



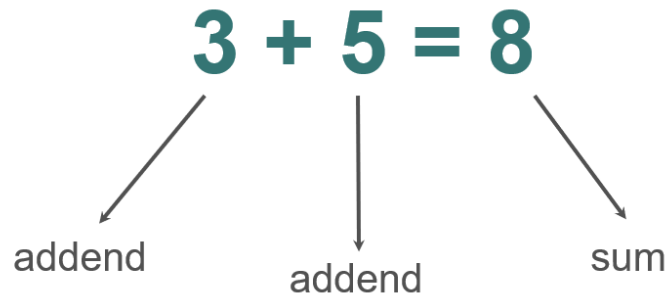
**Moorthorpe**  
Primary School with  
Inclusion Resource

# Maths at Moorthorpe Primary School with Inclusion Resource

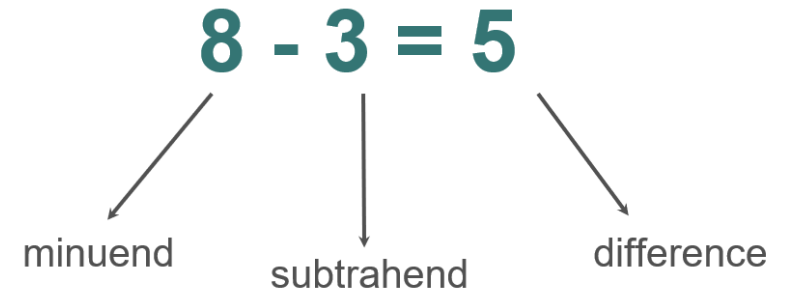
*2024*

## The 4 operations – add, subtract, multiply, divide.

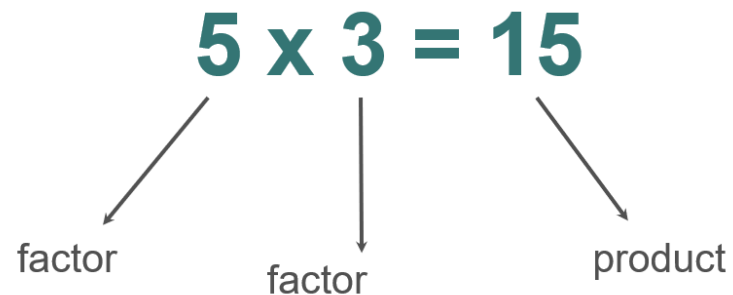
### Language of Addition



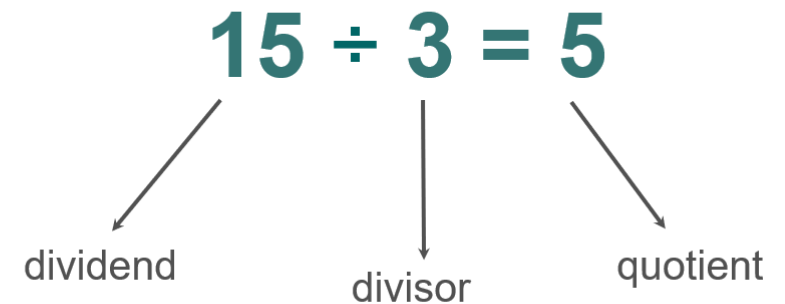
### Language of Subtraction



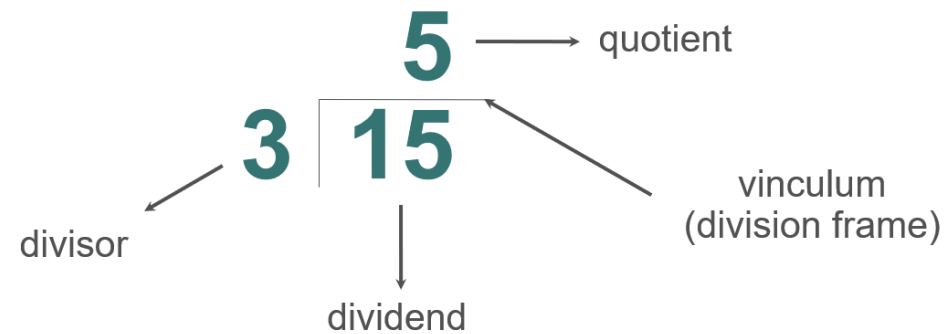
### Language of Multiplication



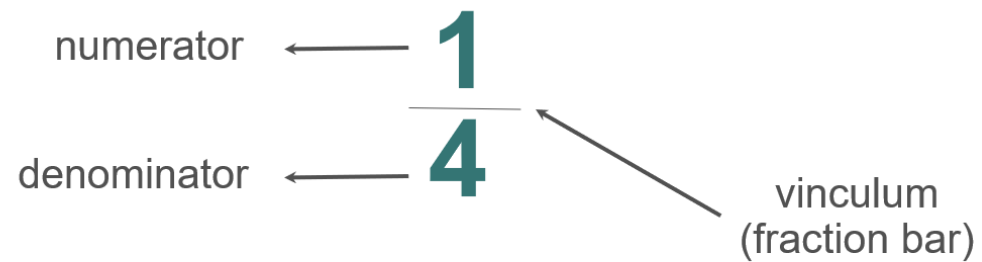
### Language of Division



## Language of Division



## Language of Fractions (division)



÷

# Key Vocabulary

Add +	Subtract -	Multiply x	Divide ÷	More than >	Less than <	Equals =
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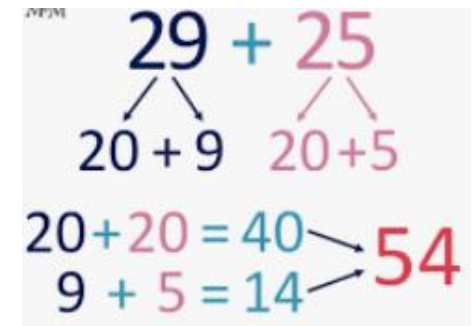
Subitise – look at objects and know how many there are without having to count them.

Inverse – using the opposite operation (  $\times$  and  $\div$  ) (  $+$  and  $-$  )

Commutative – changing the order of the number sentence does not change the result.

Partition – separate the parts of the number in to their value

Array – an arrangement of objects, numbers or pictures in columns or rows.



Concept	Written Method
Adding a 3 digit number + 2 digit number, exchange required	<div> <math display="block">\begin{array}{r} \text{H T O} \\ 275 \\ + 16 \\ \hline \end{array}</math> </div> <p>1. Add the ones column (<math>5 + 6 = 11</math>). Carry the 10 under the line. (1 ten, 1 one).</p> <div> <math display="block">\begin{array}{r} \text{H T O} \\ 275 \\ + 16 \\ \hline 91 \end{array}</math> </div> <p>2. Add the tens column (<math>7 \text{ tens} + 1 \text{ ten} = 8 \text{ tens or } 80</math>, then add the 1 ten you carried before = 9 tens)</p> <div> <math display="block">\begin{array}{r} \text{H T O} \\ 275 \\ + 16 \\ \hline 291 \end{array}</math> </div> <p>3. Add the hundreds column (<math>2 \text{ hundreds} + 0 = 2 \text{ hundreds or } 200</math>)</p>
