

Primary maths

# Calculation policy

Updated September 2024

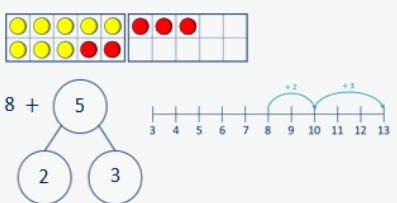
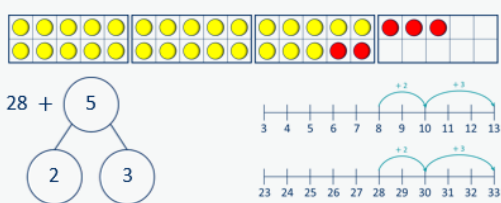
# Guidance for teachers

The calculation policy is divided into four sections: addition, subtraction, multiplication and division. At the start of each section, you will find an overview of the progression of skills. Calculations involving decimal numbers and fractions are included.

The calculation policy follows the same concrete, pictorial, abstract approach as our main schemes of learning. Where appropriate, sentence stems and key questions are included alongside the key representations.

Where skills are divided into more than one section across the page, there is a progression in the level of difficulty from left to right.

For example, when adding across a 10, children need to be able to add across 10 itself, before making links with related facts.

<p><b>Add across a 10</b></p> <p>Partition the number you are adding to make a full ten.</p>	<p>... can be partitioned into ... and ...</p>  <p><math>8 + 5</math></p>	<p>I add ... to get to ... then I add ...</p> <p><math>8 + 5 = 13</math> <math>28 + 5 = 33</math></p>  <p><math>28 + 5</math></p>
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# Progression of skills - Addition

Year group	Skill
Nursery	<ul style="list-style-type: none"><li>• Subitise to 3</li><li>• Count how many</li><li>• Make numbers to 5</li><li>• Add 1 more (through songs and rhymes)</li></ul>
Reception	<ul style="list-style-type: none"><li>• Conceptually subitise to 5</li><li>• 1 more</li><li>• Notice the composition of numbers within 10</li><li>• Combine 2 groups</li><li>• Add more</li></ul>
Year 1	<ul style="list-style-type: none"><li>• Add together</li><li>• Add more</li><li>• Bonds within 10</li><li>• Related facts within 20</li><li>• Missing numbers</li></ul>

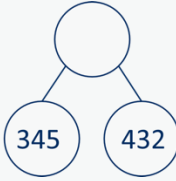
# Progression of skills - Addition

Year group	Skill
Year 2	<ul style="list-style-type: none"><li>• Add 1s to any number (related facts)</li><li>• Add three 1-digit numbers</li><li>• Add across a 10</li><li>• Add multiples of 10</li><li>• Add 10s to any number</li><li>• Add two 2-digit numbers (not across a ten)</li><li>• Add two 2-digit numbers (across a ten)</li><li>• Missing numbers</li></ul>
Year 3	<ul style="list-style-type: none"><li>• Add 1s, 10s and 100s to a 3-digit number</li><li>• Add two numbers (no exchange)</li><li>• Add two numbers across a 10 or 100</li><li>• Complements to 100</li><li>• Add fractions with the same denominator within 1 whole</li><li>• Calculate the duration of events</li></ul>

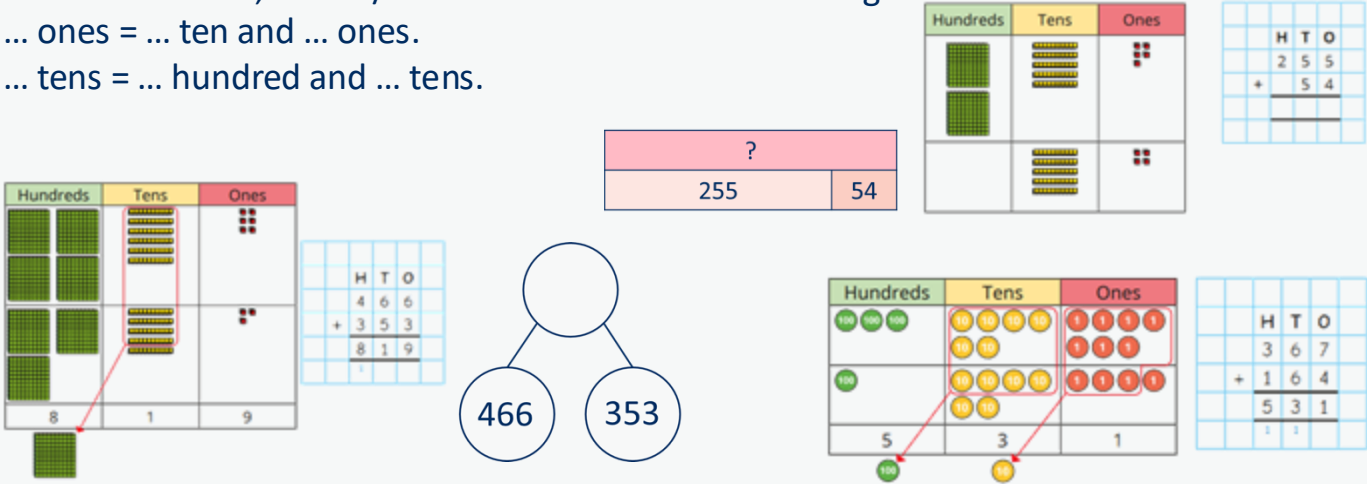
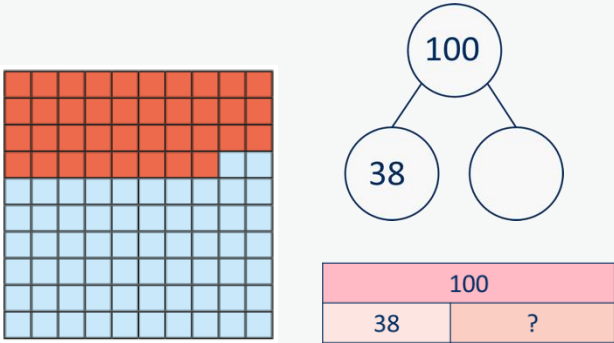
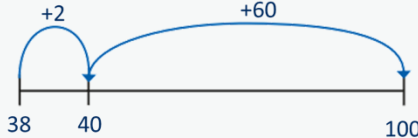
# Progression of skills - Addition




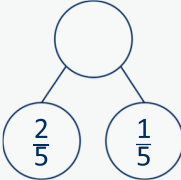



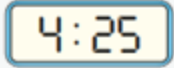
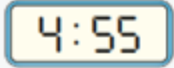
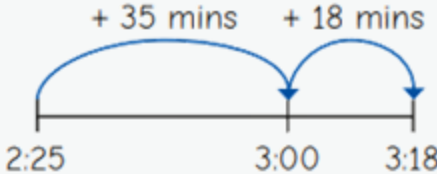
Year group	Skill
Year 4	<ul style="list-style-type: none"><li>• Add 1s, 10s and 100s to a 4-digit number</li><li>• Add up to two 4-digit numbers</li><li>• Add decimal numbers in the context of money</li><li>• Add fractions and mixed numbers with the same denominator beyond 1 whole</li></ul>
Year 5	<ul style="list-style-type: none"><li>• Add using mental strategies</li><li>• Add whole numbers with more than 4 digits</li><li>• Add decimals with up to 2 decimal places</li><li>• Complements to 1</li><li>• Add fractions with denominators that are a multiple of one another</li></ul>
Year 6	<ul style="list-style-type: none"><li>• Add integers up to 10 million</li><li>• Add decimals with up to 3 decimal places</li><li>• Order of operations</li><li>• Negative numbers</li><li>• Add fractions</li></ul>

# Addition

<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>Add numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds.</li> <li>Add numbers with up to three digits, using formal written methods of columnar addition.</li> <li>Add fractions with the same denominator within 1 whole.</li> <li>Calculate the time taken by particular events or tasks.</li> </ul>																																			
<p><b>Progression of skills</b></p>	<p><b>Key representations</b></p>																																			
<p><b>Add 1s, 10s or 100s to a 3-digit number</b></p> <p>Emphasis on mental strategies including number bonds and related facts. Prompt children to notice which digit changes.</p>	<p>The ones/tens/hundreds column will increase by ...</p> <table border="1" data-bbox="576 615 1013 815"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>444 + 5 =</p> <p>444 + 50 =</p> <p>444 + 500 =</p> <table border="1" data-bbox="1052 615 1313 815"> <thead> <tr> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>777 + 2 =</p> <p>777 + 20 =</p> <p>777 + 200 =</p>	Hundreds	Tens	Ones				H	T	O				<p>What patterns do you notice?</p> <p>235 + 3 =</p> <p>235 + 30 =</p> <p>235 + 300 =</p> <p>604 + 20 =</p> <p>604 + 50 =</p> <p>604 + 90 =</p> <p>111 + <input type="text"/> = 118</p> <p>111 + <input type="text"/> = 181</p> <p>111 + <input type="text"/> = 811</p>																						
Hundreds	Tens	Ones																																		
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<p><b>Add two numbers (no exchange)</b></p> <p>Mental strategies and introduction of formal written method.</p>	<p>... ones + ... ones = ... ones</p> <p>... tens + ... tens = ... tens</p> <p>... hundreds + ... hundreds = ... hundreds</p> <table border="1" data-bbox="1529 989 1918 1068"> <tr> <td colspan="2">?</td> </tr> <tr> <td>345</td> <td>432</td> </tr> </table> <table border="1" data-bbox="576 1118 1036 1310"> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>  <table border="1" data-bbox="1259 1103 1684 1303"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1701 1103 1918 1318"> <thead> <tr> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>+ 4</td> <td>+ 3</td> <td>+ 2</td> </tr> <tr> <td colspan="3"><hr/></td> </tr> <tr> <td colspan="3"><hr/></td> </tr> </tbody> </table>		?		345	432							Hundreds	Tens	Ones							H	T	O	3	4	5	+ 4	+ 3	+ 2	<hr/>			<hr/>		
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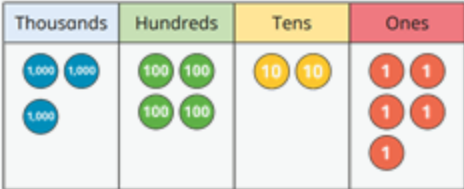


# Addition




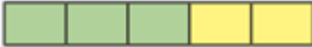
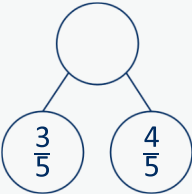
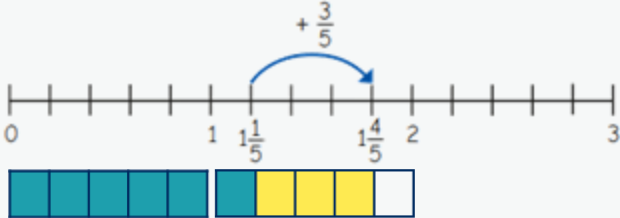
Progression of skills	Key representations	
<p><b>Add two numbers across a 10 or 100</b></p> <p>Formal written method involving up to 2 exchanges including 3-digit plus 2-digit numbers.</p>	<p>There are ... ones, so I do/do not need to make an exchange.            There are ... tens, so I do/do not need to make an exchange.            ... ones = ... ten and ... ones.            ... tens = ... hundred and ... tens.</p> 	
<p><b>Complements to 100</b></p> <p>Pairs of numbers which total 100</p>	<p>... plus ... is equal to 100</p> 	<p>I add ... to get to the next 10, then ... to get to 100</p>  <p> <math>38 + 62 = 100</math>  <math>62 + 38 = 100</math>  <math>100 = 38 + 62</math>  <math>100 = 62 + 38</math> </p>

Progression of skills	Key representations
<p><b>Add fractions with the same denominator within 1 whole</b></p> <p>Make links with known facts.</p>	<p>When adding fractions with the same denominator, I only add the numerator. ... fifths + ... fifths = ... fifths</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <math>\frac{1}{5} + \frac{1}{5}</math> </div> <div style="text-align: center;">  <math>\frac{1}{5} + \frac{2}{5}</math> </div> <div style="text-align: center;">  <math>\frac{1}{5} + \frac{3}{5}</math> </div> </div> <div style="text-align: right; margin-top: 20px;">  </div> <div style="text-align: right; margin-top: 20px;">  </div>
<p><b>Calculate the duration of events</b></p> <p>Find durations of time between a given start and end point. Children will need to calculate complements to 60</p>	<p>From ... to ... o'clock is ... minutes. From ... o'clock to ... is ... minutes. The total time taken is ... minutes.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>start</p> </div> <div style="text-align: center;">  <p>finish</p> </div> <div style="text-align: center;">  <p>start</p> </div> <div style="text-align: center;">  <p>finish</p> </div> <div style="text-align: center;">  </div> </div>

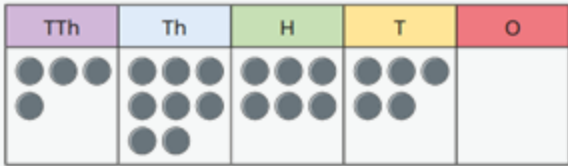
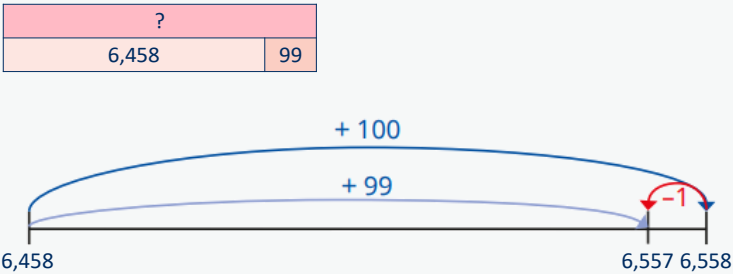
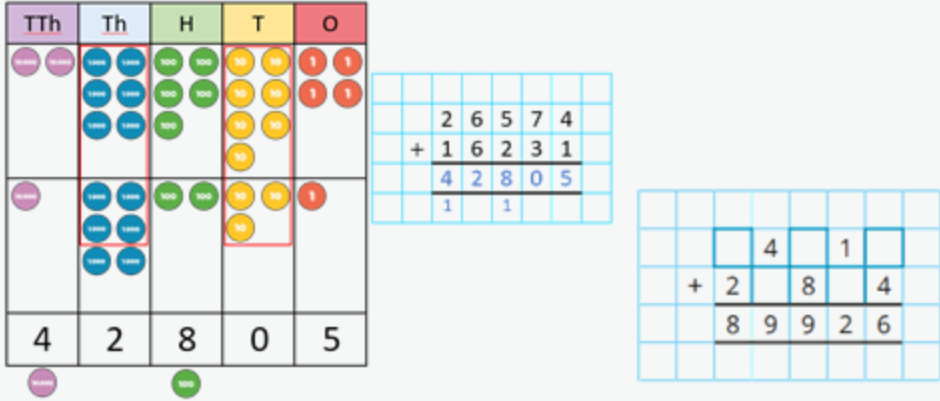


# Addition

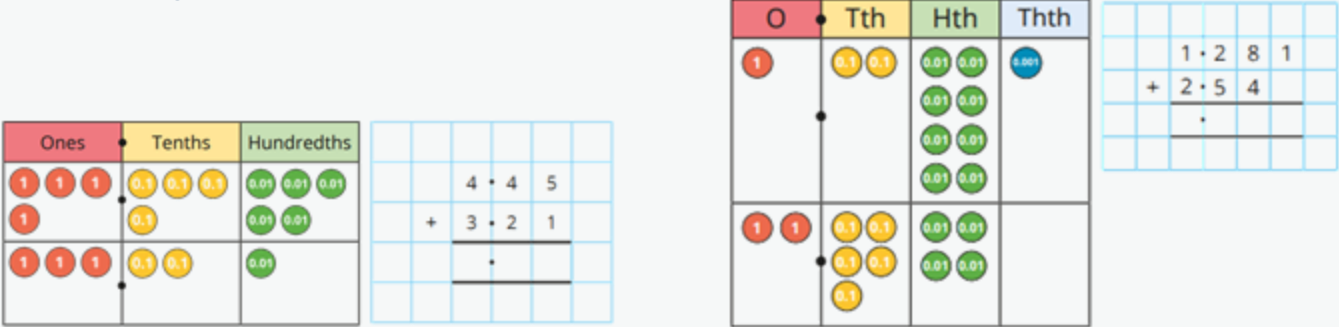
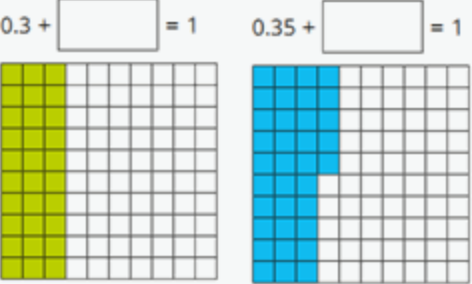

