



# Calculation Policy

## Mathematics 26/27



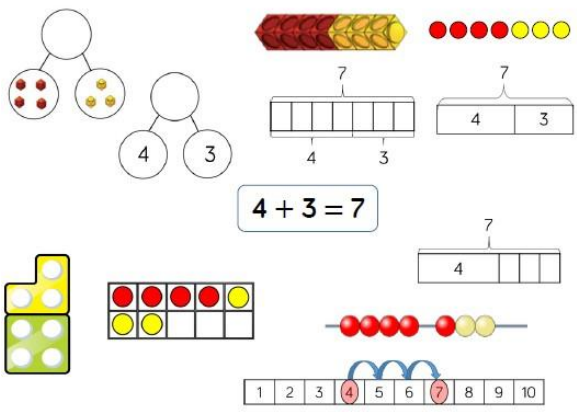
At Holy Family, Years 1 to 6 are using a detailed scheme of learning published by the White Rose hub to plan effective maths lessons incorporating fluency, reasoning and problem solving as well as assessing them in Mastery.

This calculation policy has been largely adapted from their policy to use alongside the scheme in all year groups to show the progression within the 4 operations: addition, subtraction, multiplication and division.

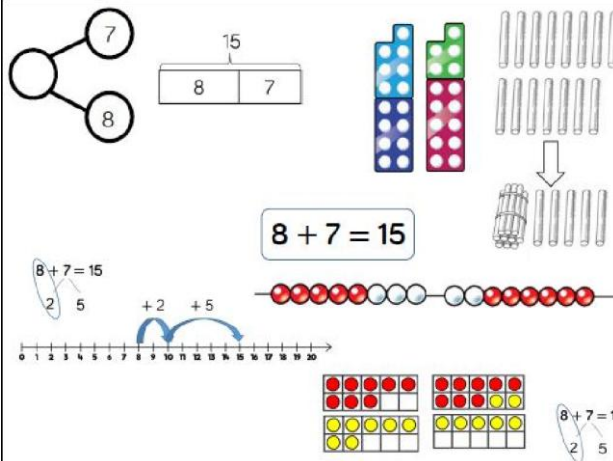
Concrete manipulatives are fundamental to the powerful Concrete Pictorial-Abstract (CPA) approach and are a key resource in developing a deep understanding of maths for pupils of all ages. At Holy Family we have a CPA approach to our teaching of maths. As the name suggests, concrete representations materially show the maths problem at hand and allows the child to physically handle the objects, while pictorial representations show the concrete materials in a visual 2D way. Abstract is the "symbolic" stage, where children use abstract symbols to model problems. Students will not advance to this stage until they have demonstrated that they have a solid understanding of the concrete and pictorial stages. The abstract stage involves the teacher introducing abstract concepts (for example, mathematical symbols). The various concrete manipulatives that are used throughout the different stages of teaching of maths are listed in this policy.

At the end of the document is a glossary of the keywords referred to in this policy.

# Addition

| Skill: Add 1-digit numbers within 10                                                                                                                                                                                                                                                             | Year: EYFS/1                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>When adding numbers to 10, children can explore both aggregation and augmentation. The part-whole model, discrete and continuous bar model, number shapes and ten frame support aggregation. The combination bar model, ten frame, bead string and number track all support augmentation.</p> |  <p>Part-whole model<br/>Bar model<br/>Number shapes<br/>Ten frames (within 10)<br/>Bead strings (10)<br/>Number tracks</p> |
| Skill: Add 1 and 2-digit numbers to 20                                                                                                                                                                                                                                                           | Year 1                                                                                                                                                                                                         |

When adding one-digit numbers that cross 10, it is important to highlight the importance of ten ones equalling one ten. In Year 1, this is only done just by counting on. From Year 2, use different manipulatives can be used to represent this exchange alongside number lines to support children in understanding how to partition their jumps.

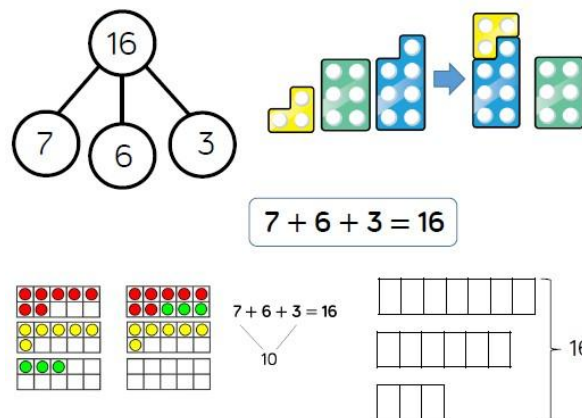


Part-whole model  
Bar model  
Number shapes  
Ten frames (within 20)  
Bead strings (20)  
Number tracks  
Number lines (labelled)  
Straws

### Skill: Add three 1-digit numbers

Year 2

When adding three 1-digit numbers, children should be encouraged to look for number bonds to 10 or doubles to add the numbers more efficiently. This supports children in their understanding of commutativity. Manipulatives that highlight number bonds to 10 are effective when adding three 1-digit numbers.

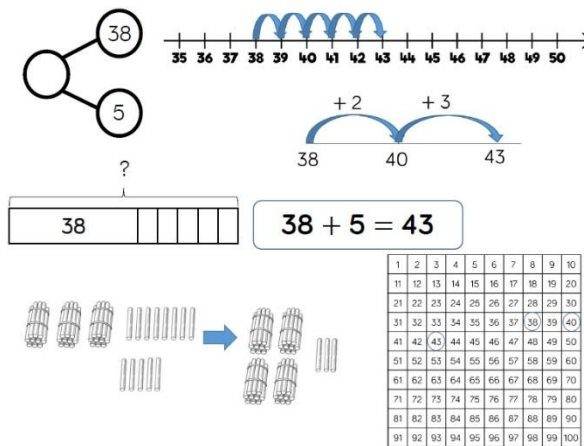


Part-whole model  
Bar model  
Ten frames (within 20)  
Number shapes

### Skill: Add 1 and 2-digit numbers to 100

Year 2/3

When adding single digits to a two-digit number, children should be encouraged to count on from the larger number. They should also apply their knowledge of number bonds to add more efficiently e.g.  $8 + 5 = 13$  so  $38 + 5 = 43$ . Hundred squares and straws can support children to find the number bond to 10.



