Stone CE Combined School Calculation Policy 2017-2018 Reception to Year 6

Stone CE Combined School
Calculation Policy 2017-2018

This policy is based on the resources produced by the NCETM (National Centre for Excellence in the Teaching of Mathematics) and the Maths No Problem Scheme that the school has purchased.

Progression within in each area of calculation follows the programme of study in the 2014 National Curriculum. It includes written strategies, pedagogy and visual representations for each operation from Reception to Year 6.

Mathematical understanding is developed through use of representations that are first of all concrete (e.g. Dienes, apparatus), then pictorial (e.g. array, place value counters) to then facilitate abstract working (e.g. columnar addition, long multiplication). It is important that conceptual understanding, supported by the use of representation, is secure for procedures and if at any point a pupil is struggling with a procedure, they should revert to concrete and/or pictorial resources and representations to solidify understanding.

Problem Solving

Where possible, concepts should be taught in the context of real life. Teachers should ensure that pupils have the opportunity to apply their knowledge in a variety of contexts and problems (exploring cross-curricular links) to deepen their understanding.

Addition - EYFS

Maths for young children should be meaningful. Where possible, concepts should be taught in the context of real life.

GUIDANCE / MODELS AND IMAGES	KEY VOCABULARY
If available, Numicon shapes are introduced straight away and can be used to: • identify 1 more/less • combine pieces to add. • find number bonds. • add without counting.  Children can record this by printing or drawing around Numicon pieces. Children begin to combine groups of objects using concrete apparatus  Construct number sentences verbally or using cards to go with practical activities. Children are encouraged to read number sentences aloud in different ways "Three add two equals 5" "5 is equal to three and two" Children make a record in pictures, words or symbols of addition activities already carried out. Solve simple problems using fingers  5 + 1 = 6 Number tracks can be introduced to count up on and to find one more: 1 2 3 4 5 6 What is 1 more than 4? 1 more than 13? Number lines can then be used alongside number tracks and practical apparatus to solve addition calculations and word problems.  **Children will need opportunities to look at and talk about different models and images as they move between representations.**	**Games and songs can be a useful way to begin using vocabulary involved in addition e.g.** Alice the Camel add more and make sum total altogether score double one more, two more, ten more… how many more to make…? how many more is… than…?

Addition - Year 1

+ = signs and missing numbers

Children need to understand the concept of equality before using the '=' sign. Calculations should be written either side of the equality sign so that the sign is not just interpreted as 'the answer'.

2 = 1+ 1

2 + 3 = 4 + 1

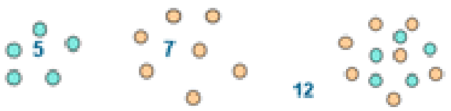
Missing numbers need to be placed in all possible places.

3 + 4 = □ □ = 3 + 4

3 + □ = 7 7 = □ + 4

Counting and Combining sets of Objects

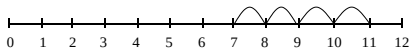
Combining two sets of objects (aggregation) which will progress onto adding on to a set (augmentation)



Understanding of counting on with a number track.

Understanding of counting on with a number line (supported by models and images).

7+ 4 and 4 + 7 (switch it)



Using Numicon number lines.

Addition - Year 2

Missing number problems e.g 14 + 5 = 10 + □ 32 + □ + □ = 100

35 = 1 + □ + 5

It is valuable to use a range of representations (also see Y1).

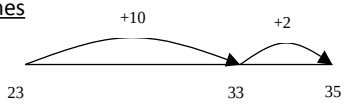
Continue to use numberlines to develop understanding of:

Counting on in tens and ones

23 + 12 = 23 + 10 + 2

= 33 + 2

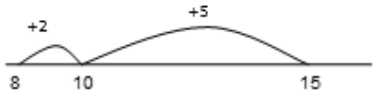
= 35



Partitioning and bridging through 10.

The steps in addition often bridge through a multiple of 10 e.g. Children should be able to partition the 7 to relate adding the 2 and then the 5.

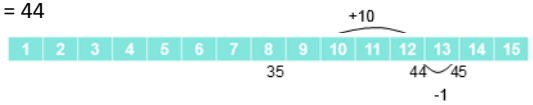
8 + 7 = 15



Adding 9 or 11 by adding 10 and adjusting by 1

e.g. Add 9 by adding 10 and adjusting by 1

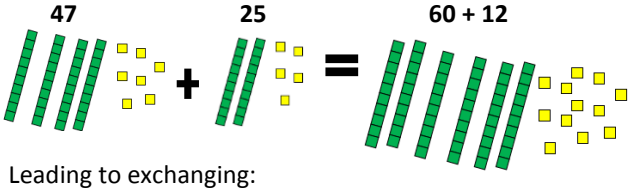
35 + 9 = 44



Towards a Written Method

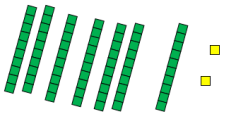
Partitioning in different ways and recombine

47+25



Leading to exchanging:

72



Expanded written method

40 + 7 + 20 + 5 =

40+20 + 7 + 5 =

60 + 12 = 72

40 + 7
+ 20 + 5
60 + 12 = 72

Addition - Year 3

Missing number problems using a range of equations as in Year 1 and 2 but with appropriate, larger numbers.

Partition into tens and ones

Partition both numbers and recombine.

Count on by partitioning the second number only e.g.

247 + 125 = 247 + 100 + 20+ 5

= 347 + 20 + 5

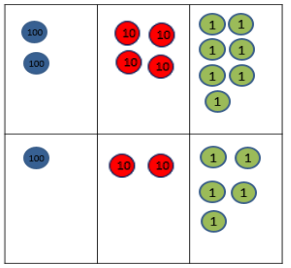
= 367 + 5

= 372

Children need to be secure adding multiples of 100 and 10 to any three-digit number including those that are not multiples of 10. Numberlines can still be used.

