

FOUNDATION STAGE			
ADDITION	SUBTRACTION	MULTIPLICATION	DIVISION
Children begin to record in the context of play or practical activities and problems			
<p>Model vocabulary and encourage children to explain their process.</p> <p>Use real life contexts and practical equipment.</p> <p>Begin to relate addition to combining two groups of objects</p> <ul style="list-style-type: none"> <li>• Use of games, songs and practical activities to begin using vocabulary</li> <li>• Construct number sentences to go with practical activities</li> <li>• Solve simple word problems using their fingers e.g. Can find one more to ten.</li> </ul> <p>• Make a record in pictures, words or symbols of addition activities already carried out.</p> <p><u>Higher Ability/ Gifted and Talented</u> Count forwards along the number line using finger.</p>	<p>Model vocabulary and encourage children to explain their process.</p> <p>Use real life contexts and practical equipment</p> <p>Begin to relate subtraction to 'taking away'</p> <ul style="list-style-type: none"> <li>• Use of games, songs and practical activities to begin using vocabulary</li> <li>• Construct number sentences to go with practical activities</li> <li>• Solve simple word problems using their fingers e.g. Can find one less to ten.</li> <li>• Take away objects and count how many are left</li> </ul> <p>• Make a record in pictures, words or symbols of subtraction activities already carried out</p> <p><u>Higher Ability/ Gifted and Talented</u> Count backwards along a number line using finger.</p>	<p>Model vocabulary and encourage children to explain their process.</p> <p>Use real life contexts and practical equipment</p> <p>Begin to relate multiplication as 'repeated addition'</p> <ul style="list-style-type: none"> <li>• Count in repeated groups of the same size</li> <li>• Count/Chant in twos, fives and tens</li> </ul> <p>• Make a record in pictures, words or symbols of groups of 2, 5 and 10.</p>	<p>Model vocabulary and encourage children to explain their process.</p> <p>Use real life contexts and practical equipment</p> <p>Begin to relate division as 'sharing equally'</p> <ul style="list-style-type: none"> <li>• Share objects into equal groups e.g. fruit at break time; sweets on a child's birthday; sharing activities in all areas</li> </ul> <p>• Make a record in pictures, words or symbols of sharing into groups of 2, 5 and 10.</p>

# YEAR ONE

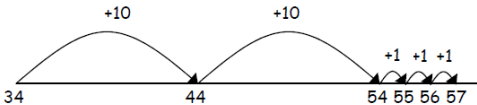
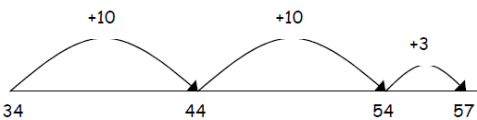
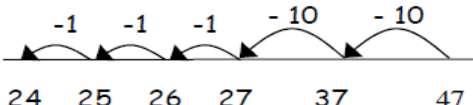
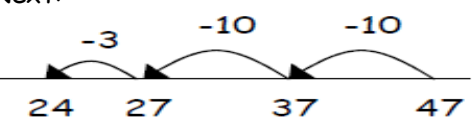
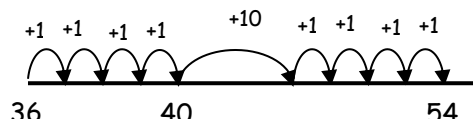
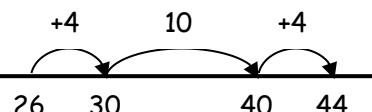

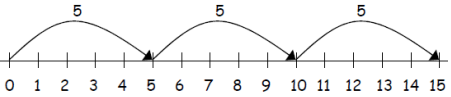
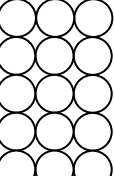
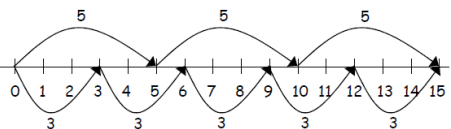
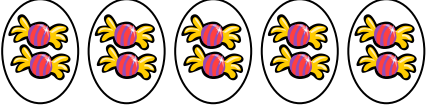

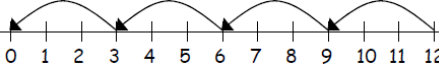
Children need to understand the concept of equality when using the '=' sign.

Calculations should be written either side of the equality sign, so that the sign is not just interpreted as 'the answer'.

