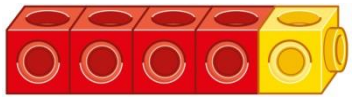
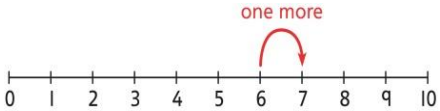
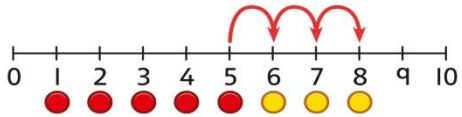
The Mosley Academy Concrete > Pictorial > Abstract Calculation Progression Procedure.

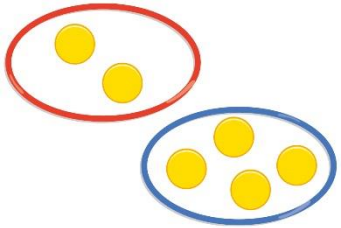
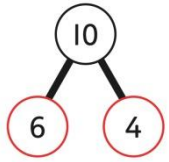
The concrete > pictorial > abstract method of teaching focuses on building conceptual understanding through familiar physical and visual representations, before introducing figurative ways of working.

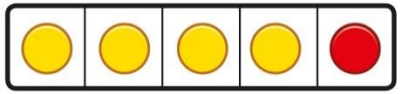
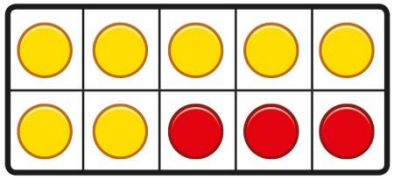
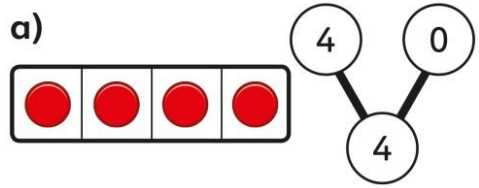
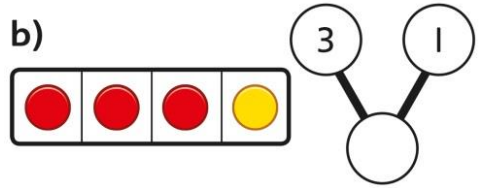
Essentially, it is a **'do it > see it > symbolise it'** way of working that all children, regardless of age or ability, are to access as an integral part of their maths education.

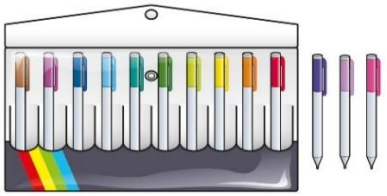
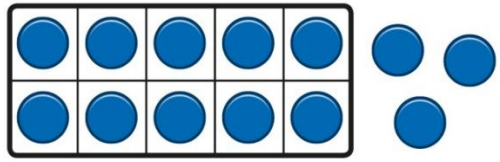
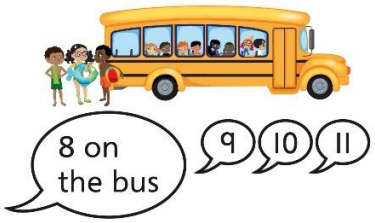
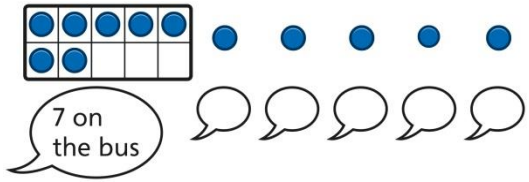
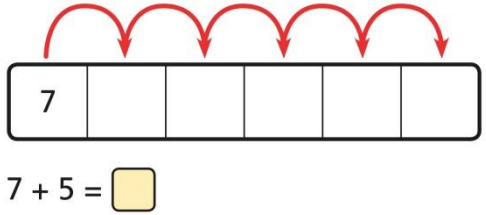
The following table, adapted from Pearson Educational, sets out specific year group National Curriculum Objectives, with examples of concrete, visual and abstract activities / representations. Teachers may use this resource to guide planning and to ensure children are accessing manipulatives in +, -, x and ÷ to best facilitate children's long term conceptual understanding. Parents/Carers may also make use of this resource to support them with 'at home' maths learning.

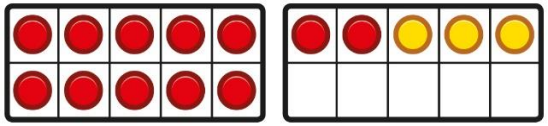
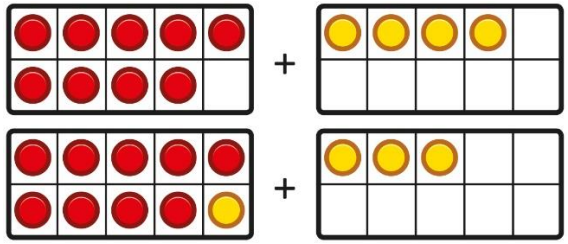
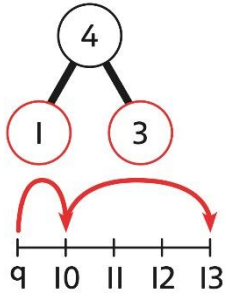
Updated: 2022.

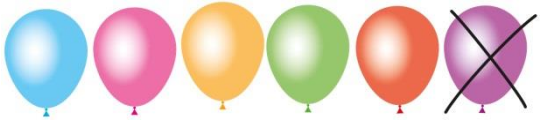
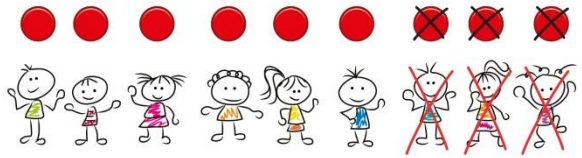
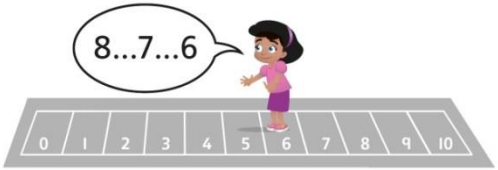
KEY STAGE 1			
Year 1			
	Concrete	**Pictorial**	**Abstract**
Year 1 **Addition**	**Counting and adding more** Children add one more person or object to a group to find one more.	**Counting and adding more** Children add one more cube or counter to a group to represent one more.  *One more than 4 is 5.*	**Counting and adding more** Use a number line to understand how to link counting on with finding one more.  *One more than 6 is 7.* *7 is one more than 6.* Learn to link counting on with adding more than one. 

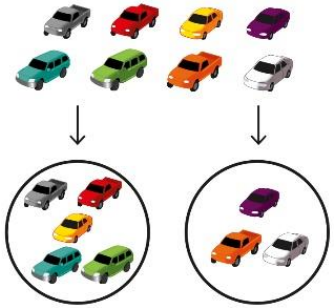
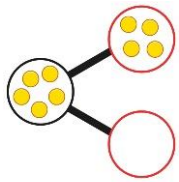
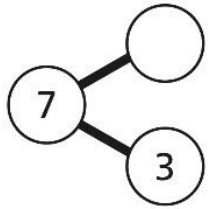
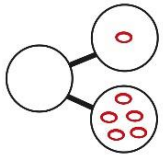
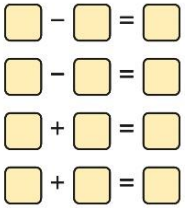
			5 + 3 = 8
	Understanding part-part-whole relationship Sort people and objects into parts and understand the relationship with the whole.  *The parts are 2 and 4. The whole is 6.*	**Understanding part-part-whole relationship** Children draw to represent the parts and understand the relationship with the whole.  *The parts are 1 and 5. The whole is 6.*	**Understanding part-part-whole relationship** Use a part-whole model to represent the numbers.   *6 + 4 = 10*

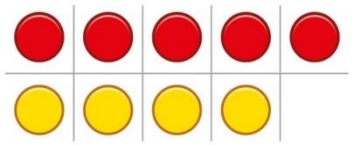
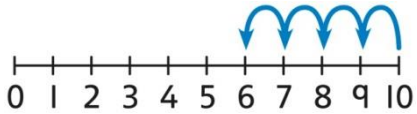
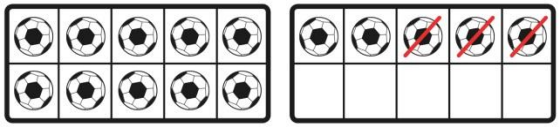
	Knowing and finding number bonds within 10 Break apart a group and put back together to find and form number bonds.  *3 + 4 = 7*  *6 = 2 + 4*	**Knowing and finding number bonds within 10** Use five and ten frames to represent key number bonds.  *5 = 4 + 1*  *10 = 7 + 3*	**Knowing and finding number bonds within 10** Use a part-whole model alongside other representations to find number bonds. Make sure to include examples where one of the parts is zero.   *4 + 0 = 4* *3 + 1 = 4*
	Understanding teen numbers as a complete 10 and some more	**Understanding teen numbers as a complete 10 and some more**	**Understanding teen numbers as a complete 10 and some more**.

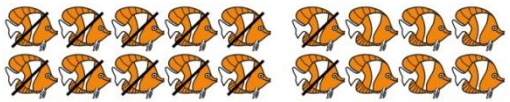
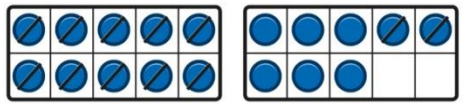
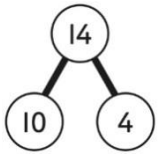
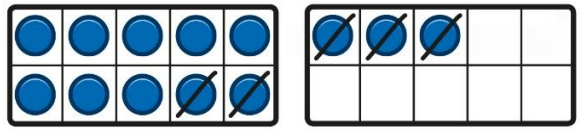
	Complete a group of 10 objects and count more.  *13 is 10 and 3 more.*	Use a ten frame to support understanding of a complete 10 for teen numbers.  *13 is 10 and 3 more.*	*1 ten and 3 ones equal 13.* *10 + 3 = 13*
	Adding by counting on Children use knowledge of counting to 20 to find a total by counting on using people or objects. 	**Adding by counting on** Children use counters to support and represent their counting on strategy. 	**Adding by counting on** Children use number lines or number tracks to support their counting on strategy.  7 + 5 = ☐

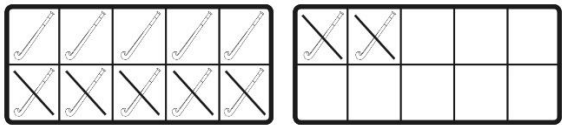
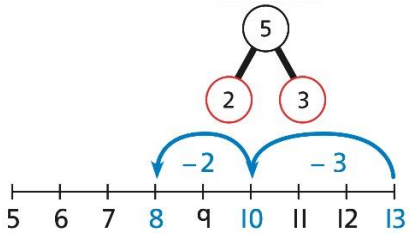
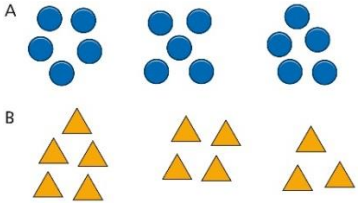
	Adding the 1s Children use bead strings to recognise how to add the 1s to find the total efficiently.  *2 + 3 = 5* *12 + 3 = 15*	**Adding the 1s** Children represent calculations using ten frames to add a teen and 1s.  *2 + 3 = 5* *12 + 3 = 15*	**Adding the 1s** Children recognise that a teen is made from a 10 and some 1s and use their knowledge of addition within 10 to work efficiently. *3 + 5 = 8* *So, 13 + 5 = 18*
	Bridging the 10 using number bonds Children use a bead string to complete a 10 and understand how this relates to the addition.  *7 add 3 makes 10.* *So, 7 add 5 is 10 and 2 more.*	**Bridging the 10 using number bonds** Children use counters to complete a ten frame and understand how they can add using knowledge of number bonds to 10. 	**Bridging the 10 using number bonds** Use a part-whole model and a number line to support the calculation. 

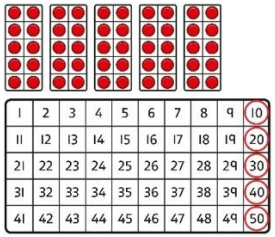
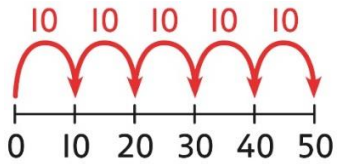
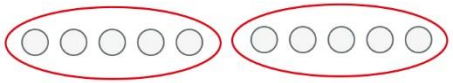
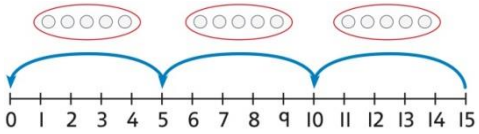
		.	*9 + 4 = 13*
Year 1 **Subtraction**	**Counting back and taking away** Children arrange objects and remove to find how many are left.  *1 less than 6 is 5.* *6 subtract 1 is 5*.	**Counting back and taking away** Children draw and cross out or use counters to represent objects from a problem.  	**Counting back and taking away** Children count back to take away and use a number line or number track to support the method.  *9 − 3 = 6*
	Finding a missing part, given a whole and a part Children separate a whole into parts and understand how one part can be found by	**Finding a missing part, given a whole and a part** Children represent a whole and a part and understand how to find the missing part by subtraction.	**Finding a missing part, given a whole and a part** Children use a part-whole model to support the subtraction to find a missing part.

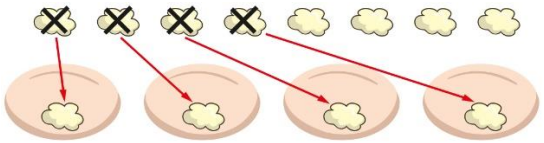
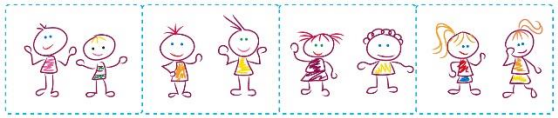
	subtraction.  *8 − 5 =?*	 5 – 4 =	 *7 − 3 =?* Children develop an understanding of the relationship between addition and subtraction facts in a part-whole model.  
	Finding the difference Arrange two groups so that the difference between the groups can be worked out.	**Finding the difference** Represent objects using sketches or counters to support finding the difference.	**Finding the difference** Children understand ‘find the difference’ as subtraction.

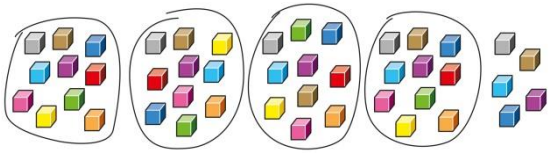
	 *8 is 2 more than 6.* *6 is 2 less than 8.* *The difference between 8 and 6 is 2.*	 *5 − 4 = 1* *The difference between 5 and 4 is 1.*	 *10 − 4 = 6* *The difference between 10 and 6 is 4.*
	Subtraction within 20 Understand when and how to subtract 1s efficiently. Use a bead string to subtract 1s efficiently.  *5 − 3 = 2* *15 − 3 = 12*	**Subtraction within 20** Understand when and how to subtract 1s efficiently.  *5 − 3 = 2* *15 − 3 = 12*	**Subtraction within 20** Understand how to use knowledge of bonds within 10 to subtract efficiently. *5 − 3 = 2* *15 − 3 = 12*

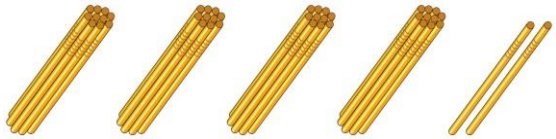
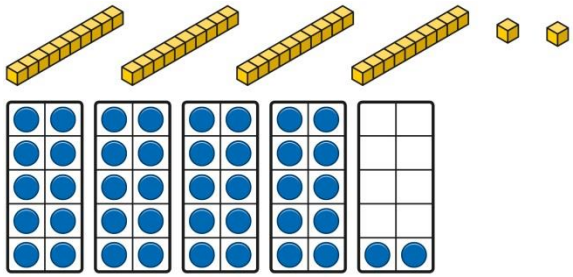
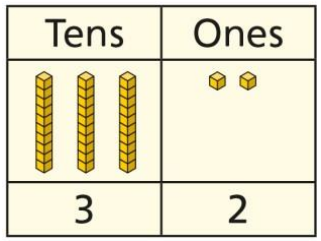
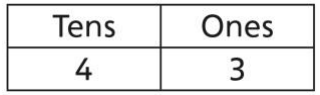
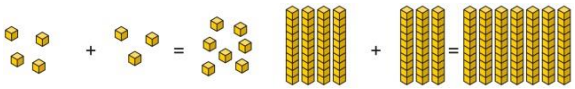
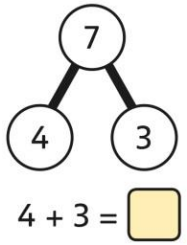
	Subtracting 10s and 1s For example: 18 − 12 Subtract 12 by first subtracting the 10, then the remaining 2.  *First subtract the 10, then take away 2.*	**Subtracting 10s and 1s** For example: 18 − 12 Use ten frames to represent the efficient method of subtracting 12.  *First subtract the 10, then subtract 2.*	**Subtracting 10s and 1s** Use a part-whole model to support the calculation.  *19 − 14* *19 − 10 = 9* *9 − 4 = 5* *So, 19 − 14 = 5*
	Subtraction bridging 10 using number bonds For example: 12 − 7 Arrange objects into a 10 and some 1s, then decide on how to split the 7 into parts.	**Subtraction bridging 10 using number bonds** Represent the use of bonds using ten frames. 	**Subtraction bridging 10 using number bonds** Use a number line and a part-whole model to support the method. *13 − 5*

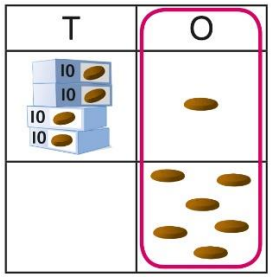
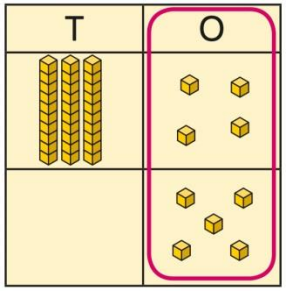
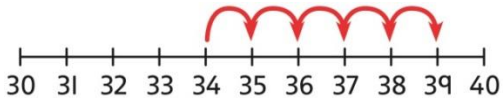
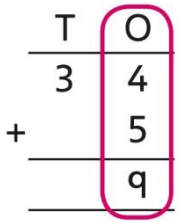
	 *7 is 2 and 5, so I take away the 2 and then the 5.*	*For 13 – 5, I take away 3 to make 10, then take away 2 to make 8.*	
Year 1 **Multiplication** ***(x1, x2, x10 table sets)***	**Recognising and making equal groups** Children arrange objects in equal and unequal groups and understand how to recognise whether they are equal. 	**Recognising and making equal groups** Children draw and represent equal and unequal groups. 	**Describe equal groups using words** *Three equal groups of 4*. *Four equal groups of 3*.
	Finding the total of equal groups by counting in 2s, 1s and 10s 	**Finding the total of equal groups by counting in 1s, 2s and 10s** 100 squares and ten frames support counting in 1s, 2s and 10s.	**Finding the total of equal groups by counting in 2s, 1s and 10s** Use a number line to support repeated addition through counting in 2s, 5s and 10s.