<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>Add numbers with up to 4 digits using a formal written method.</li> <li>Solve simple measure and money problems involving fractions and decimals to 2 decimal places.</li> <li>Add fractions with the same denominator.</li> </ul>	
<p><b>Progression of skills</b></p>	<p><b>Key representations</b></p>	
<p><b>Add 1s, 10s and 100s to a 4-digit number</b></p> <p>Emphasis on mental strategies including number bonds and related facts. Prompt children to notice which digit changes.</p>	<p>The ones/tens/hundreds/thousands column will increase by ...</p>  <p> <math>3,425 + 3 =</math>                      <math>3,425 + 300 =</math>  <math>3,425 + 30 =</math>                    <math>3,425 + 3,000 =</math> </p>	<p>What patterns do you notice?</p> <p> <math>2,350 + 3 =</math>  <math>2,350 + 30 =</math>  <math>2,350 + 300 =</math>  <math>2,350 + 3,000 =</math> </p> <p> <math>6,040 + 200 =</math>                      <math>2,211 + \square = 2,251</math>  <math>6,040 + 500 =</math>                      <math>2,211 + \square = 2,215</math>  <math>6,040 + 900 =</math>                      <math>2,211 + \square = 2,511</math> </p>
<p><b>Add up to two 4-digit numbers</b></p> <p>Formal written method with up to 3 exchanges. Encourage children to estimate and use inverse operations to check answers to calculations.</p>	<p>There are ... ones/tens/hundreds so I do/do not need to make an exchange.</p> <p>I can exchange 10 ... for 1 ...</p>  	

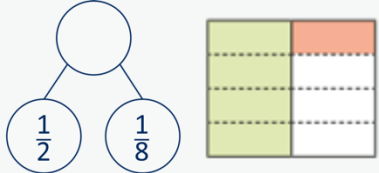
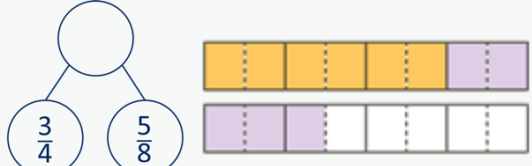

Progression of skills	Key representations	
<p><b>Add decimal numbers in the context of money</b></p> <p>Emphasis on partitioning and use of number lines rather than formal written calculations.</p>	<p>... pence + ... pence = ... pence ... pounds + ... pounds = ... pounds</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>45p + 25p = 70p £2 + £3 = £5 £5 + 70p = £5.70</p>	<p>£3.25 can be partitioned into £3 + 20p + 5p</p> 
<p><b>Add fractions and mixed numbers with the same denominator beyond 1 whole</b></p>	<p>When adding fractions with the same denominator, I only add the numerator. ... fifths + ... fifths = ... fifths</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <math display="block">\frac{3}{5} + \frac{4}{5} = \frac{7}{5} = 1\frac{2}{5}</math>  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>	

# Addition

<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• Add whole numbers with more than 4 digits, including using formal written methods.</li> <li>• Add numbers mentally with increasingly large numbers.</li> <li>• Add decimals, including a mix of whole numbers and decimals, decimals with different numbers of decimal places, and complements of 1</li> <li>• Add fractions with the same denominator, and denominators that are multiples of the same number.</li> </ul>	
<p><b>Progression of skills</b></p>	<p><b>Key representations</b></p>	
<p><b>Add using mental strategies</b></p> <p>Add 1s, 10s, 100s, etc. to any number. Use number bonds and related facts.</p>	 <p>48,650 + 300 = 48,650 + 30,000 = 48,650 + 30 =</p>	<p>To add ..., I can add ... then subtract ...</p> 
<p><b>Add whole numbers with more than 4 digits</b></p> <p>Encourage children to estimate and use inverse operations to check answers to calculations.</p>	<p>I can exchange 10 ... for 1 ...</p> 	

# Addition

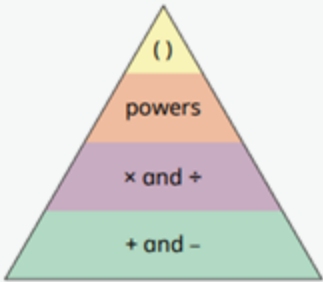
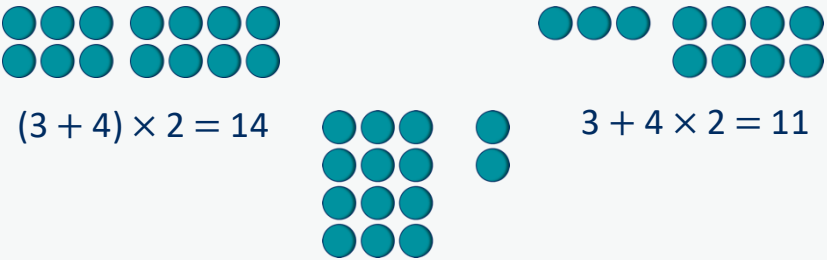
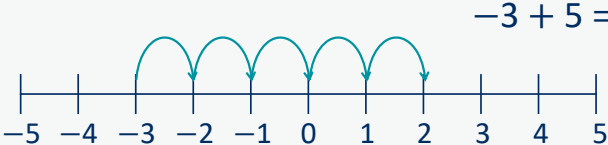
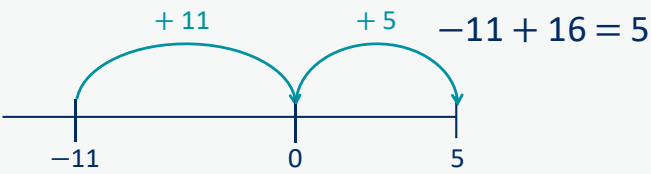
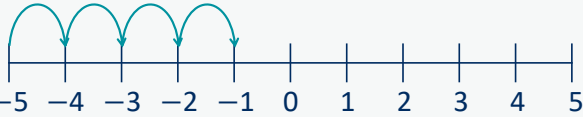
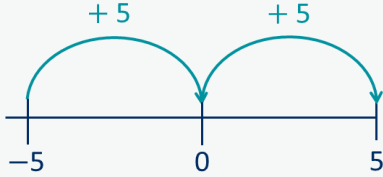
Progression of skills	Key representations
<p><b>Add decimals with up to 2 decimal places</b></p> <p>Progress from the same number of decimal places to a different number of decimal places, and from no exchange to exchange.</p>	<p>I do/do not need to make an exchange because ... I can exchange 10 ... for 1 ...</p> 
<p><b>Complements to 1</b></p> <p>Pairs of numbers with up to 3 decimal places which total 1</p> <p>Encourage children to make links with bonds to 10 and complements to 100 and 1,000</p>	  <p> <math>4 + 6 = 10</math>                      <math>0.4 + 0.6 = 1</math>  <math>44 + 56 = 100</math>                      <math>0.44 + 0.56 = 1</math>  <math>444 + 556 = 1,000</math>                      <math>0.444 + 0.556 = 1</math> </p>

Progression of skills	Key representations
<p><b>Add fractions with denominators that are a multiple of one another</b></p> <p>Encourage children to convert fractions to the same denominator before adding.</p> <p>Progress from adding fractions within 1 whole to adding fractions beyond 1 whole.</p>	<p>The denominator has been multiplied by ..., so the numerator needs to be multiplied by... for the fractions to be equivalent.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <math display="block">\frac{1}{2} + \frac{1}{8} = \frac{4}{8} + \frac{1}{8} = \frac{5}{8}</math> </div> <div style="text-align: center;">  <math display="block">\frac{3}{4} + \frac{5}{8} = \frac{6}{8} + \frac{5}{8} = \frac{11}{8} = 1\frac{3}{8}</math> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;">  <math display="block">\frac{1}{4} + \frac{3}{8} = \frac{2}{8} + \frac{3}{8} = \frac{5}{8}</math> </div> </div>

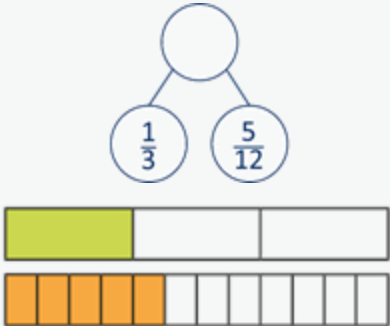
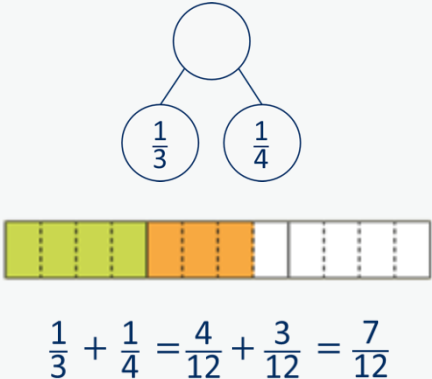
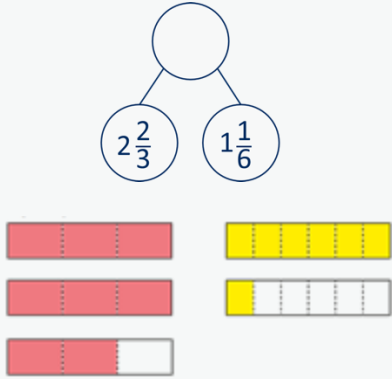
# Addition

<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• Add larger numbers, using the formal written method of columnar addition.</li> <li>• Use their knowledge of the order of operations to carry out calculations involving the 4 operations.</li> <li>• Calculate intervals across zero.</li> <li>• Add fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</li> </ul>																																																																																																																		
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# Addition

Progression of skills	Key representations	
<p><b>Order of operations</b></p> <p>Calculations in brackets should be done first. Multiplication and division should be performed before addition and subtraction. *When no brackets are shown and the operations have the same priority, work left to right.</p>	<p>... has greater priority than ..., so the first part of the calculation I need to do is ...</p>  <p>The triangle is divided into four horizontal sections: a yellow top section labeled '()', an orange section labeled 'powers', a purple section labeled '× and ÷', and a green bottom section labeled '+ and -'.</p>	 <p>Three dot diagrams illustrate different calculation paths for <math>(3 + 4) \times 2 = 14</math> and <math>3 + 4 \times 2 = 11</math>. The first diagram shows 14 dots arranged in two rows of 7, representing <math>(3 + 4) \times 2 = 14</math>. The second diagram shows 11 dots arranged in two rows of 6 and 5, representing <math>3 + 4 \times 2 = 11</math>. The third diagram shows 14 dots arranged in three rows of 4, 4, and 6, representing <math>3 \times 4 + 2 = 14</math>.</p>
<p><b>Negative numbers</b></p> <p>Children add to negative numbers and carry out calculations which cross 0</p>	<p>... plus ... is equal to ...</p>  <p>A number line from -5 to 5 with arrows starting at -3 and moving right to 2, illustrating <math>-3 + 5 = 2</math>.</p>  <p>A number line from -11 to 5 with arrows starting at -11 and moving right to 0 (labeled '+11'), and then from 0 to 5 (labeled '+5'), illustrating <math>-11 + 16 = 5</math>.</p>	 <p>A number line from -5 to 5 with four arrows starting at -5 and moving right to -1, illustrating the difference between -5 and -1 is 4.</p> <p>The difference between <math>-5</math> and <math>-1</math> is 4</p>  <p>A number line from -5 to 5 with two arrows starting at -5 and moving right to 0 (labeled '+5'), and then from 0 to 5 (labeled '+5'), illustrating the difference between -5 and 5 is 10.</p> <p>The difference between <math>-5</math> and 5 is 10</p>

# Addition

Progression of skills	Key representations		
<p><b>Add fractions</b></p> <p>Convert fractions to the same denominator before adding. Progress from fractions where one denominator is a multiple of the other, to any fractions and then to mixed numbers.</p>	<p>The denominator has been multiplied by ..., so the numerator needs to be multiplied by ...</p> 	<p>The lowest common multiple of ... and ... is ...</p>  $\frac{1}{3} + \frac{1}{4} = \frac{4}{12} + \frac{3}{12} = \frac{7}{12}$	<p>...is made up of ... wholes and ...</p> 



# Progression of skills - Subtraction

Year group	Skill
Nursery	<ul style="list-style-type: none"><li>• Subitise to 3</li><li>• Count how many</li><li>• Make numbers to 5</li><li>• Take 1 away (through songs and rhymes)</li></ul>
Reception	<ul style="list-style-type: none"><li>• Conceptually subitise to 5</li><li>• 1 less</li><li>• Notice the composition of numbers within 10</li><li>• Partition</li><li>• Take away</li></ul>
Year 1	<ul style="list-style-type: none"><li>• Find a part</li><li>• Take away</li><li>• Bonds within 10</li><li>• Related facts within 20</li><li>• Missing numbers</li></ul>

# Progression of skills - Subtraction

Year group	Skill
Year 2	<ul style="list-style-type: none"><li>• Subtract 1s from any number (related facts)</li><li>• Subtract across a 10</li><li>• Subtract multiples of 10</li><li>• Subtract 10s from any number</li><li>• Subtract two 2-digit numbers (not across a ten)</li><li>• Subtract two 2-digit numbers (across a ten)</li><li>• Missing numbers</li></ul>
Year 3	<ul style="list-style-type: none"><li>• Subtract 1s, 10s and 100s from a 3-digit number</li><li>• Subtract two numbers (no exchange)</li><li>• Subtract two numbers across a 10 or 100</li><li>• Complements to 100</li><li>• Subtract fractions with the same denominator within 1 whole</li></ul>

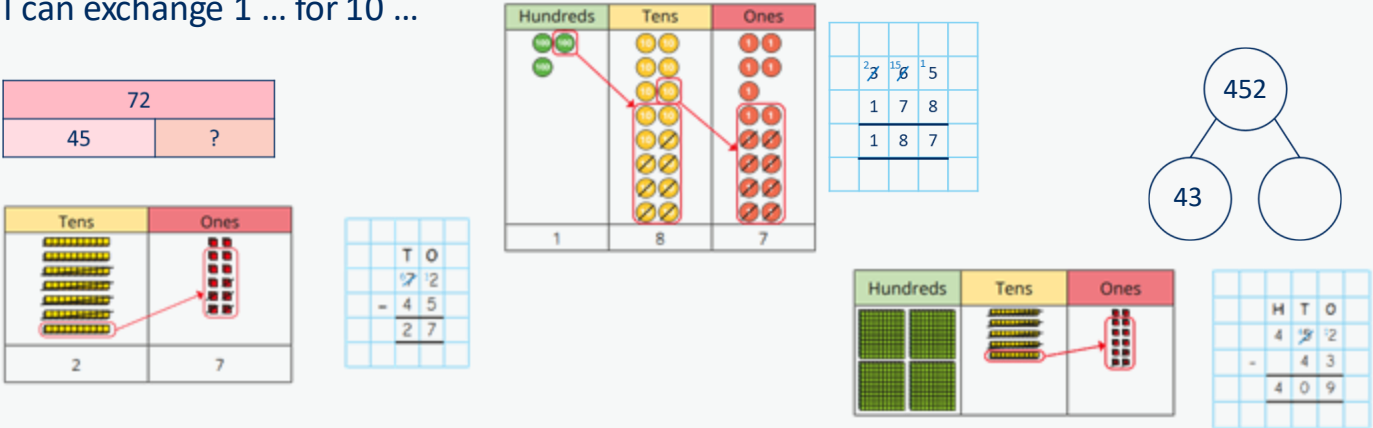
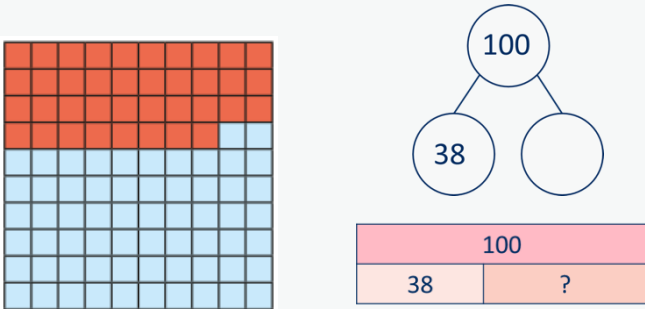
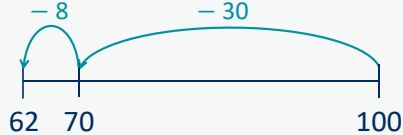
# Progression of skills - Subtraction

Year group	Skill
Year 4	<ul style="list-style-type: none"><li>• Subtract 1s, 10s, 100s and 1,000s from a 4-digit number</li><li>• Subtract up to two 4-digit numbers</li><li>• Subtract decimal numbers in the context of money</li><li>• Subtract fractions and mixed numbers with the same denominator</li></ul>
Year 5	<ul style="list-style-type: none"><li>• Subtract whole numbers with more than 4 digits</li><li>• Subtract using mental strategies</li><li>• Subtract decimals with up to 2 decimal places</li><li>• Complements to 1</li><li>• Subtract fractions with denominators that are a multiple of one another</li></ul>
Year 6	<ul style="list-style-type: none"><li>• Subtract integers up to 10 million</li><li>• Subtract decimals with up to 3 decimal places</li><li>• Order of operations</li><li>• Negative numbers</li><li>• Subtract fractions</li></ul>




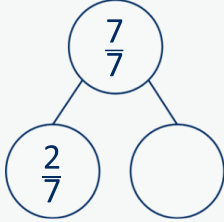

# Subtraction

<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>Subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds.</li> <li>Subtract numbers with up to three digits, using formal written methods.</li> <li>Subtract fractions with the same denominator within 1 whole.</li> </ul>																						
<p><b>Progression of skills</b></p>	<p><b>Key representations</b></p>																						
<p><b>Subtract 1s, 10s and 100s from a 3-digit number</b></p> <p>Emphasis on mental strategies including number bonds and related facts. Prompt children to notice which digit changes.</p>	<p>The ones/tens/hundreds column will decrease by ...</p> <table border="1" data-bbox="576 525 1011 725"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1052 525 1313 725"> <thead> <tr> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p> <math>444 - 2 =</math>                      <math>777 - 4 =</math>  <math>444 - 20 =</math>                     <math>777 - 40 =</math>  <math>444 - 200 =</math>                    <math>777 - 400 =</math> </p>	Hundreds	Tens	Ones				H	T	O				<p>What patterns do you notice?</p> <p> <math>235 - 3 =</math>  <math>235 - 30 =</math>  <math>235 - 300 =</math> </p> <p> <math>118 - \square = 111</math>  <math>181 - \square = 111</math>  <math>811 - \square = 111</math> </p>									
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<p><b>Subtract two numbers (no exchange)</b></p> <p>Mental strategies and introduction of formal written method.</p>	<p>... ones – ... ones = ... ones          ... tens – ... tens = ... tens          ... hundreds – ... hundreds = ... hundreds</p> <table border="1" data-bbox="576 1053 1025 1178"> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p></p> <table border="1" data-bbox="1348 1029 1694 1149"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1748 1029 1929 1206"> <thead> <tr> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>6</td> <td>9</td> </tr> <tr> <td>-</td> <td>1</td> <td>4</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Hundreds	Tens	Ones				H	T	O	7	6	9	-	1	4			
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# Subtraction