ADDITION	SUBTRACTION	MULTIPLICATION	DIVISION
<p><b>+ = signs and missing numbers</b> Missing numbers need to be placed in all possible places.</p> <p> <math>3 + 4 = \square</math>      <math>\square = 3 + 4</math>  <math>3 + \square = 7</math>      <math>7 = \square + 4</math>  <math>\square + 4 = 7</math>      <math>7 = 3 + \square</math>  <math>\square + \nabla = 7</math>      <math>7 = \square + \nabla</math> </p> <p><b>Understand addition as combining two groups</b> Make a record in pictures, words or symbols of addition activities.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">Make 6</p> <p style="text-align: center;"> </p> </div> <p><b>The Number Line</b> They use number lines and practical resources to support calculations and teachers demonstrate the use of the number line. Use a numbered line to count on in ones.</p> <p><math>7+4</math></p>	<p><b>- = signs and missing numbers</b> Missing numbers need to be placed in all possible places.</p> <p> <math>7 - 3 = \square</math>      <math>\square = 7 - 3</math>  <math>7 - \square = 4</math>      <math>4 = \square - 3</math>  <math>\square - 3 = 4</math>      <math>4 = 7 - \square</math>  <math>\square - \nabla = 4</math>      <math>4 = \square - \nabla</math> </p> <p><b>Understand subtraction as 'take away'</b> Make a record in pictures, words or symbols of subtraction activities.</p> <p><b>The Number Line</b> They use number lines and practical resources to support calculations and teachers demonstrate the use of the number line. Use a numbered line to count back in ones. <math>11 - 7 = 4</math></p> <p>Use a number line to find a difference by counting on. <math>11 - 7 = 4</math></p>	<p><b>Counting</b> Count/Chant in 2s, 5s and 10s Group and count objects in 2s, 5s and 10s</p> <p><b>Understand multiplication as 'repeated addition'</b></p> <p>Teacher to demonstrate:  <math>5 + 5 + 5 + 5 = 20</math>          4 groups of 5 equals 20</p> <p>For both of the above, the activities should be <i>practical</i> and a record should be made in pictures, words or symbols.</p>	<p><b>Understand division as sharing equally</b> 8 apples are shared between two people. How many do they have each?</p> <p><math>8 \div 2 = 4</math></p> <p><b>Understand division as 'repeated subtraction' OR grouping</b> There are ten cakes. Put two on each plate. How many plates do you need?</p> <p><math>10 \div 2 = 5</math></p> <p>As you share emphasise that you are taking away the same number each time.</p> <p>For both of the above, the activities should be <i>practical</i> and a record should be made in pictures, words or symbols.</p>

## YEAR TWO

Children need to understand the concept of equality when using the '=' sign.  
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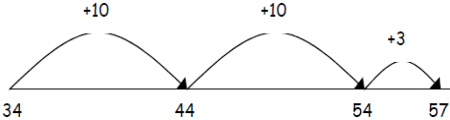
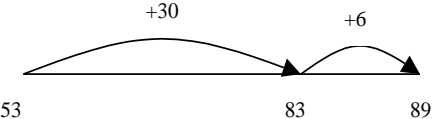
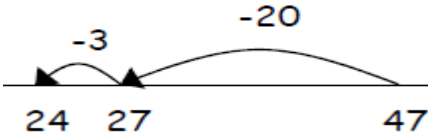

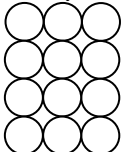

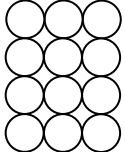
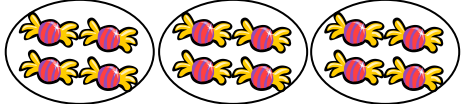

