

Faith is all around us.
 We have to have faith in ourselves in order to be the best that we can be.
 We are a small school, with big hearts and together we beat as one.
 Sowing seeds of knowledge and faith, with nurture and love
 We thrive, we grow.

WISTOW PAROCHIAL CE PRIMARY SCHOOL

Head Teacher: Carla Cox

CALCULATION POLICY

Document Status		
Date of Next Review	July 2027	Responsibility – Full Governing Body
Date of Policy Creation	June 2021	Responsible Governor Name
Date of Review and Ratification at FGB Meeting	July 2026	Allen Blake
Policy Publication/Communication ☒ On the school website ☒ Shared staff network drive ☒ Updates to staff in staff meetings		<i>Signed off by the above named Governor during the full governing body meeting held on the date stated as ratified.</i>

This calculation policy has been produced to ensure consistency and progression in teaching throughout school. It aims to give an overview of the key concrete, pictorial and abstract strategies to be taught in each year group, and strategies that support the WhiteRose Progression in all phases and Key Stages.

This policy aims to identify the progression in each of the four operations that children will typically follow, whilst giving guidance to support a mastery approach where all children have access to manipulatives and visuals to further support their learning. It is intended as a guide that recognises children have their own learning styles and will progress through different stages of learning at different times.

The policy supports differentiation for all through the use of concrete, pictorial and abstract strategies. These three procedures each build on the conceptual understanding of children at each stage, allowing teachers to better support and differentiate. This allows most pupils to access the same objectives (the mastery approach), whilst being provided with the tools they need to work independently.

Although the intended outcomes of the policy and approach are accurate, efficient written procedures, it is important to recognise that in every written method, there is an element of mental processing. Mental strategies will therefore be taught alongside written strategies and they are to be complementary, not separate.

The strategies laid out in this policy will support an approach where children can assess and reason when approaching a question, thereby allowing them to choose an efficient method that is appropriate to the task.

When children leave Wistow Primary School, we aim for them to:

- have a secure knowledge of number facts (including multiplication times tables), place value and the four operations
- use their knowledge to calculate mentally and apply those skills to calculations and problems using larger numbers or more complex themes
- have an efficient, reliable written method of calculation for each operation that matches the expected skills at the end of each year group or phase
- calculate mentally (where it is the most efficient method)

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The background of the slide features a teal geometric pattern consisting of various triangles and trapezoids in different shades of blue and green, creating a modern, abstract design.

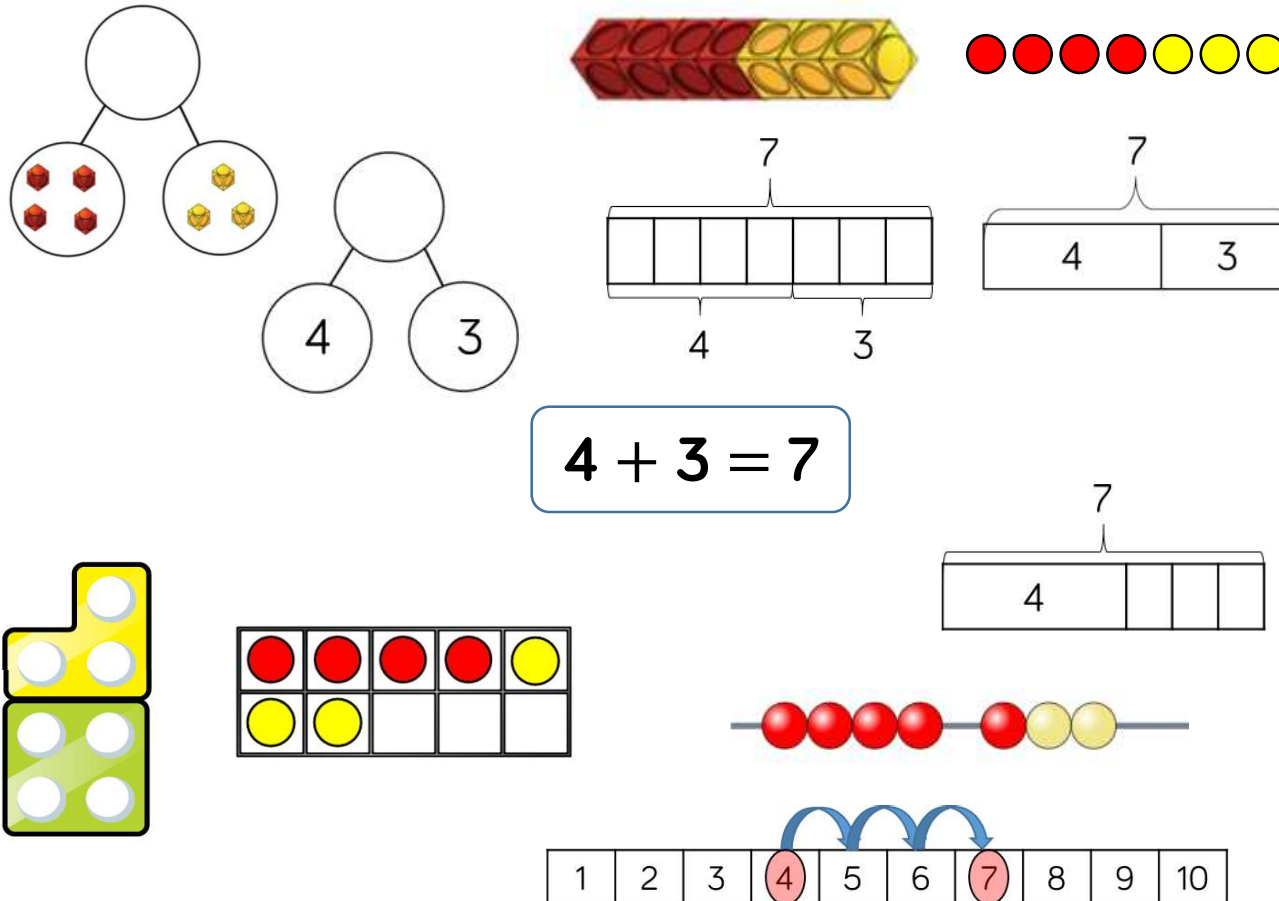
Addition

Skill	Year	Representations and models	
Add two 1-digit numbers to 10	1	Part-whole model Bar model Number shapes	Ten frames (within 10) Bead strings (10) Number tracks
Add 1 and 2-digit numbers to 20	1	Part-whole model Bar model Number shapes Ten frames (within 20)	Bead strings (20) Number tracks Number lines (labelled) Straws
Add three 1-digit numbers	2	Part-whole model Bar model	Ten frames (within 20) Number shapes
Add 1 and 2-digit numbers to 100	2	Part-whole model Bar model Number lines (labelled)	Number lines (blank) Straws Hundred square

Skill	Year	Representations and models	
Add two 2-digit numbers	2	Part-whole model Bar model Number lines (blank) Straws	Base 10 Place value counters
Add with up to 3-digits	3	Part-whole model Bar model	Base 10 Place value counters Column addition
Add with up to 4-digits	4	Part-whole model Bar model	Base 10 Place value counters Column addition
Add with more than 4 digits	5	Part-whole model Bar model	Place value counters Column addition
Add with up to 3 decimal places	5	Part-whole model Bar model	Place value counters Column addition

Skill: Add 1-digit numbers within 10

Year: 1



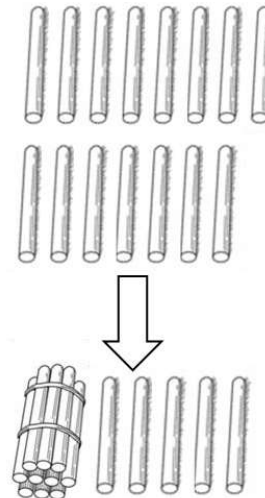
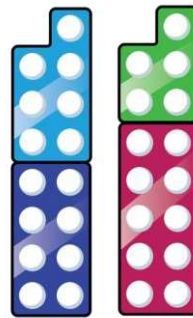
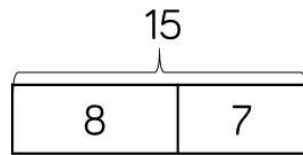
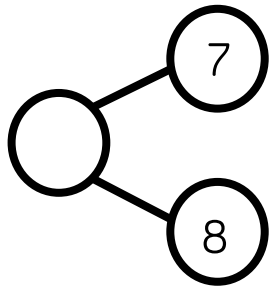
When adding numbers to 10, children can explore both aggregation and augmentation.

The part-whole model, discrete and continuous bar model, number shapes and ten frame support aggregation.

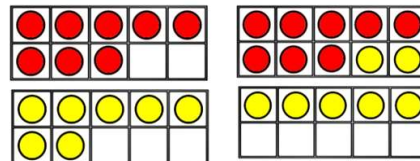
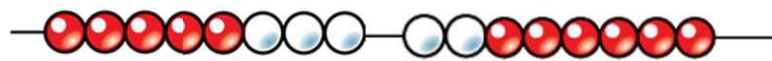
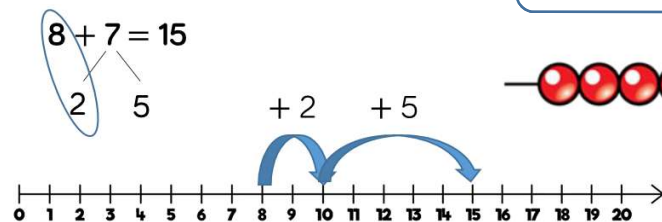
The combination bar model, ten frame, bead string and number track all support augmentation.

Skill: Add 1 and 2-digit numbers to 20

Year: 1/2



$$8 + 7 = 15$$

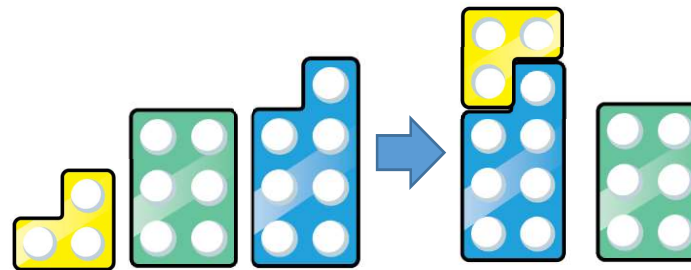
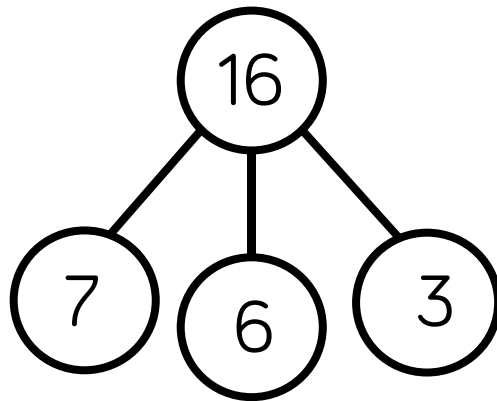


$$8 + 7 = 15$$

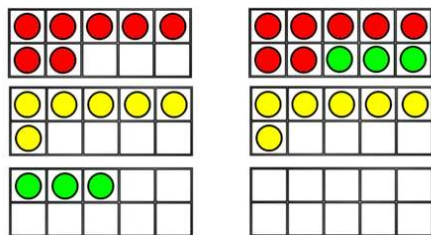
When adding one-digit numbers that cross 10, it is important to highlight the importance of ten ones equalling one ten. In Year 1, this is only done just by counting on. From Year 2, use different manipulatives can be used to represent this exchange alongside number lines to support children in understanding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

Skill: Add three 1-digit numbers

Year: 2

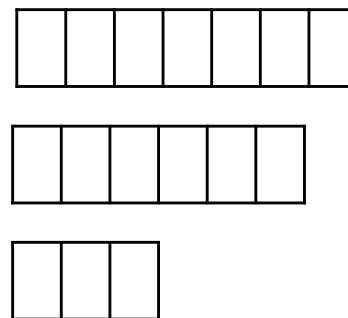


$$7 + 6 + 3 = 16$$



$$7 + 6 + 3 = 16$$

10



16

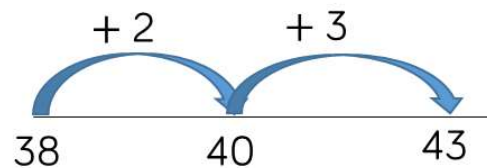
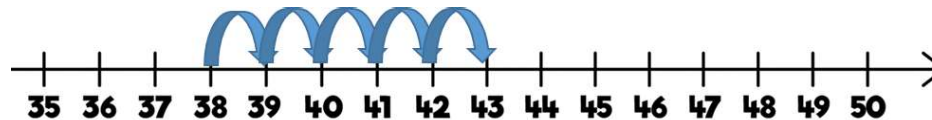
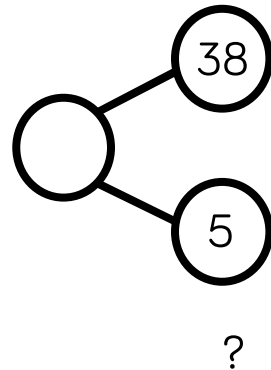
When adding three 1-digit numbers, children should be encouraged to look for number bonds to 10 or doubles to add the numbers more efficiently.

