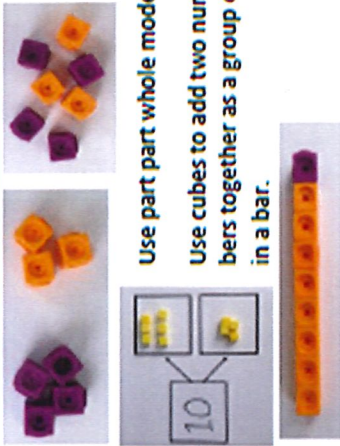
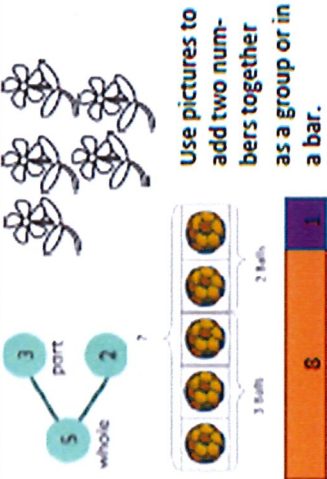
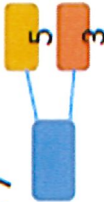
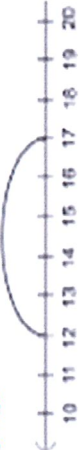
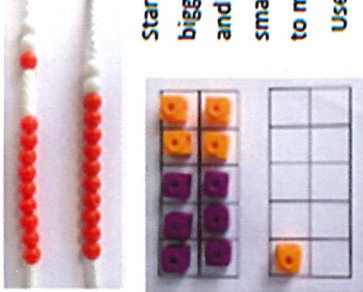
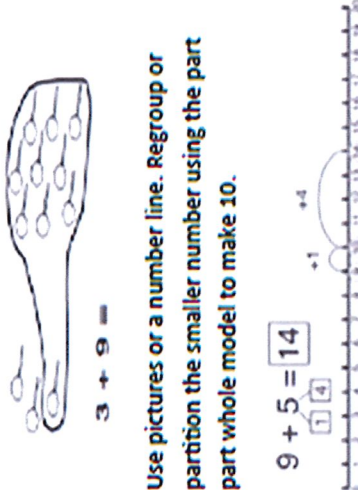
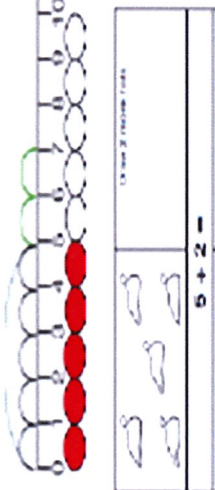


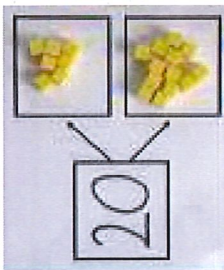
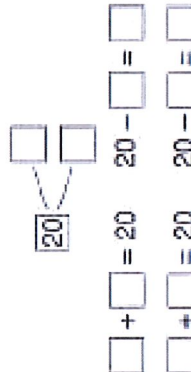
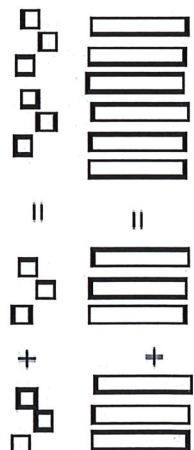
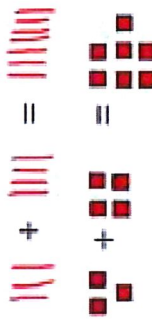
Y1

ADDITION +

Objective & Strategy	Concrete	Pictorial	Abstract
Combining two parts to make a whole: part-whole model	 Use part part whole model. Use cubes to add two numbers together as a group or in a bar.	 Use pictures to add two numbers together as a group or in a bar.	$4 + 3 = 7$  Use the part-part whole diagram as shown above to move into the abstract. $10 = 6 + 4$
Starting at the bigger number and counting on	 Start with the larger number on the bead string and then count on to the smaller number 1 by 1 to find the answer.	$12 + 5 = 17$  Start at the larger number on the number line and count on in ones or in one jump to find the answer. <i>Begin to use a number line with less guidance and move towards partitioning.</i>	$5 + 12 = 17$ Place the larger number in your head and count on the smaller number to find your answer.
Regrouping to make 10.	$6 + 5 = 11$  Start with the bigger number and use the smaller number to make 10. Use ten frames.	 Use pictures or a number line. Regroup or partition the smaller number using the part whole model to make 10. $9 + 5 = 14$	$7 + 4 = 11$ If I am at seven, how many more do I need to make 10. How many more do I add on now?
Represent & use number bonds and related subtraction facts within 20	 2 more than 5.	 Use pictures or a number line. Regroup or partition the smaller number using the part whole model to make 10. $5 + 2 = 7$	Emphasis should be on the language '1 more than 5 is equal to 6.' '2 more than 5 is 7.' '8 is 3 more than 5.'

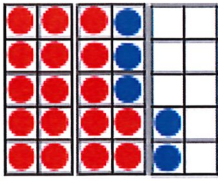
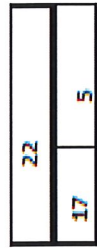
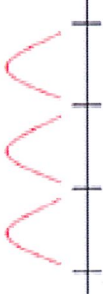
Y2

ADDITION +

Objective & Strategy	Concrete	Pictorial	Abstract								
Adding multiples of ten	50= 30 + 20  Model using dienes and bead strings	 Use representations for base ten. 30 + 30 = 60	20 + 30 = 50 70 = 50 + 20 40 + □ = 60								
Use known number facts Part part whole	20K  Children explore ways of making numbers within 20	20  Use representations for base ten. □ + □ = 20 20 - □ = □ □ + □ = 20 20 - □ = □	□ + 1 = 16 16 - 1 = □ 1 + □ = 16 16 - □ = 1								
Using known facts	□ + □ = □ □ + □ = □ 	□ + □ = □ □ + □ = □ □ + □ = □  Children draw representations of H, T and O	3 + 4 = 7 leads to 30 + 40 = 70 leads to 300 + 400 = 700								
Bar model Start to explore missing number models	 3 + 4 = 7 3 + ? = 7	 7 + 3 = 10 7 + ? = 10	<table><tr><td>23</td><td>25</td></tr><tr><td colspan="2">?</td></tr></table> 23 + 25 = 48 <table><tr><td>23</td><td>?</td></tr><tr><td colspan="2">48</td></tr></table>	23	25	?		23	?	48	
23	25										
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23	?										
48											

