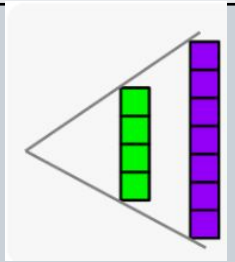
SAST EYFS Calculation Policy

Number sense (in relation to EYFS ELG number and numerical pattern)

Children in EYFS will develop their number sense through play-based enquiry, continuous provision and direct teacher input exploring the concepts of:

- Amount - This is the ability for children to understand and have an awareness of what different digits represent;
- Ordering - We can challenge number sense by acknowledging their ability to compare numbers with one another;
- Number Identification - Children should be able to recognise and name numerals to 10.
- 1:1 Correspondence - Children should understand that a number relates to objects and things that can have numerical value
- Stable Order - Children should be able to understand and appreciate that numbers always come in a set order. They should be able to count to 20 and start to count beyond.
- Magnitude - Children should be able to compare quantities to understand which is greater and also identify if they are equal.
- Cardinality - Children understand that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents
- Perceptual Subitising- Children are able to recognise how many there are, without counting. (up to 5).
- Conceptual Subitising – children will use their ability to recognise the number of objects as a combination of smaller amounts without counting

Amount 	**Ordering** 	**Number identification** 
1:1 correspondence 	**Stable order** 	**Magnitude** 

SAST EYFS Calculation Policy

EYFS classroom suggested resources

- Counters
- Cubes
- Natural objects
- Bead string
- Tens frames
- Part whole models,
- Loose parts
- Number tracks
- Number lines
- Pictures
- Dice
- Numicon
- Pegs

SAST EYFS Calculation Policy

Addition

ELG: Number

Children at the expected level of development will:

- **Have a deep understanding of numbers to 10, including the composition of each number**.
- **Subitise (recognise quantities without counting) up to 5.**
- **Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5** (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

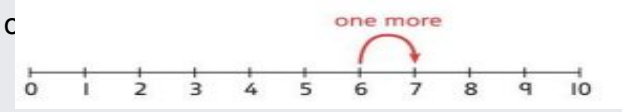
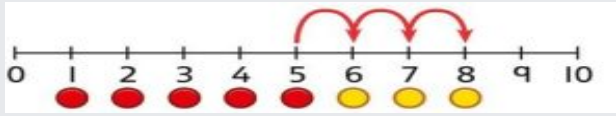
- **Verbally count beyond 20, recognising the pattern of the counting system.**
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Language

Add, more, plus, altogether, makes, total, equal to, equals, number sentence, forwards, counting on, first, then, now

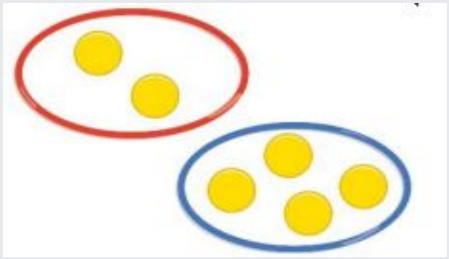
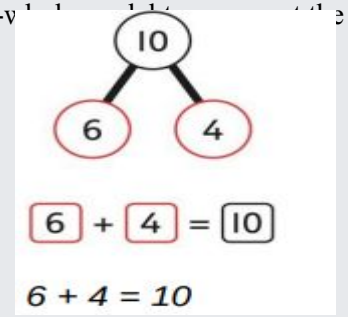
SAST EYFS Calculation Policy

Addition

Concrete	Pictorial	Abstract
Counting and adding more Children add one more person or object to a group to find one more.	**Counting and adding more.** Children add one more cube or counter to a group to represent one more. One more than 4 is 5. 	**Children do not need to record in an abstracy way to meet the ELG.** **Counting and adding more** Use a number line to understand how to link counting on with finding one more. One more than 6 is 7. 7 is one more than 6. Learn to link counting c  

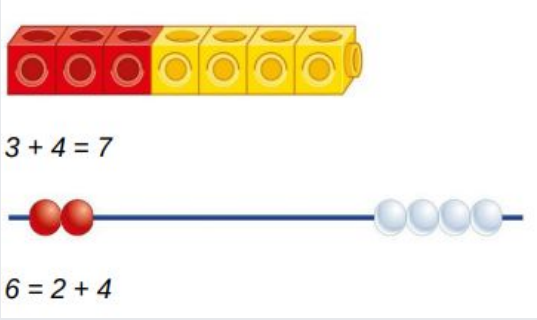
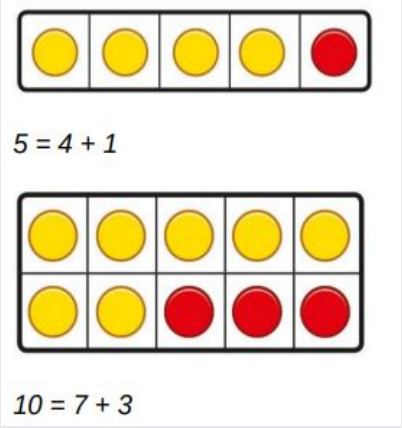
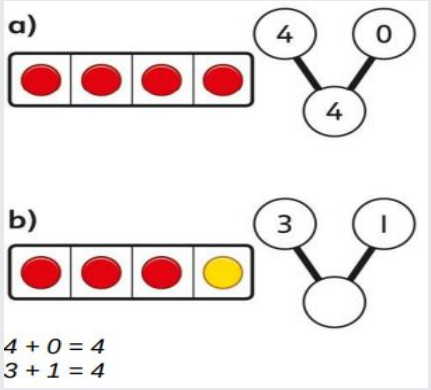
SAST EYFS Calculation Policy

Addition

Concrete	Pictorial	Abstract
Understanding part-part-whole relationship Sort people and objects into parts and unders  The parts are 2 and 4. The whole is 6	**Understanding part-part-whole relationship** Children draw to represent the parts and understand the relationship with the whole..  T The parts are 2 and 4. The whole is 6.	**Children to not need to record in an abstract way to meet ELG.** **Understanding part-part-whole relationship** Use a part-v e numbers. 

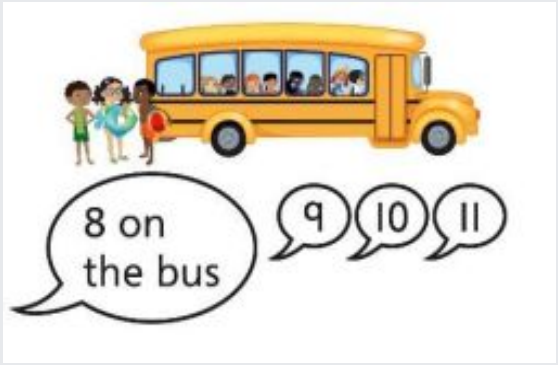
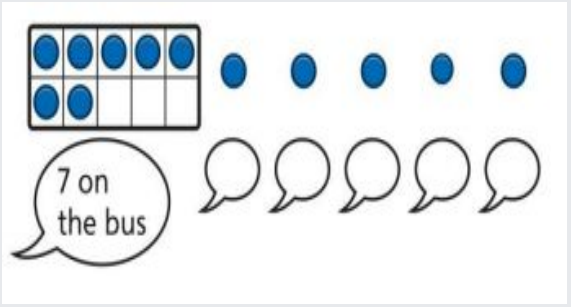
SAST EYFS Calculation Policy

Addition

Concrete	Pictorial	Abstract
Knowing and finding number bonds within 10 Break apart a group and put back together to find and form number bonds.  	**Knowing and finding number bonds within 10** Use five and ten frames to represent key number bonds.  	**Children to not need to record in an abstract way to meet ELG.** **Knowing and finding number bonds within 10.** Use a part-whole concept alongside other representations to find number bonds. Make sure to include examples where one of the parts is zero. Children may draw their own model, use hoops, or use a teacher created template/resources to demonstrate their understanding. 

