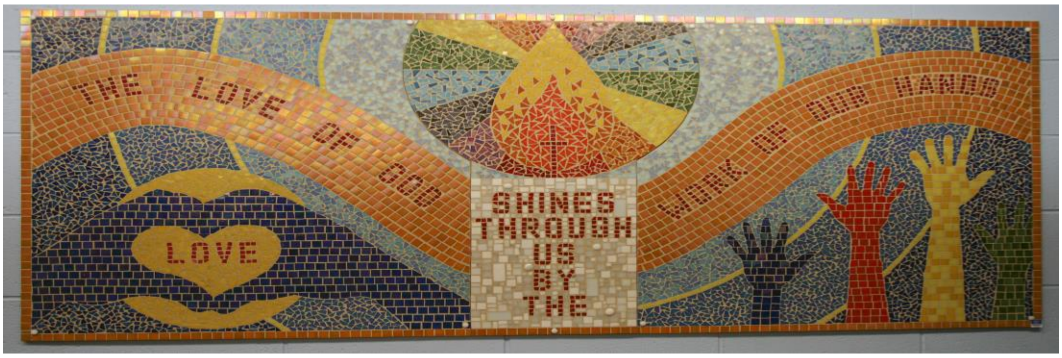
Norley CE Primary School



Calculations Policy

We are a church school where education is nourished through the teachings of Jesus Christ, enabling each child to fulfil their potential and which reflects our commitment to academic excellence.

We want our children to celebrate and appreciate diversity, fostering qualities that encourage every child to have aspiration for a society in which every individual is cherished.

With our Christian belief at its heart, we work in partnership with each other, families, the church, the local and wider community to create a stimulating and caring environment, where everyone is welcomed, nurtured and empowered.

Christian values directly inspire and influence the children to recognise their self-worth and flourish, enabling them to make the right choices that will continue to shape their lives.

You are the light of the world. A city built on a hill cannot be hidden. No one after lighting a lamp puts it under the bushel basket, but on the lamp stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven.

(Matt. 5:14-16)

Calculations Policy

Overview of calculation strategies

Early Years into KS1

Practical, oral and mental activities to understand calculation.

Personal methods of recording.

Key Stage 1

Methods of recording / jottings to support calculation (e.g. partitioning)

Introduce signs and symbols ***(+ / - in Year 1 and x / ÷ in Year 2)***

Use images such as empty number lines to support mental and informal calculation.

Year 3

More efficient informal written methods / jottings – expanded methods and efficient use of number lines.

Years 4-6

Continue using efficient informal methods (expanded addition and subtraction, grid multiplication, division by chunking) and number lines. Develop these to larger numbers and decimals where appropriate.

Begin to develop efficient written methods (standard / compact methods) for all four operations.

When faced with a calculation, children are able to decide which method is most appropriate and have strategies to check its accuracy.

Whatever method is chosen (in any year group), it must still be underpinned by a secure and appropriate knowledge of number facts

By the end of Year 6, children should:

- have a secure knowledge of number facts and a good understanding of the four operations in order to:
    - carry out calculations mentally when using one-digit and two-digit numbers
    - use particular strategies with larger numbers when appropriate
- use notes and jottings to record steps and part answers when using longer mental methods
- **have an efficient, reliable, compact written method of calculation for each operation that children can apply with confidence when undertaking calculations that they cannot carry out mentally;**

Children should always **look at the actual numbers (not the size of the numbers**) before attempting any calculation to determine whether or not they need to use a written method.

Therefore, the key question that children should always ask themselves before attempting a calculation is: -

Can I do it in my head?

Mental methods of calculation

Oral and mental work in mathematics is essential, particularly so in calculation. Early practical, oral and mental work must lay the foundations by providing children with a good understanding of how the four operations build on efficient counting strategies and a secure knowledge of place value and number facts. Later work must ensure that children recognise how the operations relate to one another and how the rules and laws of arithmetic are to be used and applied. Ongoing oral and mental work provides practice and consolidation of these ideas. It must give children the opportunity to apply what they have learned to particular cases, exemplifying how the rules and laws work, and to general cases where children make decisions and choices for themselves.

The ability to calculate mentally forms the basis of all methods of calculation and has to be maintained and refined. A good knowledge of numbers or a 'feel' for numbers is the product of structured practice and repetition. It requires an understanding of number patterns and relationships developed through directed enquiry, use of models and images and the application of acquired number knowledge and skills. Secure mental calculation requires the ability to:

- recall key number facts instantly – for example, all addition and subtraction facts for each number to at least 10 (Year 2), sums and differences of multiples of 10 (Year 3) and multiplication facts up to 10 × 10 (Year 4);
- use taught strategies to work out the calculation – for example, recognise that addition can be done in any order and use this to add mentally a one-digit number or a multiple of 10 to a one-digit or two-digit number (Year 1), partition two-digit numbers in different ways including into multiples of ten and one and add the tens and ones separately and then recombine (Year 2), when applying mental methods in special cases (Year 5);
- understand how the rules and laws of arithmetic are used and applied – for example, to add or subtract mentally combinations of one-digit and two-digit numbers (Year 3), and to calculate mentally with whole numbers and decimals (Year 6).

Written methods of calculation

The 1999 Framework sets out progression in written methods of calculation that highlights how children would move from informal methods of recording to expanded methods that are staging posts to a compact written method for each of the four operations.

The aim is that by the end of Key Stage 2, the great majority of children should be able to use an efficient written method for each operation with confidence and understanding. This guidance promotes the use of what are commonly known as ‘standard’ written methods – methods that are efficient and work for any calculations, including those that involve whole numbers or decimals. They are compact and consequently help children to keep track of their recorded steps. Being able to use these written methods gives children an efficient set of tools they can use when they are unable to carry out the calculation in their heads or do not have access to a calculator. We want children to know that they have such a reliable, written method to which they can turn when the need arises.

In setting out these aims, the intention is that schools adopt greater consistency in their approach to calculation that all teachers understand and towards which they work. There has been some confusion as to the progression to written methods and for too many children the staging posts along the way to the more compact method have instead become end points. While this may represent a significant achievement for some children, the great majority are entitled to learn how to use the most efficient methods. The challenge for teachers is determining when their children should move on to a refinement in the method and become confident and more efficient at written calculation.

