



# St Mary's Catholic Voluntary Academy

## UKS2 (Y5 & Y6) Calculation Policy 2020

### **Mission Statement:**

By working together at St Mary's School we aim through Jesus Christ to share God's love, helping our community to learn, grow and make a difference.

### **Rational:**

Our aim at St Mary's school is to provide children with a sound foundation of knowledge and understanding of mathematics through a happy, secure and stimulating environment in which all are valued and encouraged to care for others and look for excellence in all they do. We recognise that mathematics is a tool for everyday life – children require the concepts and skills which can be used to analyse and communicate information and ideas and to tackle a range of practical tasks and real-life problems. Maths also provides the means for investigating ideas and developing thinking skills.

### **Our Aims:**

The academy aims to:

- Provide a relevant, challenging and enjoyable mathematics curriculum for all children.
- Meet the requirements of the National Curriculum with a programme of study that gives particular emphasis to numeracy skills.
- Promote mathematics as an essential element of communication, which allows children to describe, illustrate, interpret, predict and explain.
- Provoke an appreciation of the relationships within mathematics; that mathematics is not an arbitrary collection of rules and disconnected items.
- Explore with children the fascination of mathematics and promote a way of working mathematically which harnesses their imaginations and initiative.
- Build children's confidence in mathematics by creating a supportive and inclusive culture in the classroom.
- Encourage children to work systematically and to show an appreciation for accuracy, clarity and meaning.
- Encourage and provide opportunities for children to work both independently and collaboratively.

## **Calculations:**

This policy is designed to give a clear and progressive route through the methods, which children will learn whilst at St Mary's.

Pupils will learn the methods for each operation in order, and will only move on to the next 'Step' once they have demonstrated clearly their understanding of the mathematics behind the method, and their ability to use and apply the method in order to solve contextual, 'real life' mathematical problems.

The methods are **not** based upon academic levels or year groups - they should be used to help personalise children's learning, and children should not be moved on arbitrarily.

These methods of calculation should be supported, where appropriate, with a broad range of resources, ensuring that children are familiar with multiple representations of mathematical concepts.

The following pages show the Power Maths progression in calculation (addition, subtraction, multiplication and division) and how this works in line with the National Curriculum.

The consistent use of the CPA (concrete, pictorial, abstract) approach across Power Maths helps children develop mastery across all the operations in an efficient and reliable way. This policy shows how these methods develop children's confidence in their understanding of both written and mental methods.

## KEY STAGE 2

In upper Key Stage 2, children build on secure foundations in calculation, and develop fluency, accuracy and flexibility in their approach to the four operations. They work with whole numbers and adapt their skills to work with decimals, and they continue to develop their ability to select appropriate, accurate and efficient operations.

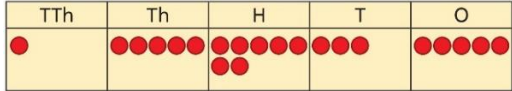
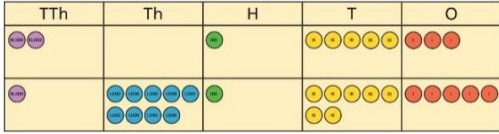
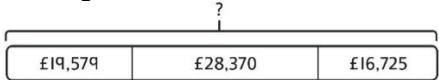
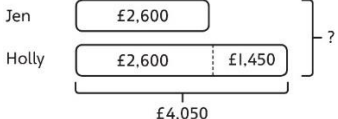
**Key language:** decimal, column methods, exchange, partition, mental method, ten thousand, hundred thousand, million, factor, multiple, prime number, square number, cube number


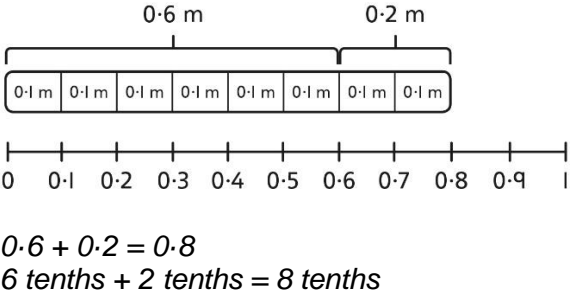
**Addition and subtraction:** Children build on their column methods to add and subtract numbers with up to seven digits, and they adapt the methods to calculate efficiently and effectively with decimals, ensuring understanding of place value at every stage. Children compare and contrast methods, and they select mental methods or jottings where appropriate and where these are more likely to be efficient or accurate when compared with formal column methods. Bar models are used to represent the calculations required to solve problems and may indicate where efficient methods can be chosen.

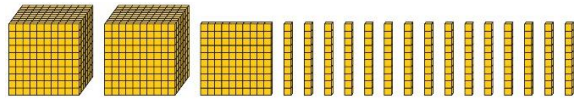
**Multiplication and division:** Building on their understanding, children develop methods to multiply up to 4-digit numbers by single-digit and 2-digit numbers. Children develop column methods with an understanding of place value, and they continue to use the key skill of unitising to multiply and divide by 10, 100 and 1,000. Written division methods are introduced and adapted for division by single-digit and 2-digit numbers and are understood alongside the area model and place value. In Year 6, children develop a secure understanding of how division is related to fractions. Multiplication and division of decimals are also introduced and refined in Year 6.

**Fractions:** Children find fractions of amounts, multiply a fraction by a whole number and by another fraction, divide a fraction by a whole number, and add and subtract fractions with different denominators. Children become more confident working with improper fractions and mixed numbers and can calculate with them. Understanding of decimals with up to 3 decimal places is built through place value and as fractions, and children calculate with decimals in the context of measure as well as in pure arithmetic. Children develop an understanding of percentages in relation to hundredths, and they understand how to work with common percentages: 50%, 25%, 10% and 1%.

Year 5

	Concrete	Pictorial	Abstract
<b>Year 5 Addition</b>			
<b>Column addition with whole numbers</b>	<p>Use place value equipment to represent additions.</p> <p><i>Add a row of counters onto the place value grid to show 15,735 + 4,012.</i></p> 	<p>Represent additions, using place value equipment on a place value grid alongside written methods.</p>  <p><i>I need to exchange 10 tens for a 100.</i></p> $\begin{array}{r} \text{TTh Th H T O} \\ 20 \mid 53 \\ + 19 \mid 75 \\ \hline 39 \mid 28 \end{array}$	<p>Use column addition, including exchanges.</p> $\begin{array}{r} \text{TTh Th H T O} \\ 19 \mid 75 \\ + 18 \mid 47 \\ \hline 37 \mid 92 \end{array}$
<b>Representing additions</b>		<p>Bar models represent addition of two or more numbers in the context of problem solving.</p>   <p><i>Jen: £2,600</i> <i>Holly: £2,600 + £1,450</i></p> <p><i>Total: £4,050</i></p> $\begin{array}{r} \text{Th H T O} \\ 2600 \\ + 1450 \\ \hline 4050 \end{array} \quad \begin{array}{r} \text{Th H T O} \\ 2600 \\ + 4050 \\ \hline 6650 \end{array}$	<p>Use approximation to check whether answers are reasonable.</p> $\begin{array}{r} \text{TTh Th H T O} \\ 23405 \\ + 7892 \\ \hline 20297 \end{array} \quad \begin{array}{r} \text{TTh Th H T O} \\ 23405 \\ + 7892 \\ \hline 31297 \end{array}$ <p><i>I will use 23,000 + 8,000 to check.</i></p>
<b>Adding tenths</b>	<p>Link measure with addition of decimals.</p> <p><i>Two lengths of fencing are 0.6 m and 0.2 m.</i> <i>How long are they when added together?</i></p>	<p>Use a bar model with a number line to add tenths.</p>	<p>Understand the link with adding fractions.</p> $\frac{6}{10} + \frac{2}{10} = \frac{8}{10}$

