Sudley

Primary School

SUDLEY PRIMARY SCHOOL
Calculation Policy

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Calculation Policy

This policy outlines the strategies and methods our children will use when developing their skills in addition, subtraction, multiplication and division.

This Calculation Policy has been developed to support the effective implementation of the 2014 Primary National Curriculum.

At Sudley Junior School, we implement the Mastery approach. At the centre of this approach is the belief that all children have the potential to succeed. Children should have access to the same curriculum content outlined in the National Curriculum programmes of study for their year group. The Mastery approach encourages depth before breadth, so that children become fluent in the fundamentals of mathematics and can apply their knowledge rapidly and accurately.

This policy outlines the progression of calculation strategies that should be taught and used from Year 3 -Year 6, in line with the requirements of the 2014 Primary National Curriculum.

For each operation, there are sequential stages starting with the practical methods that support conceptual understanding moving through to methods that allow children to demonstrate efficiency in procedural approaches.

This policy only details the strategies; teachers will then plan opportunities for pupils to apply these through our teaching sequence of Practice, Secure and Solve.

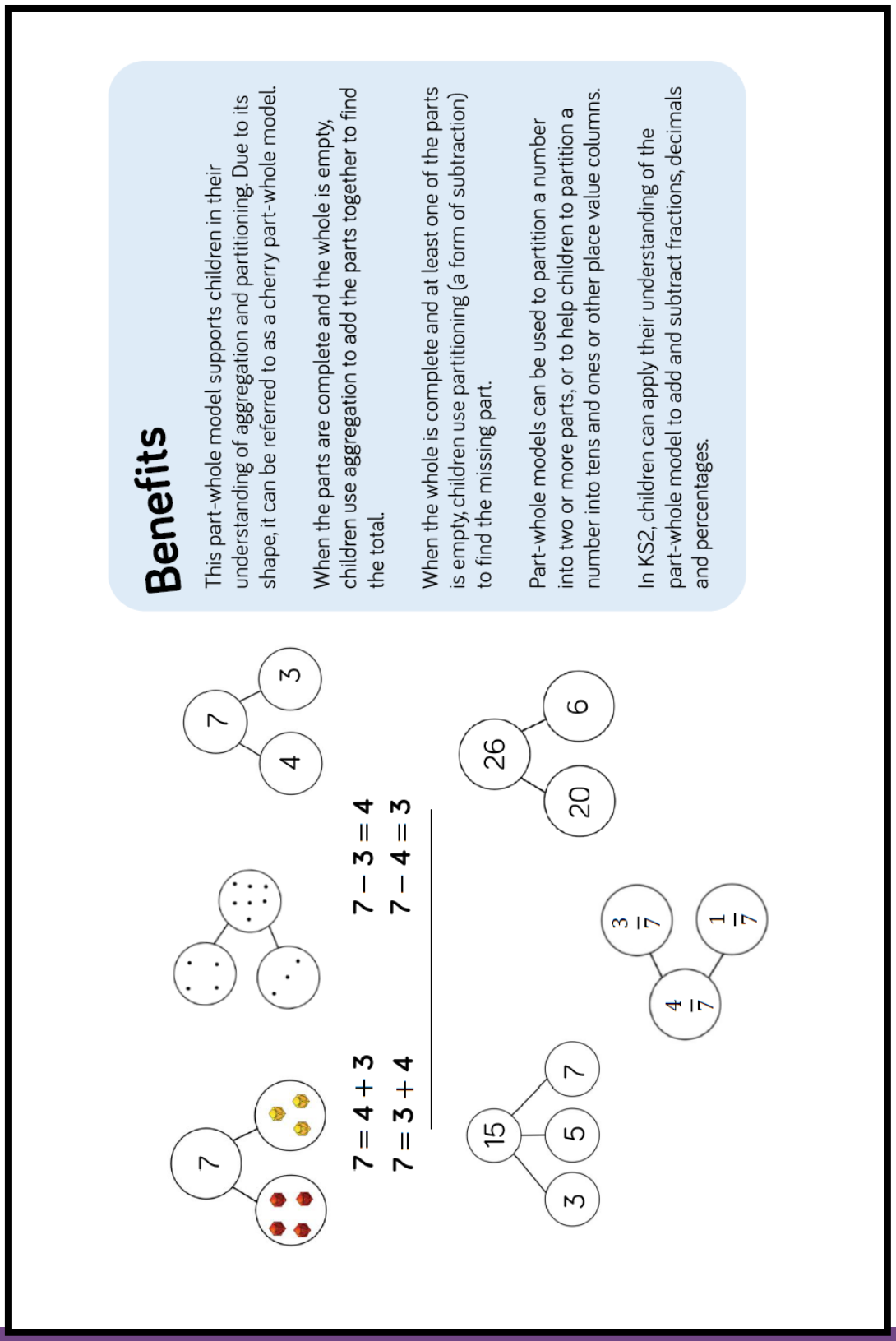
It is expected that children will be encouraged to build their fluency, problem solving and reasoning in all 4 operations by taking this approach.

This policy is split into 6 sections.

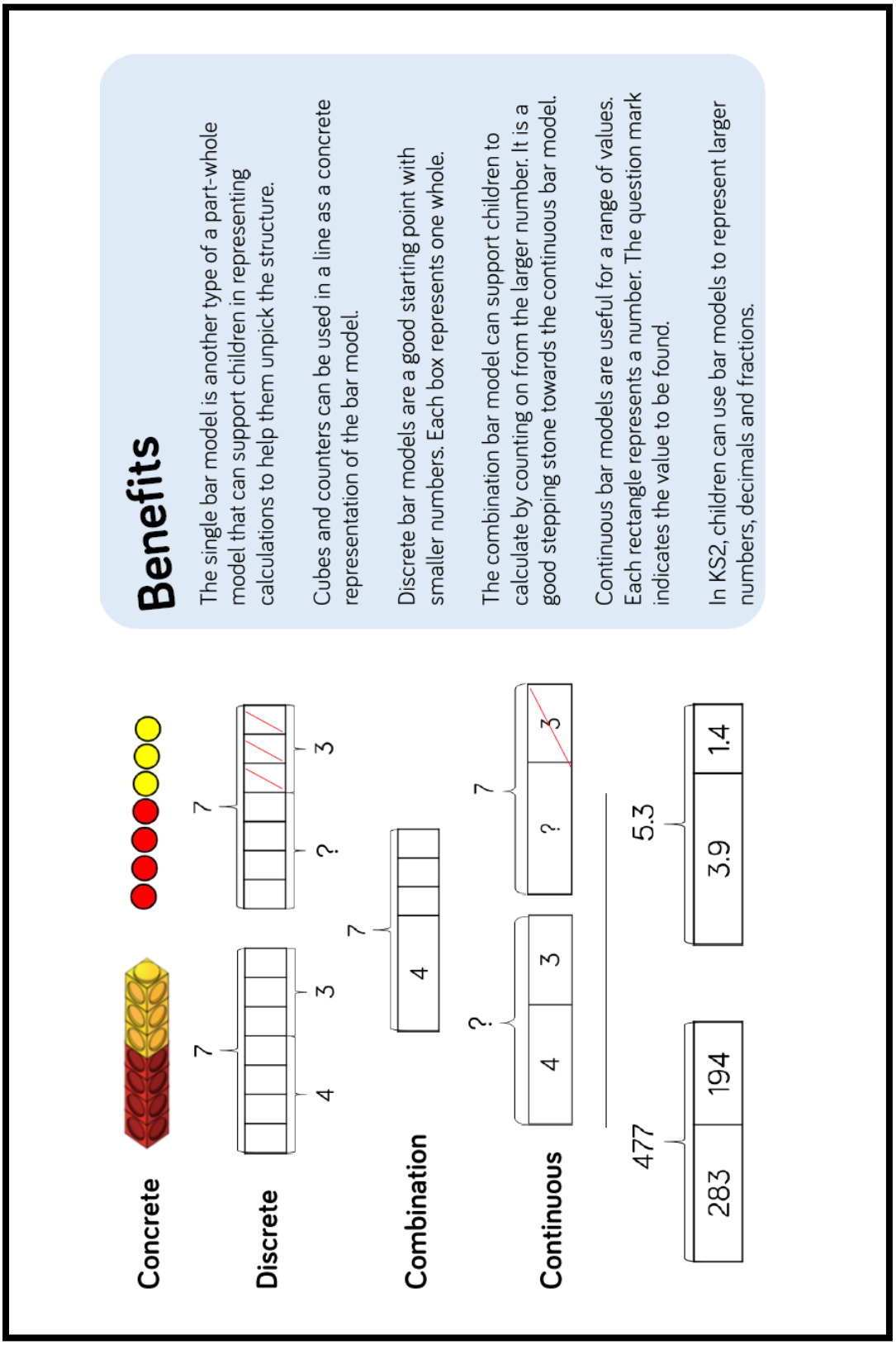
Section 1: overview of strategies/methods for addition and subtraction
Section 2: progression of addition skills from year 2 to 6
Section 3: progression of subtraction skills from year 2 to 6
Section 4: overview of strategies/methods for addition and subtraction
Section 5: progression of multiplication from year 2 to 6
Section 6: progression of division from year 2 to 6

Overview of strategies and methods for addition and subtraction

Part-whole model

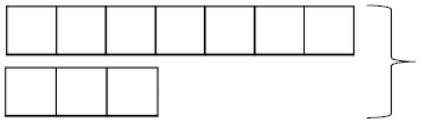


Bar model (single)

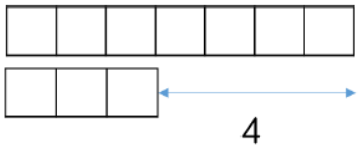


Bar model (multiple)

Discrete

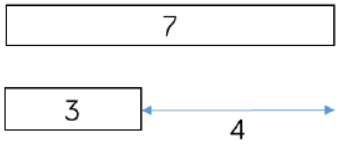


$7 + 3 = 10$

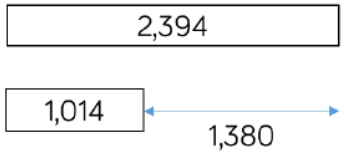


$7 - 3 = 4$

Continuous



$7 - 3 = 4$



$2{,}394 - 1{,}014 = 1{,}380$

Benefits

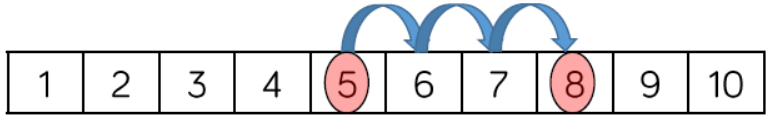
The multiple bar model is a good way to compare quantities whilst still unpicking the structure.

Two or more bars can be drawn, with a bracket labelling the whole positioned on the right hand side of the bars. Smaller numbers can be represented with a discrete bar model whilst continuous bar models are more effective for larger numbers.

