Houghton Regis Primary School

Calculation and Progression Policy

September 2021

The policy was developed by the Subject Leader for Mathematics, reviewed by the Head Teacher and agreed in September 2021.

Aims

At Houghton Regis Primary School, we recognise and promote mathematics as a creative and interconnected subject. We believe that everybody is capable of being a successful mathematician. The subject is essential to everyday life and helps to provide foundation for children to understand the world around them. Our aim is to provide our pupils with rich opportunities in mathematics to learn independently and actively in order that they:

- Become fluent in the fundamental concepts in mathematics;
- Be able to reason and justify systematically;
- Can solve problems in a range of real world concepts

We believe mixed ability groups should be used where possible and paired work is vital. We celebrate an emphasis on talking for Maths and encourage children to 'think aloud' and build the necessary skills and confidence to achieve their potential as mathematicians. Through a range of varied scenarios and open ended questions, which are relevant to our pupils, we aim to foster a love of maths in all of our children.

Rationale

This policy has been devised to support these aims and meet the requirements of the National Curriculum (2014) for the teaching and learning of mathematics. It is also designed to give pupils a consistent and smooth progression of learning, particularly in written and mental calculation across the school.

Throughout our teaching, we strive to link key concrete manipulatives and representations (for example Base 10, Numicon, Cuisenaire rods and number lines) in order that the children can be accelerated and secured through each strand of calculation. We will ensure consistency of approach, Using Herts Essential Maths, enabling children to progress stage by stage, using models and representations they can recognise from previous learning, thus allowing for deeper conceptual understanding and fluency. Manipulatives will be readily available to all children, regardless of Key Stage or ability. We spend time looking at common misconceptions and why these will arise.

Mathematics will be taught daily with a discrete lesson. Mathematics will also be

present across the curriculum to make it meaningful and relevant to our learners. As children are taught at the pace appropriate to them, teachers will present strategies and equipment that promotes the cohort's level of understanding. Teachers will adapt to the needs of their children, and rigid Mathematics planning will be discouraged. It is vital that children are taught to their level of understanding, with those who grasp concepts quickly being challenged through rich and sophisticated problems before being given new material. Those who are not sufficiently fluent will be given time to consolidate their learning before moving on to new material. It is, however, expected that the majority of children from each class will complete the age appropriate levels set out in the National Curriculum (2014).

Teaching Sequence

In further support of our aims we have adopted a clear teaching sequence (see appendix) to support progression through mathematical concepts. All of our mathematical contexts are meaningful and aim to promote secure problem solving. These were developed with written calculation in mind, but apply to all areas of mathematics. We currently follow Herts Essential Maths planning, which outlines the basic principles that children should adapt to consolidate their mathematical understanding.

Mental Mathematics

We recognise the importance of mental strategies and known facts as a basis for all successful calculation. Mental methods and place value must be secure before written methods are taught and used. Children at Houghton Regis Primary will always be encouraged to attempt to use a mental calculation first, before adopting a written calculation. Children will be further encouraged to work with the most efficient method available to them in any calculation.

The following checklists outline the key skills and number facts that children are expected to learning throughout the school:

To add and subtract successfully, children should be able to:

- Count on and back in steps of 1, 10, 100 from any number
- Secure understanding of place value to 10,000,000
- Recall addition pairs to 9+9 and number bonds to 10
- Use near doubles and compensation methods
- Recognise and use opportunities for inverse operation
- Add mentally a series of 1 digit numbers
- Add and subtract multiples of 10 or 100 using related addition and place value knowledge (e.g. 600 + 700, 160 – 70)
- Partition 2 and 3 digit numbers into multiples of 10 or 100 or 1 in different ways
- Recombine previously partitioned numbers

- Use estimation by rounding to check answers are reasonable

To multiply and divide successfully, children should be able to:

- Add and subtract accurately and efficiently
- Recall multiplication facts to 12 x 12 = 144 and division facts to 144÷12 = 12
- Use multiplication and division facts to estimate how many times a number divides into another
- Know the outcome of multiplying by 0 and by 1 and of dividing by 1
- Understand the effect of multiplying and dividing by 10, 100 and 1000
- Recognise factor pairs and identify common factors
- Notice and recall with increasing fluency inverse facts
- Partition numbers into 100s, 10s and 1s or multiple groupings
- Understand the principles of commutative, associative and distributive laws and when they do/do not apply
- Understand the effects of scaling whole numbers, decimals and fractions
- Investigate and learn rules for divisibility

Children will be taught to select the most appropriate calculation for the numbers involved.

Below, the documents show the progression of calculation structure in partnership with Herts Essential Maths.

Completed September 2021

Miss K McKune

Addition and Subtraction

Addition		Subtraction	
2LS15	Step 3: Expanded written method; no regrouping (2-digit numbers)	**2LS17**	Step 4: Expanded written subtraction; a 2-digit number from a 2-digit number with no regrouping.
	Step 4: Expanded written method; regrouping of ones (2-digit numbers)		Step 5: Expanded written subtraction; a 2-digit number from a 2-digit number with regrouping.
3LS8	Step 2: Formal written method; no regrouping (3-digit numbers)	**3LS9**	Step 1: Formal written subtraction; no regrouping (up to 3-digit numbers)
	Step 3: Formal written method; regrouping of ones (3-digit numbers)		Step 2: Formal written subtraction; regrouping tens into ones (up to 3-digit numbers)
	Step 4: Formal written method; regrouping of tens (3-digit numbers)		Step 3: Formal written subtraction; regrouping hundreds into tens (up to 3-digit numbers)
	Step 4: Formal written method; regrouping of tens and ones (3-digit numbers)		Step 4: Formal written subtraction; regrouping hundreds and tens (up to 3-digit numbers)
4LS4	Step 1: Formal written method; no regrouping (4-digit numbers)*	**4LS4**	Step 5: Formal written subtraction (revisit)*
	Step 2: Formal written method; regrouping in hundreds, tens and ones (4-digit numbers)*		Step 6: Formal written subtraction; regrouping of thousands*
	Step 3: Formal written method; regrouping hundreds, tens and ones causing further thousand column (4-digit numbers)*		
5LS10	Step 2: Formal column addition*	**5LS10**	Step 3: Formal column subtraction*

Progression

* indicates that the step is not explicitly exemplified within this progression, as it is a revisit or extension of previously taught

Multiplication and Division

Multiplication		Division	
3LS26	Step 3: Short multiplication; no regrouping	**3LS30**	Step 2: Long division (sharing structure); sharing ones
	Step 4: Short multiplication; regrouping of ones into tens		Step 3: Long division (sharing structure); no regrouping (2-digit dividend)
	Step 5: Short multiplication; regrouping of tens and ones		Step 4: Long division (sharing structure); regrouping (2-digit dividend)
4LS24	Step 4: Short multiplication; no regrouping (revisit)*	**4LS25**	Step 2: Long division (sharing structure); regrouping hundreds into tens (up to 3-digit numbers by 1-digit divisor)
	Step 5: Short multiplication; with regrouping causing further thousand column		Step 4: Short division (sharing structure); 1-digit divisor
5LS11	Step 1: Short multiplication; up to 3-digit numbers (revisit)*	**5LS12**	Step 2: Short division (grouping structure); regrouping tens
	Step 2: Expanded vertical multiplication; 2-digit by 2-digit numbers		Step 3: Short division (grouping structure); regrouping hundreds and tens
	Step 3: Long multiplication; regrouping in first stage only, 2-digit by 2-digit numbers		Step 4: Short division (grouping structure); expressing quotients with fractions
	Step 3: Long multiplication; regrouping in first and second stage, 2-digit by 2-digit numbers		Step 5: Short division (grouping structure); expressing quotients with decimals
6LS12	Step 5: Short multiplication, up to 2 decimal places by 1-digit number	**6LS17**	Step 2: Long division (grouping structure); up to 4-digit dividend by 2-digit divisor
Year 6 additional examples			
6LS12	Step 3: Long multiplication; 4-digit by 2-digit numbers	**6LS17**	Step 4: Long division (grouping structure); up to 4-digit dividend by 2-digit divisor - expressing quotients with fractions
		6LS17	Step 5: Long division (grouping structure); up to 4-digit dividend by 2-digit divisor - expressing quotients with decimals

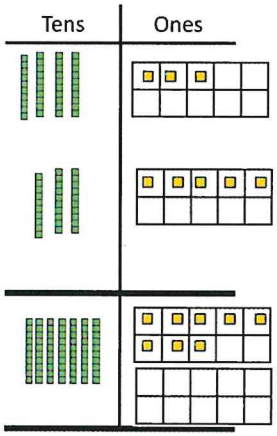
Progression

* indicates that the step is not explicitly exemplified within this progression, as it is a revisit or extension of previously taught

Year 2	**NC Statement:** Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and ones - a two-digit number and tens - two, two-digit numbers

2LS15 Step 3: Expanded written method with no regrouping (2-digit numbers)

Concrete



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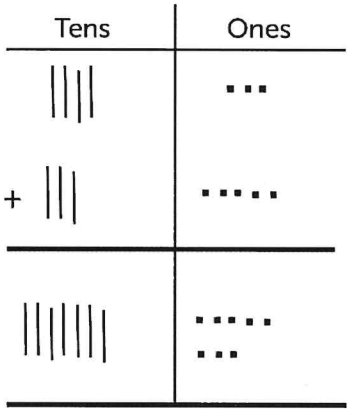


Abstract - Written symbolic

$$\begin{array}{rrr} & 40 & 3 \\ + & 30 & 5 \\ \hline & 70 & 8 \\ \hline \end{array}$$

43 + 35 = 78

Abstract - Speaking frame

The sum of … ones and … ones is ... ones.
The sum of … tens and … tens is … tens.
So, … + … is equal to … tens and … ones, which is …

Notes:

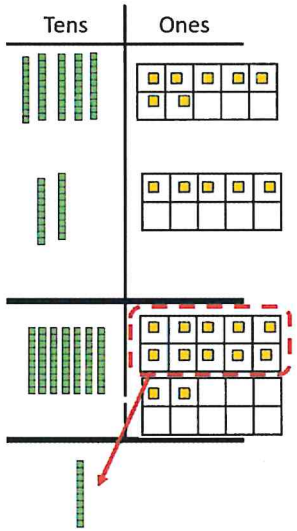
Using embedded tens frame supports pupils to organise ones in preparation for regrouping.

