



# Calculation Policy

## 2023 - 2024

# Introduction

**Maths — No Problem!** Materials use real-world contexts to help pupils understand the importance of mathematics in their everyday lives.

The progression of calculation skills, focusing on addition, subtraction, multiplication and division is developed using a Concrete Pictorial Abstract (CPA) approach and delivered through problem solving.

Key mathematical ideas are reinforced using Bruner's spiral curriculum: a teaching approach in which each subject or skill area is revisited in intervals at a more sophisticated level each time.

The **Maths — No Problem!** Calculation Policy guides practitioners through a clear progression of key skills and representations at each year group.



'Master the Curriculum' is used to deliver the Nursery curriculum. This scheme also follows the similar approach as **Maths — No Problem.**



# Addition Calculation Policy

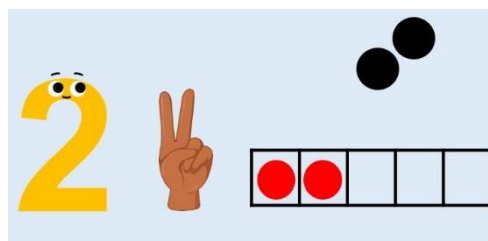


**Nursery** – ‘Mastering the Curriculum’ is used to deliver the Nursery curriculum.

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Nursery

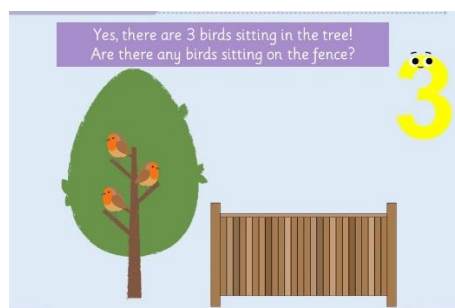
Perceptual  
Subitising



A key DEVELOPMENT underpinning the ability to subitise. Perceptual subitising is when pupils can recognise the quantity of ITEMS in groups up to 5 without counting each ITEM.

Nursery

Composition



This is a MATHEMATICAL structure that underpins all addition situations. NUMBERS can be understood in a practical /roleplay exploration and through pictorial stories.

“How many birds are sitting on the fence?”

How many birds are in the tree?

How many birds altogether?

What if 1 bird flew on the fence, how many birds can you see?

# Addition Calculation Policy

## Reception

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Reception

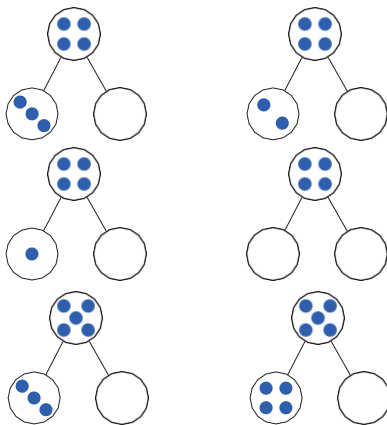
Perceptual  
Subitising

|  |   |       |
|--|---|-------|
|  | 0 | zero  |
|  | 1 | one   |
|  | 2 | two   |
|  | 3 | three |
|  | 4 | four  |
|  | 5 | five  |

**A key DEVELOPMENT** underpinning the ability to add is subitising. **Perceptual subitising** is when pupils can recognise the quantity of **ITEMS** in groups up to **5** without counting each **ITEM**.

Reception

Part – Part  
– Whole

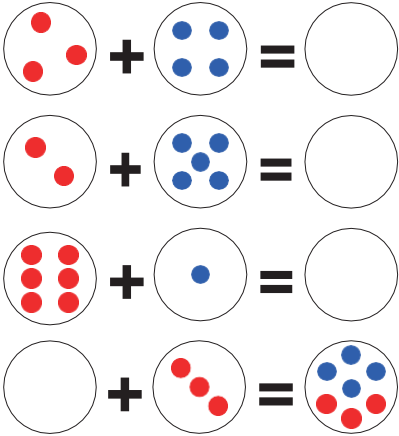


**This is a MATHEMATICAL structure** that underpins all addition situations. **NUMBERS** can be understood in **TERMS** of their parts; understanding that the parts are part of a larger collection.

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Reception

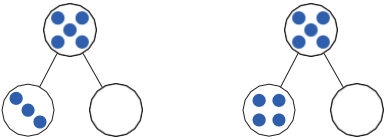
Conceptual  
Subitising



Pupils are able to recognise a quantity by **COMBINING** groups that have not needed to be counted. Pupils **MAY** see 5 ITEMS as 3 ITEMS and 2 ITEMS.

Reception

Composition  
of 5

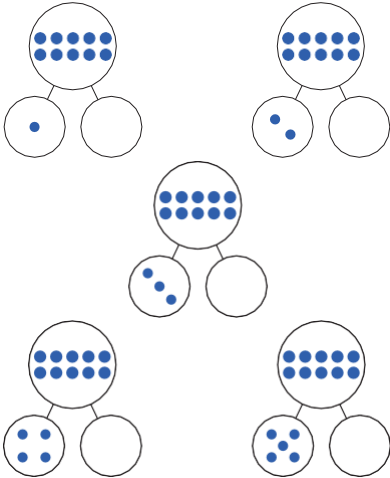


Pupils are able to **DEMONSTRATE** all possible whole **NUMBER COMPOSITIONS** of 5, including recognising and showing 5 on a five frame and using a **NUMBER bond diagram**.

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Reception

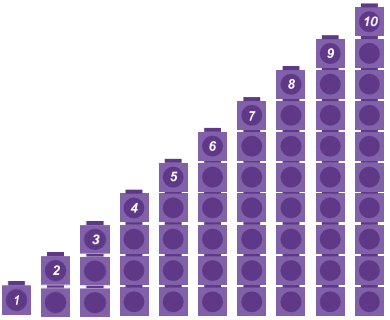
Composition of 10



Pupils are able to DEMONstrate all possible whole NUMBER COMPOSITIONS of 10, including recognising and showing 10 on a ten frame and using a NUMBER bond diagram.

Reception

Adding 1,  
1 More

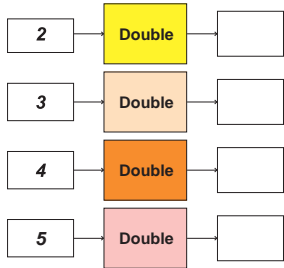


Pupils relate adding 1 to 1 MORE than the starting NUMBER.

1 more than 3 is  . 1 less than 4 is  .  
 1 more than 5 is  . 1 less than 7 is  .  
 1 more than 9 is  . 1 less than 10 is  .

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

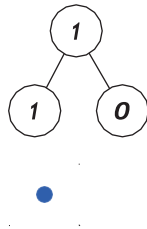
Reception      Doubles



**Pupils understand doubles up to 5 + 5. This forms the basis of generalising about near doubles.**

**Pupils should also develop an awareness that the SUM of any whole NUMBER that is doubled will be an even NUMBER.**

Reception      Adding Zero



**Pupils understand zero can be added to any NUMBER but the NUMBER will REMAIN unchanged.**



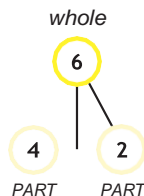
# Addition Calculation Policy

## Year 1



| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 1 Part – Part – Whole



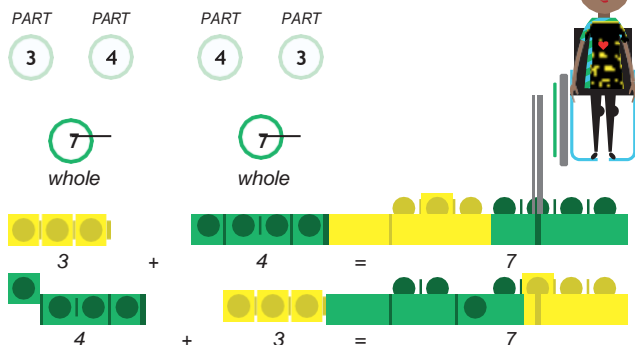
This is a MATHEMATICAL structure that underpins all addition situations. NUMBERS can be understood in TERMS of their parts; understanding that the parts are part of a larger collection.

Pupils develop an understanding of the parts and the whole within an equation.

Year 1 Number Bonds to 10

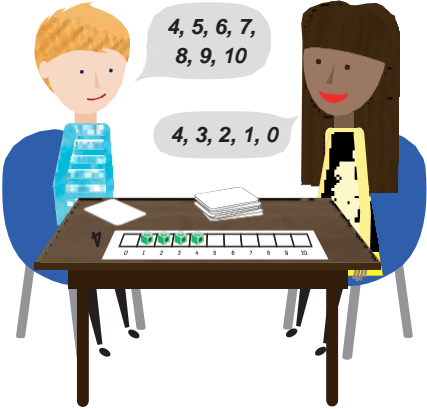
| +  | 0    | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10   |
|----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| 0  | 0+0  | 0+1 | 0+2 | 0+3 | 0+4 | 0+5 | 0+6 | 0+7 | 0+8 | 0+9 | 0+10 |
| 1  | 1+0  | 1+1 | 1+2 | 1+3 | 1+4 | 1+5 | 1+6 | 1+7 | 1+8 | 1+9 |      |
| 2  | 2+0  | 2+1 | 2+2 | 2+3 | 2+4 | 2+5 | 2+6 | 2+7 | 2+8 |     |      |
| 3  | 3+0  | 3+1 | 3+2 | 3+3 | 3+4 | 3+5 | 3+6 | 3+7 |     |     |      |
| 4  | 4+0  | 4+1 | 4+2 | 4+3 | 4+4 | 4+5 | 4+6 |     |     |     |      |
| 5  | 5+0  | 5+1 | 5+2 | 5+3 | 5+4 | 5+5 |     |     |     |     |      |
| 6  | 6+0  | 6+1 | 6+2 | 6+3 | 6+4 |     |     |     |     |     |      |
| 7  | 7+0  | 7+1 | 7+2 | 7+3 |     |     |     |     |     |     |      |
| 8  | 8+0  | 8+1 | 8+2 |     |     |     |     |     |     |     |      |
| 9  | 9+0  | 9+1 |     |     |     |     |     |     |     |     |      |
| 10 | 10+0 |     |     |     |     |     |     |     |     |     |      |

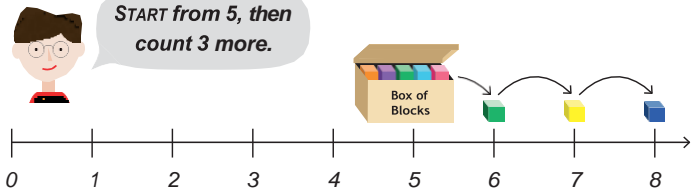
3 plus 4 EQUALS 7.  
4 plus 3 EQUALS 7.

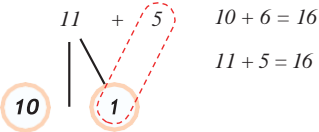


Pupils develop AUTOMATIC recall of NUMBER bonds to 10. This can be shown using a ten frame, a NUMBER bond diagram and written as an equation. This understanding can be related to adding tens, hundreds and so on when used with a sound understanding of place value.

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

|        |                      |  |   |
|--------|----------------------|--|---|
| Year 1 | Using a Number Track |  | <p>Pupils are first introduced to a linear NUMBER SYSTEM through the NUMBER track. This is a precursor to the NUMBER line.</p> <p>Pupils MAY benefit from placing ITEMS on the NUMBER track as they count and add, before MOVING on to use the MORE abstract NUMBER line.</p> |
|--------|----------------------|--|---|

|        |                                 |   |  |
|--------|---------------------------------|---|--|
| Year 1 | Counting on Using a Number Line | <p><math>5 + 3 = \square</math></p>  | <p>Pupils MOVE FROM a NUMBER track to a NUMBER line, starting FROM zero and having MARKED INCREMENTS of 1.</p> <p>The use of the NUMBER line is further developed when counting starts FROM a given NUMBER, relying on pupils' ability to locate and count on FROM a given NUMBER.</p> |
|--------|---------------------------------|---|--|

|        |                     |  |  |
|--------|---------------------|--|--|
| Year 1 | Adding by Making 10 |  | <p>Pupils use their part-whole understanding to RENAME a NUMBER into its COMPONENT parts in order to MAKE 10 within an equation.</p> <p>Pupils also look for COMBINATIONS of NUMBERS that MAKE 10 in addition EXAMPLES that have 3 NUMBERS with a SUM greater than 10.</p> |
|--------|---------------------|--|--|

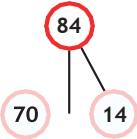
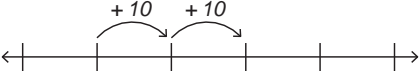
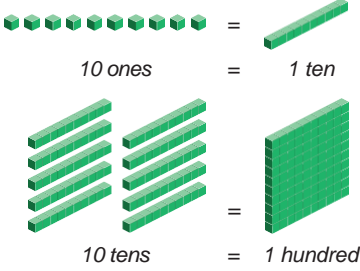
| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

|        |                        |  |  |
|--------|------------------------|--|--|
|        |                        | <p>Emma has two balls.      Sam has four balls.      How many balls in total?</p> <p>_____      _____      _____</p> |  |
| Year 1 | Addition Word Problems | <p>_____</p> <p>_____</p> <p>_____ + _____ = _____</p>   | <p><b>Pupils apply their knowledge of addition within the context of word PROBLEMS. The PROBLEMS MAY involve different situations, contexts or strategies.</b></p> |

# Addition Calculation Policy

## Year 2

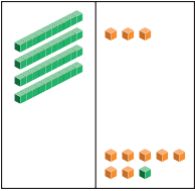


| Year   | Topic/Strand                    | Representation   | Key Idea  |
|--------|---------------------------------|--|---|
| Year 2 | Part – Part – Whole             | $84 = 70 + 14$    | <p>This is a MATHEMATICAL structure that underpins all addition situations. NUMBERS can be understood in TERMS of their parts; understanding that the parts are part of a larger collection.</p> <p>Pupils develop an understanding of the parts and the whole within an equation.</p>  |
| Year 2 | Counting on Using a Number Line | <br>$60 + 20 = 80$ | <p>The use of the NUMBER line is further developed when counting starts FROM a given NUMBER, relying on pupils' ability to locate and count FROM a given NUMBER, including starting FROM a 2-digit NUMBER.</p> <p>Initially a 1-digit NUMBER is added to a 2-digit NUMBER, then this progresses to a NUMBER line shown with intervals of 10 when adding 2-digit NUMBERS that do not have any ones.</p>  |
| Year 2 | Base 10 Blocks                  |                  | <p>The use of base 10 blocks provides a representation of the place value, PRIMARILY of 2-digit NUMBERS.</p> <p>This representation is related to the FORMAL written METHOD but also encourages pupils to use their understanding of adding the SAME noun to add 2-digit NUMBERS. For EXAMPLE, <math>20 + 30</math> can be understood as 2 tens + 3 tens. The SUM of these NUMBERS is 50 or 5 tens.</p> <p>An understanding of place value will support addition as well as subtraction, MULTIPLICATION and division.</p> |

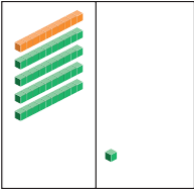
| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 2 Formal Written Method

$43 + 8 =$    



→

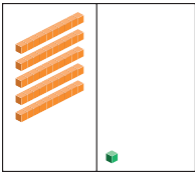


*START by ADDING the ones.*

|       |      |      |
|-------|------|------|
|       | tens | ones |
|       | 4    | 3    |
| +     |      | 8    |
| <hr/> |      |      |
|       | 1    | 1    |

*3 ones + 8 ones = 11 ones  
11 ones = 1 ten And 1 one*

*RENAME 10 ones AS 1 ten.*



→

*Then ADD the tens.*

|       |      |      |
|-------|------|------|
|       | tens | ones |
|       | 4    | 3    |
| +     |      | 8    |
| <hr/> |      |      |
|       | 1    | 1    |
| +     | 4    | 0    |
| <hr/> |      |      |
|       | 5    | 1    |

*4 tens + 1 ten = 5 tens  
40 + 10 = 50*

$43 + 8 = 51$

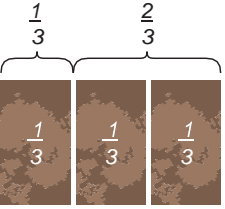
*There ARE 51 bottles of water in total.*

This is a procedural METHOD that relies on a pupil's conceptual understanding of addition.


This begins without RENAMING and progresses to the RENAMING of 10 ones into 1 ten. Pupils understand that at this stage, they start with the addition of the ones before they add the tens. This METHOD is supported with base 10 block representation.

The FORMAL written METHOD is always ACCOMPANIED by a written equation to ensure that the relationship between the representations is MADE.

Year 2 Adding Fractions



→



$\frac{1}{3}$  And  $\frac{2}{3}$  make 1 whole.

Pupils use their understanding of adding the SAME noun when adding fractions through a written sentence. Fractions with the SAME DENOMINATOR are added using a '{ }' and '[ ]' MAKE '[ ]' structure.

