Birley Spa Primary Academy Calculation Policy (Upper Key Stage 2)

UPPER 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. They should be exposed to a variety of strategies, including non- efficient strategies, in order to have the experience of critiquing methods and making informed decisions about the ones they choose to use. They should be able to make connections between the different methods.

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

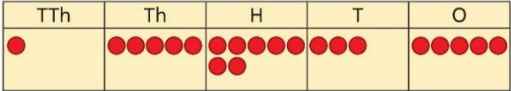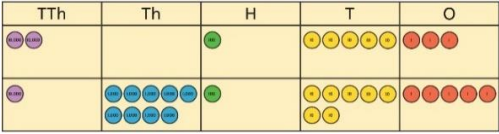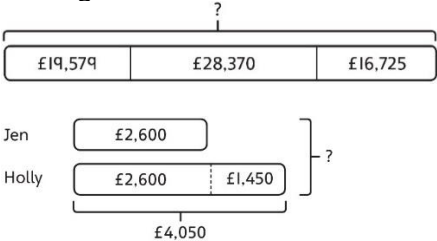| Addition and subtraction:	Multiplication and division:	Fractions:
Addition and subtraction: Children build on their column methods to add and subtract numbers with up to seven digits, and they adapt the methods to calculate efficiently and effectively with decimals, ensuring understanding of place 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 use the grid method as a stepping-stone to understanding 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 built on 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
Year 5 Addition			
Column addition with whole numbers	Use place value equipment to represent additions. *Add a row of counters onto the place value grid to show 15,735 + 4,012.* 	Represent additions, using place value equipment on a place value grid alongside written methods. *I need to exchange 10 tens for a 100.* 	Use column addition, including exchanges.
Representing additions		Bar models represent addition of two or more numbers in the context of problem solving. 	Use approximation to check whether answers are reasonable. *I will use 23,000 + 8,000 to check.*
Adding tenths	Link measure with addition of decimals. *Two lengths of fencing are 0·6 m and 0·2 m.* *How long are they when added together?*	Use a bar model with a number line to add tenths.	Understand the link with adding fractions. $\dfrac{6}{10} + \dfrac{2}{10} = \dfrac{8}{10}$
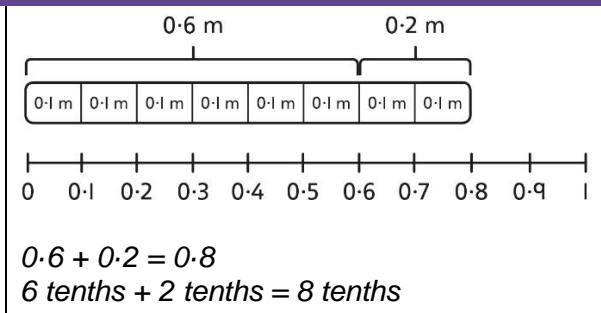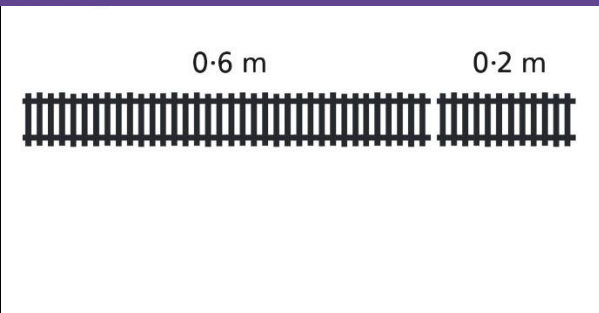
	0·6 m　　　　　　　　0·2 m	0·6 m　　　　　0·2 m *0·6 + 0·2 = 0·8* *6 tenths + 2 tenths = 8 tenths*	*6 tenths + 2 tenths = 8 tenths* *0·6 + 0·2 = 0·8*
Adding decimals using column addition	Use place value equipment to represent additions. *Show 0·23 + 0·45 using place value counters.*	Use place value equipment on a place value grid to represent additions. Represent exchange where necessary. Include examples where the numbers of decimal places are different.	Add using a column method, ensuring that children understand the link with place value. Include exchange where required, alongside an understanding of place value. Include additions where the numbers of decimal places are different. *3.4 + 0.65 = ?*
Year 5 Subtraction			
Column subtraction with whole numbers	Use place value equipment to understand where exchanges are required. *2,250 – 1,070*	Represent the stages of the calculation using place value equipment on a grid alongside the calculation, including exchanges where required.	Use column subtraction methods with exchange where required.
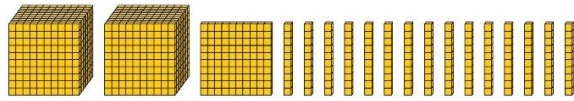
		15,735 − 2,582 = 13,153 Now subtract the 10s. Exchange 1 hundred for 10 tens. Subtract the 100s, 1,000s and 10,000s. 	TTh Th H T O $^5\cancel{6}$ $^{11}\cancel{2}$ ^{1}0 9 7 − 1 8 5 3 4 4 3 5 6 3 *62,097 − 18,534 = 43,563*
Checking strategies and representing subtractions		Bar models represent subtractions in problem contexts, including 'find the difference'. 	Children can explain the mistake made when the columns have not been ordered correctly. 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.*
Subtracting	Explore complements to a whole number by	Use a place value grid to represent the	Use column subtraction, with an
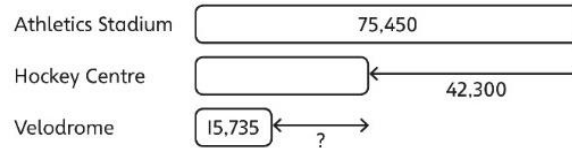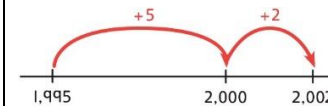
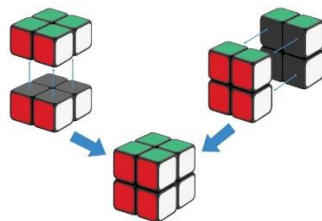| decimals	working in the context of length.	stages of column subtraction, including exchanges where required.	understanding of place value, including subtracting numbers with different numbers of decimal places.
	0.49 m	$5.74 - 2.25 = ?$	$3.921 - 3.75 = ?$
	1 m $-$ ☐ m $=$ ☐ m		
	$1 - 0.49 = ?$	Exchange 1 tenth for 10 hundredths.	
		Now subtract the 5 hundredths.	
		Now subtract the 2 tenths, then the 2 ones.	
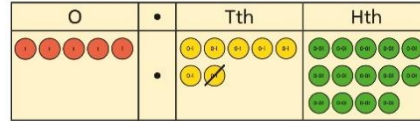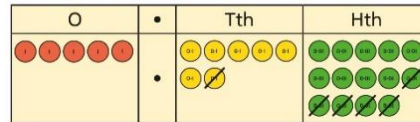
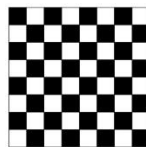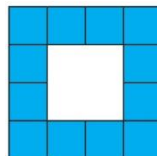| **Year 5 Multiplication**			
Understanding factors	Use cubes or counters to explore the meaning of 'square numbers'. *25 is a square number because it is made from 5 rows of 5.* Use cubes to explore cube numbers. 	Use images to explore examples and non-examples of square numbers. $8 \times 8 = 64$ $8^2 = 64$ 	Understand the pattern of square numbers in the multiplication tables. Use a multiplication grid to circle each square number. Can children spot a pattern?

