Calculation Policy

Wombwell Park Street Primary School





Every Child Matters Academy Trust Children at the heart

June 2023 Lyndsay Firth and Donna Bamforth Calculation Policy





Wombwell Park Street Primary School

Whole School Calculation Policy

Background to the policy

This policy outlines the key pencil and paper procedures that will be taught within our school. It is written to ensure there is a consistent approach to teaching and learning and that the progression of our children is achieved by developing small steps in understanding calculation skills.

This policy reflects our whole school agreement. At Wombwell Park Street Primary School, we believe that it is essential to link skills and tasks, ensuring they are contextual and part of real-life situations, resulting in learning being engaging, interesting and meaningful. The use of a mastery approach to teaching is vital in ensuring that basic key skills are embedded within learning and are used in reasoning and problem solving, further extending the knowledge of our children and helping to raise progress and attainment. We believe that children should have the opportunity to reason and 'see the learning', whilst also having the key skills outlined in this policy to support their ability to do this.

To support with the CPA approach, the school follows the NCETM small step curriculum maps, which is further supported by the Spine materials to ensure teaching and learning is maximised and effective. The school has also bought a subscription for 'Braining Camp'. In addition to this, each classroom has a set of mastery boxes to enable pupils to mirror the teaching input.

What is Calculation?

Calculation can be defined as the process of using information you already have and adding, subtracting, multiplying or dividing numbers to find or estimate the number or amount of something.

This policy will highlight the key method that will be used, in each year group, throughout school.

Developing fluency

To embed rapid recall of number facts, all children will be given access to 'Numbots' and/or 'Times Tables Rockstars' depending on what is appropriate to their level of need. KS1 pupils will be taught using the Mastering Number programme on a daily basis. As and where appropriate, the Number Sense programme will be taught alongside for both KS1 and KS2 pupils.





	EYFS - ADDITION	EYFS - SUBTRACTION			
Explanation Throughout th addition: • Find one • Say one • Split obj same. • Count o	e year, children in EYFS will learn the following for e more using resources e more than a given number jects in different ways knowing that the total is the n to find the total	 Explanation Throughout the year, children in EYFS will learn the following for addition: Find one less using resources. Say one less than a given number. Take away and find out how many are left by counting. Count back to find out how many are left. 			
Key Vocab	Add, more, greater, altogether, plus	Key Vocab	Less, take, smaller, the same as		
	EYFS - MULTIPLICATION		EYFS - DIVISION		
Explanation Throughout th addition: • Double a • Solve or sweets o	e year, children in EYFS will learn the following for amounts to 5. ne step multiplications (such as 3 children have 2 each, how many sweets altogether) using objects	Explanation Throughout th addition: • Halving • Share of amount • Solve p	ne year, children in EYFS will learn the following for g (relate to doubles) objects between children to find out if they have equal ts. problems with links to sharing objects.		





Key Vocab	group	Key Vocab	share
	YEAR 1 -	ADDITION	
Explanation Combining two part of using a part who ways, including ba Children will be tau Children should be addition calculation Calculations shoul the two parts could understand that the	rts to make a whole number. This will be done through the process ole model. The part whole model will be represented in a variety of ar models. ught to start from the bigger number and move on. e taught number bonds to enable them to see bonds to complete ns quicker. Id be set out in a horizontal line and children should understand that d be written in different orders. Some children should begin to e whole number (answer) can start an addition calculation.	Presentation	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$
Concrete	<image/>		Abstract 4 + 6 = 10 10 = 6 + 4 10 = 4 + 6 4 is a part. 6 is a part. 10 is the whole.
Key Vocab	Add, addition, plus, more, greater, sum, equals, altogethe	er, is the same as	s, part, whole, total