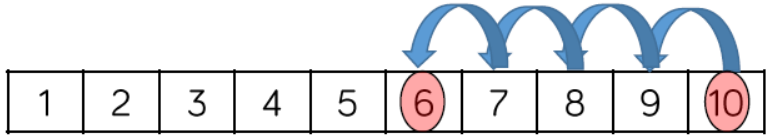
Multiple bar models can also be used to represent the difference in subtraction. An arrow can be used to model the difference.

When working with smaller numbers, children can use cubes and a discrete model to find the difference. This supports children to see how counting on can help when finding the difference.

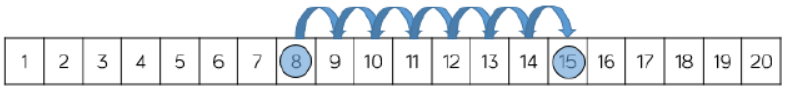
$5 + 3 = 8$



$10 - 4 = 6$



$8 + 7 = 15$



Benefits

Number tracks are useful to support children in their understanding of augmentation and reduction.

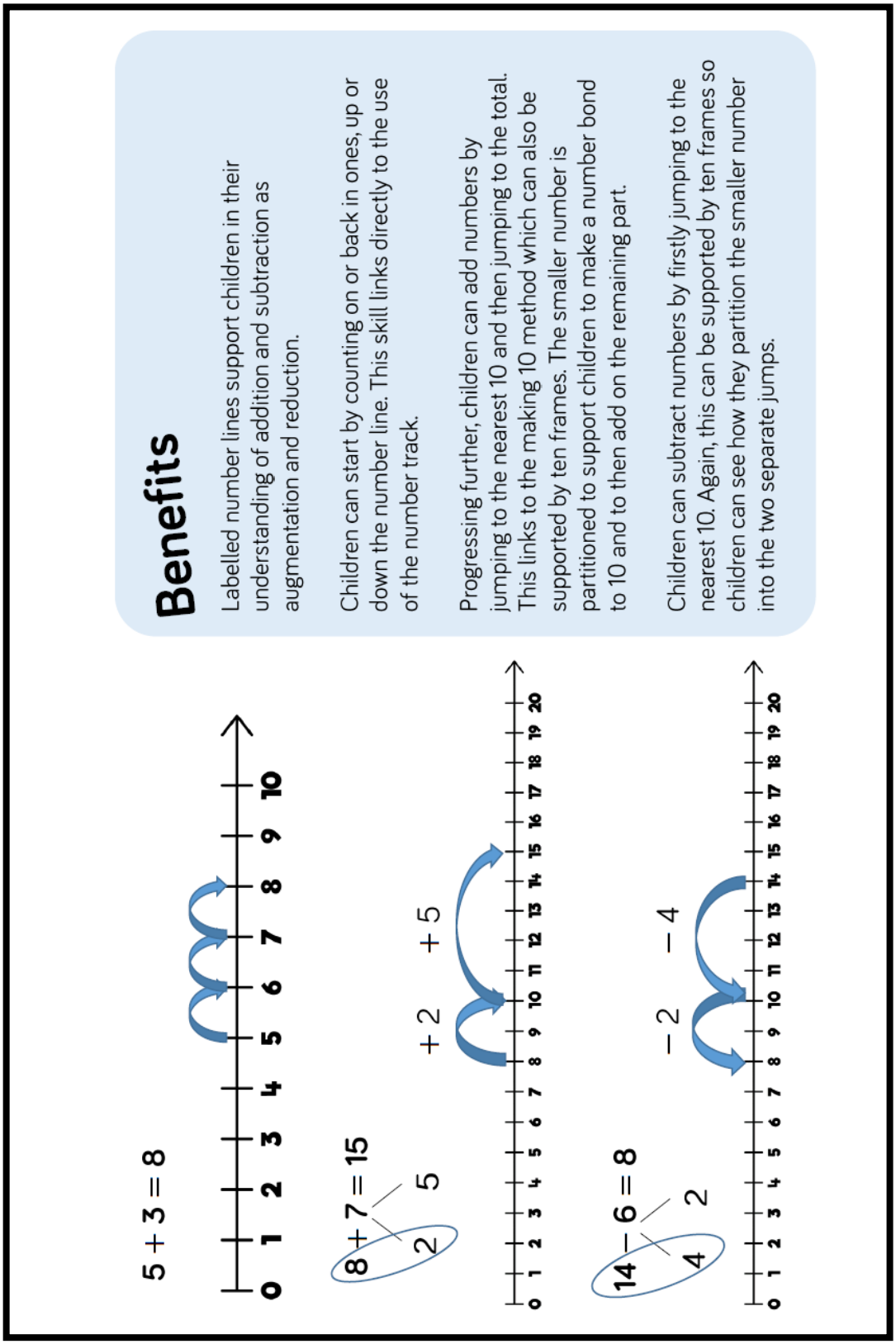
When adding, children count on to find the total of the numbers. On a number track, children can place a counter on the starting number and then count on to find the total.

When subtracting, children count back to find their answer. They start at the minuend and then take away the subtrahend to find the difference between the numbers.

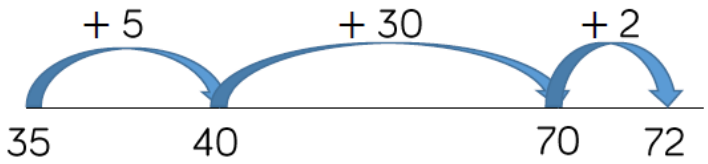
Number tracks can work well alongside ten frames and bead strings which can also model counting on or counting back.

Playing board games can help children to become familiar with the idea of counting on using a number track before they move on to number lines.

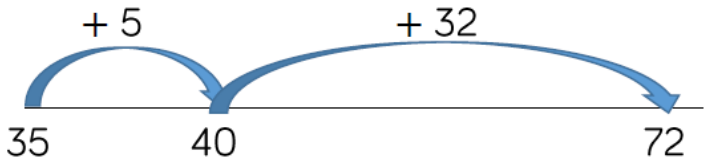
Number lines (labelled)



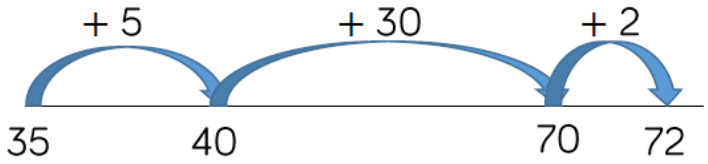
35 + 37 = 72



35 + 37 = 72



72 − 35 = 37



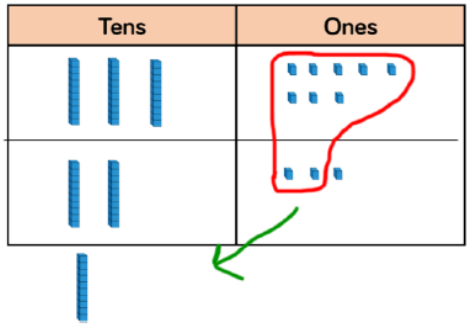
Benefits

Blank number lines provide children with a structure to add and subtract numbers in smaller parts.

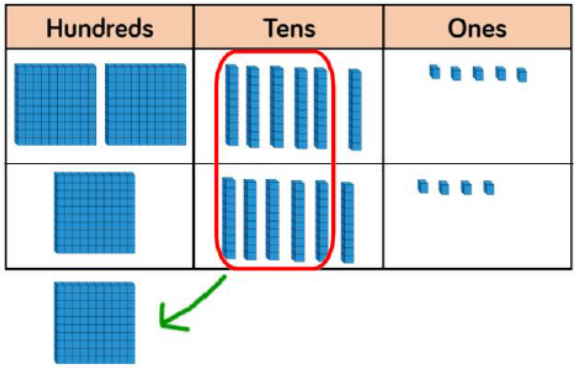
Developing from labelled number lines, children can add by jumping to the nearest 10 and then adding the rest of the number either as a whole or by adding the tens and ones separately.

Children may also count back on a number line to subtract, again by jumping to the nearest 10 and then subtracting the rest of the number.

Blank number lines can also be used effectively to help children subtract by finding the difference between numbers. This can be done by starting with the smaller number and then counting on to the larger number. They then add up the parts they have counted on to find the difference between the numbers.



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



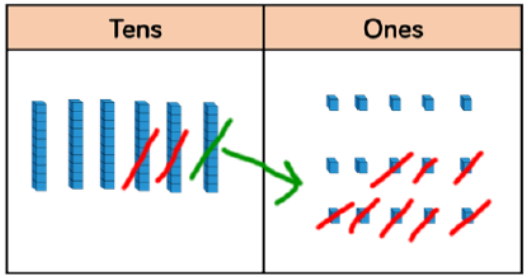
$$\begin{array}{r} 265 \\ +\ 164 \\ \hline 429 \\ \hline 1 \end{array}$$

Benefits

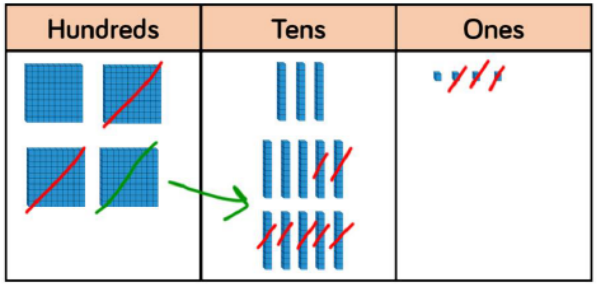
Using Base 10 or Dienes is an effective way to support children's understanding of column addition. It is important that children write out their calculations alongside using or drawing Base 10 so they can see the clear links between the written method and the model.

Children should first add without an exchange before moving on to addition with exchange.. The representation becomes less efficient with larger numbers due to the size of Base 10. In this case, place value counters may be the better model to use.

When adding, always start with the smallest place value column. Here are some questions to support children.
How many ones are there altogether?
Can we make an exchange? (Yes or No)
How many do we exchange? (10 ones for 1 ten, show exchanged 10 in tens column by writing 1 in column)
How many ones do we have left? (Write in ones column)
Repeat for each column.



$$\begin{array}{r} {}^{5}\not{6}\,{}^{1}\not{5} \\ -\ 28 \\ \hline 37 \end{array}$$



$$\begin{array}{r} {}^{3}\not{4}\,{}^{1}\not{3}5 \\ -\ 273 \\ \hline 262 \end{array}$$

Benefits

Using Base 10 or Dienes is an effective way to support children's understanding of column subtraction. It is important that children write out their calculations alongside using or drawing Base 10 so they can see the clear links between the written method and the model.

Children should first subtract without an exchange before moving on to subtraction with exchange. When building the model, children should just make the minuend using Base 10, they then subtract the subtrahend. Highlight this difference to addition to avoid errors by making both numbers. Children start with the smallest place value column. When there are not enough ones/tens/hundreds to subtract in a column, children need to move to the column to the left and exchange e.g. exchange 1 ten for 10 ones. They can then subtract efficiently.

This model is efficient with up to 4-digit numbers. Place value counters are more efficient with larger numbers and decimals.

