

Fairhaven CEVA Primary School



Calculations Policy

Date Agreed by Staff:	4 th December 2023
Date Agreed by Governors:	7 th December 2023
Date for Review:	Autumn 2027

Signed: *R Whiles*
Chair of Governors

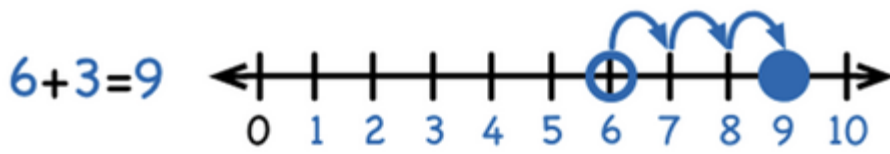
Date *7th December 2023*

Addition

Year 1

Add with numbers up to 20

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



Children should:

- Have access to a wide range of counting equipment, everyday objects, number tracks and number lines, and be shown numbers in different contexts.
- Read and write the addition (+) and equals (=) signs within number sentences.
- Interpret addition number sentences and solve missing box problems, using concrete objects and number line addition to solve them

$$8 + 3 = \square$$

$$15 + 4 = \square$$

$$5 + 3 + 1 = \square$$

$$\square + \square = 6$$

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

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

$$5 + 3 =$$



Key Skills for Addition in Y1:

- Count to and across 100 forwards and backwards from any given number
- Count, read and write numbers to 100 in numerals (including 1 to 20 in words)
- Count in multiples of twos, fives and tens
- Identify one more than a given number
- Solve 1-step addition problems using number lines, objects and pictorial representations.

Key Vocabulary in Y1:

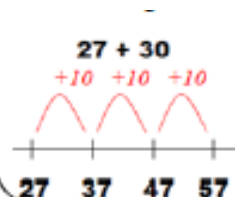
add, more, plus, and, make, altogether, total, equal, double, most, count on, number line, digit, number sentence, tens, ones

Addition

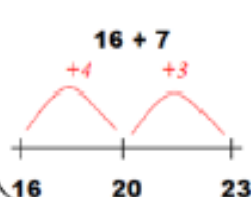
Year 2 Add with 2-digit numbers

Developing mental fluency with addition and place value involving 2-digit numbers, then establishing more formal methods.

Add 2-digit numbers and tens:

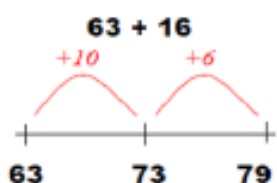


Add 2-digit and 1-digit numbers:



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

Add pairs of 2-digit numbers, moving to the partitioned column method when securing adding tens and ones:



23 + 34:

2	0	+	3	
+	3	0	+	4
	5	0	+	7
				= 57

STEP 1: Only provide examples that do NOT cross the tens boundary until they are secure with the method itself.

STEP 2: Once children can add a multiple of ten to a 2-digit number mentally (e.g. 80+11), they are ready for adding pairs of 2-digit numbers that DO cross the tens boundary (e.g. 58 + 43).

58 + 43:

5	0	+	8	
4	0	+	3	
9	0	+	11	
				= 101

STEP 3: Children who are confident and accurate with this stage should move onto the expanded addition methods with 2 and 3-digit numbers (see Y3).

To support understanding of addition, pupils may use apparatus to physically make and carry out the calculation, then compare their practical version to the written form.

Key Skills for Addition in Y2:

- Add a 2-digit number and 1-digit number (e.g. 27 + 6)
- Add a 2-digit number and multiple of ten (e.g. 23 + 40)
- Add pairs of 2-digit numbers (e.g. 35 + 47)
- Add three single-digit numbers (e.g. 5 + 9 + 7)
- Show that adding can be done in any order (the commutative law)
- Recall bonds to 20 and bonds of tens to 100 (30 + 70 etc.)
- Count in steps of 2, 3 and 5 and count in tens from any number
- Understand the place value of 2-digit numbers (tens and ones)
- Compare and order numbers to 100 using < > and = signs
- Read and write numbers to at least 100 in numerals and words
- Solve addition problems, using concrete objects and/or pictorial representations, involving numbers, quantities and measures, and applying mental and written methods.