YEAR 2 – ADDITION Explanation Presentation in a book Children will be able to effectively use different forms of part whole models and use 76 different representations, including bar models. Children will be able to further 76 76 partition the one of the two parts. 55 21 Children will be taught how to add three 1 digit numbers together. 21+55=76 Children will be able to effectively use the methods taught throughout Year 1 but with 55 21 21 55 55+21=76 expectations that are more complex and the use of 2 digit numbers to create a whole 76=55+2 that is up to and including 100. 76=21+55 Calculations should initially be set out in a horizontal format. The calculation should 55 7 14 be understood in a way where the two parts can change positions and also where the 21 +whole number can begin the calculation. 76 By the end of Year 2, children will be introduced to column addition with numbers that DO NOT bridge ten. The largest number must be the number in the top position and the addition symbol must be placed to the right hand side. Concrete **Pictorial** Abstract +55= 0 + | = 7 00 00 :: -6 5 0000 0 6 = 2 + 1 + 1000 0000 55 0000 21+ 0 6 Key Vocab Add, addition, plus, more, greater, sum, equals, altogether, is the same as, part, whole, total











Explanation Presentation in a book Children will be able to effectively use different forms of part whole models and use different representations, including bar models. 7,606 7,606 Children will be taught how to effectively use column addition and bridge ten. 2,654 ,952 Throughout the year this will be built up so that children can successfully use column addition with two 4 digit numbers that create a whole number up to and including 10,000. Children will also be taught how to effectively add two numbers that contain a decimals (up to 2 digits) 54+4952= 2,654 952+ 4.952 4 54 7,606=4952 When using column addition, the largest number must be the number in the top 654+4 7.606 = position and the addition symbol must be placed to the right hand side. Any digits, which have been carried, must be placed underneath the answer row. 4,952 Calculations should be understood in a way where the two parts can change 2 6511 positions and also where the whole number can begin the calculation. 7.606 11 **Pictorial** Concrete Abstract H 4952 2 6511 7.606 11 With values up to 10,000. With values up to 10,000. Key Vocab Add, addition, plus, more, greater, sum, equals, altogether, is the same as, part, whole, total

YEAR 4 – ADDITION





YEAR 5 - ADDITION							
 Explanation Children will be able to effectively use different forms of partification of the different representations, including bar models. Children will be taught how to effectively use column addited throughout the year this will be built up so that children can addition with two 5 digit numbers that create a whole num 100,000. Children will also be taught how to effectively ad a decimals (up to 2 digits) When using column addition, the largest number must be position and the addition symbol must be placed to the rig which have been carried, must be placed underneath the Calculations should be understood in a way where the two positions and also where the whole number can begin the 	art whole models and use tion and bridge ten. an successfully use column ber up to and including d two numbers that contain the number in the top ht hand side. Any digits, answer row. o parts can change calculation.	Presentation in a bo	bok 96,229 36,295 36,295 36,295 36,295 36,295 36,295 36,295 59,934 96,229 96,209 96,200				
Place Value Place Value	Pictorial	up to 100,000.	Abstract 3 6,295 + 59,93 4 = 96,229 59,93 4 + 36,295 = 96,229 96,229 = 59,934 + 36,295 96,229 = 36,295 + 59,934 59,934 + 36,295 96,229 111				
Key Vocab Add, addition, plus, more, greater, sum, equals, altogether, is the same as, part, whole, total							





	YEAR 6 -	ADDITION			
 Explanation Children will be able to effectively use different forms of partification of the different representations, including bar models. Children will be taught how to effectively use column addite Throughout the year this will be built up so that children can addition with two 6 digit numbers that create a whole number 1,000,000. Children will also be taught how to effectively a contain a decimals (up to 2 digits) When using column addition, the largest number must be position and the addition symbol must be placed to the rig which have been carried, must be placed underneath the additions should be understood in a way where the two positions and also where the whole number can begin the 	art whole models and use ion and bridge ten. an successfully use column ber up to and including idd two numbers that the number in the top ht hand side. Any digits, answer row.	Presentation in a	a book 956,666 364,287 892,379	364,287+592,379=956,666 592,379+364,287=956,666 956,666=592,379+364,287 956,666=364,287+592,379 592,379 364,287+ <u>956,6666</u>	
Place Value Image: State	Pictorial	o to 1,000,000.	Abstract 3 6 4, 2 8 7 5 9 2, 3 7 9 9 5 6, 6 6 6 9 5 6, 6 6 6 5 9 2, 3 7 3 6 4, 2 8 9 5 6, 6 6 6 9 5 6, 6 6 6	1 + 592,379 = 956,666 1 + 364,287 = 956,666 = 592,379 + 364,287 5 = 364,287 + 592,379 19 19 17 + 56	
Key Vocab Add, addition, plus, more, greater, sum, equals, altogether, is the same as, part, whole, total					





