Milton Abbot School

Maths Curriculum Plan

‘Every Child Achieving’

Milton Abbot Primary School - Maths Curriculum Plan – Created by Maths Leader: Emma Pawlik

At Milton Abbot Primary School our intention for children's Maths is:

- To challenge children so that they become fluent in the fundamentals of mathematics
- To reason mathematically using mathematical language
- To solve problems by applying their mathematics to a variety of routine and non-routine problems
- To enable children to achieve and make good progress in mathematics
- To promote enjoyment and enthusiasm for learning through practical activity, exploration, and discussion
- To develop a thorough knowledge and understanding of numbers and the number system

We have adopted the White Rose Maths Hub long term approach to maths.
The WRMH planning is a national project designed to provide schools with the most up to date processes and procedures in Mathematics teaching and learning.
At Milton Abbot Primary School, we are working hard within the teaching of maths. Our aim is to develop a culture of deep understanding, confidence, and competence in maths across the whole of our school – a culture that produces strong, secure mathematics within each year group. By building confidence, resilience, and a passion for maths, we show all children that maths is an exciting adventure that everyone can enjoy, value and master!

Mathematics	
Curriculum Provision:	
1. KS1 and KS2 Planning and Teaching	
Intent	• To have a strong foundation of understanding in number and arithmetic, developing a high level of fluency. • To have a range of reliable mental calculation strategies, aided by informal jottings where necessary. • To know and be able to use efficient, reliable written methods of calculation • To be able to apply this knowledge and understanding fluently to complex reasoning and problem-solving, both within maths itself and in other areas of the curriculum. • To achieve mastery – i.e. to be secure and fluent, with the ability to discuss, share, analyse and evaluate their performance and understanding. • To love maths and have real enthusiasm for the subject, enthusiastically seeking and embracing challenge. • To know that they can succeed if they work hard, persevere, and build resilience by learning from their mistakes – no child should ever feel that they are 'no good at maths'
Implementation	• We follow the National Curriculum 2014 Programmes of Study.

	• The White Rose programme is used to support and structure our long-term and medium-term planning, ensuring progression and continuity. • Teachers also use guidance from the Milton Abbot calculation policy, to ensure a full and scaffolded coverage. • Each teacher plans according to the needs of their pupils or in a way that they find to be the most useful. • Children are taught 4-5 lessons each week in Maths (fluency, reasoning and problem solving). • Teachers use a range of resources to support their teaching as required, including materials from White Rose, Nrich and NCETM. • As the children move through KS1 and KS2, there is an increasing emphasis on the use of their own pictorial images to replace concrete resources such as number lines and bead strings. This supports children in internalizing their mathematical thinking and improving their mental strategies. Natural progression through the year groups should mean that there is less reliance on concrete resources in Year 5/6 however children should be independent enough to self-select resources if they deem them to be appropriate. • Children are taught that concrete images support understanding – they are not calculation strategies in themselves and do not 'do the maths'. • Children are encouraged within both key stages to make their thinking explicit. Stem sentences and key questions can be displayed and modelled for children to use which in turn aims to develop their mathematical vocabulary;

	'What do you notice?', 'What's the same, what's different?', 'How do you know?', 'I know this because…', 'I chose this method because…' This is a fundamental step to embed their ability to reason and deepen their thinking. • Teachers ensure that all learning is secured according to the principles of 'mastery' – i.e. that a deep and solid understanding of concepts and skills, and the ability to use and apply these, are securely in place before the next steps of learning are taken.
2. Early Years Foundation Stage Planning and Teaching	
	• In Foundation we plan from the Early Years Foundation Stage Curriculum (EYFS). A mixture of child-initiated planning and accurate AfL ensures an exciting and hands-on cross curricular approach to enable children to make good progress. Children talk and are exposed to opportunities for maths throughout each day. • Number skills are specifically taught daily and continue to be reinforced throughout each day and in all activities. There is a rigorously structured approach to number, starting at 0 and moving on only when the children have secured a full and comprehensive understanding of the number. The focus at pre-school is on securing number to 10, and in Reception on securing number to 20. Children learn about bigger numbers in context.

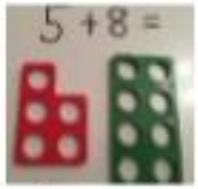
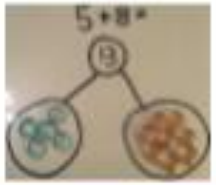
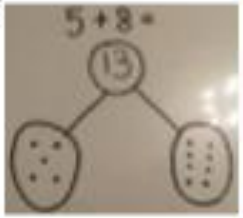
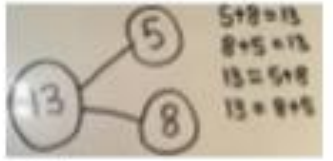
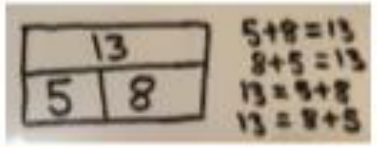
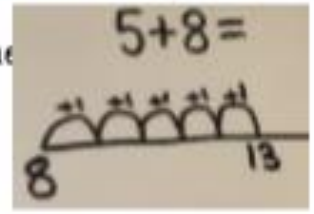
	• The Connective Model influences the teaching and learning of maths where opportunities for concrete 'real life' experiences, pictures and images, language and symbols combine to ensure a deep understanding of mathematical concepts. Alongside this, children are actively encouraged to use and apply the skills they have been taught in a range of Let's Learn activities where they consolidate and extend their knowledge and understanding as well as seeking out new challenges. In this way, maths is promoted across the curriculum using both the inside and outside learning environments. • Children's progress is evidenced through photos, observations and self-initiated activities and is tracked through highlighting individual Development Matters sheets and Tapestry Online Learning Journey.

