



CHALKWELL HALL JUNIOR SCHOOL

MATHEMATICS POLICY

Co-ordinators: Mr Maskell, Mrs Harris & Mr Baldwin

Reviewed and Approved by:

Governing Body

Date:

March 2023

CHALKWELL HALL JUNIOR SCHOOL – MATHEMATICS POLICY

Intention

It is the intention of our mathematics curriculum to provide pupils with a secure understanding of number, geometry and data. We wish to develop pupils who are fluent in arithmetic, and can make reasoned responses to problems using logic and understanding. It is our intention to develop pupils' skills through discussion and the use of the concrete/pictorial/abstract approach so that everyone can access a mathematics curriculum that offers support and challenge to all abilities. We wish to develop pupils who are confident and resilient, and can develop a love of mathematics in order to succeed.

Implementation

At Chalkwell Hall Junior School, we follow the Maths – No Problem scheme of work, which is based on the Singapore approach to teaching maths. This system provides high quality teaching resources and lesson plans for all year groups, and provides pupils with the level of challenge appropriate to their year group. Class teachers will then differentiate to meet the needs of individual learners. The Maths – No Problem scheme provides long-term, medium-term and short-term planning. Teachers differentiate the Maths – No Problem approach to meet the needs of their class/set.

In years 3 and 4, mathematics is taught within registration classes. In years 5 and 6, mathematics is taught in sets. The hierarchy of these sets is considered every year in order to best meet the needs of the cohort. In general, there will be challenge sets and support sets. The organisation of these sets is initially determined by:

- their previous year's experiences and results (formative and summative)
- information gathered from their teachers regarding attitude and motivation
- baseline assessments

All pupils must have regular access to mathematics, appropriate to their stage of development. Work must be differentiated to aid all pupils' learning. Support will be given in a variety of ways including resources and adult support. Challenge will be provided for our more-able pupils through a variety of mastery tasks. Where a pupil has been identified as having specific needs, these are addressed as part of their ISP.

Alongside mathematics classes and sets, pupils may be taken out for further small group intervention work with qualified teachers and/or support staff to secure their understanding or to allow opportunities for pre-learning to prepare them for upcoming challenges.

To promote pupils' rapid recall of key number facts, the school runs two whole-school progressive challenges that alternate weekly. Pupils who achieve the challenge that week receive either a certificate (bonds) or a star (tables) and their achievements are celebrated in assembly. Each class teacher also gives a weekly Maths Champ award during Friday's celebration assembly.

In order to support pupils in their learning, both at home and at school, they are provided with access to Times Tables Rockstars/Numbots and MyMaths. Regular homework and competitions are set on these programs.

Mathematics is complemented by worthwhile and challenging cross-curricular tasks that provide opportunities for pupils to use and apply their subject knowledge to deepen understanding.

Impact

Pupils mark their work on a daily basis and teachers identify pupils who require support and/or further challenge. Pupils self-assess against the learning objective using the whole-school three-tick system. Feedback marking is provided on a weekly basis in order to re-inforce and extend pupils' knowledge and understanding.

Pupils' progress and attainment is recorded using the online Learning Ladder program. This provides teachers with data to measure progress and identify gaps in order to inform planning. Regular meetings are held in order to analyse the data and create intervention groups according to the cohort's needs.

Key objectives are used by the teachers in order to assess whether pupils are working towards the expected standard, within the expected standard or at greater depth. In years 3 to 5, Maths – No Problem Insights is used to provide a summative assessment twice a year. In year 6, SATs papers are used to provide a summative assessment on a half-termly basis. The data provided by these tests is used to inform future teaching.

Year 6 take part in the national SATs in May, and the Multiplication Tables Check is undertaken by year 4 pupils in June.

Regular monitoring is undertaken by the Area of Learning Team to ensure quality of teaching and learning.

Calculation Policy

Below are the examples of how key written strategies are delivered through the school in line with the Maths No Problem approach to teaching.

Addition

Year	Learning Ladder Target	Calculation Strategies
Three	I can add 2 digit numbers and 3 digit numbers using column addition.	<p>Let's Learn</p> <p>Add 278 and 349.</p> <p>Step 1 Add the ones. $8 \text{ ones} + 9 \text{ ones} = 17 \text{ ones}$ Regroup the ones. $17 \text{ ones} = 1 \text{ ten} + 7 \text{ ones}$</p> <p>The sum is the the total of 278 and 349.</p> <p>Step 2 Add the tens. $1 \text{ ten} + 7 \text{ tens} + 4 \text{ tens} = 12 \text{ tens}$ Regroup the tens. $12 \text{ tens} = 1 \text{ hundred} + 2 \text{ tens}$</p> <p>Step 3 Add the hundreds. $1 \text{ hundred} + 2 \text{ hundreds} + 3 \text{ hundreds} = 6 \text{ hundreds}$</p> <p>278 + 349 = 627</p>

Pupils will begin by working with 2 and 3 digit numbers which do not require renaming, in order to master the layout and process of column addition. Then they will use a variety of resources, including dienes as modelled here, to understand the process of renaming before applying it to column methods. Finally, to achieve mastery, their understanding of the process will be applied to problem solving tasks.