SAST EYFS Calculation Policy

Addition

Concrete	Pictorial	Abstract
Adding by counting on Children use knowledge of counting to 20 to find a total by counting on using people or objects. 	**Adding by counting on.** Children use counters to support and represent their counting on strategy. 	**Children to not need to record in an abstract way to meet ELG.**

SAST EYFS Calculation Policy

Subtraction

ELG: Number

- Have a deep understanding of number to 10, including the **composition of each number.**
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) **number bonds up to 5 (including subtraction facts)** and some number bonds to 10, including double facts.

ELG: Numerical Patterns

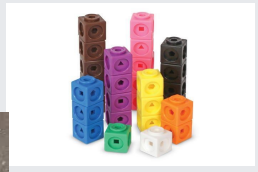
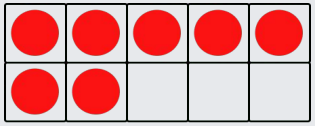
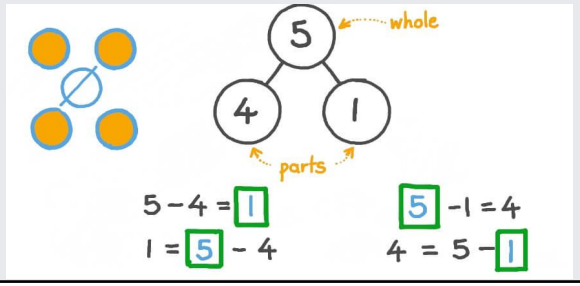
- Verbally count beyond 20, recognising the pattern of the counting system.
- **Compare quantities up to 10 in different contexts**, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Subtraction Language:

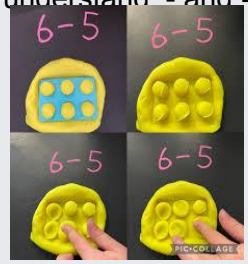
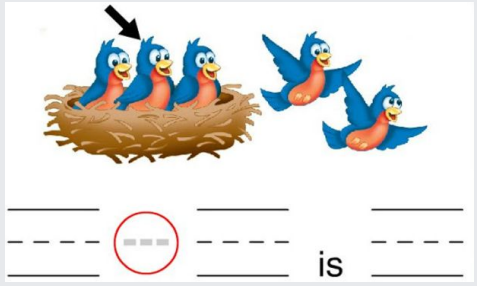
Take away, subtract, remove, minus, equals, makes, number sentence, total, less, fewer, counting backwards, first, then, now, how many, count back, how many less.

SAST EYFS Calculation Policy

Subtraction

Concrete	Pictorial	Abstract
They understand subtraction as counting out. They remove objects from a group.   	Children cross out pictures or drawings to show what is left.  	**Children to not need to record in an abstract way to meet ELG.** 

SAST EYFS Calculation Policy

Subtraction		
Concrete	**Pictorial**	**Abstract**
They begin to count back in ones using objects, cubes, bead string and number line. 		**Children to not need to record in an abstract way to meet ELG.**
They use concrete objects to show their understanding of calculations. They begin to understand - and = 	Children start to use pictorial representations to solve simple subtraction calculations. 	**Children to not need to record in an abstract way to meet ELG.**

SAST EYFS Calculation Policy

Multiplication

ELG: Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG Numerical Patterns

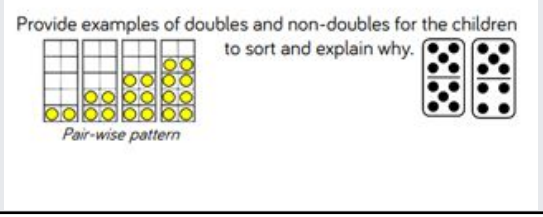
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Language:

Equal, unequal, pattern, double, even, odd, total, groups of/lots of, repeating addition.

SAST EYFS Calculation Policy

Multiplication

Concrete	Pictorial	Abstract
Children use concrete objects to make and count equal groups of objects. 	Children can recognise equal and unequal groups 	**Children to not need to record in an abstract way to meet ELG.**
Children explore doubles in their environment including in games such as on dominoes or dice. They focus on the understand equal groups. 	Represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	**Children to not need to record in an abstract way to meet ELG.**
	Children understand doubling as repeated addition i.e. 2+2= 4 	**Children to not need to record in an abstract way to meet ELG.**

SAST EYFS Calculation Policy

Division

ELG: Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

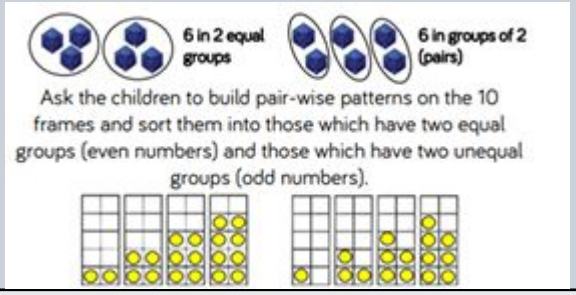
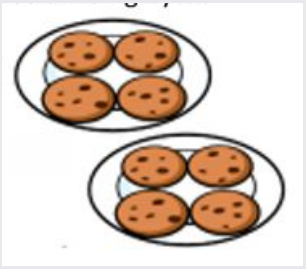
ELG: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Language:

Equal, unequal, share, group, devide, odd, even, total, half, left/left over

SAST EYFS Calculation Policy

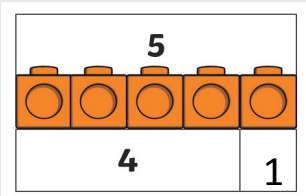
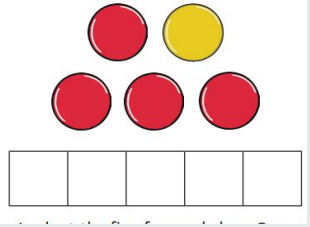
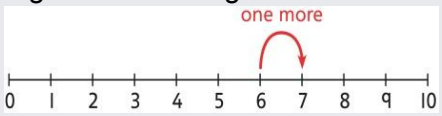
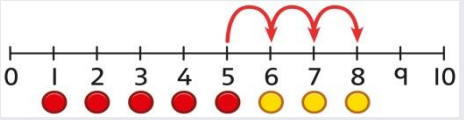
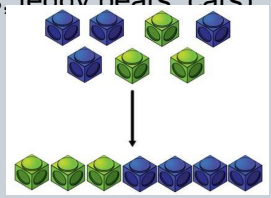
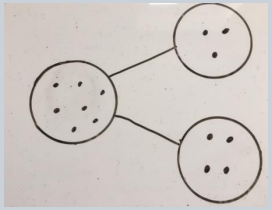
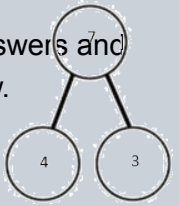
Division		
Concrete	Pictorial	Abstract
Sharing equally into 2 groups using concrete objects.		**Children do not need to record in an abstract way to meet ELG.**
They count a set of objects and halve them by making two equal groups. They can recognise odd and even groups.		**Children do not need to record in an abstract way to meet ELG.**
Children are able to share and halve (dividing by two) by using concrete resources to practically show their understanding.		**Children do not need to record in an abstract way to meet ELG.**