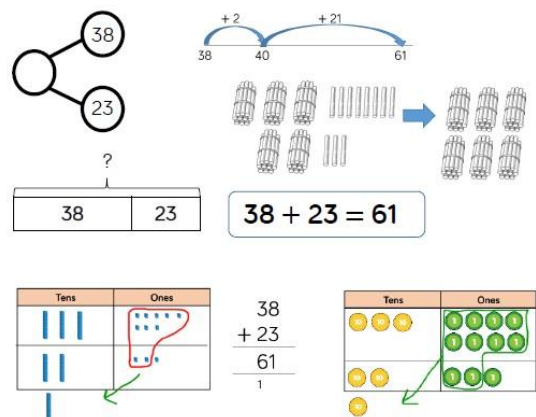
Part-whole model  
Bar model  
Number lines (labelled)  
Number lines (blank)  
Straws  
Hundred square

**Skill: Add two 2-digit numbers to 100**

**Year 2/3**

Children can use a blank number line and other representations to count on to find the total. Encourage them to jump to multiples of 10 to become more efficient.

From Year 3, encourage children to use the formal column method when calculating alongside straws, base 10 or place value counters.

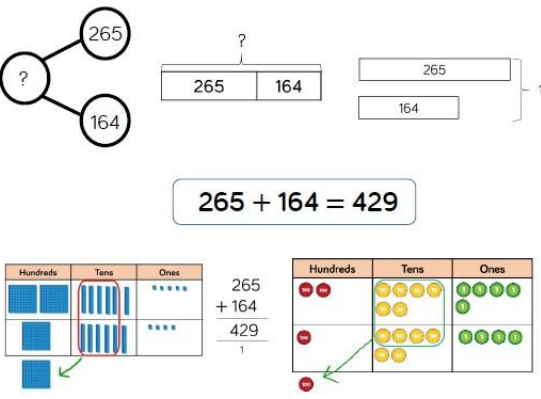
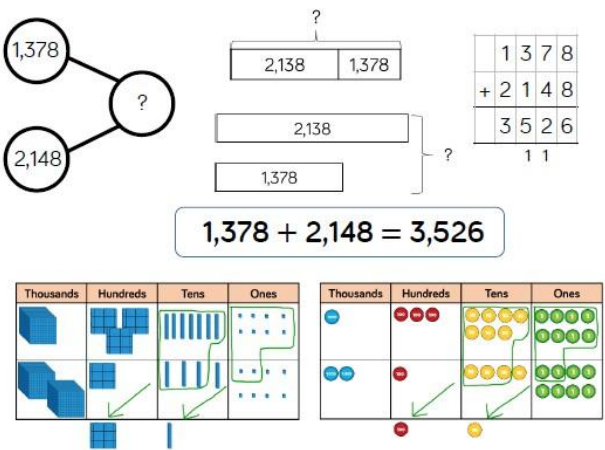


Part-whole model  
Bar model  
Number lines (blank)  
Straws  
Base 10  
Place value counters

larger, straws become less efficient.

**Skill: Add with up to 3-digits**

**Year 3**

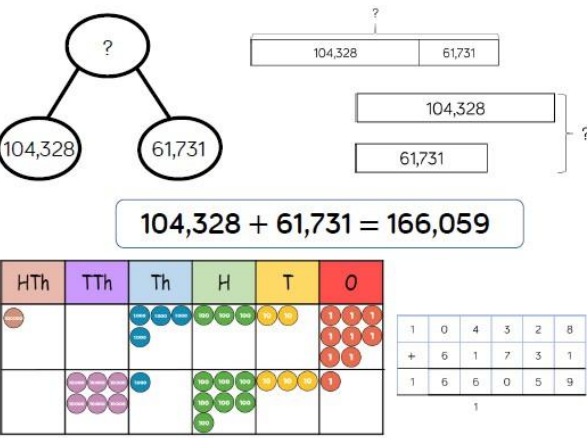
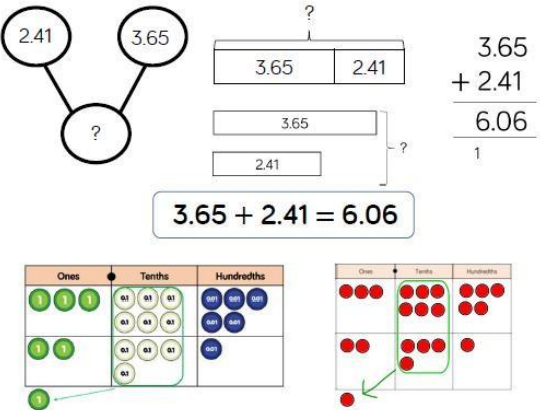
|                                                                                                                                                                                                                                                                                                                                                     |                                                                                      |                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <p>Base 10 and place value counters are the most effective manipulatives when adding numbers with up to 3 digits.</p> <p>Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method.</p> <p>Plain counters on a place value grid can also be used to support learning.</p> |    | <p>Part-whole model<br/>Bar model<br/>Base 10<br/>Place value counters<br/>Column addition</p> |
| <p><b>Skill: Add numbers with up to 4-digits</b></p>                                                                                                                                                                                                                                                                                                |                                                                                      |                                                                                                |
| <p>Base 10 and place value counters are the most effective manipulatives when adding numbers with up to 4 digits.</p> <p>Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method.</p> <p>Plain counters on a place value grid can also be used to support learning.</p> |  | <p>Part-whole model<br/>Bar model<br/>Base10<br/>Place value counters<br/>Column addition</p>  |
| <p><b>Skill: Add with more than 4 digits</b></p>                                                                                                                                                                                                                                                                                                    |                                                                                      |                                                                                                |

