



Greystoke Primary School

Enabling our children to reach
their full potential

Calculation Policy

Sept 2018

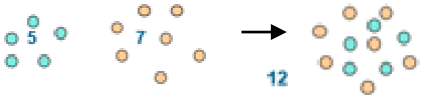
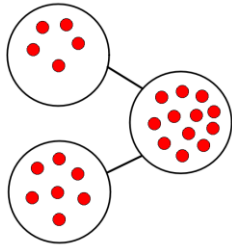
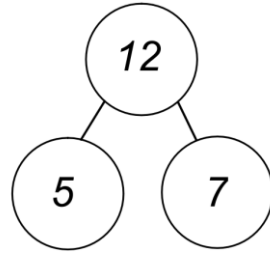
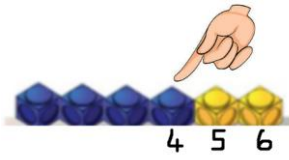
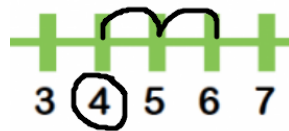



Discovery Schools
Academy Trust

+ Addition



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| Yr Grp & Vocabulary | Concrete | Pictorial | Abstract |
|--|--|--|--|
| <p>Year 1</p> <p>Vocabulary: sum, total, plus, add, together, more, parts and wholes, 'is equal to', 'is the same as'</p> | <p>Combine two parts to make a whole Combining two sets of objects (aggregation)</p>  | <p>Represent objects as dots/crosses within a part-whole diagram.</p>  | <p>$4 + 3 = 7$ $7 = 4 + 3$</p>  <p>Calculations should be written either side of the equality sign so that the sign is not just interpreted as 'the answer'.</p> <p>Missing numbers</p> |
| | <p>Progress onto adding on to a set (augmentation):</p> <p>Encourage children to count on, rather than count all.</p>  | <p>Counting on with a given number line or number track</p>  | <p>Missing numbers need to be placed in all possible places.</p> <p>$2 + 4 = \square$ $\square = 2 + 4$ $4 + \square = 6$ $6 = \square + 2$</p> <p>Encourage children to use an empty number track.</p>  |

+ Addition



| | Concrete | Pictorial | Abstract | | | | | | | | | | | | |
|--|---|---|--|------|------|--|----|---|--|--|---|--|----|---|------|
| <p>Year 1 continued...</p> | <p><u>Regrouping to make 10</u> Using tens frames or Numicon. e.g. $6 + 5$</p> | <p>Children to draw onto a ten frame.</p> | <p>Develop an understanding of <u>equality</u>.</p> <p>e.g. $6 + 5 = 10 + 1$</p> <p>Moving onto <u>missing numbers</u>:</p> $6 + \square = 11$ $6 + 5 = 5 + \square$ $6 + 5 = \square + 4$ | | | | | | | | | | | | |
| <p>Year 2</p> <p>Vocabulary: sum, total, plus, add, together, more, parts and wholes, 'is equal to', 'is the same as'</p> | <p><u>10 + 0 using base 10 equipment.</u></p> <p>$41 + 8$</p> | <p>Children to draw representations</p> | <p><u>Expanded column addition.</u></p> <table border="1"> <thead> <tr> <th>Tens</th> <th>Ones</th> <th></th> </tr> </thead> <tbody> <tr> <td>40</td> <td>1</td> <td></td> </tr> <tr> <td></td> <td>8</td> <td></td> </tr> <tr> <td>40</td> <td>9</td> <td>= 49</td> </tr> </tbody> </table> | Tens | Ones | | 40 | 1 | | | 8 | | 40 | 9 | = 49 |
| Tens | Ones | | | | | | | | | | | | | | |
| 40 | 1 | | | | | | | | | | | | | | |
| | 8 | | | | | | | | | | | | | | |
| 40 | 9 | = 49 | | | | | | | | | | | | | |

