Eastry C.E Primary School

Maths Calculation Policy

‘Learning and growing, side by side in God’s love.’

Maths in Early Years Foundation Stage (EYFS)

At Eastry C.E Primary School, we believe that Mathematics is an important part of learning for all children in the early years and receiving a good grounding in maths is an essential life skill. We are committed to delivering a rich and varied curriculum that not only focuses on number but also supports skills such as problem solving, understanding and using shapes as well as measure and developing skills in spatial awareness.

In EYFS by the end of the year, children should be able to:

Have a deep understanding of number to 10, including the composition of each number.
• Subitise (recognise quantities without counting) up to 5.
• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns
• Verbally count beyond 20, recognising the pattern of the counting system.
• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Maths in Early Years Foundation Stage (EYFS)

Children in the EYFS learn by playing and exploring, being active and through creative and critical thinking which can take place both indoors and outside and link to life experiences.

Mathematical understanding can be developed through stories, songs, games, routine, questioning, imaginative play, real life scenarios, child initiated learning and structured teacher led activities.

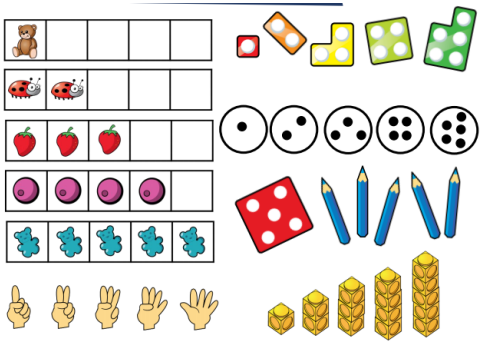
I have one banana and three apples. How many pieces of fruit do I have altogether?

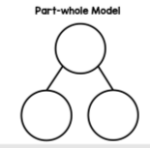
How many leaves have I found?

I have six cakes and I eat two. How many are left?

Children are encouraged to record their understanding through mark making and informal jottings:

Visual and concrete resources are also used when counting, adding or subtracting 1 digit numbers, sharing into groups or doubling:

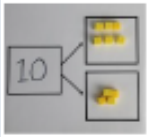
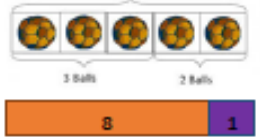
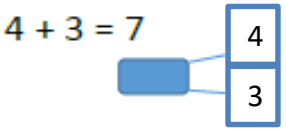
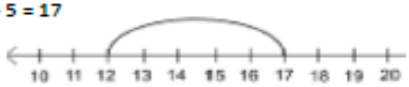
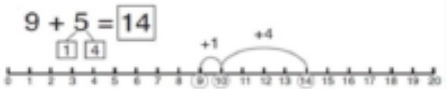
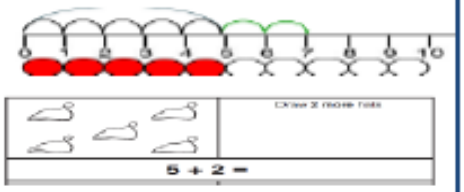




EYFS vocabulary: number, add, zero, take away, equal, forwards, backwards, many, altogether, left, more, less, double, share, same, half, digit, one(s) circle, square, triangle rectangle, oval, cube, cuboid, sphere, cylinder, side, corner, edge, round, pointy, bigger(est) smaller(est) taller(est) shorter(est) heavier(est) lighter(est) longer(est), full (er/est) empty(ier/est) on top, behind, next to, between, in front, on top, under, inside, time, today, yesterday, tomorrow, first, next, finally, afterwards, compare

Eastry C.E Primary School

Y1 ADDITION +

Objective & Strategy	Concrete	Pictorial	Abstract
Combining two parts to make a whole: part- whole model **Add two 1 digit numbers.**	   Use part part whole model. Use cubes to add two numbers together as a group or in a bar. 	   Use pictures to add two numbers together as a group or in a bar.	 10= 6 + 4 Use the part-part whole diagram as shown above to move into the abstract.
Starting at the bigger number and counting on **Add one and two digit numbers to 20.**	 Start with the larger number on the bead string and then count on to the smaller number 1 by 1 to find the answer.	12 + 5 = 17  Start at the larger number on the number line and count on in ones or in one jump to find the answer.	5 + 12 = 17 Place the larger number in your head and count on the smaller number to find your answer.
Regrouping to make 10. *This is an essential skill for column addition later.*	 6 + 5 = 11  Start with the bigger number and use the smaller number to make 10. Use ten frames.	 Use pictures or a number line. Regroup or partition the smaller number using the part part whole model to make 10. 	7 + 4= 11 If I am at seven, how many more do I need to make 10. How many more do I add on now?
Represent & use number bonds and related subtraction facts within 20	 2 more than 5.		Emphasis should be on the language *'1 more than 5 is equal to 6.'* *'2 more than 5 is 7.'* *'8 is 3 more than 5.'*

<u>Year 1 Addition key vocabulary</u>: ones, tens, digit, fewest, largest, greatest, sum, missing number, total

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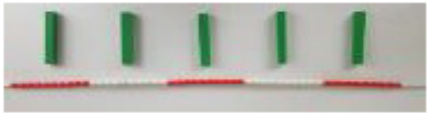
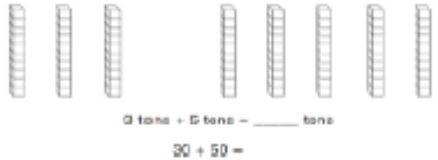
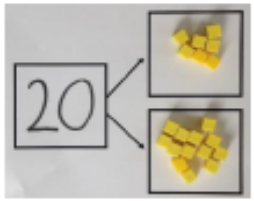
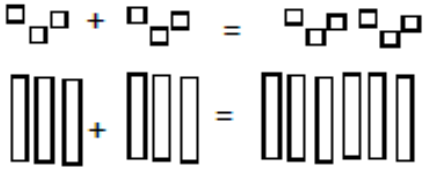
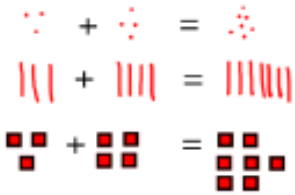
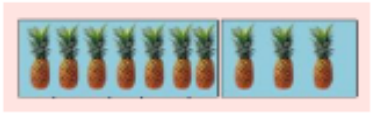
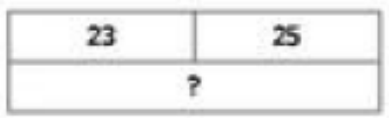
Y2 ADDITION +