Progression of skills	Key representations	
<p><b>Subtract two numbers across a 10 or 100</b></p> <p>Formal written method involving up to 2 exchanges including 3-digit subtract 2-digit numbers.</p>	<p>I need to subtract ... ones. I do/do not need to make an exchange.                      I need to subtract ... tens. I do/do not need to make an exchange.                      I can exchange 1 ... for 10 ...</p> 	
<p><b>Complements to 100</b></p> <p>Focus on subtraction facts.</p> <p>Encourage children to notice patterns.</p>	<p>100 minus ... is equal to ...</p> 	<p>I subtract ... tens, then I subtract ... ones.</p> $100 - 38 = 62$ $100 - 62 = 38$ $62 = 100 - 38$ $38 = 100 - 62$ 

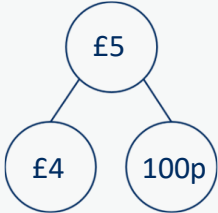
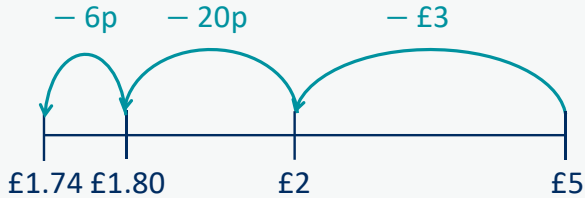
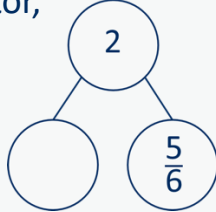
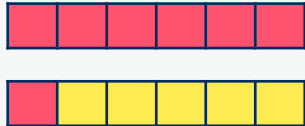
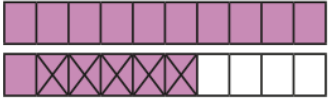
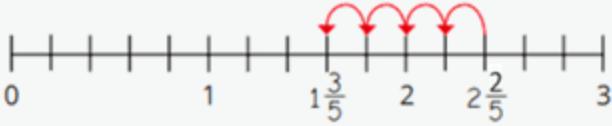
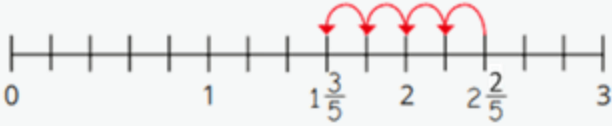
# Subtraction

Progression of skills	Key representations
<p><b>Subtract fractions with the same denominator within 1 whole</b></p> <p>Make links with known facts.</p>	<p>When subtracting fractions with the same denominator, I only subtract the numerator. ... fifths – ... fifths = ... fifths</p> <p> <math>\frac{5}{5} - \frac{1}{5}</math></p> <p> <math>\frac{4}{5} - \frac{1}{5}</math></p> <p> <math>\frac{3}{5} - \frac{1}{5}</math></p> <p></p> <p></p>

# Subtraction

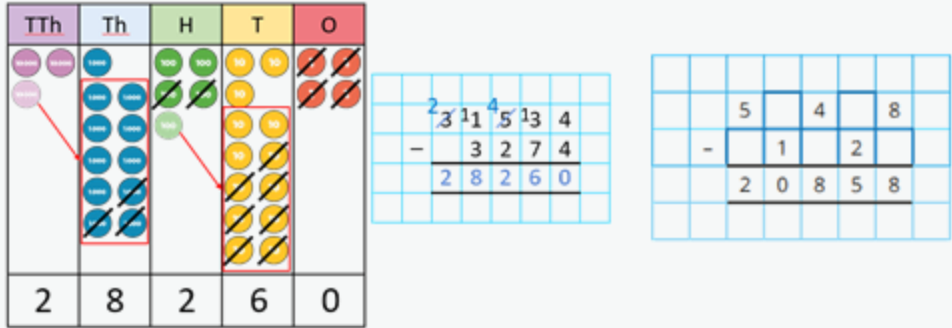
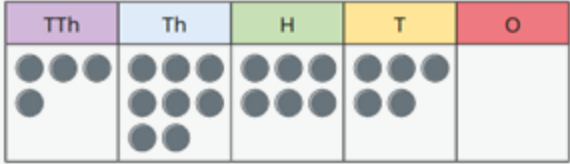
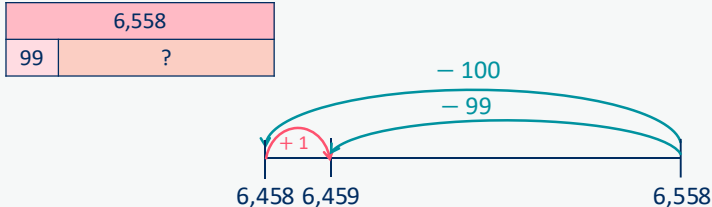
<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>Subtract numbers with up to 4 digits using a formal written method.</li> <li>Solve simple measure and money problems involving fractions and decimals to 2 decimal places.</li> <li>Subtract fractions with the same denominator.</li> </ul>																																																													
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# Subtraction

Progression of skills	Key representations	
<p><b>Subtract decimal numbers in the context of money</b></p> <p>Emphasis here is on partitioning and use of number lines rather than formal written calculations.</p>	<p>I can partition £... into £... and 100p</p> <p><math>£... - £... = £...</math>  <math>100p - ...p = ...p</math></p> <p><b>£5 – £3.26</b>  <math>£4 - £3 = £1</math>  <math>100p - 26p = 74p</math>  <math>£5 - £3.26 = £1.74</math></p> 	<p>£3.26 can be partitioned into £3 + 20p + 6p</p> 
<p><b>Subtract fractions and mixed numbers with the same denominator</b></p> <p>Include subtracting fractions from wholes.</p>	<p>When subtracting fractions with the same denominator, I only subtract the numerator.</p> <p>... tenths – ... tenths = ... tenths</p>    <p><math>\frac{16}{10} - \frac{5}{10}</math></p> <p><math>\frac{16}{10} - \frac{9}{10}</math></p>  	



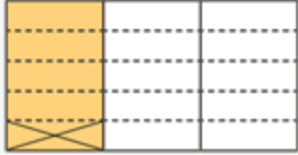

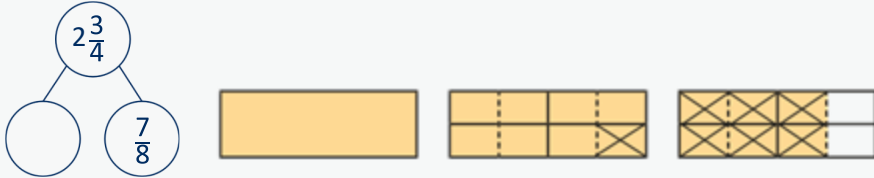

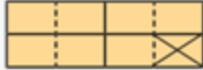
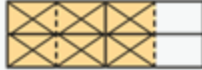
# Subtraction

<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>Subtract whole numbers with more than 4 digits.</li> <li>Subtract numbers mentally with increasingly large numbers.</li> <li>Subtract decimals, including a mix of whole numbers and decimals, decimals with different numbers of decimal places, and complements of 1</li> <li>Subtract fractions with the same denominator, and denominators that are multiples of the same number.</li> </ul>	
<p><b>Progression of skills</b></p>	<p><b>Key representations</b></p>	
<p><b>Subtract whole numbers with more than 4 digits</b></p> <p>Encourage children to estimate and use inverse operations to check answers to calculations.</p>	<p>I can exchange 1 ... for 10 ...</p> 	
<p><b>Subtract using mental strategies</b></p> <p>Subtract 1s, 10s, 100s etc from any number. Use number bonds and related facts.</p>	 <p> <math>48,650 - 300 =</math>  <math>48,650 - 30,000 =</math>  <math>48,650 - 30 =</math> </p>	<p>To subtract ..., I can subtract ... then add ...</p> 

# Subtraction

Progression of skills	Key representations																
<p><b>Subtract decimals with up to 2 decimal places</b></p> <p>Progress from the same number of decimal places to a different number of decimal places and from no exchange to exchange.</p>																	
<p><b>Complements to 1</b></p> <p>Encourage children to make links with bonds to 10 and complements to 100 and 1,000 when finding a missing part or subtracting from 1</p>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p><math>0.3 + \square = 1</math></p> <table border="1" style="margin: 5px auto;"> <tr><td colspan="2">10</td></tr> <tr><td>3</td><td>?</td></tr> </table> <table border="1" style="margin: 5px auto;"> <tr><td colspan="2">1</td></tr> <tr><td>0.3</td><td>?</td></tr> </table> </div> <div style="text-align: center;"> <p><math>0.35 + \square = 1</math></p> <table border="1" style="margin: 5px auto;"> <tr><td colspan="2">100</td></tr> <tr><td>35</td><td>?</td></tr> </table> <table border="1" style="margin: 5px auto;"> <tr><td colspan="2">1</td></tr> <tr><td>0.35</td><td>?</td></tr> </table> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <p><math>10 - 4 = 6</math></p> <p><math>100 - 44 = 56</math></p> <p><math>1,000 - 444 = 556</math></p> </div> <div style="text-align: center;"> <p><math>1 - 0.4 = 0.6</math></p> <p><math>1 - 0.44 = 0.56</math></p> <p><math>1 - 0.444 = 0.556</math></p> </div> <div style="text-align: center;"> </div> </div>	10		3	?	1		0.3	?	100		35	?	1		0.35	?
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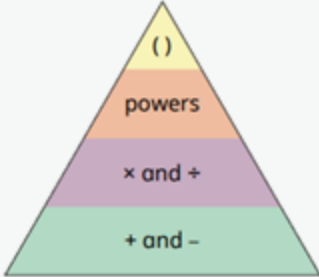
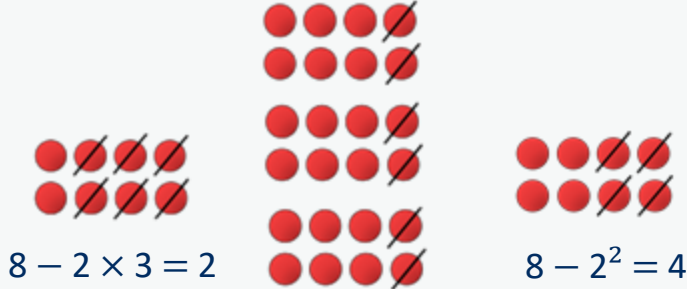

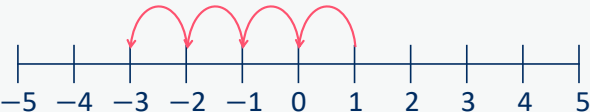
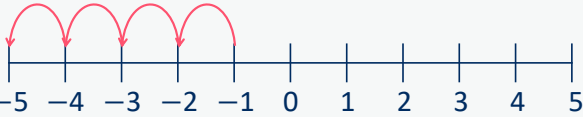
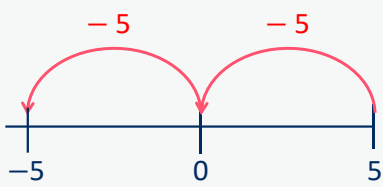
# Subtraction

Progression of skills	Key representations
<p><b>Subtract fractions with denominators that are a multiple of one another</b></p> <p>Convert fractions to the same denominator before subtracting. Progress from subtracting fractions within 1 whole to subtracting from a mixed number.</p>	<p>The denominator has been multiplied by ..., so the numerator needs to be multiplied by... for the fractions to be equivalent.</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;">  <math display="block">\frac{1}{3} - \frac{1}{15} = \frac{5}{15} - \frac{1}{15} = \frac{4}{15}</math> </div> <div style="margin-right: 20px;">  <math display="block">\frac{2}{3} - \frac{2}{9} = \frac{6}{9} - \frac{2}{9} = \frac{4}{9}</math> </div> <div style="margin-right: 20px;">  </div> <div style="margin-right: 20px;">  </div> <div style="margin-right: 20px;">  </div> <div>  </div> </div>

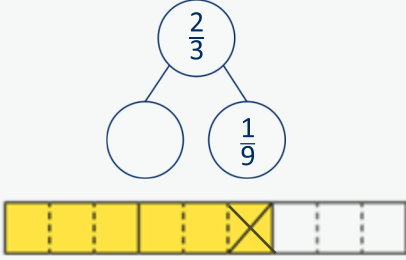
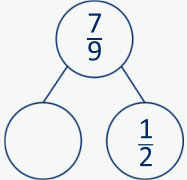
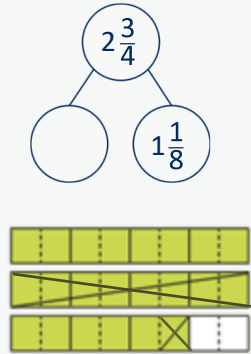
# Subtraction

<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>Subtract larger numbers, using the formal written methods of columnar subtraction.</li> <li>Use their knowledge of the order of operations to carry out calculations involving the 4 operations.</li> <li>Calculate intervals across zero.</li> <li>Subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</li> </ul>																																																																																						
<p><b>Progression of skills</b></p>	<p><b>Key representations</b></p>																																																																																						
<p><b>Subtract integers up to 10 million</b></p> <p>Encourage children to estimate and use inverse operations to check answers to calculations.</p>	<table border="1" style="display: inline-table; margin-right: 20px;"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td><del>2</del>3</td><td><sup>1</sup>4</td><td><del>5</del>6</td><td><sup>1</sup>2</td><td>2</td><td>1</td><td></td><td></td></tr> <tr><td></td><td>-</td><td>1</td><td>8</td><td>4</td><td>3</td><td>2</td><td>1</td><td></td><td></td></tr> <tr><td></td><td></td><td>1</td><td>6</td><td>1</td><td>9</td><td>0</td><td>0</td><td></td><td></td></tr> </table> <table border="1" style="display: inline-table; margin-right: 20px;"> <tr><td colspan="3">4,604</td></tr> <tr><td>2,354</td><td>750</td><td>?</td></tr> </table> <table border="1" style="display: inline-table;"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td>8</td><td></td><td>4</td><td>8</td><td>5</td><td></td><td></td><td></td></tr> <tr><td></td><td>-</td><td>3</td><td>6</td><td></td><td></td><td></td><td></td><td></td><td>4</td></tr> <tr><td></td><td></td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td></td><td></td><td></td></tr> </table>													<del>2</del> 3	<sup>1</sup> 4	<del>5</del> 6	<sup>1</sup> 2	2	1				-	1	8	4	3	2	1					1	6	1	9	0	0			4,604			2,354	750	?													8		4	8	5					-	3	6						4			5	5	5	5	5			
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<p><b>Subtract decimals with up to 3 decimal places</b></p> <p>Progress from the same number of decimal and whole number places to a different number of decimal and whole number places.</p>	<p>I do/do not need to make an exchange because ...</p> <table border="1" style="display: inline-table; margin-right: 20px;"> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td>6</td><td><del>7</del></td><td><sup>1</sup>3</td></tr> <tr><td></td><td>-</td><td>1</td><td>3</td><td>4</td></tr> <tr><td></td><td></td><td>5</td><td>3</td><td>9</td></tr> </table> <div style="display: inline-block; text-align: center;"> <table border="1" style="border-collapse: collapse;"> <tr><td style="background-color: #f8d7da;">0</td><td style="background-color: #d4edda;">Tth</td><td style="background-color: #d4edda;">Hth</td><td style="background-color: #d4edda;">Thth</td></tr> <tr><td style="text-align: center;">●</td><td style="text-align: center;">●</td><td style="text-align: center;">●</td><td style="text-align: center;">●</td></tr> <tr><td style="text-align: center;">0</td><td style="text-align: center;">9</td><td style="text-align: center;">7</td><td style="text-align: center;">5</td></tr> </table> </div> <table border="1" style="display: inline-table;"> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td><del>1</del><sup>15</sup></td><td>11</td><td>5</td></tr> <tr><td></td><td>-</td><td>0</td><td>6</td><td>4</td></tr> <tr><td></td><td></td><td>0</td><td>9</td><td>7</td><td>5</td></tr> </table>								6	<del>7</del>	<sup>1</sup> 3		-	1	3	4			5	3	9	0	Tth	Hth	Thth	●	●	●	●	0	9	7	5								<del>1</del> <sup>15</sup>	11	5		-	0	6	4			0	9	7	5																																	
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# Subtraction

Progression of skills	Key representations	
<p><b>Order of operations</b></p> <p>Children learn the order of priority for operations in a calculation. Calculations in brackets should be done first. Multiplication and division should be performed before addition and subtraction.</p>	<p>... has greater priority than ... , so the first part of the calculation I need to do is ...</p> 	 <p><math>8 - 2 \times 3 = 2</math>      <math>(8 - 2) \times 3 = 18</math>      <math>8 - 2^2 = 4</math></p>
<p><b>Negative numbers</b></p> <p>Children subtract from positive and negative numbers and calculate intervals across 0</p>	<p>... minus ... is equal to ...</p> <p><math>-1 - 4 = -5</math></p>  <p><math>1 - 4 = -3</math></p> 	 <p>The difference between <math>-5</math> and <math>-1</math> is 4</p>  <p>The difference between 5 and <math>-5</math> is 10</p>