This supports children in their understanding of commutativity.

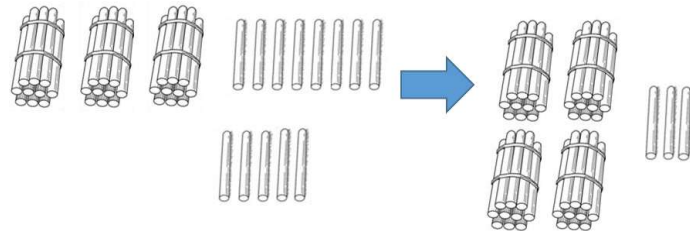
Manipulatives that highlight number bonds to 10 are effective when adding three 1-digit numbers.

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

Year: 2/3



$$38 + 5 = 43$$



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

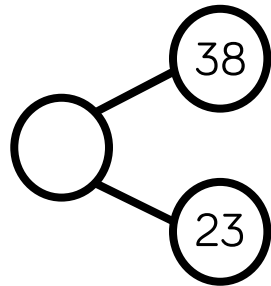
When adding single digits to a two-digit number, children should be encouraged to count on from the larger number.

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.

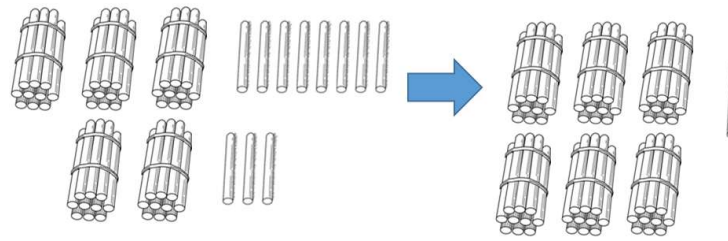
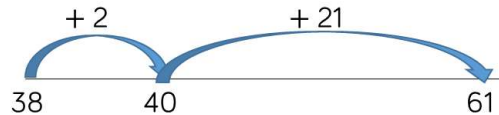
Skill: Add two 2-digit numbers to 100

Year: 2/3



?

38	23
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$$38 + 23 = 61$$

Tens	Ones

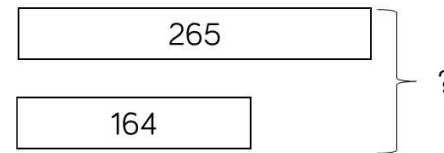
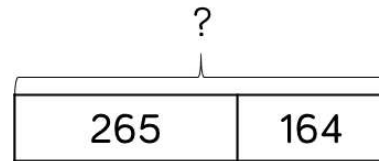
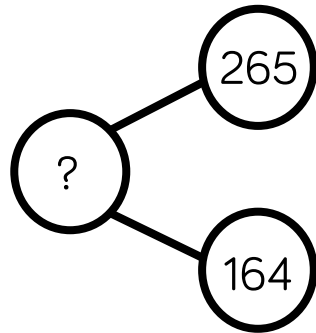
$$\begin{array}{r} 38 \\ + 23 \\ \hline 61 \\ 1 \end{array}$$

Tens	Ones

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. As numbers become larger, straws become less efficient.

Skill: Add numbers with up to 3 digits

Year: 3



$$265 + 164 = 429$$

Hundreds	Tens	Ones

$$\begin{array}{r} 265 \\ + 164 \\ \hline 429 \\ 1 \end{array}$$

Hundreds	Tens	Ones

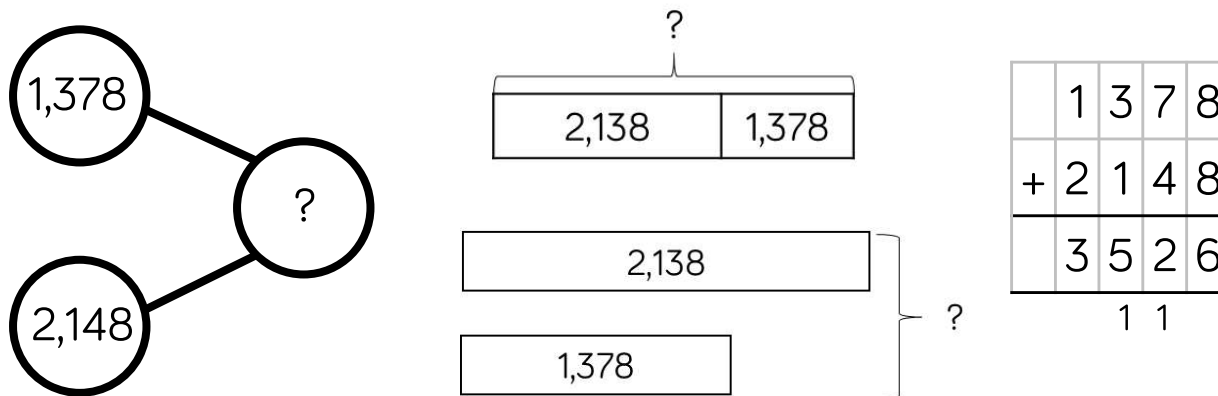
Base 10 and place value counters are the most effective manipulatives when adding numbers with up to 3 digits.

Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method.

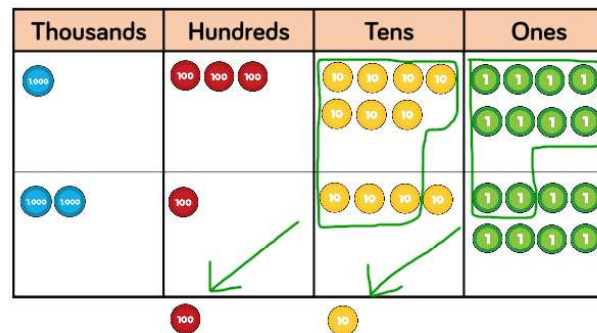
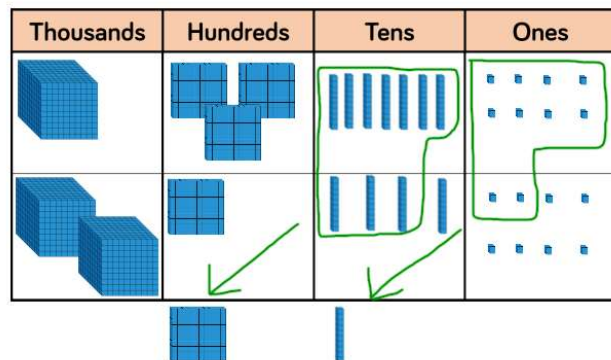
Plain counters on a place value grid can also be used to support learning.

Skill: Add numbers with up to 4 digits

Year: 4



$$1,378 + 2,148 = 3,526$$



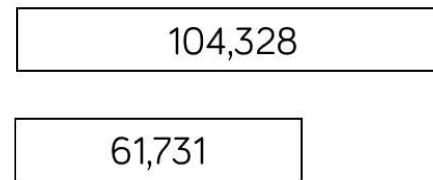
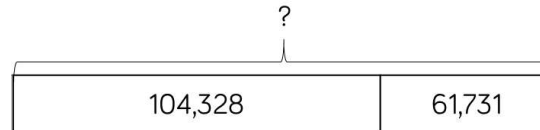
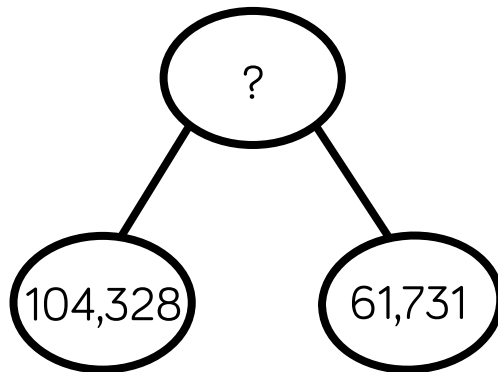
Base 10 and place value counters are the most effective manipulatives when adding numbers with up to 4 digits.

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.

Skill: Add numbers with more than 4 digits

Year: 5/6



$$104,328 + 61,731 = 166,059$$

HTh	TTh	Th	H	T	O
100,000		1,000 1,000 1,000 1,000	100 100 100	10 10	1 1 1 1 1 1 1 1
	10,000 10,000 10,000 10,000 10,000 10,000	1,000	100 100 100 100 100 100 100	10 10 10	1

1	0	4	3	2	8
+	6	1	7	3	1
1	6	6	0	5	9

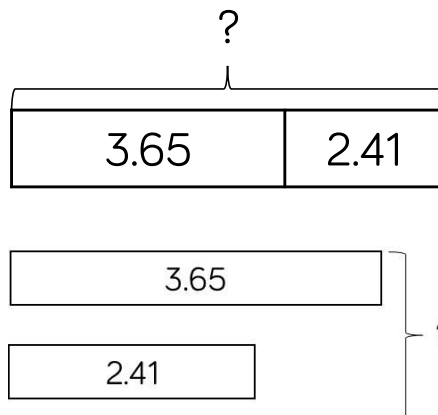
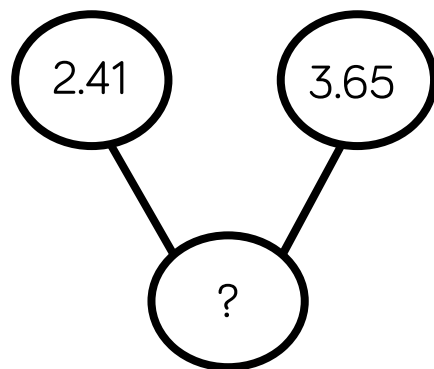
1

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.

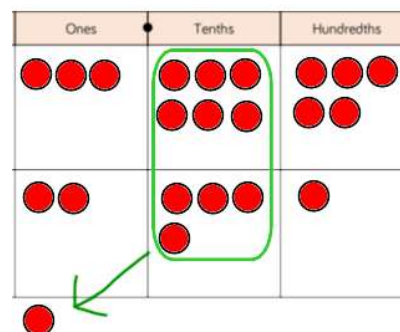
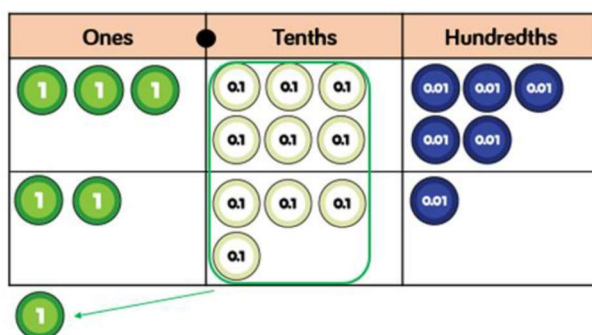
Skill: Add with up to 3 decimal places

Year: 5



$$\begin{array}{r} 3.65 \\ + 2.41 \\ \hline 6.06 \\ 1 \end{array}$$

$$3.65 + 2.41 = 6.06$$



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.