+ Addition



| | Concrete | Pictorial | Abstract | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|---|---|---|---|----|-----|----|----|---|-----|----|----|------|-----|-----|----|-------|---|---|---|--|----------------|----------------|---|--|---|---|---|--|---|---|---|--|
| <p>Year 2 continued...</p> | <p>TO + TO using base 10 equipment.</p> <p>47 + 25</p> <p>60 12 = 72</p> | <p>Represent base 10 using pictures.</p> <p>60 12 = 72</p> | <p><u>Expanded column addition</u></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="border-right: 1px solid black; text-align: center;">T</td> <td style="text-align: center;">O</td> <td></td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">40</td> <td style="text-align: center;">7</td> <td></td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">20</td> <td style="text-align: center;">5</td> <td></td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">60</td> <td style="text-align: center;">12</td> <td style="text-align: center;">= 72</td> </tr> </table> | T | O | | 40 | 7 | | 20 | 5 | | 60 | 12 | = 72 | | | | | | | | | | | | | | | | | | | | |
| T | O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 40 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 60 | 12 | = 72 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Year 3</p> <p>Vocabulary: sum, total, plus, add, together, more, parts and wholes, 'is equal to', 'is the same as'</p> | <p>HTO + HTO using base 10 equipment or place value counters.</p> <p>6 1 1</p> | <p>Represent base 10 or place value counters with pictures.</p> <p>6 1 1</p> | <p><u>Expanded column addition</u></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="border-right: 1px solid black; text-align: center;">H</td> <td style="border-right: 1px solid black; text-align: center;">T</td> <td style="text-align: center;">O</td> <td></td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">200</td> <td style="border-right: 1px solid black; text-align: center;">40</td> <td style="text-align: center;">3</td> <td></td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">300</td> <td style="border-right: 1px solid black; text-align: center;">60</td> <td style="text-align: center;">8</td> <td></td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">500</td> <td style="border-right: 1px solid black; text-align: center;">100</td> <td style="text-align: center;">11</td> <td style="text-align: center;">= 611</td> </tr> </table> <p>Progressing to:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="border-right: 1px solid black; text-align: center;">H</td> <td style="border-right: 1px solid black; text-align: center;">T</td> <td style="text-align: center;">O</td> <td></td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">2¹</td> <td style="border-right: 1px solid black; text-align: center;">4¹</td> <td style="text-align: center;">3</td> <td></td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">3</td> <td style="border-right: 1px solid black; text-align: center;">6</td> <td style="text-align: center;">8</td> <td></td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">6</td> <td style="border-right: 1px solid black; text-align: center;">1</td> <td style="text-align: center;">1</td> <td></td> </tr> </table> | H | T | O | | 200 | 40 | 3 | | 300 | 60 | 8 | | 500 | 100 | 11 | = 611 | H | T | O | | 2 ¹ | 4 ¹ | 3 | | 3 | 6 | 8 | | 6 | 1 | 1 | |
| H | T | O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 200 | 40 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 300 | 60 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 500 | 100 | 11 | = 611 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| H | T | O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 ¹ | 4 ¹ | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 6 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Year 4, 5 & 6</p> <p>As above</p> | <p>As above, using larger numbers.</p> | <p>As above, using larger numbers.</p> | <p>As above, using larger numbers.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

- Subtraction



Yr Grp & Vocabulary

Year 1

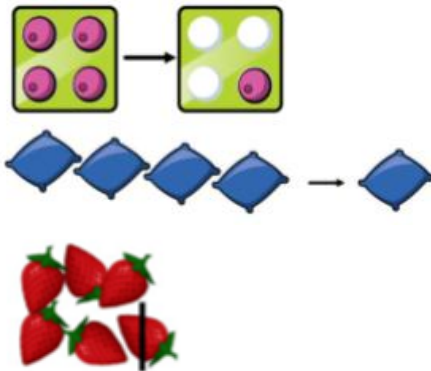
Vocabulary:

Subtraction,
subtract, take
away, distance
between,
difference
between, more
than, minus, less
than, equals =
same as, most,
least, pattern,
odd, even, digit

Concrete

Physically taking away and removing objects from a whole (tens frames, Numicon, cubes and other items such as beanbags could be used)

$$4 - 3 = 1$$



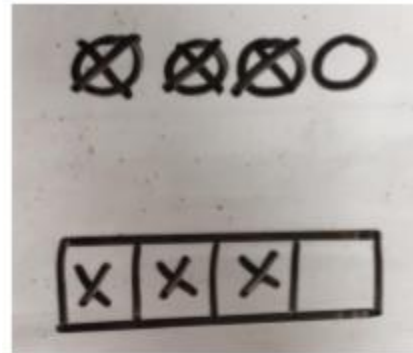
Counting back (using number lines or number track) children start with 6 and count back 2)

$$6 - 2 = 4$$

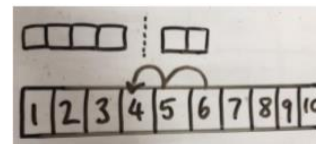


Pictorial

Children to draw the concrete resources they are using and cross out the correct amount. The bar model can be used.



Children to represent what they see pictorially e.g.



Use a given number line or number track.

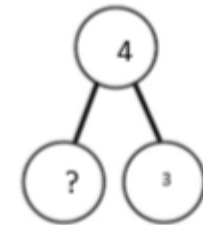


Abstract

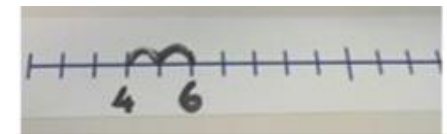
Part-whole diagram and equality

$$4 - 3 =$$

$$\square = 4 - 3$$



Encourage children to use an empty number line.