Addition

Year 2	**NC Statement:** Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and ones - a two-digit number and tens - two, two-digit numbers

2LS15 Step 4: Expanded written method with regrouping of ones (2-digit numbers)

Concrete



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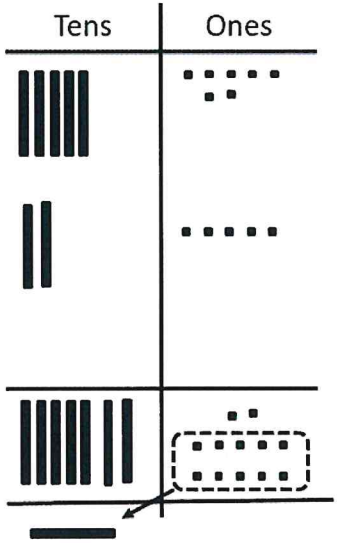


Abstract - Written symbolic

$$\begin{array}{r} 50 + 7 \\ +\ 20 + 5 \\ \hline 80 + \cancel{12}\ 2 \\ \hline 10 \end{array}$$

57 + 25 = 92

Abstract - Speaking frame

The sum of … ones and … ones is ... ones.
This is regrouped into … ten and … ones.
The sum of … tens and … tens is …tens.
So, … + … is equal to … tens and … ones, which is …

Notes:

Pupils should be encouraged to estimate first and check their answer using a mental method.

Using embedded tens frame supports pupils to rapidly see the regroup and to keep their jottings organised.

Addition

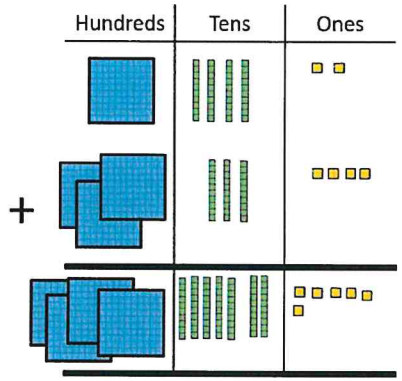
Year 3

NC Statement:

Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

3LS8 Step 2: Formal written addition with no regrouping (up to three-digit numbers)

Concrete



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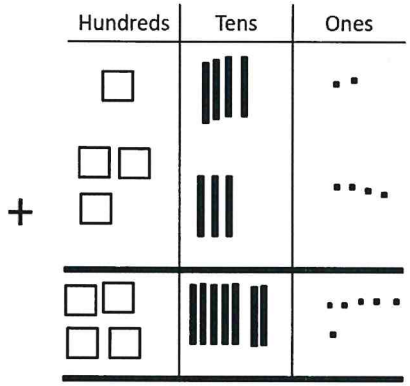


Abstract - Written symbolic

$$\begin{array}{r} 1\ 4\ 2 \\ +\ 3\ 3\ 4 \\ \hline 4\ 7\ 6 \end{array}$$

142 + 334 = 476

Abstract - Speaking frame

The sum of … ones and … ones is ... ones.
The sum of … tens and … tens is …tens.
The sum of … hundreds and … hundreds is … hundreds.
So, … + … is equal to … hundreds, … tens and … ones,
which is … .

Notes:

3LS8 Step 2 revisits the formal written method, first encountered in Year 2, with no regrouping but introduces hundreds.

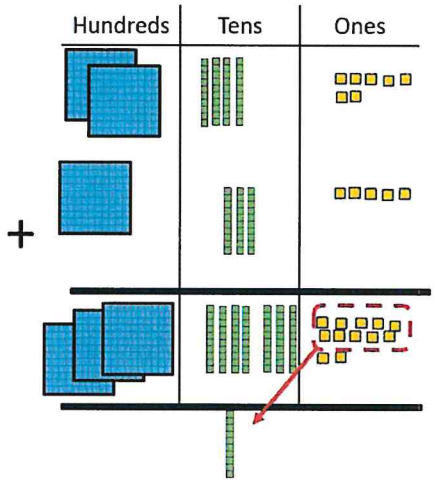
Pupils should be encouraged to estimate first and check their answer using a mental method.

Addition

Year 3	**NC Statement:** Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

3LS8 Step 3: Formal written addition with regrouping of ones (up to three-digit numbers)

Concrete



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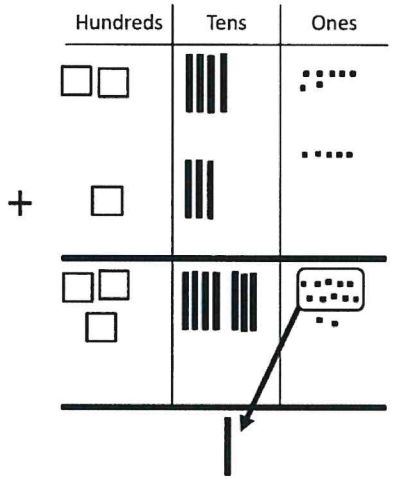


Abstract - Written symbolic

$$\begin{array}{r} 2\ 4\ 7 \\ +\ 1\ 3\ 5 \\ \hline 3\ 8\ 2 \\ \hline 1 \end{array}$$

247 + 135 = 382

Abstract - Speaking frame

The sum of … ones and … ones is ... ones.
The sum of … tens and … tens is …tens.
The sum of … hundreds and … hundreds is … hundreds.
So, … + … is equal to … hundreds, … tens and … ones,
which is … .

Notes:

The focus is on regrouping of ones.

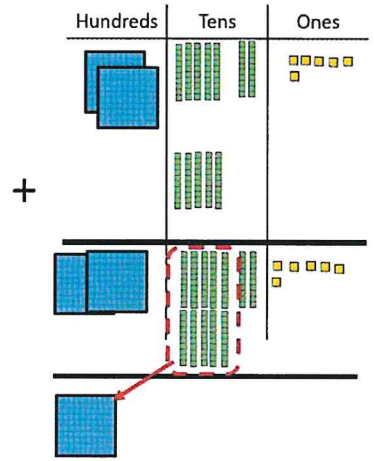
Pupils should be encouraged to estimate first and check their answer using a mental method.

Addition

Year 3	**NC Statement:** Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

3LS8 Step 4: Formal written addition with regrouping tens only (up to three-digit numbers)

Concrete



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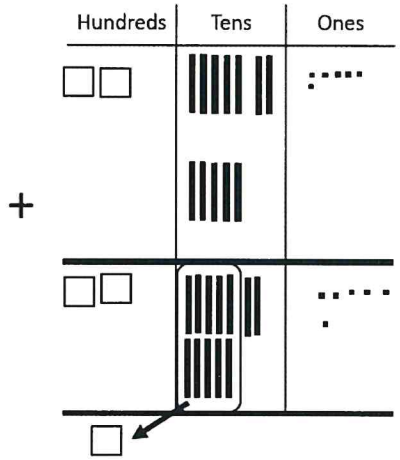


Abstract - Written symbolic

$$\begin{array}{r} 2\ 7\ 6 \\ +\quad 5\ 0 \\ \hline 3\ 2\ 6 \\ \hline 1 \end{array}$$

276 + 50 = 326

Abstract - Speaking frame

The sum of … ones and … ones is ... ones.
This is regrouped into … tens and … ones.
The sum of … tens and … tens is …tens.
The sum of … hundreds and … hundreds is … hundreds.
So, … + … is equal to … hundreds, … tens and … ones, which is ….

Notes:

The focus is on regrouping of tens.

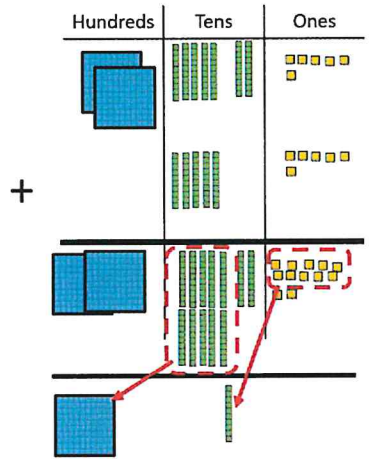
Pupils should be encouraged to estimate first and check their answer using a mental method.

Addition

Year 3	**NC Statement:** Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

3LS8 Step 4: Formal written addition with regrouping tens and ones (up to three-digit numbers)

Concrete



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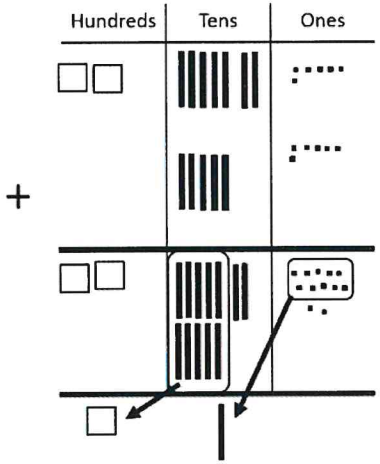


Abstract - Written symbolic

$$\begin{array}{r} 2\ 7\ 6 \\ +\quad 5\ 6 \\ \hline 3\ 3\ 2 \\ \hline 1\ 1 \end{array}$$

276 + 56 = 332

Abstract - Speaking frame

The sum of … ones and … ones is ... ones.
This is regrouped into … tens and … ones.
The sum of … tens and … tens is …tens.
This is regrouped into … hundreds and … tens.
The sum of … hundreds and … hundreds is … hundreds.
So, … + … is equal to … hundreds, … tens and … ones, which is …

Notes:

Pupils should be encouraged to estimate first and check their answer using a mental method.