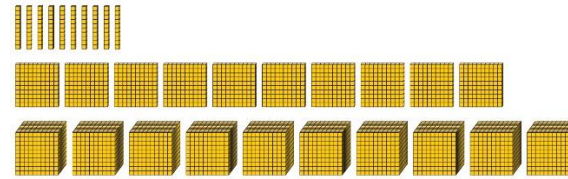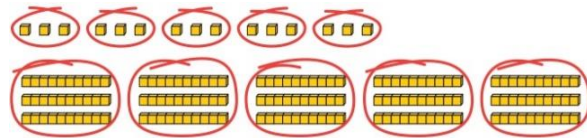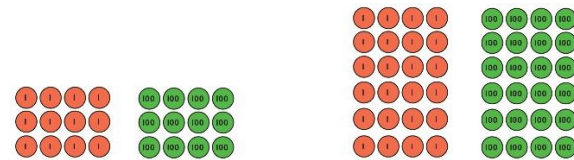|			
	8 is a cube number.	*12 is not a square number, because you cannot multiply a whole number by itself to make 12.*	
Multiplying by 10, 100 and 1,000	Use place value equipment to multiply by 10, 100 and 1,000 by unitising. $4 \times 1 = 4$ ones $= 4$ $4 \times 10 = 4$ tens $= 40$ $4 \times 100 = 4$ 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. $4 \times 3 = 12$ $6 \times 4 = 24$ $4 \times 300 = 1,200$ $6 \times 400 = 2,400$	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 numbers by a single digit	Explore how to use partitioning to multiply efficiently. *$8 \times 17 = ?$*	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. |	100	60	3 | |---|---|---|---|
5	$100 \times 5 = 500$	$60 \times 5 = 300$	$3 \times 5 = 15$ | Use a column multiplication, including any required exchanges.
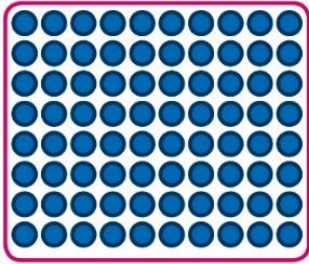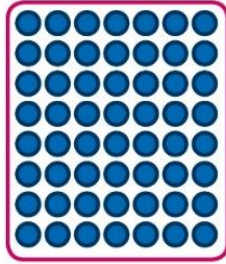
$8 \times 10 = 80$ $8 \times 7 = 56$

$80 + 56 = 136$

So, $8 \times 17 = 136$

H	T	O

$$
\begin{array}{r}
1\ 3\ 6 \\
\times\qquad 6 \\
\hline
8\ 1\ 6 \\
{\scriptstyle 2\ 3}
\end{array}
$$