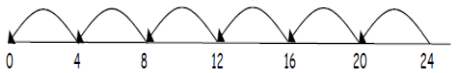
ADDITION	SUBTRACTION	MULTIPLICATION	DIVISION
<p><b>+ = signs and missing numbers</b> Continue using a range of equations as in Y1 but with appropriate numbers. Extend: <math>14 + 5 = 10 + \square</math> <math>32 + \square + \square = 100</math> <math>35 = 1 + \square + 5</math></p> <p><b>TU+TU</b> <b>Number Lines</b> <b>Counting on</b> <math>34 + 23</math> First:              Next:  </p> <p><b>Partition into ones and tens and recombine</b> Without bridging ten  <math>42 + 23 = 65</math>    <math>2 + 3 = 5</math>  <math>40 + 20 = 60</math>  <math>60 + 5 = 65</math>            Bridging ten  <math>35 + 27 = 62</math>    <math>5 + 7 = 12</math>  <math>30 + 20 = 50</math>  <math>50 + 12 = 62</math></p>	<p><b>- = signs and missing numbers</b> Continue using a range of equations as in Year 1 but with appropriate numbers. Extend: <math>14 + 5 = 20 - \square</math></p> <p><b>TU-TU</b> <b>Number Lines</b> <b>Counting back</b> <math>47 - 23 = 23</math> First:              Next:  </p> <p><b>Counting on</b> This is used to find the difference. <math>44 - 26 = 18</math> First:              Next:  </p>	<p><b>x = signs and missing numbers</b>  <math>7 \times 2 = \square</math>                      <math>\square = 2 \times 7</math>  <math>7 \times \square = 14</math>                    <math>14 = \square \times 7</math>  <math>\square \times 2 = 14</math>                    <math>14 = 2 \times \square</math>  <math>\square \times \nabla = 14</math>                    <math>14 = \square \times \nabla</math></p> <p><b>Understand multiplication as 'repeated addition'</b> <b>Arrays</b>      <math>5 + 5 + 5</math>               <math>3 \text{ lots of } 5</math>               <math>3 \text{ times } 5</math>               <math>3 \times 5</math></p> <p><b>Number Line</b>  </p> <p><b>Commutativity</b> <b>Arrays</b>      <math>3 \times 5</math>               <math>3 \times 5</math></p> <p><b>Number Line</b>  </p>	<p><b>÷ = signs and missing numbers</b>  <math>6 \div 2 = \square</math>                      <math>\square = 6 \div 2</math>  <math>6 \div \square = 3</math>                      <math>3 = 6 \div \square</math>  <math>\square \div 2 = 3</math>                      <math>3 = \square \div 2</math>  <math>\square \div \nabla = 3</math>                      <math>3 = \square \div \nabla</math></p> <p><b>Understand division as sharing equally</b> 10 sweets shared between 5 people How many do they have each?    <math>10 \div 5 = 2</math></p> <p><b>Understand division as 'repeated subtraction' OR grouping</b> There are 12 sweets. Put 3 in each bag. How many bags do you need?    <math>12 \div 3 = 4</math>            See as: How many 3 make 12?            Emphasise that you are taking away the same number each time.  <b>Number Line</b>            Repeated subtraction to divide can also be shown on a number line.  <math>12 \div 3 = 4</math>  </p>

<p><b>100 square</b> <b>Add 9 or 11 by adding 10 and adjusting by 1</b> <math>35 + 9 = 44</math> Using the 100 square, demonstrate: <math>35 + 10 = 45</math> <math>45 - 1 = 44</math> Explaining/Showing that adding 10 and subtracting 1 is the same as adding 9.</p> <p><math>35 + 11 = 46</math> Using the 100 square, demonstrate: <math>35 + 10 = 45</math> <math>45 + 1 = 46</math> Explaining/Showing that adding 10 then adding 1 is the same as adding 11.</p>	<p><b>100 square</b> <b>Subtract 9 or 11 by subtracting 10 and adjusting by 1</b> <math>35 - 9 = 26</math> Using the 100 square demonstrate : <math>35 - 10 = 25</math> <math>25 + 1 = 26</math> Explaining/Showing that subtracting 10 and then adding 1 is the same as subtracting 9.</p> <p><math>35 - 11 = 24</math> Using the 100 square demonstrate : <math>35 - 10 = 25</math> <math>25 - 1 = 24</math> Explaining/Showing that subtracting 10 and then subtracting 1 is the same as subtracting 11.</p>		
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## YEAR THREE

Children need to understand the concept of equality when using the '=' sign.

Calculations should be written either side of the equality sign, so that the sign is not just interpreted as 'the answer'.

