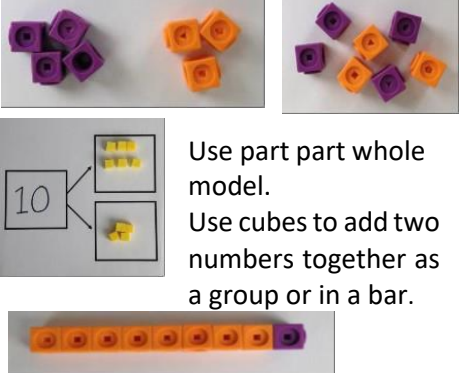
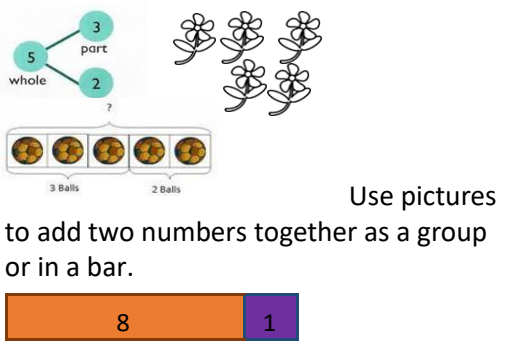


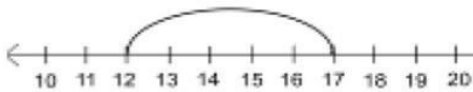
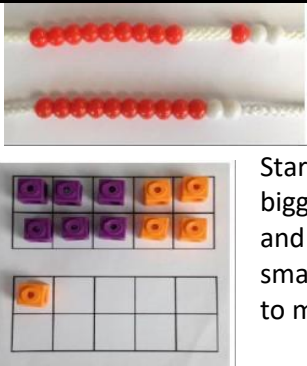
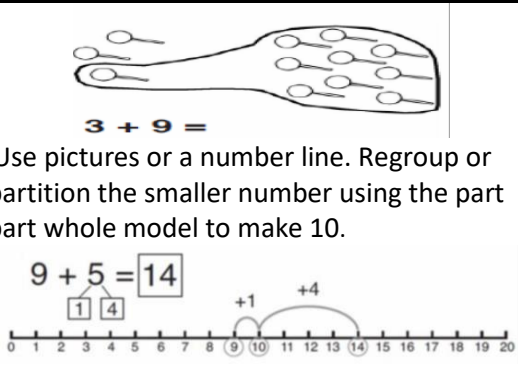

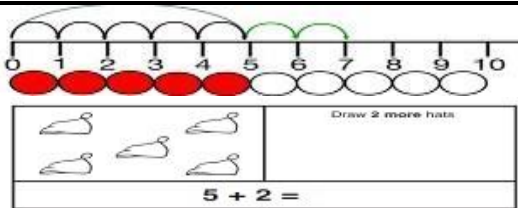

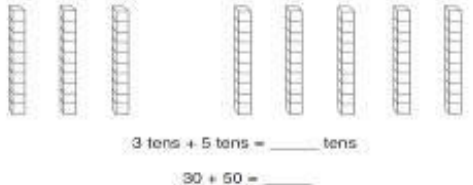
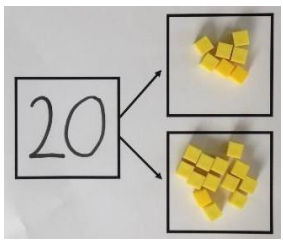
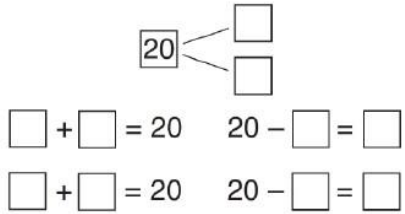
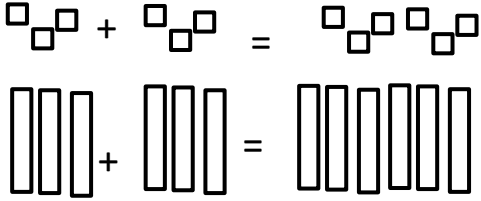
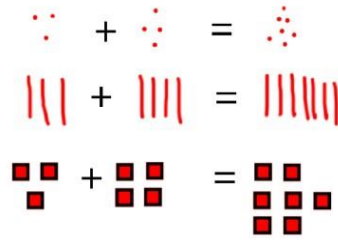


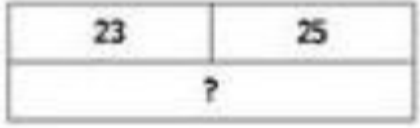
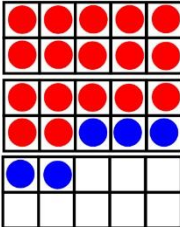
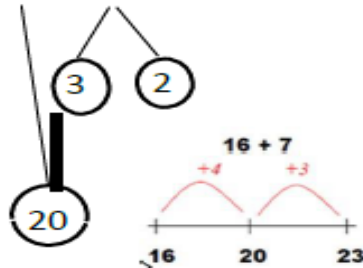
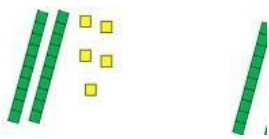
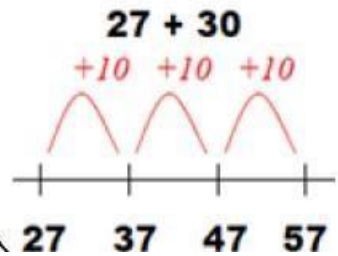
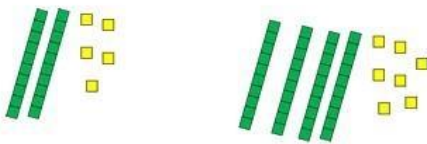
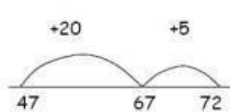
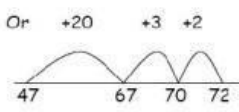
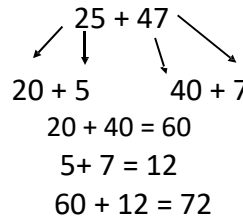
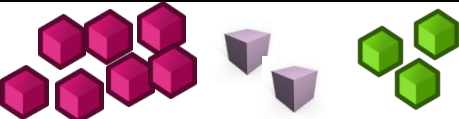
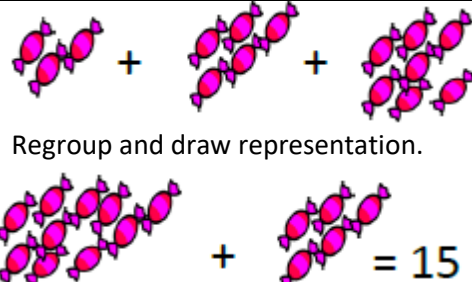


This policy has been largely adapted from the White Rose Maths Hub Calculation Policy with further material added. It is a working document and will be revised and amended as necessary.