SAST Calculation Policy

Addition

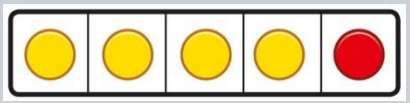
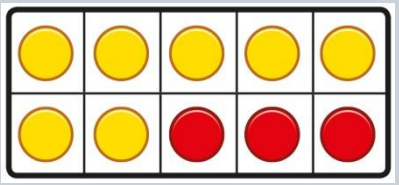
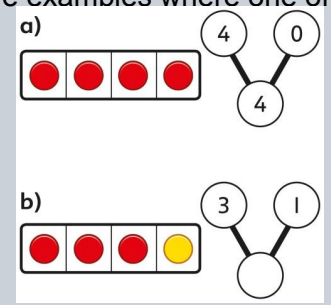
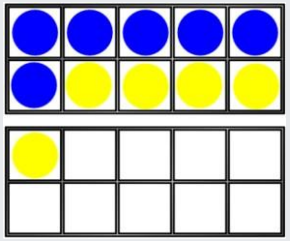
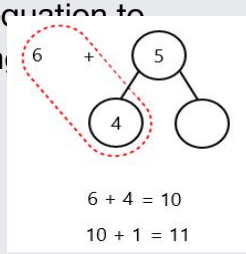
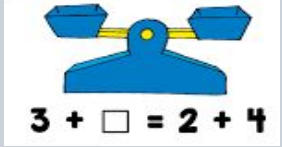
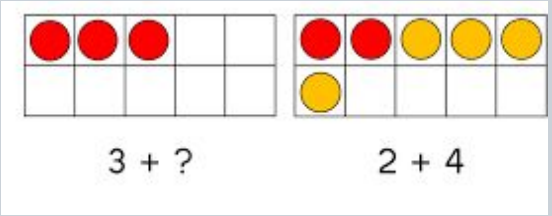
Addition - Key Language

Sum, add, total, count on, altogether, parts and wholes, plus, bonds, more, across 10

Concrete	Pictorial	Abstract
Counting and adding more Children add one more person or object to a group to find one more.  *One more than 4 is 5* 	**Counting and adding more** Children add one more cube or counter to a group to represent one more.  	**Counting and adding more** Use a number line to understand how to link counting on with finding one more.  *One more than 6 is 7.* *7 is one more than 6.* Learn to link counting on with adding more than one.  *5 + 3 = 8*
Combining two parts to make a whole (use other resources too e.g. eggs, shells, teddy bears, cars) 	Children to represent the cubes using dots or crosses. They could put each part on a part whole model too. 	4 + 3 = 7 Four is a part, 3 is a part and the whole is seven. Use the inverse to check answers and understand commutative law. 

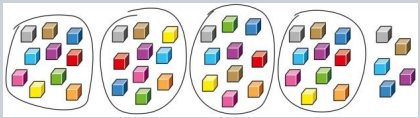
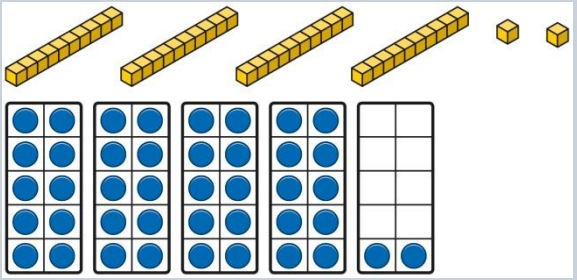
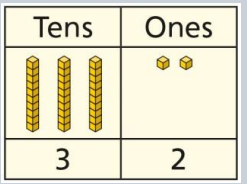
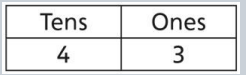
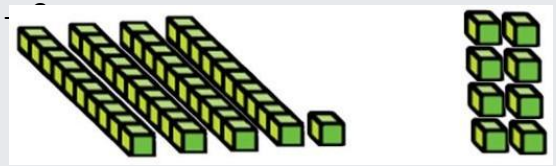
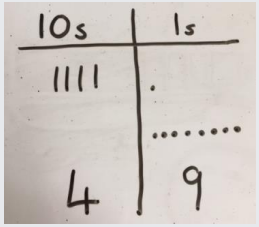
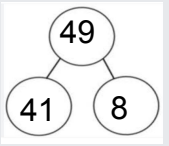
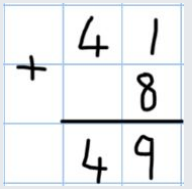
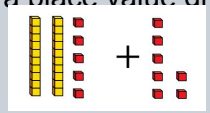
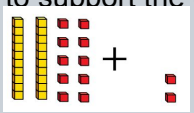
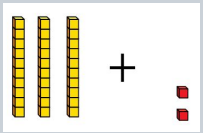
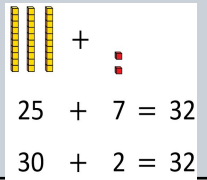
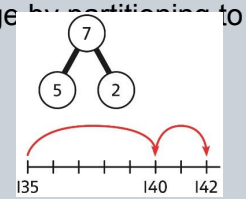
SAST Calculation Policy

Addition

Concrete	Pictorial	Abstract
Knowing and finding number bonds within 10 Break apart a group and put back together to find and form number bonds.  *3 + 4 = 7*  *6 = 2 + 4*	**Knowing and finding number bonds within 10** Use five and ten frames to represent key number bonds. *5 = 4 + 1*  *10 = 7 + 3* 	**Knowing and finding number bonds within 10** Use a part-whole model alongside other representations to find number bonds. Make sure to include examples where one of the parts is zero. *4 + 0 = 4* *3 + 1 = 4* 
Regrouping to make 10; using ten frames and counters/cubes or using Numicon 	Children to draw the ten frame and counters/cubes. 	Children to understand composition of numbers and write an equation to represent the partitioning 
Understand the function of the equals sign; it is not only to be followed by the answer but to show a balanced equation. 		Children to develop an understanding of equality e.g. 3 + □ = 5 2 + 4 = 3 + □ 3 + 3 = □ + 4

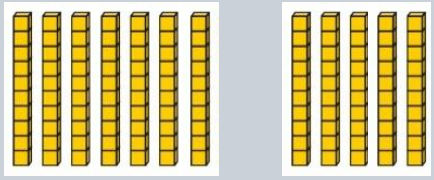
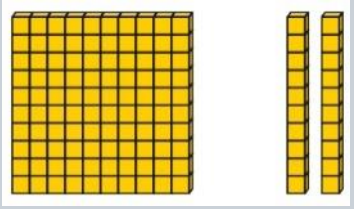
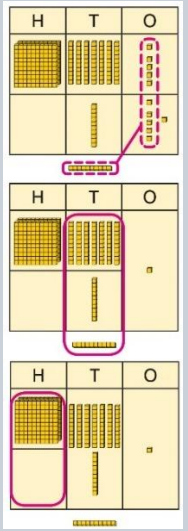
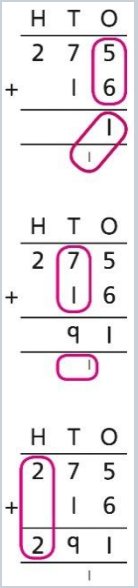
SAST Calculation Policy

