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Uley CofE
Primary School
Live Learn Flourish

Mathematics Calculation Policy

Revised March 2019

A whole school policy



The following calculation policy has been devised to meet the requirements of the National Curriculum 2014 for the teaching and learning of mathematics, and is also designed to give pupils a consistent and smooth progression of learning in calculation across the school. Please note that early learning in number and calculation in Year 1 is designed to build on progressively from the content and methods established in Early Years Foundation Stage.

Age stage expectations

The calculation policy is organised according to age stage expectations as set out in the National Curriculum 2014, however it is vital that pupils are taught according to the stage that they are currently working at, being moved onto the next level as soon as they are ready, or working at a lower stage until they are secure enough to move on.

Choosing a calculation method

Choosing the appropriate strategy, recording in mathematics and in calculation in particular is an important tool for furthering the understanding of ideas and for communicating those ideas to others. Written methods are complementary to mental methods and should not be seen as separate from them. The aim is that children use mental methods when appropriate, but for calculations that they cannot do in their heads they use an efficient written method accurately and with confidence.

Children should be encouraged to use the following processes in deciding what approach they will take to a calculation. This is to ensure they select the most appropriate method for the numbers involved.

Approximate: Can I do it in my head using a mental strategy?

Calculate: Could I use some jottings to help me?

Check it: Should I use a written method to work it out?



Aims of the policy:

-
- To ensure consistency and progression in our approach to calculation
- To ensure that children develop an efficient, reliable, formal written method of calculation for all operations
- To ensure that children can use these methods accurately with confidence and understanding.

How to use this policy:

- Use the policy as the basis of your planning but ensure you use previous or following years' guidance to allow for personalised learning
- Always use Assessment for Learning to identify suitable next steps in calculation for groups of children
- If, at any time, children are making significant errors, return to the previous stage in calculation
- Cross reference key vocabulary and mental methods
- Always use suitable resources (manipulatives), models and images to support children's understanding of calculation and place value, as appropriate
- Encourage children to make sensible choices about the methods they use when solving problems

Our top 5 most ~~useful~~ ^{fun} maths websites:

1. www.mathsisfun.com

Very clear explanations of all aspects of mathematics and some great interactive sections.

2. www.bbc.co.uk/bitesize/ks1/maths

www.bbc.co.uk/bitesize/ks2/maths

Two brilliant interactive websites from the BBC, covering all aspects of maths and including some brilliant interactive games.

3. www.mathletics.co.uk

Mathletics is an engaging, supportive online learning resource - targeted to the various national maths curricula of the UK, from Foundation to Key Stage 5.

4. www.uk.ixl.com/maths

A really well laid out website which has lots of interactive maths challenges from reception to Year 6.

5. www.nrich.maths.org

Designed and managed by Cambridge University, Nrich is another really great mathematics website filled with lots of challenged and games to get you thinking.

Before visiting a site, please see our 'third party links' policy at the back of the document.



Addition EYFS Subtraction

Mental Strategies

Numicon shapes are introduced straight away and can be used to:

- identify 1 more/ 1 less
- combine pieces to add
- find number bonds
- add without counting

Children can record this by printing or drawing around numicon pieces.



Children begin to combine groups of objects using concrete apparatus.



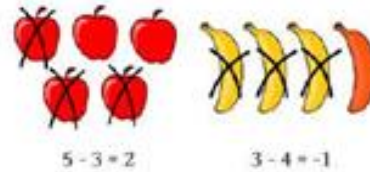
- Construct number sentences verbally or using cards to go with practical activities.
- Children are encouraged to read number sentences aloud in different ways "two add one equals three" "three is equal to two add one"
- Children make a record in pictures, words or symbols of addition activities already carried out.



Number tracks can be introduced to count up on and to find one more:



Children begin with mostly pictorial representations



Concrete apparatus is used to relate subtraction to taking away and counting how many objects are left. Numicon is an ideal resource for this.



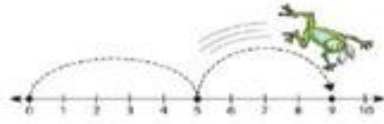
- Construct number sentences verbally or using cards to go with practical activities
- Children are encouraged to read number sentences aloud in different ways "five subtract one leaves four" "four is equal to five subtract one"
- Children make a record in pictures, words or symbols of subtraction activities already carried out
- Solve simple problems using fingers

$$8 - 3 = 5$$

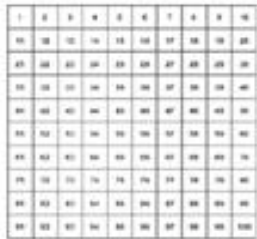


Addition EYFS Subtraction

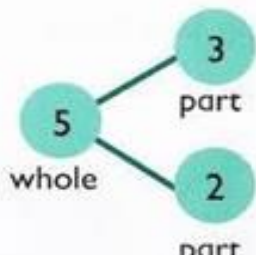
Number lines can then be used alongside number tracks and practical apparatus to solve addition calculations and word problems.



Number squares are used to show how numbers get larger when others are added to them.



Part, part, whole model is introduced to explore addition in a practical way.

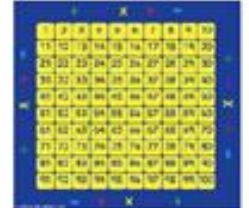


Vocabulary

Games and songs can be a useful way to begin using vocabulary involved in addition e.g. "Alice the Camel", and "1,2,3,4,5 once I caught a fish alive"

Add, more, and, make, sum, total, altogether, score, double, one more, two more, ten more....

Number tracks and squares can be introduced to count back and to find one less



Place value counters are used by children to help work out answers to equations.



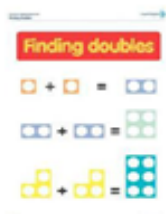
Vocabulary

Games and songs can be a useful way to begin using vocabulary involved in addition e.g. "10 fat sausages", and "5 Little Speckled Frogs"

Take (away), leave, one less, two less... ten less..., fewer, less than,

MULTIPLICATION

- The link between addition and multiplication can be introduced through doubling



- Numicon is used to visualise the repeated adding of the same number. These can then be drawn around or printed as a way of recording
- Children begin with mostly pictorial representations



How many groups of 2 are there?

Real life contexts and use of practical equipment to count in repeated groups of the same size:



How many wheels are there altogether?

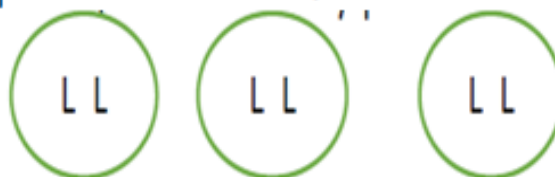
How much do I have?



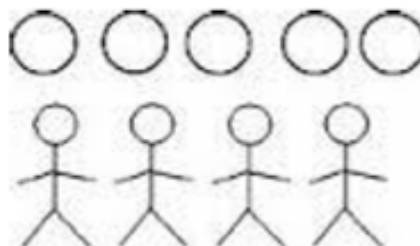
DIVISION

- The Early Learning Goal states that children
- solve problems, including doubling, halving and sharing
- Children need to see and hear representations of division as both grouping and sharing
- Division can be taught through halving
- Children begin by mostly pictorial representations linked to real life contexts:

Grouping model - mum has 6 socks, she grouped them into pairs - how many pairs did she make?