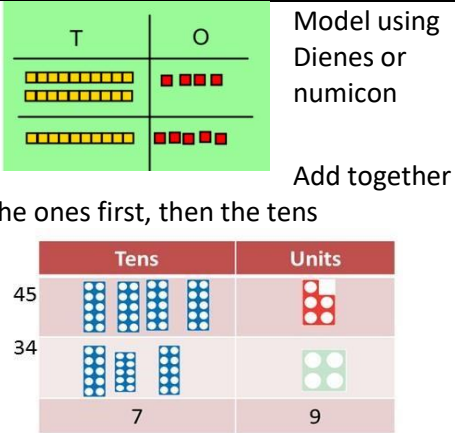
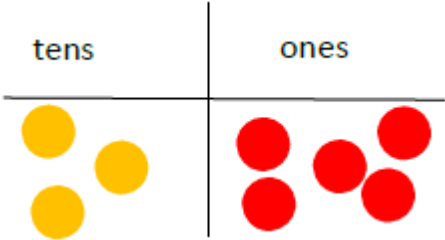
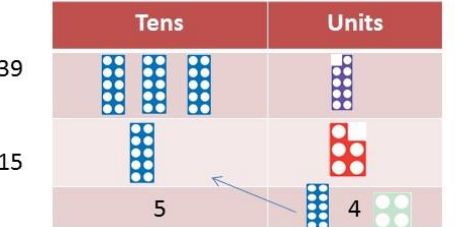
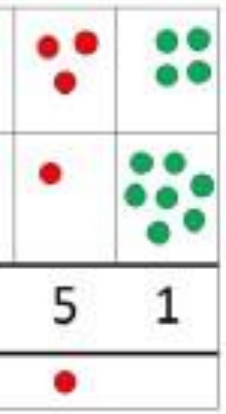
Objective & Strategy	Concrete	Pictorial	Abstract
Combining two parts to make a whole: part-whole model	 <p>Use part part whole model. Use cubes to add two numbers together as a group or in a bar.</p>	 <p>Use pictures to add two numbers together as a group or in a bar.</p>	$4 + 3 = 7$  $10 = 6 + 4$
Starting at the big- ger 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>$12 + 5 = 17$ Start at the larger number on the number line and count on in ones or in one jump to find the answer.</p>	$5 + 12 = 17$ <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>$6 + 5 = 11$</p> <p>Start with the bigger number and use the smaller number to make 10.</p> <p>Use ten frames.</p>	 <p>$3 + 9 =$</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>$9 + 5 = 14$</p>	$7 + 4 = 11$ <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>$5 + 2 =$</p>	<p>Emphasis should be on the language '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>

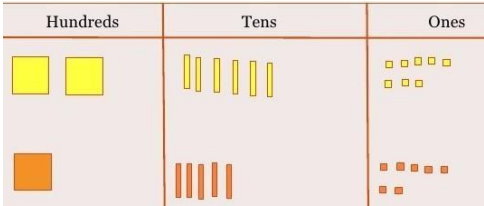
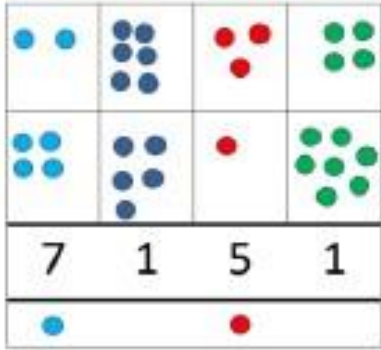
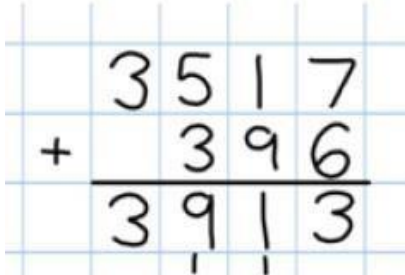
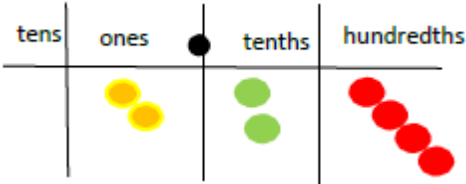
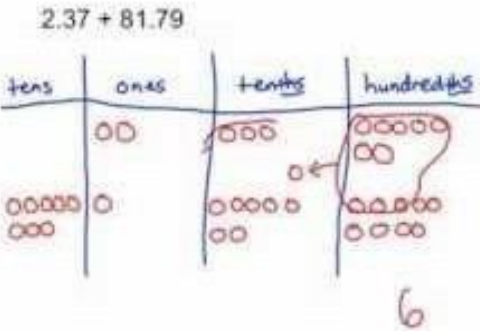
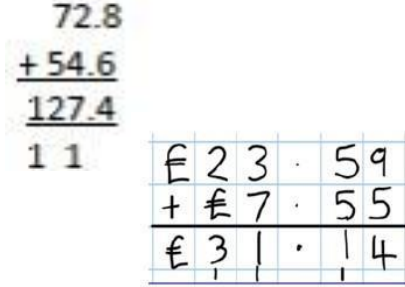
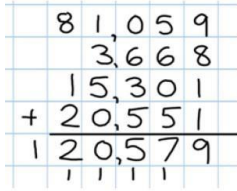
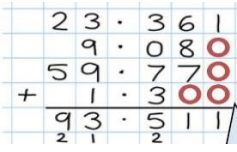
Y2 ADDITION +