Key Vocabulary in Y2:

add, more, plus, and, make, altogether, total, equal, double, most, count on, number line, digit, number sentence, tens, ones, partition, addition, column, place holder

Addition

Year 3

Add numbers with up to 3 digits

Introduce the **expanded column** method:

$$\begin{array}{r} 236 \\ + 73 \\ \hline 100 \\ 200 \\ \hline 309 \end{array}$$

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

In order to carry out his method of addition pupils need to be able to:

1. Recognise the value of the hundreds, tens and ones without recording the partitioning.
2. Add in columns.



Move to the **compact column** addition method, with 'carrying':

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

'Carry' numbers underneath the bottom line

Add the ones first

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

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

Key Skills for Addition in Y3:

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

Key Vocabulary in Y3:

add, more, plus, and, make, altogether, total, equal, double, most, count on, number line, digit, number sentence, tens, ones, partition, addition, column, place holder, hundreds, increase, vertical, 'carry', expanded, compact

Addition

Year 4 Add numbers with up to 4 digits

Move from expanded addition to the compact column method, adding ones first, and 'carrying' numbers **underneath** the calculation.

e.g. $3517 + 396 = 3913$

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

	3	5	1	7
+		3	9	6
<hr/>				
	3	9	1	3
		1		

Add the **ones** first

'Carry' the numbers **underneath** the bottom line.

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

Use and apply this method to money and measurement values.

Key Skills for Addition in Y4:

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

Key Vocabulary in Y4:

add, more, plus, and, make, altogether, total, equal, double, most, count on, number line, digit, number sentence, tens, ones, partition, addition, column, place holder, hundreds, increase, vertical, 'carry', expanded, compact, thousands, inverse

Addition

Year 5 Add numbers with more than 4 digits

Including money, measures and decimals with different numbers of decimal places.

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

The decimal point should be aligned in the same way as the other place value columns.

$$\begin{array}{r} 23,481 \\ + 1,362 \\ \hline 24,843 \end{array}$$

Numbers should exceed 4 digits

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

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

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

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

Children should understand the place value of **tenths** and **hundredths** and use this to align numbers with different numbers of decimal places.

Key Skills for Addition in Y5:

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

Key Vocabulary in Y5:

add, more, plus, and, make, altogether, total, equal, double, most, count on, number line, digit, number sentence, tens, ones, partition, addition, column, place holder, hundreds, increase, vertical, 'carry', expanded, compact, thousands, inverse, decimal place, decimal point, tenths, hundredths, thousandths

Addition

Year 6

Add several numbers of increasing complexity

$$\begin{array}{r}
 23.361 \\
 9.080 \\
 59.770 \\
 + 1.300 \\
 \hline
 93.511 \\
 \begin{array}{r}
 2 \quad 1 \quad 2
 \end{array}
 \end{array}$$

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

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

- Tenths, hundredths and thousandths should be correctly aligned, with the decimal point lined up vertically including in the answer row.
- Zeros can be written into any empty decimal places to show there is no value to be added.

$$\begin{array}{r}
 81,059 \\
 3,668 \\
 15,301 \\
 + 20,551 \\
 \hline
 120,579 \\
 \begin{array}{r}
 1 \quad 1 \quad 1 \quad 1
 \end{array}
 \end{array}$$

Adding several numbers with more than 4 digits.

Key Skills for Addition in Y6:

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

Key Vocabulary in Y6:

add, more, plus, and, make, altogether, total, equal, double, most, count on, number line, digit, number sentence, tens, ones, partition, addition, column, place holder, hundreds, increase, vertical, 'carry', expanded, compact, thousands, inverse, decimal place, decimal point, tenths, hundredths, thousandths

Subtraction

Year 1 Subtract from numbers up to 20

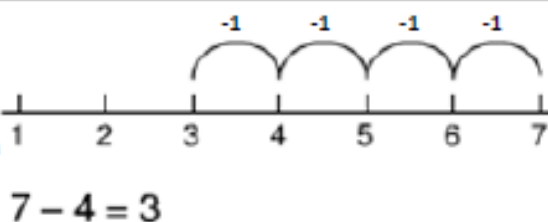
Children consolidate understanding of subtraction practically, showing subtraction on bead strings, using cubes etc. and in familiar contexts, and are introduced to more formal recording using number lines as below:

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

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

Subtract by taking away

Count back in ones on a numbered number line to take away, with numbers up to 20:



Find the 'distance between'

This will be introduced practically with the language 'find the distance between' and 'how many more?' in a range of familiar contexts.