Part-whole model  
Bar model  
Base 10  
Place value counters  
Column addition

Year 4

Part-whole model  
Bar model  
Base10  
Place value counters  
Column addition

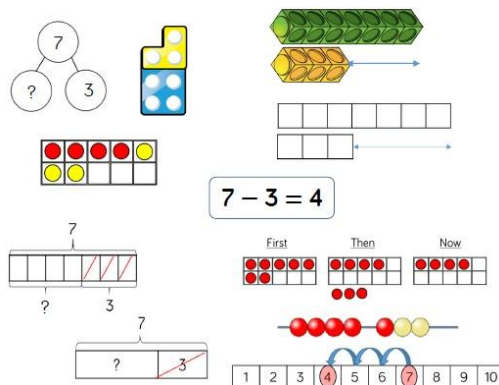
Year 5

|                                                                                                                                                                                                                                                                                                                                        |                                                                                                                      |                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <p>Place value counters or plain counters on a place value grid are the most effective concrete resources when adding numbers with more than 4 digits. At this stage, children should be encouraged to work in the abstract, using the column method to add larger numbers efficiently.</p>                                            |  <p>104,328 + 61,731 = 166,059</p> | <p>Part-whole model<br/>Bar model<br/>Place value counters<br/>Column addition</p> |
| <p><b>Skill: Add with up to 3 decimal places</b></p>                                                                                                                                                                                                                                                                                   |                                                                                                                      |                                                                                    |
| <p>Place value counters and plain counters on a place value grid are the most effective manipulatives when adding decimals with 1, 2 and then 3 decimal places. Ensure children have experience of adding decimals with a variety of decimal places. This includes putting this into context when adding money and other measures.</p> |  <p>3.65 + 2.41 = 6.06</p>        | <p>Part-whole model<br/>Bar model<br/>Place value counters<br/>Column addition</p> |

# Subtraction

|                                                         |                       |
|---------------------------------------------------------|-----------------------|
| <p><b>Skill: Subtract two 1-digit numbers to 10</b></p> | <p><b>Year: 1</b></p> |
|---------------------------------------------------------|-----------------------|

Part-whole models, bar models, ten frames and number shapes support partitioning. Ten frames, number tracks, single bar models and bead strings support reduction. Cubes and bar models with two bars can support finding the difference.

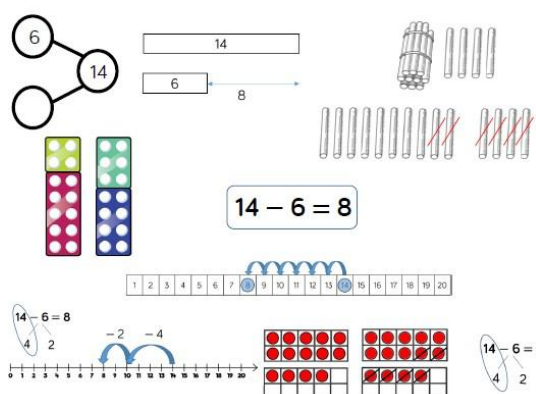


Part-whole model  
Bar model  
Number shapes  
Ten frames (within 10)  
Bead strings (10)  
Number tracks

Skill: Subtract 1 and 2-digit numbers to 20

Year 1

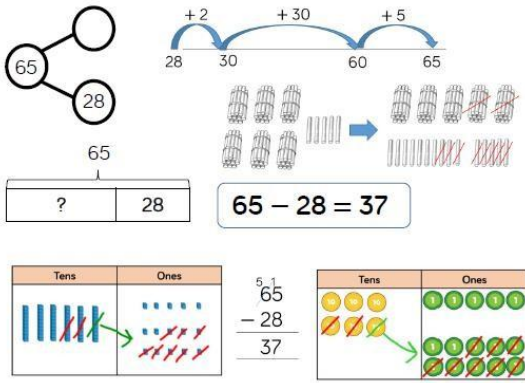
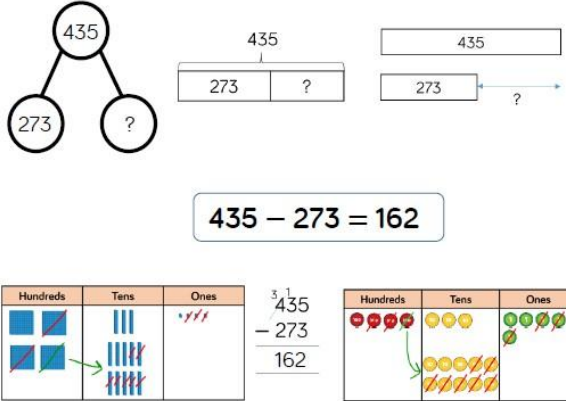
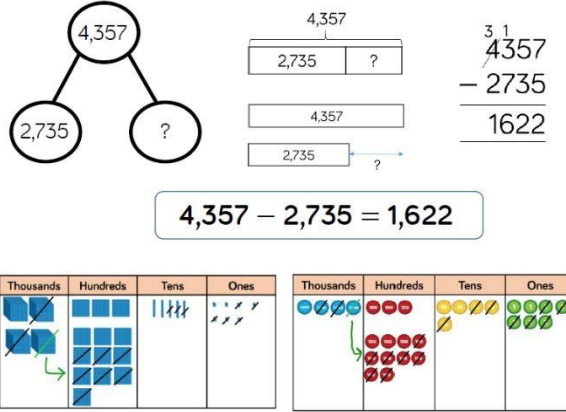
In Year 1, subtracting onedigit numbers that cross 10, is done by counting back, using objects, number tracks and number lines. From Year 2, children should be encouraged to find the number bond to 10 when partitioning the subtracted number. Ten frames, number shapes and number lines are particularly useful for this.

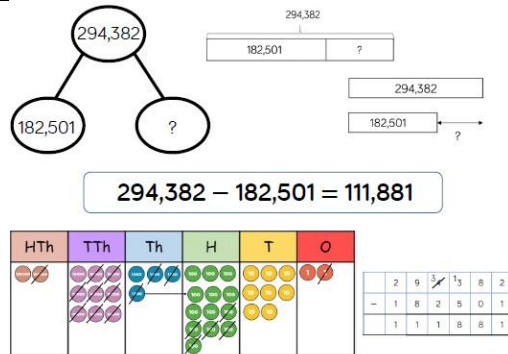
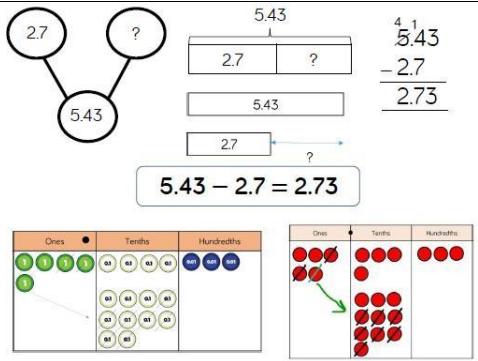


Part-whole model  
Bar model  
Number shapes  
Ten frames (within 20)  
Bead string (20)  
Number tracks  
Number lines (labelled)  
Straws

