

# St Johns First School Calculation Policy

## About Our Calculation Policy

The following calculation policy has been devised to meet requirements of the National Curriculum 2014 for the teaching and learning of mathematics. It is also designed to give pupils a consistent and smooth progression of learning in calculations across the school. Please note that the early learning in number calculation in Reception follows the 'Development Matters' EYFS Document, and this calculation policy is designed to build on progressively from the content and methods established in the Early Years Foundation Stage.

## Age Stage Expectations

The calculation policy is organised according to age stage expectations as set out in the National Curriculum 2014. However it is vital that pupils are taught according to the stage that they are currently working at, being moved onto the next level as soon as they are ready, or working at a lower stage until they are secure enough to move on.

## Providing a context for calculation

It is important that any type of calculation is given a real life context or problem solving approach to help build children's understanding of the purpose of calculation. This then helps them to recognise when to use certain operations and methods when faced with problems. This must be a priority within calculation lessons.

## Choosing a calculation method:

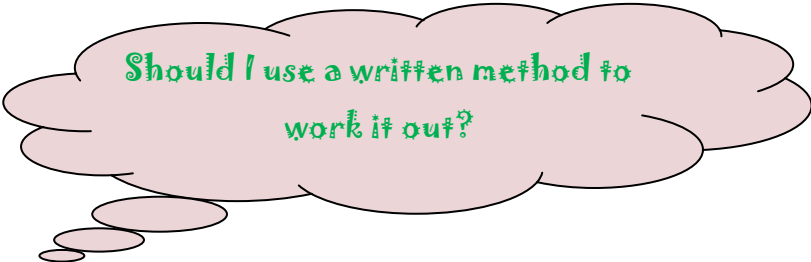
Children need to be taught and encouraged to use the following processes in deciding what approach they will take to a calculation, to ensure they select the most appropriate method for the numbers involved:



Can I do it in my head using a mental strategy?



Could I use some jottings to help me?

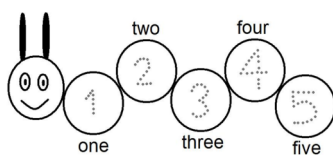


Should I use a written method to work it out?

To work out a tricky calculation:
Approximate.
Calculate.
Check.

## Reception

### Addition of single digit numbers



Use numbered number tracks and number lines to add, by counting on in ones. Encourage children to start with the **larger** number and count on.

#### Children should:

Have access to a wide range of counting equipment, everyday objects, number tracks and number lines, and be shown numbers in different contexts.

Add by combining two sets of objects into one group eg 5 cubes and 3 cubes

Add two single digit numbers by counting on

Count reliably with numbers from 0-20

Say 1 more than a given number to 20

Solve problems including doubling

#### Key Vocabulary

*Add, more, plus, and, make, altogether, total, equal to, double, most, count on, number line*

#### *Key Skills for addition in Reception*

*Correct number formation 0-20*

*Read and write number 0-20*

*Given a number 0-20 say 1 more*

*Count in multiples of 1, 2 and 10*

*Solve simple 1 step problems using objects, number lines and pictorial representations*

*Count on to solve addition problems*

*Recall bonds to 10*

# Addition



## Year 1 Add with numbers up to 20

Use numbered number lines to add, by counting on in ones. Encourage children to start with the **larger** number and count on.



Children should:

- Have access to a wide range of counting equipment, everyday objects, number tracks and number lines (including blank number lines), and be shown numbers in different contexts.
- Read and write the addition (+) and equals (=) signs within number sentences.
- Interpret addition number sentences and solve missing box problems, using concrete objects and number line addition to solve them:  $8 + 3 = \square$   
 $15 + \square = 19$      $5 + 3 + 1 = \square$      $\square + \square = 6$

This builds on from prior learning of adding by combining two sets of objects into one group (5 cubes and 3 cubes) in Early Years.

Bead strings or bead bars can be used to illustrate addition including bridging through ten by counting on 2 then counting on 3.

$$8 + 5$$



**Key vocabulary:** *add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line*

**Key skills for addition at Y1:**

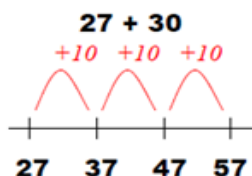
- Read and write numbers to 100 in numerals, incl. 1–20 in words
- Recall bonds to 10 and 20, and addition facts within 20
- Count to and across 100
- Count in multiples of 1, 2, 5 and 10
- Solve simple 1-step problems involving addition, using objects, number lines and pictorial representations
- Understand the place value of 2-digit numbers by partitioning into tens and ones.
- Given a number, say one more or one less and ten more or ten less

# Addition

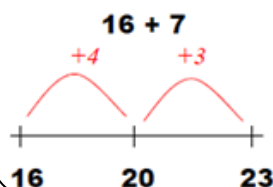


**Year 2** Add with 2-digit numbers Developing mental fluency with addition and place value involving 2-digit numbers, then establish more formal methods.

Add 2-digit numbers and tens:

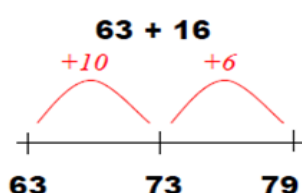


Add 2-digit numbers and units:



Use empty number lines, concrete equipment, hundred squares etc. to build confidence and fluency in mental addition skills.

Add pairs of 2-digit numbers,



To support understanding, pupils should physically make and carry out the calculation with Dienes, base 10 apparatus place value arrow cards or Numicon. Then compare their practical version to the written form, to help them to build an understanding of it.

**Key vocabulary:** *add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, sum, tens, ones /units, partition, addition, column, tens boundary*

**Key skills for addition at Y2:**

- Add a 2-digit number and ones bridging the tens. (e.g.  $27 + 6$ )
- Add a 2-digit number and tens (e.g.  $23 + 40$ )
- Add pairs of 2-digit numbers (e.g.  $35 + 47$ )
- Add three single-digit numbers (e.g.  $5 + 9 + 7$ )
- Show that adding can be done in any order (the commutative law)
- Recall bonds to 20 and bonds of tens to 100 ( $30 + 70$  etc.)
- Count in steps of 2, 3 and 5 and count in tens from any number
- Understand the place value of 2-digit numbers (tens and ones)
- Compare and order numbers to 100 using  $<$   $>$  and  $=$  signs
- Read and write numbers to at least 100 in numerals and words
- Solve problems with addition, using concrete objects, pictorial representation, involving numbers, quantities and measures and applying written and mental methods

# Addition



## Year 3 Add numbers with up to 3-digits.

To support understanding, pupils should physically make and carry out the calculation with Dienes, Numicon, or place value arrow cards then compare their practical version to the written form, to help them to build an understanding of it.