3. Assessment	
Assessment evidence and expectation to assess impact	Formative Assessment • To use ongoing 'in the moment' marking and verbal feedback to and identify next steps or misconceptions • To use marking and teacher observations/judgements to plan effectively for the next session • Elicitation Tasks and Application Tasks, such as the ones found on the White Rose website, are used to inform planning, and identify children's understanding and progress. Summative Assessment • Teachers use timetable tests regularly to monitoring progression and gaps • Children will be given more formal written attainment tests on a termly basis using either NFER or previous SATs tests. The results of these tests will be recorded on Class Trackers to monitor children's progress. • In Y2 & Y6 interim assessment framework guidelines are used to indicate whether children are working towards, at or above the expected standards. Statutory end of year tests are administered. Maths work is moderated through Local Authority, internal book looks and external moderation with other schools, to ensure that teachers' judgements are accurate.

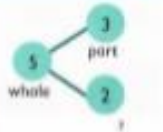
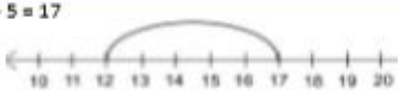
	Progression and curriculum coverage in maths will also be monitored using a variety of methods to include book scrutinies and learning walks. Parents are informed of their children's progress through interim and annual reports, and at parents' evening. Achievement in maths is reported to Governors through the Headteacher's Reports, and discussion with Phase Leaders.

Milton Abbot Primary School - Maths Calculation Policy

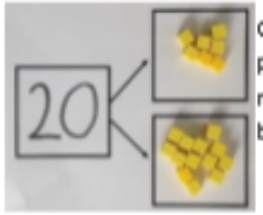
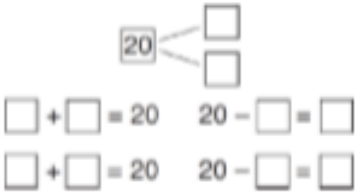
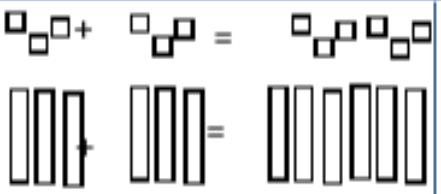
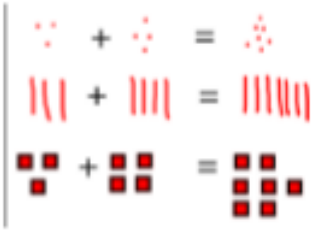
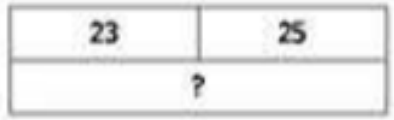
Year Reception Addition

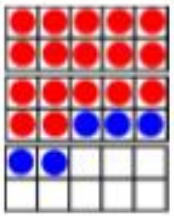
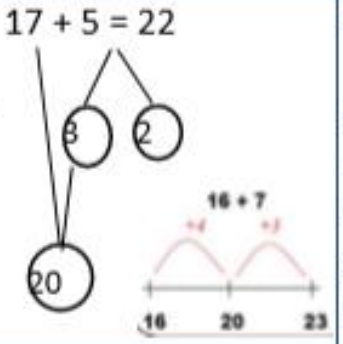
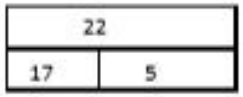
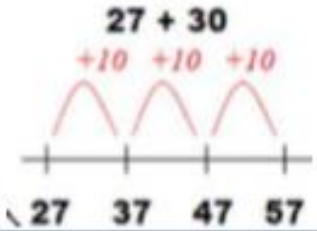
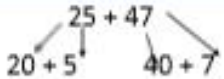
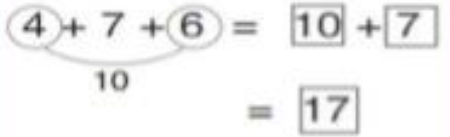
Strategy	Concrete	Pictorial	Abstract
Finding one more than a given number YR	Using objects to add one more 	Using a number line to identify one more 	Mental strategies – *I know one more is the next number I say after the given number*
Combing 2 parts to make a whole YR Y1	Using objects – counters and Numicon   Part-part whole diagrams 	Using picture to represent objects  Part-part whole diagrams 	Using part-part whole diagrams and writing number sentences  Bar model 
Counting on from the largest number YR Y1 Y2	Using objects onto a number line 	Counting on using jumps on a number line 	Blank number line  Mental strategies – *I can keep the largest number in my head and count on*

Year 1 Addition

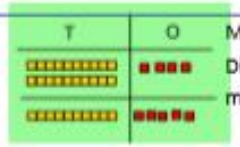
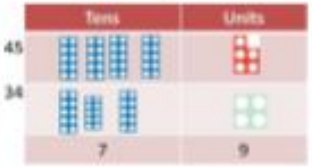
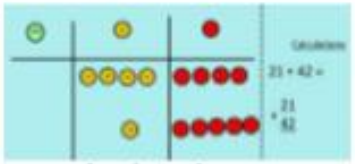
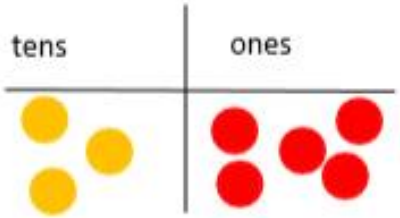
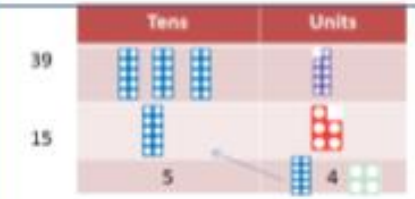
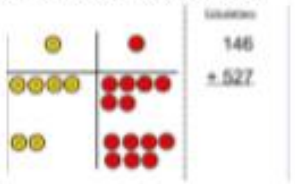
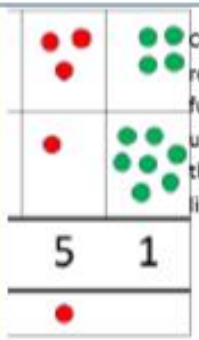
Objective & Strategy	Concrete	Pictorial	Abstract
Combining two parts to make a whole: part- whole model	   Use part part whole model. Use cubes to add two numbers together as a group or in a bar. 	   Use pictures to add two numbers together as a group or in a bar.	4 + 3 = 7  10= 6 + 4 Use the part-part 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. *This is an essential skill for column addition later.*	6 + 5 = 11   Start with the bigger number and use the smaller number to make 10. Use ten frames.	 Use pictures or a number line. Regroup or partition the smaller number using the part part whole model to make 10. 	7 + 4= 11 If I am at seven, how many more do I need to make 10. How many more do I add on now?
Represent & use number bonds and related subtraction facts within 20	 2 more than 5.	 	Emphasis should be on the language *'1 more than 5 is equal to 6.'* *'2 more than 5 is 7.'* *'8 is 3 more than 5.'*