Towards a Written Method

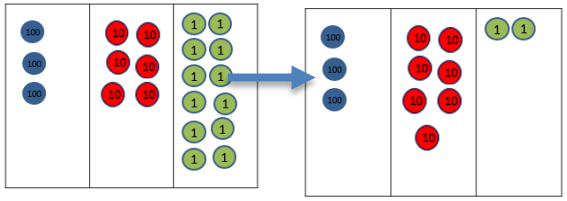
Introduce expanded column addition modelled with place value counters (Dienes could be used for those who need a less abstract representation)



200 + 40 + 7
100 + 20 + 5
300 + 60 +12 = 372

247
+125
12
60
300
372

Leading to children understanding the exchange between tens and ones.

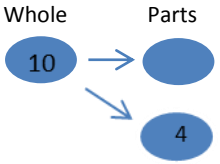


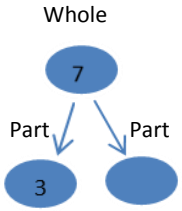
Some children may begin to use a formal columnar algorithm, initially introduced alongside the expanded method. The formal method should be seen as a more streamlined version of the expanded method, not a new method.

247
+125
372
10

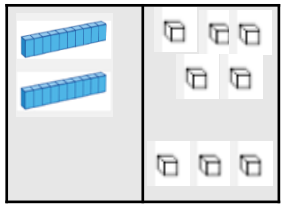
Addition - Year 1

Understanding missing parts





Addition - Year 2



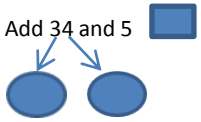
20 8

25 + 3 = 28

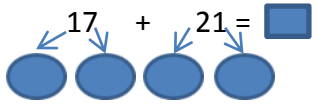
Tens	Ones
2	5
+	3
	8

Tens	Ones
2	5
+	3
2	8

Add 34 and 5

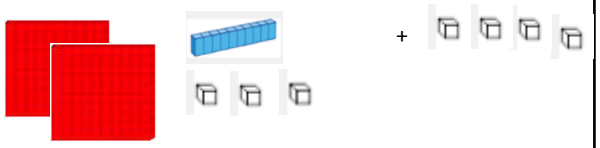


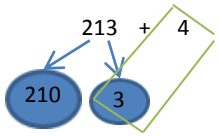
Add



Tens	Ones
2	4
+	7
1	1
+ 2	0
3	1

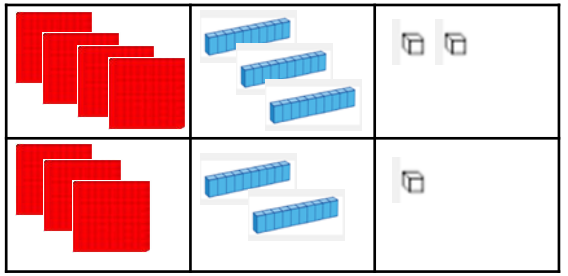
Addition - Year 3





3 + 4 = 7
210 + 7 = 217

Add the ones, then the tens and then the hundreds



Hundreds	Tens	Ones
4	3	2
+ 3	2	1
7	5	3

432 + 321 = 753

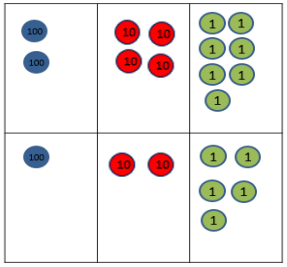
Addition - Year 4

Missing number/digit problems:

Mental methods should continue to develop, supported by a range of models and images, including the number line. The bar model should continue to be used to help with problem solving.

Written methods (progressing to 4-digits)

Expanded column addition modelled with place value counters, progressing to calculations with 4-digit numbers.

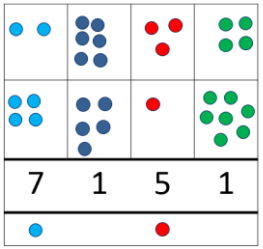


200 + 40 + 7
100 + 20 + 5
300 + 60 +12 = 372

247
+125
12
60
300
372

Compact written method

Extend to numbers with at least four digits.



2634
+4517
7151
1 1

Children should be able to make the choice of reverting to expanded methods if experiencing any difficulty.

Extend to up to two places of decimals (same number of decimals places) and adding several numbers (with different numbers of digits).

72.8
+ 54.6
127.4
1 1

Addition - Year 5

Missing number/digit problems:

Mental methods should continue to develop, supported by a range of models and images, including the number line. The bar model should continue to be used to help with problem solving. Children should practise with increasingly large numbers to aid fluency

e.g. 12462 + 2300 = 14762

Written methods (progressing to more than 4-digits)

As year 4, progressing when understanding of the expanded method is secure, children will move on to the formal columnar method for whole numbers and decimal numbers as an efficient written algorithm.

172.83
+ 54.68
227.51
1 1 1

Place value counters can be used alongside the columnar method to develop understanding of addition with decimal numbers.

Addition - Year 6

Missing number/digit problems:

Mental methods should continue to develop, supported by a range of models and images, including the number line. The bar model should continue to be used to help with problem solving.

Written methods

As year 5, progressing to larger numbers, aiming for both conceptual understanding and procedural fluency with columnar method to be secured. Continue calculating with decimals, including those with different numbers of decimal places

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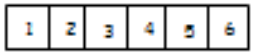
Subtraction - EYFS

Maths for young children should be meaningful. Where possible, concepts should be taught in the context of real life.