ADDITION	SUBTRACTION	MULTIPLICATION	DIVISION												
<p><b>+ = signs and missing numbers</b> Continue using a range of equations as in Y1 and 2 but with appropriate numbers.</p> <p><b>TU+TU, then HTU+TU, HTU+HTU</b> <b>Number Line</b> <b>Counting on</b> Review:              Then:  </p> <p><b>Partition and recombine</b>  <math>89 + 42 = 181</math>   <math>9 + 2 = 11</math>  <math>80 + 90 = 170</math>  <math>170 + 11 = 181</math></p> <p><b>Adding the least significant digits first</b></p> <table style="margin-left: 20px;"> <tr> <td style="padding-right: 20px;"><math>75</math></td> <td><math>267</math></td> </tr> <tr> <td><math>+ 48</math></td> <td><math>+ 85</math></td> </tr> <tr> <td style="padding-right: 20px;"><math>13</math></td> <td><math>12</math></td> </tr> <tr> <td style="padding-right: 20px;"><math>\underline{110}</math></td> <td><math>140</math></td> </tr> <tr> <td style="padding-right: 20px;"><math>123</math></td> <td><math>\underline{200}</math></td> </tr> <tr> <td></td> <td><math>352</math></td> </tr> </table>	$75$	$267$	$+ 48$	$+ 85$	$13$	$12$	$\underline{110}$	$140$	$123$	$\underline{200}$		$352$	<p><b>- = signs and missing numbers</b> Continue using a range of equations as in Year 1 and 2 but with appropriate numbers.</p> <p><b>TU-TU, then HTU-TU, HTU-HTU</b> <b>Number Line</b> <b>Counting back</b>  <math>47 - 24 = 23</math>  </p> <p><b>Counting on</b>  <math>94 - 46 = 58</math>  </p>	<p><b>x = signs and missing numbers</b> Continue using a range of equations as in Year 2 but with appropriate numbers</p> <p><b>Understand multiplication as 'repeated addition'</b> <b>Arrays</b>   <math>3 + 3 + 3 + 3</math>            4 lots of 3            4 times 3  <math>4 \times 3</math></p> <p><b>Number Line</b>  </p> <p><b>Commutativity</b> <b>Arrays</b>   <math>4 \times 3</math>  <math>3 \times 4</math></p> <p><b>Partitioning to multiply 'teen' numbers</b>  <math>16 \times 3 = 48</math>   <math>6 \times 3 = 18</math>  <math>10 \times 3 = 30</math>  <math>30 + 18 = 48</math></p>	<p><b>÷ = signs and missing numbers</b> Continue using a range of equations as in Year 2 but with appropriate numbers</p> <p><b>Understand division as sharing equally</b> 12 sweets shared between 3 people How many do they have each?    <math>12 \div 3 = 4</math></p> <p><b>Understand division as 'repeated subtraction' OR grouping</b> There are 24 sweets. Put 4 in each box. How many boxes do you need?    <math>24 \div 4 = 6</math>            See as: How many 4s make 24?            Emphasise that you are taking away the same number each time.  <b>Number Line</b>            Repeated subtraction to divide can also be shown on a number line.  <math>24 \div 4 = 6</math>  </p>
$75$	$267$														
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			<p><b>Remainders</b></p> <p>Need a good knowledge of multiplication and division tables.</p> <p>Also do as word problem.</p> <p>e.g. There are 16 children. They are put in teams of 3. How many teams are there? How many children are left over?</p> <p><math>16 \div 3 =</math></p> <p>How many 3s in 16?</p> <p><math>5 \times 3 = 15</math></p> <p>If you used 15, how much is left over (remainder)?</p> <p><math>16 - 15 = 1</math></p>
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## YEAR FOUR

