Addition

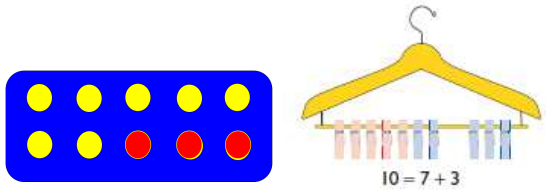
Year 1

Mental Strategies (addition and subtraction)

Children should experience regular counting on and back from different numbers in 1s and in multiples of 2, 5 and 10.

Children should memorise and reason with number bonds for numbers to 20, experiencing the = sign in different positions.

They should see addition and subtraction as related operations. E.g. 7 + 3 = 10 is related to 10 – 3 = 7, understanding of which could be supported by an image like this.



Use bundles of straws and Dienes to model partitioning teen numbers into tens and ones and develop understanding of place value.

Children have opportunities to explore partitioning numbers in different ways.

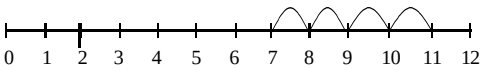
e.g. 7 = 6 + 1, 7 = 5 + 2, 7 = 4 + 3 =

+ = signs and missing numbers

3 + 4 =	= 3 + 4
3 + = 7	7 = + 4
+ 4 = 7	7 = 3 +
+ ∇ = 7	7 = + ∇

Number lines (numbered)

7 + 4



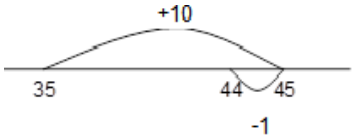
Recording by drawing jumps on prepared lines

Year 2

Mental Strategies (supported by models and images)

Children should count regularly, on and back, in steps of 2, 3, 5 and 10. Counting forwards in tens from any number should lead to adding multiples of 10.

Number lines and **bar models** should continue to be important images to support mathematical thinking, for example empty number lines to model how to add 9 by adding 10 and adjusting.



Children should practise addition to 20 to become increasingly fluent. They should use the facts they know to derive others, e.g using 7 + 3 = 10 to find 17 + 3= 20, 70 + 30 = 100

They should use concrete objects such as bead strings and number lines to explore missing numbers 45 + __ = 50.

As well as number lines, 100 squares could be used to explore patterns in calculations such as 74 +11, 77 + 9 encouraging children to think about 'What do you notice?' where partitioning or adjusting is used.

Children should learn to check their calculations, by using the inverse.

They should continue to see addition as both combining groups and counting on.

They should use Dienes to model partitioning into tens and ones and learn to partition numbers in different ways e.g. 23 = 20 + 3 = 10 + 13.

Vocabulary

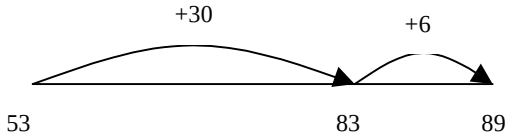
+, add, addition, more, plus, make, sum, total, altogether, how many more to make…? how many more is… than…? how much more is…? =, equals, sign, is the same as, Tens, ones, partition Near multiple of 10, tens boundary, More than, one more, two more… ten more… one hundred more

Year 3

Mental Strategies (supported by models and images)

Children should continue to count regularly, on and back, now including multiples of 4, 8, 50, and 100, and steps of 1/10.

The **number line** and **bar models** should continue to be used as important images to support thinking, and the use of informal jottings should be encouraged. This will help to develop children's understanding of working mentally.



Children should continue to partition numbers in different ways.

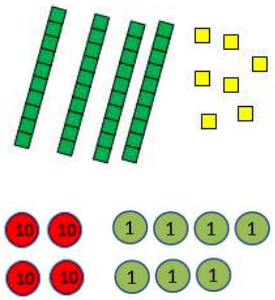
They should be encouraged to choose the mental strategies which are most efficient for the numbers involved, e.g.

Add the nearest multiple of 10, then adjust such as 63 + 29 is the same as 63 + 30 – 1;

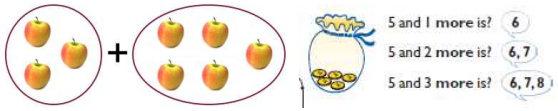
counting on by partitioning the second number only such as 72 + 31 = 72 + 30 + 1 = 102 + 1 = 103

Manipulatives can be used to support mental imagery and conceptual understanding. Children need to be shown how these images are related eg.

What's the same? What's different?



Children should begin to understand addition as combining groups and counting on.



Vocabulary

Addition, add, forwards, put together, more than, total, altogether, distance between, difference between, equals = same as, most, pattern, odd, even, digit, counting on.

Generalisations

- True or false? Addition makes numbers bigger.
- True or false? You can add numbers in any order and still get the same answer.

(Links between addition and subtraction)
When introduced to the equals sign, children should see it as signifying equality. They should become used to seeing it in different positions.

Another example here…

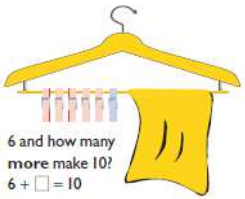
Some Key Questions

How many altogether? How many more to make…? I add …more. What is the total? How many more is… than…? How much more is…? One more, two more, ten more…
What can you see here?
Is this true or false?
What is the same? What is different?

Generalisation

- Noticing what happens when you count in tens (the digits in the ones column stay the same)
- Odd + odd = even; odd + even = odd; etc
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. This understanding could be supported by images such as this.