Year 2 Addition

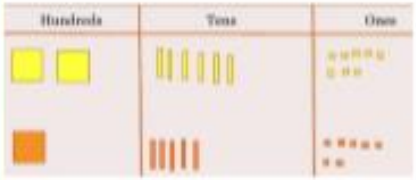
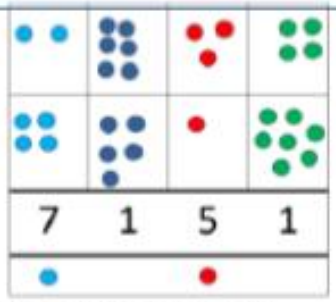
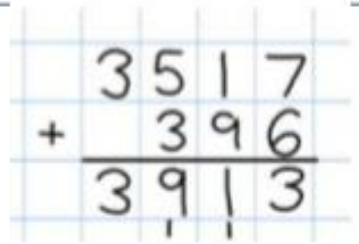
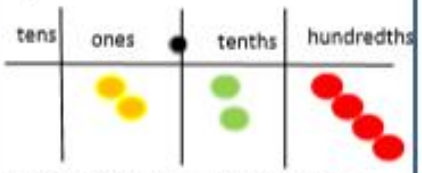
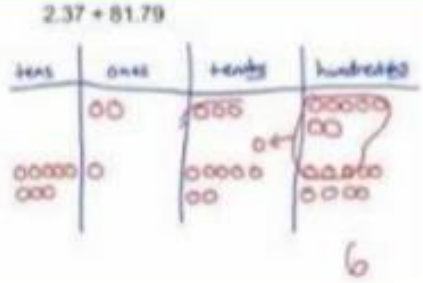
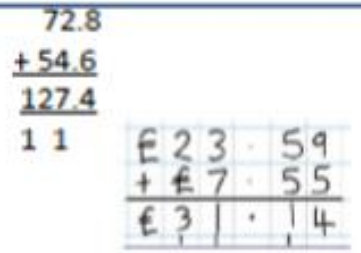
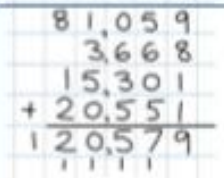
Objective & Strategy	Concrete	Pictorial	Abstract
Adding multiples of ten	50= 30 = 20  Model using dienes and bead strings	 Use representations for base ten.	20 + 30 = 50 70 = 50 + 20 40 + □ = 60
Use known number facts Part part whole	 Children explore ways of making numbers within 20	 □ + □ = 20 20 − □ = □ □ + □ = 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	 23 + 25 = 48

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 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 + 10 = 37 27 + 20 = 47 27 + □ = 57
Add two 2-digit numbers	 Model using dienes , place value counters and numicon	 Use number line and bridge ten using part whole if necessary.	 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. 	 Combine the two numbers that make/ bridge ten then add on the third.

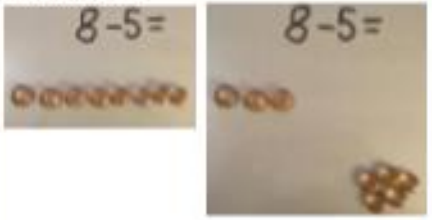
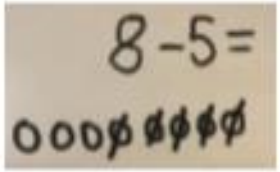
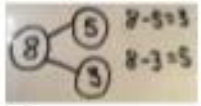
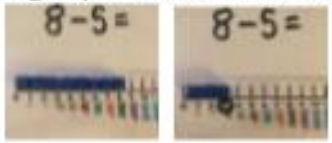
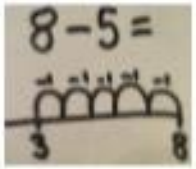
Year 3 Addition

Objective & Strategy	Concrete	Pictorial	Abstract
Column Addition—no regrouping (friendly numbers) Add two or three 2 or 3-digit numbers.	 Model using Dienes or numicon Add together the ones first, then the tens.   Move to using place value counters	Children move to drawing the counters using a tens and one frame. 	2 2 3 + 1 1 4 3 3 7 Add the ones first, then the tens, then the hundreds.
Column Addition with regrouping.	 Exchange ten ones for a ten. Model using numicon and pv counters. 	 Children can draw a representation of the grid to further support their understanding, carrying the ten underneath the line	20 + 5 40 + 8 60 + 13 = 73 Start by partitioning the numbers before formal column to show the exchange. 536 + 85 621 1 1

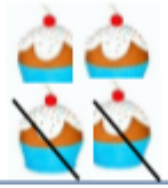
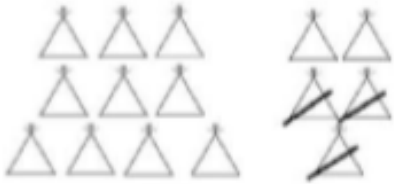
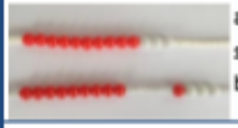
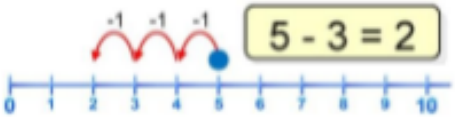
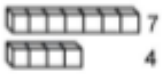
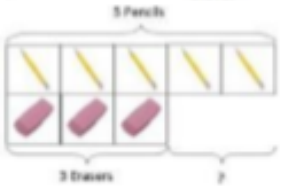
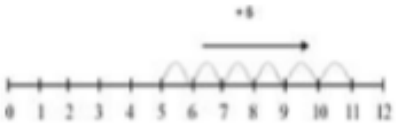
Yr 4-6 Addition

