	Year 3	Year 4

Mental Addition	**Using place value**
	Count in 100s
	  e.g. *Know 475 + 200 as 475, 575, 675*
	
	Add multiples of 10, 100 and £1
	  e.g. *746 + 200*
	  e.g. *746 + 40*
	  e.g. *£6·34 + £5 as £6 + £5 and 34p*
	Partitioning
	  e.g. *£8·50 + £3·70 as £8 + £3 and 50p + 70p and combine the totals: £11 + £1·20*
	  e.g. *347 + 36 as 300 and 40 + 30 and 7 + 6 and combine the totals: 370 + 13 = 383*
	  e.g. *68 + 74 as 60 + 70 and 8 + 4 and combine the totals: 130 + 12 = 142*
		Using place value
		Count in 1000s
		  e.g. *Know 3475 + 2000 as 3475, 4475, 5475*
		Partitioning
		  e.g. *746 + 40*
		  e.g. *746 + 203 as 700 + 200 and 40 and 6 + 3*
		  e.g. *134 + 707 as 100 + 700 and 30 and 4 + 7*
		
		Counting on
		Add 2-digit numbers to 2-, 3- and 4-digit numbers by adding the multiple of 10 then the 1s
		  e.g. *167 + 55 as 167 + 50 (217) + 5 = 222*
		Add near multiples of 10, 100 and 1000
		  e.g. *467 + 199*
		  e.g. *3462 + 2999*
		
		Count on to add 3-digit numbers and money
		  e.g. *463 + 124 as 463 + 100 (563) + 20 (583) + 4 = 587*
		  e.g. *£4·67 + £5·30 as £9·67 + 30p*

Year 3	Year 4
Counting on	**Using number facts**

Mental Addition

Year 3

Counting on

Add two 2-digit numbers by adding the multiple of 10, then the 1s

e.g. *67 + 55 as 67 + 50 (117) + 5 = 122*

Add near multiples of 10 and 100

e.g. *67 + 39*

e.g. *364 + 199*

Add pairs of 'friendly' 3-digit numbers

e.g. *548 + 120*

Count on from 3-digit numbers

e.g. *247 + 34 as 247 + 30 (277) + 4 = 281*

Using number facts

Know pairs which total each number to 20

e.g. *7 + 8 = 15*

e.g. *12 + 6 = 18*

Number bonds to 100

e.g. *35 + 65*

e.g. *46 + 54*

e.g. *73 + 27*

Add to the next 10 and the next 100

e.g. *176 + 4 = 180*

e.g. *435 + 65 = 500*

Year 4

Using number facts

Number bonds to 100 and to the next multiple of 100

e.g. *288 + 12 = 300*

e.g. *1353 + 47 = 1400*

e.g. *463 + 37 = 500*

Number bonds to £1 and to the next whole pound

e.g. *63p + 37p = £1*

e.g. *£3·45 + 55p = £4*

Add to the next whole number

e.g. *4·6 + 0·4*

e.g. *7·2 + 0·8*

Overview of Strategies and Methods – Addition

Year 3	Year 4
Written Addition	

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

e.g. *466 + 358*

```
    400  60   6
+   300  50   8
    700  110  14  = 824
```

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

e.g. *466 + 358*

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

Compact column addition with two or more 3-digit numbers or towers of 2-digit numbers

e.g. *347 + 286 + 495*

```
    347
    286
+   495
    21
   1128
```

Compact column addition with 3- and 4-digit numbers
Recognise like fractions that add to 1

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

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

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

e.g. *1466 + 4868*

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

Compact column addition with larger numbers

e.g. *5347 + 2286 + 1495*

```
    5347
    2286
+   1495
    121
    9128
```

Use expanded and compact column addition to add amounts of money
Add like fractions