$7 + ? = 10$



Some Key Questions

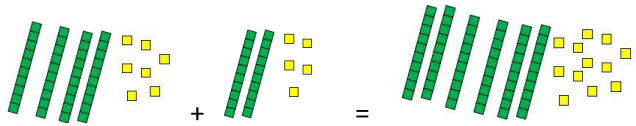
How many altogether? How many more to make…? How many more is… than…? How much more is…?
Is this true or false?
If I know that 17 + 2 = 19, what else do I know? (e.g. 2 + 17 = 19; 19 – 17 = 2; 19 – 2 = 17; 190 – 20 = 170 etc).
What do you notice? What patterns can you see?

Towards a Written Method

Partitioning in different ways and recombine

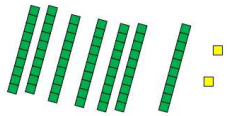
47 + 25

47 + **25** = **60 + 12**



Leading to exchanging:

72



Expanded written method

$$\begin{array}{r} 40 + 7 \\ +\ 20 + 5 \\ \hline 60 + 12 = 72 \end{array}$$

Some children may begin to use a formal column method, initially introduced alongside the expanded method. The formal method should be seen as a more streamlined version of the expanded method, not a new method.

Vocabulary

Hundreds, tens, ones, estimate, partition, recombine, difference, decrease, near multiple of 10 and 100, inverse, rounding, column subtraction, exchange

Generalisations

Noticing what happens to the digits when you count in tens and hundreds.
Odd + odd = even etc (see Year 2)
Inverses and related facts – develop fluency in finding related addition and subtraction facts.
Develop the knowledge that the inverse relationship can be used as a checking method.

Key Questions

What do you notice? What patterns can you see?
When comparing two methods alongside each other: What's the same? What's different?

Addition

Year 4

Mental Strategies (supported by models and images)

Children should continue to count regularly, on and back, now including multiples of 6, 7, 9, 25 and 1000, and steps of 1/100.

The **number line** and **bar models** should continue to be used as important images to support thinking, and informal jottings should be encouraged where appropriate.

Children continue to partition numbers in different ways.

They should be encouraged to choose from a range of strategies:

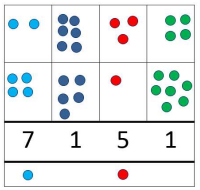
- Counting forwards and backwards: 124 – 47, count back 40 from 124, then 4 to 80, then 3 to 77
- Reordering: 28 + 75, 75 + 28 (thinking of 28 as 25 + 3)
- Partitioning: counting on or back: 5.6 + 3.7, 5.6 + 3 + 0.7 = 8.6 + 0.7
- Partitioning: bridging through multiples of 10: 6070 – 4987, 4987 + 13 + 1000 + 70
- Partitioning: compensating – 138 + 69, 138 + 70 - 1
- Partitioning: using 'near' doubles - 160 + 170 is double 150, then add 10, then add 20, or double 160 and add 10, or double 170 and subtract 10
- Partitioning: bridging through 60 to calculate a time interval – What was the time 33 minutes before 2.15pm?
- Using known facts and place value to find related facts.

+ = signs and missing numbers

Continue using a range of equations as in Year 2 and 3 but with appropriate numbers.

Compact written method

Extend to numbers with at least four digits.



2634
+4517
7151
1 1

Year 5

Mental Strategies (supported by models and images)

Children should continue to count regularly, on and back, now including steps of powers of 10.

The **number line** and **bar models** should continue to be used as important images to support thinking, and informal jottings should be encouraged where appropriate.

Children continue to partition numbers in different ways.

They should be encouraged to choose from a range of strategies:

- Counting forwards and backwards in tenths and hundredths: 1.7 + 0.55
- Reordering: 4.7 + 5.6 – 0.7, 4.7 – 0.7 + 5.6 = 4 + 5.6
- Partitioning: counting on or back - 540 + 280, 540 + 200 + 80
- Partitioning: bridging through multiples of 10:
- Partitioning: compensating: 5.7 + 3.9, 5.7 + 4.0 – 0.1
- Partitioning: using 'near' double: 2.5 + 2.6 is double 2.5 and add 0.1 or double 2.6 and subtract 0.1
- Partitioning: bridging through 60 to calculate a time interval: It is 11.45. How many hours and minutes is it to 15.20?
- Using known facts and place value to find related facts.

+ = signs and missing numbers

Continue using a range of equations as in Year 3 and 4 but with appropriate numbers.

Written methods (progressing to more than 4-digits)

As in year 4, children will use the formal column method for whole numbers and decimal numbers as an efficient written algorithm.

172.83
+ 54.68
227.51
1 1 1

Place value counters can be used alongside the columnar method to develop understanding of addition with decimal numbers.

Year 6

Mental Strategies (supported by models and images)

Consolidate previous years.

Children should experiment with order of operations, investigating the effect of positioning the brackets in different places, e.g. 20 – 5 x 3 = 5; (20 – 5) x 3 = 45

+ = signs and missing numbers

Continue using a range of mental strategies and equations as in previous years but with appropriate numbers.

Written methods

As year 5, progressing to larger numbers, aiming for both conceptual understanding and procedural fluency with column method to be secured.

Continue calculating with decimals, including those with different numbers of decimal places

Problem Solving

Teachers should ensure that pupils have the opportunity to apply their knowledge in a variety of contexts and problems (exploring cross curricular links) to deepen their understanding.