			$6 \text{ tenths} + 2 \text{ tenths} = 8 \text{ tenths}$ $0.6 + 0.2 = 0.8$																												
<b>Adding decimals using column addition</b>	<p>Use place value equipment to represent additions.</p> <p>Show <math>0.23 + 0.45</math> using place value counters.</p>	<p>Use place value equipment on a place value grid to represent additions.</p> <p>Represent exchange where necessary.</p> <table border="1" data-bbox="958 595 1368 724"> <thead> <tr> <th>O</th> <th>.</th> <th>Tth</th> <th>Hth</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>2 yellow, 3 yellow</td> <td>4 green, 5 green</td> </tr> <tr> <td></td> <td></td> <td>2 yellow, 3 yellow</td> <td>4 green, 5 green</td> </tr> <tr> <td></td> <td></td> <td>2 yellow, 3 yellow</td> <td>4 green, 5 green</td> </tr> </tbody> </table> <p>←</p> <p>Include examples where the numbers of decimal places are different.</p> <table border="1" data-bbox="958 895 1368 1002"> <thead> <tr> <th>O</th> <th>.</th> <th>Tth</th> <th>Hth</th> </tr> </thead> <tbody> <tr> <td>5 red</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1 red</td> <td></td> <td>2 yellow</td> <td>5 green</td> </tr> </tbody> </table>	O	.	Tth	Hth			2 yellow, 3 yellow	4 green, 5 green			2 yellow, 3 yellow	4 green, 5 green			2 yellow, 3 yellow	4 green, 5 green	O	.	Tth	Hth	5 red				1 red		2 yellow	5 green	<p>Add using a column method, ensuring that children understand the link with place value.</p> $\begin{array}{r} 0.23 \\ + 0.45 \\ \hline 0.68 \end{array}$ <p>Include exchange where required, alongside an understanding of place value.</p> $\begin{array}{r} 0.92 \\ + 0.33 \\ \hline 1.25 \end{array}$ <p>Include additions where the numbers of decimal places are different.</p> $3.4 + 0.65 = ?$ $\begin{array}{r} 3.40 \\ + 0.65 \\ \hline \end{array}$
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<b>Year 5 Subtraction</b>																															
<b>Column subtraction with whole numbers</b>	<p>Use place value equipment to understand where exchanges are required.</p> <p><math>2,250 - 1,070</math></p>	<p>Represent the stages of the calculation using place value equipment on a grid alongside the calculation, including exchanges where required.</p>	<p>Use column subtraction methods with exchange where required.</p>																												



$$15,735 - 2,582 = 13,153$$

TTh	Th	H	T	O	TTh	Th	H	T	O
●	●●●●●	●●●●●	●●●●●	●●●●●	1	5	7	3	5
		●●●●●	●●●●●	●●●●●	2	5	8	2	
<hr/>									
									3

Now subtract the 10s. Exchange 1 hundred for 10 tens.

TTh	Th	H	T	O	TTh	Th	H	T	O
●	●●●●●	●●●●●	●●●●●	●●●●●	1	5	7	3	5
		●●●●●	●●●●●	●●●●●	2	5	8	2	
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Subtract the 100s, 1,000s and 10,000s.

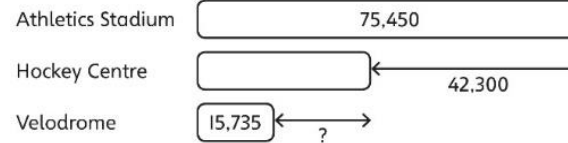
TTh	Th	H	T	O	TTh	Th	H	T	O
●	●●●●●	●●●●●	●●●●●	●●●●●	1	5	7	3	5
		●●●●●	●●●●●	●●●●●	2	5	8	2	
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					1	3	1	5	3

TTh	Th	H	T	O
<del>5</del>	<del>12</del>	10	9	7
-	1	8	5	3
<hr/>				
4	3	5	6	3

$$62,097 - 18,534 = 43,563$$

**Checking strategies and representing subtractions**

Bar models represent subtractions in problem contexts, including 'find the difference'.



Children can explain the mistake made when the columns have not been ordered correctly.

Bella's working					Correct method				
TTh	Th	H	T	O	TTh	Th	H	T	O
1	7	8	7	7	1	7	8	7	7
+	4	0	1	2	+	4	0	1	2
<hr/>					<hr/>				
5	7	9	9	7	2	1	8	8	9

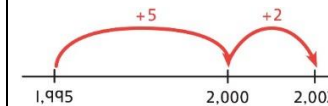
Use approximation to check calculations.

*I calculated 18,000 + 4,000 mentally to check my subtraction.*


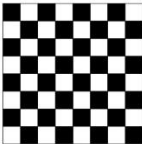
**Choosing efficient methods**

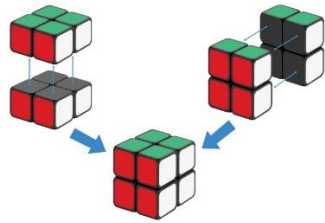
To subtract two large numbers that are close, children find the difference by counting on.

$$2,002 - 1,995 = ?$$

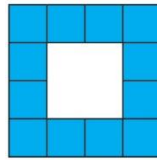


Use addition to check subtractions.  
*I calculated 7,546 - 2,355 = 5,191.  
 I will check using the inverse.*