- Subtraction

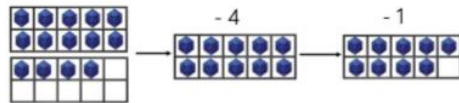
Year 1 continued..

Concrete

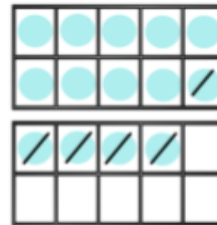
Pictorial

Abstract

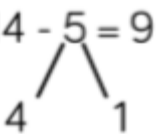
Making 10 using ten frames.
14- 5



Children to present the tens frame pictorially and discuss what they did to make 10.



Children to show how they can make 10 by partitioning the subtrahend.

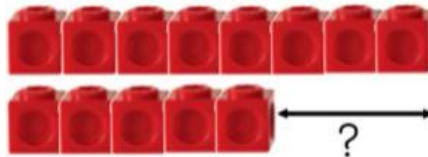
$$14 - 5 = 9$$


$$14 - 4 = 10$$

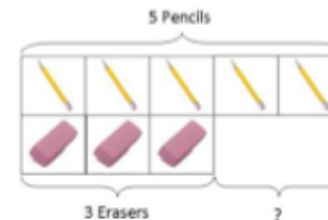
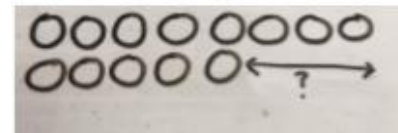
$$10 - 1 = 9$$

Finding the difference (using cubes, Numicon or Cuisenaire rods, other objects can also be used).

Calculate the difference between 8 and 5.



Children to draw the cubes/other concrete objects which they have used to illustrate what they need to calculate.



Find the difference between 8 and 5.
8- 5, the difference is ____

Children to explore why $9-6 = 8-5 = 7-4$ have the same difference.

- Subtraction



Yr Grp & Vocabulary

Year 2

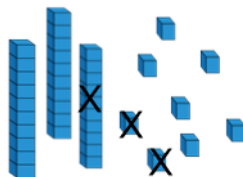
Vocabulary:

Subtraction, subtract, take away, difference, difference between, minus
Tens, ones, partition
Near multiple of 10, tens boundary
Less than, one less, two less... ten less... one hundred less

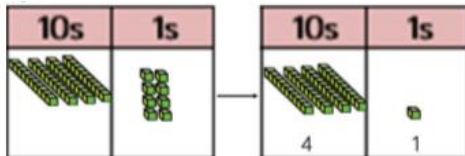
Concrete

Use partitioning of tens and ones to subtract a 2 digit number from another 2 digit number with no regrouping involved.

$$\begin{aligned} 37 - 12 &= \\ 37 - 10 &= 27 \\ 27 - 2 &= 25 \end{aligned}$$



Column method using base 10.
48-7



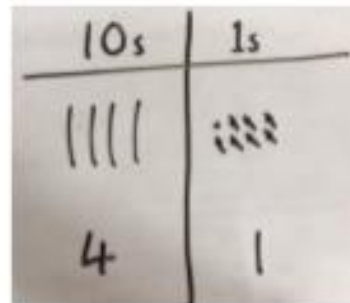
Pictorial

Children to present the 2 digit number using a pictorial image.

$$37 - 12 \text{ (subtract 10, subtract 2)} = 25$$



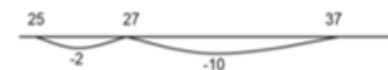
Children to represent the base 10 pictorially where no renaming is required



Abstract

Children to use a number line to show partitioning of the 2 digit number 10 and 2, then to subtract this from 37 separately.

$$37 - 12 =$$



Children to use the expanded form of column subtraction.

$$\begin{array}{r|l} \text{T} & \text{O} \\ \hline 40 & 8 \\ - & 7 \\ \hline 40 & 1 = 41 \end{array}$$

- Subtraction



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Year 2
continued...

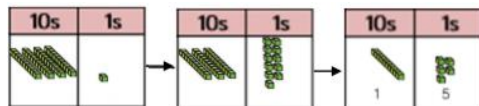
Concrete

Pictorial

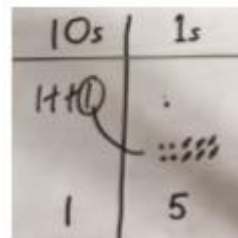
Abstract

Column method using base 10 and having to rename.

41-26



Represent the base 10 pictorially, remembering to show the renaming.