Vocabulary

See previous years

Generalisations

Order of operations: BODMAS

Some Key Questions

What do you notice?
What's the same? What's different?
Can you convince me?
How do you know?

Children should be able to make the choice of reverting to expanded methods if experiencing any difficulty. **Vocabulary** add, addition, sum, more, plus, increase, sum, total, altogether, double, near double, how many more to make..? how much more? ones boundary, tens boundary, hundreds boundary, thousands boundary, tenths boundary, hundredths boundary, inverse, how many more/fewer? Equals sign, is the same as. **Some Key Questions** What do you notice? What's the same? What's different? Can you convince me? How do you know?	**Vocabulary** tens of thousands boundary, Also see previous years **Some Key Questions** What do you notice? What's the same? What's different? Can you convince me? How do you know?	

Subtraction

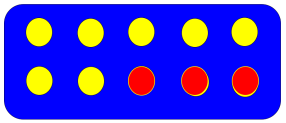
Year 1

Mental Strategies

Children should experience regular counting on and back from different numbers in 1s and in multiples of 2, 5 and 10.

Children should memorise and reason with number bonds for numbers to 20, experiencing the = sign in different positions.

They should see addition and subtraction as related operations. E.g. 7 + 3 = 10 is related to 10 – 3 = 7, understanding of which could be supported by an image like this.



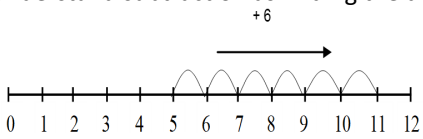
Use bundles of straws and Dienes to model partitioning teen numbers into tens and ones.

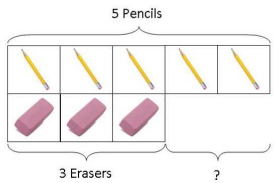
Use concrete objects and pictorial representations.

If appropriate, progress from using number lines with every number shown to number lines with significant numbers shown.

Understand subtraction as take-away:

Understand subtraction as finding the difference:



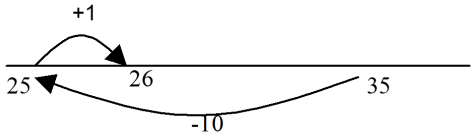


Year 2

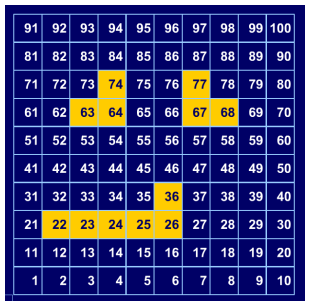
Mental Strategies

Children should count regularly, on and back, in steps of 2, 3, 5 and 10. Counting back in tens from any number should lead to subtracting multiples of 10.

Number lines and **bar models** should continue to be important images to support thinking, for example to model how to subtract 9 by adjusting.



Children should practise subtraction to 20 to become increasingly fluent. They should use the facts they know to derive others, e.g using 10 - 7 = 3 and 7 = 10 - 3 to calculate 100 - 70 = 30 and 70 = 100 - 30.



91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

As well as number lines, 100 squares could be used to model calculations such as 74 – 11, 77 – 9 or 36 – 14, where partitioning or adjusting are used. On the example above, 1 is in the bottom left corner so that 'up' equates to 'add'.

Children should learn to check their calculations, including by adding to check.

They should continue to see subtraction as both take away and finding the difference, and should find a small difference by counting up.

They should use Dienes to model partitioning into tens and ones and learn to partition numbers in different ways e.g. 23 = 20 + 3 = 10 + 13.

Year 3

Mental Strategies

Children should continue to count regularly, on and back, now including multiples of 4, 8, 50, and 100, and steps of 1/10.

Number lines and **bar models** should continue to be important images to support thinking, and the use of informal jottings should be encouraged.

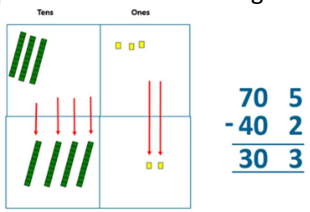
Children should continue to partition numbers in different ways.

They should be encouraged to choose the mental strategies which are most efficient for the numbers involved, e.g. counting up (difference, or complementary addition) for 201 – 198; counting back (taking away / partition into tens and ones) for 201 – 12.

The strategy of adjusting can be taken further, e.g. subtract 100 and add one back on to subtract 99. Subtract other near multiples of 10 using this strategy.

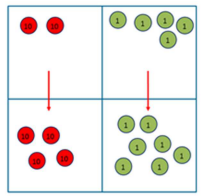
Towards written methods

Recording subtraction in expanded columns supports understanding of the quantity aspect of place value and prepare for efficient written methods with larger numbers. The numbers may be represented with Dienes apparatus or place value counters. E.g. 75 – 42



70 5
-40 2
30 3

For some children this will lead to exchanging, modelled using place value counters (or Dienes).



60
70 12
- 40 7
20 5

The above model would be introduced with concrete objects which children can move (including cards with pictures) before progressing to pictorial representation. The use of other images is also valuable for modelling subtraction e.g. Numicon, bundles of straws, Dienes apparatus, multi-link cubes, bead strings

- = signs and missing numbers

7 - 3 = = 7 - 3
7 - = 4 4 = - 3
- 3 = 4 4 = 7 -
- ∇ = 4 4 = - ∇

Vocabulary

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

Generalisations

- True or false? Subtraction makes numbers smaller
- When introduced to the equals sign, children should see it as signifying equality. They should become used to seeing it in different positions.