YEAR 1 – SUBTRACTION

Explanation

Subtraction will be taught be understanding that a part is taken from a whole to give another part. This will be done through the process of using a part whole model. The part whole model will be represented in a variety of ways, including bar models.

Children will be taught to subtract the part from the whole number.

Children should be taught number bonds to enable them to see bonds to complete subtraction calculations quicker.

Calculations should be set out in a horizontal line and children should understand that whole must always be the number that is subtracted from. Children should also understand that both part can alternate to show a different way of subtracting. Some children should begin to understand that one 'part' (the answer) could start a subtraction calculation.









YEAR 2 – SUBTRACTION

Explanation

Subtraction will be taught be understanding that a part is taken from a whole to give another part. This will be done through the process of using a part whole model. The part whole model will be represented in a variety of ways, including bar models.

Children will be taught to subtract the part from the whole number.

Children will be able to effectively use the methods taught throughout Year 1 but with expectations that are more complex and the use of 2 digit numbers to subtract from a whole that is up to and including 100.

Calculations should initially be set out in a horizontal line and children should understand that whole must always be the number that is subtracted from. Children should also understand that both part can alternate to show a different way of subtracting. Some children should begin to understand that one 'part' (the answer) could start a subtraction calculation.

By the end of Year 2, children will be introduced to column subtraction with numbers that DO NOT require the exchange method to be used.. The largest number must be the number in the top position and the subtraction symbol must be placed to the right hand side.









YEAR 3 – SUBTRACTION

326

Explanation

Subtraction will be taught be understanding that a part is taken from a whole to give another part. This will be done through the process of using a part whole model. The part whole model will be represented in a variety of ways, including bar models.

Children will be taught to subtract the part from the whole number.

Children will be taught how to effectively use the column subtraction method, including the use of the exchange method. Throughout the year, children will be taught how to subtract a 3 digit number from a 3 digit number.

Children should understand that whole must always be the number that is subtracted from. Children should also understand that both parts can alternate to show a different way of subtracting. All children should understand that one 'part' (the answer) could start a subtraction calculation.

When using column subtraction, the largest number must be the number in the top position and the subtraction symbol must be placed to the right hand side.



Presentation in a book

923

597

923

923-326=59

326=923-597

923-597=

597 = 923 - 3

597

326

326

89 × 13

326

597





YEAR 4 - SUBTRACTION

Explanation

Subtraction will be taught be understanding that a part is taken from a whole to give another part. This will be done through the process of using a part whole model. The part whole model will be represented in a variety of ways, including bar models.

Children will be taught to subtract the part from the whole number.

Children will be taught how to effectively use the column subtraction method, including the use of the exchange method. Throughout the year, children will be taught how to subtract a 4 digit number from a 4 digit number. Children will also be taught how to effectively subtract two numbers that contain decimals (up to 2 digits)

Children should understand that whole must always be the number that is subtracted from. Children should also understand that both parts can alternate to show a different way of subtracting. All children should understand that one 'part' (the answer) could start a subtraction calculation.

When using column subtraction, the largest number must be the number in the top position and the subtraction symbol must be placed to the right hand side.



Subtract a 4 digit number from a 4 digit number.



Abstract



Key Vocab Take away, subtract, minus, less than, smaller, decrease, difference between, left, part, whole, total, equals, calculation

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00000

Subtract a 4 digit number from a 4 digit number.

0

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YEAR 5 - SUBTRACTION

Explanation

Subtraction will be taught be understanding that a part is taken from a whole to give another part. This will be done through the process of using a part whole model. The part whole model will be represented in a variety of ways, including bar models.

Children will be taught to subtract the part from the whole number.