Adding a 3 digit number + 3 digit number, exchange required	<div> <math display="block">\begin{array}{r} \text{H T O} \\ 126 \\ + 217 \\ \hline \end{array}</math> </div> <p>1. Add the ones column (<math>6 + 7 = 13</math>). Carry the ten under the line in the tens column. 1 ten, 3 ones.</p> <div> <math display="block">\begin{array}{r} \text{H T O} \\ 126 \\ + 217 \\ \hline 43 \end{array}</math> </div> <p>2. Add the tens column (<math>2 \text{ tens} + 1 \text{ ten} = 3 \text{ tens or } 30</math>, then add the 1 ten you carried before so 4 tens).</p> <div> <math display="block">\begin{array}{r} \text{H T O} \\ 126 \\ + 217 \\ \hline 343 \end{array}</math> </div> <p>3. Add the hundreds column (<math>1 \text{ hundred} + 2 \text{ hundreds} = 3 \text{ hundreds or } 300</math>)</p>
Subtracting a 3 digit number – up to 3 digit number	<div> <math display="block">\begin{array}{r} \text{H T O} \\ 999 \\ - 352 \\ \hline 7 \end{array}</math> </div> <p>1. Subtract the ones column (<math>9 - 2 = 7</math>)</p> <div> <math display="block">\begin{array}{r} \text{H T O} \\ 999 \\ - 352 \\ \hline 47 \end{array}</math> </div> <p>2. Subtract the tens column (<math>9 \text{ tens} - 5 \text{ tens} = 4 \text{ tens or } 90 - 50 = 40</math>)</p> <div> <math display="block">\begin{array}{r} \text{H T O} \\ 999 \\ - 352 \\ \hline 647 \end{array}</math> </div> <p>3. Subtract the hundreds column (<math>9 \text{ hundreds} - 3 \text{ hundreds} = 6 \text{ hundreds or } 900 - 300 = 600</math>)</p>

