Rushey Mead Primary School

'Broadening Horizons'

Calculation Policy

Policy Date:	March 2022	Version: 1.1		
Policy Review Date:	March 2025	Headteacher Debra Bailey	Signed D. Bailey	Insert Date 29/03/2022
Ratified by Governing Body:				
Sue Welford (Chair of Governors)	Insert Signature		Insert Date 29/03/2022	

Early Years

One-to-one correspondence:

Children first learn to count using one to one correspondence.

Children will be encouraged to say a number each time they touch an object.

Recognising numerals:
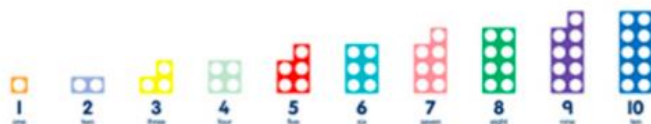
Children learn to recognise numerals to 20.

They are beginning to match the numeral with the correct corresponding quantity.

Using physical resources:

Children begin by practically taking away one or adding one more. They will also be able to use drawings to support them.
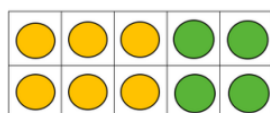
Numicon:

Children will be able to use Numicon to count, as well ordering them from smallest to biggest to create their own number line. Children should be able to see which Numicon shape is one more or one less.

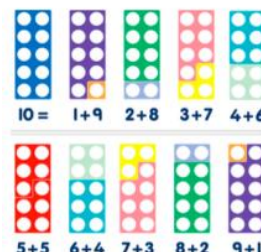# Early Years

Number bonds using Tens frame:

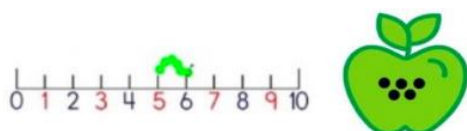Children will be able to use a tens frame to find number bonds to 10.

Tens frame:

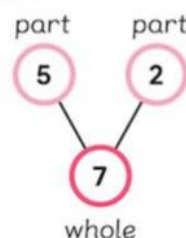The tens frame shows 6 + 4 = 10

Number bonds using Numicon:

Children will be able to use Numicon to find number bonds to 10.

10 =   1+9   2+8   3+7   4+6

5+5   6+4   7+3   8+2   9+1

Number lines:

Children will be able to use a number line to count, as well as using it to take away or add one. This will be for numbers up to 20.

Part-part-whole model:

part   part

5   2

7

whole

Children will use the part-part-whole diagram to add and subtract numbers.

7 - 5 = 2

Part-part-whole model:

say it

2 + 5

make it

write it

7

Alongside the part-part-whole diagram, children will use Numicon and practical resources to add and subtract numbers.

Children will be confident to say and write calculations using the + and – signs.

Year 1
Place Value- Counting

Counting to 10:

We can count on....

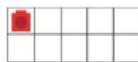Count on from 1.

1, 2, 3, 4, 5

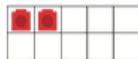We can count back....

Count back from 10.
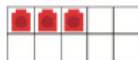
10, 9, 8, 7, 6, 5, 4

Then we learn about 0.

Counting with objects:

1

2

3

Physical objects   Tens squares

Counting with objects:

1									
1	2								
1	2	3							
1	2	3	4						
1	2	3	4	5					

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

Counting with number lines:

Using multilink cubes

Three

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

0   1   2   3   4   5   6   7   8   9   10

Year 1

Place Value

Dienes to represent numbers:

Tens | Ones
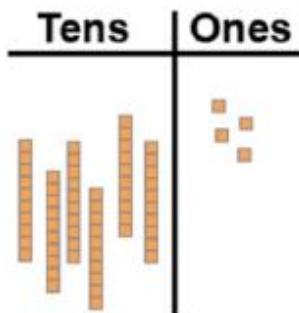
The dienes show **6 tens** and **4 ones**.

This shows the number **64**.

Number bond method:

59 — 50, 9

29 —

— 31
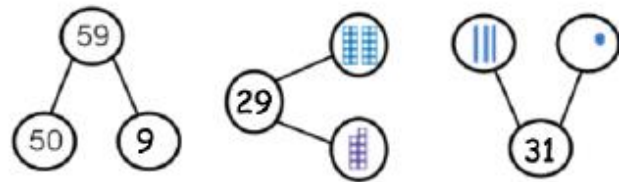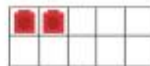
Separating the numbers apart like this is called **partitioning**.

Writing numbers to 10:
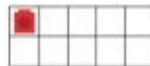
1 one

2 two
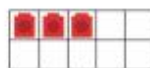
3 three

Ordering numbers:

1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 (6) 7 8 9 10

1 less   1 more
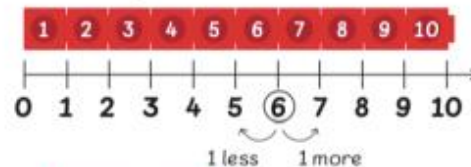
5

6

We can find **1 more** and **1 less** than.

Comparing numbers:

There are 3 cupcakes.

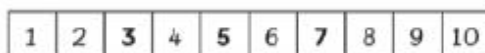There are 5 cookies.

There are 7 doughnuts.

Which number is more than the others?
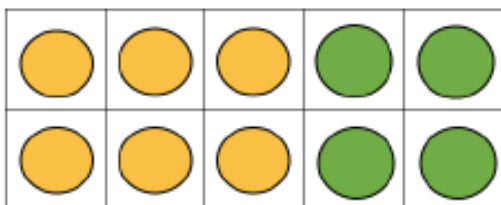Which number is less than the others?

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

7 is more than 5.
7 is more than 3.
7 is the **greatest**.

3 is less than 7.
3 is less than 5.
3 is the **smallest**.

Year 1

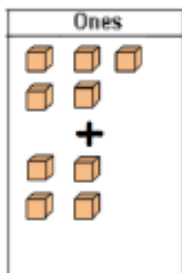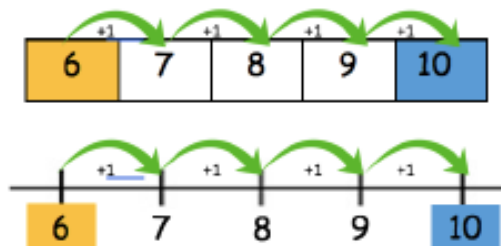# Addition

Tens frame:
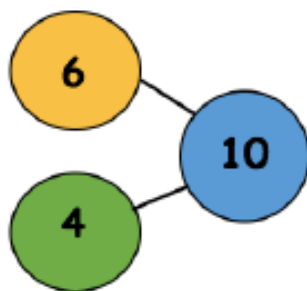
Tens strip:

Count on from the biggest number:

$$6 + 4 = 10$$

Number bond method:

Number bond method:

$$6 + 4 = 10$$

Picture method:

Counters method:

Ones

Base 10 method:

Ones

+
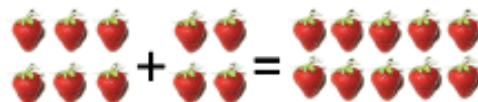
Abstract calculations:

Commutative	Inverse
2 + 5 = 7	7 – 5 = 2
5 + 2 = 7	7 – 2 = 5

Number line method:

| 6 | 7 | 8 | 9 | 10 |

6 7 8 9 10

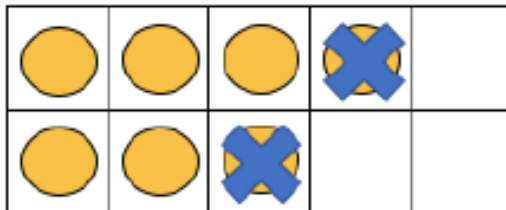## Bar model:

7	
2	5

Year 1 Subtraction

Tens frame:

Tens strip:

Count back from the biggest number:

7 - 2 = 5

Number bond method:

7 - 2 = 5
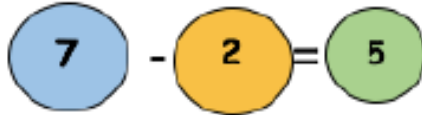
Picture method:

Number bond method:
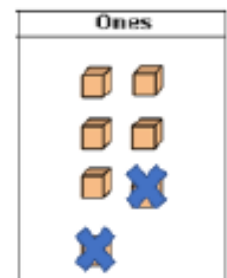
2

7

5

Number line method:

5   6   7

5   6   7

Counters method:

Ones

Base 10 method:

Ones
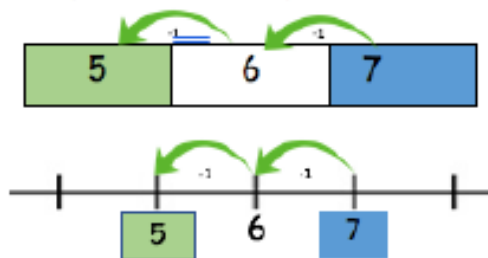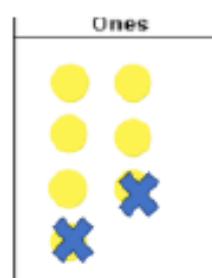
Year 1
Multiplication and Division

Making equal groups

Each plate has 4 🍪.
These are equal groups.

These are not equal groups.

Adding equal groups

There are 4 trays.

4 trays of 5 = 20
4 groups of 5 = 20
4 fives = 20

There are 20 🧃 altogether.

Each tray has 5 🧃.

5, 10, 15, 20

Making equal rows

There are 10 toy soldiers in one row.
2 tens = 20
There are 20 toy soldiers altogether.

10, 20

Making doubles

Double 2 = 4

Double 5 = 10

2 twos
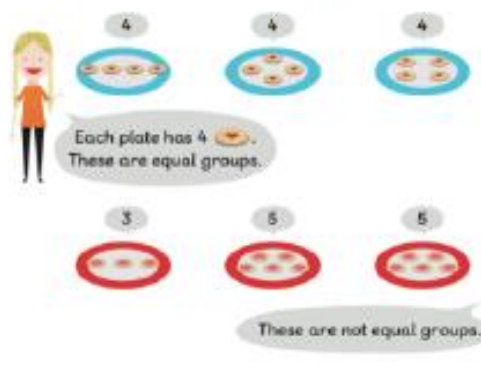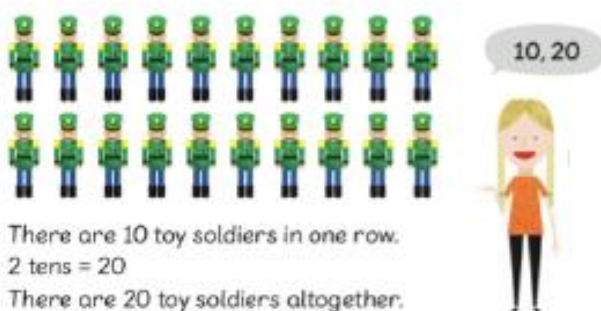
2 fives
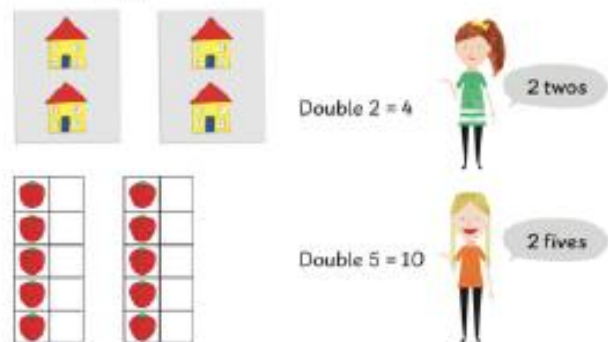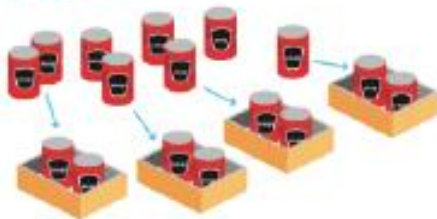
Grouping equally

There are 8 cans.

There are 4 boxes of 2 cans.

Sharing equally

There are 6 cookies and 3 children.
Each child takes one cookie.

Each child takes one more cookie.
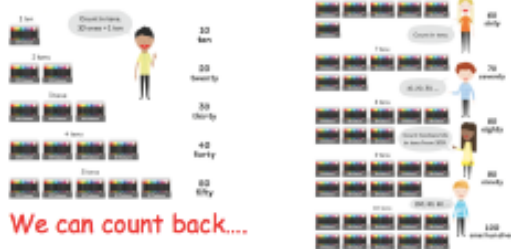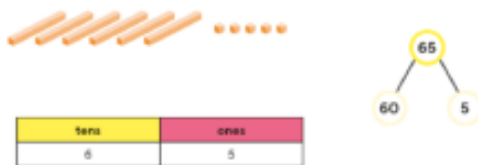
Each child gets 2 cookies.

Year 2
Place Value

Counting in tens to 100:

We can count on....

We can count back....

Counting in tens and ones:

We can represent two-digit numbers in these ways:

We can make numbers using different number bonds:

Comparing numbers:

7 tens is more than 6 tens.
75 is more than 63.
75 is more than 69.
75 is the greatest.

3 ones is less than 9 ones.
63 is less than 69.
63 is the smallest.

Using the < > signs

We can arrange the numbers in order:

75, 69, 63
greatest → smallest

63, 69, 75
smallest → greatest

We can extend number patterns:

We can find the missing numbers in patterns:

Year 2

Addition

Counters method:

Tens	Ones

Base 10 method:

Tens	Ones

Number bond method:

19
32
13

Number bond method:

19 + 13 = 32

10 9   10 3

9 + 3 = 12
10 + 10 = 20
20 + 12 = 32

Number line method:

| +10 | +1 | +1 | +1 |

| 19 | 29 | 30 | 31 | 32 |

| +10 | +1 | +1 | +1 |

19   29   30   31   32

Bar model:

32	
19	13

Column addition:

Without renaming:

```
  18
+ 11
  29
```

With renaming:

```
  19
+ 13
  32
   1
```

Expanded method:

```
  19
+13
  12
  20
  32
```

Abstract calculations:

Commutative	Inverse
19 + 13 = 32	32 − 13 = 19
13 + 19 = 32	32 − 19 = 13

Year 2

Subtraction

Counters method:
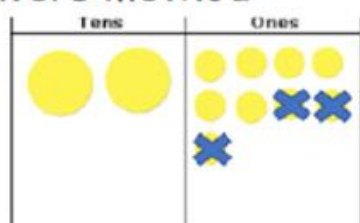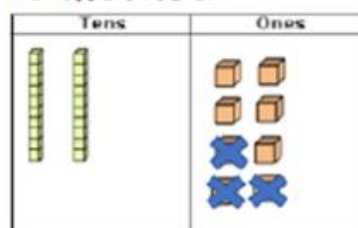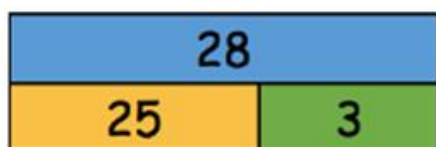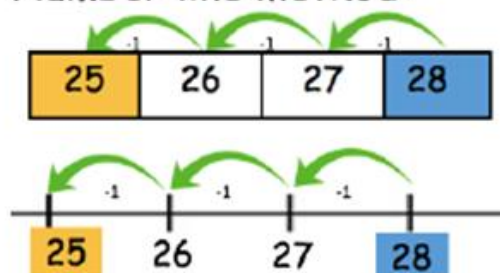
Tens	Ones