Sharing model - I have 5 sweets. I want to share them with my 4 friends. How many will we have each? Children have a go at recording the calculation that has been carried out.



MULTIPLICATION

DIVISION

- Count in twos, fives and tens both aloud and with objects
- Children are given multiplication problems set in a **REAL LIFE** context. Children are encouraged to visualise the problem.

How many fingers on two hands?



How many legs on two ducks?



- Children are encouraged to read number sentences aloud in different ways "five times two makes ten" "ten is equal to five times two"

Vocabulary

Halve, share, share equally, one each, two each, three each, group in pairs, threes..., tens, equal groups of, divide, divided by, divided into, left, left over

Vocabulary

Lots of, groups of, times, multiply, multiplied by, multiple of, once, twice, three times.... Ten times, repeated addition, double

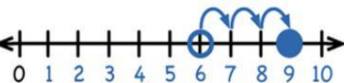
Progression overview

Addition

Year 1 Add with numbers up to 20

Use number tracks, practical methods and numbered number lines to add by counting on in ones, and using the addition (+) and equals (=) signs. Encourage to start with the larger number and count on.

$$6+3=9$$



Examples: $8+3=$ $15+4=$ $5+3+1=$ $\square + \square = 6$

Key vocabulary: *add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line*



Key number skills needed at Y1:

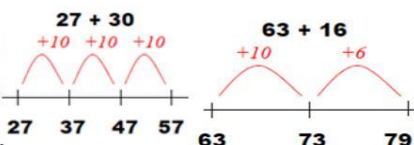
Read and write numbers to 100 in numerals, incl. 1–20 in words.
Recall bonds to 10 and 20, and addition facts within 20.
Count to and across 100.
Count in multiples of 1, 2, 5 and 10.

Year 2 Add with 2-digit numbers

Add 2 digit numbers and tens:

Add pairs of 2-digit numbers (add tens then units, starting with largest number):

Lead to expanded column method, only introducing examples that cross tens boundary when ready.



$$\begin{array}{r} 20 + 3 \\ + 30 + 4 \\ \hline 50 + 7 \\ \hline = 57 \end{array}$$

Key vocabulary: As before, & *sum, tens, ones, partition, addition, column, tens boundary*

Key number skills needed at Y2:

Add a 2-digit number and ones (e.g. $27 + 6$)
Add a 2-digit number and tens (e.g. $23 + 40$)
Add pairs of 2-digit numbers (e.g. $35 + 47$)
Add three one-digit numbers (e.g. $5 + 9 + 7$)
Show that adding can be done in any order.
Recall bonds to 20 and bonds of tens to 100 ($30 + 70$ etc.)
Understand the place value of 2-digit numbers (tens and units)
Compare and order numbers to 100 using $<$ $>$ and $=$ signs.
Read and write numbers to at least 100 in numerals and words.

Year 3 Add with numbers up to 3-digits

Expanded column method, adding units first.

$$\begin{array}{r} 236 \\ + 73 \\ \hline 9 \\ \hline 100 \\ + 200 \\ \hline 309 \end{array}$$

Progressing to the compact

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

Key vocabulary: As before, & *hundreds boundary, increase, vertical, 'carry', expanded, compact*

Key number skills needed at Y3:

Read and write numbers to 1000 in numerals and words.
Add 2-digit numbers mentally, incl. those exceeding 100.
Add a three-digit number and ones mentally ($175 + 8$)
Add a three-digit number and tens mentally ($249 + 50$)
Add a three-digit number and hundreds mentally ($381 + 400$)
Estimate answers to calculations, using inverse to check answers.
Recognise place value of digits in 3-digit numbers (hundreds, tens, units)

Year 4 Add numbers with up to 4 digits

Using the compact column method, adding units first, and 'carrying' numbers underneath the calculation. Pupils should also add money and measures.

E.g. $3517 + 396 = 3913$

$$\begin{array}{r} 3517 \\ + 396 \\ \hline 3913 \end{array}$$

Key vocabulary: As before & *thousands, hundreds, digits, inverse*

Key number skills needed at Y4:

Select most appropriate method: mental, jottings or written and explain why.
Recognise the place value of each digit in a four-digit number.
Round any number to the nearest 10, 100 or 1000.
Estimate and use inverse operations to check answers. Find 1000 more or less than a given number.

Year 5 Add numbers with more than 4 digits

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

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

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

$$\begin{array}{r} 19.01 \\ + 3.65 \\ \hline 22.66 \end{array}$$

Key vocabulary: As before & *decimal places, decimal point, tenths, hundredths, thousandths*

Key number skills needed at Y5:

Add numbers mentally with increasingly large numbers
Use rounding to check answers and accuracy.
Read, write, order and compare numbers to at least 1 million and determine the value of each digit.
Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.

Year 6 Add several numbers of increasing complexity

Pupils add 'zeros' where needed to show the place value of decimals.

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

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

Key vocabulary: As before.

Key number skills needed at Y6:

Perform mental calculations, including with mixed operations and large numbers.
Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.
Read, write, order and compare numbers up to 10 million and determine the value of each digit.
Round any whole number to a required degree of accuracy.



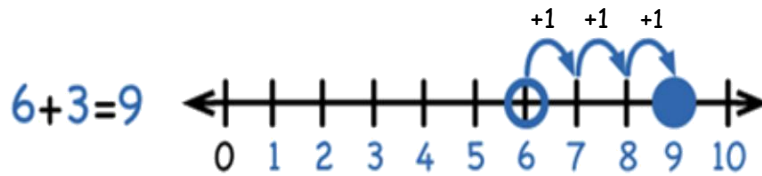
Addition

Addition



Year 1 Add with numbers up to 20

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



Children should:

- Have access to a wide range of counting equipment, everyday objects, number tracks and number lines, and be shown numbers in different con-texts.
- Read and write the addition (+) and equals (=) signs within number sentences.
- Interpret addition number sentences and solve missing box problems, using concrete objects and number line addition to solve them: $8 + 3 = \square$

$$15 + 4 = \square \quad 5 + 3 + 1 = \square \quad \square + \square = 6$$

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

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

$$8 + 5$$



Key vocabulary: *add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line*

Key skills for addition at Y1:

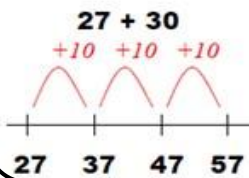
- Read and write numbers to 100 in numerals, incl. 1–20 in words
- Recall bonds to 10 and 20, and addition facts within 20
- Count to and across 100
- Count in multiples of 1 2, 5 and 10
- Solve simple 1-step problems involving addition, using objects, number lines and pictorial representations.