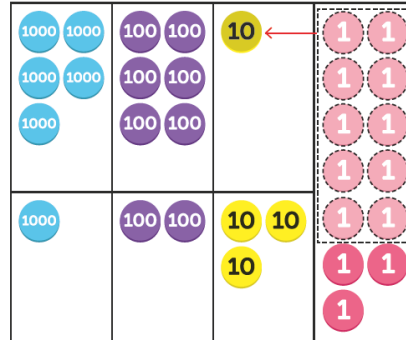
Four I can add 4 digit numbers using formal column addition.

Five I can add numbers with more than 4 digits using column addition.

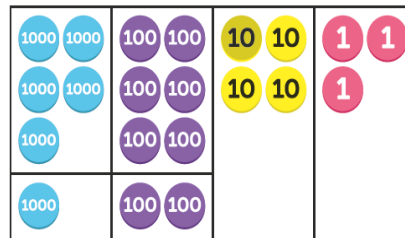
Let's Learn

1 Find the sum of 5608 and 1235.

Step 1 Add the ones. 8 ones + 5 ones = 13 ones
Rename the ones. 13 ones = 1 ten and 3 ones



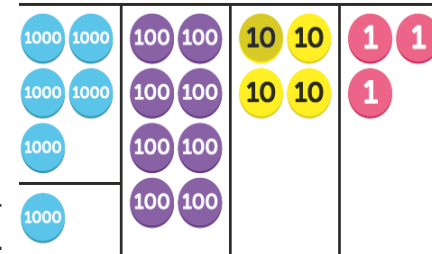
Step 2 Add the tens.
0 tens + 3 tens + 1 ten = 4 tens



$$\begin{array}{r} 5 \ 6 \ 0 \ 8 \\ + 1 \ 2 \ 3 \ 5 \\ \hline 4 \ 3 \end{array}$$

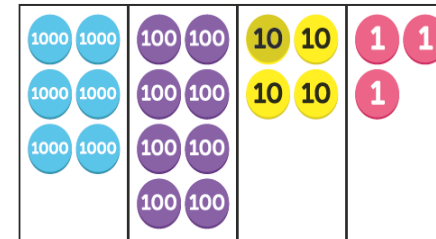


Step 3 Add the hundreds.
6 hundreds + 2 hundreds = 8 hundreds



$$\begin{array}{r} 5 \ 6 \ 0 \ 8 \\ + 1 \ 2 \ 3 \ 5 \\ \hline 8 \ 4 \ 3 \end{array}$$

Step 4 Add the thousands.
5 thousands + 1 thousand = 6 thousands





$$\begin{array}{r} 5 \ 6 \ 0 \ 8 \\ + 1 \ 2 \ 3 \ 5 \\ \hline 6 \ 8 \ 4 \ 3 \end{array}$$

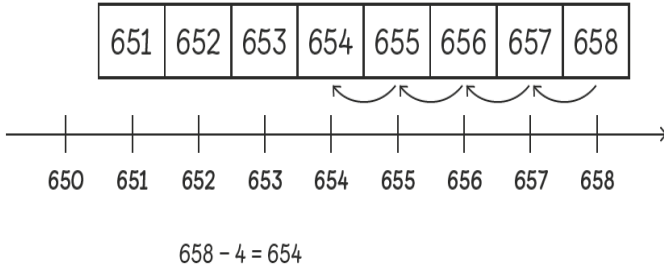
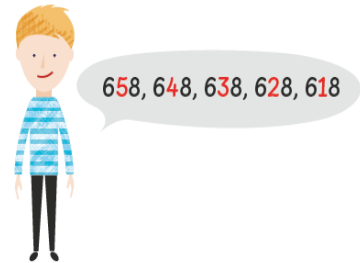
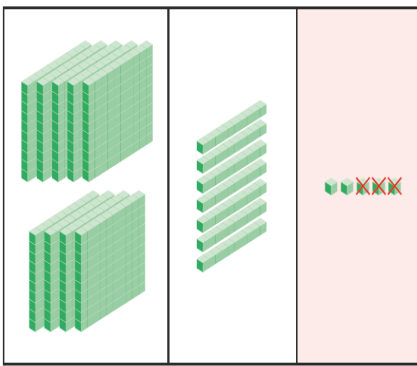
$$5608 + 1235 = 6843$$

6843 tickets were sold.

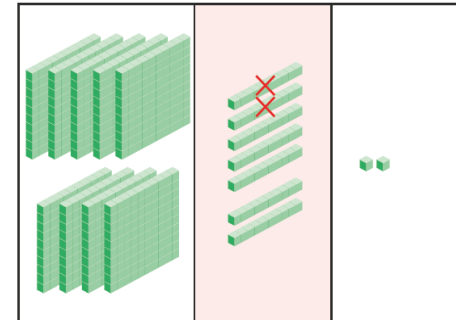
Pupils will begin by using concrete resources, such as place value counters shown above, to understand the process of renaming for larger numbers.
Once confident, their mastery of the process will be challenged through word problems. This builds into work using decimals through the context of money.
For more information on column addition using decimals, see below.