# Addition Calculation Policy

## Year 3



| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

|        |                     |  |  |
|--------|---------------------|--|--|
| Year 3 | Part – Part – Whole |  | <p>This is a MATHEMATICAL structure that underpins all addition situations. NUMBERS can be understood in TERMS of their parts; understanding that the parts are part of a larger collection.</p> <p>Pupils develop an understanding of the parts and the whole within an equation.</p> |
|--------|---------------------|--|--|

|        |                                 |  |  |
|--------|---------------------------------|--|--|
| Year 3 | Counting on Using a Number Line |  | <p>The use of the NUMBER line is further developed when counting starts FROM a given NUMBER, relying on pupils' ability to locate and count FROM a given NUMBER, including starting FROM a 3-digit NUMBER.</p> <p>Initially a 1-digit NUMBER is added to a 3-digit NUMBER, then this progresses to a NUMBER line shown with intervals of 1, then 10 and eventually to 100.</p> |
|--------|---------------------------------|--|--|

|        |                |  |  |
|--------|----------------|--|--|
| Year 3 | Base 10 Blocks |  | <p>The use of base 10 blocks provides a representation of the place value of 3-digit NUMBERS.</p> <p>This representation is related to the FORMAL written METHOD but also encourages pupils to use their understanding of adding the SAME noun to add 3-digit NUMBERS. For EXAMPLE, 200 + 500 can be understood as 2 hundreds + 5 hundreds. The SUM of these NUMBERS is 700 or 7 hundreds.</p> <p>Progression is MADE by adding ones, then tens and finally hundreds before the addition of all 3 is undertaken.</p> <p>An understanding of place value will support addition as well as subtraction, MULTIPLICATION and division.</p> |
|--------|----------------|--|--|

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 3

Formal Written Method

413 + 582 =

Step 1 Add the ones.  
3 ones + 2 ones = 5 ones

|   |   |   |
|---|---|---|
| h | t | o |
| 4 | 1 | 3 |
| + | 5 | 8 |
|   |   | 5 |

Step 2 Add the tens.  
1 ten + 8 tens = 9 tens

|   |   |   |
|---|---|---|
| h | t | o |
| 4 | 1 | 3 |
| + | 5 | 8 |
| 9 | 5 |   |

Step 3 Add the hundreds.  
4 hundreds + 5 hundreds = 9 hundreds

|   |   |   |
|---|---|---|
| h | t | o |
| 4 | 1 | 3 |
| + | 5 | 8 |
| 9 | 9 | 5 |

413 + 582 = 995

This procedural METHOD progresses from the RENAMING of 10 ones into 1 ten to include the RENAMING of 10 tens to 1 hundred. The procedure REMAINS unchanged FROM Year 2.

Pupils understand that at this stage, they start with the addition of the ones, then the tens, then finally the hundreds.

This METHOD is supported with base 10 block representation. The FORMAL written METHOD is always ACCOMPANIED by a written equation to ensure that the relationship between the representations is MADE.

Year 3

Adding by Making 100

498 + 50 =

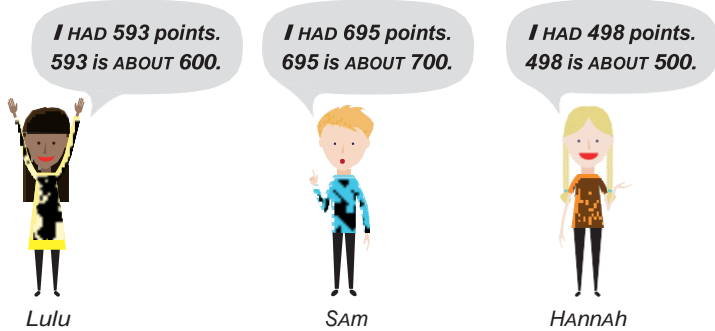
498 + 50 = 500 + 48

Pupils are given the opportunity to further develop their NUMBER sense by using a 'MAKE 100' strategy with NUMBERS that are 'near hundreds'.

They use their part-whole understanding to RENAME a given NUMBER to MAKE 100. For EXAMPLE, 498 + 50 can be RENAMED as 498 + 2 + 48. Pupils add 2 to 498 to MAKE 500, then add the REMAINING 48.

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 3 Estimating

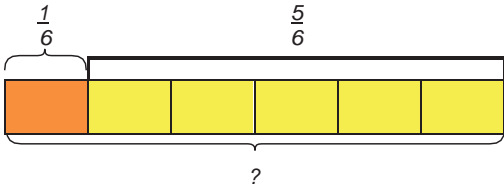


*Lulu*                      *Sam*                      *Hannah*

$600 + 50 = 650$                        $700 + 70 = 770$                        $500 + 50 = 550$

**Pupils use their NUMBER sense to recognise NUMBERS close to a hundred and how ESTIMATION can help accuracy in COMPLETING a precise calculation.**

Year 3 Adding Fractions



*1 sixth And 5 sixths make 6 sixths.*  
1 5 6

$6 + 6 = 6$   
 $= 1$

**Pupils use their understanding of adding the SAME noun when adding fractions with the SAME DENOMINATOR.**

**The adding of fractions uses equations and is supported through pictorial representation.**



# Addition Calculation Policy

## Year 4

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

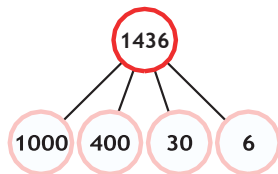
Year 4

Part – Part – Whole



A number CAN be expressed AS A sum of the VALUES of its digits.

$$1436 = 1000 + 400 + 30 + 6$$

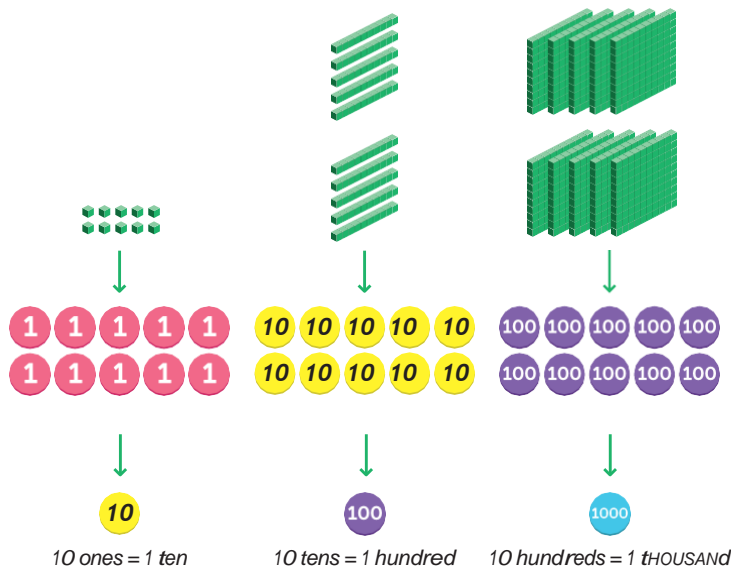


This is a MATHEMATICAL structure that underpins all addition situations. NUMBERS can be understood in TERMS of their parts; understanding that the parts are part of a larger collection. The bar MODEL is used as a representation of a PROBLEM that can be related to a part-whole addition situation.

Pupils develop an understanding of the parts and the whole within an equation.

Year 4

Base 10 Blocks



The use of base 10 blocks provides a representation of the place value of 3-digit NUMBERS.

This representation is related to the FORMAL written METHOD but also encourages pupils to use their understanding of adding the SAME noun.

In Year4, a transition between base 10 blocks and place-value counters takes place.

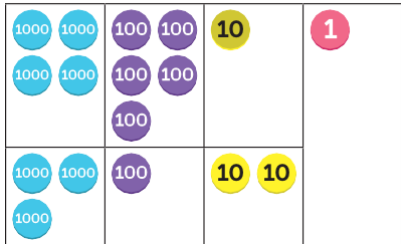
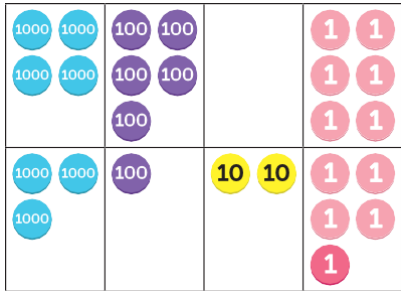
| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 4

Place-Value  
Counters

$4506 + 3125 =$

Step 1 Add the ones.  
 6 ones And 5 ones = 11 ones  
 RenAme the ones.  
 11 ones = 1 ten And 1 one



$$\begin{array}{r}
 4506 \\
 + 3125 \\
 \hline
 \end{array}$$

**Place-value counters are used to represent addition situations. This transition relies on pupils understanding the value of each counter without being able to count its physical attributes.**

**Pupils will have the opportunity to RENAME 10 counters of the SAME value to 1 counter with a value 10 TIMES greater and vice versa. The idea of COMPOSING and DECOMPOSING at a rate of 10 should be well understood at this stage.**


| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

|        |                       |   |
|--------|-----------------------|---|
| Year 4 | Formal Written Method | $4188 + 3245 =$ <span style="background-color: #ADD8E6; display: inline-block; width: 40px; height: 15px;"></span><br>$\begin{array}{r} 4\ 1\ 8\ 8 \\ +\ 3\ 2\ 4\ 5 \\ \hline 1\ 3 \\ 1\ 2\ 0 \\ 3\ 0\ 0 \\ +\ 7\ 0\ 0\ 0 \\ \hline 7\ 4\ 3\ 3 \end{array}$ <p><i>Add the ones.</i><br/><i>Add the tens.</i><br/><i>Add the hundreds.</i><br/><i>Add the thousands.</i></p> |
|        |                       | $\begin{array}{r} 2\ 6\ 1\ 2 \\ +\ 4\ 2\ 6\ 4 \\ \hline 6\ 8\ 7\ 6 \end{array}$   |

Pupils will have the opportunity to use a long and short version of this procedural METHOD. In the long representation, the SUM of adding each place is shown in its entirety before being added to find the final SUM.

In the short representation, the SUM of each place is shown as part of the total SUM and as a SMALL NUMBER added to an existing place when a ten of one place is MADE.

The procedure REMAINS unchanged FROM Year 2.

|        |                    |   |  |
|--------|--------------------|---|--|
| Year 4 | Estimating the Sum | <p><i>StArt by estimating.</i></p> $4188 \approx 4200$<br>$3245 \approx 3200$<br>$4200 + 3200 = 7400$ |  |
|--------|--------------------|---|--|



ESTIMATION is introduced as an approach to start a calculation. ESTIMATION is a skill that helps develop NUMBER sense. Pupils are expected to be able to decide if an answer is reasonable. Beginning a calculation with ESTIMATION is developed during the addition chapter.


|        |                          |  |
|--------|--------------------------|--|
| Year 4 | Making 10 and Making 100 | <p><i>make 10</i></p> $4072 + 8 =$ <span style="background-color: #ADD8E6; display: inline-block; width: 40px; height: 15px;"></span><br>$4072 + 8 = 4070 + 10$<br>$4072 + 8 = 4080$ |
|        |                          | <p><i>make 100</i></p> $97 + 5213 =$ <span style="background-color: #ADD8E6; display: inline-block; width: 40px; height: 15px;"></span><br>$97 + 5213 = 100 + 5210$<br>$= 5310$      |

A MENTAL METHOD that involves RENAMING NUMBERS to MAKE 10 or 100 before finding the SUM.

Pupils develop their NUMBER sense by recognising NUMBERS close to a ten or close to a hundred and RENAMING a NUMBER in the equation to bring a NUMBER to the nearest 10 or nearest 100 without having to COMPENSATE the SUM.

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

|        |                           |  |   |   |
|--------|---------------------------|--|---|---|
| Year 4 | Adding Using Compensation | <p><b>1</b> Lulu used this method to find the sum of 3067 And 9.</p> $3067 + 10 = 3077$ $3067 + 9 = 3076$ <p style="text-align: right; margin-right: 50px;"><i>1 less</i></p>    | <p><i>I know ADDING 9 is 1 less THAN ADDING 10.</i></p>    | <p><b>A MENTAL METHOD</b> that uses a <b>SIMILAR</b> equation in which a <b>NUMBER</b> in the original calculation is shown to the nearest 10 or 100 before carrying out the <b>calculation</b>. This calculation is used to help find the <b>SUM</b> of the original equation.</p> |
|        |                           | <p><b>2</b> Ravi used this method to find the sum of 98 And 5262.</p> $100 + 5262 = 5362$ $98 + 5262 = 5360$ <p style="text-align: right; margin-right: 50px;"><i>2 less</i></p> | <p><i>I know ADDING 98 is 2 less THAN ADDING 100.</i></p>  |   |

|        |                  |   |   |
|--------|------------------|---|---|
| Year 4 | Adding Fractions |  | <p><b>Pupils use their understanding of adding the SAME noun when adding fractions with the SAME DENOMINATOR.</b> The adding of fractions uses equations and is supported through pictorial representation.</p> <p><b>Pupils use their understanding of equivalence to ensure DENOMINATORS are the SAME before carrying out the addition.</b></p> |
|        |                  | $\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$   |   |

# Addition Calculation Policy

## Year 5

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 5  
Counting on Using Place-Value Counters

$32\,541 + 24\,000 =$

↓

Pupils use place-value counters to support counting on in thousands to find the SUM.

Year 5  
Counting on Using Number Lines

Count on 24 000 from 32 541.

$32\,541 + 4\,000 = 36\,541$

$36\,541 + 20\,000 = 56\,541$

$32\,541 + 24\,000 = 56\,541$

Pupils count in thousands and ten thousands, using a NUMBER line to show this counting on METHOD.

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 5

Formal Written Method

1

$$\begin{array}{r} 15\,000 \\ + 17\,000 \\ \hline 32\,000 \end{array}$$

5 THOUSANDS + 7 THOUSANDS = 12 THOUSANDS  
12 THOUSANDS = 1 ten THOUSAND + 2 THOUSANDS

15 000 + 17 000 = 32 000

Place-value counters are used to represent the **FORMAL** written **METHOD**.

The procedure **REMAINS** unchanged from Year 2.

Year 5

Adding Fractions

Add  $\frac{1}{2}$ ,  $\frac{1}{6}$  And  $\frac{3}{12}$ .

$$\frac{1}{2} + \frac{1}{6} + \frac{3}{12} = \frac{6}{12} + \frac{2}{12} + \frac{3}{12}$$

$$= \frac{11}{12}$$

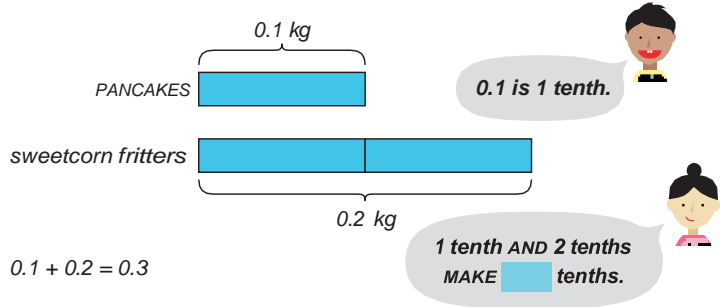
Pupils use their understanding of adding the **SAME** noun when adding fractions with the **SAME** **DENOMINATOR**. The adding of fractions uses equations and is supported through pictorial representation.

Pupils use their understanding of equivalence to ensure **DENOMINATORS** are the **SAME** before carrying **out** the addition.

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 5

Adding Decimals



Pupils use their understanding of adding the SAME nouns when adding tenths. Tenths are represented using bar MODELS, written words and equations.

Year 5

Adding Decimals Using the Formal Written Method

$$\begin{array}{r}
 \text{£ } 1 \text{ . } 80 \\
 + \text{£ } 0 \text{ . } 70 \\
 \hline
 \text{£ } 2 \text{ . } 50
 \end{array}$$

The procedure for adding DECIMALS using a FORMAL written METHOD is the SAME as when adding whole NUMBERS, but attention needs to be given to the DECIMAL point. The DECIMAL point does not represent a place but separates the whole FROM the fractional part of a NUMBER. Careful ALIGNMENT is needed when adding DECIMAL NUMBERS using a FORMAL written METHOD.

# Addition Calculation Policy

## Year 6



| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

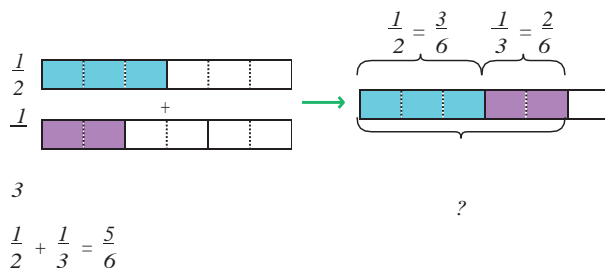
Year 6  
Addition within Order of Operations

First, carry out All the operations in ( ).  
Next, perform All the multiplication And division.  
Then, cALculAtE All the Addition And subtrACtion.

CAculAtE.  
(A)  $(1 + 3) \times 5 - 7 =$    
(b)  $1 + (3 \times 5) - 7 =$    
(c)  $(1 + 3) \times (7 - 5) =$

Pupils utilise the previous addition skills within MIXed operation equations. Addition is carried out after MULTIPLICATION and division. If only addition and subtraction are present in an equation, pupils work FROM left to right.

Year 6  
Adding Fractions



Pupils use their understanding of adding the SAME noun when adding fractions with the SAME and different DENOMINATORS.

Pupils use their understanding of equivalence to ensure the nouns and the DENOMINATORS are the SAME before the calculation is COMPLETED.

Year 6  
Adding Decimals

$$\begin{array}{r} \text{£ } 3 \text{ . } 9 \text{ 0} \\ + \text{£ } 2 \text{ . } 5 \text{ 0} \\ \hline \text{£ } 6 \text{ . } 4 \text{ 0} \end{array}$$

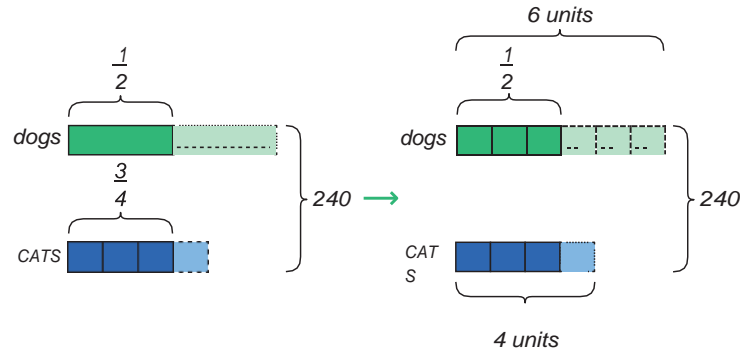
Pupils use their understanding of adding the SAME nouns when adding DECIMAL NUMBERS. They use place-value knowledge and COMPOSING and DECOMPOSING at a rate of 10 when adding DECIMALS. The procedure REMAINS the SAME as adding whole NUMBERS.





| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 6 Bar Models



There ARE 6 + 4 units Altogether.