Addition

Concrete	Pictorial	Abstract
Group objects into 10s and 1s.  Bundle straws to understand unitising of 10s. 	Understand 10s and 1s equipment, and link with visual representations on ten frames. 	Represent numbers on a place value grid, using equipment or numerals.  
TO + O using base 10. Continue to develop understanding of partitioning and place value. 41 - 	Children to represent the base 10 e.g. lines for tens and dot/crosses for ones.  	41 + 8 1 + 8 = 9 40 + 9 = 49   Children to use the inverse to check answers at this stage.
2 or 3-digit number + 1s with exchange Understand that when the 1s sum to 10 or more, this requires an exchange of 10 ones for 1 ten. Children should explore this using unitised objects or physical apparatus.	Exchange 10 ones for 1 ten where needed. Use a place value grid to support the understanding.     	Understand how to bridge by partitioning to the 1s to make the next 10.  *135 + 7 = ?* *135 + 5 + 2 = 142* Ensure that children understand how to add 1s bridging a 100. *198 + 5 = ?* *198 + 2 + 3 = 203*

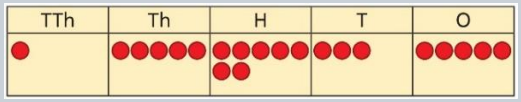
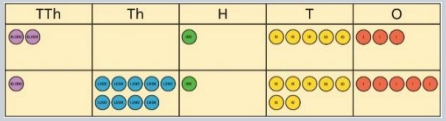
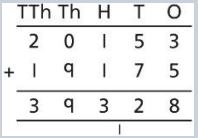
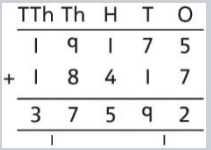
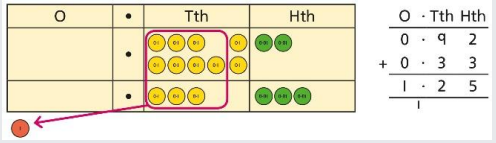
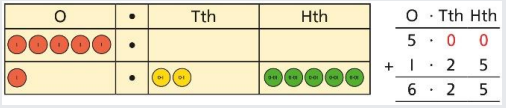
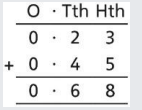
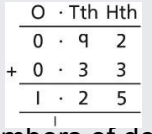
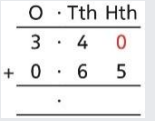
SAST Calculation Policy

Addition

Concrete	Pictorial	Abstract
Use place value equipment to model addition and understand where exchange is required. *Use place value counters to represent* *154 + 72.* *Use this to decide if any exchange is required.*  *There are 5 tens and 7 tens. That is 12 tens so I will exchange.* 	Represent the required exchange on a place value grid using equipment. *275 + 16 = ?*  *275 + 16 = 291* Note: In this example, a mental method may be more efficient. The numbers for the example calculation have been chosen to allow children to visualise the concept and see how the method relates to place value. Children should be encouraged at every stage to select methods that are accurate and efficient.	Children must understand how the method relates to place value at each stage of the calculation.  *275 + 16 = 291*

SAST Calculation Policy

Addition

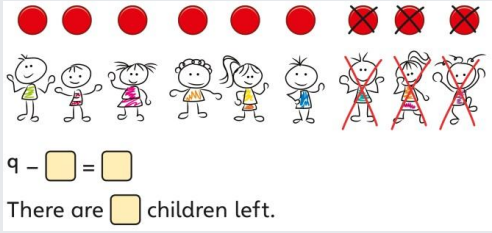
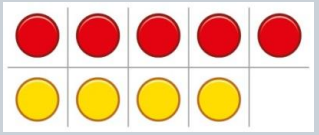
Concrete	Pictorial	Abstract
Column addition with whole numbers Use place value equipment to represent additions. *Add a row of counters onto the place value grid to show 15,735 + 4,012.* 	Represent additions, using place value equipment on a place value grid alongside written methods.  *I need to exchange 10 tens for a 100.* 	Use column addition, including exchanges. 
Adding decimals using column addition Use place value equipment to represent additions. *Show 0·23 + 0·45 using place value counters.*	Use place value equipment on a place value grid to represent additions.  Represent exchange where necessary.  Include examples where the numbers of decimal places are different.	Add using a column method, ensuring that children understand the link with place value.  Include exchange where required, alongside an understanding of place value.  Include additions where the numbers of decimal places are different. *3.4 + 0.65 = ?* 

SAST Calculation Policy

Subtraction

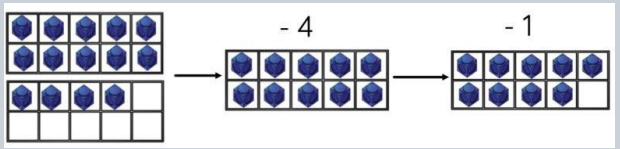
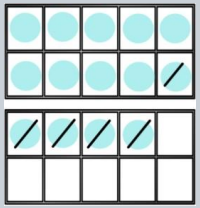
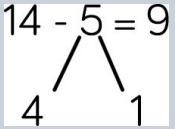
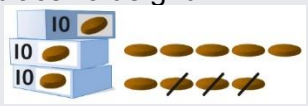
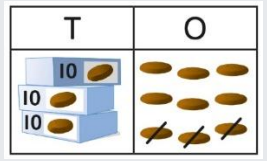
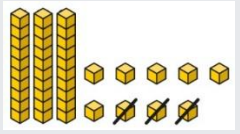
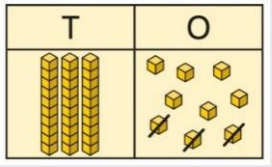
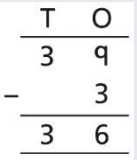
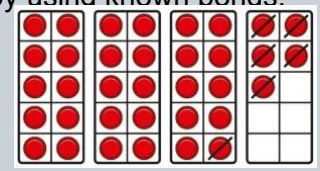
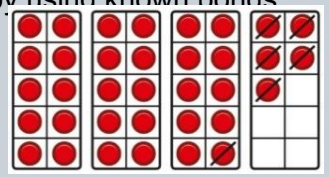
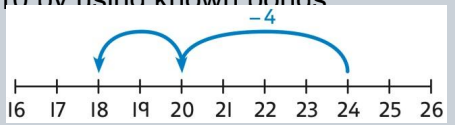
Subtraction - Key Language

Take away, less than, count back, difference, subtract, minus (careful of confusion with directed number), fewer, decrease