Children will be taught how to effectively use the column subtraction method, including the use of the exchange method. Throughout the year, children will be taught how to subtract a 5 digit number from a 5 digit number. Children will also be taught how to effectively subtract two numbers that contain decimals (up to 2 digits). Children will also be taught how to subtract across zeros.

Children should understand that whole must always be the number that is subtracted from. Children should also understand that both parts can alternate to show a different way of subtracting. All children should understand that one 'part' (the answer) could start a subtraction calculation.

When using column subtraction, the largest number must be the number in the top position and the subtraction symbol must be placed to the right hand side.

$\begin{array}{c} 96,229 \\ \hline 96,229 \\ \hline 36,295 \\ \hline 59,934 \\ \hline \\ 36,295 \\ \hline \\ 96,229 \\ \hline \\ 97,934 \\ \hline \\ 96,229 \\ \hline \\ 96,229 \\ \hline \\ 96,229 \\ \hline \\ 96,295 \\ \hline \\ 96,2$

Presentation in a book

98.229	100.000
36295	29284
59934	70,716
,	, , , , , , , , , , , , , , , , , , , ,

Pictorial Abstract Concrete 96,229-59,934=36,295 96,229-36,295=59,934 59,934=96,229-36,295 36,295=96,229-59,934 Place Value 00 00 00 00 0 000000 00 00 6 00 00 95 00 599 Subtract a 5 digit number from a 5 digit number. Subtract a 5 digit number from a 5 digit number. Key Vocab Take away, subtract, minus, less than, smaller, decrease, difference between, left, part, whole, total, equals, calculation





YEAR 6 - SUBTRACTION

Explanation

Subtraction will be taught be understanding that a part is taken from a whole to give another part. This will be done through the process of using a part whole model. The part whole model will be represented in a variety of ways, including bar models.

Children will be taught to subtract the part from the whole number.

Children will be taught how to effectively use the column subtraction method, including the use of the exchange method. Throughout the year, children will be taught how to subtract a 6 digit number from a 6 digit number. Children will also be taught how to effectively subtract two numbers that contain decimals (up to 2 digits). Children will also be taught how to subtract across zeros.

Children should understand that whole must always be the number that is subtracted from. Children should also understand that both parts can alternate to show a different way of subtracting. All children should understand that one 'part' (the answer) could start a subtraction calculation.

When using column subtraction, the largest number must be the number in the top position and the subtraction symbol must be placed to the right hand side.

Presentation in a book



80/15 , 5, 15/14	922222
756,666	1,000,000
364,287	292,846
592379	707154
072017	

Place Value Place Value Place Value Place Value Place Value Place Value Place Value Place Value Place Value		9 5 6,6 6 6 - 5 9 2,3 7 9 = 3 6 4,2 8 7 9 5 6,6 6 6 - 3 6 4,2 8 7 = 5 9 2,3 7 9 5 9 2,3 7 9 = 9 5 6,6 6 6 - 3 6 4,2 8 7 3 6 4,2 8 7 = 9 5 6,6 6 6 - 5 9 2,3 7 9
Kev Vocab Take away, subtract, minus, le	Subtract a 6 digit number from a 6 digit number.	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$











YEAR 2 – Multiplication							
Explanation Children will be taught to count in multiples of 2's, 3's, 5's and 10's. Children must increase their understanding of grouping and repeated addition. Children will be able to recall the 2, 3, 5 and 10 times tables. Children will be able to use the language of 'lots of' and times and apply this to writing a linear calculation. Children will show multiplication by using grouping and arrays Children <i>should</i> be introduced to commutative calculations (2x5 and 5x2) if they are ready for this.	Presentation in a book 3 + 3 + 3 + 3 = 12 $4 \times 3 = 12$ $4 \times 3 = 12$ $3 \times 4 = 12$						
Concrete	Abstract 3 + 3 + 3 + 3 = 12 $4 \times 3 = 12$ $4 \times 3 = 12$ $4 \times 3 = 12$ $3 \times 4 = 12$ by multiple of repeated addition array						