Objective & Strategy	Concrete	Pictorial	Abstract
Adding multiples of ten	50 = 30 + 20  Model using Dienes and bead strings.	 Use representations for base ten.	20 + 30 = 50 70 = 50 + 20 40 + □ = 60
Use known number facts Part part whole	 Children explore ways of making numbers within 20	This can be represented using a bar model. 	□ + 1 = 20 1 + □ = 20 20 – 1 = □ 20 - □ = 1
Using known facts	 Three and three makes six. So three tens and three tens make six tens.	 Children draw representations of H,T and O	3 + 4 = 7 *leads to* 30 + 40 = 70 *leads to* 300 + 400 = 700
Bar model	 3 + 4 = 7	 7 + 3 = 10	 23 + 25 = 48

Year 2 Addition key vocabulary: exchange, hundred, order, compare, equivalent, sequence,

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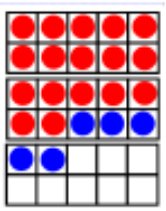
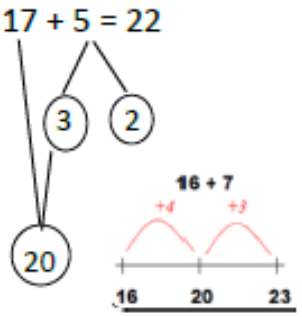
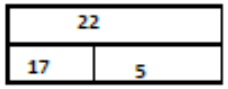
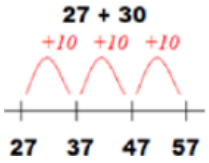
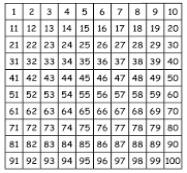
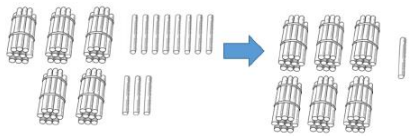
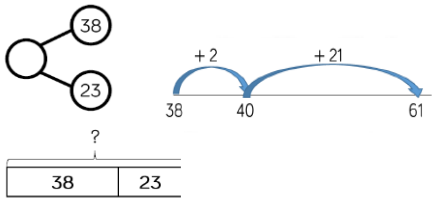
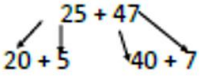
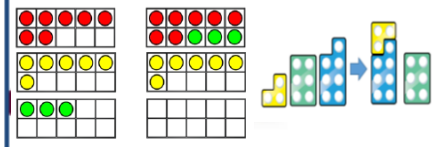
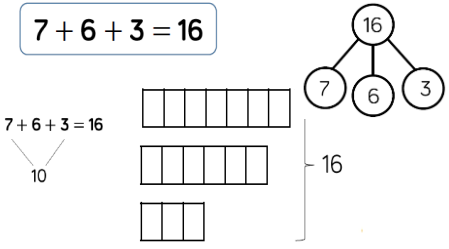
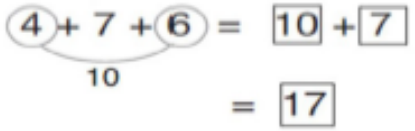
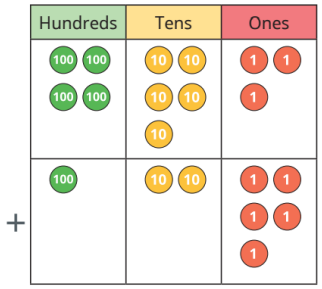
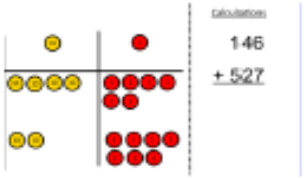
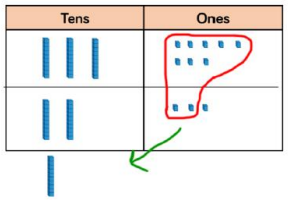
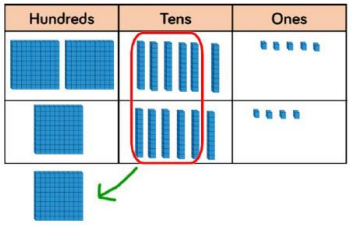
Y2 ADDITION +

Objective & Strategy	Concrete	Pictorial	Abstract
Add a 2 digit number and ones.	 17 + 5 = 22 Use tens frame to make 'magic ten.' Children explore the pattern. 17 + 5 = 22 27 + 5 = 32	Use part part whole and number line to model. 	17 + 5 = 22 Explore related facts 17 + 5 = 22 5 + 17 = 22 22—17 = 5 22—5 = 17 
Add a 2 digit number and tens	 25 + 10 = 35 Explore that the ones digit does not change	Number lines or a 100 square can be used.  	27 + 10 = 37 27 + 20 = 47 27 + □ = 57
Add two 2-digit numbers	 Model using sticks of ten, bundles of straws Dienes or unifix.		 20 + 40 = 60 5+ 7 =12 60 + 12 = 72 Column addition may be introduced for calculations without an exchange. 31 + 14 45
Add three 1-digit numbers	 Combine to make 10 first if possible, or bridge 10 then add third digit	7 + 6 + 3 = 16 	 Combine the two numbers that make/ bridge ten then add on the third.