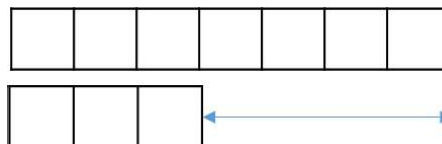
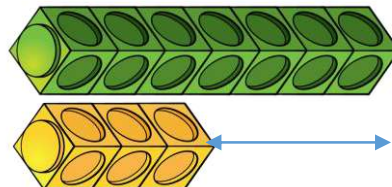
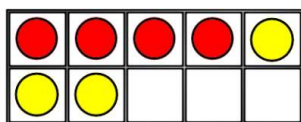
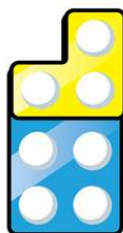
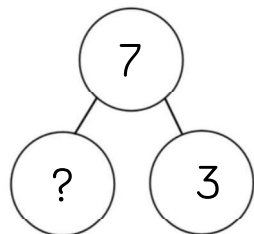
Subtraction

Skill	Year	Representations and models	
Subtract two 1-digit numbers to 10	1	Part-whole model Bar model Number shapes	Ten frames (within 10) Bead strings (10) Number tracks
Subtract 1 and 2-digit numbers to 20	1	Part-whole model Bar model Number shapes Ten frames (within 20)	Bead string (20) Number tracks Number lines (labelled) Straws
Subtract 1 and 2-digit numbers to 100	2	Part-whole model Bar model Number lines (labelled)	Number lines (blank) Straws Hundred square
Subtract two 2-digit numbers	2	Part-whole model Bar model Number lines (blank) Straws	Base 10 Place value counters

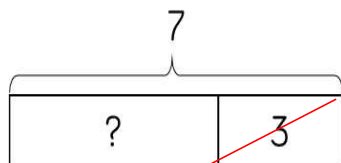
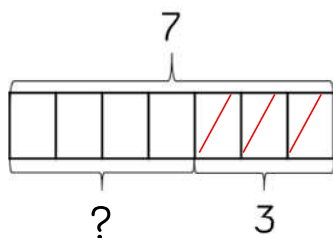
Skill	Year	Representations and models	
Subtract with up to 3-digits	3	Part-whole model Bar model	Base 10 Place value counters Column subtraction
Subtract with up to 4-digits	4	Part-whole model Bar model	Base 10 Place value counters Column subtraction
Subtract with more than 4 digits	5	Part-whole model Bar model	Place value counters Column subtraction
Subtract with up to 3 decimal places	5	Part-whole model Bar model	Place value counters Column subtraction

Skill: Subtract 1-digit numbers within 10

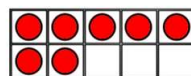
Year: 1



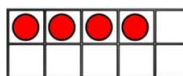
$$7 - 3 = 4$$



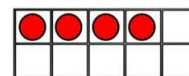
First



Then



Now



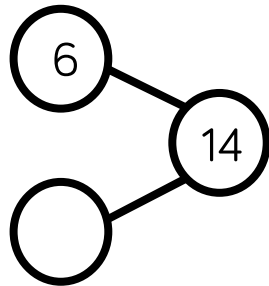
Part-whole models, bar models, ten frames and number shapes support partitioning.

Ten frames, number tracks, single bar models and bead strings support reduction.

Cubes and bar models with two bars can support finding the difference.

Skill: Subtract 1 and 2-digit numbers to 20

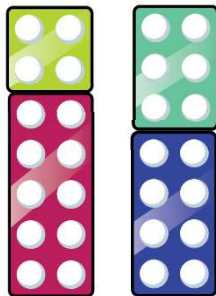
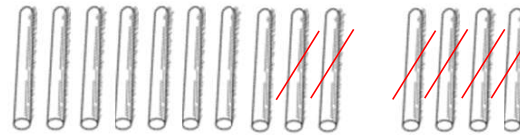
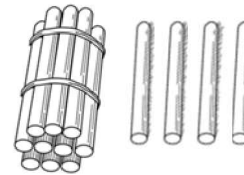
Year: 1/2



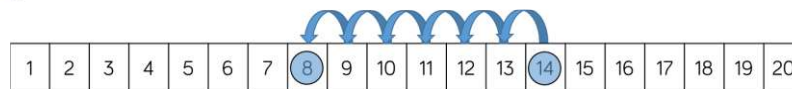
14

6

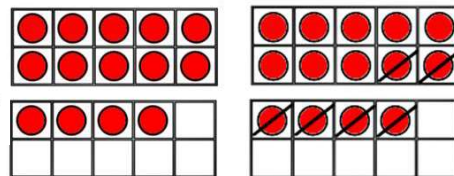
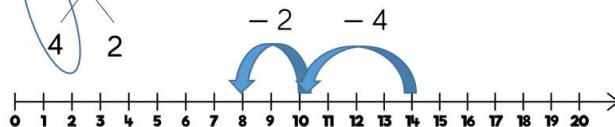
8



$$14 - 6 = 8$$



$$14 - 6 = 8$$

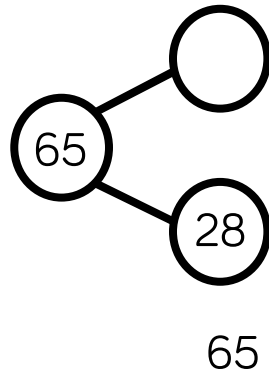


$$14 - 6 = 8$$

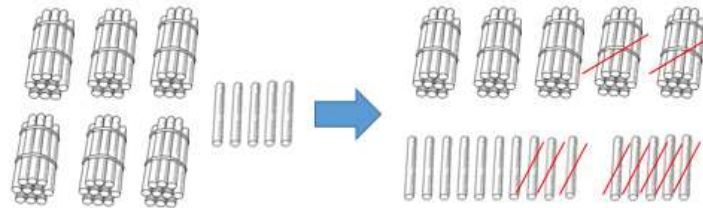
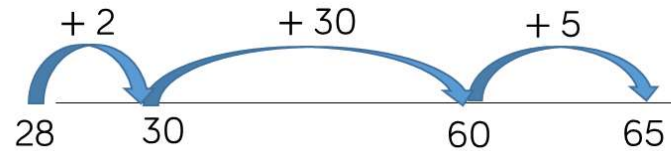
In Year 1, subtracting one-digit numbers that cross 10, is done by counting back, using objects, number tracks and number lines. From Year 2, children should be encouraged to find the number bond to 10 when partitioning the subtracted number. Ten frames, number shapes and number lines are particularly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

Skill: Subtract 1 and 2-digit numbers to 100

Year: 2/3



?	28
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$$65 - 28 = 37$$

Tens	Ones

$$\begin{array}{r} 5 \overset{1}{6}5 \\ - 28 \\ \hline 37 \end{array}$$

Tens	Ones

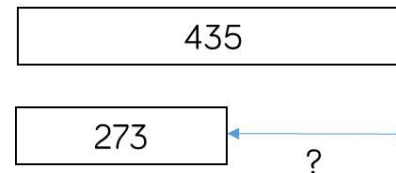
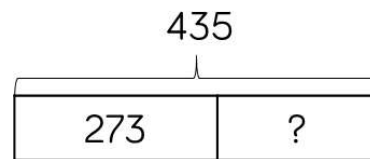
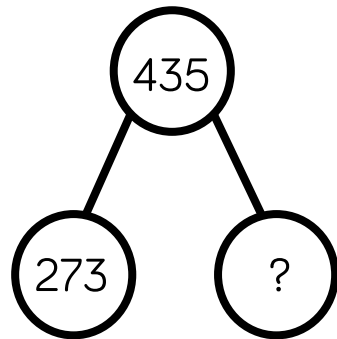
Children can also use a blank number line to count back to find the difference.

Encourage them to jump to multiples of 10 to become more efficient.

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.

Skill: Subtract numbers with up to 3 digits

Year: 3



$$435 - 273 = 162$$

Hundreds	Tens	Ones

$$\begin{array}{r} 3 1 \\ 435 \\ - 273 \\ \hline 162 \end{array}$$

Hundreds	Tens	Ones

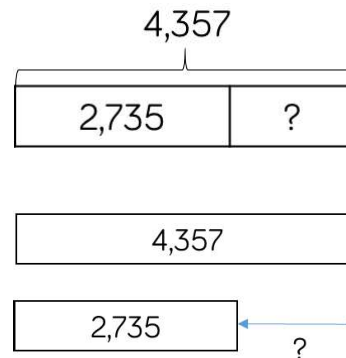
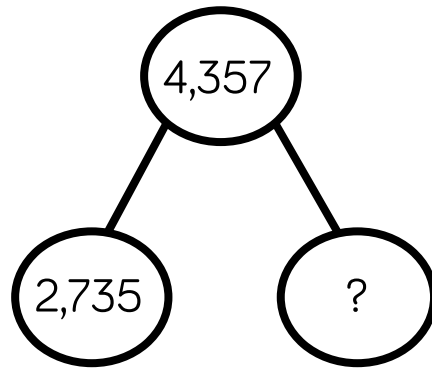
Base 10 and place value counters are the most effective manipulative when subtracting numbers with up to 3 digits.

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.

Skill: Subtract numbers with up to 4 digits

Year: 4



$$\begin{array}{r} \overset{3}{4}\overset{1}{3}57 \\ - 2735 \\ \hline 1622 \end{array}$$

$$4,357 - 2,735 = 1,622$$

Thousands	Hundreds	Tens	Ones

Thousands	Hundreds	Tens	Ones

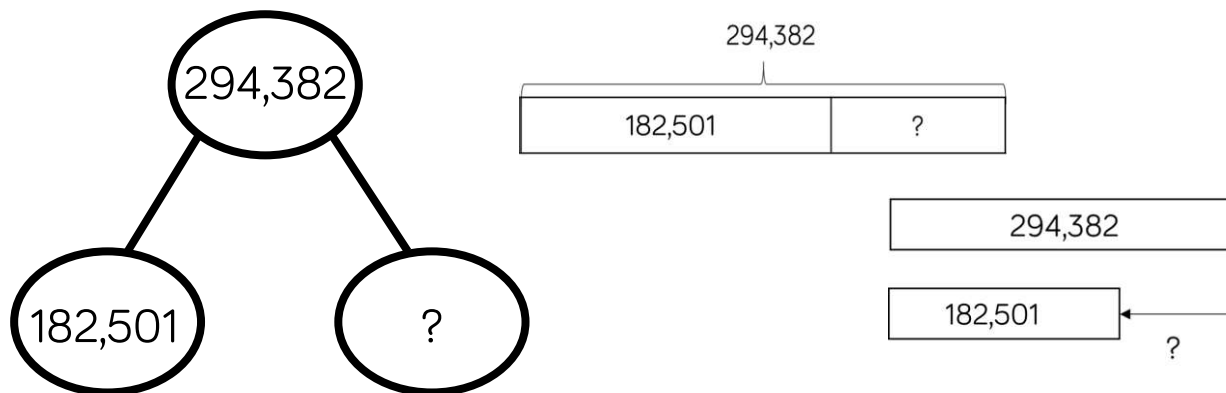
Base 10 and place value counters are the most effective manipulatives when subtracting numbers with up to 4 digits.