Children need to understand the concept of equality when using the '=' sign.  
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<p><b>+ = signs and missing numbers</b> Continue using a range of equations as in Y1 and 2 but with appropriate numbers.</p> <p><b>HTU + TU, then HTU + HTU</b> <b>Adding the least significant digits first</b></p> $\begin{array}{r} 367 \\ + 85 \\ \hline 12 \\ 140 \\ \underline{300} \\ 452 \end{array}$ <p><b>Using 'carrying'</b></p> $\begin{array}{r} 367 \\ + 85 \\ \hline \underline{452} \\ 11 \end{array}$ <p><b>Extend to decimals</b> Begin to add two three-digit sums of money. Know that decimal points should line up under each other.</p>	<p><b>- = signs and missing numbers</b> Continue using a range of equations as in Year 1 and 2 but with appropriate numbers.</p> <p><b>HTU - TU, then HTU - HTU</b> <b>Decomposition</b> Begin by only needing to exchange tens for units, then hundreds for tens. It may be helpful to label the columns.</p> $\begin{array}{r} \text{H T U} \\ 278^{14} \\ - \underline{38} \\ 246 \end{array}$ $\begin{array}{r} \text{H T U} \\ \cancel{2}78^{14} \\ - \underline{98} \\ 86 \end{array}$ <p><b>Extend to decimals</b> Find the difference between two three-digit sums of money. Know that decimal points should line up under each other.</p>	<p><b>x = signs and missing numbers</b> Continue using a range of equations as in Year 2 but with appropriate numbers</p> <p><b>TU x U</b> <b>Partitioning</b></p> $\begin{array}{r} 23 \\ \times 4 \\ \hline 12 \quad (3 \times 4) \\ + 80 \quad (20 \times 4) \\ \hline 92 \end{array}$ <p><b>Grid method</b></p> <table border="1" style="display: inline-table; margin-right: 10px;"> <tr><td>x</td><td>20</td><td>3</td></tr> <tr><td>4</td><td>80</td><td>12</td></tr> </table> <p>= 92</p>	x	20	3	4	80	12	<p><b>÷ = signs and missing numbers</b> Continue using a range of equations as in Year 2 but with appropriate numbers</p> <p><b>TU ÷ U</b> <b>Understand division as sharing and grouping</b> Understand division either as sharing equally or as grouping (repeated subtraction). See examples from year 3.</p> <p><b>Short division</b> Initially, children will continue to use correct place value vocabulary, but as they become more confident, they can be introduced to 'digit-speak'.</p> <p><b>TU ÷ U, no remainder and no carrying</b></p> <div style="text-align: center;"> <table style="border-collapse: collapse;"> <tr><td></td><td style="text-align: center;">T U</td><td></td></tr> <tr><td></td><td style="text-align: center;">3 1</td><td></td></tr> <tr><td style="text-align: right;">3 )</td><td style="text-align: center;">9 3</td><td></td></tr> </table> </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-top: 10px; width: fit-content; margin-left: auto; margin-right: auto;"> <p>There are exactly 30 threes in 90 and 1 three in 3. The answer is 31.</p> </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-top: 10px; width: fit-content; margin-left: auto; margin-right: auto;"> <p><u>'Digit-speak' version</u> How many threes in 9 (tens)? 3 (tens) How many threes in 3? 1 The answer is 31.</p> </div>		T U			3 1		3 )	9 3	
x	20	3																
4	80	12																
	T U																	
	3 1																	
3 )	9 3																	

**TU ÷ U, remainder but no carrying**

$$\begin{array}{r} \text{T U} \\ 2 \ 2 \ \text{R} \ 2 \\ \hline 3 \overline{) 6 \ 8} \end{array}$$

There are exactly 20 threes in 60. 2 threes are six, so there are 2 threes in 8 and 2 left over. The answer is 22 R2.

'Digit-speak' version

How many threes in 6 (tens)? 2 (tens)  
How many threes in 8? 2 threes are 6, there are 2 threes in 8 and 2 left over.  
The answer is 22 R2.

**TU ÷ U, with carrying, but no remainder**

$$\begin{array}{r} \text{T U} \\ 1 \ 9 \\ \hline 4 \overline{) 7 \ 36} \end{array}$$

10 fours make 40, that's 30 left over out of the 70. 30 added to the 6 units makes 36. There are 9 fours in 36. The answer is 19.

'Digit-speak' version

How many fours in 7 (tens)? 1, so that's 3 (tens) left over. 3 (tens) added to the units makes 36. How many fours in 36? 9  
The answer is 19.

**TU ÷ U, with carrying and remainder**

$$\begin{array}{r} \text{T U} \\ 1 \ 3 \ \text{R} \ 5 \\ \hline 7 \overline{) 9 \ 26} \end{array}$$

Ten sevens make 70, that's 20 left over out of the 90. 20 added to the 6 units makes 26. Three sevens are 21, that's 5 left over out of the 26. The answer is 13 R 5

'Digit-speak' version

How many sevens in 9 (tens)? 1 and 2 (tens) left over. 2 (tens) added to 6 makes 26.  
How many sevens in 26? 3 sevens are 21, so that's 3 and 5 left over. The answer is 13 R 5.



## YEAR FIVE

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Calculations should be written either side of the equality sign, so that the sign is not just interpreted as 'the answer'.