Year 2 Addition key vocabulary: exchange, hundred, order, compare, equivalent, sequence,

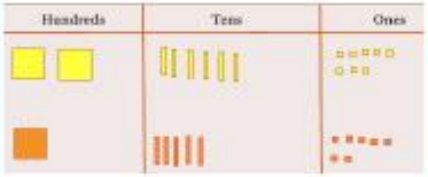
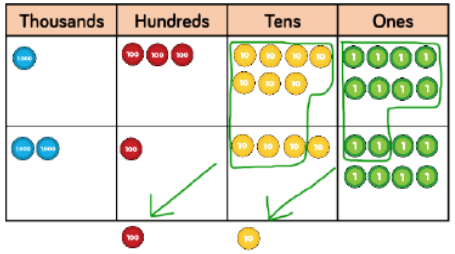
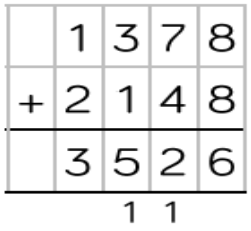
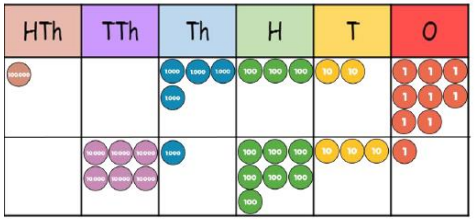
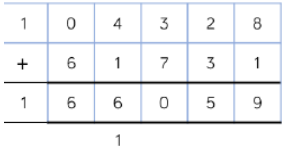
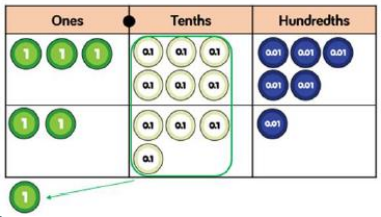
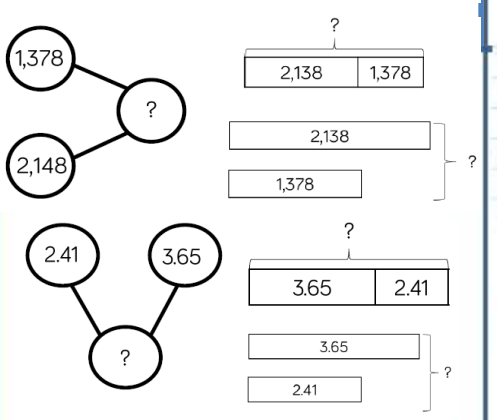
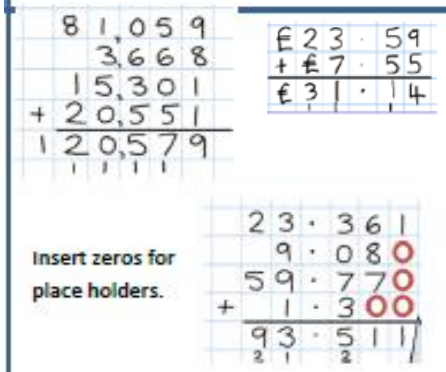
Y3 ADDITION +

Objective & Strategy	Concrete	Pictorial	Abstract
Column Addition—no regrouping (friendly numbers) **Add two or three 2 or 3-digit numbers.**	 Use pv counters and dienes to add, making sure to start with the ones column.	Children draw the pv counters in HTO grids to record their calculations.	2 2 3 + 1 1 4 3 3 7 **Add the ones first, then the tens, then the hundreds.** *'Three add four is seven, two tens add one ten is three tens, two hundreds add one hundred is three hundred.'*
Column Addition with regrouping.	**Exchange ten ones for a ten. Model using numicon and pv counters.** 	 38 + 23 61 1  265 + 164 429 1	536 + 85 621 1 1

Year 3 Addition key vocabulary: one hundred more, thousand, column, commutative, complement

Eastry C.E Primary School

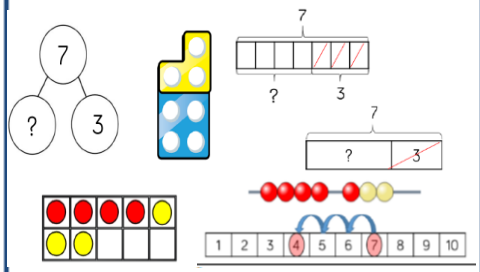
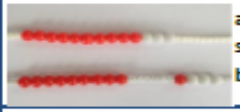
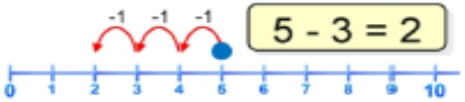
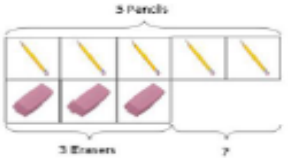
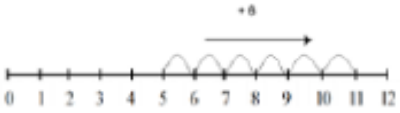
Y4-6 ADDITION

Objective & Strategy	Concrete	Pictorial	Abstract
Y4—add numbers with up to 4 digits	~~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. 	 Draw representations using pv grid.	 Continue from previous work to carry Continue from previous work to exchange hundreds as well as tens. Relate to money and measures.
Y5 and 6 add numbers with more than 4 digits. Add decimals with 2 decimal places, including money.	As year 4  Introduce decimal place value counters and model exchange for addition.		72.8 + 54.6 127.4 1 1 *'Eight tenths add six tenths equals fourteen tenths, which is the same as one whole and four tenths.'* 
			

Year 4-6 Addition Key vocabulary: ten thousand, hundred thousand, million, inverse,, tenths, hundredths, thousandths, digit total, standard method, ascending , decimal

Eastry C.E Primary School

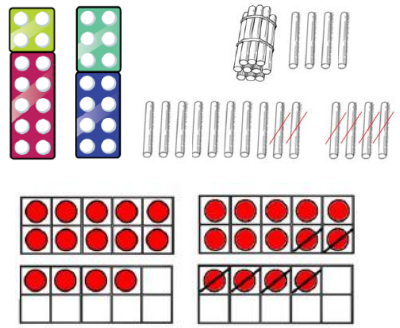
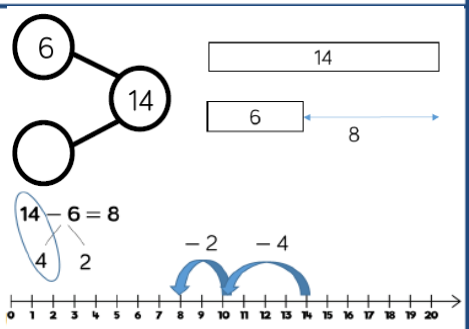
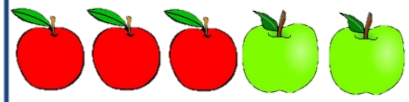
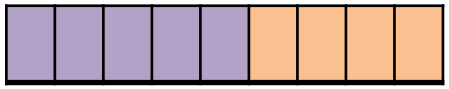
Y1 SUBTRACTION

Objective & Strategy	Concrete	Pictorial	Abstract
Taking away ones. **Subtract 1 digit numbers within 10.**	Use physical objects, counters , cubes etc to show how objects can be taken away.  6—4 = 2  4—2 = 2		7—4 = 3 7 - 3 = 4
Counting back	 Move objects away from the group, counting backwards.  Move the beads along the bead string as you count backwards.	 Count back in ones using a number line.	Put 13 in your head, count back 4. What number are you at?
Find the Difference	Compare objects and amounts  'Seven is 3 more than four' 'I am 2 years older than my sister'  Lay objects to represent bar model.	Count on using a number line to find the difference. 	Hannah has12 sweets and her sister has 5. How many more does Hannah have than her sister.?