Some Key Questions

How many more to make…? How many more is… than…? How much more is…? How many are left/left over? How many have gone? One less, two less, ten less… How many fewer is… than…? How much less is…?
What can you see here?
Is this true or false?

- = signs and missing numbers

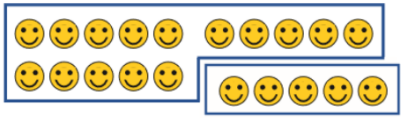
Continue using a range of equations as in Year 1 but with appropriate numbers.
Extend to 14 + 5 = 20 -

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
More, one more, two more... ten more... one hundred more

Generalisation

- Noticing what happens when you count in tens (the digits in the ones column stay the same)
- Odd – odd = even; odd – even = odd; etc
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. This understanding could be supported by images such as this.



15 + 5 = 20

Some Key Questions

How many more to make…? How many more is… than…? How much more is…? How many are left/left over? How many fewer is… than…? How much less is…?
Is this true or false?
If I know that 7 + 2 = 9, what else do I know? (e.g. 2 + 7 = 9; 9 – 7 = 2; 9 – 2 = 7; 90 – 20 = 70 etc).
What do you notice? What patterns can you see?

Some children may begin to use a formal column method, initially introduced alongside the expanded method. The formal method should be seen as a more streamlined version of the expanded method, not a new method.

- = signs and missing numbers

Continue using a range of equations as in Year 2 but with appropriate numbers.

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

Generalisations

Noticing what happens to the digits when you count in tens and hundreds.
Odd – odd = even etc (see Year 2)
Inverses and related facts – develop fluency in finding related addition and subtraction facts.
Develop the knowledge that the inverse relationship can be used as a checking method.

Key Questions

What do you notice? What patterns can you see?
When comparing two methods alongside each other: What's the same? What's different?

Subtraction

Year 4

Mental Strategies

Children should continue to count regularly, on and back, now including multiples of 6, 7, 9, 25 and 1000, and steps of 1/100.

Number lines and **bar models** should continue to be important images to support thinking, and informal jottings should be encouraged where appropriate.

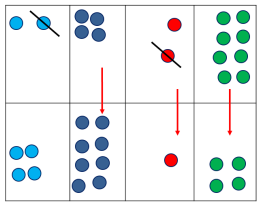
Children should continue to partition numbers in different ways.

They should be encouraged to choose from a range of strategies supported by models and images:

- Counting forwards and backwards: 124 – 47, count back 40 from 124, then 4 to 80, then 3 to 77
- Reordering: 28 + 75, 75 + 28 (thinking of 28 as 25 + 3)
- Partitioning: counting on or back: 5.6 + 3.7, 5.6 + 3 + 0.7 = 8.6 + 0.7
- Partitioning: bridging through multiples of 10: 6070 – 4987, 4987 + 13 + 1000 + 70
- Partitioning: compensating – 138 + 69, 138 + 70 - 1
- Partitioning: using 'near' doubles - 160 + 170 is double 150, then add 10, then add 20, or double 160 and add 10, or double 170 and subtract 10
- Partitioning: bridging through 60 to calculate a time interval – What was the time 33 minutes before 2.15pm?
- Using known facts and place value to find related facts.

Written methods (progressing to 4-digits)

When understanding of the expanded method is secure, children move on to the formal method of decomposition, which can be initially modelled with place value counters.



5 1 2 1
6232
- 4814
1418

Year 5

Mental Strategies

Children should continue to count regularly, on and back, now including steps of powers of 10.

Number lines and **bar models** should continue to be important images to support thinking, and the use of informal jottings should be encouraged where appropriate.

Children should continue to partition numbers in different ways.

They should be encouraged to choose from a range of strategies supported by models and images:

- Counting forwards and backwards in tenths and hundredths: 1.7 + 0.55
- Reordering: 4.7 + 5.6 – 0.7, 4.7 – 0.7 + 5.6 = 4 + 5.6
- Partitioning: counting on or back - 540 + 280, 540 + 200 + 80
- Partitioning: bridging through multiples of 10:
- Partitioning: compensating: 5.7 + 3.9, 5.7 + 4.0 – 0.1
- Partitioning: using 'near' double: 2.5 + 2.6 is double 2.5 and add 0.1 or double 2.6 and subtract 0.1
- Partitioning: bridging through 60 to calculate a time interval: It is 11.45. How many hours and minutes is it to 15.20?
- Using known facts and place value to find related facts.

Written methods (progressing to more than 4-digits)

Children will develop understanding of the formal method of decomposition, which can be modelled with place value counters where needed.

Missing number/digit problems:

6.45 = 6 + 0.4 + □; 119 - □ = 86; 1 000 000 - □ = 999 000; 600 000 + □ + 1000 = 671 000; 12 462 – 2 300 = □

Vocabulary

tens of thousands boundary,

Also see previous years

Year 6

Mental Strategies

Consolidate previous years.

Children should experiment with order of operations, investigating the effect of positioning the brackets in different places, e.g. 20 – 5 x 3 = 5; (20 – 5) x 3 = 45

Written methods

As year 5, progressing to larger numbers and decimals, aiming for both conceptual understanding and procedural fluency with decomposition to be secured.

Missing number/digit problems:

□ and # each stand for a different number. # = 34. # + # = □ + □ + #. What is the value of □?

