

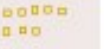
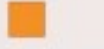




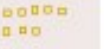
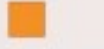


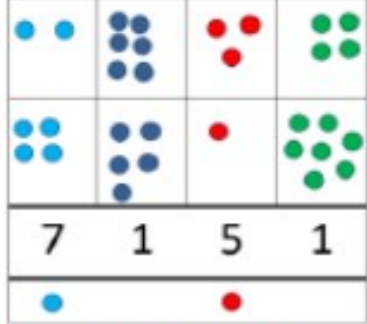
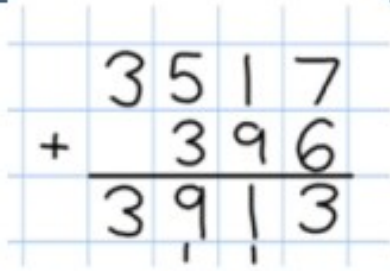


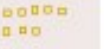
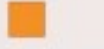








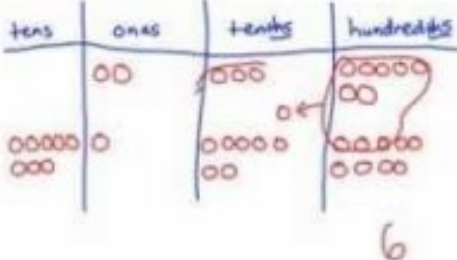





# Chapel St Leonards Primary School Calculation Policy

| Objective & Strategy   | Concrete  | Pictorial   | Abstract   |        |   |   |   |   |   |  |   |  |    |   |    |   |   |   |   |    |   |    |   |    |   |   |   |   |  |  |  |  |   |  |  |  |  |   |    |   |    |   |   |   |    |   |    |   |    |   |   |   |   |    |  |   |   |   |  |   |   |   |  |  |   |   |
|--|---|---|--|--------|---|---|---|---|---|--|---|--|----|---|----|---|---|---|---|----|---|----|---|----|---|---|---|---|--|--|--|--|---|--|--|--|--|---|----|---|----|---|---|---|----|---|----|---|----|---|---|---|---|----|--|---|---|---|--|---|---|---|--|--|---|---|
| <p>Y4—add numbers with up to 4 digits</p>  | <p>Children continue to use dienes or pv counters to add, exchanging ten ones for a ten and ten tens for a hundred and ten hundreds for a thousand.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> | Hundreds  | Tens   | Ones   |  |  |  |  |  |                       |  <p>Draw representations using pv grid.</p>   |  <p>Continue from previous work to carry hundreds as well as tens.</p> <p>Relate to money and measures.</p> |    |   |    |   |   |   |   |    |   |    |   |    |   |   |   |   |  |  |  |  |   |  |  |  |  |   |    |   |    |   |   |   |    |   |    |   |    |   |   |   |   |    |  |   |   |   |  |   |   |   |  |  |   |   |
| Hundreds   | Tens  | Ones  |  |        |   |   |   |   |   |  |   |  |    |   |    |   |   |   |   |    |   |    |   |    |   |   |   |   |  |  |  |  |   |  |  |  |  |   |    |   |    |   |   |   |    |   |    |   |    |   |   |   |   |    |  |   |   |   |  |   |   |   |  |  |   |   |
|   |    |  |  |        |   |   |   |   |   |  |   |  |    |   |    |   |   |   |   |    |   |    |   |    |   |   |   |   |  |  |  |  |   |  |  |  |  |   |    |   |    |   |   |   |    |   |    |   |    |   |   |   |   |    |  |   |   |   |  |   |   |   |  |  |   |   |
|   |    |  |  |        |   |   |   |   |   |  |   |  |    |   |    |   |   |   |   |    |   |    |   |    |   |   |   |   |  |  |  |  |   |  |  |  |  |   |    |   |    |   |   |   |    |   |    |   |    |   |   |   |   |    |  |   |   |   |  |   |   |   |  |  |   |   |
| <p>Y5—add numbers with more than 4 digits.</p> <p>Add decimals with 2 decimal places, including money.</p>   | <p>As year 4</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th>tens</th> <th>ones</th> <th>tenths</th> <th>hundredths</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Introduce decimal place value counters and model exchange for addition.</p>   | tens  | ones   | tenths | hundredths  |   |  |  |  | <p>2.37 + 81.79</p>  | <p>72.8</p> <p>+ 54.6</p> <p><u>127.4</u></p> <p>11</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>£</td> <td>23</td> <td>·</td> <td>59</td> </tr> <tr> <td>+</td> <td>£</td> <td>7</td> <td>·</td> <td>55</td> </tr> <tr> <td>£</td> <td>31</td> <td>·</td> <td>14</td> </tr> </table> | £  | 23 | · | 59 | + | £ | 7 | · | 55 | £ | 31 | · | 14 |   |   |   |   |  |  |  |  |   |  |  |  |  |   |    |   |    |   |   |   |    |   |    |   |    |   |   |   |   |    |  |   |   |   |  |   |   |   |  |  |   |   |