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



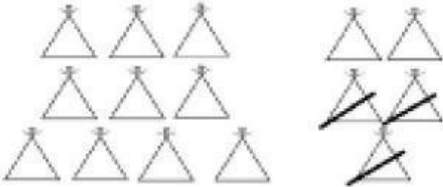


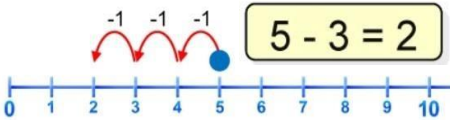
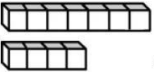
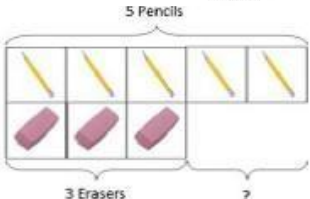
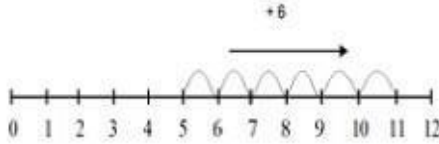
Objective & Strategy	Concrete	Pictorial	Abstract				
Add a two-digit number and ones.	<div></div> <div>$17 + 5 = 22$ Use ten frame to make 'magic ten'</div> <div>Children explore the pattern. $17 + 5 = 22$ $27 + 5 = 32$</div>	Use part part-whole and number line to model. $17 + 5 = 22$ <div></div>	$17 + 5 = 22$ Explore related facts $17 + 5 = 22$ $5 + 17 = 22$ $22 - 17 = 5$ $22 - 5 = 17$ <div><table border="1"><tr><td colspan="2">22</td></tr><tr><td>17</td><td>5</td></tr></table></div>	22		17	5
22							
17	5						
Add a 2 digit number and tens	<div></div> <div>$25 + 10 = 35$ Explore that the ones digit does not change</div>	<div>$27 + 30$ $+10 +10 +10$ </div>	$27 + 10 = 37$ $27 + 20 = 47$ $27 + \square = 57$				
Add two 2-digit numbers	<div></div> <div>Model using dienes, place value counters and numicon</div>	<div>$+20 +5$ </div> <div>Or $+20 +3 +2$ </div> <div>Use number line and bridge ten using part whole if necessary.</div>	<div>$25 + 47$ </div> <div>$20 + 5$ $20 + 40 = 60$ $5 + 7 = 12$ $60 + 12 = 72$</div>				
Add three 1-digit numbers	<div></div> <div>Combine to make 10 first if possible, or bridge 10 then add third digit</div>	<div></div> <div>Regroup and draw representation. $= 15$</div>	<div>$4 + 7 + 6 = 10 + 7$ $= 17$</div> <div>Combine the two numbers that make/ bridge ten then add on the third.</div>				

Y2 ADDITION +

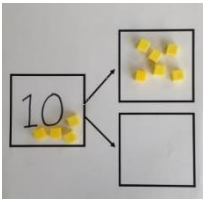
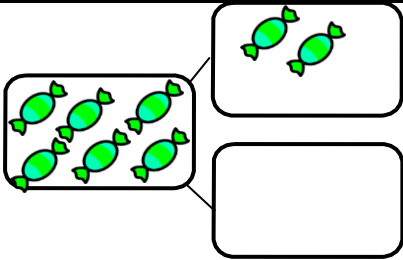
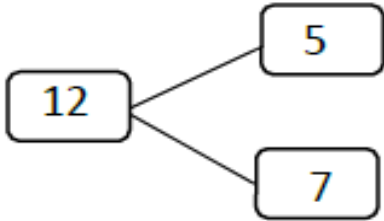
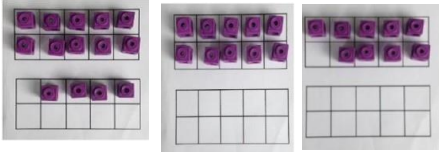
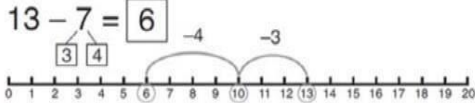
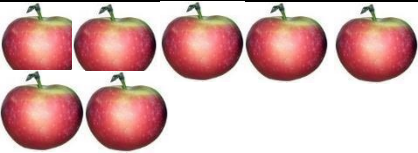


Objective & Strategy	Concrete	Pictorial	Abstract
<p>Column Addition—no regrouping (friendly numbers)</p> <p>Add two or three 2 or 3- digit numbers.</p>	 <p>Model using Dienes or numicon</p> <p>Add together the ones first, then the tens</p> <p>Move to using place value counters</p>	<p>Children move to 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>Calculations</p> $\begin{array}{r} 146 \\ + 527 \\ \hline \end{array}$	 <p>Children can draw a representation of the grid to further support their understanding, carrying the ten <u>underneath</u> the line.</p>	$\begin{array}{r} 20 + 5 \\ 40 + 8 \\ 60 + 13 = 73 \end{array}$ <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
<p>Y4—add numbers with up to 4 digits</p>	<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> 	 <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>
<p>Y5—add numbers with more than 4 digits.</p> <p>Add decimals with 2 decimal places, including money.</p>	<p>As year 4</p>  <p>Introduce decimal place value counters and model exchange for addition</p>		
<p>Y6—add several numbers of increasing complexity</p> <p>Including adding money, measure and decimals with different numbers of decimal points.</p>	<p>As Y5</p>	<p>As Y5</p>	 <p>Insert zeros for place holders</p> 