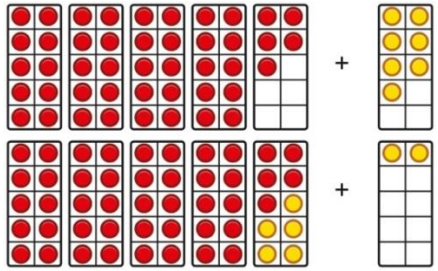
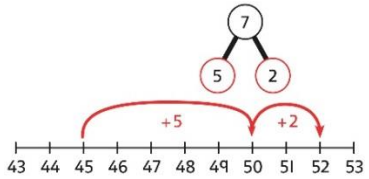
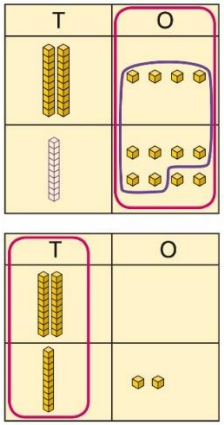
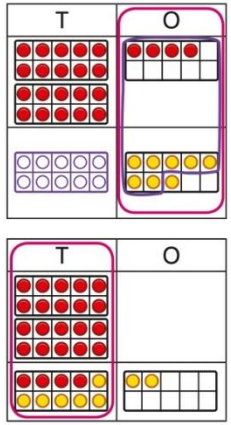
	There are 2 pens in each pack … 2…4…6…8…10…12…14…16…	 	
Year 1 **Division**	**Grouping** Learn to make equal groups from a whole and find how many equal groups of a certain size can be made. Sort a whole set people and objects into equal groups.  *There are 10 children altogether.* *There are 2 in each group.* *There are 5 groups.*	**Grouping** Represent a whole and work out how many equal groups.  *There are 10 in total.* *There are 5 in each group.* *There are 2 groups.*	**Grouping** Children may relate this to counting back in steps of 2, 5 or 10. 
	Sharing Share a set of objects into equal parts and work out how many are in each part**.**	**Sharing**	**Sharing** *10 shared into 2 equal groups gives 5 in each group.*

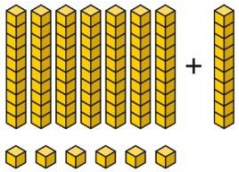
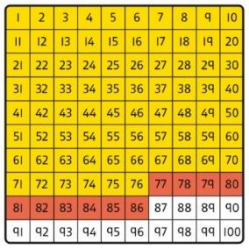
		Sketch or draw to represent sharing into equal parts. This may be related to fractions. 	

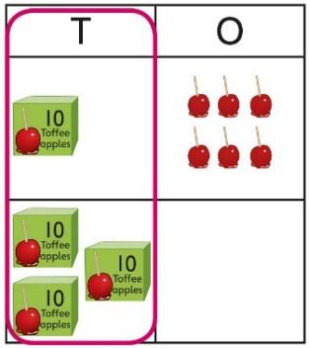
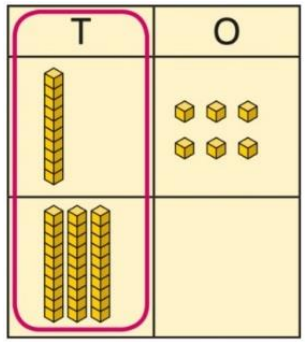
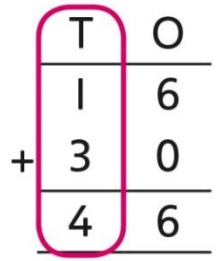
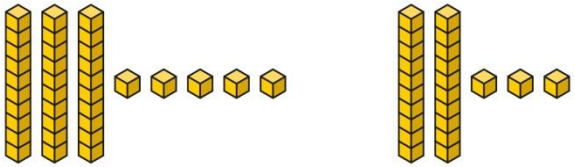
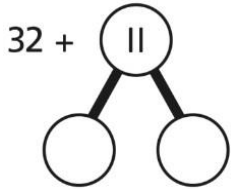
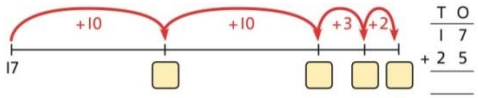
Year 2			
	Concrete	**Pictorial**	**Abstract**
Year 2 **Addition**			
Understanding 10s and 1s	Group objects into 10s and 1s. 	Understand 10s and 1s equipment, and link with visual representations on ten frames.	Represent numbers on a place value grid, using equipment or numerals.

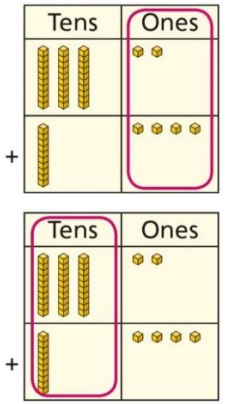
	Bundle straws to understand unitising of 10s. 		 
Adding 10s	Use known bonds and unitising to add 10s.  *I know that 4 + 3 = 7.* *So, I know that 4 tens add 3 tens is 7 tens.*	Use known bonds and unitising to add 10s.  *I know that 4 + 3 = 7.* *So, I know that 4 tens add 3 tens is 7 tens.*	Use known bonds and unitising to add 10s.  *4 + 3 = 7* *4 tens + 3 tens = 7 tens* *40 + 30 = 70*

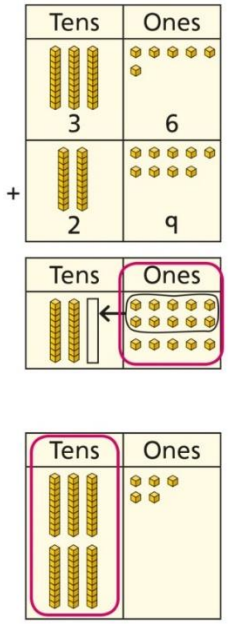
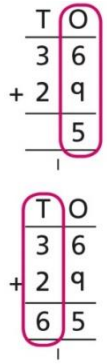
Adding a 1-digit number to a 2-digit number not bridging a 10	Add the 1s to find the total. Use known bonds within 10.  *41 is 4 tens and 1 one.* *41 add 6 ones is 4 tens and 7 ones.* This can also be done in a place value grid.  	Add the 1s.  *34 is 3 tens and 4 ones.* *4 ones and 5 ones are 9 ones.* *The total is 3 tens and 9 ones.*  	Add the 1s. Understand the link between counting on and using known number facts. Children should be encouraged to use known number bonds to improve efficiency and accuracy.  This can be represented horizontally or vertically. *34 + 5 = 39* *or* 

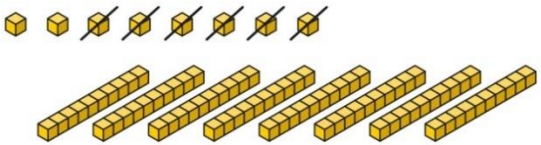
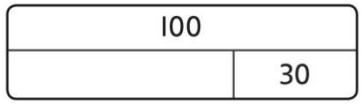
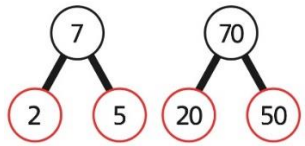
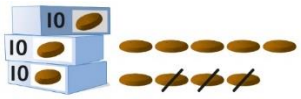
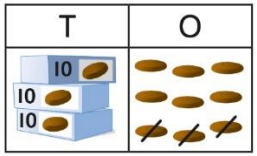
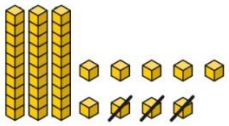
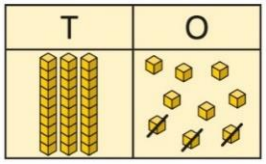
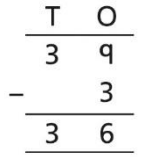
Adding a 1-digit number to a 2-digit number bridging 10	Complete a 10 using number bonds.  *There are 4 tens and 5 ones.* *I need to add 7. I will use 5 to complete a 10, then add 2 more.*	Complete a 10 using number bonds. 	Complete a 10 using number bonds.  *7 = 5 + 2* *45 + 5 + 2 = 52*
Adding a 1-digit number to a 2-digit number using exchange	Exchange 10 ones for 1 ten. 	Exchange 10 ones for 1 ten. 	Exchange 10 ones for 1 ten. 

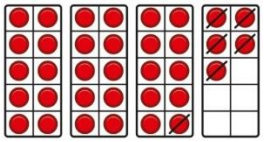
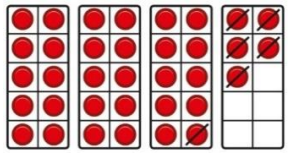
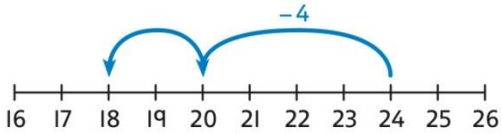
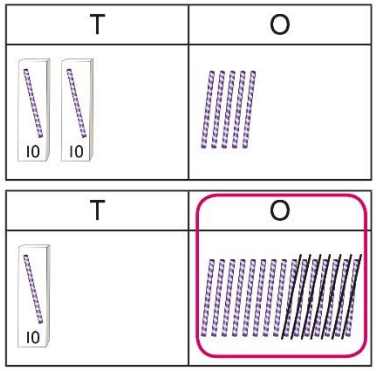
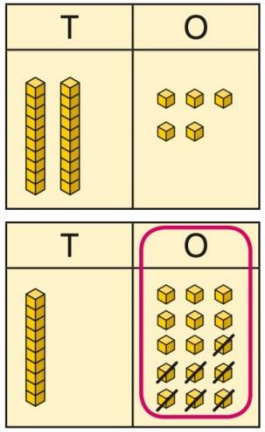
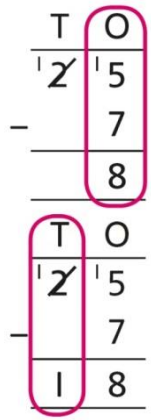
Adding a multiple of 10 to a 2-digit number	Add the 10s and then recombine.  *27 is 2 tens and 7 ones.* *50 is 5 tens.* *There are 7 tens in total and 7 ones.* *So, 27 + 50 is 7 tens and 7 ones.*	Add the 10s and then recombine.  *66 is 6 tens and 6 ones.* *66 + 10 = 76* A 100 square can support this understanding. 	Add the 10s and then recombine. *37 + 20 = ?* *30 + 20 = 50* *50 + 7 = 57* *37 + 20 = 57*
Adding a multiple of 10 to a 2-digit number using columns	Add the 10s using a place value grid to support.	Add the 10s using a place value grid to support.	Add the 10s represented vertically. Children must understand how the method relates to unitising of 10s and place value.

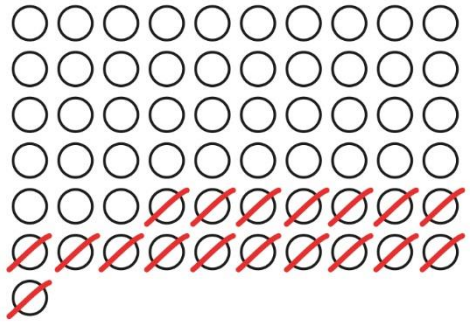
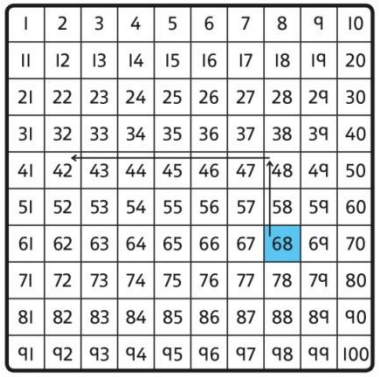
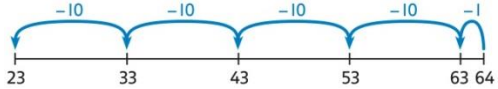
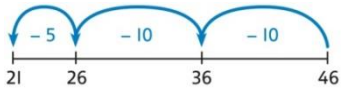
	 *16 is 1 ten and 6 ones.* *30 is 3 tens.* *There are 4 tens and 6 ones in total.*	 *16 is 1 ten and 6 ones.* *30 is 3 tens.* *There are 4 tens and 6 ones in total.*	 *1 + 3 = 4* *1 ten + 3 tens = 4 tens* *16 + 30 = 46*
Adding two 2-digit numbers	Add the 10s and 1s separately. 	Add the 10s and 1s separately. Use a part-whole model to support.  *11 = 10 + 1*	Add the 10s and the 1s separately, bridging 10s where required. A number line can support the calculations. 

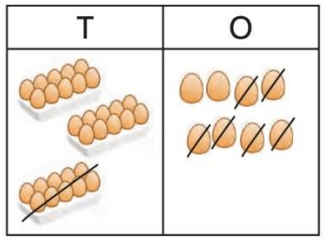
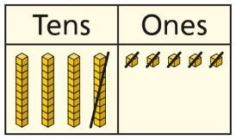
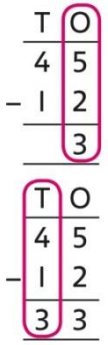
	5 + 3 = 8 *There are 8 ones in total.* *3 + 2 = 5* *There are 5 tens in total.* *35 + 23 = 58*	*32 + 10 = 42* *42 + 1 = 43* *32 + 11 = 43*	*17 + 25*
Adding two 2-digit numbers using a place value grid	Add the 1s. Then add the 10s.  		Add the 1s. Then add the 10s. 

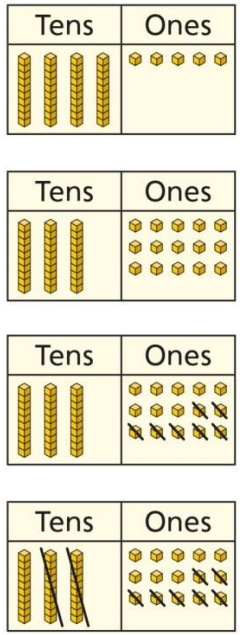
Adding two 2-digit numbers with exchange	Add the 1s. Exchange 10 ones for a ten. Then add the 10s. 		Add the 1s. Exchange 10 ones for a ten. Then add the 10s. 
Year 2 **Subtraction**			
Subtracting multiples of 10	Use known number bonds and unitising to subtract multiples of 10.	Use known number bonds and unitising to subtract multiples of 10.	Use known number bonds and unitising to subtract multiples of 10.

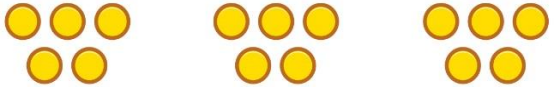
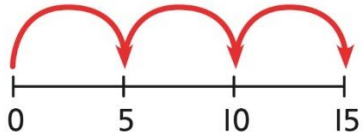
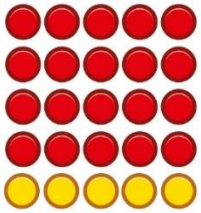
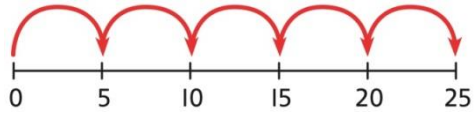
	 *8 subtract 6 is 2.* *So, 8 tens subtract 6 tens is 2 tens.*	 *10 − 3 = 7* *So, 10 tens subtract 3 tens is 7 tens.*	 *7 tens subtract 5 tens is 2 tens.* *70 − 50 = 20*
Subtracting a single-digit number	Subtract the 1s. This may be done in or out of a place value grid.  	Subtract the 1s. This may be done in or out of a place value grid.  	Subtract the 1s. Understand the link between counting back and subtracting the 1s using known bonds.   *9 − 3 = 6* *39 − 3 = 36*

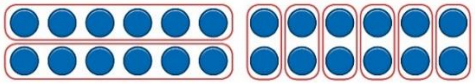
Subtracting a single-digit number bridging 10	Bridge 10 by using known bonds.  *35 − 6* *I took away 5 counters, then 1 more.*	Bridge 10 by using known bonds.  *35 − 6* *First, I will subtract 5, then 1.*	Bridge 10 by using known bonds.  *24 − 6 = ?* *24 − 4 − 2 = ?*
Subtracting a single-digit number using exchange	Exchange 1 ten for 10 ones. This may be done in or out of a place value grid. 	Exchange 1 ten for 10 ones. 	Exchange 1 ten for 10 ones. 

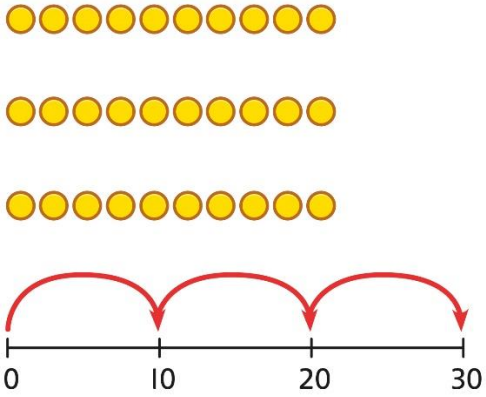
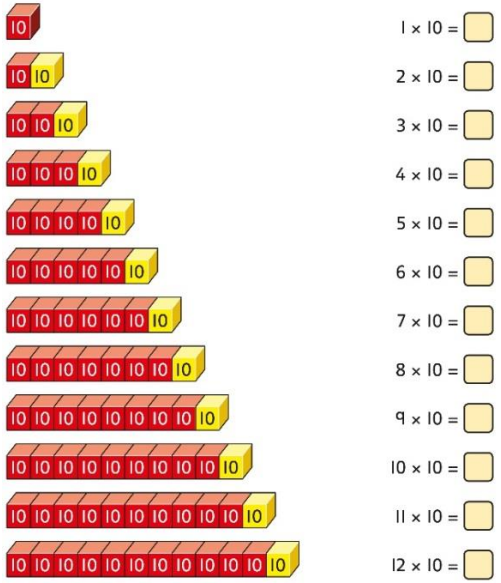
			25 − 7 = 18
Subtracting a 2-digit number	Subtract by taking away.  *61 − 18* *I took away 1 ten and 8 ones.*	Subtract the 10s and the 1s. This can be represented on a 100 square.  	Subtract the 10s and the 1s. This can be represented on a number line.  *64 − 41 = ?* *64 − 1 = 63* *63 − 40 = 23* *64 − 41 = 23*  *46 − 20 = 26*

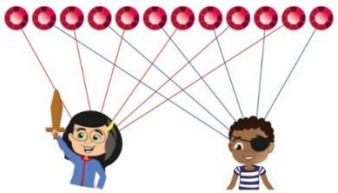
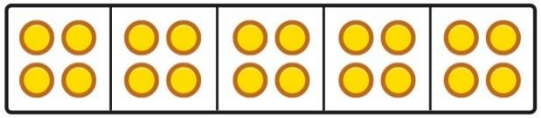
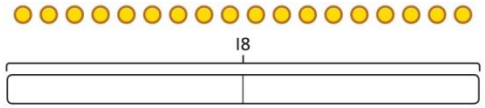
			26 − 5 = 21 *46 − 25 = 21*
Subtracting a 2-digit number using place value and columns	Subtract the 1s. Then subtract the 10s. This may be done in or out of a place value grid.  *38 − 16 = 22*	Subtract the 1s. Then subtract the 10s. 	Using column subtraction, subtract the 1s. Then subtract the 10s. 
Subtracting a 2-digit number with exchange		Exchange 1 ten for 10 ones. Then subtract the 1s. Then subtract the 10s.	Using column subtraction, exchange 1 ten for 10 ones. Then subtract the 1s. Then subtract the 10s.

