



Registered in England and Wales

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Care Respect Equality Achievement Trust Excellence

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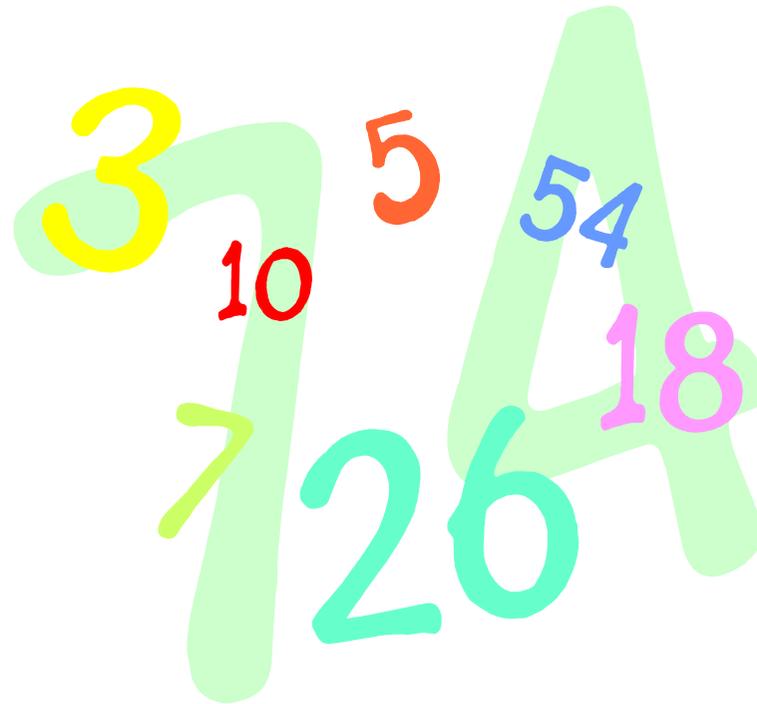
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Headteacher: Rachel Crouch



Stanton Harcourt School

Calculation Policy



Introduction:

Children are introduced to the processes of calculation through practical, oral and mental activities. As they begin to understand the underlying ideas, they develop ways of recording to support their thinking and calculation methods, so that they develop both **conceptual understanding** and **fluency** in the fundamentals of mathematics. Whilst interpreting signs and symbols involved with calculation, orally in the first instance, children use models and images to support their mental and written methods of calculation. As children's mental methods are strengthened and refined they begin to work more efficiently, which will support them with using succinct written calculation strategies as they are developed.

The ability to calculate mentally forms the basis of all methods of calculation and has to be maintained and refined. A good knowledge of numbers or a 'feel' for numbers is the product of structured practice through progression in relevant practical maths experiences and visual representations.

By the end of Year 6, children will be equipped with efficient mental and written calculation methods, which they use with fluency. Decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. At whatever stage in their learning, and whatever method is being used, children's strategies must still be underpinned by a secure understanding and knowledge of number facts that can be recalled fluently.

The overall aims are that when children leave primary school they:

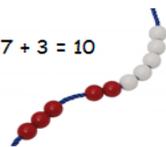
- Are able to recall number facts with fluency, having developed conceptual understanding through being able to visualise key ideas – such as those related to place value - through experience with practical equipment and visual representations;
- Make use of diagrams and informal notes to help record steps and part answers when using mental methods that generate more information than can be kept in their heads;
- Have an efficient, reliable, written method of calculation for each number operation that they can apply with confidence when undertaking calculations that they cannot carry out mentally;
- Are able to make connections between all four number operations, understanding how they relate to one another, as well as how the rules and laws of arithmetic can be applied.

Addition:

Mental Calculation Strategies for Addition and Subtraction

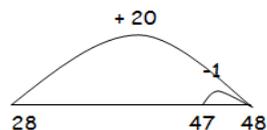
Number Bonds

$$7 + 3 = 10$$



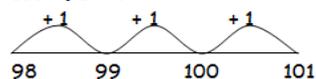
Adjusting

$$28 + 19 = 47$$



Finding the Difference

$$101 - 98 = 3$$

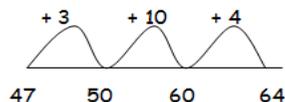


Doubles



Bridging

$$47 + 17 = 64$$



Near Doubles



Partitioning

$$44 + 34 = 78$$

$$70 + 8 = 78$$

Reordering

e.g. put big number in head when counting on
 $6 + 13 = 19$

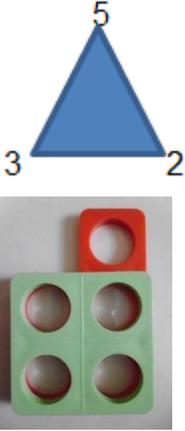
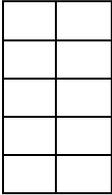
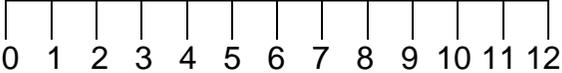
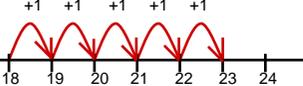
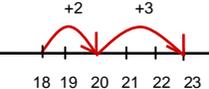