YEAR 3 - Multiplication

Explanation Presentation in a book 4×8=32 32=4×8 Children will be taught to count in multiples of 2's, 3's, 4's, 5's, 8's and 10's. × 10 and 100 Multiplications taught in previous years MUST be consolidated and revisited 8×4=32 32=8×4 consistently. HTU ×10 Children will use arrays to consolidate their understanding of multiplication. Children must be introduced to commutative calculations (4x8 and 8x4). x 100 Children are taught how to multiply a two digit number by a one digit number. Multiplication will be set out in the form of column multiplication. This will be set out with the multiplication symbol on the right hand side and the carried digits will be placed underneath where the following digit is going to be placed. Children will also be taught how to use place value to multiply by 10 and 100. 48 All children will complete a daily tables races for the first three weeks of the school 11. vear. For this a table's race will be set in the classroom and one will be given for homework daily. After this, a minimum of one table's race **must** be set each week within class. **Pictorial** Concrete Abstract 4×8=32 32=4×8 8×4=32 32=8×4 ace Value e Value e Value

Key Vocab More, multiply, times, lots of, groups, product, multiplied by, multiple of, repeated addition, array





YEAR 4 - Multiplication						
Explanation Children will be taught to count in multiples of 2's, 3's, 4's, 5's	s, 6's, 7's, 8's, 9's, 10's, 11's	Presentation in a bo $6 \times 7 = 42$ 42	ok = 6 × 7 × 10,100 and 1000			
Multiplications taught in previous years MUST be consolidate	d and revisited consistently.	7×6=42 42	$= 7 \times 6$			
Children will use arrays to consolidate their understanding of	multiplication.	*****	3.4 × 1.0			
Children must be introduced to commutative calculations (7x6	6 and 6x7).					
Children are taught how to multiply a three digit number by a Multiplication will be set out in the form of column multiplication the multiplication symbol on the right hand side and the carrie	one digit number. on. This will be set out with ed digits will be placed		34 × 100			
Children will also be taught how to use place value to multiply	<i>י</i> by 10, 100 and 1000.	769	PTh Th H T U 3 4 × 1000			
All children will complete a daily tables races for the first three For this a table's race will be set in the classroom and one wi daily. After this, a minimum of one table's race must be set e	e weeks of the school year. Il be given for homework ach week within class.	<u>8</u> <u>6 5 2</u> <u>8 8</u> 7				
Concrete	Pictorial		Abstract			
Image: second	H T 0 00 ×		$6 \times 7 = 42$ $42 = 6 \times 7$ $7 \times 6 = 42$ $42 = 7 \times 6$ $7 6 9 \times \frac{8}{6152}$			
Key Vocab More, multiply, times, lots	of, groups, product, mult	tiplied by, multiple of, repe	ated addition, array			





YEAR 5 - Multiplication

Presentation in a book

Explanation Children will consolidate multiples of 2's, 3's, 4's, 5's, 6's, 7's, 8's, 9's, 10's, 11's and 12's. Multiplications taught in previous years **MUST** be consolidated and revisited consistently.

Children will use arrays to consolidate their understanding of multiplication.

Children must be introduced to commutative calculations (6x8 and 8x6).

Children are taught how to multiply a four digit number by a one digit number and a three or four digit number by a two digit number. Multiplication will be set out in the form of column multiplication. This will be set out with the multiplication symbol on the right hand side and the carried digits will be placed underneath where the following digit is going to be placed.

Children will also be taught how to use place value to multiply by 10, 100 and 1000.

All children will complete a daily tables races for the first three weeks of the school year. For this a table's race will be set in the classroom and one will be given for homework daily. After this, a minimum of one table's race **must** be set each week within class.









YEAR 6 - Multiplication

Explanation

Children will consolidate multiples of 2's, 3's, 4's, 5's, 6's, 7's, 8's, 9's, 10's, 11's and 12's.

Multiplications taught in previous years **MUST** be consolidated and revisited consistently.

Children will use arrays to consolidate their understanding of multiplication.

Children must be introduced to commutative calculations (6x8 and 8x6).