Video clips: [Using a range of equipment and strategies to reinforce addition statements](#) / bonds

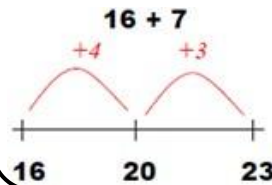


Year 2 Add with 2-digit numbers *Developing mental fluency with addition and place value involving 2-digit numbers, then establish more formal methods.*

Add 2-digit numbers and tens:

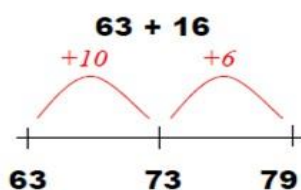


Add 2-digit numbers and units:



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

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



23 + 34:

2	0	+	3	
+	3	0	+	4
<hr/>				
5	0	+	7	
<hr/>				
		=	<u>5</u>	<u>7</u>

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

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

58 + 43:

5	0	+	8	
+	4	0	+	3
<hr/>				
9	0	+	1	1
<hr/>				
		=	<u>1</u>	<u>0</u>

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

To support understanding, pupils may physically make and carry out the calculation with Dienes Base 10 apparatus or place value counters, then compare their practical version to the written form, to help them to build an understanding of it.

Key vocabulary: *add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, sum, tens, units, partition, addition, column, tens boundary*

Key skills for addition at Y2:

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

In Year 1 and 2 children are encouraged to use a range of hundred squares to support their mental and written calculations in class.

Addition



Year 3 Add numbers with up to 3-digits

Introduce the **expanded column addition** method:

	2	3	6
+		7	3
<hr/>			
			9
	1	0	0
	2	0	0
<hr/>			
	3	0	9

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

In order to carry out this method of addition:

- Children need to recognise the value of the hundreds, tens and units without recording the partitioning.
- Pupils need to be able to add in columns.

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

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

Add **units** first.

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

Carry numbers **underneath** the bottom line.

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

Key vocabulary: *add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, sum, tens, units, partition, plus, addition, column, tens boundary, **hundreds boundary**, increase, vertical, 'carry', expanded, compact*

Key skills for addition at Y3:

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

Video clip: [Demonstration of expanded 3-digit column addition](#)

Addition



Year 4 Add numbers with up to 4 digits

Move from expanded addition to the compact column method, **adding units first**, and 'carrying' numbers **underneath** the calculation. Also include money and measures contexts.

E.g. $3517 + 396 = 3913$

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

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

Add **units** first

Carry numbers **underneath** the bottom line.

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

Use and apply this method to money and measurement values.

Key vocabulary: *add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, sum, tens, units, partition, plus, addition, column, tens boundary, hundreds boundary, increase, vertical, 'carry', expanded, compact, **thousands, hundreds, digits, inverse***

Key skills for addition at **Y4**:

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

Addition



Year 5 Add numbers with more than 4 digits

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

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

The decimal point should be aligned in the same way as the other place value columns, and must be in the same column in the answer.

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

Numbers should exceed 4 digits.

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

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

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

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

Children should:

- Understand the place value of **tenths and hundredths** and use this to align numbers with different numbers of decimal places.

Key vocabulary: *add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, sum, tens, units, partition, plus, addition, column, tens boundary, hundreds boundary, increase, 'carry', expanded, compact, vertical, thousands, hundreds, digits, inverse & decimal places, decimal point, tenths, hundredths, thousandths*

Key skills for addition at Y5:

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

Addition



Year 6 Add several numbers of increasing complexity

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

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

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

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

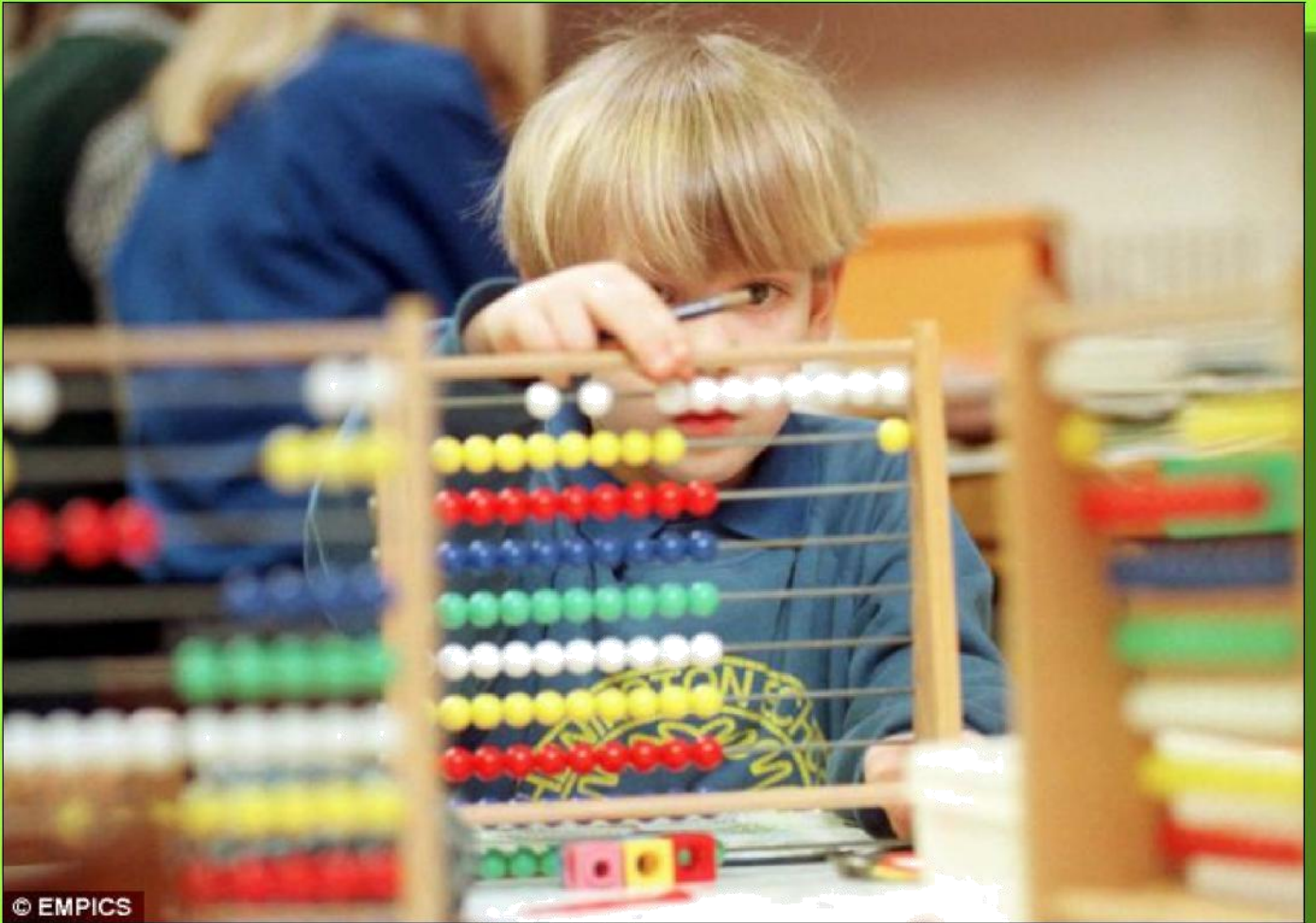
	8	1	,	0	5	9		
				3	6	6	8	
				1	5	3	0	1
+				2	0	5	5	1
	1	2	0	5	7	9		
		1		1	1	1		

Adding several numbers with more than 4 digits.