Expanded column method

$$\begin{array}{r|l}
 \text{T} & \text{O} \\
 \hline
 & 30 \\
 40 & 11 \\
 - 20 & 6 \\
 \hline
 10 & 5 = 15
 \end{array}$$

- Subtraction




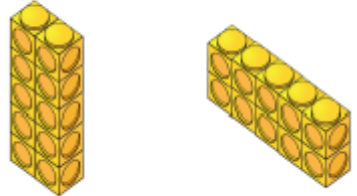

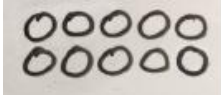


| | Concrete | Pictorial | Abstract | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|---|---|---|---|--|-----------------------------|-----------------------------|---|--|---|---|---|--|---|---|---|-------|---|---|---|--|---------------------------|----------------------------|---|--|---|---|---|--|---|---|---|-------|
| <p>Year 3</p> <p>Vocabulary: Hundreds, tens, ones, estimate, partition, recombine, difference, decrease, near multiple of 10 and 100, inverse, rounding, column subtraction, exchange See also Y1 and Y2</p> | <p>Column method using place value counters. 234-88</p> | <p>Represent the place value counters pictorially ; remembering to show what has been renamed.</p> | <p>Expanded column method</p> <table border="1"> <tr> <td>H</td> <td>T</td> <td>O</td> <td></td> </tr> <tr> <td>2¹⁰⁰</td> <td>3¹²⁰</td> <td>4</td> <td></td> </tr> <tr> <td>-</td> <td>8</td> <td>8</td> <td></td> </tr> <tr> <td>1</td> <td>4</td> <td>6</td> <td>= 146</td> </tr> </table> <p>Formal column method. Children must understand what has happened when they have crossed out digits.</p> <table border="1"> <tr> <td>H</td> <td>T</td> <td>O</td> <td></td> </tr> <tr> <td>2¹</td> <td>3¹²</td> <td>4</td> <td></td> </tr> <tr> <td>-</td> <td>8</td> <td>8</td> <td></td> </tr> <tr> <td>1</td> <td>4</td> <td>6</td> <td>= 146</td> </tr> </table> | H | T | O | | 2 ¹⁰⁰ | 3 ¹²⁰ | 4 | | - | 8 | 8 | | 1 | 4 | 6 | = 146 | H | T | O | | 2 ¹ | 3 ¹² | 4 | | - | 8 | 8 | | 1 | 4 | 6 | = 146 |
| H | T | O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 ¹⁰⁰ | 3 ¹²⁰ | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - | 8 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 4 | 6 | = 146 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| H | T | O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 ¹ | 3 ¹² | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - | 8 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 4 | 6 | = 146 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Years 4, 5 and 6</p> | <p>Continue to follow concrete, pictorial and abstract model from Year 3 to meet the needs of each specific year group.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

x Multiplication



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| Yr Grp & Vocabulary | Concrete | Pictorial | Abstract |
|---|--|---|---|
| <p>Year 1</p> <p>Vocabulary: multiplication, lots of, groups of, double, arrays, repeated addition</p> | <p>Repeated grouping/repeated addition Washing line, and other practical resources for counting. Concrete objects. Numicon; bundles of straws, bead strings etc</p>  | <p>Children to represent the practical resources in a picture and using a number line</p>  | <p>$2 \times 5 = 10$</p> <p>$2 + 2 + 2 + 2 + 2 = 10$</p> <p>2 multiplied by 5</p> <p>5 pairs</p> <p>5 jumps of 2</p> <p>Abstract number line showing 5 jumps of 2</p>  |
| | <p>Use arrays to understand multiplication can be done in any order (commutative). Counters and other objects can be used</p> <p>$2 \times 5 = 5 \times 2$</p>  <p>2 lots of 5 5 lots of 2</p> | <p>Children to represent the arrays pictorially</p>  <p>$2 \times 5 = 10$</p> <p>$5 \times 2 = 10$</p>  <p>$5 \times 2 = 10$</p> <p>$2 \times 5 = 10$</p> | <p>$2 \times 5 = 10$</p> <p>$5 \times 2 = 10$</p> <p>$10 = 2 \times 5$</p> <p>$10 = 5 \times 2$</p> <p>$2 + 2 + 2 + 2 + 2 = 10$</p> <p>$5 + 5 = 10$</p> |

x Multiplication



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Yr Grp & Vocabulary

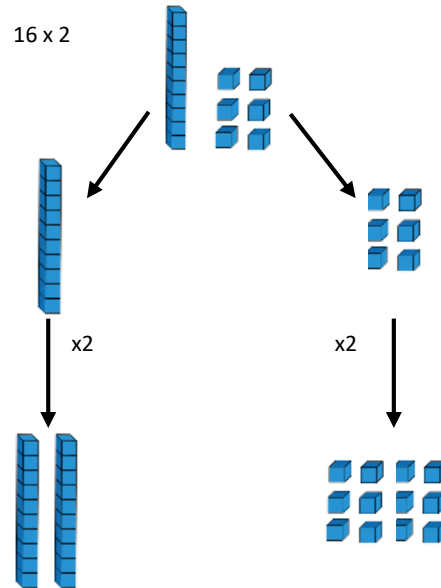
Continue to build on the understanding of Year 1 strategies and vocabulary