Four/Five	I can add 4 digit decimals in context using formal column addition.	<div><div>Let's Learn</div><div><div>1</div><div>What is the total cost of the  and  ?</div><div>£1.30 + £0.80 = <div></div></div></div><div><div><div><div>1</div><div><div>0.1 0.1 0.1</div><div>0.1 0.1 0.1 0.1 0.1</div><div>0.1 0.1 0.1</div></div></div><div><div>1</div><div><div>0.1</div><div>0.1 0.1 0.1 0.1 0.1</div><div>0.1 0.1 0.1 0.1 0.1</div></div></div></div><div><div><div>£ 1 . 3 0</div><div>+ £ 0 . 8 0</div><div></div></div><div><div>£ 1 . 3 0</div><div>+ £ 0 . 8 0</div><div>£ 2 . 1 0</div></div><div><div>11 tenths = 1 one and 1 tenth</div></div></div></div></div>
Five and beyond	These skills will be developed in depth through increasingly challenging word problems and using larger numbers up to millions or to up to three decimal places	

Subtraction

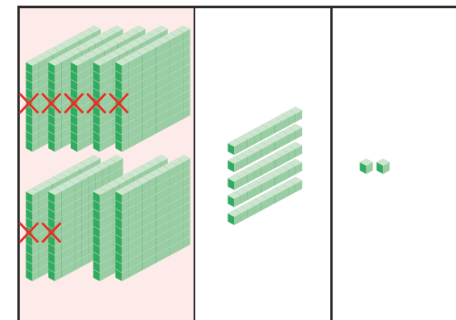
Year	Learning Ladder Target	Calculation Strategies												
Three	I can mentally subtract ones, tens and hundreds from a 3 digit number.	<p>Subtract 4 from 658.</p> <p>Method 1 Count back from 658.</p>  <p>658 - 4 = 654</p> <p>Subtract 40 from 658.</p> <p>Method 1 Count back in tens from 658.</p> <p>658 - 40 = 618</p> <p>Building on knowledge from KS1, we explore their written methods and how they can be used to solve problems using mental calculations</p> 												
Three	I can partition a number and subtract using column subtraction without decomposing (2 and 3 digit numbers)	<p>Subtract 723 from 975.</p> <p>Step 1 Subtract the ones. 5 ones - 3 ones = 2 ones</p>  <table border="1"> <thead> <tr> <th>h</th> <th>t</th> <th>o</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>7</td> <td>5</td> </tr> <tr> <td>-</td> <td>7</td> <td>2</td> </tr> <tr> <td></td> <td></td> <td>2</td> </tr> </tbody> </table> <p>Pupils will begin by working with 2 and 3 digit numbers which do not require renaming/decomposing, in order to master the layout and process of column subtraction. Then they will use a variety of resources, including dienes as modelled here, to develop and show their understanding. Finally, to achieve mastery, their understanding of the process will be applied to problem solving tasks.</p>	h	t	o	9	7	5	-	7	2			2
h	t	o												
9	7	5												
-	7	2												
		2												

Step 2 Subtract the tens.
 $7 \text{ tens} - 2 \text{ tens} = 5 \text{ tens}$



	h	t	o
9	7	5	
-	7	2	3
		5	2

Step 3 Subtract the hundreds.
 $9 \text{ hundreds} - 7 \text{ hundreds} = 2 \text{ hundreds}$



	h	t	o
9	7	5	
-	7	2	3
	2	5	2

$$975 - 723 = 252$$

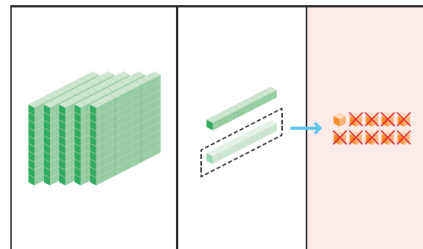
There were 252 beads left in the jar.

Three

I can subtract 2 and 3 digit numbers using column subtraction with decomposing.

Subtract 269 from 520.

Step 1 Regroup 1 ten into 10 ones.
Subtract the ones.
 $10 \text{ ones} - 9 \text{ ones} = 1 \text{ one}$



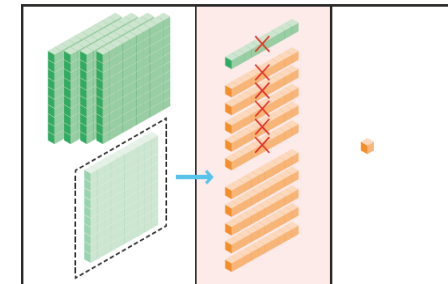
h	t	o
5	2	0
- 2	6	9
		1

They will use a variety of resources, including dienes as modelled here, to understand the process of renaming/decomposition.

This begins by looking at calculation involving just one decomposition (e.g. $342 - 216$) before moving up to decomposition across multiple columns.