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.

Skill: Subtract numbers with more than 4 digits

Year: 5/6



$$294,382 - 182,501 = 111,881$$

HTh	TTh	Th	H	T	O
100,000	10,000	1,000	100	10	1

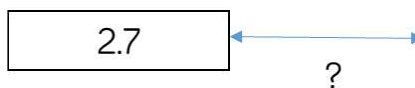
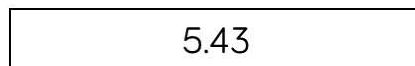
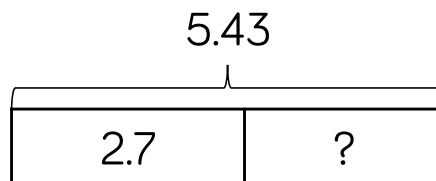
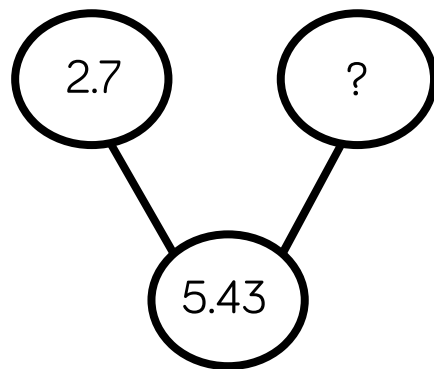
	2	9	3	1	8	2
-	1	8	2	5	0	1
	1	1	1	8	8	1

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.

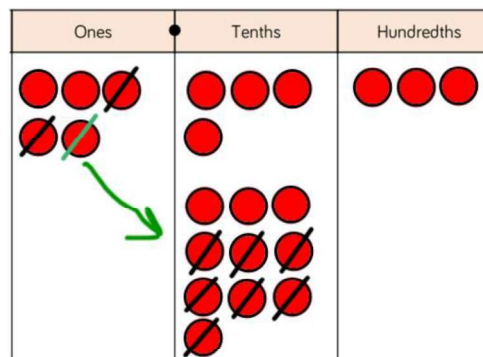
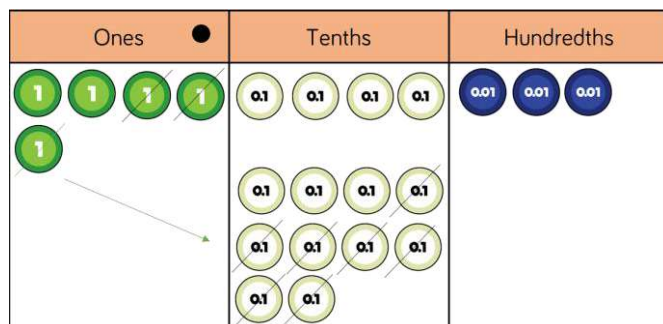
Skill: Subtract with up to 3 decimal places

Year: 5/6



$$\begin{array}{r} 4 \quad 1 \\ 5.43 \\ - 2.7 \\ \hline 2.73 \end{array}$$

$$5.43 - 2.7 = 2.73$$



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.

Glossary

Addend - A number to be added to another.

Aggregation - combining two or more quantities or measures to find a total.

Augmentation - increasing a quantity or measure by another quantity.

Commutative - numbers can be added 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.

Exchange - Change a number or expression for another of an equal value.

Minuend - A quantity or number from which another is subtracted.

Partitioning - Splitting a number into its component parts.

Reduction - Subtraction as take away.

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.

Times Tables

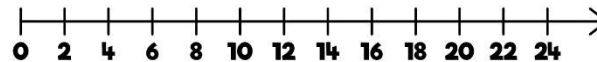
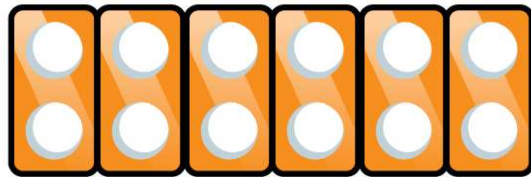
Skill	Year	Representations and models	
Recall and use multiplication and division facts for the 2-times table	2	Bar model Number shapes Counters Money	Ten frames Bead strings Number lines Everyday objects
Recall and use multiplication and division facts for the 5-times table	2	Bar model Number shapes Counters Money	Ten frames Bead strings Number lines Everyday objects
Recall and use multiplication and division facts for the 10-times table	2	Hundred square Number shapes Counters Money	Ten frames Bead strings Number lines Base 10

Skill	Year	Representations and models	
Recall and use multiplication and division facts for the 3-times table	3	Hundred square Number shapes Counters	Bead strings Number lines Everyday objects
Recall and use multiplication and division facts for the 4-times table	3	Hundred square Number shapes Counters	Bead strings Number lines Everyday objects
Recall and use multiplication and division facts for the 8-times table	3	Hundred square Number shapes	Bead strings Number tracks Everyday objects
Recall and use multiplication and division facts for the 6-times table	4	Hundred square Number shapes	Bead strings Number tracks Everyday objects

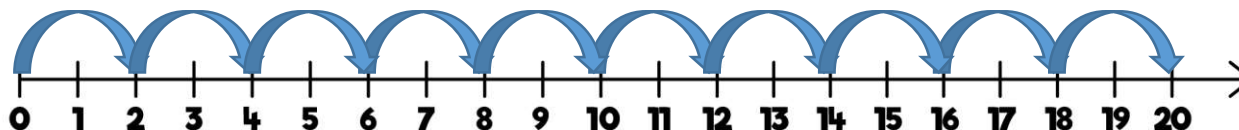
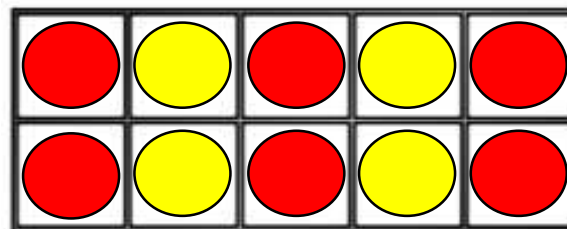
Skill	Year	Representations and models	
Recall and use multiplication and division facts for the 7-times table	4	Hundred square Number shapes	Bead strings Number lines
Recall and use multiplication and division facts for the 9-times table	4	Hundred square Number shapes	Bead strings Number lines
Recall and use multiplication and division facts for the 11-times table	4	Hundred square Base 10	Place value counters Number lines
Recall and use multiplication and division facts for the 12-times table	4	Hundred square Base 10	Place value counters Number lines

Skill: 2 times table

Year: 2



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50



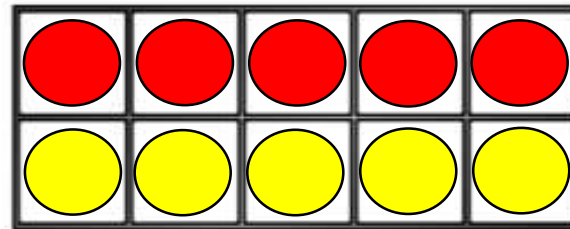
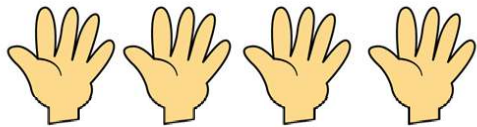
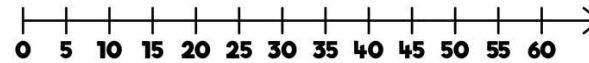
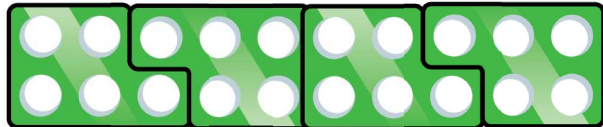
Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

Look for patterns in the two times table, using concrete manipulatives to support. Notice how all the numbers are even and there is a pattern in the ones.

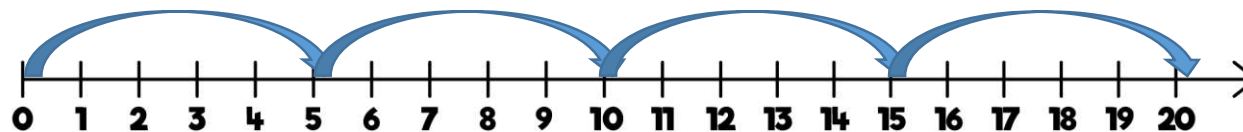
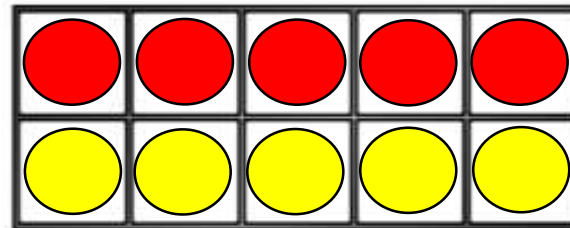
Use different models to develop fluency.

Skill: 5 times table

Year: 2



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

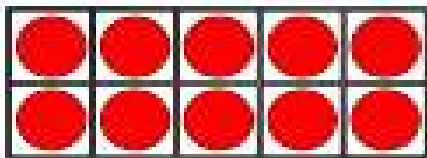
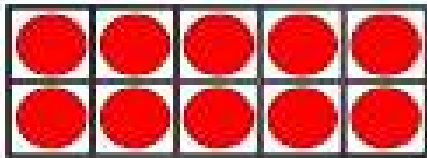
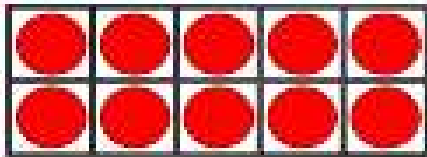
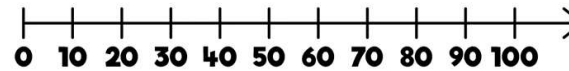


Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

Look for patterns in the five times table, using concrete manipulatives to support. Notice the pattern in the ones as well as highlighting the odd, even, odd, even pattern.

Skill: 10 times table

Year: 2



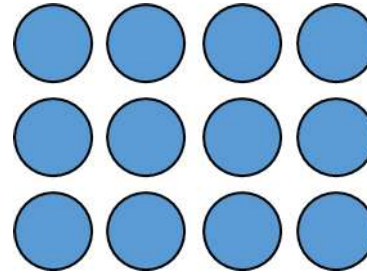
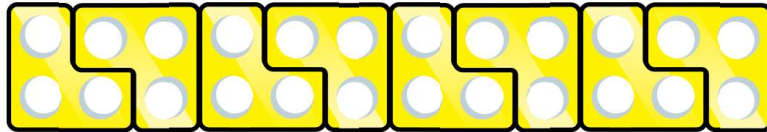
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

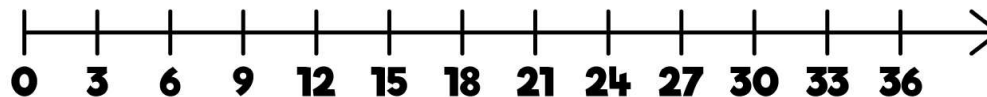
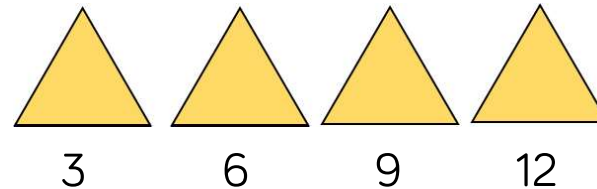
Look for patterns in the ten times table, using concrete manipulatives to support. Notice the pattern in the digits- the ones are always 0, and the tens increase by 1 ten each time.

