



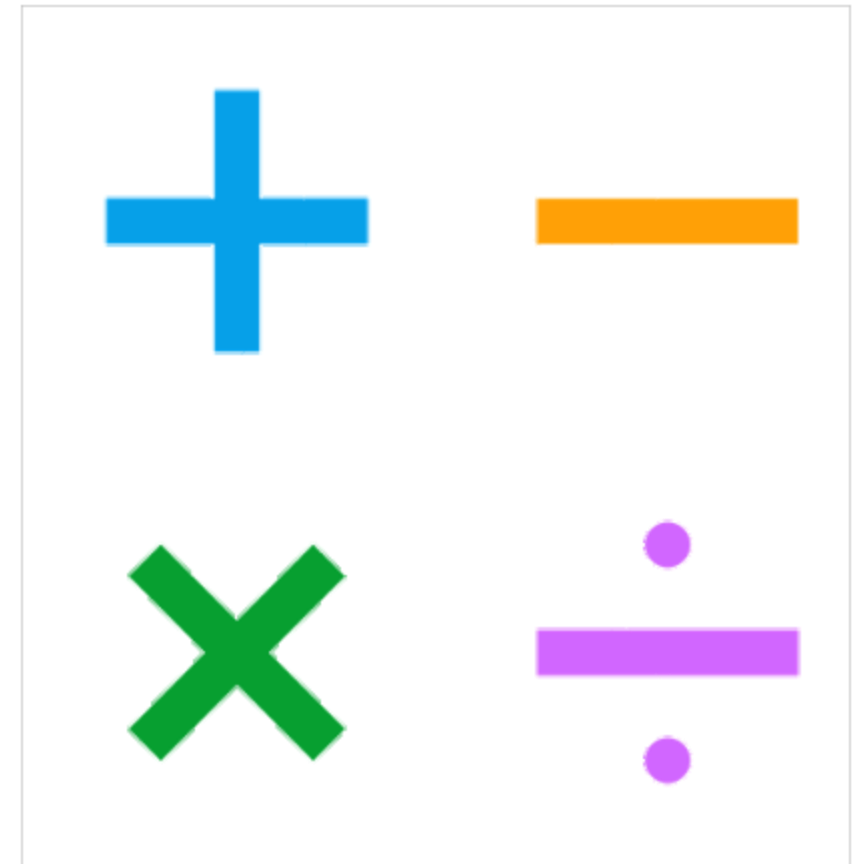
Calculation Policy

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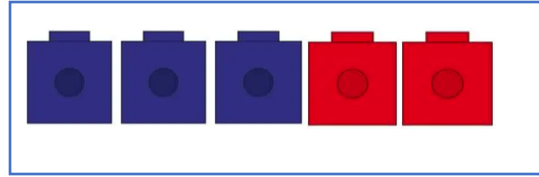
Introduction

At Kew Woods Primary School, we believe that developing strong calculation skills is essential for building a solid foundation in mathematics. Our calculation policy sets out a clear, consistent approach to teaching addition, subtraction, multiplication, and division across all year groups. It ensures progression from concrete methods to pictorial representations and finally to abstract strategies, supporting pupils in developing fluency, reasoning, and problem-solving skills. By following this policy, we aim to provide every child with the confidence and competence to apply mathematical concepts in a variety of contexts, both within and beyond the classroom.



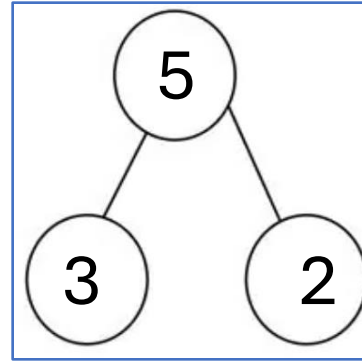
Concrete- Pictorial- Abstract Approach

The CPA approach is a highly effective way of teaching mathematics that helps children build a deep understanding of concepts. It moves through three stages: starting with hands-on experiences, then using visual representations, and finally progressing to formal mathematical symbols. This structured progression ensures that pupils develop confidence and fluency in their learning.



Concrete

- Children use physical objects (e.g., counters, cubes, beads) to understand mathematical concepts.
- This stage helps them see and touch what numbers represent.



Pictorial

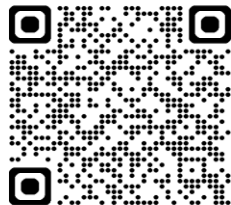
- Children move to drawing pictures or using visual representations (e.g., diagrams, bar models) of the objects.
- This bridges the gap between hands-on experience and symbolic understanding.

$$3 + 2 = 5$$

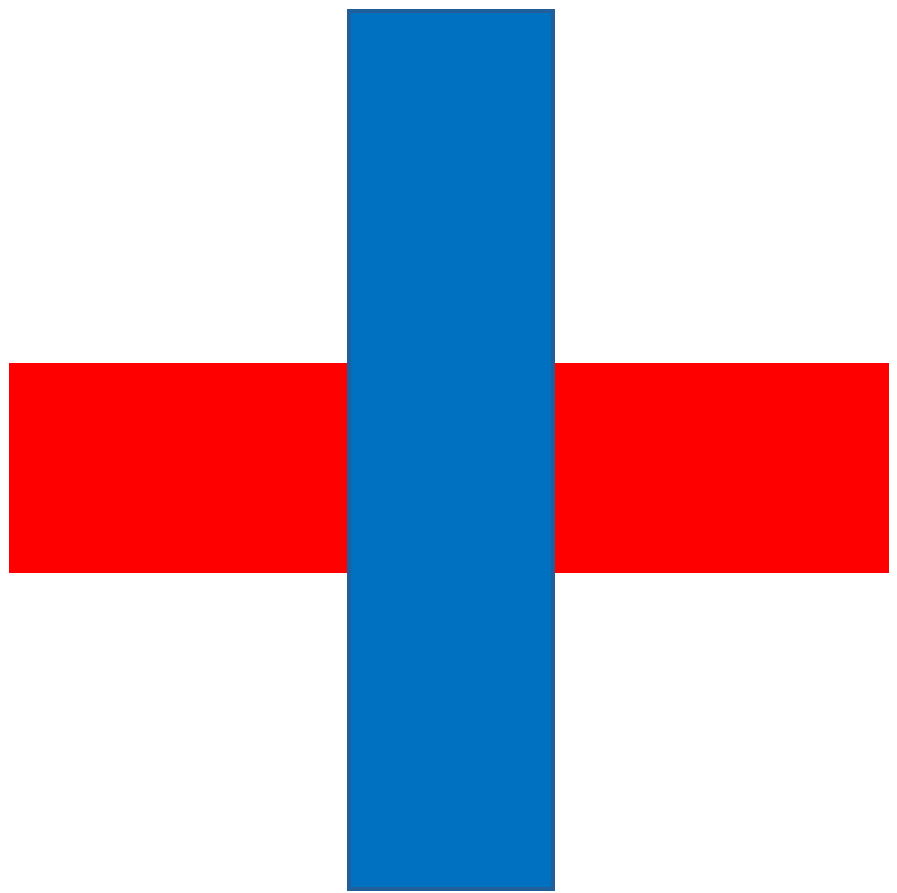
Abstract

- Children use numbers and symbols (e.g., $4 + 3 = 7$) without physical or visual aids.
- This is the formal stage where they apply concepts using mathematical notation.

Further information:

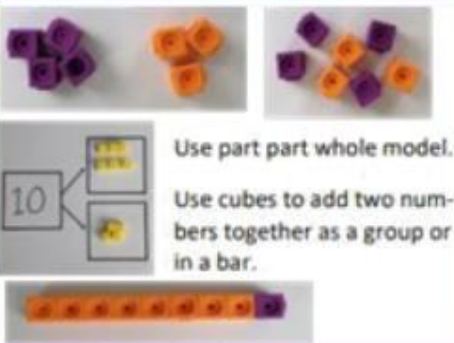
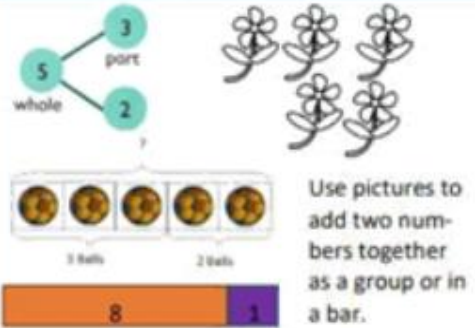
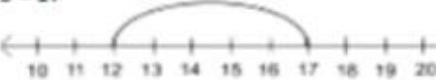
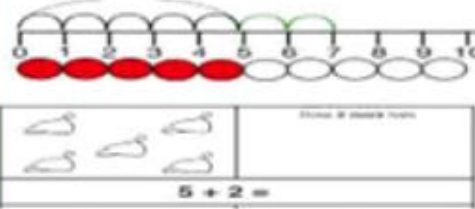


[Link: What is the CPA approach? | White Rose Education](#)



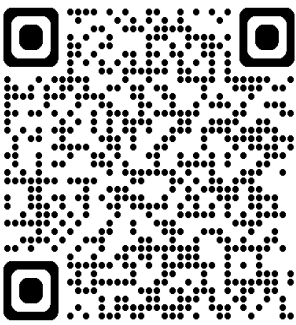
Addition

Year 1 Addition

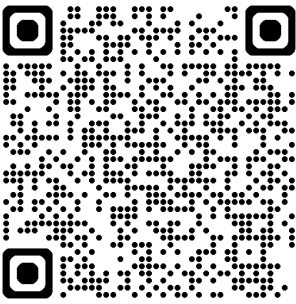
Objective & Strategy	Concrete	Pictorial	Abstract
Combining two parts to make a whole: part- whole model	 Use part part whole model. Use cubes to add two numbers together as a group or in a bar.	 Use pictures to add two numbers together as a group or in a bar.	$4 + 3 = 7$  $10 = 6 + 4$ Use the part-part whole diagram as shown above to move into the abstract.
Starting at the bigger number and counting on	 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. <i>This is an essential skill for column addition later.</i>	 $6 + 5 = 11$ Start with the bigger number and use the smaller number to make 10. Use ten frames.	 $3 + 9 =$ Use pictures or a number line. Regroup or partition the smaller number using the part part whole model to make 10. $9 + 5 = 14$ 	$7 + 4 = 11$ 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.	 $5 + 2 =$	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.'