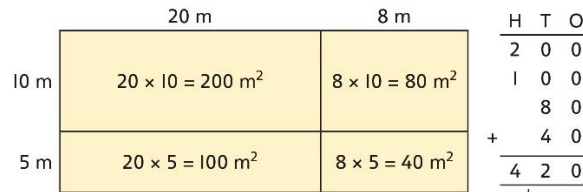|			
Multiplying 2-digit numbers by 2-digit numbers	Partition one number into 10s and 1s, then add the parts. *$23 \times 15 = ?$* $10 \times 15 = 150$ $10 \times 15 = 150$ $3 \times 15 = 45$ There are 345 bottles of milk in total. H T O 1 5 0 1 5 0 + 4 5 3 4 5 *$23 \times 15 = 345$*	Use an area model and add the parts. *$28 \times 15 = ?$* |	20 m	8 m
---	---	---
10 m	$20 \times 10 = 200\ m^2$	$8 \times 10 = 80\ m^2$
5 m	$20 \times 5 = 100\ m^2$	$8 \times 5 = 40\ m^2$ | H T O 2 0 0 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. 3 4 × 2 7 2 3 8 34×7 3 4 × 2 7 2 3 8 34×7 6 8 0 34×20 3 4 × 2 7 2 3 8 34×7 6 8 0 34×20 9 1 8 34×27
Multiplying up to 4-digits by 2-digits		Use the area model then add the parts.	Use column multiplication, ensuring understanding of place value at each stage.

100	40	3
10		
2		

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

$143 \times 12 = 1,716$

There are 1,716 boxes of cereal in total.

143 × 12 = 1,716

```
      1  4  3
   ×     1  2
   ----------
      2  8  6     143 × 2
   1  4  3  0     143 × 10
   1  7  1  6     143 × 12
```

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

1,274 × 32 = ?
First multiply 1,274 by 2.

```
      1  2  7  4
   ×        3  2
   --------------
      2  5  4  8     1,274 × 2
```

Then multiply 1,274 by 30.

```
      1  2  7  4
   ×        3  2
   --------------
      2  5  4  8     1,274 × 2
   3  8  2  2  0     1,274 × 30
```

Finally, find the total.

```
      1  2  7  4
   ×        3  2
   --------------
      2  5  4  8     1,274 × 2
   3  8  2  2  0     1,274 × 30
   4  0  7  6  8     1,274 × 32
```

1,274 × 32 = 40,768

| **Multiplying decimals by 10, 100 and 1,000** | Use place value equipment to explore and understand the exchange of 10 tenths, 10 hundredths or 10 thousandths. | Represent multiplication by 10 as exchange on a place value grid. | Understand how this exchange is represented on a place value chart. |

		$0.14 \times 10 = 1.4$	$2.5 \times 10 = 25$ $2.5 \times 100 = 250$ $2.5 \times 1,000 = 2,500$
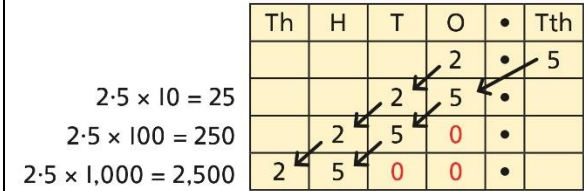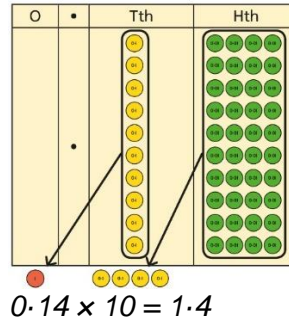
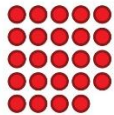| **Year 5 Division**			
Understanding factors and prime numbers	Use equipment to explore the factors of a given number. $24 \div 3 = 8$ $24 \div 8 = 3$ *8 and 3 are factors of 24 because they divide 24 exactly.* $24 \div 5 = 4$ remainder 4. *5 is not a factor of 24 because there is a remainder.*	Understand that prime numbers are numbers with exactly two factors. $13 \div 1 = 13$ $13 \div 2 = 6\ r\ 1$ $13 \div 4 = 4\ r\ 1$ *1 and 13 are the only factors of 13.* *13 is a prime number.*	Understand how to recognise prime and composite numbers. *I know that 31 is a prime number because it can be divided by only 1 and itself without leaving a remainder.* *I know that 33 is not a prime number as it can be divided by 1, 3, 11 and 33.* *I know that 1 is not a prime number, as it has only 1 factor.*
Understanding inverse operations and the link with multiplication, grouping and sharing	Use equipment to group and share and to explore the calculations that are present. *I have 28 counters.* *I made 7 groups of 4. There are 28 in total.* *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*	Represent multiplicative relationships and explore the families of division facts. $60 \div 4 = 15$ $60 \div 15 = 4$	Represent the different multiplicative relationships to solve problems requiring inverse operations. Understand missing number problems for division calculations and know how to solve
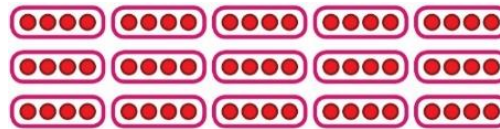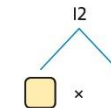
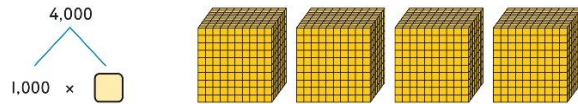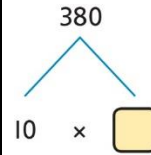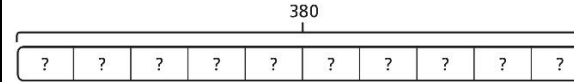|			
	are 7 equal groups.		them using inverse operations. $22 \div ? = 2$ $22 \div 2 = ?$ $? \div 2 = 22$ $? \div 22 = 2$
Dividing whole numbers by 10, 100 and 1,000	Use place value equipment to support unitising for division. *4,000 ÷ 1,000* *4,000 is 4 thousands.* *4 × 1,000= 4,000* *So, 4,000 ÷ 1,000 = 4*	Use a bar model to support dividing by unitising. *380 ÷ 10 = 38* *380 is 38 tens.* *38 × 10 = 380* *10 × 38 = 380* *So, 380 ÷ 10 = 38*	Understand how and why the digits change on a place value grid when dividing by 10, 100 or 1,000. *3,200 ÷ 100 = ?* *3,200 is 3 thousands and 2 hundreds.* *200 ÷ 100 = 2* *3,000 ÷ 100 = 30* *3,200 ÷ 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. *15 ones put into groups of 3 ones. There are 5 groups.* *15 ÷ 3 = 5* *15 tens put into groups of 3 tens. There are 5 groups.* *150 ÷ 30 = 5*	Represent related facts with place value equipment when dividing by unitising. *180 is 18 tens.* *18 tens divided into groups of 3 tens. There are 6 groups.* *180 ÷ 30 = 6*	Reason from known facts, based on understanding of unitising. Use knowledge of the inverse relationship to check. *3,000 ÷ 5 = 600* *3,000 ÷ 50 = 60* *3,000 ÷ 500 = 6* *5 × 600 = 3,000* *50 × 60 = 3,000* *500 × 6 = 3,000*
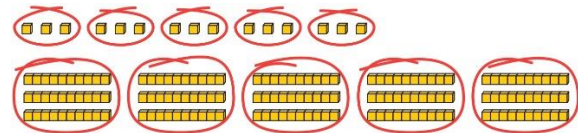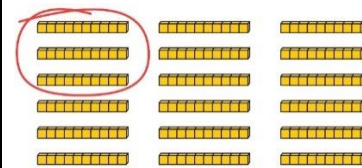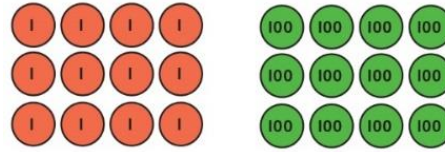
12 ones divided into groups of 4. There are 3 groups.