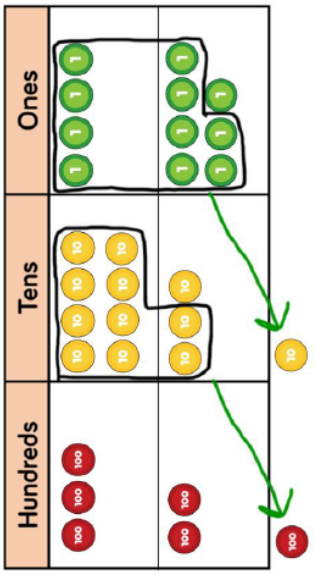
Place value counters (addition)

Benefits

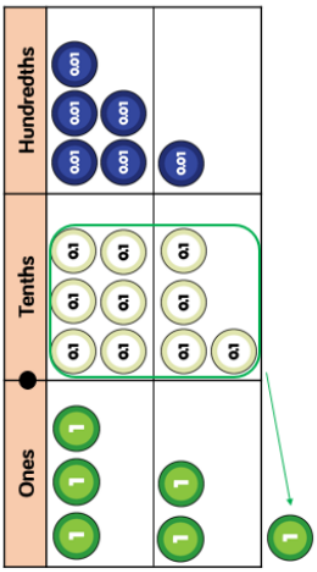
Using place value counters is an effective way to support children's understanding of column addition. It is important that children write out their calculations alongside using or drawing counters so they can see the clear links between the written method and the model.

Children should first add without an exchange before moving on to addition with exchange. Different place value counters can be used to represent larger numbers or decimals. If you don't have place value counters, use normal counters on a place value grid to enable children to experience the exchange between columns.

When adding money, children can also use coins to support their understanding. It is important that children consider how the coins link to the written calculation especially when adding decimal amounts.



$$\begin{array}{r} 384 \\ +\,237 \\ \hline 621 \\ \hline {\scriptstyle 1\ 1} \end{array}$$



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

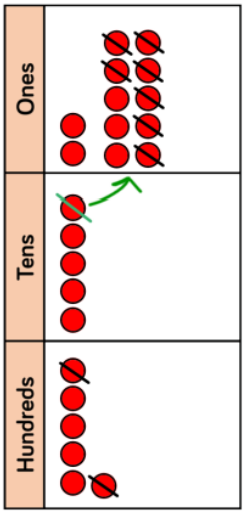
Place value counters (subtraction)

Benefits

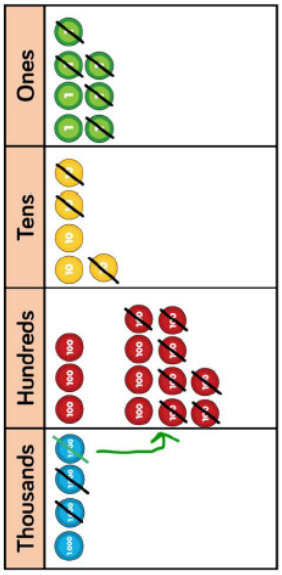
Using place value counters is an effective way to support children's understanding of column subtraction. It is important that children write out their calculations alongside using or drawing counters so they can see the clear links between the written method and the model.

Children should first subtract without an exchange before moving on to subtraction with exchange. If you don't have place value counters, use normal counters on a place value grid to enable children to experience the exchange between columns.

When building the model, children should just make the minuend using counters, they then subtract the subtrahend. Children start with the smallest place value column. When there are not enough ones/tens/hundreds to subtract in a column, children need to move to the column to the left and exchange e.g. exchange 1 ten for 10 ones. They can then subtract efficiently.



$$\begin{array}{r} {}^{4}\cancel{6}^{1}\cancel{5}2 \\ -\ 207 \\ \hline 445 \end{array}$$



$$\begin{array}{r} {}^{3}\cancel{4}^{1}357 \\ -\ 2735 \\ \hline 1622 \end{array}$$

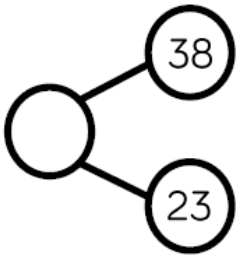
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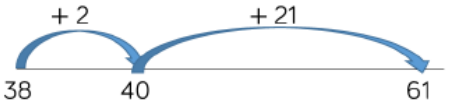
Addition

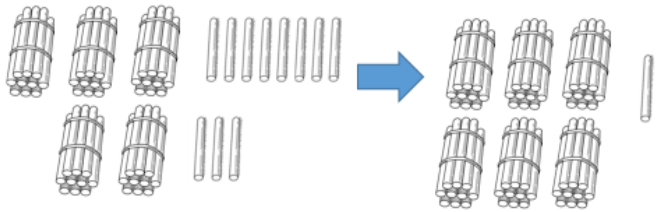
Progression of skills year 2 – 6

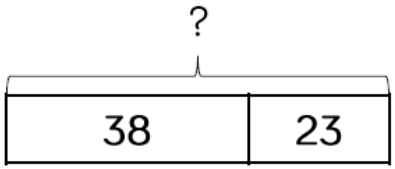
Skill: Add two 2-digit numbers to 100

Year: 2/3

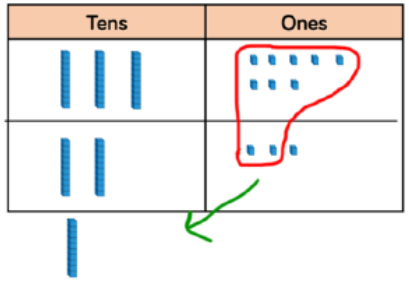




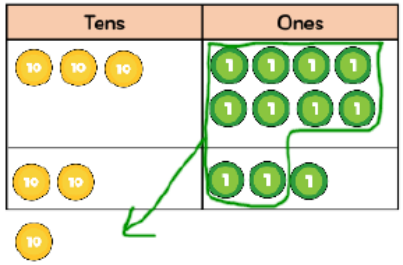




$$38 + 23 = 61$$



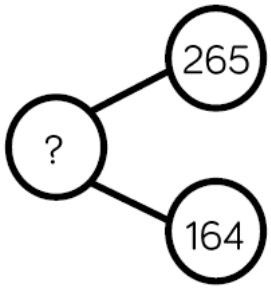
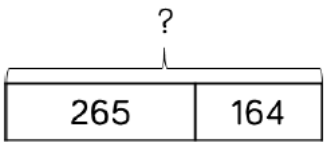
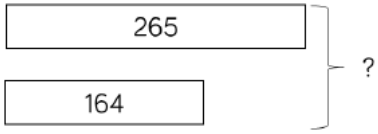
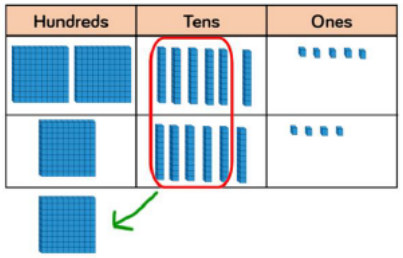
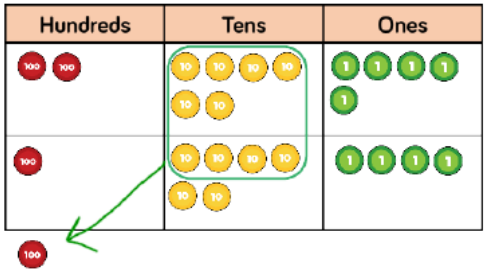
$$\begin{array}{r} 38 \\ +\ 23 \\ \hline 61 \\ \hline 1 \end{array}$$



At this stage, encourage children to use the formal column method when calculating alongside straws, base 10 or place value counters. As numbers become larger, straws become less efficient.

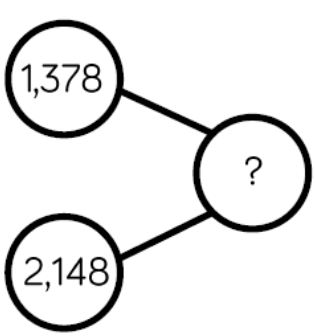
Children can also use a blank number line to count on to find the total. Encourage them to jump to multiples of 10 to become more efficient.

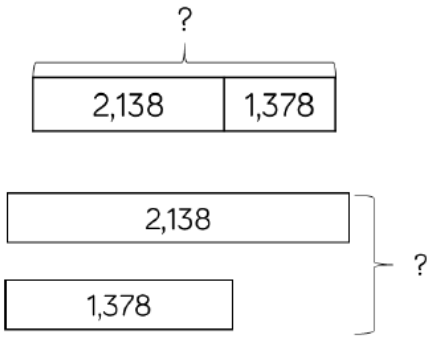
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Skill: Add numbers with up to 3 digits	Year: 3
   $265 + 164 = 429$  265 + 164 429 1 	Base 10 and place value counters are the most effective manipulatives when adding numbers with up to 3 digits. Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method. Plain counters on a place value grid can also be used to support learning.

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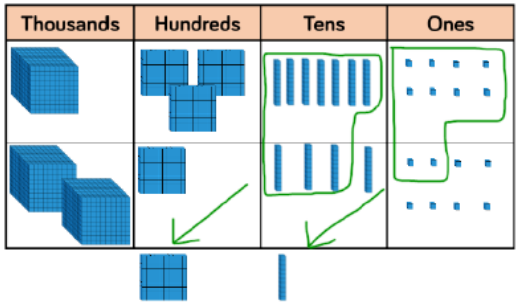
Skill: Add numbers with up to 4 digits	Year: 4

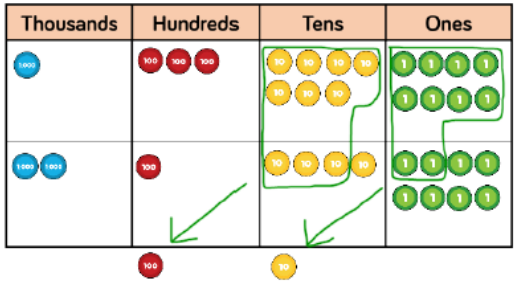




	1	3	7	8
+	2	1	4	8
	3	5	2	6
	1	1		

1,378 + 2,148 = 3,526





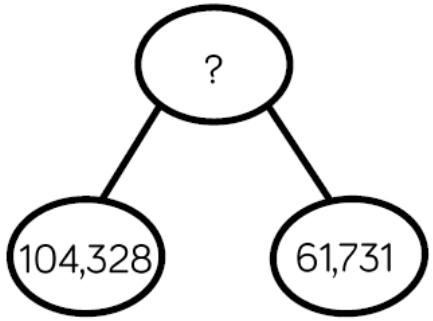
Base 10 and place value counters are the most effective manipulatives when adding numbers with up to 4 digits.