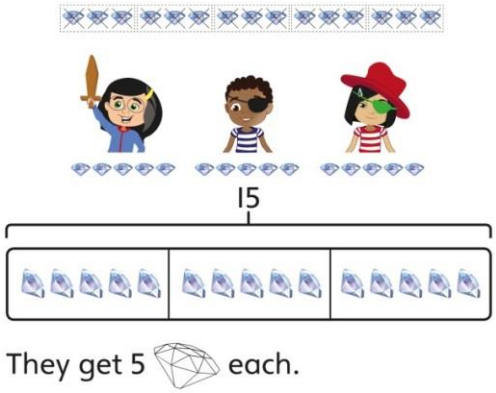
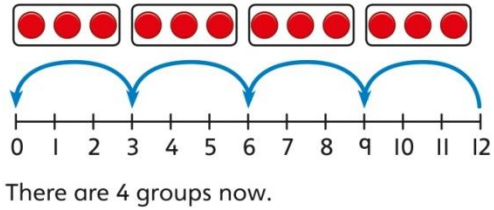
			T O 4 5 − 2 7 T O 3 ¼ 1 5 − 2 7 T O 3 ¼ 1 5 − 2 7 8 T O 3 ¼ 1 5 − 2 7 1 8
Year 2 **Multiplication** ***(x5, x3, x4 table sets)***			
Equal groups and repeated addition	Recognise equal groups and write as repeated addition and as multiplication.	Recognise equal groups using standard objects such as counters and write as repeated addition and multiplication.	Use a number line and write as repeated addition and as multiplication.

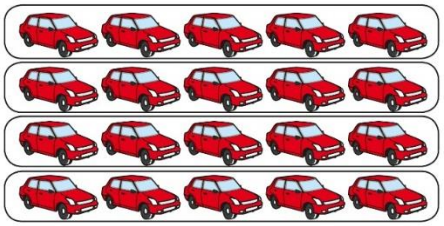
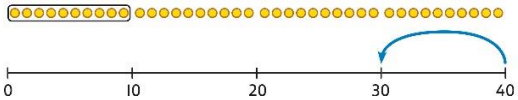
	 *3 groups of 5 chairs* *15 chairs altogether*	 *3 groups of 5* *15 in total*	 *5 + 5 + 5 = 15* *3 × 5 = 15*
Using arrays to represent multiplication and support understanding	Understand the relationship between arrays, multiplication and repeated addition.  *4 groups of 5*	Understand the relationship between arrays, multiplication and repeated addition.  *4 groups of 5 … 5 groups of 5*	Understand the relationship between arrays, multiplication and repeated addition.  *5 × 5 = 25*

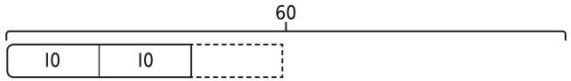
Understanding commutativity	Use arrays to visualise commutativity.  *I can see 6 groups of 3.* *I can see 3 groups of 6.*	Form arrays using counters to visualise commutativity. Rotate the array to show that orientation does not change the multiplication.  *This is 2 groups of 6 and also 6 groups of 2.*	Use arrays to visualise commutativity.  *4 + 4 + 4 + 4 + 4 = 20* *5 + 5 + 5 + 5 = 20* *4 × 5 = 20 and 5 × 4 = 20*
Learning ×3, ×5 and ×4 table facts	Develop an understanding of how to unitise groups of 3, 5 and 4 and learn corresponding times-table facts, building on from 1, 2, and 10 learnt in Year 1.	Understand how to relate counting in unitised groups and repeated addition with knowing key times-table facts.	Understand how the times-tables increase and contain patterns.

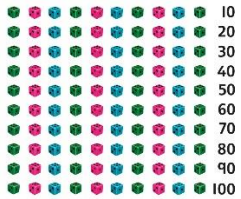
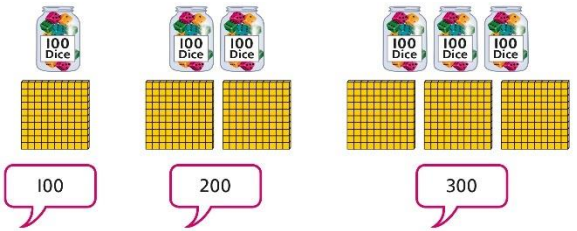
	 *3 groups of 10 … 10, 20, 30* *3 × 10 = 30*	 *10 + 10 + 10 = 30* *3 × 10 = 30*	 *5 × 10 = 50* *6 × 10 = 60*
Year 2 **Division**			
Sharing equally	Start with a whole and share into equal parts, one at a time.	Represent the objects shared into equal parts using a bar model.	Use a bar model to support understanding of the division.

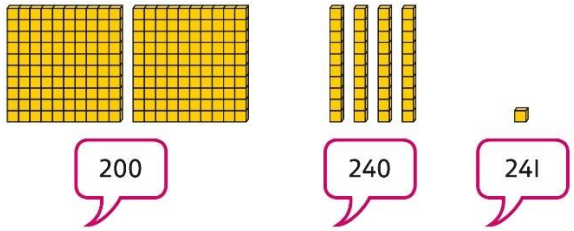
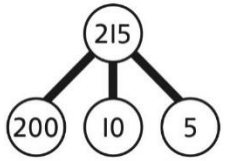
	 *12 shared equally between 2.* *They get 6 each.* Start to understand how this also relates to grouping. To share equally between 3 people, take a group of 3 and give 1 to each person. Keep going until all the objects have been shared	 *20 shared into 5 equal parts.* *There are 4 in each part.*	 *18 ÷ 2 = 9*

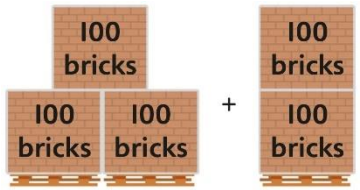
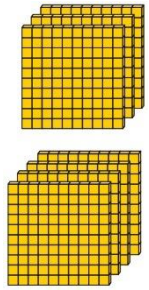
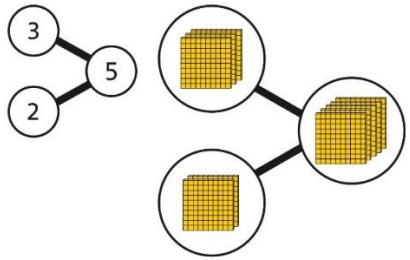
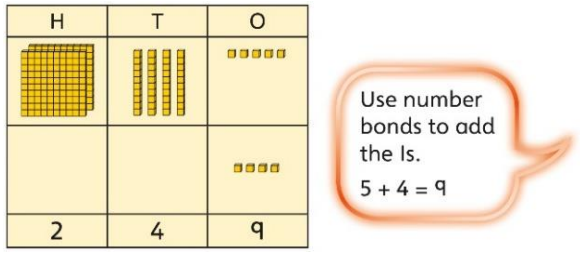
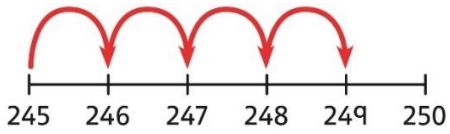
	 *15 shared equally between 3.* *They get 5 each.*		
Grouping equally	Understand how to make equal groups from a whole.  *8 divided into 4 equal groups.* *There are 2 in each group.*	Understand the relationship between grouping and the division statements.	Understand how to relate division by grouping to repeated subtraction.  *12 divided into groups of 3.*

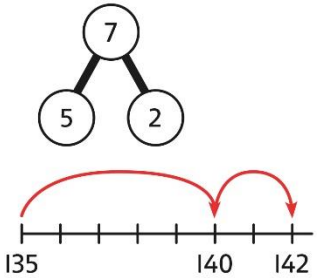
		12 ÷ 3 = 4  12 ÷ 4 = 3  12 ÷ 6 = 2  12 ÷ 2 = 6 	*12 ÷ 3 = 4* *There are 4 groups.*
Using known times-tables to solve divisions	Understand the relationship between multiplication facts and division.  *4 groups of 5 cars is 20 cars in total.*	Link equal grouping with repeated subtraction and known times-table facts to support division.  *40 divided by 4 is 10.* Use a bar model to support understanding of the link between times-table knowledge and division.	Relate times-table knowledge directly to division. 1 × 10 = 10 2 × 10 = 20 **3 × 10 = 30** 4 × 10 = 40 5 × 10 = 50 6 × 10 = 60 7 × 10 = 70 8 × 10 = 80 I used the 10 times-table to help me. 3 × 10 = 30. *I know that 3 groups of 10 makes 30, so I know that 30 divided by 10 is 3.*

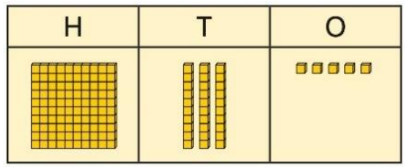
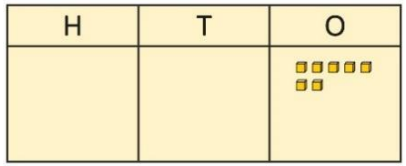
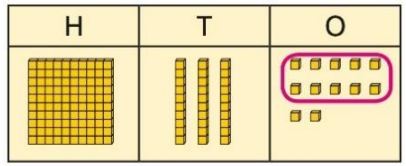
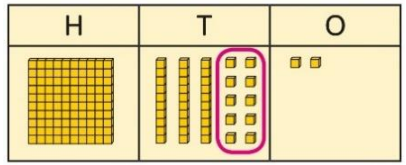
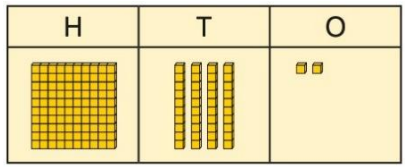
	20 divided by 4 is 5.		*3 × 10 = 30 so 30 ÷ 10 = 3*

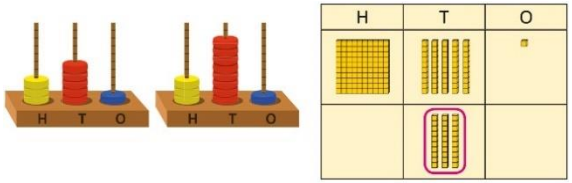
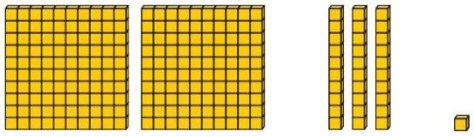
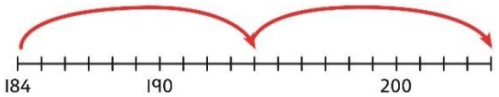
Year 3			
	Concrete	**Pictorial**	**Abstract**
Year 3 **Addition**			
Understanding 100s	Understand the cardinality of 100, and the link with 10 tens. Use cubes to place into groups of 10 tens. 	Unitise 100 and count in steps of 100. 	Represent steps of 100 on a number line and a number track and count up to 1,000 and back to 0. 

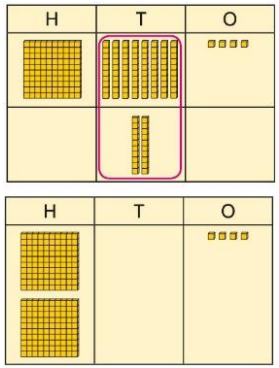
Understanding place value to 1,000	Unitise 100s, 10s and 1s to build 3-digit numbers.  	Use equipment to represent numbers to 1,000.  Use a place value grid to support the structure of numbers to 1,000. Place value counters are used alongside other equipment. Children should understand how each counter represents a different unitised amount.	Represent the parts of numbers to 1,000 using a part-whole model.  *215 = 200 + 10 + 5* Recognise numbers to 1,000 represented on a number line, including those between intervals.
Adding 100s	Use known facts and unitising to add multiples of 100.	Use known facts and unitising to add multiples of 100.	Use known facts and unitising to add multiples of 100. Represent the addition on a number line.

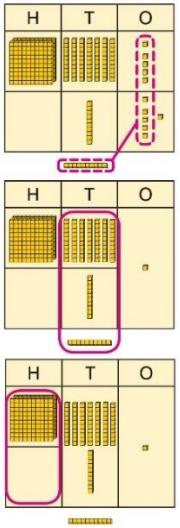
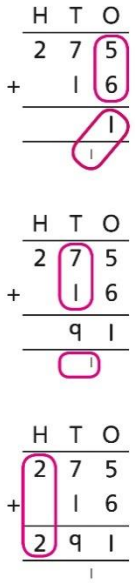
	 *3 + 2 = 5* *3 hundreds + 2 hundreds = 5 hundreds* *300 + 200 = 500*	 *3 + 4 = 7* *3 hundreds + 4 hundreds = 7 hundreds* *300 + 400 = 700*	Use a part-whole model to support unitising.  *3 + 2 = 5* *300 + 200 = 500*
3-digit number + 1s, no exchange or bridging	Use number bonds to add the 1s. 	Use number bonds to add the 1s. 	Understand the link with counting on. *245 + 4* 

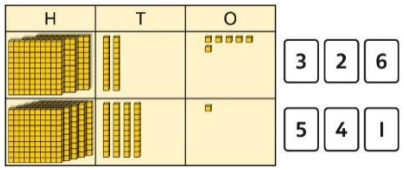
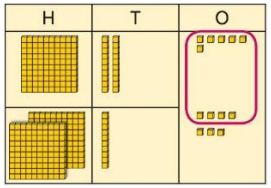
	214 + 4 = ? *Now there are 4 + 4 ones in total.* *4 + 4 = 8* *214 + 4 = 218*	*245 + 4* *5 + 4 = 9* *245 + 4 = 249*	Use number bonds to add the 1s and understand that this is more efficient and less prone to error. *245 + 4 = ?* *I will add the 1s.* *5 + 4 = 9* *So, 245 + 4 = 249*
3-digit number + 1s with exchange	Understand that when the 1s sum to 10 or more, this requires an exchange of 10 ones for 1 ten. Children should explore this using unitised objects or physical apparatus.	Exchange 10 ones for 1 ten where needed. Use a place value grid to support the understanding.	Understand how to bridge by partitioning to the 1s to make the next 10. 

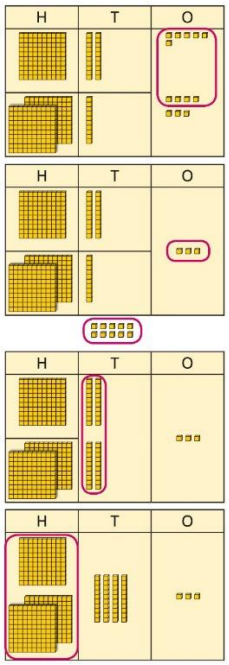
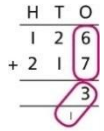
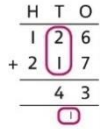
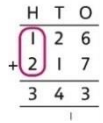
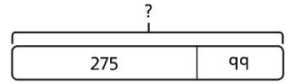
		     *135 + 7 = 142*	*135 + 7 = ?* *135 + 5 + 2 = 142* Ensure that children understand how to add 1s bridging a 100. *198 + 5 = ?* *198 + 2 + 3 = 203*

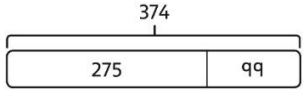
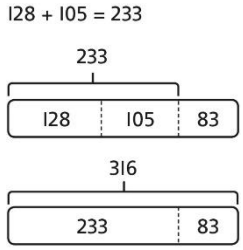
3-digit number + 10s, no exchange	Calculate mentally by forming the number bond for the 10s.  *234 + 50* *There are 3 tens and 5 tens altogether.* *3 + 5 = 8* *In total there are 8 tens.* *234 + 50 = 284*	Calculate mentally by forming the number bond for the 10s. *351 + 30 = ?*  *5 tens + 3 tens = 8 tens* *351 + 30 = 381*	Calculate mentally by forming the number bond for the 10s. *753 + 40* *I know that 5 + 4 = 9* *So, 50 + 40 = 90* *753 + 40 = 793*
3-digit number + 10s, with exchange	Understand the exchange of 10 tens for 1 hundred. 	Add by exchanging 10 tens for 1 hundred. *184 + 20 = ?*	Understand how the addition relates to counting on in 10s across 100.  *184 + 20 = ?*

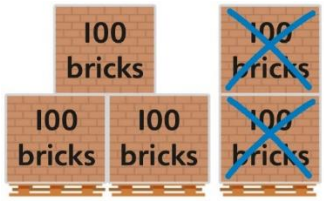
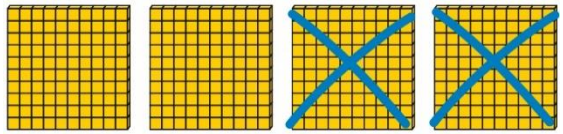
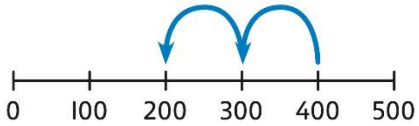
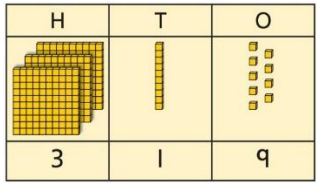
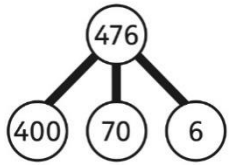
		 *184 + 20 = 204*	*I can count in 10s … 194 … 204* *184 + 20 = 204* Use number bonds within 20 to support efficient mental calculations. *385 + 50* *There are 8 tens and 5 tens.* *That is 13 tens.* *385 + 50 = 300 + 130 + 5* *385 + 50 = 435*
3-digit number + 2-digit number	Use place value equipment to make and combine groups to model addition. 	Use a place value grid to organise thinking and adding of 1s, then 10s.	Use the vertical column method to represent the addition. Children must understand how this relates to place value at each stage of the calculation.