Skill: Subtract 1 and 2-digit numbers to 100

Year 2

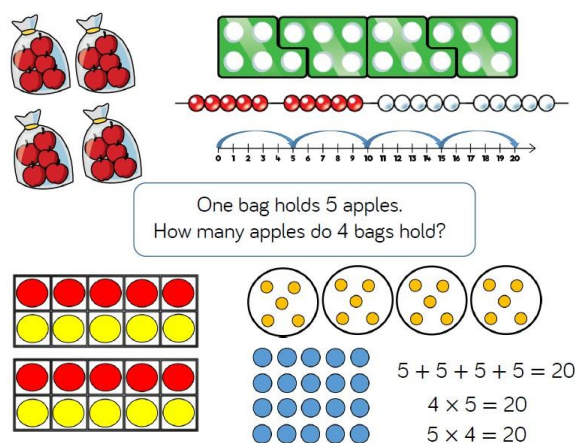
|                                                                                                                                                                                                                                                                                                                                                               |                                                                                      |                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <p>Children can also use a blank number line to count back to find the difference. Encourage them to jump to multiples of 10 to become more efficient.</p> <p>From Year 3, encourage children to use the formal column method when calculating alongside straws, base 10 or place value counters. As numbers become larger, straws become less efficient.</p> |    | <p>Part-whole model<br/>Bar model<br/>Number lines (labelled)<br/>Number lines (blank)<br/>Straws<br/>Hundred square</p> |
| <p><b>Skill: Subtract two 3-digit numbers</b></p>                                                                                                                                                                                                                                                                                                             |                                                                                      |                                                                                                                          |
| <p>Base 10 and place value counters are the most effective manipulative when subtracting numbers with up to 3 digits. Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method. Plain counters on a place value grid can also be used to support learning.</p>                     |   | <p>Part-whole model<br/>Bar model<br/>Number lines (blank)<br/>Straws<br/>Base 10 Place value counters</p>               |
| <p><b>Skill: Subtract with up to 4-digits</b></p>                                                                                                                                                                                                                                                                                                             |                                                                                      |                                                                                                                          |
| <p>Place value counters or plain counters on a place value grid are the most effective concrete resource when subtracting numbers with more than 4 digits. At this stage, children should be encouraged to work in the abstract, using column method to subtract larger numbers efficiently.</p>                                                              |  | <p>Part-whole model<br/>Bar model<br/>Base 10 Place value counters<br/>Column subtraction</p>                            |

|                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Skill: Subtract with more than 4 digits</b>                                                                                                                                                                                                                                                                                                       | <b>Year 5/6</b>                                                                                                                                                                                                                         |
| <p>Place value counters or plain counters on a place value grid are the most effective concrete resource when subtracting numbers with more than 4 digits. At this stage, children should be encouraged to work in the abstract, using column method to subtract larger numbers efficiently.</p>                                                     |  <p>294,382<br/>182,501</p> <p><math>294,382 - 182,501 = 111,881</math></p> <p>Part-whole model Bar model Place value counters Column subtraction</p> |
| <b>Skill: Subtract with up to 3 decimal places</b>                                                                                                                                                                                                                                                                                                   | <b>Year 5/6</b>                                                                                                                                                                                                                         |
| <p>Place value counters and plain counters on a place value grid are the most effective manipulative when subtracting decimals with 1, 2 and then 3 decimal places. Ensure children have experience of subtracting decimals with a variety of decimal places. This includes putting this into context when subtracting money and other measures.</p> |  <p>5.43<br/>2.7</p> <p><math>5.43 - 2.7 = 2.73</math></p> <p>Part-whole model Bar model Place value counters Column subtraction</p>                 |

# Multiplication

|                                                           |                  |
|-----------------------------------------------------------|------------------|
| <b>Skill: Solve one-step problems with multiplication</b> | <b>Year: 1/2</b> |
|-----------------------------------------------------------|------------------|

Children represent multiplication as repeated addition in many different ways. In Year 1, children use concrete and pictorial representations to solve problems. They are not expected to record multiplication formally. In Year 2, children are introduced to the multiplication symbol.

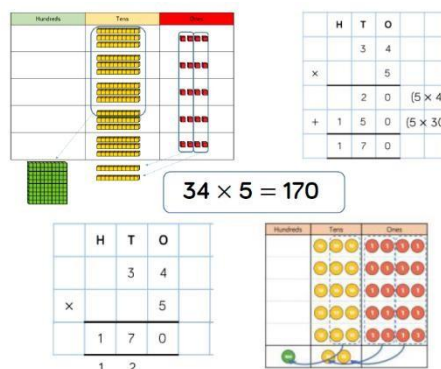


Bar model  
Number  
shapes  
Counters  
Ten frames  
Bead strings  
Number lines

Skill: Multiply 2-digit by 1-digit numbers

Year 3/4

Informal methods and the expanded method are used in Year 3 before moving on to the short multiplication method in Year 4. Place value counters should be used to support the understanding of the method rather than supporting the multiplication, as children should use times table knowledge.

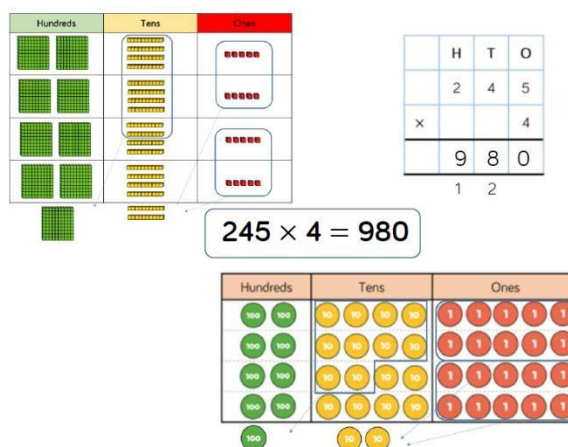


Place value  
counters Base  
10 Expanded  
written  
method  
Short written  
method

Skill: Multiply 3-digit by 1-digit numbers

Year 4

When moving to 3-digit by 1-digit multiplication, encourage children to move towards the short, formal written method. Base 10 and place value counters continue to support the understanding of the written method. Limit the number of exchanges needed in the questions and move children away from resources when multiplying larger numbers.