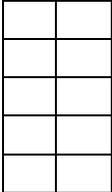
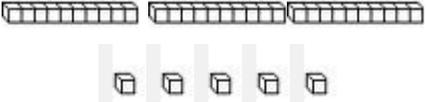
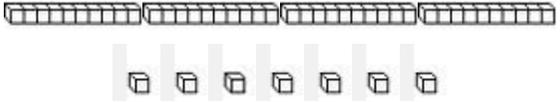
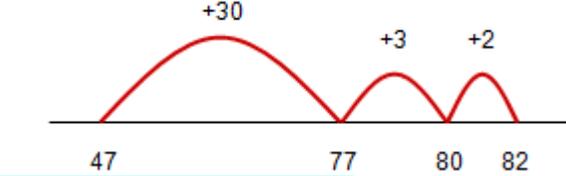
	Counting	Mental maths strategies	Rapid recall	Written calculation and appropriate models and images to support conceptual understanding
Stage 1:	Count in ones to and across 100 forwards and backwards starting from 0, 1 and other numbers. Count in multiples of	Pupils use apparatus to explore addition as the inverse of subtraction.	Rapid recall of all pairs of numbers totalling numbers up to 10. Use structured apparatus – i.e.	<p>Combining two groups:</p> <ul style="list-style-type: none"> Children develop a mental picture of the number system for use with calculation. A range of key models and images support this, alongside practical equipment. Teachers model use of number tracks to count on or line up counters/objects along the



$$\begin{array}{c} \bullet \bullet \bullet \quad \bullet \bullet \\ 3 + 2 = 5 \end{array}$$

'eight add two more makes ten'

	two, five and ten.	 <p>4 add 1 is 5 5 subtract 4 leaves 1</p>	<p>Numicon, tens frames, abaci, etc.</p> 	<p>number track. This is a precursor to use of a fully numbered number-line.</p>	 <p>'one more than four is five'</p>
<p>Stage 2:</p>	<p>Continue practicing above skills. Count in steps of 2, 3 and 5 forwards and backwards to and from zero. Count in tens from any number – link to coins in a piggy bank as well as a number square.</p>	<p>Reorder numbers when adding, i.e. start with largest number, find bonds, etc. Add doubles and derive near doubles. Round numbers to the nearest 10.</p>	<p>Recall addition facts for all numbers to 20.</p>	<p>Counting on from any number:</p> <ul style="list-style-type: none"> Children begin to use numbered lines to support their own calculations, initially counting in ones before beginning to work more efficiently. <p>Counting on from the largest number:</p> <ul style="list-style-type: none"> Children reorder calculations to start with the largest number. 	<p>Number line with all numbers labelled</p>  <p>18 + 5</p>  <p>...to...</p>   <p>Use of questions such as: 'How might I rearrange these to find the total?'</p>

<p>Stage 3:</p>	<p>Continue practicing above skills. Count from 0 in multiples of 4, 8, 50 and 100. Count on by 10 or 100 from any two digit number. Link to counting stick: counting forwards and backwards flexibly. Count up and down in tenths – linking to visual image.</p>	<p>Partitioning by bridging through 10 and multiples of 10 when adding. Adjusting when adding 11 or 9 to a number. Relating inverse number operations – using structured apparatus to explore and understand that subtraction undoes addition.</p>	<p>Connect pairs totalling ten to pairs of multiples of 10 totalling 100.</p>  <p>Use 10ps in tens frame. Recall pairs of two-digit numbers with a total of 100, i.e. $32 + ? = 100$.</p>	<p>Expanded horizontal addition:</p> <ul style="list-style-type: none"> • Add numbers using structured apparatus to support understanding of place value. • Make connections between partitioning both numbers using structured apparatus and partition the second number only using a number line. 	<p style="text-align: center;">Add...</p>  <p style="text-align: center;">...and...</p>  <p style="text-align: center;">By partitioning and recombining</p> $30 + 40 = 70$ $5 + 7 = 12$ $70 + 12 = 82$ <p>$35 + 47$</p> 
<p>Stage 4:</p>	<p>Continue practicing previous skills. Count forwards and backwards from 0 in multiples of 6, 7, 9, 25 and 1000 using counting sticks,</p>	<p>Bridging through 60 for time, i.e. 70 minutes = 1 hour and 10 minutes. Rounding any number to the nearest 10, 100 or 1000. Rounding numbers with</p>	<p>As above. Use known facts and place value to derive new ones, i.e. 'If I know $8 + 3 = 11$, I also know $0.8 + 0.3 = 1.1$ and $8/100 +$</p>	<p>Expanded horizontal method, leading to columnar addition:</p> <ul style="list-style-type: none"> • Written recording should follow teacher modelling around the size of numbers and place value using a variety of concrete materials, e.g. straws, Numicon, Dienes and place-value cards. • Teachers model how numbers can be partitioned into tens and ones, as well as in different ways, e.g. $20 + 5$ 	<p>It is crucial that empty number lines are kept as well as using more formal written calculation methods.</p>