Further information:

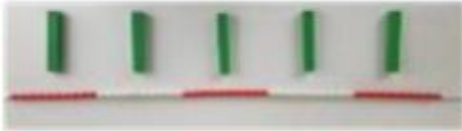
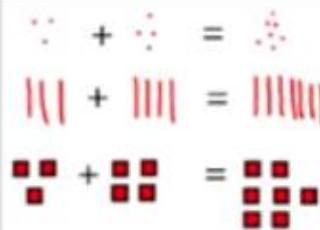
[Link- Adding and subtracting explained - Year 1 Maths - BBC Bitesize](#)



[Link- STEM Addition and Subtraction at Year 1 and Year 2 Resource Collection](#)

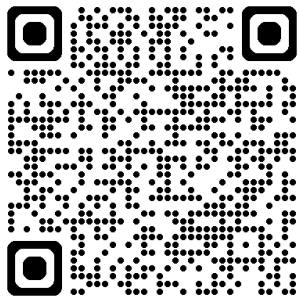


Year 2 Addition (1)

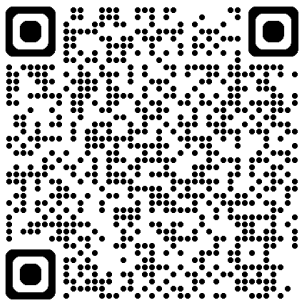
Objective & Strategy	Concrete	Pictorial	Abstract				
Adding multiples of ten	50= 30 + 20  Model using dienes and bead strings	 3 tens + 2 tens = _____ tens 30 + 20 = _____ Use representations for base ten.	20 + 30 = 50 70 = 50 + 20 40 + □ = 60				
Use known number facts Part part whole	 Children explore ways of making numbers within 20	 □ + □ = 20 20 - □ = □ □ + □ = 20 20 - □ = □	□ + 1 = 16 16 - 1 = □ 1 + □ = 16 16 - □ = 1				
Using known facts	□□ + □□ = □□□□ □□ + □□ = □□□□	 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	<table border="1"><tr><td>23</td><td>25</td></tr><tr><td colspan="2">?</td></tr></table> 23 + 25 = 48	23	25	?	
23	25						
?							

Further information:

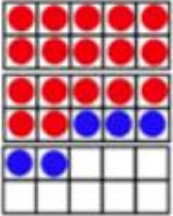
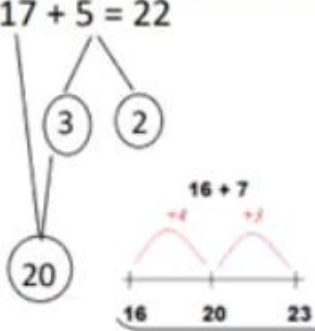
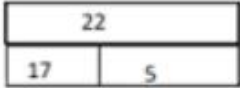
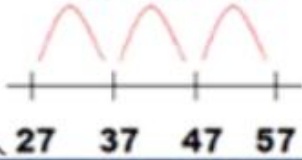
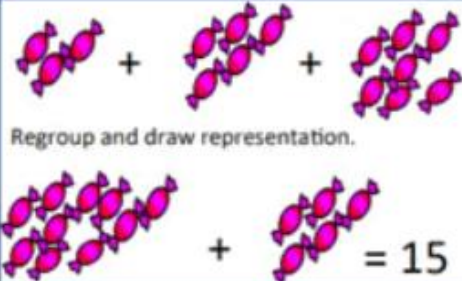
[Link- Adding and subtracting explained - Year 2 Maths - BBC Bitesize](#)



[Link- STEM Addition and Subtraction at Year 1 and Year 2 Resource Collection](#)

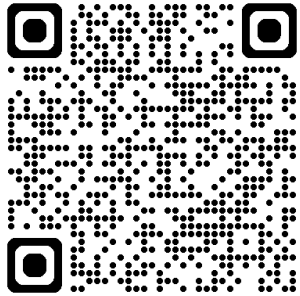


Year 2 Addition (2)

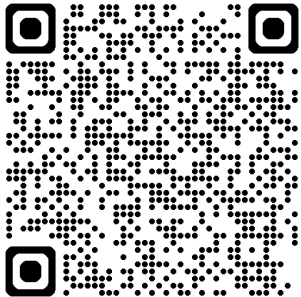
Objective & Strategy	Concrete	Pictorial	Abstract
Add a two digit number and ones	 17 + 5 = 22 Use ten frame to make 'magic ten' Children explore the pattern. 17 + 5 = 22 27 + 5 = 32	Use part part whole and number line to model. 17 + 5 = 22 	17 + 5 = 22 Explore related facts 17 + 5 = 22 5 + 17 = 22 22 - 17 = 5 22 - 5 = 17 
Add a 2 digit number and tens	 25 + 10 = 35 Explore that the ones digit does not change	27 + 30 +10 +10 +10  27 37 47 57	27 + 10 = 37 27 + 20 = 47 27 + 30 = 57
Add two 2-digit numbers	 Model using dienes, place value counters and numicon	+20 +5 Or +20 +3 +2  47 67 72 Use number line and bridge ten using part whole if necessary.	25 + 47 20 + 5 = 25 20 + 40 = 60 5 + 7 = 12 60 + 12 = 72
Add three 1-digit numbers	 Combine to make 10 first if possible, or bridge 10 then add third digit	Regroup and draw representation.  4 + 7 + 6 = 15	4 + 7 + 6 = 10 + 7 10 = 17 Combine the two numbers that make/ bridge ten then add on the third.

Further information:

[Link- Adding and subtracting explained - Year 2 Maths - BBC Bitesize](#)



[Link- STEM Addition and Subtraction at Year 1 and Year 2 Resource Collection](#)

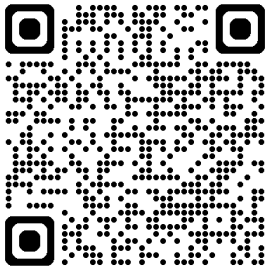


Year 3 Addition

Objective & Strategy	Concrete	Pictorial	Abstract																								
Column Addition—no regrouping (friendly numbers) Add two or three 2 or 3-digit numbers.	<table border="1"><tr><th>T</th><th>O</th></tr><tr><td></td><td></td></tr></table> Model using Dienes or numicon Add together the ones first, then the tens. <table border="1"><tr><th>Tens</th><th>Units</th></tr><tr><td></td><td></td></tr><tr><td>40</td><td>4</td></tr><tr><td>34</td><td></td></tr><tr><td>7</td><td>9</td></tr></table> <table border="1"><tr><td></td><td></td></tr><tr><td>21</td><td>42</td></tr><tr><td>21</td><td>42</td></tr></table> Move to using place value counters	T	O			Tens	Units			40	4	34		7	9			21	42	21	42	Children move to drawing the counters using a tens and one frame. <table border="1"><tr><th>tens</th><th>ones</th></tr><tr><td></td><td></td></tr></table>	tens	ones			$\begin{array}{r} 223 \\ + 114 \\ \hline 337 \end{array}$ Add the ones first, then the tens, then the hundreds.
T	O																										
Tens	Units																										
40	4																										
34																											
7	9																										
21	42																										
21	42																										
tens	ones																										
Column Addition with regrouping.	<table border="1"><tr><th>Tens</th><th>Units</th></tr><tr><td></td><td></td></tr><tr><td>39</td><td></td></tr><tr><td>15</td><td></td></tr><tr><td>5</td><td>4</td></tr></table> Exchange ten ones for a ten. Model using numicon and pv counters. <table border="1"><tr><td></td><td></td></tr><tr><td>14</td><td>6</td></tr><tr><td>14</td><td>6</td></tr></table>	Tens	Units			39		15		5	4			14	6	14	6	<table border="1"><tr><td></td><td></td></tr><tr><td>5</td><td>1</td></tr></table> Children can draw a representation of the grid to further support their understanding, carrying the ten <u>underneath</u> the line			5	1	$\begin{array}{r} 20 + 5 \\ 40 + 8 \\ 60 + 13 = 73 \end{array}$ Start by partitioning the numbers before formal column to show the exchange. $\begin{array}{r} 536 \\ + 85 \\ \hline 621 \\ 11 \end{array}$				
Tens	Units																										
39																											
15																											
5	4																										
14	6																										
14	6																										
5	1																										

Further information:

[Link- Adding and subtracting - Year 3 Maths - BBC Bitesize](#)



[Link- STEM- Maths at Year 3 and 4 Resource Collection](#)