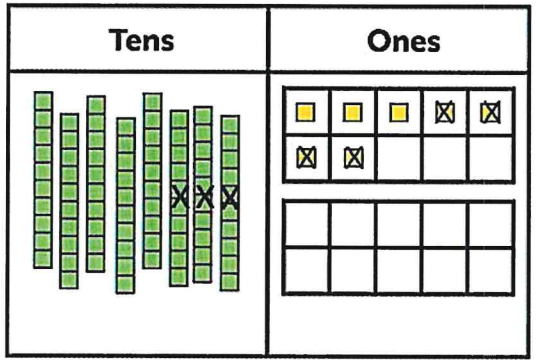
Once pupils have fully understood and rehearsed regrouping within formal column addition of 3-digit numbers, this learning continues to be rehearsed and applied throughout Years 4, 5 and 6, including to 4-digit numbers, larger numbers, decimal numbers, money and measures.

Addition

Year 2	**NC Statement:** add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and ones - a two-digit number and tens - two, two-digit numbers.

2LS17 Step 4: Expanded written subtraction, a 2-digit number from a 2-digit number with no regrouping

Concrete



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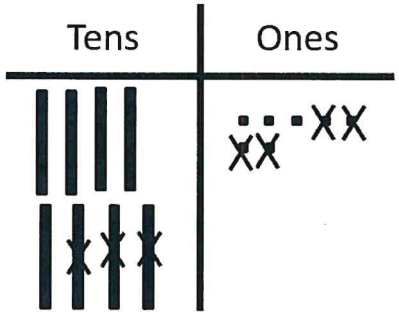


Abstract - Written symbolic

$$\begin{array}{r} 80 + 7 \\ -\ 30 + 4 \\ \hline 50 + 3 \end{array}$$

87 – 34 = 53

Abstract - Speaking frame

… ones take away … ones leaves … ones.
… tens take away … tens leaves … tens.
So, … - … is equal to… tens and … ones, which is … .

Notes:

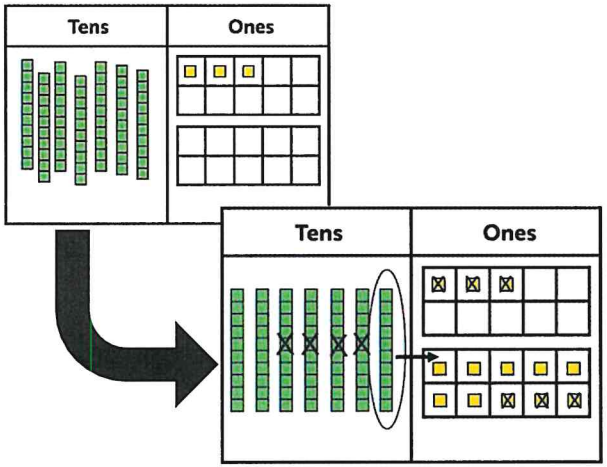
Pupils should be encouraged to estimate first and check their answer using a mental method.

Subtraction

Year 2	**NC Statement:** add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and ones - a two-digit number and tens - two, two-digit numbers.

2LS17 Step 5: Expanded written subtraction, a 2-digit number from a 2-digit number with regrouping

Concrete



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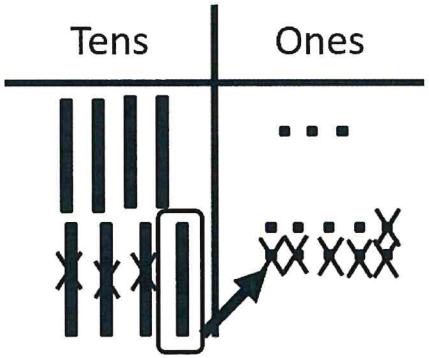


Abstract - Written symbolic

$$\begin{array}{rrcr} & 60 & & 13 \\ & \cancel{70} & + & \cancel{3} \\ - & 40 & + & 6 \\ \hline & 20 & + & 7 \end{array}$$

73 – 46 = 27

Abstract - Speaking frame

I can see that there aren't enough ones for me to take away … ones without regrouping.
Regroup one ten into ten ones.
There are now … tens and … ones.
… ones take away … ones leaves … ones.
… tens take away … tens leaves … tens.
So, … – … is equal to… tens and … ones, which is … .

Notes:

Using embedded tens frame supports pupils to regroup accurately and to keep their jottings organised.

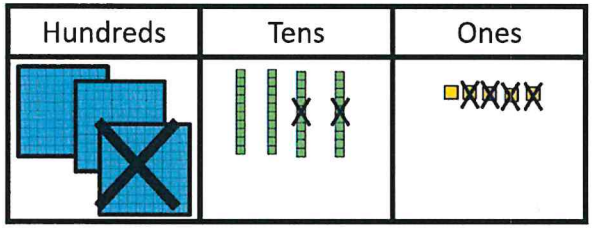
Speaking frame note: "*I can see that there aren't enough ones for me to take away 6 ones without regrouping. Regroup one ten into ten ones. There are now 6 tens and 13 ones.*"

Subtraction

Year 3	**NC Statement:** Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

3LS9 Step 1: Formal written subtraction with no regrouping (up to 3-digit numbers)

Concrete



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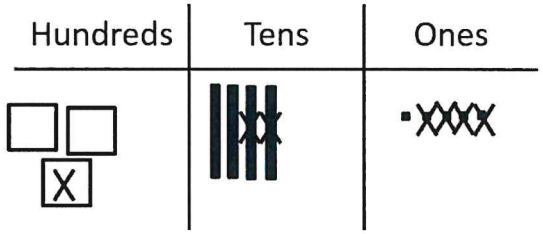


Abstract - Written symbolic

$$\begin{array}{r} 3\ 4\ 5 \\ -\ 1\ 2\ 4 \\ \hline 2\ 2\ 1 \end{array}$$

345 – 124 = 221

Abstract - Speaking frame

… ones take away … ones leaves … ones.
… tens take away … tens leaves … tens.
… hundreds take away … hundreds leaves … hundreds.
So, … – … is equal to … hundreds, … tens and … ones, which is …

Notes:

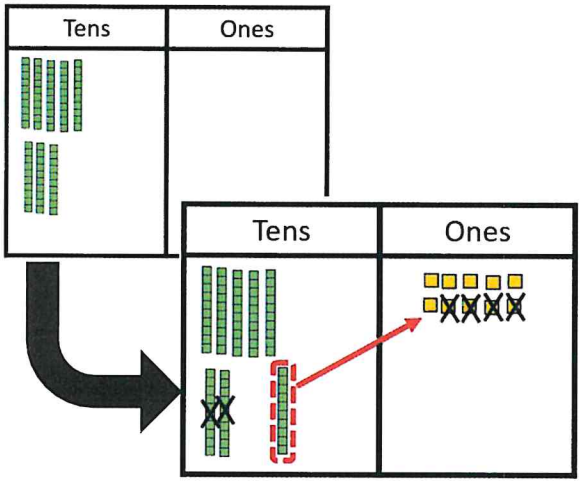
Pupils should be encouraged to estimate first and check their answer using a mental method.

Subtraction

Year 3	**NC Statement:** Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

3LS9 Step 2: Formal written subtraction – regrouping tens into ones only (up to 3-digit numbers)

Concrete



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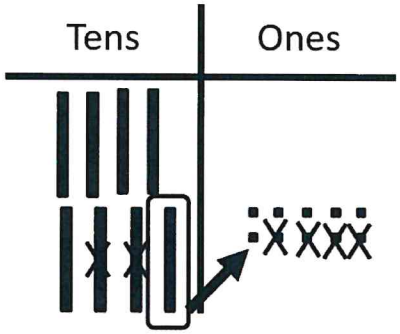


Abstract - Written symbolic

$$\begin{array}{r} {}^{7}\cancel{8}\,{}^{1}0 \\ -\ 2\ 4 \\ \hline 5\ 6 \end{array}$$

80 – 24 = 56

Abstract - Speaking frame

I can see that there aren't enough ones for me to take away … ones without regrouping.
Regroup one ten into ten ones.
There are now … tens and … ones.
… ones take away … ones leaves … ones.
… tens take away … tens leaves … tens.
So, … – … is equal to… tens and … ones, which is … .

Notes:

It is important that pupils understand that 80 has been regrouped into 70 and 10. If pupils struggle with the compact notation refer to 2LS17 Step 5 for the expanded method.

Speaking frame note:

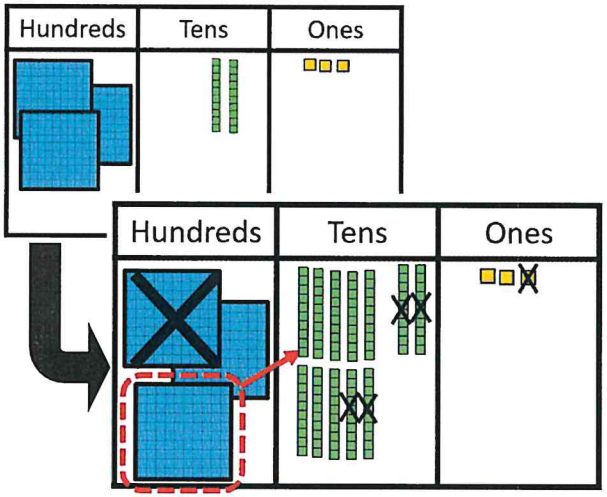
"I can see that there aren't enough ones for me to take away 4 ones without regrouping. Regroup one ten into ten ones. There are now ten ones and zero ones. 10 ones take away 4 ones leaves six ones. 7 tens take away 2 tens leaves 5 tens. So, 80 – 24 is equal to 5 tens and 6 ones, which is 56."