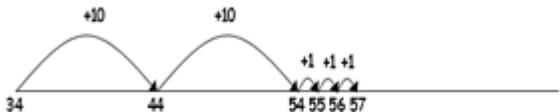
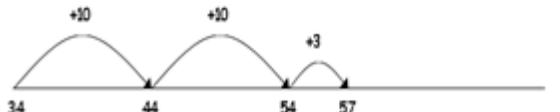
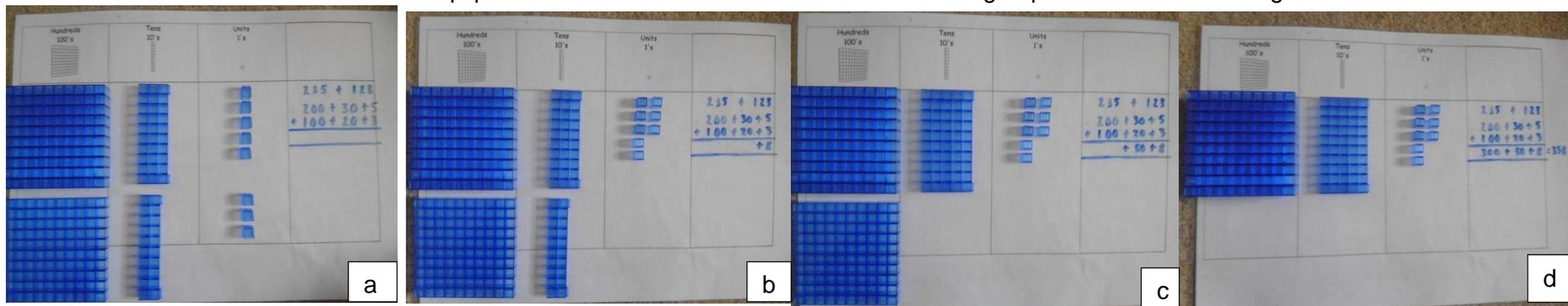
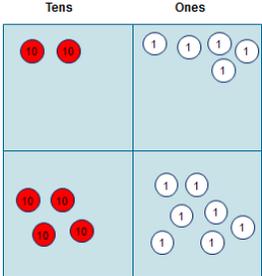
	<p>number lines, number squares, etc. Count up and down in tenths, hundredths and simple fractions using models and images, i.e. Dienes equipment, counting stick, ITPs.</p>	<p>one decimal place to nearest whole number. Explore inverse as a way to derive new facts and to check accuracy of answers.</p>	<p>$3/100 = 11/100$. Sums and differences of pairs of multiples of 10, 100 or 1000. Addition doubles of numbers to 100. Pairs of fractions totalling 1.</p>	<p>$10 + 15$</p> <ul style="list-style-type: none"> As children move towards using a columnar method, links continue to be made with earlier models and images, including the number line. 	<p>Counting on in tens and ones to solve an addition calculation:</p> <p>$34 + 23 = 57$</p>  <p>Counting on more efficiently:</p> <p>$34 + 23 = 57$</p> 
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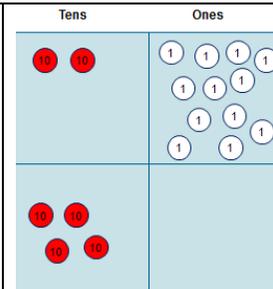
Illustration of how to use Dienes equipment to ensure children have an understanding of place value when using columnar addition.



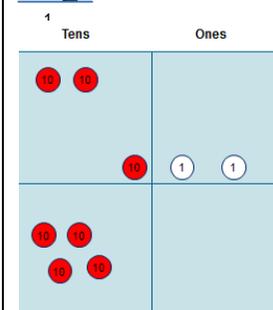
<p>Stage 5:</p>	<p>Count forwards and backwards in steps of powers of 10 for any given number up to one million.</p>	<p>Use apparatus and knowledge of place value to add decimals, i.e. $3.8 + 2.5 = 5 + 1.3$ Reorder</p>	<p>Continue to practice previous stage and make links between known facts and addition</p>	<p>Expanded vertical method, leading to columnar addition:</p> <ul style="list-style-type: none"> Teachers model a column method that records and explains partial mental methods. There remains an emphasis on the language of calculation, e.g. 'Forty plus seventy equals one- 	<p>Informal columnar:</p> <p>Adding the ones first:</p> $\begin{array}{r} 47 \\ + 76 \\ \hline 13 \end{array} \quad (7 + 6)$ $\begin{array}{r} 110 \\ + 70 \\ \hline 123 \end{array} \quad (40 + 70)$
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	Continue to count forwards and backwards in simple fractions. Count forward and backwards in appropriate decimals and percentages.	increasingly complex calculations, i.e. $1.7 + 2.8 + 0.3 = 1.7 + 0.3 + 2.8$ Compensating – i.e. $405 + 399 \rightarrow$ add 400 and then subtract 1.	pairs for fractions, percentages and decimals Doubles and halves of decimals, i.e. half of 5.6, double 3.4. Sums and differences of decimals, i.e. $6.5 + 2.7$	hundred and ten.’... ‘Seven add six equals thirteen.’ ...before recombining numbers. Teachers also model the language of: ‘Four tens add seven tens total eleven tens or 110.’ <ul style="list-style-type: none">Teachers similarly advance to model the addition of two 3-digit numbers with the expectation that as children’s knowledge of place value is secured, they become ready to approach a formal compact method.	
Stage 6:	Continue to practice previous skills. Count forwards and backwards in simple fractions, decimals and percentages.	Bridging through decimals, i.e. $0.8 + 0.35 = 0.8 + 0.2 + 0.15$ using empty number lines. Partitioning using near doubles, i.e. $2.5 + 2.6 = 5 + 0.1$ Reorder decimals, i.e. $4.7 + 5.6 - 0.7$...as... $4.7 - 0.7 + 5.6 = 4 + 5.6$.	Ensure all children are confident recalling basic facts to 20 and deriving facts using place value. Make links between decimals, fractions and percentages.	Columnar addition (formal written method): <ul style="list-style-type: none">The concept of exchange is introduced through continued use of practical equipment (manipulatives).Teachers model:<ol style="list-style-type: none">“I have two tens and five ones, which need adding to four tens and seven ones.”“I add five ones to seven ones, which gives me twelve ones.”“I exchange ten of my twelve ones for a ten counter.”“I add my three tens and four tens to make seven tens.” “Altogether, I have seven tens and two ones.”Teachers similarly advance to model the addition of two 3-digit numbers, e.g.	Pupils to be encouraged to consider mental strategies first. Formal columnar: $\begin{array}{r} 25 \\ +47 \\ \hline \end{array}$  $\begin{array}{r} 25 \\ +47 \\ \hline 2 \\ 1 \end{array}$ 

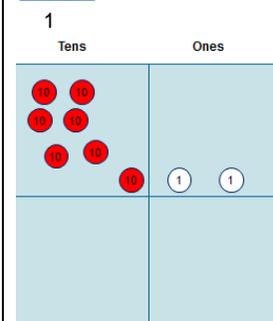
$$\begin{array}{r}
 587 \\
 + 475 \\
 \hline
 1062 \\
 11
 \end{array}$$