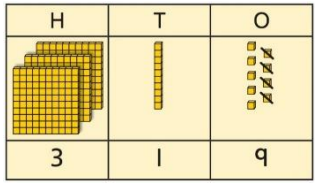
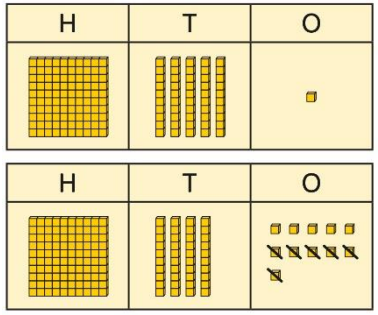
3-digit number + 2-digit number, exchange required	Use place value equipment to model addition and understand where exchange is required. *Use place value counters to represent* *154 + 72.* *Use this to decide if any exchange is required.* *There are 5 tens and 7 tens. That is 12 tens so I will exchange.*	Represent the required exchange on a place value grid using equipment. *275 + 16 = ?*  *275 + 16 = 291* Note: In this example, a mental method may be more efficient. The numbers for the example calculation have been chosen to	Use a column method with exchange. Children must understand how the method relates to place value at each stage of the calculation.  *275 + 16 = 291*

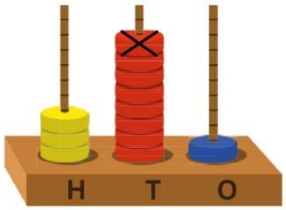
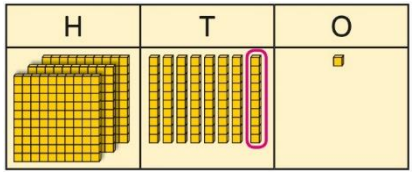
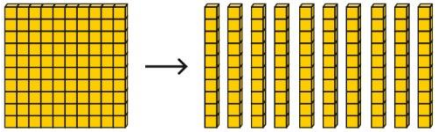
		allow children to visualise the concept and see how the method relates to place value. Children should be encouraged at every stage to select methods that are accurate and efficient.	
3-digit number + 3-digit number, no exchange	Use place value equipment to make a representation of a calculation. This may or may not be structured in a place value grid. *326 + 541 is represented as:* 	Represent the place value grid with equipment to model the stages of column addition.	Use a column method to solve efficiently, using known bonds. Children must understand how this relates to place value at every stage of the calculation.
3-digit number + 3-digit number, exchange required	Use place value equipment to enact the exchange required. 	Model the stages of column addition using place value equipment on a place value grid.	Use column addition, ensuring understanding of place value at every stage of the calculation.

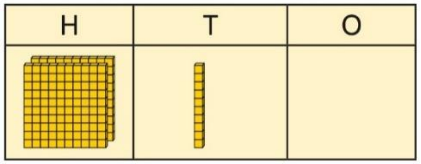
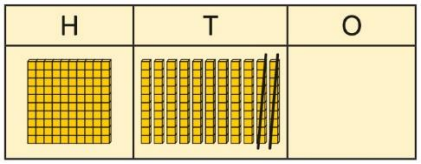
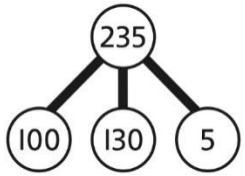
	There are 13 ones. *I will exchange 10 ones for 1 ten.*		   *126 + 217 = 343* Note: Children should also study examples where exchange is required in more than one column, for example *185 + 318 = ?*
Representing addition problems, and selecting appropriate methods	Encourage children to use their own drawings and choices of place value equipment to represent problems with one or more steps.	Children understand and create bar models to represent addition problems. *275 + 99 = ?*	Use representations to support choices of appropriate methods. 

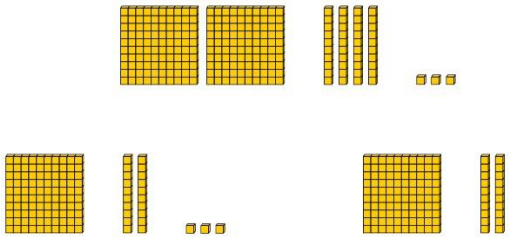
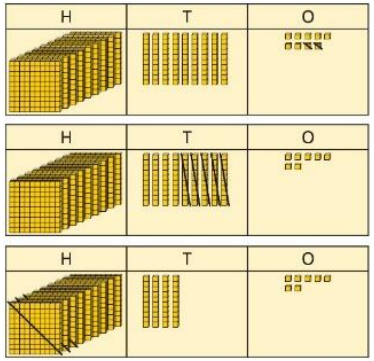
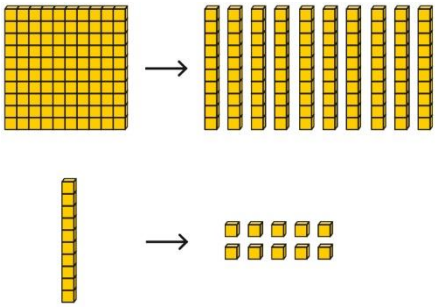
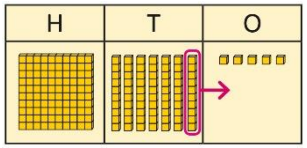
	These representations will help them to select appropriate methods.	 *275 + 99 = 374*	*I will add 100, then subtract 1 to find the solution.* *128 + 105 + 83 = ?* *I need to add three numbers.* 
Year 3 **Subtraction**			
Subtracting 100s	Use known facts and unitising to subtract multiples of 100.	Use known facts and unitising to subtract multiples of 100.	Understand the link with counting back in 100s.

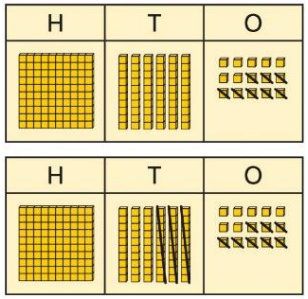
	 *5 − 2 = 3* *500 − 200 = 300*	 *4 − 2 = 2* *400 − 200 = 200*	 *400 − 200 = 200* Use known facts and unitising as efficient and accurate methods. *I know that 7 − 4 = 3. Therefore, I know that 700 − 400 = 300.*
3-digit number − 1s, no exchange	Use number bonds to subtract the 1s.  *214 − 3 = ?*	Use number bonds to subtract the 1s.  *319 − 4 = ?*	Understand the link with counting back using a number line. Use known number bonds to calculate mentally. *476 − 4 = ?* 

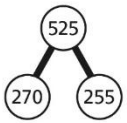
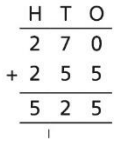
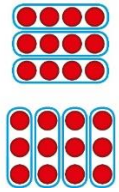
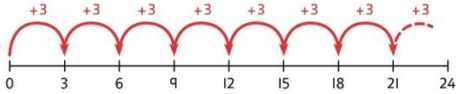
	 *4 − 3 = 1* *214 − 3 = 211*	 *9 − 4 = 5* *319 − 4 = 315*	*6 − 4 = 2* *476 − 4 = 472*
3-digit number − 1s, exchange or bridging required	Understand why an exchange is necessary by exploring why 1 ten must be exchanged. Use place value equipment.	Represent the required exchange on a place value grid. *151 − 6 = ?* 	Calculate mentally by using known bonds. *151 − 6 = ?* *151 − 1 − 5 = 145*

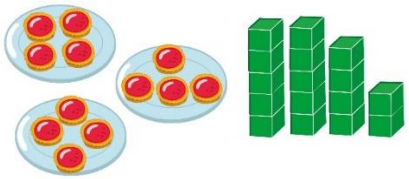
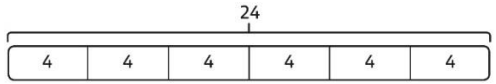
3-digit number − 10s, no exchange	Subtract the 10s using known bonds.  *381 − 10 = ?* *8 tens with 1 removed is 7 tens.* *381 − 10 = 371*	Subtract the 10s using known bonds.  *8 tens − 1 ten = 7 tens* *381 − 10 = 371*	Use known bonds to subtract the 10s mentally. *372 − 50 = ?* *70 − 50 = 20* *So, 372 − 50 = 322*
3-digit number − 10s, exchange or bridging required	Use equipment to understand the exchange of 1 hundred for 10 tens. 	Represent the exchange on a place value grid using equipment. *210 − 20 = ?*	Understand the link with counting back on a number line. Use flexible partitioning to support the calculation. *235 − 60 = ?*

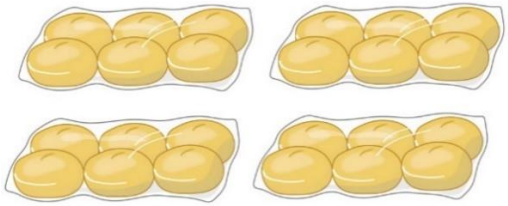
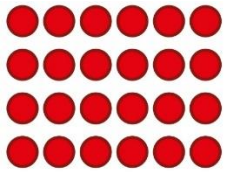
		 *I need to exchange 1 hundred for 10 tens, to help subtract 2 tens.*  *210 − 20 = 190*	 *235 = 100 + 130 + 5* *235 − 60 = 100 + 70 + 5* *= 175*
3-digit number − up to 3-digit number	Use place value equipment to explore the effect of splitting a whole into two parts, and understand the link with taking away.	Represent the calculation on a place value grid.	Use column subtraction to calculate accurately and efficiently.

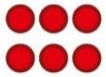
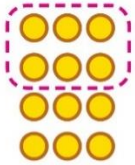
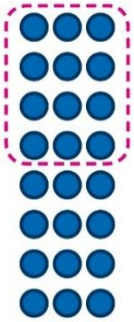
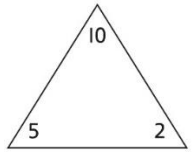
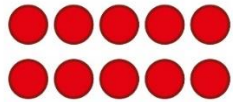
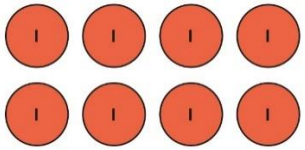
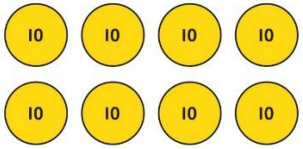
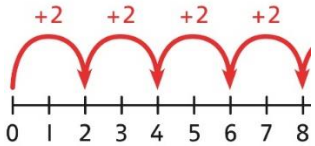
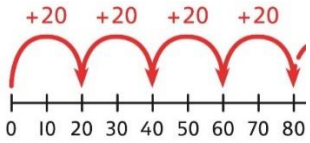
			H T O 9 9 9 – 3 5 2 7 H T O 9 9 9 – 3 5 2 4 7 H T O 9 9 9 – 3 5 2 6 4 7
3-digit number − up to 3-digit number, exchange required	Use equipment to enact the exchange of 1 hundred for 10 tens, and 1 ten for 10 ones. 	*Model the required exchange on a place value grid.* *175 − 38 = ?* *I need to subtract 8 ones, so I will exchange a ten for 10 ones.* 	Use column subtraction to work accurately and efficiently. H T O 1 6 15 – 3 8 1 3 7 175 – 38 = 137 If the subtraction is a 3-digit number subtract a 2-digit number, children should understand how the recording relates to the place value, and so how to line up the digits correctly.

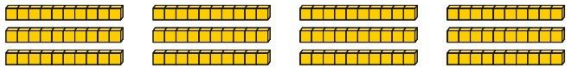
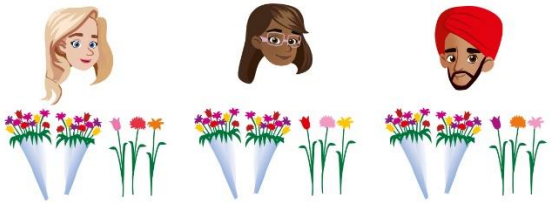
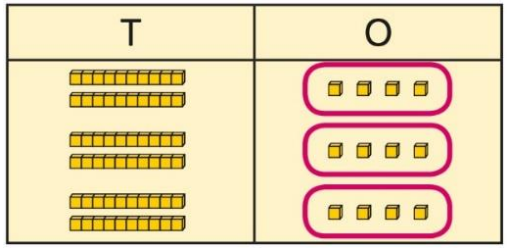
			Children should also understand how to exchange in calculations where there is a zero in the 10s column. 
Representing subtraction problems		Use bar models to represent subtractions. 'Find the difference' is represented as two bars for comparison.  Bar models can also be used to show that a part must be taken away from the whole.	Children use alternative representations to check calculations and choose efficient methods. Children use inverse operations to check additions and subtractions. The part-whole model supports understanding. *I have completed this subtraction.* *525 – 270 = 255* *I will check using addition.*

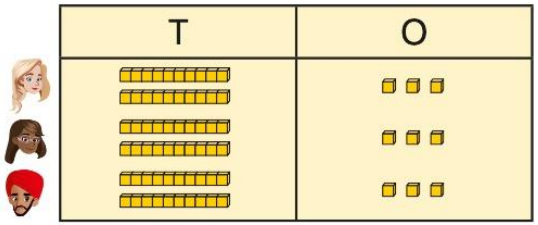
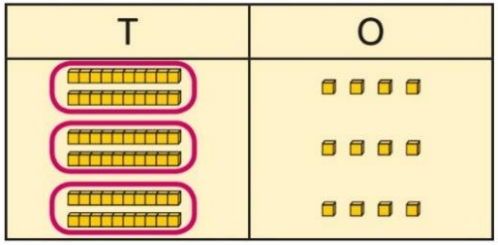
			 
Year 3 **Multiplication** ***(x7, x6, x8 table sets)***			
Understanding equal grouping and repeated addition	Children continue to build understanding of equal groups and the relationship with repeated addition. They recognise both examples and non-examples using objects.	Children recognise that arrays demonstrate commutativity. 	Children understand the link between repeated addition and multiplication.  *8 groups of 3 is 24.*

	 Children recognise that arrays can be used to model commutative multiplications.  *I can see 3 groups of 8.* *I can see 8 groups of 3.*	*This is 3 groups of 4.* *This is 4 groups of 3.*	*3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 = 24* *8 × 3 = 24* A bar model may represent multiplications as equal groups.  *6 × 4 = 24*
Using commutativity to support understanding of the times-tables	Understand how to use times-tables facts flexibly.	Understand how times-table facts relate to commutativity.	Understand how times-table facts relate to commutativity. *I need to work out 4 groups of 7.*

	  *There are 6 groups of 4 pens.* *There are 4 groups of 6 bread rolls.* *I can use 6 × 4 = 24 to work out both totals.*	 *6 × 4 = 24* *4 × 6 = 24*	*I know that 7 × 4 = 28* *so, I know that* *4 groups of 7 = 28* *and* *7 groups of 4 = 28.*
Understanding and using ×7, ×6, ×8 tables.	Children learn the times-tables as 'groups of', but apply their knowledge of commutativity, building on x1, x2, x3, x5, x10, x11 learnt in KS1.	Children understand how the ×2, ×4 and ×8 tables are related through repeated doubling.	Children understand the relationship between related multiplication and division facts in known times-tables.

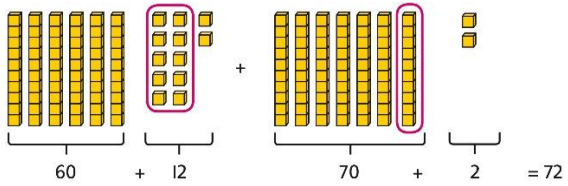
	  *I can use the ×3 table to work out how many keys.* *I can also use the ×3 table to work out how many batteries.*	   3 × 2 = 6 3 × 4 = 12 3 × 8 = 24	  *2 × 5 = 10* *5 × 2 = 10* *10 ÷ 5 = 2* *10 ÷ 2 = 5*
Using known facts to multiply 10s, for example **3 × 40**	Explore the relationship between known times-tables and multiples of 10 using place value equipment. *Make 4 groups of 3 ones.*  *Make 4 groups of 3 tens.*	Understand how unitising 10s supports multiplying by multiples of 10.  	Understand how to use known times-tables to multiply multiples of 10.  

	 *What is the same?* *What is different?*	*4 groups of 2 ones is 8 ones.* *4 groups of 2 tens is 8 tens.* *4 × 2 = 8* *4 × 20 = 80*	*4 × 2 = 8* *4 × 20 = 80*
Multiplying a 2-digit number by a 1-digit number	Understand how to link partitioning a 2-digit number with multiplying. *Each person has 23 flowers.* *Each person has 2 tens and 3 ones.*  *There are 3 groups of 2 tens.* *There are 3 groups of 3 ones.*	Use place value to support how partitioning is linked with multiplying by a 2-digit number. *3 × 24 = ?*  *3 × 4 = 12*	Use addition to complete multiplications of 2-digit numbers by a 1-digit number. *4 × 13 = ?* *4 × 3 = 12* *4 × 10 = 40* *12 + 40 = 52* *4 × 13 = 52*

	Use place value equipment to model the multiplication context.  *There are 3 groups of 3 ones.* *There are 3 groups of 2 tens.*	 *3 × 20 = 60* *60 + 12 = 72* *3 × 24 = 72*	
Multiplying a 2-digit number by a 1-digit number, expanded column method	Use place value equipment to model how 10 ones are exchanged for a 10 in some multiplications. *3 × 24 = ?*	Understand that multiplications may require an exchange of 1s for 10s, and also 10s for 100s. *4 × 23 = ?*	Children may write calculations in expanded column form, but must understand the link with place value and exchange.

3 × 20 = 60

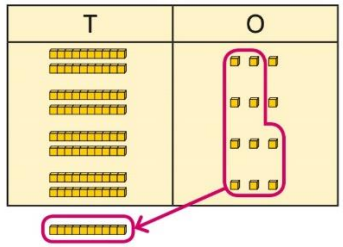
3 × 4 = 12

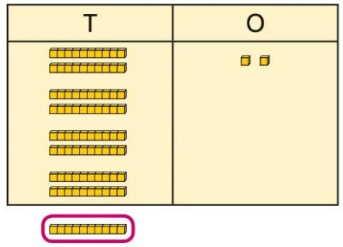


3 × 24 = 60 + 12

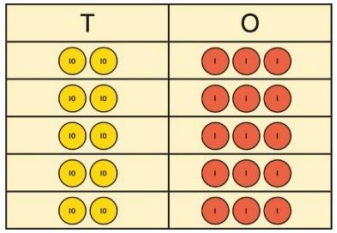
3 × 24 = 70 + 2

3 × 24 = 72



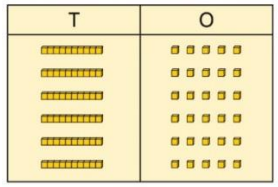


4 × 23 = 92



5 × 23 = ?

Children are encouraged to write the expanded parts of the calculation separately.



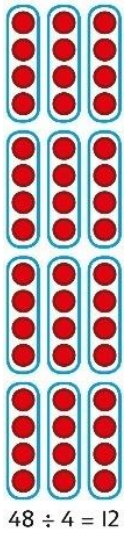
	T	O
	1	5
×		6
+		

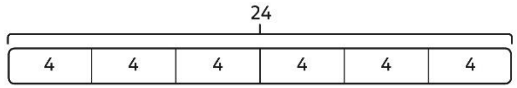
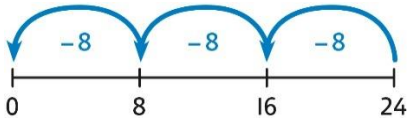
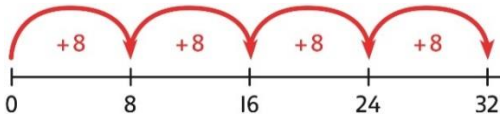
6 × 5
6 × 10

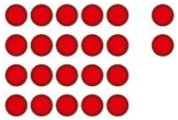
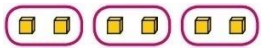
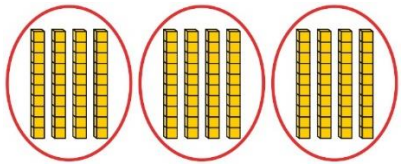
5 × 28 = ?