10 units = 240

1 unit = 24

**Pupils are expected to utilise previously learned addition skills within increasingly COMPLEX situations. The procedure of addition is often at a level previously learned in isolation but the skill being developed is identifying when to use addition within a PROBLEM.**

# Subtraction Calculation Policy

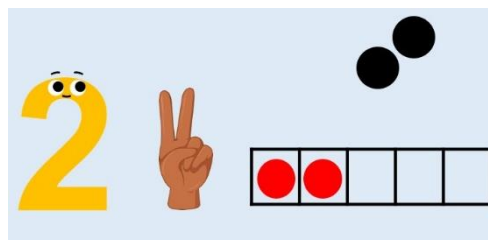
**Nursery** - 'Mastering the Curriculum' is used to deliver the Nursery curriculum.



| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Nursery

Perceptual  
Subitising



A key DEVELOPMENT underpinning the ability to subitise. Perceptual subitising is when pupils can recognise the quantity of ITEMS in groups up to 5 without counting each ITEM.

Nursery

Composition



This is a MATHEMATICAL structure that underpins all subtraction situations. NUMBERS can be understood in a practical /roleplay exploration and through pictorial stories.






"How many birds are sitting on the fence?"  
If one bird flew out of the tree and onto the fence?  
How many birds can you see in the tree?"

Reception

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Reception

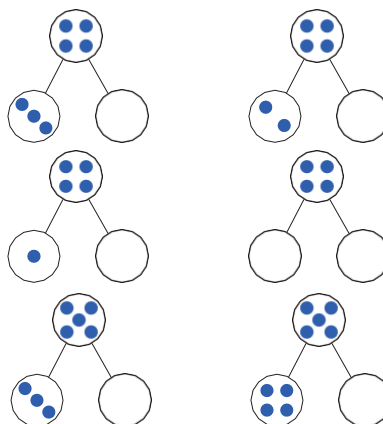
Perceptual  
Subitising

|   |   |       |
|---|---|-------|
|   | 0 | zero  |
|  | 1 | one   |
|  | 2 | two   |
|  | 3 | three |
|  | 4 | four  |
|  | 5 | five  |

A key DEVELOPMENT underpinning the ability to subtract is subitising. Perceptual subitising is when pupils can recognise the quantity of ITEMS in groups up to 5 without counting each ITEM.


Reception

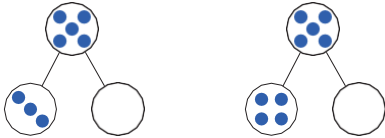
Part-Part-  
Whole

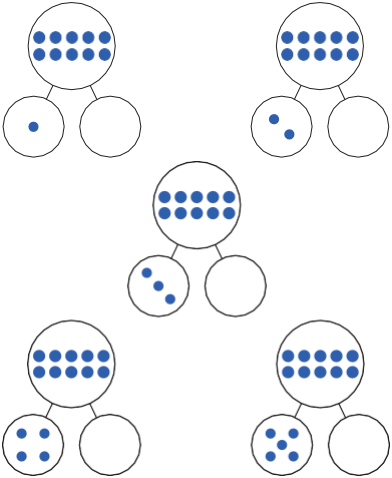


This is a MATHEMATICAL structure that underpins subtraction situations. NUMBERS can be understood in TERMS of their parts; understanding that the parts are part of a larger collection.

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

|           |                       |  |  |
|-----------|-----------------------|--|--|
| Reception | Conceptual Subitising |  | <p>Pupils are able to recognise different quantities by <b>COMBINING</b> within a group without counting <b>THEM</b>.</p> <p>Pupils can <b>COMBINE</b> these quantities to find the whole <b>AMOUNT</b>. This skill is used when subtracting <b>SMALL AMOUNTS</b>.</p> |
|-----------|-----------------------|--|--|

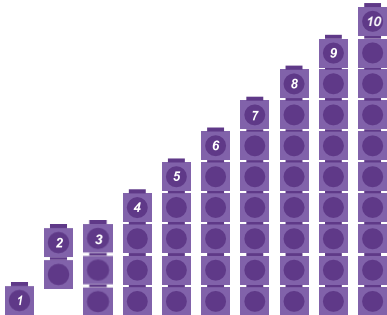
|           |                  |  |  |
|-----------|------------------|--|--|
| Reception | Composition of 5 |  | <p>Pupils are able to <b>DEMONSTRATE</b> all possible whole <b>NUMBER COMPOSITIONS</b> of 5, including recognising and showing 5 on a five frame and using a <b>NUMBER bond diagram</b>.</p> |
|-----------|------------------|--|--|

|           |                   |   |   |
|-----------|-------------------|---|---|
| Reception | Composition of 10 |  | <p>Pupils are able to <b>DEMONSTRATE</b> all possible whole <b>NUMBER COMPOSITIONS</b> of 10, including recognising and showing 10 on a ten frame and using a <b>NUMBER bond diagram</b>.</p> |
|-----------|-------------------|---|---|

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Reception

Subtracting 1,  
1 Less

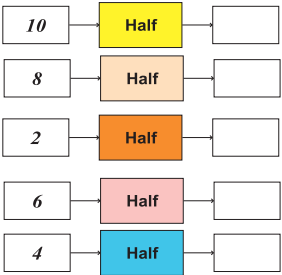


Pupils relate subtracting 1 to one less than the starting NUMBER.

1 more than 3 is  . 1 less than 4 is  .  
 1 more than 5 is  . 1 less than 7 is  .  
 1 more than 9 is  . 1 less than 10 is  .

Reception

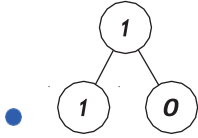
Doubles



By knowing doubles, pupils can find half of a quantity that REMAINS after half the quantity is subtracted.

Reception

Subtracting  
Zero



Pupils understand zero can be subtracted from any NUMBER but the NUMBER will REMAIN unchanged

# Subtraction Calculation Policy

## Year 1



| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 1      Part-Part-Whole

$6 - 4 = 2$

whole  
6  
PART 4      PART 2

There ARE 6 ELEPHANTS.

4 ELEPHANTS ARE ADULTS.

2 elephants ARE not Adults.

This is a MATHEMATICAL structure that underpins subtraction situations. NUMBERS can be understood in TERMS of their parts; understanding that the parts are part of a larger collection.

Pupils develop an understanding of the parts and the whole within an equation.

Year 1      Number Bonds to 10

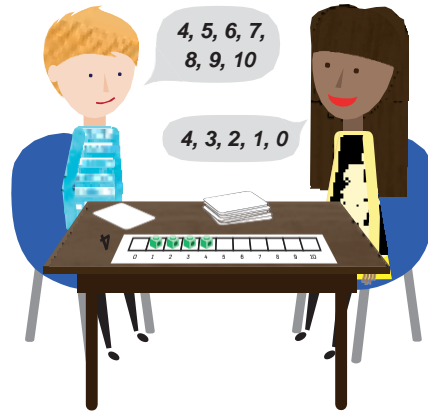
$6 - 2 = \square$

Pupils develop AUTOMATIC recall of NUMBER bonds to 10. This can be shown using a ten FRAME, a NUMBER bond diagram and written as an equation. This understanding can be related to subtracting tens, hundreds and so on when used with a sound understanding of place value.

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 1

Using a  
Number Track

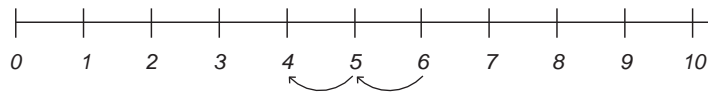


Pupils are first introduced to a linear NUMBER SYSTEM through the NUMBER track. This is a precursor to the NUMBER line.

Pupils MAY benefit from placing ITEMS on the NUMBER track as they count and subtract before MOVING on to use the MORE abstract NUMBER line.

Year 1

Counting Back  
Using a  
Number Line



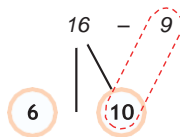
$$6 - 2 = 4$$

Pupils MOVE from a NUMBER track to a NUMBER line, starting FROM zero and having MARKED INCREMENTS of 1.

The use of the NUMBER line is further developed when counting back starts FROM a given NUMBER, relying on pupils' ability to locate and count back FROM a given NUMBER.

Year 1

Subtracting  
from 10



$$10 - 9 = 1$$

$$1 + 6 = 7$$

$$16 - 9 = 7$$

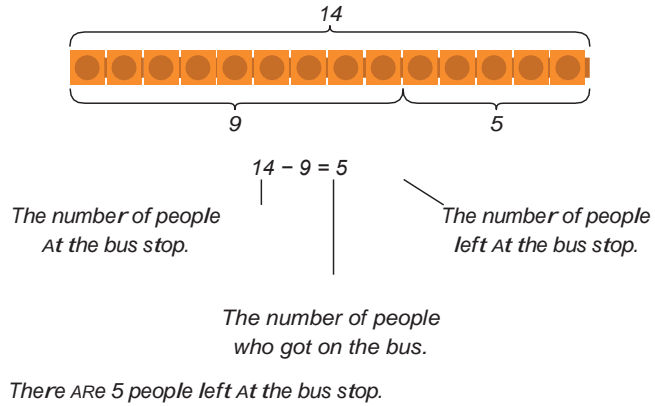
There ARE 7 logs left.

Pupils use their part-whole understanding to RENAME a NUMBER into its COMPONENT parts in order to subtract FROM 10 within an equation.



| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 1  
Subtraction  
Word  
Problems



**Pupils develop an understanding of situations and PROBLEMS that require subtraction.**

# Subtraction Calculation Policy

## Year 2

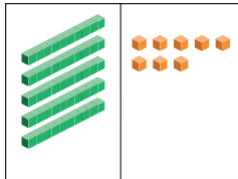


| Year   | Topic/Strand                      | Representation   | Key Idea  |
|--------|-----------------------------------|--|---|
| Year 2 | Part-Part-Whole                   | <p> <math>37 - 5 = 32</math><br/> <math>7 - 5 = 2</math><br/> <math>37 - 5 = 32</math> </p>  | <p>This is a MATHEMATICAL structure that underpins subtraction situations. NUMBERS can be understood in TERMS of their parts; understanding that the parts are part of a larger collection.</p> <p>Pupils develop an understanding of the parts and the whole within an equation.</p>   |
| Year 2 | Counting Back Using a Number Line | <p><math>37 - 5 =</math> <span style="background-color: #00AEEF; color: white; padding: 2px 10px;"> </span></p> <p>31 32 33 34 35 36 37 38 39 40</p> <p><math>37 - 5 = 32</math></p>                   | <p>The use of the NUMBER line is further developed when counting back starts from a given NUMBER, relying on pupils' ability to locate and count back from a given NUMBER, including starting from a 2-digit NUMBER.</p> <p>Initially a 1-digit NUMBER is subtracted from a 2-digit NUMBER, then this progresses to a NUMBER line shown with intervals of 10 when subtracting 2-digit NUMBERS that do not have any ones.</p>  |
| Year 2 | Base 10 Blocks                    | <p> <math>5 \text{ ones} - 1 \text{ one} = 4 \text{ ones}</math><br/> <math>5 - 1 = 4</math> </p> <p> <math>5 \text{ tens} - 1 \text{ ten} = 4 \text{ tens}</math><br/> <math>50 - 10 = 40</math> </p> | <p>The use of base 10 blocks provides a representation of the place value PRIMARILY of 2-digit NUMBERS. This representation is related to the FORMAL written METHOD but also encourages pupils to use their understanding of subtracting the SAME noun to subtract 2-digit NUMBERS. For EXAMPLE, <math>50 - 30</math> can be understood as 5 tens – 3 tens. The difference between the NUMBERS is 20 or 2 tens.</p> <p>An understanding of place value will support subtraction as well as addition, MULTIPLICATION and division.</p> |

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

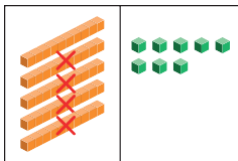
Year 2

Formal Written Method



$8 \text{ ones} - 0 \text{ ones} = 8 \text{ ones}$   
 $8 - 0 = 8$

|       |      |      |
|-------|------|------|
|       | tens | ones |
|       | 5    | 8    |
| -     | 4    | 0    |
| <hr/> |      | 8    |



$5 \text{ tens} - 4 \text{ tens} = 1 \text{ ten}$   
 $50 - 40 = 10$   
 $58 - 40 = 18$

|       |      |      |
|-------|------|------|
|       | tens | ones |
|       | 5    | 8    |
| -     | 4    | 0    |
| <hr/> |      | 8    |
|       | 1    |      |

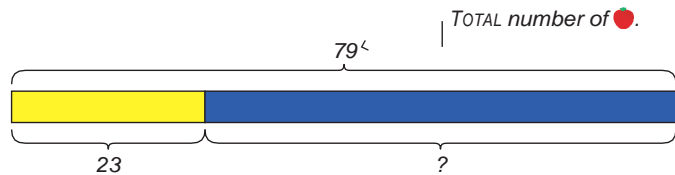
This is a procedural METHOD that relies on a pupil's conceptual understanding of subtraction.

Initially, this begins without RENAMING and progresses to the RENAMING of 1 ten into 10 ones. Pupils understand that at this stage, they start with the subtraction of the ones before they subtract the tens. This METHOD is supported with base 10 block representation.

The FORMAL written METHOD is always ACCOMPANIED by a written equation to ensure that the relationship between the representations are MADE.

Year 2

Subtraction Word Problems



Number of strawberries HANNAH AND SAM ATE.

$79 - 23 = 56$   
 There ARE 56 strawberries left.

SUBTRACT 23 from 79.



Pupils develop an understanding of situations and PROBLEMS that require subtraction.

# Subtraction Calculation Policy

## Year 3



| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

|        |                 |  |   |
|--------|-----------------|--|---|
| Year 3 | Part-Part-Whole | <p> <math>9 + 8 = 17</math><br/> <math>8 + 9 = 17</math><br/> <math>17 - 9 = 8</math><br/> <math>17 - 8 = 9</math> </p> <p>17 is the whole.<br/>8 AND 9 ARE the PARTS.</p> | <p>This is a MATHEMATICAL structure that underpins subtraction situations. NUMBERS can be understood in TERMS of their parts; understanding that the parts are part of a larger collection.</p> <p>Pupils develop an understanding of the parts and the whole within an equation.</p> |
|--------|-----------------|--|---|

|        |                                   |   |   |
|--------|-----------------------------------|---|---|
| Year 3 | Counting Back Using a Number Line | <p>100 less 100 less 100 less 100 less 100 less 100 less</p> <p>196 296 396 496 596 696 796</p> <p><math>796 - 600 = 196</math></p> | <p>The use of the NUMBER line is further developed when counting back starts from a given NUMBER, relying on pupils' ability to locate and count back FROM a given NUMBER, including starting from a 3-digit NUMBER.</p> <p>Initially a 1-digit NUMBER is subtracted from a 3-digit NUMBER, then this progresses to a NUMBER line shown with intervals of 1, then 10 and then progressing to 100.</p> |
|--------|-----------------------------------|---|---|

|        |                |  |   |   |   |   |   |   |   |   |   |       |  |  |   |   |   |   |
|--------|----------------|--|---|---|---|---|---|---|---|---|---|-------|--|--|---|---|---|---|
| Year 3 | Base 10 Blocks | <table border="0" style="margin-left: auto;"> <tr><td>h</td><td>t</td><td>o</td></tr> <tr><td>7</td><td>9</td><td>6</td></tr> <tr><td>-</td><td>6</td><td>0</td></tr> <tr><td colspan="3"><hr/></td></tr> <tr><td>1</td><td>9</td><td>6</td></tr> </table> <p> <math>796 - 600 = 196</math><br/> <i>There were 196 people left At the Airport.</i> </p> <p> <math>700 - 600 = 100</math><br/> <math>96 + 100 = 196</math> </p> | h | t | o | 7 | 9 | 6 | - | 6 | 0 | <hr/> |  |  | 1 | 9 | 6 | <p>The use of base 10 blocks provides a representation of the place value of 3-digit NUMBERS. This representation is related to the FORMAL written METHOD but also encourages pupils to use their understanding of subtracting the SAME noun to subtract FROM 3-digit NUMBERS. For EXAMPLE, 700 – 400 can be understood as 7 hundreds – 4 hundreds. The difference between these NUMBERS is 300 or 3 hundreds. Progression is MADE by subtracting ones, then tens and finally hundreds before the subtraction of all 3 places is undertaken. An understanding of place value will support subtraction as well as addition, MULTIPLICATION and division.</p> |
| h      | t              | o  |   |   |   |   |   |   |   |   |   |       |  |  |   |   |   |   |
| 7      | 9              | 6  |   |   |   |   |   |   |   |   |   |       |  |  |   |   |   |   |
| -      | 6              | 0  |   |   |   |   |   |   |   |   |   |       |  |  |   |   |   |   |
| <hr/>  |                |  |   |   |   |   |   |   |   |   |   |       |  |  |   |   |   |   |
| 1      | 9              | 6  |   |   |   |   |   |   |   |   |   |       |  |  |   |   |   |   |

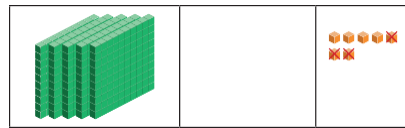
| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 3

Formal Written Method

$507 - 143 =$

Step 1 Subtract the ones.