Introduce the **expanded column addition method**:

$$\begin{array}{r} 360 + 157 \\ 300 \quad 60 \quad 0 \\ + 100 \quad 50 \quad 7 \\ \hline 400 \quad 110 \quad 7 \\ = 517 \end{array}$$

Add the **units** first, in preparation for the compact method.

**Compact method:**

In order to carry out this method of addition

Children need to recognise the value of the hundreds, tens and ones/units.

Children need to be able to add in columns

Add **units** first.

$$\begin{array}{r} 236 \\ + 73 \\ \hline 309 \\ 1 \end{array}$$

'Carry' numbers below the bottom line

**Move to the compact column addition method with 'Carrying'**

Children who are very secure and confident with 3-digit expanded column addition should be moved onto the **compact column addition** method, being introduced to 'carrying' for the first time. Compare the expanded method to the compact column method to develop an understanding of the process and the reduced number of steps involved.

Remind pupils the actual value is '**three tens add seven tens**', not '**three add seven**' which equals ten tens.

**Key vocabulary:** *add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, sum, tens, units, partition, plus, addition, column, tens boundary, **hundreds boundary, increase, vertical, 'carry', expanded, compact***

**Key skills for addition at Y3:**

- Count, read and write numbers to 1000 in numerals and words
- Add 2-digit numbers mentally, incl. those exceeding 100
- **Add a three-digit number and ones mentally (175 + 8)**
- **Add a three-digit number and tens mentally (249 + 50)**
- **Add a three-digit number and hundreds mentally (381 + 400)**
- Estimate answers to calculations, using inverse to check answers.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition
- Recognise place value of each digit in 3-digit numbers (hundreds, tens, units.)
- Continue to practise a wide range of mental addition strategies, ie. number bonds, adding the nearest multiple of 10, 100, 1000 and adjusting, using near doubles, partitioning and recombining

# Addition



## Year 4 Add numbers with up to 4 digits

Continue to use practical apparatus for those who still need the visual Experience using Dienes, Numicon and place value arrow cards .

Move from expanded addition to the compact column method, **adding units first**, and 'carrying' numbers **below** the calculation. Also include money and measures contexts.

e.g.  $1236 + 73 =$

$$\begin{array}{r} 1236 \\ + 73 \\ \hline 1309 \\ 1 \end{array}$$

Introduce the **compact column addition** method by asking children to add the two given numbers together using the method that they are familiar with (expanded column addition—see Y3). Teacher models the compact method with carrying, asking children to discuss similarities and differences and establish how it is carried out.

Add **units** first.

'Carry' numbers **below** the bottom line

Reinforce correct place value by reminding them the actual value is 5 hundreds add 3 hundreds, not 5 add 3, for example.

Use and apply this method to money and measurement values.

**Key vocabulary:** *add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, sum, tens, units, partition, plus, addition, column, tens boundary, hundreds boundary, increase, vertical, 'carry', expanded, compact, **thousands, hundreds, digits, inverse***

### Key skills for addition at **Y4**:

- Select most appropriate method: mental, jottings or written and explain why
- Recognise the place value of each digit in a four-digit number
- Round any number to the nearest 10, 100 or 1000
- Estimate and use inverse operations to check answers
- Solve 2-step problems in context, deciding which operations and methods to use and why
- Find 1000 more or less than a given number
- Continue to practise a wide range of mental addition strategies, ie. number bonds, add the nearest multiple of 10, 100, 1000 and adjust, use near doubles, partitioning and recombining
- Add numbers with up to 4 digits using the formal written method of column addition
- Solve 2 step problems in contexts, deciding which operations and methods to use and why
- Estimate and use inverse operations to check answers to calculation



# Addition



## Year 5 Add numbers with more than 4 digits including

**2 decimal places.** Continue to use practical apparatus for those who still need the visual experience using Dienes, Numicon, arrow cards and place value counters. Include money, measures and decimals with different numbers of decimal places.

$$\begin{array}{r} \text{£ } 23.59 \\ + \text{£ } 7.55 \\ \hline \text{£ } 31.14 \end{array}$$

The decimal point should be aligned in the same way as the other place value columns, and must remain in the same column in the answer row.

$$\begin{array}{r} 23481 \\ + 1362 \\ \hline 24843 \end{array}$$

Numbers should exceed 4 digits.

$$\begin{array}{r} 19.01 \\ 3.65 \\ + 0.70 \\ \hline 23.36 \end{array}$$

Pupils should be able to add **more than two values**, carefully aligning place value columns.

Say '6 tenths add 7 tenths' to reinforce place value.

Empty decimal places can be filled with a place holder to show the place value in each

**Children should:**

- Understand the place value of **tenths and hundredths** and use this to align numbers with different numbers of decimal places.

**Key vocabulary:** *add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, sum, tens, units, partition, plus, addition, column, tens boundary, hundreds boundary, increase, 'carry', expanded, compact, vertical, thousands, hundreds, digits, inverse & decimal places, decimal point, tenths, hundredths, thousandths*

### **Key skills for addition at Y5:**

- Add numbers mentally with increasingly large numbers, using and practising a range of mental strategies ie. add the nearest multiple of 10, 100, 1000 and adjust; use near doubles, inverse, partitioning and re-combining; using number bonds
- Use rounding to check answers and accuracy
- Solve multi-step problems in contexts, deciding which operations and methods to use and why
- Read, write, order and compare numbers to at least 1 million and determine the value of each digit
- Round any number up to 1, 000, 000 to the nearest 10, 100, 1000, 10,000 and 100,000
- Add numbers with more than 4 digits using formal written method of columnar addition

# Addition



## Year 6 Add several numbers of increasing complexity (up to 3 decimal places)

	2	3	.	3	6	1
		9	.	0	8	0
		5	9	.	7	7
+		1	.	3	0	0
<hr/>						
	9	3	.	5	1	1
	2	1		2		

Adding several numbers with different numbers of decimal places (including money and measures):

- Tenths, hundredths and thousandths should be correctly aligned, with the decimal point lined up vertically including in the answer row.

Empty decimal places should be filled with zero to show the place value in each column.

	8	1	0	5	9
		3	6	6	8
		1	5	3	0
+	2	0	5	5	1
<hr/>					
	1	2	0	5	7
	1	1	1	1	

Adding several numbers with more than 4 digits.