| tens   | ones  | tenths  | hundredths   |        |   |   |   |   |   |  |   |  |    |   |    |   |   |   |   |    |   |    |   |    |   |   |   |   |  |  |  |  |   |  |  |  |  |   |    |   |    |   |   |   |    |   |    |   |    |   |   |   |   |    |  |   |   |   |  |   |   |   |  |  |   |   |
|  |    |  |   |        |   |   |   |   |   |  |   |  |    |   |    |   |   |   |   |    |   |    |   |    |   |   |   |   |  |  |  |  |   |  |  |  |  |   |    |   |    |   |   |   |    |   |    |   |    |   |   |   |   |    |  |   |   |   |  |   |   |   |  |  |   |   |
| £  | 23  | ·   | 59   |        |   |   |   |   |   |  |   |  |    |   |    |   |   |   |   |    |   |    |   |    |   |   |   |   |  |  |  |  |   |  |  |  |  |   |    |   |    |   |   |   |    |   |    |   |    |   |   |   |   |    |  |   |   |   |  |   |   |   |  |  |   |   |
| +  | £   | 7   | ·  | 55     |   |   |   |   |   |  |   |  |    |   |    |   |   |   |   |    |   |    |   |    |   |   |   |   |  |  |  |  |   |  |  |  |  |   |    |   |    |   |   |   |    |   |    |   |    |   |   |   |   |    |  |   |   |   |  |   |   |   |  |  |   |   |
| £  | 31  | ·   | 14   |        |   |   |   |   |   |  |   |  |    |   |    |   |   |   |   |    |   |    |   |    |   |   |   |   |  |  |  |  |   |  |  |  |  |   |    |   |    |   |   |   |    |   |    |   |    |   |   |   |   |    |  |   |   |   |  |   |   |   |  |  |   |   |
| <p>Y6—add several numbers of increasing complexity</p> <p>Including adding money, measure and decimals with different numbers of decimal points.</p> | <p>As Y5</p>  | <p>As Y5</p>  | <table border="1" style="width: 100%; text-align: center;"> <tr> <td>8</td> <td>1</td> <td>0</td> <td>5</td> <td>9</td> </tr> <tr> <td></td> <td>3</td> <td>6</td> <td>6</td> <td>8</td> </tr> <tr> <td></td> <td>1</td> <td>5</td> <td>3</td> <td>0</td> </tr> <tr> <td>+</td> <td>2</td> <td>0</td> <td>5</td> <td>5</td> </tr> <tr> <td></td> <td>1</td> <td>2</td> <td>0</td> <td>5</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>7</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>9</td> </tr> </table> <p>Insert zeros for place holders.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>23</td> <td>·</td> <td>36</td> <td>1</td> </tr> <tr> <td>9</td> <td>·</td> <td>08</td> <td>0</td> </tr> <tr> <td>59</td> <td>·</td> <td>77</td> <td>0</td> </tr> <tr> <td>+</td> <td>1</td> <td>·</td> <td>30</td> </tr> <tr> <td></td> <td>9</td> <td>3</td> <td>·</td> </tr> <tr> <td></td> <td>2</td> <td>1</td> <td>·</td> </tr> <tr> <td></td> <td></td> <td>2</td> <td>1</td> </tr> </table> | 8      | 1   | 0   | 5   | 9   |   | 3  | 6   | 6  | 8  |   | 1  | 5 | 3 | 0 | + | 2  | 0 | 5  | 5 |    | 1 | 2 | 0 | 5 |  |  |  |  | 7 |  |  |  |  | 9 | 23 | · | 36 | 1 | 9 | · | 08 | 0 | 59 | · | 77 | 0 | + | 1 | · | 30 |  | 9 | 3 | · |  | 2 | 1 | · |  |  | 2 | 1 |
| 8  | 1   | 0   | 5  | 9      |   |   |   |   |   |  |   |  |    |   |    |   |   |   |   |    |   |    |   |    |   |   |   |   |  |  |  |  |   |  |  |  |  |   |    |   |    |   |   |   |    |   |    |   |    |   |   |   |   |    |  |   |   |   |  |   |   |   |  |  |   |   |
|  | 3   | 6   | 6  | 8      |   |   |   |   |   |  |   |  |    |   |    |   |   |   |   |    |   |    |   |    |   |   |   |   |  |  |  |  |   |  |  |  |  |   |    |   |    |   |   |   |    |   |    |   |    |   |   |   |   |    |  |   |   |   |  |   |   |   |  |  |   |   |