'Seven is 3 more than four'

'I am 2 years older than my sister'

Mental Subtraction

Children should start recalling subtraction facts up to 10 and within 20, and should be able to subtract zero.

Key Skills for Subtraction in Y1:

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

Key Vocabulary in Y1:

digit, equal to, take, take away, less, minus, subtract, leaves, distance between, how many more, how many fewer / less than, most, least, count back, how many left, how much less is_?

Subtraction

Year 2 Subtract with 2-digit numbers

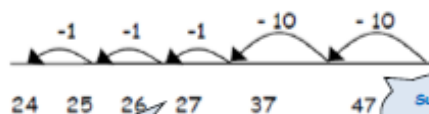
Subtract on a number line by **counting back**, aims to develop mental subtraction skills.

This strategy will be used for:

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

Subtracting pairs of 2-digit numbers on a number line:

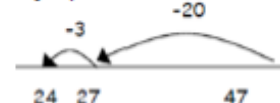
$47 - 23 = 24$ Partition the second number and subtract it in tens and ones, as below:



Then subtract ones.

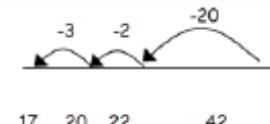
Subtract tens first.

Move towards more efficient jumps back, as below:



Combine methods with use of a hundred square to reinforce understanding of number value and order.

Teaching children to bridge through ten can help them to become more efficient, for example $42 - 25$:

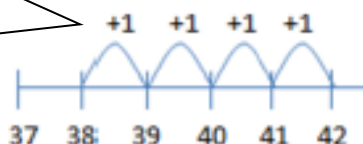


Pupils can also use tens and ones apparatus for subtraction calculations.

Mental Strategy - subtract numbers close together by counting on:

$$42 - 38 = 4$$

Start with the smaller number and count on to the largest number.



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

Key Skills for Subtraction in Y2:

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

Key Vocabulary in Y2:

digit, equal to, take, take away, less, minus, subtract, leaves, distance between, how many more, how many fewer / less than, most, least, count back, how many left, how much less is_? difference, count on, strategy, partition, tens, ones

Subtraction

Year 3

Subtracting with 2-digit and 3-digit numbers

Introduce **partitioned column subtraction** method.

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

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

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

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

72 - 47



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

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

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

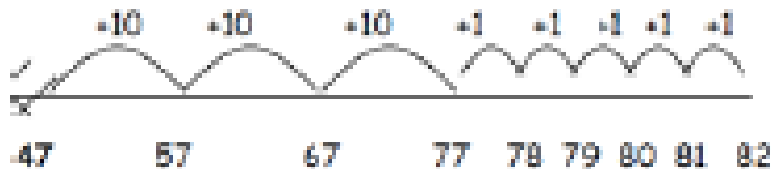
$$\begin{array}{r} 238 - 146 = 92 \\ \begin{array}{r} 100 \\ 200 + 30 + 8 \\ - 100 + 40 + 6 \\ \hline 0 + 90 + 2 \end{array} \end{array}$$

If subtracting money then partition the amount e.g. £200 + £30 + £8 or £2 + 30p + 8p

Counting on as a mental strategy for subtraction:

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

Start at the smaller number and count on in **tens** first, then count on in **ones** to find the rest of the difference:



Key Skills for Subtraction in Y3:

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

Key Vocabulary in Y3:

digit, equal to, take, take away, less, minus, subtract, leaves, distance between, how many more, how many fewer / less than, most, least, count back, how many left, how much less is_? exchange, decrease, hundreds, value

Subtraction

Year 4 Subtract with up to 4-digit numbers (including money and measures)

Partitioned Column Subtraction with 'exchanging' (decomposition)

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

↓

As introduced in Y3, but moving towards more complex numbers and value. Use place value apparatus to reinforce 'exchanging'

Compact Column Subtraction

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

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

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

Mental Strategies

A variety of mental strategies must be taught and practised, including counting on to find the difference where numbers are closer together, or where it is easier to count on

Key Skills for Subtraction in Y4:

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

Key Vocabulary in Y4:

digit, equal to, take, take away, less, minus, subtract, leaves, distance between, how many more, how many fewer / less than, most, least, count back, how many left, how much less is_? exchange, decrease, hundreds, value, inverse