**Key vocabulary:** *add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, sum, tens, units, partition, plus, addition, column, tens boundary, hundreds boundary, increase, 'carry', expanded, compact, vertical, thousands, hundreds, digits, inverse, decimal places, decimal point, tenths, hundredths, thousandths*

### Key skills for addition at Y6:

- Perform mental calculations, including with mixed operations and large numbers, using and practising a range of mental strategies
- Solve multi-step problems in context, deciding which operations and methods to use and why
- Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy
- Read, write, order and compare numbers up to 10 million and determine the value of each digit
- Round any whole number to a required degree of accuracy
- Pupils understand how to add mentally with larger numbers and calculations of increasing complexity



## Reception

### **Subtraction** within single digit numbers

Use numbered number tracks and number lines to subtract, by counting back in ones.



#### **Children should:**

Have access to a wide range of counting equipment, everyday objects, number tracks and number lines, and be shown numbers in different contexts.

Take away by using a group of objects eg one group of 6 cubes take away 2 cubes

Subtract two single digit numbers by counting back

Count reliably with numbers from 0-20

Say 1 less than a given number to 20

Solve problems including halving and sharing

#### **Key vocabulary**

equal to, take away, less, minus, subtract, leaves, how many more, how many fewer/less than, most/least, count back, how many left, how much less is\_?

#### **Key Skills for subtraction in Reception**

*Correct number formation 0-20*

*Read and write number 0-20*

*Given a number 0-20 say 1 less*

*Count to 20 forward and backward*

*Count back to solve subtraction problems*

# Subtraction

## Year 1 Subtract from numbers up to 20

Children consolidate understanding of subtraction **practically**, showing subtraction on bead strings, using cubes, number lines, Numicon and small world objects in familiar contexts, and are introduced to more formal recording using number lines as below:

Read, write and interpret number sentences with - and = signs.

**Count back** in ones on a numbered number line (and a blank number line) to take away, with numbers up to 20: Count (jumps) below the line.

Model subtraction using hundred squares and numbered number lines/tracks and practically.

Find the difference between

This will be introduced

practically with the

language 'find the

difference between' and

'how many more?' in a

range of familiar contexts



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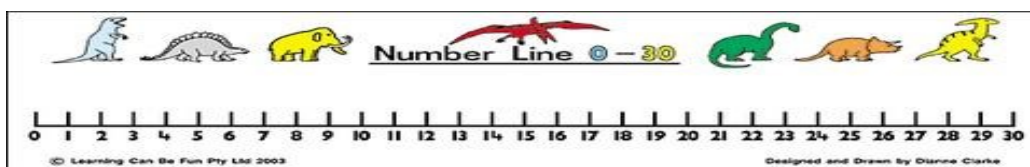


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The difference

'Seven is 3 more than four'

'I am 2 years older than my sister'



**Key vocabulary:** *equal to, take, take away, less, minus, subtract, leaves, difference between, how many more, how many fewer / less than, most, least, count back, how many left, how much less is\_?*

### Key skills for subtraction at **Y1**:

- Given a number, say **one more or one less** and **ten more or ten less**
- Count to and over 100, **forward and back**, from any number
- Represent and use **subtraction facts to 20 and within 20**
- Subtract with **one-digit and two-digit** numbers to 20, including zero
- Solve one-step problems that involve addition and subtraction, using concrete objects (ie bead string, objects, cubes) and pictures, and missing number problems
- Read and write numbers from 0 to 20 in numerals and words

# Subtraction

## Year 2 Subtract with 2-digit numbers

Subtract on a number line by counting back, aiming to develop mental subtraction skills.

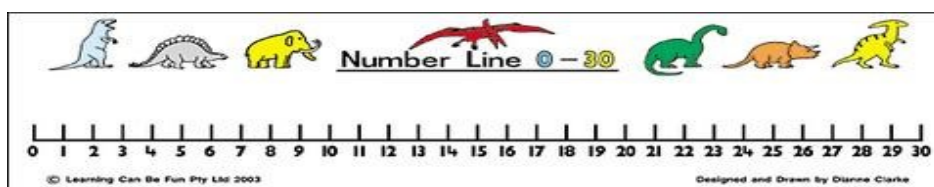
Use Dienes blocks for subtraction calculations too.

This strategy will be used for:

- 2-digit numbers subtract units (by taking away / counting back) e.g.  $36-7$
- 2-digit numbers subtract tens (by taking away / counting back) e.g.  $48-30$
- Subtracting pairs of 2-digit numbers (see below:)

### Subtracting by counting back :

Counting under the line, subtracting the units/ ones then the tens.  $47-23=24$  Partition the second number and subtract it units/ones then tens. Move towards more efficient jumps back



### Subtracting by finding the difference using a number line:

Always count to the next ten (Children will need knowledge of number bonds). Then do single jumps then jumps or ten.

Mental strategy- subtract numbers close together by counting on.

Many mental strategies are taught to recognise that when numbers are close together, it is more efficient to count on the difference. They need to be clear about the relationship between addition and subtraction.

Eg start with the smaller number and count on to the largest.

**Key vocabulary:** *equal to, take, take away, less, minus, subtract, leaves, difference between, how many more, how many fewer / less than, most, least, count back, how many left, how much less is\_? difference, count on, strategy, partition, tens, units*

### Key skills for subtraction at **Y2**:

- Recognise the place value of each digit in a two-digit number.
- Recall and use subtraction facts to 20 fluently, and derive and use related facts up to 100.
- Subtract using concrete objects, pictorial representations, 100 squares and mentally, including: a two-digit number and ones, a two-digit number and tens, and two two-digit numbers.
- Show that subtraction of one number from another cannot be done in any order.
- Recognise and use **inverse relationship between addition and subtraction**, using this to check calculations and missing number problems.
- Solve simple addition and subtraction problems including measures, using concrete objects, pictorial representation, and also applying their increasing knowledge of mental and written methods.
- Read and write numbers to at least 100 in numerals and in words.

# Subtraction

## Year 3 Subtracting with 2 and 3-digit numbers.

Introduce **partitioned column subtraction** method.

**STEP 1:** introduce this method with examples where **no exchanging** is required.

$$\begin{array}{r} 89 - 35 = 54 \\ \begin{array}{r} 80 \quad 9 \\ - 30 \quad 5 \\ \hline 50 \quad 4 \end{array} \end{array}$$

When learning to 'exchange', explore 'partitioning in different ways' so that pupils understand that when you exchange, the **VALUE** is the same ie  $72 = 70+2 = 60+12 = 50+22$  etc. Emphasise that the **value hasn't changed**, we have just partitioned it in a different way.