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

Overview of Strategies and Methods – Addition

	Year 5	Year 6
Mental Addition		

Year 5

Using place value

Count in 0·1s, 0·01s

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

10s	1s	0·1s	0·01s
	0	5	1

Partitioning

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

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

Year 6

Using place value

Count in 0·1s, 0·01s, 0·001s

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

Partitioning

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

Counting on

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

e.g. *6·314 + 3·006 as 6·314 + 3 (9·314) + 0·006 = 9·32*
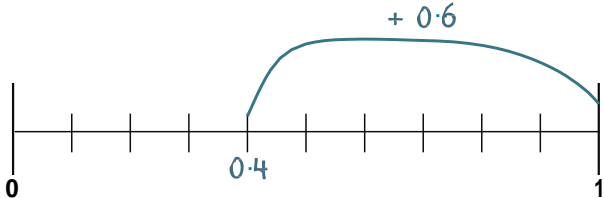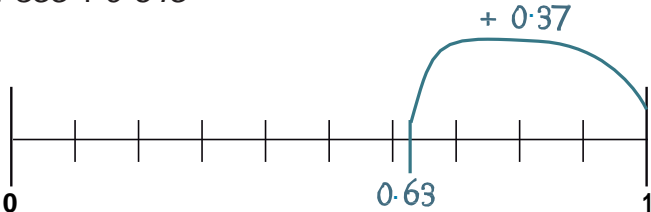
Add near multiples of 1

e.g. *6·345 + 0·999*

e.g. *5·673 + 0·9*

Count on from large numbers e.g.

16 375 + 12 003 as 28 375 + 3

Overview of Strategies and Methods – Addition

Year 5	Year 6

Mental Addition

Year 5

Counting on

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

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

Add near multiples of 1

  e.g. *6·34 + 0·99*

  e.g. *5·63 + 0·9*

Count on from large numbers

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

Using number facts

Number bonds to 1 and to the next whole number

 e.g. *5·7 + 0·3*

 e.g. *0·4 + 0·6*

+ 0·6

0   0·4   1

Add to the next 10 from a decimal number

  e.g. *7·8 + 2·2 = 10*

Year 6

Using number facts

Number bonds to 1 and to the next multiple of 1

  e.g. *0·63 + 0·37*

  e.g. *2·355 + 0·645*

+ 0·37

0   0·63   1

Add to the next 10

  e.g. *4·62 + 5·38*

Overview of Strategies and Methods – Addition

	Year 5	Year 6

Written Addition	Expanded column addition for money leading to compact column addition for adding several amounts of money
	
	e.g. *£14·64 + £28·78 + £12·26*
	
	<pre> £14 60p 4p
	    £28 70p 8p
	  + £12 20p 6p
	    £1 10p
	  ─────────────────
	    £55 60p 8p</pre>
	
	Compact column addition to add pairs of 5-digit numbers
	Continue to use column addition to add towers of several larger numbers
	Use compact addition to add decimal numbers with up to 2 decimal places
	e.g. *15·68 + 27·86*
	
	<pre> 15·68
	  + 27·86
	    11·1
	  ────────
	    43·54</pre>
	
	Add related fractions
	    – – – e.g. *3/4 + 1/8 = 7/8*
		Compact column addition for adding several large numbers and decimal numbers with up to 2 decimal places
		Compact column addition with money
		e.g. *£14·64 + £28·78 + £12·26*
		
		<pre> £14·64
		  + £28·78
		    £12·26
		    11·1
		  ─────────
		    £55·68</pre>
		
		Add unlike fractions, including mixed numbers
		   – – e.g. *1/4 + 2/3= 11/12*
		   – – – e.g. *2 1/4 + 1 1/3 = 3 7/12*