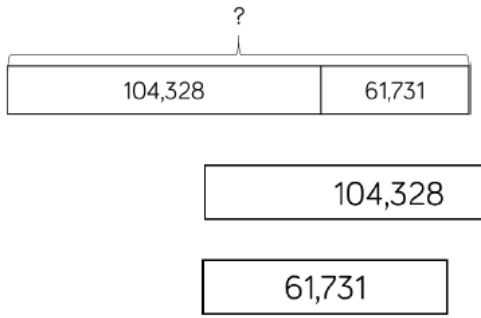
Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method.

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

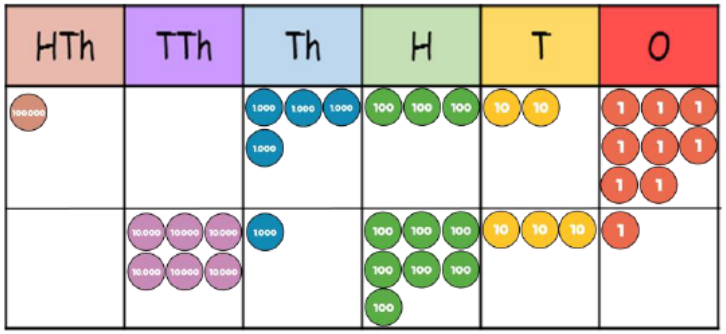
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Skill: Add numbers with more than 4 digits	Year: 5/6





104,328 + 61,731 = 166,059

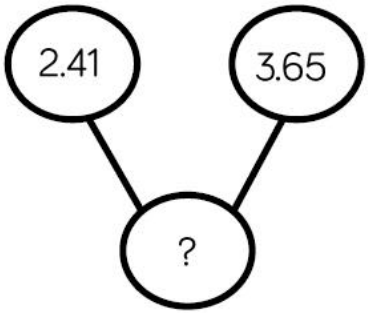
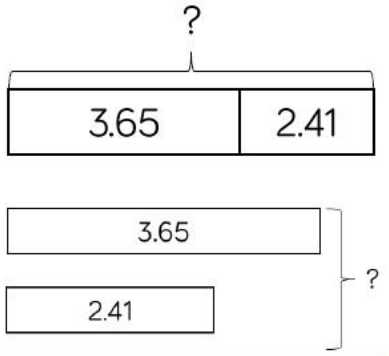
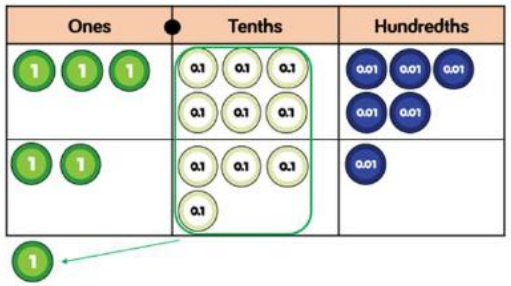
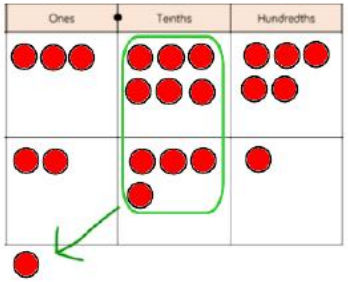


1	0	4	3	2	8
+	6	1	7	3	1
1	6	6	0	5	9
		1			

Place value counters or plain counters on a place value grid are the most effective concrete resources when adding numbers with more than 4 digits.

At this stage, children should be encouraged to work in the abstract, using the column method to add larger numbers efficiently.

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Skill: Add with up to 3 decimal places	Year: 5
  $3.65 + 2.41 = 6.06$  	Place value counters and plain counters on a place value grid are the most effective manipulatives when adding decimals with 1, 2 and then 3 decimal places. Ensure children have experience of adding decimals with a variety of decimal places. This includes putting this into context when adding money and other measures.

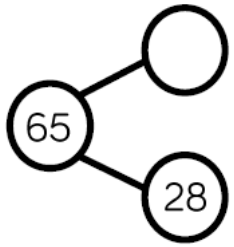
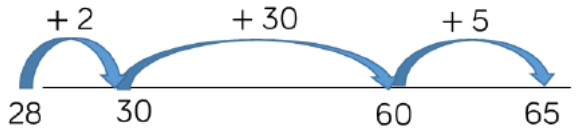
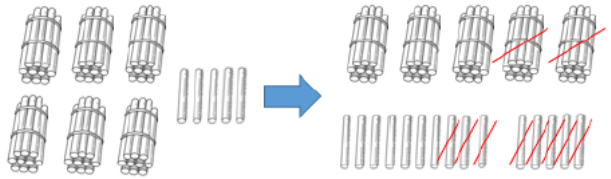
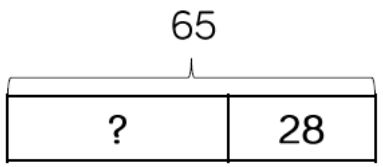
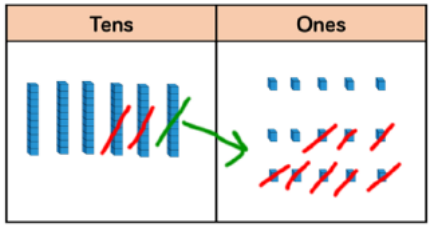
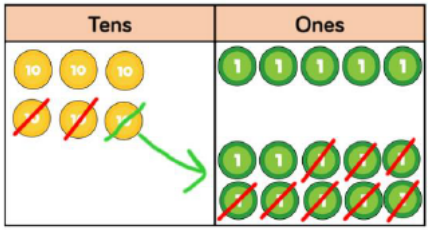
$$\begin{array}{r} 3.65 \\ +\ 2.41 \\ \hline 6.06 \\ \hline 1 \end{array}$$

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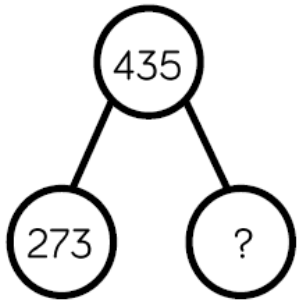
Subtraction

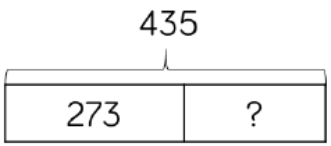
Progression of skills year 2 – 6

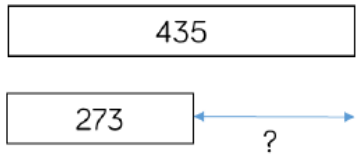
Skill: Subtract 1 and 2-digit numbers to 100	Year: 2
    $65 - 28 = 37$  5 1 65 − 28 37 	At this stage, encourage children to use the formal column method when calculating alongside straws, base 10 or place value counters. As numbers become larger, straws become less efficient. Children can also use a blank number line to count on to find the difference. Encourage them to jump to multiples of 10 to become more efficient.

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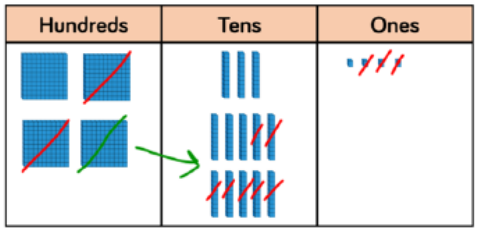
Skill: Subtract numbers with up to 3 digits	Year: 3



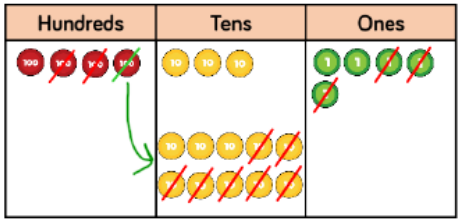




$$435 - 273 = 262$$



$$\begin{array}{r} {}^{3}\cancel{4}{}^{1}\cancel{3}5 \\ -\ 273 \\ \hline 262 \end{array}$$

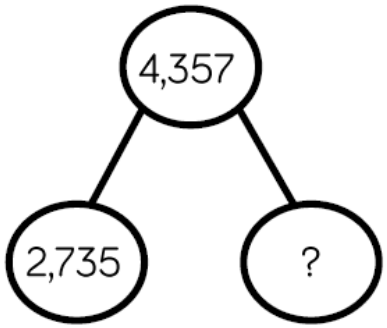


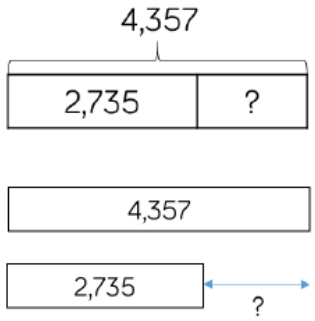
Base 10 and place value counters are the most effective manipulative when subtracting numbers with up to 3 digits.

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

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

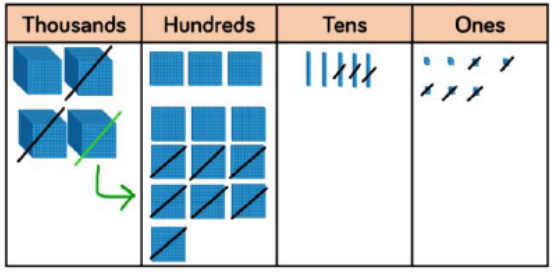
Skill: Subtract numbers with up to 4 digits	Year: 4

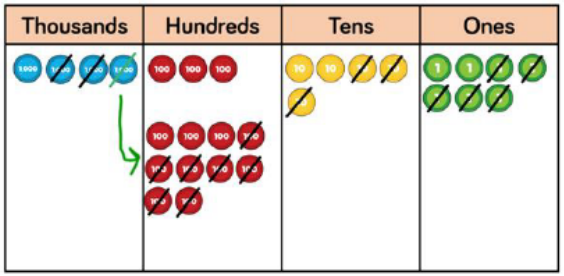




$$\begin{array}{r} {}^{3}\cancel{4}^{1}357 \\ -\ 2735 \\ \hline 1622 \end{array}$$

4,357 − 2,735 = 1,622





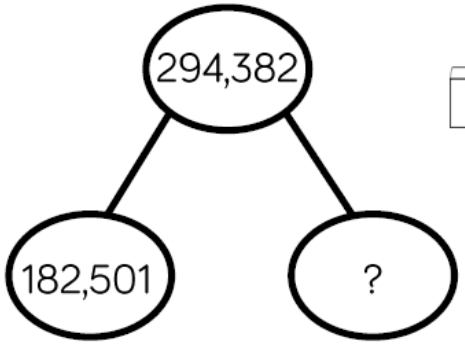
Base 10 and place value counters are the most effective manipulatives when subtracting numbers with up to 4 digits.

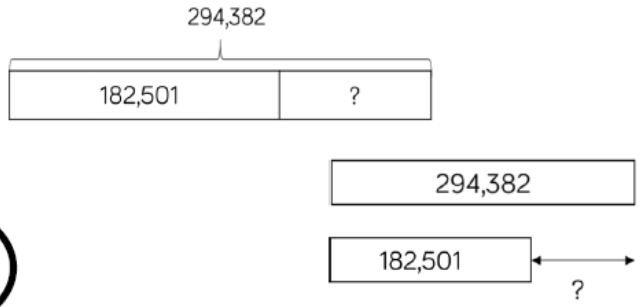
Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method.