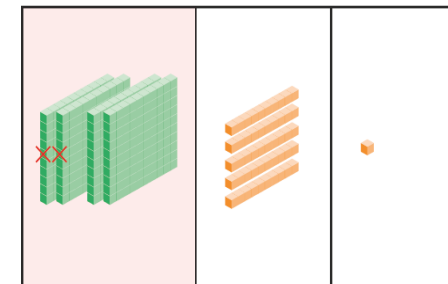
Step 2 Regroup 1 hundred into 10 tens.
Subtract the tens.

$11 \text{ tens} - 6 \text{ tens} = 5 \text{ tens}$



h	t	o
4	2	0
- 2	6	9
	5	1

Step 3 Subtract the hundreds.
 $4 \text{ hundreds} - 2 \text{ hundreds} = 2 \text{ hundreds}$

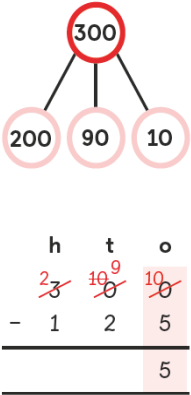
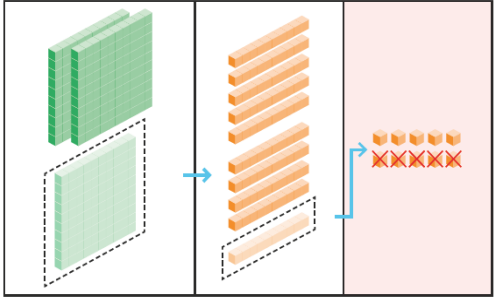


h	t	o
4	2	0
- 2	6	9
2	5	1

$$520 - 269 = 251$$

Subtract 125 from 300.

Step 1 Regroup 1 hundred into 10 tens.
Regroup 1 ten into 10 ones.
Subtract the ones.
 $10 \text{ ones} - 5 \text{ ones} = 5 \text{ ones}$



The final step in column subtraction in Year Three is how to decompose hundreds to ones, as shown in the example here.
Once confident with the method in isolation, their mastery of the topic will be challenged through problem solving activities.

Four

I can subtract 4 digit numbers by decomposing using column subtraction.

Five

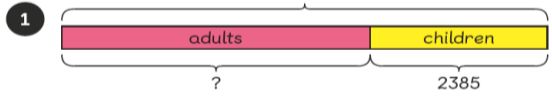
I can subtract numbers with more than 4 digits using column subtraction.

Building on their understanding of column method from Year Three, pupils will now extend their knowledge using larger numbers.
Resources such as place value counters may be used.

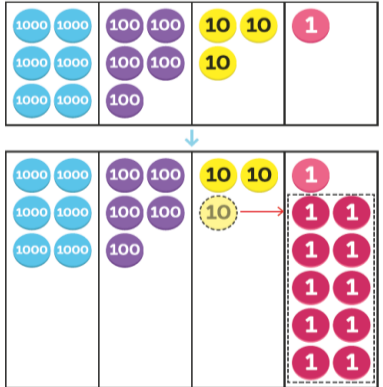
6531 people signed up for a run.
2385 of them are children.
How many adults signed up?



Let's Learn

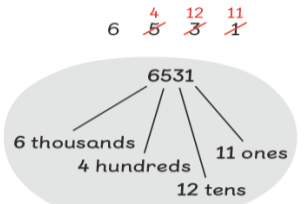
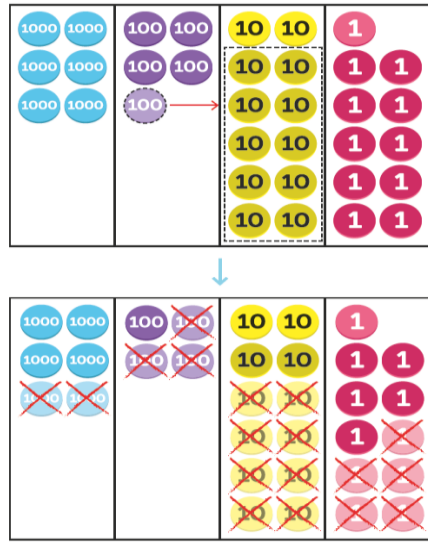


Subtract 2385 from 6531.



6 5 3 1
There aren't enough ones.

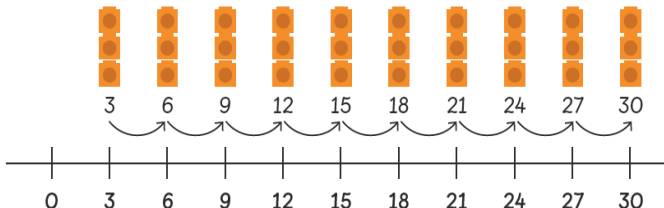
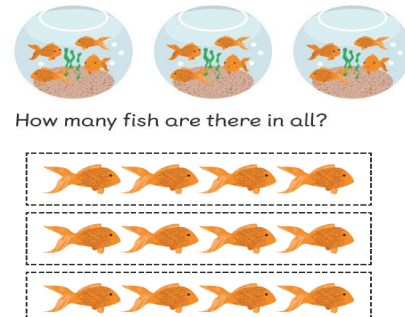

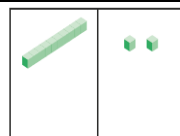
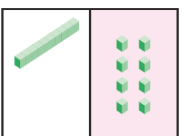
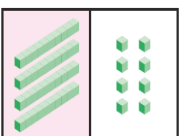

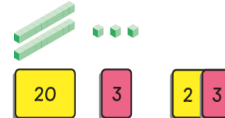
6 5 3 1
There aren't enough tens.



$$6531 - 2385 = 4146$$

4146 adults signed up.