Subtraction

Year 5

Subtract with at least 4-digit numbers

(including money, measures and decimals)

Compact Column Subtraction

(with 'exchanging')

$$\begin{array}{r} \overset{2}{\cancel{8}} \overset{10}{\cancel{1}} \overset{0}{\cancel{0}} \overset{8}{\cancel{8}} \overset{6}{\cancel{6}} \\ - \quad \quad 2 \quad 1 \quad 2 \quad 8 \\ \hline 2 \quad 8 \quad 9 \quad 2 \quad 8 \end{array}$$

Subtracting with larger integers.

$$\begin{array}{r} \overset{6}{\cancel{7}} \overset{10}{\cancel{1}} \overset{6}{\cancel{6}} \overset{8}{\cancel{8}} \overset{0}{\cancel{0}} \\ - \quad \quad 3 \quad 7 \quad 2 \cdot 5 \\ \hline 6 \quad 7 \quad 9 \quad 6 \cdot 5 \end{array}$$

Children who are still not secure with number facts and place value will need to remain on the partitioned column method until they are ready for the compact method.

Write zero in any empty decimal places to aid understanding of what to subtract in that column.

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

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

Key Skills for Subtraction in Y5:

- Subtract numbers mentally with increasingly large numbers.
- Use rounding and estimation to check answers to calculations and determine, in a range of contexts, levels of accuracy.
- Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.
- Read, write, order and compare numbers to at least 1 million and determine the value of each digit.
- Count forwards or backwards in steps of powers of 10 for any given number up to 1 million.
- Interpret negative numbers in context, counting forwards and backwards with positive and negative integers through 0.
- Round any number up to 1 million to the nearest 10, 100, 1000, 10 000 and 100 000.

Key Vocabulary in Y5:

digit, equal to, take, take away, less, minus, subtract, leaves, distance between, how many more, how many fewer / less than, most, least, count back, how many left, how much less is_? exchange, decrease, hundreds, value, inverse, tenths, hundredths, decimal point, decimal

Subtraction

Year 6

Subtracting with increasingly larger and more complex numbers and decimal values

$$\begin{array}{r} \cancel{9}^{\text{th}} \cancel{8}^{\text{th}} \cancel{10}^{\text{th}}, 6 \text{ } 9 \text{ } 9 \\ - \quad \quad 8 \text{ } 9 \text{ }, 9 \text{ } 4 \text{ } 9 \\ \hline \quad \quad 6 \text{ } 0 \text{ }, 7 \text{ } 5 \text{ } 0 \end{array}$$

Using the compact column method to subtract more complex integers

$$\begin{array}{r} \cancel{1}^{\text{th}} \cancel{10}^{\text{th}} 5 \text{ } \cancel{4}^{\text{th}} 1 \text{ } 9 \text{ kg} \\ - \quad \quad 3 \text{ } 6 \text{ } 0 \text{ } 8 \text{ } \textcolor{red}{0} \text{ kg} \\ \hline \quad \quad 6 \text{ } 9 \text{ } 3 \text{ } 3 \text{ } 9 \text{ kg} \end{array}$$

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

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

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

Key Skills for Subtraction in Y6:

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

Key Vocabulary in Y6:

digit, equal to, take, take away, less, minus, subtract, leaves, distance between, how many more, how many fewer / less than, most, least, count back, how many left, how much less is_? exchange, decrease, hundreds, value, inverse, tenths, hundredths, decimal point, decimal

Multiplication

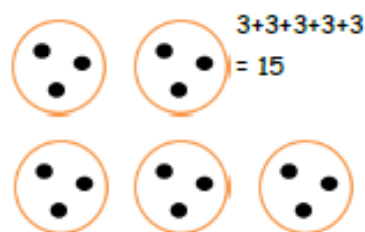
Year 1

Multiply with concrete objects, arrays & pictorial representations.

How many legs will 3 teddies have?