12 hundreds divided into groups of 4 hundreds. There are 3 groups.

1200 ÷ 400 = 3

| **Dividing up to four digits by a single digit using short division** | Explore grouping using place value equipment.

268 ÷ 2 = ?

There is 1 group of 2 hundreds.
There are 3 groups of 2 tens.
There are 4 groups of 2 ones.

264 ÷ 2 = 134 | 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.
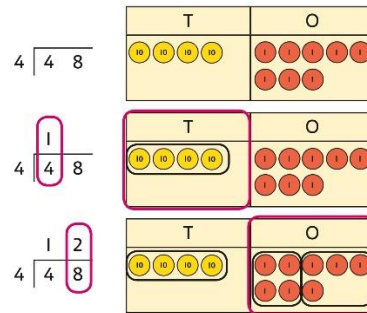
Lay out the problem as a short division.

There is 1 group of 4 in 4 tens.
There are 2 groups of 4 in 8 ones.

Work with divisions that require exchange. | Use short division for up to 4-digit numbers divided by a single digit.

3,892 ÷ 7 = 556

Use multiplication to check.

556 x 7 = ?

6 x 7 = 42
50 x 7 = 350
500 x 7 = 3500

3,500 + 350 + 42 = 3,892 |

First, lay out the problem.

How many groups of 4 go into 9 tens?

2 groups of 4 tens with 1 ten left over.

Exchange the 1 ten left over for 10 ones.

We now have 12 ones.

How many groups of 4 go into 12 ones?

3 groups of 4 ones.

| **Understanding remainders** | Understand remainders using concrete versions of a problem.

80 cakes divided into trays of 6.

80 cakes in total. They make 13 groups of 6, with 2 remaining. | Use short division and understand remainders as the last remaining 1s.

Lay out the problem as short division.

How many groups of 6 go into 8 tens?

There is 1 group of 6 tens.

There are 2 tens remaining.

How many groups of 6 go into 20 ones?

There are 3 groups of 6 ones.

There are 2 ones remaining. | In problem solving contexts, represent divisions including remainders with a bar model.

683 = 136 × 5 + 3
683 ÷ 5 = 136 r 3 |
| **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. | Understand the movement of digits on a place value grid.

 |

O	•	Tth	Hth

$0·85 ÷ 10 = 0·085$

O	•	Tth	Hth	Thth
8	•	5		
0	•	0	8	5

$8·5 ÷ 100 = 0·085$

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 ÷ 10 = 0.15
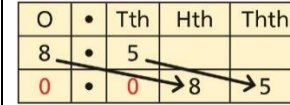
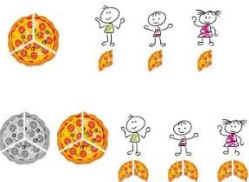|	Concrete	Pictorial	Abstract
Understanding the relationship between fractions and division	Use sharing to explore the link between fractions and division. *1 whole shared between 3 people.* *Each person receives one-third.*	Use a bar model and other fraction representations to show the link between fractions and division. $1 ÷ 3 = \frac{1}{3}$	Use the link between division and fractions to calculate divisions. $5 ÷ 4 = \frac{5}{4} = 1\frac{1}{4}$ $11 ÷ 4 = \frac{11}{4} = 2\frac{3}{4}$