Concrete	Pictorial	Abstract
Counting back and taking away Children arrange objects and remove to find how many are left.  *1 less than 6 is 5.* *6 subtract 1 is 5.*	**Counting back and taking away** Children draw and cross out or use counters to represent objects from a problem.  	**Counting back and taking away** Children count back to take away and use a number line or number track to support the method.  *9 − 3 = 6*
Finding the difference Arrange two groups so that the difference between the groups can be worked out. *8 is 2 more than 6.* *6 is 2 less than 8.*  *The difference between 8 and 6 is 2.*	**Finding the difference** Represent objects using sketches or counters to support finding the difference.  *5 − 4 = 1* *The difference between 5 and 4 is 1.*	**Finding the difference** Children understand 'find the difference' as subtraction.  *10 − 4 = 6* *The difference between 10 and 6 is 4.*

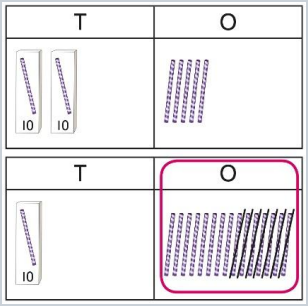
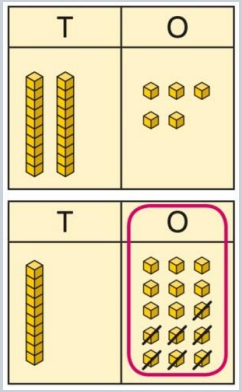
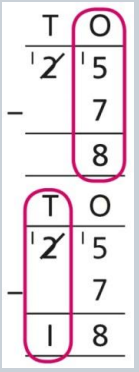
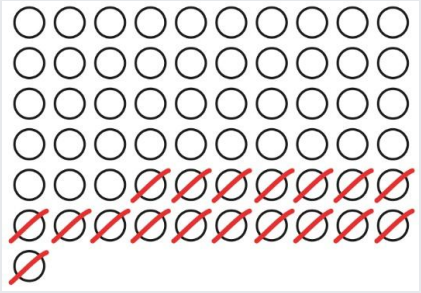
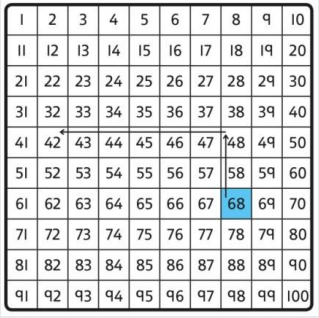
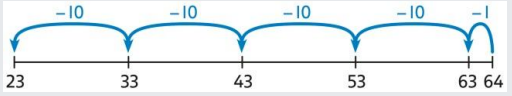
SAST Calculation Policy

Subtraction

Concrete	Pictorial	Abstract
Making 10 using ten frames. 14 – 5 	Children to present the ten frame pictorially and discuss what they did to make 10. 	Children to show how they can make 10 by partitioning the subtrahend.  14 – 4 = 10 10 – 1 = 9
Subtracting a single-digit number Subtract the 1s. This may be done in or out of a place value grid.  	Subtract the 1s. This may be done in or out of a place value grid.  	Subtract the 1s. Understand the link between counting back and subtracting the 1s using known bonds.   *9 − 3 = 6* *39 − 3 = 36*
Bridge 10 by using known bonds.  *35 − 6* *I took away 5 counters, then 1 more.*	Bridge 10 by using known bonds  *35 − 6* *First, I will subtract 5, then 1.*	Bridge 10 by using known bonds  *24 − 6 = ?* *24 − 4 − 2 = ?* ***Check with the inverse*** ***18 + 6 = 24***

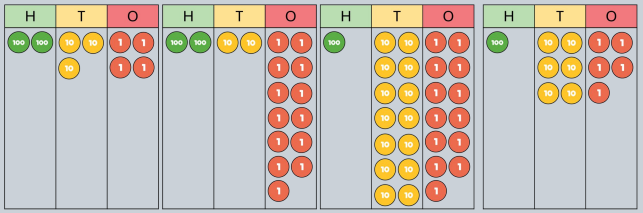
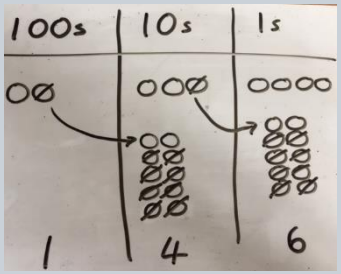
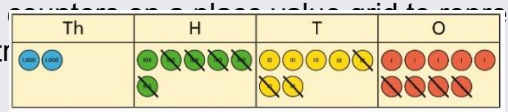
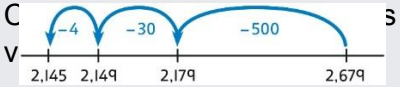
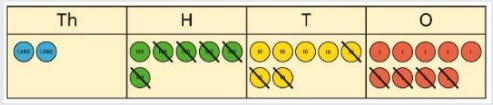
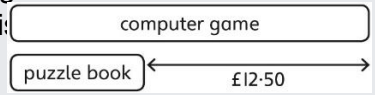
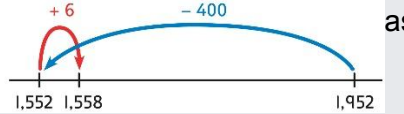
SAST Calculation Policy

Subtraction

Concrete	Pictorial	Abstract
Subtracting a single-digit number using exchange Exchange 1 ten for 10 ones. This may be done in or out of a place value grid. 	Exchange 1 ten for 10 ones. 	
Subtracting a 2-digit number Subtract  *61 − 18* *I took away 1 ten and 8 ones.*	Subtract the 10s and the 1s. This can be represented on a 100 square. 	

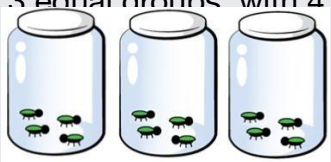
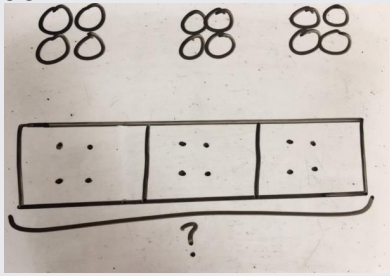
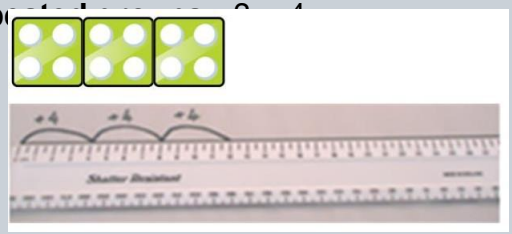
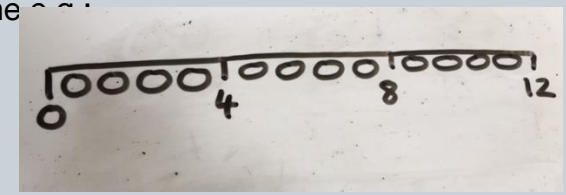
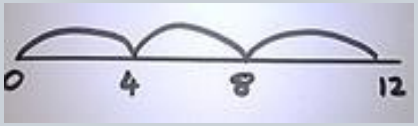
SAST Calculation Policy