Subtraction

Year 3	**NC Statement:** Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

3LS9 Step 3: Formal written subtraction – regrouping hundreds into tens only (up to 3-digit numbers)

Concrete



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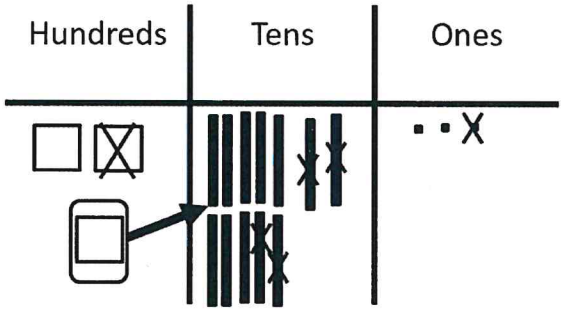


Abstract - Written symbolic

$$\begin{array}{r} {}^{2}\not{3}\,{}^{1}2\;3 \\ -\;1\;4\;1 \\ \hline 1\;8\;2 \end{array}$$

323 – 141 = 182

Abstract - Speaking frame

… ones take away … ones leaves … ones.
I can see that there aren't enough tens for me to take away … tens without regrouping.
Regroup one hundred into ten hundreds.
There are now … hundreds and … tens.
… tens take away … tens leaves … tens.
… hundreds take away … hundreds leaves … hundreds
So, … – … is equal to … hundreds, … tens and … ones, which is ….

Notes:

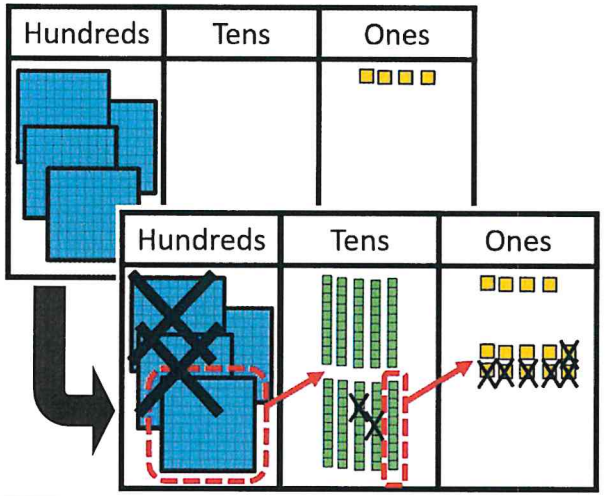
It is important that pupils start to identify where regrouping is necessary.
Ensure that pupils are confident that the minuend may have been regrouped but it is still of equal value prior to subtraction.

Subtraction

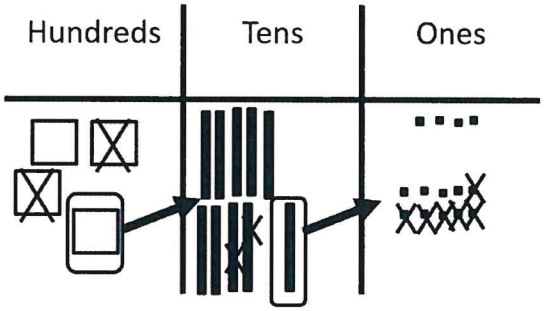
Year 3	**NC Statement:** Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

3LS9 Step 4: Formal written subtraction - regrouping hundreds and tens (up to 3-digit numbers)

Concrete



Pictorial



Abstract - Written symbolic

$$\begin{array}{r} {}^{3}\cancel{4}\,{}^{1}\cancel{0}\,{}^{9}1\,{}^{1}4 \\ -\ 2\ 2\ 6 \\ \hline 1\ 7\ 8 \end{array}$$

404 – 226 = 178

Abstract - Speaking frame

I will need to regroup…

- one hundred into ten tens. I now have … hundreds and … tens.
- one ten into ten ones. I now have … tens and … ones.

Notes:

Speaking frame hint: This is not a complete speaking frame. It is structured to support pupils with the language of regroup only.

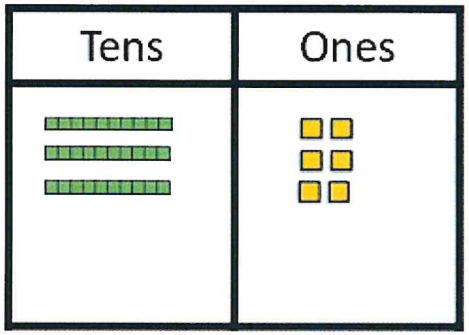
Once pupils have fully understood and rehearsed regrouping within formal subtraction, this learning continues to be rehearsed and applied throughout Years 4, 5 and 6, including to multi-digit, decimal numbers, money and measures.

Subtraction

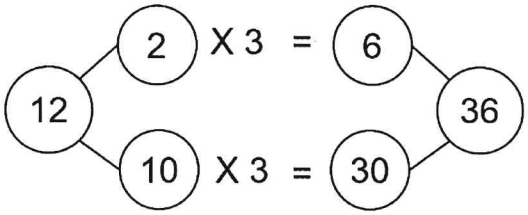
Year 3	**NC Statement:** Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

3LS26 Step 3: Introducing short multiplication with no regrouping

Concrete



Pictorial - Jottings



Abstract - Written symbolic

$$\begin{array}{r} 1\ 2 \\ \times\quad 3 \\ \hline 3\ 6 \end{array}$$

12 x 3 = 36

Abstract - Speaking frame

… groups of … ones is … ones.
… groups of … tens is … tens.
… tens added to … ones is … .
The product of … and … is … .

Notes:

Pupils have already met the distributive law (3LS18) and rehearsed multiplying by ten (3LS25).
The focus of this step is support pupils in making the connection between informal distributive approach and the formal layout.

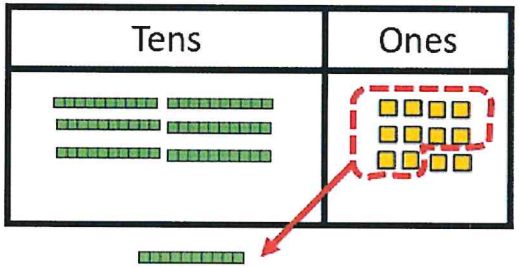
Speaking frame note:
"3 groups of 2 ones is 6 ones. 3 groups of 1 ten is 3 tens. 3 tens added 6 ones is 36. The product of 12 and 3 is 36."

Multiplication

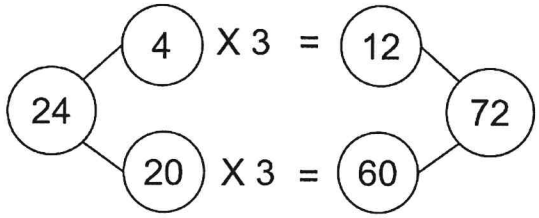
Year 3	**NC Statement:** Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

3LS26 Step 4: Short multiplication with regrouping of ones into tens only

Concrete



Pictorial - Jottings



Abstract - Written symbolic

$$\begin{array}{r} 2\ 4 \\ \times\quad 3 \\ \hline 7\ 2 \\ \hline 1 \end{array}$$

24 x 3 = 72

Abstract - Speaking frame

… groups of … ones is … ones.
I can regroup the … ones into … ten(s) and … one(s).
… groups of … tens is … tens.
… ten(s) added to … is … .
The product of … and … is … .

Notes:

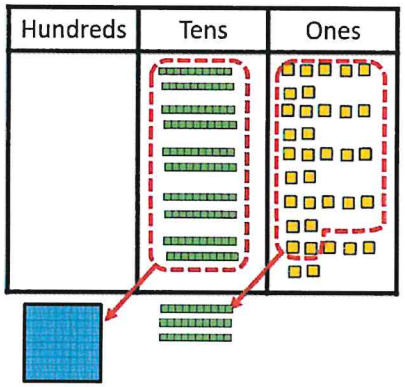
Pupils have already met the distributive law (3LS18) and rehearsed multiplying by ten (3LS25).
The focus of this step is to support pupils in making the connection between informal distributive approach and the formal layout.
Speaking frame note:
"3 groups of 4 ones is 12 ones. I can regroup the 12 ones into 1 ten and 2 ones. 3 groups of 2 tens is 6 tens. 1 ten added to 6 tens is 7 tens. The product of 24 x 3 is 72."
Pupils should be encouraged to consider whether italicised language in the speaking frame is required in the calculation.

Multiplication

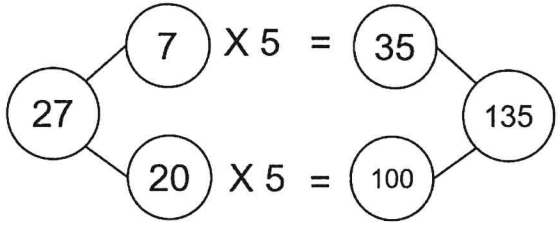
Year 3	**NC Statement:** Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

3LS26 Step 5: Short multiplication with regrouping of tens and ones

Concrete



Pictorial - Jottings



Abstract - Written symbolic

$$\begin{array}{r} 2\ 7 \\ \times\quad 5 \\ \hline 1\ 3\ 5 \\ \hline 3 \end{array}$$

27 x 5 = 135

Abstract - Speaking frame

… groups of … ones is … ones.
I can regroup the … ones into … ten(s) and … one(s).
… groups of … tens is … tens.
… ten(s) added to … ten(s) is ..
I can regroup the … tens into … hundred(s) and … ten(s)
The product of … and … is … .

Notes:

At this stage, the pictorial representation is being used as a checking point to ensure pupils answer accurately. This allows focused attention on understanding the abstract recording.

Speaking frame note:
"5 groups of 7 ones is 35 ones. I can regroup the 35 ones into 3 tens and 5 ones. 5 groups of 2 tens is 10 tens. 3 tens added to 10 tens is 13 tens. I can regroup the 13 tens into 1 hundred and 3 tens. The product of 27 x 5 is 135."