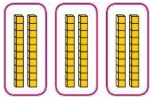
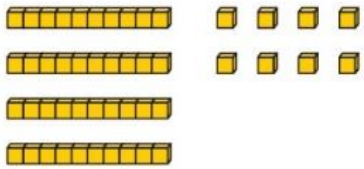
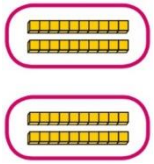
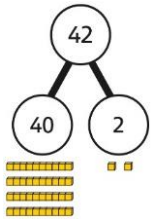
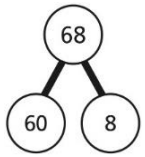
	T	O
	2	8
×		5
	4	0
	1	0 0
	1	4 0

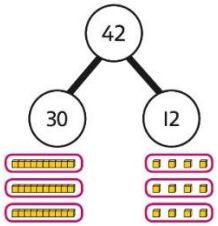
5 × 8
5 × 20

		5 × 3 = 15 *5 × 20 = 100* *5 × 23 = 115*	
Year 3 **Division**			
Using times-tables knowledge to divide	Use knowledge of known times-tables to calculate divisions.  *24 divided into groups of 8.* *There are 3 groups of 8.*	Use knowledge of known times-tables to calculate divisions.  48 ÷ 4 = 12	Use knowledge of known times-tables to calculate divisions. *I need to work out 30 shared between 5.* *I know that 6 × 5 = 30* *so I know that 30 ÷ 5 = 6.* A bar model may represent the relationship between sharing and grouping.

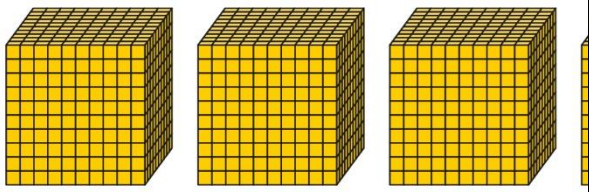
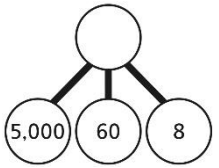
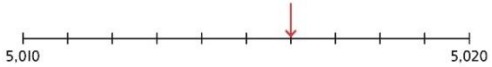
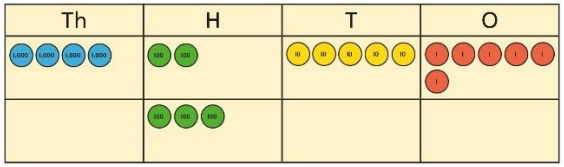
		48 divided into groups of 4. *There are 12 groups.* *4 × 12 = 48* *48 ÷ 4 = 12*	 *24 ÷ 4 = 6* *24 ÷ 6 = 4* Children understand how division is related to both repeated subtraction and repeated addition.  *24 ÷ 8 = 3* 

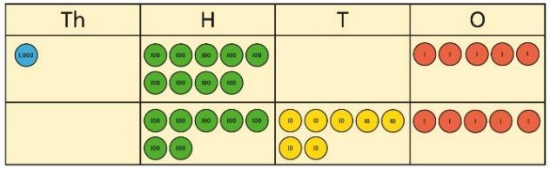
			32 ÷ 8 = 4
Understanding remainders	Use equipment to understand that a remainder occurs when a set of objects cannot be divided equally any further.  *There are 13 sticks in total.* *There are 3 groups of 4, with 1 remainder.*	Use images to explain remainders.  *22 ÷ 5 = 4 remainder 2*	Understand that the remainder is what cannot be shared equally from a set. *22 ÷ 5 = ?* *3 × 5 = 15* *4 × 5 = 20* *5 × 5 = 25 … this is larger than 22* *So, 22 ÷ 5 = 4 remainder 2*
Using known facts to divide multiples of 10	Use place value equipment to understand how to divide by unitising. *Make 6 ones divided by 3.*  *Now make 6 tens divided by 3.*	Divide multiples of 10 by unitising.  *12 tens shared into 3 equal groups.* *4 tens in each group.*	Divide multiples of 10 by a single digit using known times-tables. *180 ÷ 3 = ?* *180 is 18 tens.* *18 divided by 3 is 6.* *18 tens divided by 3 is 6 tens.* *18 ÷ 3 = 6* *180 ÷ 3 = 60*

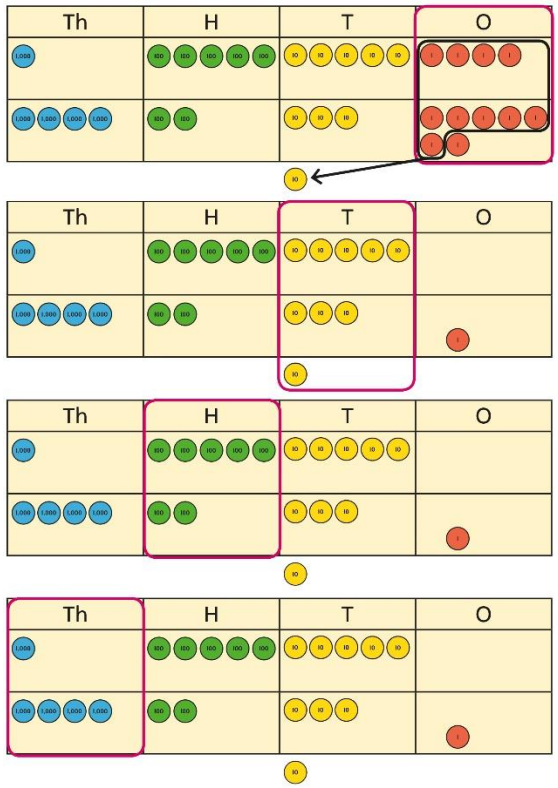
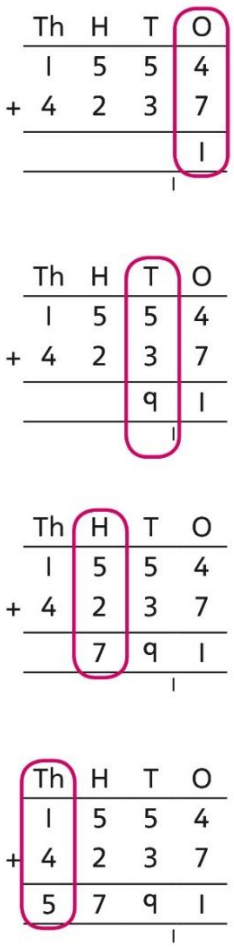
	 *What is the same? What is different?*		
2-digit number divided by 1-digit number, no remainders	Children explore dividing 2-digit numbers by using place value equipment.  *48 ÷ 2 = ?* *First divide the 10s.* 	Children explore which partitions support particular divisions.  *I need to partition 42 differently to divide by 3.*	Children partition a number into 10s and 1s to divide where appropriate.  *60 ÷ 2 = 30* *8 ÷ 2 = 4* *30 + 4 = 34* *68 ÷ 2 = 34* Children partition flexibly to divide where appropriate. *42 ÷ 3 = ?* *42 = 40 + 2*

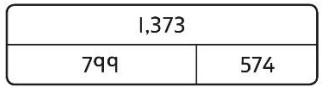
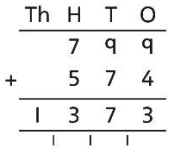
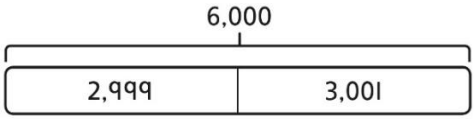
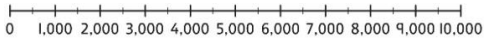
	Then divide the 1s. 	 *42 = 30 + 12* *42 ÷ 3 = 14*	*I need to partition 42 differently to divide* *by 3.* *42 = 30 + 12* *30 ÷ 3 = 10* *12 ÷ 3 = 4* *10 + 4 = 14* *42 ÷ 3 = 14*
2-digit number divided by 1-digit number, with remainders	Use place value equipment to understand the concept of remainder. *Make 29 from place value equipment.* *Share it into 2 equal groups*.	Use place value equipment to understand the concept of remainder in division. *29 ÷ 2 = ?*	Partition to divide, understanding the remainder in context. *67 children try to make 5 equal lines.*

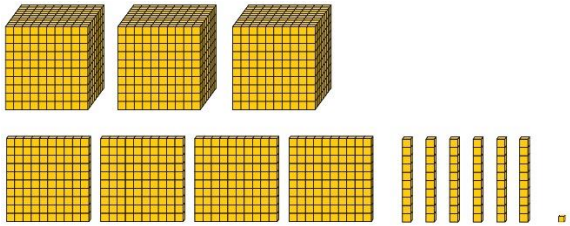
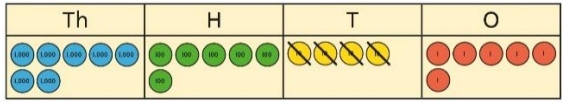
	 *There are two groups of 14 and* *1 remainder.*	 *29 ÷ 2 = 14 remainder 1*	*67 = 50 + 17* *50 ÷ 5 = 10* *17 ÷ 5 = 3 remainder 2* *67 ÷ 5 = 13 remainder 2* *There are 13 children in each line and* *2 children left out.*
Year 4			
	Concrete	**Pictorial**	**Abstract**
Year 4 **Addition**			
Understanding numbers to 10,000	Use place value equipment to understand the place value of 4-digit numbers.	Represent numbers using place value counters once children understand the relationship between 1,000s and 100s.	Understand partitioning of 4-digit numbers, including numbers with digits of 0.

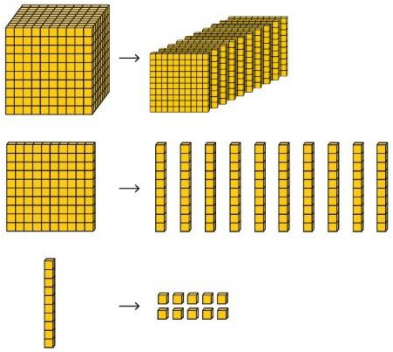
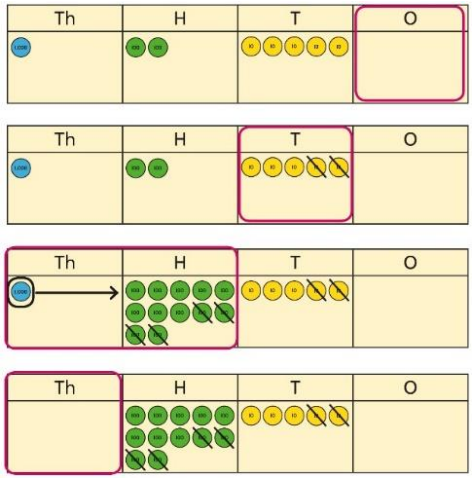
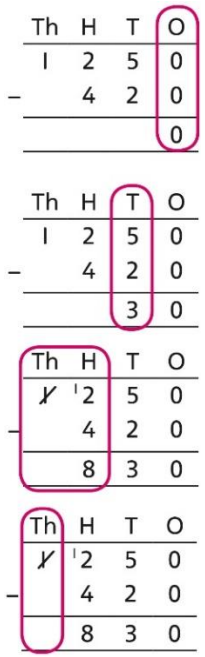
	 *4 thousands equal 4,000.* *1 thousand is 10 hundreds.*	 *2,000 + 500 + 40 + 2 = 2,542*	 *5,000 + 60 + 8 = 5,068* Understand and read 4-digit numbers on a number line. 
Choosing mental methods where appropriate	Use unitising and known facts to support mental calculations. *Make 1,405 from place value equipment.* *Add 2,000.* *Now add the 1,000s.*	Use unitising and known facts to support mental calculations.  *I can add the 100s mentally.*	Use unitising and known facts to support mental calculations. *4,256 + 300 = ?* *2 + 3 = 5* *200 + 300 = 500* *4,256 + 300 = 4,556*

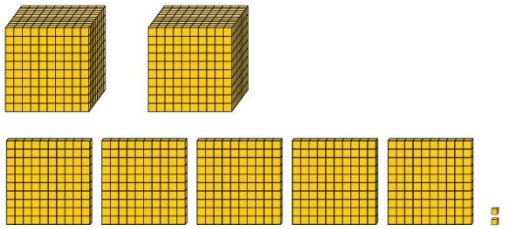
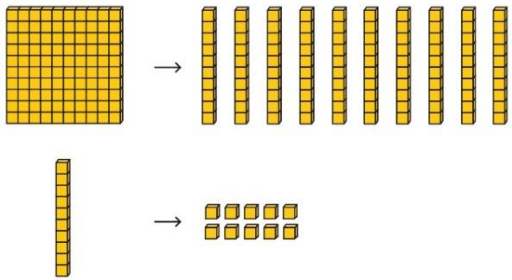
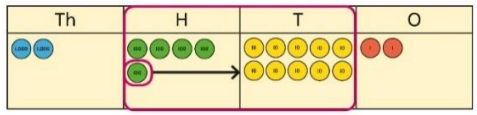
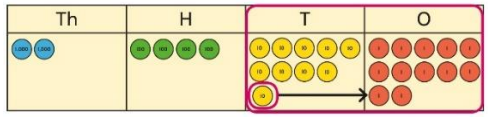
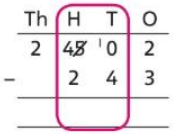
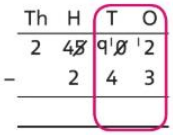
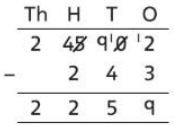
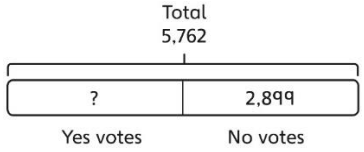
	1 thousand + 2 thousands = 3 thousands *1,405 + 2,000 = 3,405*	*200 + 300 = 500* *So, 4,256 + 300 = 4,556*	
Column addition with exchange	Use place value equipment on a place value grid to organise thinking. Ensure that children understand how the columns relate to place value and what to do if the numbers are not all 4-digit numbers. *Use equipment.to show 1,905 + 775.* 	Use place value equipment to model required exchanges.	Use a column method to add, including exchanges.

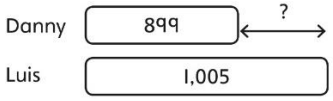
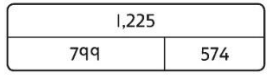
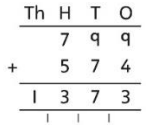
	Why have only three columns been used for the second row? Why is the Thousands box empty? *Which columns will total 10 or more?*	 Include examples that exchange in more than one column.	 Include examples that exchange in more than one column.

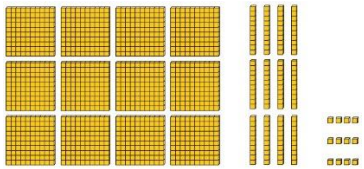
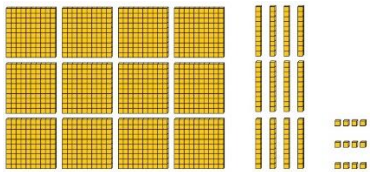
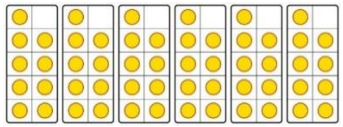
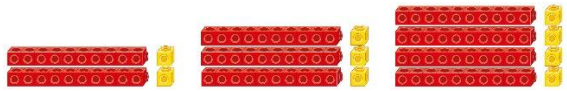
Representing additions and checking strategies		Bar models may be used to represent additions in problem contexts, and to justify mental methods where appropriate.   *I chose to work out 574 + 800, then subtract 1.*  *This is equivalent to 3,000 + 3,000.*	Use rounding and estimating on a number line to check the reasonableness of an addition.  *912 + 6,149 = ?* *I used rounding to work out that the answer should be approximately 1,000 + 6,000 = 7,000.*
Year 4			

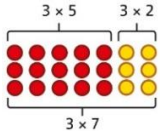
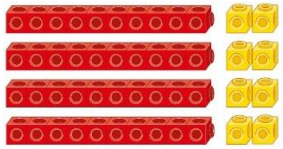
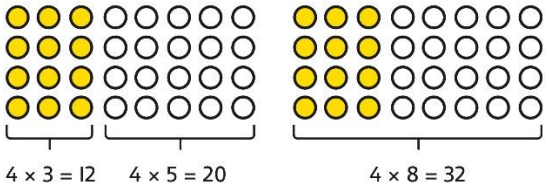
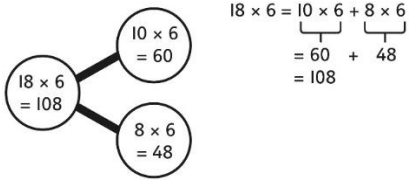
Subtraction			
Choosing mental methods where appropriate	Use place value equipment to justify mental methods.  *What number will be left if we take away 300?*	Use place value grids to support mental methods where appropriate.  *7,646 − 40 = 7,606*	Use knowledge of place value and unitising to subtract mentally where appropriate. *3,501 − 2,000* *3 thousands − 2 thousands = 1 thousand* *3,501 − 2,000 = 1,501*
Column subtraction with exchange	Understand why exchange of a 1,000 for 100s, a 100 for 10s, or a 10 for 1s may be necessary.	Represent place value equipment on a place value grid to subtract, including exchanges where needed.	Use column subtraction, with understanding of the place value of any exchange required.