What if # = 28? What if # = 21

10 000 000 = 9 000 100 + □

7 – 2 x 3 = □; (7 – 2) x 3 = □; (□ - 2) x 3 = 15

Vocabulary

See previous years

Generalisations

Order of operations: BODMAS

Sometimes, always or never true? Subtracting numbers makes them smaller.

Some Key Questions

What do you notice?

What's the same? What's different?

Can you convince me?

How do you know?

Missing number/digit problems: 456 + □ = 710; 1□7 + 6□ = 200; 60 + 99 + □ = 340; 200 – 90 – 80 = □; 225 - □ = 150; □ – 25 = 67; 3450 – 1000 = □; □ - 2000 = 900 **Vocabulary** add, addition, sum, more, plus, increase, sum, total, altogether, double, near double, how many more to make..? how much more? ones boundary, tens boundary, hundreds boundary, thousands boundary, tenths boundary, hundredths boundary, inverse, how many more/fewer? Equals sign, is the same as. **Generalisations** Investigate when re-ordering works as a strategy for subtraction. Eg. 20 – 3 – 10 = 20 – 10 – 3, but 3 – 20 – 10 would give a different answer. **Some Key Questions** What do you notice? What's the same? What's different? Can you convince me? How do you know?	**Generalisation** Sometimes, always or never true? The difference between a number and its reverse will be a multiple of 9. What do you notice about the differences between consecutive square numbers? **Some Key Questions** What do you notice? What's the same? What's different? Can you convince me? How do you know?	

Multiplication

Year 1

Mental Strategies

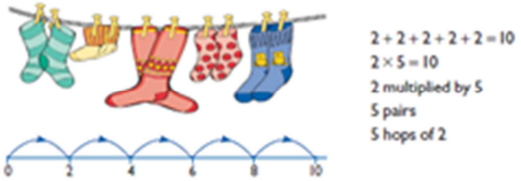
Children should experience regular counting on and back from different numbers in 1s and in multiples of 2, 5 and 10.

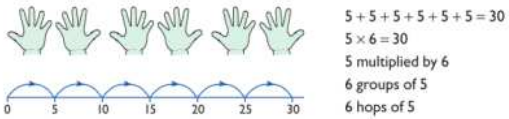
Children should memorise and reason with numbers in 2, 5 and 10 times tables

They should see ways to represent odd and even numbers. This will help them to understand the pattern in numbers.

Children should begin to understand multiplication as scaling in terms of double and half. (e.g. that tower of cubes is double the height of the other tower)

Washing line, and other practical resources used for counting. Concrete objects. Numicon; bundles of straws, bead strings

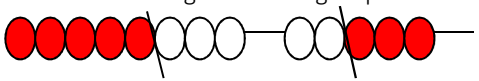




Problem solving with concrete objects (including money and measures

Use cuissenaire and bar method to develop the vocabulary relating to 'times' – pick up five, 4 times

Use of bead strings to model groups of.



Year 2

Mental Strategies

Children should count regularly, on and back, in steps of 2, 3, 5 and 10.

Children should practise times table facts(2, 5, 10)

Use a clock face to support understanding of counting in 5s.

Use money to support counting in 2s, 5s, 10s, 20s, 50s

Expressing multiplication as a number sentence using x

Using understanding of the inverse and practical resources to solve missing number problems.

7 x 2 = = 2 x 7

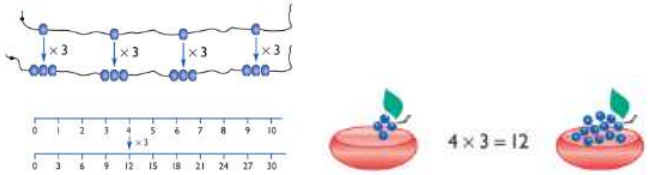
7 x = 14 14 = x 7

x 2 = 14 14 = 2 x

x ◯ = 14 14 = x ◯

Develop understanding of multiplication using array and number lines (see Year 1). Include multiplications not in the 2, 5 or 10 times tables.

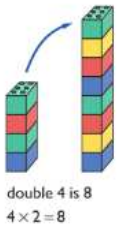
Begin to develop understanding of multiplication as scaling (3 times bigger/taller)



Doubling numbers up to 10 + 10

Link with understanding scaling

Using known doubles to work out double 2d numbers



Year 3

Mental Strategies

Children should continue to count regularly, on and back, now including multiples of 4, 8, 50, and 100, and steps of 1/10.

The number line should continue to be used as an important image to support thinking, and the use of informal jottings and drawings to solve problems should be encouraged.

Doubling 2 digit numbers using partitioning

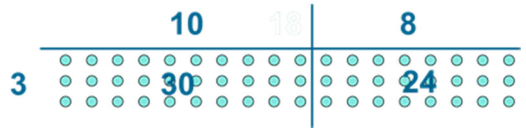
Children should practise times table facts (2, 3, 4, 5, 8, 10)

Missing number problems

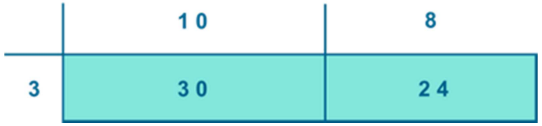
Continue with a range of equations as in Year 2 but with appropriate numbers.

