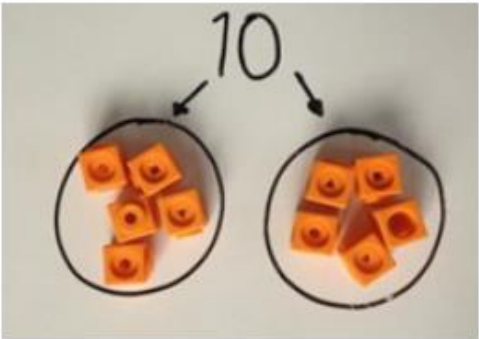

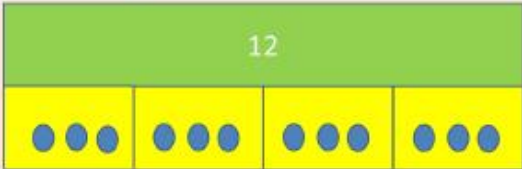
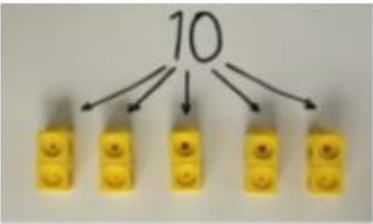
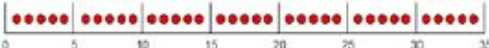
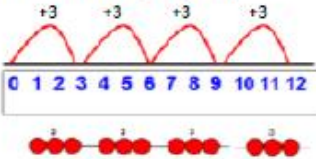
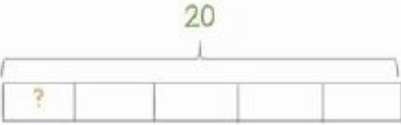
MULTIPLICATION X



Objective & Strategy	Concrete	Pictorial	Abstract
<p>Division as sharing</p> <p><i>Use Gordon ITPs for modelling</i></p>	 <p>I have 10 cubes, can you share them equally in 2 groups?</p>	<p>Children use pictures or shapes to share quantities.</p>  <p>8 shared between 2 is 4</p> <p>Sharing:</p> <p>12 shared between 3 is 4</p>	<p>12 shared between 3 is</p> <p>4</p>

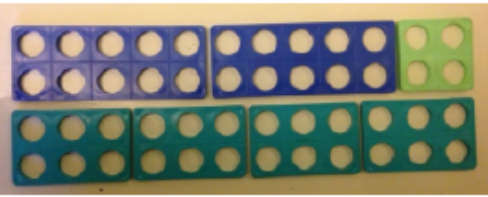


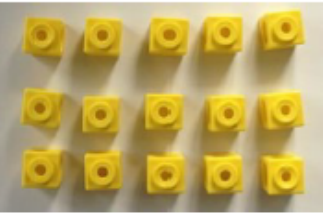
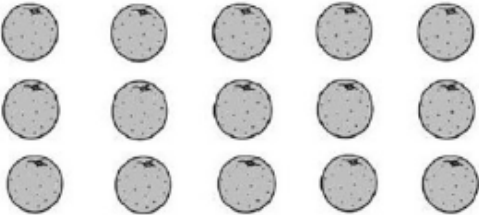
Y1

DIVISION ÷

Objective & Strategy	Concrete	Pictorial	Abstract
Division as sharing	 <p>I have 10 cubes, can you share them equally in 2 groups?</p>	<p>Children use pictures or shapes to share quantities.</p>  $8 \div 2 = 4$ <p>Children use bar modelling to show and support understanding.</p>  $12 \div 4 = 3$	$12 \div 3 = 4$
Division as grouping	<p>Divide quantities into equal groups.</p> <p>Use cubes, counters, objects or place value counters to aid understanding.</p>  	<p>Use number lines for grouping</p>  $12 \div 3 = 4$ <p>Think of the bar as a whole. Split it into the number of groups you are dividing by and work out how many would be within each group.</p>  $20 \div 5 = ?$ $5 \times ? = 20$	$28 \div 7 = 4$ <p>Divide 28 into 7 groups. How many are in each group?</p>