<p><b>Subtracting decimals</b></p>	<p>Explore complements to a whole number by working in the context of length.</p>  <p>1 m - <input type="text"/> m = <input type="text"/> m</p> <p><math>1 - 0.49 = ?</math></p>	<p>Use a place value grid to represent the stages of column subtraction, including exchanges where required.</p> <p><math>5.74 - 2.25 = ?</math></p> <table border="1" data-bbox="958 316 1377 411"> <thead> <tr> <th>O</th> <th>Tth</th> <th>Hth</th> </tr> </thead> <tbody> <tr> <td>● ● ● ● ●</td> <td>● ● ● ● ● ● ● ●</td> <td>● ● ● ● ● ● ● ●</td> </tr> <tr> <td></td> <td>● ● ● ● ● ● ● ●</td> <td></td> </tr> </tbody> </table> <p>Exchange 1 tenth for 10 hundredths.</p> <table border="1" data-bbox="958 451 1377 571"> <thead> <tr> <th>O</th> <th>Tth</th> <th>Hth</th> </tr> </thead> <tbody> <tr> <td>● ● ● ● ●</td> <td>● ● ● ● ● ● ● ●</td> <td>● ● ● ● ● ● ● ●</td> </tr> <tr> <td></td> <td>● ● ● ● ● ● ● ●</td> <td>● ● ● ● ● ● ● ●</td> </tr> </tbody> </table> <p>Now subtract the 5 hundredths.</p> <table border="1" data-bbox="958 611 1377 730"> <thead> <tr> <th>O</th> <th>Tth</th> <th>Hth</th> </tr> </thead> <tbody> <tr> <td>● ● ● ● ●</td> <td>● ● ● ● ● ● ● ●</td> <td>● ● ● ● ● ● ● ●</td> </tr> <tr> <td></td> <td>● ● ● ● ● ● ● ●</td> <td>● ● ● ● ● ● ● ●</td> </tr> </tbody> </table> <p>Now subtract the 2 tenths, then the 2 ones.</p> <table border="1" data-bbox="958 770 1377 890"> <thead> <tr> <th>O</th> <th>Tth</th> <th>Hth</th> </tr> </thead> <tbody> <tr> <td>● ● ● ● ●</td> <td>● ● ● ● ● ● ● ●</td> <td>● ● ● ● ● ● ● ●</td> </tr> <tr> <td>● ● ● ● ●</td> <td>● ● ● ● ● ● ● ●</td> <td>● ● ● ● ● ● ● ●</td> </tr> </tbody> </table>	O	Tth	Hth	● ● ● ● ●	● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ●		● ● ● ● ● ● ● ●		O	Tth	Hth	● ● ● ● ●	● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ●		● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ●	O	Tth	Hth	● ● ● ● ●	● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ●		● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ●	O	Tth	Hth	● ● ● ● ●	● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ●	● ● ● ● ●	● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ●	<p>Use column subtraction, with an understanding of place value, including subtracting numbers with different numbers of decimal places.</p> <p><math>3.921 - 3.75 = ?</math></p> <table border="1" data-bbox="1556 343 1814 486"> <thead> <tr> <th>O</th> <th>Tth</th> <th>Hth</th> <th>Thth</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>9</td> <td>2</td> <td>1</td> </tr> <tr> <td>-</td> <td>3</td> <td>7</td> <td>5</td> </tr> <tr> <td colspan="4">.</td> </tr> <tr> <td colspan="4">-----</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	O	Tth	Hth	Thth	3	9	2	1	-	3	7	5	.				-----							
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<p><b>Year 5 Multiplication</b></p>																																																															
<p><b>Understanding factors</b></p>	<p>Use cubes or counters to explore the meaning of 'square numbers'.</p> <p><i>25 is a square number because it is made from 5 rows of 5.</i></p> <p>Use cubes to explore cube numbers.</p>	<p>Use images to explore examples and non-examples of square numbers.</p>  <p><math>8 \times 8 = 64</math> <math>8^2 = 64</math></p>	<p>Understand the pattern of square numbers in the multiplication tables.</p> <p>Use a multiplication grid to circle each square number. Can children spot a pattern?</p>																																																												



8 is a cube number.



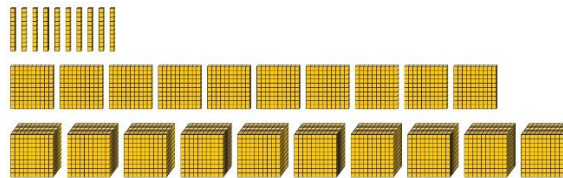
12 is not a square number, because you cannot multiply a whole number by itself to make 12.

**Multiplying by 10, 100 and 1,000**

Use place value equipment to multiply by 10, 100 and 1,000 by unitising.

$4 \times 1 = 4 \text{ ones} = 4$	
$4 \times 10 = 4 \text{ tens} = 40$	
$4 \times 100 = 4 \text{ hundreds} = 400$	

Understand the effect of repeated multiplication by 10.



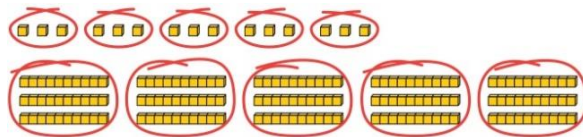
Understand how exchange relates to the digits when multiplying by 10, 100 and 1,000.

H	T	O
	1	7

$17 \times 10 = 170$   
 $17 \times 100 = 17 \times 10 \times 10 = 1,700$   
 $17 \times 1,000 = 17 \times 10 \times 10 \times 10 = 17,000$

**Multiplying by multiples of 10, 100 and 1,000**

Use place value equipment to explore multiplying by unitising.



5 groups of 3 ones is 15 ones.  
5 groups of 3 tens is 15 tens.

So, I know that 5 groups of 3 thousands would be 15 thousands.

Use place value equipment to represent how to multiply by multiples of 10, 100 and 1,000.



$4 \times 3 = 12$   
 $4 \times 300 = 1,200$   
 $6 \times 4 = 24$   
 $6 \times 400 = 2,400$

Use known facts and unitising to multiply.

$5 \times 4 = 20$   
 $5 \times 40 = 200$   
 $5 \times 400 = 2,000$   
 $5 \times 4,000 = 20,000$   
 $5,000 \times 4 = 20,000$

**Multiplying up to 4-digit**

Explore how to use partitioning to multiply efficiently.

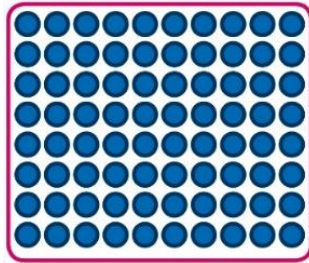
Represent multiplications using place value equipment and add the 1s, then 10s, then 100s, then 1,000s.

Use an area model and then add the parts.

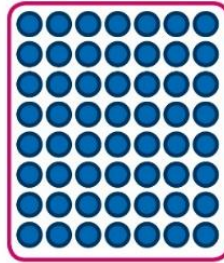


**numbers by a single digit**

$8 \times 17 = ?$



$8 \times 10 = 80$



$8 \times 7 = 56$

$80 + 56 = 136$

So,  $8 \times 17 = 136$

	H	T	O
100		10 10 10 10 10 10	1 1 1
100		10 10 10 10 10 10	1 1 1
100		10 10 10 10 10 10	1 1 1
100		10 10 10 10 10 10	1 1 1
100		10 10 10 10 10 10	1 1 1

	100	60	3
5	$100 \times 5 = 500$	$60 \times 5 = 300$	$3 \times 5 = 15$

Use a column multiplication, including any required exchanges.

$$\begin{array}{r} 136 \\ \times \quad 6 \\ \hline 816 \\ \underline{23} \end{array}$$

**Multiplying 2-digit numbers by 2-digit numbers**

Partition one number into 10s and 1s, then add the parts.

$23 \times 15 = ?$



$10 \times 15 = 150$



$10 \times 15 = 150$



$3 \times 15 = 45$

There are 345 bottles of milk in total.

$$\begin{array}{r} \text{H T O} \\ 150 \\ 150 \\ + 45 \\ \hline 345 \end{array}$$

$23 \times 15 = 345$

Use an area model and add the parts.