# Subtraction

Progression of skills	Key representations		
<p><b>Subtract fractions</b></p> <p>Convert fractions to the same denominator before subtracting. Progress from fractions where one denominator is a multiple of the other, to any fractions and then subtracting from a mixed number.</p>	<p>The denominator has been multiplied by ..., so the numerator needs to be multiplied by...</p>  $\frac{2}{3} - \frac{1}{9} = \frac{6}{9} - \frac{1}{9} = \frac{5}{9}$	<p>The lowest common multiple of ... and ... is ...</p>  $\frac{7}{9} - \frac{1}{2} = \frac{14}{18} - \frac{9}{18} = \frac{5}{18}$	<p>... is made up of ... wholes and ...</p>  $2\frac{3}{4} - 1\frac{1}{8} = 1\frac{5}{8}$

# Progression of skills - Multiplication

Year group	Skill
Nursery	<ul style="list-style-type: none"><li>Continue with counting and subitising skills as a foundation for later work on equal groups. (see addition and subtraction sections)</li></ul>
Reception	<ul style="list-style-type: none"><li>Double to 10</li><li>Make equal groups</li></ul>
Year 1	<ul style="list-style-type: none"><li>Count in 2s, 5s and 10s</li><li>Add equal groups</li><li>Make arrays</li><li>Make doubles</li></ul>

# Progression of skills - Multiplication

Year group	Skill
Year 2	<ul style="list-style-type: none"><li>• Link repeated addition and multiplication</li><li>• Use arrays</li><li>• Double</li><li>• The 2 times-table</li><li>• The 10 times-table</li><li>• The 5 times-table</li><li>• Missing numbers</li></ul>
Year 3	<ul style="list-style-type: none"><li>• The 3 times-table</li><li>• The 4 times-table</li><li>• The 8 times-table</li><li>• Related facts</li><li>• Multiply a 2-digit number by a 1-digit number - no exchange</li><li>• Multiply a 2-digit number by a 1-digit number - with exchange</li><li>• Scaling</li><li>• Correspondence problems</li></ul>



# Progression of skills - Multiplication

Year group	Skill
Year 4	<ul style="list-style-type: none"><li>• Times-table facts to <math>12 \times 12</math></li><li>• Multiply by 1 and 0</li><li>• Multiply 3 numbers</li><li>• Factor pairs</li><li>• Multiply by 10 and 100</li><li>• Related facts</li><li>• Mental strategies</li><li>• Multiply a 2 or 3-digit number by a 1-digit number</li><li>• Scaling</li><li>• Correspondence problems</li></ul>

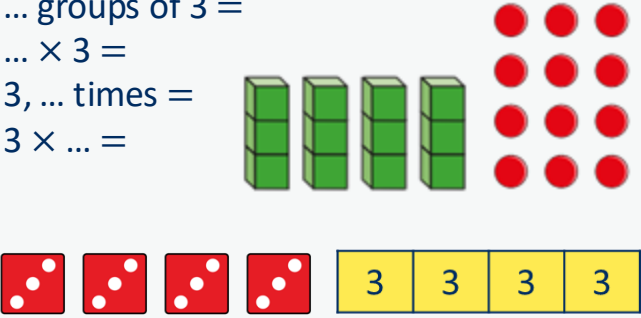

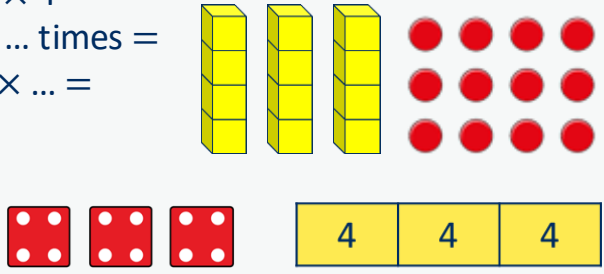

# Progression of skills - Multiplication

Year group	Skill
Year 5	<ul style="list-style-type: none"><li>• Multiples and factors</li><li>• Square and cube numbers</li><li>• Multiply numbers up to 4 digits by a 1-digit number</li><li>• Multiply numbers up to 4 digits by a 2-digit number</li><li>• Multiply by 10, 100 and 1,000</li><li>• Mental strategies</li><li>• Multiply fractions by a whole number</li><li>• Multiply mixed numbers by a whole number</li><li>• Find the whole</li></ul>

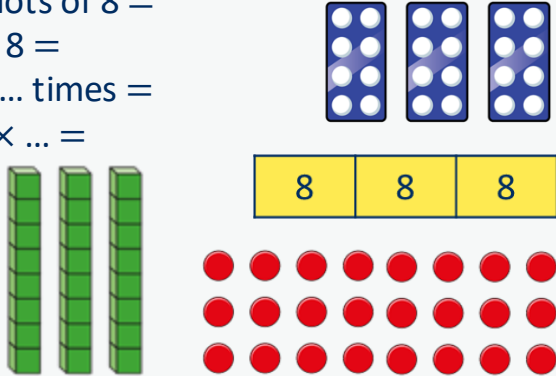

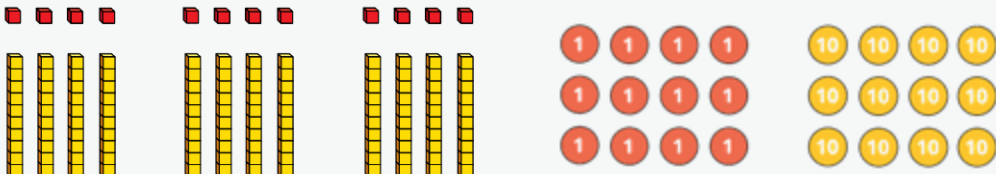
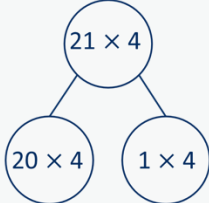
# Progression of skills - Multiplication

Year group	Skill
Year 6	<ul style="list-style-type: none"><li>• Multiply numbers up to 4 digits by a 2-digit number</li><li>• Multiply by 10, 100 and 1,000</li><li>• Order of operations</li><li>• Multiply decimals by integers</li><li>• Multiply fractions by fractions</li><li>• Find the whole</li><li>• Calculations involving ratio</li></ul>




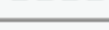






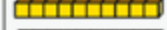




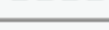






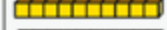

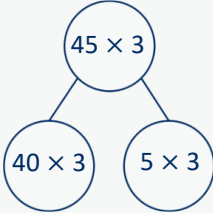















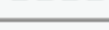






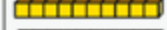







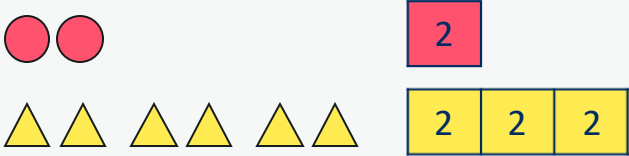
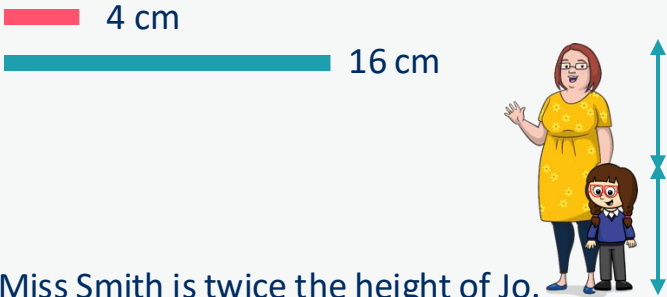
# Multiplication

<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>Recall and use multiplication facts for the 3, 4 and 8 multiplication tables.</li> <li>Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</li> <li>Solve problems, including missing number problems, involving multiplication, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</li> </ul>																															
<p><b>Progression of skills</b></p>	<p><b>Key representations</b></p>																															
<p><b>The 3 times-table</b></p> <p>Encourage daily counting in multiples both forwards and back.</p>	<p>... groups of 3 =</p> <p>... <math>\times 3 =</math></p> <p>3, ... times =</p> <p><math>3 \times \dots =</math></p> 	<p>... times 3 is equal to ...</p> <table border="1" data-bbox="1344 665 1833 803"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </table> <p><math>4 \times 3 = 12</math>   <math>12 = 4 \times 3</math></p> 	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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<p><b>The 4 times-table</b></p> <p>Encourage daily counting in multiples both forwards and back. Encourage children to notice links between the 2 and 4 times-tables.</p>	<p>... groups of 4 =</p> <p>... <math>\times 4 =</math></p> <p>4, ... times =</p> <p><math>4 \times \dots =</math></p> 	<p>... times 4 is equal to ...</p> <table border="1" data-bbox="1344 1025 1833 1163"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </table> <p><math>3 \times 4 = 12</math>   <math>12 = 3 \times 4</math></p> 	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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# Multiplication

Progression of skills	Key representations																															
<p><b>The 8 times-table</b></p> <p>Encourage daily counting in multiples both forwards and back. Encourage children to notice links between the 2, 4 and 8 times-tables.</p>	<p>... lots of 8 =  <math>\times 8 =</math>            8, ... times =  <math>8 \times \dots =</math></p> 	<p>... times 8 is equal to ...</p> <table border="1" data-bbox="1334 335 1866 486"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </table> <p><math>3 \times 8 = 24</math>   <math>24 = 3 \times 8</math></p> 	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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<p><b>Related facts</b></p> <p>Use knowledge of multiplying by 10 to scale times-table facts.</p>	<p>... <math>\times</math> ... ones is equal to ... ones            so ... <math>\times</math> ... tens is equal to ... tens.</p>  <p><math>3 \times 4 = 12</math>  <math>3 \times 40 = 120</math></p>																															
<p><b>Multiply a 2-digit number by a 1-digit number - no exchange</b></p> <p>Children apply their understanding of partitioning to represent and solve calculations using the expanded method.</p>	<p>... tens multiplied by ... is equal to ... tens.            ...ones multiplied by ... is equal to ... ones.</p> <table border="1" data-bbox="582 1078 913 1306"> <thead> <tr><th>Tens</th><th>Ones</th></tr> </thead> <tbody> <tr><td>30</td><td>0</td></tr> <tr><td>30</td><td>0</td></tr> <tr><td>30</td><td>0</td></tr> <tr><td>30</td><td>0</td></tr> <tr><td>30</td><td>0</td></tr> </tbody> </table> <p><math>30 \times 2 = 60</math>  <math>2 \times 2 = 4</math></p> <p><math>32 \times 2 = 64</math></p>  <table border="1" data-bbox="1564 1078 1916 1306"> <thead> <tr><th>Tens</th><th>Ones</th></tr> </thead> <tbody> <tr><td>20</td><td>1</td></tr> <tr><td>20</td><td>1</td></tr> <tr><td>20</td><td>1</td></tr> <tr><td>20</td><td>1</td></tr> <tr><td>20</td><td>1</td></tr> </tbody> </table>		Tens	Ones	30	0	30	0	30	0	30	0	30	0	Tens	Ones	20	1	20	1	20	1	20	1	20	1						
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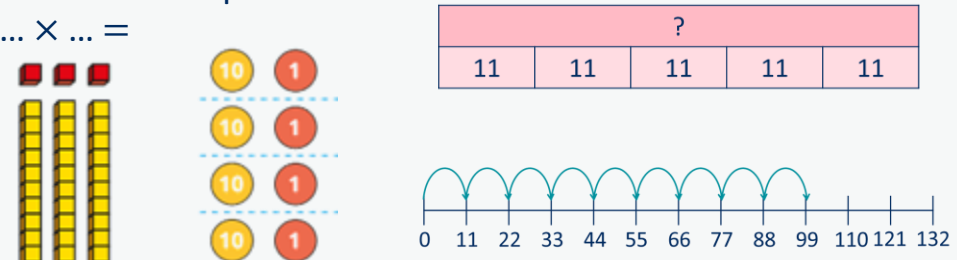

# Multiplication

Progression of skills	Key representations																							
<p><b>Multiply a 2-digit number by a 1-digit number - with exchange</b></p> <p>Children apply their understanding of partitioning to represent and solve calculations using the expanded method.</p>	<p>... tens multiplied by ... is equal to ... tens. ... ones multiplied by ... is equal to ... ones.</p> <table border="1" data-bbox="588 386 946 718"> <thead> <tr> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> <p><math>20 \times 4 = 80</math> <math>4 \times 4 = 16</math> <math>24 \times 4 = 96</math></p>	Tens	Ones													 <table border="1" data-bbox="1520 496 1908 686"> <thead> <tr> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Tens	Ones						
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<p><b>Scaling</b></p> <p>Children focus on multiplication as scaling ( ... times the size) as opposed to repeated addition.</p>	<p>There are ... times as many ... as ...</p>  <p>There are 3 times as many triangles as circles.</p>	<p>... is ... times the size of ... ... is ... times the length/height of ...</p>  <p>Miss Smith is twice the height of Jo.</p>																						

# Multiplication


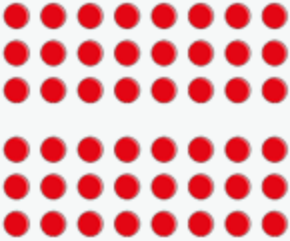
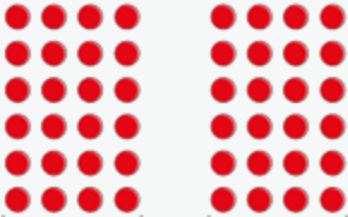
Progression of skills	Key representations								
<p><b>Correspondence problems</b> (How many ways?)</p> <p>Encourage children to work systematically to find all the different possible combinations.</p>	<p>For every ... , there are ... possible ... There are ... <math>\times</math> ... possibilities altogether.</p> <div data-bbox="590 506 969 706"></div> <table border="1" data-bbox="996 365 1290 714"><thead><tr><th data-bbox="996 365 1141 401">hats</th><th data-bbox="1145 365 1290 401">scarves</th></tr></thead><tbody><tr><td data-bbox="996 404 1141 504">blue </td><td data-bbox="1145 404 1290 504"> </td></tr><tr><td data-bbox="996 506 1141 606">orange </td><td data-bbox="1145 506 1290 606"> </td></tr><tr><td data-bbox="996 609 1141 709">purple </td><td data-bbox="1145 609 1290 709"> </td></tr></tbody></table> <p>For every hat, there are two possible scarves. <math>3 \times 2 = 6</math></p> <p>There are 6 possibilities altogether.</p>	hats	scarves	blue 	 	orange 	 	purple 	 
hats	scarves								
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# Multiplication

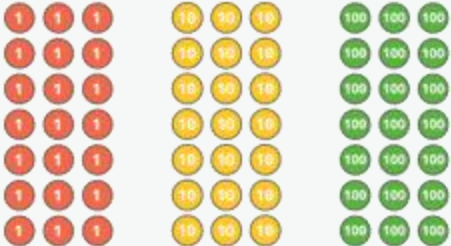
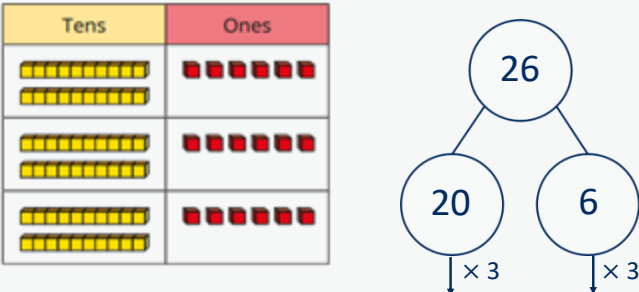

<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>Recall multiplication facts for multiplication tables up to <math>12 \times 12</math></li> <li>Use place value, known and derived facts to multiply mentally, including: multiplying by 0 and 1; multiplying together three numbers.</li> <li>Recognise and use factor pairs and commutativity in mental calculations.</li> <li>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</li> <li>Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> </ul>																																																																																																					
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<p><b>Times-table facts to <math>12 \times 12</math></b></p> <p>Encourage daily counting in multiples both forwards and back. Encourage children to notice links between related times-tables.</p>	<p>... groups of ... = ... times ... is equal to ... ... <math>\times</math> ... =</p> 	<table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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<p><b>Multiply by 1 and 0</b></p>	<p>Any number multiplied by 1 is equal to ... Any number multiplied by 0 is equal to ...</p> 	<p>... <math>\times</math> ... = ...</p> <table> <tr><td><math>1 \times 1 = 1</math></td><td><math>1 \times 0 = 0</math></td></tr> <tr><td><math>2 \times 1 = 2</math></td><td><math>2 \times 0 = 0</math></td></tr> <tr><td><math>3 \times 1 = 3</math></td><td><math>3 \times 0 = 0</math></td></tr> <tr><td><math>4 \times 1 = 4</math></td><td><math>4 \times 0 = 0</math></td></tr> </table>	$1 \times 1 = 1$	$1 \times 0 = 0$	$2 \times 1 = 2$	$2 \times 0 = 0$	$3 \times 1 = 3$	$3 \times 0 = 0$	$4 \times 1 = 4$	$4 \times 0 = 0$																																																																																												
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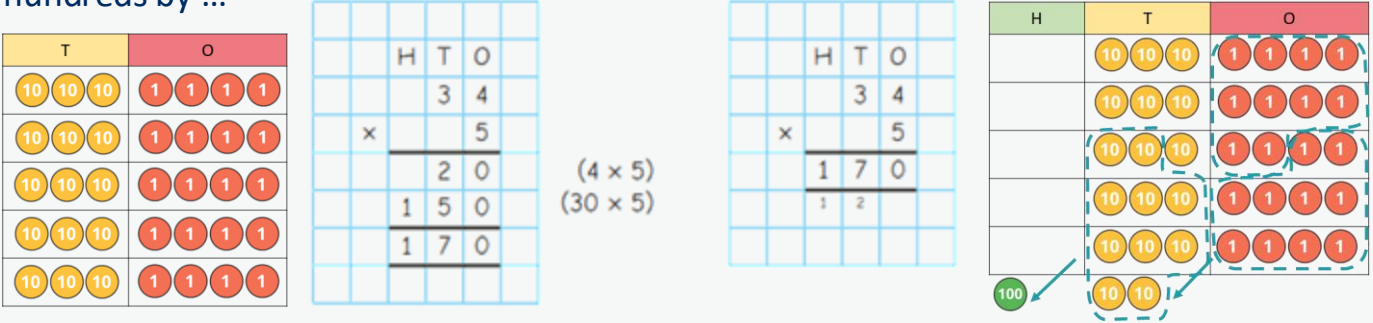
# Multiplication