Base 10 method:

Tens	Ones

Bar model:

28	
25	3

Number line method:

25	26	27	28

25 26 27 28

Number bond method:

25
28
3

Number bond method:

28 - 3 = 25

20   8

$8 - 3 = 5$
$20 + 5 = 25$

Column subtraction:

Without renaming:

$$
\begin{array}{r}
28 \\
- 3 \\
\hline
25
\end{array}
$$

With renaming:

$$
\begin{array}{r}
{}^{1}2{}^{13}\!\!\not3 \\
- 19 \\
\hline
4
\end{array}
$$

Expanded method:

$$
\begin{array}{r}
29 \\
-14 \\
\hline
5 \\
10 \\
\hline
15
\end{array}
$$

Abstract calculations:

Commutative	Inverse
25 + 3 = 28	28 – 3 = 25
3 + 25 = 28	28 – 25 = 3

Year 2 Multiplication

Repeated addition:

3 + 3 + 3 + 3 = 12

Number line method:

+3 +3 +3 +3

| 0 | 3 | 6 | 9 | 12 |
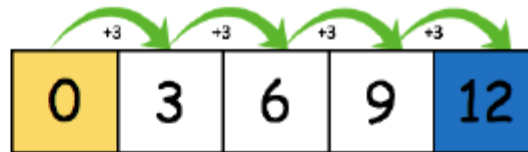
Groups of:

4 groups of 3 is 12

Multiplication:

4 × 3 = 12

Grouping Method:
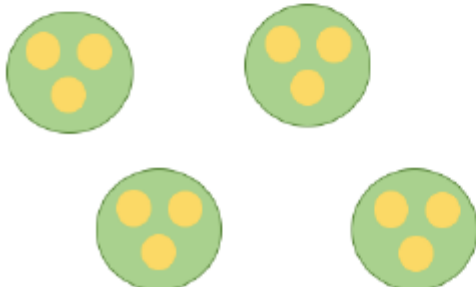
Abstract calculations:

Commutative
3 x 4 = 12
4 x 3 = 12

Year 2
Division

Make a family of multiplication and division facts:

Look at the picture.
Make a family of multiplication and division facts.
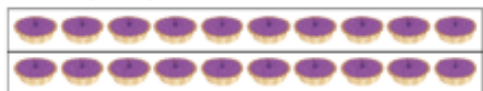
| 2 | x | 10 | = | 20 | ——— | 20 | ÷ | 2 | = | 10 |
| 10 | x | 2 | = | 20 | ——— | 20 | ÷ | 10 | = | 2 |

Solving Problems

Ruby has 15 marshmallows.
She packs 5 marshmallows into each bag.
How many bags does Ruby need?

Method 1   Use 🔴 to stand for 🌸 .

Use 🥤 for each bag.

Solving Problems:

Ruby has 15 marshmallows.
She packs 5 marshmallows into each bag.
How many bags does Ruby need?

Method 2   Draw a picture.

Solving Problems:

Ruby has 15 marshmallows.
She packs 5 marshmallows into each bag
How many bags does Ruby need?

Method 3   Use a division equation.

| 15 | ÷ | 5 | = | 3 |

Ruby needs 3 bags.

Year 3

Place Value

Base ten or dienes blocks:

Hundreds	Tens	Ones

Value of digits:

hundreds	tens	ones
4	2	7

427 = 4 hundreds + 2 tens + 7 ones
427 = 400 + 20 + 7

The digit 4 stands for 4 hundreds or 400.
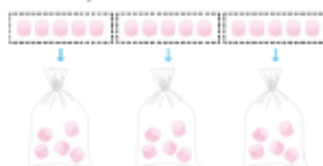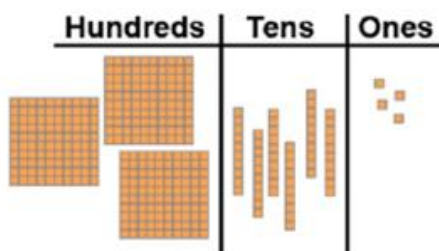The digit 2 stands for 2 tens or 20.
The digit 7 stands for 7 ones or 7.

We write 427 as four hundred and twenty-seven.

Number bond method:

253

200 50 3

Place value cards:

400
20
7

→ 4 2 7
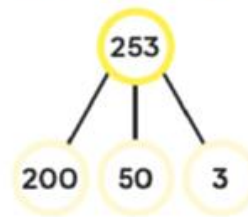
Separating the numbers apart like this is called **partitioning**.

Number lines:

211	212	213	214	?	216

211 212 213 214 ? 216
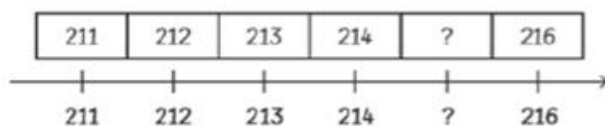
Finding 10 more or less than:

2	4	1

2	5	1
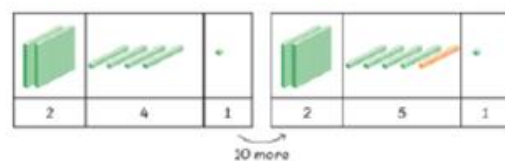
10 more

Finding 1 more or less than:

2	1	4

2	1	5

1 more
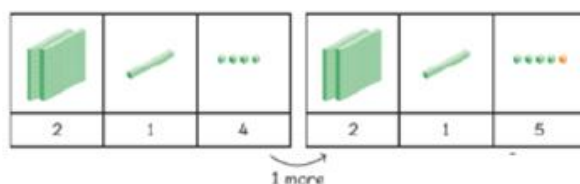
Finding 100 more or less:

7	4	5

↓ 100 more

8	4	5

Year 3

Addition

Counters method:

Hundreds	Tens	Ones

Base 10 method:

Hundreds	Tens	Ones

Number line method:

| 213 | 214 | 215 | 216 | 217 |

213 214 215 216 217

Bar model:

217

| 213 | 4 |

How many pencils do they have altogether?

15	23

?

15 + 23 = 38

They have 38 pencils altogether.

Number bond method:

213

217

4

Number bond method:

213

210   3

+ 4

7

210
+ 7

Abstract calculations:

Commutative	Inverse
213 + 4 = 217	217 – 4 = 213
4 + 213 = 217	217 – 213 = 4
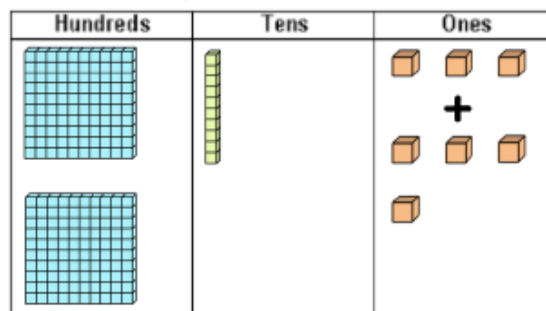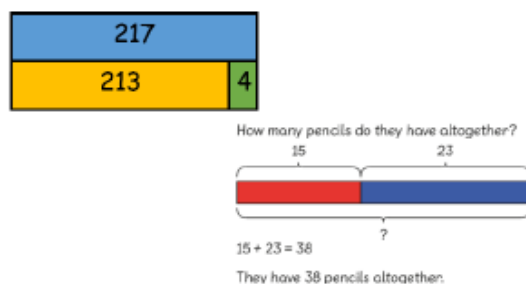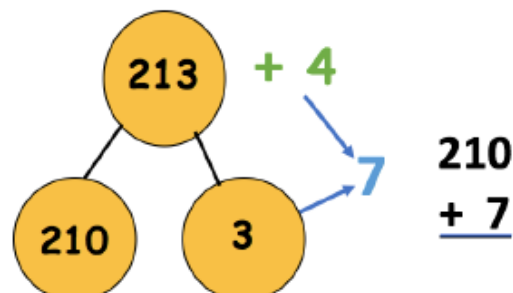
Column addition:

Without renaming:

```
  2 1 3
+     4
-------
  2 1 7
```

With renaming:

```
  1 1
  2 1 3
+ 4 9 7
-------
  7 1 0
```

Year 3
Subtraction

Counters method:

Hundreds	Tens	Ones
100 100	10 10	1 1
100 100	10 10	1 1
100 100	10	⊗ ⊗ ⊗ ⊗

Base 10 method:

Hundreds	Tens	Ones

Number line method:

654	655	656	657	658

654   655   656   657   658
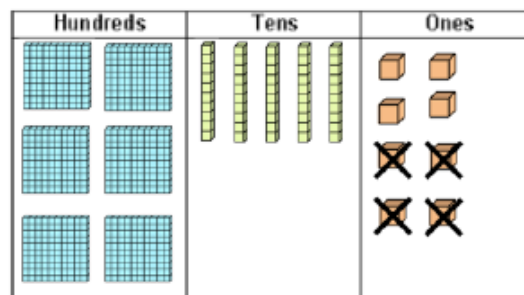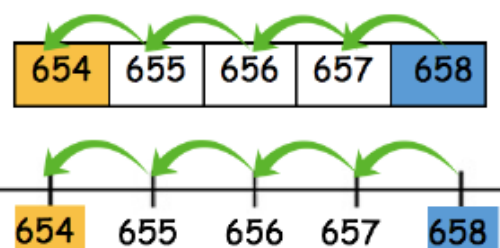
Bar models:

Bar model:

There are 36 children in the school band.
19 of them are boys.
How many girls are there?

36

19   ?
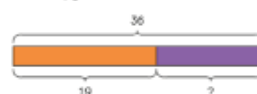
Comparative model:

A spider has 8 legs.
An ant has 6 legs.

8

spider

ant

6

$8 - 6 = 2$

A spider has 2 more legs than an ant.

Number bond method:

654

658

4

Number bond method:

658 − 4

650   8

650
+ 4
654
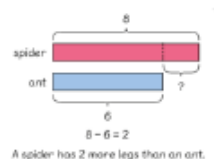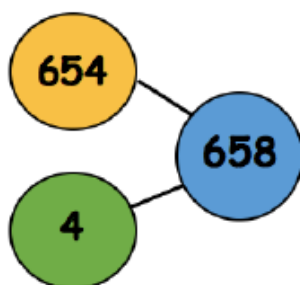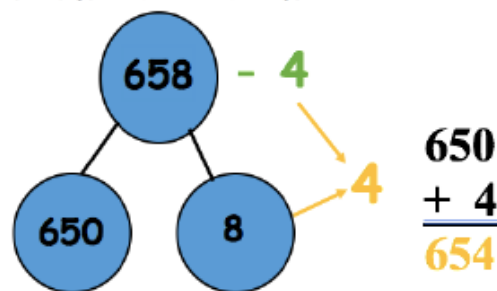
Abstract calculations:

Commutative	Inverse
658 - 4 = 654	654 + 4 = 658
658 - 654 = 4	4 + 654 = 658

Column subtraction:

Without renaming:

```
  6 5 8
-     4
  6 5 4
```

With renaming:

```
  6 5 8
- 3 4 9
  3 0 9
```

Year 3 Multiplication

Arrays:

3 times tables	4 times tables	8 times tables
3 x 5 = 15	4 x 5 = 20	8 x 5 = 40 *(doubling the 4 times tables)*

Make a family of multiplication and division facts:

6 × 4 = 24 ——— 24 ÷ 6 = 4

4 × 6 = 24 ——— 24 ÷ 4 = 6

Number bond strategy:
Multiplication

12 × 4 = 48

10   2

10 × 4   2 × 4
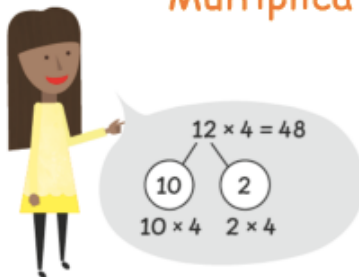
Bridged column method:
Without renaming

13 × 3 = 39

13

10   3

	t	o
	1	3
×		3
		9
+	3	0
	3	9
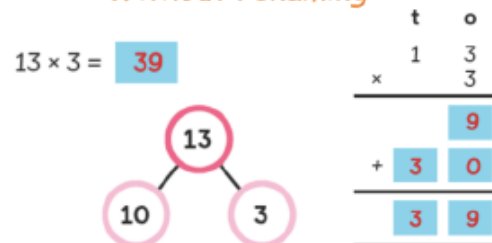
Bridged column method:
With renaming

Multiply the ones by 4.

	t	o
	2	5
×		4
	2	0

5 ones × 4 = 20 ones
20 ones = 2 tens

Multiply the tens by 4.

	t	o
	2	5
×		4
	2	0
	8	0

2 tens × 4 = 8 tens

Add the products.

	h	t	o
		2	5
×			4
		2	0
+		8	0
	1	0	0

20 + 80 = 100
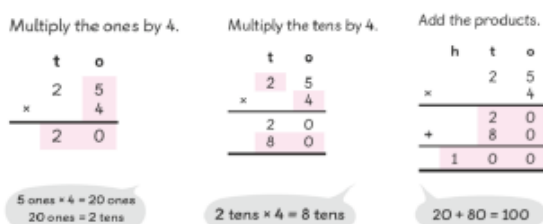
Short multiplication:
Without renaming

2 x 4 = 8

2 x 40 = 80

	t	o
	2	0
×		4
	8	0
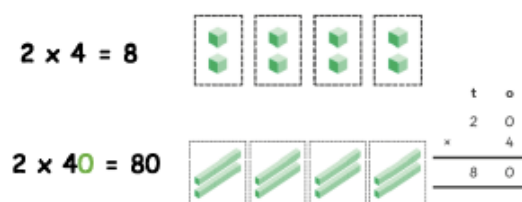
Short multiplication:
With renaming

Multiply the ones by 4.

2 tens

	t	o
	2	
4	7
×		4
		8

8 ones

7 ones × 4 = 28 ones
28 ones = 2 tens + 8 ones

Multiply the tens by 4.

	h	t	o
		2	
	4	7
×			4
	1	8	8

4 tens × 4 = 16 tens
16 tens + 2 tens = 18 tens

Solving word problems:
Bar model

There are 28 boys in a group.
There are 3 times as many girls as there are boys.

(a) How many girls are there?

28

28 × 3 = 84

There are 84 girls.

(b) How many children are there?

28

84

28 + 84 = 112

There are 112 children altogether.
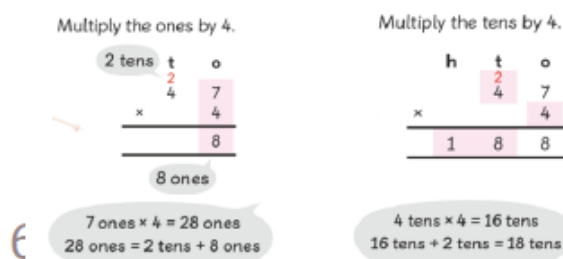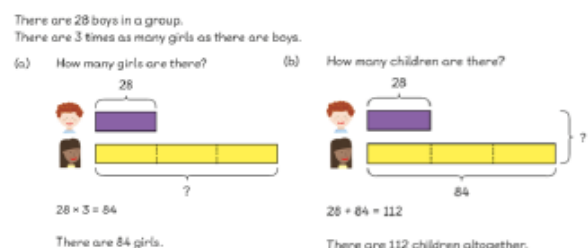
Year 3
Division

Grouping: 'groups of'

Put 8 🧁 into **groups of 4**.