Subtracting a 3 digit number – up to 3 digit number, exchange required	<div><div><div><div>425</div><div>- 143</div><div><div></div><div>2</div></div></div><div><div>3425</div><div>- 143</div><div><div></div><div>82</div></div></div><div><div>3425</div><div>- 143</div><div><div></div><div>282</div></div></div></div><div><div>1. Start at the ones (<math>5 - 3 = 2</math>)</div><div>2. <math>20 - 40</math> we can't do so we need to knock on next door and borrow 1 hundred from the 400. The 400 becomes 300 and the 20 becomes 120. <math>120 - 40 = 80</math> so we write an 8 as it is in the tens column (8 tens).</div><div>3. 3 hundreds – 1 hundred = 2 hundreds (<math>300 - 100 = 200</math>)</div><div>4. <math>425 - 143 = 282</math>)</div></div></div>
Multiplying a 2-digit number by a 1-digit number, expanded column method	<div><div><div><div>T O</div><div>2 8</div><div>x 5</div><div>4 0</div><div>1 0 0</div><div>1 4 0</div></div><div><div>1. Multiply the ones <math>8 \times 5 = 40</math></div><div>2. Multiply the tens <math>20 \times 5 = 100</math></div><div>3. Add the two answers together <math>40 + 100 = 140</math></div></div></div></div>
2-digit number divided by 1-digit number, with remainders	<div><div>Partition to divide, understanding the remainder in context.</div><div>67 children try to make 5 equal lines.</div><div><div><math>67 = 50 + 17</math></div><div><math>50 \div 5 = 10</math></div></div><div><div><math>17 \div 5 = 3</math> remainder 2</div><div><math>67 \div 5 = 13</math> remainder 2</div></div><div>There are 13 children in each line and 2 children left out.</div></div>

Concept	Written Method																				
Column addition with exchange	<table border="0"> <tr><th>Th</th><th>H</th><th>T</th><th>O</th></tr> <tr><td>1</td><td>5</td><td>5</td><td>4</td></tr> <tr><td>+</td><td>4</td><td>2</td><td>3</td></tr> <tr><td></td><td></td><td></td><td>7</td></tr> <tr><td></td><td></td><td></td><td>1</td></tr> </table> <p>1. Add the ones (4 + 7 = 11) Carry the 10 under the line. (1 ten, 1 one).</p>	Th	H	T	O	1	5	5	4	+	4	2	3				7				1
Th	H	T	O																		
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+	4	2	3																		
			7																		
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Th	H	T	O																		
1	5	5	4																		
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Th	H	T	O																		
1	5	5	4																		
+	4	2	3																		
5	7	9	1																		
	<p><b>NB: You may need to carry in more than 1 column:</b></p> <table border="0"> <tr><th>Th</th><th>H</th><th>T</th><th>O</th></tr> <tr><td>3</td><td>9</td><td>6</td><td>5</td></tr> <tr><td>+</td><td>4</td><td>3</td><td>8</td></tr> <tr><td></td><td>8</td><td>3</td><td>5</td></tr> <tr><td></td><td>1</td><td>1</td><td>1</td></tr> </table> <p>1. 5 + 7 = 12</p> <p>2. 6 tens + 8 tens + 1 ten = 15 tens or 150)</p> <p>3. 9 hundreds + 3 hundreds + 1 hundred = 13 hundreds or 1300)</p> <p>4. 3 thousands + 4 thousands + 1 thousand = 8 thousands (8000)</p>	Th	H	T	O	3	9	6	5	+	4	3	8		8	3	5		1	1	1
Th	H	T	O																		
3	9	6	5																		
+	4	3	8																		
	8	3	5																		
	1	1	1																		

