Overview of Strategies and Methods – Addition

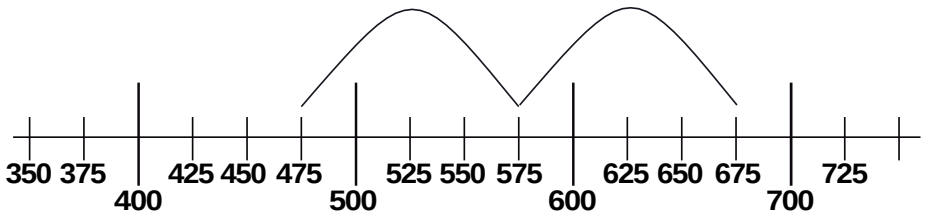
Mental Addition

Year 3 +

Using place value

Count in 100s

e.g. *Know 475 + 200 as 475, 575, 675* (Use Frog tool)

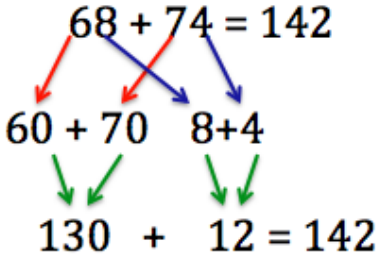


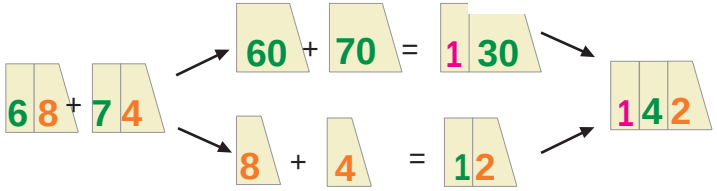
Partitioning

e.g. *£8·50 + £3·70 as £8 + £3 and 50p + 70p and combine the totals: £11 + £1·20*

e.g. *347 + 36 as 300 and 40 + 30 and 7 + 6 and combine the totals: 370 + 13 = 383*

e.g. *68 + 74 as 60 + 70 and 8 + 4 and combine the totals: 130 + 12 = 142*





Year 4 +

Using place value

Count in 1000s

e.g. *Know 3475 + 2000 as 3475, 4475, 5475*

Partitioning

e.g. *746 + 40*

e.g. *746 + 203 as 700 + 200 and 40 and 6 + 3*

e.g. *134 + 707 as 100 + 700 and 30 and 4 + 7*

Counting on (Use Frog tool)

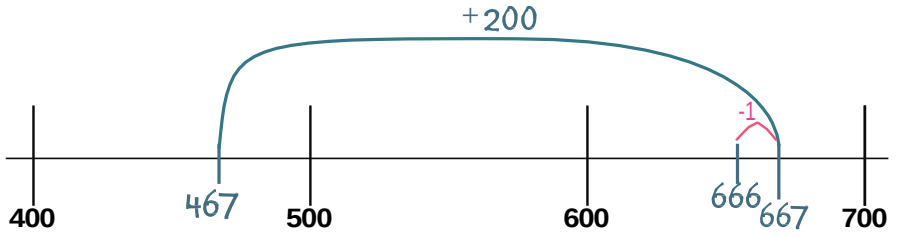
Add 2-digit numbers to 2-, 3- and 4-digit numbers by adding the multiple of 10 then the 1s

e.g. *167 + 55 as 167 + 50 (217) + 5 = 222*

Add near multiples of 10, 100 and 1000

e.g. *467 + 199*

e.g. *3462 + 2999*



Partitioning

Count on to add 3-digit numbers and money

e.g. *463 + 124 as 463 + 100 (563) + 20 (583) + 4 = 587*

e.g. *£4·67 + £5·30 as £9·67 + 30p*

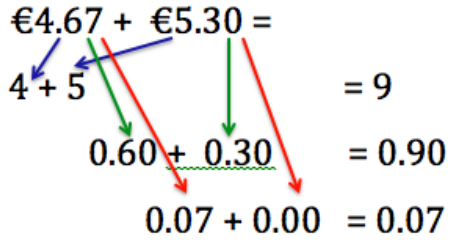
1. €4.67 + €5.30 =

   €4 + €5 = €9

   60c + 30c = 90cents

   7c + 0c = 7cents

   = €9.97

2. 

Mental Addition

Year 3 +

Counting on

Add two 2-digit numbers by adding the multiple of 10, then the 1s
e.g. *67 + 55 as 67 + 50 (117) + 5 = 122*

Add near multiples of 10 and 100
e.g. *67 + 39*
e.g. *364 + 199*

Add pairs of 'friendly' 3-digit numbers
e.g. *548 + 120*

Count on from 3-digit numbers
e.g. *247 + 34 as 247 + 30 (277) + 4 = 281*

Using number facts

Know pairs which total each number to 20
e.g. *7 + 8 = 15*
e.g. *12 + 6 = 18*

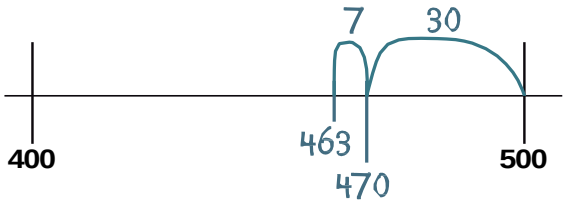
Number bonds to 100
e.g. *35 + 65*
e.g. *46 + 54*
e.g. *73 + 27*

Add to the next 10 and the next 100
e.g. *176 + 4 = 180*
e.g. *435 + 65 = 500*

Year 4 +

Using number facts

Number bonds to 100 and to the next multiple of 100
e.g. *288 + 12 = 300*
e.g. *1353 + 47 = 1400*
e.g. *463 + 37 = 500*



Number bonds to £1 and to the next whole pound
e.g. *63p + 37p = £1*
e.g. *£3·45 + 55p = £4*

Add to the next whole number
e.g. *4·6 + 0·4*
e.g. *7·2 + 0·8*

Overview of Strategies and Methods – Addition

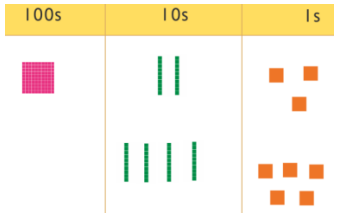
Written Addition

Year 3 +

Build on partitioning to develop **expanded column addition** with two 3-digit numbers

e.g. *466 + 358*

Using physical dienes and interactive tool screen 4.5.4b



	400	60	6
+	300	50	8
	700	110	14

= 824

Use **expanded column addition** where digits in a column add to more than the column value

e.g. *466 + 358*

	400	60	6
	300	50	8
+	100	10	
	800	20	4

Compact column addition with two or more 3-digit numbers or towers of 2-digit numbers (with dienes and expanded method)

e.g. *347 + 286 + 495*

	347
	286
+	495
	21
	1128

Compact column addition with 3- and 4-digit numbers

Recognise like fractions that add to 1

e.g. *1/4 + 3/4*

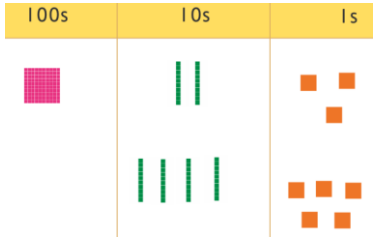
e.g. *3/5 + 2/5*

Year 4 +

Build on expanded column addition to develop compact column addition with larger numbers