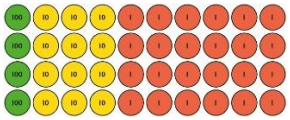
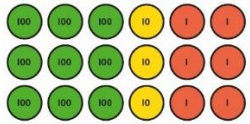
			
Column subtraction with exchange across more than one column	Understand why two exchanges may be necessary. *2,502 − 243 = ?*	Make exchanges across more than one column where there is a zero as a place holder. *2,502 − 243 = ?*	Make exchanges across more than one column where there is a zero as a place holder. *2,502 − 243 = ?*

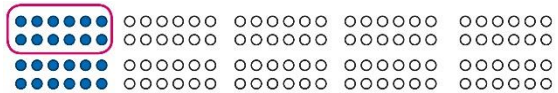
	 *I need to exchange a 10 for some 1s, but there are not any 10s here.* 	 	  
Representing subtractions and checking strategies		Use bar models to represent subtractions where a part needs to be calculated. 	Use inverse operations to check subtractions. *I calculated 1,225 − 799 = 574.* *I will check by adding the parts.*

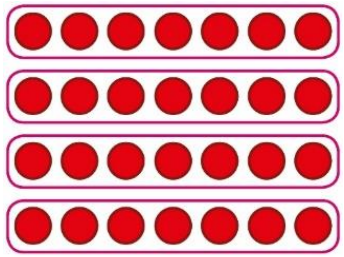
		I can work out the total number of Yes votes using 5,762 − 2,899. Bar models can also represent 'find the difference' as a subtraction problem. 	  *The parts do not add to make 1,225.* *I must have made a mistake.*
Year 4 **Multiplication** ***(x11, x9, x12 table sets and MTC)***			
Multiplying by multiples of 10 and 100	Use unitising and place value equipment to understand how to multiply by multiples of 1, 10 and 100.	Use unitising and place value equipment to understand how to multiply by multiples of 1, 10 and 100.	Use known facts and understanding of place value and commutativity to multiply mentally. *4 × 7 = 28*

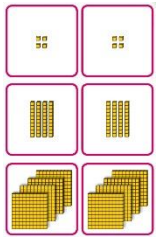
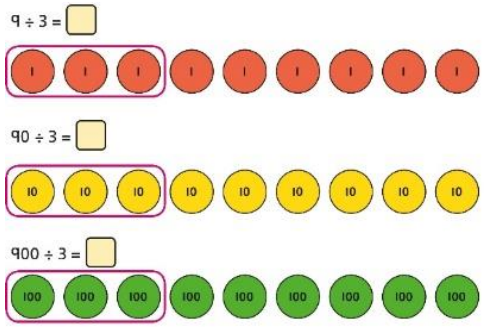
	 *3 groups of 4 ones is 12 ones.* *3 groups of 4 tens is 12 tens.* *3 groups of 4 hundreds is 12 hundreds.*	 *3 × 4 = 12* *3 × 40 = 120* *3 × 400 = 1,200*	*4 × 70 = 280* *40 × 7 = 280* *4 × 700 = 2,800* *400 × 7 = 2,800*
Understanding times-tables up to 12 × 12 with targeted focus on x11, x9, x12 and rapid recall for MTC	Understand the special cases of multiplying by 1 and 0.  *5 × 1 = 5* *5 × 0 = 0*	Represent the relationship between the ×9 table and the ×10 table.  Represent the ×11 table and ×12 tables in relation to the ×10 table.  *2 × 11 = 20 + 2* *3 × 11 = 30 + 3*	Understand how times-tables relate to counting patterns. Understand links between the ×3 table, ×6 table and ×9 table *5 × 6 is double 5 × 3* ×5 table and ×6 table *I know that 7 × 5 = 35* *so I know that 7 × 6 = 35 + 7.* ×5 table and ×7 table

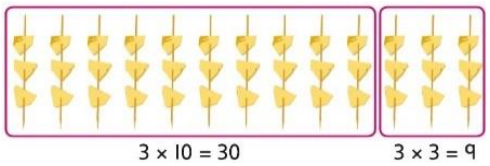
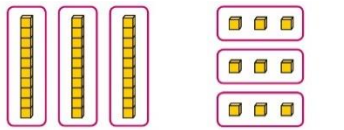
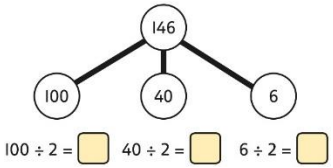
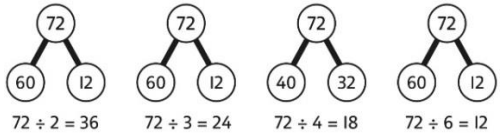
		4 × 11 = 40 + 4  *4 × 12 = 40 + 8*	*3 × 7 = 3 × 5 + 3 × 2*  ×9 table and ×10 table *6 × 10 = 60* *6 × 9 = 60 − 6*
Understanding and using partitioning in multiplication	Make multiplications by partitioning. *4 × 12 is 4 groups of 10 and 4 groups of 2.*  *4 × 12 = 40 + 8*	Understand how multiplication and partitioning are related through addition.  *4 × 3 = 12* *4 × 5 = 20* *12 + 20 = 32*	Use partitioning to multiply 2-digit numbers by a single digit. *18 × 6 = ?*  *18 × 6 = 10 × 6 + 8 × 6* *= 60 + 48* *= 108*

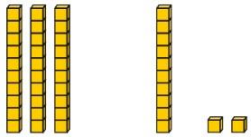
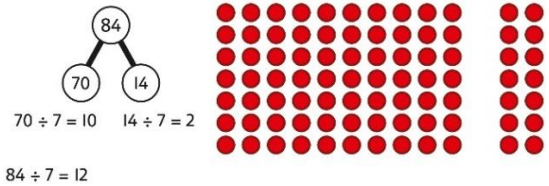
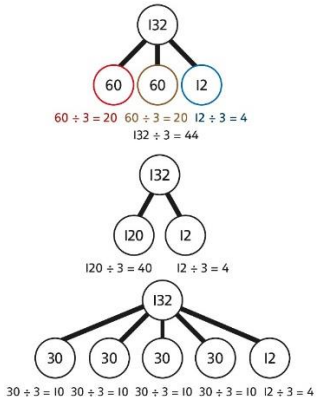
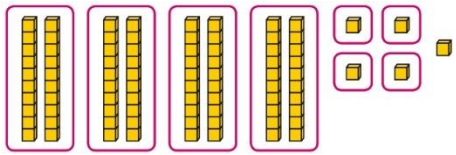
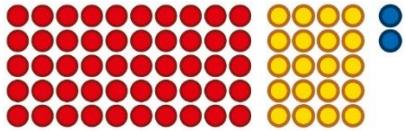
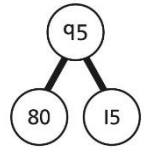
		4 × 8 = 32	
Column multiplication for 2- and 3-digit numbers multiplied by a single digit	Use place value equipment to make multiplications. *Make 4 × 136 using equipment.*  *I can work out how many 1s, 10s and 100s.* *There are 4 × 6 ones…* *24 ones* *There are 4 × 3 tens …* *12 tens* *There are 4 × 1 hundreds …* *4 hundreds* *24 + 120 + 400 = 544*	Use place value equipment alongside a column method for multiplication of up to 3-digit numbers by a single digit.  3 1 2 × 3 9 3 6	Use the formal column method for up to 3-digit numbers multiplied by a single digit. 3 1 2 × 3 9 3 6 Understand how the expanded column method is related to the formal column method and understand how any exchanges are related to place value at each stage of the calculation. 2 3 × 5 1 5 1 0 0 1 1 5 2 3 × 5 1 1 5 1

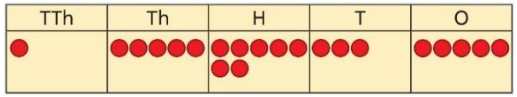
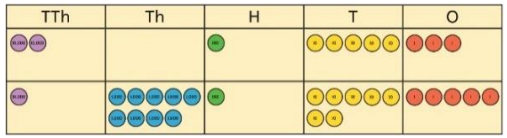
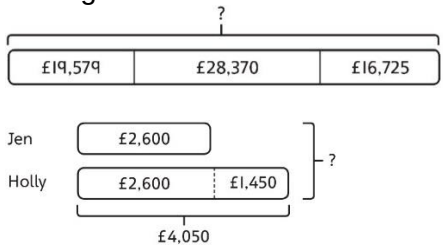
Multiplying more than two numbers	Represent situations by multiplying three numbers together.  *Each sheet has 2 × 5 stickers.* *There are 3 sheets*. *There are 5 × 2 × 3 stickers in total.* $5 \times 2 \times 3 = 30$ $10 \times 3 = 30$	Understand that commutativity can be used to multiply in different orders.  *2 × 6 × 10 = 120* *12 × 10 = 120* *10 × 6 × 2 = 120* *60 × 2 = 120*	Use knowledge of factors to simplify some multiplications. *24 × 5 = 12 × 2 × 5* $12 \times 2 \times 5 =$ $12 \times 10 = 120$ So, 24 × 5 = 120
Year 4 **Division**			

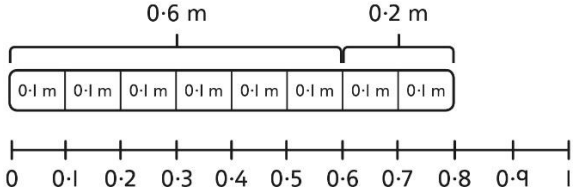
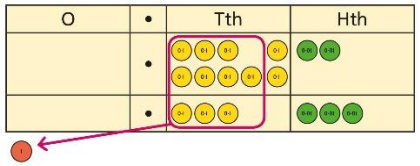
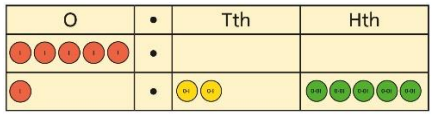
Understanding the relationship between multiplication and division, including times-tables	Use objects to explore families of multiplication and division facts.  *4 × 6 = 24* *24 is 6 groups of 4.* *24 is 4 groups of 6.* *24 divided by 6 is 4.* *24 divided by 4 is 6*.	Represent divisions using an array.  28 ÷ 7 = 4	Understand families of related multiplication and division facts. *I know that 5 × 7 = 35* *so I know all these facts:* *5 × 7 = 35* *7 × 5 = 35* *35 = 5 × 7* *35 = 7 × 5* *35 ÷ 5 = 7* *35 ÷ 7 = 5* *7 = 35 ÷ 5* *5 = 35 ÷ 7*
Dividing multiples of 10 and 100 by a single digit	Use place value equipment to understand how to use unitising to divide.	Represent divisions using place value equipment.	Use known facts to divide 10s and 100s by a single digit. *15 ÷ 3 = 5* *150 ÷ 3 = 50* *1500 ÷ 3 = 500*

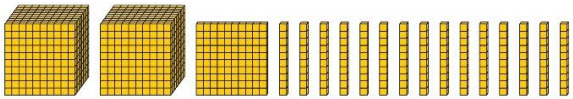
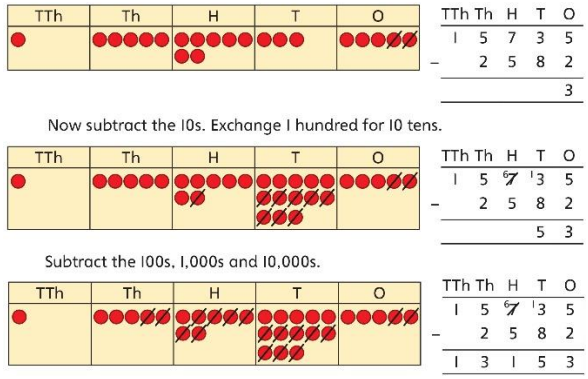
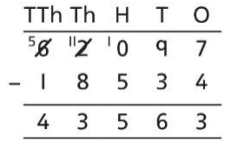
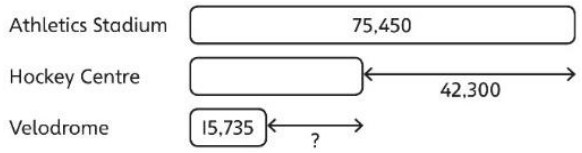
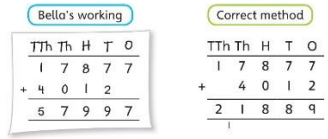
	 *8 ones divided into 2 equal groups* *4 ones in each group* *8 tens divided into 2 equal groups* *4 tens in each group* *8 hundreds divided into 2 equal groups* *4 hundreds in each group*	 *9 ÷ 3 = 3* *9 tens divided by 3 is 3 tens.* *9 hundreds divided by 3 is 3 hundreds.*	
Dividing 2-digit and 3-digit numbers by a single digit by partitioning into 100s, 10s and 1s	Partition into 10s and 1s to divide where appropriate. *39 ÷ 3 = ?*	Partition into 100s, 10s and 1s using Base 10 equipment to divide where appropriate. *39 ÷ 3 = ?*	Partition into 100s, 10s and 1s using a part-whole model to divide where appropriate. *142 ÷ 2 = ?*

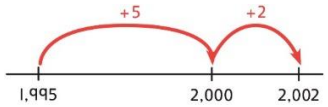
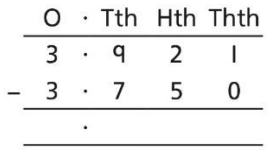
	 *39 = 30 + 9* *30 ÷ 3 = 10* *9 ÷ 3 = 3* *39 ÷ 3 = 13*	 *39 = 30 + 9* *30 ÷ 3 = 10* *9 ÷ 3 = 3* *39 ÷ 3 = 13*	 *100 ÷ 2 = 50* *40 ÷ 2 = 20* *6 ÷ 2 = 3* *50 + 20 + 3 = 73* *142 ÷ 2 = 73*
Dividing 2-digit and 3-digit numbers by a single digit, using flexible partitioning	Use place value equipment to explore why different partitions are needed. *42 ÷ 3 = ?* *I will split it into 30 and 12, so that I can divide by 3 more easily.*	Represent how to partition flexibly where needed. *84 ÷ 7 = ?* *I will partition into 70 and 14 because I am dividing by 7.*	Make decisions about appropriate partitioning based on the division required.  Understand that different partitions can be used to complete the same division.

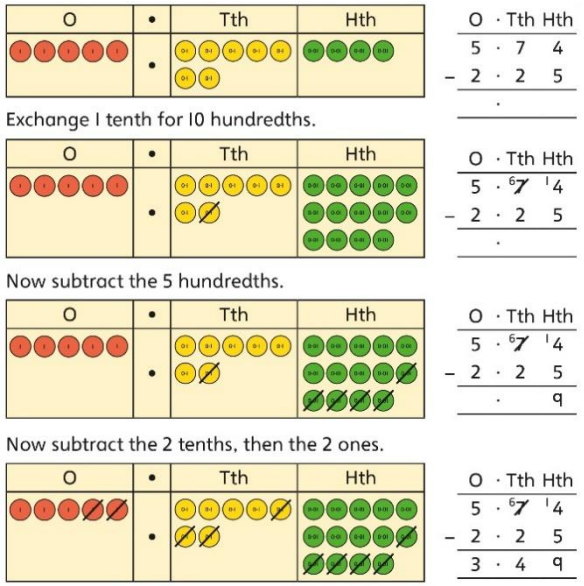
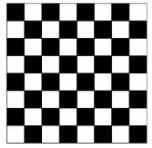
			
Understanding remainders	Use place value equipment to find remainders. *85 shared into 4 equal groups* *There are 24, and 1 that cannot be shared.* 	Represent the remainder as the part that cannot be shared equally.  *72 ÷ 5 = 14 remainder 2*	Understand how partitioning can reveal remainders of divisions.  *80 ÷ 4 = 20* *12 ÷ 4 = 3* *95 ÷ 4 = 23 remainder 3*
Year 5			
	Concrete	**Pictorial**	**Abstract**

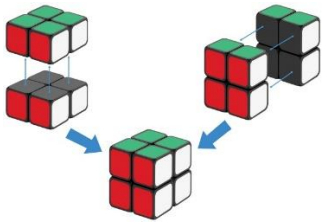
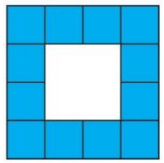
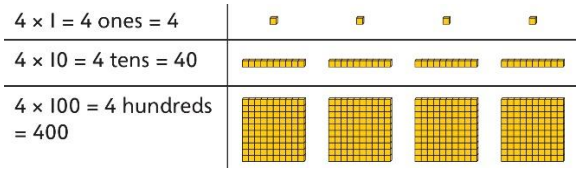
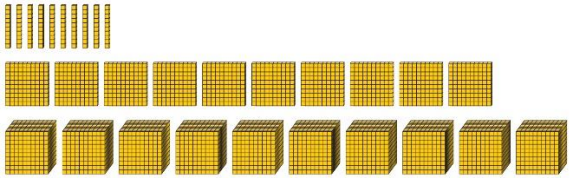
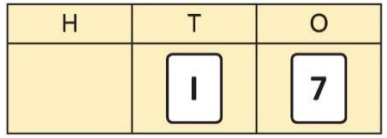
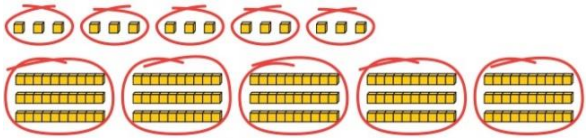
Year 5 Addition			
Column addition with whole numbers	Use place value equipment to represent additions. Add a row of counters onto the place value grid to show 15,735 + 4,012.  	Represent additions, using place value equipment on a place value grid alongside written methods.  I need to exchange 10 tens for a 100. TTh Th H T O 2 0 1 5 3 + 1 9 1 7 5 3 9 3 2 8	Use column addition, including exchanges. TTh Th H T O 1 9 1 7 5 + 1 8 4 1 7 3 7 5 9 2
Representing additions		Bar models represent addition of two or more numbers in the context of problem solving.  Th H T O 2 6 0 0 + 1 4 5 0 4 0 5 0 Th H T O 2 6 0 0 + 4 0 5 0 6 6 5 0	Use approximation to check whether answers are reasonable. TTh Th H T O 2 3 4 0 5 + 7 8 9 2 2 0 2 9 7 TTh Th H T O 2 3 4 0 5 + 7 8 9 2 3 1 2 9 7 I will use 23,000 + 8,000 to check.
Adding tenths	Link measure with addition of decimals.	Use a bar model with a number line to add tenths.	Understand the link with adding fractions.

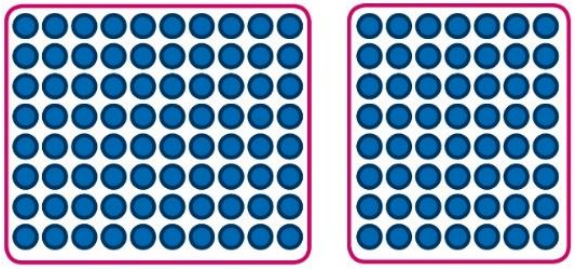
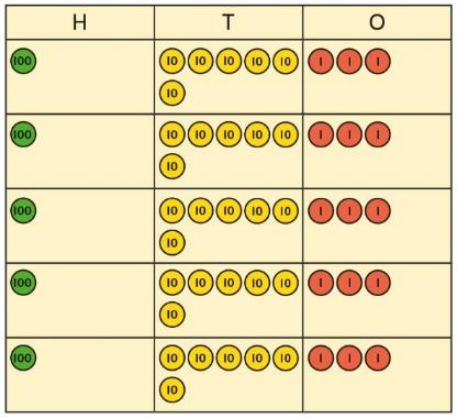
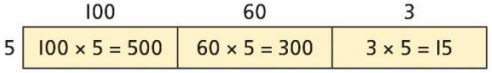
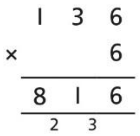
	Two lengths of fencing are 0·6 m and 0·2 m. How long are they when added together?  	 0·6 + 0·2 = 0·8 6 tenths + 2 tenths = 8 tenths	$\frac{6}{10} + \frac{2}{10} = \frac{8}{10}$ 6 tenths + 2 tenths = 8 tenths 0·6 + 0·2 = 0·8
Adding decimals using column addition	Use place value equipment to represent additions. Show 0·23 + 0·45 using place value counters.	Use place value equipment on a place value grid to represent additions. Represent exchange where necessary.  O · Tth Hth 0 · 9 2 + 0 · 3 3 1 · 2 5 1 Include examples where the numbers of decimal places are different.  O · Tth Hth 5 · 0 0 + 1 · 2 5 6 · 2 5	Add using a column method, ensuring that children understand the link with place value. O · Tth Hth 0 · 2 3 + 0 · 4 5 0 · 6 8 Include exchange where required, alongside an understanding of place value. O · Tth Hth 0 · 9 2 + 0 · 3 3 1 · 2 5 1 Include additions where the numbers of decimal places are different. 3.4 + 0.65 = ? O · Tth Hth 3 · 4 0 + 0 · 6 5 ·

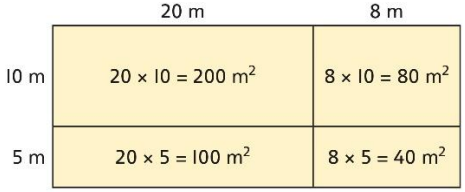
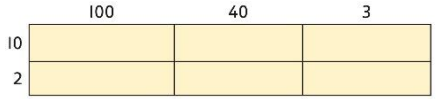
Year 5 **Subtraction**			
Column subtraction with whole numbers	Use place value equipment to understand where exchanges are required. 2,250 – 1,070 	Represent the stages of the calculation using place value equipment on a grid alongside the calculation, including exchanges where required. 15,735 − 2,582 = 13,153 	Use column subtraction methods with exchange where required.  62,097 − 18,534 = 43,563
Checking strategies and representing subtractions		Bar models represent subtractions in problem contexts, including ‘find the difference’. 	Children can explain the mistake made when the columns have not been ordered correctly.  Use approximation to check calculations.