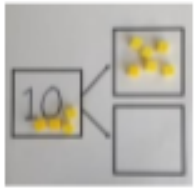
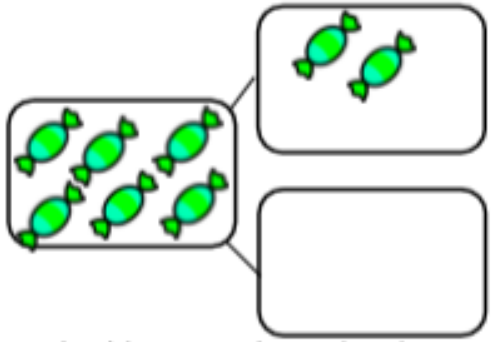
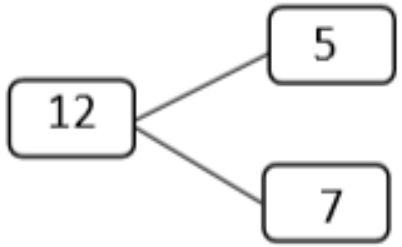
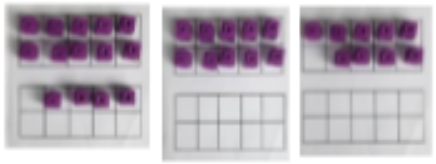
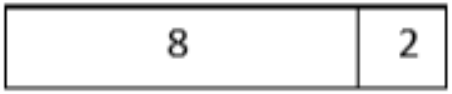
Objective & Strategy	Concrete	Pictorial	Abstract
Y4—add numbers with up to 4 digits	Children continue to use dienes or pv counters to add, exchanging ten ones for a ten and ten tens for a hundred and ten hundreds for a thousand. 	 Draw representations using pv grid.	 Continue from previous work to carry hundreds as well as tens. Relate to money and measures.
Y5—add numbers with more than 4 digits. Add decimals with 2 decimal places, including money.	As year 4  Introduce decimal place value counters and model exchange for addition.		
Y6—add several numbers of increasing complexity. Including adding money, measure and decimals with different numbers of decimal points.	As Y5	As Y5	 Insert zeros for place holders. 

Year Reception Subtraction

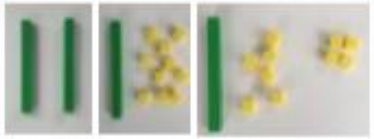
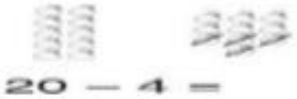
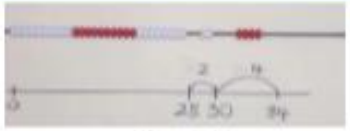
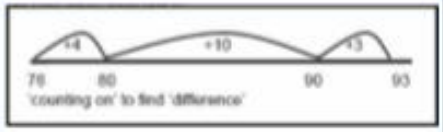
Strategy	Concrete	Pictorial	Abstract
Finding one less than a given number YR	Using objects to take one away 	Using a number line to identify one less 	Mental strategies – *I know on one less is the number I have said before the given number*
Removing from the whole YR Y1	Using objects to take away from the whole 	Using 'crossing out' to represent taking away 	Using part-part whole diagrams  Bar models 
Counting back YR Y1 Y2	Using objects on a number line 	Counting back using jumps on a number line 	Blank number lines 

Year 1 Subtraction

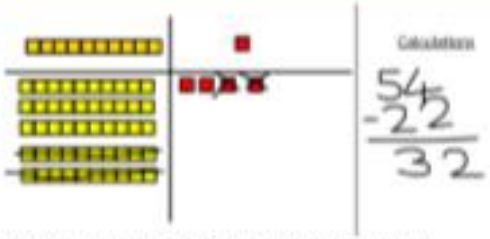
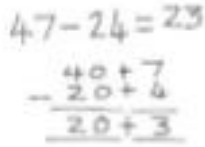
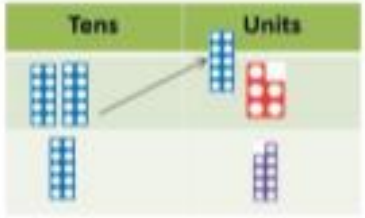
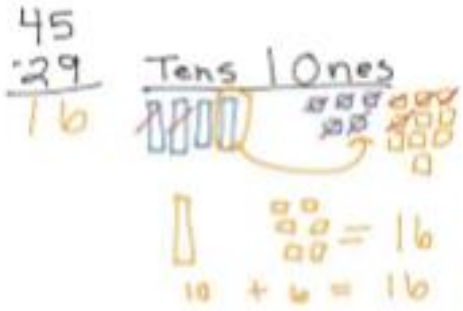
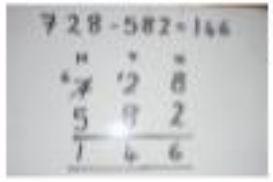
Objective & Strategy	Concrete	Pictorial	Abstract
Taking away ones.	Use physical objects, counters , cubes etc to show how objects can be taken away.  6—4 = 2  4—2 = 2	 15 – 3 = 12 Cross out drawn objects to show what has been taken away.	7—4 = 3 16—9 = 7
Counting back	 Move objects away from the group, counting backwards.  Move the beads along the bead string as you count backwards.	 5 - 3 = 2 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 'Seven is 3 more than four' 4 'I am 2 years older than my sister'  Lay objects to represent bar model.	Count on using a number line to find the difference. 	Hannah has12 sweets and her sister has 5. How many more does Hannah have than her sister.?