Key vocabulary: *add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, sum, tens, units, partition, plus, addition, column, tens boundary, hundreds boundary, increase, 'carry', expanded, compact, vertical, thousands, hundreds, digits, inverse, decimal places, decimal point, tenths, hundredths, thousandths*

Key skills for addition at Y6:

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



Subtraction

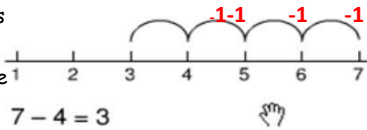
Subtraction

Progression overview

Year 1

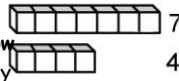
Subtract from numbers up to 20

Count back in ones on a numbered number line to take away:



Begin to write number sentences with - and = signs.

Find the 'distance between' including 'how many more' and 'how many less' is introduced practically by counting on



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

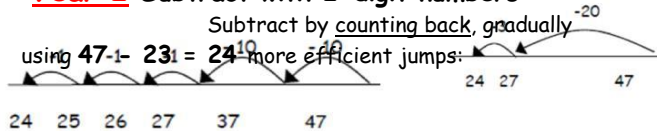
Note: children will begin by taking away from a group of pictures or apparatus, e.g. bead string, objects, cubes.

Key number skills needed at Y1:

- Given any number, say one more or one less.
- Count to and over 100, forward and back, from any number.
- Represent and use subtraction facts to 20 and within 20.
- Subtract with one-digit and two-digit numbers to 20, including 0.

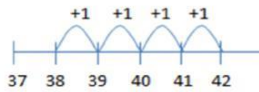
Year 2 Subtract with 2-digit numbers

Subtract by counting back, gradually using 47-1=46, 47-2=45, 47-3=44, 47-4=43, 47-5=42, 47-6=41, 47-7=40, 47-8=39, 47-9=38, 47-10=37, 47-11=36, 47-12=35, 47-13=34, 47-14=33, 47-15=32, 47-16=31, 47-17=30, 47-18=29, 47-19=28, 47-20=27



$$42 - 38 = 4$$

Use counting on as a mental strategy for subtraction where numbers are close together e.g. 42-38:



Key vocabulary: As before, & difference, count on, strategy, partition, tens, units

Key number skills needed at Y2:

- Recognise the place value of each digit in a two-digit number.
- Recall and use subtraction facts to 20 fluently, and derive and use related facts up to 100
- Subtract using concrete objects, pictorial representations, 100 squares and mentally, including: a two-digit number and ones, a two-digit number and tens, and two two-digit numbers.
- Show that subtraction cannot be done in any order. Recognise and use inverse relationship between addition and subtraction, to check calculations and missing number problems.

Year 3 Subtract with 2 and 3-digit numbers

Partitioned column subtraction method.

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

$$\begin{array}{r} 72 - 47 \\ 70 + 2 \\ - 40 + 7 \\ \hline 20 + 5 \end{array}$$

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

Money: partition as £1 + 30 + 5 etc.

Key vocabulary: As before, & exchange, decrease, hundreds, value, digit

Key number skills needed at Y3:

- Subtract mentally: A 3-digit number and ones; a 3-digit number and tens; A 3-digit number and hundreds.
- Estimate answers and use inverse operations to check.
- Solve problems, including missing number problems. Find 10 or 100 more or less than a given number.
- Recognise the place value of each digit in a 3-digit number.

Year 4 Subtract with up to 4-digit numbers

Partitioned column subtraction method with 'exchanging'.

$$2754 - 1562 = 1192$$

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

Key vocabulary: As before, & inverse

Key number skills needed at Y4:

- Subtract by counting on where numbers are close together or are near to multiples of 10, 100 etc. (87-79, 202-197)
- Estimate and use inverse operations to check answers.
- Solve addition and subtraction 2-step problems in contexts, choosing which operations and methods to use and why. Find 1000 more or less than a given number.
- Count backwards through zero to include negative numbers.
- Recognise the place value of each digit in a four-digit number. Round any number to the nearest 10, 100 or 1000.

Year 5 Subtract with at least 4-digit numbers

and money, measures, decimals. Column subtraction method:

$$\begin{array}{r} 7690 \\ - 3725 \\ \hline 3965 \end{array}$$

$$\begin{array}{r} 28928 \\ - 2128 \\ \hline 26800 \end{array}$$

Key vocabulary: As before, & tenths, hundredths, decimal point, decimal

Key number skills needed at Y5:

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

Year 6 Subtract with increasingly large and more complex numbers and decimal values.

$$\begin{array}{r} 810699 \\ - 89949 \\ \hline 720750 \end{array}$$

$$\begin{array}{r} 15.419 \text{ kg} \\ - 36.08 \text{ kg} \\ \hline 69.339 \text{ kg} \end{array}$$

Key vocabulary: As before.

Key number skills needed at Y6:

- Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.
- Read, write, order and compare numbers up to 10 million and determine the value of each digit.
- Round any whole number to a required degree of accuracy.
- Use negative numbers in context, calculating intervals across zero.

Subtraction

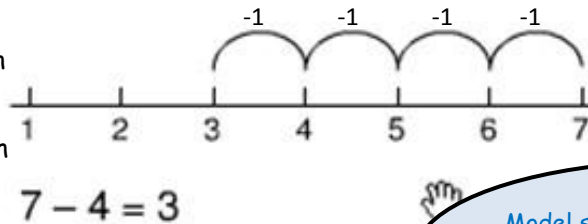
Year 1 Subtract from numbers up to 20

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

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

Subtract by taking away

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

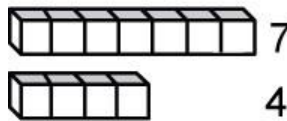


Model subtraction using hundred squares and numbered number lines/tracks and practically.

Find the distance between

This will be introduced practically with the language

'Find the distance between' and 'how many more?' in a range of familiar contexts.



'Seven is 3 more than four'

'I am 2 years older than my sister.'

Mental subtraction

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

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

Key skills for subtraction at **Y1**:

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

Subtraction

Year 2 Subtract with 2-digit numbers

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

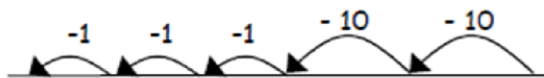
This strategy will be used for:

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

Use Dienes blocks for subtraction calculations too.

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

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

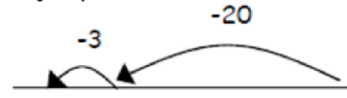


24 25 26 27 37 47

Then subtract units.

Subtract tens first.

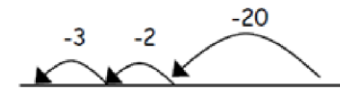
Move towards more efficient jumps back, as below:



24 27 47

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

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

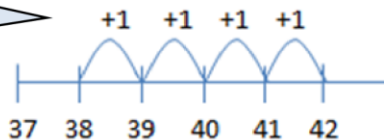


17 20 22 42

Mental strategy - subtract numbers close together by **counting on**:

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

$$42 - 38 = 4$$



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

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

Key skills for subtraction at Y2:

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

Subtraction

Year 3 Subtracting with 2 and 3-digit numbers.