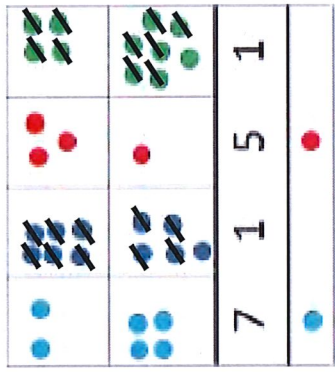
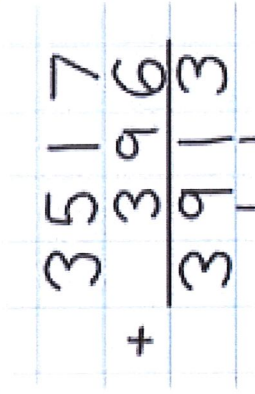
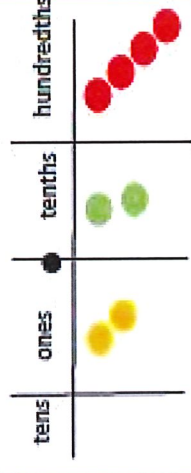
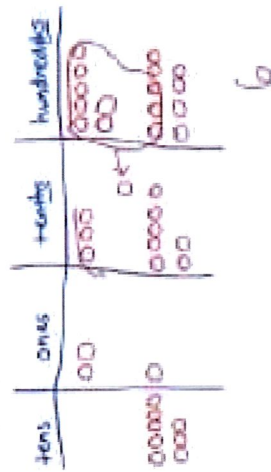
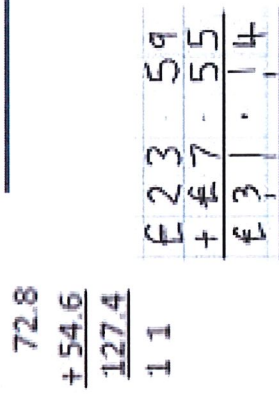
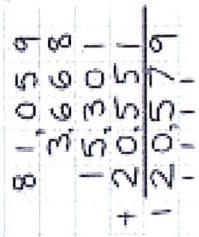
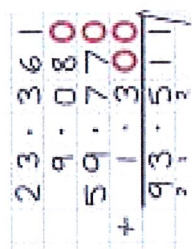
Y2

ADDITION +

Objective & Strategy	Concrete	Pictorial	Abstract
Add a two digit number and ones	$17 + 5 = 22$ Use ten frame to make 'magic ten'  Children explore the pattern. $17 + 5 = 22$ $27 + 5 = 32$ 	Use part part whole and number line to model. $17 + 5 = 22$  Pictures of dienes may be drawn as sticks and squares	$17 + 5 = 22$ Explore related facts $17 + 5 = 22$ $5 + 17 = 22$ $22 - 17 = 5$ $22 - 5 = 17$ 
Add a 2 digit number and tens	 $25 + 10 = 35$ Explore that the ones digit does not change	$27 + 30$ $+10 +10 +10$  Pictures of dienes may be drawn as sticks and squares	$27 + 10 = 37$ $27 + 20 = 47$ $27 + 30 = 57$
Add two 2-digit numbers	 Model using dienes, place value counters and numicon	 Use number line and bridge ten using part whole if necessary. Or dienes pictures.	$25 + 47$ OR $20 + 5$ $25 + 40 = 65$ $65 + 7 = 72$ $20 + 40 = 60$ $5 + 7 = 12$ $60 + 12 = 72$
Add three 1-digit numbers	 Combine to make 10 first if possible, or bridge 10 then add third digit	 Regroup and draw representation.	$4 + 7 + 6 = 10 + 7$ $= 17$ Combine the two numbers that make/bridge ten then add on the third.

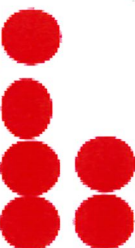
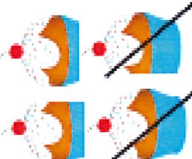
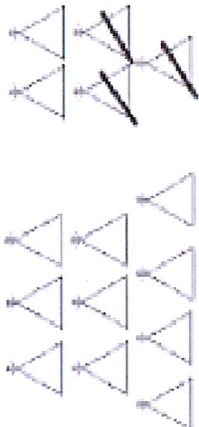
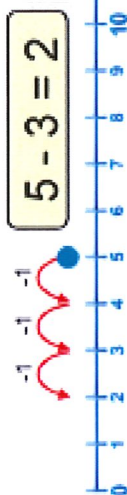
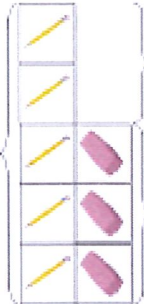
Objective & Strategy	Concrete	Pictorial	Abstract
Column Addition—no regrouping (friendly numbers) Add two or three 2 or 3-digit numbers.	Model using Dienes or numicon Add together the ones first, then the tens. 45 34 7 9 Calculations 21 + 42 = 21 + 42 Move to using place value counters	Children move to drawing the counters using a tens and one frame. tens ones	Expanded methods can be set out horizontally or vertically to secure place value before moving on to traditional column methods: $\begin{array}{r} 223 \\ + 114 \\ \hline 337 \end{array}$ Add the ones first, then the tens, then the hundreds. $3 + 4 = 7$ $20 + 10 = 30$ $200 + 100 = 300$
Column Addition with regrouping.	39 15 Exchange ten ones for a ten. Model using numicon and pv counters. 145 + 527	Children can draw a representation of the grid to further support their understanding, carrying the ten underneath the line 5 1	Start by partitioning the numbers before formal column to show the exchange. $\begin{array}{r} 536 \\ + 85 \\ \hline 621 \\ 11 \end{array}$
Add one ones, tens and hundreds and explore patterns regarding place value	As above	As above	5 7 2 + 3 = 5 7 5 Move on to crossing boundaries when 9 is exceeded.