Multiplication

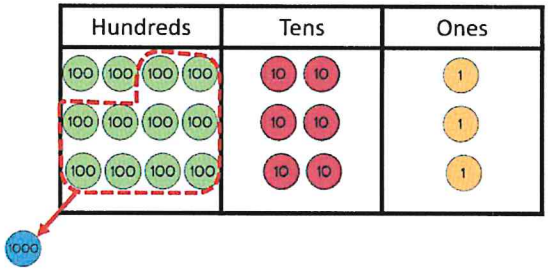
Year 4

NC Statement:

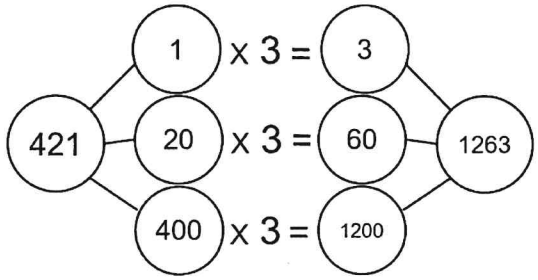
Multiply 2-digit and 3-digit numbers by a one-digit number using formal written layout (short multiplication)

4LS24 Step 5: Formal written multiplication with regrouping which generates a new column

Concrete



Pictorial - Jottings



Abstract - Written symbolic

$$\begin{array}{r} 4\ 2\ 1 \\ \times \quad\ 3 \\ \hline 1\ 2\ 6\ 3 \\ \hline \end{array}$$

421 x 3 = 1263

Abstract - Speaking frame

… groups of … ones is … ones. *(Do I need to regroup?)*
… groups of … tens is … tens. *(Do I need to regroup?)*
… groups of … hundreds is … hundreds. (Do I need to regroup?)
(… hundreds can be regrouped to … thousands and … hundreds)
The product of … and … is … .

Notes:

At this stage, the pictorial representation is being used as a checking point to ensure that pupils answer accurately. This allows focused attention on understanding the abstract recording.

Pupils should be encouraged to consider whether the italicised language in the speaking frame is required in the calculation.

Multiplication

Year 5

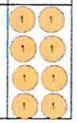
NC Statement:

Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers

5LS11 Step 2: Expanded vertical multiplication 2-digit by 2-digit

Concrete

x	30	2
10		
4		

x	30	2
10		
4		

Pictorial - Jottings

x	30	2	
10	300	20	= 320
4	120	8	= 128

Abstract - Written symbolic

$$\begin{array}{r} 3\ 2 \\ \times\ 1\ 4 \\ \hline 8 \\ 1\ 2\ 0 \\ 2\ 0 \\ 3\ 0\ 0 \\ \hline 4\ 4\ 8 \end{array}$$

32 x 14 = 448

Abstract - Speaking frame

First, I need to consider the ones in the multiplier.
… groups of … ones is ones.
… groups of … tens is tens. *(Do I need to regroup?)*
Then, tens in the multiplier.
… groups of … ones is ones. *(Do I need to regroup?)*
… groups of … tens is tens. *(Do I need to regroup?)*
The total of all the partial products is … .
The product of … and … is … .

Notes:

This is a transitional method towards long multiplication. Using the grid supports pupils in their thinking about multiplying by powers of ten and place value. Secure understanding of both of these concepts allow pupils to move to long multiplication more successfully.

Speaking frame hint: linking to what we know and correct place value. For example, 10 groups of 3 tens is 30 tens. This can be regrouped to 3 hundreds.

Multiplication

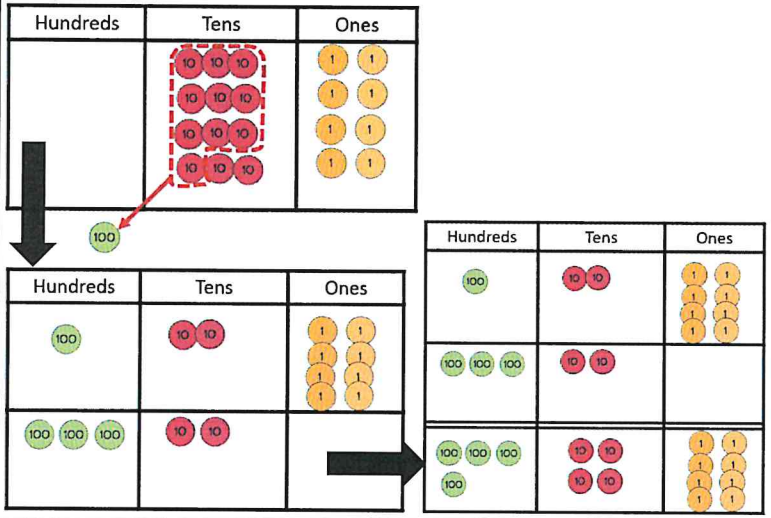
Year 5

NC Statement:

Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers

5LS11 Step 3: Long multiplication 2-digit by 2-digit with simple regrouping

Concrete



Pictorial - Jottings

x	30	2	
10	300	20	= 320
4	120	8	= 128

Abstract - Written symbolic

$$\begin{array}{r} 3\ 2 \\ \times\ 1\ 4 \\ \hline 1\ 2\ 8 \\ 3\ 2\ 0 \\ \hline 4\ 4\ 8 \\ \hline \end{array}$$

32 x 14 = 448

Abstract - Speaking frame

First, I need to consider the ones in the multiplier.
… groups of … ones is ones. (Do I need to regroup?)
… groups of … tens is tens. (Do I need to regroup?)
Then, considering tens in the multiplier.
… groups of … ones is ones. (Do I need to regroup?)
… groups of … tens is tens. (Do I need to regroup?)
The total of all the partial products is … .
The product of … and … is … .

Notes:

Speaking frame hint: linking to what we know and correct place value.
For example, 10 groups of 3 tens is 30 tens (linking to known fact 10 x 3). This can be regrouped to 3 hundreds.

Multiplication

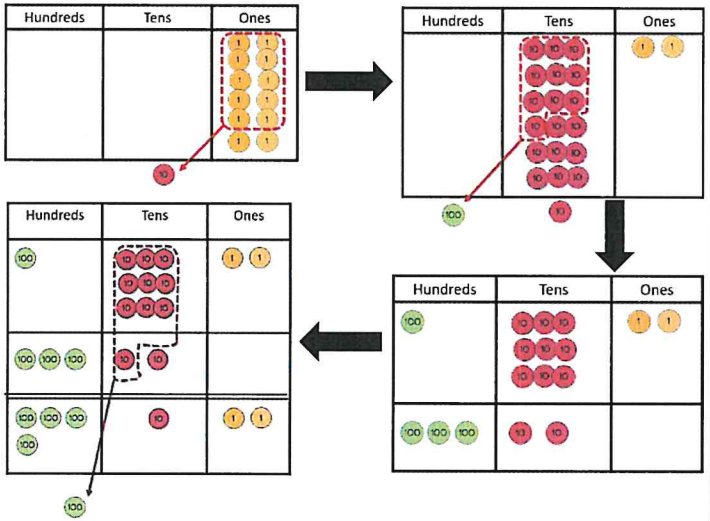
Year 5

NC Statement:

Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers

5LS11 Step 3: Long multiplication 2-digit by 2-digit, focusing on regroup in first partial product

Concrete



Pictorial

x	30	2	
10	300	20	= 320
6	180	12	= 192

Abstract - Written symbolic

$$\begin{array}{r} {\scriptstyle 1} \\ 3\ 2 \\ \times\ 1\ 6 \\ \hline 1\ 9\ 2 \\ 3\ 2\ 0 \\ \hline 5\ 1\ 2 \\ {\scriptstyle 1} \end{array}$$

32 x 16 = 512

Abstract - Speaking frame

First, I need to consider the ones in the multiplier.
… groups of … ones is … ones. *(Do I need to regroup?)*
… groups of … tens is … tens. *(Any regroups to add? Do I need to regroup?)*
Then, considering tens in the multiplier.
… groups of … ones is … ones. *(Do I need to regroup?)*
… groups of … tens is … tens. *(Do I need to regroup?)*
The total of all the partial products is … .
The product of … and … is … .

Notes:

Speaking frame hint: linking to what we know and correct place value.

For example, 6 groups of 3 tens is 18 tens (linking to known fact 6 x 3 = 18). This can be regrouped to 1 hundred and 8 tens.

Multiplication

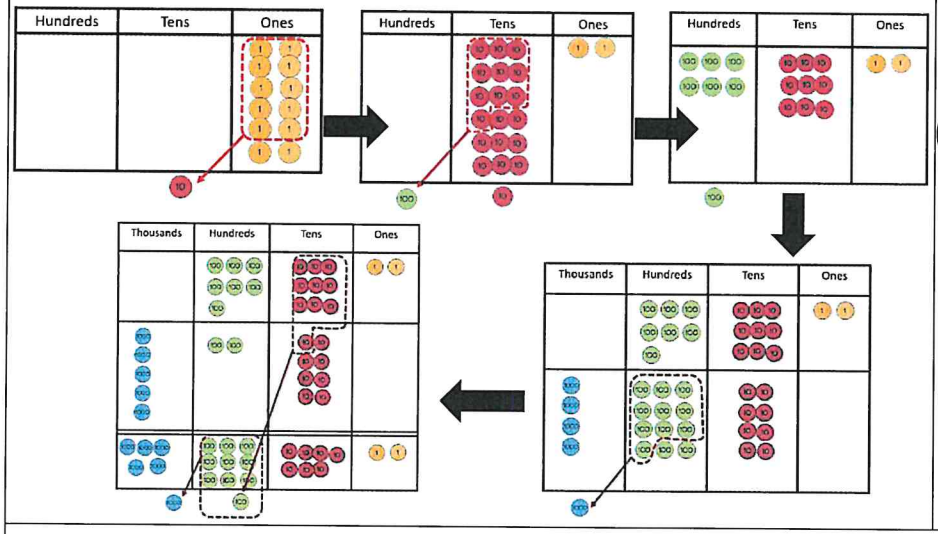
Year 5

NC Statement:

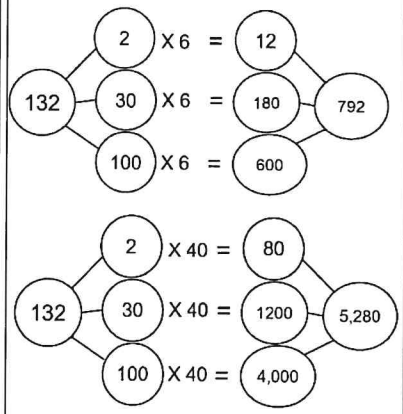
Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers

5LS11 Step 3: Long multiplication 2-digit by 2-digit regrouping in first and second stage

Concrete



Pictorial - Jottings



Abstract - Written symbolic

$$\begin{array}{r} {\scriptstyle 1\ \ \ } \\ {\scriptstyle 1\ 1\ } \\ 132 \\ \times\ 46 \\ \hline 792 \\ 5280 \\ \hline 6072 \\ {\scriptstyle 1\ 1} \end{array}$$

132 x 46 = 6,072

Abstract - Speaking frame

First, I need to consider the ones in the multiplier.
… groups of … ones is … ones. *(Do I need to regroup?)*
… groups of … tens is … tens. *(Any regroups to add? Do I need to regroup?)*
Then, considering tens in the multiplier.
… groups of … ones is … ones. *(Do I need to regroup?)*
… groups of … tens is … tens. *(Any regroups to add? Do I need to regroup?)*
The total of all the partial products is … .
The product of … and … is … .