The incidence of children moving between schools and localities is very high in some parts of the country. Moving to a school where the written method of calculation is unfamiliar and does not relate to that used in the previous school can slow the progress a child makes in mathematics. There will be differences in practices and approaches which can be beneficial to children. However, if the long-term aim is shared across all schools and if expectations are consistent then children’s progress will be enhanced rather than limited. The entitlement to be taught how to use efficient written methods of calculation is set out clearly in the renewed objectives. Children should be equipped to decide when it is best to use a mental, written or calculator method based on the knowledge that they are in control of this choice as they are able to carry out all three methods with confidence.

Objectives

The objectives in the revised Framework show the progression in children's use of written methods of calculation in the strands 'Using and applying mathematics' and 'Calculating'.

Calculating – Y1-3	Calculating – Y4-6
Year 1 • Relate addition to counting on; recognise that addition can be done in any order; use practical and informal written methods to support the addition of a one-digit number or a multiple of 10 to a one-digit or two-digit number • Understand subtraction as 'take away' and find a 'difference' by counting up; use practical and informal written methods to support the subtraction of a one-digit number from a one-digit or two-digit number and a multiple of 10 from a two-digit number • Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences	**Year 4** • Refine and use efficient written methods to add and subtract two-digit and three-digit whole numbers and £.p • Develop and use written methods to record, support and explain multiplication and division of two-digit numbers by a one-digit number, including division with remainders (e.g. 15 × 9, 98 ÷ 6)
Year 2 • Represent repeated addition and arrays as multiplication, and sharing and repeated subtraction (grouping) as division; use practical and informal written methods and related vocabulary to support multiplication and division, including calculations with remainders • Use the symbols +, –, ×, ÷ and = to record and interpret number sentences involving all four operations; calculate the value of an unknown in a number sentence (e.g. ☐ ÷ 2 = 6, 30 – ☐ = 24)	**Year 5** • Use efficient written methods to add and subtract whole numbers and decimals with up to two places • Use understanding of place value to multiply and divide whole numbers and decimals by 10, 100 or 1000 • Refine and use efficient written methods to multiply and divide HTU × U, TU × TU, U.t × U and HTU ÷ U
Year 3 • Develop and use written methods to record, support or explain addition and subtraction of two-digit and three-digit numbers • Use practical and informal written methods to multiply and divide two-digit numbers (e.g. 13 × 3, 50 ÷ 4); round remainders up or down, depending on the context • Understand that division is the inverse of multiplication and vice versa; use this to derive and record related multiplication and division number sentences	**Year 6** • Use efficient written methods to add and subtract integers and decimals, to multiply and divide integers and decimals by a one-digit integer, and to multiply two-digit and three-digit integers by a two-digit integer

Written methods for addition of whole numbers

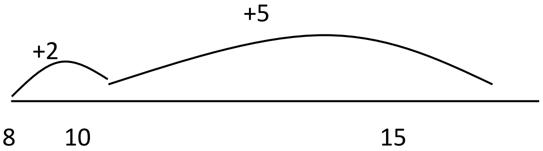
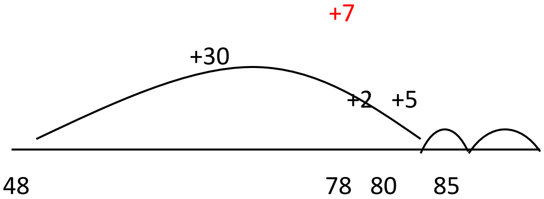
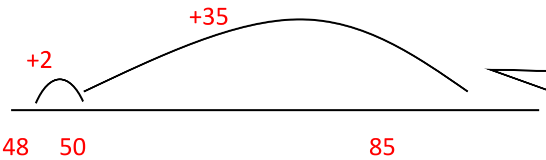
The aim is that children use mental methods when appropriate, but for calculations that they cannot do in their heads they use an efficient written method accurately and with confidence.

Children need to acquire **one efficient written method of calculation for** addition which they know they can rely on **when mental methods are not appropriate.**

To add successfully, children need to be able to:

- **recall all addition pairs to 9 + 9 and complements in 10;**
- **add mentally a series of one-digit numbers, such as 5 + 8 + 4;**
- **add multiples of 10 (such as 60 + 70) or of 100 (such as 600 + 700) using the related addition fact, 6 + 7, and their knowledge of place value;**
- **partition two-digit and three-digit numbers into multiples of 100, 10 and 1 in different ways.**

Note: It is important that children's mental methods of calculation are practised and secured alongside their learning and use of an efficient written method for addition.

Year group	Main method	Alternative method(s)
	Stage 1: The empty number line	**Partition one of the numbers**
Year 2 / 3 (Add speech bubbles at start of section – using '**This is the way we do it"**	Steps in addition can be recorded on a number line. The steps often bridge through a multiple of 10. 8 + 7 = 15  **48 + 37** = 85  **Alternatives (for some children)** 48 + 37 = 85 	This method will be a jotting approach, and may look like the following examples: - **48 + 37** 48 + 30 = 78 78 + 7 = 85 Or 48 + 30 + 7 = 85 Using a number line lets me show my thinking on paper
Year group	**Main method**	**Alternative method(s)**
	Stage 2: Partitioning	**Partition one of the numbers**

Year 2 / 3 Add speech bubbles **Years 4-6**	Record steps in addition using partitioning: Initially as a jotting: - **58 + 87** = 50 + 80 + 8 + 7 = 130 + 15 = 145 Or 50 + 80 = 130 8 + 7 = 15 130 + 15 = 145 Partitioned numbers are then written under one another: - 50 8 <u>80 7</u> <u>130 15</u> = 145 This method may be appropriate for some children with larger numbers if they struggle with Stages 3-4 500 30 8 2400 60 7 <u>200 80 6</u> <u>700 80 5</u> 700 110 14 = 824 3100 140 12 = 3252	**58 + 87** *This method is basically a 'jotting' version of the number line method* Or 87 + 50 = 137 58 + 80 = 138 137 + 8 = 145 138 + 7 = 145 Or 87 + 50 + 8 = 145 One popular jotting approach is: - 5 8 + 8 7 130 + 15 = 145

Stage 3: Expanded method in columns

Year 3

(Simple examples to introduce the expanded method to the children.

Many children would continue to answer these calculations mentally or using a simple jotting –

See **Stage 2**)

A. Single 'carry' in units — **B. 'Carry' in units and tens**

Adding the tens first: -

67 + 24	**58 + 87**
67	58
+ 24	+ 87
80	130
11	15
91	145

'Fifty plus eighty equals one hundred and thirty, because 'five plus eight equals thirteen.