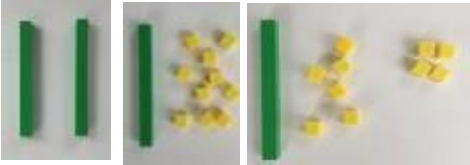
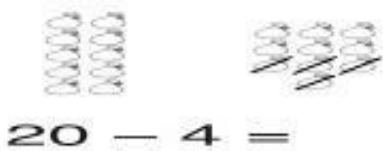
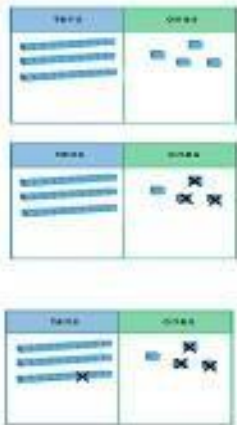
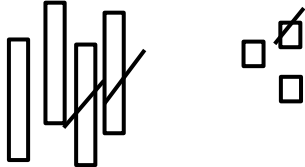
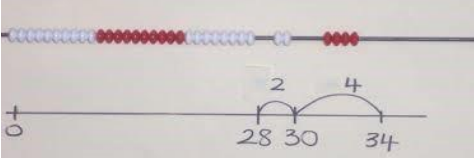
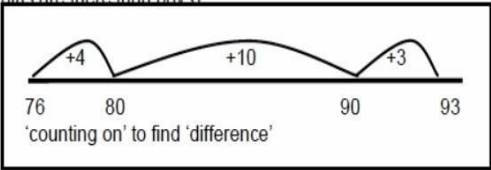
Y4-6 ADDITION +

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

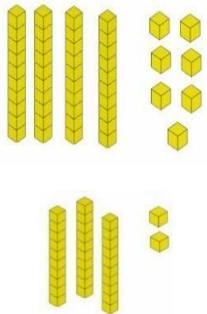
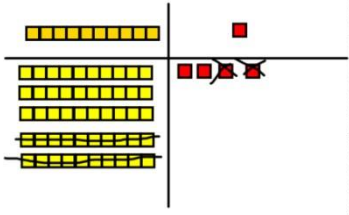
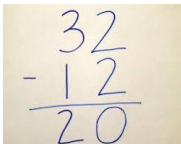
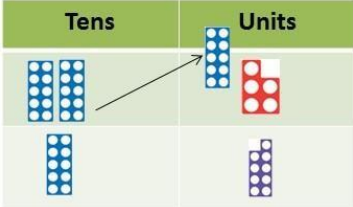
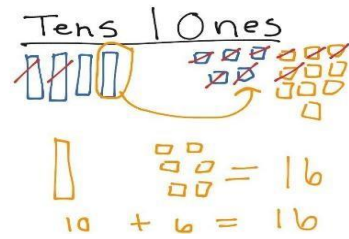
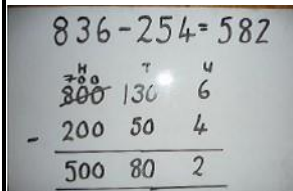
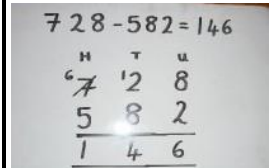
Y1 SUBTRACTION

Objective & Strategy	Concrete	Pictorial	Abstract
<p>Represent and use number bonds and related subtraction facts within 20</p> <p>Part Part Whole model</p>	 <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> <p>$10 - 6 = 4$</p>	 <p>Use pictorial representations to show the part</p>	<p>Move to using numbers within the part whole model.</p> 
<p>Make 10</p>	<p>14—9</p>  <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>	<p>13—7</p>  <p>Jump back 3 first, then another 4. Use ten as the stopping point.</p>	<p>16—8</p> <p>How many do we take off first to get to 10? How many left to take off?</p>
<p>Bar Model</p>	 <p>$5 - 2 = 3$</p>		 <p>$10 = 8 + 2$</p> <p>$10 = 2 + 8$</p> <p>$10 - 2 = 8$</p> <p>$10 - 8 = 2$</p>

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>	 $20 - 4 = 16$	$20 - 4 = 16$
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>	$93 - 76 = 17$

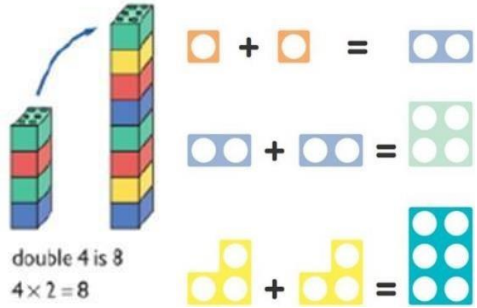

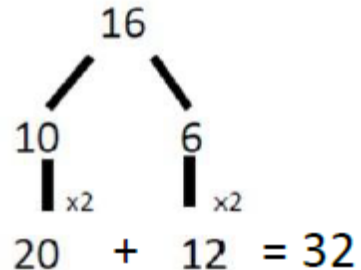
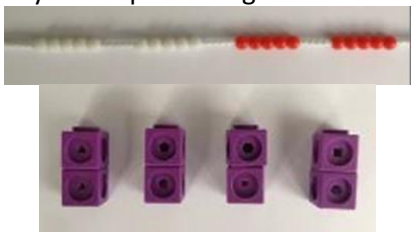
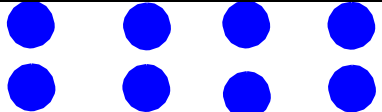
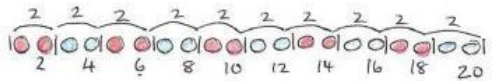

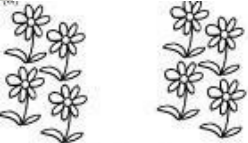

Y2 SUBTRACTION -

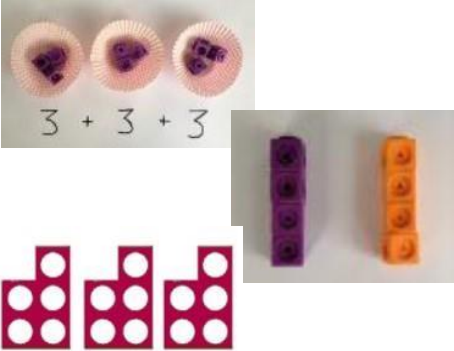
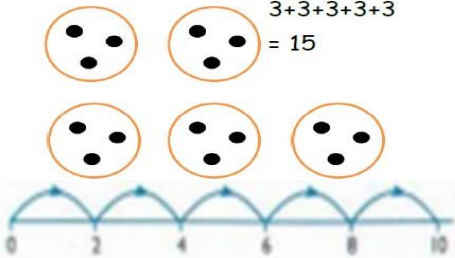