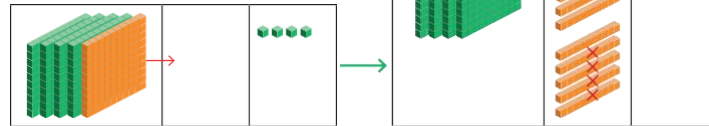
$7 \text{ ones} - 3 \text{ ones} = 4 \text{ ones}$

507

400 100 7

|   |   |   |   |
|---|---|---|---|
|   | h | t | o |
|   | 5 | 0 | 7 |
| - | 1 | 4 | 3 |
|   |   |   | 4 |

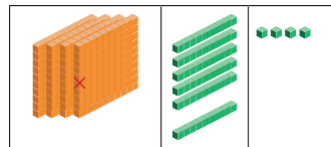
Step 2 Rename 1 hundred as 10 tens. Subtract the tens.



$10 \text{ tens} - 4 \text{ tens} = 6 \text{ tens}$

|   |                |                 |   |
|---|----------------|-----------------|---|
|   | h              | t               | o |
|   | <sup>4</sup> 5 | <sup>10</sup> 0 | 7 |
| - | 1              | 4               | 3 |
|   |                | 6               | 4 |

Step 3 Subtract the hundreds.



$4 \text{ hundreds} - 1 \text{ hundred} = 3 \text{ hundreds}$

$507 - 143 = 364$

|   |                |                 |   |
|---|----------------|-----------------|---|
|   | h              | t               | o |
|   | <sup>4</sup> 5 | <sup>10</sup> 0 | 7 |
| - | 1              | 4               | 3 |
|   | 3              | 6               | 4 |

This procedural METHOD progresses from the RENAMING of 10 ones into 1 ten to include the RENAMING of 10 tens to 1 hundred when necessary. The procedure itself REMAINS unchanged from Year 2.

Pupils understand that at this stage, they start with the subtraction of the ones, then the tens, then finally the hundreds.

This METHOD is supported with base 10 block representation. The FORMAL written METHOD is

always ACCOMPANIED by a written equation to ensure that the relationship between the representations are MADE.

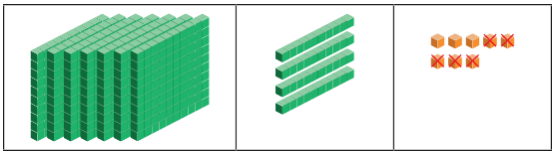
| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 3

Inverse Operation

$748 - 425 =$

Step 1 Subtract the ones.  
8 ones - 5 ones = 3 ones

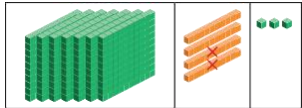


|   |   |   |   |
|---|---|---|---|
|   | h | t | o |
|   | 7 | 4 | 8 |
| - | 4 | 2 | 5 |
|   |   |   | 3 |

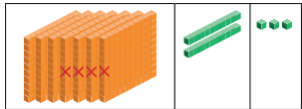
Pupils should understand that subtraction is the inverse operation of addition. They are encouraged to check COMPLETED subtraction calculations using addition.

Year 3

Difference Using a Bar Model



Step 3 Subtract the hundreds.  
7 hundreds - 4 hundreds = 3 hundreds



\_\_\_\_\_

|   |   |   |   |
|---|---|---|---|
|   | h | t | o |
|   | 7 | 4 | 8 |
| - | 4 | 2 | 5 |
|   | 3 | 2 | 3 |

$748 - 425 = 323$   
323 tomatoes are left.



Pupils are required to find the difference in a COMPARISON PROBLEM WHEN represented by a bar MODEL. To find the difference, the known part is subtracted FROM the quantity it is being COMPARED to. The COMPARISON MODEL reinforces the understanding of difference in subtraction.

# Subtraction Calculation Policy

## Year 4



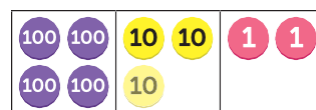
| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

|        |                 |  |  |
|--------|-----------------|--|--|
| Year 4 | Part-Part-Whole | $  \begin{array}{r}  432 \\  \begin{array}{ c c c }  \hline  400 & 20 & 12 \\  \hline  \end{array} \\  \hline  \begin{array}{r}  400 \\  -100 \\  \hline  300  \end{array}  \quad  \begin{array}{r}  20 \\  -10 \\  \hline  10  \end{array}  \quad  \begin{array}{r}  12 \\  -9 \\  \hline  3  \end{array}  \end{array}  $ |  |
|--------|-----------------|--|--|

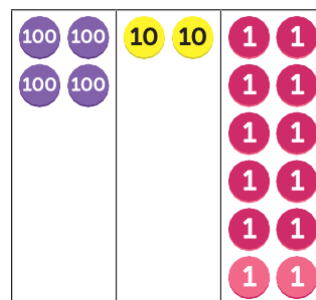
This is a MATHEMATICAL structure that underpins subtraction situations. NUMBERS can be understood in TERMS of their parts; understanding that the parts are part of a larger collection.

Pupils develop an understanding of the parts and the whole within an equation.

What is the difference between 432 and 119?



There ARE not enough ones.  
RENAME 1 ten AS 10 ones.



$$\begin{array}{r}
 432 \\
 \begin{array}{|c|c|c|}
 \hline
 400 & 20 & 12 \\
 \hline
 \end{array} \\
 \hline
 \begin{array}{r}
 400 \\
 -100 \\
 \hline
 300
 \end{array}
 \quad
 \begin{array}{r}
 20 \\
 -10 \\
 \hline
 10
 \end{array}
 \quad
 \begin{array}{r}
 12 \\
 -9 \\
 \hline
 3
 \end{array}
 \end{array}$$

|        |                      |
|--------|----------------------|
| Year 4 | Place-Value Counters |
|--------|----------------------|

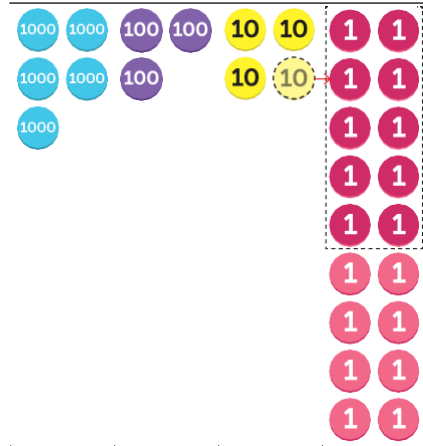
Place-value counters are used to represent subtraction situations. This transition FROM base 10 blocks relies on pupils understanding the value of each counter without being able to count its physical attributes.

Pupils will have the opportunity to RENAME 1 counter to 10 counters with a value 10 TIMES SMALLER in order to carry out a FORMAL written METHOD. The idea of DECOMPOSING at a rate of 10 should be well understood at this stage.

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 4

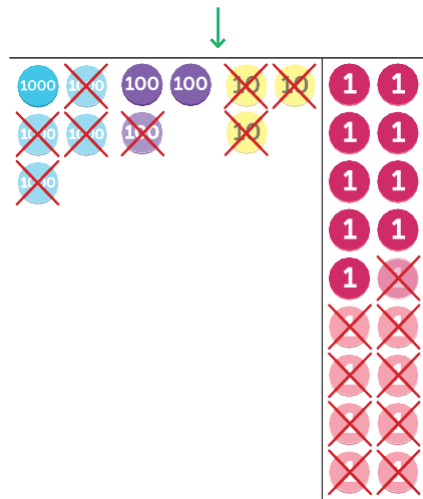
Formal Written Method



RENAME 1 ten to 10 ones.



$$\begin{array}{r} 5 \quad 3 \quad \overset{3}{4} \quad \overset{18}{8} \\ - 4 \quad 1 \quad 3 \quad 9 \\ \hline \end{array}$$



Now there ARE enough ones to SUBTRACT.



$$\begin{array}{r} 5 \quad 3 \quad \overset{3}{4} \quad \overset{18}{8} \\ - 4 \quad 1 \quad 3 \quad 9 \\ \hline 1 \quad 2 \quad 0 \quad 9 \end{array}$$

Pupils will use the **FORMAL** written **METHOD** initially without **RENAMING**, and then **MOVE** to subtraction that requires **RENAMING**.

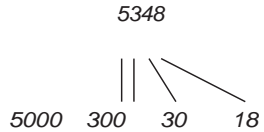
The procedure **REMAINS** the **SAME** as learned in Year 3 but the **NUMBERS** increase to include **4-digit NUMBERS** being subtracted from **4-digit NUMBERS**.



| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 4

**Using Addition to Check Subtraction**



$$\begin{array}{r}
 5 \quad 3 \quad 4 \quad 8 \\
 - 4 \quad 1 \quad 3 \quad 9 \\
 \hline
 1 \quad 2 \quad 0 \quad 9
 \end{array}$$

Step 1 Subtract the ones.  
18 ones – 9 ones = 9 ones

Step 2 Subtract the tens.  
3 tens – 3 tens = 0 tens

Step 3 Subtract the hundreds.

$$3 \text{ hundreds} - 1 \text{ hundred} = 2 \text{ hundreds}$$

Step 4 Subtract the thousands.  
5 thousands – 4 thousands = 1 thousand

$$5348 - 4139 = 1209$$



Check.

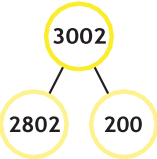
$$\begin{array}{r}
 1 \quad 2 \quad 0 \quad 9 \\
 + 4 \quad 1 \quad 3 \quad 9 \\
 \hline
 5 \quad 3 \quad 4 \quad 8
 \end{array}$$

**Pupils are encouraged to check subtraction calculations by adding the parts (the subtrahend and the difference) to ensure the SUM is equal to the whole (the MINUEND).**

Year 4

**Mental Methods**

$$3002 - 198 = 2804$$



$$3002 - 198 = 2802 + 2$$

$$200 - 198 = 2$$

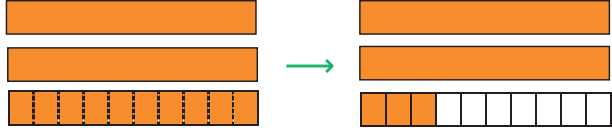


**Mental subtraction methods include partitioning the MINUEND to SIMPLIFY the subtraction calculation. The approach shown is supported by an understanding of NUMBER bonds to 10 and to 100.**

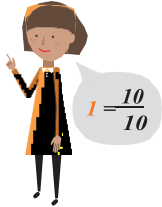
| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 4

Subtracting Fractions



$$\begin{array}{r}
 3 - \frac{7}{10} = 2\frac{10}{10} - \frac{7}{10} \\
 \phantom{3} \phantom{-} \phantom{\frac{7}{10}} = 2\frac{3}{10}
 \end{array}$$



**Pupils use their understanding of subtracting the SAME nouns when subtracting fractions with the SAME DENOMINATOR.**

**The subtraction of fractions or finding the difference between fractions is supported through pictorial representation.**

**Pupils use their understanding of equivalence to ensure DENOMINATORS are the SAME before carrying out the subtractions.**

# Subtraction Calculation Policy

## Year 5

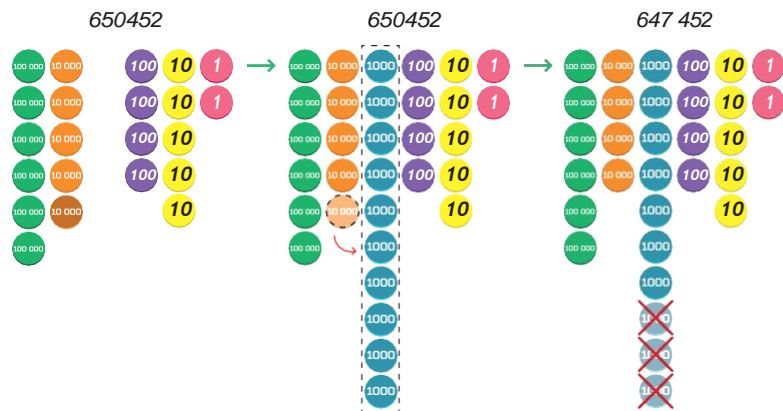
| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Subtract 3000 from 650 452.  
Start At 650 452. Count back in 1000s.



How CAN I count BACK from 50 000?

You could EXCHANGE 10 000 for ten 1000.



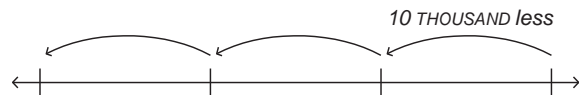
650 452 - 3000 =

Year 5  
Counting Back Using Place-Value Counters

Pupils use place-value counters to support counting back in thousands to find the difference.

Year 5  
Counting Back Using

Count back 30 000 from 153 672.



Number Lines

123672      133672      143672      153672

153 672 - 30000 =

Pupils count back in thousands and ten thousands, using a NUMBER line to show this counting back

Method.



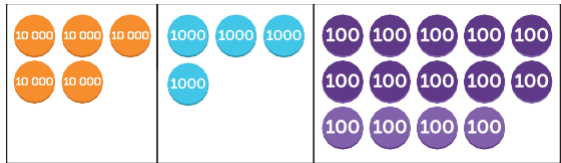
| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 5  
Formal  
Written  
Method

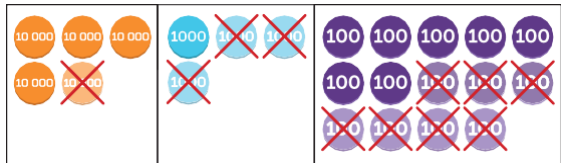
$$55\,400 - 13\,700 = \boxed{\phantom{000}}$$



RenAmE 1 thousand AS 10 hundreds.



SubtrACT 7 hundreds from 14 hundreds.



$$\begin{array}{r} \phantom{0}^4 \phantom{0}^{14} \\ 5 \underline{5} \phantom{0} \phantom{0} \phantom{0} \\ - 1 \phantom{0} 3 \phantom{0} 7 \phantom{0} 0 \\ \hline \phantom{0} 7 \phantom{0} 0 \phantom{0} \end{array}$$

SubtrACT the thousands.

$$\begin{array}{r} \phantom{0}^4 \phantom{0}^{14} \\ 5 \underline{5} \phantom{0} \phantom{0} \phantom{0} \\ - 1 \phantom{0} 3 \phantom{0} 7 \phantom{0} 0 \\ \hline \phantom{0} 1 \phantom{0} 7 \phantom{0} 0 \phantom{0} \end{array}$$

SubtrACT the ten thousands.

$$\begin{array}{r} \phantom{0}^4 \phantom{0}^{14} \\ 5 \underline{5} \phantom{0} \phantom{0} \phantom{0} \\ - 1 \phantom{0} 3 \phantom{0} 7 \phantom{0} 0 \\ \hline 4 \phantom{0} 1 \phantom{0} 7 \phantom{0} 0 \phantom{0} \end{array}$$



Place-value counters are used to represent the **FORMAL** written **METHOD**. The procedure to subtract using **NUMBERS** up to 6-digits using the **FORMAL** written **METHOD** **REMAINS** the **SAME** as when it was first introduced.



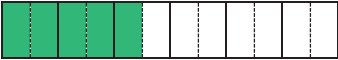
Pupils begin at the least value place and work to the left through the places to find the difference.

**RENAMING** takes place when a calculation in a place cannot be done. Again, this procedure is the **SAME** as when this was first learned and requires the **RENAMING** of the **MINUEND**.

The **RENAMING** of the **MINUEND** is also represented using a **NUMBER** bond, providing the foundation for **MENTAL** **METHODS** that require **RENAMING**.

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

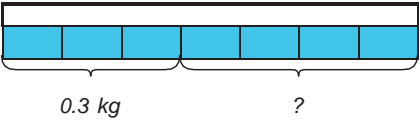
|        |   |  |   |   |
|--------|---|--|---|---|
| Year 5 | Checking by Using Estimation and Addition | $75\,241 - 34\,658 = 40\,583$<br>$\begin{array}{r} 4\,0\,5\,8\,3 \\ + 3\,4\,6\,5\,8 \\ \hline 7\,5\,2\,4\,1 \end{array}$ |  <p><i>I checked my ANSWER using ADDITION.</i></p>   | <p>Pupils are encouraged to check the reasonableness of their answers by initially finding an ESTIMATED difference.</p> <p>When using ESTIMATION to check, pupils initially round to the nearest thousand before calculation.</p> <p>When using addition to check the difference, pupils add the difference and the subtrahend to check it is equal to the MINUEND.</p> |
|        |   | $75\,241 - 34\,658 \approx 75\,000 - 35\,000 = 40\,000$  |  <p><i>I checked my ANSWER using ESTIMATION.</i></p> |   |

|        |                       |  |  |   |   |
|--------|-----------------------|--|--|---|---|
| Year 5 | Subtracting Fractions |   | $1 - \frac{1}{6} = \frac{6}{6} - \frac{1}{6} = \frac{5}{6}$                |  <p><math>\frac{5}{6} = \frac{10}{12}</math></p> | <p>Pupils use their understanding of subtracting the SAME nouns when subtracting fractions with the SAME DENOMINATOR. The subtraction of fractions or finding the difference between fractions is supported through pictorial representation. Pupils use their understanding of equivalence to ensure DENOMINATORS are the SAME before carrying out the subtractions.</p> |
|        |                       |  | $\frac{5}{6} - \frac{5}{12} = \frac{10}{12} - \frac{5}{12} = \frac{5}{12}$ |   |   |

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 5      Subtracting Decimals

Find the difference between 0.7 kg And 0.3 kg.



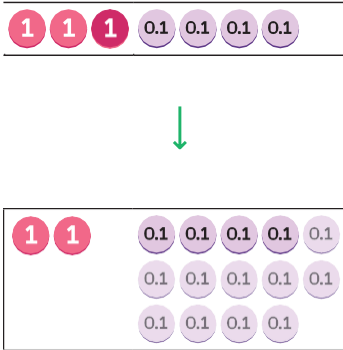
0.7 kg

$0.7 - 0.3 = 0.4$

Pupils use their understanding of subtracting the **SAME** nouns when subtracting tenths. Tenths are represented using bar MODELS, written words and equations.