e.g. *1466 + 4868*

Using physical dienes and screen 4.5.4b



	1000	400	60	6
	4000	800	60	8
+	1000	100	10	
	6000	300	30	4

Compact column addition with larger numbers

e.g. *5347 + 2286 + 1495*

	5347
	2286
+	1495
	121
	9128

Use expanded and compact column addition to add amounts of money

Add like fractions

e.g. *3/8 + 1/8 + 1/8*

Mental Addition

Year 5+

Using place value

Count in 0·1s, 0·01s

e.g. *Know what 0·1 more than 0·51 is*

10s	1s	0·1s	0·01s
	0	5	1

Partitioning

e.g. *2·4 + 5·8 as 2 + 5 and 0·4 + 0·8 and combine the totals: 7 + 1·2 = 8·2*

0·1	0·2	0·3	0·4	0·5	0·6	0·7	0·8	0·9	1
1·1	1·2	1·3	1·4	1·5	1·6	1·7	1·8	1·9	2
2·1	2·2	2·3	2·4	2·5	2·6	2·7	2·8	2·9	3
3·1	3·2	3·3	3·4	3·5	3·6	3·7	3·8	3·9	4
4·1	4·2	4·3	4·4	4·5	4·6	4·7	4·8	4·9	5
5·1	5·2	5·3	5·4	5·5	5·6	5·7	5·8	5·9	6
6·1	6·2	6·3	6·4	6·5	6·6	6·7	6·8	6·9	7
7·1	7·2	7·3	7·4	7·5	7·6	7·7	7·8	7·9	8
8·1	8·2	8·3	8·4	8·5	8·6	8·7	8·8	8·9	9
9·1	9·2	9·3	9·4	9·5	9·6	9·7	9·8	9·9	10

Year 6+

Using place value

Count in 0·1s, 0·01s, 0·001s

e.g. *Know what 0·001 more than 6·725 is*

Partitioning

e.g. *9·54 + 3·23 as 9 + 3, 0·5 + 0·2 and 0·04 + 0·03, to give 12·77*

Counting on

Add two decimal numbers by adding the 1s, then the 0·1s/0·01s/0·001s

e.g. *6·314 + 3·006 as 6·314 + 3 (9·314) + 0·006 = 9·32*

Add near multiples of 1

e.g. *6·345 + 0·999*

e.g. *5·673 + 0·9*

Count on from large numbers e.g.

16 375 + 12 003 as 28 375 + 3

Mental Addition

Year 5 +

Counting on

Add two decimal numbers by adding the 1s, then the 0·1s/0·01s

e.g. *5·72 + 3·05 as 5·72 + 3 (8·72) + 0·05 = 8·77*

Add near multiples of 1

e.g. *6·34 + 0·99*

e.g. *5·63 + 0·9*

Count on from large numbers

e.g. *6834 + 3005 as 9834 + 5*

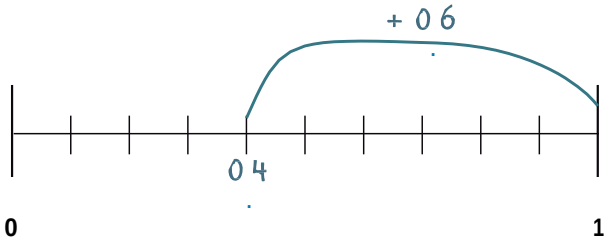
Using number facts

Number bonds to 1 and to the next whole number

e.g. *5·7 + 0·3*

e.g. *0·4 + 0·6*

Frog:



Add to the next 10 from a decimal number

e.g. *7·8 + 2·2 = 10*

Year 6 +

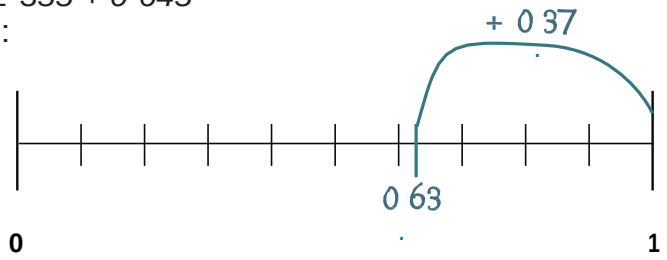
Using number facts

Number bonds to 1 and to the next multiple of 1

e.g. *0·63 + 0·37*

e.g. *2·355 + 0·645*

Frog:



Add to the next 10

e.g. *4·62 + 5·38*

Overview of Strategies and Methods – Addition

Written Addition

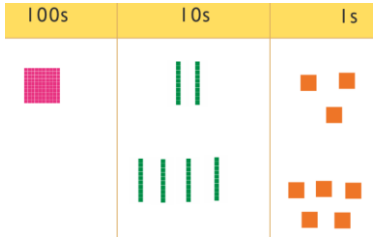
Year 5 +

Expanded column addition for money leading to compact column addition for adding several amounts of money

e.g. *£14·64 + £28·78 + £12·26*

Use these tools first to support column:

Using physical dienes and interactive tool : screen 4.5.4b




```
  £14·64
+ £28·78
  £12·26
   11·1
 £55·68
```

Compact column addition to add pairs of 5-digit numbers.

Continue to use column addition to add towers of several larger numbers.

Use compact addition to add decimal numbers with up to 2 decimal places

e.g. *15·68 + 27·86*

```
  15·68
+ 27·86
   11·1
  43·54
```

Some children may add related fractions

e.g. *3/4 + 1/8 = 7/8*

Year 6 +

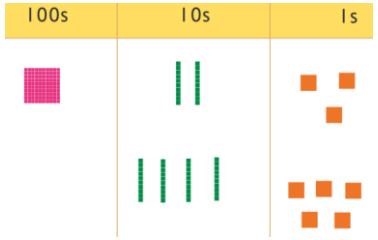
Compact column addition for adding several large numbers and decimal numbers with up to 2 decimal places

Compact column addition with money

e.g. *£14·64 + £28·78 + £12·26*

```
  £14·64
+ £28·78
  £12·26
   11·1
 £55·68
```