ADDITION	SUBTRACTION	MULTIPLICATION	DIVISION																	
<p><b>+ = signs and missing numbers</b> Continue using a range of equations as in Y1 and 2 but with appropriate numbers.</p> <p><b>HTU + HTU, then ThHTU + ThHTU</b> Use 'carrying'</p> $\begin{array}{r} 587 \\ + 475 \\ \hline 1062 \\ 11 \end{array} \qquad \begin{array}{r} 3587 \\ + 675 \\ \hline 4262 \\ 111 \end{array}$ <p><b>Extend to decimals</b> Add two or more decimal fractions with up to three digits and the same number of decimal places. Know that decimal points should line up under each other.</p>	<p><b>- = signs and missing numbers</b> Continue using a range of equations as in Year 1 and 2 but with appropriate numbers.</p> <p><b>HTU - HTU, then ThHTU - ThHTU</b> Decomposition</p> $\begin{array}{r} 6141 \\ \cancel{7}84 \\ - 286 \\ \hline 468 \end{array}$ <p><b>Extend to decimals</b> Find the difference between two decimal fractions with up to three digits and the same number of decimal places. Know that decimal points should line up under each other.</p>	<p><b>x = signs and missing numbers</b> Continue using a range of equations as in Year 2 but with appropriate numbers</p> <p><b>HTU x U and TU x TU</b> Partitioning</p> $\begin{array}{r} 346 \\ \times 9 \\ \hline 54 \quad (6 \times 9) \\ 360 \quad (40 \times 9) \\ + 2700 \quad (300 \times 9) \\ \hline 3114 \end{array}$ <p style="text-align: right;">Lead to <math>\begin{array}{r} 346 \\ \times 9 \\ \hline 3114 \\ 45 \end{array}</math></p> $\begin{array}{r} 72 \\ \times 38 \\ \hline 576 \quad (72 \times 8) \\ + 2160 \quad (72 \times 30) \\ \hline 2736 \\ 1 \end{array}$ <p><b>Grid method</b></p> <table border="1" style="display: inline-table; margin-right: 20px;"> <tr><td>X</td><td>300</td><td>40</td><td>6</td></tr> <tr><td>9</td><td>2700</td><td>360</td><td>54</td></tr> </table> $= 3114$ <table border="1" style="display: inline-table;"> <tr><td>X</td><td>70</td><td>2</td></tr> <tr><td>30</td><td>2100</td><td>60</td></tr> <tr><td>8</td><td>560</td><td>16</td></tr> </table> $\begin{array}{r} 2160 \\ + 576 \\ \hline 2736 \\ 1 \end{array}$ <p><b>Extend to decimals</b> Decimals with one decimal place x U</p>	X	300	40	6	9	2700	360	54	X	70	2	30	2100	60	8	560	16	<p><b>÷ = signs and missing numbers</b> Continue using a range of equations as in Year 2 but with appropriate numbers</p> <p><b>HTU ÷ U</b> <b>Understand division as sharing and grouping</b> Understand the operation of division either as sharing equally or as grouping (repeated subtraction). See examples from year 3.</p> <p><b>Short division</b> Initially, children will continue to use correct place value vocabulary, but as they become more confident, they can be introduced to 'digit-speak'.  See examples in year 4 section, but apply the steps to HTU ÷ U.</p> <p><b>Remainders</b> Begin to give a quotient as a <i>fraction</i>, when dividing by a whole number. Begin to give a quotient as a decimal fraction, when dividing by 10, 5, 4 or 2.</p>
X	300	40	6																	
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## YEAR SIX

Children need to understand the concept of equality when using the '=' sign.  
Calculations should be written either side of the equality sign, so that the sign is not just interpreted as 'the answer'.