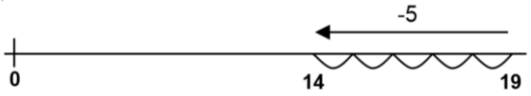
GUIDANCE / MODELS AND IMAGES	KEY VOCABULARY
Children begin with mostly pictorial representations XXX XX Concrete apparatus is used to relate subtraction to taking away and counting how many objects are left. Concrete apparatus models the subtraction of 2 objects from a set of 5.  5 - 1 = 4 Construct number sentences verbally or using cards to go with practical activities. Children are encouraged to read number sentences aloud in different ways "five subtract one leaves four" "four is equal to five subtract one" Children make a record in pictures, words or symbols of subtraction activities already carried out. Solve simple problems using fingers  5 - 1 = 4 Number tracks can be introduced to count back and to find one less:  What is 1 less than 9? 1 less than 20? Number lines can then be used alongside number tracks and practical apparatus to solve subtraction calculations and word problems. Children count back under the number line.  **Children will need opportunities to look at and talk about different models and images as they move between representations.**	**Games and songs can be a useful way to begin using vocabulary involved in subtraction e.g.** Five little men in a flying saucer take (away) leave how many are left/left over? how many have gone? one less, two less... ten less... how many fewer is... than...? difference between is the same as

Subtraction - Year 1

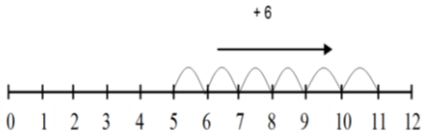
Missing number problems e.g. 7 = □ - 9; 20 - □ = 9; 15 – 9 = □; □ - □ = 11; 16 – 0 = □

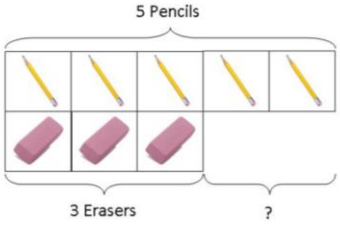
Use concrete objects and pictorial representations. If appropriate, progress from using number lines with every number shown to number lines with significant numbers shown.

Understand subtraction as take-away:



Understand subtraction as finding the difference:





The above model would be introduced with concrete objects which children can move (including cards with pictures) before progressing to pictorial representation.

The use of other images is also valuable for modelling subtraction e.g. Numicon, bundles of straws, Dienes apparatus, multi-link cubes, bead strings

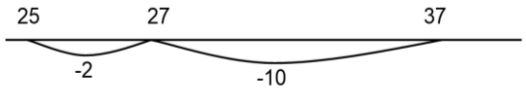
Subtraction - Year 2

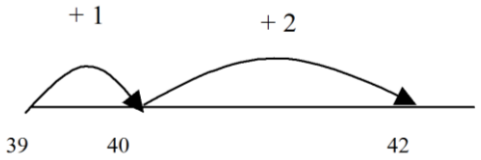
Missing number problems e.g. 52 – 8 = □; □ – 20 = 25; 22 = □ – 21; 6 + □ + 3 = 11

It is valuable to use a range of representations (also see Y1).

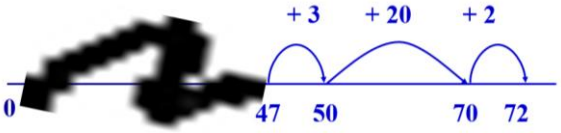
Continue to use number lines to model take-away and difference.

E.g.





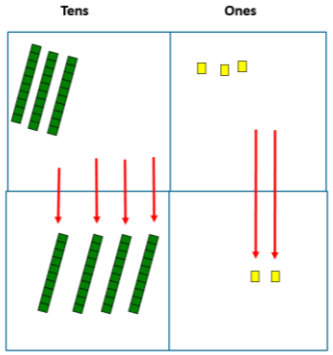
The link between the two may be supported by an image like this, with 47 being taken away from 72, leaving the difference, which is 25.



The bar model should continue to be used, as well as images in the context of **measures**.

Towards written methods

Recording addition and subtraction in expanded columns can support understanding of the quantity aspect of place value and prepare for efficient written methods with larger numbers. The numbers may be represented with Dienes apparatus. E.g. 75 – 42



$$\begin{array}{r} 70\ \ 5 \\ -40\ \ 2 \\ \hline 30\ \ 3 \end{array}$$

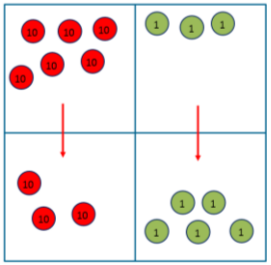
Subtraction - Year 3

Missing number problems e.g. □ = 43 – 27; 145 – □ = 138; 274 – 30 = □; 245 – □ = 195; 532 – 200 = □; 364 – 153 = □

Mental methods should continue to develop, supported by a range of models and images, including the number line. The bar model should continue to be used to help with problem solving (see Y1 and Y2). Children should make choices about whether to use complementary addition or counting back, depending on the numbers involved.

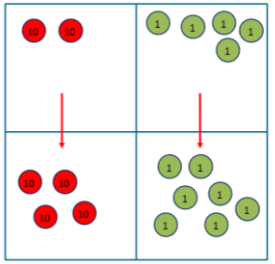
Written methods (progressing to 3-digits)

Introduce expanded column subtraction with no decomposition, modelled with place value counters (Dienes could be used for those who need a less abstract representation)



$$\begin{array}{r} 90\ \ 8 \\ -30\ \ 5 \\ \hline 60\ \ 3 \end{array}$$

For some children this will lead to exchanging, modelled using place value counters (or Dienes).