**Column subtraction with exchange**

Th	H	T	O
1	2	5	0
-	4	2	0
			0

1. Subtract the ones column  
( $0 - 0 = 0$ )

Th	H	T	O
1	2	5	0
-	4	2	0
			0
			3

2. Subtract the tens column  
(5 tens - 2 tens = 3 tens or  $50 - 20 = 30$ )

Th	H	T	O
1	2	5	0
-	4	2	0
			0
			3
			0

3. Subtract the hundreds column  
(2 hundreds - 4 hundreds or  $200 - 400$ , can't be done so borrow 1000 from the thousands column. Thousands becomes 0 and the 200 becomes 1200.  
 $1200 - 400 = 800$ )

Th	H	T	O
1	2	5	0
-	4	2	0
			0
			3
			0
			0

4. 0 thousands - 0 thousands = 0.

**Column subtraction with exchange across more than one column**

Th	H	T	O
2	48	0	2
-	2	4	3

1. Subtract the ones column  
( $2 - 3$  we can't do so borrow from the tens column. However in this case there aren't any tens to borrow from. Move along to hundreds column. Borrow 100 from the 500 so it becomes 400, give to tens column so it is now 100 then borrow 10 from the 100 so it becomes 90. Now we can do  $12 - 3 = 9$ )

Th	H	T	O
2	48	9	12
-	2	4	3

2. Subtract the tens column  
(9 tens - 4 tens = 5 tens or  $90 - 40 = 50$ )

Th	H	T	O
2	48	9	12
-	2	4	3
			9
			5

3. Subtract the hundreds column  
(4 hundreds - 2 hundreds = 2 hundred or  $400 - 200 = 200$ )

4. Subtract the thousands column  
2 thousands - 0 = 2 thousand or  
 $2000 - 0 = 2000$ .



Column multiplication for 2- and 3-digit numbers multiplied by a single digit

$$\begin{array}{r} 312 \\ \times \quad 3 \\ \hline 936 \end{array}$$

1. Start by multiplying the ones  
 $2 \times 3 = 6$ .
2. Then multiply the tens  
 $10 \times 3 = 30$
3. Then multiply the hundreds  
 $300 \times 3 = 900$

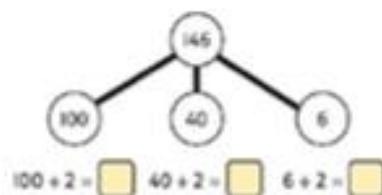
Sometimes you may need to carry digits to the next column.

$$\begin{array}{r} 112 \\ \times \quad 6 \\ \hline 672 \end{array}$$

1. Start by multiplying the ones  
 $2 \times 6 = 12$  (carry the 10 to the tens column under the line)
2. Then multiply the tens  
 $10 \times 6 = 60$ , don't forget to add the 10 under the line = 70
3. Then multiply the hundreds  
 $100 \times 6 = 600$

Dividing 2-digit and 3-digit numbers by a single digit by partitioning into 100s, 10s and 1s

$$146 \div 2 = ?$$



$$\begin{aligned} 100 \div 2 &= 50 \\ 40 \div 2 &= 20 \\ 6 \div 2 &= 3 \\ 50 + 20 + 3 &= 73 \\ 146 \div 2 &= 73 \end{aligned}$$