ADDITION +

Objective & Strategy	Concrete	Pictorial	Abstract
Y4—add numbers with up to 4 digits	Children continue to use dimes or penny counters to add, exchanging ten ones for a ten and ten tens for a hundred and ten hundreds for a thousand. 	 Draw representations using pv grid.	 Continue from previous work to carry hundreds as well as tens. Relate to money and measures.
Y5—add numbers with more than 4 digits. Add decimals with 2 decimal places, including money.	As year 4  Introduce decimal place value counters and model exchange for addition.	2.37 + 81.79 	
Y6—add several numbers of increasing complexity Including adding money, measure and decimals with different numbers of decimal points.	As Y5	As Y5	 Insert zeros for place holders. 

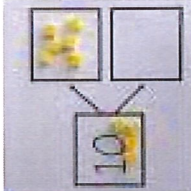
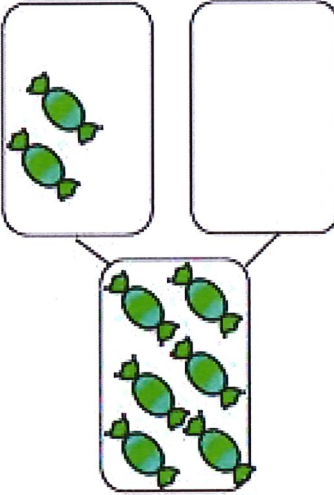
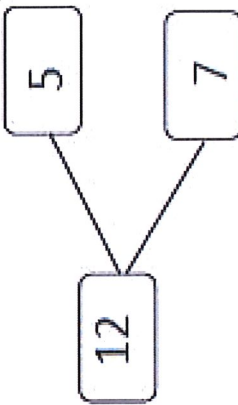
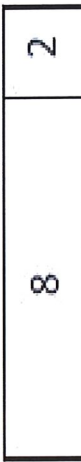
Y1

SUBTRACTION -

Objective & Strategy	Concrete	Pictorial	Abstract
Taking away ones.	Use physical objects, counters, cubes etc to show how objects can be taken away. $6 - 4 = 2$  $4 - 2 = 2$ 	 $15 - 3 = 12$ Cross out drawn objects to show what has been taken away.	$7 - 4 = 3$ $16 - 9 = 7$
Counting back	 Move objects away from the group, counting backwards.  Move the beads along the bead string as you count backwards.	 Count back in ones using a number line.	Put 13 in your head, count back 4. What number are you at? Hannah has 12 sweets and her sister has 5. How many more does Hannah have than her sister?
Find the Difference	Compare objects and amounts  7 'Seven is 3 more than four' 4 'I am 2 years older than my sister'  Lay objects to represent bar model.	Count on using a number line to find the difference. 	

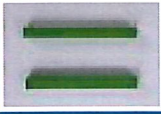
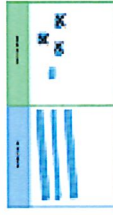
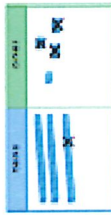
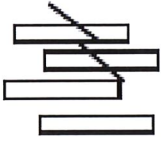
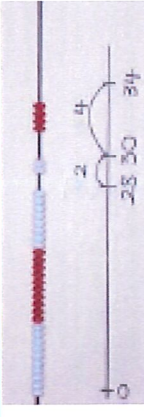
Y1

SUBTRACTION -

Objective & Strategy	Concrete	Pictorial	Abstract
Represent and use number bonds and related subtraction facts within 20 Part Part Whole model	Link to addition. Use ppw model to model the inverse.  If 10 is the whole and 6 is one of the parts, what is the other part? $10 - 6 = 4$	 Use pictorial representations to show the part.	Move to using numbers within the part whole model. 
Make 10	$14 - 9$  Make 14 on the ten frame. Take 4 away to make ten, then take one more away so that you have taken 5.	$13 - 7$  Jump back 3 first, then another 4. Use ten as the stopping point.	$16 - 8$ How many do we take off first to get to 10? How many left to take off?
Bar model	 $5 - 2 = 3$		 $10 = 8 + 2$ $10 = 2 + 8$ $10 - 2 = 8$ $10 - 8 = 2$

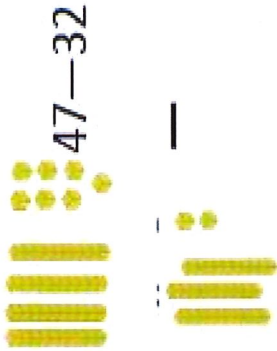
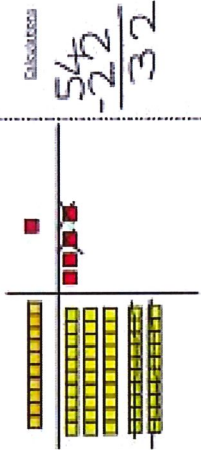
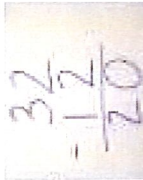
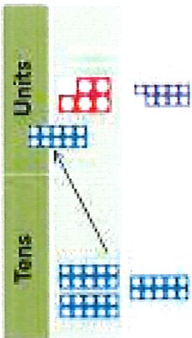
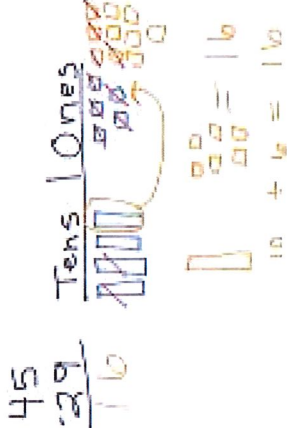
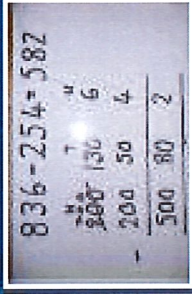
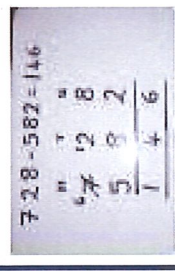
Y2