Year 4-6 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. <table border="1"><thead><tr><th>Hundreds</th><th>Tens</th><th>Ones</th></tr></thead><tbody><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></tbody></table>	Hundreds	Tens	Ones																
Hundreds	Tens	Ones																		
Y5—add numbers with more than 4 digits. Add decimals with 2 decimal places, including money.	As year 4 <table border="1"><thead><tr><th>tens</th><th>ones</th><th>tenths</th><th>hundredths</th></tr></thead><tbody><tr><td></td><td></td><td></td><td></td></tr></tbody></table> Introduce decimal place value counters and model exchange for addition.	tens	ones	tenths	hundredths					2.37 + 81.79	72.8 + 54.6 127.4 11 <table border="1"><thead><tr><th>£</th><th>23</th><th>59</th></tr></thead><tbody><tr><td>+</td><td>£</td><td>755</td></tr><tr><td>£</td><td>31</td><td>14</td></tr></tbody></table>	£	23	59	+	£	755	£	31	14
tens	ones	tenths	hundredths																	
£	23	59																		
+	£	755																		
£	31	14																		
Y6—add several numbers of increasing complexity Including adding money, measure and decimals with different numbers of decimal points.	As Y5	As Y5	81,059 3,668 15,301 + 20,551 120,579 Insert zeros for place holders. <table border="1"><thead><tr><th>23</th><th>361</th></tr></thead><tbody><tr><td>9</td><td>080</td></tr><tr><td>59</td><td>770</td></tr><tr><td>+</td><td>1300</td></tr><tr><td>93</td><td>511</td></tr></tbody></table>	23	361	9	080	59	770	+	1300	93	511							
23	361																			
9	080																			
59	770																			
+	1300																			
93	511																			

Further information:

BBC Bitesize Explanation Links

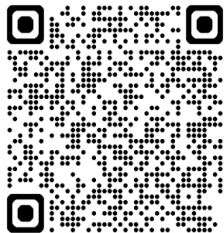


[Year 4](#)



[Year 5 and 6](#)

[Link- STEM- Adding and Subtracting at Year 3 and Year 4 Resource Collection](#)



[Link- STEM- Adding and Subtracting at Year 5 and Year 6 Resource Collection](#)



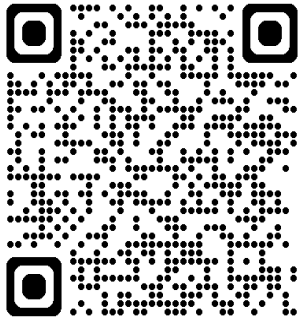


Subtraction

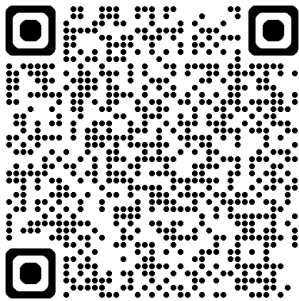
Year 1 Subtraction (1)

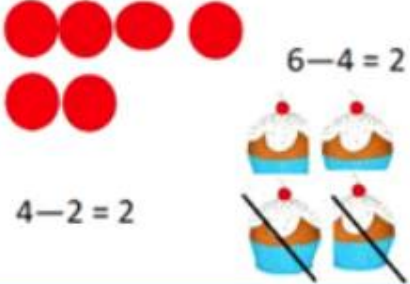
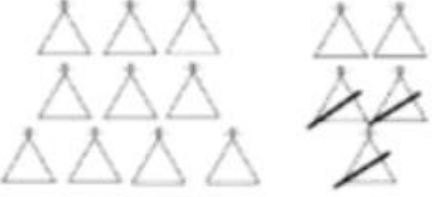
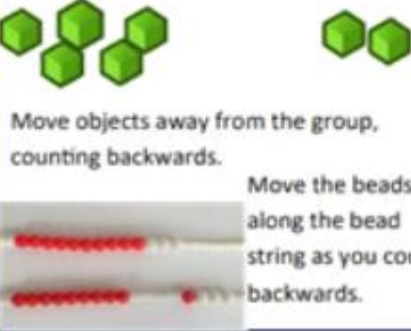
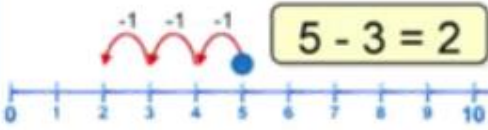
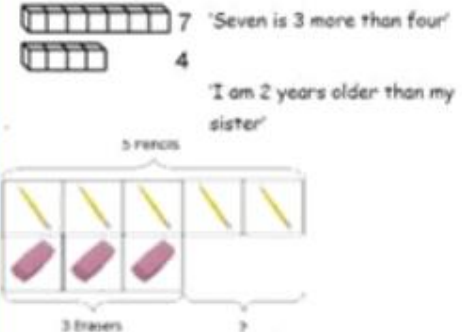
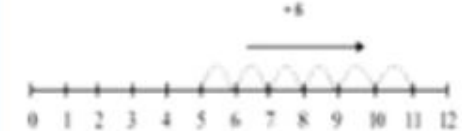
Further information:

[Link- Adding and subtracting explained - Year 1 Maths - BBC Bitesize](#)

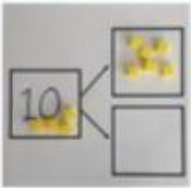
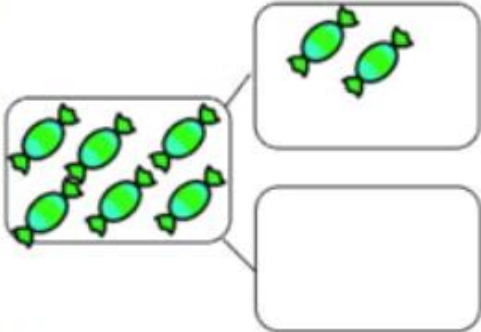
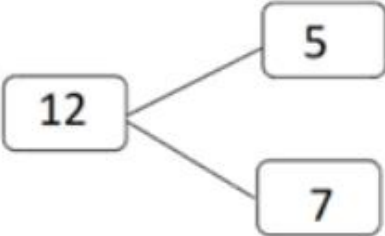
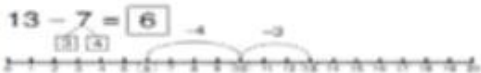


[Link- STEM Addition and Subtraction at Year 1 and Year 2 Resource Collection](#)



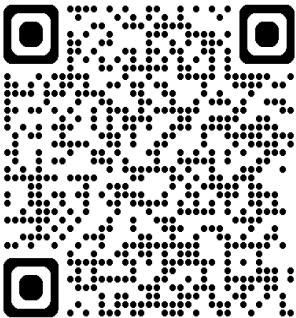
Objective & Strategy	Concrete	Pictorial	Abstract
Taking away ones.	Use physical objects, counters, cubes etc to show how objects can be taken away. $6 - 4 = 2$ $4 - 2 = 2$ 	 $15 - 3 = 12$ Cross out drawn objects to show what has been taken away.	$7 - 4 = 3$ $16 - 9 = 7$
Counting back	 Move objects away 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 $7 - 4 = 3$ 'Seven is 3 more than four' $7 - 5 = 2$ 'I am 2 years older than my sister' 5 pencils 3 trawlers Lay objects to represent bar model. 	Count on using a number line to find the difference. 	Hannah has 12 sweets and her sister has 5. How many more does Hannah have than her sister.?

Year 1 Subtraction (2)

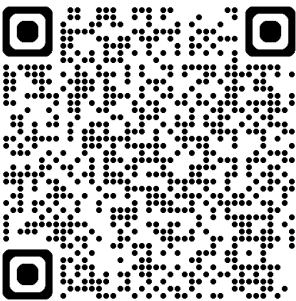
Objective & Strategy	Concrete	Pictorial	Abstract
Represent and use number bonds and related subtraction facts within 20 Part Part Whole model	 Link to addition. Use PPW model to model the inverse. If 10 is the whole and 6 is one of the parts, what is the other part? $10 - 6 = 4$	 Use pictorial representations to show the part.	Move to using numbers within the part whole model. 
Make 10	$14 - 9$  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	 $5 - 2 = 3$		 $10 = 8 + 2$ $10 = 2 + 8$ $10 - 2 = 8$ $10 - 8 = 2$

Further information:

[Link- Adding and subtracting explained - Year 1 Maths - BBC Bitesize](#)



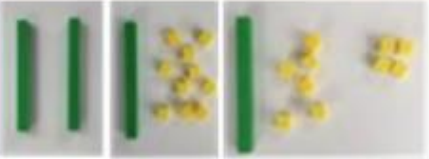
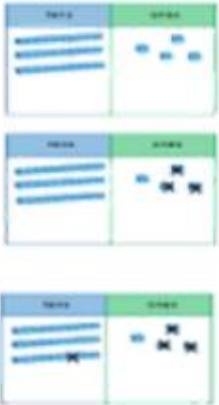
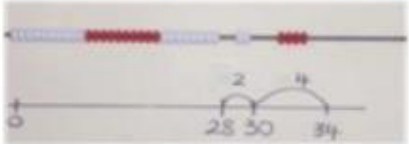
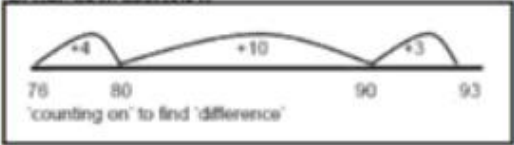
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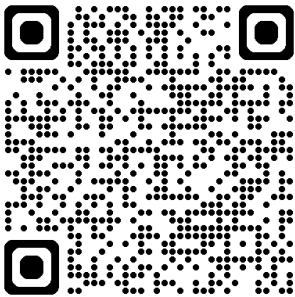


Year 2 Subtraction

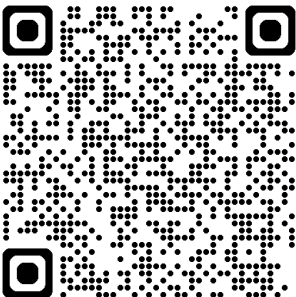
Further information:

[Link- Adding and subtracting explained - Year 2 Maths - BBC Bitesize](#)

Objective & Strategy	Concrete	Pictorial	Abstract
Regroup a ten into ten ones	 Use a PV chart to show how to change a ten into ten ones, use the term 'take and make'	 $20 - 4 =$	$20 - 4 = 16$
Partitioning to subtract without regrouping. 'Friendly numbers'	$34 - 13 = 21$ Use Dienes to show how to partition the number when subtracting without regrouping. 	Children draw representations of Dienes and cross off.  $43 - 21 = 22$	$43 - 21 = 22$
Make ten strategy <i>Progression should be crossing one ten, crossing more than one ten, crossing the hundreds.</i>	 $34 - 28$ Use a bead bar or bead strings to model counting to next ten and the rest.	 76 80 90 93 +4 +10 +3 'counting on' to find 'difference' Use a number line to count on to next ten and then the rest.	$93 - 76 = 17$