**STEP 2:** introduce 'exchanging' through practical subtraction. Make the larger number with Base 10, then subtract 47 from it.

$$72 - 47$$



$$\begin{array}{r} 60 \quad 12 \\ 70 \quad 2 \\ - 40 \quad 7 \\ \hline 20 \quad 5 = 25 \end{array}$$

Before subtracting '7' from the 72 blocks, they will need to exchange a row of 10 for ten units. Then subtract 7, and subtract 4 tens.

**STEP 3:** Once pupils are secure with the understanding of 'exchanging', they can use the partitioned column method to subtract any 2 and 3-digit numbers.

$$\begin{array}{r} 238 - 146 = 92 \\ \begin{array}{r} 200 \quad 30 \quad 8 \\ - 100 \quad 40 \quad 6 \\ \hline 100 \quad 90 \quad 2 \end{array} \end{array}$$

Subtracting money: partition into e.g. £1 + 30p + 8p

### Counting on as a mental strategy for subtraction:

Continue to reinforce counting **on** as a strategy for **close-together numbers** (e.g. 121—118), and also for numbers that are 'nearly' multiples of 10, 100, 1000 or £s, which make it easier to count on (e.g. 102-89, 131—79, or calculating change from £1 etc.).

Start at the smaller number and count on units first then tens to find the rest of the difference.

**Key vocabulary:** *equal to, take, take away, less, minus, subtract, leaves, difference between, how many more, how many fewer / less than, most, least, count back, how many left, how much less is\_? difference, count on, strategy, partition, tens, units exchange, decrease, hundreds, value, digit*

### Key skills for subtraction at **Y3**:

- Subtract mentally a: **3-digit number and ones**, **3-digit number and tens**, **3-digit number and hundreds**.
- Estimate answers and use inverse operations to check.
- Solve problems, including missing number problems.
- Find 10 or 100 more or less than a given number.
- Recognise the place value of each digit in a 3-digit number.
- Counting up differences as a mental strategy when numbers are close together or near multiples of 10
- Read and write numbers up to 1000 in numerals and words.
- Practise mental subtraction strategies, such as subtracting near multiples of 10 and adjusting (e.g. subtracting 19 or 21), and select most appropriate methods to subtract, explaining why.

Approximate,  
Calculate,  
Check.

**Equipment:** See year 2.

# Subtraction

## Year 4 Subtract with up to 4-digit numbers

Partitioned column subtraction with 'exchanging' (decomposition):

$$\begin{array}{r}
 2754 - 1562 = 1192 \\
 \hline
 2000 \quad \overset{600}{\cancel{700}} \quad 50 \quad 4 \\
 - 1000 \quad 500 \quad 60 \quad 2 \\
 \hline
 1000 \quad 100 \quad 90 \quad 2
 \end{array}$$

As introduced in Y3, but moving towards more complex numbers and values. Use **place value counters** to reinforce

Subtracting money: partition into £1 + 30 + 5 for example.

Compact column subtraction

$$\begin{array}{r}
 2754 \\
 - 1562 \\
 \hline
 1192
 \end{array}$$

To introduce the compact method, ask children to perform a subtraction calculation with the familiar partitioned column subtraction then display the compact version for the calculation they have done. Ask pupils to consider how it relates to the method they know, what is similar and what is different, to develop an understanding of it.

Give plenty of opportunities to apply this to money and measures.

Always encourage children to consider the best method for the numbers involved—mental, counting on, counting back or written method.

### Mental strategies

A variety of mental strategies **must** be taught and practised, including counting on to find the difference where numbers are closer together, or where it is easier to count on. **Continue to use apparatus for children who require it.**

Approximate,  
Calculate,  
Check.

**Key vocabulary:** *equal to, take, take away, less, minus, subtract, leaves, difference between, how many more, how many fewer / less than, most, least, count back, how many left, how much less is, difference, count on, strategy, partition, tens, units, exchange, decrease, hundreds, value, digit, inverse*

### Key skills for subtraction at Y4:

- Subtract by counting on where numbers are close together or they are near to multiples of 10, 100 etc.
- Children select the most appropriate and efficient methods for given subtraction calculations.
- Estimate and use inverse operations to check answers.
- Solve addition and subtraction 2-step problems, choosing which operations and methods to use and why.
- Solve simple measure and money problems involving fractions and decimals to two decimal places.
- Find 1000 more or less than a given number.
- Count backwards through zero, including negative numbers.
- Recognise place value of each digit in a 4-digit number
- Solve number and practical problems that involve the above, with increasingly large positive numbers.

# Subtraction

**Year 5** Subtract with at least 4-digit numbers and 2 decimal places.

including money, measures, decimals.

Compact column subtraction

(with 'exchanging').

	10				
	3	10	5	6	
-		2	1	2	8
	2	8	9	2	8

Subtracting with larger integers.

	10		8		
	7	10	6	9	0
-		3	7	2	5
	6	7	9	6	5

Subtract with decimal values, including mixtures of integers and decimals, aligning the decimal point.

Create lots of opportunities for subtracting and finding differences with money and measures.

Add a place holder in any empty decimal places to aid understanding of what to subtract in that column.

Approximate,  
Calculate,  
Check.

**Key vocabulary:** *equal to, take, take away, less, minus, subtract, leaves, difference between, how many more, how many fewer / less than, most, least, count back, how many left, how much less is\_? difference, count on, strategy, partition, tens, units exchange, decrease, hundreds, value, digit, inverse, tenths, hundredths, decimal point, decimal, integer.*

**Key skills for subtraction at Y5:**

- Subtract numbers mentally with increasingly large numbers .
- Use rounding and estimation to check answers to calculations and determine, in a range of contexts, levels of accuracy .
- Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.
- Read, write, order and compare numbers to at least 1 million and determine the value of each digit.
- Count forwards or backwards in steps of powers of 10 for any given number up to 1 million.
- Interpret negative numbers in context, counting forwards and backwards with positive and negative integers through zero.
- Round any number up to 1 million to the nearest 10, 100, 1000, 10,000 and 100,000.



# Subtraction

**Year 6** Subtracting with increasingly large and more complex numbers and decimal values.

	0	1	5	0	6	9	9		
-			8	9	9	4	9		
			6	0	7	5	0		

Using the compact column method to subtract more complex integers

	1	0	5	.	3	4	1	9	kg	
-			3	6	.	0	8	0	kg	
			6	9	.	3	3	9	kg	

Using the compact column method to subtract money and measures, including decimals with different numbers of decimal places.