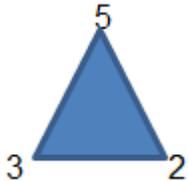
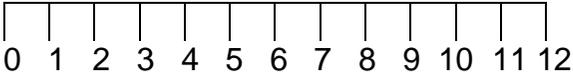
$$\begin{array}{r}
 25 \\
 +47 \\
 \hline
 72
 \end{array}$$

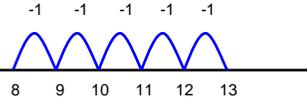
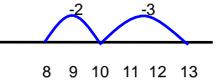


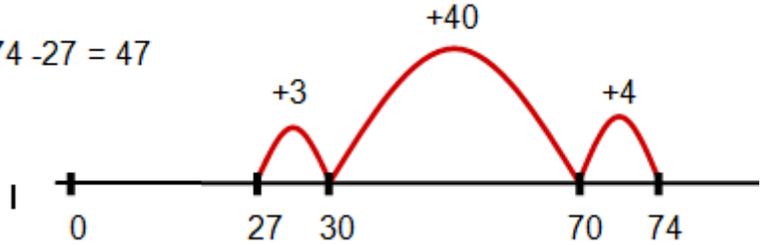
$$\begin{array}{r}
 25 \\
 +47 \\
 \hline
 72
 \end{array}$$

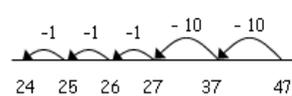
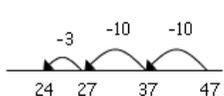


Subtraction:

	Counting	Mental strategies	Rapid Recall	Written calculation and appropriate models and images to support conceptual understanding	
Stage 1:	Count in ones to and across 100, forwards and backwards starting from 0, 1 and other numbers. Count in multiples of two, five and ten.	<p>Pupils use apparatus to explore addition as the inverse of subtraction:</p>   <p>'four add one is five.' 'five subtract four leaves one'</p>	<p>Rapid recall of subtraction facts for numbers up to 10. Use structured apparatus, i.e. Numicon, tens frames, abaci etc.</p> 	<p>Subtraction as taking away from a group:</p> <ul style="list-style-type: none"> Children develop a mental picture of the number system for use with calculation. A range of key models and images support this, alongside practical equipment. Teachers model use of number tracks to count back or remove counters/objects from the number track or set. This is a precursor to use of a fully numbered number-line. 	 <p>• • • • • 5 - 2 = 3</p>  <p>'six take away two leaves four'</p>  <p>'one less than six is five'</p>
Stage 2:	Continue practicing above skills. Count in steps of 2, 3	Bridging through two digit numbers, i.e. $24 - 19 = 19 + 1 + 4$ using number lines. Subtracting 11 by	Recall subtraction (and addition) facts for all	<p>Subtracting by counting back and on:</p> <ul style="list-style-type: none"> Children begin to use 	<p>Number line with all numbers labelled</p> 

	<p>and 5, forwards and backwards to and from zero. Count in tens from any number – link to coins in a piggy bank as well as a number square.</p>	<p>subtracting 10 and then 1 more. Move to subtracting 9 by subtracting 10 and adding 1 using apparatus.</p>	<p>numbers to 20.</p>	<p>numbered lines to support their own calculations, initially counting back in ones before beginning to work more efficiently.</p>	<p>$13 - 5 = 8$</p>  <p>$13 - 5 = 8$</p> 										
<p>Stage 3:</p>	<p>Continue practicing above skills. Count from 0 in multiples of 4, 8, 50 and 100. Count on and back by 10 or 100 from any two digit number. Link to counting stick counting forwards and backwards flexibly. Count up and down in tenths –</p>	<p>Partitioning by bridging through 10 and multiples of 10 when subtracting. Continue to practice adjusting when subtracting 11 or 9 from a number. Relating inverse number operations – use structured apparatus to explore and understand that subtraction undoes addition.</p>	<p>Connect subtractions from ten to subtractions from multiples of 10 totalling 100.</p> <table border="1" data-bbox="786 951 898 1142"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table> <p>Use 10ps in tens frame. Subtract two digit numbers from 100 i.e. $? = 100 - 78$</p>											<p>Finding the difference:</p> <ul style="list-style-type: none"> Teachers model how to find the difference when two numbers are relatively ‘close together.’ Initially children compare two sets before moving on to a number line comparison. Pupils are taught to choose whether to count on or back depending on which is more efficient. 	<p>Comparing two sets: comparison or difference.</p>  <p>Finding the difference on a number line. *See Stage 4</p> <p>Note: Finding the difference is often the most efficient way of solving a subtraction problem, e.g. $61 - 59$ $2,003 - 1,997$</p>