SUBTRACTION -

Objective & Strategy	Concrete	Pictorial	Abstract
Regroup a ten into ten ones	   Use a PV chart to show how to change a ten into ten ones, use the term 'take and make'	  $20 - 4 =$ Pictures of dienes can be drawn,	$20 - 4 = 16$
Partitioning to subtract without regrouping. <i>'Friendly numbers'</i>	$34 - 13 = 21$    Use Dienes to show how to partition the number when subtracting without regrouping.	Children draw representations of Dienes and cross off.  $43 - 21 = 22$	$43 - 21 = 22$
Make ten strategy <i>Progression should be crossing one ten, crossing more than one ten, crossing the hundreds.</i>	 $34 - 28$ Use a bead bar or bead strings to model counting to next ten and the rest.	 Use a number line to count on to next ten and then the rest.	$93 - 76 = 17$

Y3

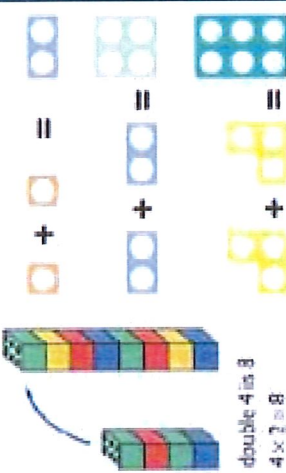
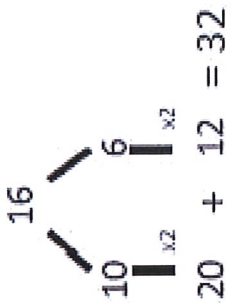
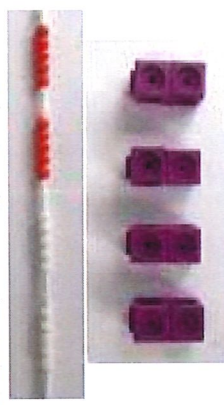
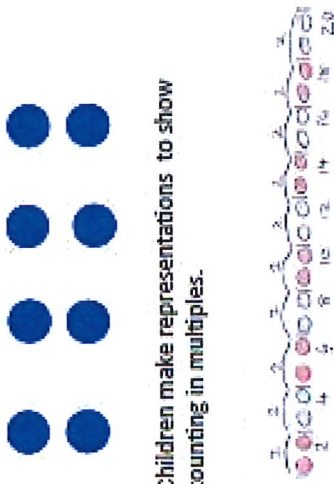
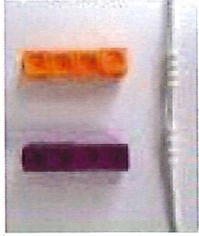
SUBTRACTION -

Objective & Strategy	Concrete	Pictorial	Abstract
Column subtraction without regrouping (friendly numbers)	 Use base 10 or Numicon to model	 Draw representations to support understanding	$47 - 24 = 23$ $\begin{array}{r} 40 + 7 \\ - 20 + 4 \\ \hline 20 + 3 \end{array}$ Intermediate step may be needed to lead to clear subtraction understanding. 
Column subtraction with regrouping	 Begin with base 10 or Numicon. Move to pv counters, modelling the exchange of a ten into ten ones. Use the phrase 'take and make' for exchange.	 Children may draw base ten or PV counters and cross off.	$836 - 254 = 582$ Begin by partitioning into pv columns  Then move to formal method. 
Subtract ones, tens and hundreds and explore patterns regarding place value	As above	As above. Number line may also be used to represent subtraction.	$\begin{array}{ c c } \hline 5 & 7 \\ \hline \end{array} \quad 5 - 3 = 2$ Move on to crossing boundaries

SUBTRACTION -

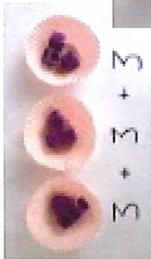
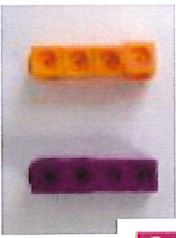
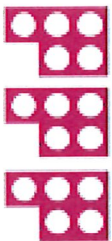
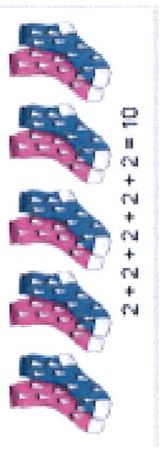
Objective & Strategy	Concrete	Pictorial	Abstract
Subtracting tens and ones Year 4 subtract with up to 4 digits. <i>Introduce decimal subtraction through context of money</i>	234 - 179 Model process of exchange using Numicon, base ten and then move to PV counters.	Children to draw place value counters to show their exchange.	Begin with expanded versions $\begin{array}{r} 200 & 30 & 4 \\ - 100 & 70 & 9 \\ \hline 100 & 60 & 5 \end{array}$ $\begin{array}{r} 200 & 30 & 4 \\ - 100 & 70 & 9 \\ \hline 100 & 60 & 5 \end{array}$ Use language of 'exchange' rather than borrow.
Year 5- Subtract with at least 4 digits, including money and measures. <i>Subtract with decimal values, including mixtures of integers and decimals and aligning the decimal</i>	2234 - 1179 =	Children to draw place value counters to show their exchange.	Start with expanded versions as above. $\begin{array}{r} 2000 & 200 & 30 & 4 \\ - 1000 & 100 & 70 & 9 \\ \hline 1000 & 100 & 60 & 5 \end{array}$ Use zeros for place-holders. $\begin{array}{r} 2000 & 200 & 30 & 4 \\ - 1000 & 100 & 70 & 9 \\ \hline 1000 & 100 & 60 & 5 \end{array}$
Year 6—Subtract with increasingly large and more complex numbers and decimal values.			$\begin{array}{r} 1000 & 800 & 60 & 9 \\ - 800 & 90 & 40 & 9 \\ \hline 200 & 70 & 20 & 0 \end{array}$ $\begin{array}{r} 1000 & 800 & 60 & 9 \\ - 800 & 90 & 40 & 9 \\ \hline 200 & 70 & 20 & 0 \end{array}$

MULTIPLICATION X

Objective & Strategy	Concrete	Pictorial	Abstract
Doubling	Use practical activities using manipulatives including cubes and Numicon to demonstrate doubling 	Draw pictures to show how to double numbers Double 4 is 8 	Partition a number and then double each part before recombining it back together. 
Counting in multiples	Count the groups as children are skip counting, children may use their fingers as they are skip counting. 	Children make representations to show counting in multiples. 	Count in multiples of a number aloud. Write sequences with multiples of numbers. 2, 4, 6, 8, 10 5, 10, 15, 20, 25, 30
Making equal groups and counting the total	 Use manipulatives to create equal groups. x = 8	Draw  to show 2 x 3 = 6 Draw and make representations	2 x 4 = 8