Empty decimal places can be filled with **zero** to show the place value in each column.

Pupils should be able to apply their knowledge of a range of mental strategies, mental recall skills, and informal and formal written methods when selecting **the most appropriate method** to work out subtraction problems.

Approximate,  
Calculate,  
Check .

**Key vocabulary:** *equal to, take, take away, less, minus, subtract, leaves, difference between, how many more, how many fewer / less than, most, least, count back, how many left, how much less is\_? difference, count on, strategy, partition, tens, units exchange, decrease, hundreds, value, digit, inverse, tenths, hundredths, decimal point, decimal*

**Key skills for subtraction at Y6:**

- Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.
- Read, write, order and compare numbers up to 10 million and determine the value of each digit
- Round any whole number to a required degree of accuracy
- Use negative numbers in context, and calculate intervals across zero.
- Children need to utilise and consider a range of mental subtraction strategies, jottings and written methods before choosing how to calculate.



# Multiplication



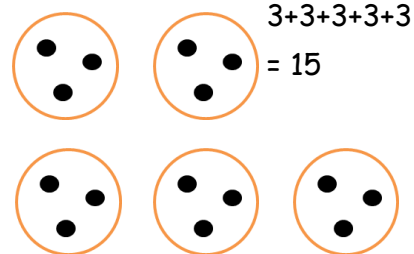
**Year 1** Multiply with concrete objects, arrays and pictorial representations.

How many legs will 3 teddies have?



$$2 + 2 + 2 = 6$$

There are 3 sweets in one bag.  
How many sweets are in 5 bags altogether?



- Give children experience of counting equal group of objects in 2s, 5s and 10s.
- Present practical problem solving activities involving counting equal sets or groups, as above.

Equipment to use: Counters, small world objects, numicon, counting stick, pegs and peg board and money.

**Key vocabulary:** *groups of, lots of, times, array, altogether, multiply, count*

**Key skills for multiplication at Y1:**

- Count in multiples of 2, 5 and 10, forwards and backwards.
- Solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
- Make connections between arrays, number patterns, and counting in twos, fives and tens.
- Begin to understand doubling using concrete objects and pictorial representations.

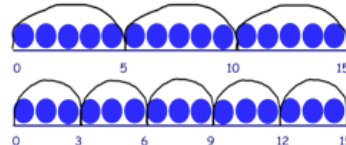
# Multiplication



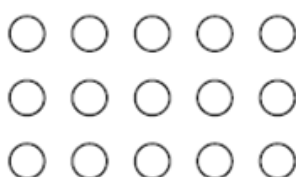
## Year 2 Multiply using arrays and repeated addition (using at least 2s, 5s and 10s)

### Use repeated addition on a number line:

- Starting from zero, make equal jumps up on a number line to work out multiplication facts and write multiplication statements using  $\times$  and  $=$  signs, move to empty number line.



### Use arrays:



$$3 \times 5 = 15$$

$$5 \times 3 = 15$$

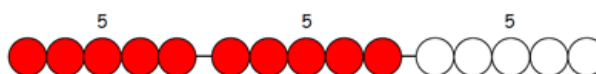
$$5 \times 3 = 5 + 5 + 5 = \underline{15}$$

$$3 \times 5 = 3 + 3 + 3 + 3 + 3 = \underline{15}$$

Use arrays to help teach children to understand the commutative law of multiplication, and give examples such as  $3 \times \underline{\quad} = 6$ .

$$5 \times 3 = 5 + 5 + 5$$

### Use practical apparatus:



### Use mental recall:

- Children should begin to **recall multiplication facts for 2, 5 and 10** times tables through practice in counting and understanding of the operation.

**Key vocabulary:** *groups of, lots of, times, array, altogether, multiply, count, multiplied by, repeated addition, column, row, commutative, sets of, equal groups, times as big as, once, twice, three times...*

### Key skills for multiplication at **Y2**:

- Count in steps of 2, 3 and 5 from zero, and in 10s from any number.
- Recall and use multiplication facts from the **2, 5 and 10** multiplication tables, including recognising odds and evens.
- Write and calculate number statements **using the  $\times$  and  $=$  signs**.
- Show that multiplication can be done in any order (commutative).
- Solve a range of problems involving multiplication, using concrete objects, arrays, repeated addition, mental methods, and multiplication facts.
- Pupils use a variety of language to discuss and describe multiplication.

### Equipment:

Small world objects, number lines, bead strings, money, counters, numicon.

# Multiplication



## Year 3 Multiply 2-digits by a single digit number

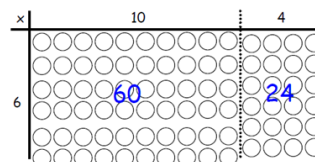
Introduce the **grid method** for multiplying 2-digit by single-digits:

Introduce the grid method with children physically making an array to represent the calculation (eg make 8 lots of 23 with 10s and 1s place value counters then translate this to grid method format. Link the layout of the grid to an array initially:

Eg.  $23 \times 8 = 184$

X	20	3
8	160	24

$$160 + 24 = 184$$



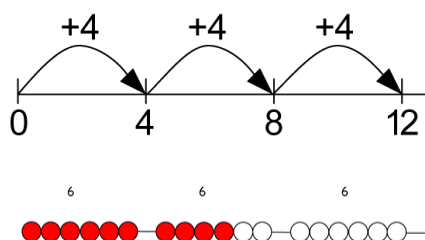
Introduce the grid method with children physically making an array to represent the calculation (e.g. make 8 lots of 23 with 10s and 1s place value counters), then translate this to grid method format

To do this ,children must be able to:

- Partition numbers into tens and units/ones
- Multiply multiples of ten by a single digit (eg  $20 \times 4$ ) using their knowledge of multiplication facts and place value
- Recall and work out multiplication facts in the 2,3,4,5,8 and 10 times table
- Work out multiplication facts not known by repeated addition or other taught mental strategies (eg by commutative law, working out near multiples and adjusting, using doubles etc). Strategies to support this are repeated addition using a number line, beaded bars and arrays



$$9 \times 4 = 36$$



Approximate,  
Calculate,  
Check .