$28 \times 15 = ?$

	20 m	8 m	
10 m	$20 \times 10 = 200 \text{ m}^2$	$8 \times 10 = 80 \text{ m}^2$	H T O 2 0 0
5 m	$20 \times 5 = 100 \text{ m}^2$	$8 \times 5 = 40 \text{ m}^2$	1 0 0 8 0 + 4 0 4 2 0

$28 \times 15 = 420$

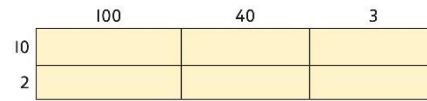
Use column multiplication, ensuring understanding of place value at each stage.

$$\begin{array}{r} 34 \\ \times 27 \\ \hline 238 \quad 34 \times 7 \\ \hline 680 \quad 34 \times 20 \\ \hline 918 \end{array}$$

$$\begin{array}{r} 34 \\ \times 27 \\ \hline 238 \quad 34 \times 7 \\ 680 \quad 34 \times 20 \\ \hline 918 \quad 34 \times 27 \end{array}$$

**Multiplying up to 4-digits by 2-digits**

Use the area model then add the parts.



$143 \times 12 = 1,716$   
There are 1,716 boxes of cereal in total.

	Th	H	T	O
	1	0	0	0
		4	0	0
		2	0	0
			8	0
			3	0
+				6
	1	7	1	6

$143 \times 12 = 1,716$

Use column multiplication, ensuring understanding of place value at each stage.

		1	4	3	
x			1	2	
		2	8	6	$143 \times 2$
	1	4	3	0	$143 \times 10$
	1	7	1	6	$143 \times 12$

Progress to include examples that require multiple exchanges as understanding, confidence and fluency build.

$1,274 \times 32 = ?$   
First multiply 1,274 by 2.

		1	2	7	4	
x				3	2	
		2	5	4	8	$1,274 \times 2$

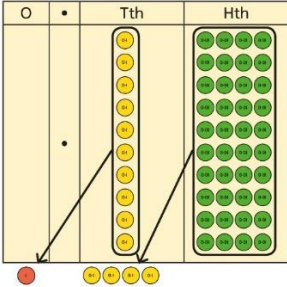
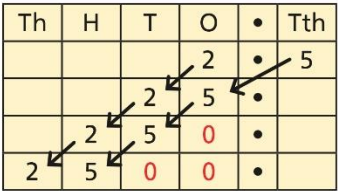


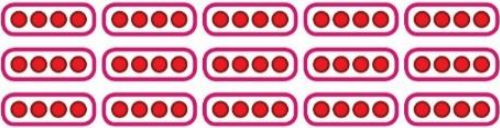
Then multiply 1,274 by 30.

		1	2	7	4	
x				3	2	
		2	5	4	8	$1,274 \times 2$
	3	8	2	2	0	$1,274 \times 30$

Finally, find the total.

		1	2	7	4	
x				3	2	
		2	5	4	8	$1,274 \times 2$
	3	8	2	2	0	$1,274 \times 30$
	4	0	7	6	8	$1,274 \times 32$

$1,274 \times 32 = 40,768$

<p><b>Multiplying decimals by 10, 100 and 1,000</b></p>	<p>Use place value equipment to explore and understand the exchange of 10 tenths, 10 hundredths or 10 thousandths.</p>	<p>Represent multiplication by 10 as exchange on a place value grid.</p>  <p><math>0.14 \times 10 = 1.4</math></p>	<p>Understand how this exchange is represented on a place value chart.</p>  <p><math>2.5 \times 10 = 25</math>  <math>2.5 \times 100 = 250</math>  <math>2.5 \times 1,000 = 2,500</math></p>
<p><b>Year 5 Division</b></p>			
<p><b>Understanding factors and prime numbers</b></p>	<p>Use equipment to explore the factors of a given number.</p>  <p><math>24 \div 3 = 8</math>  <math>24 \div 8 = 3</math>  <i>8 and 3 are factors of 24 because they divide 24 exactly.</i></p> <p><math>24 \div 5 = 4</math> remainder 4.</p>  <p><i>5 is not a factor of 24 because there is a remainder.</i></p>	<p>Understand that prime numbers are numbers with exactly two factors.</p> <p><math>13 \div 1 = 13</math>  <math>13 \div 2 = 6 r 1</math>  <math>13 \div 4 = 4 r 1</math></p> <p><i>1 and 13 are the only factors of 13. 13 is a prime number.</i></p>	<p>Understand how to recognise prime and composite numbers.</p> <p><i>I know that 31 is a prime number because it can be divided by only 1 and itself without leaving a remainder.</i></p> <p><i>I know that 33 is not a prime number as it can be divided by 1, 3, 11 and 33.</i></p> <p><i>I know that 1 is not a prime number, as it has only 1 factor.</i></p>
<p><b>Understanding inverse operations and the link with multiplication, grouping and sharing</b></p>	<p>Use equipment to group and share and to explore the calculations that are present.</p> <p><i>I have 28 counters.</i></p> <p><i>I made 7 groups of 4. There are 28 in total.</i></p>	<p>Represent multiplicative relationships and explore the families of division facts.</p> 	<p>Represent the different multiplicative relationships to solve problems requiring inverse operations.</p>

I have 28 in total. I shared them equally into 7 groups. There are 4 in each group.

I have 28 in total. I made groups of 4. There are 7 equal groups.

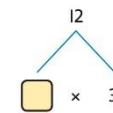
$$60 \div 4 = 15$$

$$60 \div 15 = 4$$

$$12 \div 3 = \square$$

$$12 \div \square = 3$$

$$\square \times 3 = 12$$

$$\square \div 3 = 12$$


Understand missing number problems for division calculations and know how to solve them using inverse operations.

$$22 \div ? = 2$$

$$22 \div 2 = ?$$

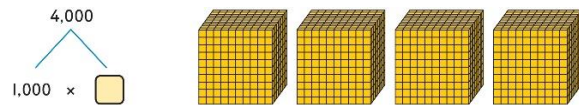
$$? \div 2 = 22$$

$$? \div 22 = 2$$

### Dividing whole numbers by 10, 100 and 1,000

Use place value equipment to support unitising for division.

$$4,000 \div 1,000$$



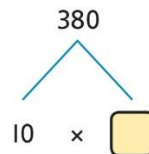
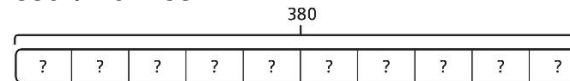
4,000 is 4 thousands.

$$4 \times 1,000 = 4,000$$

$$\text{So, } 4,000 \div 1,000 = 4$$

Use a bar model to support dividing by unitising.

$$380 \div 10 = 38$$



380 is 38 tens.

$$38 \times 10 = 380$$

$$10 \times 38 = 380$$

$$\text{So, } 380 \div 10 = 38$$

Understand how and why the digits change on a place value grid when dividing by 10, 100 or 1,000.

Th	H	T	O
3	2	0	0

$$3,200 \div 100 = ?$$

3,200 is 3 thousands and 2 hundreds.

$$200 \div 100 = 2$$

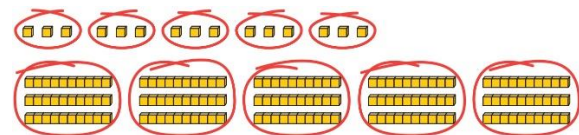
$$3,000 \div 100 = 30$$

$$3,200 \div 100 = 32$$

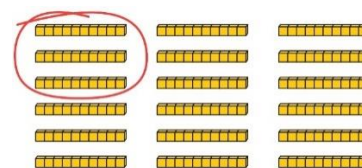
So, the digits will move two places to the right.