Year 2

Vocabulary: facts, odd, even, commutative, inverse

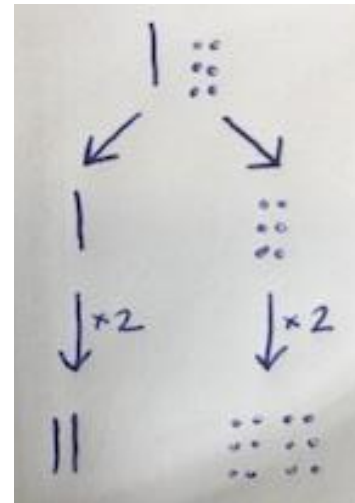
Concrete

Doubling - begin to develop an understanding doubling of 2 digit numbers up to 50



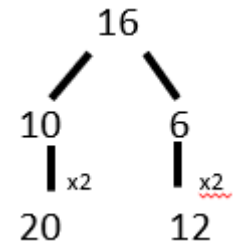
Pictorial

Children **may** start to represent the materials pictorially



Abstract

Begin to use jottings **towards** recording the written method

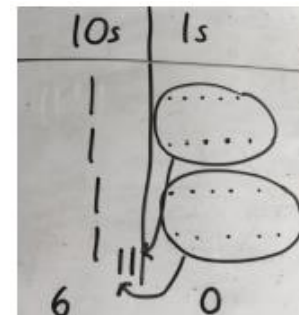
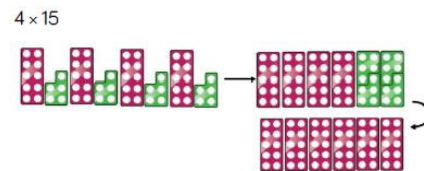


Continue to build on the understanding of Year 2 strategies and vocabulary

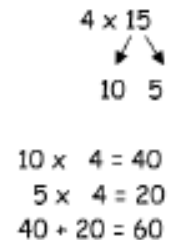
Year 3

Vocabulary: scaling

Partition to multiply using Numicon, base 10 or Cuisenaire rods

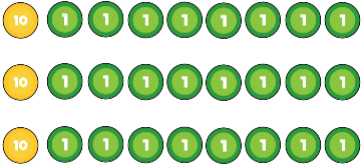
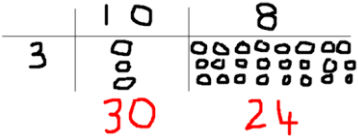
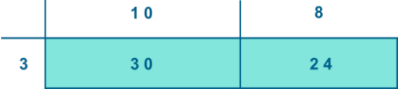
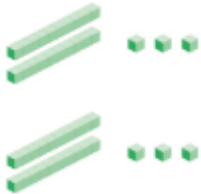
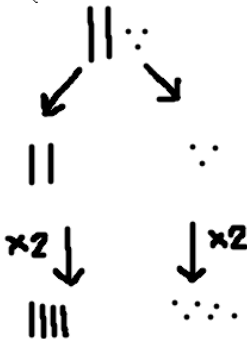
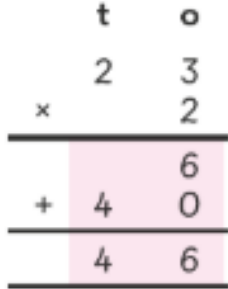
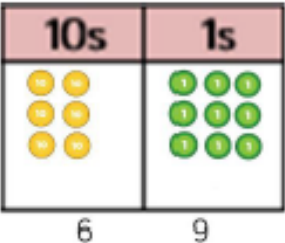
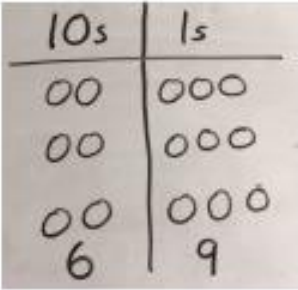
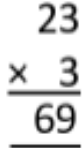