Adding the ones first:

67	58
+ 24	+ 87
11	15
80	130
91	145

Adding the ones first gives the same answer as adding the tens first

Refine over time to adding the ones digits first consistently, with harder calculations

Year 3 / 4

457 + 76		**538 + 286**
457	**Then**	**538**
+ 76		+ 286
13		14
120		110
400		700
533		824

The time spent practising expanded method will depend on security of number facts recall and understanding of place value.

Stage 4: Column method

Year 4 onwards

58 + 87		**457 + 76**		**538 + 286**
58	Then	457	Then	538
+ 87		+ 76		+ 286
123		533		824
1 1		1 1		1 1

Use the words 'carry ten' and 'carry hundred', not 'carry one'

Record carry digits below the line

Once confident, use with larger whole numbers and decimals.

Return to expanded if children make repeated errors

Years 5-6

2467 + 785	**4824 + 2369**	**46.73 + 78.6**
2467	4824	46.73
+ 785	+ 2369	78.60
3252	7193	125.33
1 1 1	1 1	1 1 1

'The love of God shines through us by the work of our hands'

Written methods for subtraction of whole numbers

The aim is that children use mental methods when appropriate, but for calculations that they cannot do in their heads they use an efficient written method accurately and with confidence.

To subtract successfully, children need to be able to:

- **recall all addition and subtraction facts to 20;**
- **subtract multiples of 10 (such as 160 – 70) using the related subtraction fact,16 – 7, and their knowledge of place value;**
- **partition two-digit and three-digit numbers into multiples of one hundred, ten and one in different ways (e.g. partition 74 into 70 + 4 or 60 + 14).**

Note: It is important that children's mental methods of calculation are practised and secured alongside their learning and use of an efficient written method for subtraction.

Children need to acquire **one efficient written method of calculation for** subtraction which they know they can rely on **when mental methods are not appropriate.**

But, they should look at the actual numbers each time they see a calculation and decide whether or not their favoured method is most appropriate (e.g. If there are zeroes in a calculation such as 2006 - 128 then the 'counting on' approach may well be the best method in that particular instance

Therefore, when subtracting, whether mental or written, children will mainly choose between two main strategies: -

Taking away (Counting Back) *Complementary Addition (Counting On)*

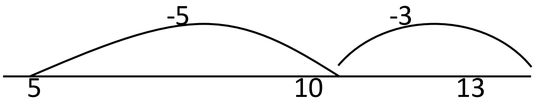
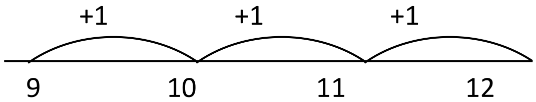
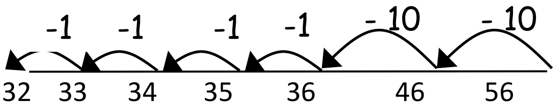
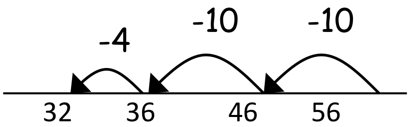
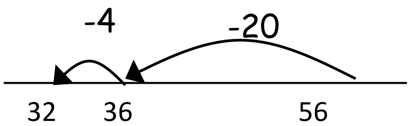
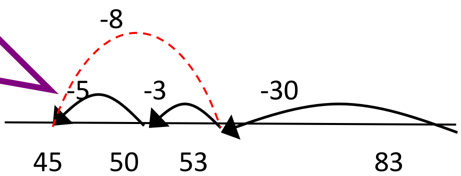
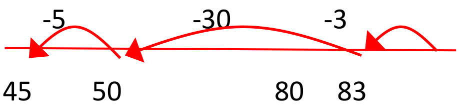
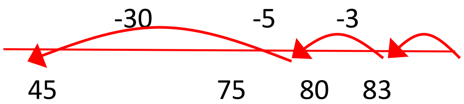
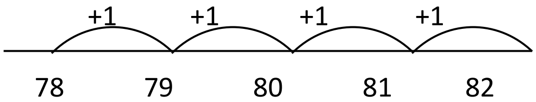
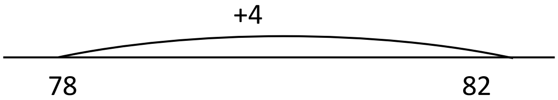
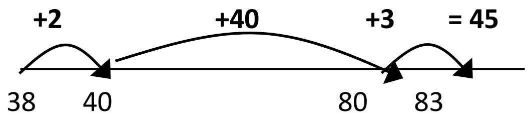
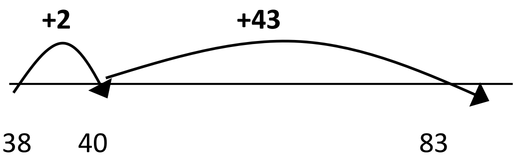
When should we count back and when should we count on?

This will alter depending on the calculation (see below), but often the following rules apply

If the numbers are far apart, or there isn't much to subtract (278 – 24) then count back.

If the numbers are close together (206 – 188), then count up

In many cases, either strategy would be suitable

Year group	Subtraction by counting back (or taking away)	Subtraction by counting up (or complementary addition)
	Stage 1: Using the empty number line	
	The empty number line helps to record or explain the steps in mental subtraction. It is an ideal model for **counting back** and **bridging ten**, as the steps can be shown clearly. It can also show **counting up** from the smaller to the larger number to **find the difference,**	
Year 2	The steps often bridge through a multiple of 10. 13 – 8 = 5 	Small differences can be found by counting up 12 – 9 = 3 
Year 2/3	For 2 digit numbers, count back in 10s and 1s 56 – 24 = 32  Then subtract the units in a single jump  Then subtract tens and units in single jumps  ***Some numbers (83 – 38) can be subtracted just as quickly either way.*** 83 – 38 = 45 ***Partition 38. Take away 30 then take away 8 (-3 -5)***  Alternatives  	For 2 (or 3) digit numbers close together, count up 82 – 78 = 4 First, count in ones  Then, use number facts to count in a single jump  Count up from the smaller to the larger number.  or 

	Stage 2: Subtraction by counting back Expanded method	**Subtraction by counting up Number lines (continued)**

Year 3 / 4

Stage 2: Subtraction by counting back (expanded method)

Introduce the expanded method with 2 digit numbers to explain the process.
Partition both numbers into tens and ones.
Exchange from the tens to the ones.