Introduce **partitioned column subtraction** method.

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

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

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

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

$72 - 47$



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

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

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

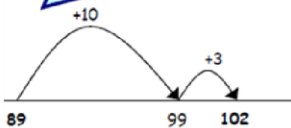
$$\begin{array}{r} 238 - 146 = 92 \\ \begin{array}{r} 100 \\ 200 + 30 + 8 \\ - 100 + 40 + 6 \\ \hline 0 + 90 + 2 \end{array} \end{array}$$

Subtracting money: partition into e.g. £1 + 30p + 8p

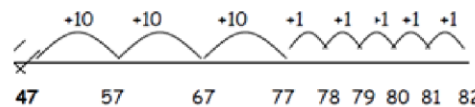
Counting on as a mental strategy for subtraction:

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

Because counting on in tens is the way we use a 100 square.



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



Key vocabulary: equal to, take, take away, less, minus, subtract, leaves, distance between, how many more, how many fewer / less than, most, least, count back, how many left, how much less is_? difference, count on, strategy, partition, tens, units **exchange, decrease, hundreds, value, digit**

Key skills for subtraction at Y3:

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

Approximate,
Calculate,
Check it mate!

Video clips: 1—[Subtraction—teaching children to consider the most appropriate methods before calculating](#)
2—[Introducing partitioned column subtraction method, from practical to written](#)

Subtraction

Year 4 Subtract with up to 4-digit numbers

Partitioned column subtraction with 'exchanging' (decomposition):

$$\begin{array}{r} 2754 - 1562 = 1192 \\ \hline 2000 + \cancel{700}^600 + 50 + 4 \\ - 1000 + 500 + 60 + 2 \\ \hline 1000 + 100 + 90 + 2 \end{array}$$

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

Subtracting money: partition into £1 + 30 + 5 for example.

Compact column subtraction (see video)

$$\begin{array}{r} 2\overset{6}{\cancel{7}}54 \\ - 1562 \\ \hline 1192 \end{array}$$

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

Give plenty of opportunities to apply this to money and measures.

Always encourage children to consider the best method for the numbers involved—mental, counting on, counting back or written method (see video).

Mental strategies

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

Approximate,
Calculate,
Check it mate!

Key vocabulary: *equal to, take, take away, less, minus, subtract, leaves, distance between, how many more, how many fewer / less than, most, least, count back, how many left, how much less is_? difference, count on, strategy, partition, tens, units exchange, decrease, hundreds, value, digit, inverse*

Key skills for subtraction at Y4:

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

Videos: 1—[Subtraction—teaching children to consider the most appropriate methods before calculating](#)

2—[Introducing partitioned column subtraction method, from practical to written](#)

3—[Moving to the compact column method of subtraction \(youtube\)](#)

Subtraction

Year 5 Subtract with at least 4-digit numbers

including money, measures, decimals.

Compact column subtraction

(with 'exchanging').

$$\begin{array}{r} \overset{2}{\cancel{3}} \overset{10}{\cancel{1}} \overset{0}{\cancel{0}} \overset{4}{\cancel{8}} \overset{6}{} \\ - 2 1 2 8 \\ \hline 2 8, 9 2 8 \end{array}$$

Subtracting with larger integers.

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

See 'moving to the compact method' video.

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

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

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

Add a 'zero' in any empty decimal places to aid understanding of what to subtract in that column.

Approximate,
Calculate,
Check it mate!

Key vocabulary: *equal to, take, take away, less, minus, subtract, leaves, distance between, how many more, how many fewer / less than, most, least, count back, how many left, how much less is_? difference, count on, strategy, partition, tens, units exchange, decrease, hundreds, value, digit, inverse, tenths, hundredths, decimal point, decimal*

Key skills for subtraction at Y5:

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

Video clip:

[Moving to the compact column method of subtraction \(youtube\)](#)

Subtraction

Year 6 Subtracting with increasingly large and more complex numbers and decimal values.

$$\begin{array}{r}
 \cancel{7}^{\circ} \cancel{5}^{\text{h}} \cancel{0}^{\text{t}}, 699 \\
 - \quad 89,949 \\
 \hline
 60,750
 \end{array}$$

Using the compact column method to subtract more complex integers

$$\begin{array}{r}
 \cancel{1}^{\circ} \cancel{0}^{\text{h}} 5 \cdot \cancel{4}^{\text{h}} 19 \text{ kg} \\
 - \quad 36 \cdot 08 \text{ kg} \\
 \hline
 69 \cdot 339 \text{ kg}
 \end{array}$$

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

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

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

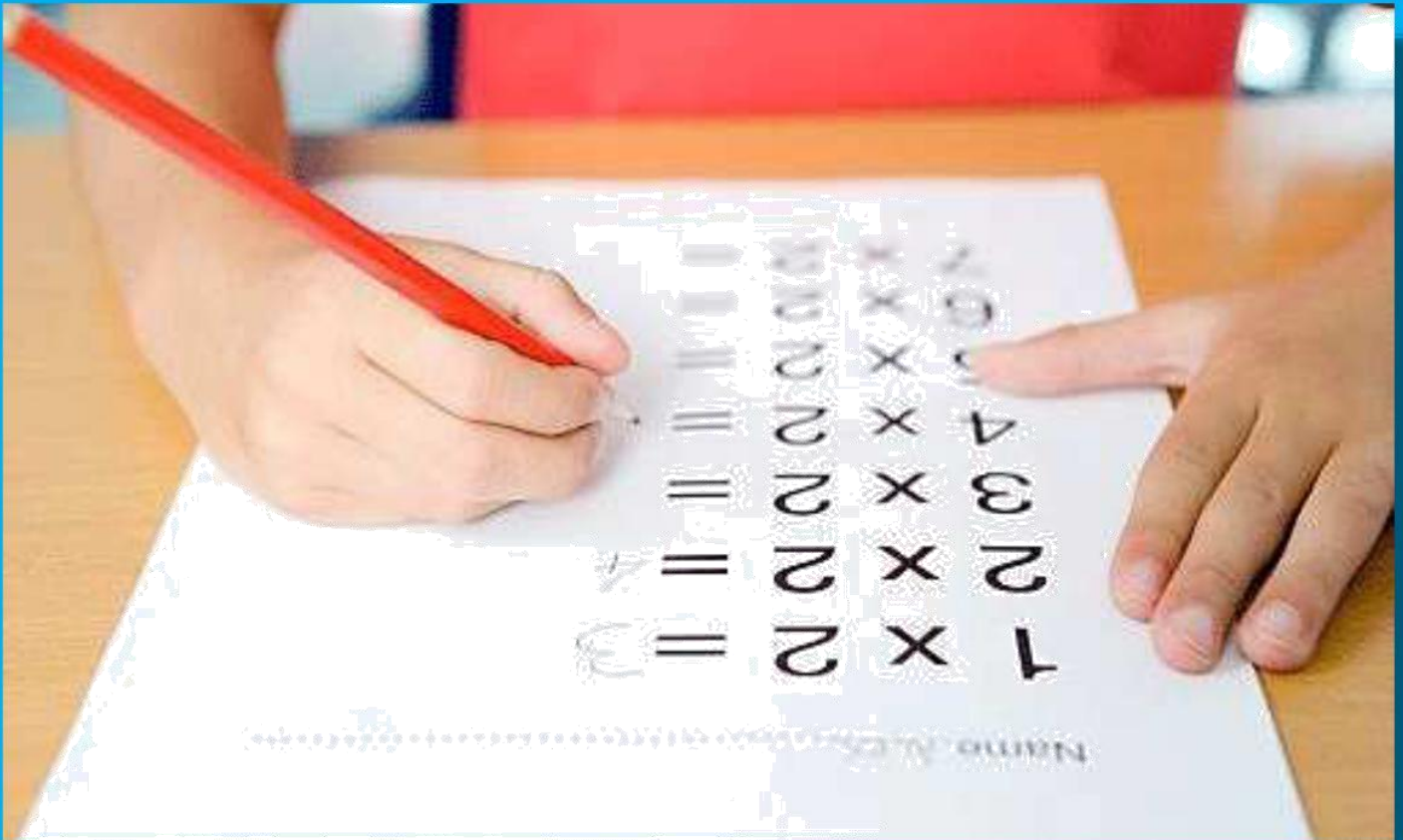
Approximate,
Calculate,
Check it mate!