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



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

Key Skills for Multiplication in Y1:

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

Key Vocabulary in Y1:

groups of, lots of, times, array, altogether, multiply, count

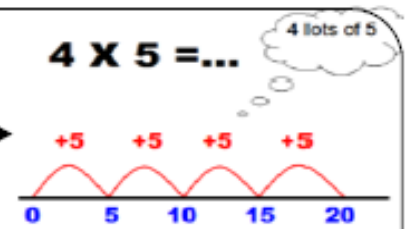
Multiplication

Year 2

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

Use repeated addition on a number line:

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



$$4 \times 5 = 20$$

Use arrays:



$$3 \times 5 = 15$$

$$5 \times 3 = 15$$

$$5 \times 3 = 3 + 3 + 3 + 3 = 15$$

$$3 \times 5 = 5 + 5 + 5 = 15$$

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

Use practical apparatus:

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



Use mental recall:

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

Key Skills for Multiplication in Y2:

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

Key Vocabulary in Y2:

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

Multiplication

Year 3

Multiply 2-digit numbers by a 1-digit number

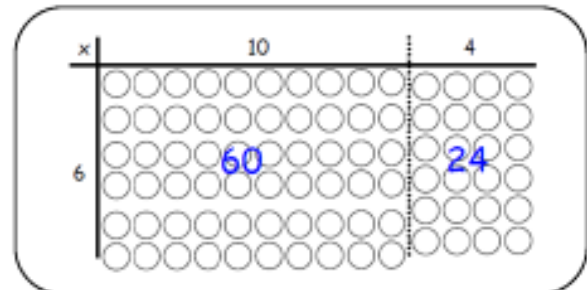
Introduce the **grid method** for multiplying 2-digit by single-digits:

Eg. $23 \times 8 = 184$

X	20	3
8	160	24

$$160 + 24 = 184$$

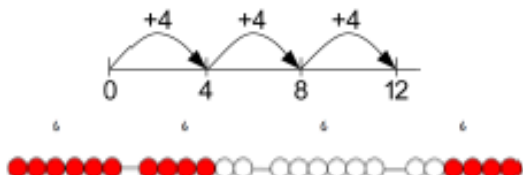
Link the layout of the grid to an array initially:



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

To do this, children must be able to:

- Partition numbers into tens and ones
- Multiply multiples of ten by a single digit (e.g. 20×4) using their knowledge of multiplication facts and place value
- Recall and work out multiplication facts in the 2, 3, 4, 5, 8 and 10 times tables.
- Work out multiplication facts not known by repeated addition or other taught mental strategies (e.g. by commutative law, working out near multiples and adjusting, using doubling etc.) Strategies to support this are repeated addition using a number line, bead strings and arrays:



Key Skills for Multiplication in Y3:

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

Key Vocabulary in Y3:

groups of, lots of, times, array, altogether, multiply, count, multiplied by, repeated addition, column, row, commutative, sets of, equal groups, times as big as, once, twice, three times... partition, grid method, total, multiple, product, tens, ones, value

Multiplication

Year 4

Multiply 2-digit and 3-digit numbers by a 1-digit number

(using all multiplication tables up to 12x12)

Developing the grid method:

Eg. $136 \times 5 = 680$

X	100	30	6
5	500	150	30

$$\begin{array}{r} 500 \\ 150 \\ + 30 \\ \hline 680 \end{array}$$

Encourage column addition to add accurately.

Move onto short multiplication (see Y5) if and when children are confident and accurate multiplying 2 and 3-digit numbers by a single digit this way, and are already confident in 'carrying' for written addition.

Children should be able to:

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

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

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

Key Skills for Multiplication in Y4:

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

Key Vocabulary in Y4:

groups of, lots of, times, array, altogether, multiply, count, multiplied by, repeated addition, column, row, commutative, sets of, equal groups, times as big as, once, twice, three times... partition, grid method, total, multiple, product, tens, ones, value, inverse

Multiplication

Year 5

Multiply up to 4-digit numbers by 1-digit or 2-digit numbers

Column Multiplication:

- Introduce by comparing a grid method calculation to a short multiplication method, to see how the steps are related, but notice how there are less steps involved in the column method.
- Children need to be taught to approximate first, e.g. for 72×38 , they will use rounding: 72×38 is approximately $70 \times 40 = 2800$, and use the approximation to check the reasonableness of their answer against.

Short multiplication for multiplying by a single digit:

x	300	20	7
4	1200	80	28



	3	2	7
x			4
	1	3	0
		2	8

Pupils could be asked to work out a given calculation using the grid, and then compare it to 'your' column method. What are the similarities and differences? Unpick the steps and show how it reduces the steps.