Subtraction

Concrete	Pictorial	Abstract
Column method using place value counters. 234 – 88  	Represent the place value counters pictorially; remembering to show what has been exchanged.  	Formal column method. Children must understand what has happened when they have crossed out digits. TTh Th H T O 5 11 1 6 2 10 9 7 – 1 8 5 3 4 4 3 5 6 3 62,097 − 18,534 = 43,563
Comparing and selecting efficient methods Use counters on a place value grid to represent subtr  	C s a ace v  Th H T O 2 6 7 9 – 5 3 4 2 1 4 5  Use a bar model to represent calculations, including 'find the difference' with two bars as compari  	Compare and select methods. Use column subtraction when mental methods are not efficient. Us as a Th H T O 1 8 14 12 – 1 5 5 8 3 9 4  Use column subtraction for decimal problems, ntext of measure. H T O · Tth Hth 3 0 9 · 6 0 – 2 0 6 · 4 0 1 0 3 · 2 0

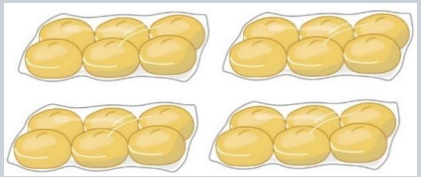
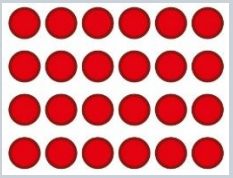
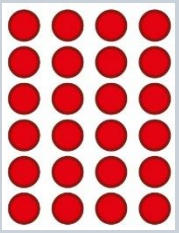
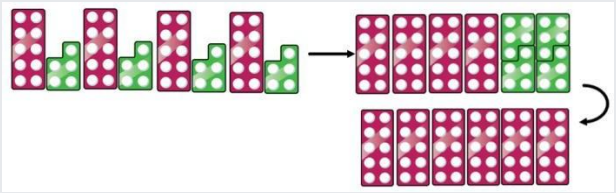
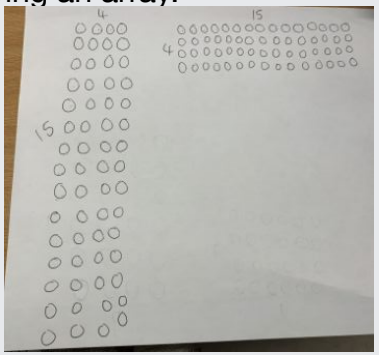
SAST Calculation Policy

Multiplication

Multiplication - Key Language Double, times, multiplied by, product, groups of, lots of, equal groups, multiple, factors, arrays, squared, cubed, repeated addition, inverse		
Concrete	Pictorial	Abstract
Repeated Addition 3 × 4 4 + 4 + 4 There are 3 equal groups with 4 in each group.  	Children to represent the practical resources pictorially, for example, a bar model. 	3 × 4 = 12 4 + 4 + 4 = 12 12 ÷ 4 = 3 (usng the inverse to check answers)
Number lines to show repeated [illegible] 	Represent this pictorially alongside a number line e.g.: 	Abstract number line showing three jumps of four. 3 × 4 = 

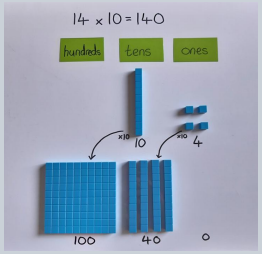
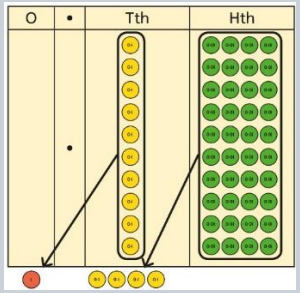
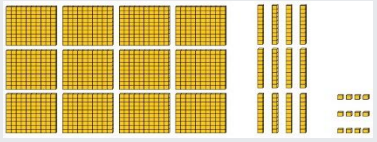
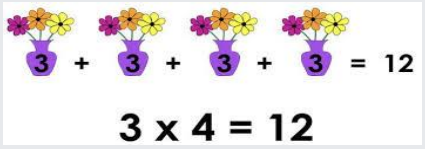
SAST Calculation Policy

Multiplication

Concrete	Pictorial	Abstract
Understand how to use multiplication facts flexibly and within context.  *There are 6 groups of 4 pens.* *There are 4 groups of 6 bread rolls.*  *I can use the same multiplication fact to work out both products.*	Understand how multiplication facts relate to **commutativity**. *6 × 4 = 24* *4 × 6 = 24*  	Understand how multiplication facts relate to commutativity. *I need to work out 6 groups of 4.* *I know that 6 × 4 = 24* *so, I know that* *6 groups of 4 = 24* *and* *4 groups of 6 = 24.*
Partition to multiply using Numicon, base 10 or Cuisenaire rods. 4 × 15 = 60, 4x10 = 40, 4x5 = 20. 40 +20 	Children to represent the concrete manipulatives pictorially, for example, by drawing an array. 	<table><tr><td></td><td>10</td><td>5</td></tr><tr><td>4</td><td>40</td><td>20</td></tr></table>

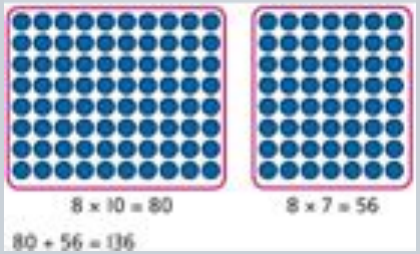
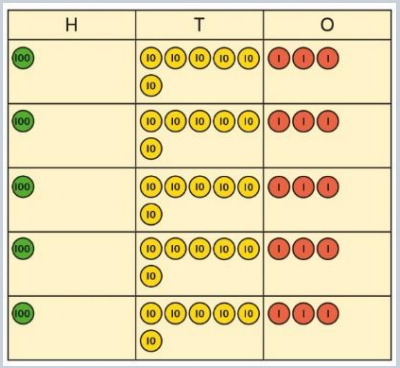
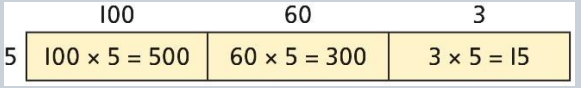
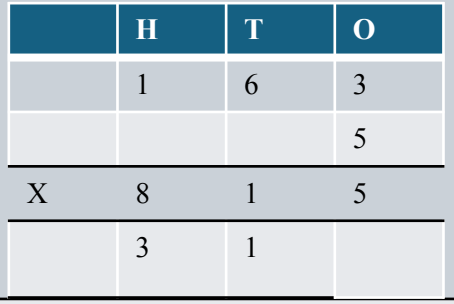
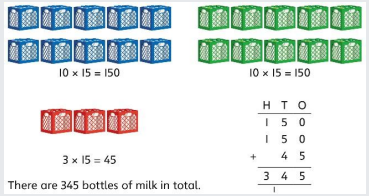
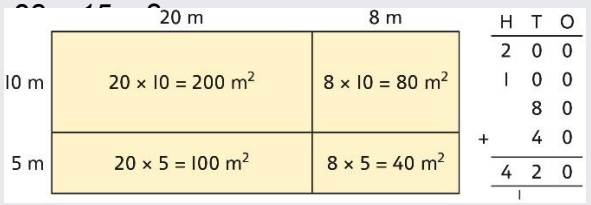
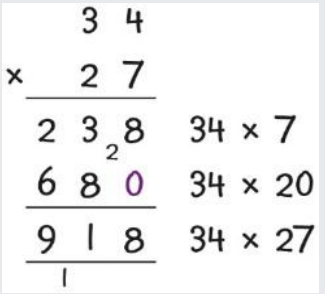
SAST Calculation Policy