|  | 1   | 5   | 3  | 0      |   |   |   |   |   |  |   |  |    |   |    |   |   |   |   |    |   |    |   |    |   |   |   |   |  |  |  |  |   |  |  |  |  |   |    |   |    |   |   |   |    |   |    |   |    |   |   |   |   |    |  |   |   |   |  |   |   |   |  |  |   |   |
| +  | 2   | 0   | 5  | 5      |   |   |   |   |   |  |   |  |    |   |    |   |   |   |   |    |   |    |   |    |   |   |   |   |  |  |  |  |   |  |  |  |  |   |    |   |    |   |   |   |    |   |    |   |    |   |   |   |   |    |  |   |   |   |  |   |   |   |  |  |   |   |
|  | 1   | 2   | 0  | 5      |   |   |   |   |   |  |   |  |    |   |    |   |   |   |   |    |   |    |   |    |   |   |   |   |  |  |  |  |   |  |  |  |  |   |    |   |    |   |   |   |    |   |    |   |    |   |   |   |   |    |  |   |   |   |  |   |   |   |  |  |   |   |
|  |   |   |  | 7      |   |   |   |   |   |  |   |  |    |   |    |   |   |   |   |    |   |    |   |    |   |   |   |   |  |  |  |  |   |  |  |  |  |   |    |   |    |   |   |   |    |   |    |   |    |   |   |   |   |    |  |   |   |   |  |   |   |   |  |  |   |   |
|  |   |   |  | 9      |   |   |   |   |   |  |   |  |    |   |    |   |   |   |   |    |   |    |   |    |   |   |   |   |  |  |  |  |   |  |  |  |  |   |    |   |    |   |   |   |    |   |    |   |    |   |   |   |   |    |  |   |   |   |  |   |   |   |  |  |   |   |
| 23   | ·   | 36  | 1  |        |   |   |   |   |   |  |   |  |    |   |    |   |   |   |   |    |   |    |   |    |   |   |   |   |  |  |  |  |   |  |  |  |  |   |    |   |    |   |   |   |    |   |    |   |    |   |   |   |   |    |  |   |   |   |  |   |   |   |  |  |   |   |
| 9  | ·   | 08  | 0  |        |   |   |   |   |   |  |   |  |    |   |    |   |   |   |   |    |   |    |   |    |   |   |   |   |  |  |  |  |   |  |  |  |  |   |    |   |    |   |   |   |    |   |    |   |    |   |   |   |   |    |  |   |   |   |  |   |   |   |  |  |   |   |
| 59   | ·   | 77  | 0  |        |   |   |   |   |   |  |   |  |    |   |    |   |   |   |   |    |   |    |   |    |   |   |   |   |  |  |  |  |   |  |  |  |  |   |    |   |    |   |   |   |    |   |    |   |    |   |   |   |   |    |  |   |   |   |  |   |   |   |  |  |   |   |
| +  | 1   | ·   | 30   |        |   |   |   |   |   |  |   |  |    |   |    |   |   |   |   |    |   |    |   |    |   |   |   |   |  |  |  |  |   |  |  |  |  |   |    |   |    |   |   |   |    |   |    |   |    |   |   |   |   |    |  |   |   |   |  |   |   |   |  |  |   |   |
|  | 9   | 3   | ·  |        |   |   |   |   |   |  |   |  |    |   |    |   |   |   |   |    |   |    |   |    |   |   |   |   |  |  |  |  |   |  |  |  |  |   |    |   |    |   |   |   |    |   |    |   |    |   |   |   |   |    |  |   |   |   |  |   |   |   |  |  |   |   |
|  | 2   | 1   | ·  |        |   |   |   |   |   |  |   |  |    |   |    |   |   |   |   |    |   |    |   |    |   |   |   |   |  |  |  |  |   |  |  |  |  |   |    |   |    |   |   |   |    |   |    |   |    |   |   |   |   |    |  |   |   |   |  |   |   |   |  |  |   |   |
|  |   | 2   | 1  |        |   |   |   |   |   |  |   |  |    |   |    |   |   |   |   |    |   |    |   |    |   |   |   |   |  |  |  |  |   |  |  |  |  |   |    |   |    |   |   |   |    |   |    |   |    |   |   |   |   |    |  |   |   |   |  |   |   |   |  |  |   |   |