Multiplication

Year	Learning Ladder Target	Calculation Strategies																																						
KS1	I can multiply using concrete objects, pictorial representations, arrays and repeated addition.	<p>Count in threes.</p> <div></div> <p>In introducing multiplication, the focus is on ensuring a concrete understanding of multiplication as 'groups of.'</p> <div><p>How many fish are there in all?</p><p>3 groups of 4 $3 \times 4 = 12$</p><p>There are 12 fish in all.</p></div>																																						
Three	<p>I can partition a number into 10's and 1's to multiply (distributive law).</p> <p>Leading to: I can multiply 2 and 3 digit numbers by a 1 digit number using the expanded column method.</p> <p>Building on their concrete understanding of multiplication, and growing confidence with mental recall of times table facts, the focus now moves to more formal written methods. Resources such as dienes may be used to help secure or show their understanding. Those confident with the method will have their mastery challenged through word problems.</p>	<div><p>Method 2</p><p>$12 \times 4 =$ </p><p>Multiply 12 by 4.</p><div></div><p>Step 1 Multiply the ones by 4.</p><p>2 ones $\times 4 = 8$ ones</p><div></div><p>Step 2 Multiply the tens by 4.</p><p>1 ten $\times 4 = 4$ tens</p><div></div><p>Step 3</p><p>2 ones $\times 4 = 8$ 1 ten $\times 4 = 40$ $12 \times 4 = 8 + 40 = 48$</p><p>There are 48  in four boxes.</p></div> <div><p>In Focus</p><p>There are 23 children in a class. How many children are there in 2 classes?</p><div></div><p>Let's Learn</p><p>Step 1 Multiply the ones by 2.</p><p>3 ones $\times 2 = 6$ ones</p><p>Step 2 Multiply the tens by 2.</p><p>2 tens $\times 2 = 4$ tens</p><p>Step 3 Add the products.</p><p>$6 + 40 = 46$</p><p>$23 \times 2 = 46$</p><p>There are 46 children in the 2 classes.</p><div><table><tr><th>t</th><th>o</th></tr><tr><td>2</td><td>3</td></tr><tr><td>\times</td><td>2</td></tr><tr><td colspan="2"><hr/></td></tr><tr><td></td><td>6</td></tr></table> <table><tr><th>t</th><th>o</th></tr><tr><td>2</td><td>3</td></tr><tr><td>\times</td><td>2</td></tr><tr><td colspan="2"><hr/></td></tr><tr><td>6</td><td></td></tr><tr><td>4</td><td>0</td></tr></table> <table><tr><th>t</th><th>o</th></tr><tr><td>2</td><td>3</td></tr><tr><td>\times</td><td>2</td></tr><tr><td colspan="2"><hr/></td></tr><tr><td>6</td><td></td></tr><tr><td>4</td><td>0</td></tr><tr><td colspan="2"><hr/></td></tr><tr><td>4</td><td>6</td></tr></table></div></div>	t	o	2	3	\times	2	<hr/>			6	t	o	2	3	\times	2	<hr/>		6		4	0	t	o	2	3	\times	2	<hr/>		6		4	0	<hr/>		4	6
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Three/ Four

I can multiply 2 and 3 digit numbers by a 1 digit number using the formal column method.

Let's Learn

1 $6 \times 23 = 138$



Multiply the ones.

$$\begin{array}{r} 23 \\ \times 6 \\ \hline 18 \end{array}$$

$$\begin{array}{r} 123 \\ \times 6 \\ \hline 18 \end{array}$$

Multiply the tens then add.

$$\begin{array}{r} 123 \\ \times 6 \\ \hline 138 \end{array}$$

$$\begin{array}{r} 23 \\ \times 6 \\ \hline 138 \end{array}$$

Through use of concrete resources, such as place value counters or dienes, children will extend their knowledge of formal methods by moving to 'short' column methods. When confident, their depth of understanding will be challenged through larger numbers and problem solving.

In Focus

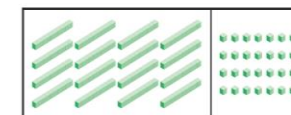
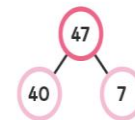
This is how Hannah did 47×4 . Is she correct?

$$\begin{array}{r} \text{h} \quad \text{t} \quad \text{o} \\ 47 \\ \times 4 \\ \hline 188 \end{array}$$



Let's Learn

1 This is 47.



7 ones $\times 4 = 28$ ones
28 ones = 2 tens + 8 ones

Step 1 Multiply the ones by 4.

$$\begin{array}{r} 2 \text{ tens} \quad \text{t} \quad \text{o} \\ 47 \\ \times 4 \\ \hline 188 \end{array}$$

Step 2 Multiply the tens by 4.