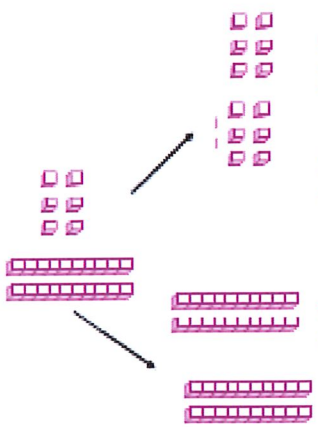
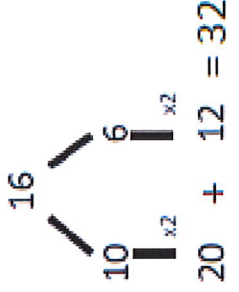
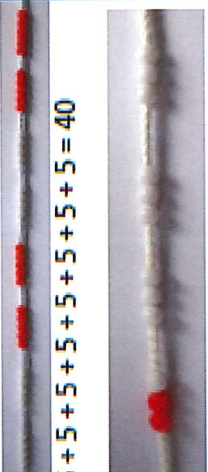
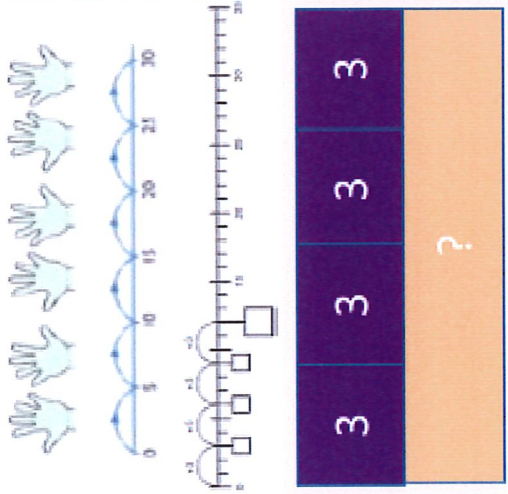
Y1

MULTIPLICATION X

Objective & Strategy	Concrete	Pictorial	Abstract
Repeated addition	   Use different objects to add equal groups	Use pictorial including number lines to solve prob There are 3 sweets in one bag. How many sweets are in 5 bags altogether?  	Write addition sentences to describe objects and pictures. 
Understanding arrays	 Use objects laid out in arrays to find the answers to 2 lots 5, 3 lots of 2 etc.	Draw representations of arrays to show understanding 	$3 \times 2 = 6$ $2 \times 5 = 10$

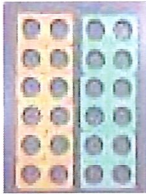
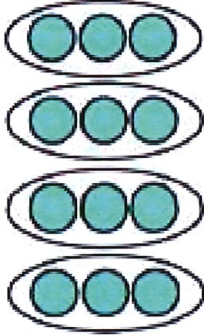
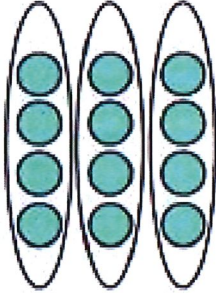
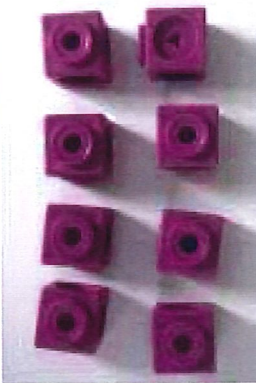
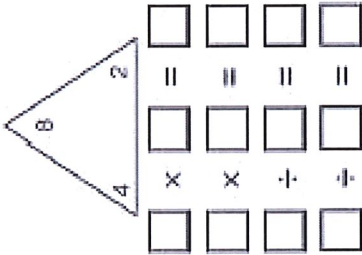
Y2

MULTIPLICATION X

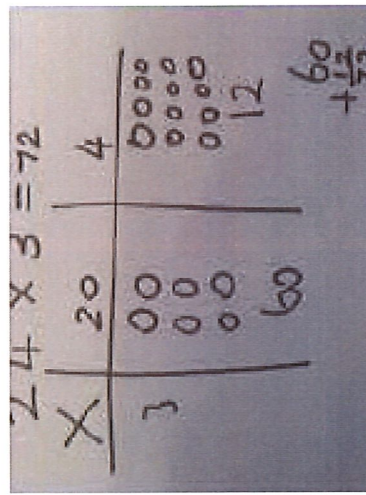
Objective & Strategy	Concrete	Pictorial	Abstract
Doubling	Model doubling using dienes and PV counters.  $40 + 12 = 52$	Draw pictures and representations to show how to double numbers	Partition a number and then double each part before recombining it back together.  $20 + 12 = 32$
Counting in multiples of 2, 3, 4, 5, 10 from 0 (repeated addition)	Count the groups as children are skip counting, children may use their fingers as they are skip counting. Use bar models.  $5 + 5 + 5 + 5 + 5 + 5 + 5 = 40$	Number lines, counting sticks and bar models should be used to show representation of counting in multiples.  $3 + 3 + 3 + 3 = 12$	Count in multiples of a number aloud. Write sequences with multiples of numbers. 0, 2, 4, 6, 8, 10 0, 3, 6, 9, 12, 15 0, 5, 10, 15, 20, 25, 30 $4 \times 3 = \boxed{}$

Y2

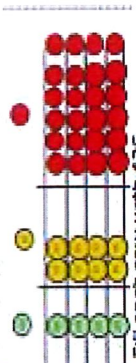
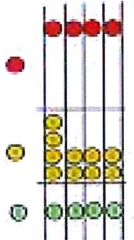
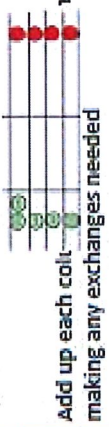
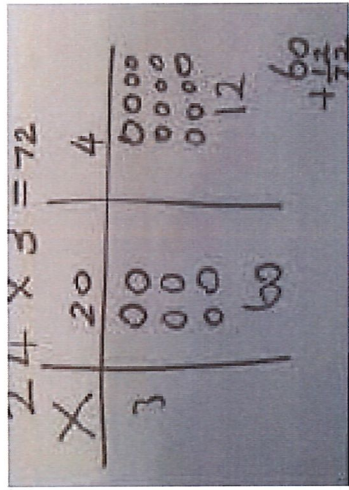
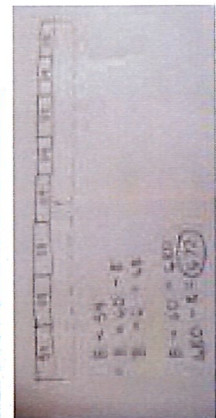
MULTIPLICATION X