Progression of skills	Key representations																													
<p><b>Multiply 3 numbers</b></p> <p>Children use their understanding of commutativity to multiply more efficiently.</p>	<p>To work out ... <math>\times</math> ... <math>\times</math> ..., I can first calculate ... <math>\times</math> ... and then multiply the answer by ...</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <math>4 \times 2 \times 3 = 8 \times 3 = 24</math>  <math>2 \times 3 \times 4 = 6 \times 4 = 24</math>  <math>3 \times 4 \times 2 = 12 \times 2 = 24</math> </div> </div>																													
<p><b>Factor pairs</b></p> <p>Children explore equivalent calculations using different factors pairs.</p>	<p><math>12 = \dots \times \dots</math>, so ... <math>\times 12 = \dots \times \dots \times \dots</math></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p><math>8 \times 6 = 8 \times 3 \times 2</math> <math>8 \times 6 = 24 \times 2</math></p> </div> <div style="text-align: center;">  <p><math>6 \times 8 = 6 \times 4 \times 2</math> <math>6 \times 8 = 24 \times 2</math></p> </div> </div>																													
<p><b>Multiply by 10 and 100</b></p> <p>Some children may over-generalise that multiplying by 10 or 100 always results in adding zeros. This will cause issues later when multiplying decimals.</p>	<p>When I multiply by 10, the digits move ... place value column to the left. ... is 10 times the size of ...</p> <div style="display: flex; align-items: center;"> <table border="1" style="border-collapse: collapse; text-align: center; width: 100px; height: 80px;"> <tr><th style="width: 33px; height: 20px;">H</th><th style="width: 33px; height: 20px;">T</th><th style="width: 33px; height: 20px;">O</th></tr> <tr><td style="width: 33px; height: 60px;"></td><td style="width: 33px; height: 60px;">●●</td><td style="width: 33px; height: 60px;">●●●</td></tr> </table> <table border="1" style="border-collapse: collapse; text-align: center; width: 100px; height: 80px;"> <tr><th style="width: 33px; height: 20px;">H</th><th style="width: 33px; height: 20px;">T</th><th style="width: 33px; height: 20px;">O</th></tr> <tr><td style="width: 33px; height: 60px;">●●</td><td style="width: 33px; height: 60px;">●●●</td><td style="width: 33px; height: 60px;"></td></tr> </table> <div style="margin-left: 20px;"> <math>35 \times 10 = 350</math> </div> </div>	H	T	O		●●	●●●	H	T	O	●●	●●●		<p>When I multiply by 100, the digits move ... place value columns to the left. ... is 100 times the size of ...</p> <div style="display: flex; align-items: center;"> <table border="1" style="border-collapse: collapse; text-align: center; width: 150px; height: 80px;"> <tr><th style="width: 37.5px; height: 20px;">Th</th><th style="width: 37.5px; height: 20px;">H</th><th style="width: 37.5px; height: 20px;">T</th><th style="width: 37.5px; height: 20px;">O</th></tr> <tr><td style="width: 37.5px; height: 60px;"></td><td style="width: 37.5px; height: 60px;"></td><td style="width: 37.5px; height: 60px;">●</td><td style="width: 37.5px; height: 60px;">●●●</td></tr> </table> <table border="1" style="border-collapse: collapse; text-align: center; width: 150px; height: 80px;"> <tr><th style="width: 37.5px; height: 20px;">Th</th><th style="width: 37.5px; height: 20px;">H</th><th style="width: 37.5px; height: 20px;">T</th><th style="width: 37.5px; height: 20px;">O</th></tr> <tr><td style="width: 37.5px; height: 60px;">●</td><td style="width: 37.5px; height: 60px;">●●●</td><td style="width: 37.5px; height: 60px;"></td><td style="width: 37.5px; height: 60px;"></td></tr> </table> <div style="margin-left: 20px;"> <math>14 \times 100 = 1,400</math> </div> </div>	Th	H	T	O			●	●●●	Th	H	T	O	●	●●●		
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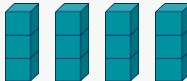


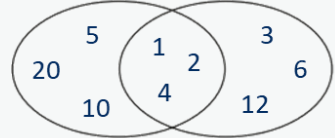






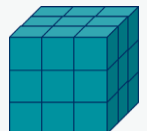
# Multiplication

Progression of skills	Key representations
<p><b>Related facts</b></p> <p>Use knowledge of multiplying by 10 and 100 to scale times-table facts.</p>	<p>... × ... ones is equal to ... ones so ... × ... tens is equal to ... tens and ... × ... hundreds is equal to ... hundreds.</p>  <p> <math>3 \times 7 = 21</math>                      <math>7 \times 3 = 21</math>  <math>3 \times 70 = 210</math>                      <math>7 \times 30 = 210</math>  <math>3 \times 700 = 2,100</math>                      <math>7 \times 300 = 2,100</math> </p>
<p><b>Mental strategies</b></p> <p>Partition 2 or 3-digit numbers to multiply using informal methods.</p>	<p>... tens multiplied by ... is equal to ... tens. ...ones multiplied by ... is equal to ... ones.</p>  <p> <math>3 \times 26 = 60 + 18 = 78</math> </p>  <p> <math>26 \times 8 = 80 + 80 + 48 = 208</math> </p>

# Multiplication

Progression of skills	Key representations																								
<p><b>Multiply a 2 or 3-digit number by a 1-digit number</b></p> <p>The short multiplication method is introduced for the first time, initially in an expanded form.</p>	<p>To multiply a 2-digit number by ... , I multiply the ones by ... and the tens by ... To multiply a 3-digit number by ... , I multiply the ones by ... , the tens by ... and the hundreds by ...</p> 																								
<p><b>Scaling</b></p> <p>Children focus on multiplication as scaling (... times the size).</p>	<p>... is ... times the size of ...</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="576 782 986 893"> <p><b>7</b></p> <p>7 7 7 7 7 7</p> <p>A computer mouse costs £7 A keyboard costs 6 times as much.</p> </div> <div data-bbox="1301 782 1781 893"> <p><b>6</b></p> <p>6 6 6 6 6 6 6</p> <p>A red ribbon is 6 cm. A yellow ribbon is 7 times as long.</p> </div> </div>																								
<p><b>Correspondence problems</b></p> <p>Encourage children to use tables to show all the different possible combinations.</p>	<p>For every ... , there are ... possibilities. There are ... × ... possibilities altogether.</p> <p>A pizza company offers a choice of 5 toppings and 3 bases.</p> <p><math>5 \times 3 = 15</math></p> <table border="1" data-bbox="1197 1062 1939 1310"> <thead> <tr> <th></th> <th>Deep pan</th> <th>Italian</th> <th>Thin</th> </tr> </thead> <tbody> <tr> <th>Cheese</th> <td>C DP</td> <td>C I</td> <td>C Th</td> </tr> <tr> <th>Mushroom</th> <td>M DP</td> <td>M I</td> <td>M Th</td> </tr> <tr> <th>Vegetable</th> <td>V DP</td> <td>V I</td> <td>V Th</td> </tr> <tr> <th>Chicken</th> <td>C DP</td> <td>C I</td> <td>C Th</td> </tr> <tr> <th>Tuna</th> <td>T DP</td> <td>T I</td> <td>T Th</td> </tr> </tbody> </table>		Deep pan	Italian	Thin	Cheese	C DP	C I	C Th	Mushroom	M DP	M I	M Th	Vegetable	V DP	V I	V Th	Chicken	C DP	C I	C Th	Tuna	T DP	T I	T Th
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# Multiplication

<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</li> <li>Recognise and use square numbers and cube numbers, and the notation for squared (<math>^2</math>) and cubed (<math>^3</math>)</li> <li>Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.</li> <li>Multiply numbers mentally drawing upon known facts.</li> <li>Multiply whole numbers and those involving decimals by 10, 100 and 1000</li> <li>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</li> </ul>																																
<p><b>Progression of skills</b></p>	<p><b>Key representations</b></p>																																
<p><b>Multiples and factors</b></p> <p>Encourage children to notice patterns and make links with known facts.</p>	<p>... is a multiple of ... because</p> <p><math>\dots \times \dots = \dots</math></p>  <table border="1" data-bbox="569 899 1004 1028"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	<p>... is a factor of ... because</p> <p><math>\dots \times \dots = \dots</math></p>  $1 \times 8$  $2 \times 4$ <p>1, 2, 4 and 8 are factors of 8</p>	<p>The common factors of ... and ... are ...</p> <p>Factors of 20      Factors of 12</p> 
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11	12	13	14	15	16	17	18	19	20																								
21	22	23	24	25	26	27	28	29	30																								
<p><b>Square and cube numbers</b></p>	<p>... squared means <math>\dots \times \dots</math></p>  $1 \times 1$ $1^2 = 1$  $2 \times 2$ $2^2 = 4$  $3 \times 3$ $3^2 = 9$  $4 \times 4$ $4^2 = 16$		<p>... cubed means <math>\dots \times \dots \times \dots</math></p>  $1 \times 1 \times 1$ $1^3 = 1$  $2 \times 2 \times 2$ $2^3 = 8$  $3 \times 3 \times 3$ $3^3 = 27$																														

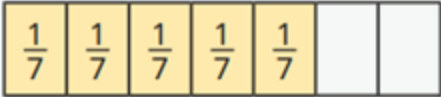
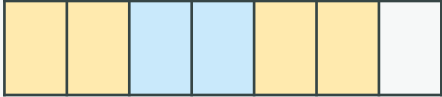
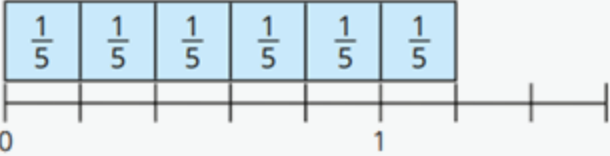
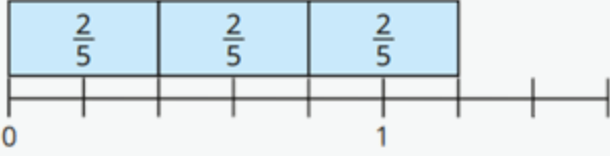
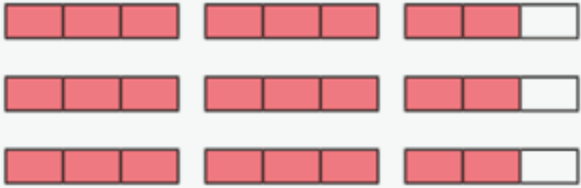
# Multiplication

Progression of skills	Key representations																																									
<p><b>Multiply numbers up to 4 digits by a 1-digit number</b></p> <p>This builds on the short multiplication method introduced in Y4</p>	<p>To multiply a 4-digit number by ... , I multiply the ones by ... , the tens by ... , the hundreds by ... and the thousands by ...</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20px;"></th> <th style="width: 40px;">Th</th> <th style="width: 40px;">H</th> <th style="width: 60px;">T</th> <th style="width: 40px;">O</th> </tr> </thead> <tbody> <tr> <td>1,000</td> <td>100</td> <td>10 10 10</td> <td>1 1</td> <td></td> </tr> <tr> <td>100</td> <td>100</td> <td>10 10 10</td> <td>1 1</td> <td></td> </tr> <tr> <td>100</td> <td>100</td> <td>10 10</td> <td>1 1</td> <td></td> </tr> </tbody> </table> <div style="border: 1px solid black; padding: 5px;"> <table style="border-collapse: collapse; text-align: center;"> <tr><td style="width: 20px;"></td><td style="width: 20px;">1</td><td style="width: 20px;">1</td><td style="width: 20px;">5</td><td style="width: 20px;">2</td></tr> <tr><td style="text-align: right;">x</td><td></td><td></td><td></td><td>3</td></tr> <tr><td colspan="5" style="border-top: 1px solid black;"></td></tr> <tr><td colspan="5" style="border-top: 1px solid black;"></td></tr> </table> </div> </div>			Th	H	T	O	1,000	100	10 10 10	1 1		100	100	10 10 10	1 1		100	100	10 10	1 1			1	1	5	2	x				3										
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<p><b>Multiply numbers up to 4 digits by a 2-digit number</b></p> <p>Numbers are first partitioned using an area model then long multiplication is introduced for the first time.</p>	<p>I can partition ... into ... and ...</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px;">x</td> <td style="width: 40px;">40</td> <td style="width: 40px;">4</td> </tr> <tr> <td>30</td> <td>1,200</td> <td>120</td> </tr> <tr> <td>2</td> <td>80</td> <td>8</td> </tr> </table> <div style="border: 1px solid black; padding: 5px;"> <table style="border-collapse: collapse; text-align: center;"> <tr><td style="width: 20px;">x</td><td style="width: 20px;">10</td><td style="width: 20px;">3</td></tr> <tr><td>30</td><td>300</td><td>90</td></tr> <tr><td>2</td><td>20</td><td>6</td></tr> </table> </div> </div> <p><math>32 \times 44 = 1,200 + 80 + 120 + 8</math>  <math>32 \times 44 = 1,408</math></p>	x	40	4	30	1,200	120	2	80	8	x	10	3	30	300	90	2	20	6	<p>First, I multiply by the ... Then I multiply by the ...</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td style="width: 20px;">x</td><td style="width: 20px;">10</td><td style="width: 20px;">3</td></tr> <tr><td>30</td><td>300</td><td>90</td></tr> <tr><td>2</td><td>20</td><td>6</td></tr> </table> <div style="border: 1px solid black; padding: 5px;"> <math>300 + 90 + 20 + 6 = 416</math> </div> <div style="border: 1px solid black; padding: 5px;"> <table style="border-collapse: collapse; text-align: center;"> <tr><td style="width: 20px;"></td><td style="width: 20px;">3</td><td style="width: 20px;">2</td></tr> <tr><td style="text-align: right;">x</td><td></td><td>1 3</td></tr> <tr><td colspan="3" style="border-top: 1px solid black;"></td></tr> <tr><td colspan="3" style="border-top: 1px solid black;"></td></tr> </table> <div style="margin-left: 20px;"> <p><math>(32 \times 3)</math>  <math>(32 \times 10)</math></p> </div> </div> </div>	x	10	3	30	300	90	2	20	6		3	2	x		1 3							
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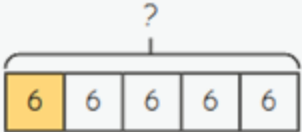
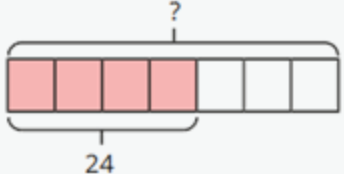
# Multiplication

Progression of skills	Key representations																										
<p><b>Multiply by 10, 100 and 1,000</b></p> <p>Some children may over-generalise that multiplying by a power of 10 always results in adding zeros. This will cause issues later when multiplying decimals.</p>	<p>To multiply by 10/100/1,000, I move all the digits ... places to the left. ... is 10/100/1,000 times the size of ...</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px; height: 20px; background-color: #d3d3d3;">M</td> <td style="width: 20px; height: 20px; background-color: #d2b48c;">HTh</td> <td style="width: 20px; height: 20px; background-color: #c0c0e0;">TTh</td> <td style="width: 20px; height: 20px; background-color: #add8e6;">Th</td> <td style="width: 20px; height: 20px; background-color: #90ee90;">H</td> <td style="width: 20px; height: 20px; background-color: #ffff00;">T</td> <td style="width: 20px; height: 20px; background-color: #ff0000;">O</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>● ●</td> <td>● ●</td> <td>● ●</td> </tr> </table> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px; height: 20px; background-color: #add8e6;">Th</td> <td style="width: 20px; height: 20px; background-color: #90ee90;">H</td> <td style="width: 20px; height: 20px; background-color: #ffff00;">T</td> <td style="width: 20px; height: 20px; background-color: #ff0000;">O</td> <td style="width: 20px; height: 20px; background-color: #ffff00;">Tth</td> <td style="width: 20px; height: 20px; background-color: #90ee90;">Hth</td> </tr> <tr> <td></td> <td></td> <td></td> <td>● ●</td> <td>● ●</td> <td>● ●</td> </tr> </table> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: left;"> <p><math>234 \times 10 = 2,340</math></p> <p><math>234 \times 100 = 23,400</math></p> <p><math>234 \times 1,000 = 234,000</math></p> </div> <div style="text-align: left;"> <p><math>2.34 \times 10 = 23.4</math></p> <p><math>2.34 \times 100 = 234</math></p> <p><math>2.34 \times 1,000 = 2,340</math></p> </div> </div>	M	HTh	TTh	Th	H	T	O					● ●	● ●	● ●	Th	H	T	O	Tth	Hth				● ●	● ●	● ●
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			● ●	● ●	● ●																						
<p><b>Mental strategies</b></p> <p>Children continue to use efficient mental strategies such as partitioning and knowledge of factor pairs and related facts to multiply.</p>	<p>The most efficient strategy to calculate ... <math>\times</math> ... is ... To calculate ... <math>\times</math> 12, I can do ... <math>\times</math> ... <math>\times</math> ...</p> <p>For example: <math>121 \times 12</math></p> <p>I could calculate <math>100 \times 12</math> plus <math>20 \times 12</math> plus <math>1 \times 12</math></p> <p>I could calculate <math>121 \times 10</math> plus <math>121 \times 2</math></p> <p>I could calculate <math>121 \times 6 \times 2</math></p> <p>I could calculate <math>121 \times 4 \times 3</math></p>																										