Written methods (progressing to 2d x 1d)

Developing written methods using understanding of visual images



Develop onto the grid method:



Give children opportunities for children to explore this and deepen understanding using Dienes apparatus and place value counters

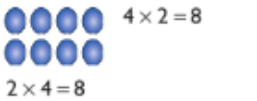
Vocabulary

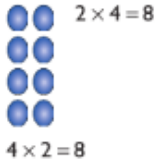
partition

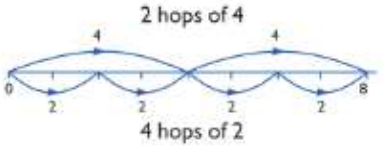
grid method

inverse

Use arrays to understand multiplication can be done in any order (commutative)







Vocabulary
Ones, groups, lots of, doubling
repeated addition
groups of, lots of, times, columns, rows
longer, bigger, higher etc
times as (big, long, wide …etc)

Generalisations
Understand 6 counters can be arranged as 3+3 or 2+2+2

Understand that when counting in twos, the numbers are always even.

Some Key Questions
Why is an even number an even number?
What do you notice?
What's the same? What's different?
Can you convince me?
How do you know?

Towards written methods
Use jottings to develop an understanding of doubling two digit numbers.

Vocabulary
multiple, multiplication array, multiplication tables / facts
groups of, lots of, times, columns, rows

Generalisation
Commutative law shown on array

Repeated addition can be shown mentally on a number line

Inverse relationship between multiplication and division. Use an array to explore how numbers can be organised into groups.

Some Key Questions
What do you notice?
What's the same? What's different?
Can you convince me?
How do you know?

Generalisations
Connecting x2, x4 and x8 through multiplication facts

Comparing times tables with the same times tables which is ten times bigger. If 4 x 3 = 12, then we know 4 x 30 = 120. Use place value counters to demonstrate this.

When they know multiplication facts up to x12, do they know what x13 is? (i.e. can they use 4x12 to work out 4x13 and 4x14 and beyond?)

Some Key Questions
What do you notice?
What's the same? What's different?
Can you convince me?
How do you know?

Multiplication

Year 4

Mental Strategies

Children should continue to count regularly, on and back, now including multiples of 6, 7, 9, 25 and 1000, and steps of 1/100.

Become fluent and confident to recall **all tables to 12 x 12**

Use the context of a week and a calendar to support the 7 times table (e.g. how many days in 5 weeks?)

Multiply 3 numbers together mentally

The number line should continue to be used as an important image to support thinking, and the use of informal jottings should be encouraged.

They should be encouraged to choose from a range of strategies:

- Partitioning using x10, x20 etc
- Doubling to solve x2, x4, x8
- Recall of times tables
- Use of commutativity of multiplication

Solving practical problems where children need to scale up. Relate to known number facts. (e.g. how tall would a 25cm sunflower be if it grew 6 times taller?)

Missing Numbers

Continue with a range of equations as in Year 3 but with appropriate numbers. Also include equations with missing digits

2 x 5 = 160

Written methods (progressing to 2d x 1d and 3d x 1d)

Children to embed and deepen their understanding of the grid method to multiply up 3d x 1d. Ensure this is still linked back to their understanding of arrays and place value counters.

Develop formal method of column multiplication for 2d x 1d and 3d x 1d.

Vocabulary

Factor

Year 5

Mental Strategies

Children should continue to count regularly, on and back, now including steps of powers of 10.

Multiply by 10, 100, 1000, including decimals

The number line should continue to be used as an important image to support thinking, and the use of informal jottings should be encouraged.

They should be encouraged to choose from a range of strategies to solve problems mentally:

- Partitioning using x10, x20 etc
- Doubling to solve x2, x4, x8
- Recall of times tables
- Use of commutativity of multiplication

If children know the times table facts to 12 x 12. Can they use this to recite other times tables (e.g. the 13 times tables or the 24 times table)

Use practical resources and jottings to explore equivalent statements (e.g. 4 x 35 = 2 x 2 x 35)

Recall of prime numbers up 19 and identify prime numbers up to 100 (with reasoning)

Solving practical problems where children need to scale up. Relate to known number facts.

Identify factor pairs for numbers

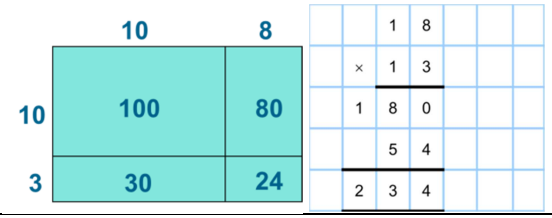
Missing Numbers

Continue with a range of equations as in Year 2 but with appropriate numbers. Also include equations with missing digits

Written methods (progressing to 4d x 2d)

Long multiplication using place value counters

Children to explore how the grid method supports an understanding of long multiplication:



Year 6

Mental Strategies

Consolidate previous years.

Children should experiment with order of operations, investigating the effect of positioning the brackets in different places, e.g. 20 – 5 x 3 = 5; (20 – 5) x 3 = 45

They should be encouraged to choose from a range of strategies to solve problems mentally:

- Partitioning using x10, x20 etc
- Doubling to solve x2, x4, x8
- Recall of times tables
- Use of commutativity of multiplication

If children know the times table facts to 12 x 12. Can they use this to recite other times tables (e.g. the 13 times tables or the 24 times table)

Written methods

Continue to refine and deepen understanding of written methods including fluency for using long multiplication

Vocabulary

See previous years

common factor

Generalisations

Order of operations: brackets first, then multiplication and division (left to right) before addition and subtraction (left to right). Children could learn an acrostic such as PEMDAS, or could be encouraged to design their own ways of remembering.

Understanding the use of multiplication to support conversions between units of measurement.

Some Key Questions

What do you notice?

What's the same? What's different?