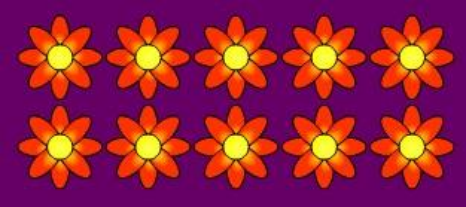
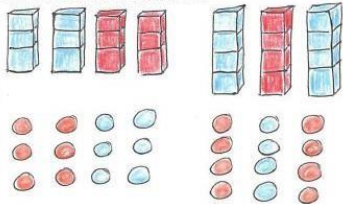
Objective & Strategy	Concrete	Pictorial	Abstract
Column subtraction without regrouping (friendly numbers)	 $47 - 32$ Use base 10 or Numicon to model	 $\begin{array}{r} 54 \\ - 22 \\ \hline 32 \end{array}$ Draw representations to support understanding	$47 - 24 = 23$ $\begin{array}{r} 40 + 7 \\ - 20 + 4 \\ \hline 20 + 3 \end{array}$ Intermediate step may be needed to lead to clear subtraction understanding 
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>	$\begin{array}{r} 45 \\ - 29 \\ \hline 16 \end{array}$  <p>Children may draw base ten or PV counters and cross off</p>	$836 - 254 = 582$  <p>Begin by partitioning into pv columns</p> $728 - 582 = 146$  <p>Then move to formal method.</p>

Y3 SUBTRACTION -

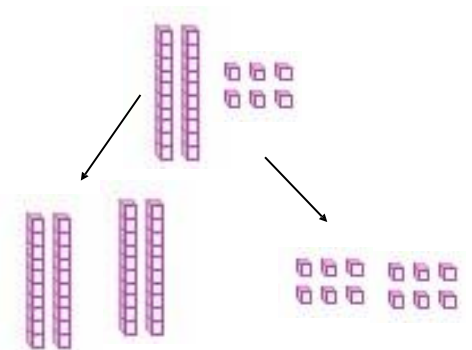
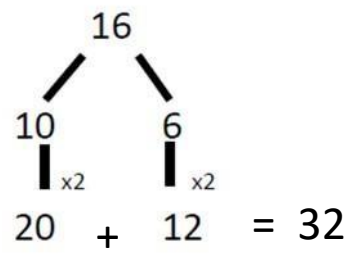
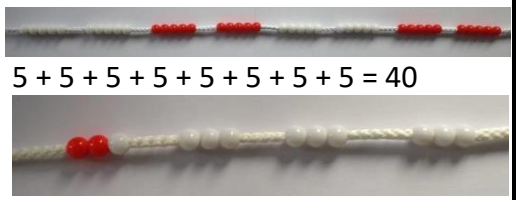
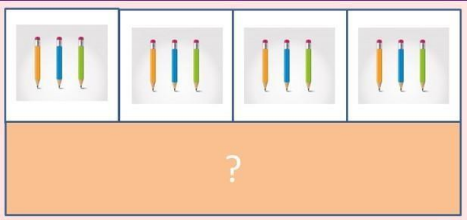
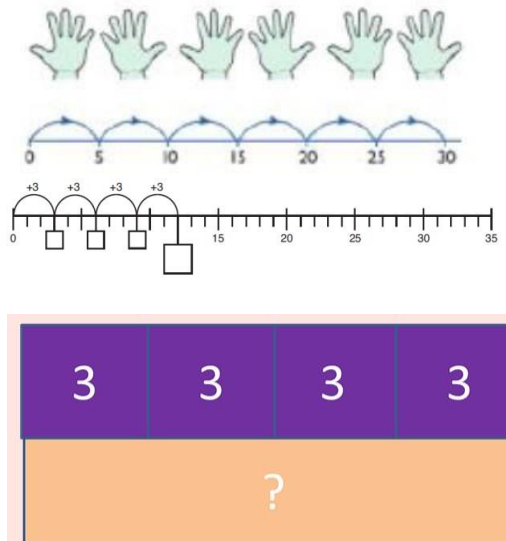
Objective & Strategy	Concrete	Pictorial	Abstract
<p>Subtracting tens and ones</p> <p>Year 4 subtract with up to 4 digits.</p> <p><i>Introduce decimal subtraction through context of money</i></p>	<p>$234 - 179$</p> <p>Model process of exchange using Numicon, base ten and then move to PV counters.</p>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




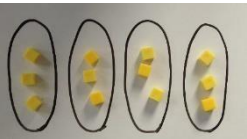
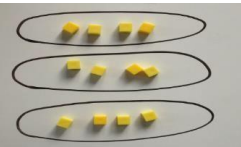
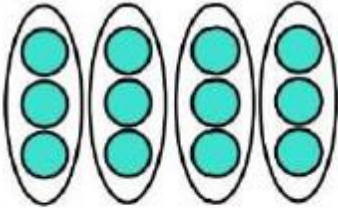
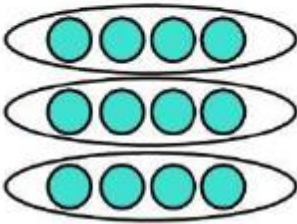


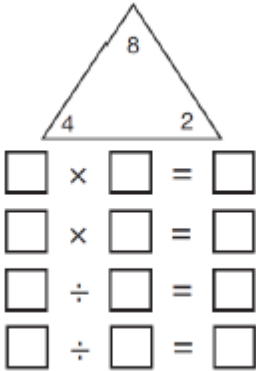
Y4-6 SUBTRACTION -

Objective & Strategy	Concrete	Pictorial	Abstract
Doubling	<p>Use practical activities using manipulatives including cubes and Numicon to demonstrate doubling.</p>  <p>double 4 is 8 $4 \times 2 = 8$</p>	<p>Draw pictures to show how to double numbers</p> <p>Double 4 is 8</p> 	<p>Partition a number and then double each part before recombining it back together.</p>  <p>16 10 6 x2 x2 20 + 12 = 32</p>
Counting in multiples	<p>Count the groups as children are skip counting, children may use their fingers as they are skip counting.</p> 	 <p>Children make representations to show counting in multiples.</p> 	<p>Count in multiples of a number aloud.</p> <p>Write sequences with multiples of numbers.</p> <p>2, 4, 6, 8, 10</p> <p>5, 10, 15, 20, 25, 30</p>
Making equal groups and counting the total	  <p>$\square \times \square = 8$</p> <p>Use manipulatives to create equal groups.</p>	<p>Draw  to show $2 \times 3 = 6$</p> <p>Draw and make representations</p>	<p>$2 \times 4 = 8$</p>