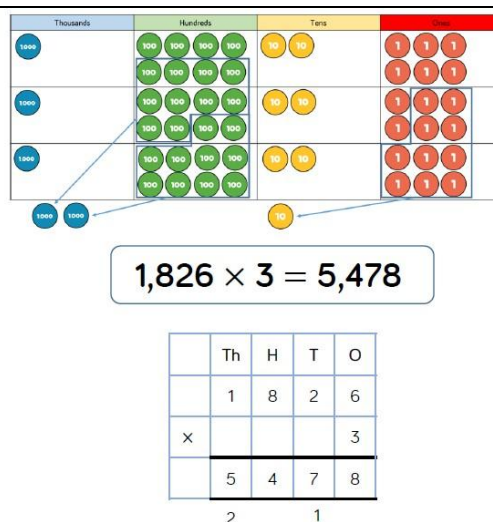


Place value  
counters Base  
10  
Short written  
method

Skill: Multiply 4-digit by 1-digit numbers

Year 5

When multiplying 4-digit numbers, place value counters are the best manipulative to use to support children in their understanding of the formal written method. If children are multiplying larger numbers and struggling with their times tables, encourage the use of multiplication grids so children can focus on the use of the written method.

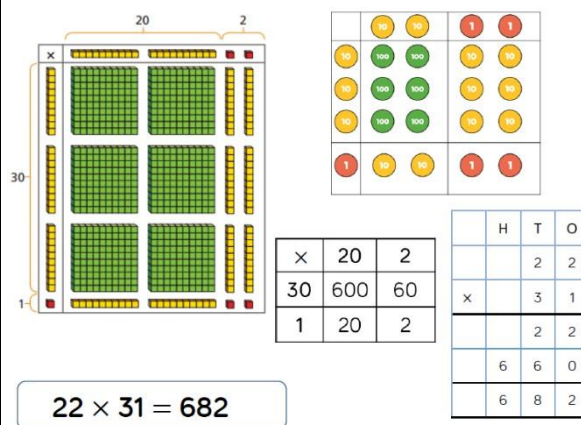


Place value  
counters  
Short written  
method

### Skill: Multiply 2-digit by 2-digit numbers

Year 5

When multiplying a multi-digit number by 2-digits, use the area model to help children understand the size of the numbers they are using. This links to finding the area of a rectangle by finding the space covered by the Base 10. The grid method matches the area model as an initial written method before moving on to the formal written multiplication method.

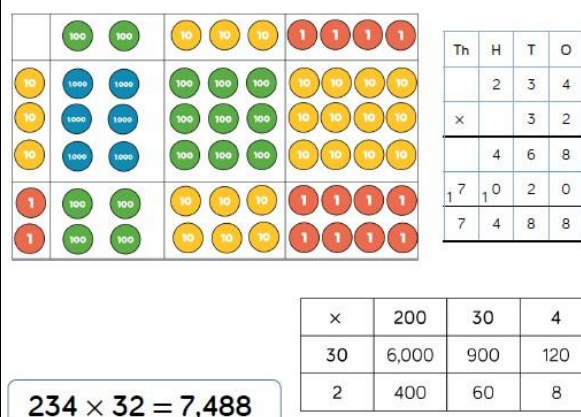


Place value  
counters Base  
10  
Short  
written  
method Grid  
method

### Skill: Multiply 2-digit by 3-digit numbers

Year 5

Children can continue to use the area model when multiplying 3digits by 2-digits. Place value counters become more efficient to use but Base 10 can be used to highlight the size of numbers. Children should now move towards the formal written method, seeing the links with the grid method.



Place value  
counters  
Short  
written  
method Grid  
method

### Skill: Multiply 2-digit by 4-digit numbers

Year 5/6

When multiplying 4digits by 2-digits, children should be confident in using the formal written method. If they are still struggling with times tables, provide multiplication grids to support when they are focusing on the use of the method. Consider where exchanged digits are

| TTh | Th | H | T | O |
|-----|----|---|---|---|
|     | 2  | 7 | 3 | 9 |
| ×   |    |   | 2 | 8 |
| 2   | 1  | 9 | 1 | 2 |
| 2   | 5  | 3 | 7 |   |
| 5   | 4  | 7 | 8 | 0 |
| 1   |    | 1 |   |   |
| 7   | 6  | 6 | 9 | 2 |

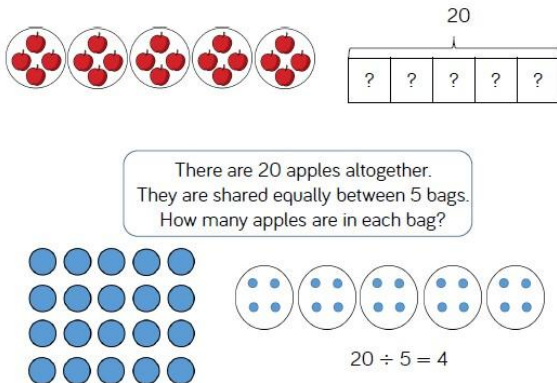
$$2,739 \times 28 = 76,692$$

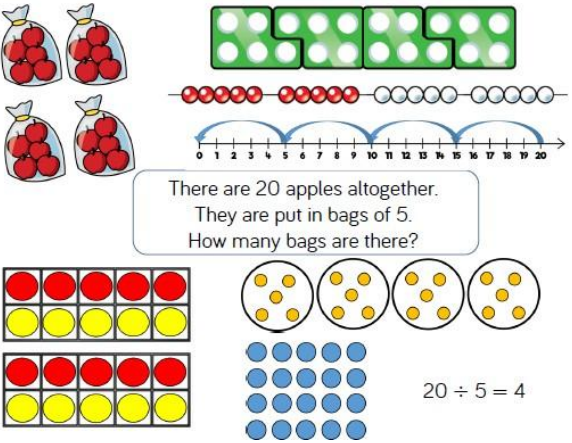
Formal written  
method

|                                          |  |  |
|------------------------------------------|--|--|
| placed and make sure this is consistent. |  |  |
|------------------------------------------|--|--|