Year 5      Subtracting Decimals Using the Formal Written Method

Find the difference between £3.40 And £2.50.

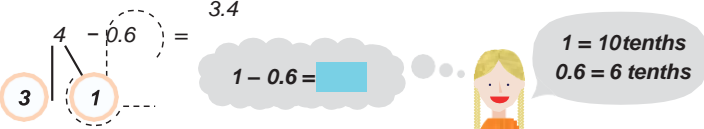


$$\begin{array}{r} \overset{2}{\text{£}} \overset{14}{3} . \overset{4}{4} 0 \\ - \text{£} 2 . 5 0 \\ \hline \end{array}$$

$$\begin{array}{r} \overset{2}{\text{£}} \overset{14}{3} . \overset{4}{4} 0 \\ - \text{£} 2 . 5 0 \\ \hline \text{£} 0 . 9 0 \end{array}$$

The **SAME** procedure for subtracting DECIMALS using a **FORMAL** written **METHOD** is the **SAME** as when subtracting whole **NUMBERS** but attention needs to be given to the **DECIMAL** point. The **DECIMAL** point does not represent a place but separates the whole from the fractional part of a **NUMBER**. Careful **ALIGNMENT** is needed when subtracting **DECIMAL** **NUMBERS** using a **FORMAL** written **METHOD**.

Year 5      Subtracting Decimals Using Equivalence



$4 - 0.6 = 3.4$

$1 - 0.6 = \square$

1 = 10 tenths  
0.6 = 6 tenths

Pupils use their understanding of equivalence to subtract a **DECIMAL** from a whole **NUMBER**. For **EXAMPLE**, when calculating  $4 - 0.6$  we can **RENAME** 4 as 40 tenths, so the calculation **BECOMES** 40 tenths

–  
6 tenths. Once the nouns are the SAME, the subtraction  
can be carried out. 40 tenths – 6 tenths = 34 tenths =

3.4



| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|



# Subtraction Calculation Policy

## Year 6



| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 6

Subtraction within Order of Operations

First, carry out All the operations in ( ).  
 Next, perform All the multiplication And division.  
 Then, cALcULate All the Addition And subtrACtion.

$$15 - 4 \times 3 = 15 - 12 = 3$$

$$(15 - 4) \times 3 = 11 \times 3 = 33$$



Follow the order of OPERATIONS. Multiply, then SUBTRACT.

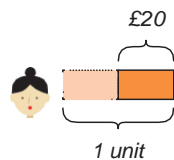
First, do the SUBTRACTION in the ( ). Then multiply.



Pupils utilise the previous subtraction skills within MIXed operation equations. Subtraction is carried out after MULTIPLICATION and division. If only addition and subtraction are present in an equation, pupils work FROM left to right.

Year 6

Bar Models



$$\begin{aligned} \text{[Bar]} &= £40 - £20 \\ &= £20 \end{aligned}$$

Pupils are expected to utilise previously learned subtraction skills within increasingly COMPLEX situations. The procedure of subtraction is often at a level previously learned in isolation but the skill being developed is identifying when to use subtraction within a PROBLEM.

# Multiplication Calculation Policy

## Reception

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

|           |              |  |  |   |
|-----------|--------------|--|--|---|
| Reception | Equal Groups |  |  | <p>Pupils learn to recognise groups that are equal in quantity, initially using like ITEMS and then progressing to different ITEMS.</p> <p>Pupils understand that equal groups can be represented by concrete ITEMS, diagrams and written NUMBERS.</p> <p>Pupils need to be secure in the abstraction principle of counting the quantity of ITEMS, regardless of the properties or characteristics of the ITEMS, in order to recognise equal groups in a range of situations.</p> |
|           |              |  |  |   |
|           |              |  |  |   |

|           |          |  |  |   |
|-----------|----------|--|--|---|
| Reception | Addition |  |  | <p>Addition and equal groups are concepts that underpin MULTIPLICATION.</p> <p>During Reception, pupils MAKE equal groups and use equal groups when doubling NUMBERS.</p> |
|           |          |  |  |   |
|           |          |  |  |   |
|           |          |  |  |   |

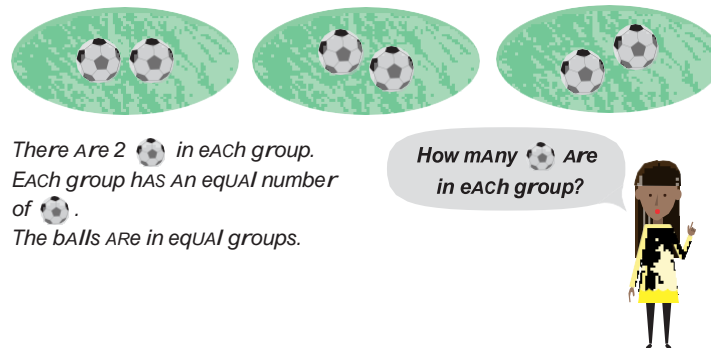
# Multiplication Calculation Policy

## Year 1



| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 1 Equal Groups



Pupils learn to recognise groups that are equal in quantity, initially using like ITEMS and then progressing to different ITEMS.

Pupils understand that equal groups can be represented by concrete ITEMS, diagrams and written NUMBERS.

Pupils need to be secure in the abstraction principle of counting the quantity of ITEMS, regardless of the properties or characteristics of the ITEMS, in order to recognise equal groups in a range of situations.

Year 1 Repeated Addition



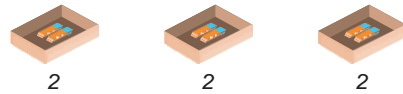
Initially, MULTIPLICATION is shown as the addition of equal groups. The key idea of adding like nouns still applies in MULTIPLICATION. A group of 3 bananas and 3 apples does not result in 6 bananas or 6 apples. In order to add, the nouns MUST be the SAME, in this case 6 pieces of fruit. This is also true of MULTIPLICATION: 2 groups of 3 pieces of fruit MAKES 6 pieces of fruit.

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|


Year 1

Counting  
in 2s, 5s  
and 10s

There ARE 3 groups of 2 .



3 groups of 2 = 6  
3 twos = 6

There ARE 6 .

2, 4, 6



Pupils start to count in MULTIPLES of 2 and MULTIPLES of 10, then progress to counting in MULTIPLES of 2, 5 and 10 supported by discrete, countable representations.

Year 1

Arrays




1 row of 5 = 5

There ARE 3 rows.



2 rows of 5 = 10



3 rows of 5 = 

3 rows of 5  
3 fives = 15

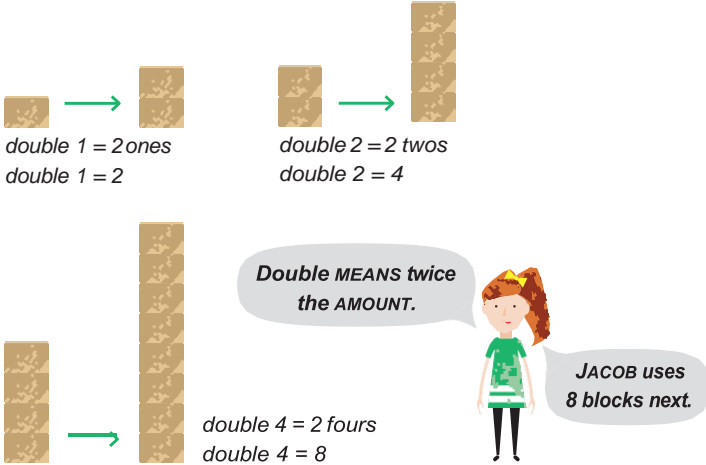
There ARE 15 children Altogether.

Multiplication is represented by arrays, beginning with MAKING equal rows and further developing the language associated with arrays. For example: 'There are 3 rows of 5. There are 15 altogether.'

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 1      Doubles



double 1 = 2 ones  
double 1 = 2

double 2 = 2 twos  
double 2 = 4

double 4 = 2 fours  
double 4 = 8

*Double MEANS twice the AMOUNT.*

*JACOB uses 8 blocks next.*

The diagrams used to support learning how to double NUMBERS, not only show equal groups of 2 being added each TIME, but also show the pattern scaling up and each 'tower' being twice the height of the tower just before it.

Pupils can develop the language associated with MULTIPLICATION by describing the growing block pattern. This also provides the basis for understanding halving, in which the representation scales down.

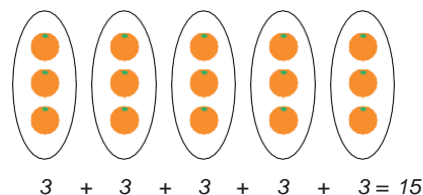
# Multiplication Calculation Policy

## Year 2



| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 2 Equal Groups



There ARE 5 groups of 3 ORANGES.



There ARE 15 oranges in total.

5 threes = 15  
 5 groups of 3 = 15  
 $5 \times 3 = 15$   
 5 times 3 equals 15

We read  $5 \times 3 = 15$  AS 5 times 3 equals 15.



**x** MEANS to multiply.

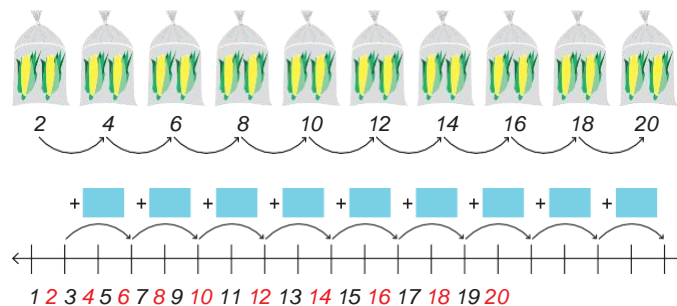
Pupils learn to recognise groups that are equal in quantity, initially using like ITEMS and then progressing to different ITEMS.

Pupils understand that equal groups can be represented by concrete ITEMS, diagrams and written NUMBERS.

In Year 2, the progression to MULTIPLICATION FROM repeated addition is shown as  $3 + 3 + 3 + 3 + 3$  being equal to 5 groups of 3 and 5 groups of 3 being equal to  $5 \times 3$ . Pupils read  $5 \times 3$  as 5 groups of 3.

Year 2

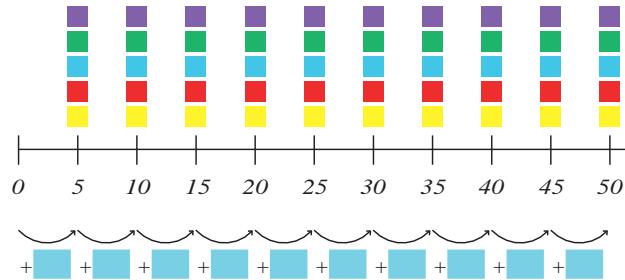
Counting in 2s, 5s and 10s



When a pupil knows that the size of a group is 2, 5 or 10 and the group size REMAINS consistent, they can count in MULTIPLES of 2, 5 and 10 to find the product. Counting in MULTIPLES is supported by representation on a NUMBER line.

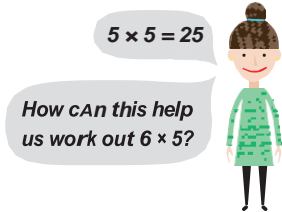
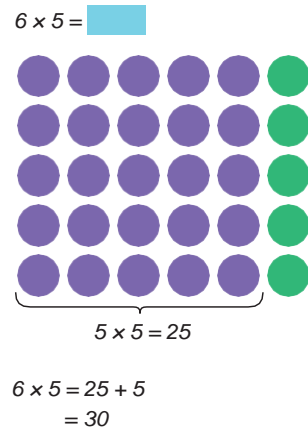
| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 2 Number Line



Counting in MULTIPLES is shown on a NUMBER line. The increasingly abstract nature of the NUMBER line is shown as intervals change from 1 to 2, 5 and 10.

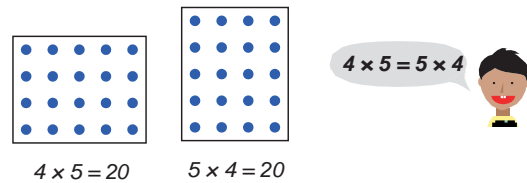
Year 2 Associated Facts



As pupils BECOME MORE fluent and their understanding of their TIMES tables increases, they are expected to use this knowledge to calculate associated facts.

A pupil should be able to relate  $10 \times 5$  to  $9 \times 5$ , knowing that the latter expression is 1 group of 5 less. So,  $9 \times 5 = 50 - 5$ .

Year 2 Commutativity



Pupils learn that the order of the factors in an equation does not affect the product. This is supported pictorially through the use of arrays.




| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 2 Fact Families

|                    |                  |
|--------------------|------------------|
| $10 \times 2 = 20$ | $20 \div 2 = 10$ |
| $2 \times 10 = 20$ | $20 \div 10 = 2$ |

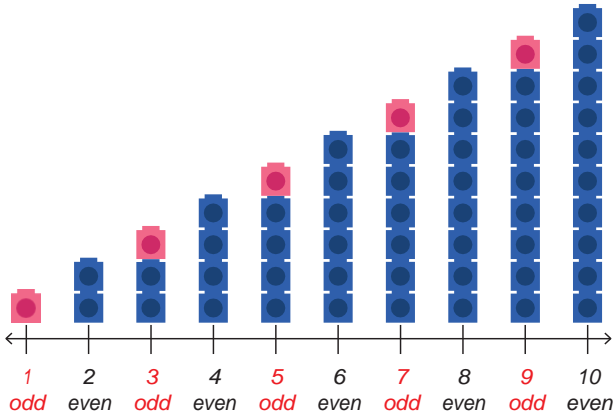
There is A RELATIONSHIP between the MULTIPLICATION AND division FACTS.



Pupils relate MULTIPLICATION and division and see the connection between THEM WHEN COMPLETING fact FAMILIES.

Pupils develop an understanding that factor  $\times$  factor = product and product  $\div$  factor = factor. Once the understanding of this is secure, pupils can relate this to both MULTIPLICATION and division situations.

Year 2 Odd and Even Numbers



Pupils develop an understanding that even NUMBERS can be put into groups of 2 exactly but when odd NUMBERS are grouped in twos, there is always 1 REMAINING.

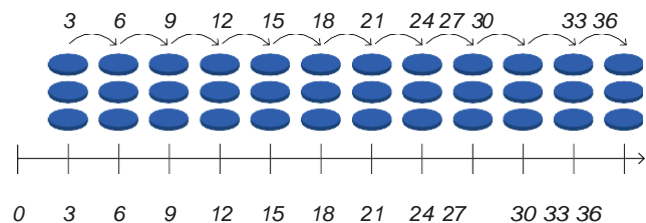
# Multiplication Calculation Policy

## Year 3



| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 3  
Counting in 3s, 4s and 8s



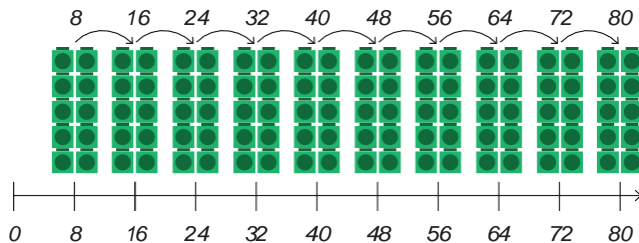
When a pupil knows that the size of a group is 3, 4 and 8 and the group size REMAINS consistent, they can count in MULTIPLES of 3, 4 and 8 to find the product. Counting in MULTIPLES is supported by representation on a NUMBER line.

Year 3  
Equal Groups



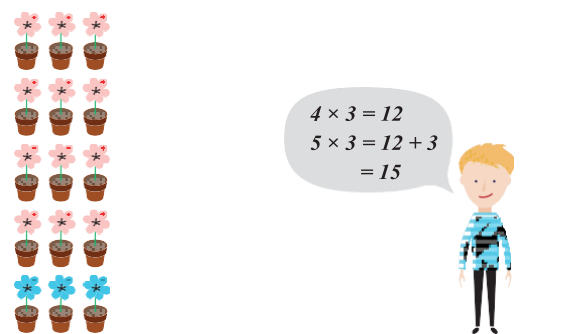
Multiplication by 3, 4 and 8 is shown initially using equal groups. Specific language is used to support these EXAMPLES, in this case '4 groups of 3', and this is IMMEDIATELY followed by the equation  $4 \times 3$ . This FORMS the basis of using known facts to find unknown facts.