Skill: 3 times table

Year: 3



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50



Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

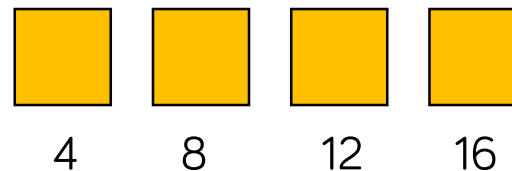
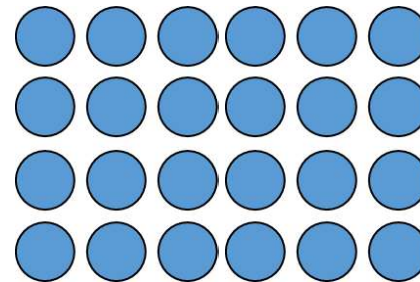
Look for patterns in the three times table, using concrete manipulatives to support. Notice the odd, even, odd, even pattern using number shapes to support. Highlight the pattern in the ones using a hundred square.

Skill: 4 times table

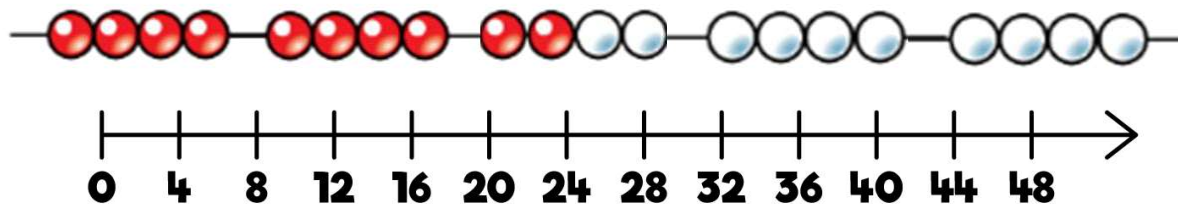
Year: 3



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50



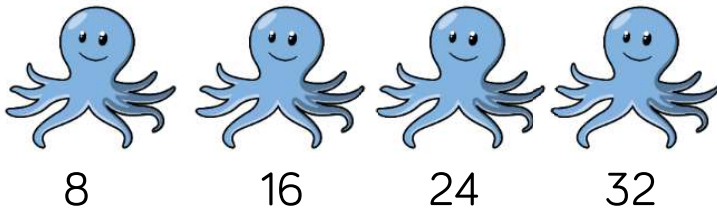
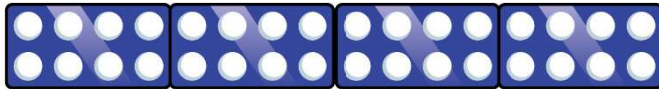
4	8	12	16	20
24	28	32	36	40
44	48	52	56	60



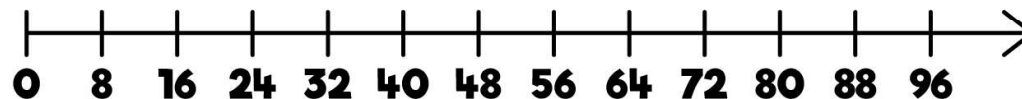
Encourage daily counting in multiples, supported by a number line or a hundred square. Look for patterns in the four times table, using manipulatives to support. Make links to the 2 times table, seeing how each multiple is double the twos. Notice the pattern in the ones within each group of five multiples. Highlight that all the multiples are even using number shapes to support.

Skill: 8 times table

Year: 3



8	16	24	32	40
48	56	64	72	80

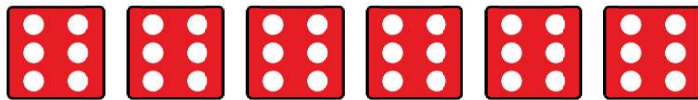
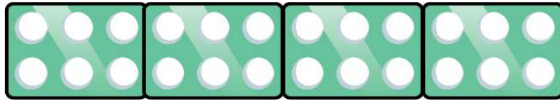


1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Encourage daily counting in multiples, supported by a number line or a hundred square. Look for patterns in the eight times table, using manipulatives to support. Make links to the 4 times table, seeing how each multiple is double the fours. Notice the pattern in the ones within each group of five multiples. Highlight that all the multiples are even using number shapes to support.

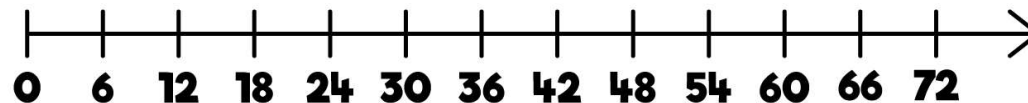
Skill: 6 times table

Year: 4



6	12	18	24	30
36	42	48	54	60
66	72	78	84	90

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Encourage daily counting in multiples, supported by a number line or a hundred square. Look for patterns in the six times table, using manipulatives to support. Make links to the 3 times table, seeing how each multiple is double the threes. Notice the pattern in the ones within each group of five multiples. Highlight that all the multiples are even using number shapes to support.

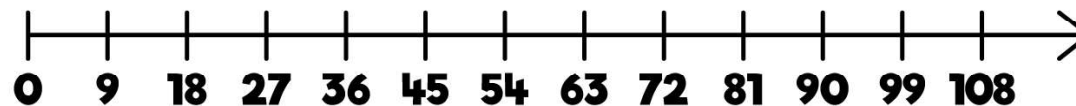
Skill: 9 times table

Year: 4



9	18	27	36	45
54	63	72	81	90

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square. Look for patterns in the nine times table, using concrete manipulatives to support. Notice the pattern in the tens and ones using the hundred square to support as well as noting the odd, even pattern within the multiples.

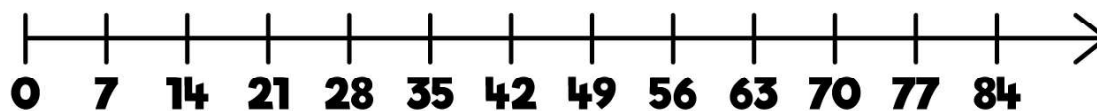
Skill: 7 times table

Year: 4



7	14	21	28	35
42	49	56	63	70

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

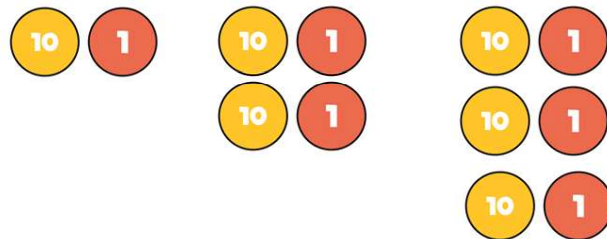


Encourage daily counting in multiples both forwards and backwards, supported by a number line or a hundred square. The seven times table can be trickier to learn due to the lack of obvious pattern in the numbers, however they already know several facts due to commutativity. Children can still see the odd, even pattern in the multiples using number shapes to support.

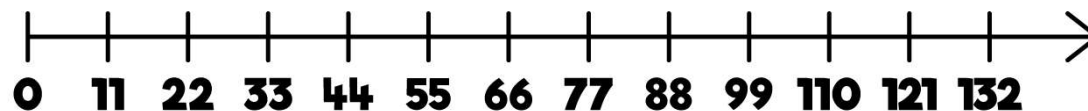
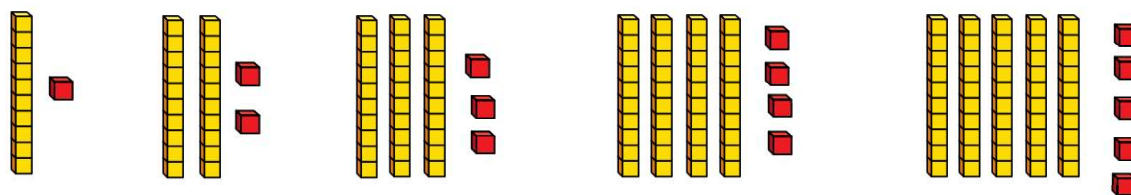
Skill: 11 times table

Year: 4

11	22	33	44	55	66
77	88	99	110	121	132



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

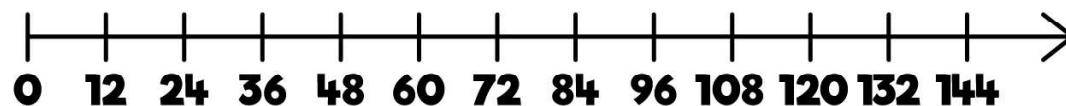
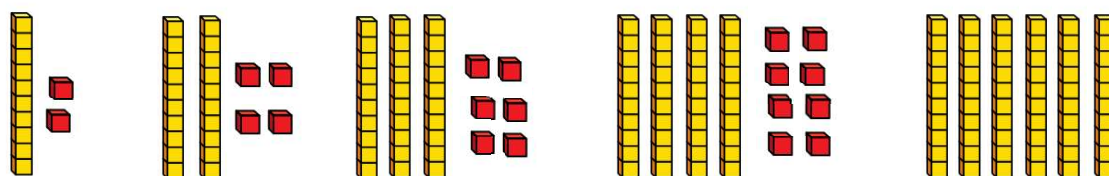
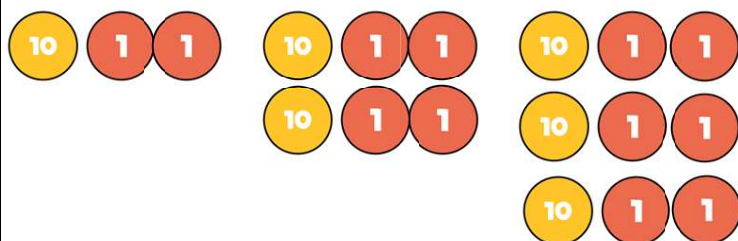
Look for patterns in the eleven times table, using concrete manipulatives to support. Notice the pattern in the tens and ones using the hundred square to support. Also consider the pattern after crossing 100

Skill: 12 times table

Year: 4

12	24	36	48	60
72	84	96	108	120
132	144			

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Encourage daily counting in multiples, supported by a number line or a hundred square. Look for patterns in the 12 times table, using manipulatives to support. Make links to the 6 times table, seeing how each multiple is double the sixes. Notice the pattern in the ones within each group of five multiples. The hundred square can support in highlighting this pattern.