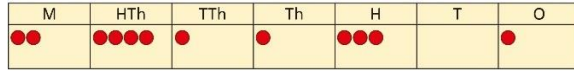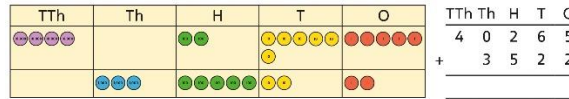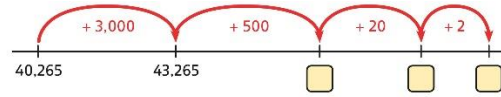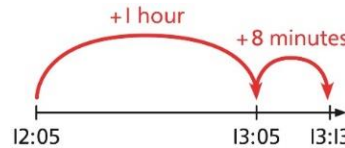| **Year 6**			
	Concrete	**Pictorial**	**Abstract**
Year 6 Addition			
Comparing	Represent 7-digit numbers on a place value	Discuss similarities and differences	Use column addition where mental methods

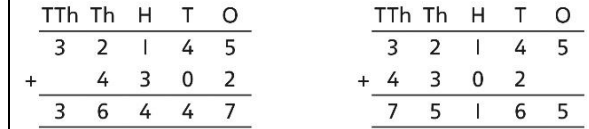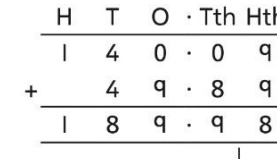| **and selecting efficient methods**	grid, and use this to support thinking and mental methods.	between methods, and choose efficient methods based on the specific calculation. Compare written and mental methods alongside place value representations.	are not efficient. Recognise common errors with column addition.
		Use bar model and number line representations to model addition in problem-solving and measure contexts.	$32,145 + 4,302 = ?$ *Which method has been completed accurately?* *What mistake has been made?* Column methods are also used for decimal additions where mental methods are not efficient.
Selecting mental methods for larger numbers where appropriate	Represent 7-digit numbers on a place value grid, and use this to support thinking and mental methods. $2,411,301 + 500,000 = ?$ *This would be 5 more counters in the HTh place.* *So, the total is 2,911,301.*	Use a bar model to support thinking in addition problems. $257,000 + 99,000 = ?$ *I added 100 thousands then subtracted 1 thousand.* *257 thousands + 100 thousands = 357 thousands*	Use place value and unitising to support mental calculations with larger numbers. $195,000 + 6,000 = ?$ $195 + 5 + 1 = 201$ *195 thousands + 6 thousands = 201 thousands* *So, $195,000 + 6,000 = 201,000$*
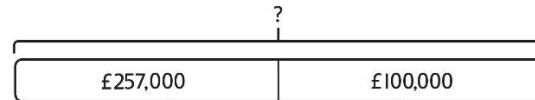
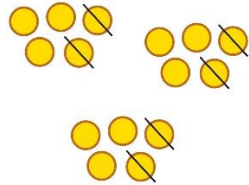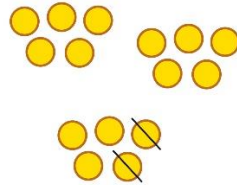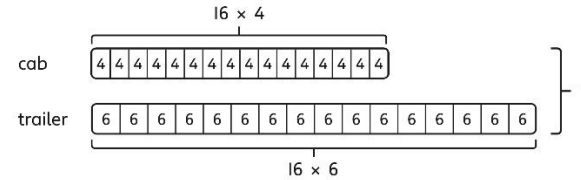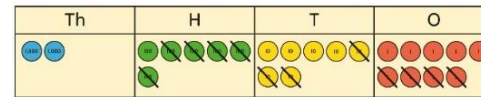|		
	2,411,301 + 500,000 = 2,911,301	*257,000 + 100,000 = 357,000* *357,000 − 1,000 = 356,000* *So, 257,000 + 99,000 = 356,000*	
Understanding order of operations in calculations	Use equipment to model different interpretations of a calculation with more than one operation. Explore different results. *3 × 5 − 2 = ?* $3 \times \boxed{5-2}$ $3 \times 3 = 9$ $\boxed{3 \times 5} - 2$ $15 - 2 = 13$	Model calculations using a bar model to demonstrate the correct order of operations in multi-step calculations. This can be written as: 16 × 4 + 16 × 6 $\boxed{16 \times 4} + \boxed{16 \times 6}$ 64 + 96 = 160	Understand the correct order of operations in calculations without brackets. Understand how brackets affect the order of operations in a calculation. *4 + 6 × 16* *4 + 96 = 100* *(4 + 6) × 16* *10 × 16 = 160*
Year 6 Subtraction			
Comparing and selecting efficient methods	Use counters on a place value grid to represent subtractions of larger numbers. 	Compare subtraction methods alongside place value representations. 2,145 2,149 2,179 2,679 Th H T O 2 6 7 9 − 5 3 4 2 1 4 5 Use a bar model to represent calculations,	Compare and select methods. Use column subtraction when mental methods are not efficient. Use two different methods for one calculation as a checking strategy. Use column subtraction for decimal problems, including in the context of measure.
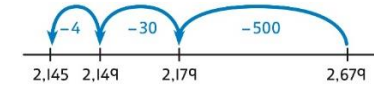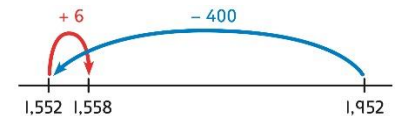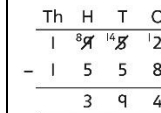