🧁🧁🧁🧁
🧁🧁🧁🧁 → 🧁🧁 🧁🧁

$8 \div 4 = 2$
2 plates are needed.

"I have made groups of 4.
There are 2 equal groups.
There are 4 in each group.
2 equal groups of 4 equals 8."

Grouping: 'equal groups'

Put 8 🧁 into **4 equal groups**.
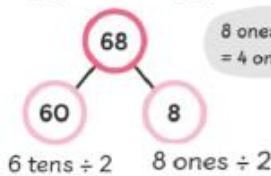
🧁🧁🧁🧁
🧁🧁🧁🧁 → 🧁 🧁 🧁 🧁

$8 \div 2 = 4$
4 trays are needed.

"There are 4 equal groups.
There are 2 in each group.
4 equal groups of 2 equals 8."
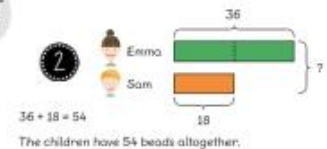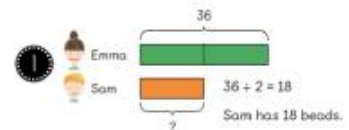
Number bond strategy: Division

6 tens ÷ 2 = 3 tens

$68 \div 2 = 34$

8 ones ÷ 2 = 4 ones

68
60   8
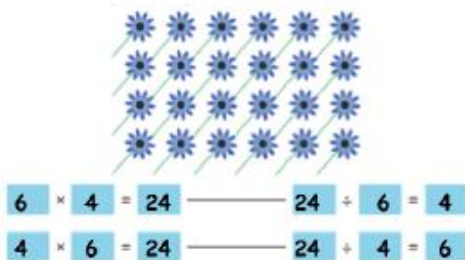
6 tens ÷ 2   8 ones ÷ 2

Solving word problems: Bar model

How many beads do the children have altogether?

I have 36 beads.

She has twice as many beads as I have.

Emma   Sam

① Emma
Sam

36

$36 \div 2 = 18$
Sam has 18 beads.

?

② Emma
Sam

36

18

?

$36 + 18 = 54$
The children have 54 beads altogether.

Make a family of multiplication and division facts:

✿✿✿✿✿✿
✿✿✿✿✿✿
✿✿✿✿✿✿
✿✿✿✿✿✿

| 6 | × | 4 | = | 24 |
| 4 | × | 6 | = | 24 |

| 24 | ÷ | 6 | = | 4 |
| 24 | ÷ | 4 | = | 6 |

Number bond and long division:

①
96
80   16

First, I take 80 from 96.
Then, I take 16 from the remaining 16.

②
96
80   16

16 ones ÷ 8 = 2 ones

```
        1  2    2 ones
   8 | 9  6
     - 8  0
       1  6
     - 1  6
          0
```

③
96
80   16

8 tens ÷ 8 = 1 ten

```
   1 ten  1  2
      8 | 9  6
        - 8  0
          1  6
        - 1  6
             0
```

④
1 ten + 2 ones = 12

$96 \div 8 = 12$

```
          1  2
     8 | 9  6
       - 8  0
         1  6
       - 1  6
            0
```
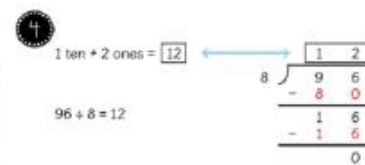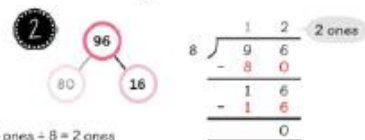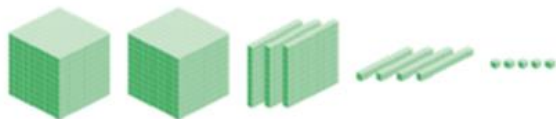
Year 4

Place Value

Base ten or dienes blocks:
Thousands/Hundreds/Tens/Ones

2 thousands + 3 hundreds + 4 tens + 5 ones

Value of digits:

2 thousands + 3 hundreds + 4 tens + 5 ones

thousands	hundreds	tens	ones
2	3	4	5

2345 = 2 thousands + 3 hundreds + 4 tens + 5 ones
2427 = 2000 + 300 + 40 + 5
The digit 2 stands for 2 thousand or 2000.
The digit 3 stands for 3 hundreds or 300.
The digit 4 stands for 4 tens or 40.
The digit 5 stands for 5 ones or 5.

We write 2345 as two thousand, three hundred and forty-five.

Place value counters:

7 thousands + 0 hundreds + 2 tens + 8 ones = 7028

Number patterns:

What number is 1 more than 1485?

This digit changes because we add 1.

$1485 + 1 = 1486$

What number is 10 more than 1485?

This digit changes because we add 10.

$1485 + 10 = 1495$

What number is 100 less than 1485?

This digit changes because we subtract 100.

$1485 - 100 = 1395$

Partitioning:

$2345 = 2000 + 300 + 40 + 5$

2345
2000   300   40   5

2345 is a 4-digit number.

We write 2345 as two thousand, three hundred and forty-five.
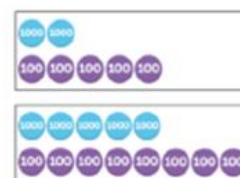
Place value cards:

2 thousands +   3 hundreds +   4 tens   +   5 ones

2 0 0 0   3 0 0   4 0   5

2 3 4 5

Separating the numbers like this is called **partitioning**.

Comparing numbers:

352

241

352 is more than 241
352 is greater than 241
$352 > 241$

Comparing numbers:

thousands	hundreds	tens	ones
2	5	0	0

thousands	hundreds	tens	ones
5	8	0	0

2500 is less than 5800.
$2500 < 5800$
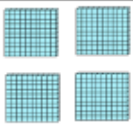
2500 is less than 5800
$2500 < 5800$

Year 4

Addition

Base 10 method:

Thousands	Hundreds	Tens	Ones

Counters method:

Thousands	Hundreds	Tens	Ones
1000	100 100 100 100	10	1 1 1 1 1
		10	1 1

Number line method:

| 1403 | 1413 | 1414 | 1415 |

1403   1413   1414   1415

Abstract calculations:

Commutative	Inverse
1415 + 12 = 1427	1427 – 12 = 1415
12 + 1415 = 1427	1427 – 1415 = 12

Number bond method:

1403
1415
12

Number bond method:

1415 + 12
1400   15
27

1415
+ 12

Bar model:

1415	
1403	12

Column addition:

Without renaming:

```
  1 4 1 5
+     1 2
  1 4 2 7
```

With renaming:

```
    1 1
  1 4 1 5
+     9 6
  1 5 1 1
```

Year 4

Subtraction

Counters method:

Thousands	Hundreds	Tens	Ones
1000	100 100 100 100 100 100 100	10 10	1 1 1 1 ✗ ✗ ✗ ✗

Base 10 method:

Thousands	Hundreds	Tens	Ones
			✗ ✗ ✗ ✗

Number line method:

1724	1725	1726	1727	1728

1724 1725 1726 1727 1728
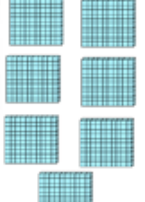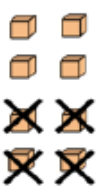
Abstract calculations:

Commutative	Inverse
1728 − 4 = 1724	1724 + 4 = 1728
1728 − 1724 = 4	4 + 1724 = 1728

Number bond method:

1724
1728
4

Number bond method:

1728 − 4

1720   8

$$\begin{array}{r} 1720 \\ +\ 4 \\ \hline 1724 \end{array}$$
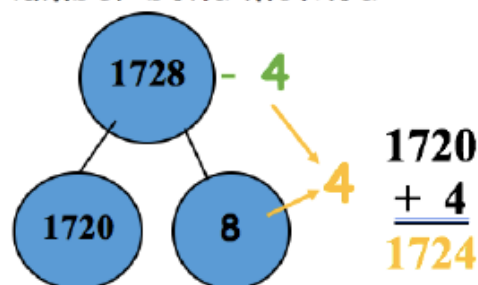
Bar model:
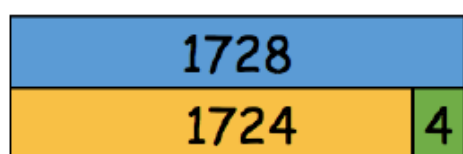
1728
1724	4

Column subtraction:

Without renaming:

$$\begin{array}{r} 1728 \\ -\quad 4 \\ \hline 1724 \end{array}$$

With renaming:

$$\begin{array}{r} 6\ \ 11\ \ 18 \\ 1\ 7\ 2\ 8 \\ -\ \ 3\ 4\ 9 \\ \hline 3\ 7\ 9 \end{array}$$

Year 4 Multiplication

Bar model:

6 x 9 = 54

54					
9	9	9	9	9	9
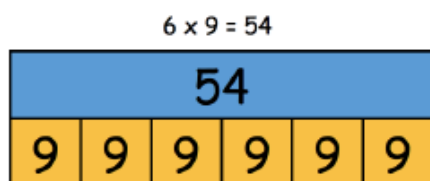
Multiply 3 numbers:

$2 \times 5 \times 6 = 10 \times 6 = 60$

Number line method:

0	9	18	27	36

9 x 4 = 36

0   9   18   27   36

Array method:

6 x 3 = 18   OR   3 x 6 = 18

Multiplying by 10:

Method 1
30
30
30
30
30
30
30
30
+ 30
_____
_____

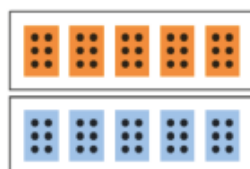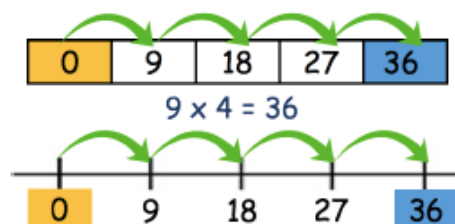What is the product of 9 and 30?
9 × 30 =

Method 2
9 × 3 = 27
9 × 3 tens = 27 tens
9 × 30 = 270

Method 3
9 × 30 = 9 × 3 × 10
= 9 × 3 × 10
= 27 × 10
= 27 tens
= 270

Multiplying by 100:

7 × 300 =

Method 1
300
300
300
300
300
300
+ 300
_____
2100

Method 2
7 × 3 = 21
7 × 3 hundreds = 21 hundreds
7 × 300 = 2100

21 hundreds = 2100
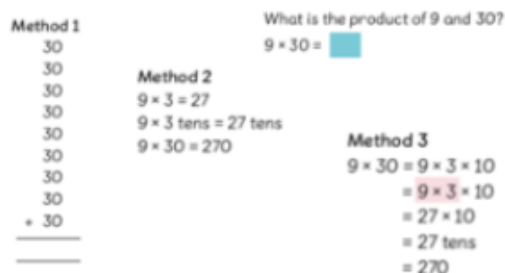
Method 3
7 × 300 = 7 × 3 × 100
= 7 × 3 × 100
= 21 × 100
= 21 hundreds
= 2100

Bridged and short multiplication:

```
    2  3
 ×     6
------------
    1  8
+ 1  2  0
------------
  1  3  8
```

```
    ¹2  3
 ×      6
------------
  1  3  8
```

2 digit x 1 digit

Bridged and short multiplication:

```
    4  7  3
 ×        2
------------
        1  4  0
+    8  0  0
------------
    9  4  6
```

```
   ¹4  7  3
 ×        2
------------
   9  4  6
```

3 digit x 1 digit

Year 4
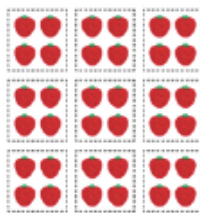
Division

Division by grouping:

Placing into 9 equal groups

$36 \div 9 = 4$

Each group has 4 strawberries.

Placing in groups of 9

$36 \div 9 = 4$

There are 4 groups.

Grouping with remainders:

There were 11 balloons.

$11 \div 2 = 5$ remainder 1

The quotient is 5 and the remainder is 1.
Each friend got 5 balloons.
There was 1 balloon left over.

Divide using multiplication:

$$24 \div 3 = 8$$
$$3 \times 8 = 24$$

Dividing by 1, 10 and 100:

$4 \div 4 =$

$4 \div 4 = 1$

$40 \div 4 =$

$40 \div 4 = 10$

$400 \div 4 =$

$400 \div 4 = 100$

Divide with remainders:

Method 1

75

Divide 60. Divide 12. What about 3?

60   15

12   3

60   15

10   5

12   3

2   remainder

Part-part-whole method

Method 2

6 tens ÷ 6

12 ones ÷ 6

remainder

$75 \div 6 = 12$ remainder 3
quotient

Long division

Divide without remainders:

Method 1

408

Divide 400. Divide 8.

400   8

408

400   8

100   2

Part-part-whole method

Method 2

4 hundreds ÷ 4

8 ones ÷ 4

Long division
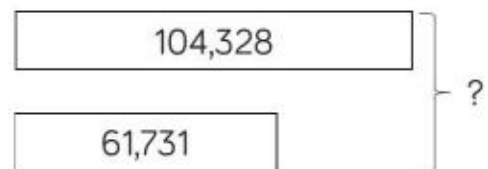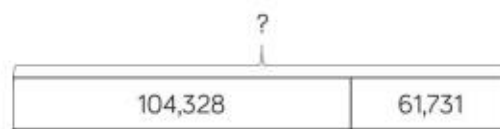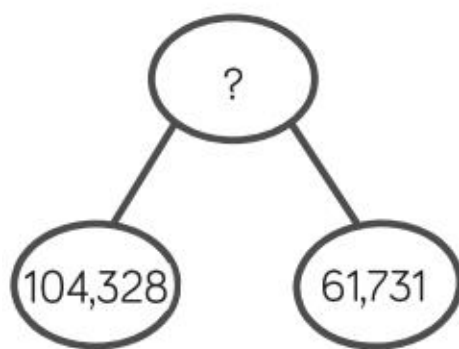
Year 5 and 6

Addition

Add numbers with more than 4 digits

$$104{,}328 + 61{,}731 = 166{,}059$$

HTh	TTh	Th	H	T	O
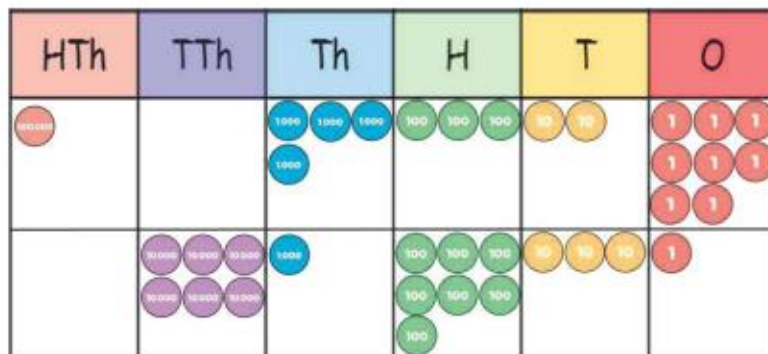
	1	0	4	3	2	8
+		6	1	7	3	1
	1	6	6	0	5	9