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

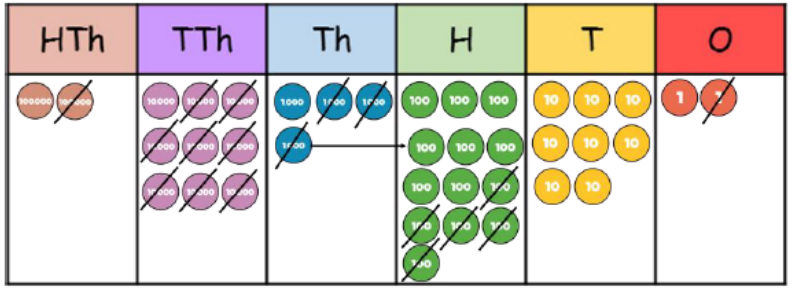
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Skill: Subtract numbers with more than 4 digits	Year: 5/6





294,382 − 182,501 = 111,881

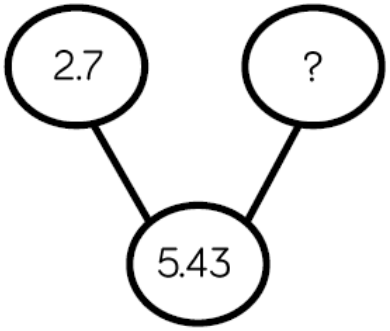
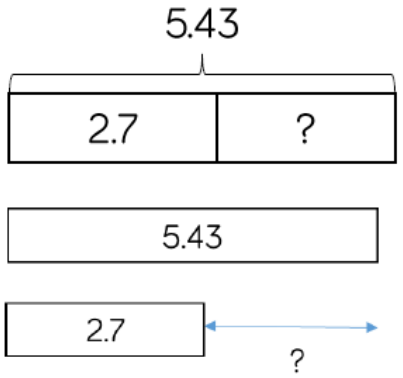
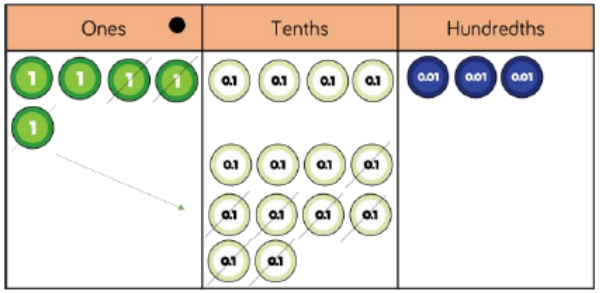
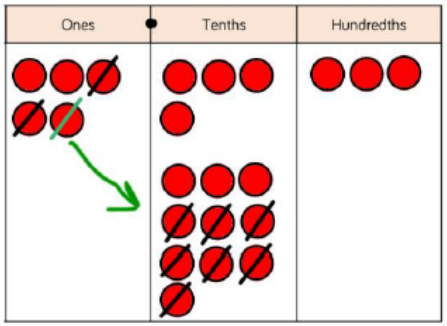


	2	9	$^{3}\not{4}$	$^{1}3$	8	2
−	1	8	2	5	0	1
	1	1	1	8	8	1

Place value counters or plain counters on a place value grid are the most effective concrete resource when subtracting numbers with more than 4 digits.

At this stage, children should be encouraged to work in the abstract, using column method to subtract larger numbers efficiently.

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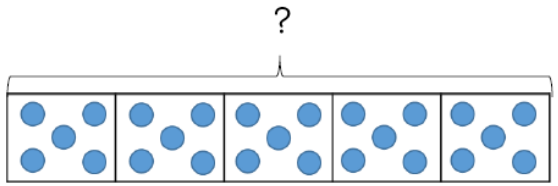
Skill: Subtract with up to 3 decimal places	Year: 5
  $5.43 - 2.7 = 2.73$  	Place value counters and plain counters on a place value grid are the most effective manipulative when subtracting decimals with 1, 2 and then 3 decimal places. Ensure children have experience of subtracting decimals with a variety of decimal places. This includes putting this into context when subtracting money and other measures.

$$\begin{array}{r} {}^{4}\,{}^{1} \\ 5.\cancel{4}3 \\ -\ 2.7 \\ \hline 2.73 \end{array}$$

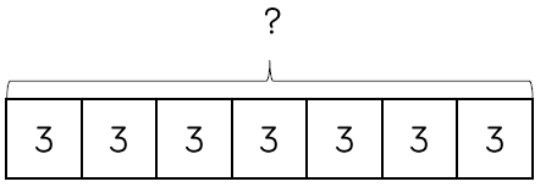
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Overview of strategies and methods for multiplication and division

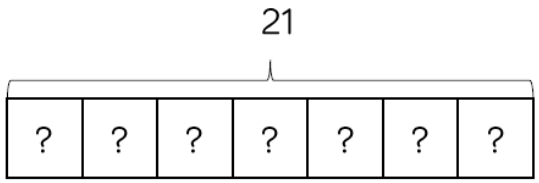


$5 \times 5 = 25$

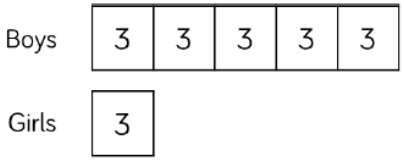


$3 \times 7 = 21$

$7 \times 3 = 21$



$21 \div 7 = 3$



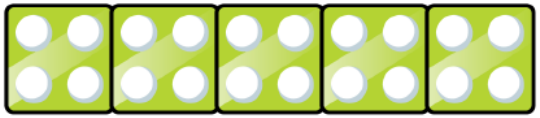
Benefits

Children can use the single bar model to represent multiplication as repeated addition. They could use counters, cubes or dots within the bar model to support calculation before moving on to placing digits into the bar model to represent the multiplication.

Division can be represented by showing the total of the bar model and then dividing the bar model into equal groups.

It is important when solving word problems that the bar model represents the problem.

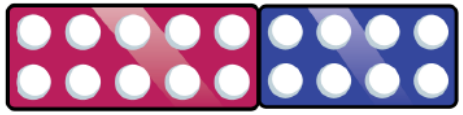
Sometimes, children may look at scaling problems. In this case, more than one bar model is useful to represent this type of problem, e.g. There are 3 girls in a group. There are 5 times more boys than girls. How many boys are there?
The multiple bar model provides an opportunity to compare the groups.



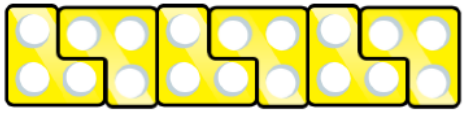
$5 \times 4 = 20$
$4 \times 5 = 20$



$5 \times 4 = 20$
$4 \times 5 = 20$



$18 \div 3 = 6$



Benefits

Number shapes support children's understanding of multiplication as repeated addition.

Children can build multiplications in a row using the number shapes. When using odd numbers, encourage children to interlock the shapes so there are no gaps in the row. They can then use the tens number shapes along with other necessary shapes over the top of the row to check the total. Using the number shapes in multiplication can support children in discovering patterns of multiplication e.g. odd × odd = even, odd × even = odd, even × even = even.

When dividing, number shapes support children's understanding of division as grouping. Children make the number they are dividing and then place the number shape they are dividing by over the top of the number to find how many groups of the number there are altogether e.g. There are 6 groups of 3 in 18.



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

$15 \div 3 = 5$



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

$15 \div 5 = 3$



$4 \times 5 = 20$
$5 \times 4 = 20$

$20 \div 4 = 5$

Benefits

Bead strings to 100 can support children in their understanding of multiplication as repeated addition. Children can build the multiplication using the beads. The colour of beads supports children in seeing how many groups of 10 they have, to calculate the total more efficiently.
Encourage children to count in multiples as they build the number e.g. 4, 8, 12, 16, 20.

Children can also use the bead string to count forwards and backwards in multiples, moving the beads as they count.

When dividing, children build the number they are dividing and then group the beads into the number they are dividing by e.g. 20 divided by 4 – Make 20 and then group the beads into groups of four. Count how many groups you have made to find the answer.





$6 \times 3 = 18$
$3 \times 6 = 18$



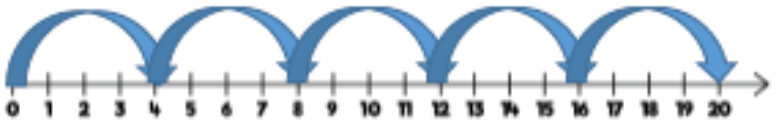
$18 \div 3 = 6$

Benefits

Number tracks are useful to support children to count in multiples, forwards and backwards. Moving counters or cubes along the number track can support children to keep track of their counting. Translucent counters help children to see the number they have landed on whilst counting.

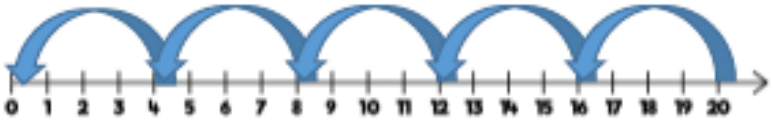
When multiplying, children place their counter on 0 to start and then count on to find the product of the numbers.
When dividing, children place their counter on the number they are dividing and the count back in jumps of the number they are dividing by until they reach 0. Children record how many jumps they have made to find the answer to the division.

Number tracks can be useful with smaller multiples but when reaching larger numbers they can become less efficient.