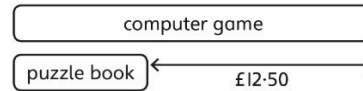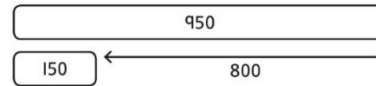|		including 'find the difference' with two bars as comparison.	
			H T O · Tth Hth 3 0 9 · 6 0 − 2 0 6 · 4 0 1 0 3 · 2 0
Subtracting mentally with larger numbers		Use a bar model to show how unitising can support mental calculations. *950,000 − 150,000* *That is 950 thousands − 150 thousands* *So, the difference is 800 thousands.* *950,000 − 150,000 = 800,000*	Subtract efficiently from powers of 10. *10,000 − 500 = ?*
Year 6 Multiplication			
Multiplying up to a 4-digit number by a single digit number	Use equipment to explore multiplications. *4 groups of 2,345* *This is a multiplication:* *4 × 2,345* *2,345 × 4*	Use place value equipment to compare methods. 	Understand area model and short multiplication. Compare and select appropriate methods for specific multiplications.
Multiplying up to a 4-digit			Use compact column multiplication with understanding of place value at all stages.
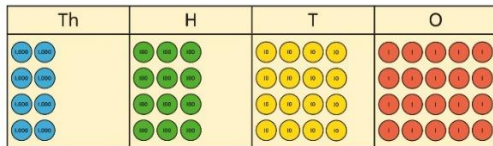
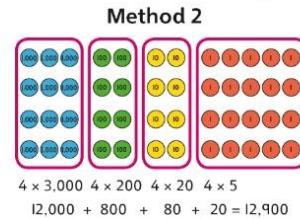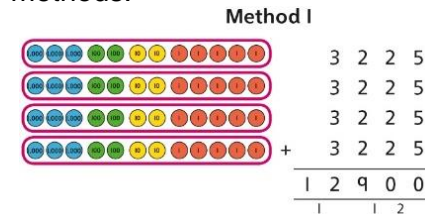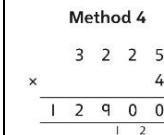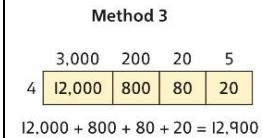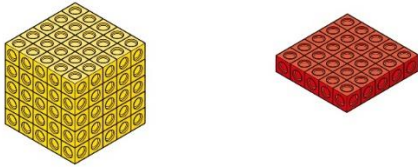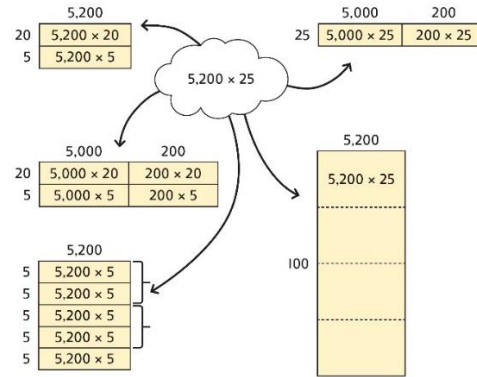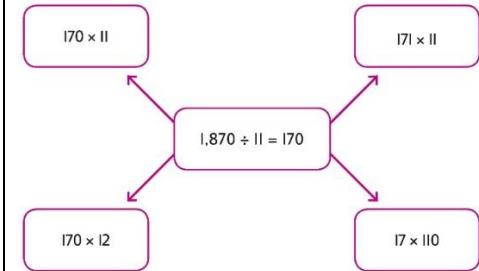|			
number by a 2-digit number			$\begin{array}{r} 1\ 2\ 3\ 5 \\ \times\qquad 2\ 1 \\ \hline 1\ 2\ 3\ 5 \\ 2\ 4\ 7\ 0\ 0 \\ \hline 2\ 5\ 9\ 3\ 5 \end{array}$ $1 \times 1{,}235$ $20 \times 1{,}235$ $21 \times 1{,}235$
Using knowledge of factors and partitions to compare methods for multiplications	Use 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. Represent and compare methods using a bar model.	Use a known fact to generate families of related facts. Use factors to calculate efficiently. 15×16 $= 3 \times 5 \times 2 \times 8$ $= 3 \times 8 \times 2 \times 5$ $= 24 \times 10$ $= 240$
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. $0{\cdot}3 \times 10 = ?$	Understand how the exchange affects decimal numbers on a place value grid. 	Use knowledge of multiplying by 10, 100 and 1,000 to multiply by multiples of 10, 100 and 1,000. $8 \times 100 = 800$ $8 \times 300 = 800 \times 3$ $\qquad = 2{,}400$ $2{\cdot}5 \times 10 = 25$ $2{\cdot}5 \times 20 = 2{\cdot}5 \times 10 \times 2$ $\qquad = 50$
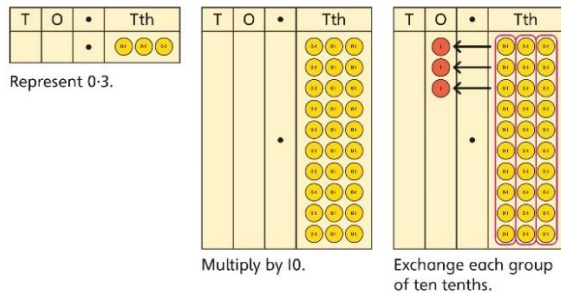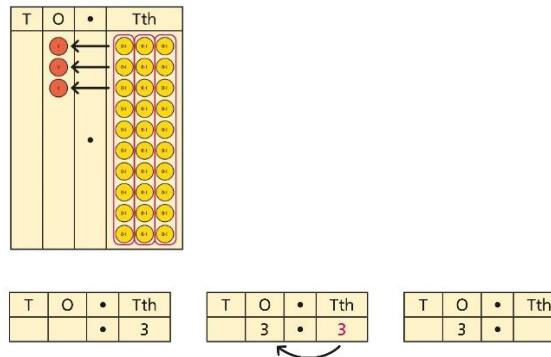
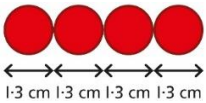|	*0·3 is 3 tenths.* *10 × 3 tenths are 30 tenths.* *30 tenths are equivalent to 3 ones.*	*0·3 × 10 = 3*	
Multiplying decimals	Explore decimal multiplications using place value equipment and in the context of measures. *3 groups of 4 tenths is 12 tenths.* *4 groups of 3 tenths is 12 tenths.* 1·3 cm 1·3 cm 1·3 cm 1·3 cm *4 × 1 cm = 4 cm* *4 × 0·3 cm = 1.2 cm* *4 × 1·3 = 4 + 1·2 = 5·2 cm*	Represent calculations on a place value grid. 3 × 3 = 9 3 × 0·3 = 0·9 Understand the link between multiplying decimals and repeated addition. 	Use known facts to multiply decimals. *4 × 3 = 12* *4 × 0·3 = 1·2* *4 × 0·03 = 0·12* *20 × 5 = 100* *20 × 0·5 = 10* *20 × 0·05 = 1* Find families of facts from a known multiplication. *I know that 18 × 4 = 72.* *This can help me work out:* *1·8 × 4 = ?* *18 × 0·4 = ?* *180 × 0·4 = ?* *18 × 0·04 = ?* Use a place value grid to understand the effects of multiplying decimals.
Year 6			
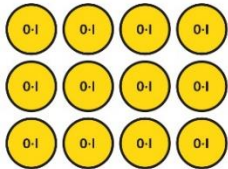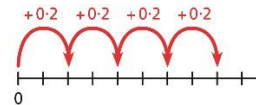
Division