Concept	Method
Column addition and subtraction with exchange	Same as in Year 4 but with an extra column – up to 5 digit numbers
Adding decimals using column addition	<div style="display: flex; align-items: flex-start;"> <div style="flex: 1;"> <math display="block">  \begin{array}{r}  \text{O} \quad . \quad \text{t} \quad \text{h} \\  0 \quad . \quad 2 \quad 3 \\  + 0 \quad . \quad 4 \quad 5 \\  \hline  0 \quad . \quad 6 \quad 8 \\  \hline  . \quad . \quad . \quad .  \end{array}  </math> </div> <div style="flex: 2;"> <ol style="list-style-type: none"> <li>Line up the decimals in columns - decimal point is crucial!</li> <li>Start with the column on the far right, in this case the hundredths column. 3 hundredths + 5 hundredths = 8 hundredths (0.08)</li> <li>Add the tenths column – 2 tenths + 4 tenths = 6 tenths (0.6)</li> <li>Add the ones (0 + 0 = 0)</li> </ol> <p><u>You may need to exchange e.g.</u></p> <math display="block">  \begin{array}{r}  \text{O} \quad . \quad \text{t} \quad \text{h} \\  0 \quad . \quad 9 \quad 2 \\  + 0 \quad . \quad 3 \quad 3 \\  \hline  1 \quad . \quad 2 \quad 5 \\  \hline  1  \end{array}  </math> </div> </div> <div style="flex: 2;"> <ol style="list-style-type: none"> <li>Line up the decimals in columns - decimal point is crucial!</li> <li>Start with the column on the far right, in this case the hundredths column. 2 hundredths + 3 hundredths = 5 hundredths (0.05)</li> <li>Add the tenths column – 9 tenths + 3 tenths = 12 tenths (1.2) place the 1 whole in the ones column under the line.</li> <li>Add the ones (0 + 0 + 1 = 1)</li> </ol> </div>

<p>Adding decimals using column addition cont.</p>	<p><u>There may not be the same number of decimal places – take care when lining the digits up, use place value knowledge.</u></p> $  \begin{array}{r}  \text{O} \quad \text{.} \quad \text{t} \quad \text{h} \\  3 \quad \cdot \quad 4 \quad 0 \\  + 0 \quad \cdot \quad 6 \quad 5 \\  \hline  \cdot  \end{array}  $
<p>Subtracting decimals using column addition</p>	<p>Use column subtraction. Similarly to adding decimals, ensure numbers are in correct place value column with the decimal points lined up.</p> $  \begin{array}{r}  \text{O} \quad \text{.} \quad \text{t} \quad \text{h} \quad \text{th} \\  3 \quad \cdot \quad 9 \quad 2 \quad 1 \\  - 3 \quad \cdot \quad 7 \quad 5 \quad 0 \\  \hline  \cdot  \end{array}  $ <ol style="list-style-type: none"> <li>1. Start with the column on the right, in this case the thousandths. 1 thousandth – 0 = 1 thousandth.</li> <li>2. 2 hundredths – 5 hundredths, we can't do so need to borrow 1 tenth from the 9 tenths which becomes 8 tenths and the hundredths becomes 12 hundredths. 12 hundredths – 5 hundredths = 7 hundredths.</li> <li>3. 8 tenths – 7 tenths = 1 tenth</li> <li>4. 3 – 3 = 0</li> <li>5. Answer = 0.171</li> </ol>
<p>Multiplying up to 4 digits by 1 digit e.g. 3468 x 7 =</p>	<p>Same as in Year 4 but with an extra column – up to 4 digit numbers.</p>
<p>Multiplying 2 digit numbers by 2 digit numbers (Long multiplication)</p>	<div style="display: flex; align-items: flex-start;"> <div style="flex: 1;"> <math display="block">  \begin{array}{r}  34 \\  \times 27 \\  \hline  238 \\  680 \\  \hline  918  \end{array}  </math> </div> <div style="flex: 1; padding-left: 10px;"> <ol style="list-style-type: none"> <li>1. Write out the question with 4 lines underneath. Put the place holder below the second line (the purple zero)</li> <li>2. First multiply 34 x 7.  <math>4 \times 7 = 28</math> (carry the 20 under the line in the tens column)  <math>30 \times 7 = 210</math>, add the 20 under the line = 230.</li> </ol> </div> </div>