# Division

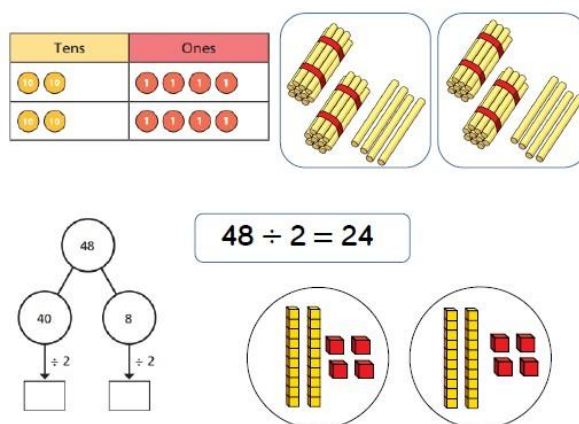
|                                                        |           |
|--------------------------------------------------------|-----------|
| Skill: Solve one-step problems with division (sharing) | Year: 1/2 |
|--------------------------------------------------------|-----------|

|                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                              |                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| <p>Children solve problems by sharing amounts into equal groups.</p> <p>In Year 1, children use concrete and pictorial representations to solve problems. They are not expected to record division formally.</p> <p>In Year 2, children are introduced to the division symbol.</p> |  <p>There are 20 apples altogether.<br/>They are shared equally between 5 bags.<br/>How many apples are in each bag?</p> <p><math>20 \div 5 = 4</math></p> | <p>Bar model<br/>Real life objects<br/>Arrays<br/>Counters</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                           |                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <p>Skill: Solve one-step problems with division (grouping)</p> <p>Children solve problems by grouping and counting the number of groups. Grouping encourages children to count in multiples and links to repeated subtraction on a number line. They can use concrete representations in fixed groups such as number shapes which helps to show the link between multiplication and division.</p> |  <p>There are 20 apples altogether.<br/>They are put in bags of 5.<br/>How many bags are there?</p> <p><math>20 \div 5 = 4</math></p> | <p>Year: 1/2</p> <p>Real life objects<br/>Number shapes<br/>Bead strings<br/>Ten frames<br/>Number lines<br/>Arrays<br/>Counters</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|

|                                                                |                |
|----------------------------------------------------------------|----------------|
| <p>Skill: Divide 2-digits by 1-digit (no exchange sharing)</p> | <p>Year: 3</p> |
|----------------------------------------------------------------|----------------|

When dividing larger numbers, children can use manipulatives that allow them to partition into tens and ones. Straws, Base 10 and place value counters can all be used to share numbers into equal groups. Part-whole models can provide children with a clear written method that matches the concrete representation.

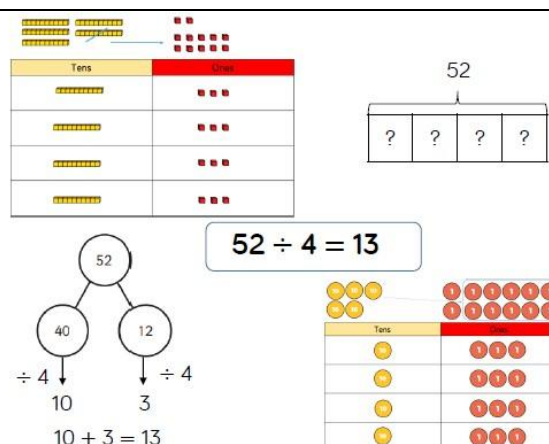


Straws  
Base 10  
Bar model  
Place value  
counters Part-  
whole model

**Skill: Divide 2-digits by 1-digit (sharing with exchange)**

**Year: 3/4**

When dividing numbers involving an exchange, children can use Base 10 and place value counters to exchange one ten for ten ones. Children should start with the equipment outside the place value grid before sharing the tens and ones equally between the rows. Flexible partitioning in a part-whole model supports this method.



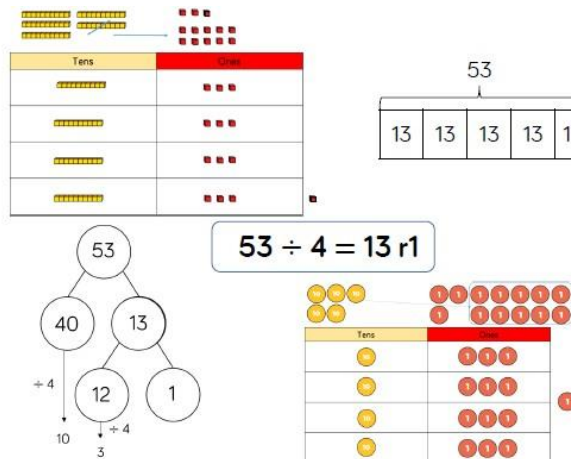
Straws  
Base 10  
Bar model  
Place value  
counters Part-  
whole model

## Skill: Divide 2-digits by 1-digit (sharing with remainders)

Year: 3/4

When dividing numbers with remainders, children can use Base 10 and place value counters to exchange one ten for ten ones. Starting with the equipment outside the place value grid will highlight remainders, as they will be left outside the grid once the equal groups have been made.

Flexible partitioning in a part-whole model supports this method.



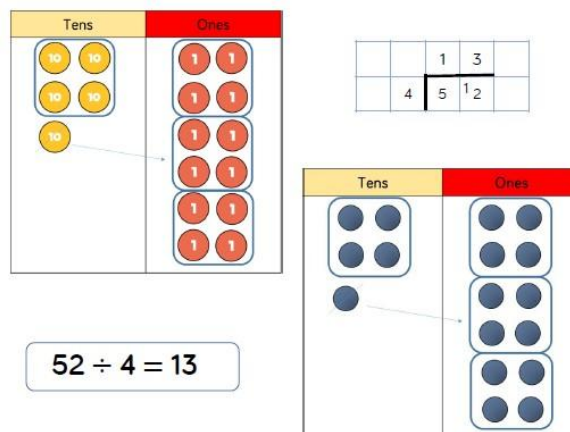
Straws  
Base 10  
Bar model  
Place value  
counters Part-  
whole model

## Skill: Divide 2-digits by 1-digit (grouping)

Year: 4/5

When using the short division method, children use grouping. Starting with the largest place value, they group by the divisor.

Language is important here. Children should consider 'How many groups of 4 tens can we make?' and 'How many groups of 4 ones can we make?'  
Remainders can also be seen as they are left ungrouped.

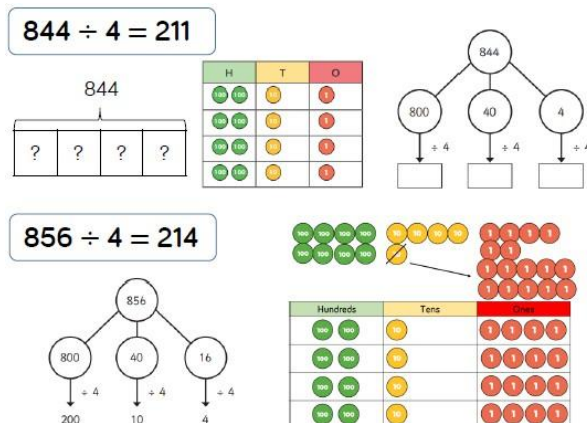


Place value  
counters  
Counters  
Place value  
grid  
Written short  
division

## Skill: Divide 3-digits by 1-digit (sharing with exchange)

Year: 4

Children can continue to use place value counters to share 3-digit numbers into equal groups. Children should start with the equipment outside the place value grid before sharing the hundreds, tens and ones equally between the rows. This method can also help to highlight remainders. Flexible partitioning in a part-whole model supports this method.