Year 3	**Year 4**

Mental Subtraction

Year 3

Taking away

Use place value to subtract

  e.g. *348 – 300*

  e.g. *348 – 40*

  e.g. *348 – 8*

3 4 8

Take away multiples of 10, 100 and £1

  e.g. *476 – 40 = 436*

  e.g. *476 – 300 = 176*

  e.g. *£4·76 – £2 = £2·76*

Partitioning

  e.g. *68 – 42 as 60 – 40 and 8 – 2*

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

Year 4

Taking away

Use place value to subtract

  e.g. *4748 – 4000*

4 7 4 8

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

  e.g. *8392 – 50*

  e.g. *6723 – 3000*

  e.g. *£3·74 – 30p*

e.g. *5·6 – 0·2*

Partitioning

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

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

7 4 9 3 – **20 20** → **7 000** – **2 000** → **5 4 7 3**

90 – **20**
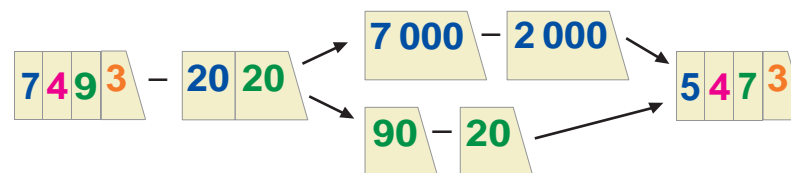
Count back

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

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

  e.g. *3522 – 1999*

  e.g. *£34·86 – £19·99*

Year 3	Year 4

Mental Subtraction

Count back in 100s, 10s then 1s

e.g. *763 – 121 as 763 – 100 (663) – 20 (643) – 1 = 642*
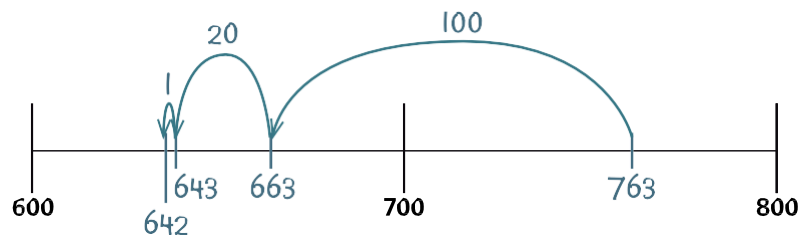
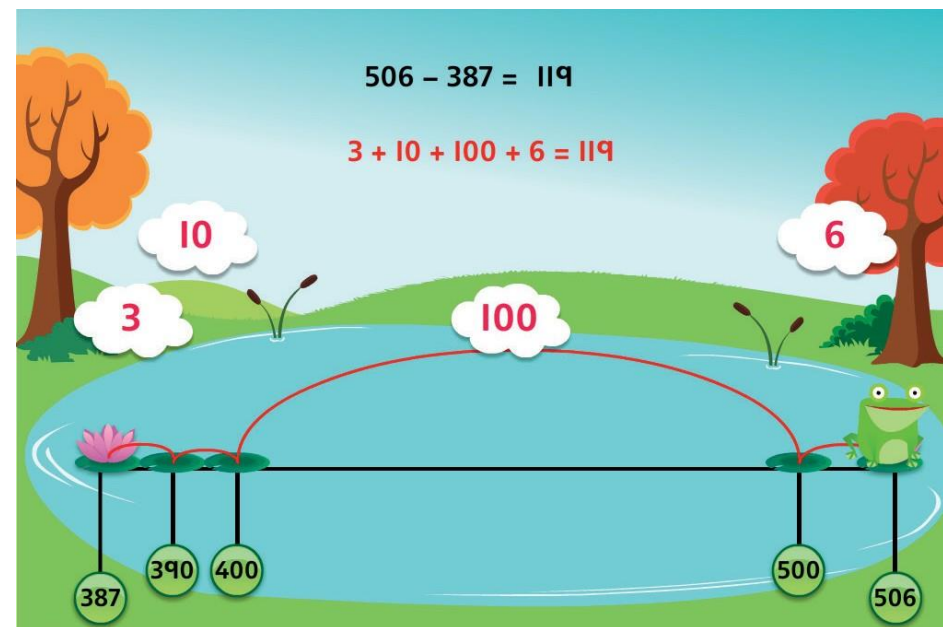Subtract near multiples of 10 and 100