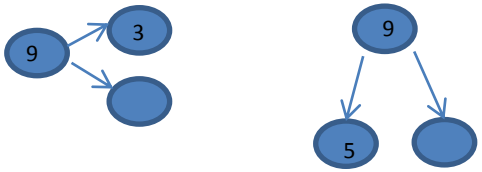
$$\begin{array}{r} {\scriptstyle 60}\ \ {\scriptstyle 1} \\ \not{70}\ \ 2 \\ -40\ \ 7 \\ \hline 20\ \ 5 \end{array}$$

A number line and expanded column method may be compared next to each other.

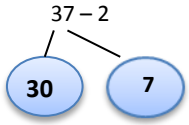
Some children may begin to use a formal columnar algorithm, initially introduced alongside the expanded method. The formal method should be seen as a more streamlined version of the expanded method, not a new method.

Subtraction - Year 1

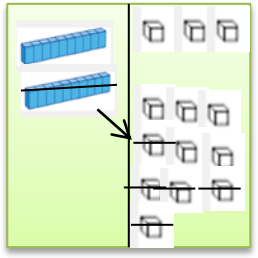
Using number bonds



Subtraction - Year 2

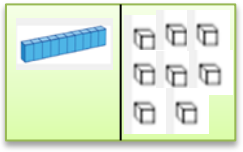


7 - 2 = 5
30 + 5 = 35



23 – 5 =

	Tens	Ones
	1 ~~2~~	13 ~~3~~
-		5
		8

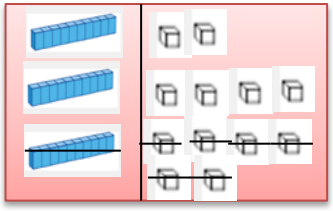


	Tens	Ones
	1 ~~2~~	13
-		5
	1	8

23 – 5 = 18

Moving onto 2-digit minus 2-digit
32 – 16

Subtract the ones first



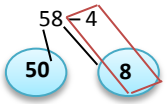
	Tens	Ones
	2 ~~3~~	12 ~~2~~
-	1	6
		6

Then subtract the tens

	Tens	Ones
	2 ~~3~~	12 ~~2~~
-	1	6
	1	6

32 – 16 = 16

Subtraction - Year 3



8 – 4 = 4
50 + 4 = 54

Hundreds	Tens	ones
9	7	5
- 7	2	3
2	5	2

H	T	O
8	2 ~~3~~	11 ~~1~~
-	2	6
8	0	5

Cubes can be used
Link to the Bar Model

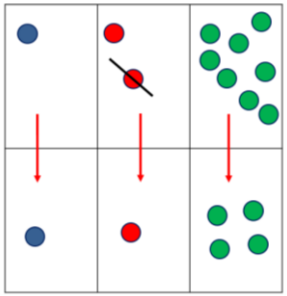
Subtraction - Year 4

Missing number/digit problems: 456 + □ = 710; 1□7 + 6□ = 200; 60 + 99 + □ = 340; 200 – 90 – 80 = □; 225 - □ = 150; □ – 25 = 67; 3450 – 1000 = □; □ - 2000 = 900

Mental methods should continue to develop, supported by a range of models and images, including the number line. The bar model should continue to be used to help with problem solving.

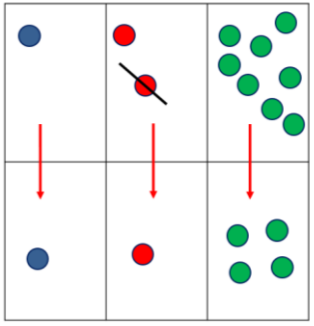
Written methods (progressing to 4-digits)

Expanded column subtraction with decomposition, modelled with place value counters, progressing to calculations with 4-digit numbers.



$$\begin{array}{r} 200 \;\; {}^{20}\!\not{3}0 \;\; {}^{1}2 \\ -\;100 \;\; 10 \;\; 4 \\ \hline 100 \;\; 10 \;\; 8 \end{array}$$

If understanding of the expanded method is secure, children will move on to the formal method of decomposition, which again can be initially modelled with place value counters.



$$\begin{array}{r} {}^{2}\not{2}\,{}^{1}32 \\ -\;114 \\ \hline 118 \end{array}$$

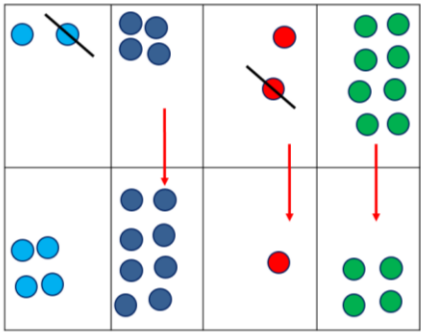
Subtraction - Year 5

Missing number/digit problems: 6.45 = 6 + 0.4 + □; 119 - □ = 86; 1 000 000 - □ = 999 000; 600 000 + □ + 1000 = 671 000; 12 462 – 2 300 = □

Mental methods should continue to develop, supported by a range of models and images, including the number line. The bar model should continue to be used to help with problem solving.

Written methods (progressing to more than 4-digits)

When understanding of the expanded method is secure, children will move on to the formal method of decomposition, which can be initially modelled with place value counters.



$$\begin{array}{r} {}^{5}\not{6}\,{}^{1}\not{2}\,{}^{2}\not{3}\,{}^{1}2 \\ -\;4814 \\ \hline 1418 \end{array}$$

Progress to calculating with decimals, including those with different numbers of decimal places.