Understanding factors	Use equipment to explore different factors of a number. $24 \div 4 = 6$ $30 \div 4 = 7$ remainder 2 *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. $17 \div 2 = 8$ r 1 $17 \div 3 = 5$ r 2 $17 \div 4 = 4$ r 1 $17 \div 5 = 3$ r 2	Recognise and know primes up to 100. Understand that 2 is the only even prime, and that 1 is not a prime number.
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.*		Use short division to divide by a single digit. Use an area model to link multiplication and division. $132 = 120 + 12$ $132 \div 6 = 20 + 2 = 22$
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 ÷ 14 = ?*	Use factors and repeated division where appropriate. *2,100 ÷ 12 = ?*
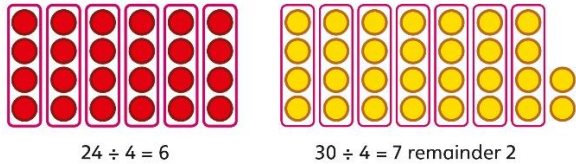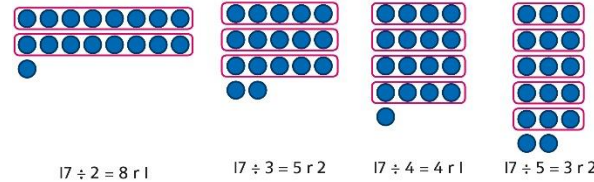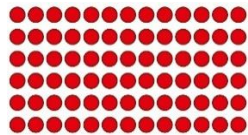
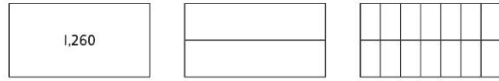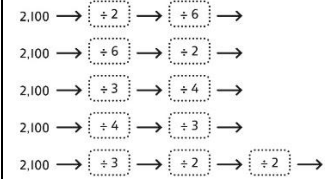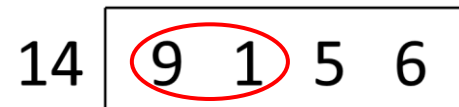|			
		1,260 $1,260 \div 2 = 630$ $630 \div 7 = 90$ $1,260 \div 14 = 90$	$2,100 \rightarrow \boxed{\div 2} \rightarrow \boxed{\div 6} \rightarrow$ $2,100 \rightarrow \boxed{\div 6} \rightarrow \boxed{\div 2} \rightarrow$ $2,100 \rightarrow \boxed{\div 3} \rightarrow \boxed{\div 4} \rightarrow$ $2,100 \rightarrow \boxed{\div 4} \rightarrow \boxed{\div 3} \rightarrow$ $2,100 \rightarrow \boxed{\div 3} \rightarrow \boxed{\div 2} \rightarrow \boxed{\div 2} \rightarrow$
Dividing by a 2-digit number using short division- method for calculating the correct amount of the divisor required- method 1			$9156 \div 14$ 14 ⟌ 9 1 5 6 To help children calculate how many groups of 14 they can make out of 91 hundreds, children think flexibly using known multiplication facts to help calculate unknown facts, e.g. I know that… 14 x 10 = 140 (too big) 14 x 5 = half of 14 x 10 = 70 (too small) 14 x 2 = 28 14 x 7 = (14 x 2) + (14 x 5) = 28 + 70 = 98 (a bit too big) so the closest must be 14 x 6: (14 x 5) + (14 x 1)= 70 + 14 = 84.
Dividing by a 2-digit number using short division- method for calculating the correct amount of the divisor required- method 2			$9156 \div 14$ 14 ⟌ 9 1 5 6 To help children calculate how many groups of 14 they can make out of 91 hundreds, children make a sensible estimation then check using multiplication:
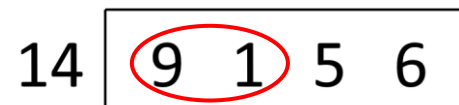
$$x \begin{array}{r} 1\ 4 \\ 5 \\ \hline 7\ 0 \\ \hline 2 \end{array}$$