ADDITION	SUBTRACTION	MULTIPLICATION	DIVISION																																																																										
<p><b>+ = signs and missing numbers</b> Continue using a range of equations as in Y1 and 2 but with appropriate numbers.</p> <p><b>ThHTU + ThHTU, then any number of digits</b> <b>Using 'carrying'</b></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">7648</td> <td style="padding: 0 20px;"></td> <td style="text-align: right;">6584</td> </tr> <tr> <td style="text-align: right;">+ 1486</td> <td style="padding: 0 20px;">+</td> <td style="text-align: right;">5848</td> </tr> <tr> <td style="text-align: right;"><u>9134</u></td> <td></td> <td style="text-align: right;"><u>12432</u></td> </tr> <tr> <td style="text-align: right;">111</td> <td></td> <td style="text-align: right;">111</td> </tr> </table> <p><b>Extend to decimals</b> Using the chosen method, add two or more decimal fractions with up to four digits and either one or two decimal places. Know that decimal points should line up under each other.</p>	7648		6584	+ 1486	+	5848	<u>9134</u>		<u>12432</u>	111		111	<p><b>- = signs and missing numbers</b> Continue using a range of equations as in Year 1 and 2 but with appropriate numbers.</p> <p><b>ThHTU - ThHTU, then any number of digits</b> <b>Decomposition</b></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">51316</td> </tr> <tr> <td style="text-align: right;"><del>6467</del></td> </tr> <tr> <td style="text-align: right;">- 2684</td> </tr> <tr> <td style="text-align: right;"><u>3783</u></td> </tr> </table> <p><b>Extend to decimals</b> Using the chosen method, subtract two or more decimal fractions with up to three digits and either one or two decimal places. Know that decimal points should line up under each other.</p>	51316	<del>6467</del>	- 2684	<u>3783</u>	<p><b>x = signs and missing numbers</b> Continue using a range of equations as in Year 2 but with appropriate numbers</p> <p><b>ThHTU x U and HTU x TU</b> <b>Partitioning</b></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">4346</td> <td style="padding: 0 20px;">Lead to</td> <td style="text-align: right;">4346</td> </tr> <tr> <td style="text-align: right;">x 8</td> <td></td> <td style="text-align: right;">x 8</td> </tr> <tr> <td style="text-align: right;">48 (6 x 8)</td> <td></td> <td style="text-align: right;"><u>34768</u></td> </tr> <tr> <td style="text-align: right;">320 (40 x 8)</td> <td></td> <td style="text-align: right;">234</td> </tr> <tr> <td style="text-align: right;">2400 (300 x 8)</td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">+ 32000 (4000 x 8)</td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;"><u>34768</u></td> <td></td> <td></td> </tr> </table> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">352</td> </tr> <tr> <td style="text-align: right;">x 27</td> </tr> <tr> <td style="text-align: right;">2464 (352 x 7)</td> </tr> <tr> <td style="text-align: right;">+ 7040 (352 x 20)</td> </tr> <tr> <td style="text-align: right;"><u>9504</u></td> </tr> <tr> <td style="text-align: right;">1</td> </tr> </table> <p><b>Grid method</b></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td>X</td> <td>4000</td> <td>300</td> <td>40</td> <td>6</td> </tr> <tr> <td>8</td> <td>32000</td> <td>2400</td> <td>320</td> <td>48</td> </tr> </table> <p>=34768</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td>X</td> <td>300</td> <td>50</td> <td>2</td> <td></td> </tr> <tr> <td>20</td> <td>6000</td> <td>1000</td> <td>40</td> <td>7040</td> </tr> <tr> <td>7</td> <td>2100</td> <td>350</td> <td>14</td> <td>+2464</td> </tr> </table> <p style="text-align: right;">9504 1</p> <p><b>Extend to decimals</b> Decimals with two decimal places x U</p>	4346	Lead to	4346	x 8		x 8	48 (6 x 8)		<u>34768</u>	320 (40 x 8)		234	2400 (300 x 8)			+ 32000 (4000 x 8)			<u>34768</u>			352	x 27	2464 (352 x 7)	+ 7040 (352 x 20)	<u>9504</u>	1	X	4000	300	40	6	8	32000	2400	320	48	X	300	50	2		20	6000	1000	40	7040	7	2100	350	14	+2464	<p><b>÷ = signs and missing numbers</b> Continue using a range of equations as in Year 2 but with appropriate numbers</p> <p><b>HTU ÷ TU</b> <b>Short division</b> Use short division supported by jottings.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">24</td> </tr> <tr> <td style="text-align: right;"><u>16 ) 3864</u></td> </tr> <tr> <td style="text-align: right;">16 (the first few multiples of 16)</td> </tr> <tr> <td style="text-align: right;">32</td> </tr> <tr> <td style="text-align: right;">48</td> </tr> <tr> <td style="text-align: right;">64</td> </tr> </table> <p><b>Remainders</b> Give a quotient as a <i>fraction</i> when dividing by a whole number. Give a quotient as a <i>decimal fraction</i>.</p> <p><b>Extend to decimals</b> Use decimals with up to two decimal places divided by U. Know that decimal points should line up under each other.</p>	24	<u>16 ) 3864</u>	16 (the first few multiples of 16)	32	48	64
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