Notes:

Speaking frame hint: linking to what we know and correct place value.
For example, 6 groups of 3 tens is 18 tens (linking to known fact 6 x 3 = 18). This can be regrouped to 1 hundred and 8 tens.

Multiplication

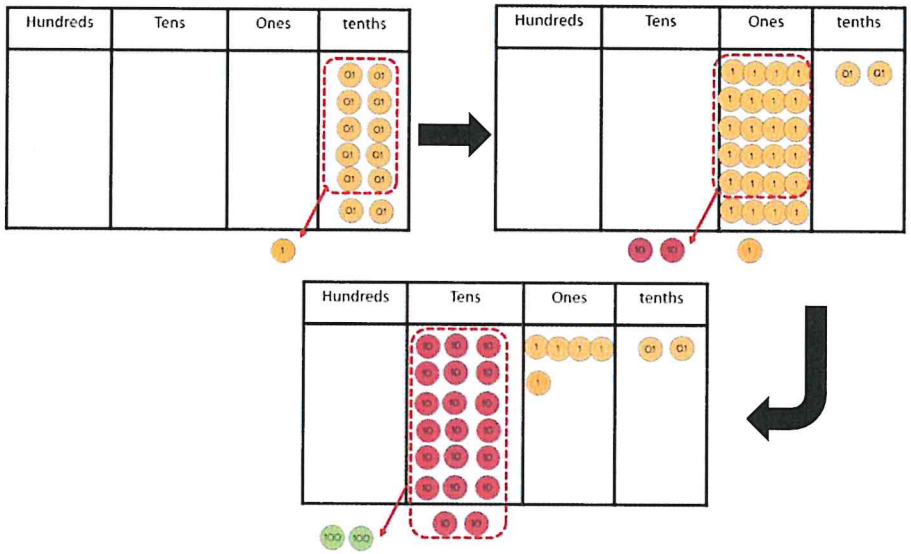
Year 6

NC Statement:

Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers

6LS12 Step 5: Formal written multiplication involving numbers with up to 2 decimal places multiplied by a 1-digit number

Concrete



Pictorial - Jottings

Jottings: multiples of tricky multipliers

6
12
18
24
30
36
42
48
54
60
66
72

Abstract - Written symbolic

$$\begin{array}{r} {}^{2}\,{}^{1} \\ 34.2 \\ \times \quad 6 \\ \hline 205.2 \end{array}$$

34.2 x 6 = 205.2

Abstract - Speaking frame

… groups of … tenths is … tenths. (Do I need to regroup?)
… groups of … ones is … ones. *(Any regroups to add? Do I need to regroup?)*
… groups of … tens is … tens. *(Any regroups to add? Do I need to regroup?)*
The product of … and … is … .

Notes:

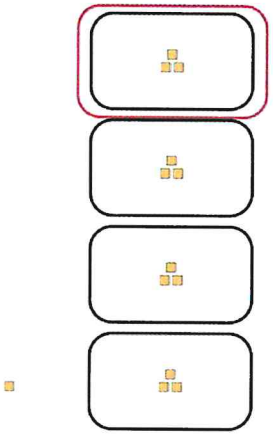
Speaking frame hint: linking to what we know and correct place value. For example, 6 groups of 3 tens is 18 tens (linking to known fact 6 x 3 = 18). This can be regrouped to 1 hundred and 8 tens.

Multiplication

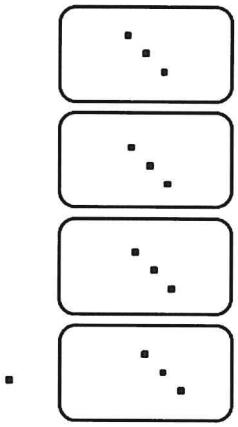
Year 3	**NC Statement:** Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

3LS30 Step 2: Introducing the long division method (sharing ones)

Concrete



Pictorial



Abstract - Written symbolic

```
      3
   ┌─────
4  │ 13
 - │ 12
   ─────
      1
```

13 ÷ 4 = 3 r 1

Abstract - Speaking frame

I am sharing … ones into … equal groups.
There are … ones in each group.
I have … one(s) remaining.
The quotient is … with … remainders.

Notes:

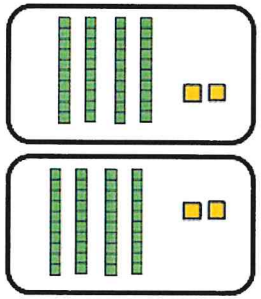
Pupils are introduced to the long division method for the first time in this sequence. Short division will not be introduced until pupils have understood all of the stages in this expanded form. In the calculation 96 ÷ 4, for example, pupils often struggle to understand that 1 ten will be regrouped after 8 tens have been used in the 4 groups. This is hidden in short division but recorded in long division.

Division

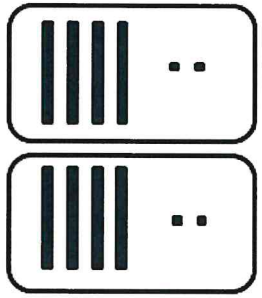
Year 3	**NC Statement:** Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

3LS30 Step 3: Long division of tens and ones with no regrouping (sharing structure)

Concrete



Pictorial



Abstract - Written symbolic

$$\begin{array}{r} 4\ 2 \\ 2\overline{)\,8\ 4} \\ -\ 8 \\ \hline 0\ 4 \\ \quad 4 \\ \hline 0 \end{array}$$

84 ÷ 2 = 42

Abstract - Speaking frame

First, I am sharing … tens into … equal groups.
There are … tens in each group.
I have … ten(s) remaining.
Then, I am sharing … ones into … equal groups.
There are … ones in each group.
I have … one(s) remaining.
The quotient is … with … remainders.

Notes:

This stage is to support pupils' understanding of the abstract notation. They learn to record how many tens are in each group, if there are any tens remaining and what the arrow means.

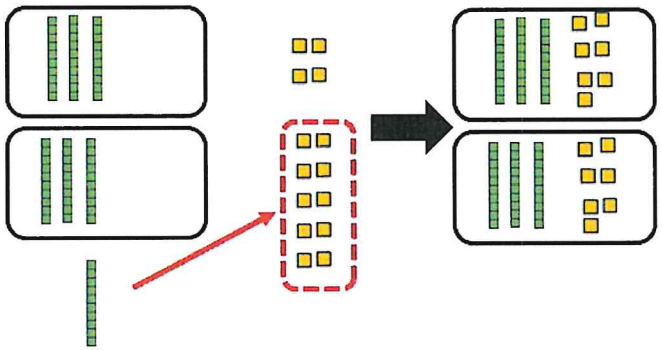
Speaking frame note: *"First, I am sharing 8 tens into 2 equal groups. There are 4 tens in each group. I have zero tens remaining. Then, I am sharing 4 ones into 2 equal groups. There are 2 ones in each group. I have zero ones remaining. The quotient is 42 with no remainders."*

Division

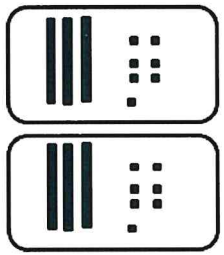
Year 3	**NC Statement:** Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

3LS30 Step 4: Long division of tens and ones with regrouping (sharing structure)

Concrete



Pictorial



Abstract - Written symbolic

$$\begin{array}{r} 3\ 7 \\ 2\overline{)\ 7\ 4} \\ -\ 6\ \downarrow \\ \hline 1\ 4 \\ -\ 1\ 4 \\ \hline 0 \end{array}$$

74 ÷ 2 = 37

Abstract - Speaking frame

First, I am sharing … tens into … equal groups.
There are … tens in each group.
I have … ten(s) remaining.
I need to regroup the remaining … ten(s) into … ones.
I now have … ones in total.
Then, I am sharing … ones into … equal groups.
There are … ones in each group.
I have … one(s) remaining.
The quotient is … with … remainders.

Notes:

This is a crucial stage as it demonstrates the regrouping of the remaining tens for ones and how this is recorded abstractly.