$4 \times 5 = 20$
$5 \times 4 = 20$



$20 \div 4 = 5$

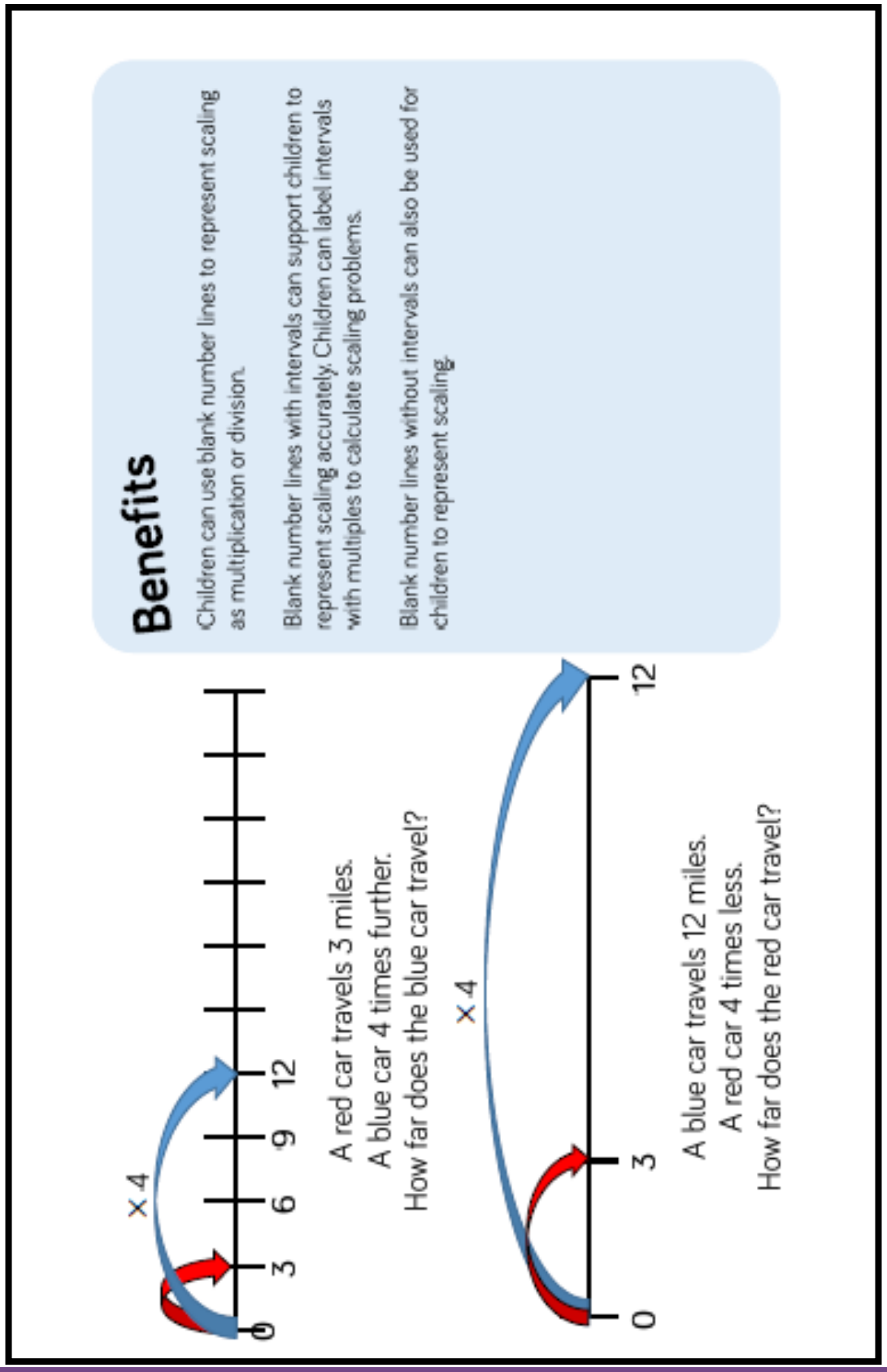
Benefits

Labelled number lines are useful to support children to count in multiples, forwards and backwards as well as calculating single-digit multiplications.

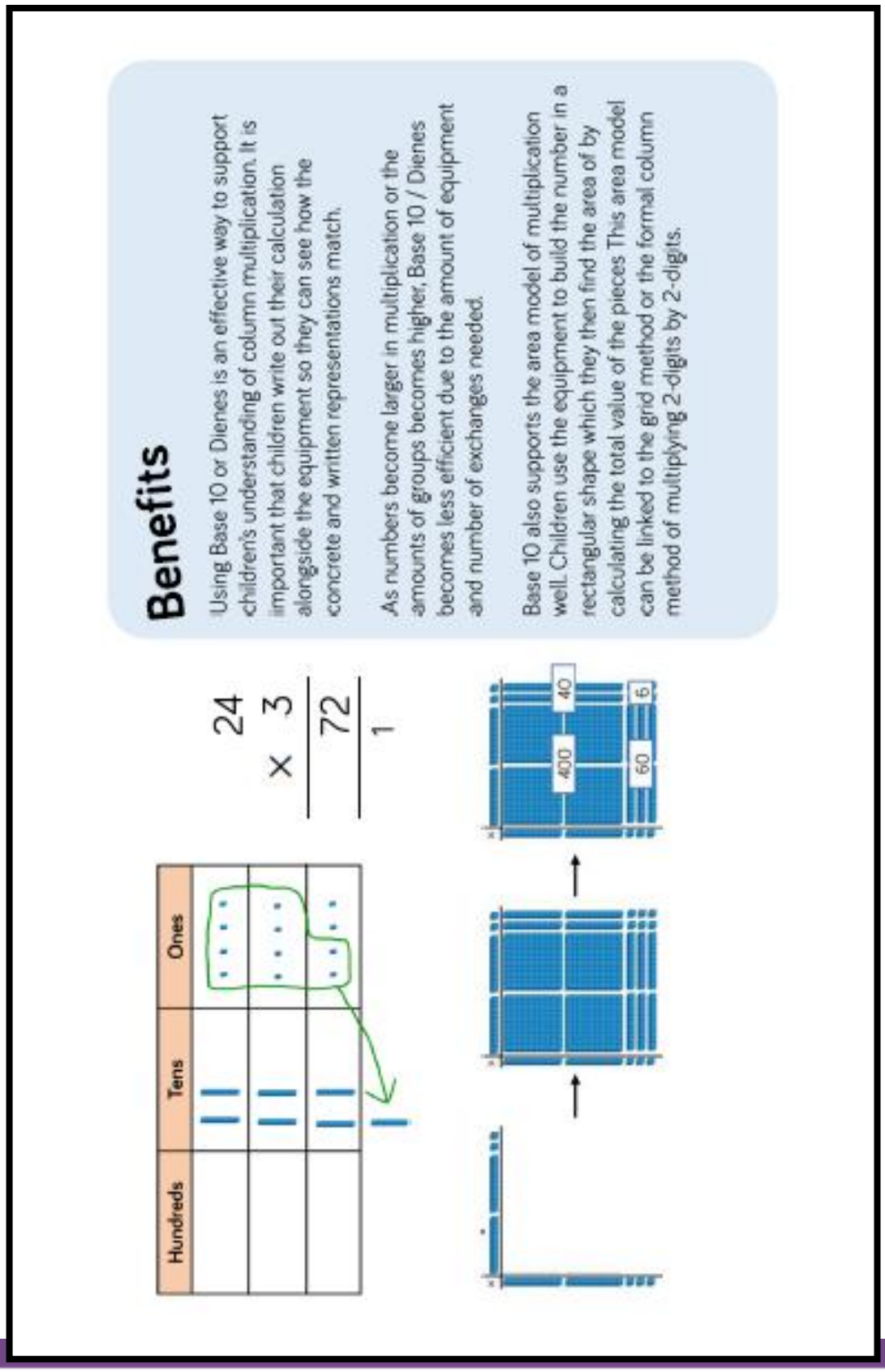
When multiplying, children start at 0 and then count on to find the product of the numbers.
When dividing, start at the number they are dividing and the count back in jumps of the number they are dividing by until they reach 0.
Children record how many jumps they have made to find the answer to the division.

Labelled number lines can be useful with smaller multiples, however they become inefficient as numbers become larger due to the required size of the number line.

Number lines (blank)



Base 10/Dienes (multiplication)



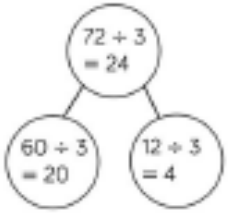


$68 \div 2 = 34$



Tens	Ones

$72 \div 3 = 24$



Benefits

Using Base 10 or Dienes is an effective way to support children's understanding of division.

When numbers become larger, it can be an effective way to move children from representing numbers as ones towards representing them as tens and ones in order to divide. Children can then share the Base 10/ Dienes between different groups e.g. by drawing circles or by rows on a place value grid.

When they are sharing, children start with the larger place value and work from left to right. If there are any left in a column, they exchange e.g. one ten for ten ones. When recording, encourage children to use the part-whole model so they can consider how the number has been partitioned in order to divide. This will support them with mental methods.

Place value counters (multiplication)

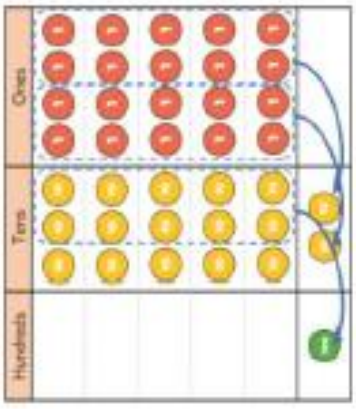
Benefits

Using place value counters is an effective way to support children's understanding of column multiplication. It is important that children write out their calculation alongside the equipment so they can see how the concrete and written match.

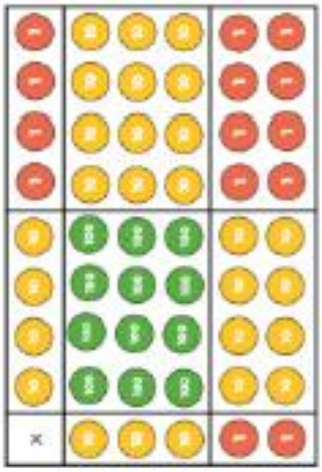
As numbers become larger in multiplication or the amounts of groups becomes higher, Base 10 / Dienes becomes less efficient due to the amount of equipment and number of exchanges needed The counters should be used to support the understanding of the written method rather than support the arithmetic.

Place value counters also support the area model of multiplication well. Children can see how to multiply 2-digit numbers by 2-digit numbers.

$$\begin{array}{r} 34 \\ \times\ 5 \\ \hline 170 \\ \hline 1\ 2 \end{array}$$



$$\begin{array}{r} 44 \\ \times\ 32 \\ \hline 8 \\ 80 \\ 120 \\ +\ 1200 \\ \hline 1408 \\ \hline 1 \end{array}$$



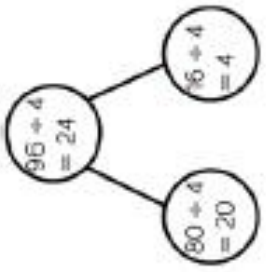
Place value (division)

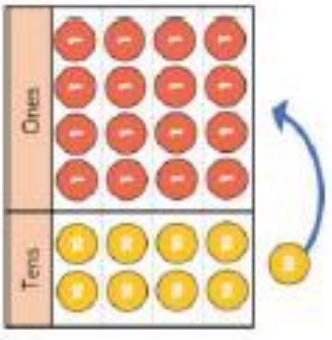
Benefits

Using place value counters is an effective way to support children's understanding of division.

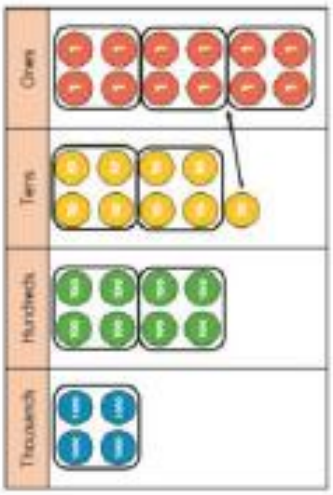
When working with smaller numbers, children can use place value counters to share between groups. They start by sharing the larger place value column and work from left to right. If there are any counters left over once they have been shared, they exchange the counter e.g. exchange one ten for ten ones. This method can be linked to the part-whole model to support children to show their thinking.