Children are taught how to multiply a four digit number by a one digit number and a three or four digit number by a two digit number. They will also be taught how to multiply by a decimal. Multiplication will be set out in the form of column multiplication. This will be set out with the multiplication symbol on the right hand side and the carried digits will be placed underneath where the following digit is going to be placed.

Children will also be taught how to use place value to multiply by 10, 100 and 1000.

All children will complete a daily tables races for the first three weeks of the school year. For this a table's race will be set in the classroom and one will be given for homework daily. After this, a minimum of one table's race **must** be set each week within class.

	Ē	3		ιια	lli				a	D	υu	'n							
	1	1	×	1	2	5	1	3	2		1	3	2	5	1	1	x	1	2
	1	2	×	1	1	E	1	3	2		1	3	2	=	1	2	×	1	
		2	9	3	89	x					2	4	7	x	0	•2			
	2	6	4	4	2						2	4	7	×					
											8	9	•4						
		2	9	33	89	×						1							
	218	6.00	4	444	20	+													
1	1	4	5	8	2														

Procontation in a book

x 10, 100 and 1000



Concrete		Pictorial		Abstract	
Image: Construction of the second se	g a 4x2 digit number.		H T O H T O OO OO OO OO OO OO OO OO	$ \begin{array}{r} $	$\begin{array}{c} 1 3 2 = 1 1 \times 1 2 \\ 1 3 2 = 1 2 \times 1 1 \\ 2 4 7 \times 0 \cdot 2 \\ 2 4 7 \times \\ \underline{2} \\ 8 9 \cdot 4 \\ \end{array}$
Key Vocab More	, multiply, times, lots	of, groups, product, multipli	ed by, multiple of, repeate	d addition, array	











YEA	R 2 - Division
 Explanation Children will use multiplication facts that have been taught (2's, 3's, 5's and 10's) support division. Children will be taught how to divide by making equal groups. This will also be represented in the format of an array. Children will consolidate their understanding of how to find ½ and ¼ of different shapes. Once this is understood, children will find ½ and ¼ of numbers. Children will set calculations out in a liner line. It should be made clear to the children that division is the inverse of multiplication Children s<i>hould</i> be introduced to commutative calculations (12÷3 and 12÷4). 	to Presentation in a book $12 \div 4 = 3$ $12 \div 3 = 4$ S.
Concrete Pictorial Output 2 3 4 Output 2	Abstract $12 \div 4 = 3$ $12 \div 3 = 4$





YEAR 3 - Division						
Explanation Children will use multiplication facts that have been taught 10's) to support division. Children will be taught how divide a two digit number by a will be taught how to divide by using the bus stop method. with no remainders but remainders must be introduced at	t (2's, 3's, 4's, 5's, 8's and one digit number. Children Initially this will be taught a later point.	Presentation in a bo $3 \ 2 \div 4 = 8$ $8 =$ $3 \ 2 \div 8 = 4$ $4 =$ $2 \ 2 \ 4 =$ $2 \ 4 =$	ook = 3 2 ÷ 4 ÷ = 3 2 ÷ 8	$1 0 \text{ and } 1 0 0$ $Th H T U$ $3 4 0 0 \div 10$		
Children will be taught how to divide by 10 and 100. Child to convert fractions into decimals. This will be used to sup amount.	ren will also be taught how oport finding fractions of an	242 <u>-1</u> 2485				
It must be made clear to the children that division is the inverse of multiplications.				- 100		
Children must be introduced to commutative calculations	(24÷3 and 24÷8).					
Concrete			Abstract $3 \ 2 \ \div \ 4 =$ $3 \ 2 \ \div \ 8 =$ $2 \ 4 \ 8$ $2 \ 4 \ 2$ $2 \ 4 \ 8$ $2 \ 4 \ 8 \ 5$	8 8 = 3 2 ÷ 4 4 4 = 3 2 ÷ 8		
Key Vocab Divide, share, equal groups, arra	ay, into, divide by, shared	l by, remainder				