Y2

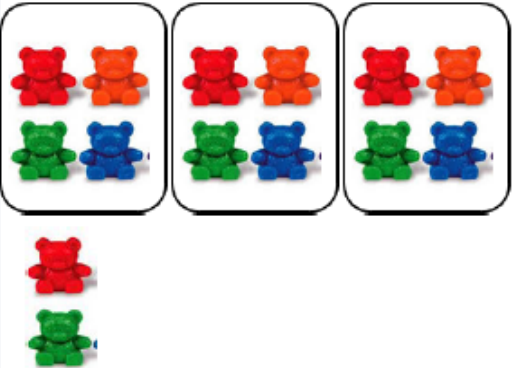

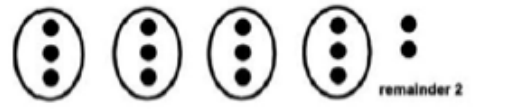
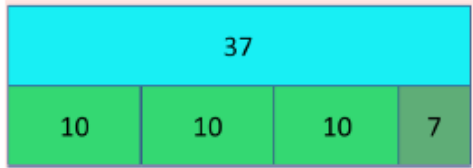
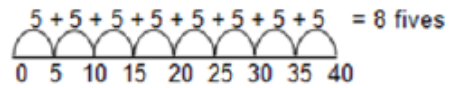
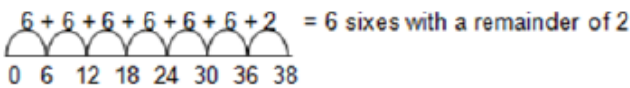
DIVISION ÷

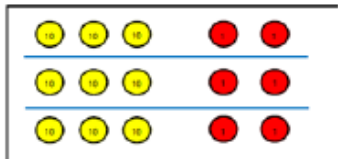




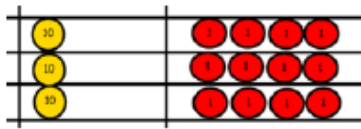
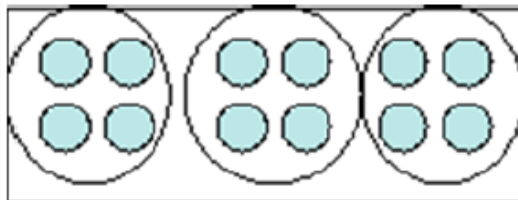
Objective & Strategy	Concrete	Pictorial	Abstract
Division as grouping	<p>Use cubes, counters, objects or place value counters to aid understanding.</p>  <p>24 divided into groups of 6 = 4</p> $96 \div 3 = 32$ 	<p>Continue to use bar modelling to aid solving division problems.</p>  $20 \div 5 = ?$ $5 \times ? = 20$	<p>How many groups of 6 in 24?</p> $24 \div 6 = 4$
Division with arrays	 <p>Link division to multiplication by creating an array and thinking about the number sentences that can be created.</p> <p>Eg <math>15 \div 3 = 5</math>    <math>5 \times 3 = 15</math></p> <p><math>15 \div 5 = 3</math>    <math>3 \times 5 = 15</math></p>	<p>Draw an array and use lines to split the array into groups to make multiplication and division sentences</p> 	<p>Find the inverse of multiplication and division sentences by creating eight linking number sentences.</p> $7 \times 4 = 28$ $4 \times 7 = 28$ $28 \div 7 = 4$ $28 \div 4 = 7$ $28 = 7 \times 4$ $28 = 4 \times 7$ $4 = 28 \div 7$ $7 = 28 \div 4$

Y3

# DIVISION

÷

Objective & Strategy	Concrete	Pictorial	Abstract
Division with remainders.	<p><math>14 \div 3 =</math></p> <p>Divide objects between groups and see how much is left over</p> 	<p>Jump forward in equal jumps on a number line then see how many more you need to jump to find a remainder.</p>  <p>Draw dots and group them to divide an amount and clearly show a remainder.</p>  <p>Use bar models to show division with remainders.</p>  <p>Example without remainder:  <math>40 \div 5</math>          Ask "How many 5s in 40?"   <math>5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = 8 \text{ fives}</math></p> <p>Example with remainder:  <math>38 \div 6</math>   <math>6 + 6 + 6 + 6 + 6 + 6 + 2 = 6 \text{ sixes with a remainder of } 2</math></p> <p>For larger numbers, when it becomes inefficient to count in single multiples, bigger jumps can be recorded using known facts.</p>	<p>Complete written divisions and show the remainder using r.</p> <p><math>29 \div 8 = 3 \text{ REMAINDER } 5</math></p> <p> <math>\uparrow</math>   <math>\uparrow</math>   <math>\uparrow</math>   <math>\uparrow</math>          dividend   divisor   quotient   remainder       </p>