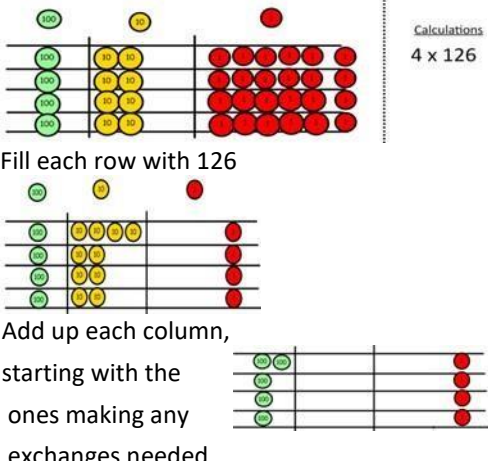
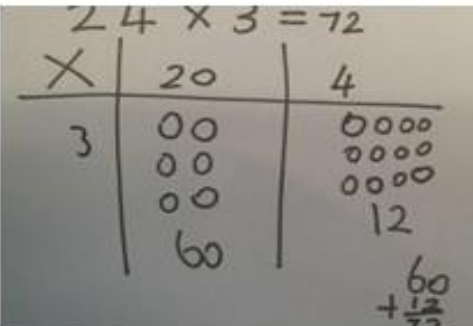
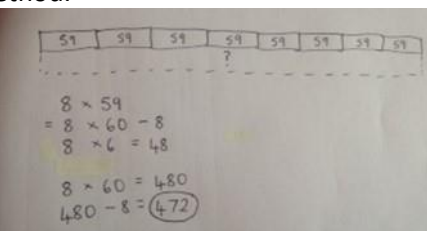
Objective & Strategy	Concrete	Pictorial	Abstract
Repeated addition	 <p>Use different objects to add equal groups</p>	<p>Use pictorial including number lines to solve problems.</p> <p>10 There are 3 sweets in one bag. How many sweets are in 5 bags altogether?</p> <p>$3+3+3+3+3 = 15$</p> 	<p>Write addition sentences to describe objects and pictures.</p> 
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> 	<p>$3 \times 2 = 6$</p> <p>$2 \times 5 = 10$</p>

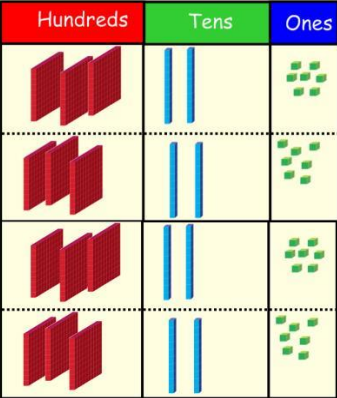
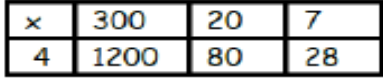
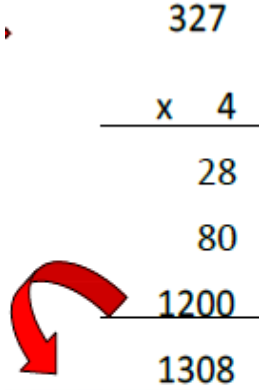
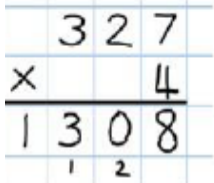
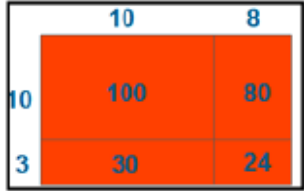
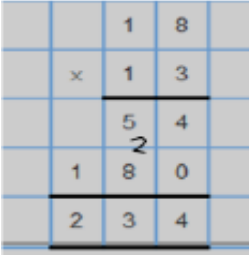

Y2 MULTIPLICATION X

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>  $16 \begin{matrix} \swarrow & \searrow \\ 10 & 6 \end{matrix} \begin{matrix} \downarrow \times 2 & \downarrow \times 2 \\ 20 & 12 \end{matrix} \quad + \quad = 32$
Counting in multiples of 2, 3, 4, 5, 10 from 0 (repeated addition)	<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> $4 \times 3 = \square$

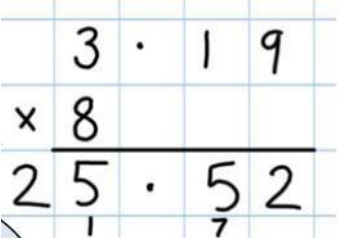
Objective & Strategy	Concrete	Pictorial	Abstract
<p>Multiplication is commutative</p>	<p>Create arrays using counters and cubes and Numicon.</p>    <p>Pupils should understand that an array can represent different equations and that, as multiplication is commutative, the order of the multiplication does not affect the answer.</p>  	<p>Use representations of arrays to show different calculations and explore commutativity.</p>  	<p>$12 = 3 \times 4$</p> <p>$12 = 4 \times 3$</p> <p>Use an array to write multiplication sentences and reinforce repeated addition.</p>  <p>$5 + 5 + 5 = 15$</p> <p>$3 + 3 + 3 + 3 + 3 = 15$</p> <p>$5 \times 3 = 15$</p> <p>$3 \times 5 = 15$</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>$2 \times 4 = 8$</p> <p>$4 \times 2 = 8$</p> <p>$8 \div 2 = 4$</p> <p>$8 \div 4 = 2$</p> <p>$8 = 2 \times 4$</p> <p>$8 = 4 \times 2$</p> <p>$2 = 8 \div 4$</p> <p>$4 = 8 \div 2$</p> <p>Show all 8 related fact family sentences.</p>