Year 5 and 6

Addition

Add with up to 3 decimal places
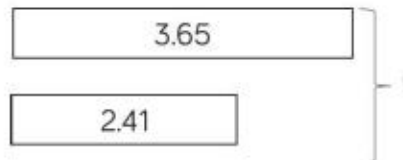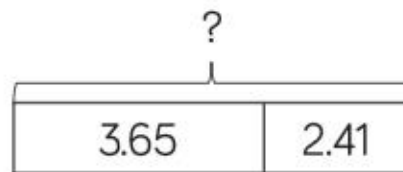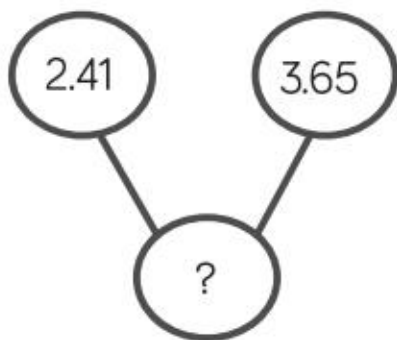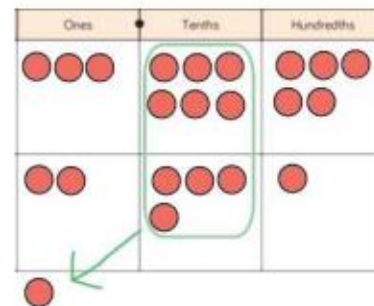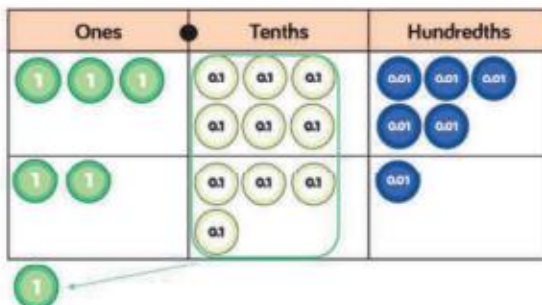
$$3.65 + 2.41 = 6.06$$

Year 5 and 6

Subtraction

Subtract numbers with more than 4 digits

$$294{,}382 - 182{,}501 = 111{,}881$$

HTh	TTh	Th	H	T	O

	2	9	³⁄ ¹3	8	2
−	1	8	2	5	0	1
	1	1	1	8	8	1

Year 5 and 6 Subtraction

Subtract with up to 3 decimal places

$$5.43 - 2.7 = 2.73$$

Place value chart — Ones, Tenths, Hundredths
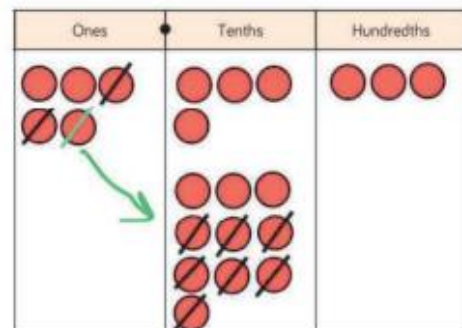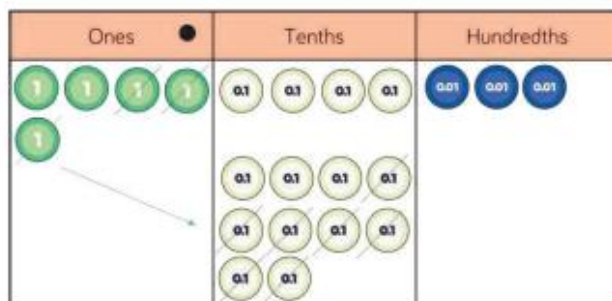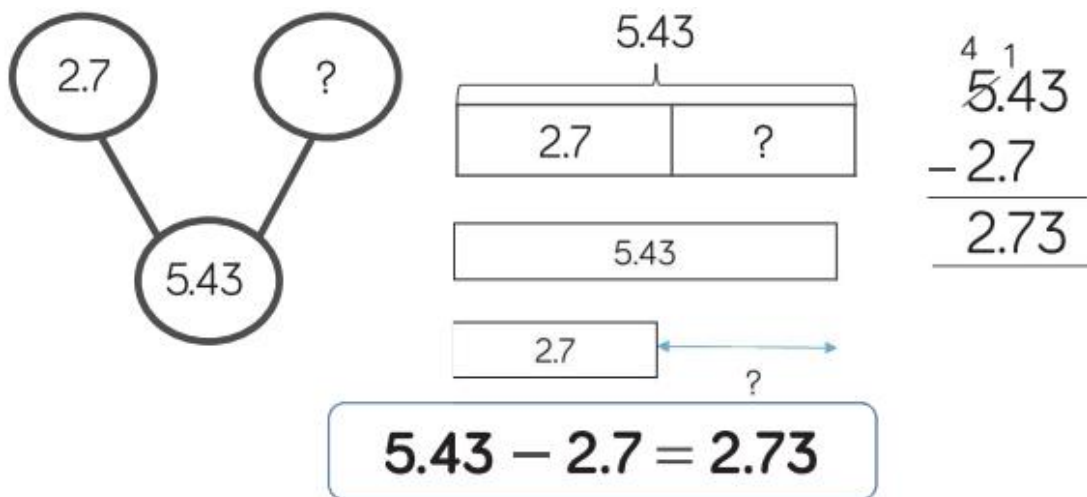
Year 5 and 6 Multiplication

Multiply 4-digit numbers by 1-digit numbers
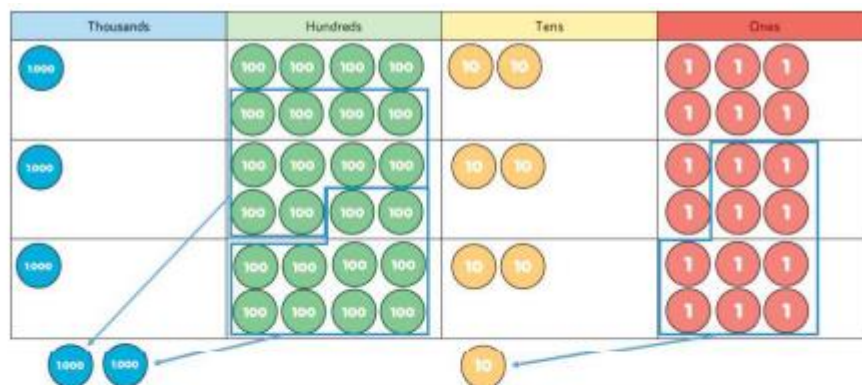
$$1,826 \times 3 = 5,478$$

	Th	H	T	O
	1	8	2	6
×				3
	5	4	7	8
	2		1	

Year 5 and 6 Multiplication

Multiply 2-digit numbers by 2-digit numbers
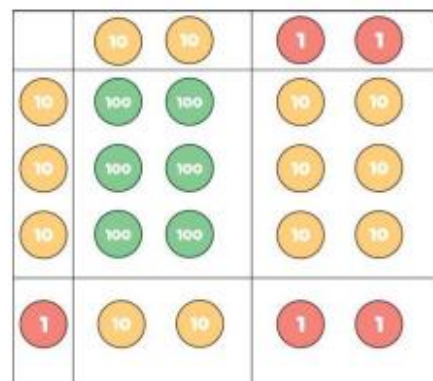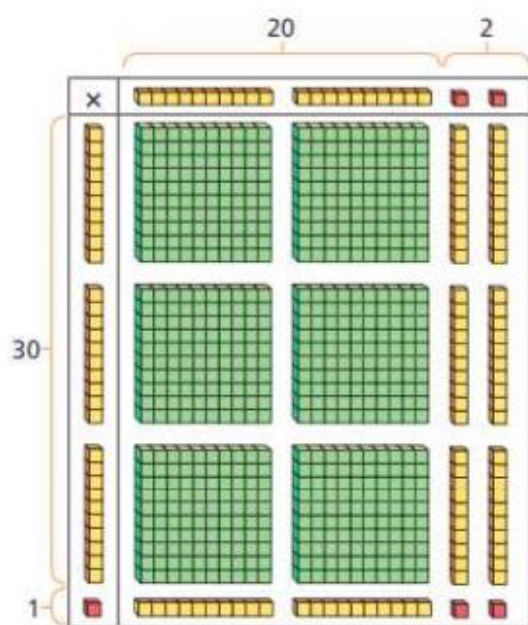
×	20	2
30	600	60
1	20	2