Place value counters also support children's understanding of short division by grouping the counters rather than sharing them. Children work from left to right through the place value columns and group the counters in the number they are dividing by. If there are any counters left over after they have been grouped, they exchange the counter e.g. exchange one hundred for ten tens.





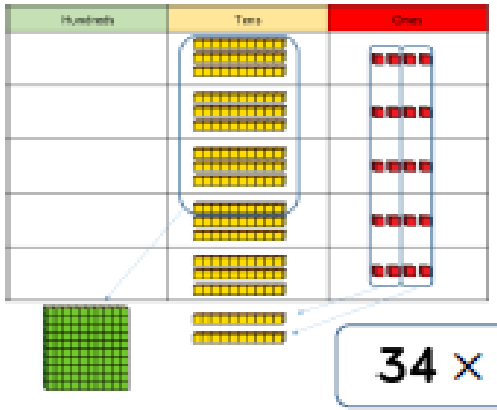
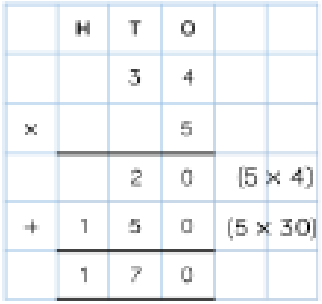
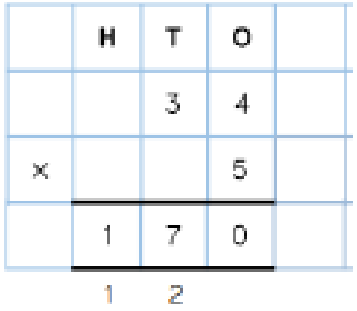
$$\begin{array}{r} 1223 \\ 4\overline{)4^{1}892} \end{array}$$



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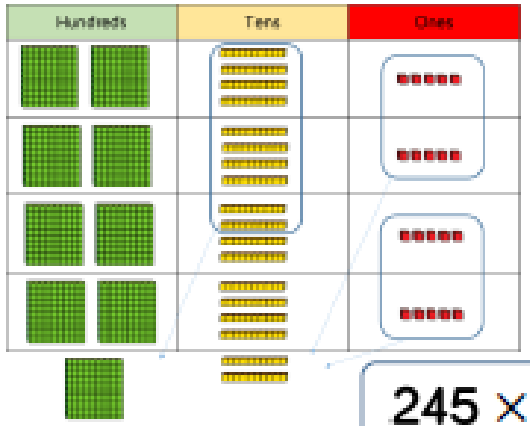
Multiplication

Progression of skills year 3 – 6

Skill: Multiply 2-digit numbers by 1-digit numbers	Year: 3/4
  **34 × 5 = 170**  	Teachers may decide to first look at the expanded column method before moving on to the short multiplication method. The place value counters should be used to support the understanding of the method rather than supporting the multiplication, as children should use times table knowledge.

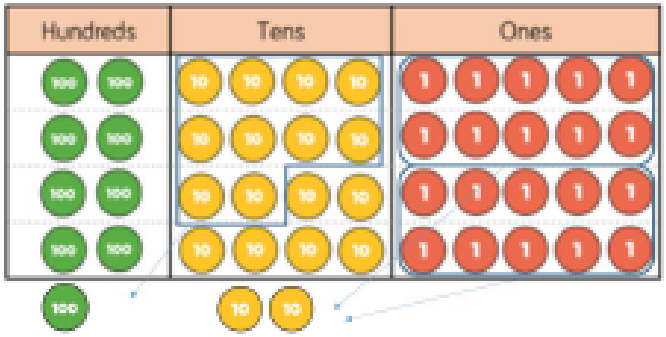
Sudley Primary School

Skill: Multiply 3-digit numbers by 1-digit numbers	Year: 3/4



	H	T	O
	2	4	5
×			4
	9	8	0
	1	2	

$245 \times 4 = 980$



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

Sudley Primary School

Skill: Multiply 4-digit numbers by 1-digit numbers	Year: 5



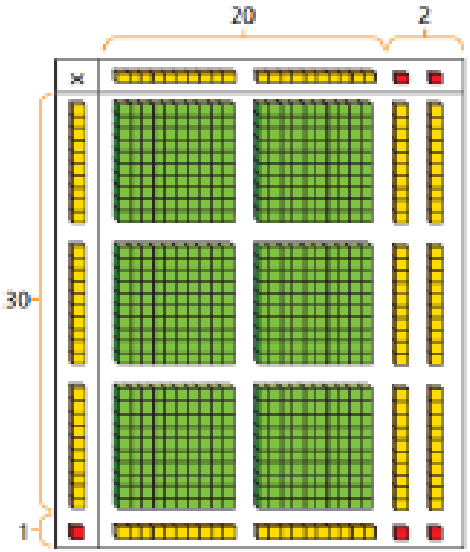
$$1{,}826 \times 3 = 5{,}478$$

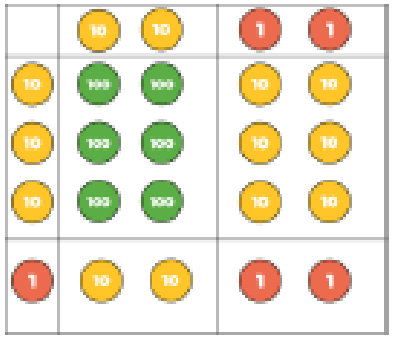
	Th	H	T	O
	1	8	2	6
×				3
	5	4	7	8
	2		1	

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

Sudley Primary School

Skill: Multiply 2-digit numbers by 2-digit numbers	Year: 5





×	20	2
30	600	60
1	20	2

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

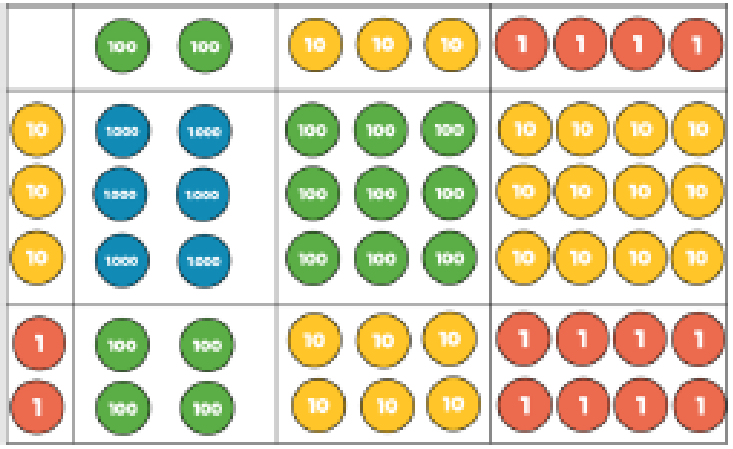
$22 \times 31 = 682$

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

Sudley Primary School

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

Year: 5



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

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

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

Children can continue to use the area model when multiplying 3-digits by 2-digits. Place value counters become more efficient to use but Base 10 can be used to highlight the size of numbers.

Encourage children to move towards the formal written method, seeing the links with the grid method.

Sudley Primary School

Skill: Multiply 4-digit numbers by 2-digit numbers	Year: 5/6

TTh	Th	H	T	O
	2	7	3	9
x			2	8
2 (2)	1 (5)	9 (3)	1 (7)	2
5 (1)	4	7 (1)	8	0
7	6	6	9	2
		(1)		

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

When multiplying 4-digits by 2-digits, children should be confident in the written method.

If they are still struggling with times tables, provide multiplication grids to support when they are focusing on the use of the method.

Consider where exchanged digits are placed and make sure this is consistent.

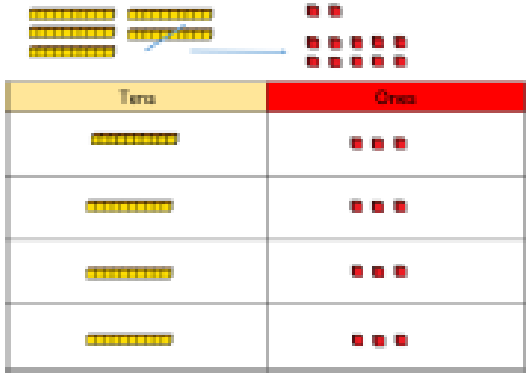
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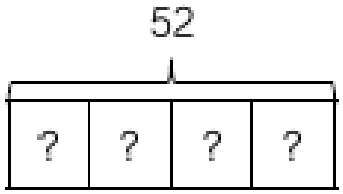
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Primary School

Division

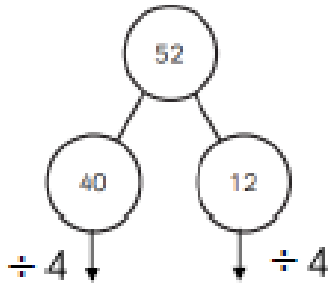
Progression of skills year 3 – 6

Skill: Divide 2-digits by 1-digit (sharing with exchange)	Year: 3/4

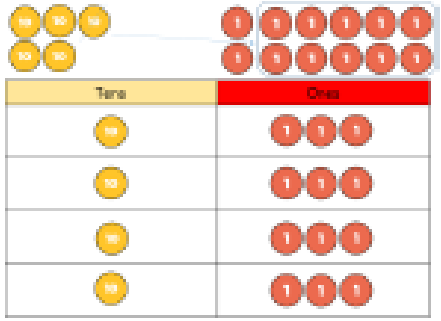




52 ÷ 4 = 13



10 + 3 = 13

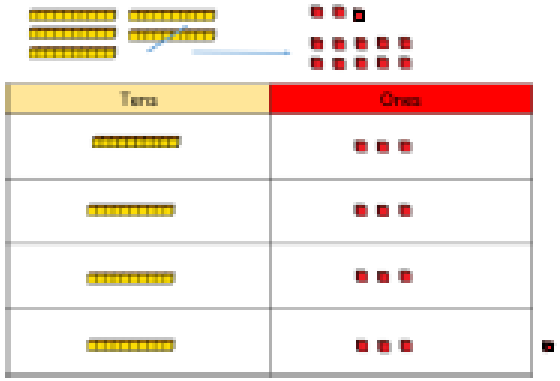


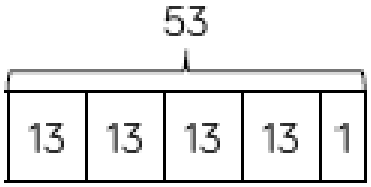
When dividing numbers involving an exchange, children can use Base 10 and place value counters to exchange one ten for ten ones.
Children should start with the equipment outside the place value grid before sharing the tens and ones equally between the rows.

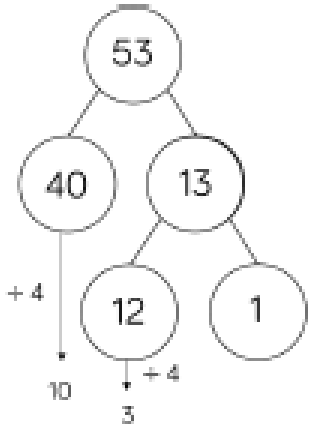
Flexible partitioning in a part-whole model supports this method.