# Y4-6 ADDITION +

Chapel St Leonards Primary School Calculation Policy

| Objective & Strategy   | Concrete  | Pictorial  | Abstract   |
|--|---|--|--|
| <p>Subtracting tens and ones</p> <p>Year 4 subtract with up to 4 digits.</p> <p><i>Introduce decimal subtraction through context of money</i></p>  | <p>234 - 179</p> <p>Model process of exchange using Numicon, base ten and then move to PV counters.</p> | <p>Children to draw pv counters and show their exchange—see Y3</p> | <p>Use the phrase 'take and make' for exchange</p> |
| <p>Year 5- Subtract with at least 4 digits, including money and measures.</p> <p><i>Subtract with decimal values, including mixtures of integers and decimals and aligning the decimal</i></p> | <p>As Year 4</p>  | <p>Children to draw pv counters and show their exchange—see Y3</p> | <p>Use zeros for place-holders.</p>                |
| <p>Year 6—Subtract with increasingly large and more complex numbers and decimal values.</p>  |   |  |  |

Y4-6  
SUBTRACTION -

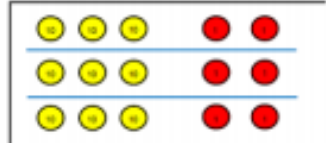
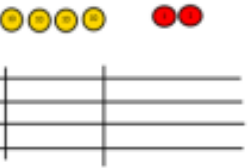