Subtraction - Year 6

Missing number/digit problems: □ and # each stand for a different number. # = 34. # + # = □ + □ + #. What is the value of □? What if # = 28? What if # = 21

10 000 000 = 9 000 100 + □

7 – 2 x 3 = □; (7 – 2) x 3 = □; (□ - 2) x 3 = 15

Mental methods should continue to develop, supported by a range of models and images, including the number line. The bar model should continue to be used to help with problem solving.

Written methods

As year 5, progressing to larger numbers, aiming for both conceptual understanding and procedural fluency with decomposition to be secured.

Continue calculating with decimals, including those with different numbers of decimal places.

Multiplication - EYFS

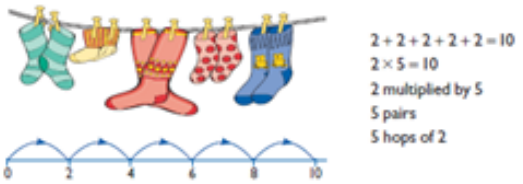
Maths for young children should be meaningful. Where possible, concepts should be taught in the context of real life.

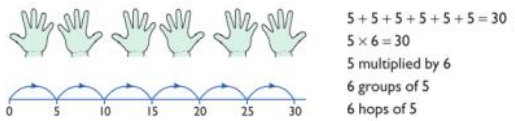
GUIDANCE / MODELS AND IMAGES	KEY VOCABULARY
The link between addition and multiplication can be introduced through doubling. If available, Numicon is used to visualise the repeated adding of the same number. These can then be drawn around or printed as a way of recording. Children begin with mostly pictorial representations:   How many groups of 2 are there? Real life contexts and use of practical equipment to <u>count in repeated groups of the same size</u>:  How many wheels are there altogether?  How much money do I have? Count in twos; fives; tens both aloud and with  objects Children are <u>given multiplication problems set in a real life context</u>. Children are encouraged to visualise the problem. How many fingers on two hands? How many sides on three triangles? How many legs on four ducks? Children are encouraged to read number sentences aloud in different ways "five times two makes ten" "ten is equal to five multiplied by two"	lots of groups of times multiply multiplied by multiple of once, twice, three times... ten times... ...times as (big, long, wide... and so on) repeated addition double

Multiplication - Year 1

Understand multiplication is related to doubling and combing groups of the same size (repeated addition)

Washing line, and other practical resources for counting. Concrete objects. Numicon; bundles of straws, bead strings

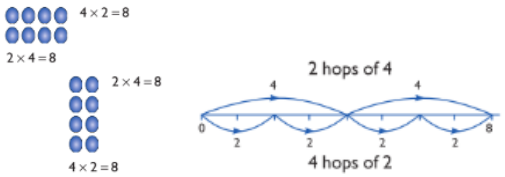




Problem solving with concrete objects (including money and measures)

Use cuisenaire and bar method to develop the vocabulary relating to 'times' –
Pick up five, 4 times

Use arrays to understand multiplication can be done in any order (commutative)



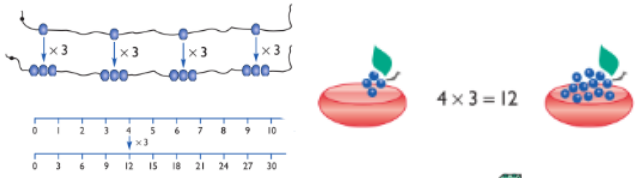
Multiplication - Year 2

Expressing multiplication as a number sentence using x
Using understanding of the inverse and practical resources to solve missing number problems.

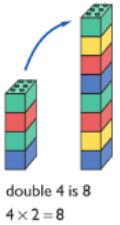
7 x 2 = □	□ = 2 x 7
7 x □ = 14	14 = □ x 7
□ x 2 = 14	14 = 2 x □
□ x ◯ = 14	14 = □ x ◯

Develop understanding of multiplication using array and number lines (see Year 1). Include multiplications not in the 2, 5 or 10 times tables.

Begin to develop understanding of multiplication as scaling (3 times bigger/taller)

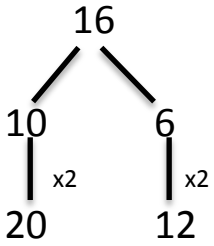


Doubling numbers up to 10 + 10
Link with understanding scaling
Using known doubles to work out double 2d numbers
(double 15 = double 10 + double 5)



Towards written methods

Use jottings to develop an understanding of doubling two digit numbers.



Multiplication - Year 3

Missing number problems
Continue with a range of equations as in Year 2 but with appropriate numbers.
Continue using the number line

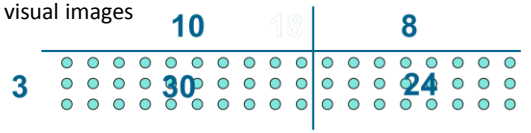
Mental methods
Doubling 2 digit numbers using partitioning

Demonstrating multiplication on a number line – jumping in larger groups of amounts

13 x 4 = 10 groups of 4 + 3 groups of 4

Written methods (progressing to 2d x 1d)

Developing written methods using understanding of visual images



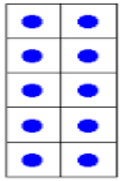
Develop onto the grid method

Give children opportunities to explore this and deepen understanding using Dienes apparatus and place value counters