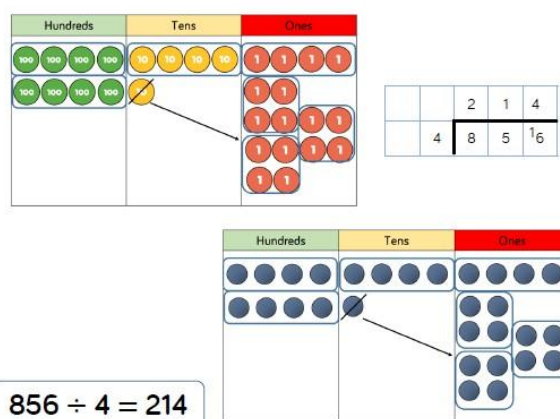


Base 10  
Bar model  
Place value  
counters Part-  
whole model

## Skill: Divide 3-digits by 1-digit (grouping)

Year: 5

Children can continue to use grouping to support their understanding of short division when dividing a 3-digit number by a 1-digit number. Place value counters or plain counters can be used on a place value grid to support this understanding. Children can also draw their own counters and group them through a more pictorial method.



Place value  
counters  
Counters  
Place value  
grid  
Written short  
division

## Skill: Divide 4-digits by 1-digit (grouping)

Year: 5

| <p>Place value counters or plain counters can be used on a place value grid to support children to divide 4digits by 1-digit.</p> <p>Children can also draw their own counters and group them through a more pictorial method. Children should be encouraged to move away from the</p>                                                                                | <div><table><tr><th>Th</th><th>H</th><th>T</th><th>O</th></tr><tr><td><div><div>1000</div><div>1000</div><div>1000</div><div>1000</div><div>1000</div></div></td><td><div><div>100</div><div>100</div><div>100</div><div>100</div><div>100</div></div></td><td><div><div>10</div><div>10</div><div>10</div><div>10</div><div>10</div><div>10</div><div>10</div><div>10</div><div>10</div><div>10</div></div></td><td><div><div>1</div><div>1</div><div>1</div><div>1</div><div>1</div><div>1</div><div>1</div><div>1</div><div>1</div><div>1</div></div></td></tr></table><div><div>8,532 ÷ 2 = 4,266</div></div><div><table><tr><td></td><td>4</td><td>2</td><td>6</td><td>6</td></tr><tr><td>2</td><td>8</td><td>5</td><td>13</td><td>12</td></tr></table></div></div> <tr><td></td><td></td><td><p>Place value counters<br/>Counters<br/>Place value grid<br/>Written short division</p></td></tr> <tr><td><p>concrete and pictorial when dividing numbers with multiple exchanges.</p></td><td></td><td></td></tr> <tr><td colspan="2"><p>Skill: Divide multi-digits by 2-digits (short division)</p></td><td><p>Year: 6</p></td></tr> <tr><td><p>When children begin to divide up to 4-digits by 2-digits, written methods become the most accurate as concrete and pictorial representations become less effective. Children can write out multiples to support their calculations with larger remainders. Children will also solve problems with remainders where the quotient can be rounded as appropriate.</p></td><td><div><table><tr><td></td><td></td><td>0</td><td>3</td><td>6</td></tr><tr><td></td><td>12</td><td>4</td><td>4</td><td>7</td></tr><tr><td></td><td></td><td></td><td>3</td><td>2</td></tr></table><div><div>432 ÷ 12 = 36</div></div></div><div><div><div>7,335 ÷ 15 = 489</div></div><div><table><tr><td></td><td></td><td>0</td><td>4</td><td>8</td><td>9</td></tr><tr><td></td><td>15</td><td>7</td><td>7</td><td>13</td><td>13</td></tr><tr><td></td><td></td><td></td><td>3</td><td>3</td><td>5</td></tr></table></div><div><table><tr><td>15</td><td>30</td><td>45</td><td>60</td><td>75</td><td>90</td><td>105</td><td>120</td><td>135</td><td>150</td></tr></table></div></div></td><td><p>Written short division List of multiples</p></td></tr> <tr><td colspan="2"><p>Skill: Divide multi-digits by 2-digits (long division)</p></td><td><p>Year: 6</p></td></tr> | Th                                                                                                                                            | H                                                                                                                                   | T  | O  | <div><div>1000</div><div>1000</div><div>1000</div><div>1000</div><div>1000</div></div> | <div><div>100</div><div>100</div><div>100</div><div>100</div><div>100</div></div> | <div><div>10</div><div>10</div><div>10</div><div>10</div><div>10</div><div>10</div><div>10</div><div>10</div><div>10</div><div>10</div></div> | <div><div>1</div><div>1</div><div>1</div><div>1</div><div>1</div><div>1</div><div>1</div><div>1</div><div>1</div><div>1</div></div> |   | 4 | 2 | 6 | 6 | 2 | 8 | 5 | 13 | 12 |   |   | <p>Place value counters<br/>Counters<br/>Place value grid<br/>Written short division</p> | <p>concrete and pictorial when dividing numbers with multiple exchanges.</p> |    |   | <p>Skill: Divide multi-digits by 2-digits (short division)</p> |    | <p>Year: 6</p> | <p>When children begin to divide up to 4-digits by 2-digits, written methods become the most accurate as concrete and pictorial representations become less effective. 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| <p>Skill: Divide multi-digits by 2-digits (long division)</p>                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                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| <p>Children can also divide by 2-digit numbers using long division.</p> <p>Children can write out multiples to support their calculations with larger remainders.</p> <p>Children will also solve problems with remainders where the quotient can be rounded as appropriate.