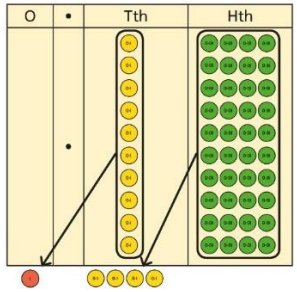
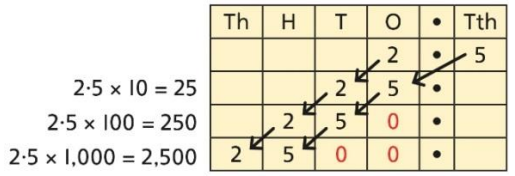
			I calculated 18,000 + 4,000 mentally to check my subtraction.
Choosing efficient methods			To subtract two large numbers that are close, children find the difference by counting on. 2,002 − 1,995 = ?  Use addition to check subtractions. I calculated 7,546 − 2,355 = 5,191. I will check using the inverse.
Subtracting decimals	Explore complements to a whole number by working in the context of length.  1 m − ☐ m = ☐ m 1 − 0·49 = ?	Use a place value grid to represent the stages of column subtraction, including exchanges where required. 5·74 − 2·25 = ?	Use column subtraction, with an understanding of place value, including subtracting numbers with different numbers of decimal places. 3·921 − 3·75 = ? 

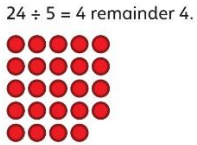
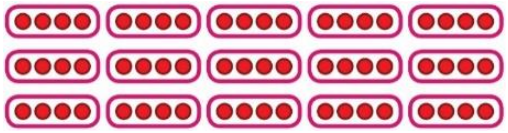
			
Year 5 **Multiplication** ***(Recall of 12-20x facts inc corresponding division facts)***			
Understanding factors	Use cubes or counters to explore the meaning of 'square numbers'. 25 is a square number because it is made from 5 rows of 5. Use cubes to explore cube numbers.	Use images to explore examples and non-examples of square numbers. 	Understand the pattern of square numbers in the multiplication tables. Use a multiplication grid to circle each square number. Can children spot a pattern?

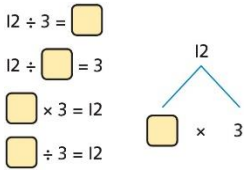
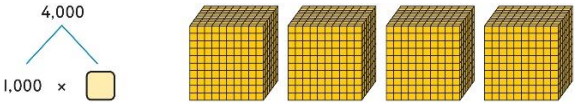
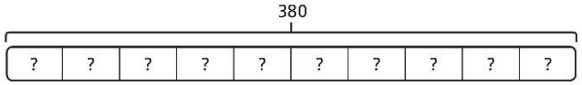
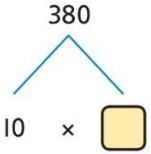
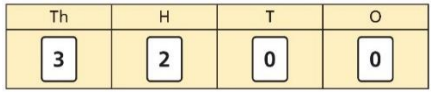
	 8 is a cube number.	8 × 8 = 64 82 = 64  12 is not a square number, because you cannot multiply a whole number by itself to make 12.	
Multiplying by 10, 100 and 1,000	Use place value equipment to multiply by 10, 100 and 1,000 by unitising. 	Understand the effect of repeated multiplication by 10. 	Understand how exchange relates to the digits when multiplying by 10, 100 and 1,000.  17 × 10 = 170 17 × 100 = 17 × 10 × 10 = 1,700 17 × 1,000 = 17 × 10 × 10 × 10 = 17,000
Multiplying by multiples of 10, 100 and 1,000	Use place value equipment to explore multiplying by unitising.  5 groups of 3 ones is 15 ones.	Use place value equipment to represent how to multiply by multiples of 10, 100 and 1,000. 	Use known facts and unitising to multiply. 5 × 4 = 20 5 × 40 = 200 5 × 400 = 2,000 5 × 4,000 − 20,000 5,000 × 4 = 20,000

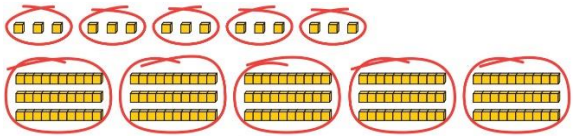
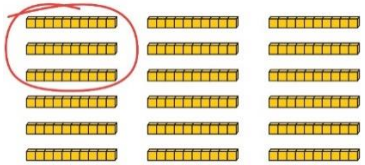
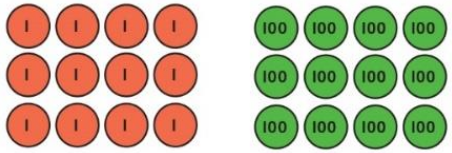
	5 groups of 3 tens is 15 tens. So, I know that 5 groups of 3 thousands would be 15 thousands.	4 × 3 = 12 4 × 300 = 1,200 6 × 4 = 24 6 × 400 = 2,400	
Multiplying up to 4-digit numbers by a single digit	Explore how to use partitioning to multiply efficiently. 8 × 17 = ?  8 × 10 = 80 8 × 7 = 56 80 + 56 = 136 So, 8 × 17 = 136	Represent multiplications using place value equipment and add the 1s, then 10s, then 100s, then 1,000s.  	Use an area model and then add the parts.  Use a column multiplication, including any required exchanges. 
Multiplying 2-digit numbers by 2-digit numbers	Partition one number into 10s and 1s, then add the parts. 23 × 15 = ?	Use an area model and add the parts. 28 × 15 = ?	Use column multiplication, ensuring understanding of place value at each stage.

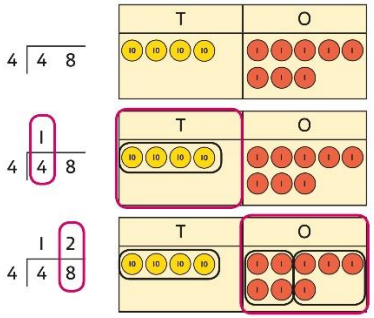
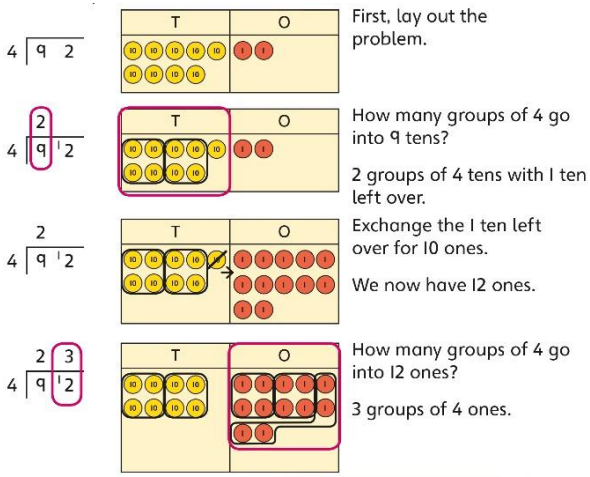
	 10 × 15 = 150 10 × 15 = 150  3 × 15 = 45 There are 345 bottles of milk in total. H T O 1 5 0 1 5 0 + 4 5 3 4 5 1 23 × 15 = 345	 20 m / 8 m 10 m: 20 × 10 = 200 m²; 8 × 10 = 80 m² 5 m: 20 × 5 = 100 m²; 8 × 5 = 40 m² H T O 2 0 0 1 0 0 8 0 + 4 0 4 2 0 1 28 × 15 = 420	3 4 × 2 7 2 3 8 (2) 34 × 7 3 4 × 2 7 2 3 8 (2) 34 × 7 6 8 0 34 × 20 3 4 × 2 7 2 3 8 (2) 34 × 7 6 8 0 34 × 20 9 1 8 34 × 27 1
Multiplying up to 4-digits by 2-digits		Use the area model then add the parts.  100 / 40 / 3 10 2 143 × 12 = 1,716 There are 1,716 boxes of cereal in total. Th H T O 1 0 0 0 4 0 0 2 0 0 8 0 3 0 + 6 1 7 1 6 1 143 × 12 = 1,716	Use column multiplication, ensuring understanding of place value at each stage. 1 4 3 × 1 2 2 8 6 143 × 2 1 4 3 0 143 × 10 1 7 1 6 143 × 12 1 Progress to include examples that require multiple exchanges as understanding, confidence and fluency build.

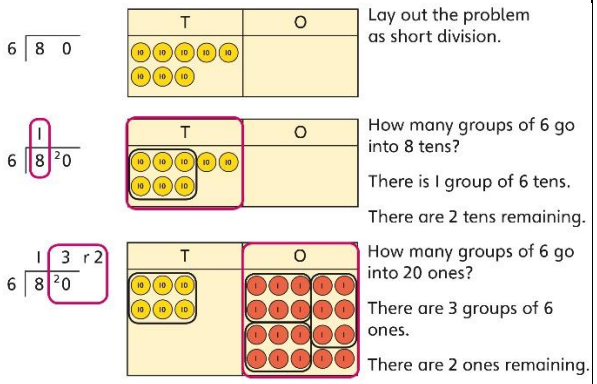
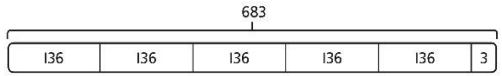
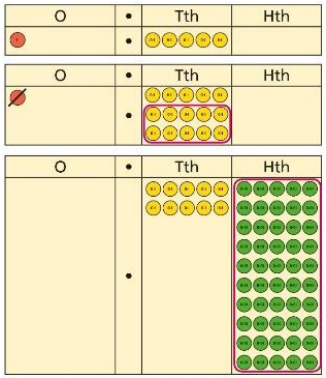
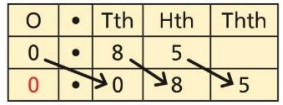
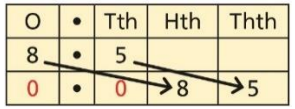
			1,274 × 32 = ? First multiply 1,274 by 2. 1 2 7 4 × 3 2 2 5 1 4 8 1,274 × 2 Then multiply 1,274 by 30. 1 2 7 4 × 3 2 2 5 1 4 8 1,274 × 2 3 8 2 1 2 0 1,274 × 30 Finally, find the total. 1 2 7 4 × 3 2 2 5 1 4 8 1,274 × 2 3 8 2 1 2 0 1,274 × 30 4 0 7 6 8 1,274 × 32 1 1,274 × 32 = 40,768
Multiplying decimals by 10, 100 and 1,000	Use place value equipment to explore and understand the exchange of 10 tenths, 10 hundredths or 10 thousandths.	Represent multiplication by 10 as exchange on a place value grid. 	Understand how this exchange is represented on a place value chart. 

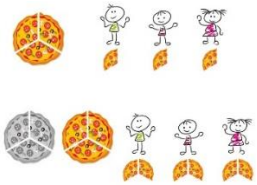
		0·14 × 10 = 1·4	
Year 5 **Division** ***(Inc corresponding multiplication facts)***			
Understanding factors and prime numbers	Use equipment to explore the factors of a given number.  24 ÷ 3 = 8 24 ÷ 8 = 3 8 and 3 are factors of 24 because they divide 24 exactly.  5 is not a factor of 24 because there is a remainder.	Understand that prime numbers are numbers with exactly two factors. 13 ÷ 1 = 13 13 ÷ 2 = 6 r 1 13 ÷ 4 = 4 r 1 1 and 13 are the only factors of 13. 13 is a prime number.	Understand how to recognise prime and composite numbers. I know that 31 is a prime number because it can be divided by only 1 and itself without leaving a remainder. I know that 33 is not a prime number as it can be divided by 1, 3, 11 and 33. I know that 1 is not a prime number, as it has only 1 factor.
Understanding inverse operations and the link with multiplication, grouping and sharing	Use equipment to group and share and to explore the calculations that are present. I have 28 counters. I made 7 groups of 4. There are 28 in total.	Represent multiplicative relationships and explore the families of division facts. 	Represent the different multiplicative relationships to solve problems requiring inverse operations.

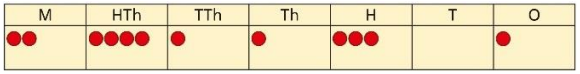
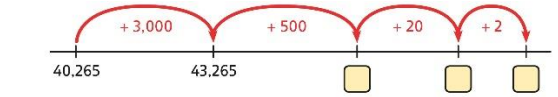
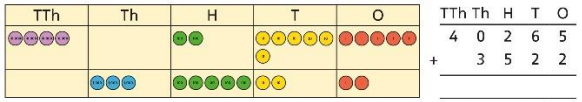
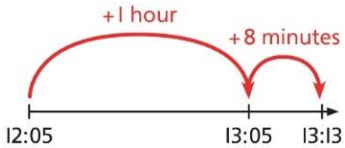
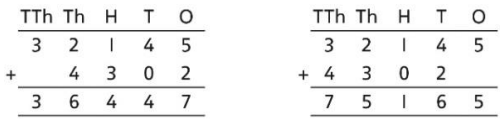
	I have 28 in total. I shared them equally into 7 groups. There are 4 in each group. I have 28 in total. I made groups of 4. There are 7 equal groups.	60 ÷ 4 = 15 60 ÷ 15 = 4	 Understand missing number problems for division calculations and know how to solve them using inverse operations. 22 ÷ ? = 2 22 ÷ 2 = ? ? ÷ 2 = 22 ? ÷ 22 = 2
Dividing whole numbers by 10, 100 and 1,000	Use place value equipment to support unitising for division. 4,000 ÷ 1,000  4,000 is 4 thousands. 4 × 1,000= 4,000 So, 4,000 ÷ 1,000 = 4	Use a bar model to support dividing by unitising. 380 ÷ 10 = 38   380 is 38 tens. 38 × 10 = 380 10 × 38 = 380 So, 380 ÷ 10 = 38	Understand how and why the digits change on a place value grid when dividing by 10, 100 or 1,000.  3,200 ÷ 100 = ? 3,200 is 3 thousands and 2 hundreds. 200 ÷ 100 = 2 3,000 ÷ 100 = 30 3,200 ÷ 100 = 32 So, the digits will move two places to the right.

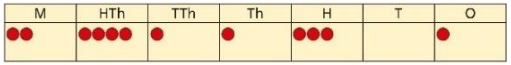
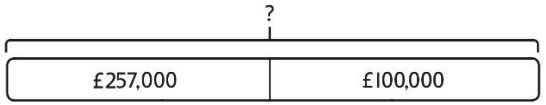
Dividing by multiples of 10, 100 and 1,000	Use place value equipment to represent known facts and unitising.  15 ones put into groups of 3 ones. There are 5 groups. 15 ÷ 3 = 5 15 tens put into groups of 3 tens. There are 5 groups. 150 ÷ 30 = 5	Represent related facts with place value equipment when dividing by unitising.  180 is 18 tens. 18 tens divided into groups of 3 tens. There are 6 groups. 180 ÷ 30 = 6  12 ones divided into groups of 4. There are 3 groups. 12 hundreds divided into groups of 4 hundreds. There are 3 groups. 1200 ÷ 400 = 3	Reason from known facts, based on understanding of unitising. Use knowledge of the inverse relationship to check. 3,000 ÷ 5 = 600 3,000 ÷ 50 = 60 3,000 ÷ 500 = 6 5 × 600 = 3,000 50 × 60 = 3,000 500 × 6 = 3,000
Dividing up to four digits by a single	Explore grouping using place value equipment. 268 ÷ 2 = ?	Use place value equipment on a place value grid alongside short division. The model uses grouping.	Use short division for up to 4-digit numbers divided by a single digit.

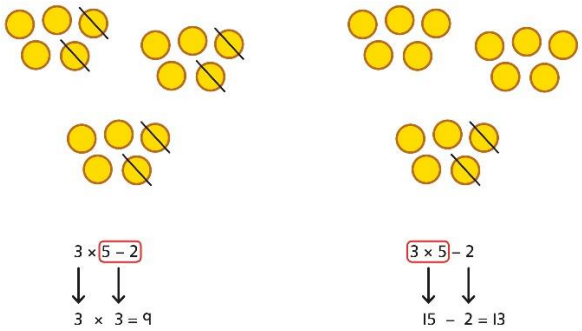
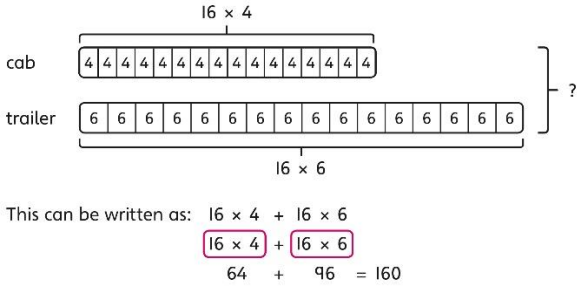
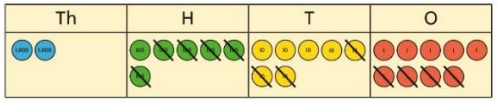
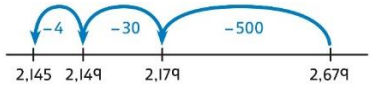
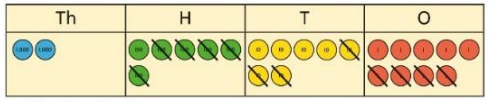
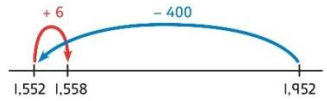
digit using short division	There is 1 group of 2 hundreds. There are 3 groups of 2 tens. There are 4 groups of 2 ones. 264 ÷ 2 = 134	A sharing model can also be used, although the model would need adapting.  Lay out the problem as a short division. There is 1 group of 4 in 4 tens. There are 2 groups of 4 in 8 ones. Work with divisions that require exchange.  	0 5 5 6 7 | 3 ^{3}8 ^{3}9 ^{4}2 3,892 ÷ 7 = 556 Use multiplication to check. 556 × 7 = ? 6 × 7 = 42 50 × 7 = 350 500 × 7 = 3500 3,500 + 350 + 42 = 3,892

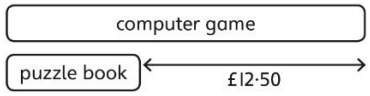
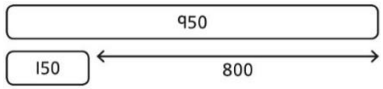
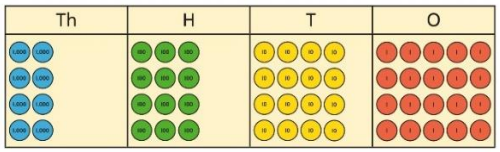
Understanding remainders	Understand remainders using concrete versions of a problem. 80 cakes divided into trays of 6.  80 cakes in total. They make 13 groups of 6, with 2 remaining.	Use short division and understand remainders as the last remaining 1s. 	In problem solving contexts, represent divisions including remainders with a bar model.  683 = 136 × 5 + 3 683 ÷ 5 = 136 r 3
Dividing decimals by 10, 100 and 1,000	Understand division by 10 using exchange. 2 ones are 20 tenths. 20 tenths divided by 10 is 2 tenths.	Represent division using exchange on a place value grid. 	Understand the movement of digits on a place value grid.  0·85 ÷ 10 = 0·085 