Using physical dienes and interactive tool : screen 4.5.4b



Some children may add unlike fractions, including mixed numbers

e.g. *1/4 + 2/3 = 11/12*

e.g. *2 1/4 + 1 1/3 = 3 7/12*

Overview of Strategies and Methods – Subtraction

Mental Subtraction

Year 3 -

Taking away

Use place value to subtract

e.g. *348 – 300*

e.g. *348 – 40*

e.g. *348 – 8*

Take away multiples of 10, 100 and £1

e.g. *476 – 40 = 436*

e.g. *476 – 300 = 176*

e.g. *£4·76 – £2 = £2·76*

Partitioning

e.g. *68 – 42 as 60 – 40 and 8 – 2*

e.g. *£6·84 – £2·40 as £6 – £2 and 80p – 40p*

Year 4 -

Taking away

Use place value to subtract

e.g. *4748 – 4000*

Take away multiples of 10, 100, 1000, £1, 10p or 0·1

e.g. *8392 – 50*

e.g. *6723 – 3000*

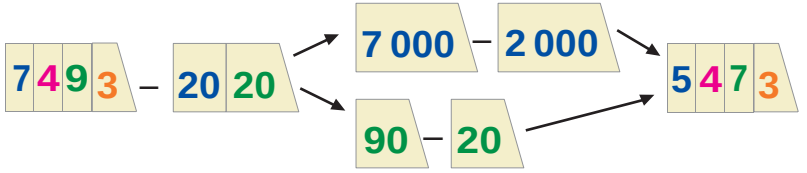
e.g. *£3·74 – 30p*

e.g. *5·6 – 0·2*

Partitioning

e.g. *£5·87 – £3·04 as £5 – £3 and 7p – 4p*

e.g. *7493 – 2020 as 7000 – 2000 and 90 – 20*



Count back

e.g. *6482 – 1301 as 6482 – 1000 (5482) – 300 (5182) – 1 = 5181*

Subtract near multiples of 10, 100, 1000 or £1

e.g. *3522 – 1999*

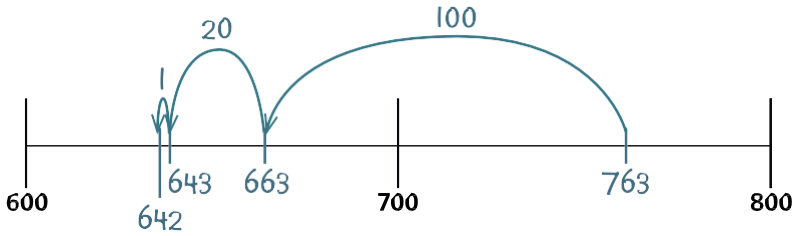
e.g. *£34·86 – £19·99*

Mental Subtraction

Year 3 -

Count back in 100s, 10s then 1s

e.g. *763 – 121 as 763 – 100 (663) – 20 (643) – 1 = 642*



Subtract near multiples of 10 and 100

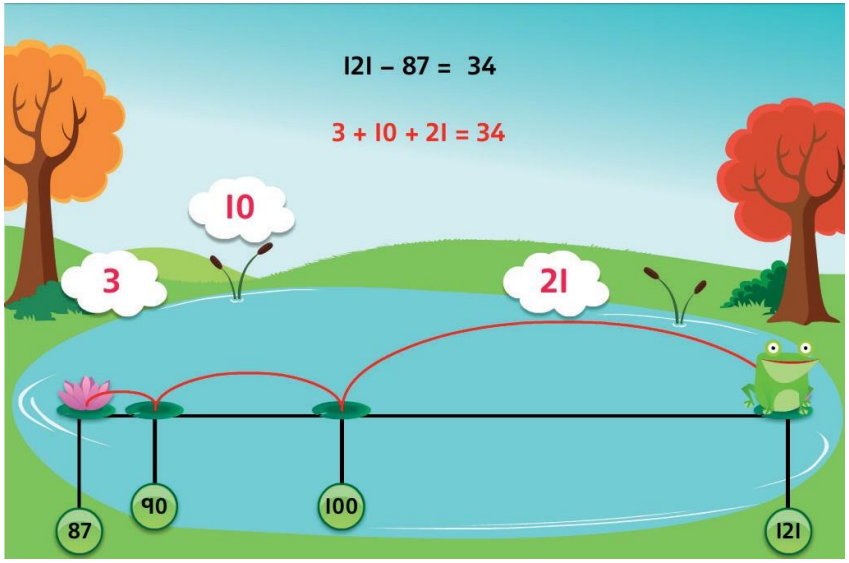
e.g. *648 – 199*

e.g. *86 – 39*

Counting up

Find a difference between two numbers by counting up from the smaller to the larger

e.g. *121 – 87*



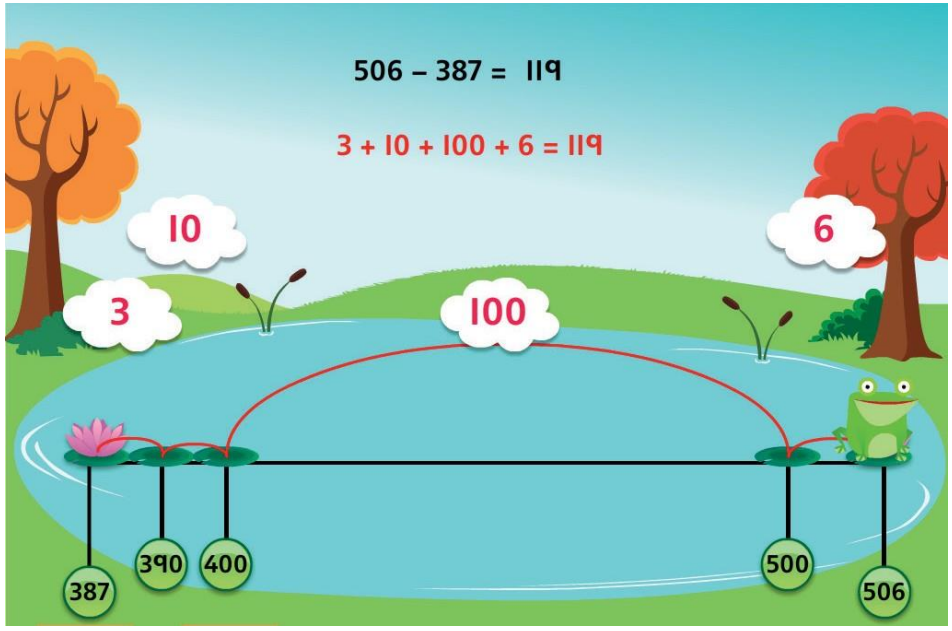
Year 4 -

Counting up

Find a difference between two numbers by counting up from the smaller to the larger