4 tens $\times 4 = 16$ tens
16 tens + 2 tens = 18 tens

$$47 \times 4 = 188$$

Hannah is correct.

$$\begin{array}{r} \text{h} \quad \text{t} \quad \text{o} \\ 47 \\ \times 4 \\ \hline 188 \end{array}$$

Four/ Five

I can multiply 4 digit numbers by 1 digit numbers using the formal column method.

With the numbers involved in calculations increasing in size, pupils will be encouraged to experiment with both long and short methods for multiplication. They will also be challenged to explain how and why they used the methods, using verbal explanation and resources to support their processing.

When confident, their mastery may be challenged through missing number problems, error finding, problem solving and investigations.

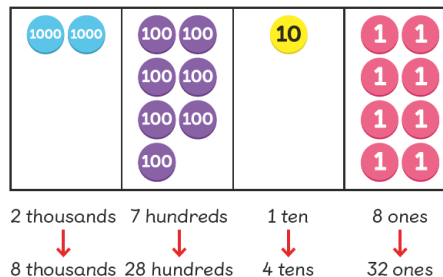
1 $2718 \times 4 =$

$$\begin{array}{r} 2000 \times 4 = 8000 \\ 700 \times 4 = 2800 \\ 10 \times 4 = 40 \\ 8 \times 4 = 32 \\ \hline 2718 \times 4 = 10872 \end{array}$$

2 $2718 \times 4 =$

$$\begin{array}{r} 2718 \\ \times 4 \\ \hline 32 \\ 40 \\ 2800 \\ + 8000 \\ \hline 10872 \end{array}$$

$2718 \times 4 = 10872$



Estimate.
3 thousand $\times 4 = 12$ thousand



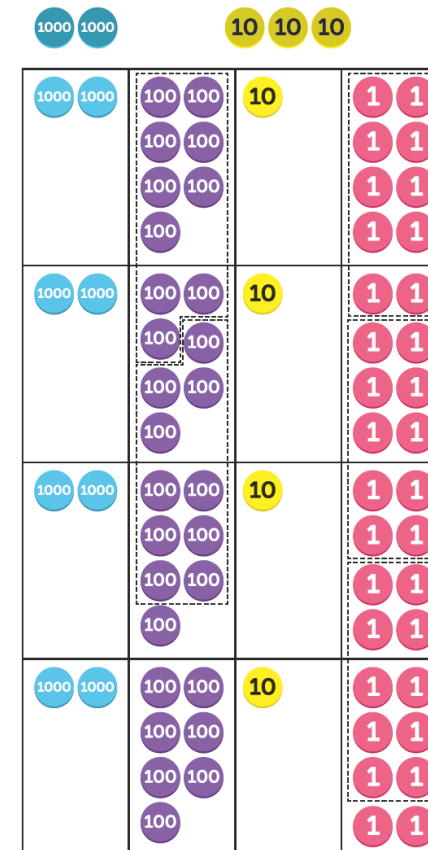
3 $2718 \times 4 =$

$$\begin{array}{r} 2718 \\ \times 4 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 2718 \\ \times 4 \\ \hline 72 \end{array}$$

$$\begin{array}{r} 2718 \\ \times 4 \\ \hline 872 \end{array}$$

$$\begin{array}{r} 2718 \\ \times 4 \\ \hline 10872 \end{array}$$



Five

I can multiply TO x TO using formal long multiplication.

1

$14 \times 12 = \square$



$$\begin{aligned} 14 \times 10 &= 14 \times 1 \text{ ten} \\ &= 14 \text{ tens} \end{aligned}$$

140



$14 \times 12 = 168$



$14 \times 2 = 28$

$14 \times 10 = 140$

$14 \times 2 = 28$

$14 \times 12 = 168$

$14 \times 12 = 168$

2

$14 \times 22 = \square$



$$\begin{aligned} 14 \times 20 &= 14 \times 2 \text{ tens} \\ &= 28 \text{ tens} \end{aligned}$$

280



$14 \times 22 = 308$



$14 \times 2 = 28$

$14 \times 20 = 280$

$14 \times 2 = 28$

$14 \times 22 = 308$

$14 \times 22 = 308$

$28 \times 26 = \square$

$$\begin{array}{r} 4 \\ 28 \\ \times 26 \\ \hline 8 \end{array}$$



$$\begin{array}{r} 4 \\ 28 \\ \times 26 \\ \hline 168 \end{array}$$

$$\begin{array}{r} 1 \\ 28 \\ \times 26 \\ \hline 168 \\ 6 \end{array}$$



$$\begin{array}{r} 1 \\ 28 \\ \times 26 \\ \hline 168 \\ 56 \end{array}$$

$$\begin{array}{r} 14 \\ 28 \\ \times 26 \\ \hline 168 \\ + 56 \\ \hline 728 \end{array}$$

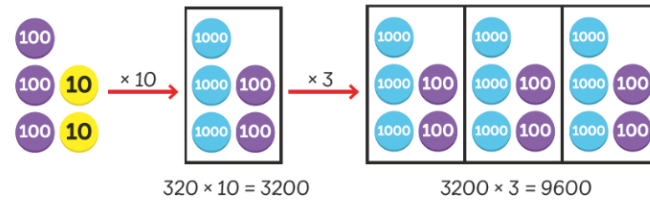
28×6

28×20

Six

I can use long multiplication to multiply THTO x TO.