Introduce long multiplication for multiplying by 2 digits:

X	10	8
10	100	80
3	30	24



		1	8
x		1	3
	5	4	
	1	8	0
	2	3	4

18×3 on the 1st row
($8 \times 3 = 24$, carrying the 2 for twenty, then 1×3)
 18×10 on the 2nd row. Put a zero in the ones column first, then say 8×1 and 1×1

The grid can be used to introduce long multiplication as the relationship can be seen in the answers in each row.

Moving towards more complex numbers:

	1	2	3	4
x			1	6
	7	4	0	4
	1	2	3	4
	0			
	1	9	7	4

(1234×6)

(1234×10)

	3	6	5	2
x				8
	2	9	2	1
	5	4		

Key Skills for Multiplication in Y5:

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

Key Vocabulary in Y5:

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

Multiplication

Year 6

Short and long multiplication as in Y5 and multiply decimals with up to 2dp by a single digit

$$\begin{array}{r} 3.19 \\ \times 8 \\ \hline 25.52 \\ \text{17} \end{array}$$

Remind children that the single digit belongs in the ones column.

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

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

Children will be able to:

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

Key Skills for Multiplication in Y6:

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

Key Vocabulary in Y6:

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


Division

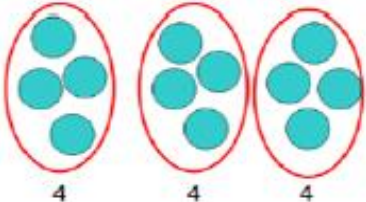
Year 1

Group and share small quantities

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

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

Grouping: 

Sharing: 
4 4 4

12 shared between 3 is 4

Example division problem in a familiar context:

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

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

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

Pupils should:

- use lots of practical apparatus, arrays and picture representations.
- be taught to understand the difference between '**grouping**' objects (How many groups of 2 can you make?) and '**sharing**' (Share these sweets between two people)
- be able to count in multiples of 2s, 5s and 10s.
- find **half** of a group of objects by sharing into 2 equal groups.

Key Skills for Division in Y1:

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

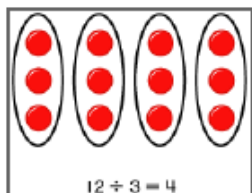
Key Vocabulary in Y1:

share, share equally, one each, two each..., group, groups of, lots of, array

Division

Year 2 Group and share using the \div and $=$ sign

Use objects, arrays, diagrams and pictorial representations and grouping on a number line.

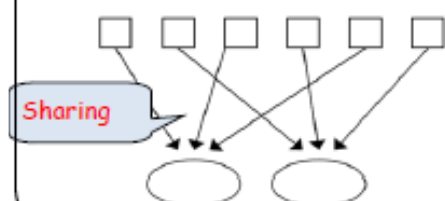


Arrays

This represents $12 \div 3$, posed as how many groups of 3 are in 12? Pupils should also show that the same array can represent $12 \div 4 =$

Know and understand sharing and grouping:

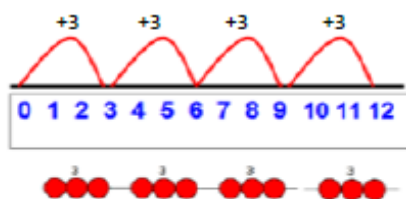
6 sweets shared between 2 people, how many do they each get?



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



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



$$12 \div 3 = 4$$

Grouping Using a Numberline:

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

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

Key Skills for Division in Y2:

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

Key Vocabulary in Y2:

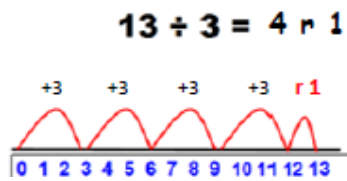
share, share equally, one each, two each..., group, groups of, lots of, array, divide, divided by, divided into, division, grouping, number line, left, left over

Division

Year 3

Divide 2-digit numbers by a single digit (where they may be a remainder in the final answer)

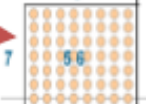
Grouping on a Numberline:



STEP 1: Children continue to work out unknown division facts by grouping on a numberline from zero. They are also now taught the concept of remainders, as in the example. This should be introduced practically and with arrays, as well as being translated to a number line. Children should work towards calculating some basic division facts with remainders mentally for the 2s, 3s, 4s, 5s, 8s and 10s, ready for 'carrying' remainders across within the short division method.