e.g. *506 – 387*

e.g. *4000 − 2693*



Mental Subtraction

Year 3 -

Using number facts

Know pairs which total each number to 20

e.g. *20 – 14 = 6*

Number bonds to 100

e.g. *100 – 48 = 52*

e.g. *100 – 35 = 65*

Subtract using number facts to bridge back through a 10

e.g. *42 – 5 = 42 – 2 (40) – 3 = 37*

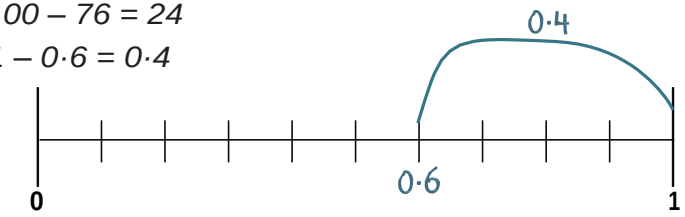
Year 4 -

Using number facts

Number bonds to 10 and 100 and derived facts

e.g. *100 – 76 = 24*

e.g. *1 – 0·6 = 0·4*



Number bonds to £1 and £10

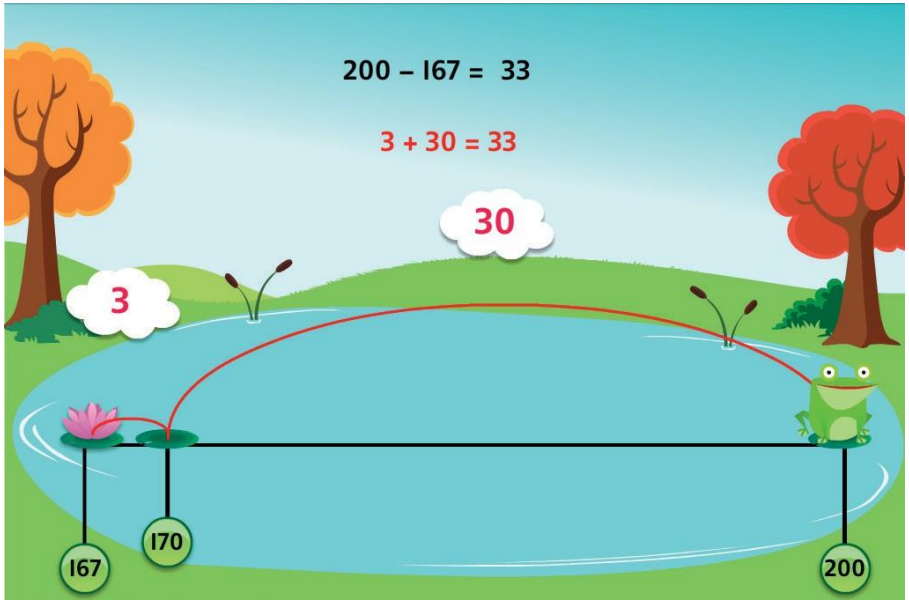
e.g. *£1·00 – 86p = 14p*

e.g. *£10·00 – £3·40 = £6·60*

Written Subtraction

Develop counting up subtraction

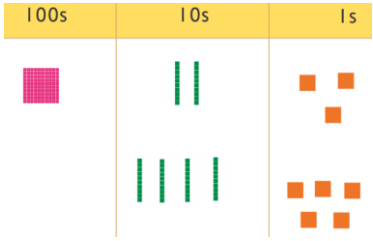
e.g. *200 – 167*



Expanded column subtraction with 3- and 4-digit numbers

e.g. *726 – 358*

Using physical dienes and interactive tool : screen 4.5.4b



	600	110	16
	~~700~~	~~20~~	~~6~~
–	300	50	8
	300	60	8

Begin to develop compact column subtraction

e.g. *726 – 358*

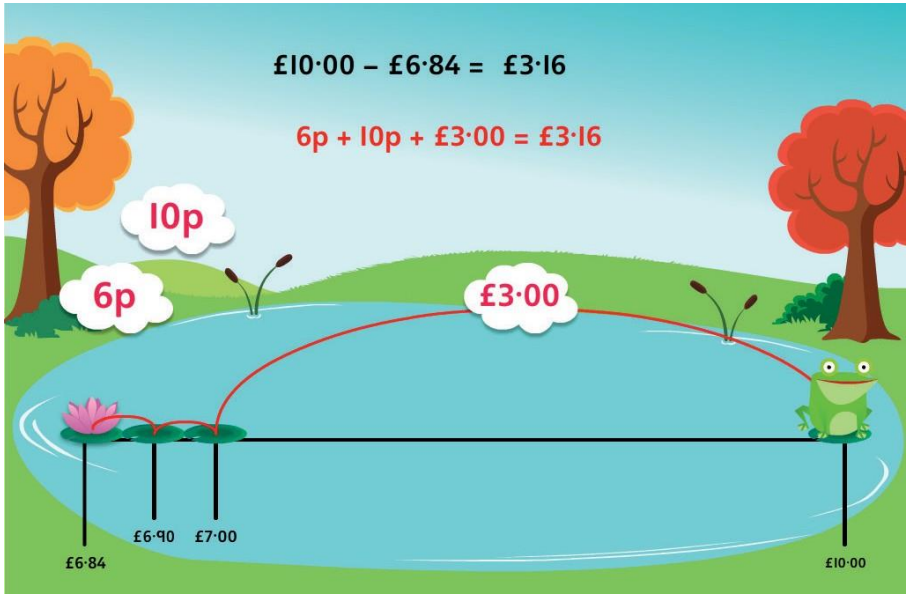
	6	11	16
	~~7~~	~~2~~	~~6~~
–	3	5	8
	3	6	8

Written Subtraction

Year 3 -

Use counting up subtraction to find change from £1, £5 and £10

e.g. *£10·00 – £6·84*



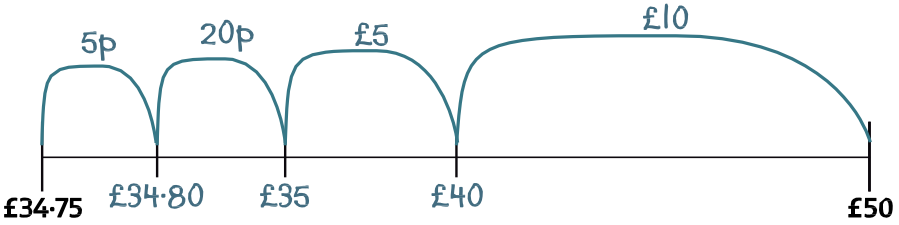
Recognise complements of any fraction to 1

- e.g. *1 – 1/4 = 3/4*
- e.g. *1 – 3/5 = 2/5*

Year 4 -

Use counting up subtraction to find change from £10, £20, £50 and £100

e.g. *Buy a computer game for £34·75 using £50*



Subtract like fractions

- e.g. *3/8 – 1/8 = 2/8*

Mental Subtraction

Year 5 -

Taking away

Use place value to subtract decimals

e.g. *4·58 – 0·08*

e.g. *6·26 – 0·2*

Take away multiples of powers of 10

e.g. *15 672 – 300*

e.g. *4·82 – 2* e.g. *2·71 – 0·5*

e.g. *4·68 – 0·02*

Partitioning or counting back (Frog)

e.g. *3964 – 1051*

e.g. *5·72 – 2·01*

Subtract near multiples of 1, 10, 100, 1000, 10 000 or £1

e.g. *86 456 – 9999*

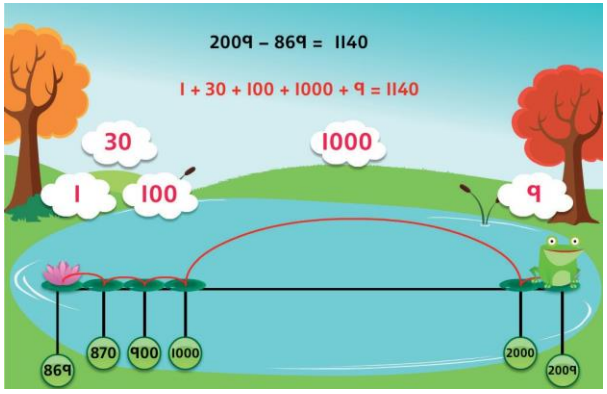
e.g. *3·58 – 1·99*

Counting up

Find a difference between two numbers by counting up from the smaller to the larger

e.g. *£12·05 – £9·59*

e.g. *2009 – 869*



Year 6 -

Taking away

Use place value to subtract decimals

e.g. *7·782 – 0·08*

e.g. *16·263 – 0·2*

Take away multiples of powers of 10

e.g. *132 956 – 400*

e.g. *686 109 – 40 000*

e.g. *7·823 – 0·5*

Partitioning or counting back

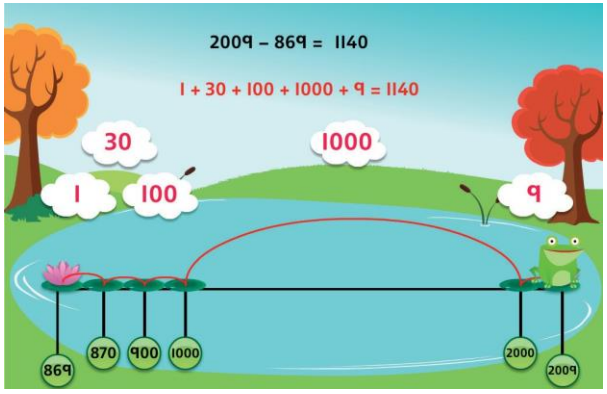
e.g. *3964 – 1051*

e.g. *5·72 – 2·01*

Subtract near multiples of powers of 10

e.g. *360 078 – 99 998*

e.g. *12·831 – 0·99*

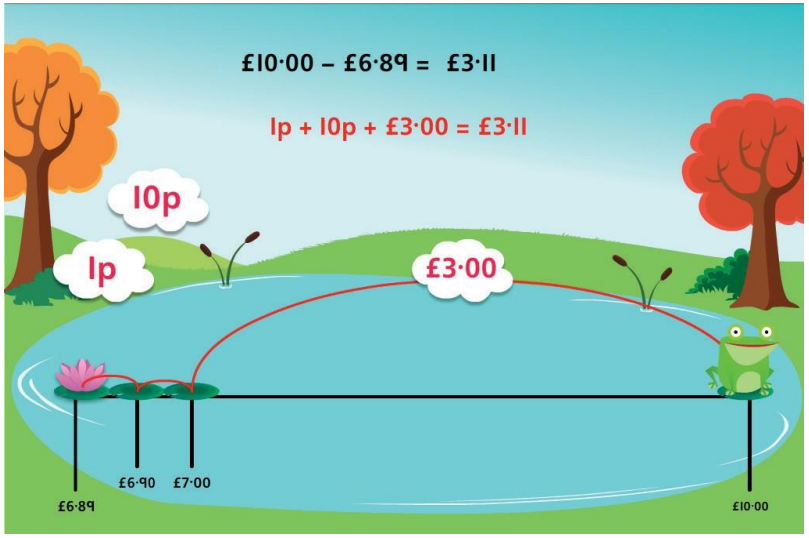


Mental Subtraction

Year 5 -

Find change using shopkeepers' addition

e.g. *Buy a toy for £6·89 using £10·00*



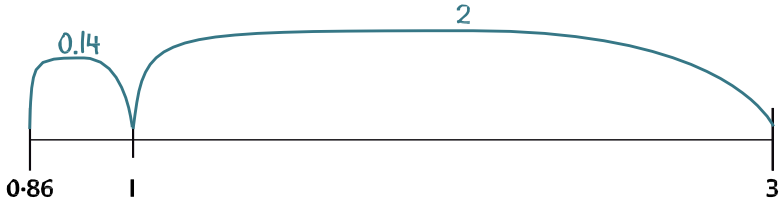
Find a difference between two amounts of money by counting up