Multiplication

Concrete	Pictorial	Abstract
Multiplying by 10, 100 and 1,000 (inc decimals Use place value to explore numbers getting 10/100/1000x greater and understand the exchange of 10 tenths, 10 hundredths or 10 thousandths.   	Represent multiplication by 10/100/1000 (inc decimals) as exchange on a place value grid. 	Th	H	T	O	.	Tt h	Ht h
---	---	---	---	---	---	---
			0	.	1	4
			1	.	4	
		1	4	.		
	1	4	0	.				Use knowledge of making a number 10/100/1000x greater to multiply mentally. 14 x 10 = 140 0.14 x 10 = 1.4
Related multiplication facts Use multiplication facts to understand how to multiply numbers that are 10/100/1000 times greater.  *3 groups of 4 ones is 12 ones.* *3 groups of 4 tens is 12 tens.* *3 groups of 4 hundreds is 12 hundreds.*	Use pictures (in context) and known facts to represent the product getting 10, 100 and 1000 times greater.  *3 × 4 = 12* *3 × 40 = 120* *3 × 400 = 1,200*	Use known facts and understanding of place value and commutativity to multiply mentally. *3 × 4 = 12* *3 × 40 = 120* *3 × 400 = 1200* *3 × 4000 = 12,000* *3 × 7 = 120,000*

SAST Calculation Policy

Multiplication

	Pictorial	Abstract
Multiplying up to 4-digit numbers by a single digit Explore how to use partitioning to multiply efficiently. *8 × 17 = ?*  *So, 8 × 17 = 136*	Represent multiplications using a place value chart and add the 1s, then 10s, then 100s, then 1,000s. This links to repeated addition and a step between the formal written method.  	Use an area model and then add the parts.  500 + 300 + 15 = 815 Use a column multiplication, including any required exchanges. 
Multiplying up to 4-digit numbers by 2-digit numbers Partition one number into 10s and 1s, then add the parts. *23 × 15 = ?* *23 × 15 = 345*  	Use an area model and add the parts to create a product.  *28 × 15 = 420*	Use column multiplication, ensuring understanding of place value at each stage. 

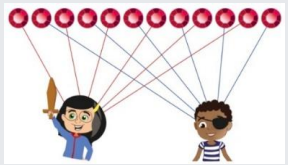
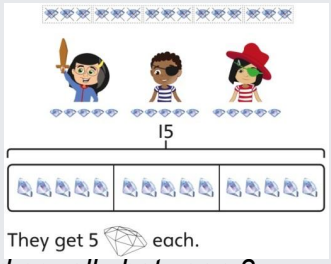
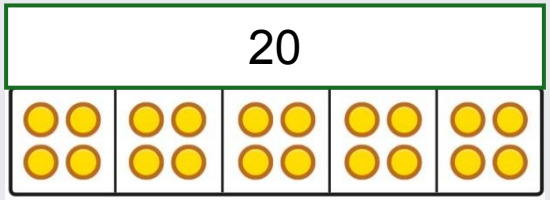
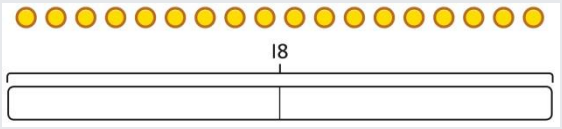
SAST Calculation Policy

Division

Division - Key Language

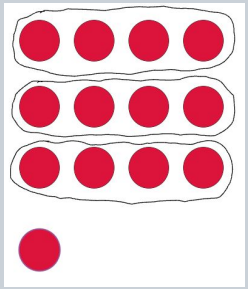
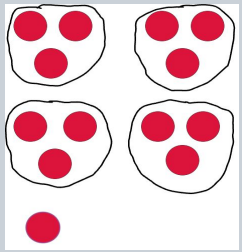
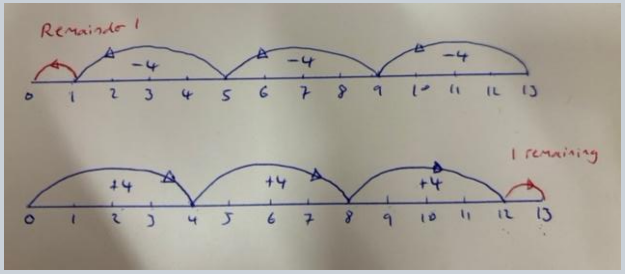
Share, equal group, divide, factor, ratio, half, quarter, dividend, quotient, remainder/remaining.

(Careful with fraction language e.g. "*what is half of*" or "*find a half of*" not "*divide by half*")

Concrete	Pictorial	Abstract
Start with a whole and share into equal parts, one at a time.  *12 shared equally between 2.* *They get 6 each.* Start to understand how this also relates to grouping. To share equally between 3 people, take a group of 3 and give 1 to each person. Keep going until all the objects have been shared.  *15 shared equally between 3.* *They get 5 each.*	Represent the objects shared into equal parts using a bar model. This can be done with physical blank bar models and place counters on top, progressing to drawing dots/counters and finally placing numbers in the bar model sections.  *20 shared into 5 equal parts.* *There are 4 in each part.*	Use a bar model to support understanding of the division.  *18 ÷ 2 = 9*

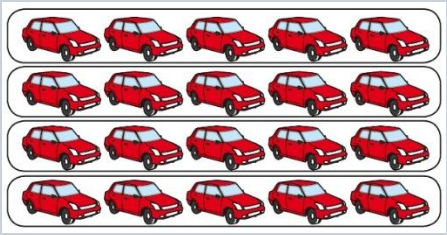
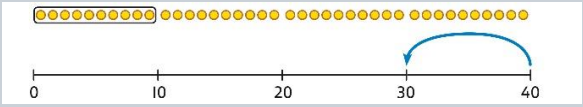
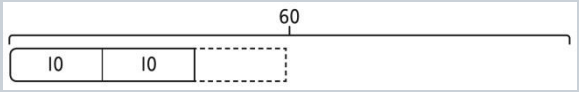
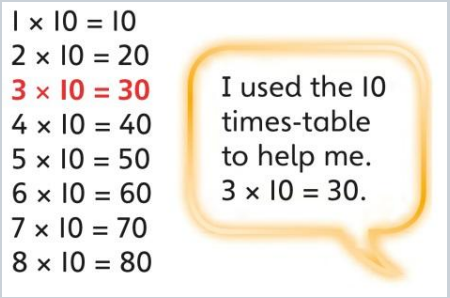
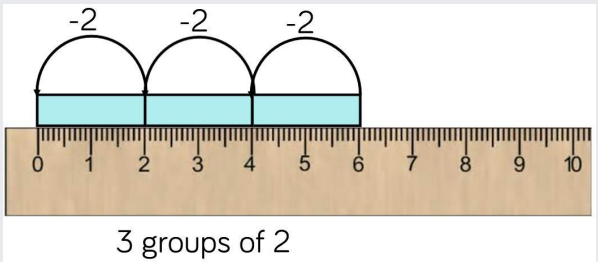
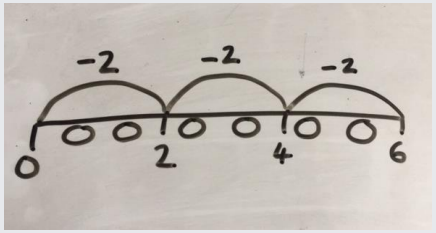
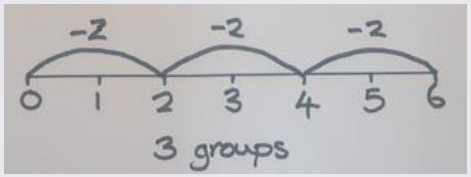
SAST Calculation Policy