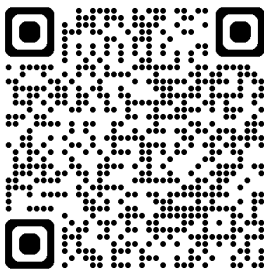
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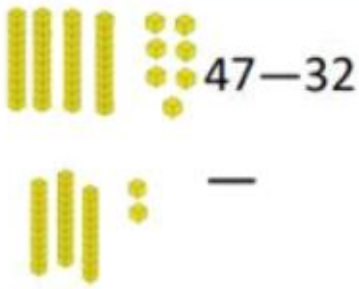
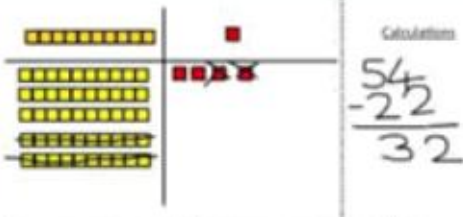
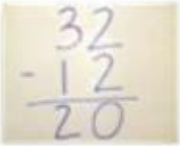
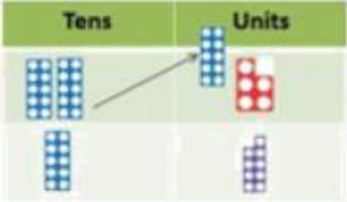
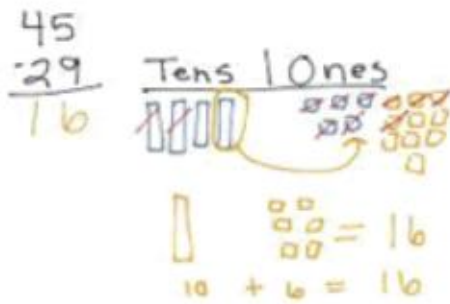
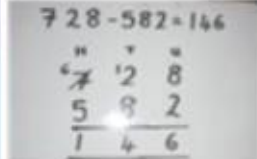


Year 3 Subtraction

Further information:

[Link- Adding and subtracting - Year 3 Maths - BBC Bitesize](#)



Objective & Strategy	Concrete	Pictorial	Abstract
Column subtraction without regrouping (friendly numbers)	 Use base 10 or Numicon to model	 Draw representations to support understanding	$47 - 24 = 23$ $\begin{array}{r} 40 + 7 \\ - 20 + 4 \\ \hline 20 + 3 \end{array}$ Intermediate step may be needed to lead to clear subtraction understanding. 
Column subtraction with regrouping	 Begin with base 10 or Numicon. Move to pv counters, modelling the exchange of a ten into ten ones. Use the phrase 'take and make' for exchange.	 Children may draw base ten or PV counters and cross off.	$836 - 254 = 582$  Begin by partitioning into pv columns $728 - 582 = 146$  Then move to formal method.

[Link- STEM- Maths at Year 3 and 4 Resource Collection](#)



Year 4-6 Subtraction

Objective & Strategy	Concrete	Pictorial	Abstract
Subtracting tens and ones Year 4 subtract with up to 4 digits. <i>Introduce decimal subtraction through context of money</i>	234 - 179 Model process of exchange using Numicon, base ten and then move to PV counters.	Children to draw pv counters and show their exchange—see Y3	Use the phrase 'take and make' for exchange
Year 5- Subtract with at least 4 digits, including money and measures. <i>Subtract with decimal values, including mixtures of integers and decimals and aligning the decimal</i>	As Year 4	Children to draw pv counters and show their exchange—see Y3	Use zeros for place-holders. 6796.5
Year 6—Subtract with increasingly large and more complex numbers and decimal values.			60750 69.339 kg

Further information:

BBC Bitesize Explanation Links



[Year 4](#)



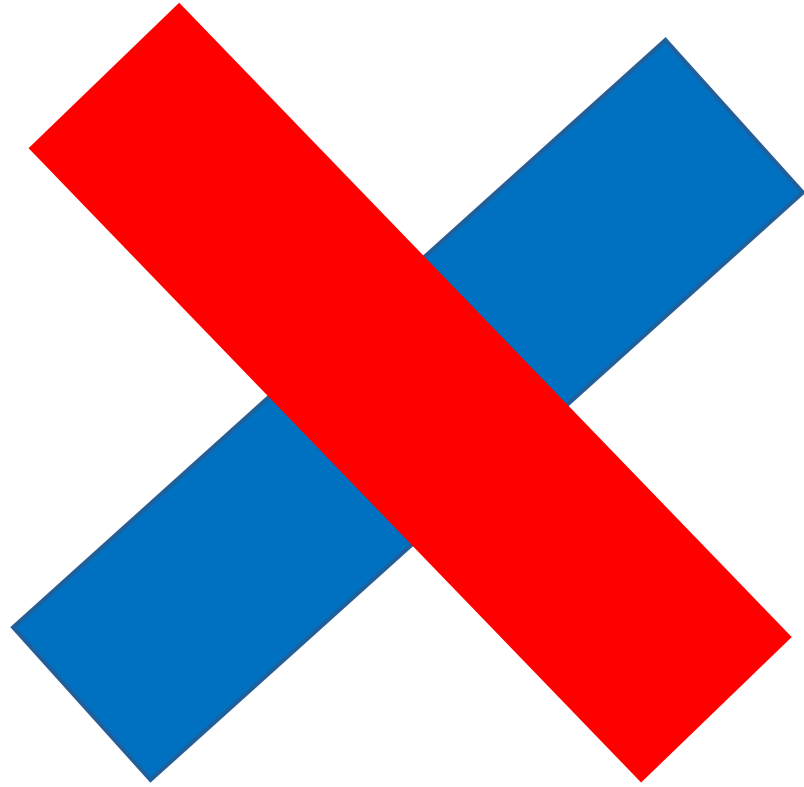
[Year 5 and 6](#)

[Link- STEM- Adding and Subtracting at Year 3 and Year 4 Resource Collection](#)



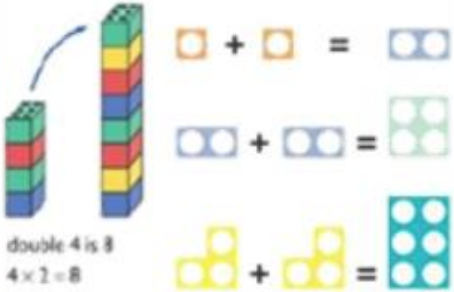
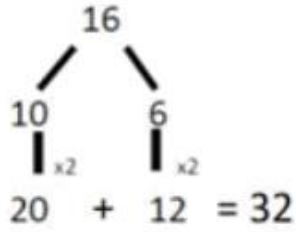
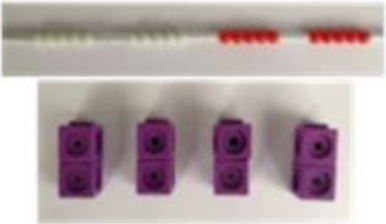
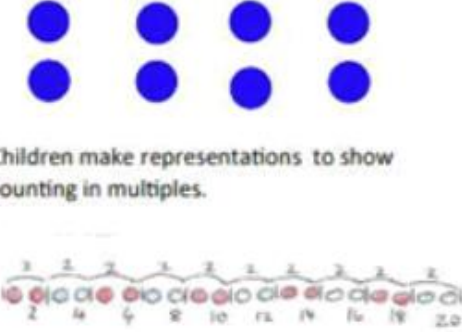
[Link- STEM- Adding and Subtracting at Year 5 and Year 6 Resource Collection](#)





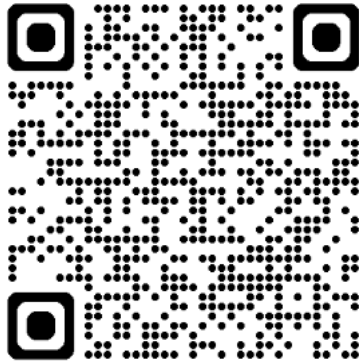
Multiplication

Year 1 Multiplication (1)

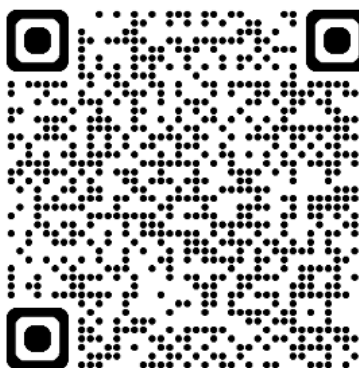
Objective & Strategy	Concrete	Pictorial	Abstract
Doubling	Use practical activities using manipulatives including cubes and Numicon to demonstrate doubling  double 4 is 8 $4 \times 2 = 8$	Draw pictures to show how to double numbers Double 4 is 8 	Partition a number and then double each part before recombining it back together. 
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	 $\square \times \square = 8$ Use manipulatives to create equal groups.	Draw  to show $2 \times 3 = 6$ Draw and make representations	$2 \times 4 = 8$

Further information:

[Link- Number and Counting- Year 1 Maths - BBC Bitesize](#)



[Link- STEM Multiplication and Division at Year 1 and Year 2 Resource Collection](#)



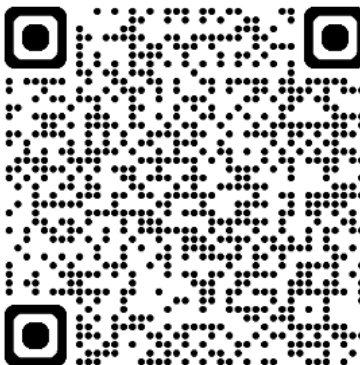
Year 1 Multiplication (2)