$$320 \times 31 = 9920$$



$$320 \times 30 = 9600$$

$$320 \times 1 = 320$$

$$320 \times 31 = 9920$$

$$\begin{array}{r} 123 \\ \times 45 \\ \hline 615 \\ + 4920 \\ \hline 5535 \end{array}$$

\rightarrow multiply by 5
 \rightarrow multiply by 40

$$123 \times 45 = 5535$$

$$1320 \times 31 = 40920$$

$$\begin{array}{r} 1320 \\ \times 31 \\ \hline 1320 \\ + 39600 \\ \hline 40920 \end{array}$$

$\rightarrow 1320 \times 1$
 $\rightarrow 1320 \times 30$

$$\begin{array}{r} 1320 \\ \times 31 \\ \hline 39600 \\ + 1320 \\ \hline 40920 \end{array}$$

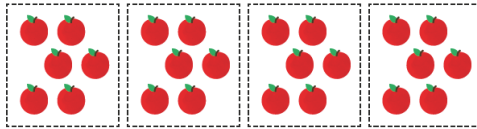
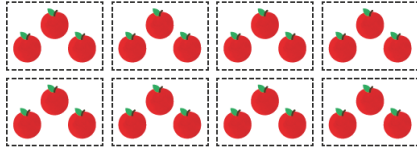
$\rightarrow 1320 \times 30$
 $\rightarrow 1320 \times 1$

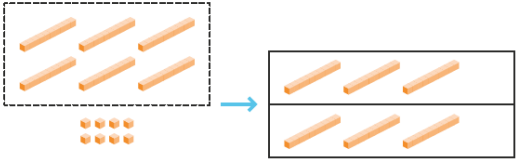
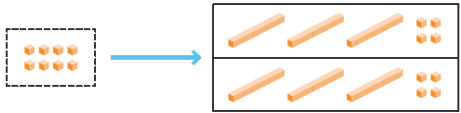
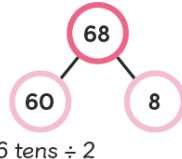
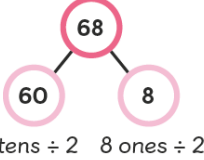
1320 \times 1 = 1320
1320 \times 10 = 13 200
1320 \times 30 = 39 600



1300 \times 30 = 39 000

Division

Year	Learning Ladder Target	Calculation Strategies
KS1	I can divide using concrete objects, pictorial representations and arrays and repeated subtraction.	<p>Let's Learn</p> <p>1 Put 24 apples into 4 equal groups.</p>  <p>$24 \div 4 = 6$ Each group has 6 apples.</p> <p>$4 \times 6 = 24$</p> <p>Can they be put into 3 equal groups?</p> <p>2 Put 24 apples into 8 equal groups.</p>  <p>$24 \div 8 = 3$ Each group has 3 apples.</p> <p>$8 \times 3 = 24$</p> <p>In introducing division, the focus is on ensuring a concrete understanding of division as requiring an amount to be divided into <u>equal</u> groups. In the early stages, all pupils will be asked to show their using resources and pictures rather than through a written method. The questions will involve simple numbers from times tables they are comfortable with.</p>