### Dividing by multiples of 10, 100 and 1,000

Use place value equipment to represent known facts and unitising.



Represent related facts with place value equipment when dividing by unitising.



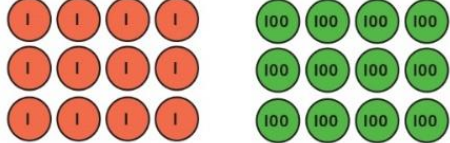
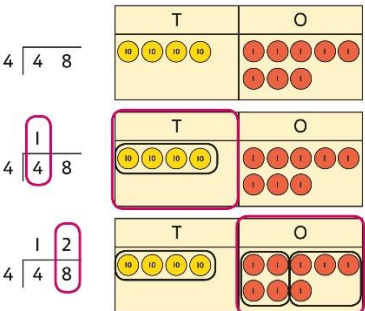
Reason from known facts, based on understanding of unitising. Use knowledge of the inverse relationship to check.

$$3,000 \div 5 = 600$$

$$3,000 \div 50 = 60$$

$$3,000 \div 500 = 6$$

$$5 \times 600 = 3,000$$

	<p>15 ones put into groups of 3 ones. There are 5 groups.  <math>15 \div 3 = 5</math></p> <p>15 tens put into groups of 3 tens. There are 5 groups.  <math>150 \div 30 = 5</math></p>	<p>180 is 18 tens.  18 tens divided into groups of 3 tens. There are 6 groups.  <math>180 \div 30 = 6</math></p>  <p>12 ones divided into groups of 4. There are 3 groups.  12 hundreds divided into groups of 4 hundreds. There are 3 groups.  <math>1200 \div 400 = 3</math></p>	<p><math>50 \times 60 = 3,000</math>  <math>500 \times 6 = 3,000</math></p>
<p><b>Dividing up to four digits by a single digit using short division</b></p>	<p>Explore grouping using place value equipment.</p> <p><math>268 \div 2 = ?</math></p> <p>There is 1 group of 2 hundreds.  There are 3 groups of 2 tens.  There are 4 groups of 2 ones.</p> <p><math>264 \div 2 = 134</math></p>	<p>Use place value equipment on a place value grid alongside short division. The model uses grouping. A sharing model can also be used, although the model would need adapting.</p>  <p>Lay out the problem as a short division.</p>	<p>Use short division for up to 4-digit numbers divided by a single digit.</p> $\begin{array}{r} 0 \ 5 \ 5 \ 6 \\ 7 \overline{) 3 \ 8 \ 9 \ 2} \end{array}$ <p><math>3,892 \div 7 = 556</math></p> <p>Use multiplication to check.</p> <p><math>556 \times 7 = ?</math></p> <p><math>6 \times 7 = 42</math>  <math>50 \times 7 = 350</math>  <math>500 \times 7 = 3500</math></p> <p><math>3,500 + 350 + 42 = 3,892</math></p>



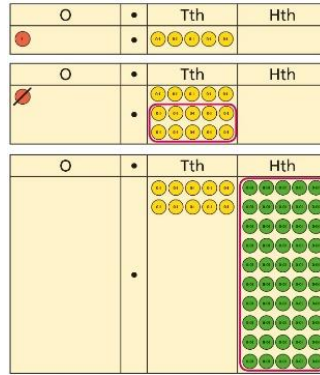
**Dividing decimals by 10, 100 and 1,000**

Understand division by 10 using exchange.

*2 ones are 20 tenths.*

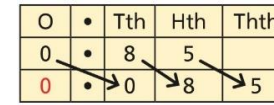
*20 tenths divided by 10 is 2 tenths.*

Represent division using exchange on a place value grid.

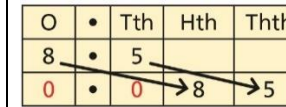


*1.5 is 1 one and 5 tenths.  
This is equivalent to 10 tenths and 50 hundredths.  
10 tenths divided by 10 is 1 tenth.  
50 hundredths divided by 10 is 5 hundredths.  
1.5 divided by 10 is 1 tenth and 5 hundredths.  
 $1.5 \div 10 = 0.15$*

Understand the movement of digits on a place value grid.



$0.85 \div 10 = 0.085$

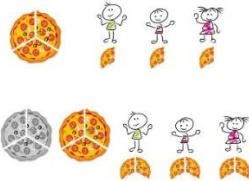


$8.5 \div 100 = 0.085$

**Understanding the relationship between fractions and division**

Use sharing to explore the link between fractions and division.

*1 whole shared between 3 people.  
Each person receives one-third.*



Use a bar model and other fraction representations to show the link between fractions and division.



$1 \div 3 = \frac{1}{3}$

Use the link between division and fractions to calculate divisions.

$5 \div 4 = \frac{5}{4} = 1\frac{1}{4}$

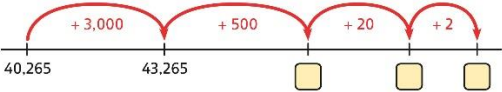
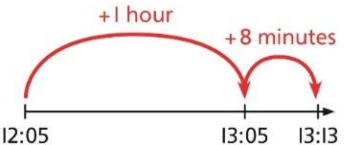
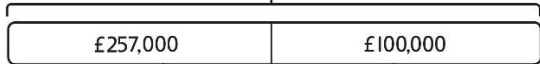
$11 \div 4 = \frac{11}{4} = 2\frac{3}{4}$

**Year 6**

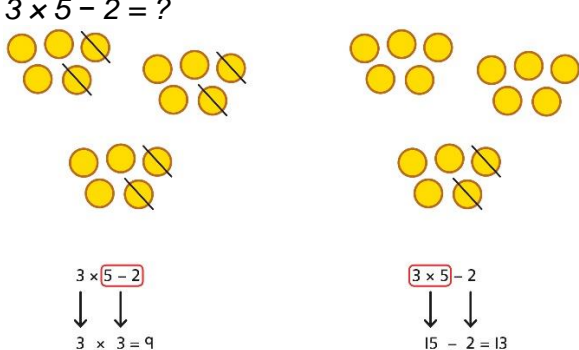
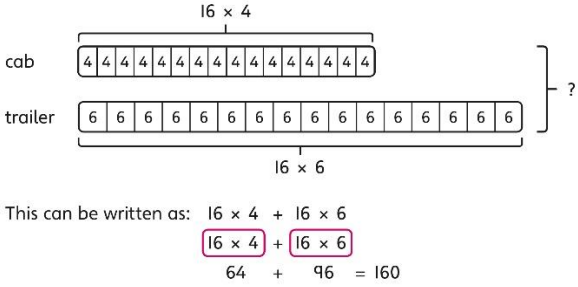
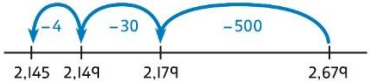
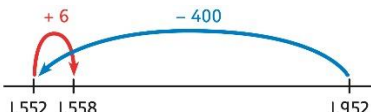
**Concrete**

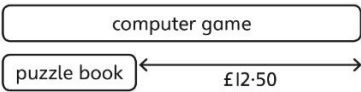
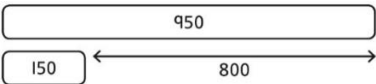
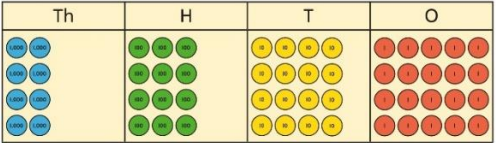
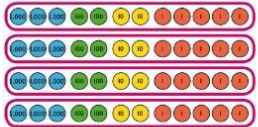
**Pictorial**