Using number facts

Derived facts from number bonds to 10 and 100

e.g. *2 – 0·45 using 45 + 55 = 100*

e.g. *3 – 0·86 using 86 + 14 = 100*



Number bonds to £1, £10 and £100

e.g. *£4·00 – £3·86*

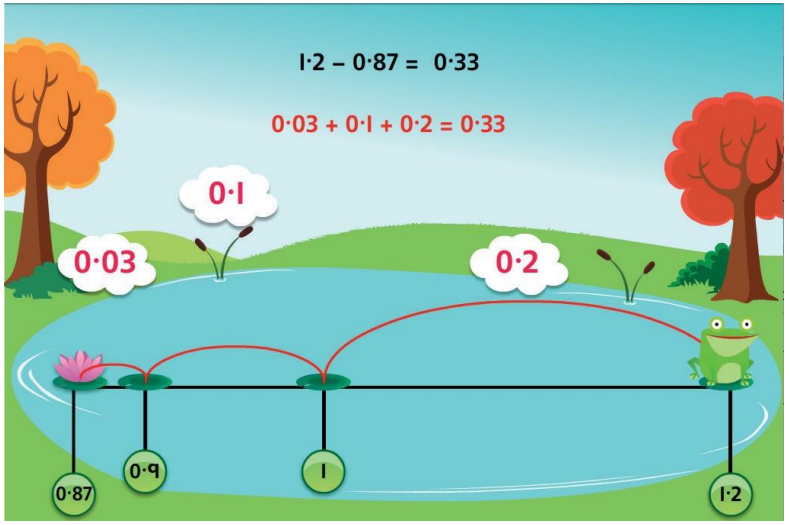
e.g. *£100 – £66 using 66 + 34 = 100*

Year 6 -

Counting up

Find a difference between two decimal numbers by counting up from the smaller to the larger

e.g. *1·2 – 0·87*

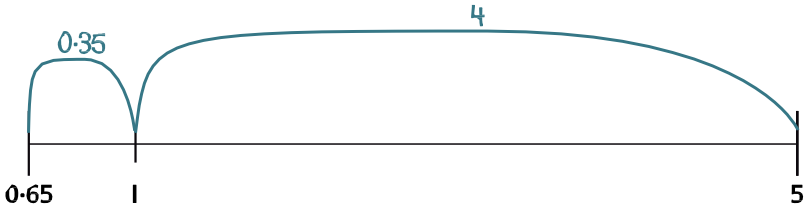


Using number facts

Derived facts from number bonds to 10 and 100

e.g. *0·1 – 0·075 using 75 + 25 = 100*

e.g. *5 – 0·65 using 65 + 35 = 100*



Number bonds to £1, £10 and £100

e.g. *£7·00 – £4·37*

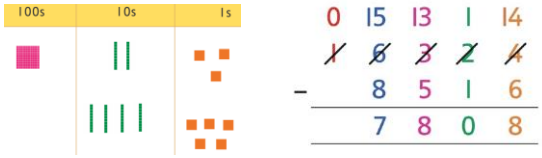
e.g. *£100 – £66·20 using 20p + 80p = £1 and £67 + £33 = £100*

Written Subtraction

Year 5 -

Compact column subtraction for numbers with up to 5 digits

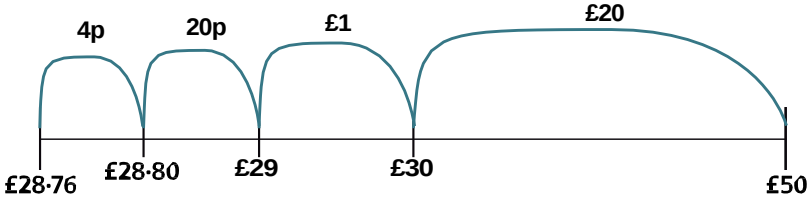
e.g. *16 324 – 8516*



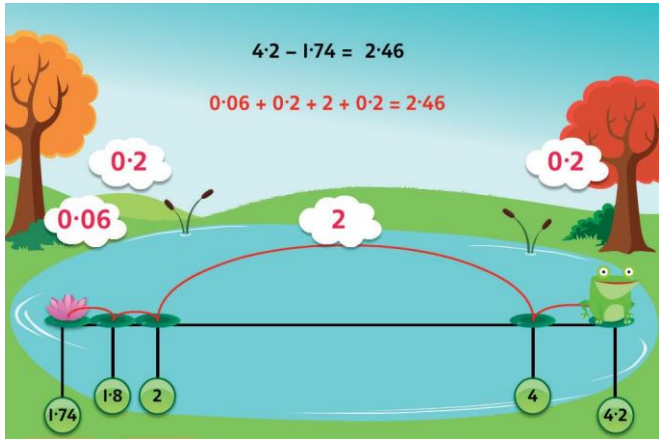
	0	15	13	1	14
	~~1~~	~~6~~	~~3~~	~~2~~	~~4~~
–		8	5	1	6
		7	8	0	8

Continue to use counting up subtraction for subtractions involving money, including finding change

e.g. *£50 – £28·76*



Use counting up subtraction to subtract decimal numbers



e.g. *4·2 – 1·74*

Some might: subtract related fractions

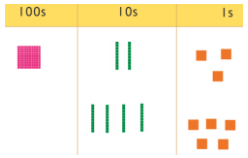
e.g. *3/4 – 1/8 = 5/8*

NB Counting up subtraction provides a default method for ALL children

Year 6 -

Compact column subtraction for large numbers

e.g. *34 685 – 16 458*



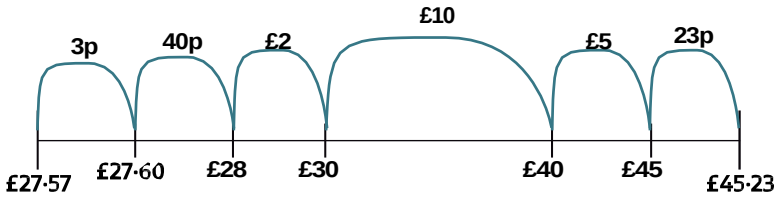
	2	14		7	15
	~~3~~	~~4~~	6	~~8~~	~~5~~
–	1	6	4	5	8
	1	8	2	2	7

Use counting up for subtractions where the larger number is a multiple or near multiple of 1000 or 10 000