Can you convince me?

How do you know?

Generalisations Children given the opportunity to investigate numbers multiplied by 1 and 0. When they know multiplication facts up to x12, do they know what x13 is? (i.e. can they use 4x12 to work out 4x13 and 4x14 and beyond?) **Some Key Questions** What do you notice? What's the same? What's different? Can you convince me? How do you know?	**Vocabulary** cube numbers prime numbers square numbers common factors prime number, prime factors composite numbers **Generalisation** Relating arrays to an understanding of square numbers and making cubes to show cube numbers. Understanding that the use of scaling by multiples of 10 can be used to convert between units of measure (e.g. metres to kilometres means to times by 1000) **Some Key Questions** What do you notice? What's the same? What's different? Can you convince me? How do you know? How do you know this is a prime number?	

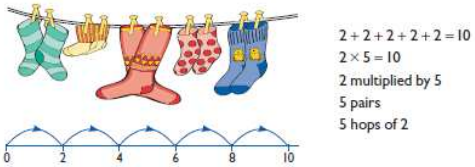
Division

Year 1

Mental Strategies

Children should experience regular counting on and back from different numbers in 1s and in multiples of 2, 5 and 10.

They should begin to recognise the number of groups counted to support understanding of relationship between multiplication and division.



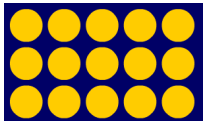
Children should move on to understand division more as grouping compared to sharing.

Sharing – 6 sweets are shared between 2 people. How many do they have each?

Grouping-
How many 2's are in 6?

They should use objects to group and share amounts to develop understanding of division in a practical sense.
E.g. using Numicon to find out how many 5's are in 30?
How many pairs of gloves if you have 12 gloves?

Use of arrays as a pictorial representation for division. 15 ÷ 3 = 5 There are 5 groups of 3.
15 ÷ 5 = 3 There are 3 groups of 5.



Year 2

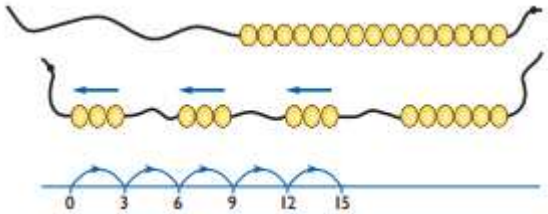
Mental Strategies

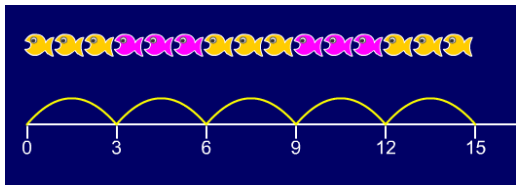
Children should count regularly, on and back, in steps of 2, 3, 5 and 10.
Children who are able to count in twos, threes, fives and tens can use this knowledge to work out other facts such as 2 × 6, 5 × 4, 10 × 9. Show the children how to hold out their fingers and count, touching each finger in turn. So for 2 × 6 (six twos), hold up 6 fingers:

This can then be used to support finding out 'How many 3's are in 18?' and children count along fingers in 3's therefore making link between multiplication and division.

Grouping using a numberline

Group from zero in jumps of the divisor to find our 'how many groups of 3 are there in 15?'.
15 ÷ 3 = 5





Continue work on arrays. Support children to understand how multiplication and division are inverse. Look at an array – what do you see?

Children should be given opportunities to find a half, a quarter and a third of shapes, objects, numbers and quantities. Finding

Year 3

Mental Strategies

Children should count regularly, on and back, in steps of 3, 4 and 8. Children are encouraged to use what they know about known times table facts to work out other times tables. This then helps them to make new connections (e.g. through doubling they make connections between the 2, 4 and 8 times tables).

Children will make use multiplication and division facts they know to make links with other facts.
3 x 2 = 6, 6 ÷ 3 = 2, 2 = 6 ÷ 3
30 x 2 = 60, 60 ÷ 3 = 20, 2 = 60 ÷ 30

Grouping

Becoming more efficient using a number line to show 'groups of'
Children need to be able to partition the dividend in different ways.

Remainders
49 ÷ 4 = 12 r1

Make the difference clear between sharing problems and grouping problems:
Sharing – 49 shared between 4. How many left over?
Grouping – How many 4s make 49. How many are left over?
Place value counters can be used to support children apply their knowledge of grouping.
For example:
60 ÷ 10 = How many groups of 10 in 60?
600 ÷ 100 = How many groups of 100 in 600?

Children should be given the opportunity to further develop understanding of division (sharing) to be used to find a fraction of a quantity or measure.

Use children's intuition to support understanding of fractions as an answer to a sharing problem.
3 apples shared between 4 people = $\frac{3}{4}$

Children should be able to find ½ and ¼ and simple fractions of objects, numbers and quantities.

Vocabulary

share, share equally, one each, two each…, group, groups of, lots of, array

Generalisations

- True or false? I can only halve even numbers.
- Grouping and sharing are different types of problems. Some problems need solving by grouping and some by sharing. Encourage children to practically work out which they are doing.

Some Key Questions

How many groups of…?
How many in each group?
Share… equally into…
What can do you notice?

a fraction of a number of objects to be related to sharing.

They will explore visually and understand how some fractions are equivalent – e.g. two quarters is the same as one half.

Use children's intuition to support understanding of fractions as an answer to a sharing problem.