e.g. *648 – 199*

e.g. *86 – 39*

Counting up

Find a difference between two numbers by counting up from the smaller to the larger
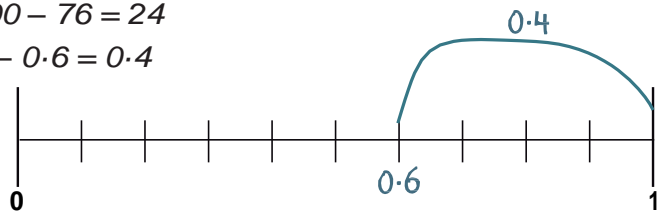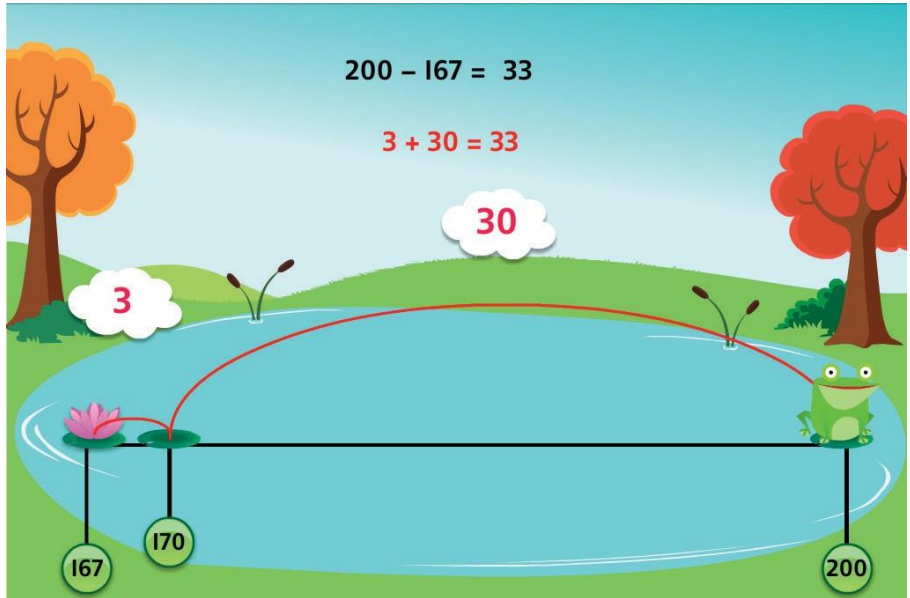
e.g. *121 – 87*
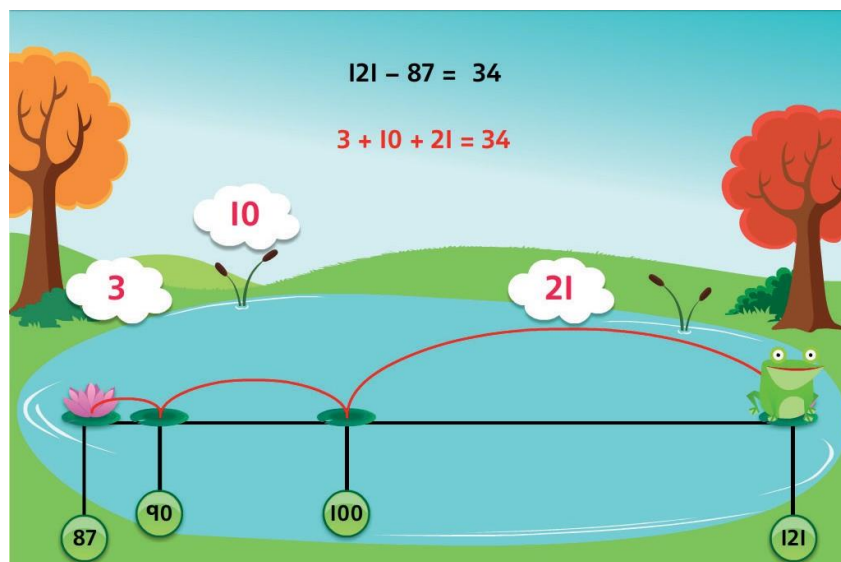
Counting up