Year 1 Subtraction Key vocabulary: subtract, most, least, ones, tens, digit, fewest, largest, greatest, number sentence, missing number

Eastry C.E Primary School

Y1 SUBTRACTION

Objective & Strategy	Concrete	Pictorial	Abstract
Represent and use number bonds and related subtraction facts within 20			14 – 6 = 8
Make 10	14 – 5  Make 14 on the ten frame. Take 4 away to make ten, then take one more away so that you have taken 5.	13—7  Jump back 3 first, then another 4. Use ten as the stopping point.	16—8 How many do we take off first to get to 10? How many left to take off?
Bar model	 5—2 = 3	 9 - 4 = 5	 10 = 8 + 2 10 = 2 + 8 10—2 = 8 10—8 = 2

Year 1 Subtraction Key vocabulary: number, zero, subtract, equal, forwards, backwards, most, least, many, left, ones, tens, digit, fewest, largest, greatest, sum, missing number

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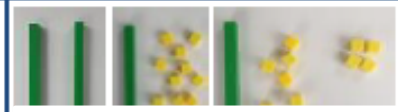
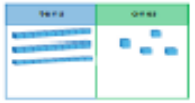
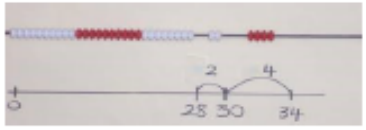
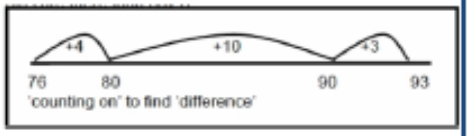
Y2 SUBTRACTION

Objective & Strategy	Concrete	Pictorial	Abstract
Exchange a ten into ten ones.	 Use Dienes to show how to change a ten into ten ones, use the term, 'take and make.'	 20 – 4 =	20—4 = 16 *'The difference between twenty and four is sixteen.'*
Subtract 1 and 2 digit numbers to 100 without an exchange.	34—13 = 21  Use Dienes to show how to partition the number when subtracting without regrouping.  	Children draw representations of Dienes and cross off.  43—21 = 22	43—21 = 22 *'Three ones minus one equals two ones. Four tens minus two tens equals two tens. Forty three minus twenty one is twenty two.'* Column subtraction may be used without an exchange. 43 - 21 = 22
Make ten strategy *Progression should be crossing one ten, crossing more than one ten, crossing the hundreds.*	 34—28 Use a bead bar or bead strings to model counting to next ten and the rest.	 Use a number line to count on to next ten and then the rest.	93—76 = 17

Year 2 Subtraction key vocabulary: numeral, teen, exchange, hundred, thousand, order, compare, equivalent, sequence, difference, tens

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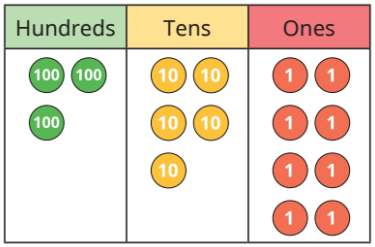
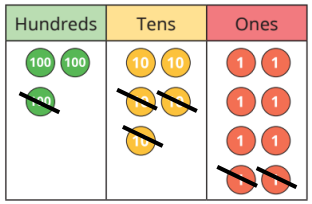
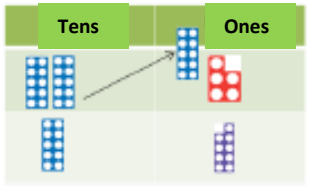
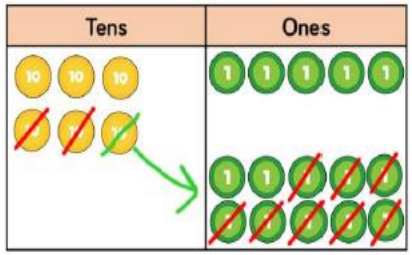
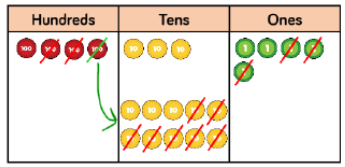
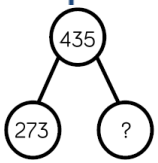
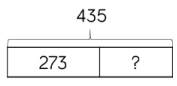
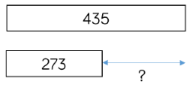
Y3 SUBTRACTION

Objective & Strategy	Concrete	Pictorial	Abstract
Column subtraction without an exchange (up to 3 digits).	 Begin subtracting pv counters or dienes on a pv grid.	 Draw representations to support understanding.	358 - 132 = 226 358 - 132 226
Column subtraction with an exchange (up to 3 digits).	 Begin with base 10 or Numicon. Move to pv counters, modelling the exchange of a ten into tten ones. Use the phrase 'take and make' for exchange.	 Children may draw base ten or PV counters and cross off.	5 1 6 5 – 2 8 3 7 Begin by partitioning into pv columns Then move to formal method.
		   	3 1 4 3 5 – 2 7 3 2 6 2