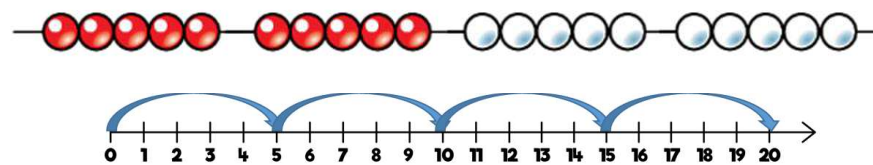
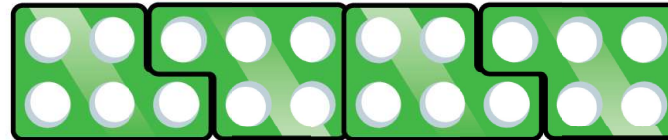
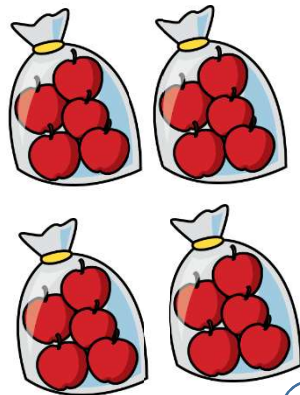
Multiplication

Skill	Year	Representations and models	
Solve one-step problems with multiplication	1/2	Bar model Number shapes Counters	Ten frames Bead strings Number lines
Multiply 2-digit by 1-digit numbers	3/4	Place value counters Base 10	Expanded written method Short written method
Multiply 3-digit by 1-digit numbers	4	Place value counters Base 10	Short written method
Multiply 4-digit by 1-digit numbers	5	Place value counters	Short written method

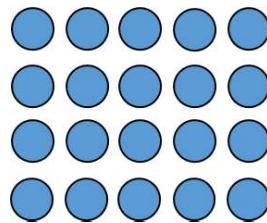
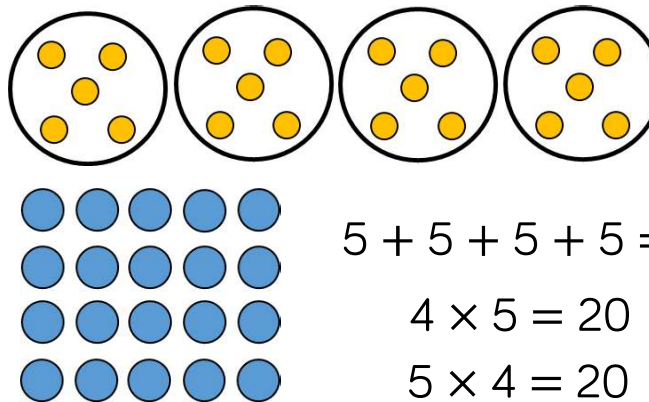
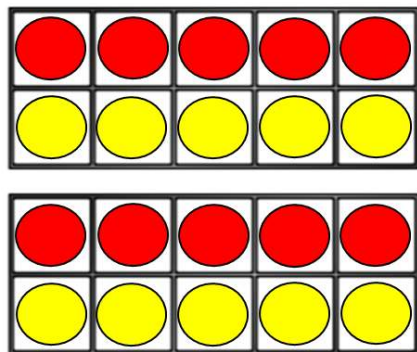
Skill	Year	Representations and models	
Multiply 2-digit by 2-digit numbers	5	Place value counters Base 10	Short written method Grid method
Multiply 2-digit by 3-digit numbers	5	Place value counters	Short written method Grid method
Multiply 2-digit by 4-digit numbers	5/6	Formal written method	

Skill: Solve 1-step problems using multiplication

Year: 1/2



One bag holds 5 apples.
How many apples do 4 bags hold?



$$5 + 5 + 5 + 5 = 20$$

$$4 \times 5 = 20$$

$$5 \times 4 = 20$$

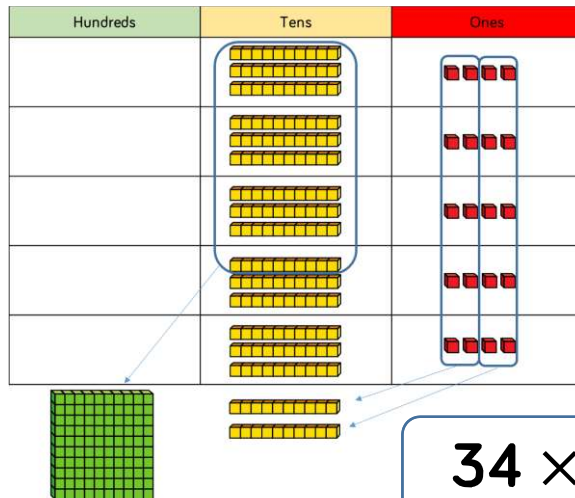
Children represent multiplication as repeated addition in many different ways.

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.

Skill: Multiply 2-digit numbers by 1-digit numbers

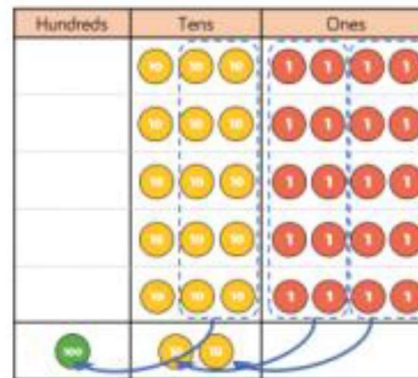
Year: 3/4



$$34 \times 5 = 170$$

	H	T	O	
		3	4	
x			5	
	1	7	0	
	1	2		

	H	T	O	
		3	4	
x			5	
		2	0	(5 x 4)
+	1	5	0	(5 x 30)
	1	7	0	

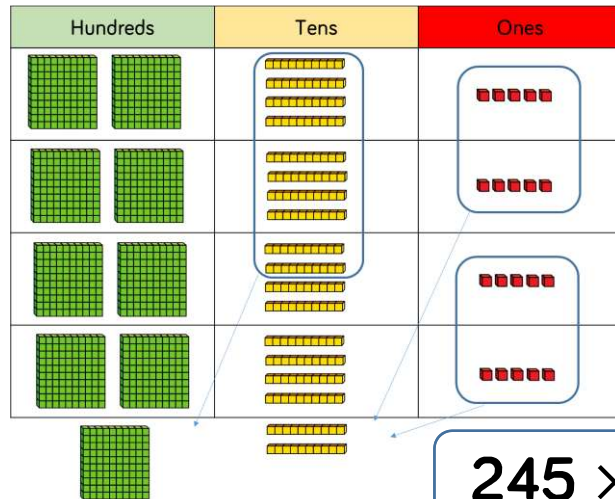


Informal methods and the expanded method are used in Year 3 before moving on to the short multiplication method in Year 4.

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.

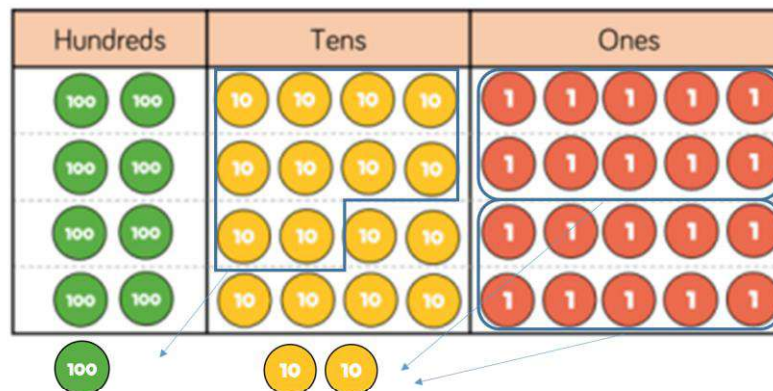
Skill: Multiply 3-digit numbers by 1-digit numbers

Year: 4



$$245 \times 4 = 980$$

	H	T	O
	2	4	5
$\times$			4
	9	8	0
	1	2	

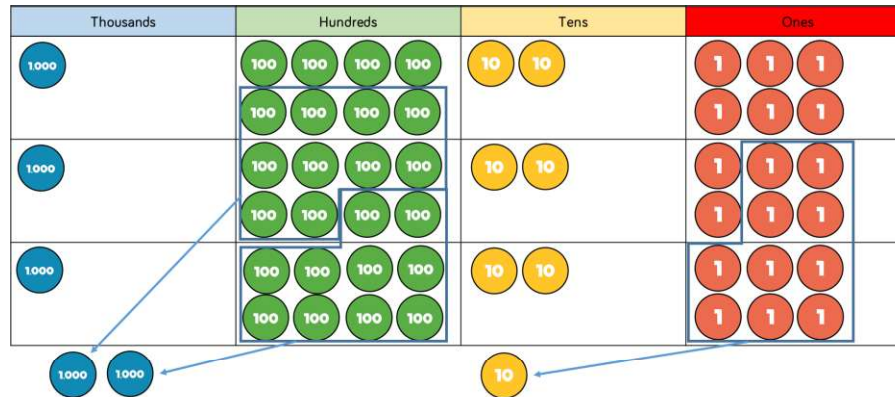


When moving to 3-digit by 1-digit multiplication, encourage children to move towards the short, formal written method.

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.

Skill: Multiply 4-digit numbers by 1-digit numbers

Year: 5



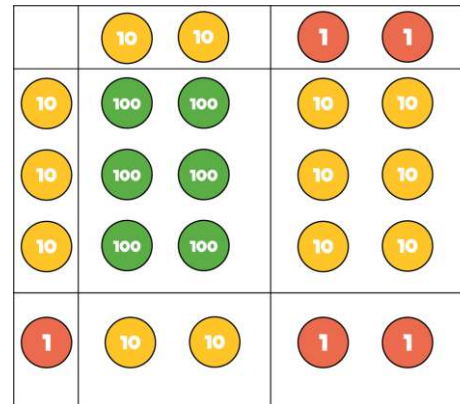
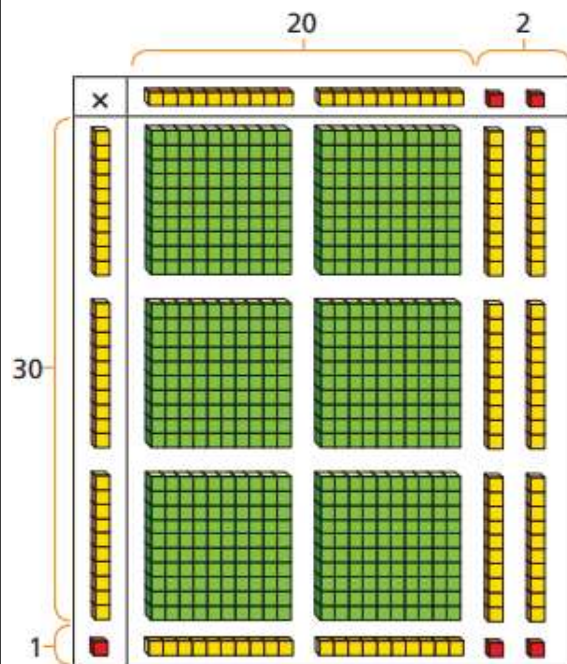
$$1,826 \times 3 = 5,478$$

	Th	H	T	O
	1	8	2	6
×				3
	5	4	7	8
	2		1	

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.

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

Year: 5



×	20	2
30	600	60
1	20	2

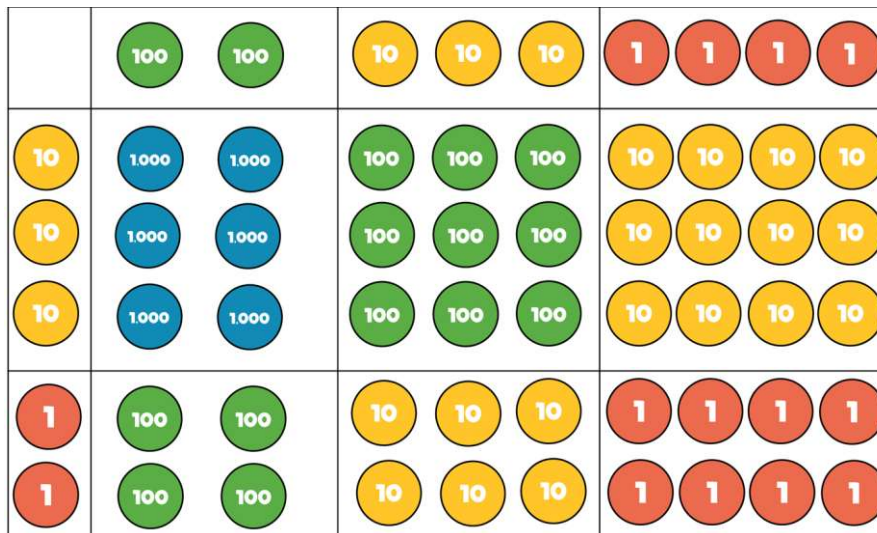
	H	T	O
		2	2
×		3	1
		2	2
	6	6	0
	6	8	2

$$22 \times 31 = 682$$

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.

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

Year: 5



Th	H	T	O
	2	3	4
×		3	2
	4	6	8
₁ 7	₁ 0	2	0
7	4	8	8

$$234 \times 32 = 7,488$$

×	200	30	4
30	6,000	900	120
2	400	60	8

Children can continue to use the area model when multiplying 3-digits 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.

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

Year: 5/6

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

1

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

When multiplying 4-digits 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 placed and make sure this is consistent.