Children to be encouraged to show the steps they have taken



x Multiplication



| Yr Grp & Vocabulary | Concrete | Pictorial | Abstract |
|-----------------------------------|---|---|---|
| <p>Year 3 continued...</p> | <p>Grid method using place value counters or base 10</p> <p>18 x 3</p>  |  |  |
| | <p>Being to use expanded column method (long multiplication) using place value counters or base 10</p> <p>23 x 2</p>  |  |  |
| | <p>Begin to use formal column method (short multiplication) with place value counters or base 10</p> <p>3 x 23</p>  |  | <p>Record what is being done to show understanding</p> <p> 3×23 $3 \times 20 = 60$ $20 \quad 3$ $3 \times 3 = 9$ $60 + 9 = 69$ </p>  |

x Multiplication



Yr Grp & Vocabulary

Continue to build on the understanding of Year 3 strategies and vocabulary

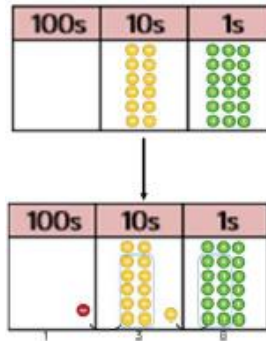
Year 4

Vocabulary:
associative law,
distributive law

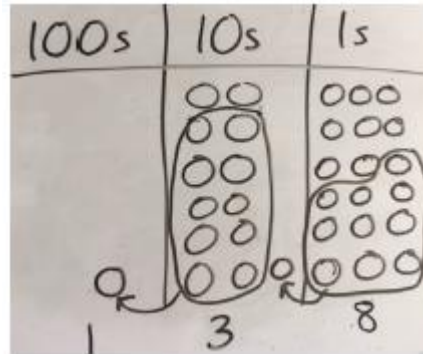
Concrete

Formal column method (short multiplication) with place value counters or base 10

6x23



Pictorial



Abstract

Formal written method

$$6 \times 23 =$$

$$\begin{array}{r} 23 \\ \times 6 \\ \hline 138 \\ \hline 11 \end{array}$$

Year 5 and Year 6 – continue to build on and deepen the understanding of strategies and vocabulary in previous years. When children start to multiply 3 digit x 3 digit and 4 digit x 2 digit (including decimals) they should be confident with the abstract (formal written methods).

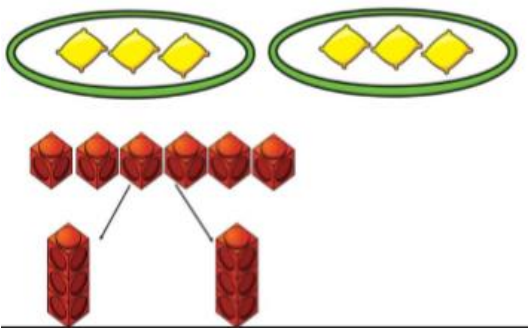
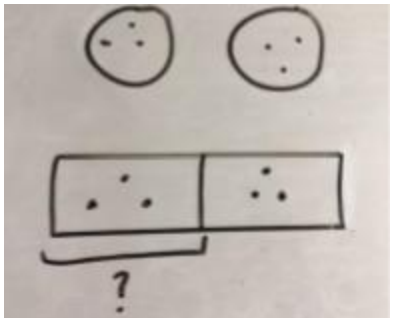

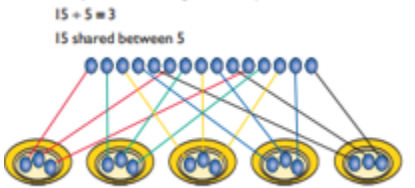


Vocabulary: multiple, factor, prime number, prime factor, composite number, square number, cubed number, equivalence, powers

| | | | | |
|----|-------|------|-----|----|
| X | 1000 | 300 | 40 | 2 |
| 10 | 10000 | 3000 | 400 | 20 |
| 8 | 8000 | 2400 | 320 | 16 |

$$\begin{array}{r} 2 3 1 \\ 1342 \\ \times 18 \\ \hline 10736 \\ 13420 \\ \hline 24156 \\ \hline 1 \end{array}$$

Division

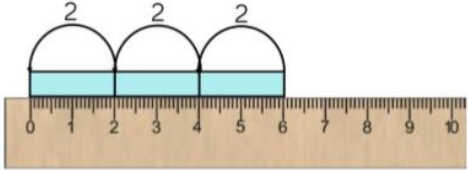
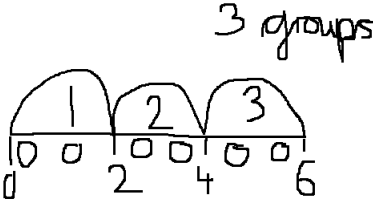
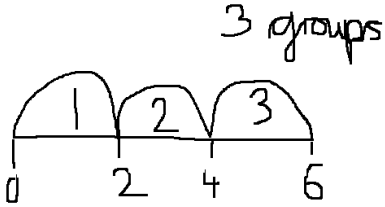
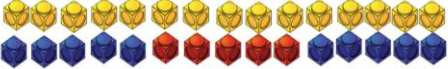