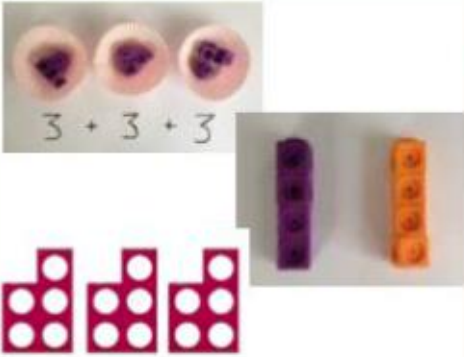
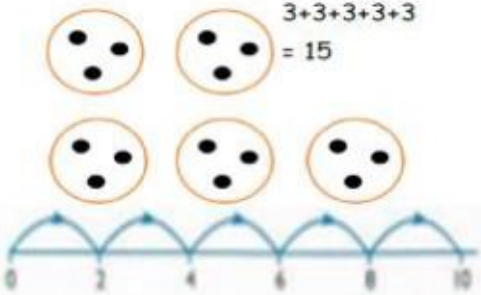
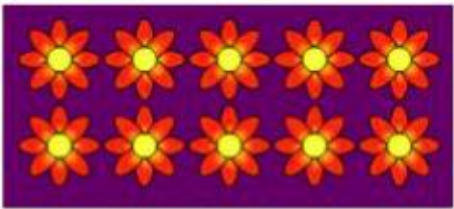
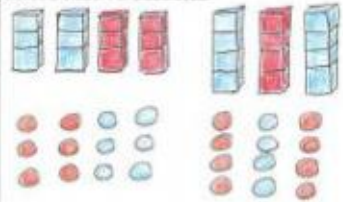
Further information:

[Link- Number and Counting- Year 1 Maths - BBC Bitesize](#)



[Link- STEM Multiplication and Division at Year 1 and Year 2 Resource Collection](#)



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. 
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 	

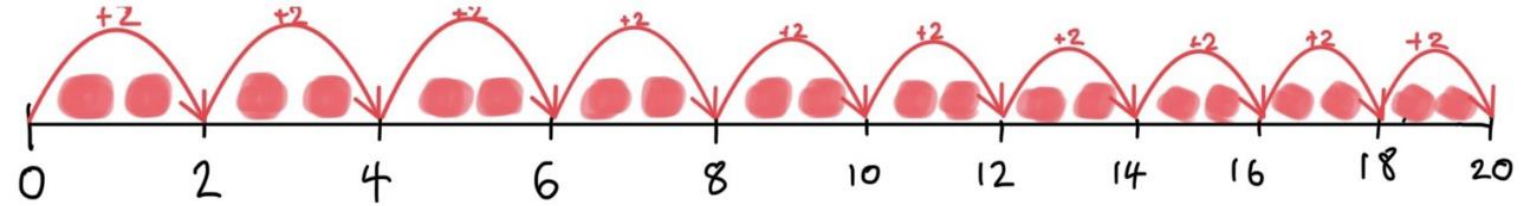
Key Facts and Key Fact Charts (Year 2-6)

Consistency with key fact charts is integral to developing a deep understanding of multiplication and division. Key fact charts are introduced in Year 2 and are used consistently in Years 3 and 4. In Years 5 and 6, they are adapted to include scaling by 10, 100 and 1000. These pages will outline how times tables are introduced and built upon.

Step 1

Repeated addition on a number line.

e.g. $3 \times 2 = 2 + 2 + 2 = 6$



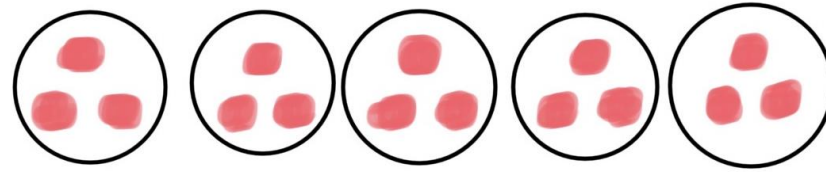
Step 2

Look for patterns on a number track, then create a 100 square.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Step 3

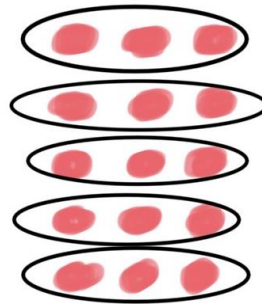
Recognise multiplication
as a number of equal
groups multiplied by the
group size.



$$\begin{array}{l} \text{Number of equal} \\ \text{groups} \end{array} \times \text{Group size} \\ 5 \times 3 = 15$$

Step 4

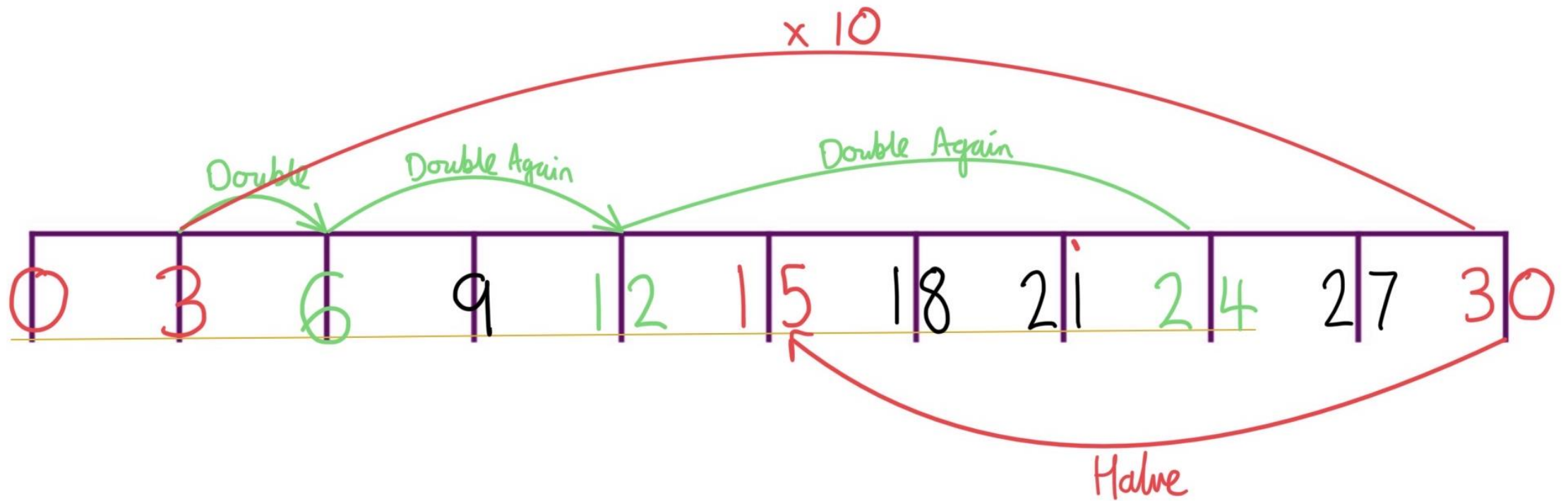
Move to arrays



$$\begin{array}{l} \text{Number of equal} \\ \text{groups} \end{array} \times \text{Group size} \\ 5 \times 3 = 15$$

Step 5

Key facts on a number line. Key facts are green and red.



Step 6

The information from the number line can be recorded on a key fact chart (KFC).

Language	Number of equal groups	3
I know	1	3
Double	2	6
Double again	4	12
Double again	8	24
I know	10	30
Half	5	15

These key facts are then used to complete calculations from known facts.

$$\begin{aligned}\text{e.g. } 7 \times 3 &= (5 \times 3) + (2 \times 3) \\ &= 15 + 6 \\ &= 21\end{aligned}$$

Step 7

In upper Key Stage 2, key facts can be 'scaled' for use in larger calculations.

Scaled = 10x larger, 100x larger etc.

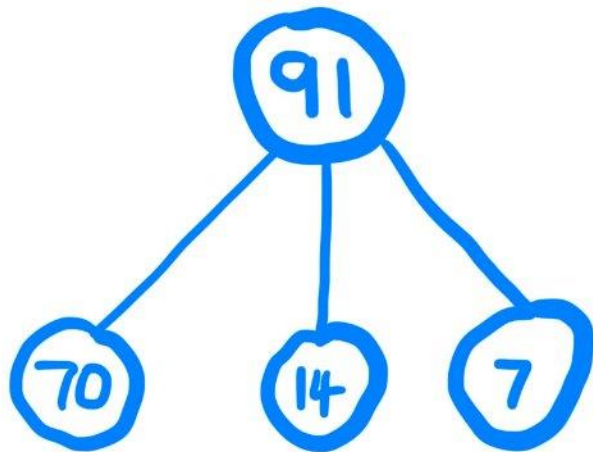
Language	Number of equal groups	3	Scaled x 10	Scaled x 100
I know	1	3	30	300
Double	2	6	60	600
Double again	4	12	120	1200
Double again	8	24	240	2400
I know	10	30	300	3000
Half	5	15	150	1500

Applying Key Facts- Example 1

Short Division

$$91 \div 7 = 13$$

From key fact chart



$$10 \text{ groups} + 2 \text{ groups} + 1 \text{ group} = 13 \text{ groups}$$

K.F.C. (Key Fact Chart)

Language	Number of Equal Groups	7
I know	1	7
Double	2	14
Double again	4	28
Double again	8	56
I know	10	70
Half	5	35

Applying Key Facts- Example 2

$$480 \div 15 = 32$$

Handwritten long division showing the process of finding 32 groups:

$$\begin{array}{r} 32 \\ 15 \overline{) 480} \\ \underline{- 300} \quad (20 \text{ groups}) \\ 180 \\ \underline{- 150} \quad (10 \text{ groups}) \\ 30 \\ \underline{- 30} \quad (2 \text{ groups}) \\ 0 \end{array}$$

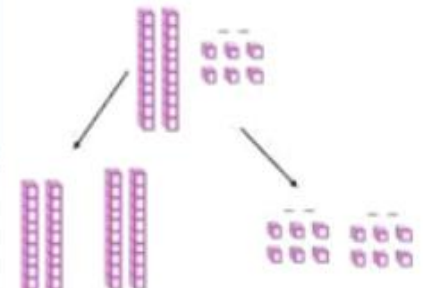
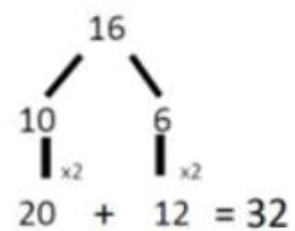
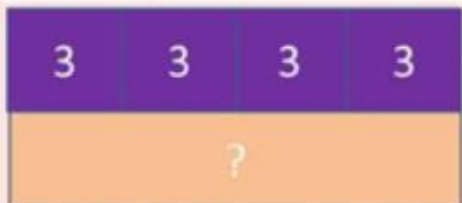
The total number of groups is 32, which is the sum of the groups from each step: 20 + 10 + 2.