Division - Remainders

Concrete	Pictorial	Abstract
Once equal grouping and sharing is understood, the concept of 'remainders' can be explored through organisation of objects and then drawing of dots. Example of a remainder when grouping... 13 divided by 4...  (13 counters put into equal groups of 4) (There is one counter remaining which cannot fit into a group of 4) Example of a remainder when sharing...  (13 counters shared between 4) (There is one counter remaining)		When completing an example such as 13 divided by 4, Count in 4s... 4, 8, 12 We listed 3 multiples of 4. 12 was the last multiple we said. We stopped at 12 because the next multiple of 4 is greater than 13. The difference between 12 and 13 is one. 13 divided by 4 is 3 remainder one. 

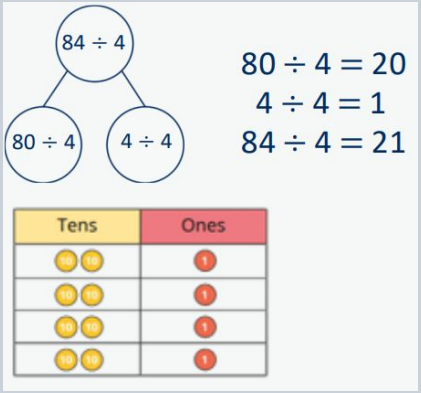
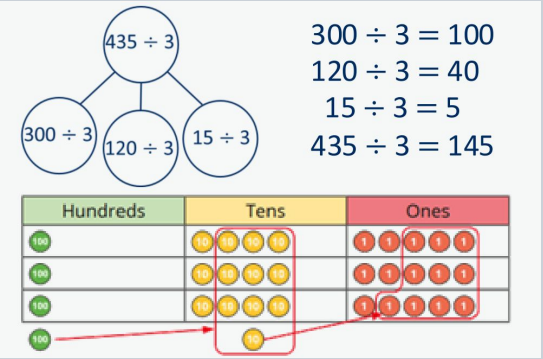
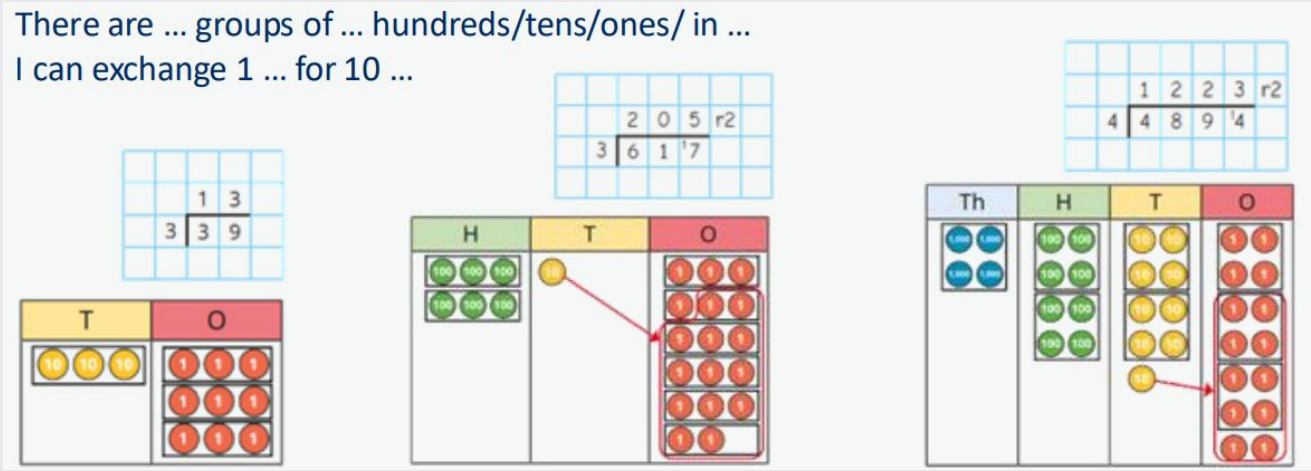
SAST Calculation Policy

Division

Concrete	Pictorial	Abstract
Understand the relationship between multiplication facts and division.  *4 groups of 5 cars is 20 cars in total.* *20 divided by 4 is 5.*	Link equal grouping with repeated subtraction and known times-table facts to support division.  *40 divided by 4 is 10.* Use a bar model to support understanding of the link between times-table knowledge and division.  	Relate times-table knowledge directly to division.  *I know that 3 groups of 10 makes 30, so I know that 30 divided by 10 is 3.* *3 × 10 = 30 so 30 ÷ 10 = 3*
Repeated subtraction using Cuisenaire rods above a ruler. 6 ÷ 2  	Children to represent repeated subtraction pictorially.  	Abstract number line to represent the equal groups that have been subtracted. 

SAST Calculation Policy

Division

Concrete	Pictorial	Abstract
Divide a 2 or 3-digit number by a 1-digit number Progress from divisions with no exchange, to divisions with exchange and then divisions with remainders	I can partition … into … tens and … ones. 	I cannot share the hundreds/tens equally, so I need to exchange 1 … for 10 … 
Divide numbers up to 4 digits by a 1-digit number The short division method is introduced for the first time.		

SAST Calculation Policy

Division

Abstract

Children's understanding of decimal place value should be secure before this stage

Turning a remainder into a decimal using short division...

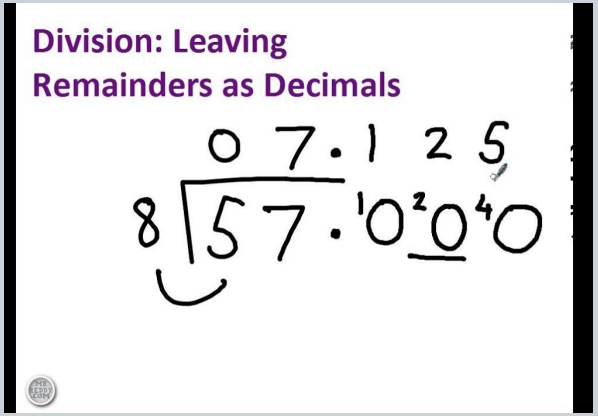
57 divided by 8 could be written as 7 remainder 1. However contexts such as money require decimal answers.

Complete short division, place the remainder after a decimal point, next to zero as a place holder.

In this example this then becomes 10 divided by 8.

If another remainder occurs, insert another zero as a place holder and place the remainder next to The zero – here this becomes 20 divided by 8.

Continue this process until no remainders occur. If the same answer repeats, this is considered a recurring answer.



NEED TO DO A LONG DIVISION SLIDE