Year 3 Subtraction key vocabulary: one hundred less, hundreds, inverse

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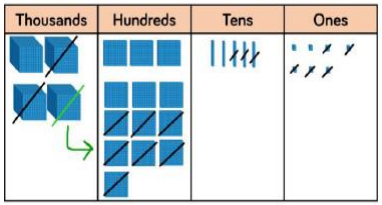
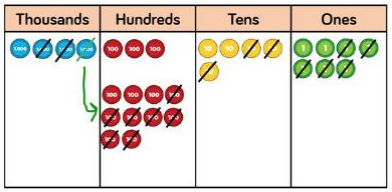
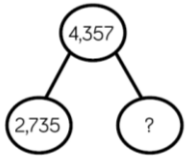
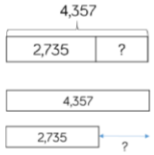
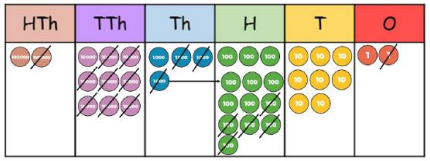
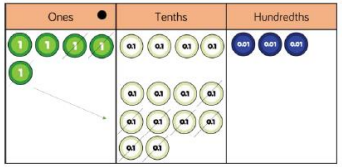
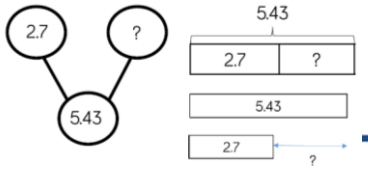
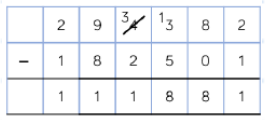
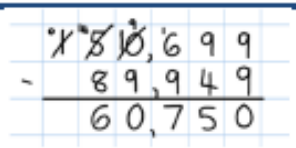
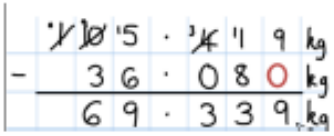
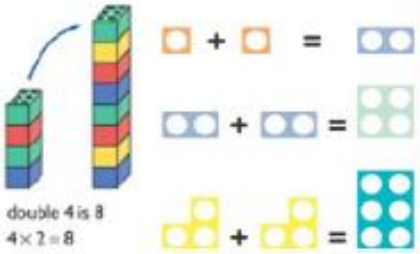
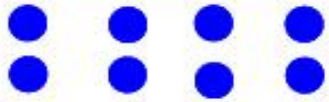
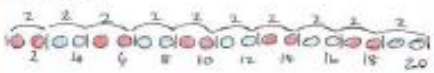
Y4-6 SUBTRACTION

Objective & Strategy	Concrete	Pictorial	Abstract
Subtracting tens and ones Year 4 subtract with up to 4 digits. *Introduce decimal subtraction through context of money*	234 - 179  Model process of exchange using Dienes and then move to PV counters.	  	$\begin{array}{r} {}^{3}\not{4}\,{}^{1}\not{3}57 \\ -\ 2735 \\ \hline 1622 \end{array}$
Year 5- Subtract with at least 4 digits, including money and measures. *Subtract with decimal values, including mixtures of integers and decimals and aligning the decimal*	 	 	 Use zeros for place-holders. $\begin{array}{r} {}^{4}\not{5}\,{}^{1}.43 \\ -\ 2.70 \\ \hline 2.73 \end{array}$
Year 6—Subtract with increasingly large and more complex numbers and decimal values.		Children may continue to draw the pv grids and counters to show their understanding.	 

Year 4-6 Subtraction key vocabulary: descending, standard method, thousandths, hundredths, ten thousand, hundred thousand, million, decimal, tenths

Y1 MULTIPLICATION

Objective & Strategy	Concrete	Pictorial	Abstract
Doubling	Use practical activities using manipulatives including cubes and Numicon to demonstrate doubling 	Draw pictures to show how to double numbers Double 4 is 8 	Double 4 is 8. 4 + 4 = 8
Counting in multiples	Count the groups as children are skip counting, children may use their fingers as they are skip counting. 	 Children make representations to show counting in multiples. 	Count in multiples of a number aloud. Write sequences with multiples of numbers. 2, 4, 6, 8, 10 5, 10, 15, 20, 25 , 30
Making equal groups and counting the total	 Use manipulatives to create equal groups.	Draw  to show 2 x 3 = 6 Draw and make representations	2 x 4 = 8

Year 1 Multiplication key vocabulary ones, tens, digit, multiplication, multiply, lots of, array, equal groups

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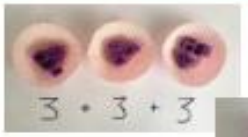
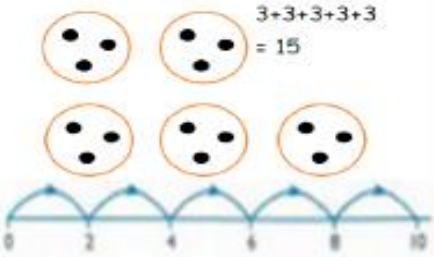
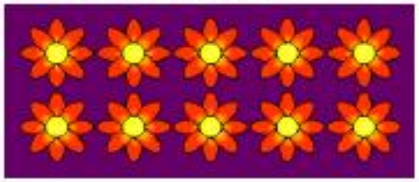
Y1 MULTIPLICATION X

Objective & Strategy	Concrete	Pictorial	Abstract
Repeated addition	   Use different objects to add equal groups	Use pictorial including number lines to solve prob There are 3 sweets in one bag. How many sweets are in 5 bags altogether? 	Write addition sentences to describe objects and pictures.  *'Five lots of two equals ten.'* Then represent the same calculation as multiplication; 5 x 2 = 10
Understanding arrays	Use objects laid out in arrays to find the answers to 2 lots 5, 3 lots of 2 etc. 	Draw representations of arrays to show understanding. 	3 x 2 = 6 2 x 5 = 10 3 + 3 = 6 2 + 2 + 2 + 2 + 2 = 10

Year 1 Multiplication key vocabulary: ones, tens, digit, multiplication, multiply, lots of, array