**Key vocabulary:** *groups of, lots of, times, array, altogether, multiply, count, multiplied by, repeated addition, column, row, commutative, sets of, equal groups, times, \_times as big as, once, twice, three times..., partition, ladder method, multiple, product, tens, units, value*

**Key skills for multiplication:**

- Recall and use multiplication facts for the **2, 3, 4, 5, 8 and 10** multiplication tables, and multiply multiples of 10.
- Write and calculate number statements using the multiplication tables they know, including **2-digit x single digit**, drawing upon mental methods, and progressing to reliable written methods.
- Solve multiplication problems, including missing number problems.
- Develop mental strategies using commutativity (e.g.  $4 \times 12 \times 5 = 4 \times 5 \times 12 = 20 \times 12 = 240$ )
- Solve simple problems in contexts, deciding which operations and methods to use.
- Develop efficient mental methods to solve a range of problems e.g using commutativity ( $4 \times 12 \times 5 = 4 \times 5 \times 12 = 20 \times 12 = 240$ ) and for missing number problems  $\square \times 5 = 20$ ,  $3 \times \square = 18$ ,  $\square \times \square = 32$

# Multiplication

**Year 4** Multiply 2 and 3-digits by a single digit, using all multiplication tables up to **12 x 12**



Developing the grid method.

Eg.  $136 \times 5 = 680$

X	100	30	6
5	500	150	30

500

150

+ 30

680

Encourage column addition to add accurately

Move onto short multiplication if and when children are confident and accurate at multiplying 2 and 3 digit numbers by a single digit this way and are already confident in carrying for written addition

Children should be able to:

- Approximate before they calculate, and make this a regular part of their calculating, going back to the approximation to check the reasonableness of their answer. e.g:

" $346 \times 9$  is approximately  $350 \times 10 = 3500$ "

Record an approximation to check the final answer against.

- Multiply multiples of ten and one hundred by a single-digit, using their multiplication table knowledge.
- Recall all times tables up to **12 x 12**

Approximate,  
Calculate,  
Check.

**Key vocabulary:** groups of, lots of, times, array, altogether, multiply, count, multiplied by, repeated addition, array, column, row, commutative, groups of, sets of, lots of, equal groups, times, multiply, times as big as, once, twice, three times... partition, total, multiple, product, sets of, **inverse**

**Key skills for multiplication at Y4:**

- Count in multiples of 6, 7, 9, 25 and 1000
- Recall multiplication facts for **all multiplication tables up to 12 x 12.**
- Recognise place value of digits in up to 4-digit numbers
- Use place value, known facts and derived facts to multiply mentally, e.g. multiply by 1, 10, 100, by 0, or to multiply 3 numbers.
- Use commutativity and other strategies mentally  $3 \times 6 = 6 \times 3$ ,  $2 \times 6 \times 5 = 10 \times 6$ ,  $39 \times 7 = 30 \times 7 + 9 \times 7$ .
- Solve problems with increasingly complex multiplication in a range of contexts.
- Count in multiples of 6, 7, 9, 25 and 1000
- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and units)

# Multiplication



## Year 5 Multiply up to 4-digits by 1 or 2 digits.

### Introducing long multiplication

- Children need to be taught to approximate first, e.g. for  $72 \times 38$ , they will use **rounding**:  $72 \times 38$  is approximately  $70 \times 40 = 2800$ , and use the approximation to check the reasonableness of their answer.
- Explain that first we are multiplying the top number by 7 starting with the units. (any carrying needs to be done underneath the numbers).
- Now explain that we need to put a 0 underneath—explain that this is because we are multiplying the number by 20.. (2 tens) which is the same as multiplying 10 and 2.
- Now add the 2 numbers together to give you the answer.

$$\begin{array}{r} 56 \\ \times 27 \\ \hline 392 \\ 1120 \\ \hline 1512 \end{array} \quad \begin{array}{l} \times 7 \\ \times 20 \end{array}$$

### Moving towards more complex numbers:

$$\begin{array}{r} 1234 \\ \times 16 \\ \hline 7404 \\ 12340 \\ \hline 19744 \end{array} \quad \begin{array}{l} \times 6 \\ \times 10 \end{array}$$

$$\begin{array}{r} 3652 \\ \times 8 \\ \hline 29216 \\ \hline \end{array}$$

Approximate,  
Calculate,  
Check .

**Key vocabulary** *groups of, lots of, times, array, altogether, multiply, count, multiplied by, repeated addition, column, row, commutative, sets of, equal groups, \_times as big as, once, twice, three times..., partition, grid method, total, multiple, product, inverse, square, factor, integer, decimal, short/long multiplication, 'carry'*

### Key skills for multiplication at Y5:

- Identify multiples and factors, using knowledge of **multiplication tables to 12x12**.
- Solve problems where larger numbers are decomposed into their factors
- Multiply and divide integers and decimals by 10, 100 and 1000
- Recognise and use square and cube numbers and their notation
- Solve problems involving combinations of operations, choosing and using calculations and methods appropriately.

# Multiplication



**Year 6** Short and long multiplication as in Y5, and multiply decimals with up to 2d.p by a single digit.

	3	.	1	9
x				8
	2	5	.	5
		1		7

Line up the decimal points in the question and the answer.

This works well for multiplying money (£.p) and other measures.

Children will be able to:

- Use rounding and place value to make approximations before calculating and use these to check answers against.
- Use **short multiplication** (see Y5) to multiply numbers with **more than 4-digits** by a **single digit**; to multiply money and measures, and to **multiply decimals with up to 2d.p. by a single digit**.
- Use **long multiplication** (see Y5) to multiply numbers with **at least 4 digits by a 2-digit number**.

Approximate,  
Calculate,  
Check .

**Key vocabulary:** *groups of, lots of, times, array, altogether, multiply, count, multiplied by, repeated addition, array, column, row, commutative, sets of, equal groups, times as big as, once, twice, three times... partition, grid method, total, multiple, product, inverse, square, factor, integer, decimal, short / long multiplication, 'carry', **tenths, hundredths, decimal***

**Key skills for multiplication at Y6:**

- Recall multiplication facts for all times tables up to **12 x 12 (as Y4 and Y5)**.
- Multiply up to 4-digit x 2-digit using long multiplication.
- Perform mental calculations with mixed operations and large numbers.
- Solve multi-step problems in a range of contexts, choosing appropriate combinations of operations and methods.
- Estimate answers using round and approximation and determine levels of accuracy.
- Round any integer to a required degree of accuracy.

Equipment: Dienes, money and measures to represent calculations.