83 – 38

```
  80  3      70 13        70
- 30  8      30  8        80̸  3   1
                        - 30   8
                          40   5
```

Exchange from hundreds to tens and tens to ones

142 - 86

```
                                130   1
100  40  2    100 30 12    10̸0   4̸0   2
-    80  6         80  6         80   6
                                 50   6
```

Subtraction by counting up (number lines)

142 – 86

+4 +10 +40 +2 = 56

86 90 100 140 142

Or (in fewer steps)

+14 +42 = 56

86 100 142

Year 4

Stage 2: Subtraction by counting back (expanded method)

Take the method into three digit numbers
Subtract the ones then the tens then the hundreds
Demonstrate without exchanging first →

A

784 - 351

```
  700  80  4
- 300  50  1
  400  30  3
```

Move towards exchanging from hundreds to tens and tens to ones →

B

854 - 286

```
                   700  1̸40  1
  800  50  4       80̸0  5̸0   4
- 200  80  6     - 200  80   6
                   500  60   8
```

C

Use some examples which include the use of zeros

605 – 328

```
                        90
                  500  1̸00  1
  600   0  5      6̸00   0̸   5
- 300  20  8    - 300  20   8
                  200  70   7
```

Continue to use expanded subtraction until both number facts and place value are considered to be very secure

Subtraction by counting up (number lines)

For examples without exchanging, the number line method takes considerably longer than mental partitioning or expanded.

854 - 286

+4 +10 +500 +54 = 568

286 290 300 800 854

Or (the efficient method)

+14 +554 = 568

286 300 854

Alternative (count the hundreds first)

+500

+100 +100 +100 +100 +100 +14 +54 =568

286 386 486 586 686 786 800 854

For numbers containing zeros, counting up is often the most reliable method.

+72 =205 = 277

328 400 605

Stage 3: Standard method (decomposition)

Mainly Y5 onwards

Decomposition relies on secure understanding of the expanded method, and simply displays the same numbers in a contracted form.

(Using example B from Stage 2)

854 – 286

```
 7 14  1
 8  5  4
-2  8  6
 5  6  8
```

Continue to refer to digits by their actual value, not their digit value, when explaining a calculation. E.g. One hundred and forty subtract eighty.

Again, use examples containing zeros, remembering that it may be easier to count on with these numbers (see Stage 2)

The counting up method is often used in Years 5 and 6 for children whose mental recall is weak, or who require a visual image to support their thinking.

(Using example C from Stage 2)

605 – 328

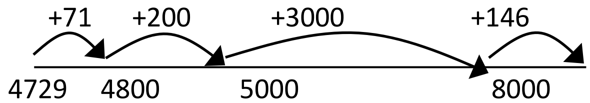
```
     9
  5  1  1
  6  0  5
- 3  2  8
  2  7  7
```

Move onto examples using 4 digit (or larger) numbers and then onto decimal calculations.

814 6 – 472 9

```
  7  1  3  1
  8  1  4  6
- 4  7  2  9
  3  4  1  7
```

814 6 – 472 9



8146

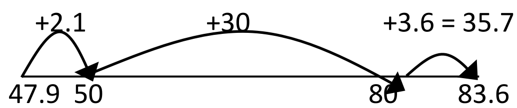
```
= 3000
   146
   200
    71
  341 7
```

Both methods can be used with decimals, although the counting up method becomes less efficient and reliable when calculating with more than two decimal places.

83.6 – 47.9

```
  7 12  1
  8  3. 6
- 4  7. 9
  3  5. 7
```

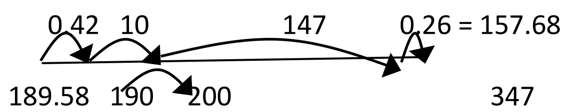
83.6 – 47.9



347.26 – 189.58

```
  1 13 16 11  1
  3  4  7 . 2  6
-  1  8  9 . 5  8
   1  5  7 . 6  8
```

347.26 – 189.58



347.26

Written methods for multiplication of whole numbers

The aim is that children use mental methods when appropriate, but for calculations that they cannot do in their heads they use an efficient written method accurately and with confidence.

These notes show the stages in building up to using an efficient method for two-digit by one-digit multiplication by the end of Year 4, two-digit by two-digit multiplication by the end of Year 5, and three-digit by two-digit multiplication by the end of Year 6.

To multiply successfully, children need to be able to:

- **recall all multiplication facts to 10 × 10;**
- **partition number into multiples of one hundred, ten and one;**
- **work out products such as 70 × 5, 70 × 50, 700 × 5 or 700 × 50 using the related fact 7 × 5 and their knowledge of place value;**
- **add two or more single-digit numbers mentally;**
- **add multiples of 10 (such as 60 + 70) or of 100 (such as 600 + 700) using the related addition fact, 6 + 7, and their knowledge of place value;**
- **add combinations of whole numbers using the column method (see above).**

Note:

Children need to acquire **one efficient written method of calculation for** multiplication which they know they can rely on **when mental methods are not appropriate.**

It is important that children's mental methods of calculation are practised and secured alongside their learning and use of an efficient written method for multiplication.

These mental methods are often more efficient than written methods when multiplying.

Use partitioning and grid methods until number facts and place value are secure

For a calculation such as 25 x 24, a quicker method would be 'there are four 25s in 100 so 25 x 24 = 100 x 6 = 600

When multiplying a 2 digit x 3 digit number (or a 3digit x 3 digit number), the standard method is usually the most efficient

At all stages, use known facts to find other facts. E.g. Find 7 x 8 by using 5 x 8 (40) and 2 x 8 (16)

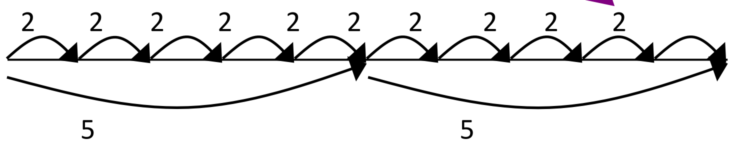
	Expanded multiplication	Standard 'compact' multiplication
Year group	**Stage 1: Number lines and mental methods**	

Year 2

Begin by building on the understanding that multiplication is repeated addition, using arrays and number line s to support the thinking.