3 apples shared between 4 people = $\frac{3}{4}$

÷ = signs and missing numbers

6 ÷ 2 = = 6 ÷ 2
6 ÷ = 3 3 = 6 ÷
÷ 2 = 3 3 = ÷ 2
÷ ∇ = 3 3 = ÷ ∇

Vocabulary

group in pairs, 3s … 10s etc
equal groups of
divide, ÷, divided by, divided into, remainder

Generalisations

Noticing how counting in multiples if 2, 5 and 10 relates to the number of groups you have counted (introducing times tables)

An understanding of the more you share between, the less each person will get (e.g. would you prefer to share these grapes between 2 people or 3 people? Why?)

Secure understanding of grouping means you count the number of groups you have made. Whereas sharing means you count the number of objects in each group.

Some Key Questions

How many 10s can you subtract from 60?
I think of a number and double it. My answer is 8. What was my number?
If 12 x 2 = 24, what is 24 ÷ 2?
Questions in the context of money and measures (e.g. how many 10p coins do I need to have 60p? How many 100ml cups will I need to reach 600ml?)

÷ = signs and missing numbers

Continue using a range of equations as in year 2 but with appropriate numbers.

Vocabulary

See Y1 and Y2
inverse

Generalisations

Inverses and related facts – develop fluency in finding related multiplication and division facts.
Develop the knowledge that the inverse relationship can be used as a checking method.

Some Key Questions

Questions in the context of money and measures that involve remainders (e.g. How many lengths of 10cm can I cut from 81cm of string? You have £54. How many £10 teddies can you buy?)
What is the missing number? 17 = 5 x 3 + __
__ = 2 x 8 + 1

Division

Year 4

Mental Strategies

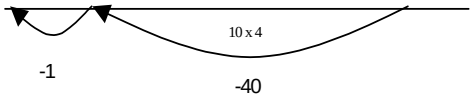
Children should experience regular counting on and back from different numbers in multiples of 6, 7, 9, 25 and 1000.

Children should know the multiplication facts to 12 x 12.

Towards a formal written method:

Introduce 'Chunking' (relate to 'jumps' on a number line):

41 ÷ 4 = 10 remainder 1



72 ÷ 5 =

72
- 50 (10 groups of 5) or (10 x 5)
22
- 20 (4 groups of 5) or (4 x 5)
2

Answer : 14 remainder 2

Children to create known facts list first to support subtracting 'chunks' of the divisor (2x, 10x, 5x etc)

Vocabulary

See years 1-3
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

Generalisations

Year 5

Mental Strategies

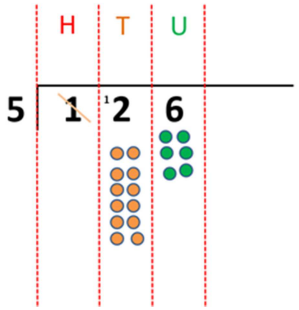
Children should count regularly using a range of multiples, and powers of 10, 100 and 1000, building fluency.

Children should practice and apply the multiplication facts to 12 x 12.

Towards a formal written method (short division)

Formal short division (bus stop method) should only be introduced once children have a good understanding of division, its links with multiplication and the idea of 'chunking'.

Short division to be modelled for understanding using place value counters as shown below. Place value counters can be used to support children apply their knowledge of grouping. Reference should be made to the value of each digit in the dividend.



When children have conceptual understanding and fluency using the bus stop method without remainders, they can then progress onto 'carrying' their remainder across to the next digit, into decimals.

Vocabulary

See year 4
common factors
prime number, prime factors
composite numbers
short division
square number
cube number
inverse
power of

Generalisations

Year 6

Mental Strategies

Children should count regularly, building on previous work in previous years.

Children should practice and apply the multiplication facts to 12 x 12.

Formal Written Methods (long and short division)

Quotients should be expressed as decimals and fractions

Vocabulary

see years 4 and 5

Generalisations

Order of operations (BODMAS)

Sometimes, always, never true questions about multiples and divisibility. E.g.: If a number is divisible by 3 and 4, it will also be divisible by 12. (also see year 4 and 5, and the hyperlink from the Y5 column)

Using what you know about rules of divisibility, do you think 7919 is a prime number? Explain your answer.

Some Key Questions for Year 4 to 6

What do you notice?

What's the same? What's different?

Can you convince me?

How do you know?

True or false? Dividing by 10 is the same as dividing by 2 and then dividing by 5. Can you find any more rules like this? Is it sometimes, always or never true that □ ÷ Δ = Δ ÷ □? Inverses and deriving facts. 'Know one, get lots free!' e.g.: 2 x 3 = 6, so 3 x 2 = 6, 6 ÷ 2 = 3, 60 ÷ 20 = 3, 600 ÷ 3 = 200 etc. Sometimes, always, never true questions about multiples and divisibility. E.g.: • Multiples of 5 end in 0 or 5. • The digital root of a multiple of 3 will be 3, 6 or 9. • The sum of 4 even numbers is divisible by 4.	The = sign means equality. Take it in turn to change one side of this equation, using multiplication and division, e.g. Start: **24 = 24** Player 1: **4 x 6 = 24** Player 2: **4 x 6 = 12 x 2** Player 1: **48 ÷ 2 = 12 x 2** Sometimes, always, never true questions about multiples and divisibility. E.g.: • If the last two digits of a number are divisible by 4, the number will be divisible by 4. • If the digital root of a number is 9, the number will be divisible by 9. • When you square an even number the result will be divisible by 4 (one example of 'proof' shown left)