A bit too small…

$$x \begin{array}{r} 1\ 4 \\ 6 \\ \hline 8\ 4 \\ \hline 2 \end{array}$$

One more lot of 14 would be too big so I've found it.

| **Dividing by a 2-digit number using short division- using jottings** | | | $9156 \div 14$ |

It is important that children spread out the digits in the dividend when writing out the calculation, leaving at least one square in between each digit, as sometimes the remainders are two digits.

Use one of the above methods to calculate the closest number of whole 14s equal to or below 91.

$$\begin{array}{r} 6 \\ 14\ \overline{)\ 9\ 1\ 5\ 6} \end{array}$$

Only if necessary (most children will be able to do this mentally), use a written method to calculate the remainder:

$$\begin{array}{r} {}^{8}\not{9}{}^{1}1 \\ -84 \\ \hline 07 \end{array}$$

$$\begin{array}{r} 6 \\ 14\overline{)91{}^{7}\!56} \end{array}$$

Repeat the process. As children work through the calculation, they may find that they already have the answer in their jottings from previous steps.

$$\begin{array}{r} {}^{1}4 \\ \times5 \\ \hline 70 \\ {}_{2} \end{array}$$

$$75 - 70 = 5$$

$$\begin{array}{r} 65 \\ 14\overline{)91{}^{7}\!5{}^{5}\!6} \end{array}$$

$$\begin{array}{r} \overset{1}{1}4 \\ \times \quad 4 \\ \hline 5\,6 \\ \hline \scriptstyle 1 \end{array}$$

$$14\overline{\smash{\big)}\,9\ 1\ {}^{7}5\ {}^{5}6} \quad \rightarrow \quad 6\ 5\ 4$$

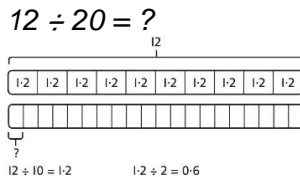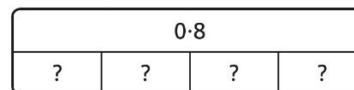| **Dividing by 10, 100 and 1,000** | Use place value equipment to explore division as exchange. *0·2 is 2 tenths.* *2 tenths is equivalent to 20 hundredths.* *20 hundredths divided by 10 is 2 hundredths.* | Represent division to show the relationship with multiplication. Understand the effect of dividing by 10, 100 and 1,000 on the digits on a place value grid. Understand how to divide using division by 10, 100 and 1,000. $12 \div 20 = ?$ | Use knowledge of factors to divide by multiples of 10, 100 and 1,000. $40 \div 5 = 8$ $8 \div 10 = 0{\cdot}8$ *So,* $40 \div 50 = 0{\cdot}8$ |
| **Dividing decimals** | Use place value equipment to explore division of decimals. *8 tenths divided into 4 groups. 2 tenths in* | Use a bar model to represent divisions. $4 \times 2 = 8 \qquad 8 \div 4 = 2$ So, $4 \times 0{\cdot}2 = 0{\cdot}8 \qquad 0{\cdot}8 \div 4 = 0{\cdot}2$ | Use short division to divide decimals with up to 2 decimal places. |
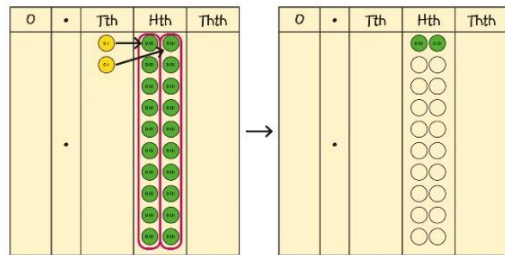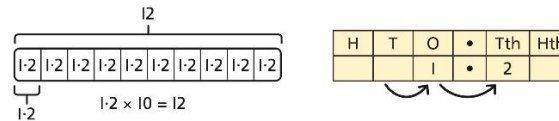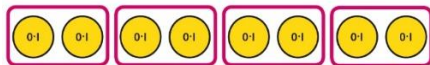
each group.

$$\begin{array}{r} . \quad \\ 8\overline{\smash{\big)}\,4\ \cdot\ 2\ \ 4} \end{array}$$

$$\begin{array}{r} 0\ \cdot \quad \\ 8\overline{\smash{\big)}\,4\ \cdot\ {}^{4}2\ \ 4} \end{array}$$

$$\begin{array}{r} 0\ \cdot\ 5 \quad \\ 8\overline{\smash{\big)}\,4\ \cdot\ {}^{4}2\ {}^{2}4} \end{array}$$

$$\begin{array}{r} 0\ \cdot\ 5\ \ 3 \\ 8\overline{\smash{\big)}\,4\ \cdot\ {}^{4}2\ {}^{2}4} \end{array}$$