Using a number line

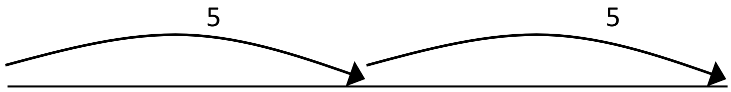
2 x 10 = 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2



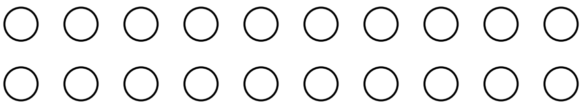
Or

10 x 2 = 10 + 10

2 x 10 = 10 x 2



Using an array



10 x 2 = 20

2 x 10 = 20

Year 3

Extend the above methods to include the 3, 4 and 6 times tables then begin to partition using **jottings and number lines.**

3 x 17

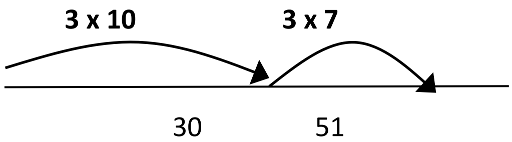
10 + **7**

0 3 6 9 12 15 18 2124 2730 33 36 3942 4548 51

30 + 21 = **51** becomes

Or

10 x 3 = 30
7 x 3 = 21
51



Years 3-4

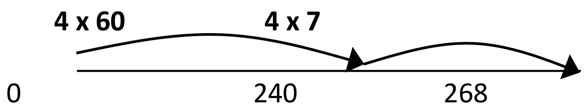
Extend the methods above to calculations which give products greater than 100.

4 x 67

60 + 7

x4 x 4

240 + 28 = **268**



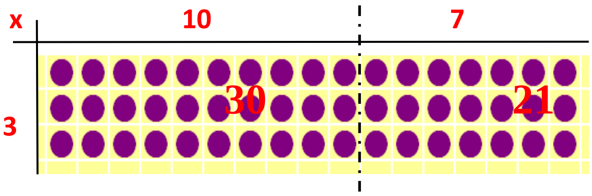
Or

60 x 4 = 240
7 x 4 = 28
268

Each of these methods can be used in the future if children find expanded or standard methods difficult

Extend to using these methods with all tables to 10 x 10.

Year group	**Stage 2: Written methods – Short multiplication**

	Grid multiplication	Vertical multiplication (Expanded method into standard)
Late Year 3 onwards (Mainly Year 4)	The grid method of multiplication is a simple, alternative way of recording the jottings shown previously. **3 x 17** **10** **7** **3** | 30 | 21 | **= 51** If necessary (for some children) it can initially be taught using an array to show the actual product. 	The expanded method links the grid method to the standard method. It still relies on partitioning the tens and units, but sets out the products vertically. Children will use the expanded method until they can securely use and explain the standard method. *When setting out calculations vertically, begin with the units first (as with addition and subtraction)*

Year 4 / 5	**4 x 67**
	    60 **7**
	4 | 240 | 28 | **= 268**
	
	Use all tables with more complex calculations
	
	7 x 89
	    80 **9**
	7 | 560 | 63 | **= 623**
	
	Move onto HTU x U
	
	4 x 378
	    300 **70** **8**
	4 | 1200 | 280 | 32 | **= 1512**
	
	The grid method may continue to be the main method used by children whose mental and written calculation skills are weak, or children who need the visual link to place value.
		4 x 67
		6 7
		x 4
		2 8
		2 4 0
		2 6 8
		→
		6 7
		x 4
		2 6 8
		2
		Place the 'carry' digit below the line
		
		7 x 89
		8 9
		x 7
		6 3
		5 6 0
		6 2 3
		→
		8 9
		x 7
		6 2 3
		6
		
		Where numbers are difficult to add mentally, try to use the expanded or standard methods
		
		4 x 378
		3 7 8
		x 4
		3 2
		2 8 0
		1 2 0 0
		1 5 1 2
		→
		3 7 8
		x 4
		1 5 1 2
		3 3

In all calculations, refer to the actual value of the digits.

E.g. 4 multiplied by by 70, not 7

Stage 3: Long multiplication: TU x TU

Year group: Years 5 & 6

Grid long multiplication

Extend the grid method to TU × TU, asking children to estimate first. ‘

38 x 57
38 × 57 is approximately 40 × 60 = 2400.

x	50	7	
30	1500	210	1 7 1 0
8	400	56	4 5 6
			2 1 6 6
			1

Add the two products in each row

Add these sums for the overall product

The grid method is often the ‘choice’ of many children in Years 5 and 6, and is the method that they will mainly use for long multiplication.

Vertical ‘standard’ long multiplication

Children should only use the ‘standard’ method of long multiplication if they can regularly get the correct answer using this method.

38 x 57

38 × 57 is approximately 40 × 60 = 2400.

```
    3 8              3 8
                         2  5
  x 5 7     or   x   5 7
    2 5             1  4
  2 6 6           2 6 6
   1 1
1 9 0 0         1 9 0 0

2 1 6 6         2 1 6 6
```

There is no ‘rule’ regarding the position of the ‘carry’digits. Each choice has advantages and complications.
Either carry the digits mentally or have your own favoured position for these digits.

Stage 4: Long multiplication: HTU x TU

Year group: Year 6

Grid long multiplication

For HTU x TU, grid method is quite inefficient, and has much scope for error due to the number of ‘part-products’ that need to be added.

Use this method when you find the standard method to be unreliable or difficult.

423 x 68
423 × 68 is approximately 400 × 70 = 28000.

X	60	8	
400	24000	3200	27200
20	1200	160	1360
3	180	24	204
			28764

Vertical ‘standard’ long multiplication

Many children working at Level 5 choose the standard method. For HTU x TU calculations It especially efficient, and less prone to errors when mastered.

423 x 68
423 × 68 is approximately 400 × 70 = 28000.

```
    4 2 3            4 2 3
    x 6 8     or   x   6 8 1  2
  3 3 8 4 2        3 3 8 4 1 4
2 5 3 8 0        2 5 3 8 0
2 8 7 6 4        2 8 7 6 4
      1
```

As before, either carry the ‘carry’digits mentally or decide on your own favoured position for them.

Written methods for division of whole numbers

The aim is that children use mental methods when appropriate, but for calculations that they cannot do in their heads they use an efficient written method accurately and with confidence.