| Yr Grp & Vocabulary | Concrete | Pictorial | Abstract |
|---|--|--|--|
| <p>Year 1</p> <p>Vocabulary: share, share equally, one each, two each..., group, groups of, lots of, array</p> | <p>Sharing using a range of objects $6 \div 2$</p>  | <p>Represent the sharing pictorially.</p>  | <p>$6 \div 2 = 3$</p>  <p>Children should also be encouraged to use their 2 times table facts.</p> |
| | <p>Group AND share small quantities- understanding the difference between the two concepts. Sharing</p> <p>Develops importance of one-to-one correspondence.</p> <p>$15 \div 5 = 3$ 15 shared between 5</p>  <p>See the attached PowerPoint.</p> | <p>Children to draw grouping and sharing small quantities.</p> <p>$15 \div 5 = 3$ Sharing</p>  <p>Grouping</p>  | |

Division


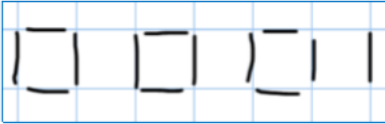
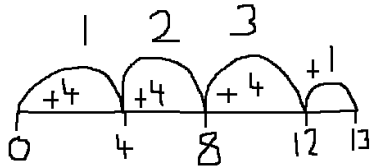



Discovery Schools
Academy Trust

| Yr Grp & Vocabulary | Concrete | Pictorial | Abstract |
|---|--|---|--|
| Year 1/2 | <p>Count how many groups go in to the dividend. $6 \div 2$</p>  <p>3 groups of 2</p> | <p>Children to represent counting how many groups go in to the dividend</p>  <p>3 groups</p> | <p>Abstract number line to represent that equal groups that have been counted.</p>  <p>3 groups</p> |
| Year 2 Vocabulary: group in pairs, 3s ... 10s etc equal groups of divide, \div , divided by, divided into, remainder | <p>Use of cubes to illustrate the whole- and parts of division.</p>  | <p>Use the bar model to show grouping.</p>  | |

÷ Division

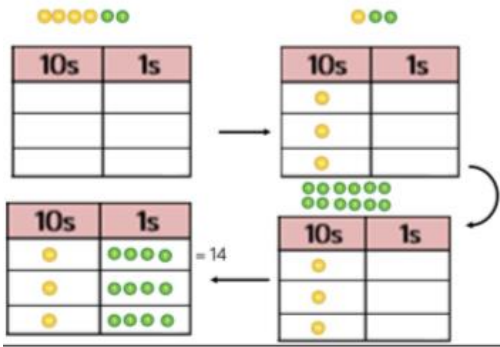
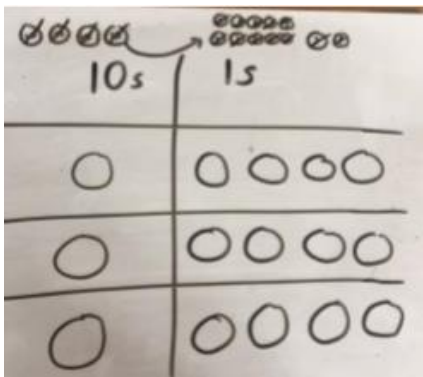
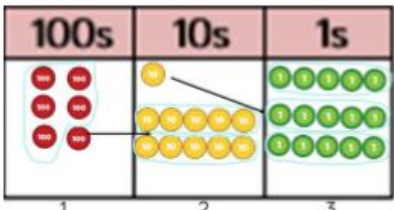
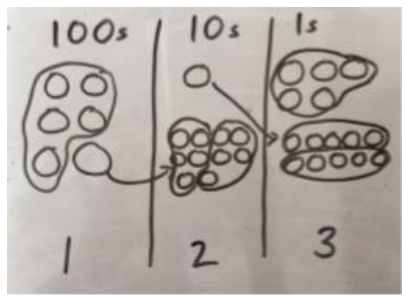