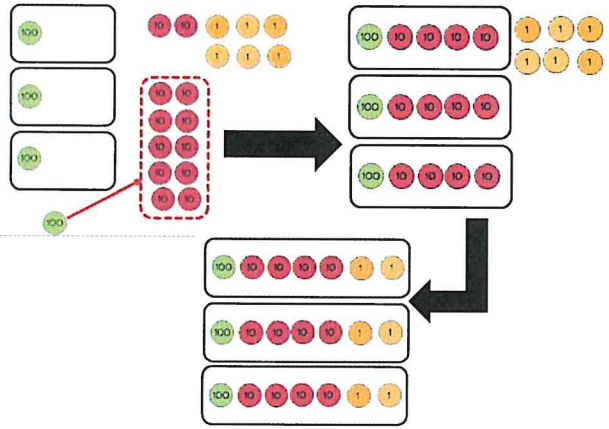
Speaking frame note: *"… I have 1 ten remaining. I need to regroup the remaining 1 ten into 10 ones. I now have 14 ones in total..."*

Division

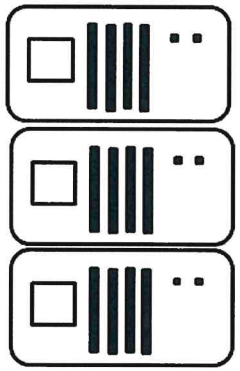
Year 4	**NC Statement:** Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers (non-statutory guidance)

4LS25 Step 2: Long division with regrouping hundreds into tens (sharing structure)

Concrete



Pictorial



Abstract - Written symbolic

$$
\begin{array}{r|lll}
 & 1 & 4 & 2 \\
\hline
3 & 4 & 2 & 6 \\
- & 3 & \downarrow & \downarrow \\
\hline
 & 1 & 2 & \\
- & 1 & 2 & \\
\hline
 & & 0 & 6 \\
 & & & 6 \\
\hline
 & & & 0
\end{array}
$$

426 ÷ 3 = 142

Abstract - Speaking frame

First, I am sharing … hundreds into … equal groups.
There are … hundreds in each group.
I have … hundred(s) remaining.
I need to regroup the remaining … hundreds into …tens.
I now have … tens in total.
Next, I am sharing … tens into .. equal groups.

Notes:

Pupils revisit long division with no regrouping gin 4LS25 step 1. This is to ensure that they understand the abstract recording of long division.

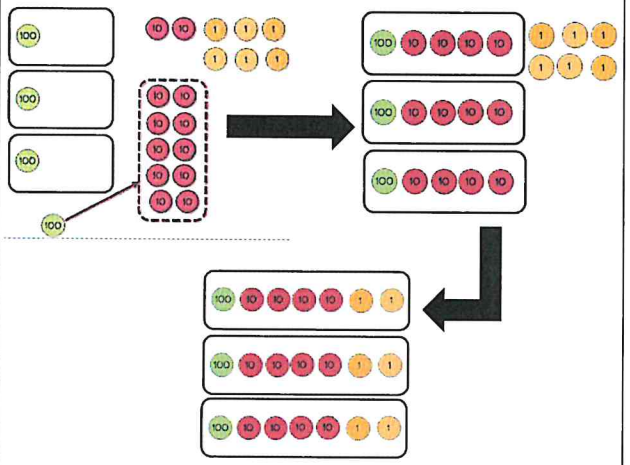
Speaking frame note: This stage is an extension to the previous speaking frame – focusing on the hundreds regroup.

Division

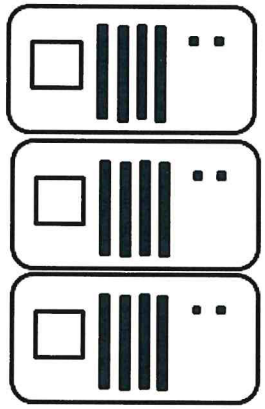
Year 4	**NC Statement:** Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers (non-statutory guidance)

4LS25 Step 4: Introducing formal short division (sharing structure)

Concrete



Pictorial



Abstract - Written symbolic

$$\begin{array}{r} 1\ 4\ 2 \\ 3\overline{)\,4\ {}^{1}2\ 6} \end{array}$$

426 ÷ 3 = 142

Abstract - Speaking frame

First, I am sharing … hundreds into … equal groups.
There are … hundreds in each group.
I have … hundred(s) remaining.
I need to regroup the remaining … hundreds into … tens.
I now have … tens in total.
Next, I am sharing … tens into .. equal groups.

Notes:

In this stage, pupils learn that the thinking processes for long and short division are the same – it is only the abstract written that is different. It is important that pupils are able to link this to the long division format and can explain the compaction.

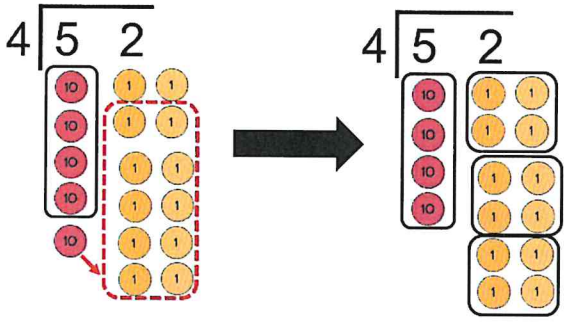
Speaking frame note: This stage is an extension to the previous speaking frame – focusing on the hundreds regroup.

Division

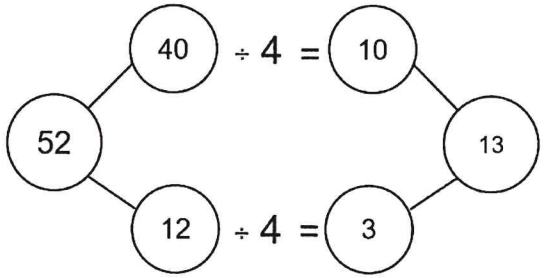
Year 5	**NC Statement:** Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context

5LS12 Step 2: Introducing formal short division regroup from tens to ones (grouping structure)

Concrete



Pictorial - Jottings



Abstract - Written symbolic

$$4\overline{)52} = 13$$

52 ÷ 4 = 13

Abstract - Speaking frame

I want to know how many groups of … are in … .
How many groups of … tens are in … tens without regrouping?
I can make … group(s) of … tens. There is/are … ten(s) remaining.
I need to regroup the … tens into … ones.
I now have … ones.
How many groups of … ones are in … ones, without regrouping?
I can make … group(s) of … ones. There is/are … one(s) remaining.

There are … groups of … in … with … remainders.

Notes:

Pupils are encouraged to progress to a grouping model of division. This is in preparation for 2-digit divisors and understanding fractions expressed as part of the quotient.
Pupils should explore with simple division calculations to ensure that they understand the shift in structure.
Speaking frame note: In this example, the speaking frame would be completed like this: *"How many groups of 3 tens are in 4 tens, without regrouping?"*
This is to ensure that accurate place value and magnitude is maintained.

Division

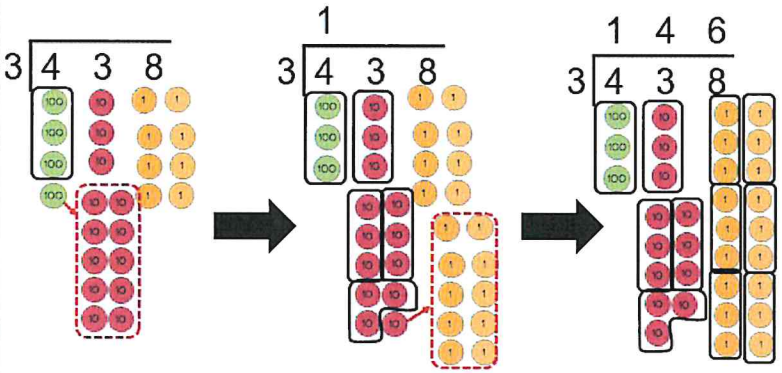
Year 5

NC Statement:

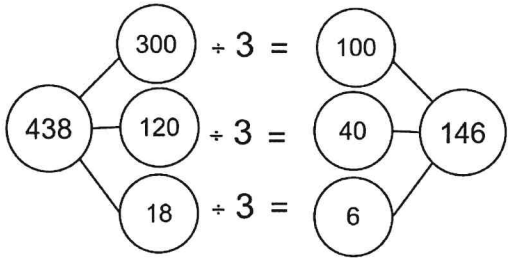
Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context

5LS12 Step 3: Short division for numbers up to 4-digits (grouping structure)

Concrete



Pictorial - Jottings



Abstract - Written symbolic

$$\begin{array}{r} 1\ 4\ 6 \\ 3\overline{)\,4\ {}^{1}3\ {}^{1}8} \end{array}$$

438 ÷ 3 = 146

Abstract - Speaking frame

I want to know how many groups of … are in … .
How many groups of … hundreds are in … hundreds, without regrouping?
I can make … group(s) of …hundreds. There is/are … hundred(s) remaining.
I need to regroup the … hundreds into …tens.

Notes:

Speaking frame note: This is an extension to the previous speaking frame.
In this example, the speaking frame would be completed like this:
"How many groups of 3 hundreds are in 4 hundreds, without regrouping?"
This is to ensure that accurate place value and magnitude is maintained.

Division

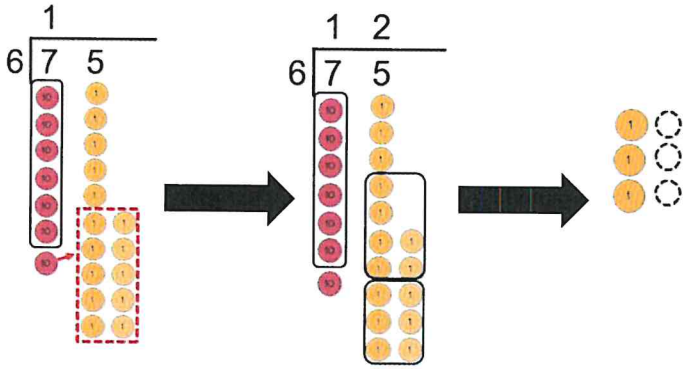
Year 5

NC Statement:

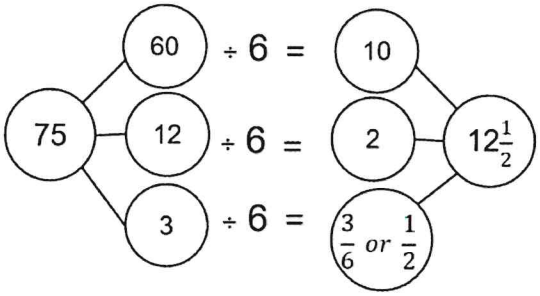
Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context

5LS12 Step 4: Short division (grouping structure) - expressing quotients with fractions

Concrete



Pictorial



Abstract - Written symbolic

$$\begin{array}{r} 1\ 2\ \tfrac{1}{2} \\ 6\overline{)\,7\ 1\,5} \end{array}$$

$$75 \div 6 = 12\tfrac{1}{2}$$

Abstract - Speaking frame

I have a remainder of … .