# Division



## Year 1 Group and share small quantities

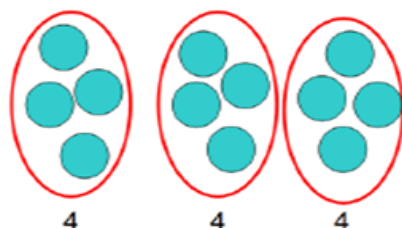
Using objects, diagrams and pictorial representations to solve problems involving both grouping and sharing.

How many groups of 4 can be made with 12 stars? = 3

Grouping:



Sharing:



12 shared between 3 is 4

$$12 \div 3 = 4$$

**Example division problem in a familiar context:**

There are 6 pupils on this table and there are 18 pieces of fruit to share between us. If we share them equally, how many will we each get?

Can they work it out and give a division statement... ?

"18 shared between 6 people gives you 3 each."

Pupils should :

- use lots of practical apparatus, arrays and picture representations—small world objects, counters, numicon, number lines, bead strings, counting stick, money.
- Be taught to understand the difference between 'grouping' objects (How many groups of 2 can you make?) and 'sharing' (Share these sweets between 2 people)
- Be able to count in multiples of 2s, 5s and 10s.

**Key Vocabulary:** *share, share equally, one each, two each..., group, groups of, lots of, array*

**Key number skills needed for division at Y1:**

- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations arrays with the support of the teacher
- Through grouping and sharing small quantities, pupils begin to understand, division, and finding simple fractions of objects, numbers and quantities.
- They make connections between arrays, number patterns, and counting in twos, fives and tens.
- Begin to understand halving using concrete objects and pictorial representations.

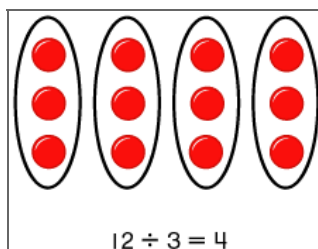


# Division

**Year 2** Division using the  $\div$  and  $=$  sign move more towards grouping.

Use objects, arrays, diagrams and pictorial representations, and

**Arrays:**



This represents  $12 \div 3$ , posed as how many groups of 3 are in 12?

Pupils should also show that the same array can represent  $12 \div 4 = 3$  if grouped horizontally.

**Know and understand grouping:**

Grouping

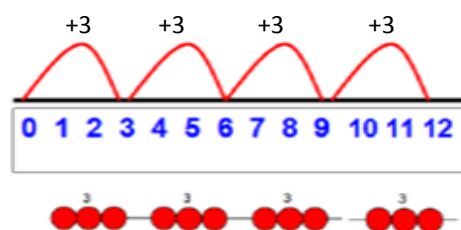
There are 6 sweets, how many people can have 2 sweets each?



Children should be taught to recognise whether problems require sharing or grouping.

**Grouping using a number line and introducing remainders:**

Group from zero in equal jumps of the divisor to find out 'how many groups of  $\_$  in  $\_$ ?' Pupils could and using a bead string or practical apparatus to work out problems like 'A CD costs £3. How many CDs can I buy with £12?' This is an important method to



$$12 \div 3 = 4$$

Pose  $12 \div 3$  as 'How many groups of 3 are in 12?'

**Key Vocabulary:** *share, share equally, one each, two each..., group, equal groups of, lots of, array, divide, divided by, divided into, division, grouping, number line, left, left over*

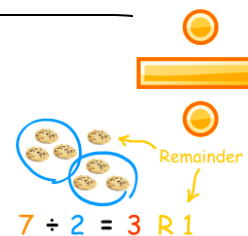
**Key number skills needed for division at Y2:**

- Count in steps of 2, 3, and 5 from 0
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the  $\times$ ,  $\div$  and  $=$  signs.
- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

**Equipment:** As year 1.

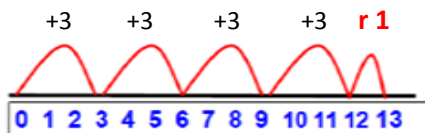
# Division

## Year 3 Divide 2-digit numbers by a single digit



Grouping on a number line:

$$13 \div 3 = 4 \text{ r } 1$$



**STEP 1:** Children continue to work out unknown division

facts by grouping on a number line from zero. They are also now taught the concept of **remainders**, as in the example. This should be introduced practically and with arrays, as well as being translated to a number line. Children should work towards calculating some basic division facts with remainders mentally for the 2s, 3s, 4s, 5s, 8s and 10s, ready for 'carrying' remainders across within the short division method.

**Short division:** Limit numbers to **NO** remainders in the answer **OR** carried (each digit must be a multiple of the divisor).

**STEP 2:** Once children are secure with division as grouping and demonstrate this using number lines, arrays etc., **short division** for larger 2-digit numbers should be introduced, initially with carefully selected examples requiring no calculating of remainders at all. Start by introducing the layout of short division by comparing it to an array.

Remind children of correct place value, that 96

is equal to 9 tens and 6 units, but in short division, pose:

- How many 3's in 9? = 3, and record it above the 9 tens.
- How many 3's in 6? = 2, and record it above the 6 units.

**Short division:** Limit numbers to **NO** remainders in the final answer, but with remainders occurring within the

**STEP 3:** Once children demonstrate a full understanding of remainders, and also the short division method taught, they can be taught how to use the method when remainders occur within the calculation (e.g.  $96 \div 4$ ), and be taught to 'carry' the remainder onto the next digit.

Step 3 Only taught when pupils can calculate 'remainders'.

Real life contexts need to be used routinely to help pupils gain a full understanding, and the ability to recognise the place of division and how to apply it to problems.

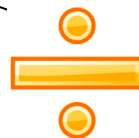
**Key Vocabulary:** share, share equally, one each, two each..., group, equal groups of, lots of, array, divide, divided by, divided into, division, grouping, number line, left, left over, **inverse**, **short division**, 'carry', **remainder**, **multiple**

**Key number skills needed for division at Y3:**

- Recall and use multiplication and division facts for the 2, 3, 4, 5, 8 and 10 multiplication tables (through doubling, connect the 2, 4 and 8s).
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
- Solve problems, in contexts, and including missing number problems, involving multiplication and division.
- Pupils develop efficient mental methods, for example, using multiplication and division facts (e.g. using  $3 \times 2 = 6$ ,  $6 \div 3 = 2$  and  $2 = 6 \div 3$ ) to derive related facts ( $30 \times 2 = 60$ , so  $60 \div 3 = 20$  and  $20 = 60 \div 3$ ).
- Pupils develop reliable written methods for division, starting with calculations of 2-digit numbers by 1-digit numbers and progressing to the formal written method of short division.