| Yr Grp & Vocabulary | Concrete | Pictorial | Abstract | | | | |
|---|--|--|---|--|-------------------|-----------------|--|
| <p>Year 3</p> <p>Vocabulary: Inverse group, groups of, lots of, array, group in pairs, 3s ... 10s etc equal groups of divide, ÷, divided by, divided into, remainder</p> | <p>TO ÷ O with remainders using lollipop sticks. Cuisenaire rods, above a ruler can also be used . $13 \div 4 =$</p>  <p>Use of lollipops sticks to form wholes- squares are made because we are dividing by 4. There are 3 whole squares, with 1 left over.</p> | <p>Children to represent the lollipop sticks pictorially.</p>  <p>over.</p> | <p>$13 \div 4 = 3$ remainder 1</p> <p>Children should be encouraged to use their times table facts; they could also represent repeated addition on a number line.</p> <p>'3 groups of 4, with 1 left over'</p>  | | | | |
| | <p>Using grouping to become more efficient at dividing larger numbers.</p> | <p>Use grouping on a bar model.</p> <table border="1" data-bbox="981 878 1367 992"> <tr> <td colspan="2" style="text-align: center;">48</td> </tr> <tr> <td style="text-align: center;">40 (10 groups)</td> <td style="text-align: center;">8 (2 groups)</td> </tr> </table> <p>$48 \div 4 = 12$</p> | 48 | | 40 (10 groups) | 8 (2 groups) | <p><u>Becoming more efficient using a number line</u></p> <p>Children need to be able to partition the dividend in different ways.</p> <p>$48 \div 4 = 12$</p>  |
| 48 | | | | | | | |
| 40 (10 groups) | 8 (2 groups) | | | | | | |

÷ Division



Discovery Schools
Academy Trust

| Yr Grp & Vocabulary | Concrete | Pictorial | Abstract |
|---|---|---|--|
| <p>Year 4 Vocabulary: divide, divided by, divisible by, divided into share between, groups of factor, factor pair, multiple times as (big, long, wide ...etc) equals, remainder, quotient, divisor inverse</p> | <p>Sharing using place value counters. $42 \div 3 = 14$</p>  | <p>Children to represent the place value counters pictorially.</p>  | <p>Children to be able to make sense of the place value counters and write calculations to show the process.</p> <p>$42 \div 3$ $40 = 30 + 10$ $30 \div 3 = 10$ $12 \div 3 = 4$ $10 + 4 = 14$</p> |
| <p>Year 5 Vocabulary: divide, divided by, divisible by, divided into share between, groups of factor, factor pair, multiple times as (big, long, wide ...etc) equals, remainder, quotient, divisor inverse</p> | <p>Short division using place value counters to group. $615 \div 5$</p>  <ol style="list-style-type: none"> 1. Make 615 with place value counters. 2. How many groups of 5 hundreds can you make with 6 hundred counters? 3. Exchange 1 hundred for 10 tens. 4. How many groups of 5 tens can you make with 11 | <p>Represent the place value counters pictorially.</p>  | <p><u>Short division</u></p> $5 \overline{) 615}$ <p style="text-align: center;">1 2 3</p> |

÷ Division



Yr Grp & Vocabulary

Concrete

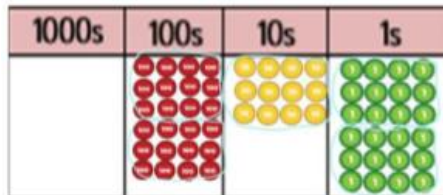
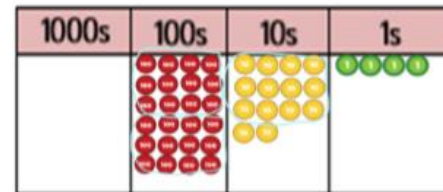
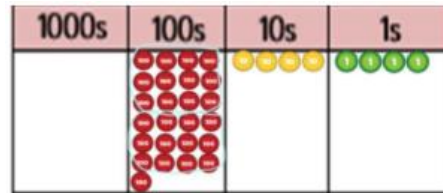
Pictorial

Abstract

Year 6

Vocabulary:

divide, divided by,
divisible by, divided into
share between, groups of
factor, factor pair,
multiple
times as (big, long, wide
...etc)
equals, remainder,
quotient, divisor
inverse



We can't group 2 thousands into groups of 12 so exchange them.

We can group 24 hundreds into groups of 12 which leaves 1 hundred.

After exchanging the hundred, we have 14 tens. We can group 12 tens into a group of 12, which leaves 2 tens.

After exchanging the 2 tens, we have 24 ones. We can group 24 ones into 2 groups of 12, which leaves no remainder.

Children should write a list of key facts before calculating.

- 24
- 48
- 60
- 72
- 84
- 96

$$12 \overline{) 2544} \begin{array}{r} 02 \\ \underline{25} \\ 144 \\ \underline{144} \\ 0 \end{array}$$

$$12 \overline{) 2544} \begin{array}{r} 021 \\ \underline{254} \\ 24 \\ \underline{24} \\ 0 \end{array}$$

$$12 \overline{) 2544} \begin{array}{r} 0212 \\ \underline{2544} \\ 0 \end{array}$$