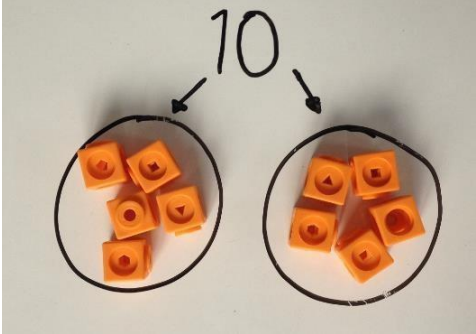

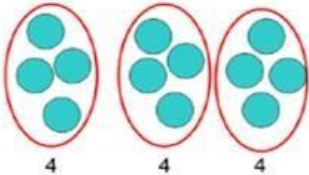
Objective & Strategy	Concrete	Pictorial	Abstract
Grid method	<p>Show the links with arrays to first introduce the grid method.</p> 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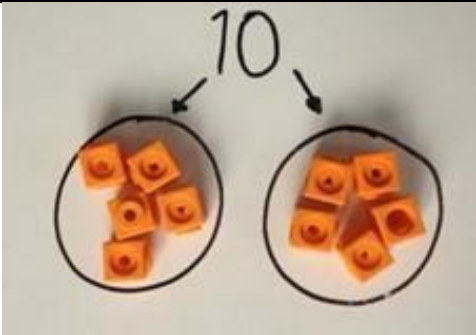
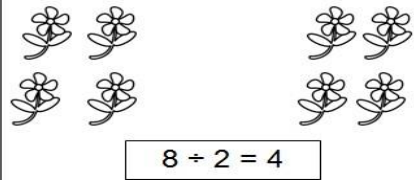
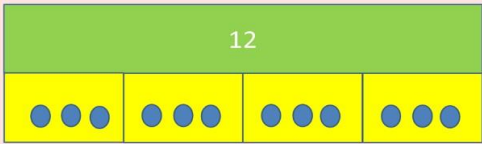
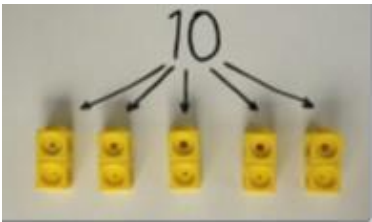
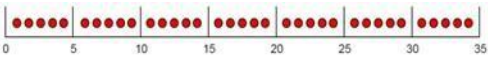
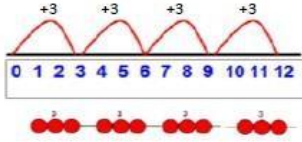

Objective & Strategy	Concrete	Pictorial	Abstract																																													
<p>Grid method recap from year 3 for 2-digits x 1 digit</p> <p>Move to multiplying digit numbers by 1 digit. (year 4 expectation)</p>	<p>Use place value counters to show how we are finding groups of a number. We are multiplying by 4 so we need 4 rows</p>  <p>Calculations 4×126</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="1487 371 1834 491"><tr><td>X</td><td>30</td><td>5</td></tr><tr><td>7</td><td>210</td><td>35</td></tr></table> <p>$210 + 35 = 245$</p>	X	30	5	7	210	35																																							
X	30	5																																														
7	210	35																																														
<p>Column multiplication</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. $321 \times 2 = 642$</p> <table border="1" data-bbox="374 1010 680 1417"><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="927 882 1252 971"><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>→</p> <p>The grid method may be used to show how this relates to a formal written method.</p> 	x	300	20	7	4	1200	80	28	<table data-bbox="1599 874 1789 1251"><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>↶</p> <table border="1" data-bbox="1431 1299 1666 1482"><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></tr><tr><td></td><td></td><td>1</td><td>2</td></tr></table> <p>This may lead to a compact method.</p>	327	x 4	28	80	1200	1308		3	2	7	x			4		1	3	0			1	2
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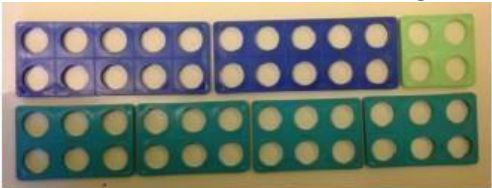

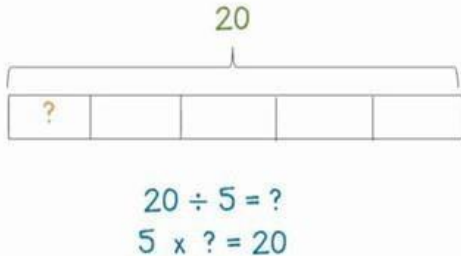
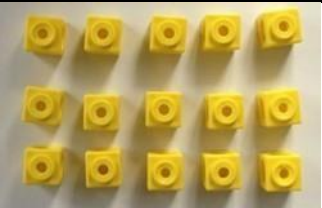
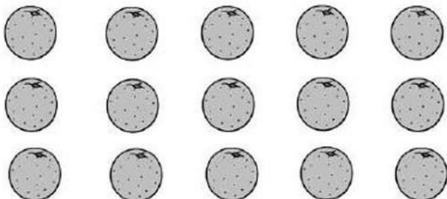
Objective & Strategy	Concrete	Pictorial	Abstract
<p>Column Multiplication for 3 and 4 digits x 1 digit.</p>	 <p>It is important at this stage that they always multiply the ones first</p> <p>Children can continue to be supported by place value counters at the stage of multiplication. This initially done where there is no regrouping. $321 \times 2 = 642$</p>		 <p>This will lead to a compact method.</p> 
<p>Column multiplication</p>	<p>Manipulatives may still be used with the corresponding long multiplication modelled alongside.</p>	 <p>Continue to use bar modelling to support problem solving</p>	 <p>18 x 3 on the first row (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> 