Use counting up subtraction when dealing with money

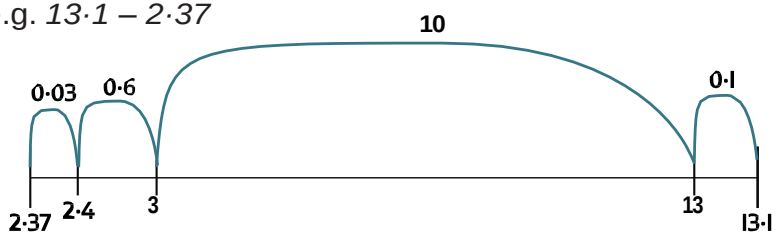
e.g. *£100 – £78·56*

e.g. *£45·23 – £27·57*



Use counting up subtraction to subtract decimal numbers

e.g. *13·1 – 2·37*



Some might: subtract unlike fractions, including mixed numbers

e.g. *3/4 – 1/3 = 5/12*

e.g. *2 3/4 – 1 1/3 = 1 5/12*

NB Counting up subtraction provides a default method for ALL children

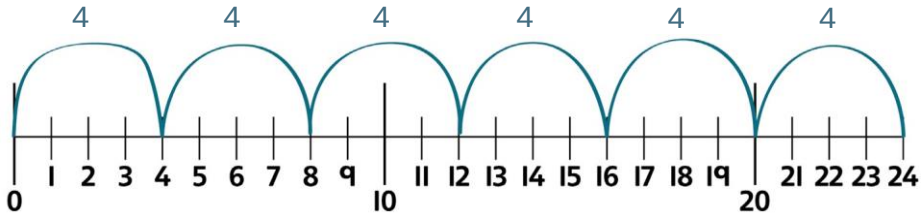
Mental Multiplication

Year 3 x

Counting in steps ('clever' counting)

Count in 2s, 3s, 4s, 5s, 8s and 10s

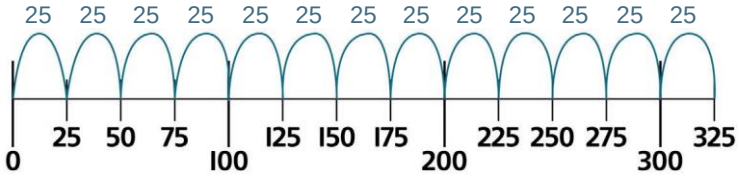
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Year 4 x

Counting in steps (sequences)

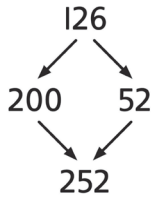
Count in 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 10s, 11s, 12s, 25s, 50s, 100s and 1000s



Doubling and halving

Find doubles to double 100 and beyond using partitioning

e.g. *double 126*



Begin to double amounts of money

e.g. *£3·50 doubled is £7*

Use doubling as a strategy in multiplying by 2, 4 and 8

e.g. *34 × 4 is double 34 (68) doubled again = 136*

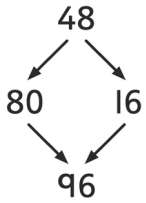
Mental Multiplication

Year 3 x

Doubling and halving

Find doubles of numbers to 50 using partitioning

e.g. *double 48*



Use doubling as a strategy in multiplying by 2

e.g. *18 × 2 is double 18 = 36*

Grouping

Recognise that multiplication is commutative

e.g. *4 × 8 = 8 × 4*

Multiply multiples of 10 by 1-digit numbers

e.g. *30 × 8 = 240*

Multiply 'friendly' 2-digit numbers by 1-digit numbers

e.g. *13 × 4*

Using number facts

Know doubles to double 20

e.g. *double 15 is 30*

Know doubles of multiples of 5 to 100

e.g. *double 85 is 170*

Know ×2, ×3, ×4, ×5, ×8, ×10 tables facts

Year 4 x

Grouping

Use partitioning to multiply 2-digit numbers by 1-digit numbers

e.g. *24 × 5* ***Partitioning for the*** **Grid method**

x	20	4
5	100	20

5x2=10

5x20=100

Multiply multiples of 100 and 1000 by 1-digit numbers using tables facts

e.g. *400 × 8 = 3200*

Multiply near multiples by rounding e.g.

24 × 19 as (24 × 20) – 24 = 456

Using number facts

Know times-tables up to 12 × 12

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	11	24
3	3	6	9	12	15	18	21	24	27	30	22	36
4	4	8	12	16	20	24	28	32	36	40	33	48
5	5	10	15	20	25	30	35	40	45	50	44	60
6	6	12	18	24	30	36	42	48	54	60	55	72
7	7	14	21	28	35	42	49	56	63	70	66	84
8	8	16	24	32	40	48	56	64	72	80	77	96
9	9	18	27	36	45	54	63	72	81	90	88	108
10	10	20	30	40	50	60	70	80	90	100	99	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Written Multiplication

Year 3 x

Build on partitioning to develop grid multiplication

e.g. *23 × 4*

×	20	3	
4	80	12	= 92

Always show jottings next to grid:

4x2= 8 therefore 10x bigger

4x20= 80

Year 4 x

Use grid multiplication to multiply 3-digit numbers by 1-digit numbers

e.g. *253 × 6*

×	200	50	3	
6	1200	300	18	= 1518

Use a vertical **written algorithm** (ladder) to multiply 3-digit numbers by 1-digit numbers

e.g. *253 × 6*

```
   2 5 3
×      6
-------
 1 2 0 0  ← 6 × 200
   3 0 0  ← 6 × 50
+    1 8  ← 6 × 3
-------
 1 5 1 8
```

Use grid multiplication to multiply 2-digit numbers by 2-digit numbers

e.g. *16 × 48*

×	10	6	
40	400	240	= 640
8	80	48	= 128
			768

Always show jottings beside grid:

4x10= 40

"So for 10x bigger"

40x10=400

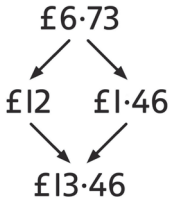
Mental Multiplication

Year 5 x

Doubling and halving

Double amounts of money using partitioning

e.g. *double £6·73*



Use doubling and halving as a strategy in multiplying by 2, 4, 8, 5 and 20

e.g. *58 × 5 is half of 58 × 10 (580) = 290*

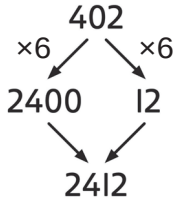
Grouping

Multiply whole numbers and decimals by 10, 100, 1000

e.g. *3·4 × 100 = 340*

Use partitioning to multiply 'friendly' 2- and 3-digit numbers by 1-digit numbers supported with **Grid method?**

e.g. *402 × 6 as 400 × 6 (2400) and 2 × 6 (12) = 2412*



Use partitioning to multiply decimal numbers by 1-digit numbers

e.g. *4·5 × 3 as 4 × 3 (12) and 0·5 × 3 (1·5) = 13·5*

Multiply near multiples by rounding e.g.

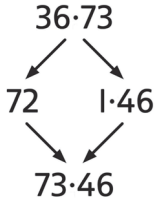
32 × 29 as (32 × 30) – 32 = 928

Year 6 x

Doubling and halving

Double decimal numbers with up to 2 places using partitioning

e.g. *double 36·73*



Use doubling and halving as strategies in mental multiplication

Grouping

Use partitioning as a strategy in mental multiplication, as appropriate

e.g. *3060 × 4 as 3000 × 4 (12 000) and 60 × 4 (240) = 12 240*

e.g. *8·4 × 8 as 8 × 8 (64) and 0·4 × 8 (3·2) = 67·2*

Use factors in mental multiplication

e.g. *421 × 6 as 421 × 3 (1263) doubled = 2526*

e.g. *3·42 × 5 as half of 3·42 × 10 = 17·1*

Multiply decimal numbers using near multiples by rounding

e.g. *4·3 × 19 as (4·3 × 20) – 4·3 = 81·7*

Mental Multiplication

Year 5 x

Using number facts

Use times-tables facts up to 12 × 12 to multiply multiples of 10/100 of the multiplier

e.g. *4 × 6 = 24 so 40 × 6 = 240 and 400 × 6 = 2400*

Use knowledge of factors and multiples in multiplication

e.g. *43 × 6 is double 43 × 3*

e.g. *28 × 50 is half of 28 × 100 (2800) = 1400*

Year 6 x

Using number facts

Use times-tables facts up to 12 × 12 in mental multiplication of large numbers or numbers with up to 2 decimal places

e.g. *6 × 4 = 24 and 0·06 × 4 = 0·24*

Written Multiplication

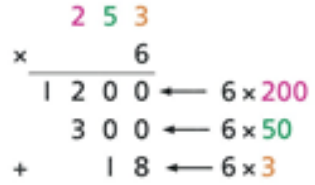
Year 5 x

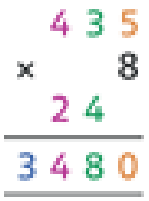
Short multiplication of 2-, 3- and 4-digit numbers by 1-digit numbers

e.g. *435 × 8* *2.* Expanded (ladder) method *3.Compact Column*

1, 2, 3 taught alongside each other.