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 arts, what s 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

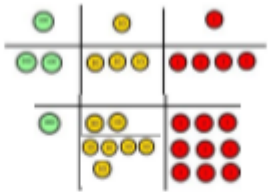
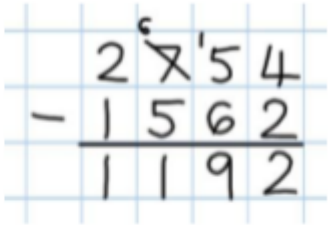
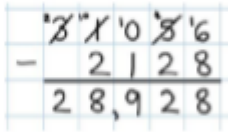
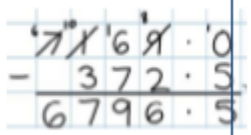
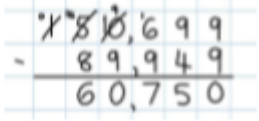
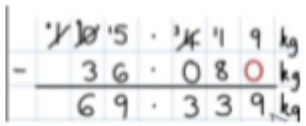
Year 2 Subtraction

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 *Progression should be crossing one ten, crossing more than one ten, crossing the hundreds.*	 34—28 Use a bead bar or bead strings to model counting to next ten and the rest.	 Use a number line to count on to next ten and then the rest.	93—76 = 17

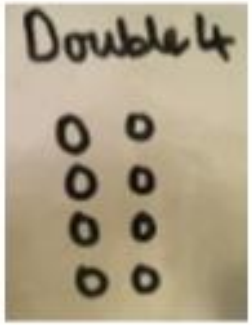
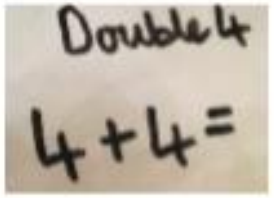
Year 3 Subtraction

Objective & Strategy	Concrete	Pictorial	Abstract
Column subtraction without regrouping (friendly numbers)	 Use base 10 or Numicon to model	 Darw representations to support understanding	 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 tten ones. Use the phrase 'take and make' for exchange.	 Children may draw base ten or PV counters and cross off.	 Begin by partitioning into pv columns  Then move to formal method.

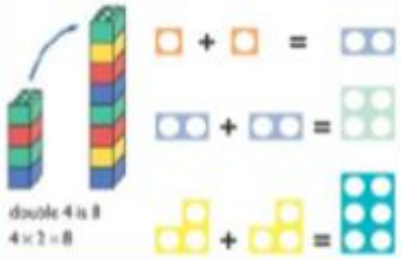
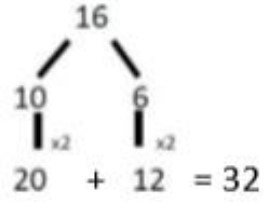
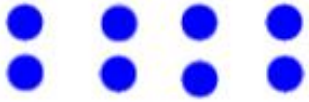
Year 4 – 6 Subtraction

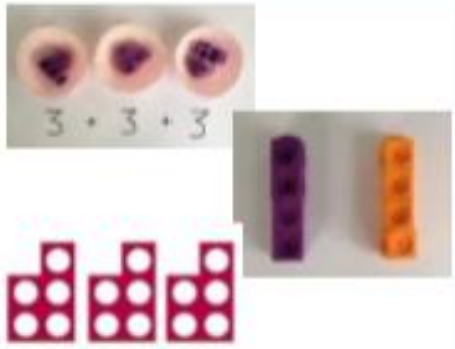
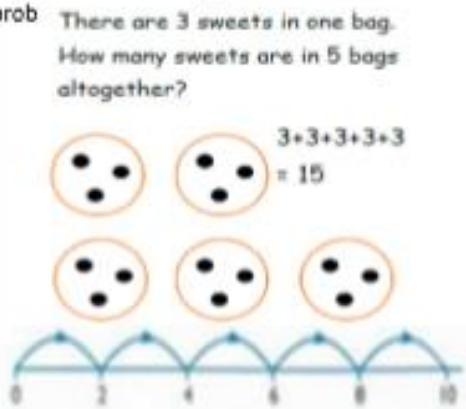
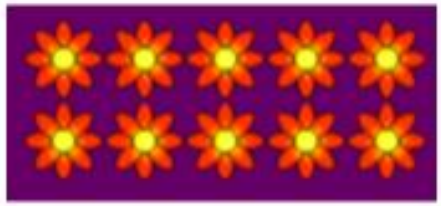
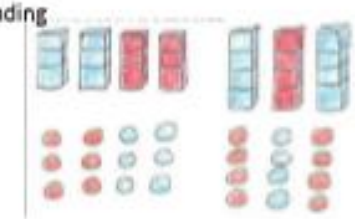
Objective & Strategy	Concrete	Pictorial	Abstract
Subtracting tens and ones Year 4 subtract with up to 4 digits. *Introduce decimal subtraction through context of money*	234 - 179  Model process of exchange using Numicon, base ten and then move to PV counters.	Children to draw pv counters and show their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

Year Reception Multiplication

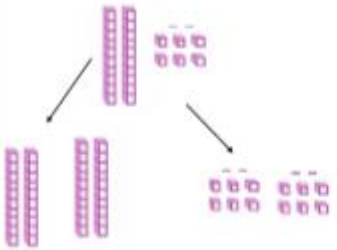
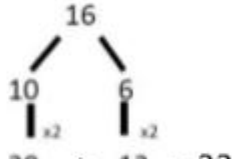
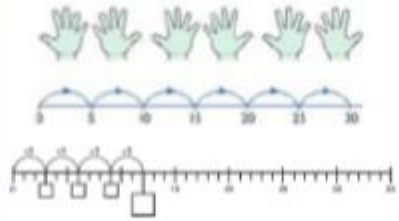
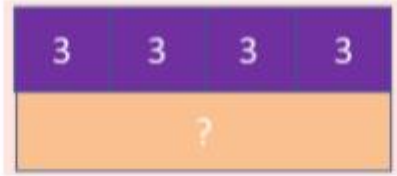
Strategy	Concrete	Pictorial	Abstract
Finding doubles YR	Using objects to represent doubles 	Drawing pictorial representations of doubles 	Number sentences  Mental strategies – *I can remember number facts such as doubles*

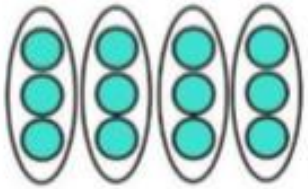
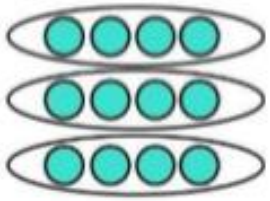
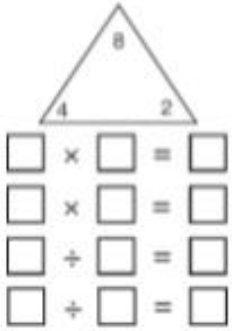
Year 1 Multiplication