# Multiplication

Progression of skills	Key representations
<p><b>Multiply fractions by a whole number</b></p> <p>Make links with repeated addition.</p> <p>E.g. <math>\frac{1}{5} \times 4 = \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}</math></p>	<p>To multiply a fraction by an integer, I multiply the numerator by the integer and the denominator remains the same.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <math display="block">\frac{1}{7} \times 5 = \frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7} = \frac{5}{7}</math> </div> <div style="text-align: center;">  <math display="block">\frac{2}{7} \times 3 = \frac{2}{7} + \frac{2}{7} + \frac{2}{7} = \frac{6}{7}</math> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <math display="block">\frac{1}{5} \times 6 = \frac{6}{5} = 1\frac{1}{5}</math> </div> <div style="text-align: center;">  <math display="block">\frac{2}{5} \times 3 = \frac{6}{5} = 1\frac{1}{5}</math> </div> </div>
<p><b>Multiply mixed numbers by a whole number</b></p>	<p>I can partition <math>\begin{array}{ c } \hline \square \\ \hline \square \\ \hline \end{array}</math> into <math>\begin{array}{ c } \hline \square \\ \hline \end{array}</math> and <math>\begin{array}{ c } \hline \square \\ \hline \square \\ \hline \end{array}</math></p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <math display="block">2\frac{2}{3} \times 3</math> <math display="block">2 \times 3 = 6 \quad \frac{2}{3} \times 3 = \frac{6}{3} = 2</math> <math display="block">2\frac{2}{3} \times 3 = 6 + 2 = 8</math> </div> </div>

# Multiplication

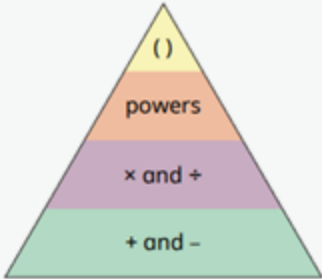

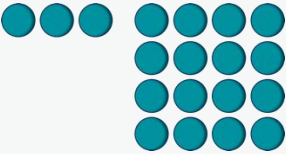



Progression of skills	Key representations	
<p><b>Find the whole</b></p> <p>Children multiply to find the whole from a given part.</p>	<p>If <math>\frac{1}{\square}</math> is ... , then the whole is ... <math>\times</math> ...</p> <p><math>\frac{1}{5}</math> of ___ = 6</p>  <p><math>5 \times 6 = 30</math></p> <p><math>\frac{1}{5}</math> of <b>30</b> = 6</p>	<p>If <math>\frac{\square}{\square}</math> is ... , then <math>\frac{1}{\square}</math> is ... and the whole is ... <math>\times</math> ...</p> <p><math>\frac{4}{7}</math> of ___ = 24</p>  <p><math>\frac{1}{7} = 24 \div 4 = 6</math></p> <p><math>7 \times 6 = 42</math></p> <p><math>\frac{4}{7}</math> of <b>42</b> = 24</p>



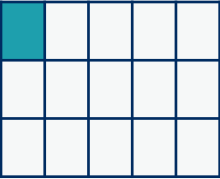
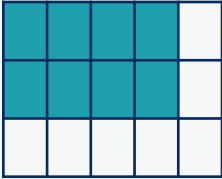
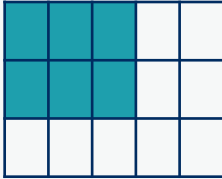
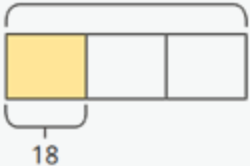
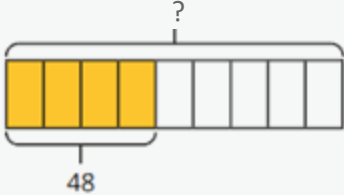
# Multiplication

<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>Identify common factors and common multiples.</li> <li>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</li> <li>Multiply numbers by 10, 100 and 1,000</li> <li>Multiply one-digit numbers with up to two decimal places by whole numbers.</li> <li>Use their knowledge of the order of operations to carry out calculations involving the 4 operations.</li> <li>Multiply simple pairs of proper fractions, writing the answer in its simplest form.</li> <li>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</li> <li>Solve problems involving the calculation of percentages.</li> </ul>																												
<p><b>Progression of skills</b></p>	<p><b>Key representations</b></p>																												
<p><b>Multiply numbers up to 4 digits by a 2-digit number</b></p>	<p>To multiply by a 2-digit number, first multiply by the ones, then multiply by the tens and then find the total.</p> <div data-bbox="1533 749 1906 992" style="text-align: right;"> </div>																												
<p><b>Multiply by 10, 100 and 1,000</b> Some children may over-generalise that multiplying by a power of 10 always results in adding zeros.</p>	<p>To multiply by 10/100/1,000, I move all the digits ... places to the left. ... is 10/100/1,000 times the size of ...</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #d3d3d3;">M</td> <td style="background-color: #d3d3d3;">HTh</td> <td style="background-color: #d3d3d3;">TTh</td> <td style="background-color: #d3d3d3;">Th</td> <td style="background-color: #d3d3d3;">H</td> <td style="background-color: #d3d3d3;">T</td> <td style="background-color: #d3d3d3;">O</td> <td style="border-left: 1px dashed black;">Th</td> <td style="background-color: #d3d3d3;">H</td> <td style="background-color: #d3d3d3;">T</td> <td style="background-color: #d3d3d3;">O</td> <td style="border-left: 1px dashed black;">Tth</td> <td style="background-color: #d3d3d3;">Hth</td> <td style="background-color: #d3d3d3;">Thth</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>● ●</td> <td>● ●</td> <td>● ●</td> <td style="border-left: 1px dashed black;"></td> <td></td> <td></td> <td></td> <td style="border-left: 1px dashed black;">● ●</td> <td>● ●</td> <td>● ●</td> </tr> </table> <div style="display: flex; justify-content: space-around;"> <div style="width: 45%;"> <p><math>234 \times 10 = 2,340</math></p> <p><math>234 \times 100 = 23,400</math></p> <p><math>234 \times 1,000 = 234,000</math></p> </div> <div style="width: 45%;"> <p><math>0.234 \times 10 = 2.34</math></p> <p><math>0.234 \times 100 = 23.4</math></p> <p><math>0.234 \times 1,000 = 234</math></p> </div> </div>	M	HTh	TTh	Th	H	T	O	Th	H	T	O	Tth	Hth	Thth					● ●	● ●	● ●					● ●	● ●	● ●
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# Multiplication

Progression of skills	Key representations																																																															
<p><b>Order of operations</b></p> <p>Calculations in brackets should be done first. Multiplication and division should be performed before addition and subtraction.</p>	<p>... has greater priority than ..., so the first part of the calculation I need to do is ...</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  <p><math>(3 + 4) \times 2 = 14</math></p> </div> <div style="text-align: center;">  <p><math>3 + 4^2 = 19</math></p> </div> <div style="text-align: center;">  <p><math>3 + 4 \times 2 = 11</math></p> </div> </div>																																																															
<p><b>Multiply decimals by integers</b></p> <p>This is the first time children multiply decimals by numbers other than 10, 100 or 1,000. Encourage them to make links with known facts and whole number multiplication.</p>	<p>I know that ... <math>\times</math> ... = ..., so I also know that ... <math>\times</math> ... = ...</p> <div style="display: flex; justify-content: center; align-items: center; gap: 20px;"> <div style="text-align: center;">  <p><math>6 \times 2 = 12</math></p> </div> <div style="text-align: center;">  <p><math>6 \times 0.2 = 1.2</math></p> </div> </div>	<p>I need to exchange 10 ... for 1 ...</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th>O</th> <th>Tth</th> <th>Hth</th> </tr> </thead> <tbody> <tr> <td>1 1 1</td> <td>0.1 0.1 0.1 0.1</td> <td>0.01 0.01</td> </tr> <tr> <td>1 1 1</td> <td>0.1 0.1 0.1 0.1</td> <td>0.01 0.01</td> </tr> <tr> <td>1 1 1</td> <td>0.1 0.1 0.1 0.1</td> <td>0.01 0.01</td> </tr> </tbody> </table> <p><math>213 \times 4 = 852</math></p> </div> <div style="text-align: center;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <tbody> <tr> <td></td> <td>3</td> <td>4</td> <td>2</td> </tr> <tr> <td><math>\times</math></td> <td></td> <td></td> <td>3</td> </tr> <tr> <td></td> <td>1</td> <td>0</td> <td>2</td> </tr> <tr> <td></td> <td></td> <td></td> <td>6</td> </tr> <tr> <td></td> <td></td> <td></td> <td>1</td> </tr> </tbody> </table> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th>H</th> <th>T</th> <th>O</th> <th>O</th> <th>Tth</th> <th>Hth</th> </tr> </thead> <tbody> <tr> <td>●</td> <td>●</td> <td>● ● ● ●</td> <td>● ● ● ●</td> <td>●</td> <td>● ● ● ●</td> </tr> <tr> <td>●</td> <td>●</td> <td>● ● ● ●</td> <td>● ● ● ●</td> <td>●</td> <td>● ● ● ●</td> </tr> <tr> <td>●</td> <td>●</td> <td>● ● ● ●</td> <td>● ● ● ●</td> <td>●</td> <td>● ● ● ●</td> </tr> <tr> <td>●</td> <td>●</td> <td>● ● ● ●</td> <td>● ● ● ●</td> <td>●</td> <td>● ● ● ●</td> </tr> </tbody> </table> <p><math>2.13 \times 4 = 8.52</math></p> </div> </div>	O	Tth	Hth	1 1 1	0.1 0.1 0.1 0.1	0.01 0.01	1 1 1	0.1 0.1 0.1 0.1	0.01 0.01	1 1 1	0.1 0.1 0.1 0.1	0.01 0.01		3	4	2	$\times$			3		1	0	2				6				1	H	T	O	O	Tth	Hth	●	●	● ● ● ●	● ● ● ●	●	● ● ● ●	●	●	● ● ● ●	● ● ● ●	●	● ● ● ●	●	●	● ● ● ●	● ● ● ●	●	● ● ● ●	●	●	● ● ● ●	● ● ● ●	●	● ● ● ●
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# Multiplication

Progression of skills	Key representations	
<p><b>Multiply fractions by fractions</b></p> <p>Encourage children to give answers in their simplest form.</p>	<p>When multiplying a pair of fractions, I need to multiply the numerator and multiply the denominator.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <math display="block">\frac{1}{3} \times \frac{1}{5} = \frac{1}{15}</math> </div> <div style="text-align: center;">  <math display="block">\frac{2}{3} \times \frac{4}{5} = \frac{8}{15}</math> </div> <div style="text-align: center;">  <math display="block">\frac{2}{3} \times \frac{3}{5} = \frac{6}{15} = \frac{2}{5}</math> </div> </div>	
<p><b>Find the whole</b></p> <p>Children multiply to find the whole from a given part.</p>	<p>If <math>\frac{1}{\square}</math> is ... , then the whole is ... <math>\times</math> ...</p> <p><math>\frac{1}{3}</math> of ___ = 18</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <math>18 \times 3 = 54</math>  <math>\frac{1}{3}</math> of <b>54</b> = 18         </div> </div>	<p>If <math>\frac{1}{\square}</math> is ... , then <math>\frac{1}{\square}</math> is ... and the whole is ... <math>\times</math> ...</p> <p><math>\frac{4}{9}</math> of ___ = 48</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <math>\frac{1}{9} = 48 \div 4 = 12</math>  <math>9 \times 12 = 108</math>  <math>\frac{4}{9}</math> of <b>108</b> = 48         </div> </div>

# Multiplication

Progression of skills	Key representations																																	
<p><b>Calculate percentages</b></p> <p>Children first learn how to find 1%, 10%, 20%, 25% and 50% before using multiples of these amounts to find any percentage.</p>	<p>There are ... lots of ... % in 100%</p> <p>To find ... %, I need to divide by ...</p> <table border="1" data-bbox="576 368 1079 482"> <tr><td colspan="4">100%</td></tr> <tr><td colspan="2">50%</td><td colspan="2">50%</td></tr> <tr><td>25%</td><td>25%</td><td>25%</td><td>25%</td></tr> </table> <p>50% of ... = ... ÷ 2</p> <p>25% of ... = ... ÷ 4</p>	100%				50%		50%		25%	25%	25%	25%	<p>... % is made up of ... %, and ... %</p> <table border="1" data-bbox="1145 354 1908 446"> <tr><td colspan="10">100%</td></tr> <tr><td>10%</td><td>10%</td><td>10%</td><td>10%</td><td>10%</td><td>10%</td><td>10%</td><td>10%</td><td>10%</td><td>10%</td></tr> </table> <p>To find 30%, I can find 10% and then multiply it by 3</p> <p>To find 23%, I can use 10% × 2 and 1% × 3</p> <p>To find 99%, I can find 1%, then subtract from 100%</p>	100%										10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
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<p><b>Calculations involving ratio</b></p> <p>Encourage children to see the multiplicative relationship between ratios. They will need to multiply or divide each value by the same number to keep the ratio equivalent. Double number lines and ratio tables help children to see both horizontal and vertical multiplicative relationships.</p>	<p>For every ... , there are ...</p> <p>For every 1 adult on a school trip, there are 6 children.</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">adults</div> <div style="border: 1px solid black; width: 40px; height: 30px; background-color: #fff9c4;"></div> </div> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="margin-right: 10px;">children</div> <div style="border: 1px solid black; width: 280px; height: 30px; background-color: #c4c400;"></div> </div> <div style="text-align: right; margin-top: 20px;"> <table border="1" data-bbox="1408 699 1916 1035"> <thead> <tr><th>Adults</th><th>Children</th></tr> </thead> <tbody> <tr><td>1</td><td>6</td></tr> <tr><td>2</td><td>12</td></tr> <tr><td>3</td><td>18</td></tr> </tbody> </table> <p style="text-align: center;">× 3 (vertical arrows), × 6 (horizontal arrows)</p> </div> <div style="margin-top: 20px;"> <table border="1" data-bbox="1367 1128 1906 1285"> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Adults</td><td colspan="6"> ----- </td></tr> <tr><td>Children</td><td>0</td><td>6</td><td>12</td><td>18</td><td></td><td></td></tr> </table> </div> <p>The ratio of adults to children is 1 : 6</p>		Adults	Children	1	6	2	12	3	18	0	1	2	3	4	5	6	Adults	-----						Children	0	6	12	18					
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Adults	-----																																	
Children	0	6	12	18																														

# Progression of skills - Division

Year group	Skill
Nursery	<ul style="list-style-type: none"><li>• Continue with counting and subitising skills as a foundation for later work on equal groups. (see addition and subtraction sections)</li></ul>
Reception	<ul style="list-style-type: none"><li>• Sharing</li><li>• Grouping</li></ul>
Year 1	<ul style="list-style-type: none"><li>• Make equal groups – grouping</li><li>• Make equal groups – sharing</li><li>• Find a half</li><li>• Find a quarter</li></ul>

# Progression of skills - Division

Year group	Skill
Year 2	<ul style="list-style-type: none"><li>• Divide by 2</li><li>• Divide by 10</li><li>• Divide by 5</li><li>• Missing numbers</li><li>• Unit fractions</li><li>• Non-unit fractions</li></ul>
Year 3	<ul style="list-style-type: none"><li>• Divide by 3</li><li>• Divide by 4</li><li>• Divide by 8</li><li>• Related facts</li><li>• Divide a 2-digit number by a 1-digit number - no exchange</li><li>• Divide a 2-digit number by a 1-digit number - with remainders</li><li>• Unit fractions of a set of objects</li><li>• Non-unit fractions of a set of objects</li></ul>

# Progression of skills - Division






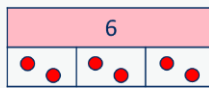
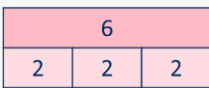

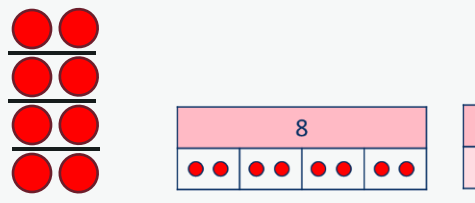
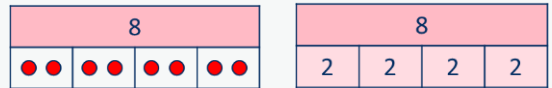
Year group	Skill
Year 4	<ul style="list-style-type: none"><li>• Division facts to <math>12 \times 12</math></li><li>• Divide a number by 1 and itself</li><li>• Related facts</li><li>• Divide a 2 or 3-digit number by a 1-digit number</li><li>• Divide by 10 and 100</li></ul>
Year 5	<ul style="list-style-type: none"><li>• Mental strategies</li><li>• Divide numbers up to 4 digits by a 1-digit number</li><li>• Divide by 10, 100 and 1,000</li><li>• Fraction of an amount</li></ul>