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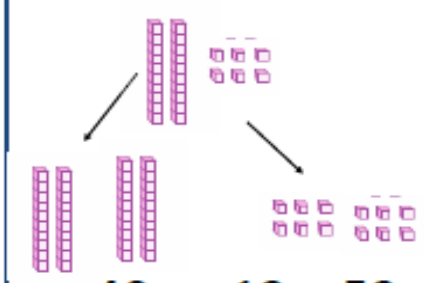
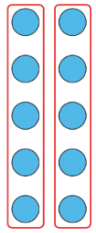
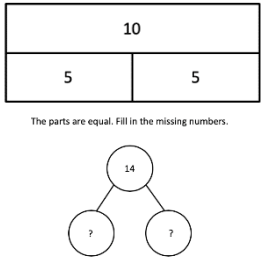
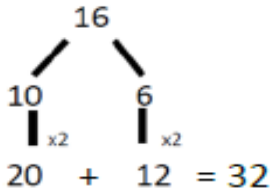
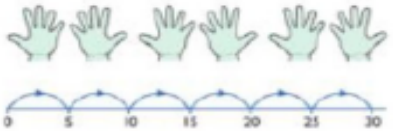
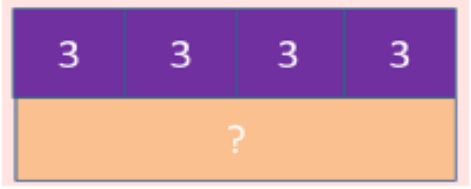
Y2 MULTIPLICATION

Objective & Strategy	Concrete	Pictorial	Abstract
Doubling	Model doubling using dienes and PV counters.  40 + 12 = 52	Draw pictures and representations to show how to double numbers 2 groups of 5  	Partition a number and then double each part before recombining it back together. 
Count in multiples of 2, 5 and 10 from 0. (repeated addition)	Count the groups as children are skip counting, children may use their fingers as they are skip counting. Use bar models.  5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = 40  	Number lines, counting sticks and bar models should be used to show representation of counting in multiples.   	Count in multiples of a number aloud. Write sequences with multiples of numbers. 0, 2, 4, 6, 8, 10 0, 3, 6, 9, 12, 15 0, 5, 10, 15, 20, 25 , 30 $4 \times 3 = \square$

Year 2 Multiplication key vocabulary: numeral, teen, hundred, thousand, order, equivalent, sequence, row, column, multiplication fact, times, repeated addition,

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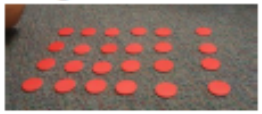
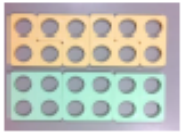
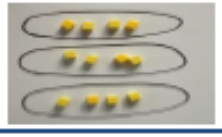
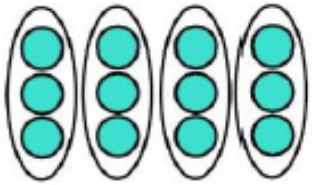
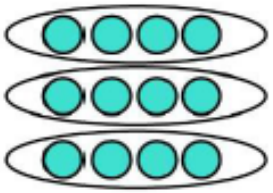
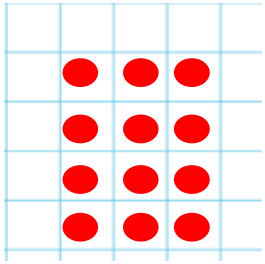
Y2 MULTIPLICATION

Objective & Strategy	Concrete	Pictorial	Abstract
Multiplication is commutative	Create arrays using counters and cubes and Numicon.    Pupils should understand that an array can represent different equations and that, as multiplication is commutative, the order of the multiplication does not affect the answer.  	Use representations of arrays to show different calculations and explore commutativity.  	12 = 3 × 4 12 = 4 × 3 Use an array to write multiplication sentences and reinforce repeated addition.  5 + 5 + 5 = 15 3 + 3 + 3 + 3 + 3 = 15 5 x 3 = 15 3 x 5 = 15
Using the Inverse *This should be taught alongside division, so pupils learn how they work alongside each other.*		 4 x 3 = 12 12 ÷ 3 = 4 3 x 4 = 12 12 ÷ 4 = 3	2 x 4 = 8 4 x 2 = 8 8 ÷ 2 = 4 8 ÷ 4 = 2 8 = 2 x 4 8 = 4 x 2 2 = 8 ÷ 4 4 = 8÷ 2 Show all 8 related fact family sentences.

Year 2 Multiplication key vocabulary: numeral, teen, hundred, thousand, order, equivalent, sequence, row, column, multiplication fact, times, repeated addition,

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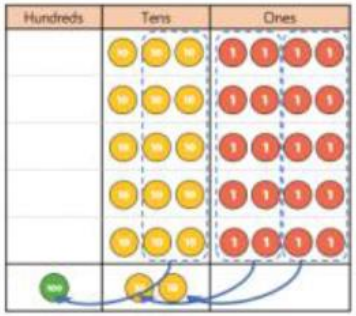
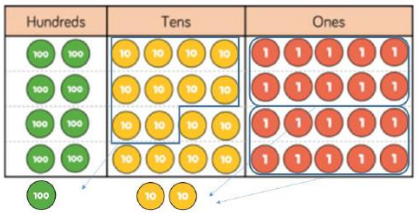
Y3-4

MULTIPLICATION

Objective & Strategy	Concrete	Pictorial	Abstract
Multiply 2 digits by 1 digit numbers. Multiply 3 digits by 1 digit numbers.	  Children use pv counters and grids to calculate.	Children draw the pv grids and counters to show their understanding.	$34 \times 5 = 170$ H T O 3 4 × 5 1 7 0 1 2 $245 \times 4 = 980$ H T O 2 4 5 × 4 9 8 0 1 2

Year 3 Multiplication key vocabulary: product, digit total, commutative

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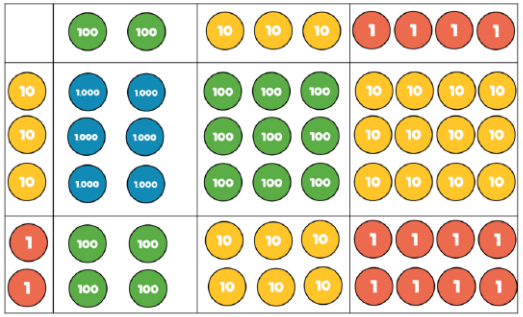
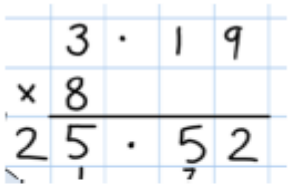
Y5-6 MULTIPLICATION