Objective & Strategy	Concrete	Pictorial	Abstract
Doubling	Use practical activities using manipulatives including cubes and Numicon to demonstrate doubling  	Draw pictures to show how to double numbers Double 4 is 8 	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	 Use manipulatives to create equal groups.	Draw  to show 2 x 3 = 6 Draw and make representations	2 x 4 = 8

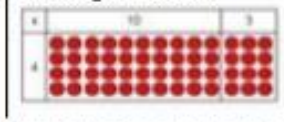
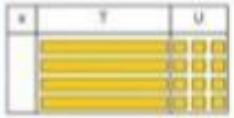
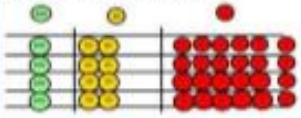
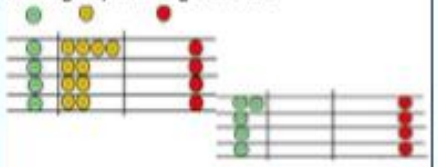
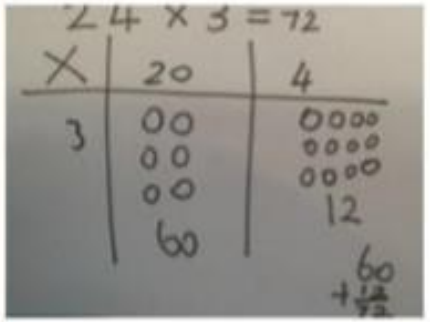
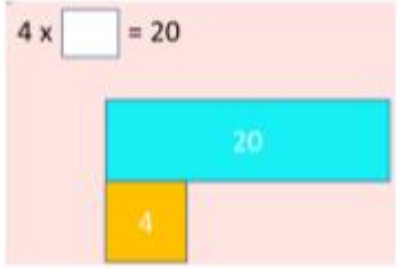
Objective & Strategy	Concrete	Pictorial	Abstract
Repeated addition	 Use different objects to add equal groups	Use pictorial including number lines to solve prob 	Write addition sentences to describe objects and pictures. 
Understanding arrays	Use objects laid out in arrays to find the answers to 2 lots 5, 3 lots of 2 etc. 	Draw representations of arrays to show understanding 	3 x 2 = 6 2 x 5 = 10

Year 2 Multiplication

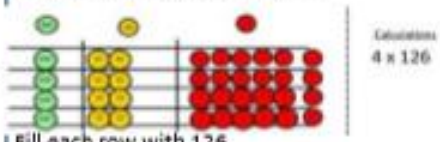
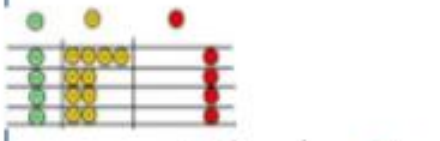
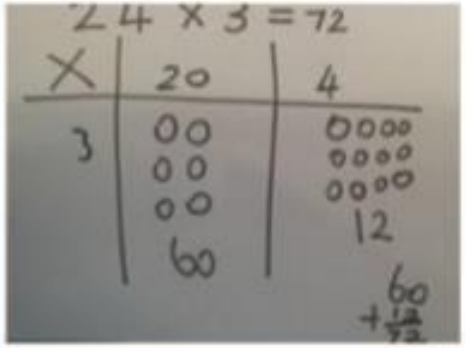
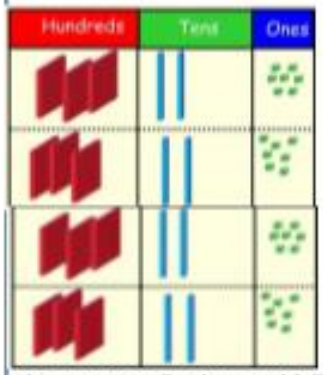
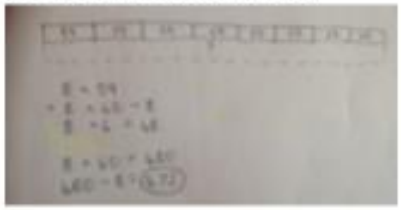
Objective & Strategy	Concrete	Pictorial	Abstract
Doubling	Model doubling using dienes and PV counters.  40 + 12 = 52	Draw pictures and representations to show how to double numbers	Partition a number and then double each part before recombining it back together.  16 10 x2 6 x2 20 + 12 = 32
Counting in 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.   3 3 3 3 ?	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 $4 \times 3 = \square$

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 *This should be taught alongside division, so pupils learn how they work alongside each other.*			2 x 4 = 8 4 x 2 = 8 8 ÷ 2 = 4 8 ÷ 4 = 2 8 = 2 x 4 8 = 4 x 2 2 = 8 ÷ 4 4 = 8 ÷ 2 Show all 8 related fact family sentences.

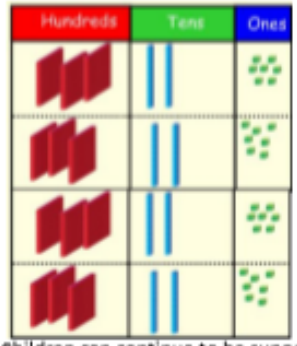
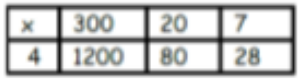
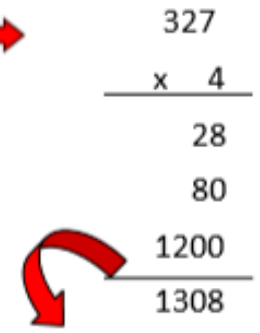
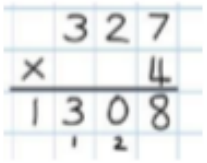
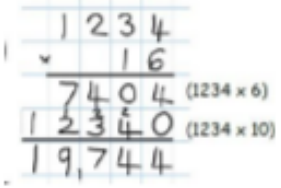
Year 3 Multiplication