# Progression of skills - Division

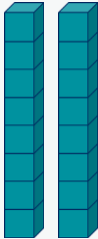



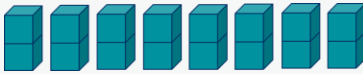
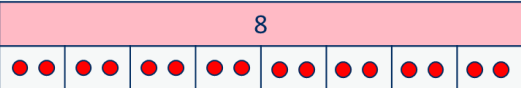

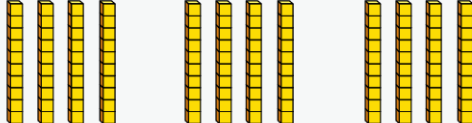


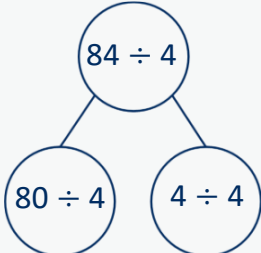
Year group	Skill
Year 6	<ul style="list-style-type: none"><li>• Short division</li><li>• Mental strategies</li><li>• Long division</li><li>• Order of operations</li><li>• Divide by 10, 100 and 1,000</li><li>• Divide decimals by integers</li><li>• Decimal and fraction equivalents</li><li>• Divide a fraction by an integer</li><li>• Fraction of an amount</li><li>• Calculate percentages</li><li>• Calculations involving ratio</li></ul>



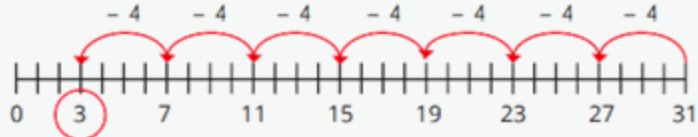
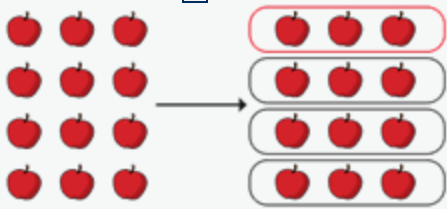
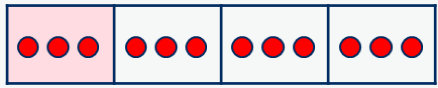

# Division

<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>Recall and use division facts for the 3, 4 and 8 multiplication tables.</li> <li>Write and calculate mathematical statements for division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</li> <li>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</li> </ul>	
<p><b>Progression of skills</b></p>	<p><b>Key representations</b></p>	
<p><b>Divide by 3</b></p> <p>Encourage children to compare the grouping and sharing structures of division and to make links with times-table facts.</p>	<p>There are ... groups of 3 in ...</p> <p>... <math>\div 3 =</math></p>  <p><math>2 \times 3 = 6</math> <math>6 \div 3 = 2</math></p> 	<p>... has been shared equally into 3 equal groups.</p> <p>... <math>\div 3 =</math></p>  <p><math>2 \times 3 = 6</math> <math>6 \div 3 = 2</math></p>  
<p><b>Divide by 4</b></p> <p>Encourage children to compare the grouping and sharing structures of division and to make links with times-table facts.</p>	<p>There are ... groups of 4 in ...</p> <p>... <math>\div 4 =</math></p>  <p><math>2 \times 4 = 8</math> <math>8 \div 4 = 2</math></p> 	<p>... has been shared equally into 4 equal groups.</p> <p>... <math>\div 4 =</math></p>  <p><math>2 \times 4 = 8</math> <math>8 \div 4 = 2</math></p>  

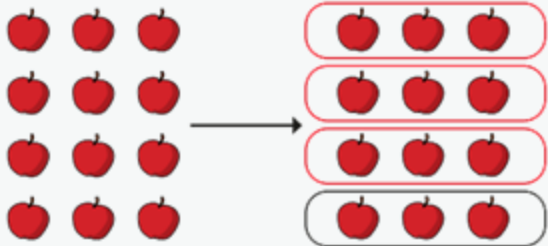
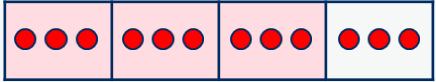

# Division

Progression of skills	Key representations																									
<p><b>Divide by 8</b></p> <p>Encourage children to compare the grouping and sharing structures of division and to make links with times-table facts.</p>	<p>There are ... groups of 8 in ...</p> <p><math>\dots \div 8 =</math></p>  <p><math>2 \times 8 = 16</math> <math>16 \div 8 = 2</math></p>  	<p>... has been shared equally into 8 equal groups.</p> <p><math>\dots \div 8 =</math></p>    <p><math>2 \times 8 = 16</math> <math>16 \div 8 = 2</math></p>																								
<p><b>Related facts</b></p> <p>Link to known times-table facts.</p>	<p>... <math>\div</math> ... is equal to ..., so ... tens <math>\div</math> ... is equal to ... tens.</p>     <p><math>12 \div 3 = 4</math> <math>120 \div 3 = 40</math></p>																									
<p><b>Divide a 2-digit number by a 1-digit number - no exchange</b></p> <p>Partition into tens and ones to divide and then recombine.</p>	<p>... tens divided by ... is equal to ... tens. ... ones divided by ... is equal to ... ones.</p> <table border="1" data-bbox="582 1079 913 1308"> <thead> <tr> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> <p><math>60 \div 2 = 30</math> <math>4 \div 2 = 2</math></p> <p><math>64 \div 2 = 32</math></p>	Tens	Ones													 <table border="1" data-bbox="1566 1079 1908 1308"> <thead> <tr> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Tens	Ones								
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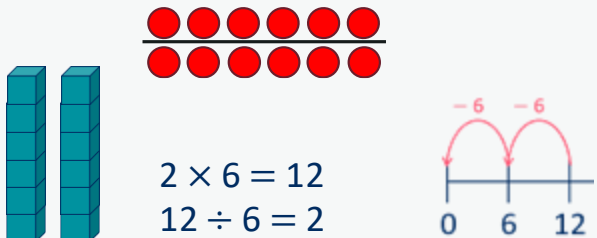
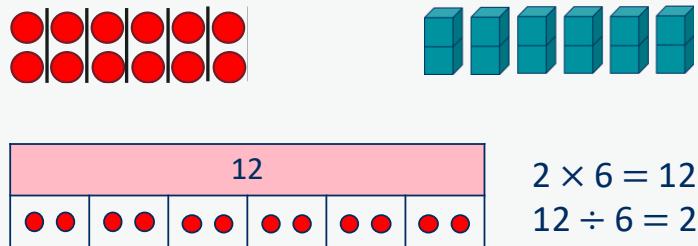




# Division

Progression of skills	Key representations																																			
<p><b>Divide a 2-digit number by a 1-digit number - with remainders</b></p> <p>Encourage children to partition numbers flexibly to help them to divide more efficiently.</p>	<p>... tens divided by ... is equal to ... tens. ... ones divided by ... is equal to ... ones.</p> <table border="1" data-bbox="590 492 948 825"> <thead> <tr> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr><td>████████</td><td>■ ■ ■ ■</td></tr> <tr><td>████████</td><td>■ ■ ■ ■</td></tr> <tr><td>████████</td><td>■ ■ ■ ■</td></tr> <tr><td>████████</td><td>■ ■ ■ ■</td></tr> <tr><td>████████</td><td>■ ■ ■ ■</td></tr> <tr><td>████████</td><td>■ ■ ■ ■</td></tr> </tbody> </table> <div style="text-align: center;"> <math>96 \div 4</math>   <math>80 \div 4</math>    <math>16 \div 4</math>   <math>80 \div 4 = 20</math>   <math>16 \div 4 = 4</math>   <math>96 \div 4 = 24</math> </div>	Tens	Ones	████████	■ ■ ■ ■	████████	■ ■ ■ ■	████████	■ ■ ■ ■	████████	■ ■ ■ ■	████████	■ ■ ■ ■	████████	■ ■ ■ ■	<p>There are ... groups of ... There are ... remaining.</p> <p><math>31 \div 4 = 7 \text{ r}3</math></p>  <p><math>94 \div 4 = 23 \text{ r}2</math></p> <table border="1" data-bbox="1253 642 1926 835"> <thead> <tr> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr><td>10 10</td><td></td></tr> <tr><td>10 10</td><td></td></tr> <tr><td>10 10</td><td></td></tr> <tr><td>10 10</td><td></td></tr> </tbody> </table> <p style="text-align: center;">→</p> <table border="1" data-bbox="1667 642 1926 835"> <thead> <tr> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr><td>10 10</td><td>1 1 1</td></tr> <tr><td>10 10</td><td>1 1 1</td></tr> <tr><td>10 10</td><td>1 1 1</td></tr> <tr><td>10 10</td><td>1 1 1</td></tr> </tbody> </table> <p style="text-align: right;">1 1</p>	Tens	Ones	10 10		10 10		10 10		10 10		Tens	Ones	10 10	1 1 1	10 10	1 1 1	10 10	1 1 1	10 10	1 1 1
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<p><b>Unit fractions of a set of objects</b></p> <p>Bar models are useful to show the link between division and fractions, for example, dividing by 3 and finding a third.</p>	<p>The whole is divided into ... equal parts. Each part is <math>\frac{1}{\square}</math> of the whole.</p>  <p><math>\frac{1}{4}</math> of 12 apples is 3 apples.</p>	<p>One ... of ... is ...</p> <p><math>\frac{1}{4}</math> of 12 is 3</p>  <p><math>\frac{1}{3}</math> of 36 is 12</p> 																																		




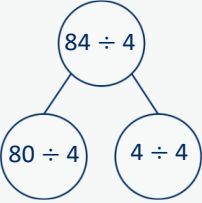
















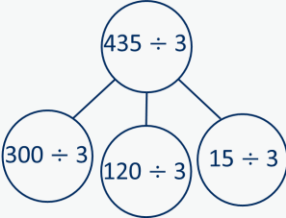












































# Division

Progression of skills	Key representations	
<p><b>Non-unit fractions of a set of objects</b></p> <p>Bar models are a useful representation and show the links with division and multiplication.</p>	<p>The whole is divided into ... equal parts. Each part is <math>\frac{1}{\square}</math> of the whole.</p>  <p><math>\frac{3}{4}</math> of 12 apples is 9 apples.</p>	<p><math>\frac{1}{\square}</math> of ... is ..., so <math>\frac{\square}{\square}</math> of ... is ...</p> <p><math>\frac{3}{4}</math> of 12 is 9 </p> <p><math>\frac{2}{3}</math> of 36 is 24 </p>

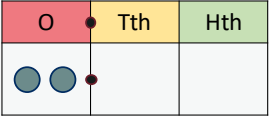
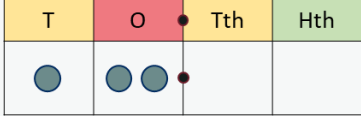
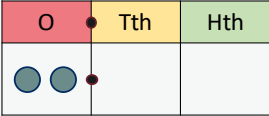
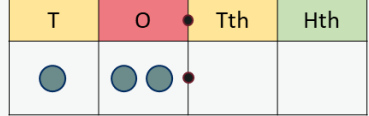
# Division

<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>Recall division facts for multiplication tables up to <math>12 \times 12</math></li> <li>Use place value, known and derived facts to divide mentally, including: dividing by 1</li> <li>Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</li> </ul>	
<p><b>Progression of skills</b></p>	<p><b>Key representations</b></p>	
<p><b>Division facts to <math>12 \times 12</math></b></p> <p>Encourage children to compare the grouping and sharing structures of division and to make links with times-table facts.</p>	<p>There are ... groups of ... in ... ... <math>\div</math> ... =</p>  <p><math>2 \times 6 = 12</math> <math>12 \div 6 = 2</math></p>	<p>... has been shared equally into ... equal groups. ... <math>\div</math> ... =</p>  <p><math>2 \times 6 = 12</math> <math>12 \div 6 = 2</math></p>
<p><b>Divide a number by 1 and itself</b></p> <p>Children may try to divide a number by zero and it should be highlighted that this is not possible.</p>	<p>When I divide a number by 1, the number remains the same.</p> <p>5 shared between 1 is 5 </p> <p>There are 5 groups of 1 in 5</p> 	<p>When I divide a number by itself, the answer is 1</p> <p>5 shared between 5 is 1</p>  <p>There is 1 group of 5 in 5</p> 

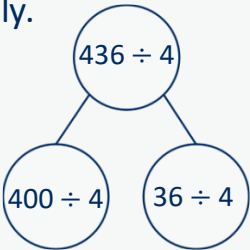
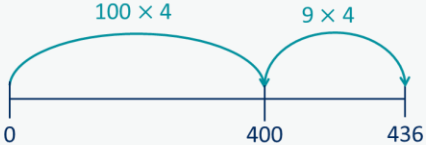
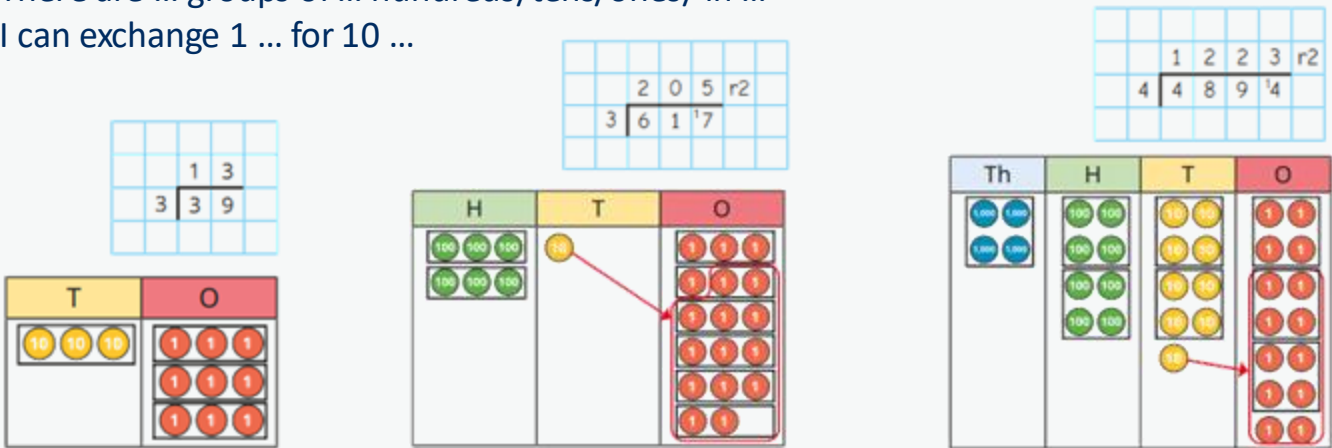
# Division

Progression of skills	Key representations																										
<p><b>Related facts</b></p> <p>Link to known times-table facts.</p>	<p>... <math>\div</math> ... is equal to ...            so ... tens <math>\div</math> ... is equal to ... tens            and ... hundreds <math>\div</math> ... is equal to ... hundreds.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>21 <math>\div</math> 7 = 3</p> <p>210 <math>\div</math> 7 = 30</p> <p>2,100 <math>\div</math> 7 = 300</p> </div> <div style="text-align: center;">  <p>21 <math>\div</math> 3 = 7</p> <p>210 <math>\div</math> 3 = 70</p> <p>2,100 <math>\div</math> 3 = 700</p> </div> <div style="text-align: center;">  </div> </div>																										
<p><b>Divide a 2 or 3-digit number by a 1-digit number</b></p> <p>Progress from divisions with no exchange, to divisions with exchange and then divisions with remainders.</p>	<p>I can partition ... into ... tens and ... ones.</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: center;">  </div> <div style="margin-left: 20px;"> <p>80 <math>\div</math> 4 = 20</p> <p>4 <math>\div</math> 4 = 1</p> <p>84 <math>\div</math> 4 = 21</p> </div> </div> <table border="1" style="margin-top: 10px; width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #fff9c4;">Tens</th> <th style="background-color: #f8bbd0;">Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Tens	Ones									<p>I cannot share the hundreds/tens equally, so I need to exchange 1 ... for 10 ...</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: center;">  </div> <div style="margin-left: 20px;"> <p>300 <math>\div</math> 3 = 100</p> <p>120 <math>\div</math> 3 = 40</p> <p>15 <math>\div</math> 3 = 5</p> <p>435 <math>\div</math> 3 = 145</p> </div> </div> <table border="1" style="margin-top: 10px; width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #c8e6c9;">Hundreds</th> <th style="background-color: #fff9c4;">Tens</th> <th style="background-color: #f8bbd0;">Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Hundreds	Tens	Ones												
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# Division

Progression of skills	Key representations			
<p><b>Divide by 10 and 100</b></p> <p>Encourage children to notice that dividing by 100 is the same as dividing by 10 twice.</p>	<p>When I divide by 10, the digits move 1 place value column to the right. ... is one-tenth the size of ...</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><math>2 \div 10 = 0.2</math></p> </div> <div style="text-align: center;">  <p><math>12 \div 10 = 1.2</math></p> </div> </div>		<p>When I divide by 100, the digits move 2 place value columns to the right. ... is one-hundredth the size of ...</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><math>2 \div 100 = 0.02</math></p> </div> <div style="text-align: center;">  <p><math>12 \div 100 = 0.12</math></p> </div> </div>	