**Abstract**

Year 6 Addition																																																																																																															
<p><b>Comparing and selecting efficient methods</b></p>	<p>Represent 7-digit numbers on a place value grid, and use this to support thinking and mental methods.</p> <table border="1" data-bbox="353 331 927 400"> <tr> <td>M</td> <td>HTh</td> <td>TTh</td> <td>Th</td> <td>H</td> <td>T</td> <td>O</td> </tr> <tr> <td>●●</td> <td>●●●●</td> <td>●</td> <td>●</td> <td>●●●</td> <td></td> <td>●</td> </tr> </table>	M	HTh	TTh	Th	H	T	O	●●	●●●●	●	●	●●●		●	<p>Discuss similarities and differences between methods, and choose efficient methods based on the specific calculation. Compare written and mental methods alongside place value representations.</p>  <table border="1" data-bbox="958 512 1532 608"> <tr> <td>TTh</td> <td>Th</td> <td>H</td> <td>T</td> <td>O</td> <td>TTh</td> <td>Th</td> <td>H</td> <td>T</td> <td>O</td> </tr> <tr> <td>●●●●</td> <td></td> <td>●●</td> <td>●●●●●</td> <td>●●●●●</td> <td>4</td> <td>0</td> <td>2</td> <td>6</td> <td>5</td> </tr> <tr> <td></td> <td>●●●</td> <td>●●●●●</td> <td>●●</td> <td>●●</td> <td>+</td> <td>3</td> <td>5</td> <td>2</td> <td>2</td> </tr> </table> <p>Use bar model and number line representations to model addition in problem-solving and measure contexts.</p> 	TTh	Th	H	T	O	TTh	Th	H	T	O	●●●●		●●	●●●●●	●●●●●	4	0	2	6	5		●●●	●●●●●	●●	●●	+	3	5	2	2	<p>Use column addition where mental methods are not efficient. Recognise common errors with column addition.</p> <p><math>32,145 + 4,302 = ?</math></p> <table border="1" data-bbox="1570 400 1787 523"> <tr> <td>TTh</td> <td>Th</td> <td>H</td> <td>T</td> <td>O</td> </tr> <tr> <td>3</td> <td>2</td> <td>1</td> <td>4</td> <td>5</td> </tr> <tr> <td>+</td> <td>4</td> <td>3</td> <td>0</td> <td>2</td> </tr> <tr> <td>3</td> <td>6</td> <td>4</td> <td>4</td> <td>7</td> </tr> </table> <table border="1" data-bbox="1883 400 2123 523"> <tr> <td>TTh</td> <td>Th</td> <td>H</td> <td>T</td> <td>O</td> </tr> <tr> <td>3</td> <td>2</td> <td>1</td> <td>4</td> <td>5</td> </tr> <tr> <td>+</td> <td>4</td> <td>3</td> <td>0</td> <td>2</td> </tr> <tr> <td>7</td> <td>5</td> <td>1</td> <td>6</td> <td>5</td> </tr> </table> <p>Which method has been completed accurately?</p> <p>What mistake has been made?</p> <p>Column methods are also used for decimal additions where mental methods are not efficient.</p> <table border="1" data-bbox="1570 863 1839 1023"> <tr> <td>H</td> <td>T</td> <td>O</td> <td>·</td> <td>Tth</td> <td>Hth</td> </tr> <tr> <td>1</td> <td>4</td> <td>0</td> <td>·</td> <td>0</td> <td>9</td> </tr> <tr> <td>+</td> <td>4</td> <td>9</td> <td>·</td> <td>8</td> <td>9</td> </tr> <tr> <td>1</td> <td>8</td> <td>9</td> <td>·</td> <td>9</td> <td>8</td> </tr> </table>	TTh	Th	H	T	O	3	2	1	4	5	+	4	3	0	2	3	6	4	4	7	TTh	Th	H	T	O	3	2	1	4	5	+	4	3	0	2	7	5	1	6	5	H	T	O	·	Tth	Hth	1	4	0	·	0	9	+	4	9	·	8	9	1	8	9	·	9	8
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<p><b>Selecting mental methods for larger numbers where appropriate</b></p>	<p>Represent 7-digit numbers on a place value grid, and use this to support thinking and mental methods.</p> <table border="1" data-bbox="353 1281 860 1342"> <tr> <td>M</td> <td>HTh</td> <td>TTh</td> <td>Th</td> <td>H</td> <td>T</td> <td>O</td> </tr> <tr> <td>●●</td> <td>●●●●</td> <td>●</td> <td>●</td> <td>●●●</td> <td></td> <td>●</td> </tr> </table> <p><math>2,411,301 + 500,000 = ?</math></p>	M	HTh	TTh	Th	H	T	O	●●	●●●●	●	●	●●●		●	<p>Use a bar model to support thinking in addition problems.</p> <p><math>257,000 + 99,000 = ?</math></p> 	<p>Use place value and unitising to support mental calculations with larger numbers.</p> <p><math>195,000 + 6,000 = ?</math></p> <p><math>195 + 5 + 1 = 201</math></p> <p><i>195 thousands + 6 thousands = 201 thousands</i></p>																																																																																														
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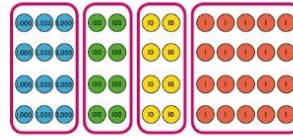