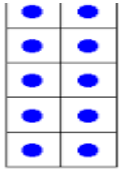
Multiplication - Year 1

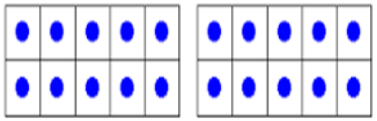
Multiplication - Year 2

Using an array e.g. 10 x 2 = or 2 x 10 =



10 x 2 =

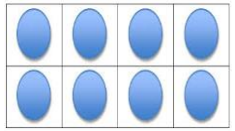




2 x 10 =

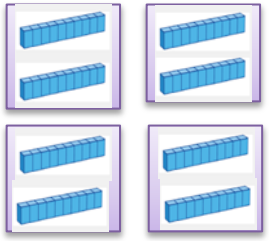
Multiplication - Year 3

2 x 4 = 8



Ones
2
x 4
8

Move onto
20 x 4 =



Tens	Ones
2	0
x	4
8	0

23 x 2 = 46

Tens	Ones
2	3
x	2
	6

Tens	Ones
2	3
x	2
	6
4	0

Tens	Ones
2	3
x	2
	6
+ 4	0
4	6

Multiplication - Year 4

Continue with a range of equations as in Year 2 but with appropriate numbers. Also include equations with missing digits

□2 x 5 = 160

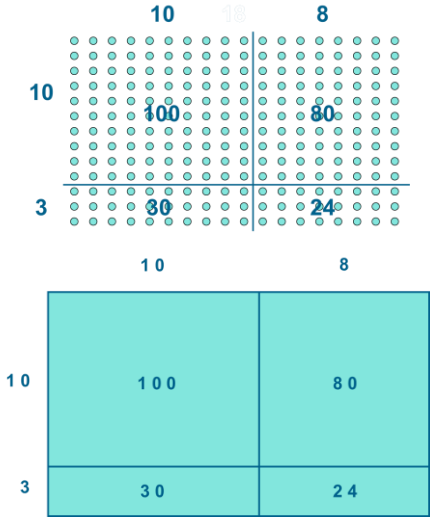
Mental methods

Counting in multiples of 6, 7, 9, 25 and 1000, and steps of 1/100.

Solving practical problems where children need to scale up. Relate to known number facts. (e.g. how tall would a 25cm sunflower be if it grew 6 times taller?)

Written methods (progressing to 3d x 2d)

Children to embed and deepen their understanding of the grid method to multiply up 2d x 2d. Ensure this is still linked back to their understanding of arrays and place value counters.



Multiplication - Year 5

Continue with a range of equations as in Year 2 but with appropriate numbers. Also include equations with missing digits

Mental methods

X by 10, 100, 1000 using moving digits ITP

Use practical resources and jottings to explore equivalent statements (e.g. 4 x 35 = 2 x 2 x 35)

Recall of prime numbers up 19 and identify prime numbers up to 100 (with reasoning)

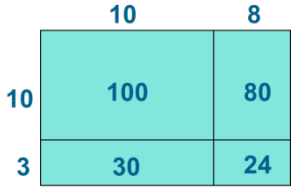
Solving practical problems where children need to scale up. Relate to known number facts.

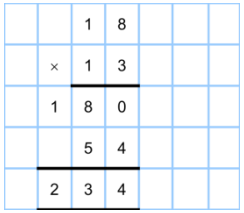
Identify factor pairs for numbers

Written methods (progressing to 4d x 2d)

Long multiplication using place value counters

Children to explore how the grid method supports an understanding of long multiplication (for 2d x 2d)





Multiplication - Year 6

Continue with a range of equations as in Year 2 but with appropriate numbers. Also include equations with missing digits

Mental methods

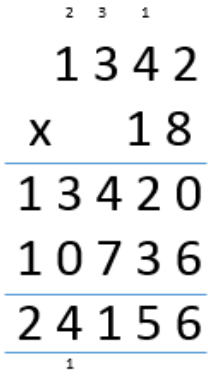
Identifying common factors and multiples of given numbers

Solving practical problems where children need to scale up. Relate to known number facts.

Written methods

Continue to refine and deepen understanding of written methods including fluency for using long multiplication

X	**1000**	**300**	**40**	**2**
10	10000	3000	400	20
8	8000	2400	320	16



Multiplication - Year 4

```
  23
x  6
  18
+120
 138
```

23 x 6 =

	20	3
6	**120**	**18**

20 x 6 3 x 6
23 x 6 = 120 + 18
= 138

Multiplication - Year 5

Multiplication - Year 6

```
 ~~2~~  ~~3~~  ~~1~~
   1  3  4  2
x           1  8
  1 0  7  3  6
+1 3  4  2  0
  2 4  1  5  6
   ~~1~~
```

Division and fractions - EYFS

Maths for young children should be meaningful. Where possible, concepts should be taught in the context of real life.

GUIDANCE / MODELS AND IMAGES	KEY VOCABULARY
The ELG states that children **solve problems, including doubling, halving and sharing.** Children need to see and hear representations of division as both grouping and sharing. Division can be introduced through halving. Children begin with mostly pictorial representations linked to real life contexts:  **Grouping model** Mum has 6 socks. She grouped them into pairs – how many pairs did she make?  **Sharing model** I have 10 sweets. I want to share them with my friend. How many will we have each? Children have a go at recording the calculation that has been carried out.	halve share, share equally one each, two each, three each… group in pairs, threes… tens equal groups of divide divided by divided into left, left over

FRACTIONS

GUIDANCE / MODELS AND IMAGES	KEY VOCABULARY
Although not explicit in the Development Matters document, the sharing model is a useful way of introducing young children to fractions and calculating with fractions. Setting the problems in real life context and solving them with <u>concrete apparatus</u> will support children's understanding. "I have got 5 bones to share between my two dogs. How many bones will they get each?"  Children have a go at recording the calculation that has been carried out. 2 ½ + 2 ½ = 5	As division vocabulary plus: fraction half halves third thirds

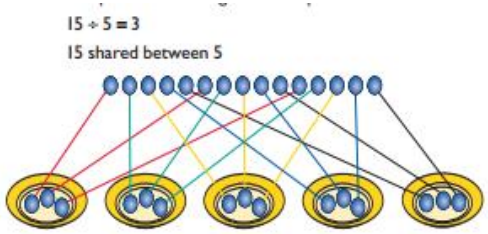
Division - Year 1

Children must have secure counting skills- being able to confidently count in 2s, 5s and 10s.
Children should be given opportunities to reason about what they notice in number patterns.