These notes show the stages in building up to long division through Years 4 to 6 – first long division TU ÷ U, extending to HTU ÷ U, then HTU ÷ TU, and then short division HTU ÷ U.

To divide successfully in their heads, children need to be able to:

- **understand and use the vocabulary of division – for example in 18 ÷ 3 = 6, the 18 is the dividend, the 3 is the divisor and the 6 is the quotient;**
- **partition two-digit and three-digit numbers into multiples of 100, 10 and 1 in different ways;**
- **recall multiplication and division facts to 10 × 10, recognise multiples of one-digit numbers and divide multiples of 10 or 100 by a single-digit number using their knowledge of division facts and place value;**
- **know how to find a remainder working mentally – for example, find the remainder when 48 is divided by 5;**
- **understand and use multiplication and division as inverse operations.**

Children need to acquire **one efficient written method of calculation for** subtraction which they know they can rely on **when mental methods are not appropriate.**

Note: It is important that children's mental methods of calculation are practised and secured alongside their learning and use of an efficient written method for division.

To carry out expanded and standard written methods of division successful, children also need to be able to:

- **understand division as repeated subtraction;**
- **estimate how many times one number divides into another – for example, how many sixes there are in 47, or how many 23s there are in 92;**
- **multiply a two-digit number by a single-digit number mentally;**
- **understand and use the relationship between single digit multiplication, and multiplying by a multiple of 10. (e.g. 4 x 7 = 28 so 4 x 70 = 280 or 40 x 7 = 280 or 4 x 700 = 2800.)**
- **subtract numbers using the column method.**

The above points are crucial. If children do not have a secure understanding of these prior learning objectives then they are unlikely to divide with confidence or success, especially when attempting the 'chunking' method of division.

For example, without a clear understanding that 72 can be partitioned into 60 and 12, 40 and 32 or 30 and 42 (as well as 70 and 2), it would be difficult to divide 72 by 6, 4 or 3 using the 'chunking' method.
72 ÷ 6 'chunks' into 60 and 12
72 ÷ 4 'chunks' into 40 and 32
72 ÷ 3 'chunks' into 30 and 42 (or 30, 30 and 12)

Stage 1: Number line division and mental division (pre chunking)	
Year group	

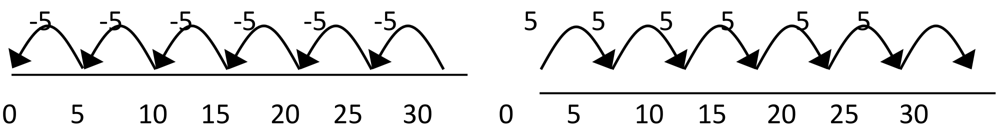
Year 3

Start to emphasise grouping over sharing as a more efficient way to divide.

Regularly stress the link between multiplication and division, and how children can use their tables facts to divide by counting forwards in steps.

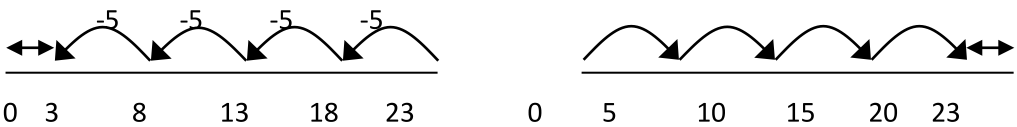
Beginning with the number line is an excellent way of linking division to multiplication. It can show division both as repeated subtraction, and as counting forward to find how many times one number 'goes into' another.

30 ÷ 5 or

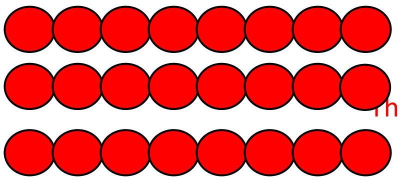


It also helps the children to deal with remainders.

23 ÷ 5 = 4 r 3 or



Some children will continue to use arrays to develop their understanding of division, and to link to multiplication facts.

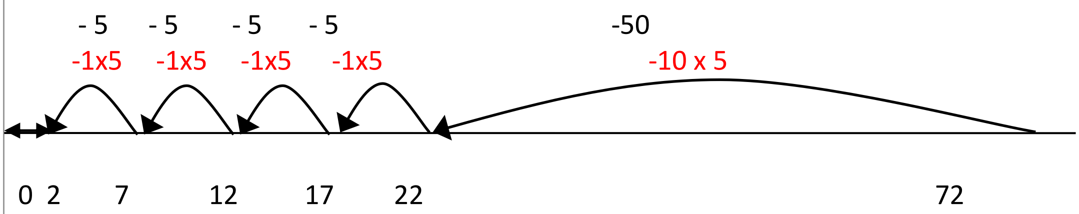


This array can show 24 ÷ 3 and 24 ÷ 8

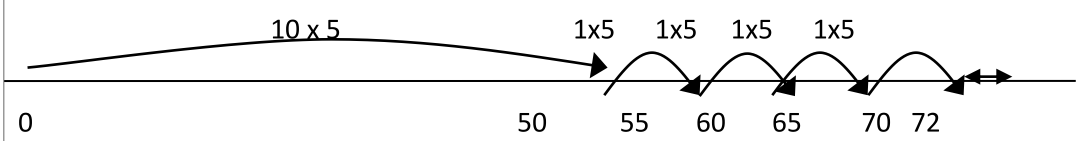
Years 3 and 4

The number line is also an excellent way of introducing the 'chunking' approach.

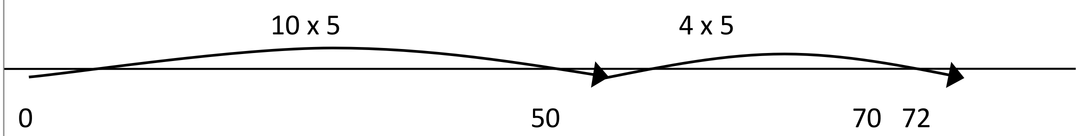
72 ÷ 5 = 14 r 2



Or



Into a more efficient



In lower KS2, children need a great deal of practice in mentally 'chunking' to develop their understanding of division. They can use an informal jotting to support their thinking.

These mental methods for dividing TU ÷ U are usually based on partitioning in different ways.