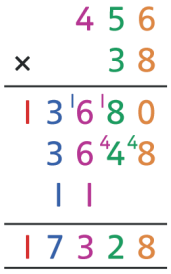
1. Grid Method:





×	200	50	3	
6	1200	300	18	= 1518

Long multiplication (some children) of 2-, 3-and 4-digit numbers

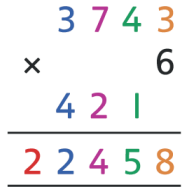


Year 6 x

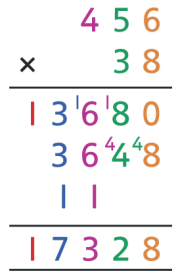
Short multiplication of 2-, 3- and 4-digit numbers by 1-digit numbers.eg. *3743 × 6*

Grid first, then teach both next to each other to ensure place value understanding.

×	200	50	3	
6	1200	300	18	= 1518



Long multiplication of 2-, 3- and 4-digit numbers by 2-digit numbers.eg. *456 × 38*



Written Multiplication

Year 5 x

Grid multiplication of numbers with up to 2 decimal places by 1-digit numbers

e.g. *1·34 × 6*

×	1	0·3	0·04
6	6	1·8	0·24

= 8·04

Always show jottings:

6 x 3= 18 "so 10x less"

6 x 0.3 =1.8

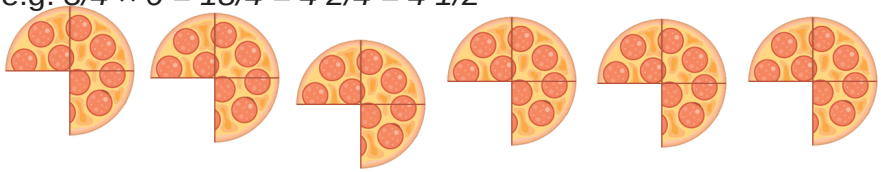
6 x 4 = 24 "so 10x less"

6 x 0.4 = 2.4 "so 10x less"

6 x 0.04 = 0.24

Multiply fractions by 1-digit numbers

e.g. *3/4 × 6 = 18/4 = 4 2/4 = 4 1/2*



NB Grid multiplication provides a default method for ALL children

Year 6 x

Short multiplication of decimal numbers using × 100 and ÷ 100

e.g. *13·72 × 6 as (1372 × 6) ÷ 100 = 82·32*

Short multiplication of money

e.g. *£13·72 × 6*

£ 1 3.7 2
× 6
2 4 1
£ 8 2.3 2

Grid multiplication of numbers with up to 2 decimal places by 1-digit numbers

e.g. *6·76 × 4*

×	6	0·7	0·06
4	24	2·8	0·24

= 27·04

Always show jottings eg:

4 x 7 = 28 "so 10x less"

4 x 0.7 =2.8

Multiply simple pairs of proper fractions

e.g. 1/2 × 1/4 = 1/8

NB Grid multiplication provides a default method for ALL children

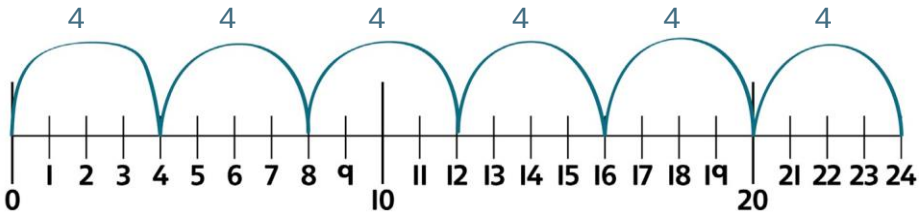
Mental Division

Year 3 ÷

Counting in steps ('clever' counting)

Count in 2s, 3s, 4s, 5s, 8s and 10s

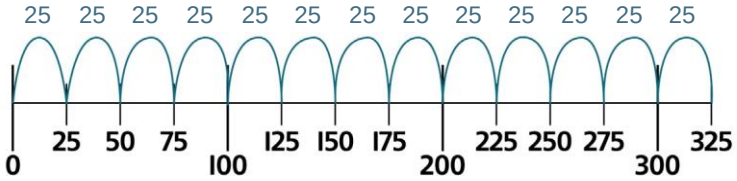
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Year 4 ÷

Counting in steps (sequences)

Count in 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 10s, 11s, 12s, 25s, 50s, 100s and 1000s



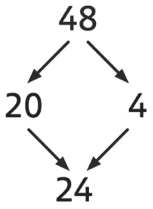
Mental Division

Year 3 ÷

Doubling and halving

Find half of even numbers to 100 using partitioning

e.g. *find half of 48 and what is 48÷2?*



Use halving as a strategy in dividing by 2

e.g. *36 ÷ 2 is half of 36 = 18*

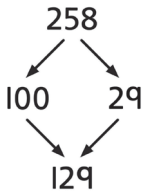
Find half of odd numbers

Year 4 ÷

Doubling and halving

Find half of even numbers to 200 and beyond using partitioning

e.g. *find half of 258 and what is 258÷2?*



Begin to halve amounts of money

e.g. *£9 halved/÷2 is £4·50*

Use halving as a strategy in dividing by 2, 4 and 8

e.g. *164 ÷ 4 is half of 164 (82) halved again = 41*

Mental Division

Year 3 ÷

Grouping

Recognise that division is not commutative

e.g. *16 ÷ 8 does not equal 8 ÷ 16*

Relate division to multiplications 'with holes in'

e.g. _ × *5 = 30 is the same calculation as 30 ÷ 5 =* _ *thus we can count in 5s to find the answer*

_ × £5 = £30

Divide multiples of 10 by 1-digit numbers

e.g. *240 ÷ 8 = 30*

Begin to use subtraction of multiples of 10 of the divisor to divide numbers above the 10th multiple

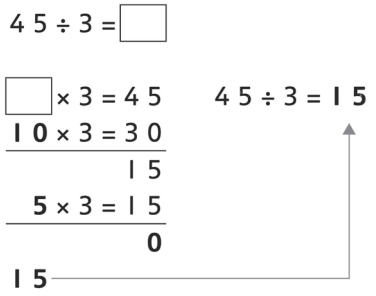
e.g. *52 ÷ 4 is 10 × 4 (40) and 3 × 4 (12) = 13*

Year 4 ÷

Grouping 'The Chunking Method for division'