	<p>3. Then multiply 34 by 20.  <math>4 \times 20 = 80</math>  <math>30 \times 20 = 600</math></p> <p>4. Add together both answers using column method for addition: <math>238 + 680 = 918</math>.</p>																														
<p><b>Multiplying up to 3-digits by 2-digits</b>  <b>(Long multiplication)</b></p>	<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;"> <math display="block">  \begin{array}{r}  143 \\  \times 12 \\  \hline  286 \\  1430 \\  \hline  1716  \end{array}  </math> </div> <div> <p>See above but with an extra column – in this case a hundreds column.</p> <p>1. Write the question using place value columns, 4 lines and place holder (0).</p> </div> </div> <p>2. <math>143 \times 2</math>  <math>3 \times 2 = 6</math>  <math>40 \times 2 = 80</math>  <math>100 \times 2 = 200</math></p> <p>3. <math>143 \times 10</math>  <math>3 \times 10 = 30</math>  <math>40 \times 10 = 400</math>  <math>100 \times 10 = 1000</math></p> <p>4. Use column method to add together  <math>286 + 1430 = 1716</math></p>																														
<p><b>Multiplying decimals by 10, 100 and 1000</b></p>	<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;"> <p><math>2.5 \times 10 = 25</math></p> <p><math>2.5 \times 100 = 250</math></p> <p><math>2.5 \times 1,000 = 2,500</math></p> </div> <div> <table border="1" style="border-collapse: collapse; text-align: center; width: 200px;"> <thead> <tr> <th>Th</th><th>H</th><th>T</th><th>O</th><th>.</th><th>Tth</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td>2</td><td>.</td><td>5</td></tr> <tr> <td></td><td></td><td>2</td><td>5</td><td>.</td><td></td></tr> <tr> <td></td><td>2</td><td>5</td><td>0</td><td>.</td><td></td></tr> <tr> <td>2</td><td>5</td><td>0</td><td>0</td><td>.</td><td></td></tr> </tbody> </table> </div> </div> <p><b>Using a place value chart.</b></p> <ol style="list-style-type: none"> <li>1. Firstly put the number under the correct place value headings in the chart – in this case 2.5 (2 wholes, 5 tenths)</li> <li>2. When multiplying by 10, 100 and 1000 we move the digits to the <b>LEFT</b>. An easy way to remember this is that multiply has <b>2 L's</b> in for <b>LEFT</b>.</li> <li>3. If multiplying by <b>10</b>, we move all the digits 1 place to the left.</li> <li>4. If multiplying by <b>100</b>, we move all the digits 2 places to the left.</li> <li>5. If multiplying by <b>1000</b>, we move all the digits 3 places to the left.</li> <li>6. <b>LOOK AT HOW MANY ZEROS TO TELL YOU HOW MANY PLACES TO MOVE.</b></li> <li>7. <b>THE DECIMAL POINT DOES NOT MOVE BUT INSTEAD THE NUMBERS MOVE AROUND THE DECIMAL POINT.</b></li> </ol>	Th	H	T	O	.	Tth				2	.	5			2	5	.			2	5	0	.		2	5	0	0	.	
Th	H	T	O	.	Tth																										
			2	.	5																										
		2	5	.																											
	2	5	0	.																											
2	5	0	0	.																											

Dividing decimals by 10, 100 and 1000

O	•	Tth	Hth	Thth
0	•	8	5	
0	•	0	8	5

This is the opposite to multiplying by 10, 100 and 1000. All the digits move to the **RIGHT**.

$$0.85 \div 10 = 0.085$$

O	•	Tth	Hth	Thth
8	•	5		
0	•	0	8	5

$$8.5 \div 100 = 0.085$$

Using a place value chart.

1. Firstly put the number under the correct place value headings in the chart – in this case 0.85 (0 wholes, 8 tenths, 5 hundredths)
  2. When dividing by 10, 100 and 1000 we move the digits to the **RIGHT**.
  3. If dividing by 10, we move all the digits 1 place to the right.
  4. If dividing by 100, we move all the digits 2 places to the right.
  5. If dividing by 1000, we move all the digits 3 places to the right.
- **LOOK AT HOW MANY ZEROS TO TELL YOU HOW MANY PLACES TO MOVE.**
  - **THE DECIMAL POINT DOES NOT MOVE BUT INSTEAD THE NUMBERS MOVE AROUND THE DECIMAL POINT.**

Short division or bus stop method for division for up to 4 digit numbers

$$3892 \div 7 =$$

0	5	5	6
3	8	9	2

1. Set out your question as above using a ruler.
2. You are using your 7 times table. First think to yourself how many groups of 7 are there in 3. The answer is 0 so carry your 3 over to the next number making it 38.
3. How many times does 7 go into 38 OR how