Year 3  
Number Line




Counting in MULTIPLES is shown on a NUMBER line. Multiples of 3, 4 and 8 are used as the intervals on a NUMBER line to support skip counting using these MULTIPLES.


| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

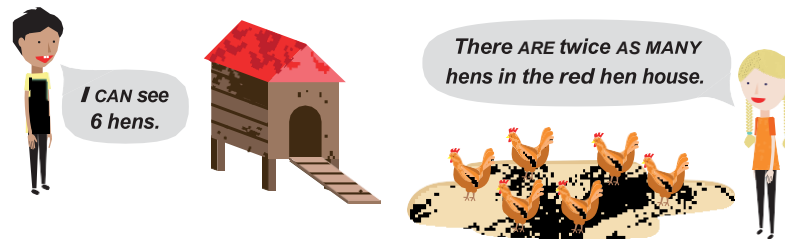
|        |                  |   |   |
|--------|------------------|---|---|
| Year 3 | Associated Facts |  <p> <math>4 \times 3 = 12</math><br/> <math>5 \times 3 = 12 + 3</math><br/> <math>= 15</math> </p> | <p>Once the understanding of MULTIPLICATION as the adding of equal groups is secure, this knowledge can be used to find unknown facts. For EXAMPLE, if a pupil knows <math>5 \times 3</math> as 5 groups of 3, they can understand that <math>6 \times 3</math> is SIMPLY 1 MORE group of 3. So, <math>6 \times 3 = 15 + 3</math>; <math>4 \times 3</math> is seen as 1 group fewer than <math>5 \times 3</math>; <math>4 \times 3 = 15 - 3</math>.</p> <p>This structure is used in all MULTIPLICATION tables.</p> |
|--------|------------------|---|---|

|        |                 |  |   |
|--------|-----------------|--|---|
| Year 3 | Number Patterns |  | <p>Pupils count in MULTIPLES of 3, 4 or 8 to identify MISSING MULTIPLES in a sequence. This reinforces the products found within the 3, 4 and 8 TIMES tables.</p> |
|--------|-----------------|--|---|

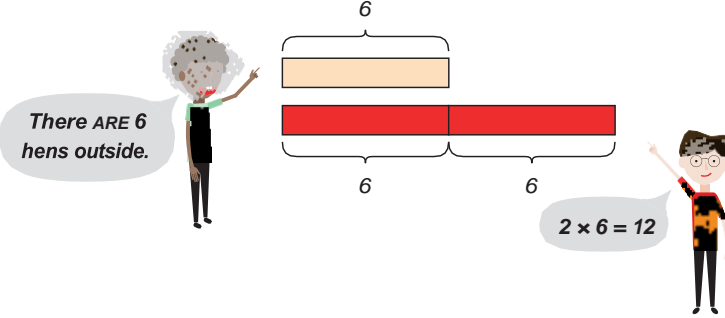
|        |               |  |   |
|--------|---------------|--|---|
| Year 3 | Commutativity |  <p>There ARE 5 rows of 8 mushrooms.<br/><math>5 \times 8 = 40</math></p> <p>There ARE 8 rows of 5 mushrooms.<br/><math>8 \times 5 = 40</math></p> <p>There ARE 40 mushrooms.</p> <p>5 x 8 is the SAME AS 8 x 5.</p> | <p>The representation of MULTIPLICATION as an array is used to further develop the understanding of COMMUTATIVITY. Having first understood MULTIPLICATION as [ ] groups of [ ], pupils develop an understanding that <math>5 \times 3</math> can also be read as 5 MULTIPLIED 3 TIMES.</p> <p>Pupils should have a FIRM understanding that the order the factors are MULTIPLIED in does not change the product.</p> |
|--------|---------------|--|---|

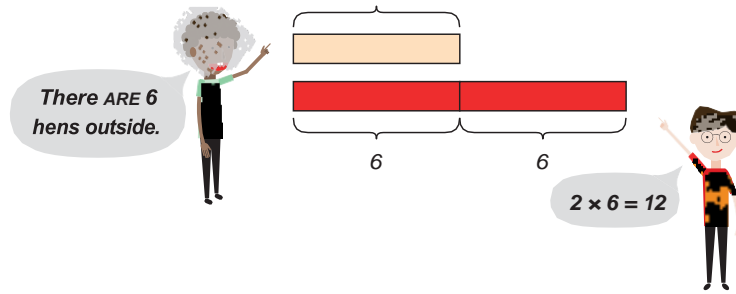
| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

|        |               |   |  |
|--------|---------------|---|--|
| Year 3 | Fact Families | $12 \div 3 = 4$ $4 \times 3 = 12$ $12$  | The relationship between MULTIPLICATION and division is shown using fact FAMILIES. The product is a result of MULTIPLYING factors and dividing the product by a factor will equal the factor used during MULTIPLICATION. |
|--------|---------------|---|--|



How many hens ARE in the red hen house?

|        |                                 |  |  |
|--------|---------------------------------|--|--|
| Year 3 | Multiplication Using Bar Models |  | Bar MODELS are used in MULTIPLICATIVE COMPARISON PROBLEMS. Pupils use MULTIPLICATION skills to DETERMINE quantities in COMPARISON to another quantity. Language such as 'twice as MANY', 'three TIMES as MANY' and so on is developed in relation to MULTIPLICATIVE COMPARISON PROBLEMS. |
|--------|---------------------------------|--|--|

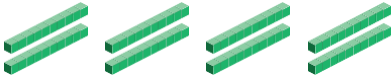


There ARE 12 hens in the red hen house.


| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 3      Base 10 Blocks

Multiply 2 tens by 4.



$4 \times 2 \text{ tens} = 8 \text{ tens}$   
 $4 \times 20 = 80$

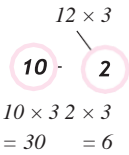
8 tens = 80 

Base 10 blocks are used to support the understanding of MULTIPLICATION of 2-digit NUMBERS. Language and understanding is developed through the representation of  $3 \times 20$  as  $3 \times 2 \text{ tens} = 6 \text{ tens}$ .

Pupils use known MULTIPLICATION tables to 10 together with the place-value NAMES of the digits being used to carry out the MULTIPLICATION.

Year 3      Number Bonds

$12 \times 3$



$10 \times 3 = 30$   
 $2 \times 3 = 6$

NUMBER bonds are used to show NUMBERS partitioned into tens and ones before being MULTIPLIED. The EXAMPLES being used MOVE from a NUMBER bond relating to an equation to an equation and the FORMAL written METHOD.

Year 3      Formal Written Method

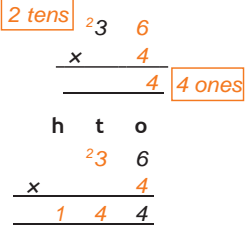
Step 1 Multiply the ones.

$6 \text{ ones} \times 4 = 24 \text{ ones}$   
 $24 \text{ ones} = 2 \text{ tens} + 4 \text{ ones}$

Step 2 Multiply the tens.

$3 \text{ tens} \times 4 = 12 \text{ tens}$   
 $12 \text{ tens} + 2 \text{ tens} = 14 \text{ tens}$

$36 \times 4 = 144$



This METHOD is used to MULTIPLY a 2-digit NUMBER by a 1-digit NUMBER. Initially, the METHOD shows the product of the MULTIPLICATION of the ones, then the product of the MULTIPLICATION of the tens, before adding the products to find the total. This METHOD progresses to include RENAMING and finally MOVES to a shortened FORM of the written METHOD. The METHOD is finally shown as a version of the FORMAL written METHOD, in which the product of the MULTIPLICATION of each place is shown as a single product, with any RENAMING added above each place in the MULTIPLICATION.


# Multiplication Calculation Policy

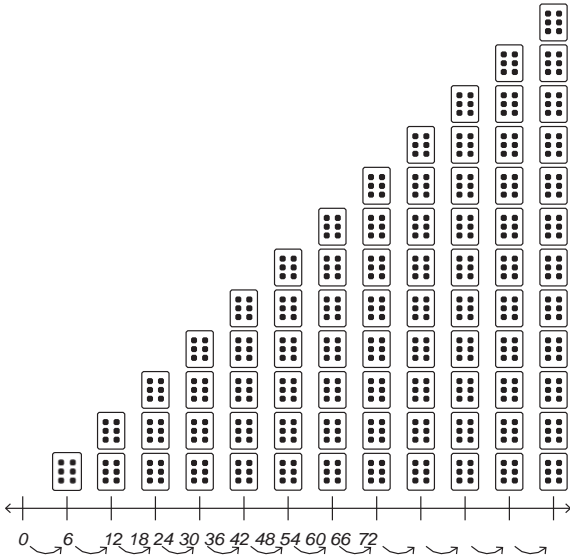
## Year 4



| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

|        |                           |  |    |    |    |    |    |    |    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
|--------|---------------------------|--|----|----|----|----|----|----|----|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|
| Year 4 | Counting in 6s, 7s and 9s | <p>Count on in sixes.</p> <table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </table> | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | <p>When pupils know that the size of a group is 6, 7 and 9 and the group size REMAINS consistent, they can count in MULTIPLES of 6, 7 and 9 to find the product.</p> <p>Counting in MULTIPLES is supported by representation on a NUMBER line using intervals of 6, 7 and 9.</p> |
| 1      | 2                         | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| 11     | 12                        | 13   | 14 | 15 | 16 | 17 | 18 | 19 | 20 |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| 21     | 22                        | 23   | 24 | 25 | 26 | 27 | 28 | 29 | 30 |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |

|        |              |   |  |
|--------|--------------|---|--|
| Year 4 | Equal Groups |  <p>4 boxes of 6<br/><math>4 \times 6 = 24</math></p> | <p>Multiplication by 6, 7 and 9 is shown initially using equal groups. Specific language is used to support these EXAMPLES, in this case '4 groups of 6', and this is IMMEDIATELY followed by the equation <math>4 \times 6</math>. This FORMS the basis of using known facts to find unknown facts.</p> |
|--------|--------------|---|--|

|        |             |   |   |
|--------|-------------|---|---|
| Year 4 | Number Line |  | <p>Counting in MULTIPLES is shown on a NUMBER line. Multiples of 6, 7 and 9 are used as the intervals on a NUMBER line to support skip counting using these MULTIPLES. A growing pattern in MULTIPLES of 6, 7 and 9 is also shown to support pupils' understanding.</p> |
|--------|-------------|---|---|

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 4  
**Multiplying by 11 and 12 Using Associated Facts**

$10 + 10 + 10 = 30$       $1 + 1 + 1 = 3$   
 $3 \times 10 = 30$   
 $3 \times 1 = 3$   
 $3 \times 11 = 30 + 3 = 33$

Learning to MULTIPLY by 11 and 12 is supported by partitioning 11 and 12 and using the 10 TIMES table as the basis for initial understanding, building towards IMMEDIATE recall.

Year 4  
**Fact Families**

$30 \div 6 = 5$   
 $6 \times 5 = 30$

Fact FAMILIES are used in the introduction of division, represented using arrays to show the relationship between factors and a product. Pupils relate  $6 \times 11 = 66$  to  $66 \div 6 = 11$ . They understand that MULTIPLICATION can be used in division calculations.

Year 4  
**Multiplying by 0 and 1**

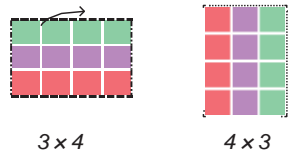
3 pots of 1 ruler  
 $3 \times 1 = 3$   
 3 empty pots  
 $3 \times 0 = 0$

Pupils initially use their understanding of 'groups of' to understand MULTIPLYING by zero. For EXAMPLE,  $0 \times 4$  is read as 'There are zero groups of 4'.

Pupils' understanding then MOVES to read  $0 \times 4$  as 'ZERO MULTIPLIED 4 TIMES'. The language is an extension of what they have already learned about MULTIPLICATION.



| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|



$3 \times 4$        $4 \times 3$

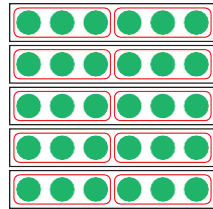
$3 \times 4 = 4 \times 3$

*3 x 4 is equal to 4 x 3.*

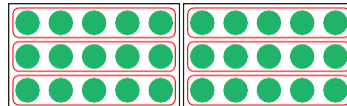
**Arrays are used to support the understanding of COMMUTATIVITY. Pupils learn the pattern of  $a \times b = b \times a$ . Regardless of the order in which the factors are MULTIPLIED, the product REMAINS the SAME.**

Year 4      Commutativity

$5 \times 2 \times 3 =$




$2 \times 3 \times 5 =$



**The COMMUTATIVE property is further developed through the MULTIPLICATION of 3 NUMBERS. 3 factors are MULTIPLIED in different orders and the product REMAINS the SAME.**

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

|        |                             |   |  |
|--------|-----------------------------|---|--|
| Year 4 | Multiplying Multiples of 10 | <p><i>30 is equal to 3 tens.</i></p> $5 \times 3 = 15$ $5 \times 3 \text{ tens} = 15 \text{ tens} = 150$  $5 \times 30 = 150$ | <p>Pupils learn to scale a product by a factor of 10 when MULTIPLYING a MULTIPLE of 10. For EXAMPLE, we know <math>3 \times 4 = 12</math>, therefore the product of <math>30 \times 4</math> is 10 TIMES greater: <math>30 \times 4 = 120</math>.</p> <p>NAMING the place value of the digit supports this approach and pupils relate a known fact to MULTIPLYING MULTIPLES of 10. For EXAMPLE, we can read <math>30 \times 4</math> as 3 tens <math>\times</math> 4. So, 3 tens <math>\times</math> 4 = 12 tens or 120.</p> <p>We would expect pupils to generalise and see that <math>30 \times 4 = 3 \times 4 \times 10</math>. While this isn't FORMALISED, this FORMS the basis of the distributive property of MULTIPLICATION.</p> |
|--------|-----------------------------|---|--|

|        |                       |  |  |
|--------|-----------------------|--|--|
| Year 4 | Formal Written Method | $  \begin{array}{r}  218 \\  \times 4 \\  \hline  32 \\  40 \\  + 800 \\  \hline  872  \end{array}  $ <p>→ <math>8 \times 4 = 32</math></p> <p>→ <math>10 \times 4 = 40</math></p> <p>→ <math>200 \times 4 = 800</math></p> <p>→ <math>218 \times 4 = 872</math></p> | <p>Pupils use FORMAL written METHODS, short and long, to MULTIPLY a 2-digit NUMBER by a 1-digit NUMBER. Initially the long METHOD is used, showing the product of the MULTIPLICATION of the ones, tens and hundreds, before adding the products to find the total. Pupils are shown the corresponding short FORMAL written METHOD so can MAKE the links between the two procedures. Multiplication then MOVES from a 2-digit NUMBER by a 1-digit NUMBER to a 3-digit NUMBER by a 1-digit NUMBER. Pupils should be aware that even though the NUMBER of digits in one NUMBER increases, the procedure REMAINS the SAME.</p> |
|--------|-----------------------|--|--|

# Multiplication Calculation Policy

## Year 5



| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|



1 row of 8 stamps.  
 $1 \times 8 = 8$



2 rows of 8 stamps.  
 $2 \times 8 = 16$



3 rows of 8 stamps.  
 $3 \times 8 = 24$

Year 5 Multiples



4 rows of 8 stamps.  
 $4 \times 8 = 32$

A multiple is a number you get when you multiply one number by ANOTHER number.

8, 16, 24, 32 AND 40 ARE multiples of 8.



5 rows of 8 stamps.  
 $5 \times 8 = 40$

The product of 5 AND 8 is 40.

40 is a multiple of 5.  
40 is ALSO a multiple of 8.

SAM HAS 40 stamps Altogether.

Finding MULTIPLES is initially related to skip counting. Pupils develop an understanding that counting in 2s produces a series of MULTIPLES that are also a product when 2 is a factor. They develop an understanding that the product is the MULTIPLE of two NUMBERS.

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 5 Finding Factors



2 rows of 12 tiles  
 $2 \times 12 = 24$

2 AND 12 ARE FACTORS of 24.



**FACTORS ARE the numbers we multiply together to MAKE ANOTHER number. 2 AND 12 ARE FACTORS of 24 BECAUSE  $2 \times 12 = 24$ .**

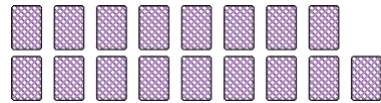
Pupils have already been working with factors for a significant AMOUNT of TIME but the TERM 'factors' is introduced in Year 5. The structure for introducing factors uses rectangular ARRANGEMENTS and identifies the NUMBER of rows and NUMBER of ITEMS in each row.

Pupils' understanding of factors is further developed when looking at COMMON factors. They learn that different NUMBERS can share SOME of the SAME factors. Pupils MAY go on to generalise about COMMON factors. For EXAMPLE, all integers that end in 0 or 5 have 5 as a COMMON factor.

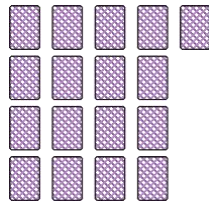
Year 5 Prime Numbers



This is A rectAngle.



These ARE not rectAngles.



There is only one way to ArrAnge 17 cArds.

$17 = 1 \times 17$

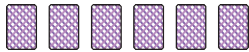
17 only hAS two fActors, 1 And itself. 17 is A prime number.

Following on FROM finding factors, pupils use rectangular ARRANGEMENTS to identify a pattern presented by PRIME NUMBERS. Pupils find that PRIME NUMBERS can only be arranged in a single rectangular pattern. This leads THEM to see that certain NUMBERS only have two factors. These NUMBERS, integers greater than 1, are called PRIME NUMBERS.

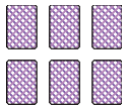
| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 5

Composite Numbers



$6 = 1 \times 6$



$6 = 2 \times 3$



$8 = 1 \times 8$



$8 = 2 \times 4$



$10 = 1 \times 10$




$10 = 2 \times 5$


*2 is the only even prime number.  
All other multiples of 2 have more than two factors.*

**Once pupils have a sound understanding of MULTIPLES, factors and PRIME NUMBERS, the TERM 'COMPOSITE NUMBERS' is used to describe integers, greater than 1, that have MORE than two factors.**

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 5  
Square and  
Cube Numbers


 *Holly would need 9 SQUARE tiles to MAKE A LARGER SQUARE.*

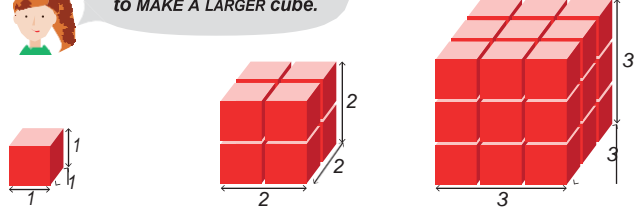


1 row of 1  
 $1 \times 1 = 1^2$   
= 1

2 rows of 2  
 $2 \times 2 = 2^2$   
= 4

3 rows of 3  
 $3 \times 3 = 3^2$   
= 9

 *SAM would need 27 cubes to MAKE A LARGER cube.*



$1 \times 1 \times 1 = 1^3$   
= 1

$2 \times 2 \times 2 = 2^3$   
= 8

$3 \times 3 \times 3 = 3^3$   
= 27

**Pupils are introduced to both square and cube NUMBERS by the physical representation described by their NAMES. These representations lead to abstraction, with pupils understanding that square NUMBERS are the product of a NUMBER MULTIPLIED by itself and a cube NUMBER is the product MADE by MULTIPLYING a NUMBER twice by itself.**

Year 5

Multiplying  
by 10, 100  
and 1000

$5 \times 1000 =$

$5 \times 1 \text{ thousand} = 5 \text{ thousands}$

$5 \times 1000 = 5000$

**Pupils build on their understanding of MULTIPLICATION by factors of 10. They see that when a factor is MADE 10 TIMES greater, the product is 10 TIMES greater.**

**Pupils use their knowledge of TIMES tables to underpin MULTIPLYING by 10, 100 and 1000, so  $5 \times 1000$  is equal to  $5 \times 1 \text{ thousand} = 5 \text{ thousands}$  or 5000.**

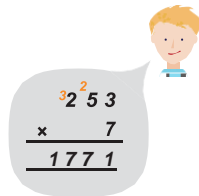
**This follows a pattern that has been introduced in previous years.**

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 5  
Formal  
Written  
Method

Multiply 253 by 17.

$$\begin{array}{r}
 253 \\
 \times 17 \\
 \hline
 1771 \\
 + 2530 \\
 \hline
 4301
 \end{array}$$

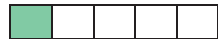
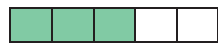


Pupils use **FORMAL** written **METHODS**, short and long, to **MULTIPLY** a **3-digit NUMBER** by a **1-digit NUMBER**; then **MOVE** on to **MULTIPLY** a **4-digit NUMBER** by a **1-digit NUMBER**.