**Equipment:** Dienes, counters and counting objects.

# Division



**Year 4** Divide up to 3-digit numbers by a single digit  
(without remainders initially)

Continue to develop short division:

Short division should only be taught once children have secured the skill of calculating 'remainders'.

$$\begin{array}{r} 18 \\ 4 \overline{) 72} \end{array}$$

**STEP 1:** Pupils must be secure with the process of short division for dividing 2-digit numbers by a single digit (**those that do not result in a final remainder**—see steps in Y3), but must understand how to calculate remainders, using this to 'carry' remainders within the calculation process (see example).

$$\begin{array}{r} 218 \\ 4 \overline{) 872} \end{array}$$

**STEP 2:** Pupils move onto dividing numbers with up to **3-digits** by a single digit, however problems and calculations provided should **not result in a final answer with remainder** at this stage.

$$\begin{array}{r} 037 \\ 5 \overline{) 185} \end{array}$$

When the answer for the **first column** is zero ( $1 \div 5$ , as in example), children could initially write a zero above to acknowledge its place, and must always 'carry' the number (1) over to the next digit as a remainder.

Include money and measure contexts when confident.

**Real life contexts** need to be used routinely to help pupils gain a full understanding, and the ability to recognise the place of division and how to apply it to problems.

**Key Vocabulary:** *share, share equally, one each, two each..., group, equal groups of, lots of, array, divide, divided by, divided into, division, grouping, number line, left, left over, inverse, short division, 'carry', remainder, multiple, divisible by, factor*

**Key number skills needed for division at Y4:**

- Recall multiplication and division facts for all numbers up to  $12 \times 12$ .
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying and dividing by 10 and 100 and 1.
- Pupils practise to become fluent in the formal written method of short division with exact answers when dividing by a one-digit number
- Pupils practise mental methods and extend this to three-digit numbers to derive facts, for example  $200 \times 3 = 600$  so  $600 \div 3 = 200$
- Pupils solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers. This should include correspondence questions such as three cakes shared equally between 10 children.

**Video clip:** [Pupil demonstrating 3-digit short demonstration without remainders](#)

**Equipment:** Number lines and dienes.

# Division

**Year 5** Divide up to 4 digits by a single digit, including those **with remainders**.

Short division, including remainder answers:

$$\begin{array}{r} 0663r5 \\ 8 \overline{)5309} \end{array}$$

The answer to  $5309 \div 8$  could be expressed as **663 and five eighths**, **663 r 5**, as a decimal, or **rounded** as appropriate to the problem involved.

Include **money** and **measure** contexts.

**Short division with remainders:** Now that pupils are introduced to examples that give rise to remainder answers, division needs to have a real life problem solving context, where **pupils consider the meaning of the remainder and how to express it**, ie. as a fraction, a decimal, or as a rounded number or value, depending upon the context of the problem.

See Y6 for how to continue the short division to give a **decimal answer** for children who are confident.

Approximate,  
Calculate,  
Check.

If children are confident and accurate:

- Introduce **long division** for pupils who are ready to divide any number by a 2-digit number (e.g.  $2678 \div 19$ ). This is a Year 6 expectation.

**Key Vocabulary:** *share, share equally, one each, two each..., group, equal groups of, lots of, array, divide, divided by, divided into, division, grouping, number line, left, left over, inverse, short division, 'carry', remainder, multiple, divisible by, factor, inverse, quotient, prime number, prime factors, composite number (non-prime)*

**Key number skills needed for division at Y5:**

- Recall multiplication and division facts for all numbers up to  $12 \times 12$  (as in Y4).
- Multiply and divide numbers mentally, drawing upon known facts.
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two number.
- Solve problems involving multiplication and division where larger numbers are decomposed into their factors.
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- Use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- Work out whether a number up to 100 is prime, and recall prime numbers to 19.
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- Use multiplication and division as inverses.
- Interpret non-integer answers to division by expressing results in different ways according to the context, including with remainders, as fractions, as decimals or by rounding (e.g.  $98 \div 4 = 24 \text{ r}2 = 24\frac{2}{4} = 24.5 \approx 25$ ).
- Solve problems involving combinations of all four operations, including understanding of the equals sign, and including division for scaling by different fractions and problems involving simple rates.

# Division

**Year 6** Divide at least 4 digits by both single-digit and 2-digit numbers (including decimal numbers and quantities)

**Short division**, for dividing by a single digit: e.g.  $6497 \div 8$

$$\begin{array}{r} 0812.125 \\ 8 \overline{) 6497.000} \end{array}$$

**Short division with remainders:** Pupils should continue to use this method, but with numbers to at least 4 digits, and understand how to express remainders as fractions, decimals, whole number remainders, or rounded numbers. Real life problem solving contexts need to be the starting point, where pupils have to consider the most appropriate way to express the remainder.

**Calculating a decimal remainder:** In this example, rather than expressing the remainder as  $r\ 1$ , a decimal point is added after the units because there is still a remainder, and the one remainder is carried onto zeros after the decimal point (to show there was no decimal value in the original number). Keep dividing to an appropriate degree of accuracy for the problem being solved.

**Introduce long division** for dividing by 2 digits.

Try this equation;  $848 \div 16$

Approximation  $800 \div 16 =$  **50**

$$\begin{array}{r} 053 \\ 16 \overline{) 848} \\ \underline{- 8} \phantom{0} \\ 48 \\ \underline{- 48} \\ 0 \end{array}$$

$48 \div 16 = 3$

No remainders

Start with the largest place holder in this case it will be the hundreds column.

$8 \div 16$  not possible  
So put a 0 above the hundreds column

Carry the 8s digit over to the Tens column!

$$84 \div 16 =$$

$$16 \times 5 = 80$$

$$84 - 80 = 4$$

Where **remainders** occur, pupils should express them as fractions, decimals or use rounding, depending upon the problem.

Approximate,

Calculate,

Check.

**Key Vocabulary:** *As previously, & common factor*

**Key number skills needed for division at Y6:**

- Recall and use multiplication and division facts for all numbers to  $12 \times 12$  for more complex calculations
- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Use short division where appropriate.
- Perform mental calculations, including with mixed operations and large numbers.
- Identify common factors, common multiples and prime numbers.
- Solve problems involving all 4 operations.
- Use estimation to check answers to calculations and determine accuracy, in the context of a problem.
- Use written division methods in cases where the answer has up to two decimal places.
- Solve problems which require answers to be rounded to specified degrees of accuracy.