	H	T	O
		2	2
×		3	1
		2	2
	6	6	0
	6	8	2

$$22 \times 31 = 682$$

Year 5 and 6 Multiplication

Multiply 3-digit numbers by 2-digit numbers
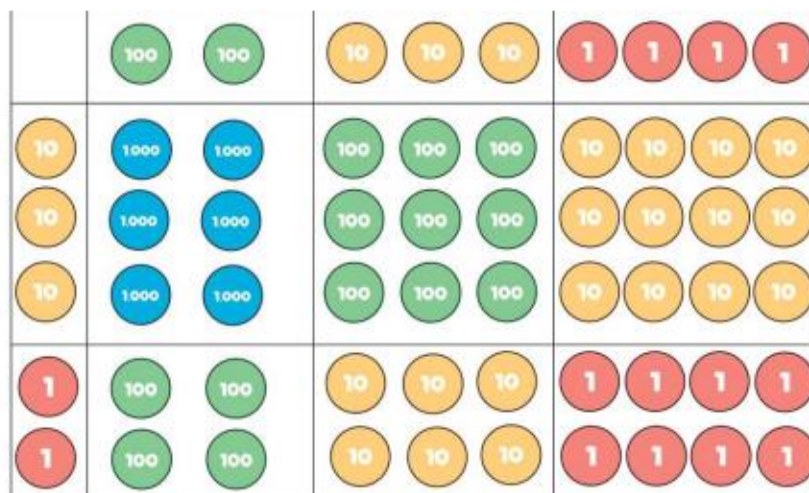
Th	H	T	O
	2	3	4
×		3	2
	4	6	8
1⁷	₁0	2	0
7	4	8	8

$234 \times 32 = 7,488$

×	200	30	4
30	6,000	900	120
2	400	60	8

Year 5 and 6 Multiplication

Multiply 4-digit numbers by 2-digit numbers

TTh	Th	H	T	O
	2	7	3	9
×			2	8
2 (2)	1 (5)	9 (3)	1 (7)	2
5 (1)	4	7 (1)	8	0
7	6	6	9	2

1

$$2{,}739 \times 28 = 76{,}692$$

Year 5 and 6

Division

Divide 3-digit numbers by 1-digit numbers (grouping)
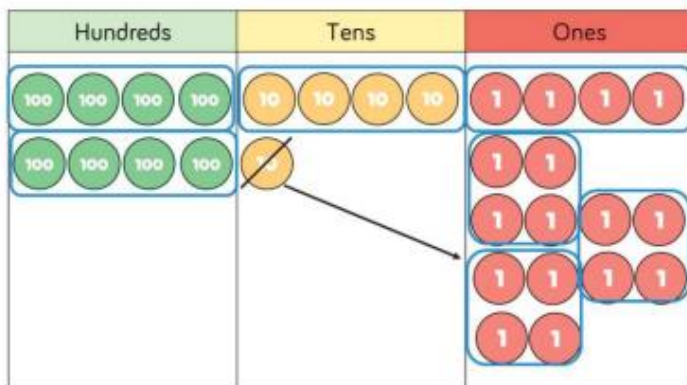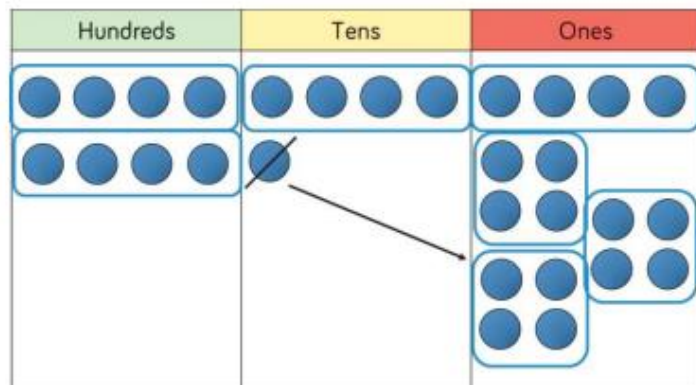
$$856 \div 4 = 214$$

Year 5 and 6

Division

Divide 4-digit numbers by 1-digit numbers (grouping)
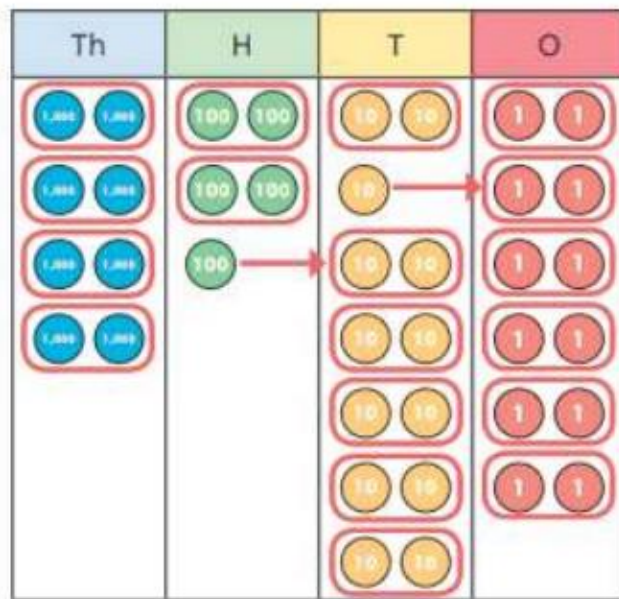
	4	2	6	6
2	8	5	^{1}3	^{1}2

$$8,532 \div 2 = 4,266$$

Year 5 and 6

Division

Divide multi-digit numbers by 2-digit numbers (short division)

		0	3	6
	12	4	4_3	7_2

$$432 \div 12 = 36$$

$$7{,}335 \div 15 = 489$$

		0	4	8	9
	15	7	7_3	13_3	13_5

15	30	45	60	75	90	105	120	135	150

Year 5 and 6

Division

Divide multi-digit numbers by 2-digit numbers (long division)

			0	3	6
1	2	4	3	2	
	−		3	6	0
				7	2
	−			7	2
					0

(×30)

(×6)

$12 \times 1 = 12$
$12 \times 2 = 24$
$12 \times 3 = 36$
$12 \times 4 = 48$
$12 \times 5 = 60$
$12 \times 6 = 72$
$12 \times 7 = 84$
$12 \times 8 = 96$
$12 \times 7 = 108$
$12 \times 10 = 120$

$$432 \div 12 = 36$$

$$7,335 \div 15 = 489$$

		0	4	8	9
15	7	3	3	5	
−	6	0	0	0	
	1	3	3	5	
−	1	2	0	0	
		1	3	5	
−		1	3	5	
				0	

(×400

(×80)

(×9)

$1 \times 15 = 15$
$2 \times 15 = 30$
$3 \times 15 = 45$
$4 \times 15 = 60$
$5 \times 15 = 75$
$10 \times 15 = 150$

Year 5 and 6

Division

Divide multi-digit numbers by 2-digit numbers (long division)

$372 \div 15 = 24 \text{ r}12$

			2	4	r	1	2
1	5	3	7	2			
	−	3	0	0			
			7	2			
	−		6	0			
			1	2			

$1 \times 15 = 15$

$2 \times 15 = 30$

$3 \times 15 = 45$

$4 \times 15 = 60$

$5 \times 15 = 75$

$10 \times 15 = 150$

			2	4	$\frac{4}{5}$
1	5	3	7	2	
	−	3	0	0	
			7	2	
	−		6	0	
			1	2	

$372 \div 15 = 24\frac{4}{5}$