YEAR 4 - Division				
Explanation Children will use multiplication facts that have been taught 8's, 9's, 10's, 11's and 12's) to support division.	t (2's, 3's, 4's, 5's, 6's, 7's	Presentation in a bo 56÷8=77=5 56÷7=88=54	0k 6÷8 ÷10,100 cu 6÷7	nd 1000
Children will be taught how divide a three digit number by a one digit number. Children will be taught how to divide by using the bus stop method. Children will be taught remainders.		241rl 3724	72 92 Th H T 3 4 0 0 0	U 0 ÷ 10 かゆ
Children will be taught how to divide by 10, 100 and 1000. Children will also be taught how to convert fractions into decimals. This will be used to support finding fractions of an amount.			11/17 TH H T 34000	U O ÷100
It must be made clear to the children that division is the inv	verse of multiplications.		100 10	
Children must be introduced to commutative calculations ((24÷3 and 24÷8).		34000	0 ÷ 1000
Concrete	Pictorial		Abstract	
Place Volue			$56 \div 8 = 7$ $56 \div 7 = 8$ 241r1 37'24	1 = 5 6 ÷ 8 = 5 6 ÷ 7
Key Vocab Divide, share, equal groups, arra	ay, into, divide by, shared	by, remainder		





YEAR 5 - Division					
Explanation Children will use multiplication facts that have been taught (2's, 3's, 4's, 5's, 6's, 7's 8's, 9's, 10's, 11's and 12's) to support division.		Presentation in a book $72 \div 8 = 9$ $9 = 72 \div 8$ $\div 10, 100$ and 1000 $72 \div 9 = 8$ $8 = 72 \div 9$			
Children will be taught how divide a four digit number by a one digit number. Children will be taught how to divide by using the bus stop method. Children will be taught how to divide using decimal places.		0725*8 5 \$ 3°6 '2*9*00	$\frac{T_{h} H T U \frac{1}{6} \frac{1}{60}}{3 4 0} \stackrel{-}{\rightarrow} 10$		
Children will be taught how to divide by 10, 100 and 1000. Children will also be taught how to convert fractions into decimals. This will be used to support finding fractions of an amount.			$\frac{ThHT}{340} = 100$		
It must be made clear to the children that division is the inverse of multiplications.			ThHT Ut 100 1000		
Children must be introduced to commutative calculations (24÷3 and 24÷8).			340 + 1000		
Concrete	Pictorial		Abstract		
Place Value Ce Value Ce Value Ce Value </td <td>H 0 0000000000000000000000000000000000</td> <td></td> <td>$72 \div 8 = 9 9 = 72 \div 8$ $72 \div 9 = 8 8 = 72 \div 9$ $0725 \cdot 8$ $5 \ 3^{3} 6 \ 2^{2} 9 \cdot 0 0$</td>	H 0 0000000000000000000000000000000000		$72 \div 8 = 9 9 = 72 \div 8$ $72 \div 9 = 8 8 = 72 \div 9$ $0725 \cdot 8$ $5 \ 3^{3} 6 \ 2^{2} 9 \cdot 0 0$		
Key Vocab Divide, share, equal groups, array, into, divide by, shared by, remainder					





YEAR 6 - Division Explanation Presentation in a book Children will use multiplication facts that have been taught (2's, 3's, 4's, 5's, 6's, 7's 32-11 Ξ -8's, 9's, 10's, 11's and 12's) to support division. Children will be taught how divide a four digit number by a one digit number and a two digit number. Children will be taught how to divide by using the bus stop method. 535.75 Children will be taught how to divide using decimal places. 8 4 12 28 6.000 Children will be taught how to divide by 10, 100 and 1000. Children will also be taught how to convert fractions into decimals. This will be used to support finding fractions of an amount. 12 432 It must be made clear to the children that division is the inverse of multiplications. Children must be introduced to commutative calculations (24÷3 and 24÷8). Concrete Pictorial Abstract $|32 \div || = |2||2 = |32 \div ||$ $132 \div 12 = 11$ $|| = |32 \div |2$ \$6.º0 to 2 432 Division includes dividing a 4 digit number by a 1 digit number (including decimals).

Key Vocab Divide, share, equal groups, array, into, divide by, shared by, remainder





Chair of Governors	E. Oliver
Headteacher	C. Lawson
Date	