K.F.C. (Key Fact Chart)- UKS2

Language	Number of Equal Groups		Scaled $\times 10$
I know	1	15	150
Double	2	30	300
Double again	4	60	600
Double again	8	120	1200
I know	10	150	1500
Half	5	75	750

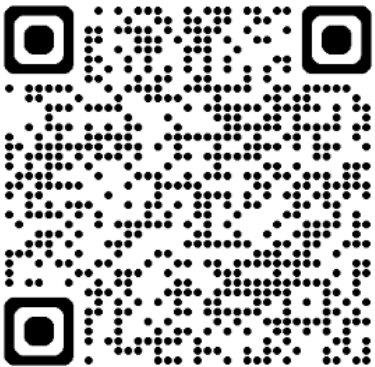
Look for the largest 'chunks' from the key fact chart.

Year 2 Multiplication (1)

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	Partition a number and then double each part before recombining it back together.  $20 + 12 = 32$
Counting in multiples of 2, 3, 4, 5, 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 $4 \times 3 = \square$

Further information:

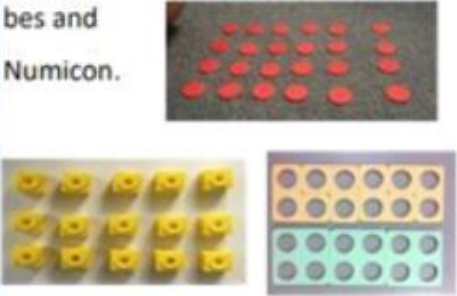
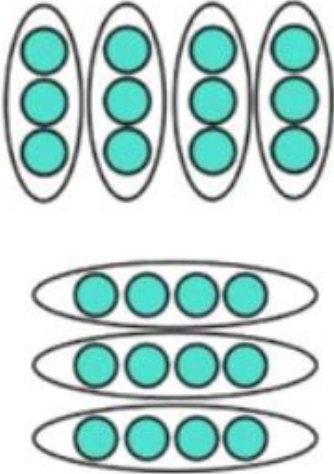
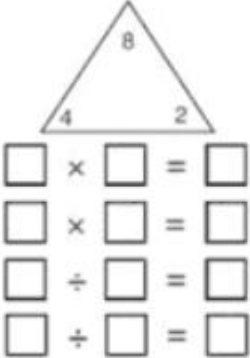
[Link- Multiplication and Division- Year 2 Maths - BBC Bitesize](#)



[Link- STEM Multiplication and Division at Year 1 and Year 2 Resource Collection](#)

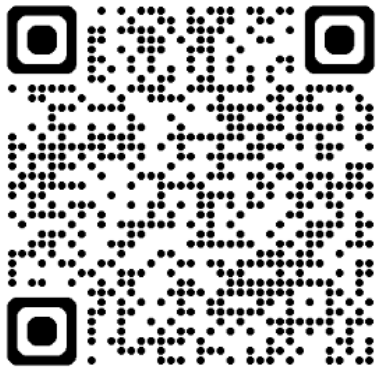


Year 2 Multiplication (2)

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. 	$12 = 3 \times 4$ $12 = 4 \times 3$ Use an array to write multiplication sentences and reinforce repeated addition.  $5 + 5 + 5 = 15$ $3 + 3 + 3 + 3 + 3 = 15$ $5 \times 3 = 15$ $3 \times 5 = 15$
Using the Inverse <i>This should be taught alongside division, so pupils learn how they work alongside each other.</i>			$2 \times 4 = 8$ $4 \times 2 = 8$ $8 \div 2 = 4$ $8 \div 4 = 2$ $8 = 2 \times 4$ $8 = 4 \times 2$ $2 = 8 \div 4$ $4 = 8 \div 2$ Show all 8 related fact family sentences.

Further information:

[Link- Multiplication and Division- Year 2 Maths - BBC Bitesize](#)



[Link- STEM Multiplication and Division at Year 1 and Year 2 Resource Collection](#)



Year 3 Multiplication

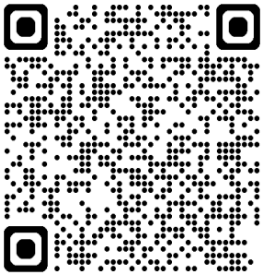
Objective & Strategy	Concrete	Pictorial	Abstract						
Grid method	Show the links with arrays to first introduce the grid method. x 10 3 4 4 rows of 10 4 rows of 3 Move onto base ten to move towards a more compact method. x 10 3 4 4 rows of 13 Move on to place value counters to show how we are finding groups of a number. We are multiplying by 4 so we need 4 rows 100 10 1 Calculations 4 x 126 Fill each row with 126 100 10 1 Calculations 4 x 126 Add up each column, starting with the ones making any exchanges needed 100 10 1 Calculations 4 x 126 Then you have your answer.	Children can represent their work with place value counters in a way that they understand. They can draw the counters using colours to show different amounts or just use the circles in the different columns to show their thinking as shown below. Bar model are used to explore missing numbers 4 x = 20	Start with multiplying by one digit numbers and showing the clear addition alongside the grid. <table><tr><td>x</td><td>30</td><td>5</td></tr><tr><td>7</td><td>210</td><td>35</td></tr></table> 210 + 35 = 245 Moving forward, multiply by a 2 digit number showing the different rows within the grid method. 10 8 10 100 80 3 30 24	x	30	5	7	210	35
x	30	5							
7	210	35							

Further information:

[Link- Multiplication and Division - Year 3 Maths - BBC Bitesize](#)



[Link- STEM- Maths at Year 3 and 4 Resource Collection](#)

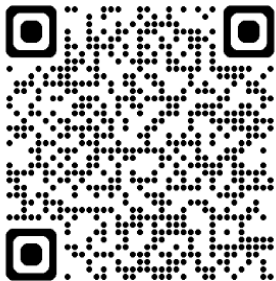


Year 4 Multiplication

Times Table Check in June of Year 4

Further information:

[Link- Multiplication and Division - Year 4 Maths - BBC Bitesize](#)



[Link- STEM- Maths at Year 3 and 4 Resource Collection](#)



Objective & Strategy	Concrete	Pictorial	Abstract																													
Grid method recap from year 3 for 2 digits x 1 digit Move to multiplying 3 digit numbers by 1 digit. (year 4 expectation)	Use place value counters to show how we are finding groups of a number. We are multiplying by 4 so we need 4 rows Calculations 4×126 Fill each row with 126 Add up each column making any exchanges needed	Children can represent their work with place value counters in a way that they understand. They can draw the counters using colours to show different amounts or just use the circles in the different columns to show their thinking as shown below.	Start with multiplying by one digit numbers and showing the clear addition alongside the grid. <table><tr><td>x</td><td>30</td><td>5</td></tr><tr><td>7</td><td>210</td><td>35</td></tr></table> $210 + 35 = 245$	x	30	5	7	210	35																							
x	30	5																														
7	210	35																														
Column multiplication	Children can continue to be supported by place value counters at the stage of multiplication. This initially done where there is no regrouping. $321 \times 2 = 642$ <table><tr><td>Hundreds</td><td>Tens</td><td>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> It is important at this stage that they always multiply the ones first. The corresponding long multiplication is modelled alongside	Hundreds	Tens	Ones													<table><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> The grid method may be used to show how this relates to a formal written method.	x	300	20	7	4	1200	80	28	327×4 28 80 1200 1308 This may lead to a compact method. <table><tr><td>x</td><td>327</td></tr><tr><td>4</td><td></td></tr><tr><td>1308</td><td></td></tr></table>	x	327	4		1308	
Hundreds	Tens	Ones																														
x	300	20	7																													
4	1200	80	28																													
x	327																															
4																																
1308																																

Year 4 Multiplication Check

Times Table Check in June of Year 4

Year 4 pupils will take the national Multiplication Tables Check, which assesses quick recall of all times tables up to 12×12 . To help children feel confident and prepared, they can use the practice links available on this page as well as **Times Tables Rock Stars (TTRS)** to build speed and accuracy. Regular short bursts of practice at home make a big difference.

The Multiplication Tables Check is an online assessment made up of **25 questions**, each covering times tables up to 12×12 . Pupils have **6 seconds** to answer each question, with a **3-second pause** between them. The whole check usually takes **less than 5 minutes** to complete.

Children receive a **score out of 25**.

There is **no pass or fail**, and results are used simply to identify where extra support may be helpful.