Group AND **share small quantities- understanding the difference between the two concepts.**

Sharing

Develops importance of one-to-one correspondence.

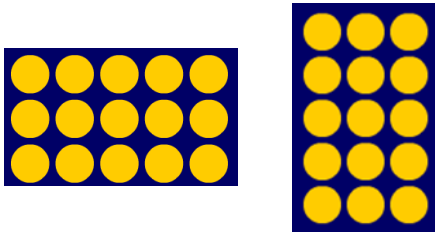


Children should be taught to share using concrete apparatus.

Grouping

Children should apply their counting skills to develop some understanding of grouping.

Use of arrays as a pictorial representation for division.
15 ÷ 3 = 5 There are 5 groups of 3.
15 ÷ 5 = 3 There are 3 groups of 5.



Children should be able to find ½ and ¼ and simple fractions of objects, numbers and quantities.

Division - Year 2

÷ = signs and missing numbers

6 ÷ 2 = □	□ = 6 ÷ 2
6 ÷ □ = 3	3 = 6 ÷ □
□ ÷ 2 = 3	3 = □ ÷ 2
□ ÷ ∇ = 3	3 = □ ÷ ∇

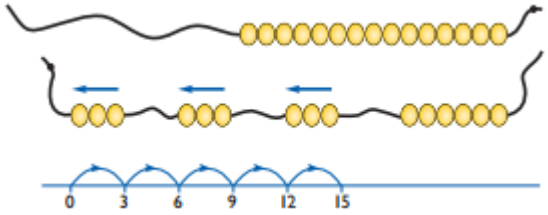
Know and understand sharing and grouping- introducing children to the ÷ sign.

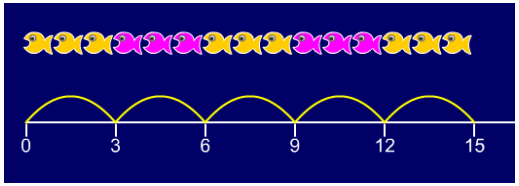
Children should continue to use grouping and sharing for division using practical apparatus, arrays and pictorial representations.

Grouping using a numberline

Group from zero in jumps of the divisor to find ourt'how many groups of 3 are there in 15?'.

15 ÷ 3 = 5





Continue work on arrays. Support children to understand how multiplication and division are inverse. Look at an array – what do you see?

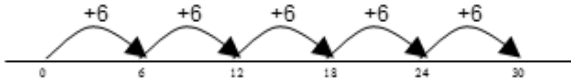
Division - Year 3

÷ = signs and missing numbers

Continue using a range of equations as in year 2 but with appropriate numbers.

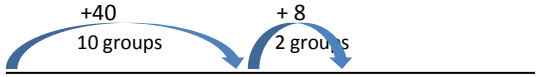
Grouping

How many 6's are in 30?
30 ÷ 6 can be modelled as:



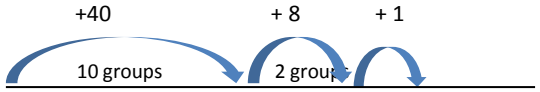
Becoming more efficient using a numberline

Children need to be able to partition the dividend in different ways.
48 ÷ **4 = 12**



Remainders

49 ÷ 4 = 12 r1

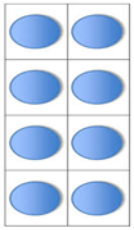


Sharing – 49 shared between 4. How many left over?
Grouping – How many 4s make 49. How many are left over?

Place value counters can be used to support children apply their knowledge of grouping.
For example:
60 ÷ 10 = How many groups of 10 in 60?
600 ÷ 100 = How many groups of 100 in 600?

Division - Year 1

Division - Year 2

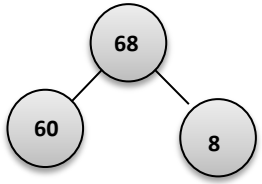


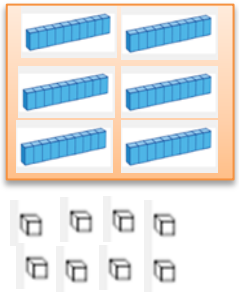
8 ÷ 2 = 4

or

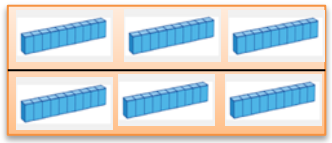
Division - Year 3

68 ÷ 2 =

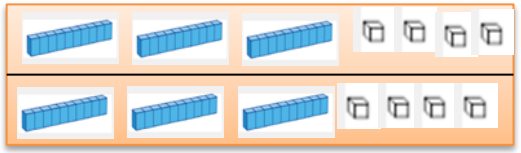




6 tens ÷ 2 = 30



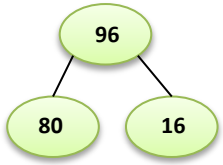
8 ones ÷ 2 =



34

68 ÷ 2 = 30 + 4 = 34

96 ÷ 8 = 12



8 tens ÷ 8 = 1 ten
16 ones ÷ 8 = 2 ones

```
  1 2
8 | 9 6
  - 8 0
    1 6
  - 1 6
    0
```

Division - Year 4

÷ = signs and missing numbers

Continue using a range of equations as in year 3 but with appropriate numbers.