Objective & Strategy	Concrete	Pictorial	Abstract
			$1{,}826 \times 3 = 5{,}478$ Th H T O 1 8 2 6 × 3 5 4 7 8 2 1
Column Multiplication for 2 or more digits x 2 or more digits.	Manipulatives may still be used with the corresponding long multiplication modelled alongside.  Continue to use bar modelling to support problem solving	× 200 30 4 30 6,000 900 120 2 400 60 8	$234 \times 32 = 7{,}488$ Th H T O 2 3 4 × 3 2 4 6 8 1 7 1 0 2 0 7 4 8 8

Year 5-6 Multiplication key vocabulary: square, cubed

Objective & Strategy	Concrete	Pictorial	Abstract
Multiplying decimals up to 2 decimal places by a single digit.			Remind children that the single digit belongs in the ones column and to line up the decimal points in the question and answer.  *'Eight groups of nine hundredths is seventy two hundredths, which is the same as seven tenths and two hundredths. Eight groups of one tenths makes eight tenths; add the seven tenths to give a total of fifteen tenths, which is the same as one whole and five tenths. Eight groups of three makes twenty four; add on the extra one whole one, to make twenty five ones'*

Y6 MULTIPLICATION

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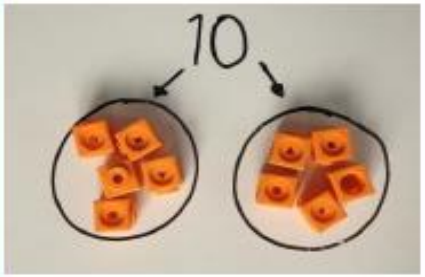
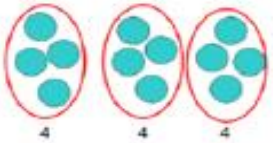
Y1 DIVISION ÷

Objective & Strategy	Concrete	Pictorial	Abstract
Division as sharing	   I have 10 cubes, can you share them equally in 2 groups?	Children use pictures or shapes to share quantities.  8 shared between 2 is 4 Sharing:  12 shared between 3 is 4	12 shared between 3 is 4

Year 1 Division key vocabulary: ones, tens, digit, division, divide,

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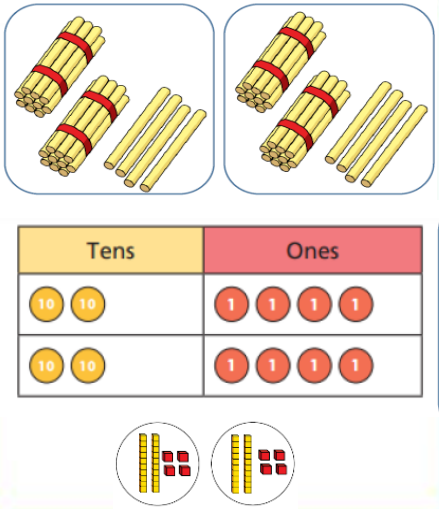
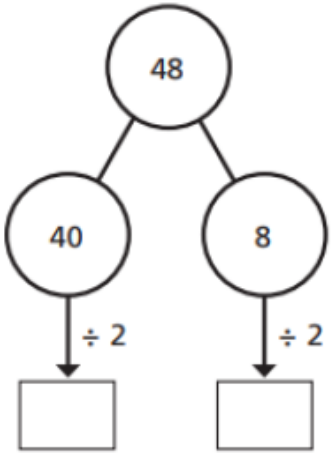
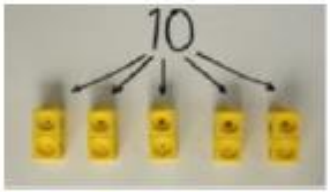
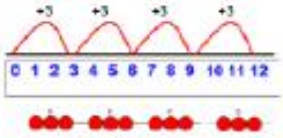
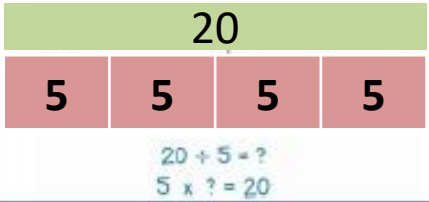
Y2 DIVISION

Objective & Strategy	Concrete	Pictorial	Abstract
Division as sharing			12 ÷ 3 = 4 Divide 12 into 3 groups. How many are in each group? 48 ÷ 2 = 24
Division as grouping	Divide quantities into equal groups. Use cubes, counters, objects or place value counters to aid understanding.  **10 ÷ 2 = 5**  **35 ÷ 5 = 7**	Use number lines for grouping  **12 ÷ 3 = 4** How many groups of 5 are needed to make 20? This can be represented in a bar model like this: 	28 ÷ 7 = 4 Divide 28 into groups of 7. How many groups of 7 can you make?

Year 2 Division key vocabulary: hundred, division fact, equal groups, share equally, left over,

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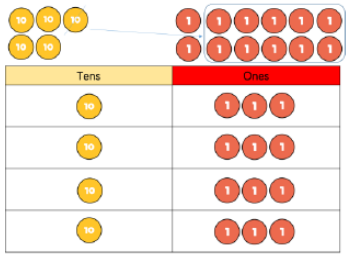
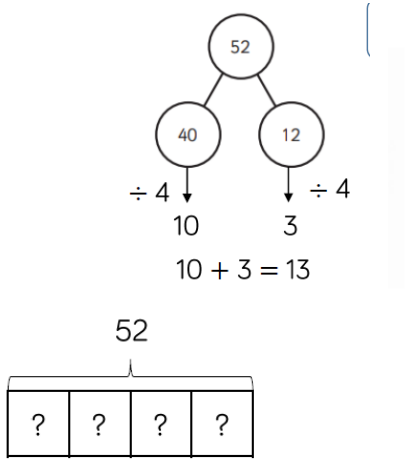
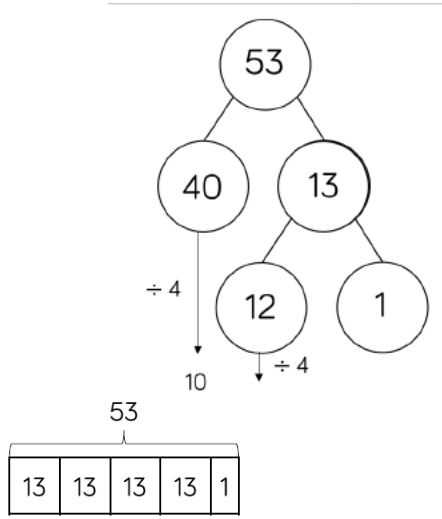
Y3 DIVISION ÷