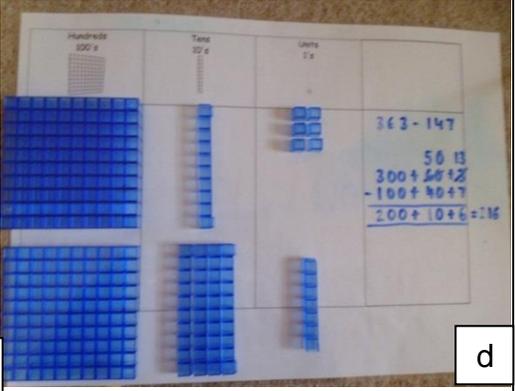
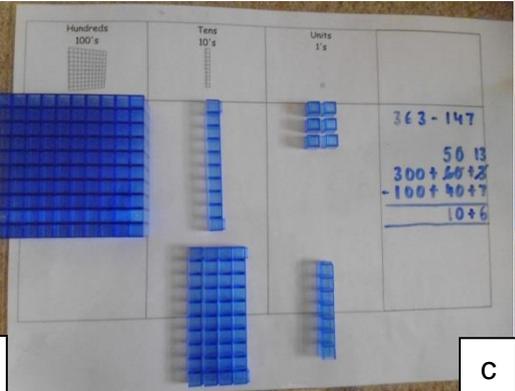
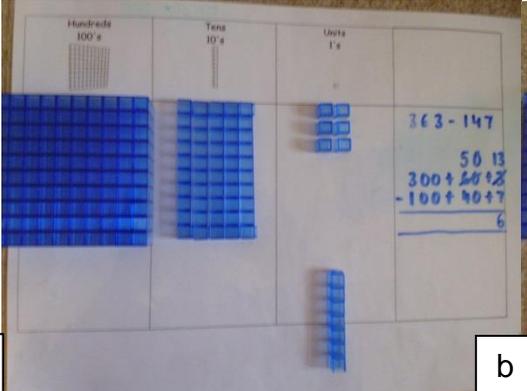
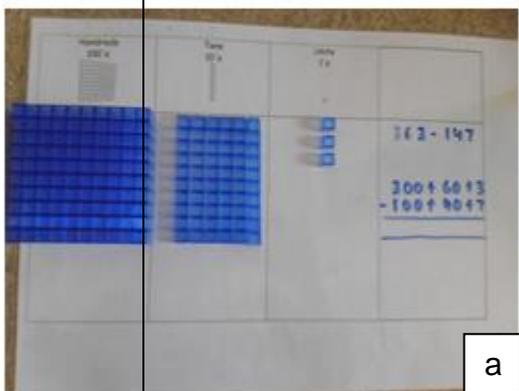
	linking to visual image.				
Stage 4:	Continue practicing of previous skills. Count forwards and backwards from 0 in multiples of 6, 7, 9, 25 and 1000 using counting sticks, number lines, number squares, etc. Count up and down in tenths, hundredths and simple fractions using models and images, i.e. Dienes equipment, counting stick, ITPs.	Bridging through 60 for time, i.e. 70 minutes = 1 hour and 10 minutes Rounding any number to the nearest 10, 100 or 1000. Rounding numbers with one decimal place to nearest whole number. Explore inverse as a way to derive new facts and to check accuracy of answers.	As above. Use known facts and place value to derive new ones, i.e. 'If I know $11 - 3 = 8$, I also know $1.1 - 0.3 = 0.8$ and $8/100 - 3/100 = 5/100$.' Sums and differences of pairs of multiples of 10, 100 or 1000. Subtraction of fractions totalling 1, i.e. $1 - 0.3 = 0.7$	Subtracting TU – U and TU – TU:	Use empty number lines to find the difference by bridging through multiples of ten. $74 - 27 = 47$  Subtract by starting with the first number and partitioning the second, i.e. $74 - 27$ $74 - 20 = 54$ $54 - 4 = 50$ $50 - 3 = 47$
Stage 5:	Count forwards and backwards in steps of	Use apparatus and knowledge of place value to subtract decimals, i.e. $3.8 -$	Continue to practice previous stage and	First stage of column method, including expanded method: <ul style="list-style-type: none"> Written 	Children should continue to use empty number lines and use more formal written methods when numbers become too big or complex.

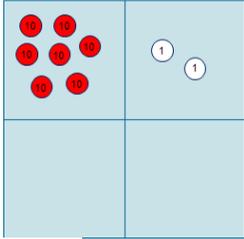
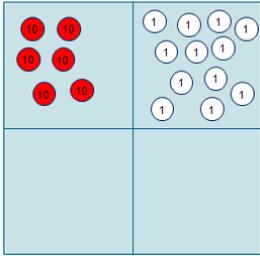
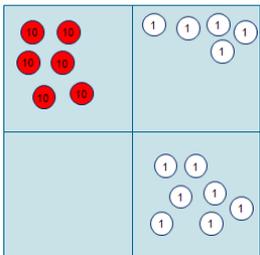
	<p>powers of 10 for any given number up to one million. Continue to count forwards and backwards in simple fractions. Count forward and backwards in appropriate decimals and percentages.</p>	<p>$2.5 = 1.3$ Reorder increasingly complex calculations, i.e. $1.7 - 5 - 0.7 = 1.7 - 0.7 - 5$. Compensating – i.e. $405 - 399 \rightarrow$ subtract 400 and then add 1.</p>	<p>make links between known facts and addition pairs for fractions, percentages and decimals. Doubles and halves of decimals, i.e. half of 5.6, double 3.4. Sums and differences of decimals, i.e. $6.5 + 2.7$</p>	<p>recording should follow teacher modelling around the size of numbers and place value using a variety of concrete materials, e.g. straws, Numicon, Dienes and place-value cards.</p>	<p>Counting back in tens and ones to solve an addition calculation:</p> $47 - 23 = 24$  <p>Counting back more efficiently:</p> $47 - 23 = 24$ 
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$$363 - 147 = 216$$

$$\begin{array}{r} 50 \ 13 \\ 300 + 60 + 3 \\ 100 + 40 + 7 \\ \hline 200 + 10 + 6 = 216 \end{array}$$

Illustration of how to use Dienes equipment to ensure children understand transference of numbers when using columnar subtraction.