Sharing, Grouping and using a number line

Children will continue to explore division as sharing and grouping, and to represent calculations on a number line until they have a secure understanding. Children should progress in their use of written division calculations:

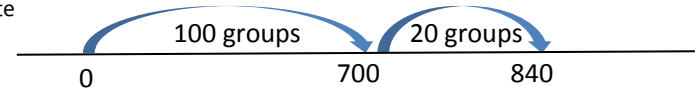
- Using tables facts with which they are fluent
- Experiencing a logical progression in the numbers they use, for example:

1. Dividend just over 10x the divisor, e.g. 84 ÷ 7
2. Dividend just over 10x the divisor when the divisor is a teen number, e.g. 173 ÷ 15 (learning sensible strategies for calculations such as 102 ÷ 17)
3. Dividend over 100x the divisor, e.g. 840 ÷ 7
4. Dividend over 20x the divisor, e.g. 168 ÷ 7

All of the above stages should include calculations with remainders as well as without.
Remainders should be interpreted according to the context. (i.e. rounded up or down to relate to the answer to the problem)

e.g. 840 ÷ 7 = 120

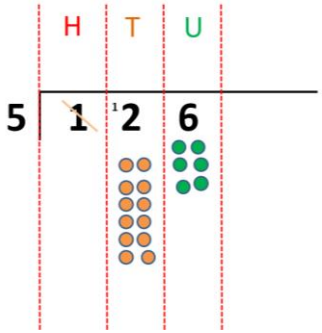
Jottings
7 x 100 = 700
7 x 10 = 70
7 x 20 = 140



Formal Written Methods

Formal short division should only be introduced once children have a good understanding of division, its links with multiplication and the idea of 'chunking up' to find a target number (see use of number lines above)

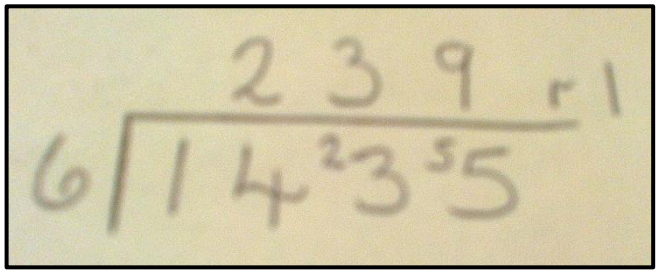
Short division to be modelled for understanding using place value counters as shown below. Calculations with 2 and 3-digit dividends. E.g. fig 1



Division - Year 5

Formal Written Methods

Continued as shown in Year 4, leading to the efficient use of a formal method. The language of grouping to be used (see link from fig. 1 in Year 4)
E.g. 1435 ÷ 6



Children begin to practically develop their understanding of how express the remainder as a decimal or a fraction. Ensure practical understanding allows children to work through this (e.g. what could I do with this remaining 1? How could I share this between 6 as well?)

Division - Year 6

÷ = signs and missing numbers

Continue using a range of equations but with appropriate numbers

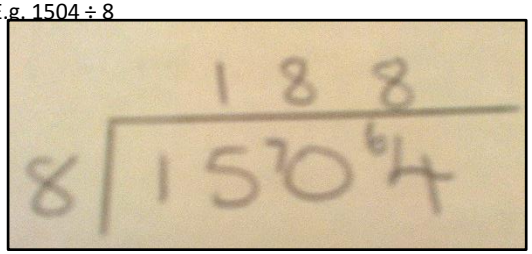
Sharing and Grouping and using a number line

Children will continue to explore division as sharing and grouping, and to represent calculations on a number line as appropriate.

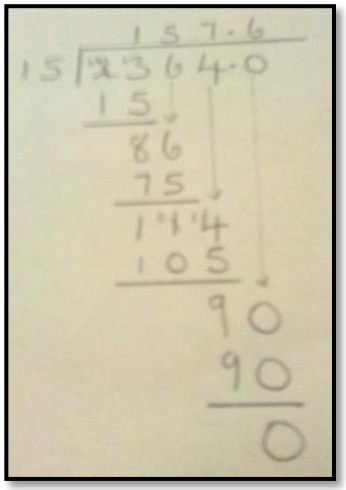
Quotients should be expressed as decimals and fractions

Formal Written Methods – long and short division

E.g. 1504 ÷ 8



E.g. 2364 ÷ 15



Division - Year 4

```
  3 4
2 ⟌6 8        6 tens ÷ 2
  - 6 0
    8         8 ones ÷ 2
  -   8
      0
```

68 ÷ 2 = 34

75 ÷ 6 =

```
  1 2
6 ⟌7 5        6 tens ÷ 6
  - 6 0
    1 5       12 ones ÷ 6
  - 1 2
      3  remainder
```

75 ÷ 6 = 12 r 3

Division - Year 5

930 ÷ 3

930

900 30

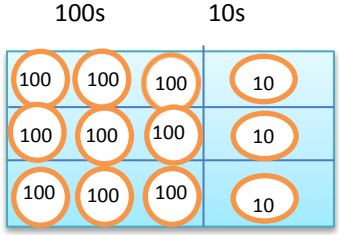
30 ÷ 3 = 10
900 ÷ 3 = 300
930 ÷ 3 = 310

930 ÷ 3 =

930

900 30

```
3 ⟌930
  - 900  → 300
    30
  -  30  →  10
     0
```




```
  1 4 4
4 ⟌5 7 6
  -4 0 0
    1 7 6
  - 1 6 0
      1 6
  -   1 6
      0
```

```
    8 2 r 2
7 ⟌5 7 6
  - 5 6
      1 6
  -   1 4
        2
```

Division - Year 6