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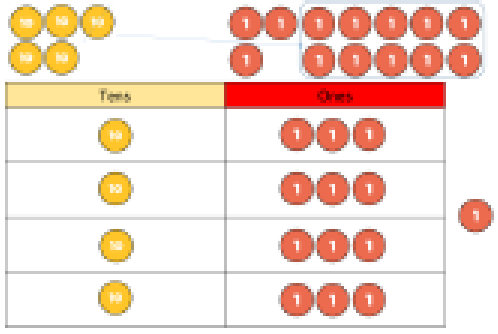
Skill: Divide 2-digits by 1-digit (sharing with remainders)	Year: 3/4





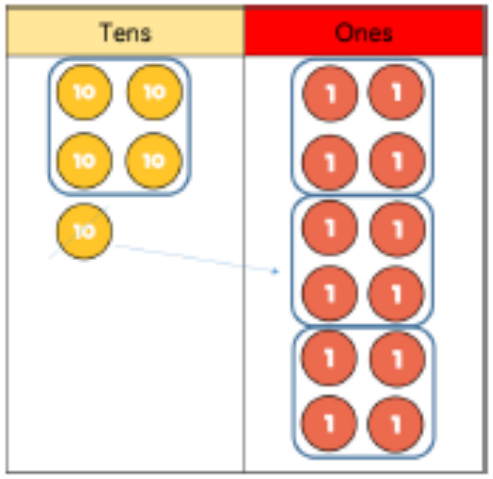
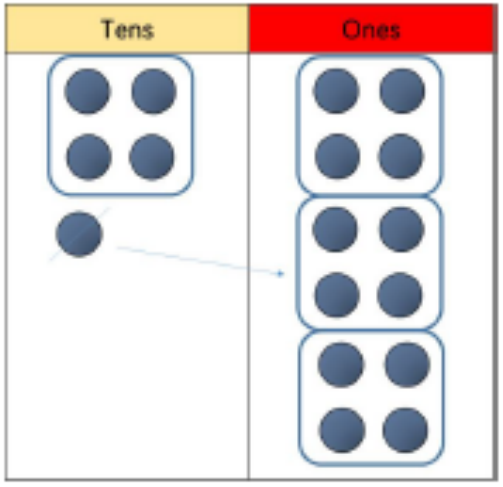


53 ÷ 4 = 13 r1



When dividing numbers with remainders, children can use Base 10 and place value counters to exchange one ten for ten ones.
Starting with the equipment outside the place value grid will highlight remainders, as they will be left outside the grid once the equal groups have been made.
Flexible partitioning in a part-whole model supports this method.

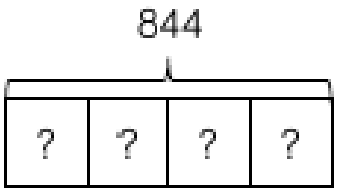
Sudley Primary School

Skill: Divide 2-digits by 1-digit (grouping)	Year: 4/5
   $52 \div 4 = 13$	When using the short division method, children use grouping. Starting with the largest place value, they group by the divisor. Language is important here. Children should consider 'How many groups of 4 tens can we make?' and 'How many groups of 4 ones can we make?' Remainders can also be seen as they are left ungrouped.

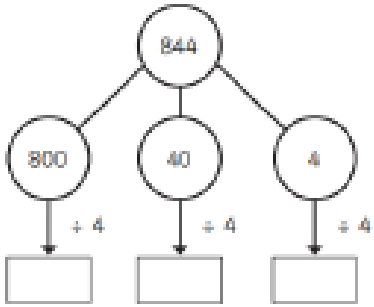
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Skill: Divide 3-digits by 1-digit (sharing)	Year: 4

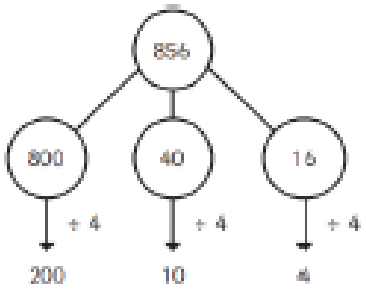
844 ÷ 4 = 122

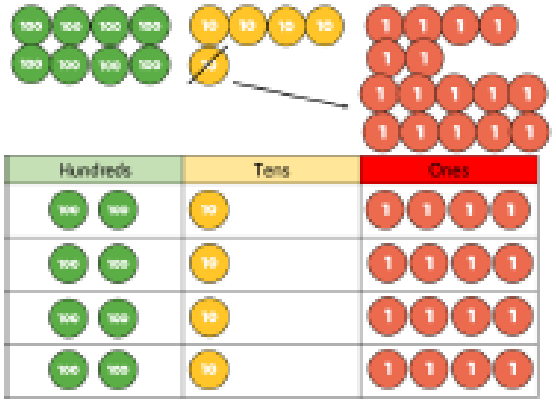






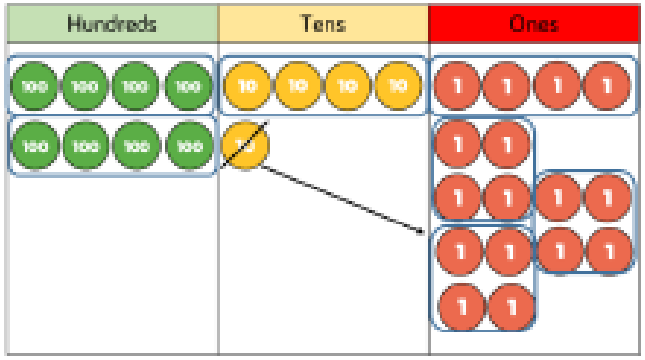
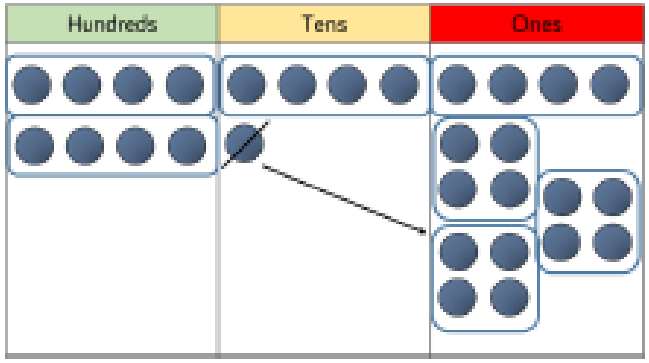
844 ÷ 4 = 122



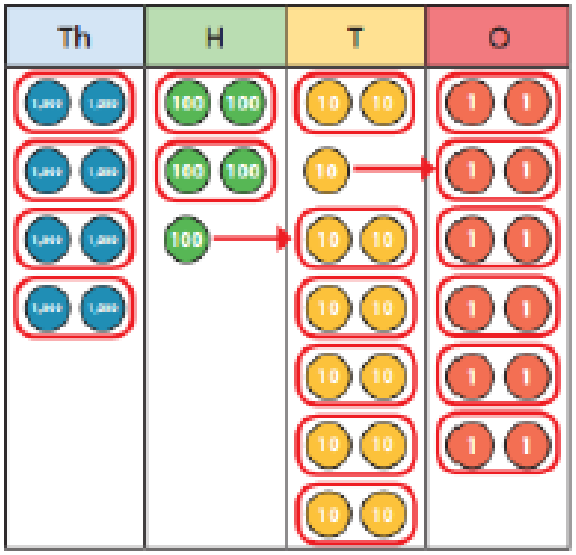


Children can continue to use place value counters to share 3-digit numbers into equal groups. Children should start with the equipment outside the place value grid before sharing the hundreds, tens and ones equally between the rows. This method can also help to highlight remainders. Flexible partitioning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

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Skill: Divide 3-digits by 1-digit (grouping)	Year: 5
   $856 \div 4 = 214$	Children can continue to use grouping to support their understanding of short division when dividing a 3-digit number by a 1-digit number. Place value counters or plain counters can be used on a place value grid to support this understanding. Children can also draw their own counters and group them through a more pictorial method.

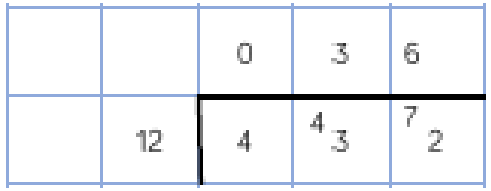
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Skill: Divide 4-digits by 1-digit (grouping)	Year: 5
	Place value counters or plain counters can be used on a place value grid to support children to divide 4-digits by 1-digit. Children can also draw their own counters and group them through a more pictorial method. Children should be encouraged to move away from the concrete and pictorial when dividing numbers with multiple exchanges.

	4	2	6	6
2	8	5	$^{1}3$	$^{1}2$

8,532 ÷ 2 = 4,266

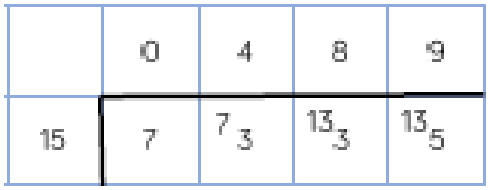
Skill: Divide multi digits by 2-digits (short division)	Year: 6



		0	3	6
	12	4	$^{4}3$	$^{7}2$

$$432 \div 12 = 36$$

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



	0	4	8	9
15	7	$^{7}3$	$^{13}3$	$^{13}5$

15	30	45	60	75	90	105	120	135	150

When children begin to divide up to 4-digits by 2-digits, written methods become the most accurate as concrete and pictorial representations become less effective. Children can write out multiples to support their calculations with larger remainders. Children will also solve problems with remainders where the quotient can be rounded as appropriate.

Sudley Primary School

Skill: Divide multi-digits by 2-digits (long division)	Year: 6

		0	3	6	
1	2	4	3	2	
	–	3	6	0	(×30)
			7	2	
	–		7	2	(×6)
				0	

12 × 1 = 12
12 × 2 = 24
12 × 3 = 36
12 × 4 = 48
12 × 5 = 60
12 × 6 = 72
12 × 7 = 84
12 × 8 = 96
12 × 9 = 108
12 × 10 = 120

432 ÷ 12 = 36

7,335 ÷ 15 = 489

	0	4	8	9	
15	7	3	3	5	
–	6	0	0	0	(×400)
	1	3	3	5	
–	1	2	0	0	(×80)
		1	3	5	
–		1	3	5	(×9)
				0	

1 × 15 = 15
2 × 15 = 30
3 × 15 = 45
4 × 15 = 60
5 × 15 = 75
10 × 15 = 150

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

Children can write out multiples to support their calculations with larger remainders.

Children will also solve problems with remainders where the quotient can be rounded as appropriate.

Sudley Primary School

Skill: Divide multi digits by 2-digits (long division)	Year: 6

$372 \div 15 = 24\ r12$

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

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

When a remainder is left at the end of a calculation, children can either leave it as a remainder or convert it to a fraction.
This will depend on the context of the question.

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

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

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

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