Objective & Strategy	Concrete	Pictorial	Abstract
<p>Divide at least 3 digit numbers by 1 digit.</p> <p>Short Division</p>	<p><math>96 \div 3</math></p> <p>Tens      Units</p> <p>3              2</p>  <p>Use place value counters to divide using the bus stop method alongside</p>  <p>Calculations <math>42 \div 3</math></p>  <p><math>42 \div 3 =</math></p> <p>Start with the biggest place value, we are sharing 40 into three groups. We can put 1 ten in each group and we have 1 ten left over.</p>   <p>We exchange this ten for ten ones and then share the ones equally among the groups.</p>  <p>We look how much in 1 group so the answer is 14.</p>	<p>Students can continue to use drawn diagrams with dots or circles to help them divide numbers into equal groups.</p>  <p>Encourage them to move towards counting in multiples to divide more efficiently.</p>	<p>Begin with divisions that divide equally with no remainder.</p> $\begin{array}{r} 218 \\ 3 \overline{) 872} \end{array}$ <p>Move onto divisions with a remainder.</p> $\begin{array}{r} 86 \text{ r } 2 \\ 3 \overline{) 432} \end{array}$ <p>Finally move into decimal places to divide the total accurately.</p> $\begin{array}{r} 14.6 \\ 35 \overline{) 511.0} \end{array}$ $\begin{array}{r} 0663 \text{ r } 5 \\ 8 \overline{) 5309} \end{array}$

Y4-6

DIVISION ÷



## Long Division

Step 1—a remainder in the ones

$$\begin{array}{r} \text{h t o} \\ 0 \ 4 \ 1 \ \text{R}1 \\ 4 \overline{) \ 1 \ 6 \ 5} \end{array}$$

4 does not go into 1 (hundred). So combine the 1 hundred with the 6 tens (160).

4 goes into 16 four times.

4 goes into 5 once, leaving a remainder of 1.

$$\begin{array}{r} \text{th h t o} \\ 0 \ 4 \ 0 \ 0 \ \text{R}7 \\ 8 \overline{) \ 3 \ 2 \ 0 \ 7} \end{array}$$

8 does not go into 3 of the thousands. So combine the 3 thousands with the 2 hundreds (3,200).

8 goes into 32 four times ( $3,200 \div 8 = 400$ )

8 goes into 0 zero times (tens).

8 goes into 7 zero times, and leaves a remainder of 7.

# Y6

# DIVISION ÷

## Long Division

Step 1 continued...

$$\begin{array}{r}
 \text{h t o} \\
 061 \\
 4 \overline{) 247} \\
 \underline{-4} \phantom{0} \\
 3
 \end{array}$$

When dividing the ones, 4 goes into 7 one time. Multiply  $1 \times 4 = 4$ , write that four under the 7, and subtract. This finds us the remainder of 3.

Check:  $4 \times 61 + 3 = 247$

$$\begin{array}{r}
 \text{th h t o} \\
 0402 \\
 4 \overline{) 1609} \\
 \underline{-8} \phantom{0} \\
 1
 \end{array}$$

When dividing the ones, 4 goes into 9 two times. Multiply  $2 \times 4 = 8$ , write that eight under the 9, and subtract. This finds us the remainder of 1.