Objective & Strategy	Concrete	Pictorial	Abstract
Multiplication is commutative	Create arrays using counters and cubes and Numicon.    Pupils should understand that an array can represent different equations and that, as multiplication is commutative, the order of the multiplication does not affect the answer.  	Use representations of arrays to show different calculations and explore commutativity.  	$12 = 3 \times 4$ $12 = 4 \times 3$ Use an array to write multiplication sentences and reinforce repeated addition.  $5 + 5 + 5 = 15$ $3 + 3 + 3 + 3 + 3 = 15$ $5 \times 3 = 15$ $3 \times 5 = 15$
Using the Inverse <i>This should be taught alongside division, so pupils learn how they work alongside each other.</i>		 $2 \times 4 = 8$ $4 \times 2 = 8$ $8 \div 2 = 4$ $8 \div 4 = 2$ $8 = 2 \times 4$ $8 = 4 \times 2$ $2 = 8 \div 4$ $4 = 8 \div 2$ Show all 8 related fact family sentences.	

MULTIPLICATION X

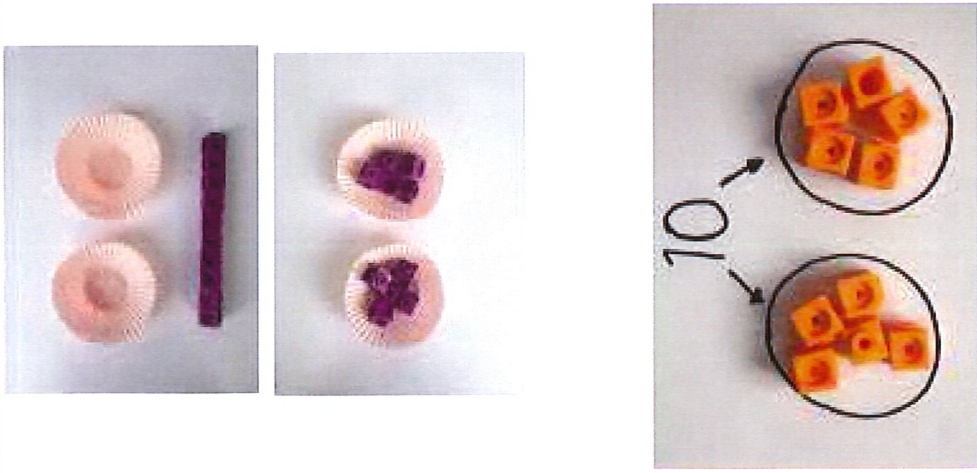
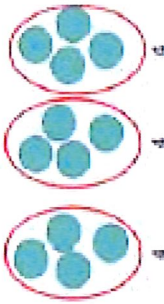
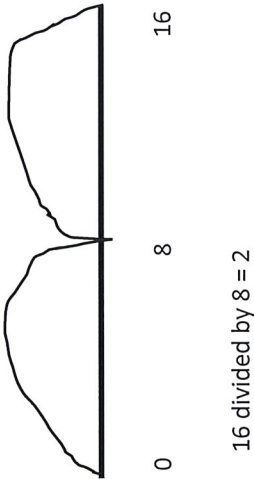
Objective & Strategy	Concrete	Pictorial	Abstract																				
Grid method	Show the links with arrays to first introduce the grid method <table border="1"><tr><td>10</td><td>1</td></tr><tr><td>4</td><td>3</td></tr></table> 4 rows of 10 4 rows of 3 Move onto base ten to move towards a more compact method. <table border="1"><tr><td>T</td><td>U</td></tr><tr><td>40</td><td>12</td></tr></table> 4 rows of 13 Move on to place value counters to show how we are finding groups of a number. We are multiplying by 4 so we need 4 rows Calculators 4 x 126 Fill each row with 126 Calculators 4 x 126 Add up each column, starting with the ones making any exchanges needed Then you have your answer.	10	1	4	3	T	U	40	12	Children can represent their work with place value counters in a way that they understand. They can draw the counters using colours to show different amounts or just use the circles in the different columns to show their thinking as shown below.  24 x 3 = 72 Bar model are used to explore missing numbers 4 x = 20 	Start with multiplying by one digit numbers and showing the clear addition alongside the grid. <table border="1"><tr><td>x</td><td>30</td><td>5</td></tr><tr><td>7</td><td>210</td><td>35</td></tr></table> 210 + 35 = 245 Moving forward, multiply by a 2 digit number showing the different rows within the grid method. <table border="1"><tr><td>10</td><td>8</td></tr><tr><td>100</td><td>80</td></tr><tr><td>3</td><td>24</td></tr></table> Recombine by adding together	x	30	5	7	210	35	10	8	100	80	3	24
10	1																						
4	3																						
T	U																						
40	12																						
x	30	5																					
7	210	35																					
10	8																						
100	80																						
3	24																						

