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| **Jericho Primary School -Calculation Policy – Division – Year 1** |
| Mental Calculations | **Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.*** Count in multiples of twos, fives and tens with equipment, songs, rhythms and including by rote.
* Counting 2s e.g. counting socks,shoes, animal legs...
* Counting in 5 s e.g. counting fingers, fingers in gloves, toes …
* Counting in 10s e.g. counting fingers, toes...
* Halves up to 20.
* Write as a number pattern(e.g. 5, 10, 15...; 2, 4, 6...; 10, 20, 30...)
 |
| Written calculation | **Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.*** Children should experiment with the concept of grouping and sharing in a range of contexts.

  * It would be beneficial if children could see the relationships between multiplication and division.
* Children could be introduced to the concept of division as repeated subtraction eg 15 – 5 - 5 - 5 = 0
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| Representationsto support calculations | Golden Nugget representations:  Other representations: |
| **Jericho Primary School -Calculation Policy – Division – Year 2** |
| Mental Calculations | **Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, connecting the 2, 5 and 10 multiplication tables to each****other.** -Connect the 10 multiplication table to place value.- Use a variety of language to describe multiplication anddivision.-Apply halving of numbers up to 20 to halving largernumbers. |
| Written calculation | **Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals(=)signs.** * Begin to use other multiplication tables and recall facts to perform written calculations.

 * Solve problems involving multiplication and division, using materials, arrays, repeated subtraction, mental methods, and multiplication and division facts, including problems in contexts.
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| Representationsto support calculations | Golden Nugget representations: Other representations:   |

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| **Jericho Primary School -Calculation Policy – Division – Year 3** |
| Mental Calculations | **Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables (and 2, 5 and 10 multiplication tables from Y2).**-Use halving to connect 2, 4 and 8 multiplication tables.-Develop efficient mental methods using commutativity andassociativity.-Derive related multiplication and division facts.-Calculate mathematical statements for division using the multiplication tables that they know, including for twodigit numbers times one-digit numbers, using mental methods.-Partitioning: divide the tens first and then divide the units, e.g. = 96 ÷ 3 = 90 ÷ 3 = 30 and 6 ÷ 3 = 2 so answer is 32.-Children can apply these skills to solve spoken word problems too, include missing number statements e.g. 560 ÷ \_\_\_= 70 |
| Written calculation | **Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, progressing to formal written methods.** * Estimate before calculating.
* Ensure written methods build on/relate to mental methods.

Focus on tens and ones method with and without remainders. |
| Representationsto support calculations | Golden Nugget representations:  Other representations:  |

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| **Jericho Primary School -Calculation Policy – Division – Year 4** |
| Mental Calculations | **Recall multiplication and division facts for multiplication tables up to 12 x 12.** * Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
* Recognise and use factor pairs and commutativity in mental calculations.
* Practise mental methods and extend this to three-digit numbers to derive facts, (for example 600 ÷ 3 = 200 can be derived from 6 ÷ 3 = 2).
 |
| Written calculation | **Divide two-digit and three-digit numbers by a one-digit number using formal written layout.*** All children need to be able to use the bus stop method for short division.
* Estimate before calculating.
* Ensure written methods build on/relate to mental methods.

  * By the end of Year 4, children need to have encountered remainders in a number of contexts.
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| Representationsto support calculations | Golden Nugget representations:  Other representations:   |

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| **Jericho Primary School -Calculation Policy – Division – Year 5** |
| Mental Calculations | **Multiply and divide numbers mentally drawing upon known facts*** Multiply and divide whole numbers and those involving decimals by 10, 100 & 1000.

 - Recognise and use square & cube numbers (& notation). - Use factors and multiples as connected ideas: 48 is a multiple of 6 and 6 is a  factor of 48.* Find all factor pairs of a number and common factors of two numbers.
* Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
* Establish whether a number up to 100 is prime and recall prime numbers up to 19.
* Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
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| Written calculation | **Divide numbers up to 4 digits by a one- or two-digit number using a formal written method, including short division and interpret remainders appropriately for the context.**  |
| Representationsto support calculations | Golden Nugget representations:   Other representations:   |

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| **Jericho Primary School -Calculation Policy – Division – Year 6** |
| Mental Calculations | **Perform mental calculations, including with mixed operations and large numbers.*** identify common factors, common multiples and prime numbers
* use their knowledge of the order of operations to carry out calculations involving the four operations
 |
| Written calculation | **Divide numbers up to 4 digits by a one- or two-digit number using a formal written method, including long division for two-digit numbers and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.** |
| Representationsto support calculations | Golden Nugget representations:  Other representations:  |