Objective & Strategy	Concrete	Pictorial	Abstract
Divide 2 digits by 1 digit (sharing with an exchange).			$52 \div 4 = 13$
Divide 2 digits by 1 digit (sharing with remainders).			$53 \div 4 = 13\ r1$

Year 3 Division key vocabulary: remainder,

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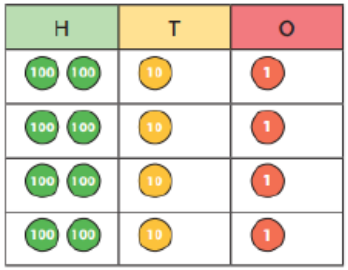
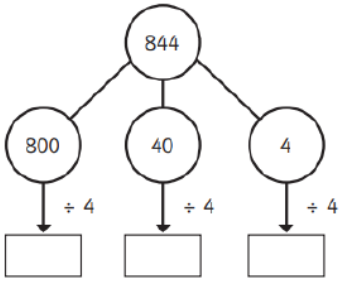
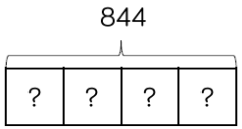
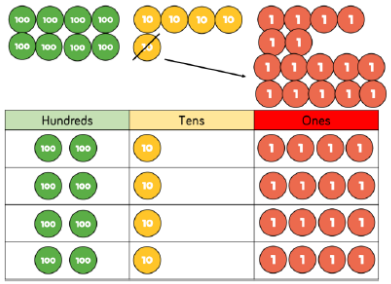
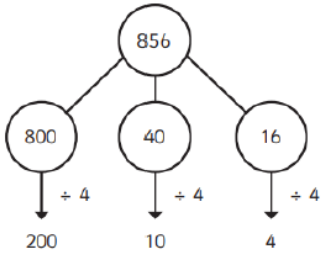
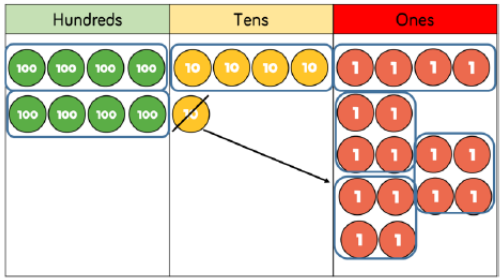
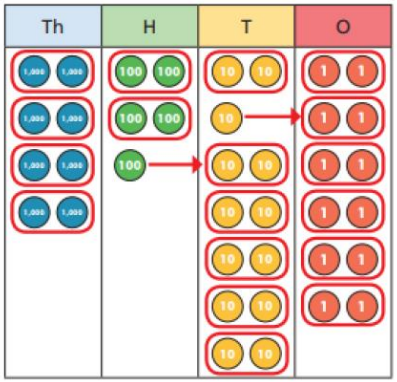
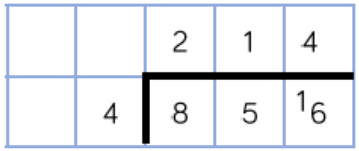
Y4 DIVISION ÷

Objective & Strategy	Concrete	Pictorial	Abstract
Divide 3 digits by 1 digit (sharing).	 Children can continue to use place value counters to share 3-digit numbers into equal groups.	 	844 ÷ 4 = 211
	 Children should start with the equipment outside the place value grid before sharing the hundreds, tens and ones equally between the rows. This method can also help to highlight remainders. Flexible partitioning in a part-whole model supports this method.		856 ÷ 4 = 214

Y5-6 DIVISION ÷

Objective & Strategy	Concrete	Pictorial	Abstract
Divide at least 3 digit numbers by 1 digit. Short Division	 Children can continue to use grouping to support their understanding of short division when dividing a 3-digit number by a 1-digit number.  	Place value counters or plain counters can be used on a place value grid to support this understanding. Children can also draw their own counters and group them through a more pictorial method.	 856 ÷ 4 = 214  8,532 ÷ 2 = 4,266

Year 5-6 Division key vocabulary: tenths, hundredths, thousandths, inverse, factorise, prime factor,

Y6 DIVISION ÷

Objective & Strategy	Concrete	Pictorial	Abstract
Divide multi digits by 2 digits. **Short Division**			

		0	3	6
	12	4	$^{4}3$	$^{7}2$

$$432 \div 12 = 36$$

$$7{,}335 \div 15 = 489$$

	0	4	8	9
15	7	$^{7}3$	$^{13}3$	$^{13}5$

15	30	45	60	75	90	105	120	135	150

When children begin to divide up to 4-digits by 2-digits, written methods become the most accurate as concrete and pictorial representations become less effective. Children can write out multiples to support their calculations with larger remainders. Children will also solve problems with remainders where the quotient can be rounded as appropriate.

Long Division

Y6 DIVISION ÷

Introduce children to long division as a method of dividing by a 2 digit number.

1. Children should begin by starting with this expanded method (see opposite) which supports them with understanding how multiples can help with division. It can also support children to see division as repeated subtraction; therefore linking their understanding of grouping.

432 ÷ 12 = 36

		0	3	6	
1	2	4	3	2	
	−	3	6	0	(12 x 30)
			7	2	
	−		7	2	(12 x 6)
				0	

Multiples of 12:

$12 \times 1 = 12$
$12 \times 2 = 24$
$12 \times 3 = 36$
$12 \times 4 = 48$
$12 \times 5 = 60$
$12 \times 6 = 72$
$12 \times 7 = 84$
$12 \times 8 = 96$
$12 \times 7 = 108$
$12 \times 10 = 120$

2. Children can then progress to the formal compact method for long division (without the calculations in the brackets) when appropriate.

516 ÷ 12 = 43

```
      4 3
   ------
12 | 5 1 6
   - 4 8
   -------
       3 6
     - 3 6
     -------
           0
```

3. When secure, children will be expected to use either long division method and interpret remainders as whole numbers, decimals, fractions or rounding as required.