Multiplication tables check

00:03

2 / 25

$7 \times 11 =$

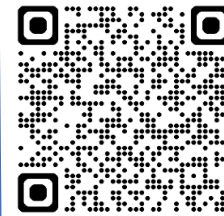
1	2	3
4	5	6
7	8	9
<	0	Enter

Further links:

[Times Table Practice](#)

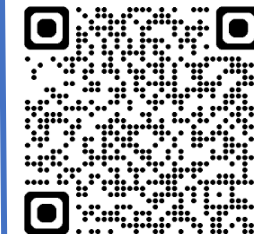


[Mock Times Table Check](#)



[Times Table Rock Stars](#)

[DfE Information](#)



Year 5 and 6 Multiplication

Objective & Strategy	Concrete	Pictorial	Abstract
Column Multiplication for 3 and 4 digits x 1 digit.	Hundreds Tens Ones It is important at this stage that they always multiply the ones first. Children can continue to be supported by place value counters at the stage of multiplication. This initially done where there is no regrouping. $321 \times 2 = 642$	x 300 20 7 4 1200 80 28	327 x 4 28 80 1200 1308 327 x 4 1308 1 2 This will lead to a compact method.
Column multiplication	Manipulatives may still be used with the corresponding long multiplication modelled alongside.	10 8 100 80 30 24	18 3 x 13 54 2 180 234 18 x 3 on the first row (8x3 = 24, exchanging the 2 for 20, then 1 x 3) 18 x 10 on the 2nd row. Show multiplying by 10 by putting zero in units first 1234 x 16 7404 12340 19744 (1234 x 6) (1234 x 10) Continue to use bar modelling to support problem solving

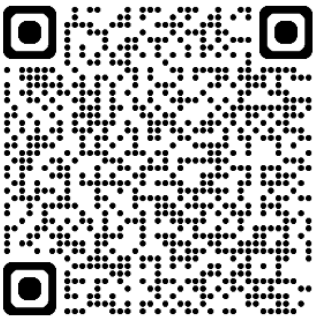
Further information:

[Link- Multiplication and Division - Year 5 Maths - BBC Bitesize](#)

[Link- Multiplication and Division - Year 6 Maths - BBC Bitesize](#)



[Link- STEM- Multiplication and Division at Year 5 and 6 Resource Collection](#)



Year 6 Multiplication

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 units column. Line up the decimal points in the question and the answer. <table><tr><td></td><td>3</td><td>.</td><td>1</td><td>9</td></tr><tr><td>x</td><td>8</td><td></td><td></td><td></td></tr><tr><td colspan="5"> </td></tr><tr><td>2</td><td>5</td><td>.</td><td>5</td><td>2</td></tr><tr><td></td><td>1</td><td></td><td>7</td><td></td></tr></table>		3	.	1	9	x	8									2	5	.	5	2		1		7	
	3	.	1	9																								
x	8																											
2	5	.	5	2																								
	1		7																									

Further information:

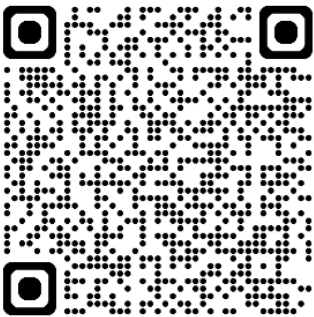
[Link- Multiplication and Division - Year 5 Maths - BBC Bitesize](#)



[Link- Multiplication and Division - Year 6 Maths - BBC Bitesize](#)



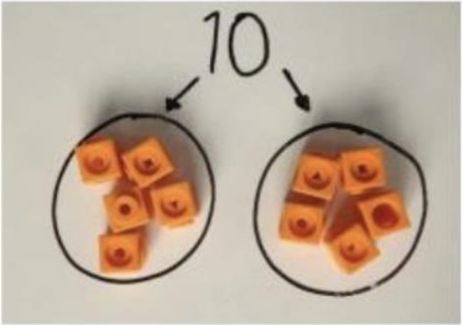
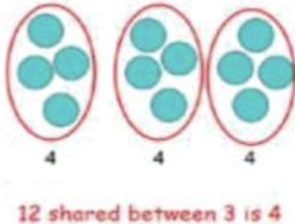
[Link- STEM- Multiplication and Division at Year 5 and 6 Resource Collection](#)





Division

Year 1 Division

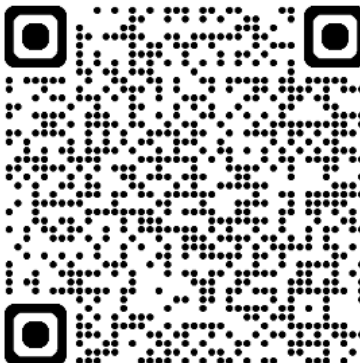
Objective & Strategy	Concrete	Pictorial	Abstract
Division as sharing Use Gordon ITPs for modelling	  I have 10 cubes, can you share them equally in 2 groups?	Children use pictures or shapes to share quantities.  8 Shared between 2 is 4 Sharing:  12 shared between 3 is 4	12 shared between 3 is 4

Further information:

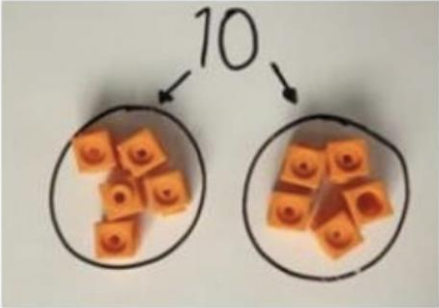
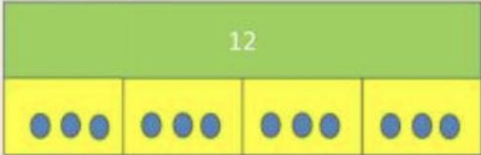
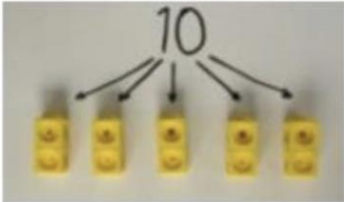
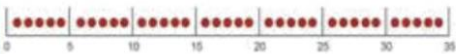
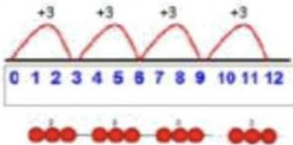
[Link- Number and Counting- Year 1 Maths - BBC Bitesize](#)



[Link- STEM Multiplication and Division at Year 1 and Year 2 Resource Collection](#)

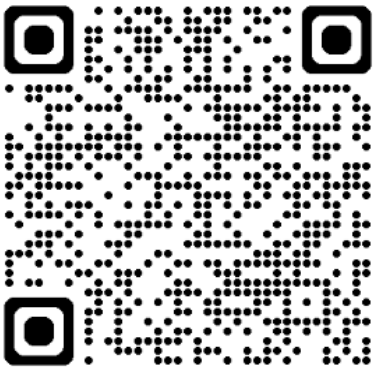


Year 2 Division

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.  $8 \div 2 = 4$ Children use bar modelling to show and support understanding.  $12 \div 4 = 3$	$12 \div 3 = 4$
Division as grouping	Divide quantities into equal groups. Use cubes, counters, objects or place value counters to aid understanding.  	Use number lines for grouping  $12 \div 3 = 4$ Think of the bar as a whole. Split it into the number of groups you are dividing by and work out how many would be within each group.  $20 \div 5 = ?$ $5 \times ? = 20$	$28 \div 7 = 4$ Divide 28 into 7 groups. How many are in each group?

Further information:

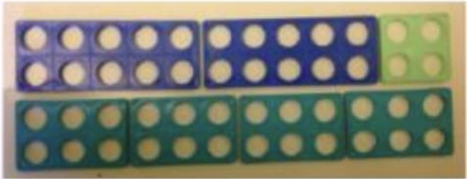
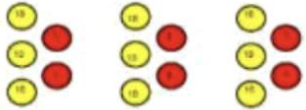
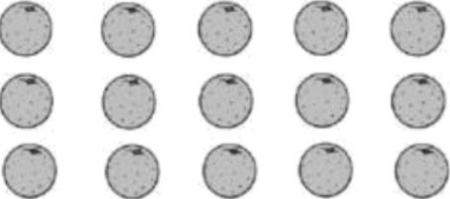
[Link- Multiplication and Division- Year 2 Maths - BBC Bitesize](#)



[Link- STEM Multiplication and Division at Year 1 and Year 2 Resource Collection](#)



Year 3 Division

Objective & Strategy	Concrete	Pictorial	Abstract
Division as grouping	Use cubes, counters, objects or place value counters to aid understanding.  24 divided into groups of 6 = 4 $96 \div 3 = 32$ 	Continue to use bar modelling to aid solving division problems.  $20 \div 5 = ?$ $5 \times ? = 20$	How many groups of 6 in 24? $24 \div 6 = 4$
Division with arrays	 Link division to multiplication by creating an array and thinking about the number sentences that can be created. Eg $15 \div 3 = 5$ $5 \times 3 = 15$ $15 \div 5 = 3$ $3 \times 5 = 15$	Draw an array and use lines to split the array into groups to make multiplication and division sentences 	Find the inverse of multiplication and division sentences by creating eight linking number sentences. $7 \times 4 = 28$ $4 \times 7 = 28$ $28 \div 7 = 4$ $28 \div 4 = 7$ $28 = 7 \times 4$ $28 = 4 \times 7$ $4 = 28 \div 7$ $7 = 28 \div 4$

Further information:

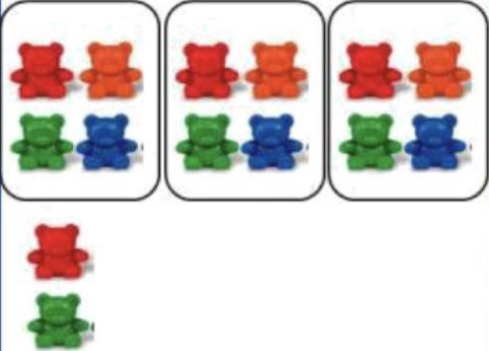
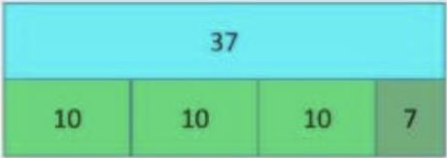
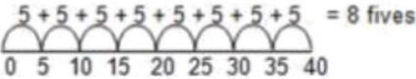
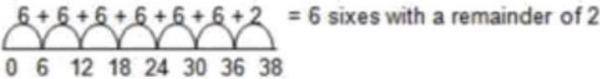
[Link- Multiplication and Division - Year 3 Maths - BBC Bitesize](#)



[Link- STEM- Maths at Year 3 and 4 Resource Collection](#)



Year 4-6 Division

Objective & Strategy	Concrete	Pictorial	Abstract
Division with remainders.	$14 \div 3 =$ Divide objects between groups and see how much is left over 	Jump forward in equal jumps on a number line then see how many more you need to jump to find a remainder.  Draw dots and group them to divide an amount and clearly show a remainder.  Use bar models to show division with remainders.  Example without remainder: $40 \div 5$ Ask "How many 5s in 40?"  $5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = 8 \text{ fives}$ Example with remainder: $38 \div 6$  $6 + 6 + 6 + 6 + 6 + 6 + 2 = 6 \text{ sixes with a remainder of } 2$ For larger numbers, when it becomes inefficient to count in single multiples, bigger jumps can be recorded using known facts.	Complete written divisions and show the remainder using r. $29 \div 8 = 3 \text{ REMAINDER } 5$ ↑ ↑ ↑ ↑ dividend divisor quotient remainder

Further information:

[Link- Multiplying and Dividing - Year 4 Maths - BBC Bitesize](#)



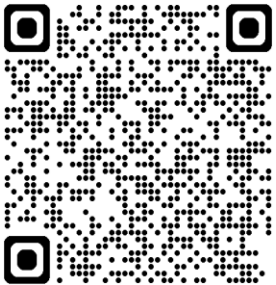
[Link- Multiplication and Division - Year 5 Maths - BBC Bitesize](#)



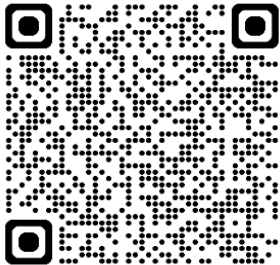
[Link- Multiplication and Division - Year 6 Maths - BBC Bitesize](#)



[Link- STEM- Multiplication and Division at Year 3 and 4 Resource Collection](#)



[Link- STEM- Multiplication and Division at Year 5 and 6 Resource Collection](#)

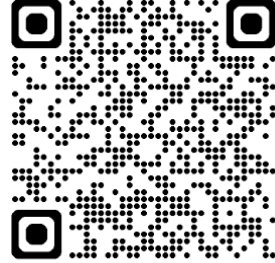
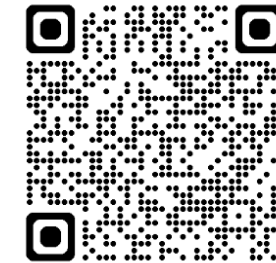


Year 6 Division (1)

Further information:

[Link- Multiplication
and Division - Year
5 Maths - BBC
Bitesize](#)

[Link- Multiplication
and Division - Year
6 Maths - BBC
Bitesize](#)



[Link- STEM- Multiplication and Division
at Year 5 and 6 Resource Collection](#)



Step 1—a remainder in the ones

$$\begin{array}{r} \text{h t o} \\ 0 \ 4 \ 1 \ \text{R} \ 1 \\ 4 \overline{) \ 1 \ 6 \ 5} \end{array}$$

4 does not go into 1 (hundred). So combine the 1 hundred with the 6 tens (160).

4 goes into 16 four times.

4 goes into 5 once, leaving a remainder of 1.

$$\begin{array}{r} \text{th h t o} \\ 0 \ 4 \ 0 \ 0 \ \text{R} \ 7 \\ 8 \overline{) \ 3 \ 2 \ 0 \ 7} \end{array}$$

8 does not go into 3 of the thousands. So combine the 3 thousands with the 2 hundreds (3,200).

8 goes into 32 four times ($3,200 \div 8 = 400$)

8 goes into 0 zero times (tens).

8 goes into 7 zero times, and leaves a remainder of 7.

Year 6 Division (2)

Step 1 continued...

$$\begin{array}{r} \text{h t o} \\ 061 \\ 4 \overline{) 247} \\ \underline{-4} \\ 3 \end{array}$$

When dividing the ones, 4 goes into 7 one time. Multiply $1 \times 4 = 4$, write that four under the 7, and subtract. This finds us the remainder of 3.

Check: $4 \times 61 + 3 = 247$

$$\begin{array}{r} \text{th h t o} \\ 0402 \\ 4 \overline{) 1609} \\ \underline{-8} \\ 1 \end{array}$$

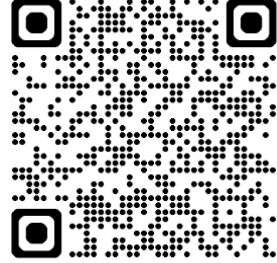
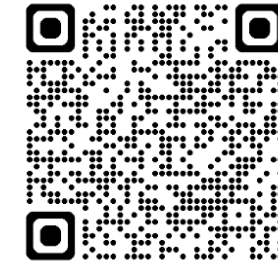
When dividing the ones, 4 goes into 9 two times. Multiply $2 \times 4 = 8$, write that eight under the 9, and subtract. This finds us the remainder of 1.

Check: $4 \times 402 + 1 = 1,609$

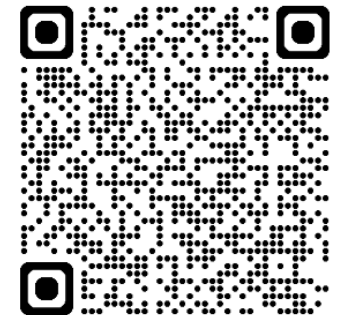
Further information:

[Link- Multiplication and Division - Year 5 Maths - BBC Bitesize](#)

[Link- Multiplication and Division - Year 6 Maths - BBC Bitesize](#)



[Link- STEM- Multiplication and Division at Year 5 and 6 Resource Collection](#)



Year 6 Division (3)

Step 2—a remainder in the tens

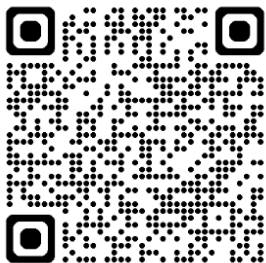
1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
t o 2 2) 5 8 Two goes into 5 two times, or 5 tens ÷ 2 = 2 whole tens -- but there is a remainder!	t o 2 2) 5 8 - 4 1 To find it, multiply $2 \times 2 = 4$, write that 4 under the five, and subtract to find the remainder of 1 ten.	t o 2 9 2) 5 8 - 4 1 8 Next, drop down the 8 of the ones next to the leftover 1 ten. You combine the remainder ten with 8 ones, and get 18.

1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
t o 2 9 2) 5 8 - 4 1 8 Divide 2 into 18. Place 9 into the quotient.	t o 2 9 2) 5 8 - 4 1 8 - 1 8 0 Multiply $9 \times 2 = 18$, write that 18 under the 18, and subtract.	t o 2 9 2) 5 8 - 4 1 8 - 1 8 0 The division is over since there are no more digits in the dividend. The quotient is 29.

Further information:

[Link- Multiplication and Division - Year 5 Maths - BBC Bitesize](#)

[Link- Multiplication and Division - Year 6 Maths - BBC Bitesize](#)



[Link- STEM- Multiplication and Division at Year 5 and 6 Resource Collection](#)



Year 6 Division (1)

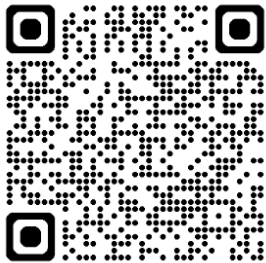
Step 2—a remainder in any of the place values

1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
h t o 1 2) 2 7 8 Two goes into 2 one time, or 2 hundreds ÷ 2 = 1 hundred.	h t o 1 2) 2 7 8 - 2 0 Multiply 1 × 2 = 2, write that 2 under the two, and subtract to find the remainder of zero.	h t o 1 8 2) 2 7 8 - 2 0 7 Next, drop down the 7 of the tens next to the zero.
Divide.	Multiply & subtract.	Drop down the next digit.
h t o 1 3 2) 2 7 8 - 2 0 7 Divide 2 into 7. Place 3 into the quotient.	h t o 1 3 2) 2 7 8 - 2 0 7 - 6 1 Multiply 3 × 2 = 6, write that 6 under the 7, and subtract to find the remainder of 1 ten.	h t o 1 3 2) 2 7 8 - 2 0 7 - 6 1 8 Next, drop down the 8 of the ones next to the 1 leftover ten.
1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
h t o 1 3 9 2) 2 7 8 - 2 0 7 - 6 1 8 Divide 2 into 18. Place 9 into the quotient.	h t o 1 3 9 2) 2 7 8 - 2 0 7 - 6 1 8 - 1 8 0 Multiply 9 × 2 = 18, write that 18 under the 18, and subtract to find the remainder of zero.	h t o 1 3 9 2) 2 7 8 - 2 0 7 - 6 1 8 - 1 8 0 There are no more digits to drop down. The quotient is 139.

Further information:

[Link- Multiplication and Division - Year 5 Maths - BBC Bitesize](#)

[Link- Multiplication and Division - Year 6 Maths - BBC Bitesize](#)



[Link- STEM- Multiplication and Division at Year 5 and 6 Resource Collection](#)