	<p>This would be 5 more counters in the HTh place.</p> <p>So, the total is 2,911,301.</p> $2,411,301 + 500,000 = 2,911,301$	<p>I added 100 thousands then subtracted 1 thousand.</p> <p>257 thousands + 100 thousands = 357 thousands</p> $257,000 + 100,000 = 357,000$ $357,000 - 1,000 = 356,000$ <p>So, <math>257,000 + 99,000 = 356,000</math></p>	<p>So, <math>195,000 + 6,000 = 201,000</math></p>																																								
<p><b>Understanding order of operations in calculations</b></p>	<p>Use equipment to model different interpretations of a calculation with more than one operation. Explore different results.</p> <p><math>3 \times 5 - 2 = ?</math></p> 	<p>Model calculations using a bar model to demonstrate the correct order of operations in multi-step calculations.</p>  <p>This can be written as: <math>16 \times 4 + 16 \times 6</math>  <math>64 + 96 = 160</math></p>	<p>Understand the correct order of operations in calculations without brackets.</p> <p>Understand how brackets affect the order of operations in a calculation.</p> $4 + 6 \times 16$ $4 + 96 = 100$ $(4 + 6) \times 16$ $10 \times 16 = 160$																																								
<p><b>Year 6 Subtraction</b></p>																																											
<p><b>Comparing and selecting efficient methods</b></p>	<p>Use counters on a place value grid to represent subtractions of larger numbers.</p> <table border="1" data-bbox="353 1236 846 1332"> <thead> <tr> <th>Th</th> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>●●</td> <td>●●●●●</td> <td>●●●●●</td> <td>●●●●●</td> </tr> <tr> <td></td> <td>●</td> <td>●●</td> <td>●●●●</td> </tr> </tbody> </table>	Th	H	T	O	●●	●●●●●	●●●●●	●●●●●		●	●●	●●●●	<p>Compare subtraction methods alongside place value representations.</p>  <table border="1" data-bbox="958 1348 1433 1444"> <thead> <tr> <th>Th</th> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>●●</td> <td>●●●●●</td> <td>●●●●●</td> <td>●●●●●</td> </tr> <tr> <td></td> <td>●</td> <td>●●</td> <td>●●●●</td> </tr> </tbody> </table>	Th	H	T	O	●●	●●●●●	●●●●●	●●●●●		●	●●	●●●●	<p>Compare and select methods. Use column subtraction when mental methods are not efficient. Use two different methods for one calculation as a checking strategy.</p> <table border="1" data-bbox="1556 1332 1713 1444"> <thead> <tr> <th>Th</th> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>8</td> <td>14</td> <td>2</td> </tr> <tr> <td>-</td> <td>1</td> <td>5</td> <td>5</td> </tr> <tr> <td></td> <td></td> <td>3</td> <td>9</td> </tr> </tbody> </table> 	Th	H	T	O	1	8	14	2	-	1	5	5			3	9
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		$\begin{array}{r} \text{Th H T O} \\ 2679 \\ - 534 \\ \hline 2145 \end{array}$ <p>Use a bar model to represent calculations, including 'find the difference' with two bars as comparison.</p> 	<p>Use column subtraction for decimal problems, including in the context of measure.</p> $\begin{array}{r} \text{H T O} \cdot \text{Tth Hth} \\ 309 \cdot 60 \\ - 206 \cdot 40 \\ \hline 103 \cdot 20 \end{array}$
<p><b>Subtracting mentally with larger numbers</b></p>		<p>Use a bar model to show how unitising can support mental calculations.</p> <p><math>950,000 - 150,000</math> That is 950 thousands - 150 thousands</p>  <p>So, the difference is 800 thousands. <math>950,000 - 150,000 = 800,000</math></p>	<p>Subtract efficiently from powers of 10.</p> <p><math>10,000 - 500 = ?</math></p>
<p><b>Year 6 Multiplication</b></p>			
<p><b>Multiplying up to a 4-digit number by a single digit number</b></p>	<p>Use equipment to explore multiplications.</p>  <p>4 groups of 2,345</p> <p>This is a multiplication:</p> <p><math>4 \times 2,345</math></p>	<p>Use place value equipment to compare methods.</p> <p>Method 1</p>  $\begin{array}{r} 3225 \\ 3225 \\ 3225 \\ 3225 \\ \hline 12900 \\ \phantom{1} \phantom{1} \phantom{2} \phantom{9} \phantom{0} \phantom{0} \\ \phantom{1} \phantom{1} \phantom{2} \phantom{9} \phantom{0} \phantom{0} \end{array}$	<p>Understand area model and short multiplication.</p> <p>Compare and select appropriate methods for specific multiplications.</p>

$$2,345 \times 4$$

Method 2



$$4 \times 3,000 + 4 \times 200 + 4 \times 20 + 4 \times 5$$

$$12,000 + 800 + 80 + 20 = 12,900$$

Method 3

	3,000	200	20	5
4	12,000	800	80	20

$$12,000 + 800 + 80 + 20 = 12,900$$

Method 4

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

**Multiplying up to a 4-digit number by a 2-digit number**

Use an area model alongside written multiplication.

Method 1

	1,000	200	30	5
20	20,000	4,000	600	100
1	1,000	200	30	5

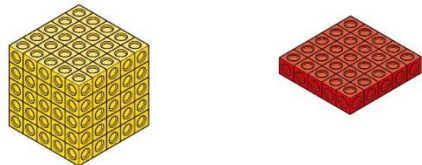
$$\begin{array}{r} 1\ 2\ 3\ 5 \\ \times \quad\quad 2\ 1 \\ \hline \quad\quad\quad 5\ 1 \times 5 \\ \quad\quad 3\ 0\ 1 \times 30 \\ \quad 2\ 0\ 0\ 1 \times 200 \\ 1\ 0\ 0\ 0\ 1 \times 1,000 \\ 1\ 0\ 0\ 20 \times 5 \\ 6\ 0\ 0\ 20 \times 30 \\ 4\ 0\ 0\ 0\ 20 \times 200 \\ 2\ 0\ 0\ 0\ 0\ 20 \times 1,000 \\ \hline 2\ 5\ 9\ 3\ 5 \end{array}$$

Use compact column multiplication with understanding of place value at all stages.

$$\begin{array}{r} 1\ 2\ 3\ 5 \\ \times \quad\quad 2\ 1 \\ \hline 1\ 2\ 3\ 5\ 1 \times 1,235 \\ 2\ 4\ 7\ 0\ 0\ 20 \times 1,235 \\ \hline 2\ 5\ 9\ 3\ 5\ 21 \times 1,235 \end{array}$$

**Using knowledge of factors and partitions to compare methods for multiplications**

Use equipment to understand square numbers and cube numbers.

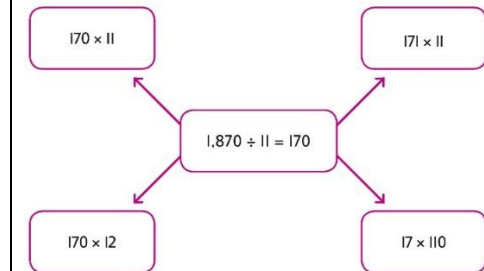


$$5 \times 5 = 5^2 = 25$$

$$5 \times 5 \times 5 = 5^3 = 25 \times 5 = 125$$

Compare methods visually using an area model. Understand that multiple approaches will produce the same answer if completed accurately.

Use a known fact to generate families of related facts.



Represent and compare methods using a bar model.

Use factors to calculate efficiently.

$$\begin{aligned}
 15 \times 16 & \\
 &= 3 \times 5 \times 2 \times 8 \\
 &= 3 \times 8 \times 2 \times 5 \\
 &= 24 \times 10 \\
 &= 240
 \end{aligned}$$

**Multiplying by 10, 100 and 1,000**

Use place value equipment to explore exchange in decimal multiplication.

Represent 0.3.

Multiply by 10.

Exchange each group of ten tenths.

$0.3 \times 10 = ?$   
 $0.3$  is 3 tenths.  
 $10 \times 3$  tenths are 30 tenths.  
 30 tenths are equivalent to 3 ones.

Understand how the exchange affects decimal numbers on a place value grid.

$0.3 \times 10 = 3$

Use knowledge of multiplying by 10, 100 and 1,000 to multiply by multiples of 10, 100 and 1,000.

$$\begin{aligned}
 8 \times 100 &= 800 \\
 8 \times 300 &= 800 \times 3 \\
 &= 2,400
 \end{aligned}$$

$$\begin{aligned}
 2.5 \times 10 &= 25 \\
 2.5 \times 20 &= 2.5 \times 10 \times 2 \\
 &= 50
 \end{aligned}$$

**Multiplying decimals**

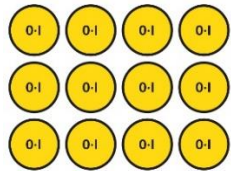
Explore decimal multiplications using place value equipment and in the context of measures.

Represent calculations on a place value grid.