Key vocabulary: *equal to, take, take away, less, minus, subtract, leaves, distance between, how many more, how many fewer / less than, most, least, count back, how many left, how much less is_? difference, count on, strategy, partition, tens, units exchange, decrease, hundreds, value, digit, inverse, tenths, hundredths, decimal point, decimal*

Key skills for subtraction at Y6:

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

See previous videos for introducing the compact column method.



Multiplication

Multiplication

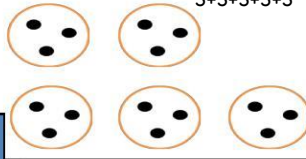
Year 1 Multiply with concrete objects, arrays and pictorial

How many legs will 3 teddies have?



$$2 + 2 + 2 = 6$$

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



$$3+3+3+3+3$$

Key vocab: groups of, lots of, times, array, altogether, multiply, total, count up in...

Key skills for multiplication at Y1:

Count in 2s, 5s and 10s.

Solve 1-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

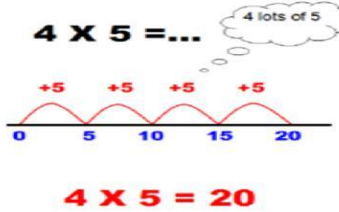
Make connections between arrays, number patterns, and counting in twos, fives and tens.

Begin to understand doubling using concrete objects and pictorial representations.

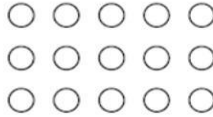


Year 2 Multiply using arrays and repeated addition.

$$4 \times 5 = \dots$$



$$4 \times 5 = 20$$



$$5 \times 3 = 15$$

$$3 \times 5 = 15$$

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

Key vocabulary: As before, & multiplied by, column, row, repeated addition, commutative, sets of, equal groups, _ times as big as, once, twice, three times etc.

Key skills for multiplication at Y2:

Count in steps of 2, 3 and 5 from 0, and in 10s from any number.

Recall and use multiplication facts from the 2, 5 and 10 multiplication tables, incl. recognising odds and evens.

Write and calculate number statements using the \times and $=$ signs. Show that multiplication can be done in any order (commutative).

Solve a range of problems involving multiplication, using materials, arrays, repeated addition, mental methods, and multiplication facts.

Year 3 Multiply 2-digits by a single digit number (Grid method)

Eg. $23 \times 8 = 184$

Continue to use repeated addition on number lines as above (where needed) to reinforce how to calculate multiplication facts.

X	20	3
8	160	24

$$160 + 24 = 184$$

Key vocabulary: As before, & partition, grid method, multiple, product, tens, units, value

Key skills for multiplication at Y3:

Recall and use multiplication facts for the 2, 3, 4, 5, 8 and 10 multiplication tables, and multiply multiples of ten.

Write and calculate number statements using the multiplication tables they know, incl. 2-digit \times single-digit, drawing upon mental methods, and progressing to reliable written methods.

Solve multiplication problems, including missing number problems. Develop mental strategies using commutativity (e.g. $4 \times 12 \times 5 = 4 \times 5 \times 12 = 20 \times 12 = 240$)

Year 4 Multiply 2 and 3-digits by a single digit (Grid method)

Eg. $136 \times 5 = 680$

X	100	30	6
5	500	150	30

$$500 + 150 + 30 = 680$$

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

Key vocabulary: As before, & square, factor, integer, decimal, short / long multiplication, 'carry'

Key skills for multiplication at Y4:

Count in multiples of 6, 7, 9, 25 and 1000

Recall multiplication facts for multiplication tables up to 12×12 . Recognise place value of digits in up to 4-digit numbers

Use place value, known facts and derived facts to multiply mentally, e.g. multiply by 1, 10, 100, by 0, or multiply 3 numbers.

Use commutativity and other strategies in mental calculations $3 \times 6 = 6 \times 3$, $2 \times 6 \times 5 = 10 \times 6$, $39 \times 7 = 30 \times 7 + 9 \times 7$.

Year 5 Multiply up to 4-digits by 1 or 2 digits.

Short multiplication:
Start with the units.

	3	2	7
X			4
	1	3	0
		1	2

Long multiplication
For multiplying by 2-digit numbers:

	1	2	3	4
X				16
	7	4	0	4
	1	2	3	4
	1	9	7	4

(1234 \times 6)

(1234 \times 10)

Put a 0 in units first when multiplying tens

Key vocabulary as before, & cubed, integer, square, factor, integer, decimal, short/long multiplication, 'carry'

Key skills for multiplication at Y5:

Identify multiples and factors, using knowledge of multiplication tables to 12×12 .

Solve problems where larger numbers are decomposed into their factors.

Multiply and divide integers and decimals by 10, 100, 1000.

Recognise and use square and cube numbers and their notation.

Year 6 As Y5, and multiply decimals with up to 2d.p by a single digit.

	3	.	1	9
X				8
	2	5	.	5
				2

Key vocabulary: As before, & tenths, hundredths

Key skills for multiplication at Y6:

Multiply multi-digit numbers, up to 4-digit \times 2-digit using long multiplication.

Perform mental calculations with mixed operations and large numbers.

Estimate answers using round and approximation and determine levels of accuracy.

Round any integer to a required degree of accuracy.

Multiplication



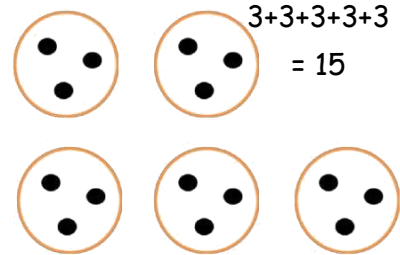
Year 1 Multiply with concrete objects, arrays and pictorial representations.