<p>Stage 6:</p>	<p>Continue to practice previous skills. Count forwards and backwards in simple fractions, decimals and percentages.</p>	<p>Bridging through decimals, i.e. $1.5 - 0.8 = 1.5 - 0.5$ then $- 0.3$ using empty number line.</p>	<p>Ensure all children are confident recalling basic facts to 20 and deriving using place value. Make links between decimals, fractions and percentages.</p>	<p>Second stage of column method:</p> <ul style="list-style-type: none"> The concept of exchange is introduced through continued use of practical equipment (manipulatives). Teachers model: <ol style="list-style-type: none"> “I have seven tens and two ones. I need to subtract four tens and seven ones.” “At the moment, I cannot subtract seven ones from two ones, so I need to transfer one ten to become ten ones.” “Now I can take away seven ones from twelve 	<p>Formal columnar:</p> $\begin{array}{r} 72 \\ - 47 \\ \hline \end{array}$  <p>Tens Ones</p> $\begin{array}{r} 6 \quad 12 \\ \cancel{7}2 \\ - 47 \\ \hline \end{array}$  <p>Tens Ones</p> $\begin{array}{r} 6 \quad 12 \\ \cancel{7}2 \\ - 47 \\ \hline 5 \end{array}$  <p>Tens Ones</p>
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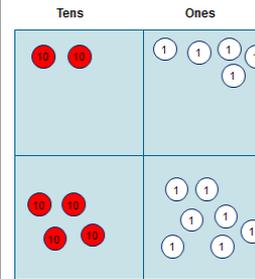
ones, so that I have five ones left.

4. "I can now subtract four tens from six tens, which leaves me with two tens."

5. "I recombine two tens and five ones to understand that I am left with twenty-five."

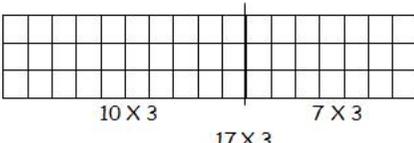
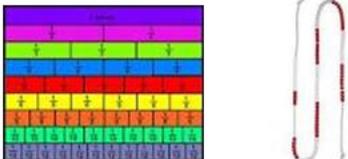
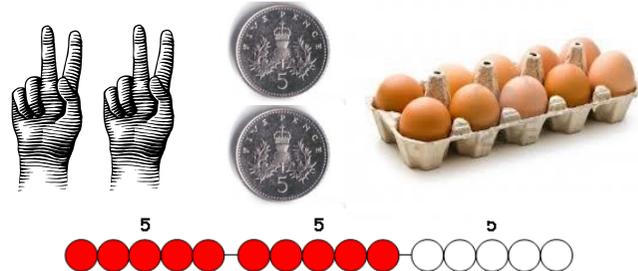
- Teachers similarly advance to model the subtraction of one 3-digit number from another, e.g.

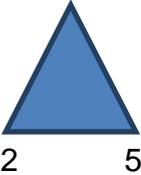
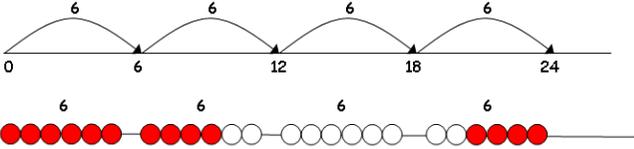
$$\begin{array}{r} \overset{6}{\cancel{7}}2 \\ - 47 \\ \hline 25 \end{array}$$

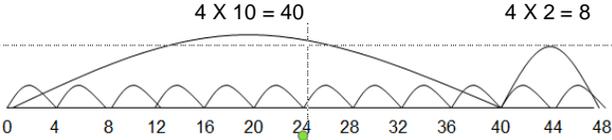
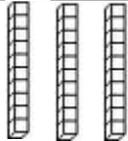
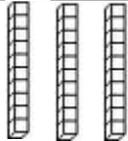
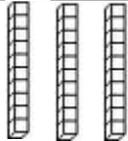
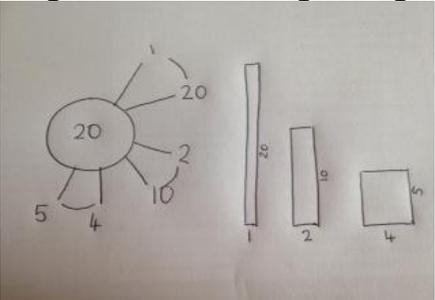


$$\begin{array}{r} \overset{51}{\cancel{5}}3 \\ - 26 \\ \hline 246 \\ \hline 317 \end{array}$$

Multiplication:

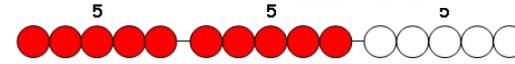
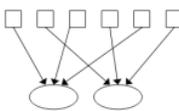
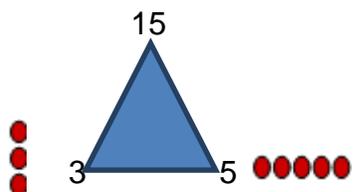
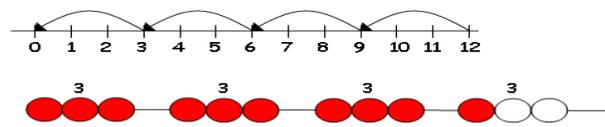
Mental Calculation Strategies for Multiplication and Division												
<p>Knowing multiplication and division facts to 12 X 12</p>  <p>Multiplying and dividing by multiples of 10</p> <table border="1" data-bbox="896 494 1131 662"> <thead> <tr> <th>thousands</th> <th>hundreds</th> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Multiplying and dividing by single-digit numbers and multiplying by two-digit numbers</p>  <p>Doubling and halving</p>  <p>Finding fractions, decimals and percentages</p> 					thousands	hundreds	tens	ones				
thousands	hundreds	tens	ones									
Counting	Mental strategies	Rapid recall	Written calculation and appropriate models and images to support conceptual understanding									
<p>Stage 1: Count forwards and backwards in 2s, 5s and 10s</p>	<p>Doubling up to six and then ten whilst using related models and images.</p>	<p>Derive/recall doubles up to five and derive/recall halves up to ten.</p> <p>Recall odd and even numbers to</p>	<p>Developing early conceptual understanding of multiplication:</p>	<p>Use objects, pictorial representations and arrays to show the concept of multiplication:</p> 								