This is … (remainder) out of … (divisor) which I need for another group.

This can be written as a fraction — .

This can be simplified to — .

Notes:

Speaking frame note: This is an extension to the previous speaking frame (5LS12 Step 2). In this example the speaking frame would be completed like this:

"I have a remainder of 3.

This is 3 out of 6 which I need for another group.

This can be written as a fraction $\frac{3}{6}$.

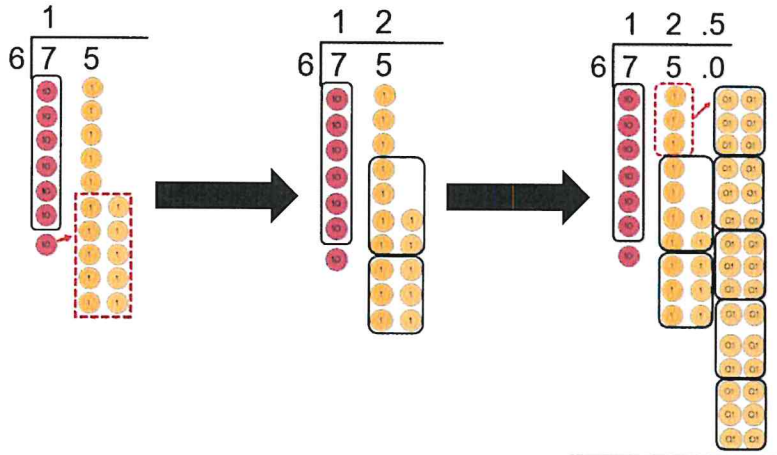
This can be simplified to $\frac{1}{2}$."

Division

Year 5	**NC Statement:** Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context

5LS12 Step 5: Short division (grouping structure) - expressing quotients with decimals

Concrete



Pictorial - Jottings

Jottings: multiples of the divisor

6
12
18
24
30
36
42
48
54
60

Abstract - Written symbolic

$$\begin{array}{r} 1\ 2\ .5 \\ 6\overline{)\ 7\ ^{1}5\ ^{3}.0} \end{array}$$

75 ÷ 6 = 12.5

Abstract - Speaking frame

I have a remainder of … .
I need to regroup the … ones into … tenths.
How many groups of … tenths are in … tenths, without regrouping?
I can make … group(s) of … tenths.

There are … groups of … in … .

Notes:

Speaking frame note: This is an extension to the previous speaking frame (5LS12 Step 2). In this example, the speaking frame would be completed like this:

"I have a remainder of 3.
I need to regroup the 3 ones into 30 tenths.
How many groups of 6 tenths are in 30 tenths, without regrouping?
I can make 5 groups of 6 tenths.
There are 12.5 groups of 6 in 75."

Division

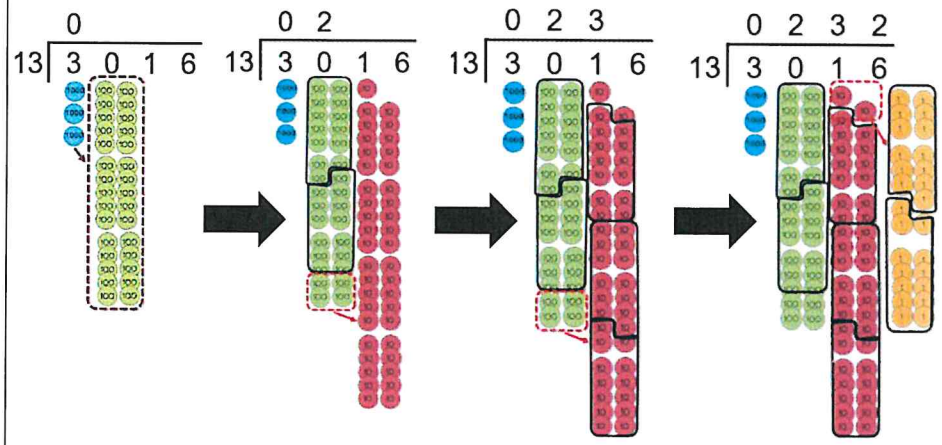
Year 6

NC Statement:

Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division and interpret remainders as whole number remainders , fractions, or by rounding, as appropriate for the context

6LS17 Step 2: Long division for numbers up to 4 digits

Concrete

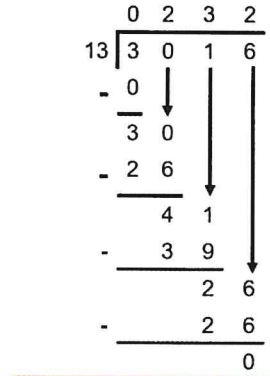


Pictorial - Jottings

Jottings: multiples of the divisor

13
26
39
52
65
78
91
104

Abstract - Written symbolic



3016 ÷ 13 = 232

Abstract - Speaking frame

I want to know how many groups of … are in … .
How many groups of … thousand are in …thousand, without regrouping?
I can make … group(s) of …thousand. There is/are … thousand(s) remaining.
I need to regroup the … thousand(s) into …hundreds.

Notes:

The structure of long division was first introduced in 3LS30, then revisited and extended in both years 4 and 5. It was revised in Step 1 of this sequence.
Jottings are used to scaffold to derived related division facts.
Speaking frame note: This is an extension to the previous speaking frame (5LS12 Step 2). In this example, the speaking frame would be completed like this:
"How many groups of 13 thousands are in 3 thousand, without regrouping?" I can make zero groups of 13 thousand. There are 3 thousand remaining. I need to regroup the 3 thousands into 30 hundreds."

Division

These additional examples show only jottings, completed speaking frames and abstract recording. This complexity of calculation should only be introduced to pupils once they are confident in the conceptual pathway and can explain the abstract recording with reference to the concrete and pictorial models.

Additional Year 6 examples Year 6	**NC Statement:** Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division and interpret remainders as whole number remainders , fractions, or by rounding, as appropriate for the context

6LS17 Step 4: Long division for numbers up to 4 digits - expressing quotients with fractions

Abstract speaking frame

I have a remainder of 9.
This is 9 out of the 15 which I need for another group.
This can be written as a fraction $\frac{9}{15}$.
This can be simplified to $\frac{3}{5}$.
There are $37\frac{3}{5}$ in each of the 15 groups.

Pictorial - Jottings

Jottings: multiples of the divisor

15
30
45
60
75
90
105
120
135
150

Abstract - Written symbolic

$$\begin{array}{r|lll} & 0 & 3 & 7\ \frac{3}{5} \\ 15 & 5 & 6 & 4 \\ - & 0 & \downarrow & \downarrow \\ \hline & 5 & 6 & \\ - & 4 & 5 & \\ \hline & 1 & 1 & 4 \\ - & 1 & 0 & 5 \\ \hline & & & 9 \end{array}$$

$\frac{9}{15} = \frac{3}{5}$

$564 \div 15 = 37\ \frac{3}{5}$

Additional Year 6 examples

Additional Year 6 examples Year 6	**NC Statement:** Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division and interpret remainders as whole number remainders , fractions, or by rounding, as appropriate for the context

6LS17 Step 5: Long division for numbers up to 4 digits - expressing quotients with decimals

Abstract speaking frame

I have a remainder of 9.
I need to regroup the 9 ones into 90 tenths.
How many groups of 15 tenths are in 90 tenths, without regrouping?
I can make 6 groups of 15 tenths.
There is nothing remaining.
There are 37.6 groups of 15 in 564.

Pictorial - Jottings

Jottings: multiples of the divisor

15
30
45
60
75
90
105
120
135
150

Abstract - Written symbolic

```
        0  3  7  .6
    ┌──────────────
15  │ 5  6  4  .0
  - │ 0
    ──
      5  6
    - 4  5
      ──
      1  1  4
    - 1  0  5
      ──────
            9  0
          - 9  0
            ──
               0
```

564 ÷ 15 = 37.6

Additional Year 6 examples

Additional Year 6 examples Year 6	**NC Statement:** Multiply multi-digit numbers of up to 4-digits by a two-digit whole number using the formal written method of long multiplication

6LS12 Step 3: Long multiplication; up to 4-digit by 2-digit

Abstract speaking frame

First, I need to consider the ones in the multiplier.
7 groups of 6 ones is 42 ones.
I need to regroup into 4 tens and 2 ones.
7 groups of 3 tens is 21 tens.
I need to add the regrouped 4 tens. I now have 25 tens.
I need to regroup into 2 hundreds and 5 tens.
7 groups of 8 hundreds is 56 hundreds.
I need to add the regrouped 2 hundreds. I now have 58 hundreds. I can regroup this into 5 thousands and 8 hundreds.

Then, considering the tens in the multiplier.
20 groups of 6 ones is 120 ones.
I need to regroup into 1 hundred and 2 tens.
20 groups of 3 tens is 6 hundreds.
I need to add the regrouped 1 hundred. I now have 7 hundreds.
20 groups of 8 hundred is 16 thousand. There are no regroups to add.
The total of the two partial products is 22, 572.
The product of 836 and 27 is 22, 572.

Pictorial - Jottings

Jottings: multiples of tricky multipliers

7
14
21
28
35
42
49
56
63
70
77
84

Abstract - Written symbolic

$$\begin{array}{r} {\scriptstyle 2\ 4}\ {\scriptstyle 1} \\ 836 \\ \times\ 27 \\ \hline 5852 \\ 16720 \\ \hline 22572 \\ {\scriptstyle 1\ 1} \end{array}$$

836 x 27 = 22,572

Additional Year 6 examples