# Division

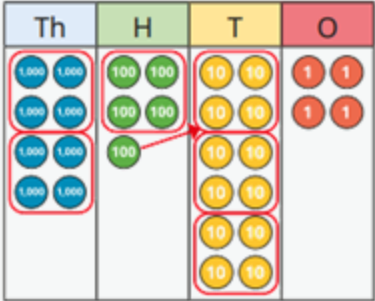
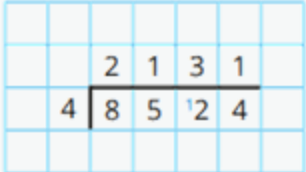
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• Divide numbers mentally drawing upon known facts.</li> <li>• Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.</li> <li>• Divide whole numbers and those involving decimals by 10, 100 and 1,000</li> </ul>		
<p><b>Progression of skills</b></p>	<p><b>Key representations</b></p>		
<p><b>Mental strategies</b></p>	<p>I can partition ... into ... and ... to help me to divide more easily.</p> 	<p>I can show groups of ... on a number line.</p> 	<p>To divide by ..., I can divide by ... and then divide the result by ...</p> $436 \div 4 = 436 \div 2 \div 2$ $436 \div 2 = 218$ $218 \div 2 = 109$
<p><b>Divide numbers up to 4 digits by a 1-digit number</b></p> <p>The short division method is introduced for the first time.</p>	<p>There are ... groups of ... hundreds/tens/ones/ in ... I can exchange 1 ... for 10 ...</p> 		







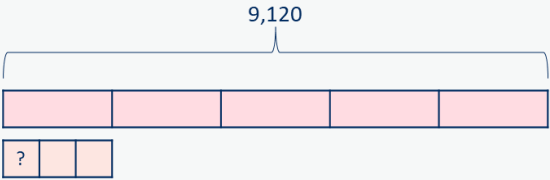
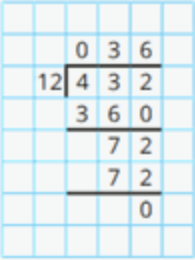
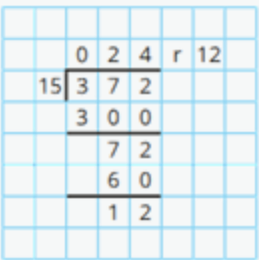
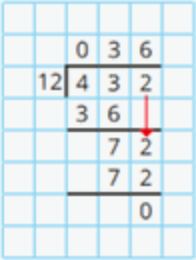
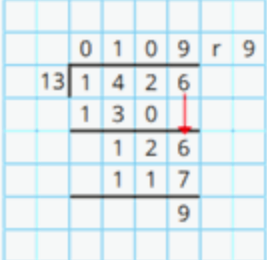
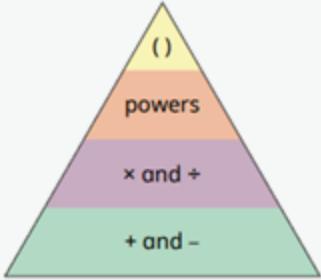


# Division

Progression of skills	Key representations																																																				
<p><b>Divide by 10, 100 and 1,000</b></p> <p>Encourage children to notice that dividing by 100 is the same as dividing by 10 twice, and that dividing by 1,000 is the same as dividing by 10 three times.</p>	<p>To divide by 10/100/1,000, I move all the digits ... places to the right. ... is one-tenth/one-hundredth/one-thousandth the size of ...</p> <table border="1" data-bbox="582 376 1006 468"> <tr><th>Th</th><th>H</th><th>T</th><th>O</th><th>Tth</th><th>Hth</th></tr> <tr><td></td><td>●</td><td>●●</td><td>●</td><td>●</td><td></td></tr> </table> <p data-bbox="1048 511 1272 548"><math>120 \div 10 = 12</math></p> <table border="1" data-bbox="582 482 1006 574"> <tr><th>Th</th><th>H</th><th>T</th><th>O</th><th>Tth</th><th>Hth</th></tr> <tr><td></td><td></td><td>●</td><td>●●</td><td>●</td><td></td></tr> </table> <p data-bbox="1048 619 1297 656"><math>120 \div 100 = 1.2</math></p> <table border="1" data-bbox="582 588 1006 679"> <tr><th>Th</th><th>H</th><th>T</th><th>O</th><th>Tth</th><th>Hth</th></tr> <tr><td></td><td></td><td></td><td>●</td><td>●●</td><td>●</td></tr> </table> <p data-bbox="1048 733 1342 771"><math>120 \div 1,000 = 0.12</math></p> <table border="1" data-bbox="582 694 1006 785"> <tr><th>Th</th><th>H</th><th>T</th><th>O</th><th>Tth</th><th>Hth</th></tr> <tr><td></td><td></td><td></td><td></td><td>●</td><td>●●</td></tr> </table>		Th	H	T	O	Tth	Hth		●	●●	●	●		Th	H	T	O	Tth	Hth			●	●●	●		Th	H	T	O	Tth	Hth				●	●●	●	Th	H	T	O	Tth	Hth					●	●●			
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<p><b>Fraction of an amount</b></p> <p>Bar models support children to understand that to find a fraction of an amount, we divide by the denominator and multiply by the numerator.</p>	<p>To find <math>\frac{\square}{\square}</math> of ... , I need to divide by ... and multiply by ...</p> <table border="1" data-bbox="582 953 965 1031"> <tr><td>●●</td><td>●●</td><td>●●</td><td>●●</td><td>●●</td></tr> <tr><td>●●</td><td>●●</td><td>●●</td><td>●●</td><td>●●</td></tr> </table> <p data-bbox="582 1073 741 1153"><math>\frac{1}{5}</math> of 20 =</p> <p data-bbox="582 1182 741 1262"><math>\frac{3}{5}</math> of 20 =</p> <table border="1" data-bbox="990 953 1313 1031"> <tr><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> </table> <p data-bbox="990 1073 1156 1153"><math>\frac{1}{4}</math> of 84 =</p> <p data-bbox="990 1182 1156 1262"><math>\frac{3}{4}</math> of 84 =</p>	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	10	10	10	10	10	1	1	1	1	1	<p>If <math>\frac{1}{\square}</math> is ... , then the whole is ... <math>\times</math> ...</p> <table border="1" data-bbox="1348 891 1649 1025"> <tr><td colspan="5">?</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> </table> <p data-bbox="1748 953 1943 1025"><math>\frac{1}{5}</math> of ___ = 6</p> <table border="1" data-bbox="1348 1062 1690 1239"> <tr><td colspan="7">?</td></tr> <tr><td>■</td><td>■</td><td>■</td><td>■</td><td>■</td><td>■</td><td>■</td></tr> <tr><td colspan="3">24</td><td colspan="4"></td></tr> </table> <p data-bbox="1748 1119 1943 1190"><math>\frac{4}{7}</math> of ___ = 24</p>	?					6	6	6	6	6	?							■	■	■	■	■	■	■	24						
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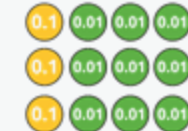

# Division

<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>Perform mental calculations, including with mixed operations and large numbers.</li> <li>Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.</li> <li>Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.</li> <li>Divide numbers by 10, 100 and 1,000 giving answers up to three decimal places.</li> <li>Use written division methods in cases where the answer has up to two decimal places.</li> <li>Associate a fraction with division and calculate decimal fraction equivalents.</li> <li>Divide proper fractions by whole numbers [for example, <math>\frac{1}{3} \div 2 = \frac{1}{6}</math> ]</li> <li>Solve problems involving the calculation of percentages.</li> </ul>
<p><b>Progression of skills</b></p>	<p><b>Key representations</b></p>
<p><b>Short division</b></p> <p>Encourage children to interpret remainders in context, for example knowing that “4 remainder 1” could mean 4 complete boxes with 1 left over so 5 boxes will be needed.</p>	<p>There are ... groups of ... hundreds/tens/ones/ in ... I can exchange 1 ... for 10 ...</p>  

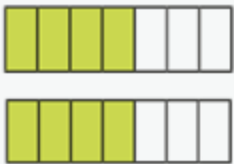


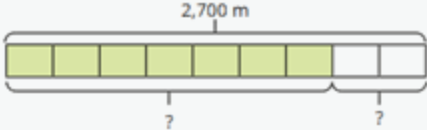

# Division

Progression of skills	Key representations	
<p><b>Mental strategies</b></p> <p>Include partitioning and number line strategies outlined in Y5 as well as division using factors.</p>	<p>To divide by ... , I can first divide by ... and then divide the answer by ...</p> <p><math>240 \div 60 = 240 \div 10 \div 6</math></p> <p>240 →  → <input type="text"/> →  → <input type="text"/></p> <p><math>480 \div 24 = 480 \div 4 \div 6</math></p> <p>480 →  → <input type="text"/> →  → <input type="text"/></p> <p><math>9,120 \div 15 = 9,120 \div 5 \div 3</math></p> <p></p>	
<p><b>Long division</b></p> <p>The long division method is introduced for the first time. Two alternative methods are shown.</p>	<p>Method 1</p> <p></p> <p><math>(12 \times 30)</math></p> <p><math>(12 \times 6)</math></p> <p></p> <p><math>(15 \times 20)</math></p> <p><math>(15 \times 4)</math></p>	<p>Method 2</p> <p></p> <p></p>
<p><b>Order of operations</b></p> <p>Calculations in brackets should be done first, then powers. Multiplication and division should be performed before addition and subtraction.</p>	<p>... has greater priority than ..., so the first part of the calculation I need to do is ...</p> <p></p> <p></p> <p><math>(6 + 4) \div 2 = 5</math></p> <p></p> <p><math>6 + 4 \div 2 = 8</math></p>	



# Division

Progression of skills	Key representations																									
<p><b>Divide by 10, 100 and 1,000</b></p> <p>Encourage children to notice that dividing by 100 is the same as dividing by 10 twice, and that dividing by 1,000 is the same as dividing by 10 three times.</p>	<p>To divide by ... , I move the digits ... places to the right.</p> <div style="display: flex; align-items: center;"> <table border="1" style="margin-right: 20px;"> <tr><th>H</th><th>T</th><th>O</th><th>Tth</th><th>Hth</th><th>Thth</th></tr> <tr><td>●●</td><td>●</td><td>●●</td><td></td><td></td><td></td></tr> </table> <div style="text-align: center;"> <p>↓ +1,000</p> <table border="1"> <tr><th>H</th><th>T</th><th>O</th><th>Tth</th><th>Hth</th><th>Thth</th></tr> <tr><td></td><td></td><td></td><td>●●</td><td>●</td><td>●●</td></tr> </table> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <math>312 \div 10 = 31.2</math>  <math>312 \div 100 = 3.12</math>  <math>312 \div 1,000 = 0.312</math> </div> <div style="text-align: center;"> <math>906 \div 10 = 90.6</math>  <math>906 \div 100 = 9.06</math>  <math>906 \div 1,000 = 0.906</math> </div> </div>		H	T	O	Tth	Hth	Thth	●●	●	●●				H	T	O	Tth	Hth	Thth				●●	●	●●
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<p><b>Divide decimals by integers</b></p> <p>This is the first time children divide decimals by numbers other than 10, 100 or 1,000</p>	<p>I know that ... <math>\div</math> ... = ..., so I also know that ... <math>\div</math> ... = ...</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  <p><math>39 \div 3 = 13</math></p> </div> <div style="text-align: center;">  <p><math>3.9 \div 3 = 1.3</math></p> </div> <div style="text-align: center;">  <p><math>0.39 \div 3 = 0.13</math></p> </div> </div>	<p>I need to exchange 1 ... for 10 ...</p> <div style="display: flex; align-items: center; margin-top: 20px;">  <div style="margin-left: 20px;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td>1</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>3</td><td>2</td></tr> </table> </div> </div>						1	3	3	4	5	3	2												
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<p><b>Decimal and fraction equivalents</b></p>	<p>The fraction ... is equivalent to the decimal ...</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <table border="1" style="text-align: center;"> <tr><td colspan="2">1</td></tr> <tr><td><math>\frac{1}{2}</math></td><td><math>\frac{1}{2}</math></td></tr> <tr><td><math>\frac{1}{4}</math></td><td><math>\frac{1}{4}</math></td></tr> <tr><td><math>\frac{1}{5}</math></td><td><math>\frac{1}{5}</math></td></tr> <tr><td><math>\frac{1}{10}</math></td><td><math>\frac{1}{10}</math></td></tr> </table> <table border="1" style="text-align: center;"> <tr><td colspan="2">1</td></tr> <tr><td>0.5</td><td>0.5</td></tr> <tr><td>0.25</td><td>0.25</td></tr> <tr><td>0.2</td><td>0.2</td></tr> <tr><td>0.1</td><td>0.1</td></tr> </table> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"><math>\frac{1}{5} = 0.2</math></div> <div style="text-align: center;"><math>\frac{2}{5} = 0.4</math></div> <div style="text-align: center;"><math>\frac{3}{5} = 0.6</math></div> </div> <div style="text-align: right; margin-top: 20px;"> <p><math>\frac{\square}{\square}</math> is equal to <math>\frac{\square}{100}</math></p> <div style="text-align: center;"> <p><math>\times 25</math></p> <p><math>\frac{3}{4} = \frac{75}{100} = 0.75</math></p> <p><math>\times 25</math></p> </div> </div>		1		$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{10}$	$\frac{1}{10}$	1		0.5	0.5	0.25	0.25	0.2	0.2	0.1	0.1				
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# Division

Progression of skills	Key representations		
<p><b>Divide a fraction by an integer</b></p> <p>This is the first time children divide fractions by an integer.</p>	<p>... ones divided by 2 is ... ones so ... sevenths divided by 2 is ... sevenths.</p>  $\frac{4}{7} \div 4 = \frac{1}{7}$ $\frac{4}{7} \div 2 = \frac{2}{7}$	<p>I am dividing by ... , so I can split each part into ... equal parts.</p>  $\frac{1}{3} \div 2 = \frac{1}{6}$	<p>... is equivalent to ... so ... <math>\div</math> ... = ... <math>\div</math> ...</p>  $\frac{2}{3} = \frac{4}{6}$ <p>so <math>\frac{2}{3} \div 4 = \frac{4}{6} \div 4 = \frac{1}{6}</math></p>
<p><b>Fraction of an amount</b></p> <p>Children divide and multiply to find fractions of an amount. Bar models can still be used to support understanding where needed.</p>	<p>To find <math>\frac{1}{\square}</math> I divide by ...</p> $\frac{1}{2} \text{ of } 36 = 36 \div 2$ $\frac{1}{12} \text{ of } 36 = 36 \div 12$	<p>If <math>\frac{1}{\square}</math> is equal to ..., then <math>\frac{\square}{\square}</math> are equal to ...</p>  $\frac{7}{9} \text{ of } 2,700 = \frac{1}{9} \text{ of } 2,700 \times 7$	<p>If <math>\frac{\square}{\square}</math> is equal to ..., then the whole is equal to ...</p>  $\frac{4}{9} \text{ of } \underline{\quad} = 48$

# Division

Progression of skills	Key representations																																															
<p><b>Calculate percentages</b></p> <p>Children first learn how to find 1%, 10%, 20%, 25% and 50% before using multiples of these amounts to find any percentage.</p>	<p>There are ... lots of ... % in 100%</p> <p>To find ... %, I need to divide by ...</p> <table border="1" data-bbox="576 372 1085 482"> <tr><td colspan="4">100%</td></tr> <tr><td colspan="2">50%</td><td colspan="2">50%</td></tr> <tr><td>25%</td><td>25%</td><td>25%</td><td>25%</td></tr> </table> <p>50% of ... = ... ÷ 2</p> <p>25% of ... = ... ÷ 4</p>	100%				50%		50%		25%	25%	25%	25%	<p>... % is made up of ... %, and ... %</p> <table border="1" data-bbox="1147 358 1908 446"> <tr><td colspan="10">100%</td></tr> <tr><td>10%</td><td>10%</td><td>10%</td><td>10%</td><td>10%</td><td>10%</td><td>10%</td><td>10%</td><td>10%</td><td>10%</td></tr> </table> <p>To find 30%, I can find 10% and then multiply it by 3</p> <p>To find 23%, I can use 10% × 2 and 1% × 3</p> <p>To find 99%, I can find 1%, then subtract from 100%</p>	100%										10%	10%	10%	10%	10%	10%	10%	10%	10%	10%														
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<p><b>Calculations involving ratio</b></p> <p>Encourage children to see the multiplicative relationship between ratios. They will need to multiply or divide each value by the same number to keep the ratio equivalent. Double number lines and ratio tables help children to see both horizontal and vertical multiplicative relationships.</p>	<p>For every ... , there are ...</p> <p>For every 6 children on a school trip, there is 1 adult.</p> <p>adults </p> <p>children </p> <table border="1" data-bbox="1411 696 1922 1036"> <tr><td colspan="2"></td><td>÷ 6</td><td colspan="2"></td></tr> <tr><td>Adults</td><td>Children</td><td></td><td></td><td></td></tr> <tr><td>1</td><td>6</td><td></td><td></td><td></td></tr> <tr><td>2</td><td>12</td><td></td><td></td><td></td></tr> <tr><td>3</td><td>18</td><td></td><td></td><td></td></tr> <tr><td colspan="2"></td><td>÷ 6</td><td colspan="2"></td></tr> </table> <p>The ratio of children to adults is 6 : 1</p> <table border="1" data-bbox="1375 1129 1908 1282"> <tr><td>Adults</td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Children</td><td>0</td><td>6</td><td>12</td><td>18</td><td></td><td></td><td></td></tr> </table>				÷ 6			Adults	Children				1	6				2	12				3	18						÷ 6			Adults	0	1	2	3	4	5	6	Children	0	6	12	18			
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