Initially the long **METHOD** is used, showing the product as a result of **MULTIPLYING** each place. Pupils then progress to the short **FORMAL** written **METHOD** **MAKING** a link between the two procedures.

Next, pupils learn to **MULTIPLY** a **2-digit NUMBER** by a **2-digit NUMBER**, then a **3-digit NUMBER** by a **2-digit NUMBER**.

Links are **MADE** to the **FORMAL** written procedure that they know. Pupils work **SYSTEMATICALLY** through the procedure progressing from **MULTIPLYING** by ones to **MULTIPLYING** by tens and ones.

| Year   | Topic/Strand          | Representation  | Key Idea  |
|--------|-----------------------|---|---|
| Year 5 | Multiplying Fractions | $\frac{1}{5}$ <br>$3 \times \frac{1}{5} = \frac{3}{5}$  | <p><b>Multiplying a fraction by a whole NUMBER is underpinned by the early idea of adding equal groups. Pupils understand that we need to add and MULTIPLY ITEMS that have the SAME noun.</b></p> <p><b>We read <math>\frac{1}{5} \times 3</math> as 1 fifth <math>\times</math> 3 = 3 fifths, in the SAME way we would read 1 kg <math>\times</math> 3 = 3 kg.</b></p> <p><b>Bar MODELS are used as pictorial support to show</b></p> <p><b>the MULTIPLICATION of fractions with the SAME DENOMINATOR.</b></p> <p><b>Pupils progress to MULTIPLYING MIXED NUMBERS by whole NUMBERS. The approach REMAINS the SAME but uses partitioning, so pupils MULTIPLY the fraction and whole NUMBER separately and add the products.</b></p> |



# Multiplication Calculation Policy

## Year 6



| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

First, carry out All the operations in (.).  
 Next, perform All the multiplication And division.  
 Then, cALcULate All the Addition And subtrACtion.

$$15 - 4 \times 3 = 15 - 12 = 3$$

$$(15 - 4) \times 3 = 11 \times 3 = 33$$

**Pupils use the MULTIPLICATION skills they have learned in previous years within expressions and equations that use MULTIPLE operations.**

**Pupils learn to MULTIPLY within brackets first, then left to right in expressions and equations that use MULTIPLICATION. The procedures to MULTIPLY REMAIN the SAME throughout.**

Year 6  
Order of Operations



Follow the order of OPERATIONS. Multiply, then SUBTRACT.

First, do the SUBTRACTION in the (.). Then multiply.



Year 6  
Multiplying by 2-Digit Numbers

$$£1229 \times 28 = \text{[ ]}$$

|   |   |   |   |   |   |                 |                   |
|---|---|---|---|---|---|-----------------|-------------------|
|   |   | 1 | 2 | 7 |   |                 |                   |
|   | 1 | 2 | 2 | 9 |   |                 |                   |
| x |   |   | 2 | 8 |   |                 |                   |
|   |   |   |   |   |   |                 |                   |
|   | 9 | 8 | 3 | 2 | → | 1229 × 8 = 9832 |                   |
| + | 2 | 4 | 5 | 8 | 0 | →               | 1229 × 20 = 24580 |
|   |   |   |   |   |   |                 |                   |
|   | 3 | 4 | 4 | 1 | 2 | →               | 1229 × 28 = 34412 |

**Pupils revisit the FORMAL written METHOD, MULTIPLYING up to 4-digit NUMBERS by 2-digit NUMBERS.**

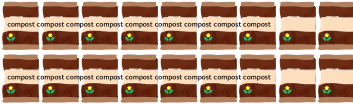
**Year**      **Topic/Strand**      **Representation**      **Key Idea**

Year 6

**Common Factors**



1 row of 18 bags  
 $1 \times 18 = 18$




2 rows of 9 bags  
 $2 \times 9 = 18$



3 rows of 6 bags  
 $3 \times 6 = 18$

1, 2, 3, 6, 9 AND 18  
ARE FACTORS of 18.



**Prior learning is expanded on by finding COMMON factors within MORE challenging word PROBLEMS.**  
**Pupils are encouraged to partition larger NUMBERS into known MULTIPLES to deTERMINE if the given NUMBER is a factor.**

Year 6

**Common Multiples**

|                       |   |    |    |    |    |    |    |    |    |    |    |    |
|-----------------------|---|----|----|----|----|----|----|----|----|----|----|----|
| <b>Multiples of 4</b> | 4 | 8  | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 | 44 | 48 |
| <b>Multiples of 6</b> | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 | 66 | 72 |
| <b>Multiples of 8</b> | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 | 88 | 96 |

24 And 48 Are common multiples of 4, 6 And 8.

**Pupils are introduced to COMMON MULTIPLES with the understanding that they are a MULTIPLE of 2 or MORE NUMBERS.**

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 6

Prime Numbers



$8 = 5 + 3$



*8 is a COMPOSITE number.  
5 AND 3 ARE prime numbers.*



$10 = 7 + 3$

*CAN ALL even numbers  
be written AS the sum of  
two prime numbers?*



$16 = 11 + 5$




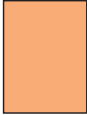
**Pupils' understanding of PRIME NUMBERS is expanded through the use of Goldbach's conjecture, that all even NUMBERS greater than 2 can be expressed as the SUM of two PRIME NUMBERS.**


| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 6

Multiplying Fractions

$\frac{1}{3} \times \frac{1}{2} =$  

 = 1 l of juice



$\frac{1}{2} \text{ l}$        $\frac{1}{3} \times \frac{1}{2} \text{ l}$

$\frac{1}{3} \text{ of } \frac{1}{2} \text{ l is } \frac{1}{6} \text{ l.}$

3    2    6

Pupils learn to **MULTIPLY** proper fractions by proper fractions. They read fractions to support **MULTIPLICATION**, so  $\frac{1}{3} \times \frac{1}{2}$  is read as ‘What is  $\frac{1}{3}$  of  $\frac{1}{2}$ ?’

$\frac{1}{3}$     $\frac{1}{2}$                        $\frac{1}{3}$     $\frac{1}{2}$

**Bar MODELS** are used to represent these **PROBLEMS** pictorially.

Pupils progress to realise that the **NUMERATORS** can be **MULTIPLIED** and the **DENOMINATORS** can be **MULTIPLIED**, but before this procedure can be **EMBEDDED**, pupils **MUST** have a deep understanding of what the equation **MEANS**.

Year 6

Multiplying Decimals

$$\begin{array}{r}
 \overset{1}{7}.\overset{1}{2}3 \\
 \times \quad \quad \quad \underline{6} \\
 \hline
 43.\overset{1}{3}8
 \end{array}$$

Pupils use the **SAME FORMAL** written **METHOD** procedure as they have previously.

Pupils need to pay special attention to the places of the digits in the **MULTIPLICATION**. It is **IMPORTANT** that they do not see the **DECIMAL** point as a place but rather as a **SYMBOL** used to separate the whole parts **FROM** the **DECIMAL** parts of a **MIXED NUMBER**.

# Division Calculation Policy

## Reception

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

|           |              |  |  |  |
|-----------|--------------|--|--|--|
| Reception | Equal Groups |  |  | <p>Pupils learn to recognise groups that are equal in quantity, initially using like ITEMS and then progressing to different ITEMS.</p> <p>Pupils understand that equal groups can be represented by concrete ITEMS, diagrams and written NUMBERS.</p> <p>Pupils need to be secure in the abstraction principle of counting the quantity of ITEMS regardless of the ITEMS' properties or characteristics, in order to recognise equal groups in a range of situations.</p> |
|           |              |  |  |  |
|           |              |  |  |  |

|           |             |  |  |   |
|-----------|-------------|--|--|---|
| Reception | Subtraction |  |  | <p>Subtraction and equal groups are concepts that underpin division.</p> <p>During Reception, pupils MAKE equal groups and use equal groups when doubling NUMBERS. While they are doubling NUMBERS, they will see that the whole AMOUNT can be partitioned into 2 equal groups.</p> |
|           |             |  |  |   |
|           |             |  |  |   |
|           |             |  |  |   |
|           |             |  |  |   |

# Division Calculation Policy

## Year 1



| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 1 Equal Groups



There Are 2 soccer balls in each group.  
 EACH group HAS AN equal number of soccer balls.  
 The balls ARE in equal groups.

How many soccer balls are in each group?



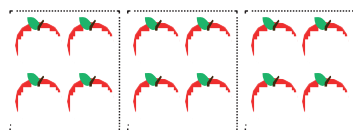
Pupils learn to recognise groups that are equal in quantity, initially using like ITEMS and then progressing to different ITEMS.

Pupils understand that equal groups can be represented by concrete ITEMS, diagrams and written NUMBERS.

Pupils need to be secure in the abstraction principle of counting the quantity of ITEMS regardless of the ITEMS' properties or characteristics, in order to recognise equal groups in a range of situations.

Year 1 Grouping

SAM HAS 12 Apples.  
 He puts the Apples into groups of 4.



How many groups does he make?

SAM makes 3 groups.

EACH group HAS AN equal number of apples.



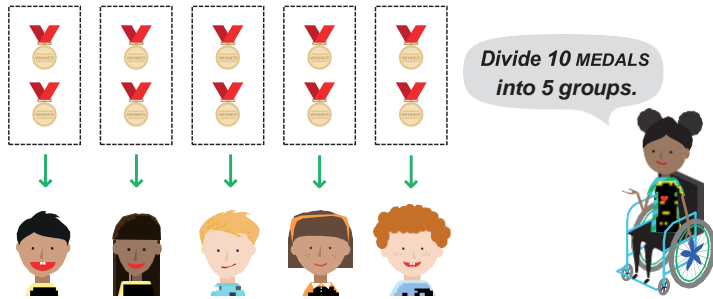
Pupils initially use grouping for division. They put ITEMS into equal groups to find the NUMBER of equal groups that can be MADE FROM a set AMOUNT.

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 1

Sharing

10 medals ARE shared EQUALLY Among 5 friends.  
How many medals does EACH friend get?



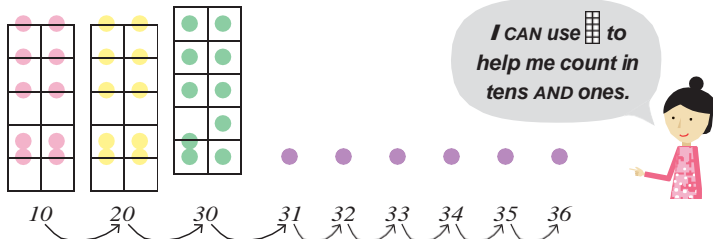
Divide 10 MEDALS into 5 groups.

Each friend gets 2 medals.

Pupils MOVE from division through grouping to division through sharing. They share a set AMOUNT of ITEMS equally between a NUMBER of groups. The NUMBER of groups is known and pupils find the NUMBER of ITEMS in each group.

Year 1

Counting in 2s, 5s and 10s



I CAN use ten frames to help me count in tens AND ones.

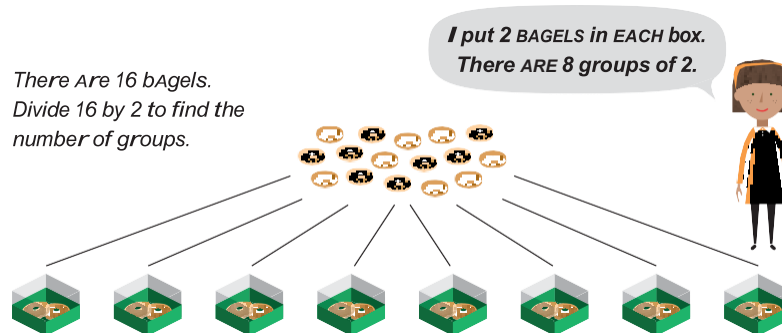
Pupils start to count in MULTIPLES of 2 and MULTIPLES of 10, then progress to counting in MULTIPLES of 2, 5 and 10 supported by discrete, countable representations.

# Division Calculation Policy

## Year 2

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

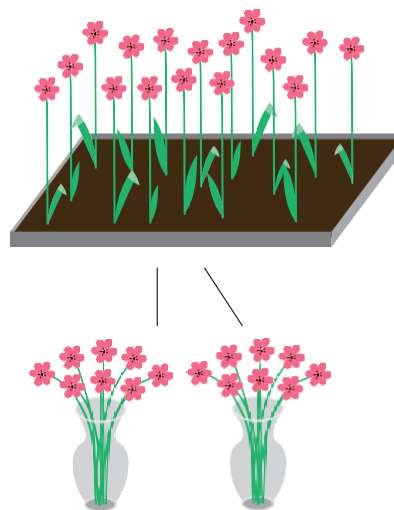
Year 2      Grouping



Pupils initially use grouping for division. They put ITEMS into equal groups to find the NUMBER of equal groups that can be MADE from a set AMOUNT.

Year 2      Sharing

There Are 16 flowers.  
Elliott cuts the flowers And puts them EQUALLY into 2 vases.



There ARE 8 flowers in each VASE.

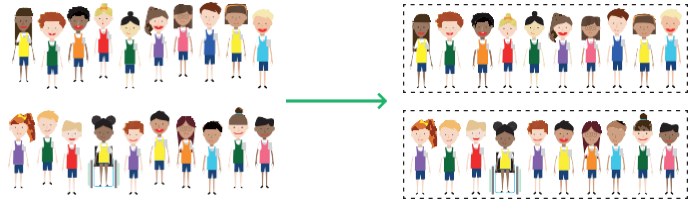
$$16 \div 2 = 8$$

Pupils Move from division through grouping to division through sharing. They share a set AMOUNT of ITEMS equally between a NUMBER of groups. The NUMBER of groups is known and pupils find the NUMBER of ITEMS in each group.



| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

20 children can be put into teams of 10.



Year 2

Division by 2, 5 and 10

$20 \div 10 = 2$

There ARE 2 equal teams.

There ARE 2 groups of 10 children.

$2 \times 10 = 20$



|                    |                  |
|--------------------|------------------|
| $10 \times 2 = 20$ | $20 \div 2 = 10$ |
| $2 \times 10 = 20$ | $20 \div 10 = 2$ |

There is A RELATIONSHIP between the MULTIPLICATION AND division FACTS.



This is A multiplication And division fact family.

Pupils start to MAKE the connection between division and MULTIPLICATION. They see AMOUNTS as equal groups and relate this to MULTIPLICATION.

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 2

Odd and Even Numbers

2 cubes can be put into A group of 2.  
 4 cubes can be put into groups of 2.  
 6 cubes can be put into groups of 2.  
 2, 4 And 6 ARE even numbers.

1 cube cannot be put into A group of 2.  
 3 cubes cannot be put into groups of 2.  
 5 cubes cannot be put into groups of 2.  
 7 cubes cannot be put into groups of 2.  
 1, 3, 5 And 7 ARE odd numbers.

**Pupils develop an understanding that even NUMBERS can be put into groups of 2 exactly. NUMBERS that can be put into groups of 2 and have 1 REMAINING are described as odd NUMBERS.**

# Division Calculation Policy

## Year 3



| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 3

Dividing by 3, 4 and 8

Sam put 32 cobs of corn into 4 equal groups.



$32 \div 4 = 8$   
Each group has 8 cobs of corn.

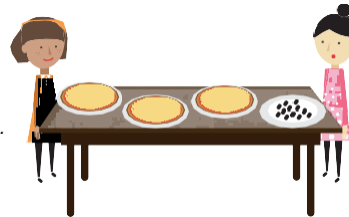
4 groups of 8 is 32.

$4 \times 8 = 32$



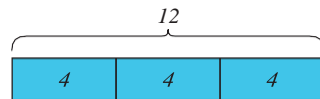
Pupils are introduced to the division of NUMBERS by 3, 4 and 8 using grouping initially. They MAKE groups of 3, 4 and 8 and then MOVE on to sharing a total.

Amira And Ruby Are making pizzas.  
They have 12 olives.  
They want to put 3 or 4 olives on each pizza.  
CAN we make A family of multiplication And division equations to help them?



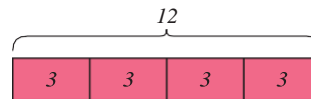
Year 3

Division within Word Problems



4 times 3 is 12, so 12 divided by 3 is 4.

12 divided into groups of 4 is EQUAL to 3.



3 times 4 is 12, so 12 divided by 4 is 3.