MULTIPLICATION X

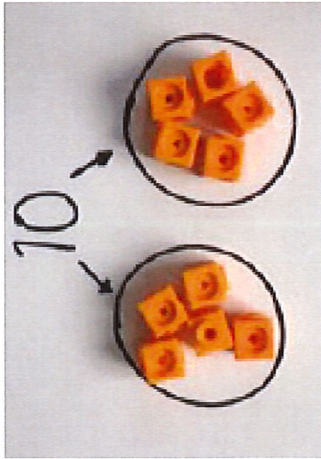
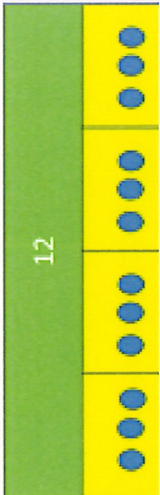
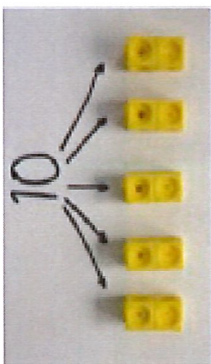
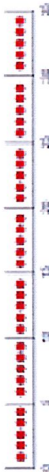
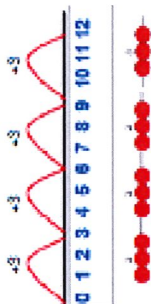
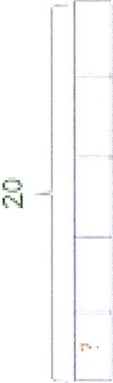
Objective & Strategy	Concrete	Pictorial	Abstract																							
Grid method recap from year 3 for 2 digits x 1 digit Move to multiplying 3 digit numbers by 1 digit. (year 4 expectation)	Use place value counters to show how we are finding groups of a number. We are multiplying by 4 so we need 4 rows  Fill each row with 126  Add up each column making any exchanges needed 	Children can represent their work with place value counters in a way that they understand. They can draw the counters using colours to show different amounts or just use the circles in the different columns to show their thinking as shown below. 	Start with multiplying by one digit numbers and showing the clear addition alongside the grid. <table border="1"><tr><td>x</td><td>30</td><td>5</td></tr><tr><td>7</td><td>210</td><td>35</td></tr></table> $210 + 35 = 245$	x	30	5	7	210	35																	
x	30	5																								
7	210	35																								
Column multiplication	Children can continue to be supported by place value counters at the stage of multiplication. This initially done where there is no regrouping. $321 \times 2 = 642$ <table border="1"><thead><tr><th>Hundreds</th><th>Tens</th><th>Ones</th></tr></thead><tbody><tr><td>3</td><td>2</td><td>1</td></tr><tr><td>6</td><td>4</td><td>2</td></tr></tbody></table> It is important at this stage that they always multiply the ones first. The corresponding long multiplication is modelled alongside	Hundreds	Tens	Ones	3	2	1	6	4	2	The grid method may be used to show how this relates to a formal written method.  Bar modelling and number lines can support learners when solving problems with multiplication alongside the formal written methods.	327 <table border="1"><tr><td>x</td><td>300</td><td>20</td><td>7</td></tr><tr><td>4</td><td>1200</td><td>80</td><td>28</td></tr></table> $(7 \times 4) \quad 28$ $(20 \times 4) \quad 80$ $(300 \times 4) \quad 1200$ 1308 This may lead to a compact method. <table border="1"><tr><td>327</td><td></td></tr><tr><td>x 4</td><td></td></tr><tr><td>1308</td><td></td></tr></table>	x	300	20	7	4	1200	80	28	327		x 4		1308	
Hundreds	Tens	Ones																								
3	2	1																								
6	4	2																								
x	300	20	7																							
4	1200	80	28																							
327																										
x 4																										
1308																										
Children should be fluent in their table facts up to 12×12 by the end of year 4.																										

Y1

DIVISION ÷

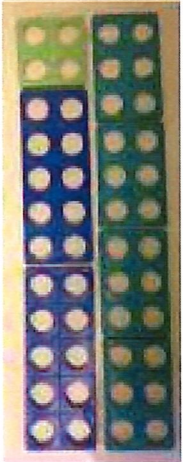
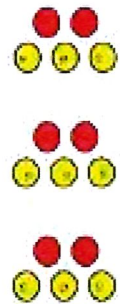
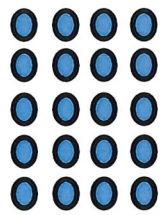
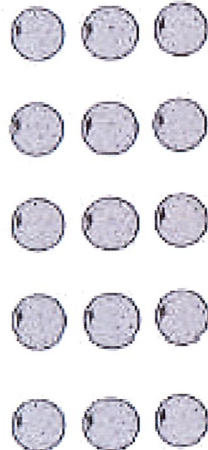
Objective & Strategy	Concrete	Pictorial	Abstract
Division as sharing Use Gordon JTPs for modelling	 I have 10 cubes, can you share them equally in 2 groups?	Children use pictures or shapes to share quantities.  8 shared between 2 is 4 Sharing:  12 shared between 3 is 4 Or use a number line to show jumps:  16 divided by 8 = 2	12 shared between 3 is 4

Y2 DIVISION ÷

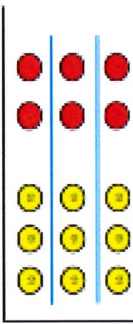
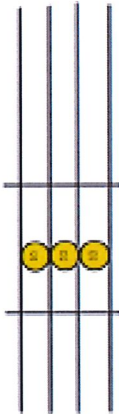
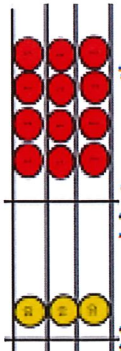
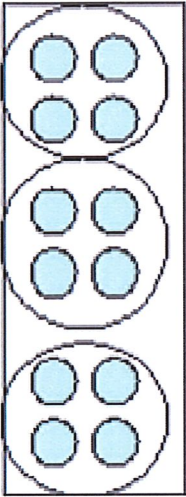
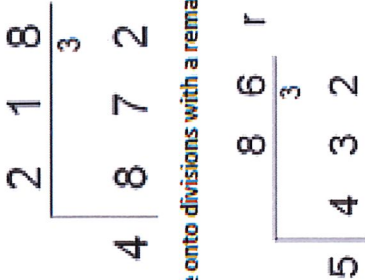
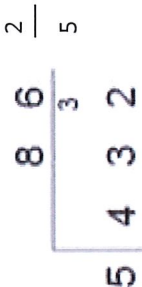
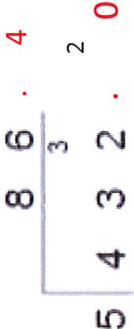
Objective & Strategy	Concrete	Pictorial	Abstract
Division as sharing	 10 I have 10 cubes, can you share them equally in 2 groups?	Children use pictures or shapes to share quantities.  $8 \div 2 = 4$ Children use bar modelling to show and support understanding.  $12 \div 4 = 3$	$12 \div 3 = 4$
Division as grouping	Divide quantities into equal groups. Use cubes, counters, objects or place value counters to aid understanding.  	Use number lines for grouping  $12 \div 3 = 4$ Think of one unit as a whole. Split it into the number of groups you are dividing by and work out how many would be within each group.  $20 \div 5 = ?$ $5 \times ? = 20$	$28 \div 7 = 4$ Divide 28 into 7 groups. How many are in each group?