	<p>many groups of 7 go into 38. Count up in 7's (7, 14, 21, 28, 35, 42) Well, 5 lots of 7 is 35 so 7 goes into 38 5 times with 3 left over – write the 5 above then carry this 3 to the next number. In this case it becomes 39.</p> <ol style="list-style-type: none"> <li>How many groups of 7 go into 39? Similarly count up in 7's (7, 14, 21, 28, 35, 42...) Again, 5 lots of 7 go into 39 but this time with 4 left over.</li> <li>Write the 5 above and carry the 4 left over to the next number which in this case becomes 42.</li> <li>How many groups of 7 go into 42? 6 exactly. Write the 6 above the line.</li> </ol> <p>Note: There may be a remainder at the end of the question. E.g. if there was a 4 at the end of this question (<math>3894 \div 7</math>) then there would have been a remainder of 2. This can be represented as a fraction 2 sevenths so the answer would be 556 and <math>\frac{2}{7}</math>.</p> <p>Or 556 remainder 2.</p>
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Concept	Method
<b>Multiplying up to 3-digits by 2-digits</b> <b>(Long multiplication)</b>	<p>See Year 5 method but with an extra column – in this case a thousands column.</p> $  \begin{array}{r}  \phantom{0}1\phantom{0}2\phantom{0}3\phantom{0}5 \\  \times \phantom{00}2\phantom{0}1 \\  \hline  \phantom{0}1\phantom{0}2\phantom{0}3\phantom{0}5 \\  2\phantom{0}4\phantom{0}7\phantom{0}0\phantom{0}0 \\  \hline  2\phantom{0}5\phantom{0}9\phantom{0}3\phantom{0}5  \end{array}  $ <ol style="list-style-type: none"> <li>1. Write the question using place value columns, 4 lines and place holder (0).</li> <li>2. <math>1235 \times 1 =</math>  <math>5 \times 1 = 5</math>  <math>30 \times 1 = 30</math>  <math>200 \times 1 = 200</math>  <math>1000 \times 1 = 1000</math></li> <li>3. <math>1235 \times 20 =</math>  <math>5 \times 20 = 100</math> (carry over)  <math>30 \times 20 = 600 + 100 = 700</math>  <math>200 \times 20 = 4000</math>  <math>1000 \times 20 = 20000</math></li> <li>4. Use column method to add together  <math>1235 + 24700 = 25935</math></li> </ol>
<b>Dividing by a 2-digit number using long division</b>	$  \begin{array}{r}  13 \overline{) 377} \\  - 130 \\  \hline  247 \\  - 130 \\  \hline  117 \\  - 117 \\  \hline  0  \end{array}  $ <p><b><math>377 \div 13 =</math></b></p> <p><math>13 \times 10 = 130</math></p> <p><math>13 \times 10 = 130</math></p> <p><math>13 \times 9 = 117</math></p>



1. Set out the question using the bus stop method.
2. Think how you can 'chunk'. In this example, 10 lots of 13 = 130. Write at the side then subtract this from the starting number.
3. We are left with 247. Take away another 10 lots of 13 leaves us with 117.
4. 9 lots of 13 is 117 exactly so subtract this.
5. NOTE: this may take more steps, keep going till you reach zero at the bottom.
6. Add up the number of groups that have been subtracted (circled)  $10 + 10 + 9 = 29$ .

$$377 \div 13 = 29$$

**An example with a remainder:**

167 ÷ 45

3 r32

45 | 167

- 135 (45 x 3)

32

Answer:  $167 \div 45 = 3 \text{ r}32$

## Dividing decimals

$$8 \overline{) 4 \cdot 2 4}$$

See short division/bus stop method taught in Year 5 and follow the same method.

$$\begin{array}{r} 0. \\ 8 \overline{) 4.24} \end{array}$$

$$4.24 \div 8 = 0.53$$

$$\begin{array}{r} 0 \cdot 5 \\ 8 \overline{) 4 \cdot 42^2 4} \end{array}$$

$$\begin{array}{r} 0 \cdot 5 \cdot 3 \\ 8 \overline{) 4 \cdot 42 \cdot 24} \end{array}$$