12 SHARED between 4 is EQUAL to 3.

Pupils extend their understanding of division by relating the division facts to MULTIPLICATION facts, creating a MULTIPLICATION and division fact FAMILY. Word PROBLEMS get increasingly MORE COMPLEX and bar MODELS are used to represent PROBLEMS involving division.

# Division Calculation Policy

## Year 4



| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 4

Dividing by 6, 7 and 9



$30 \div 6 = 5$   
 $6 \times 5 = 30$

Each packet can hold 5 pencils.

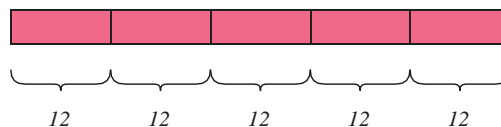
When 30 is divided by 6, the quotient is 5.



Pupils are given division word PROBLEMS and IMMEDIATELY relate the division used to solve the PROBLEM to the MULTIPLICATION fact they have previously learned. The language associated with division is given, with pupils understanding that when the NUMBER is divided, the OUTCOME is called the quotient.

Year 4

Dividing by 11 and 12



$5 \times 12 = \square$                        $\square \div 12 = \square$   
 $12 \times 5 = \square$                        $\square \div 5 = \square$

Arrays and bar MODELS are used to show the relationship between MULTIPLICATION and division when learning to MULTIPLY and divide by 11 and 12, building on the relationship already learned when dividing by 6, 7 and 9.

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 4

Dividing with  
Remainders

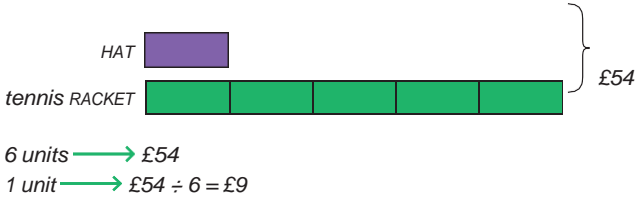


$13 \div 3 = 4$  with 1 left over  
The quotient is 4.  
The remainder is 1.

Pupils learn that when dividing into equal groups, we can be left with a NUMBER of ITEMS less than the group size. This is introduced as the REMAINDER. Initially, the REMAINDER is shown as a whole NUMBER.

Year 4

Word Problems  
Involving  
Division



Division word PROBLEMS are supported by the use of arrays and bar MODELS, reinforcing the idea of equal groups. Pupils relate the representations of the PROBLEMS to the equations given. COMPARISON division MODELS are also used to DETERMINE AMOUNTS when two separate AMOUNTS are COMPARED.

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 4      Dividing by 1

$12 \div 4 = 3$

$12 \div 3 = 4$

$12 \div 2 = 6$

$12 \div 1 = 12$

**Pupils look for a pattern and generalise about dividing by 1. They SYSTEMATICALLY work through dividing a single AMOUNT by 4, 3, 2 and finally 1 to MAKE observations about the NUMBER of groups and the size of each group.**

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

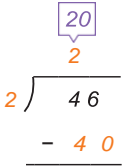
Year 4

Dividing 2-Digit Numbers

Step 1 Divide 4 tens by 2.



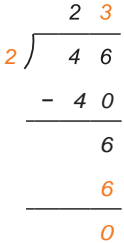
$4 \text{ tens} \div 2 = 2 \text{ tens}$   
 $40 \div 2 = 20$



Step 2 Divide 6 ones by 2.



$6 \text{ ones} \div 2 = 3 \text{ ones}$   
 $6 \div 2 = 3$   
 $46 \div 2 = 23$



Pupils initially use place-value counters to support the division of 2-digit NUMBERS, then MOVE on to use a long FORMAL written METHOD. The long written METHOD shows the SYSTEMATIC division of parts of the dividend resulting in the quotient.

Year 4

Dividing 3-Digit Numbers

$306 \div 3 =$



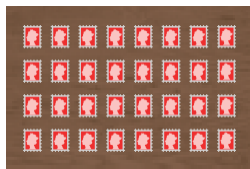
The SAME procedure used for dividing 2-digit NUMBERS is used for dividing 3-digit NUMBERS. Place-value counters are used to represent the PROBLEM before MOVING on to use the long FORMAL written METHOD.

# Division Calculation Policy

## Year 5

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 5  
Finding Multiples



4 rows of 8 stamps.  
 $4 \times 8 = 32$

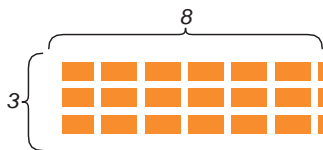
A multiple is a number you get when you multiply one number by ANOTHER number.

8, 16, 24, 32 AND 40 ARE multiples of 8.



Pupils use arrays to recognise MULTIPLES as the total NUMBER once a NUMBER is MULTIPLIED by another NUMBER. Skip counting is related to MULTIPLES as it is shown on a NUMBER line. Pupils also look for patterns when identifying MULTIPLES on NUMBER squares.

Year 5  
Finding Factors



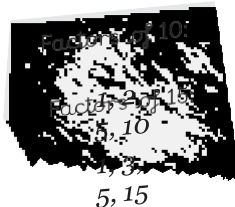
3 rows of 8 tiles  
 $3 \times 8 = 24$

3 AND 8 ARE FACTORS of 24.



The SAME rectangular arrangement that was used to find MULTIPLES is used to identify factors. The pictorial representation leads to an understanding that factors are the NUMBERS we MULTIPLY to produce a product.

Year 5  
Find Common Factors



5, 15

Pupils learn that when MULTIPLE NUMBERS share the SAME factors, we can describe those factors as COMMON factors. Pupils will begin to generalise about COMMON factors. For EXAMPLE, all whole NUMBERS ending in zero will have 5 as a MULTIPLE.

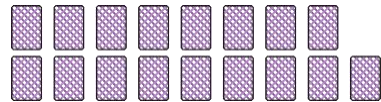


| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

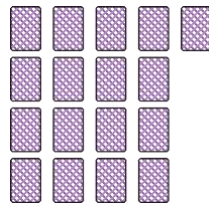
Year 5  
Prime and Composite Numbers



This is A rectAngle.



These Are not rectAngles.



There is only one way to ArrAnge 17 cArDs.

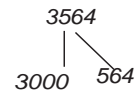
$$17 = 1 \times 17$$

17 only hAs two fActors, 1 And itself. 17 is A prime number.

Pupils use their understanding of rectangular arrays to look for **PRIME NUMBERS**. They learn that any **NUMBER** that can only be **MADE** into a single rectangular array is a **PRIME NUMBER**. In describing this array, they **MAKE** the connection that **PRIME NUMBERS** only ever have two factors, itself and 1. They also learn that **NUMBERS** with two or **MORE** factors can be described as **COMPOSITE NUMBERS**.

Year 5  
Dividing by 10, 100 and 1000

How mAny groups of 1000 cAn we mAKE from 3564?



Look AT the digit in the THOUSANDS PLACE.



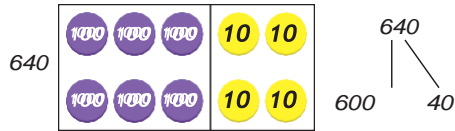
Place-value counters and **NUMBERS** bonds are initially used to represent division **PROBLEMS** involving dividing by 10, 100 and 1000.

Pupils use their understanding of place value to support the division calculations. For **EXAMPLE**, 35 hundreds ÷ 1 hundred = 35.

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 5

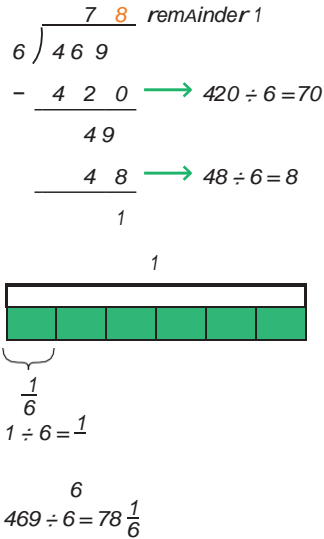
Dividing without Remainder



Pupils use place-value counters and NUMBER bond diagrams to support their understanding of the long FORMAL written METHOD for division. Pupils are shown how NUMBERS can be partitioned into known MULTIPLES before carrying out the division.

Year 5

Dividing with Remainder



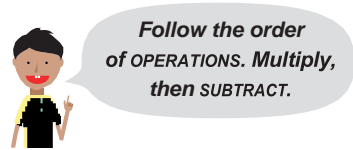
The SAME procedure used for dividing without a REMAINDER is used for dividing with a REMAINDER but once pupils have MADE the MAXIMUM possible NUMBER of equal groups, they have a quantity REMAINING that is less than the equal group size. This is the REMAINDER. Initially, the REMAINDER is shown as a whole NUMBER. This progresses to showing the REMAINDER as a fraction. This progression is supported pictorially with a bar MODEL. Pupils should also start to BECOME aware that the representation of the REMAINDER will be DETERMINED by the context of the PROBLEM.

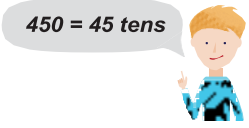
# Division Calculation Policy

## Year 6



| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

|        |                     |  |   |
|--------|---------------------|--|---|
| Year 6 | Order of Operations | $15 - 4 \times 3 = 15 - 12$ $= 3$  | Pupils understand the order to calculate expressions and equations that have MULTIPLE operations. |
|--------|---------------------|--|---|

|        |  |  |   |
|--------|--|--|---|
| Year 6 | Dividing by a 2-Digit Number without Remainder | $450 \div 15 = \square$ $45 \text{ tens} \div 15 = 3 \text{ tens}$ $450 \div 15 = 30$  | <p>Pupils use SIMPLE division to help THEM CALCULATE MORE COMPLEX division. Initially, pupils understand that if the dividend increases by a factor of 10 and the divisor REMAINS the SAME, the quotient will also increase by a factor of 10. So, if <math>45 \div 15 = 3</math>, then <math>450 \div 15 = 30</math>.</p> <p>Pupils also use their understanding of factors to divide. They progress to show division using a long FORMAL written METHOD. Once the long METHOD is understood, pupils MOVE on to divide using a short FORMAL written METHOD. While the process REMAINS the SAME, the notation changes to keep it within the short division structure.</p> |
|--------|--|--|---|

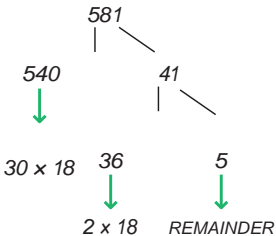
| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 6  
Dividing by a 2-Digit Number with Remainder

$$18 \overline{) 5841} \quad \begin{matrix} 32 \\ \text{remainder } 5 \end{matrix}$$



Which division method do you prefer?



The process used when dividing by a 2-digit NUMBER without a REMAINDER stays the SAME when dividing with REMAINDERS. The process results in REMAINDERS that cannot be put into the equal group size as whole NUMBERS. The context of the PROBLEM SUGGESTS

the FORM that the REMAINDER will take and pupils decide on the best representation for the REMAINDER depending on the context.

Pupils also use a unitary METHOD of division to solve MORE COMPLEX word PROBLEMS. Within these PROBLEMS, they also use brackets to show the partitioning of NUMBERS and how this can be used to support calculation in division PROBLEMS.

Year 6  
Common Multiples

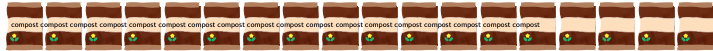
|                       |   |    |    |    |    |    |    |    |    |    |    |    |
|-----------------------|---|----|----|----|----|----|----|----|----|----|----|----|
| <b>Multiples of 4</b> | 4 | 8  | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 | 44 | 48 |
| <b>Multiples of 6</b> | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 | 66 | 72 |
| <b>Multiples of 8</b> | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 | 88 | 96 |

Pupils work SYSTEMATICALLY through PROBLEMS looking for COMMON MULTIPLES of given NUMBERS.

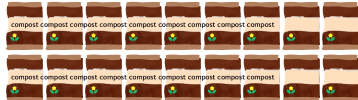
| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
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Year 6

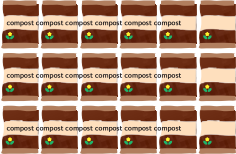
Common Factors



1 row of 18 bags  
 $1 \times 18 = 18$



2 rows of 9 bags  
 $2 \times 9 = 18$



3 rows of 6 bags  
 $3 \times 6 = 18$

1, 2, 3, 6, 9 AND 18  
ARE FACTORS of 18.



Pupils use long division to find **COMMON** factors of given **NUMBERS**. The **METHOD** used to find **COMMON** factors progresses to arrays and using tables to **SYSTEMATICALLY** find possible **COMMON** factors.

Year 6

Prime Numbers

Elliott has 7 square tiles.



Elliott can only make 1 rectangular Arrangement.




1 row of 7  
 $1 \times 7 = 7$   
The factors of 7 are 1 and 7.  
7 is a **prime number**.

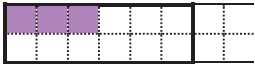
Arrays are used as they have been previously, looking for rectangular patterns. Pupils see that **NUMBERS** that can only be **MADE** into 1 rectangular **ARRANGEMENT** are **PRIME NUMBERS** with factors of itself and 1.

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 6  
Dividing  
Fractions by  
Whole Numbers

$\frac{3}{4} \div 4 =$  




$\frac{3}{4} \div 4 = \frac{1}{4} \times \frac{3}{4} = \frac{3}{16}$

4      4    4    16

Pupils relate dividing fractions by a whole NUMBER to MULTIPLYING by its reciprocal. So, dividing by 4 is related to MULTIPLYING by  $\frac{1}{4}$ . We also read this as ' $\frac{1}{4}$  of'. The procedure of dividing fractions by whole NUMBERS is supported by the use of bar MODELS and pictorial representation.

Year 6  
Dividing  
Decimals  
without  
Renaming



$2 \overline{) 8.42}$

$\begin{array}{r} - 8 \\ \hline 0.4 \end{array} \rightarrow 2 \times 4$

$\begin{array}{r} - 0.4 \\ \hline 0.02 \end{array} \rightarrow 2 \times 0.2$

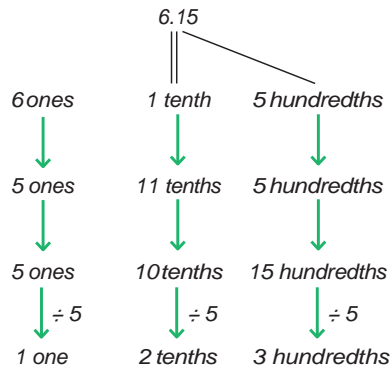
$\begin{array}{r} - 0.02 \\ \hline 0 \end{array} \rightarrow 2 \times 0.01$

Initially, place-value counters are used to show the division procedure that should be well known by pupils at this stage. The long FORMAL written METHOD is then used to divide DECIMAL NUMBERS without RENAMING the dividend. The procedure for long division does not change. Pupils need to be MINDFUL of the PLACEMENT of the digits and REMEMBER that the DECIMAL point does not represent a place. SIMPLY, the DECIMAL point separates the whole and fractional parts of a NUMBER.

| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

Year 6

Dividing  
Decimals  
with Renaming

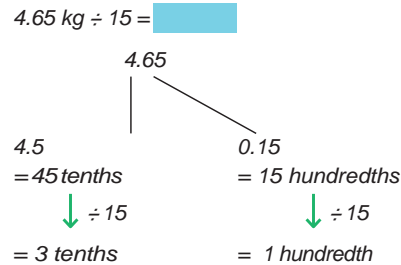


$$6.15 \div 5 = 1.23$$

Initially, place-value counters are used to show the division procedure that should be well known by pupils at this stage. The long FORMAL written METHOD is then used to divide DECIMAL NUMBERS without a REMAINDER. The procedure for long division with RENAMING does not change FROM WHAT pupils have experienced previously. Pupils need to be MINDFUL of the PLACEMENT of the digits and REMEMBER that the DECIMAL point does not represent a place. SIMPLY, the DECIMAL point separates the whole and fractional parts of a NUMBER.

Year 6

Dividing  
Decimals  
by a 2-Digit  
Whole Number



$$3 \text{ tenths} + 1 \text{ hundredth} = 0.3 + 0.01 = 0.31$$

$$4.65 \div 15 = 0.31$$

Pupils initially divide DECIMAL NUMBERS by 2-digit whole NUMBERS where the dividend is easily broken into MULTIPLES of the divisor. NUMBER bonds DEMONstrate the partitioning in order to divide using long and short FORMAL written METHODS of division.



| Year | Topic/Strand | Representation | Key Idea |
|------|--------------|----------------|----------|
|------|--------------|----------------|----------|

|        |       |  |   |
|--------|-------|--|---|
| Year 6 | Ratio | <p>London PLANE </p> <p>sweet chestnut </p> <p>common lime </p> <p style="text-align: right;">} 1890 trees</p> | <p><i>There ARE 9 PARTS in TOTAL. Divide 1890 by 9.</i></p>  |
|--------|-------|--|---|

**Pupils use a unitary METHOD involving division to DETERMINE quantities in ratio PROBLEMS. This approach is supported by the use of bar MODELS.**

|               |         |  |     |    |    |    |               |  |  |  |
|---------------|---------|--|-----|----|----|----|---------------|--|--|--|
| Year 6        | Algebra | <table border="1"> <tr> <td><math>x</math></td> <td>18</td> <td>3</td> <td>90</td> </tr> <tr> <td><math>\frac{x}{3}</math></td> <td></td> <td></td> <td></td> </tr> </table> | $x$ | 18 | 3  | 90 | $\frac{x}{3}$ |  |  |  |
|               |         | $x$  | 18  | 3  | 90 |    |               |  |  |  |
| $\frac{x}{3}$ |         |  |     |    |    |    |               |  |  |  |

**Pupils use their understanding of division to DETERMINE unknown values with algebraic expressions and equations.**