Use multiples of 10 times the divisor to divide by 1-digit numbers above the tables facts

e.g. *45 ÷ 3 as 10 × 3 (30) and 5 × 3 (15)*



Divide multiples of 100 by 1-digit numbers using division facts

e.g. *3200 ÷ 8 = 400*

Mental Division

Year 3 ÷

Using number facts

Know half of even numbers to 40

Know half of multiples of 10 to 200

e.g. *half of 170 is 85*

Know ×2, ×3, ×4, ×5, ×8, ×10 division facts

Year 4 ÷

Using number facts

Know times-tables up to 12 × 12 and all related division facts

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	11	24
3	3	6	9	12	15	18	21	24	27	30	22	36
4	4	8	12	16	20	24	28	32	36	40	33	48
5	5	10	15	20	25	30	35	40	45	50	44	60
6	6	12	18	24	30	36	42	48	54	60	55	72
7	7	14	21	28	35	42	49	56	63	70	66	84
8	8	16	24	32	40	48	56	64	72	80	77	96
9	9	18	27	36	45	54	63	72	81	90	88	108
10	10	20	30	40	50	60	70	80	90	100	99	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Written Division

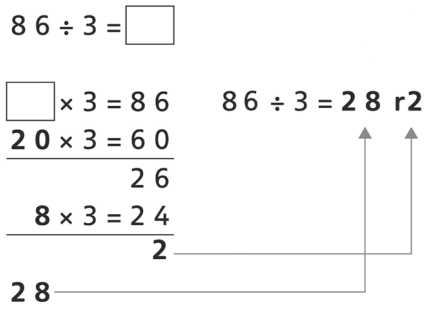
Perform divisions just above the 10th multiple using written jottings, understanding how to give a remainder as a whole number

Use division facts to find unit and simple non-unit fractions of amounts within the times-tables

- e.g. *3/4 of 48 is (48 ÷ 4) x3 = 36*

Use a written version of a mental method to divide 2- and 3-digit numbers by 1-digit numbers **'The Chunking Method for division'**

e.g. *86 ÷ 3 as 20 × 3 (60) and 8 × 3 (24), remainder 2*



Use division facts to find unit and non-unit fractions of amounts within the times-tables

- e.g. *7/8 of 56 is (56 ÷ 8)x7 = 48*

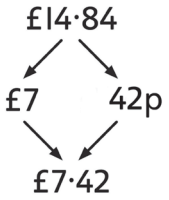
Mental Division

Year 5 ÷

Doubling and halving

Halve amounts of money using partitioning

e.g. *half/÷2 of £14·84 is half of £14 (£7) plus half of 84p (42p)*



Use doubling and halving as a strategy in dividing by 2, 4, 8, 5 and 20

e.g. *115 ÷ 5 as double 115 (230) ÷ 10 = 23*

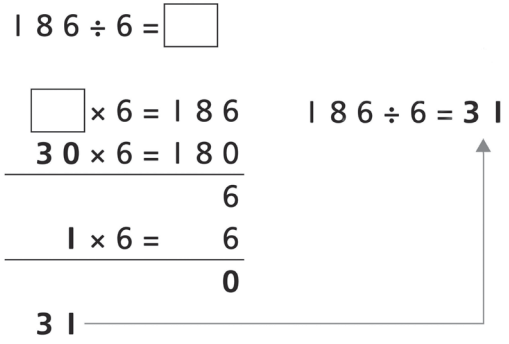
Grouping The Chunking Method for division'

Divide numbers by 10, 100, 1000 to obtain decimal answers with up to 3 decimal places

e.g. *340 ÷ 100 = 3·4*

Use the 10th, 20th, 30th … multiple of the divisor to divide 'friendly' 2- and 3-digit numbers by 1-digit numbers

e.g. *186 ÷ 6 as 30 × 6 (180) and 1 × 6 (6)*

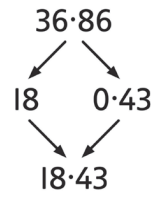


Year 6 ÷

Doubling and halving

Halve decimal numbers with up to 2 places using partitioning

e.g. *half/÷2 of 36·86 is half of 36 (18) plus half of 0·86 (0·43)*

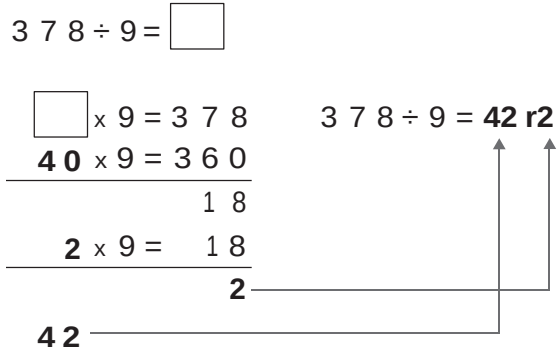


Use doubling and halving as strategies in mental division

Grouping The Chunking Method for division'

Use the 10th, 20th, 30th, … or 100th, 200th, 300th … multiples of the divisor to divide large numbers

e.g. *378 ÷ 9 as 40 × 9 (360) and 2 × 9 (18), remainder 2*



Use tests for divisibility

e.g. *135 divides by 3, as 1 + 3 + 5 = 9 and 9 is in the ×3 table*

Mental Division

Year 5 ÷

Using number facts

Use division facts from the times-tables up to 12 × 12 to divide multiples of powers of 10 of the divisor

e.g. *3600 ÷ 9 using 36 ÷ 9*

Year 6 ÷

Using number facts

Use division facts from the times-tables up to 12 × 12 to divide decimal numbers by 1-digit numbers

e.g. *1·17 ÷ 3 is 1/100 of 117 ÷ 3 (39)*

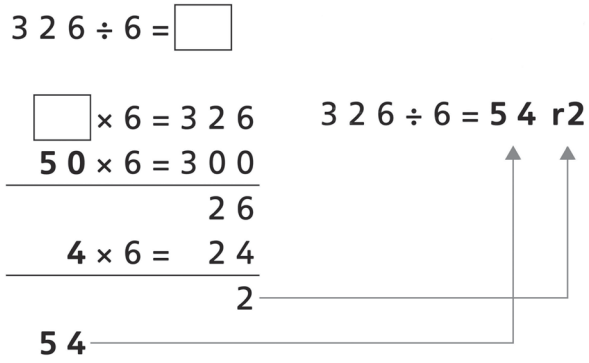
Know tests of divisibility for numbers divisible by 2, 3, 4, 5, 9, 10 and 25

Written Division

Year 5 ÷

Use a written version of a mental strategy to divide 3-digit numbers by 1-digit numbers **'The Chunking Method for division'**

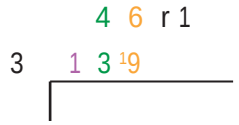
e.g. *326 ÷ 6 as 50 × 6 (300) and 4 × 6 (24), remainder 2*



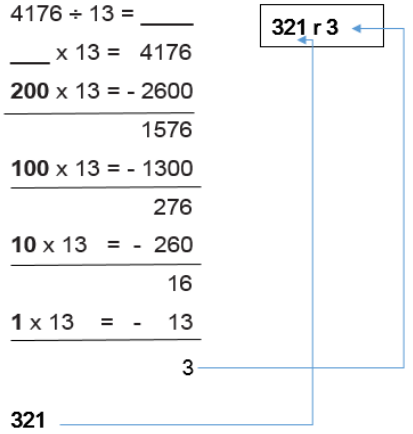
Year 6 ÷

Short division of 3- and 4-digit numbers by 1-digit numbers

e.g. *139 ÷ 3*



'Chunking' & Long division of 3- and 4-digit numbers by 2-digit numbers e.g. *4176 ÷ 13*



	Year 5 ÷	Year 6 ÷
Written Division	Short division of 3- and 4-digit numbers by 1-digit numbers e.g. *139 ÷ 3* 4 6 r 1 3 ⟌ 1 3 [1]9 Give remainders as whole numbers or as fractions Find unit and non-unit fractions of large amounts – e.g. *3/5 of 265 is 3 × (265 ÷ 5) = 159* Turn improper fractions into mixed numbers and vice versa	Give remainders as whole numbers, fractions or decimals Use place value to divide 1- and 2-place decimals by numbers ≤ 12 e.g. *3.65 ÷ 5 as (365 ÷ 5) ÷ 100 = 0·73*