72 ÷ 5	72 ÷ 6	72 ÷ 4	72 ÷ 3
72 ÷ 5 = 14 r 2	72 ÷ 6 = 12	72 ÷ 4 = 13	72 ÷ 3 = 24
50 22	60 12	40 32	60 12
10x5 4x5 r2	10x6 2x6	10x4 8x4	20x3 4x3

Stage 2: Short division 'chunking'

Year group	Chunking – TU ÷ U
Year 4	• 'Short' division of **TU ÷ U** introduces the 'chunking' method. • This becomes more useful with **HTU ÷ U** and later for long division. • Chunking helps to consolidate the link between division and repeated subtraction.

Once children can understand chunking for TU ÷ U, they move on to HTU ÷ U quite quickly.

When chunking we repeatedly subtract multiples or 'chunks' of the divisor.

51 ÷ 3 = 17

A 'chunk' of 10 lots of the divisor is the most common choice

```
  51
- 30   (10 x 3)
  21
- 21   ( 7 x 3)

       17
```

Introduce chunking using simple examples that only require a single chunk of 10 lots of the divisor.

Progress to examples which may require more than one chunk of 10 lots of the divisor

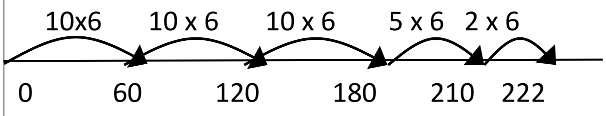
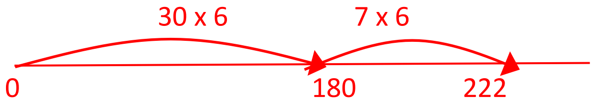
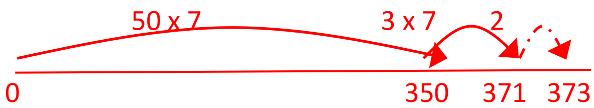
87 ÷ 3 = 29

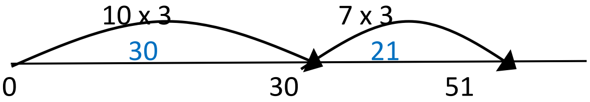
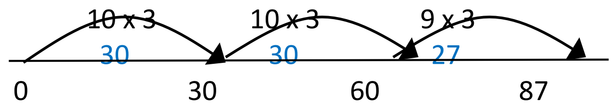
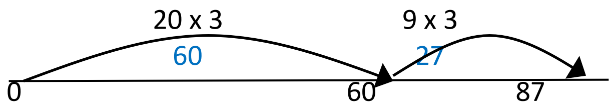
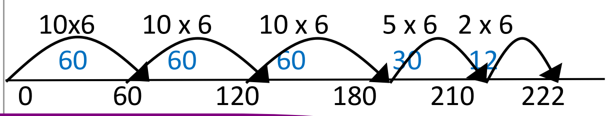
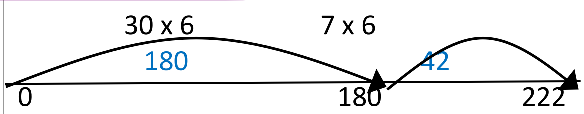
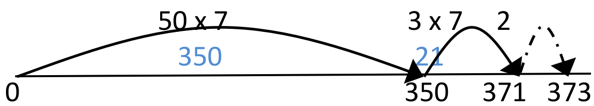
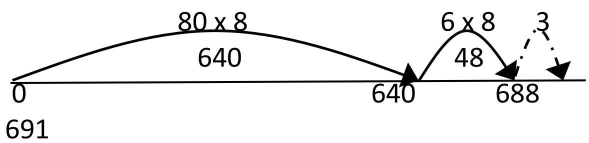
```
  87
- 30   10 x 3
  57
- 30   10 x 3
  27
- 15    5 x 3
  12
- 12    4 x 3
       29
```

Begin by subtracting several chunks , but then try to find the biggest chunks of the divisor that can be

OR

```
  87
- 60   20 x 3
  27
  27    9 x 3
       29
```

Chunking - HTU ÷ U		
Year group	**'Chunking' examples**	**Number line alternatives**
Year 4	Progress quickly to HTU ÷ U examples. Again, some children will initially subtract many chunks of the divisor. **222 ÷ 6 = 37** 222 - 60 10 x 6 162 - 60 10 x 6 102 - 60 10 x 6 42 - 30 5 x 6 12 12 2 x 6 **37** ***These are inefficient. Try to find the largest possible chunks of the divisor to shorten the calculation.*** 222 - 180 30 x 6 42 42 7 x 6 **37** If children have secure recall of x and ÷ facts, their chunking will soon become efficient. Make sure that you include examples that use remainders. **373 ÷ 7 = 53 r 2** ***An estimate at the start will help children to find the largest chunks. If 6 x 3 = 18and 6 x 4 = 24 then 6 x 30 = 180 and 6 x 40 = 240. Therefore the answer will be between 30 and 40*** 373 - 350 50 x 7 23 21 3 x 7 2 **53** Answer = **53 r 2**	Remember, the number line method can still be used for children who find the subtraction 'chunking' difficult. They are still finding chunks of the divisor but are counting on rather than counting back. **222 ÷ 6 = 37**   **373 ÷ 7 = 53 r 2** 

Chunking – TU into HTU ÷ U – The alternative approach		
Year group	**‘Chunking’ examples – Find The Hunk**	**Number line alternatives**
Year 4	An alternative approach to the standard chunking method is to develop the mental strategy outlined earlier, and to use this as the main method in Years 4 & 5, using NNS chunking for long division in Y6 if needed. This method could be called ‘Find The Hunk’. Using the same examples as before: - **51 ÷ 3 = 17** 30 (The ‘hunk’) 21 ÷ 3 10 3 = 17 **87 ÷ 3 = 29** 30 30 27 ÷3 10 10 9 = 29 Becomes 60 (The ‘mega hunk’) 27 ÷3 20 9 = 29 **222 ÷ 6 = 37** 60 60 60 30 12 ÷6 10 10 10 5 2 ***By this stage, children should always try to find the largest possible chunks of the divisor to shorten the calculation.*** 180 42 ÷6 30 7 If children have secure recall of x and ÷ facts, their chunking will soon become efficient. Make sure that you include examples that use remainders. **373 ÷ 7 = 53 r 2** 350 23 ÷7 50 3 r 2 **691 ÷ 8 = 86 r 3** 640 51 ÷8 80 6 r 3	**Remember, the number line method can still be used for children who find it easier to support their thinking with a visual image They are still completing the same mental process of finding chunks of the divisor.** **51 ÷ 3 = 17**  **87 ÷ 3 = 29**   **222 ÷ 6 = 37**   **373 ÷ 7 = 53 r 2**  **691 ÷ 8 = 86 r 3** 

Stage 3: Short division – the compact method

Late Year 5 / Year 6

Only use this 'standard' method when children have had lots of experience with the chunking method and are confident with all multiplication and division facts

The compact or 'bus shelter' method of short division is often introduced far too early (in Years 3 and 4). Although children who can recall their division facts are able to get the correct answer using this method, they have little understanding of why it works, and are not using the place value of each digit.
By leaving this method until Year 6, children can develop greater confidence in their actual understanding of division, and will hopefully be able to then apply the 'chunking' method to long division, as they will have had much more practice
This compact method can then be introduced to improve their speed in short division.