Objective & Strategy	Concrete	Pictorial	Abstract
Grid method	Show the links with arrays to first introduce the grid method.  4 rows of 10 4 rows of 3 Move onto base ten to move towards a more compact method.  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  4 x 126 Fill each row with 126  4 x 126 Add up each column, starting with the ones making any exchanges needed  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 20 4	Start with multiplying by one digit numbers and showing the clear addition alongside the grid. × | 30 | 5 7 | 210 | 35 210 + 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

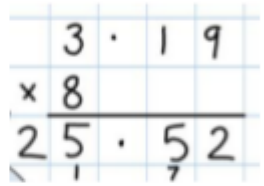
Year 4 Multiplication

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  Fill each row with 126  Add up each col[illegible]nes 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. | x | 30 | 5 | | 7 | 210 | 35 | 210 + 35 = 245
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 x 2 = 642  It is important at this stage that they always multiply the ones first. The corresponding long multiplication is modelled alongside	| x | 300 | 20 | 7 | | 4 | 1200 | 80 | 28 | The grid method my be used to show how this relates to a formal written method.  Bar modelling and number lines can support learners when solving problems with multiplication alongside the formal written methods.	327 x 4 28 80 1200 1308 3 2 7 x 4 1 3 0 8 1 2 This may lead to a compact method.

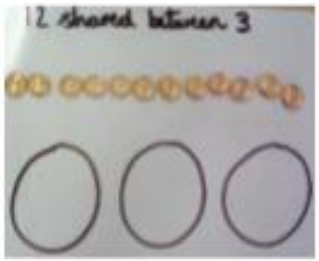
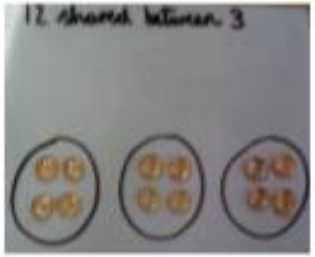
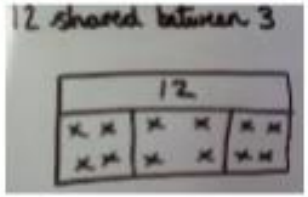
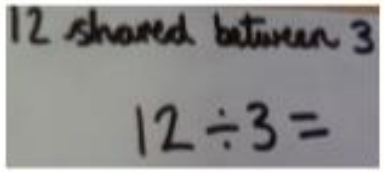
Year 5/6 Multiplication

Objective & Strategy	Concrete	Pictorial	Abstract
Column Multiplication for 3 and 4 digits x 1 digit.	 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 x 2 = 642		  This will lead to a compact method.
Column multiplication	Manipulatives may still be used with the corresponding long multiplication modelled alongside.	 Continue to use bar modelling to support problem solving	 18 x 3 on the first row (8 x 3 =24, carrying 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 

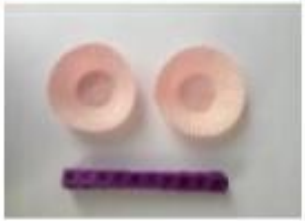
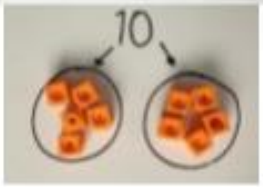
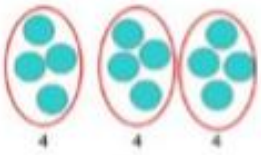
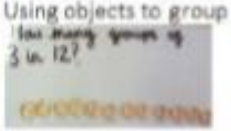
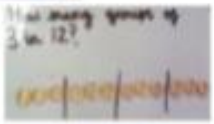
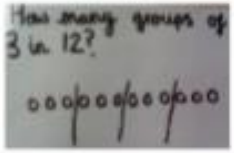
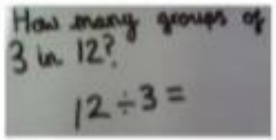
Year 6 Multiplication

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. 

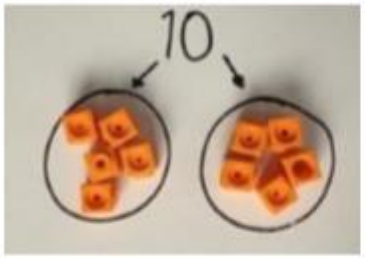
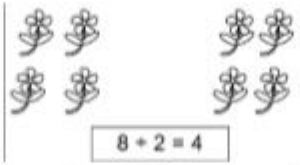
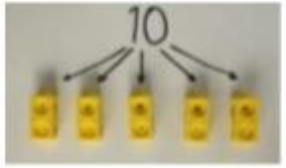
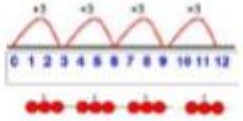
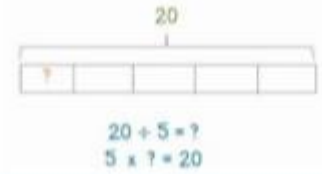
Year Reception Division

Strategy	Concrete	Pictorial	Abstract
Sharing YR Y1 Y2	Using objects to share   	Represent sharing pictorially  Bar Model   	Division number sentences  Mental strategies – *I can use of knowledge of counting in multiples to solve problems*

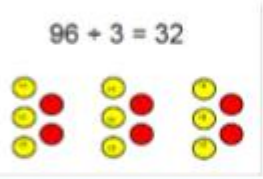
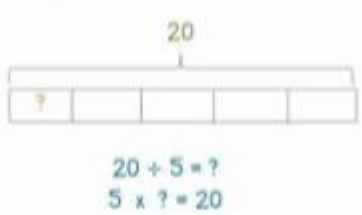
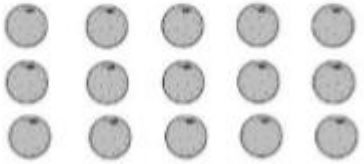
Year 1 Division