Y3

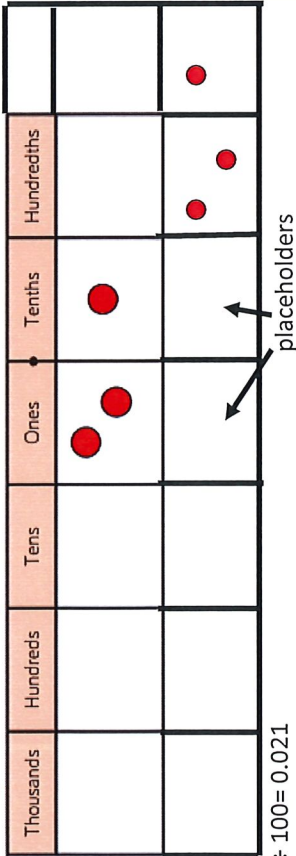
DIVISION ÷

Objective & Strategy	Concrete	Pictorial	Abstract
Division as grouping	Use cubes, counters, objects or place value counters to aid understanding.  24 divided into groups of 6 = 4 $96 \div 3 = 32$ 	Continue to use bar modelling to aid solving division problems. Or make use of arrays.  20 $20 \div 5 = ?$ $5 \times ? = 20$  How many groups of five make 20?	How many groups of 6 in 24? $24 \div 6 = 4$
Division with arrays	Link division to multiplication by creating an array and thinking about the number sentences that can be created.  Eg $15 \div 3 = 5$ $5 \times 3 = 15$ $15 \div 5 = 3$ $3 \times 5 = 15$	Draw an array and use lines to split the array into groups to make multiplication and division sentences 	Find the inverse of multiplication and division sentences by creating eight linking number sentences. $7 \times 4 = 28$ $4 \times 7 = 28$ $28 \div 7 = 4$ $28 \div 4 = 7$ $28 = 7 \times 4$ $28 = 4 \times 7$ $4 = 28 \div 7$ $7 = 28 \div 4$

DIVISION ÷

Objective & Strategy	Concrete	Pictorial	Abstract				
Divide at least 3 digit numbers by 1 digit. Short Division	$96 \div 3$ <table><tr><th>Tens</th><th>Units</th></tr><tr><td>3</td><td>2</td></tr></table>  Use place value counters to divide using the bus stop method alongside   $42 \div 3 =$ Start with the biggest place value, we are sharing 40 into three groups. We can put 1 ten in each group and we have 1 ten left over.   We exchange this ten for ten ones and then share the ones equally among the groups.  We look how much in 1 group so the answer is 14.	Tens	Units	3	2	Students can continue to use drawn diagrams with dots or circles to help them divide numbers into equal groups.  Encourage them to move towards counting in multiples to divide more efficiently.	Begin with divisions that divide equally with no remainder. Children can write out multiple lists to support Move onto divisions with a remainder.  By year 6, children need to be able to write remainders as fractions, decimals and whole numbers and apply to the context. Answers may need rounding up or down.  
Tens	Units						
3	2						

DIVISION ÷

Objective & Strategy	Concrete	Pictorial	Abstract																								
To divide a whole number or decimal by 10, 100 and 1000	Identify the number represented on the place value chart. <table border="1"><thead><tr><th>Thousands</th><th>Hundreds</th><th>Tens</th><th>Ones</th><th>Tenths</th><th>Hundredths</th></tr></thead><tbody><tr><td></td><td></td><td></td><td>● ●</td><td>●</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></tbody></table> 2.1 ÷ 100= 0.021 Use place value charts to model the movement of the digits and adding placeholders where necessary.	Thousands	Hundreds	Tens	Ones	Tenths	Hundredths				● ●	●															Children should move towards mental methods and use estimation to check place value.
Thousands	Hundreds	Tens	Ones	Tenths	Hundredths																						
			● ●	●																							
To divide decimal numbers by a single digit, including those with remainders	Divide 3.69 by 3. Concrete and pictorial methods can be used to model both grouping and sharing to support concepts. <table border="1"><thead><tr><th>Ones</th><th>Tenths</th><th>Hundredths</th></tr></thead><tbody><tr><td>● ● ●</td><td>● ● ● ● ● ●</td><td>● ● ● ● ● ● ● ●</td></tr></tbody></table><table border="1"><thead><tr><th>Ones</th><th>Tenths</th><th>Hundredths</th></tr></thead><tbody><tr><td>● ● ●</td><td>● ● ● ● ● ●</td><td>● ● ● ● ● ● ● ●</td></tr></tbody></table>	Ones	Tenths	Hundredths	● ● ●	● ● ● ● ● ●	● ● ● ● ● ● ● ●	Ones	Tenths	Hundredths	● ● ●	● ● ● ● ● ●	● ● ● ● ● ● ● ●	 No carrying of digits 1.23 3 3.69 0.89 4 3.536 0.26 5 1.130 Progress to where 0s need adding for remainders													
Ones	Tenths	Hundredths																									
● ● ●	● ● ● ● ● ●	● ● ● ● ● ● ● ●																									
Ones	Tenths	Hundredths																									
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Method for Long Division

Y6

DIVISION ÷

WIK

Step 1: Set out sum (commonly referred to as 'bus shelter') 147322 WIK 14 28 42 56 70 84 Children write out a list of multiples of the divisor to help them with their calculations. Written methods may be used to ensure this list is	Step 2: Work out how many 14's are in 7 as there are 0 you work out how many 14's are in 73 147322 WIK 14 28 42 56 70 84	Step 3: 5 lots of 14 are 70. We write this under the sum as shown below. We then subtract and bring down the next number. 147322 05 147322 70 32
Step 4: Work out how many 14's are in 32. Write the answer above and then repeat step 3. 147322 WIK 14 28 42 56 70 84	Step 5: Work out how many 14's are in 42 and write above. 147322 WIK 14 28 42 56 70 84	Answer 523