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

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



Remind children of correct place value, that 96 is equal to 90 and 6, but in short division, pose:

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

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

STEP 3: Once children demonstrate a full understanding of remainders, and also the short division method taught, they can be taught how to use the method when remainders occur within the calculation (e.g. $96 \div 4$), and be taught to 'carry' the remainder onto the next digit. If needed, children should use the number line to work out individual division facts that occur which they are not yet able to recall mentally.

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

STEP 3 should only be taught when pupils can calculate 'remainders'.

Key Skills for Division in Y3:

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

Key Vocabulary in Y3:

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

Division

Year 4

Divide up to 3-digit numbers by a 1-digit number (without remainders initially)

Continue to develop short division:

Short division should only be taught once pupils have a secure skill of calculating 'remainders'.

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

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

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

STEP 2: Pupils move onto dividing numbers with up to 3-digits by a single digit, however problems and calculations provided should not result in a final answer with remainder at this stage. Children who exceed this expectation may progress to Y5 level.

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

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

Include money and measures contexts when confident.

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

Key Skills for Division in Y4:

- Recall multiplication and division facts for all numbers up to 12×12 .
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying and dividing by 10 and 100 and 1.
- Pupils practise to become fluent in the formal written method of short division with exact answers when dividing by a one-digit number
- Pupils practise mental methods and extend this to three-digit numbers to derive facts, for example $200 \times 3 = 600$ so $600 \div 3 = 200$
- Test for divisibility for multiples of 2, 3, 5 and 10
- Simple division recognised as a fraction e.g. $12 \div 4 = 3$ so $\frac{12}{4} = 3$

4

Key Vocabulary in Y4:

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

Division

Year 5

Divide up to 4 digit number by a single digit
(including those with remainders)

Short Division, including remainder answers:

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

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

The answer to $5309 \div 8$ could be expressed as 663 and five eighths, 663 r5, as a decimal or rounded as appropriate to the problem involved.

Include money and measures contexts when confident.

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

If children are confident and accurate then they can begin to divide any number by a 2-digit number using **long division** (e.g. $2678 \div 19$). This is a Year 6 expectation.

Key Skills for Division in Y5:

- Recall multiplication and division facts for all numbers up to 12×12 (as in Y4).
- Test for divisibility for 2, 3, 4, 5, 6, 8, 9, 10
- Multiply and divide numbers mentally, drawing upon known facts.
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two number.
- Solve problems involving multiplication and division where larger numbers are decomposed into their factors.
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- Use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- Work out whether a number up to 100 is prime, and recall prime numbers to 19.
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- Use multiplication and division as inverses.
- Interpret non-integer answers to division by expressing results in different ways according to the context, including with remainders, as fractions, as decimals or by rounding (e.g. $98 \div 4 = 24 \text{ r}2 = 24\frac{1}{2} = 24.5 \approx 25$).
- Solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers.
- Solve problems involving combinations of all four operations, including understanding of the equals sign, and including division for scaling by different fractions and problems involving simple rates.

Key Vocabulary in Y5:

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

Division

Year 6

Divide at least 4 digits by both 1-digit and 2-digit numbers

(including decimal numbers and quantities)

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

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

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

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

Long Division, for dividing by a 2-digit number:

$$36 \overline{) 972}$$

The children should think about each digit in turn:

1. How many times does 36 go into 9? **zero**
2. How many times does 36 go into 97? **2** (Make a useful list to help work this out)
 $97 - 72 = 25$ (carry 25 over to make 252)
3. How many times does 36 go into 252? **7** (Extend useful list to help work this out)

$$\begin{array}{r} 27 \\ 36 \overline{) 972} \end{array}$$

Useful List

36
72
108
144
180
216

252

Key Skills for Division in Y6:

- Recall and use multiplication and division facts for all numbers to 12×12 for more complex calculations
- Test for divisibility for 2, 3, 4, 5, 6, 8, 9, 10
- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Use short division where appropriate.
- Perform mental calculations, including with mixed operations and large numbers.
- Identify common factors, common multiples and prime numbers.
- Solve problems involving all 4 operations.
- Use estimation to check answers to calculations and determine accuracy, in the context of a problem.
- Use written division methods in cases where the answer has up to two decimal places.
- Solve problems which require answers to be rounded to specified degrees of accuracy

Key Vocabulary in Y6:

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