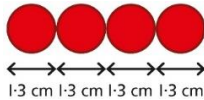
Use known facts to multiply decimals.

$$\begin{aligned}
 4 \times 3 &= 12 \\
 4 \times 0.3 &= 1.2 \\
 4 \times 0.03 &= 0.12
 \end{aligned}$$

$$\begin{aligned}
 20 \times 5 &= 100 \\
 20 \times 0.5 &= 10 \\
 20 \times 0.05 &= 1
 \end{aligned}$$



3 groups of 4 tenths is 12 tenths.  
4 groups of 3 tenths is 12 tenths.

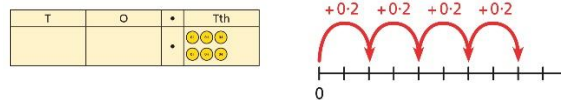


$4 \times 1 \text{ cm} = 4 \text{ cm}$   
 $4 \times 0.3 \text{ cm} = 1.2 \text{ cm}$   
 $4 \times 1.3 = 4 + 1.2 = 5.2 \text{ cm}$

$3 \times 3 = 9$   
 $3 \times 0.3 = 0.9$

T	O	•	Tth
			0.1 0.1 0.1
		•	0.1 0.1 0.1
			0.1 0.1 0.1

Understand the link between multiplying decimals and repeated addition.



Find families of facts from a known multiplication.

*I know that  $18 \times 4 = 72$ .*

*This can help me work out:*

- $1.8 \times 4 = ?$
- $18 \times 0.4 = ?$
- $180 \times 0.4 = ?$
- $18 \times 0.04 = ?$

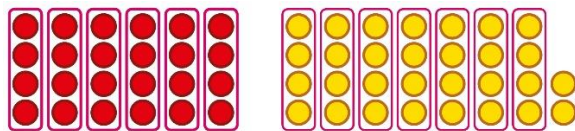
Use a place value grid to understand the effects of multiplying decimals.

	H	T	O	•	Tth	Hth
$2 \times 3$			6	•		
$0.2 \times 3$			0	•	6	
$0.02 \times 3$				•		

**Year 6 Division**

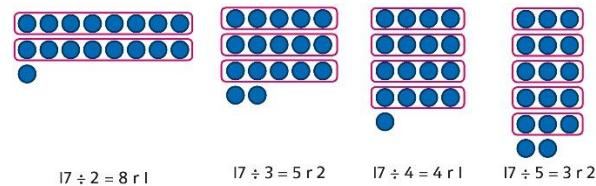
**Understanding factors**

Use equipment to explore different factors of a number.



*4 is a factor of 24 but is not a factor of 30.*

Recognise prime numbers as numbers having exactly two factors. Understand the link with division and remainders.

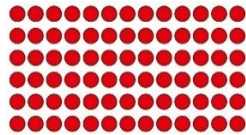


Recognise and know primes up to 100. Understand that 2 is the only even prime, and that 1 is not a prime number.

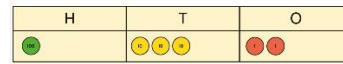
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

### Dividing by a single digit

Use equipment to make groups from a total.

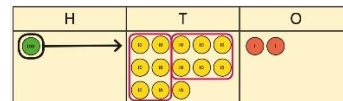


There are 78 in total.  
There are 6 groups of 13.  
There are 13 groups of 6.



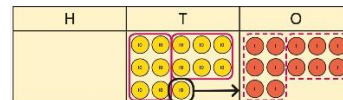
How many groups of 6 are in 100?

$$6 \overline{) 100} \begin{array}{r} 0 \\ 2 \end{array}$$



How many groups of 6 are in 13 tens?

$$6 \overline{) 130} \begin{array}{r} 0 \ 2 \\ 2 \end{array}$$



How many groups of 6 are in 12 ones?

$$6 \overline{) 12} \begin{array}{r} 0 \ 2 \ 2 \\ 2 \end{array}$$

Use short division to divide by a single digit.

$$6 \overline{) 132} \begin{array}{r} 0 \\ 2 \end{array}$$

$$6 \overline{) 132} \begin{array}{r} 0 \ 2 \\ 2 \end{array}$$

$$6 \overline{) 132} \begin{array}{r} 0 \ 2 \ 2 \\ 2 \end{array}$$

Use an area model to link multiplication and division.

?	10	10	1	1
6	60	60	6	6

$6 \times ? = 132$

20	2	
6	120	12

$132 = 120 + 12$   
 $132 \div 6 = 20 + 2 = 22$

### Dividing by a 2-digit number using factors

Understand that division by factors can be used when dividing by a number that is not prime.

Use factors and repeated division.

$$1,260 \div 14 = ?$$

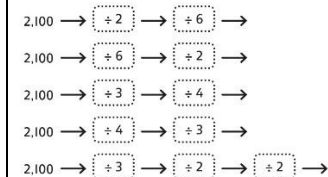


$$1,260 \div 2 = 630$$

$$630 \div 7 = 90$$

Use factors and repeated division where appropriate.

$$2,100 \div 12 = ?$$



$$1,260 \div 14 = 90$$

Use an area model alongside written division to model the process.

$$377 \div 13 = ?$$

$$\begin{array}{r} 13 \overline{) 377} \\ \underline{130} \phantom{0} \\ 247 \phantom{0} \\ \underline{130} \phantom{0} \\ 117 \phantom{0} \\ \underline{117} \\ 0 \end{array}$$

$$\begin{array}{r} 10 \phantom{0} \phantom{0} \\ 13 \overline{) 377} \\ \underline{130} \phantom{0} \\ 247 \phantom{0} \\ \underline{130} \phantom{0} \\ 117 \phantom{0} \\ \underline{117} \\ 0 \end{array}$$

$$\begin{array}{r} 10 \phantom{0} \phantom{0} \phantom{0} \\ 13 \overline{) 377} \\ \underline{130} \phantom{0} \\ 130 \phantom{0} \\ \underline{117} \\ 0 \end{array}$$

$$\begin{array}{r} 29 \\ 13 \overline{) 377} \\ \underline{130} \phantom{0} \\ 130 \phantom{0} \\ \underline{117} \\ 0 \end{array}$$

$$377 \div 13 = 29$$

**Dividing by a 2-digit number using long division**

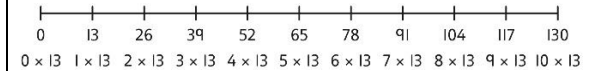
Use equipment to build numbers from groups.



182 divided into groups of 13.  
There are 14 groups.

Use long division where factors are not useful (for example, when dividing by a 2-digit prime number). Write the required multiples to support the division process.

$$377 \div 13 = ?$$



$$\begin{array}{r} 13 \overline{) 377} \\ - 130 \phantom{0} \\ \hline 247 \\ - 130 \phantom{0} \\ \hline 117 \\ - 117 \\ \hline 0 \end{array}$$

$$377 \div 13 = 29$$

A slightly different layout may be used, with the division completed above rather than at the side.

$$\begin{array}{r} 3 \\ 21 \overline{) 798} \\ - 630 \\ \hline 168 \end{array}$$

$$\begin{array}{r} 38 \\ 21 \overline{) 798} \\ - 630 \\ \hline 168 \\ - 168 \\ \hline 0 \end{array}$$