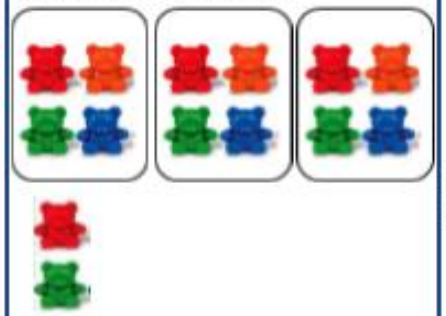
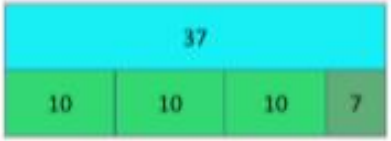
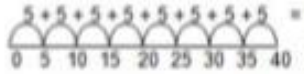
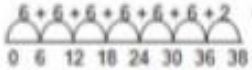
Objective & Strategy	Concrete	Pictorial	Abstract
Division as sharing *Use Gordon ITPs for Modelling*	   I have 10 cubes, can you share them equally in 2 groups?	Children use pictures or shapes to share quantities.  8 shared between 2 is 4 Sharing:  12 shared between 3 is 4	12 shared between 3 is 4
Grouping	Using objects to group   	Represent group pictorially  	Division number sentences  Mental strategies – *I can use of knowledge of counting in multiples to solve problems*

Year 2 Division

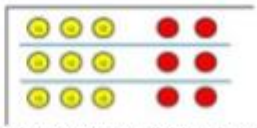
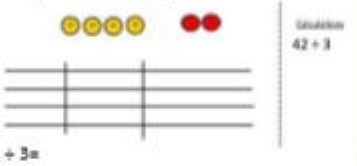
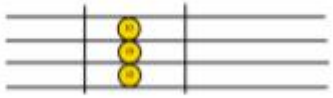
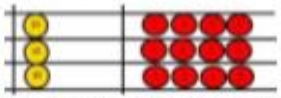
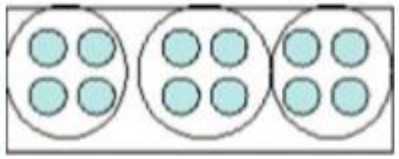
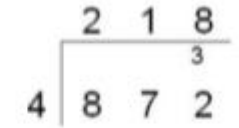
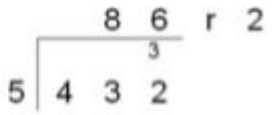
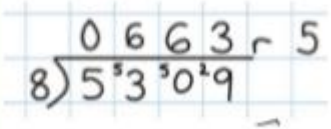
Objective & Strategy	Concrete	Pictorial	Abstract
Division as sharing	 I have 10 cubes, can you share them equally in 2 groups?	Children use pictures or shapes to share quantities.  Children use bar modelling to show and support understanding.  12 ÷ 4 = 3	12 ÷ 3 = 4
Division as grouping	Divide quantities into equal groups. Use cubes, counters, objects or place value counters to aid understanding.  	Use number lines for grouping  12 ÷ 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. 	28 ÷ 7 = 4 Divide 28 into 7 groups. How many are in each group?

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 	Continue to use bar modelling to aid solving division problems. 	How many groups of 6 in 24? 24 ÷ 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 ÷ 3 = 5 5 x 3 = 15 15 ÷ 5 = 3 3 x 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 x 4 = 28 4 x 7 = 28 28 ÷ 7 = 4 28 ÷ 4 = 7 28 = 7 x 4 28 = 4 x 7 4 = 28 ÷ 7 7 = 28 ÷ 4

Objective & Strategy	Concrete	Pictorial	Abstract
Division with remainders.	14 ÷ 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 ÷ 5 Ask "How many 5s in 40?"  = 8 fives Example with remainder: 38 ÷ 6  = 6 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. 

Year 4 -6 Division

Objective & Strategy	Concrete	Pictorial	Abstract
Divide at least 3 digit numbers by 1 digit. Short Division	96 ÷ 3 Tens Units 3 2 3  Use place value counters to divide using the bus stop method alongside  42 ÷ 3= Start with the biggest place value, we are sharing 40 into three groups. We can put 1 ten in each group and we have 1 ten left over.   We exchange this ten for ten ones and then share the ones equally among the groups.  We look how much in 1 group so the answer is 14.	Students can continue to use drawn diagrams with dots or circles to help them divide numbers into equal groups.  Encourage them to move towards counting in multiples to divide more efficiently.	Begin with divisions that divide equally with no remainder.  Move onto divisions with a remainder.  Finally move into decimal places to divide the total accurately.  

Year 6 Division

Long Division

Long Division

Step 1—a remainder in the ones

```
    h  t  o
       0  4  1 R1
    ----------
4 ) 1  6  5
```

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.

```
     th h  t  o
        0  4  0  0 R7
     -------------
8 )  3  2  0  7
```

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 ÷ 8 = 400)
8 goes into 0 zero times (tens).
8 goes into 7 zero times, and leaves a remainder of 7.

Long Division

Step 1 continued...

```
    h  t  o
    0  6  1
  ------------
4 ) 2  4  7
    - 4
    -------
      3
```

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

Check: 4 × 61 + 3 = 247

```
     th  h  t  o
     0  4  0  2
  ---------------
4 ) 1  6  0  9
      - 8
      -------
        1
```

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

Check: 4 × 402 + 1 = 1,609

Long Division

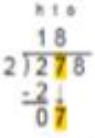
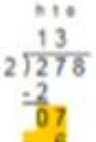
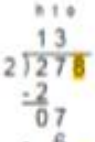
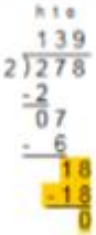
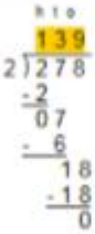
Step 2—a remainder in the tens

1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
t o 2 2)5 8	t o 2 2)5 8 - 4 1	t o 2 9 2)5 8 - 4 ↓ 1 8
Two goes into 5 two times, or 5 tens ÷ 2 = 2 whole tens -- but there is a remainder!	To find it, multiply 2 × 2 = 4, write that 4 under the five, and subtract to find the remainder of 1 ten.	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	t o 2 9 2)5 8 - 4 1 8 - 1 8 0	t o 2 9 2)5 8 - 4 1 8 - 1 8 0
Divide 2 into 18. Place 9 into the quotient.	Multiply 9 × 2 = 18, write that 18 under the 18, and subtract.	The division is over since there are no more digits in the dividend. The quotient is 29.

Long Division

Step 2—a remainder in any of the place values

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