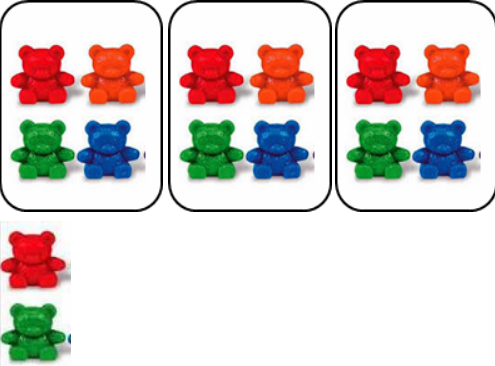
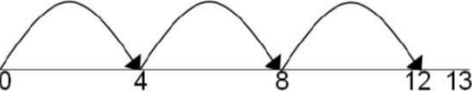

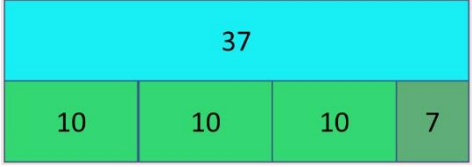
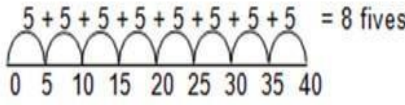
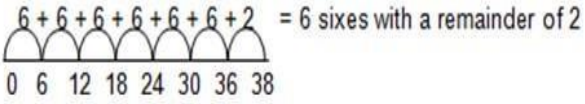
Y5-6 MULTIPLICATION X

Objective & Strategy	Concrete	Pictorial	Abstract
Multiplying decimals up to 2 decimal places by a single digit.			<p>Remind children that the single digit belongs in the units column. Line up the decimal points in the question and the answer.</p> 

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 4</p>

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>

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> 	<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 $15 \div 3 = 5$ $5 \times 3 = 15$</p> <p> $15 \div 5 = 3$ $3 \times 5 = 15$</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> $7 \times 4 = 28$ $4 \times 7 = 28$ $28 \div 7 = 4$ $28 \div 4 = 7$ $28 = 7 \times 4$ $28 = 4 \times 7$ $4 = 28 \div 7$ $7 = 28 \div 4$

Objective & Strategy	Concrete	Pictorial	Abstract
Division with remainders.	<p>$14 \div 3 =$</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>Complete written divisions and show the remainder using r.</p> <p>$29 \div 8 = 3 \text{ REMAINDER } 5$</p> <p> \uparrow \uparrow \uparrow \uparrow dividend divisor quotient remainder </p>
		<p>Example without remainder:</p> <p>$40 \div 5$</p> <p>Ask "How many 5s in 40?"</p>  <p>$5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = 8 \text{ fives}$</p> <p>Example with remainder:</p> <p>$38 \div 6$</p>  <p>$6 + 6 + 6 + 6 + 6 + 6 + 2 = 6 \text{ sixes with a remainder of } 2$</p> <p>For larger numbers, when it becomes inefficient to count in single multiples, bigger jumps can be recorded using known facts.</p>	

Y3

DIVISION

÷

Objective & Strategy	Concrete	Pictorial	Abstract
<p>Divide at least 3 digit numbers by 1 digit.</p> <p>Short Division</p>	<p>$96 \div 3$</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Tens Units</p> <p>3 2</p> </div> <div style="text-align: center;"> <p>3</p> </div> </div> <p>Use place value counters to divide using the bus stop method alongside.</p> <div style="display: flex; align-items: center;"> <div style="margin-left: 20px;"> <p>Calculations</p> <p>$42 \div 3$</p> </div> </div> <p>$42 \div 3 =$</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> <div style="display: flex; align-items: center;"> <div style="margin-left: 20px;"> </div> </div> <p>We exchange this ten for ten ones and then share the ones equally among the groups.</p> <div style="display: flex; align-items: center;"> <div style="margin-left: 20px;"> </div> </div> <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> $\begin{array}{r} 86 \text{ r } 2 \\ 5 \overline{) 432} \end{array}$ <p>Finally move into decimal places to divide the total accurately.</p> $\begin{array}{r} 14.6 \\ 35 \overline{) 511.0} \end{array}$ $\begin{array}{r} 0663 \text{ r } 5 \\ 8 \overline{) 53029} \end{array}$

Objective & Strategy	Concrete	Pictorial	Abstract
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Long Division

1 -----

Step 1-a remainder in the ones

$$\begin{array}{r}
 \text{h t o} \\
 041 \text{ R}1 \\
 4 \overline{) 165}
 \end{array}$$

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.

$$\begin{array}{r}
 \text{th h t o} \\
 0400 \text{ R}7 \\
 8 \overline{) 3207}
 \end{array}$$

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 ÷

Objective & Strategy	Concrete	Pictorial	Abstract
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Long Division

1 - - - - -

Step 1 continued...

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

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: $4 \times 61 + 3 = 247$

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

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 ÷

Objective & Strategy	Concrete	Pictorial	Abstract
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Long Division

Step 2—a remainder in the tens

1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
$\begin{array}{r} \text{tens} \\ 2 \overline{)58} \end{array}$ <p>Two goes into 5 two times, or 5 tens ÷ 2 = 2 whole tens – but there is a remainder!</p>	$\begin{array}{r} \text{tens} \\ 2 \overline{)58} \\ -4 \\ \hline 1 \end{array}$ <p>To find it, multiply $2 \times 2 = 4$, write that 4 under the five, and subtract to find the remainder of 1 ten.</p>	$\begin{array}{r} \text{tens} \\ 2 \overline{)58} \\ -4 \\ \hline 18 \end{array}$ <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.
$\begin{array}{r} \text{tens} \\ 2 \overline{)58} \\ -4 \\ \hline 18 \end{array}$ <p>Divide 2 into 18. Place 9 into the quotient.</p>	$\begin{array}{r} \text{tens} \\ 2 \overline{)58} \\ -4 \\ \hline 18 \\ -18 \\ \hline 0 \end{array}$ <p>Multiply $9 \times 2 = 18$, write that 18 under the 18, and subtract.</p>	$\begin{array}{r} \text{tens} \\ 2 \overline{)58} \\ -4 \\ \hline 18 \\ -18 \\ \hline 0 \end{array}$ <p>The division is over since there are no more digits in the dividend. The quotient is 29.</p>

y6

DIVISION ÷

Objective & Strategy	Concrete	Pictorial	Abstract
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Long Division

Step 2-a remainder in any of the place values

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

y6

DIVISION \div