How many legs will 3 teddies have?



$$2 + 2 + 2 = 6$$

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



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

Key vocabulary: *groups of, lots of, times, array, altogether, multiply, count*

Key skills for multiplication at Y1:

Count in multiples of 2, 5 and 10.

Solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Make connections between arrays, number patterns, and counting in twos, fives and tens. Begin to understand doubling using concrete objects and pictorial representations.

Multiplication



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

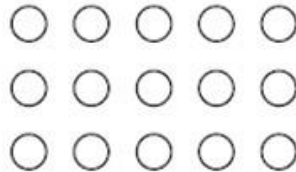
Use repeated addition on a number line:

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



$$4 \times 5 = 20$$

Use arrays:



$$3 \times 5 = 15$$

$$5 \times 3 = 15$$

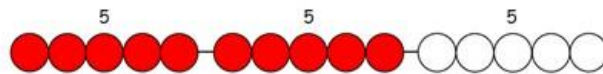
$$5 \times 3 = 3 + 3 + 3 + 3 = 15$$

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

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

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

Use practical apparatus:



Use mental recall:

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

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

Key skills for multiplication at Y2:

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

Video clips:

[Teaching for understanding of multiplication facts \(youtube\)](#) [Practical multiplication and the commutative law \(youtube\)](#)

Multiplication



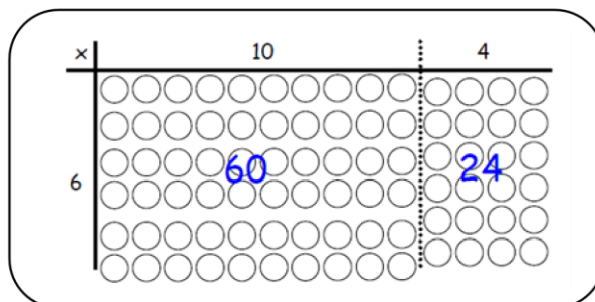
Year 3 Multiply 2-digits by a single digit number

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

x	10	4
6	60	24

$$60 + 24 = 84$$

Link the layout of the grid to an array initially:



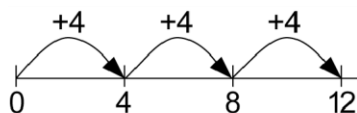
Introduce the grid method with children physically making an array to represent the calculation (e.g. make 6 lots of 14 with 10s and 1s place value counters), then translate this to grid method format (see video clip).

To do this, children must be able to:

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



$$9 \times 4 = 36$$



Key vocabulary: *groups of, lots of, times, array, altogether, multiply, count, multiplied by, repeated addition, column, row, commutative, sets of, equal groups, times, _times as big as, once, twice, three times..., partition, grid method, multiple, product, tens, units, value*

Key skills for multiplication:

- Recall and use multiplication facts for the **2, 3, 4, 5, 8 and 10** multiplication tables, and multiply multiples of 10.
- Write and calculate number statements using the multiplication tables they know, including **2-digit x single-digit**, drawing upon mental methods, and progressing to reliable written methods.
- Solve multiplication problems, including missing number problems.
- Develop mental strategies using commutativity (e.g. $4 \times 12 \times 5 = 4 \times 5 \times 12 = 20 \times 12 = 240$)
- Solve simple problems in contexts, deciding which operations and methods to use.
- Develop efficient mental methods to solve a range of problems e.g using commutativity ($4 \times 12 \times 5 = 4 \times 5 \times 12 = 20 \times 12 = 240$) and for missing number problems $\square \times 5 = 20$, $3 \times \square = 18$, $\square \times \square = 32$

Video clips: [Teaching the grid method as an interim step](#) (partitioning and counters to introduce grid)

Multiplication



Year 4 Multiply 2 and 3-digits by a single digit, using all multiplication tables up to **12 x 12**

Developing the grid method:

Eg. $136 \times 5 = 680$

X	100	30	6
5	500	150	30

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

Encourage column addition to add accurately.

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

Children should be able to:

- **Approximate before they calculate**, and make this a regular part of their calculating, going back to the approximation to check the reasonableness of their answer. e.g:
— 346×9 is approximately $350 \times 10 = 3500$
Record an approximation to check the final answer against.
- Multiply multiples of ten and one hundred by a single-digit, using their multiplication table knowledge.
- Recall all times tables **up to 12 x 12**

Approximate,
Calculate,
Check it mate!

When confident and secure with their place value understanding, the children can move onto column method.

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

Key skills for multiplication at Y4:

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

Multiplication



Year 5 Multiply up to 4-digits by 1 or 2 digits.

Introducing column multiplication

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

Short multiplication for multiplying by a single digit

x	300	20	7
4	1200	80	28



	3	2	7
x			4
	1	3	0
		2	8

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

Introduce long multiplication for multiplying by 2 digits

	10	8
10	100	80
3	30	24



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

18×3 on the 1st row

($8 \times 3 = 24$, carrying the 2 for twenty, then 1×3).

18×10 on the 2nd row. Put a zero in units first, then say 8×1 , and 1×1 .

Moving towards more complex numbers:

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

	1	2	3	4	
x			1	6	
	7	4	0	4	(1234 x 6)
	1	2	3	4	0
	1	9	7	4	4

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

Approximate,
Calculate,
Check it mate!

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

Key skills for multiplication at Y5:

Identify multiples and factors, using knowledge of **multiplication tables to 12x12**.

Solve problems where larger numbers are decomposed into their factors

Multiply and divide integers and decimals by 10, 100 and 1000

Recognise and use square and cube numbers and their notation

Solve problems involving combinations of operations, choosing and using calculations and methods appropriately.

Video clips:

[Moving from grid method to a compact method](#)

[Demonstration of long multiplication](#)

[Reinforcing rapid times table recall:](#)

Multiplication



Year 6 Short and long multiplication as in Y5, and multiply decimals with up to 2d.p by a single digit.

$$\begin{array}{r} 3.19 \\ \times 8 \\ \hline 25.52 \\ \small 1 \quad 7 \end{array}$$

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

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

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

Children will be able to:

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

Approximate,
Calculate,
Check it mate!

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

Key skills for multiplication at Y6:

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

Video clips:

[Moving from grid method to a compact method](#) (youtube)

[Reinforcing rapid times table recall](#): (youtube)

[Demonstration of long multiplication](#) (SLEP)



Division

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Division

Year 1 Group and share small quantities



Using objects, diagrams and pictorial representations to solve problems

Involving **both grouping and sharing**.

$$6 \div 2 =$$

6 Easter eggs are shared between 2 children.

How many eggs do they get each?



There are 6 Easter eggs.

How many children can have two each?



In a **sharing** problem the total number of groups is given and you need to determine how many go into each group.

In a **grouping** problem the total number of items in each group is given and you need to determine how many groups there are.

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

Key Vocabulary: *share, share equally, one each, two each..., group, groups of, lots of, array*

Key number skills needed for division at Y1:

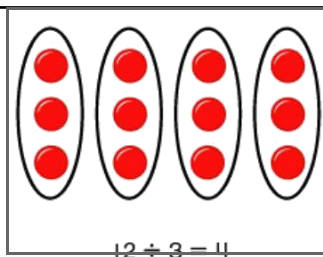
- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations arrays with the support of the teacher
- Through grouping and sharing small quantities, pupils begin to understand, division, and finding simple fractions of objects,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

Division

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

Use objects, arrays, diagrams and pictorial representations, and grouping on a number line. Practical 'using and applying' to develop understanding.