</p>                         | <div><table><tr><td></td><td></td><td>0</td><td>3</td><td>6</td></tr><tr><td>1</td><td>2</td><td>4</td><td>3</td><td>2</td></tr><tr><td></td><td>-</td><td>3</td><td>6</td><td>0</td></tr><tr><td></td><td></td><td></td><td>7</td><td>2</td></tr><tr><td></td><td>-</td><td></td><td>7</td><td>2</td></tr><tr><td></td><td></td><td></td><td></td><td>0</td></tr></table><div>(x30)</div><div>(x6)</div><div><div><div>12 × 1 = 12</div><div>12 × 2 = 24</div><div>12 × 3 = 36</div><div>12 × 4 = 48</div><div>12 × 5 = 60</div><div>12 × 6 = 72</div><div>12 × 7 = 84</div><div>12 × 8 = 96</div><div>12 × 9 = 108</div><div>12 × 10 = 120</div></div><div>432 ÷ 12 = 36</div></div></div> <div><table><tr><td></td><td>0</td><td>4</td><td>8</td><td>9</td></tr><tr><td>15</td><td>7</td><td>3</td><td>3</td><td>5</td></tr><tr><td>-</td><td>6</td><td>0</td><td>0</td><td>0</td></tr><tr><td></td><td>1</td><td>3</td><td>3</td><td>5</td></tr><tr><td>-</td><td>1</td><td>2</td><td>0</td><td>0</td></tr><tr><td></td><td></td><td>1</td><td>3</td><td>5</td></tr><tr><td>-</td><td></td><td>1</td><td>3</td><td>5</td></tr><tr><td></td><td></td><td></td><td></td><td>0</td></tr></table><div>(x400)</div><div>(x80)</div><div>(x9)</div><div><div>1 × 15 = 15</div><div>2 × 15 = 30</div><div>3 × 15 = 45</div><div>4 × 15 = 60</div><div>5 × 15 = 75</div><div>10 × 15 = 150</div></div><div>7,335 ÷ 15 = 489</div></div> |                |   | 0 | 3             | 6 | 1 | 2 | 4 | 3 | 2 |   | - | 3 | 6 | 0 |  |  |   | 7 | 2 |   | - |  | 7 | 2 |  |  |   |   | 0 |  | 0 | 4 | 8 | 9 | 15 | 7 | 3 | 3 | 5 | - | 6 | 0 | 0 | 0 |  | 1 | 3 | 3 | 5 | - | 1 | 2 | 0             | 0 |   |   | 1 | 3 | 5 | - |   | 1 | 3 | 5 |  |  |  |  | 0 | <p>Written long division List of multiples</p> |  |  |   |  |   |   |  |  |  |  |   |   |  |                                                |
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| <p>Skill: Divide multi-digits by 2-digits (long division)</p>                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Year: 6</p> |   |   |               |   |   |   |   |   |   |   |   |   |   |   |  |  |   |   |   |   |   |  |   |   |  |  |   |   |   |  |   |   |   |   |    |   |   |   |   |   |   |   |   |   |  |   |   |   |   |   |   |   |               |   |   |   |   |   |   |   |   |   |   |   |  |  |  |  |   |                                                |  |  |   |  |   |   |  |  |  |  |   |   |  |                                                |
| <p>When a remainder is left at the end of a calculation, children can either leave it as a remainder or convert it to a fraction.</p> <p>This will depend on the context of the question.</p> <p>Children can also answer questions where the quotient needs to be rounded according to the context.</p> | <div><div>372 ÷ 15 = 24 r12</div><div><table><tr><td></td><td></td><td></td><td>2</td><td>4</td><td>r</td><td>1</td><td>2</td></tr><tr><td>1</td><td>5</td><td>3</td><td>7</td><td>2</td><td></td><td></td><td></td></tr><tr><td></td><td>-</td><td>3</td><td>0</td><td>0</td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td>7</td><td>2</td><td></td><td></td><td></td></tr><tr><td></td><td>-</td><td></td><td>6</td><td>0</td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td>1</td><td>2</td><td></td><td></td><td></td></tr></table></div></div> <div><div><table><tr><td></td><td></td><td></td><td>2</td><td>4</td><td><math>\frac{4}{5}</math></td></tr><tr><td>1</td><td>5</td><td>3</td><td>7</td><td>2</td><td></td></tr><tr><td></td><td>-</td><td>3</td><td>0</td><td>0</td><td></td></tr><tr><td></td><td></td><td></td><td>7</td><td>2</td><td></td></tr><tr><td></td><td>-</td><td></td><td>6</td><td>0</td><td></td></tr><tr><td></td><td></td><td></td><td>1</td><td>2</td><td></td></tr></table></div><div>372 ÷ 15 = 24 <math>\frac{4}{5}</math></div></div>                                                                                                                                                                                                                                                                                                             |                |   |   | 2             | 4 | r | 1 | 2 | 1 | 5 | 3 | 7 | 2 |   |   |  |  | - | 3 | 0 | 0 |   |  |   |   |  |  | 7 | 2 |   |  |   |   | - |   | 6  | 0 |   |   |   |   |   |   | 1 | 2 |  |   |   |   |   |   | 2 | 4 | $\frac{4}{5}$ | 1 | 5 | 3 | 7 | 2 |   |   | - | 3 | 0 | 0 |  |  |  |  | 7 | 2                                              |  |  | - |  | 6 | 0 |  |  |  |  | 1 | 2 |  | <p>Written long division List of multiples</p> |
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# Glossary

Addend – a number to be added to another

Aggregation – combining two or more quantities or measures to find a total

Array – an ordered collection of counters, cubes or other items in rows and columns.

Augmentation – increasing a quantity or measure by another quantity

Commutative – numbers can be added/multiplied in any order

Complement – in addition, a number and its complement make a total e.g. 300 is the complement to 700 to make 1,000

Difference – the numerical difference between two numbers is found by comparing the quantity in each group

Dividend – in division, the number that is divided

Divisor – in division, the number by which another is divided

Exchange – change a number or expression for another in equal value

Factor – a number that multiplies with another to make a product

Minuend – a quantity or number from which another is subtracted

Multiplicand – In multiplication, a number to be multiplied by another

Partitioning - Splitting a number into its component parts

Production – The result of multiplying one number by another

Quotient – The result of a division

Reduction – Subtraction as take away

Remainder – The amount left over after a division when the divisor is not a factor of the dividend

Scaling – Enlarging or reducing a number by a given amount, called the scaled factor

Subitise – Instantly recognise the number of objects in a small group without needing to count

Subtrahend – A number to be subtracted from another

Sum – The result of an addition

Total – The aggregate or the sum found by addition