Three	I can divide 2 digit numbers by another number using the tables I know.	<p>To find the number of sweets each person gets, divide 68 by 2.</p> <p>$68 \div 2 = \square$</p> <p>Step 1 Divide 6 tens by 2.</p>  <p>Step 2 Divide 8 ones by 2.</p>  <p>Step 3 Add the results.</p> <p>$68 \div 2 = 30 + 4 = 34$</p> <p>Each person gets 34 sweets.</p> <p>6 tens $\div 2 = 3$ tens</p>  <p>8 ones $\div 2 = 4$ ones</p> 	<p>Building on their concrete understanding of division, and growing confidence with mental recall of times table facts, the focus now moves to recoding their working out using a simple, partition-based written method.</p> <p>Resources such as dienes may be used to help secure or show their understanding. Those confident with the method will have their mastery challenged through word problems.</p>
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<p>Three/ Four</p>	<p>I can divide 2 digit numbers using efficient written methods and related multiplication facts.</p>	<div data-bbox="672 143 1232 255"> </div> <div data-bbox="896 207 1120 367"> </div> <div data-bbox="851 383 1164 526"> <p>First, I take 80 from 96. Then, I take 16 from the remaining 16.</p> </div> <div data-bbox="1164 255 1254 510"> </div> <div data-bbox="784 558 1008 718"> </div> <div data-bbox="1008 542 1254 782"> <p>1 ten</p> $\begin{array}{r} 1 \quad 2 \\ 8 \overline{) 96} \\ \underline{- 80} \\ 16 \\ \underline{- 16} \\ 0 \end{array}$ </div> <div data-bbox="1276 207 1500 430"> $\begin{array}{r} 1 \quad 2 \\ 8 \overline{) 96} \\ \underline{- 80} \\ 16 \\ \underline{- 16} \\ 0 \end{array}$ </div> <div data-bbox="672 766 896 813"> <p>8 tens \div 8 = 1 ten</p> </div>	<div data-bbox="1612 167 2128 774" style="background-color: yellow; padding: 10px;"> <p>Once confident in using partition based methods to divide numbers from familiar times tables, pupils are introduced to the formal process of long division. This will still involve known times tables, but may also include related facts (e.g. $80 \div 4$). Pupils working towards an understanding of the method may be supported by dienes equipment or simplified number problems.</p> </div>
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Four	I can divide 3 digit numbers using formal written methods.	<div data-bbox="689 150 824 181"> $321 \div 3 = \square$ </div> <div data-bbox="689 213 853 272"> </div> <div data-bbox="864 213 1023 272"> </div> <div data-bbox="1059 213 1344 272"> <p>Take 300 from 321. 21 is left. Take 21 from 21. That's all!</p> </div> <div data-bbox="689 300 784 320"> <p>Method 1</p> </div> <div data-bbox="689 352 804 459"> </div> <div data-bbox="831 325 1059 379"> <p>Divide 300. Divide 21. The result is a quotient.</p> </div> <div data-bbox="1059 309 1137 491"> </div> <div data-bbox="1167 352 1312 491"> </div> <div data-bbox="1361 245 1417 427"> </div> <div data-bbox="689 501 784 521"> <p>Method 2</p> </div> <div data-bbox="842 517 992 544"> <p>3 hundreds $\div 3$</p> </div> <div data-bbox="689 564 880 719"> </div> <div data-bbox="913 549 1104 719"> </div> <div data-bbox="1137 549 1328 719"> </div> <div data-bbox="1317 517 1433 544"> <p>21 ones $\div 3$</p> </div> <div data-bbox="958 746 1081 767"> <p>$321 \div 3 = 107$</p> </div> <div data-bbox="689 788 907 810"> <p>Each person paid £107.</p> </div> <div data-bbox="1503 272 2011 560"> <p>Building on their confidence in the methods established in Year Three, pupils' mastery of the method is developed and challenged through increasingly larger numbers. For those working at greater depth, they may be challenged through the introduction of remainders, and through problem solving activities.</p> </div>
Five	I can divide 3 digit and 4 digit numbers by 1 digit using formal written methods.	<div data-bbox="680 836 925 874"> $5048 \div 4 = \square$ </div> <div data-bbox="801 916 1055 1219"> </div> <div data-bbox="1189 836 1433 1251"> </div> <div data-bbox="1585 836 2094 1123"> <p>Building on their confidence in the methods established in Year Four, pupils' mastery of the method is developed and challenged through increasingly larger numbers. For those working at greater depth, they may be challenged through the introduction of remainders, and through problem solving activities.</p> </div>

Five/ Six

I can divide numbers up to 4 digits by a 1 digit whole number using short division

1 $376 \div 5 = 75 \text{ remainder } 1$

376

350 26

100 100 10 10 1 1
100 10 10 1 1
10 10 1 1
10

100 100 10 10
100 10 10
10

25 1

10 10 1 1
1 1
1

5 $\overline{) 376}$

This refers to 26.

She moved 20 to the 6 to make 26.

5 $\overline{) 375}$

7 5

3 7 6

She could write
37 tens \rightarrow 35 tens, 6 \rightarrow 26.

376 = 370 + 6
= 350 + 26

dividing 35 tens by 5
dividing 26 ones by 5

5 $\overline{) 376}$ remainder 1

376 \div 5 = 75 remainder 1

What should we do with the remainder 1?

Short division will be introduced in Year Five and Six, once pupils have mastered the long division method. They may be supported through the use of place value counters to show the process. It is crucial to their understanding that they can explain the process at every stage of the calculation, rather than simply being able to carry out a process to achieve an answer.

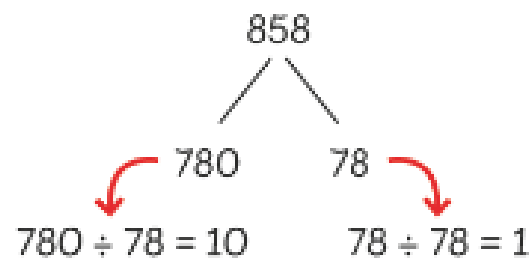
Six

I can divide numbers up to 4 digits by a 2 digit whole number using long division.

1



found the value of $858 \div 78$ in three different ways.



$$858 \div 78 = 11$$

$$\begin{array}{r}
 11 \\
 78 \overline{) 858} \\
 \underline{- 78 } \\
 78 \\
 \underline{- 78} \\
 0
 \end{array}$$

$$\begin{array}{r}
 11 \\
 78 \overline{) 858} \\
 \underline{78 } \\
 78 \\
 \underline{- 78} \\
 0
 \end{array}$$

As pupils reach the end of Year Six, pupils will be required to demonstrate a range of methods for division as part of the arithmetic test, as well as through problem solving. This may also involve division by two digits numbers using the methods shown above.