Arrays:

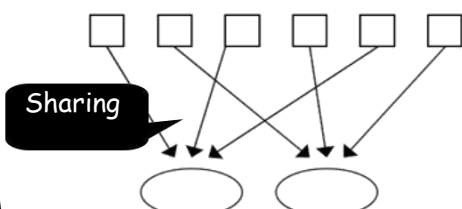


This represents $12 \div 3$, posed as
How many groups of 3 are in 12?

Pupils should also show that the same array can represent $12 \div 4 = 3$ if grouped horizontally.

Know and understand sharing and grouping:

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



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



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

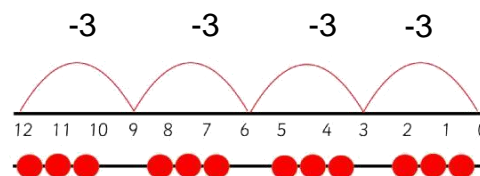
Grouping using a number line:

Understand that division is **repeated subtraction**.

Count in equal groups backwards "how many groups of In? ".

Pupils could use a bead string or practical apparatus to work out problems like 'A CD costs £3.

How many CDs can I buy with £12?' **This is an important method to develop understanding of division as grouping.**



$$12 \div 3 = 4$$

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

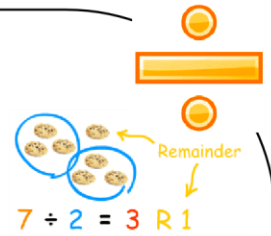
Key Vocabulary: *share, share equally, one each, two each..., group, equal groups of, lots of, array, divide, divided by, divided into, division, grouping, number line, left, left over*

Key number skills needed for division at Y2:

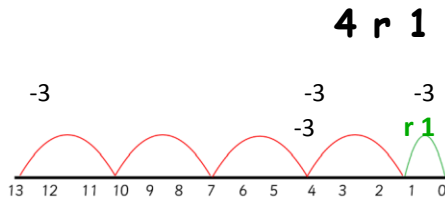
- Count in steps of 2, 3, and 5 from 0
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the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

Division

Year 3 Divide 2-digit numbers by a single digit (where there is no remainder in the final answer)

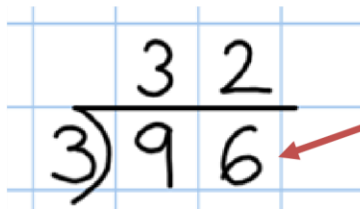


Grouping on a number line:



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

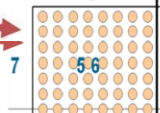
Short division: Limit numbers to **NO remainders in the answer OR carried** (each digit must be a multiple of the divisor).



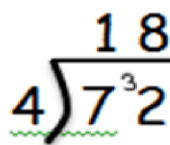
STEP 2: Once children are secure with division as grouping and demonstrate this using number lines, arrays etc., **short division** for larger 2-digit numbers should be introduced, initially with carefully selected examples requiring no calculating of remainders at all. Start by introducing the layout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

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

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



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



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

Step 3 Only taught when pupils can calculate 'remainders'.

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

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

Key number skills needed for division at Y3:

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

Division

Year 4 Divide up to 3-digit numbers by a single digit

(without remainders initially)

Continue to develop short division:


Short division should only be taught once children have secured the skill of calculating remainders.

$$\begin{array}{r} 18 \\ 4 \overline{)732} \end{array}$$

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

$$\begin{array}{r} 218 \\ 4 \overline{)8732} \end{array}$$

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

$$\begin{array}{r} 037 \\ 5 \overline{)1835} \end{array}$$


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

Include money and measure contexts when confident.

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

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

Key number skills needed for division at Y4:

- Recall multiplication and division facts for all numbers up to 12×12 .
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying and dividing by 10 and 100 and 1.
- Pupils practise to become fluent in the formal written method of short division with exact answers when dividing by a one-digit number
- Pupils practise mental methods and extend this to three-digit numbers to derive facts, for example $200 \times 3 = 600$ so $600 \div 3 = 200$
- Pupils solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers. This should include correspondence questions such as three cakes shared equally between 10 children.

Division

Year 5 Divide up to 4 digits by a single digit, including those with remainders

Short division, including remainder answers:

$$\begin{array}{r} 0663r5 \\ 8 \overline{)53029} \end{array}$$

The answer to $5309 \div 8$ could be expressed as **663 and five eighths**, **$663 r 5$** , as a decimal, or **rounded** as appropriate to the problem involved.

Include **money** and **measure** contexts.

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

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

Approximate,
Calculate,
Check it mate!

If children are confident and accurate:

- Introduce **long division** for pupils who are ready to divide any number by a 2-digit number (e.g. $2678 \div 19$).

This is a Year 6 expectation—see Y6 division.

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

Key number skills needed for division at Y5:

- Recall multiplication and division facts for all numbers up to 12×12 (as in Y4).
- Multiply and divide numbers mentally, drawing upon known facts.
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two number.
- Solve problems involving multiplication and division where larger numbers are decomposed into their factors.
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- Use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- Work out whether a number up to 100 is prime, and recall prime numbers to 19.
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- Use multiplication and division as inverses.
- problems involving combinations of all four operations, including understanding of the equals sign, and including division for scaling by different fractions and problems involving simple rates.

Division

Year 6 Divide at least 4 digits by both single-digit and 2-digit numbers (including decimal numbers and quantities)

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

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

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

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

Introduce long division by chunking for dividing by 2 digits.

$$\begin{array}{r} 27 \\ 36 \overline{) 972} \\ - 720 \\ \hline 252 \\ - 252 \\ \hline 0 \end{array}$$

Answer : 27

- Find out 'How many 36s are in 972?' by subtracting 'chunks' of 36, until zero is reached (or until there is a remainder).
- Teach pupils to write a **useful list** first at the side that will help them decide what chunks to use, e.g.:

Useful list

- $1x = 36$
- $10x = 360$
- $100x = 3600$

- Introduce the method in a simple way by limiting the choice of chunks to „Can we use 10 lots? Can use 100 lots? As children become confident with the process, encourage more efficient chunks to get to the answer more quickly (e.g. 20x, 5x), and expand on their useful lists.

Where **remainders** occur, pupils should express them as fractions, decimals or use rounding, depending upon the problem.

Approximate,
Calculate,
Check it mate!

Must be aligned in place value for subtracting.

Introduce Long division method when confident with chunking.

Key Vocabulary: *As previously, & common factor*

Key number skills needed for division at Y6:

- Recall and use multiplication and division facts for all numbers to 12×12 for more complex calculations
- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Use short division where appropriate.
- Perform mental calculations, including with mixed operations and large numbers.
- Identify common factors, common multiples and prime numbers.
- Solve problems involving all 4 operations.
- Use estimation to check answers to calculations and determine accuracy, in the context of a problem

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