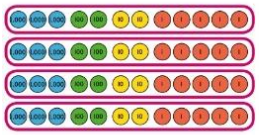
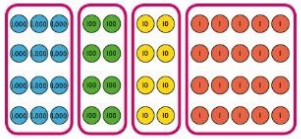
		1·5 is 1 one and 5 tenths. This is equivalent to 10 tenths and 50 hundredths. 10 tenths divided by 10 is 1 tenth. 50 hundredths divided by 10 is 5 hundredths. 1·5 divided by 10 is 1 tenth and 5 hundredths. 1·5 ÷ 10 = 0.15	8·5 ÷ 100 = 0·085
Understanding the relationship between fractions and division	Use sharing to explore the link between fractions and division. 1 whole shared between 3 people. Each person receives one-third. 	Use a bar model and other fraction representations to show the link between fractions and division.  $1 \div 3 = \frac{1}{3}$	Use the link between division and fractions to calculate divisions. $5 \div 4 = \frac{5}{4} = 1\frac{1}{4}$ $11 \div 4 = \frac{11}{4} = 2\frac{3}{4}$

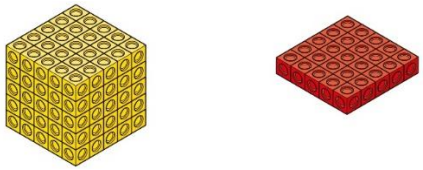
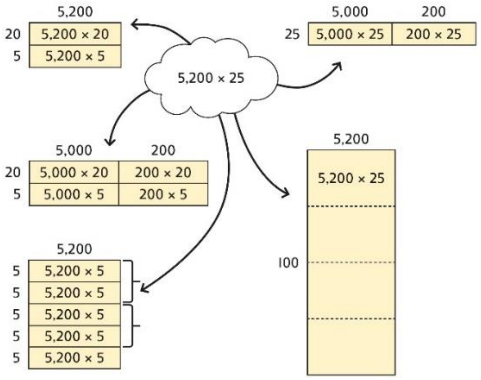
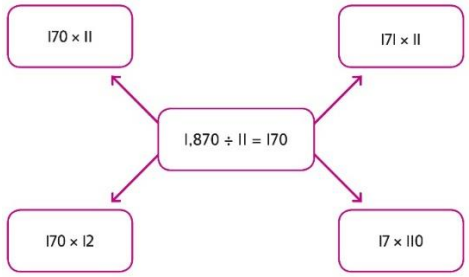
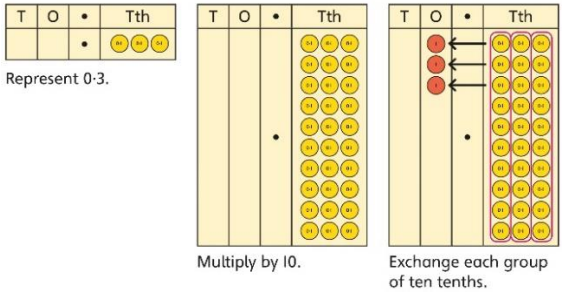
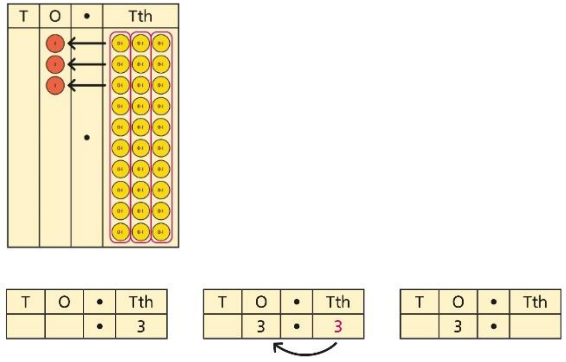
Year 6			
	Concrete	**Pictorial**	**Abstract**
Year 6 **Addition**			
Comparing and selecting efficient methods	Represent 7-digit numbers on a place value grid, and use this to support thinking and mental methods.  	Discuss similarities and differences between methods, and choose efficient methods based on the specific calculation. Compare written and mental methods alongside place value representations.   Use bar model and number line representations to model addition in problem-solving and measure contexts.  	Use column addition where mental methods are not efficient. Recognise common errors with column addition. 32,145 + 4,302 = ?  Which method has been completed accurately? What mistake has been made? Column methods are also used for decimal additions where mental methods are not efficient.

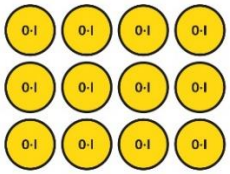
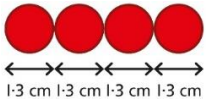
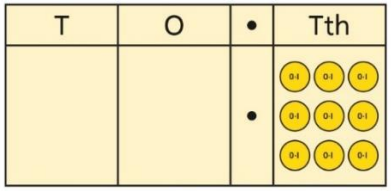
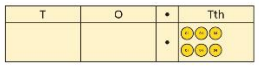
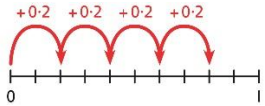
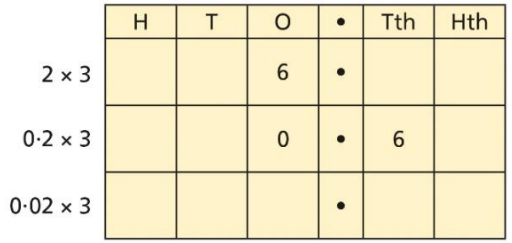
			H T O · Tth Hth 1 4 0 · 0 9 + 4 9 · 8 9 1 8 9 · 9 8 1
Selecting mental methods for larger numbers where appropriate	Represent 7-digit numbers on a place value grid, and use this to support thinking and mental methods.  2,411,301 + 500,000 = ? This would be 5 more counters in the HTh place. So, the total is 2,911,301. 2,411,301 + 500,000 = 2,911,301	Use a bar model to support thinking in addition problems. 257,000 + 99,000 = ?  I added 100 thousands then subtracted 1 thousand. 257 thousands + 100 thousands = 357 thousands 257,000 + 100,000 = 357,000 357,000 – 1,000 = 356,000 So, 257,000 + 99,000 = 356,000	Use place value and unitising to support mental calculations with larger numbers. 195,000 + 6,000 = ? 195 + 5 + 1 = 201 195 thousands + 6 thousands = 201 thousands So, 195,000 + 6,000 = 201,000
Understanding order of operations in calculations	Use equipment to model different interpretations of a calculation with more than one operation. Explore different results. 3 × 5 − 2 = ?	Model calculations using a bar model to demonstrate the correct order of operations in multi-step calculations.	Understand the correct order of operations in calculations without brackets. Understand how brackets affect the order of operations in a calculation.

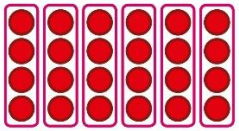
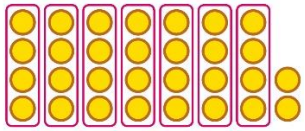
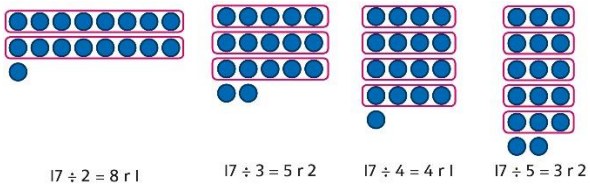
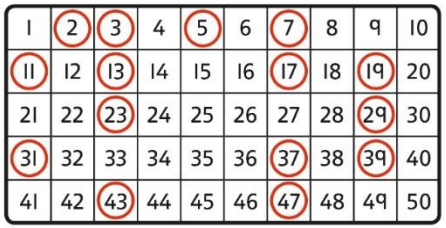
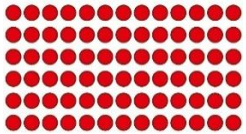
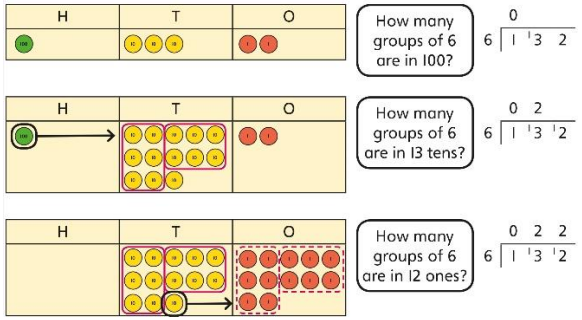
			4 + 6 × 16 4 + 96 = 100 (4 + 6) × 16 10 × 16 = 160
Year 6 **Subtraction**			
Comparing and selecting efficient methods	Use counters on a place value grid to represent subtractions of larger numbers. 	Compare subtraction methods alongside place value representations.   Th H T O 2 6 7 9 − 5 3 4 2 1 4 5 Use a bar model to represent calculations, including ‘find the difference’ with two bars as comparison.	Compare and select methods. Use column subtraction when mental methods are not efficient. Use two different methods for one calculation as a checking strategy. Th H T O 1 8 14 12 − 1 5 5 8 3 9 4  Use column subtraction for decimal problems, including in the context of measure. H T O · Tth Hth 3 0 9 · 6 0 − 2 0 6 · 4 0 1 0 3 · 2 0

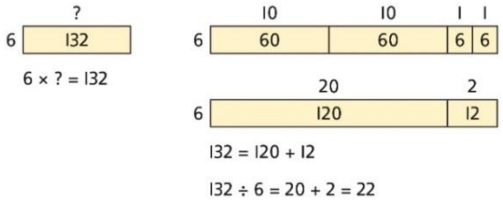
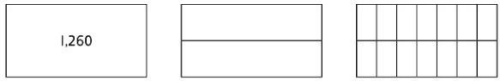
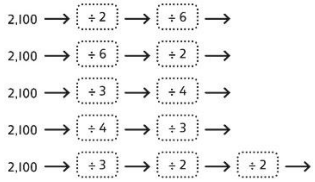
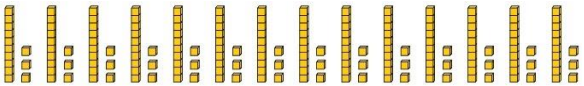
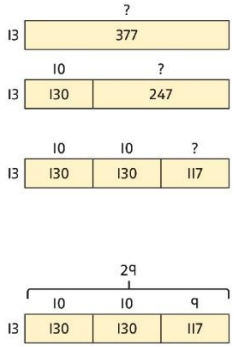
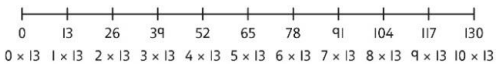
			
Subtracting mentally with larger numbers		Use a bar model to show how unitising can support mental calculations. 950,000 − 150,000 That is 950 thousands − 150 thousands  So, the difference is 800 thousands. 950,000 − 150,000 = 800,000	Subtract efficiently from powers of 10. 10,000 − 500 = ?
Year 6 **Multiplication** ***(Recall of 12-20x facts inc corresponding division facts and missing number equations)***			
Multiplying up to a 4-digit number by a single digit number	Use equipment to explore multiplications. 	Use place value equipment to compare methods.	Understand area model and short multiplication. Compare and select appropriate methods for specific multiplications.

	4 groups of 2,345 This is a multiplication: 4 × 2,345 2,345 × 4	**Method 1**  3 2 2 5 3 2 2 5 3 2 2 5 + 3 2 2 5 1 2 9 0 0 1 1 2 **Method 2**  4 × 3,000 4 × 200 4 × 20 4 × 5 12,000 + 800 + 80 + 20 = 12,900	**Method 3** 3,000 200 20 5 4 | 12,000 | 800 | 80 | 20 12,000 + 800 + 80 + 20 = 12,900 **Method 4** 3 2 2 5 × 4 1 2 9 0 0 1 2
Multiplying up to a 4-digit number by a 2-digit number		Use an area model alongside written multiplication. **Method 1** 1,000 200 30 5 20 | 20,000 | 4,000 | 600 | 100 1 | 1,000 | 200 | 30 | 5 1 2 3 5 × 2 1 5 1 × 5 3 0 1 × 30 2 0 0 1 × 200 1 0 0 0 1 × 1,000 1 0 0 20 × 5 6 0 0 20 × 30 4 0 0 0 20 × 200 2 0 0 0 0 20 × 1,000 2 5 9 3 5 21 × 1,235	Use compact column multiplication with understanding of place value at all stages. 1 2 3 5 × 2 1 1 2 3 5 1 × 1,235 2 4 7 0 0 20 × 1,235 2 5 9 3 5 21 × 1,235
Using knowledge of factors and partitions to	Use equipment to understand square numbers and cube numbers.	Compare methods visually using an area model. Understand that multiple approaches will produce the same answer if completed accurately.	Use a known fact to generate families of related facts.

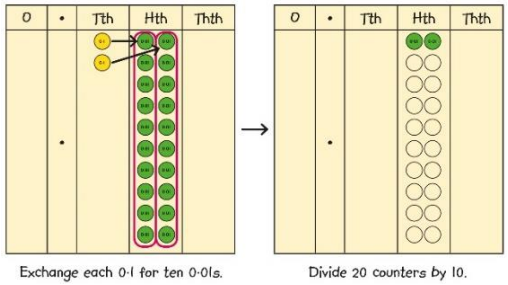
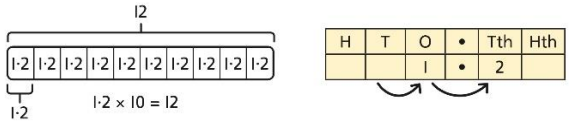
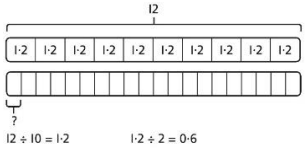
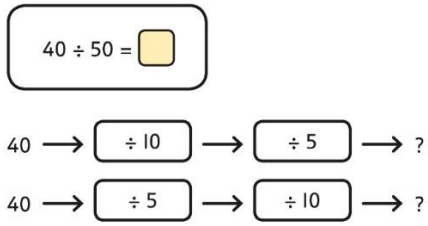
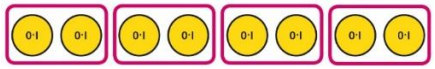
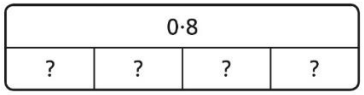
compare methods for multiplications	 5 × 5 = 52 = 25 5 × 5 × 5 = 53 = 25 × 5 = 125	 Represent and compare methods using a bar model.	 Use factors to calculate efficiently. 15 × 16 = 3 × 5 × 2 × 8 = 3 × 8 × 2 × 5 = 24 × 10 = 240
Multiplying by 10, 100 and 1,000	Use place value equipment to explore exchange in decimal multiplication.  0·3 × 10 = ? 0·3 is 3 tenths. 10 × 3 tenths are 30 tenths. 30 tenths are equivalent to 3 ones.	Understand how the exchange affects decimal numbers on a place value grid.  0·3 × 10 = 3	Use knowledge of multiplying by 10, 100 and 1,000 to multiply by multiples of 10, 100 and 1,000. 8 × 100 = 800 8 × 300 = 800 × 3 = 2,400 2·5 × 10 = 25 2·5 × 20 = 2·5 × 10 × 2 = 50

Multiplying decimals	Explore decimal multiplications using place value equipment and in the context of measures.  3 groups of 4 tenths is 12 tenths. 4 groups of 3 tenths is 12 tenths.  4 × 1 cm = 4 cm 4 × 0·3 cm = 1.2 cm 4 × 1·3 = 4 + 1·2 = 5·2 cm	Represent calculations on a place value grid. 3 × 3 = 9 3 × 0·3 = 0·9  Understand the link between multiplying decimals and repeated addition.   	Use known facts to multiply decimals. 4 × 3 = 12 4 × 0·3 = 1·2 4 × 0·03 = 0·12 20 × 5 = 100 20 × 0·5 = 10 20 × 0·05 = 1 Find families of facts from a known multiplication. I know that 18 × 4 = 72. This can help me work out: 1·8 × 4 = ? 18 × 0·4 = ? 180 × 0·4 = ? 18 × 0·04 = ? Use a place value grid to understand the effects of multiplying decimals. H T O • Tth Hth 2 × 3: 6 • 0·2 × 3: 0 • 6 0·02 × 3: • 

Year 6 **Division**			
Understanding factors	Use equipment to explore different factors of a number.  24 ÷ 4 = 6  30 ÷ 4 = 7 remainder 2 4 is a factor of 24 but is not a factor of 30.	Recognise prime numbers as numbers having exactly two factors. Understand the link with division and remainders.  17 ÷ 2 = 8 r 1 17 ÷ 3 = 5 r 2 17 ÷ 4 = 4 r 1 17 ÷ 5 = 3 r 2	Recognise and know primes up to 100. Understand that 2 is the only even prime, and that 1 is not a prime number.  1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50
Dividing by a single digit	Use equipment to make groups from a total.  There are 78 in total. There are 6 groups of 13. There are 13 groups of 6.	 	Use short division to divide by a single digit. 6 | 1 3 2 0 6 | 1 3 2 0 2 6 | 1 3 2 0 2 2 Use an area model to link multiplication and division.

			
Dividing by a 2-digit number using factors	Understand that division by factors can be used when dividing by a number that is not prime.	Use factors and repeated division. 1,260 ÷ 14 = ?  1,260 ÷ 2 = 630 630 ÷ 7 = 90 1,260 ÷ 14 = 90	Use factors and repeated division where appropriate. 2,100 ÷ 12 = ? 
Dividing by a 2-digit number using long division	Use equipment to build numbers from groups.  182 divided into groups of 13. There are 14 groups.	Use an area model alongside written division to model the process. 377 ÷ 13 = ?  377 ÷ 13 = 29	Use long division where factors are not useful (for example, when dividing by a 2-digit prime number). Write the required multiples to support the division process. 377 ÷ 13 = ? 

			13 | 3 7 7 − 1 3 0 10 2 4 7 − 1 3 0 10 1 1 7 − 1 1 7 9 0 29 377 ÷ 13 = 29 A slightly different layout may be used, with the division completed above rather than at the side. 3 21 | 7 9 8 − 6 3 0 1 6 8 3 8 21 | 7 9 8 − 6 3 0 1 6 8 − 1 6 8 0 Divisions with a remainder explored in problem-solving contexts.
Dividing by 10, 100 and 1,000	Use place value equipment to explore division as exchange.	Represent division to show the relationship with multiplication. Understand the effect of dividing by 10, 100 and 1,000 on the digits on a place value grid.	Use knowledge of factors to divide by multiples of 10, 100 and 1,000.

	 0·2 is 2 tenths. 2 tenths is equivalent to 20 hundredths. 20 hundredths divided by 10 is 2 hundredths.	 Understand how to divide using division by 10, 100 and 1,000. 12 ÷ 20 = ? 	 40 ÷ 5 = 8 8 ÷ 10 = 0·8 So, 40 ÷ 50 = 0·8
Dividing decimals	Use place value equipment to explore division of decimals.  8 tenths divided into 4 groups. 2 tenths in each group.	Use a bar model to represent divisions.  4 × 2 = 8 8 ÷ 4 = 2 So, 4 × 0·2 = 0·8 0·8 ÷ 4 = 0·2	Use short division to divide decimals with up to 2 decimal places.