The background features a teal geometric pattern with various shapes and lines. A large white rounded rectangle is centered on the page, containing the word "Division".

Division

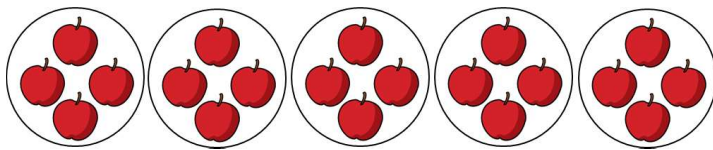
Skill	Year	Representations and models	
Solve one-step problems with division (sharing)	1/2	Bar model Real life objects	Arrays Counters
Solve one-step problems with division (grouping)	1/2	Real life objects Number shapes Bead strings Ten frames	Number lines Arrays Counters
Divide 2-digits by 1-digit (no exchange sharing)	3	Straws Base 10 Bar model	Place value counters Part-whole model
Divide 2-digits by 1-digit (sharing with exchange)	3	Straws Base 10 Bar model	Place value counters Part-whole model

Skill	Year	Representations and models	
Divide 2-digits by 1-digit (sharing with remainders)	3/4	Straws Base 10 Bar model	Place value counters Part-whole model
Divide 2-digits by 1-digit (grouping)	4/5	Place value counters Counters	Place value grid Written short division
Divide 3-digits by 1-digit (sharing with exchange)	4	Base 10 Bar model	Place value counters Part-whole model
Divide 3-digits by 1-digit (grouping)	4/5	Place value counters Counters	Place value grid Written short division

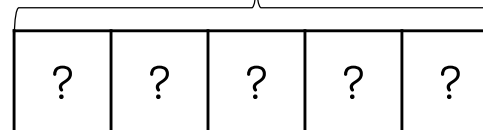
Skill	Year	Representations and models	
Divide 4-digits by 1-digit (grouping)	5	Place value counters Counters	Place value grid Written short division
Divide multi-digits by 2-digits (short division)	6	Written short division	List of multiples
Divide multi-digits by 2-digits (long division)	6	Written long division	List of multiples

Skill: Solve 1-step problems using multiplication (sharing)

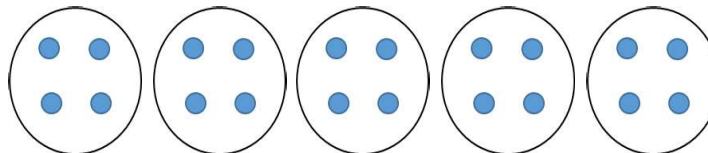
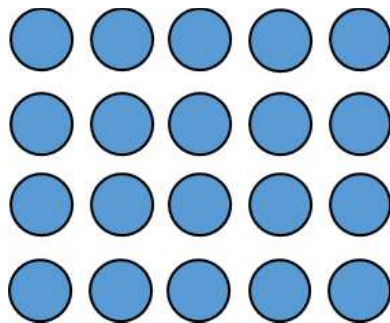
Year: 1/2



20



There are 20 apples altogether.
They are shared equally between 5 bags.
How many apples are in each bag?



$$20 \div 5 = 4$$

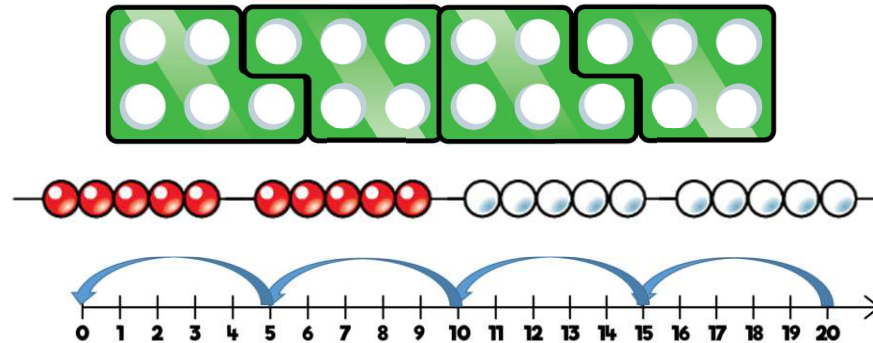
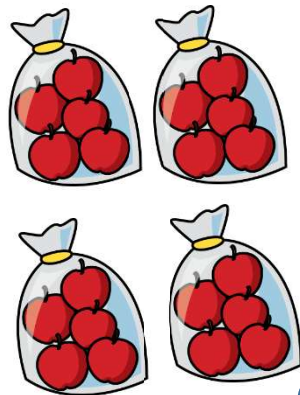
Children solve problems by sharing amounts into equal groups.

In Year 1, children use concrete and pictorial representations to solve problems. They are not expected to record division formally.

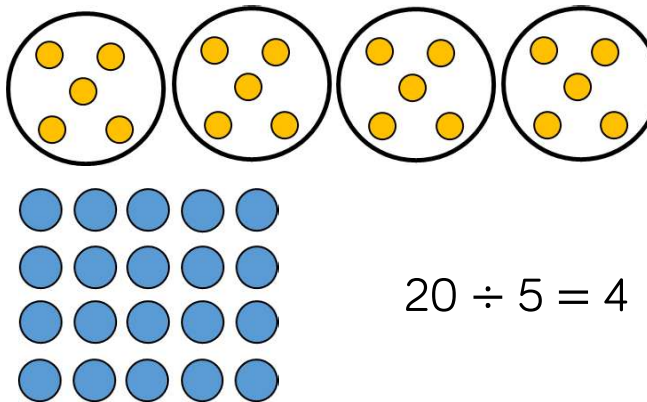
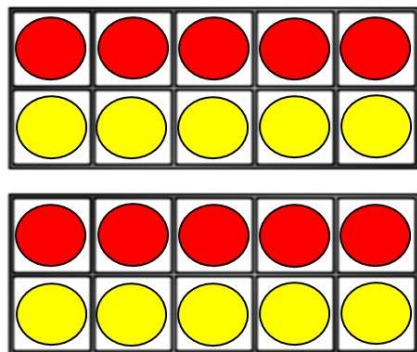
In Year 2, children are introduced to the division symbol.

Skill: Solve 1-step problems using division (grouping)

Year: 1/2



There are 20 apples altogether.
They are put in bags of 5.
How many bags are there?



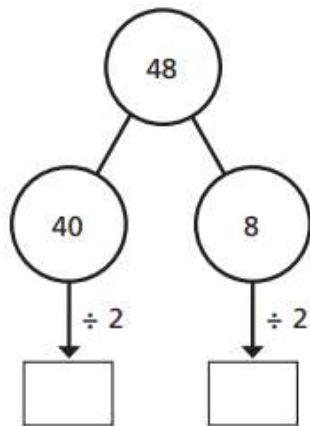
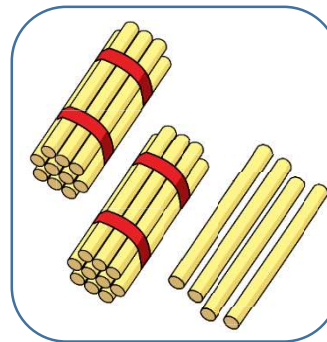
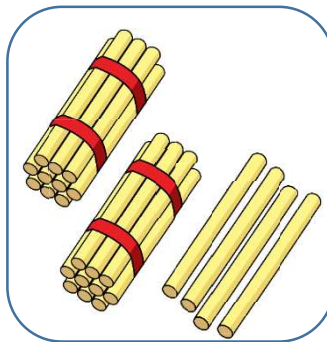
$$20 \div 5 = 4$$

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.

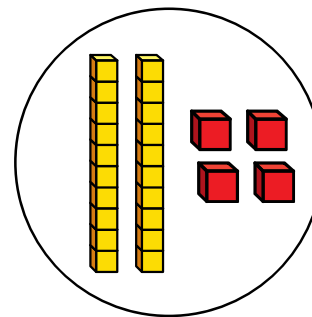
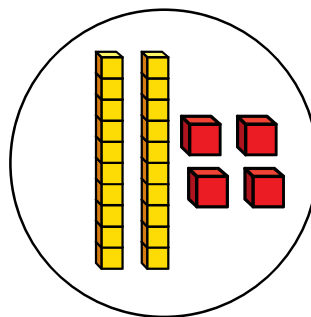
Skill: Divide 2-digits by 1-digit (sharing with no exchange)

Year: 3

Tens	Ones
	
	



$$48 \div 2 = 24$$



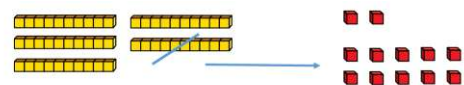
When dividing larger numbers, children can use manipulatives that allow them to partition into tens and ones.

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.

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

Year: 3/4

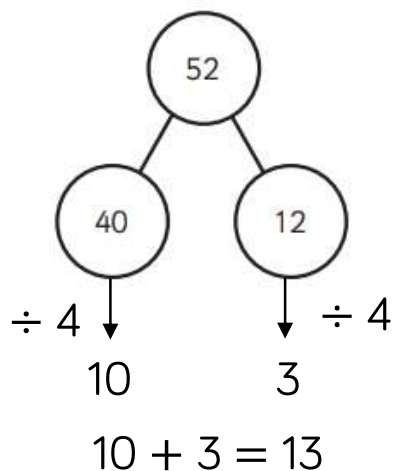


Tens	Ones
	
	
	
	

52

?	?	?	?
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$$52 \div 4 = 13$$



Tens	Ones
	
	
	
	

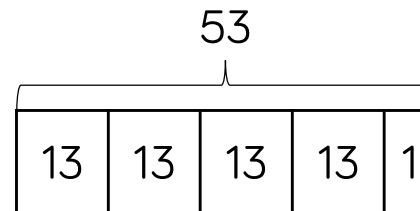
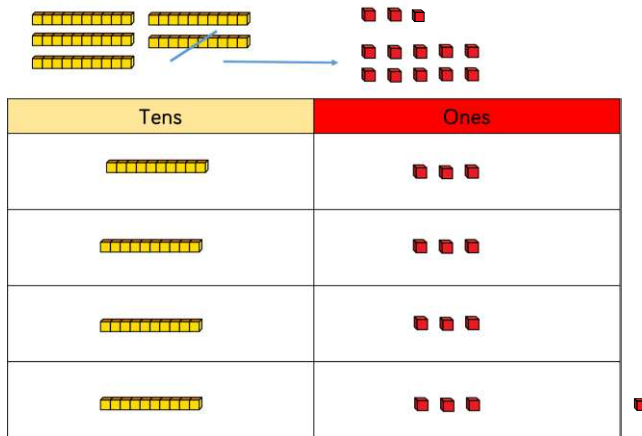
When dividing numbers involving an exchange, children can use Base 10 and place value counters to exchange one ten for ten ones.

Children should start with the equipment outside the place value grid before sharing the tens and ones equally between the rows.

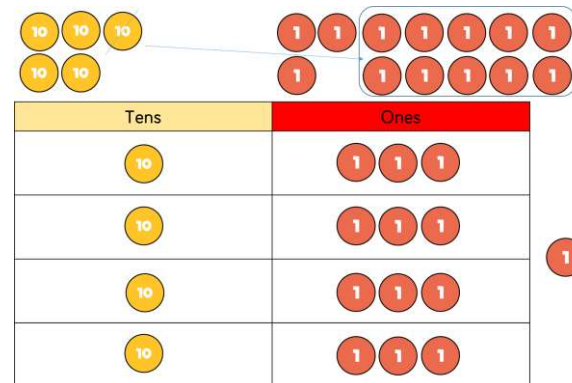
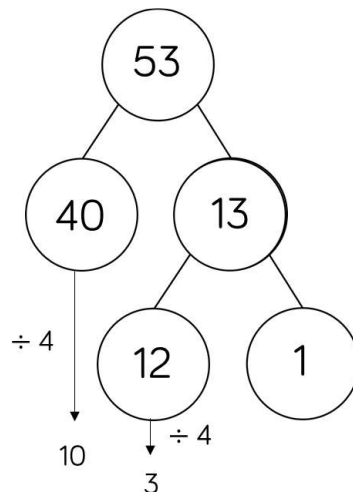
Flexible partitioning in a part-whole model supports this method.