Initially, introduce this method by linking it to 'chunking'.

87 ÷ 3 = 29

```
      20 + 9
3 )  60 +27
```

Then, refine the method into the traditional format, ensuring that all initial teaching is accompanied by a clear explanation of how this method works (see speech bubbles)

```
   2
3 ) 8 ²7
```

From 80, what is the largest number of 10s that will divide exactly by 3? 60 (or 6 tens) ÷ 3 = 20 (or 2 tens). Carry the remaining 20 to the units.

```
   2 9
3 ) 8 ²7
```

What is 27 divided by 3

When this method is secure for TU ÷ U then quickly progress to HTU ÷ U
Again, begin by briefly linking the method to 'chunking', using numbers where there is no carrying in the hundreds.

222 ÷ 6 = 37

```
      30 +  7
6 )  180 + 42
```

Refine the method, whilst clearly explaining the place value understanding.

```
     3
6 ) 2 2 ⁴2
```

From 220,what is the largest number of 10s that will divide exactly by 6? 220 ÷ 6 = 30 (or 3 tens). Carry the remaining 40 to the units.

```
     3 7
6 ) 2 2 ⁴2
```

What is 42 divided by 6?

An alternative is to say ***'How many 6s in 220 – the answer must be a multiple of 10'***

Finally, introduce examples of HTU ÷ U where there are also hundreds that need carrying, and where there are remainders.

583 ÷ 4 = 145 r 3

```
      100 + 40 + 5   R 3
4 ) 400 + 160 + 23
```

Continue to emphasise the place value until the children are secure with this method.

```
     1
4 ) 5 ¹8  3
```

From 500,what is the largest number of 100s that will divide exactly by 4?

Or, 'How many 4s in 500? The answer must be a multiple of 100.

```
     1  4
4 ) 5 ¹8 ²3
```

From 180,what is the largest number of 10s that will divide exactly by 4? 180 ÷ 4 = 40. Carry the remaining 20 to the units.

Or, 'How many 4s in 180? The answer must be a multiple of 10.

```
     1  4  5 R3
4 ) 5 ¹8 ²3
```

What is 23 divided by 4?

Stage 4: Long division - chunking

Year 6 (more able)

More able children can now tackle long division, beginning with HTU ÷ TU and then moving onto ThHTU ÷ TU. They will use the chunking method.

967 ÷ 26 = 37 R5

```
   967
-  520   20 x 26
   447
-  260   10 x 26
   187
-  130    5 x 26
    57
-   52    2 x 26
     5            = 37 R 5
```

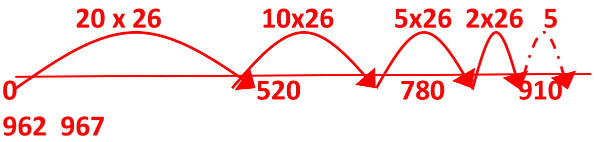
Try to find the largest chunks if possible.

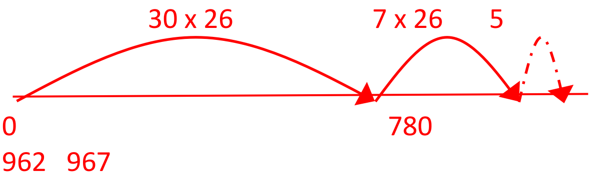
```
   967
-  780   30 x 26
   187
-  182    7 x 26
     5            = 37 R 5
```

This refined answer is actually the traditional long division method, but with place value kept secure, and with the advantage of being able to choose smaller chunks when necessary

As before, children can choose to use the number line method if they find forward chunking easier.

967 ÷ 26 = 37 R5





At this stage (Level 5) children can also create their own 'mental chunking' - see alternative 'Find The Hunk' method

780, 130 57 =
÷ 26
30 5 2 r 5 = **37 R 5**

Stage 5: Division of decimals

For some children, again at Level 5, the chunking method can be used for division of decimal numbers.

158.4 ÷ 6 = 26.4

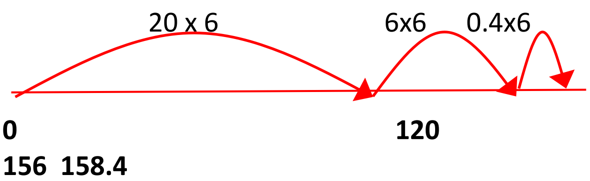
```
    158.4
-   120.0     20 x 6
     38.4
-    36.0      6 x 6
      2.4
-     2.4    0.4 x 6
                = 26.4
```

Extend into division by decimals.

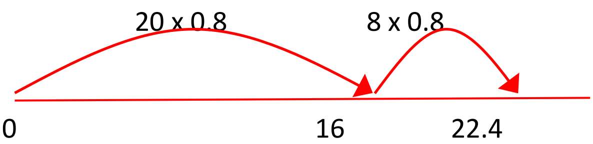
22.4 ÷ 0.8 = 28

```
   22.4
   16.0    20 x 0.8
    6.4
    6.4     8 x 0.8
```

158.4 ÷ 6 = 26.4



22.4 ÷ 0.8 = 28



Calculations Policy	
Review Frequency:	3 years or earlier if considered necessary
Reviewed by:	Curriculum and Community Committee 25th April 2023
Head Teacher approval signature:	*Helen Kelly*
Head Teacher approval date:	25th April 2023
Chair of Governing Body approval signature:	*Paul Corbishley*
Chair of Governing Body approval date:	25th April 2023
Date of next review:	25th April 2026