Check:  $4 \times 402 + 1 = 1,609$

# Y6

# DIVISION ÷

## Long Division

Step 2—a remainder in the tens

1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
$\begin{array}{r} \text{t o} \\ 2 \overline{) 58} \\ \underline{4} \phantom{0} \\ 1 \phantom{0} \end{array}$ <p>Two goes into 5 two times, or 5 tens <math>\div 2 = 2</math> whole tens -- but there is a remainder!</p>	$\begin{array}{r} \text{t o} \\ 2 \overline{) 58} \\ \underline{-4} \phantom{0} \\ 1 \phantom{0} \end{array}$ <p>To find it, multiply <math>2 \times 2 = 4</math>, write that 4 under the five, and subtract to find the remainder of 1 ten.</p>	$\begin{array}{r} \text{t o} \\ 2 \overline{) 58} \\ \underline{-4} \downarrow \\ 18 \end{array}$ <p>Next, drop down the 8 of the ones next to the leftover 1 ten. You combine the remainder ten with 8 ones, and get 18.</p>

1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
$\begin{array}{r} \text{t o} \\ 2 \overline{) 58} \\ \underline{-4} \phantom{0} \\ 18 \end{array}$ <p>Divide 2 into 18. Place 9 into the quotient.</p>	$\begin{array}{r} \text{t o} \\ 2 \overline{) 58} \\ \underline{-4} \phantom{0} \\ 18 \\ \underline{-18} \\ 0 \end{array}$ <p>Multiply <math>9 \times 2 = 18</math>, write that 18 under the 18, and subtract.</p>	$\begin{array}{r} \text{t o} \\ 2 \overline{) 58} \\ \underline{-4} \phantom{0} \\ 18 \\ \underline{-18} \\ 0 \end{array}$ <p>The division is over since there are no more digits in the dividend. The quotient is 29.</p>

**Y6**  
**DIVISION**  
**÷**

## Long Division

Step 2—a remainder in any of the place values

1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
$\begin{array}{r} \text{h t o} \\ 1 \\ 2 \overline{) 278} \\ \underline{-2} \\ 0 \end{array}$ <p>Two goes into 2 one time, or 2 hundreds <math>\div 2 = 1</math> hundred.</p>	$\begin{array}{r} \text{h t o} \\ 1 \\ 2 \overline{) 278} \\ \underline{-2} \\ 0 \end{array}$ <p>Multiply <math>1 \times 2 = 2</math>, write that 2 under the two, and subtract to find the remainder of zero.</p>	$\begin{array}{r} \text{h t o} \\ 18 \\ 2 \overline{) 278} \\ \underline{-2} \downarrow \\ 07 \end{array}$ <p>Next, drop down the 7 of the tens next to the zero.</p>
Divide.	Multiply & subtract.	Drop down the next digit.
$\begin{array}{r} \text{h t o} \\ 13 \\ 2 \overline{) 278} \\ \underline{-2} \\ 07 \end{array}$ <p>Divide 2 into 7. Place 3 into the quotient.</p>	$\begin{array}{r} \text{h t o} \\ 13 \\ 2 \overline{) 278} \\ \underline{-2} \\ 07 \\ \underline{-6} \\ 1 \end{array}$ <p>Multiply <math>3 \times 2 = 6</math>, write that 6 under the 7, and subtract to find the remainder of 1 ten.</p>	$\begin{array}{r} \text{h t o} \\ 13 \\ 2 \overline{) 278} \\ \underline{-2} \\ 07 \\ \underline{-6} \\ 18 \end{array}$ <p>Next, drop down the 8 of the ones next to the 1 leftover ten.</p>
1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
$\begin{array}{r} \text{h t o} \\ 139 \\ 2 \overline{) 278} \\ \underline{-2} \\ 07 \\ \underline{-6} \\ 18 \end{array}$ <p>Divide 2 into 18. Place 9 into the quotient.</p>	$\begin{array}{r} \text{h t o} \\ 139 \\ 2 \overline{) 278} \\ \underline{-2} \\ 07 \\ \underline{-6} \\ 18 \\ \underline{-18} \\ 0 \end{array}$ <p>Multiply <math>9 \times 2 = 18</math>, write that 18 under the 18, and subtract to find the remainder of zero.</p>	$\begin{array}{r} \text{h t o} \\ 139 \\ 2 \overline{) 278} \\ \underline{-2} \\ 07 \\ \underline{-6} \\ 18 \\ \underline{-18} \\ 0 \end{array}$ <p>There are no more digits to drop down. The quotient is 139.</p>

# Y6

# DIVISION