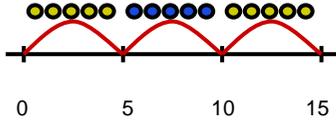
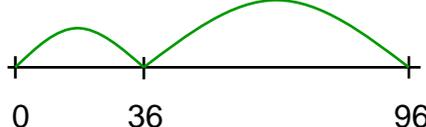
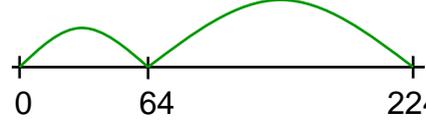
			<p>10 in reference to structured apparatus.</p> 		
<p>Stage 2:</p>	<p>Count forwards and backwards in 2s, 3s, 5s and 10s from zero.</p>	<p>Begin to understand and use inverse number operations:</p> <div style="text-align: center;"> <p>10</p>  </div> <p>Stories are used alongside a triad to help children understand links between number operations, e.g. “There are five pencils in two packs, which means that there are ten pencils altogether.”</p>	<p>Derive/recall doubles up to ten and derive/recall halves up to twenty.</p> <p>Recall odd and even numbers to 20 in reference to structured apparatus.</p> <p>Recall & use multiplication facts for the 2X, 5X and 10X-tables.</p>	<p>Understanding multiplication as repeated addition:</p> <ul style="list-style-type: none"> Investigate multiplication as repeated addition, so that the law of commutativity is understood. Whilst arrays are also modelled explicitly at this stage, it is important to note that they will continue to be a key model at later stages, alongside more formal methods of calculation. 	<p>Arrays:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>5 X 3</p>  </div> <div style="text-align: center;"> <p>and</p> </div> <div style="text-align: center;"> <p>3 X 5</p>  </div> </div> <p>Number lines:</p> <p>6 X 4 = 24</p>  <p>So: ‘Six taken four times’</p>

<p>Stage 3:</p>	<p>Counting forwards and backwards in 2s, 3s, 4s, 5s, 8s and 10s from zero.</p> <p>Count up and down in tenths.</p>	<p>Use doubling to make connections between the 2X, 4X and 8X-tables.</p> <p>Understand that multiplication can be undertaken by partitioning numbers, e.g. $12 \times 4 = 10 \times 4 + 2 \times 4$</p> <p>Introduce the structure of scaling: e.g. Find a ribbon that is 4 times as long as the blue ribbon</p> 	<p>Recall odd and even numbers to 100 in reference to structured apparatus.</p> <p>Recall and use multiplication facts for the 2X, 3X, 4X, 5X, 8X and 10X tables.</p>	<p>Relate multiplying a 2-digit by 1-digit number using repeated addition and arrays to represent:</p>	<p>Children use an empty number line to chunk efficiently:</p> <p>$4 \times 12 = 48$</p>  <p>$3 \times 13 = 39$</p> <table border="1" data-bbox="1462 427 2145 687"> <thead> <tr> <th>X</th> <th>10</th> <th>3</th> </tr> </thead> <tbody> <tr> <td>3</td> <td></td> <td></td> </tr> </tbody> </table>	X	10	3	3		
X	10	3									
3											
<p>Stage 4:</p>	<p>Counting forwards and backwards in 2s, 3s, 4s, 5s, 7s, 8s, 10s, 25s and 1000s from zero.</p> <p>Count up</p>	<p>Derive factor pairs of numbers using models and images, e.g.</p>  <p>Know what happens when a</p>	<p>Recall & use multiplication facts for all times-tables up to 12×12.</p>	<p>Relate multiplying a 3/2-digit by 1-digit number with arrays towards using long/short multiplication:</p>	<p>Relate multiplying a 3/2-digit by 1-digit number, now also setting it out as short multiplication.</p> <p>$7 \times 13 = 91$</p> $\begin{array}{r} 7 \times 10 = 70 \\ 7 \times 3 = 21 \\ \hline = 91 \end{array}$						

	and down in tenths and hundredths.	number is multiplied by zero or one. Use reordering to multiply three numbers.									
Stage 5:	Counting forwards and backwards in 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 10s, 25s and 1000s from zero.	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.	Recall & use multiplication facts for all times-tables up to 12 X 12.	Relate multiplying a 4/3/2-digit by 1/2-digit number with grid to using long multiplication:	<p>10 8</p> <table border="1"> <tr> <td>10</td> <td>100</td> <td>80</td> </tr> <tr> <td>3</td> <td>30</td> <td>24</td> </tr> </table> <p>18 X13 ----- 24 (3 x 8) 30 (3 x 10) 80 (10 x 8) 100 (10 x 10) ----- 234</p>	10	100	80	3	30	24
10	100	80									
3	30	24									
Stage 6:	Consolidate all previous counting, including forwards and backwards in fractions.	Perform mental calculations, including with mixed numbers and operations.	Recall & use multiplication facts for all times-tables up to 12 X 12. In addition, use facts confidently to make larger calculations.	Relate multiplying a 4/3/2-digit by 1/2-digit number with grid to using short multiplication:	<p>10 8</p> <table border="1"> <tr> <td>10</td> <td>100</td> <td>80</td> </tr> <tr> <td>3</td> <td>30</td> <td>24</td> </tr> </table> <p>18 X13 ----- 54 2 180 ----- 234</p>	10	100	80	3	30	24
10	100	80									
3	30	24									

Division:

	Counting	Mental strategies	Rapid recall	Written calculation and appropriate models and images to support conceptual understanding
Stage 1:	Count forwards and backwards in 2s, 5s and 10s	Doubling up to six and then ten whilst using related models and images.	<p>Derive/recall doubles up to five and derive/recall halves up to ten.</p> <p>Recall odd and even numbers to 10 in reference to structured apparatus.</p> 	<p>Developing early conceptual understanding of division as grouping and sharing:</p> <p>Use objects, pictorial representations and arrays to show the concept of division as grouping and sharing.</p>   <p>“Two children share six pencils between them”</p>  <p>“Six children are asked to get into three equal groups”</p> 
Stage 2:	Count forwards and backwards in 2s, 3s, 5s and 10s from zero.	<p>Begin to understand and use inverse number operations.</p>  <p>15</p>  <p>Stories are used alongside a triad to help children</p>	<p>Derive/recall doubles up to ten and derive/recall halves up to twenty.</p> <p>Recall odd and even numbers to</p>	<p>Understanding division as repeated subtraction:</p> <ul style="list-style-type: none"> Investigate division as repeated subtraction. Through teacher modelling, children need <p>Number lines and arrays:</p> $12 \div 3 = 4$ 

		understand links between number operations, e.g. “15 children are asked to get into three groups and find out that there are five people in each group.”	20 in reference to structured apparatus. Recall and use multiplication facts for the 2X, 5X and 10X-tables.	to know that division is not commutative.	$15 \div 5 = 3$ 
Stage 3:	Counting forwards and backwards in 2s, 3s, 4s, 5s, 8s and 10s from zero.	<p>Use doubling to make connections between the 2X, 4X and 8X-tables.</p> <p>Understand that multiplication can be undertaken by partitioning numbers, e.g. $12 \times 4 = 10 \times 4 + 2 \times 4$</p> <p>Introduce the structure of scaling: e.g. Find a ribbon that is 4 times as long as the blue ribbon.</p> 	<p>Recall odd and even numbers to 100 in reference to structured apparatus.</p> <p>Recall & use multiplication facts for the 2X, 3X, 4X, 5X, 8X and 10X tables.</p>	<p>Dividing a 2-digit by 1-digit number, representing this efficiently on a number line:</p>	<p>Children use an empty number line to chunk efficiently.</p> <p>$96 \div 6 = 16$</p> <p>$6 \times 6 = 36$ $10 \times 6 = 60$</p> 
Stage 4:	Counting forwards and backwards in 2s, 3s, 4s, 5s, 7s, 8s, 10s, 25s and 1000s from zero.	<p>Derive factor pairs of numbers using models and images.</p> <p>Know what happens when a number is multiplied by zero or one.</p> <p>Use reordering to multiply three numbers.</p>	<p>Recall & use multiplication facts for all times-tables up to 12×12.</p>	<p>Dividing a 3/2-digit by 1-digit number, representing this efficiently on a number line, also in relation to long division:</p> <ul style="list-style-type: none"> At this stage, no 	<p>Children use an empty number line to chunk efficiently.</p> <p>$224 \div 8 = 28$</p> <p>$8 \times 8 = 64$ $20 \times 8 = 160$</p> 

				remainders are present unless in a practical context.	$\begin{array}{r} \overline{)28} \\ 8 \ 224 \\ - \underline{160} \quad (8 \times 20) \\ \quad \quad 64 \\ - \underline{64} \quad (8 \times 8) \\ \quad \quad \quad 0 \end{array}$...or... $\begin{array}{r} \overline{)28} \\ 8 \ 224 \\ 20 \times 8 = \underline{160} \\ \quad \quad \quad 64 \\ 8 \times 8 = \underline{64} \\ \quad \quad \quad \quad 0 \end{array}$
Stage 5:	Counting forwards and backwards in 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 10s, 25s and 1000s from zero.	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.	Recall & use multiplication facts for all times-tables up to 12 X 12.	Dividing a 4/3/2-digit by 1-digit number, in relation to long division: <ul style="list-style-type: none"> By this stage, there is a statutory requirement that children can use a formal written calculation method, such as long division. Short division may begin to be taught alongside long division, but still with use of visual representations 	<p>As schools have autonomy to decide children's progression in learning between long and short division in Years 5 and 6, the maths team suggest beginning with long division.</p> <p>Remainders should be interpreted in the following ways when long division is used:</p> <ul style="list-style-type: none"> as whole numbers as fractions through rounding in an appropriate way to the context <p>Long division: $415 \div 9 = 46 \text{ and } 1/9$</p> $\begin{array}{r} \overline{)415} \\ 9 \ 415 \\ - \underline{360} \quad (9 \times 40) \\ \quad \quad 55 \\ - \underline{54} \quad (9 \times 6) \\ \quad \quad \quad 1 \end{array}$
Stage 6:	Consolidate all previous counting, including forwards and	Perform mental calculations, including with mixed numbers and different number operations.	Recall & use multiplication facts for all times-tables up to 12 X 12. In	Dividing a 4/3/2-digit by 2/1-digit number, in relation to long and then short division: <ul style="list-style-type: none"> By this stage, 	<p>As schools have autonomy to decide children's progression in learning between long and short division in Years 5 and 6, the maths team suggest moving from long division to short division.</p> <p>Remainders should be interpreted in the</p>

backwards in fractions.

addition, use facts confidently to make larger calculations.

there is a statutory requirement that children can use formal written calculation methods, including long and short division.

- Use of visual representations – like the ones opposite – remain important.

following way when short division is used:

- through rounding in an appropriate way to the context

Long division:

$$432 \div 15 = 28 \frac{4}{5}$$

$$\begin{array}{r} 28 \\ 15 \overline{) 432} \\ \underline{30} \\ 132 \\ \underline{120} \\ 12 \end{array}$$

15×20

15×8

$$\frac{12}{15} = \frac{4}{5}$$

Answer: $28 \frac{4}{5}$

Short division:

$$138 \div 6 = 23$$