# Chapel St Leonards Primary School Calculation Policy

# Y5-6

# MULTIPLICATION X

| Objective & Strategy                                       | Concrete   | Pictorial  | Abstract |      |   |    |     |    |   |    |    |  |   |   |   |   |   |   |     |    |   |   |      |    |    |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |
|--|--|--|----------|------|---|----|-----|----|---|----|----|--|---|---|---|---|---|---|-----|----|---|---|------|----|----|---|---|---|---|---|---|---|---|---|---|---|---|---|--|---|--|---|---|---|---|--|---|---|---|---|---|--|---|---|---|---|---|
| <p>Column Multiplication for 3 and 4 digits x 1 digit.</p> | <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="background-color: red; color: white;">Hundreds</td> <td style="background-color: green; color: white;">Tens</td> <td style="background-color: blue; color: white;">Ones</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>It is important at this stage that they always multiply the ones first.</p> <p>Children can continue to be supported by place value counters at the stage of multiplication. This initially done where there is no regrouping. <math>321 \times 2 = 642</math></p> | Hundreds   | Tens     | Ones |   |    |     |    |   |    |    |  |   |   |   |   | <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td>x</td> <td>300</td> <td>20</td> <td>7</td> </tr> <tr> <td>4</td> <td>1200</td> <td>80</td> <td>28</td> </tr> </table> <p style="text-align: center; color: red; font-size: 2em;">➔</p> <div style="text-align: right;"> <math display="block">\begin{array}{r} 327 \\ \times 4 \\ \hline 28 \\ 80 \\ \hline 1200 \\ \hline 1308 \end{array}</math> </div> <div style="text-align: center; color: red; font-size: 2em;">↻</div> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr><td>3</td><td>2</td><td>7</td></tr> <tr><td>x</td><td></td><td>4</td></tr> <tr><td>1</td><td>3</td><td>0</td><td>8</td></tr> <tr><td></td><td>1</td><td>2</td><td></td></tr> </table> <p style="text-align: right;">This will lead to a compact method.</p> | x | 300 | 20 | 7 | 4 | 1200 | 80 | 28 | 3 | 2 | 7 | x |   | 4 | 1   | 3 | 0 | 8 |   | 1 | 2 |  |   |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |
| Hundreds   | Tens   | Ones   |          |      |   |    |     |    |   |    |    |  |   |   |   |   |   |   |     |    |   |   |      |    |    |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |
|  |  |  |          |      |   |    |     |    |   |    |    |  |   |   |   |   |   |   |     |    |   |   |      |    |    |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |
|  |  |  |          |      |   |    |     |    |   |    |    |  |   |   |   |   |   |   |     |    |   |   |      |    |    |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |
|  |  |  |          |      |   |    |     |    |   |    |    |  |   |   |   |   |   |   |     |    |   |   |      |    |    |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |
|  |  |  |          |      |   |    |     |    |   |    |    |  |   |   |   |   |   |   |     |    |   |   |      |    |    |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |
| x  | 300  | 20   | 7        |      |   |    |     |    |   |    |    |  |   |   |   |   |   |   |     |    |   |   |      |    |    |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |
| 4  | 1200   | 80   | 28       |      |   |    |     |    |   |    |    |  |   |   |   |   |   |   |     |    |   |   |      |    |    |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |
| 3  | 2  | 7  |          |      |   |    |     |    |   |    |    |  |   |   |   |   |   |   |     |    |   |   |      |    |    |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |
| x  |  | 4  |          |      |   |    |     |    |   |    |    |  |   |   |   |   |   |   |     |    |   |   |      |    |    |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |
| 1  | 3  | 0  | 8        |      |   |    |     |    |   |    |    |  |   |   |   |   |   |   |     |    |   |   |      |    |    |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |
|  | 1  | 2  |          |      |   |    |     |    |   |    |    |  |   |   |   |   |   |   |     |    |   |   |      |    |    |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |
| <p>Column multiplication</p>                               | <p>Manipulatives may still be used with the corresponding long multiplication modelled alongside.</p>  | <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td></td> <td>10</td> <td>8</td> </tr> <tr> <td>10</td> <td>100</td> <td>80</td> </tr> <tr> <td>3</td> <td>30</td> <td>24</td> </tr> </table> <p style="text-align: center; color: red; font-size: 2em;">➔</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr><td></td><td>1</td><td>8</td></tr> <tr><td>x</td><td>1</td><td>3</td></tr> <tr><td></td><td>5</td><td>4</td></tr> <tr><td></td><td>2</td><td></td></tr> <tr><td></td><td>1</td><td>8</td><td>0</td></tr> <tr><td></td><td>2</td><td>3</td><td>4</td></tr> </table> <p style="text-align: right;">18 x 3 on the first row<br/>(8 x 3 = 24, carrying the 2 for 20, then 1 x 3)<br/>18 x 10 on the 2nd row. Show multiplying by 10 by putting zero in units first</p> |          | 10   | 8 | 10 | 100 | 80 | 3 | 30 | 24 |  | 1 | 8 | x | 1 | 3   |   | 5   | 4  |   | 2 |      |    | 1  | 8 | 0 |   | 2 | 3 | 4 | <p>Continue to use bar modelling to support problem solving</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>x</td><td></td><td></td><td>6</td></tr> <tr><td></td><td>7</td><td>4</td><td>0</td><td>4</td></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>0</td></tr> <tr><td></td><td>1</td><td>9</td><td>7</td><td>4</td><td>4</td></tr> </table> <p style="text-align: right;"><small>(1234 x 6)</small><br/><small>(1234 x 10)</small></p> | 1 | 2 | 3 | 4 | x |   |  | 6 |  | 7 | 4 | 0 | 4 |  | 1 | 2 | 3 | 4 | 0 |  | 1 | 9 | 7 | 4 | 4 |
|  | 10   | 8  |          |      |   |    |     |    |   |    |    |  |   |   |   |   |   |   |     |    |   |   |      |    |    |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |
| 10   | 100  | 80   |          |      |   |    |     |    |   |    |    |  |   |   |   |   |   |   |     |    |   |   |      |    |    |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |
| 3  | 30   | 24   |          |      |   |    |     |    |   |    |    |  |   |   |   |   |   |   |     |    |   |   |      |    |    |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |
|  | 1  | 8  |          |      |   |    |     |    |   |    |    |  |   |   |   |   |   |   |     |    |   |   |      |    |    |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |
| x  | 1  | 3  |          |      |   |    |     |    |   |    |    |  |   |   |   |   |   |   |     |    |   |   |      |    |    |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |
|  | 5  | 4  |          |      |   |    |     |    |   |    |    |  |   |   |   |   |   |   |     |    |   |   |      |    |    |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |
|  | 2  |  |          |      |   |    |     |    |   |    |    |  |   |   |   |   |   |   |     |    |   |   |      |    |    |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |
|  | 1  | 8  | 0        |      |   |    |     |    |   |    |    |  |   |   |   |   |   |   |     |    |   |   |      |    |    |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |
|  | 2  | 3  | 4        |      |   |    |     |    |   |    |    |  |   |   |   |   |   |   |     |    |   |   |      |    |    |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |
| 1  | 2  | 3  | 4        |      |   |    |     |    |   |    |    |  |   |   |   |   |   |   |     |    |   |   |      |    |    |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |
| x  |  |  | 6        |      |   |    |     |    |   |    |    |  |   |   |   |   |   |   |     |    |   |   |      |    |    |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |
|  | 7  | 4  | 0        | 4    |   |    |     |    |   |    |    |  |   |   |   |   |   |   |     |    |   |   |      |    |    |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |
|  | 1  | 2  | 3        | 4    | 0 |    |     |    |   |    |    |  |   |   |   |   |   |   |     |    |   |   |      |    |    |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |
|  | 1  | 9  | 7        | 4    | 4 |    |     |    |   |    |    |  |   |   |   |   |   |   |     |    |   |   |      |    |    |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |

# Chapel St Leonards Primary School Calculation Policy

| Objective & Strategy   | Concrete   | Pictorial | Abstract |   |   |   |   |
|--|--|-----------|----------|---|---|---|---|
| <p>Divide at least 3 digit numbers by 1 digit.</p> <p>Short Division</p> | <p><math>96 \div 3</math></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Tens</td> <td style="text-align: center;">Units</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> </tr> </table>  <p>Use place value counters to divide using the bus stop method alongside</p>  <p><math>42 \div 3 =</math></p> <p>Start with the biggest place value, we are sharing 40 into three groups. We can put 1 ten in each group and we have 1 ten left over.</p>  <p>We exchange this ten for ten ones and then share the ones equally among the groups.</p>  <p>We look how much in 1 group so the answer is 14.</p> | Tens      | Units    | 3 | 2 | <p>Students can continue to use drawn diagrams with dots or circles to help them divide numbers into equal groups.</p>  <p>Encourage them to move towards counting in multiples to divide more efficiently.</p> | <p>Begin with divisions that divide equally with no remainder.</p> $\begin{array}{r} 218 \\ 3 \overline{) 872} \end{array}$ <p>Move onto divisions with a remainder.</p> $\begin{array}{r} 86 \text{ r } 2 \\ 3 \overline{) 432} \end{array}$ <p>Finally move into decimal places to divide the total accurately.</p> $\begin{array}{r} 14.6 \\ 35 \overline{) 511.0} \end{array}$<br>$\begin{array}{r} 0663 \text{ r } 5 \\ 8 \overline{) 5309} \end{array}$ |
| Tens   | Units  |           |          |   |   |   |   |
| 3  | 2  |           |          |   |   |   |   |

Y4-6

DIVISION

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