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

Year: 3/4



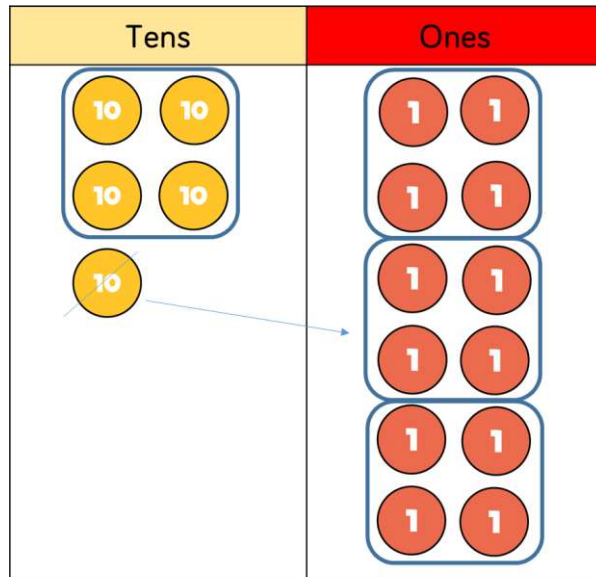
$$53 \div 4 = 13 \text{ r}1$$



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.

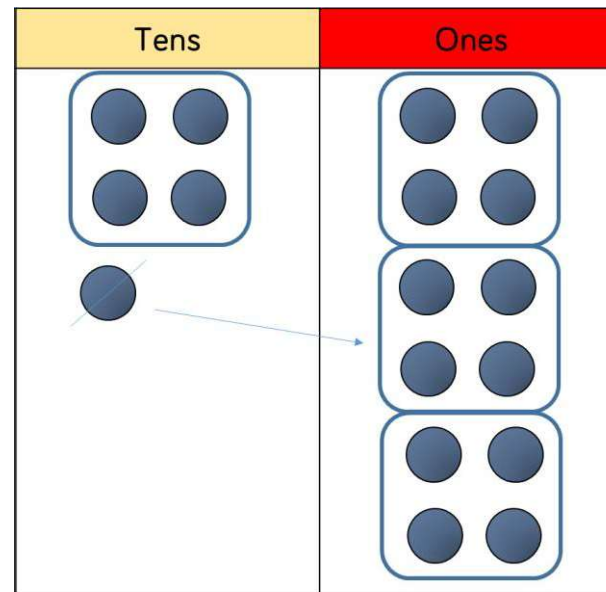
Skill: Divide 2-digits by 1-digit (grouping)

Year: 5



$$52 \div 4 = 13$$

		1	3	
	4	5	¹ 2	



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

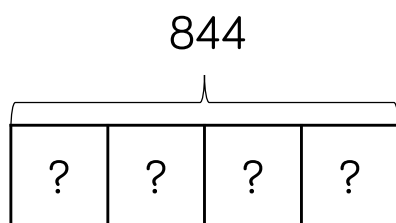
Language is important here. Children should consider 'How many groups of 4 tens can we make?' and 'How many groups of 4 ones can we make?'

Remainders can also be seen as they are left ungrouped.

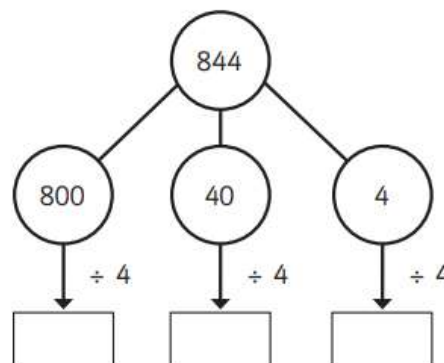
Skill: Divide 3-digits by 1-digit (sharing)

Year: 4

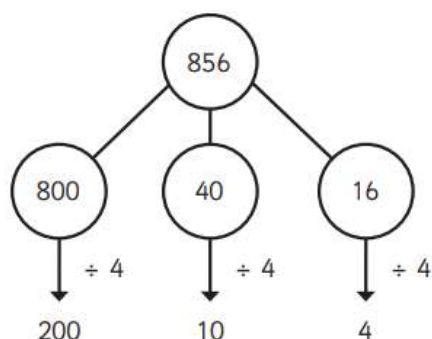
$$844 \div 4 = 211$$



H	T	O
100 100	10	1
100 100	10	1
100 100	10	1
100 100	10	1



$$856 \div 4 = 214$$

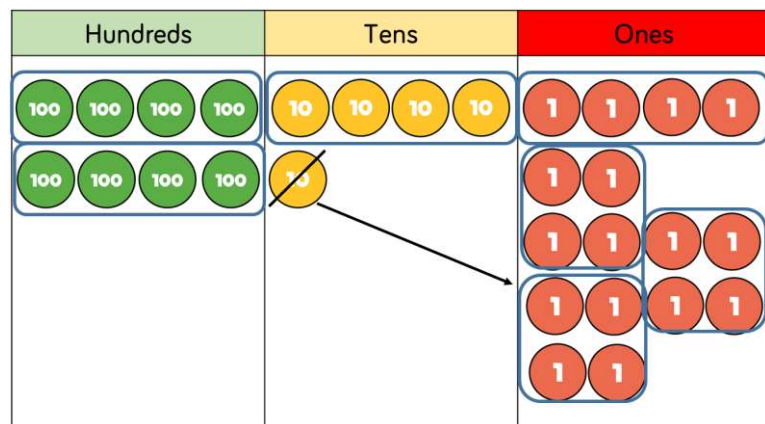


Hundreds	Tens	Ones
100 100	10	1 1 1 1
100 100	10	1 1 1 1
100 100	10	1 1 1 1
100 100	10	1 1 1 1

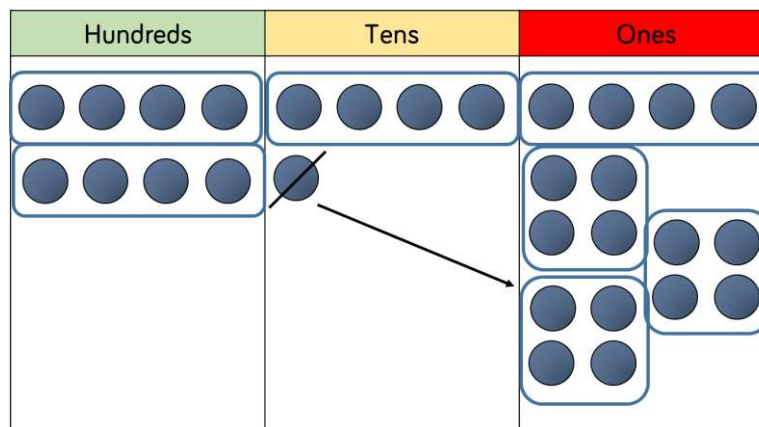
Children can continue to use place value counters to share 3-digit numbers into equal groups. Children should start with the equipment outside the place value grid before sharing the hundreds, tens and ones equally between the rows. This method can also help to highlight remainders. Flexible partitioning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

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

Year: 5



		2	1	4
	4	8	5	16



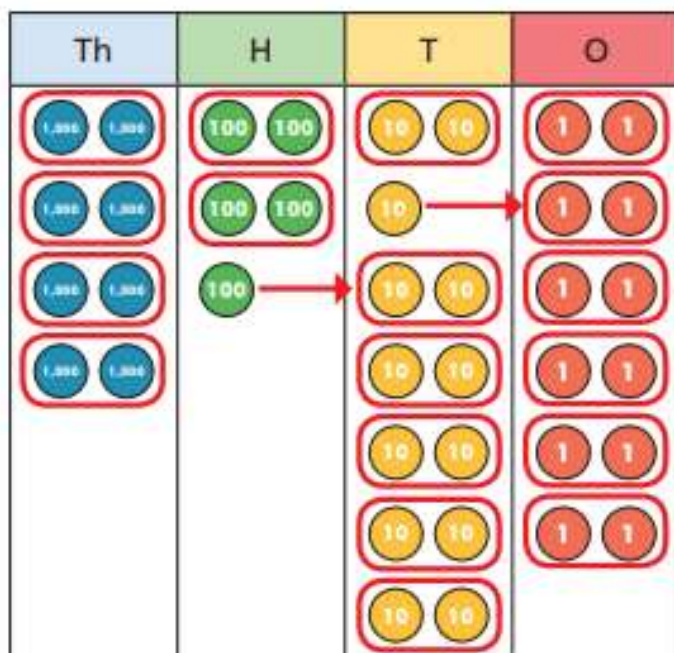
$$856 \div 4 = 214$$

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.

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

Year: 5



	4	2	6	6
2	8	5	13	12

$$8,532 \div 2 = 4,266$$

Place value counters or plain counters can be used on a place value grid to support children to divide 4-digits by 1-digit. Children can also draw their own counters and group them through a more pictorial method.

Children should be encouraged to move away from the concrete and pictorial when dividing numbers with multiple exchanges.

Skill: Divide multi digits by 2-digits (short division)

Year: 6

		0	3	6
	12	4	⁴ 3	⁷ 2

$$432 \div 12 = 36$$

$$7,335 \div 15 = 489$$

	0	4	8	9
15	7	⁷ 3	¹³ 3	¹³ 5

15	30	45	60	75	90	105	120	135	150
----	----	----	----	----	----	-----	-----	-----	-----

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.

Skill: Divide multi-digits by 2-digits (long division)

Year: 6

		0	3	6
1	2	4	3	2
	-	3	6	0
			7	2
	-		7	2
				0

(x30)
 $12 \times 1 = 12$
 $12 \times 2 = 24$
 $12 \times 3 = 36$
 $12 \times 4 = 48$
 $12 \times 5 = 60$
 $12 \times 6 = 72$
 $12 \times 7 = 84$
 $12 \times 8 = 96$
 $12 \times 9 = 108$
 $12 \times 10 = 120$

$$432 \div 12 = 36$$

$$7,335 \div 15 = 489$$

	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

(x400)
 $1 \times 15 = 15$
 $2 \times 15 = 30$
 $3 \times 15 = 45$
 $4 \times 15 = 60$
 $5 \times 15 = 75$
 $10 \times 15 = 150$

Children can also divide by 2-digit numbers using long division.

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.

Skill: Divide multi digits by 2-digits (long division)

Year: 6

$$372 \div 15 = 24 \text{ r}12$$

			2	4	r	1	2
1	5	3	7	2			
	-	3	0	0			
			7	2			
	-		6	0			
			1	2			

- $1 \times 15 = 15$
- $2 \times 15 = 30$
- $3 \times 15 = 45$
- $4 \times 15 = 60$
- $5 \times 15 = 75$
- $10 \times 15 = 150$

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. This will depend on the context of the question.

Children can also answer questions where the quotient needs to be rounded according to the context.

			2	4	$\frac{4}{5}$
1	5	3	7	2	
	-	3	0	0	
			7	2	
	-		6	0	
			1	2	

$$372 \div 15 = 24 \frac{4}{5}$$

Glossary

Array – An ordered collection of counters, cubes or other item in rows and columns.

Commutative – Numbers can be multiplied in any order.

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 of an equal value.

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

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

Partitioning – Splitting a number into its component parts.

Product – The result of multiplying one number by another.

Quotient – The result of a division

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 scale factor