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

e.g. *506 – 387*

e.g. *4000 − 2693*

	Year 3	Year 4
Mental Subtraction	**Using number facts** Know pairs which total each number to 20 e.g. *20 – 14 = 6* Number bonds to 100 e.g. *100 – 48 = 52* e.g. *100 – 35 = 65* Subtract using number facts to bridge back through a 10 e.g. *42 – 5 = 42 – 2 (40) – 3 = 37*	**Using number facts** Number bonds to 10 and 100 and derived facts e.g. *100 – 76 = 24* e.g. *1 – 0·6 = 0·4* Number bonds to £1 and £10 e.g. *£1·00 – 86p = 14p* e.g. *£10·00 – £3·40 = £6·60*
Written Subtraction	Develop counting up subtraction e.g. *200 – 167* 200 – 167 = 33 3 + 30 = 33	Expanded column subtraction with 3- and 4-digit numbers e.g. *726 – 358* $$\begin{array}{ccc} 600 & 110 & 16 \\ \cancel{700} & \cancel{20} & \cancel{0} \\ -\ 300 & 50 & 8 \\ \hline 300 & 60 & 8 \end{array}$$ Begin to develop compact column subtraction e.g. *726 – 358* $$\begin{array}{ccc} 6 & 11 & 16 \\ \cancel{7} & \cancel{2} & \cancel{0} \\ -\ 3 & 5 & 8 \\ \hline 3 & 6 & 8 \end{array}$$

Year 3	Year 4
Use counting up subtraction to find change from £1, £5 and £10 e.g. *£10·00 – £6·84*	Use counting up subtraction to find change from £10, £20, £50 and £100 e.g. *Buy a computer game for £34·75 using £50*

Written Subtraction

Year 3:

£10·00 – £6·84 = £3·16

6p + 10p + £3·00 = £3·16

10p

6p

£3·00

£6·90   £7·00

£6·84

£10·00
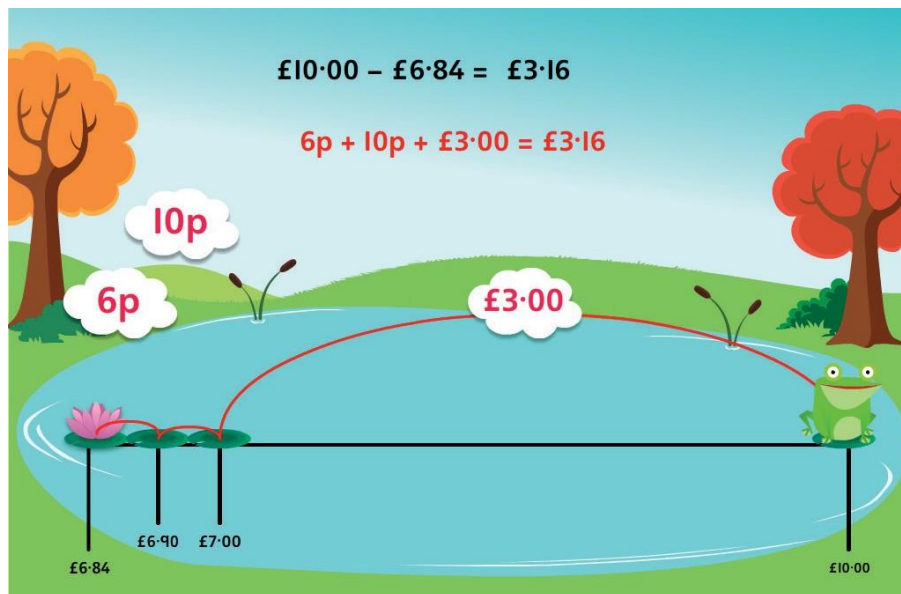
Recognise complements of any fraction to 1

e.g. *1 – 1/4 = 3/4*

e.g. *1 – 3/5 = 2/5*

Year 4:

5p   20p   £5   £10

£34·75   £34·80   £35   £40   £50
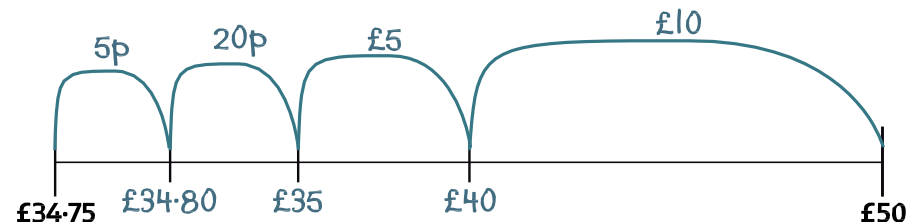
Subtract like fractions

e.g. *3/8 – 1/8 = 2/8*

	Year 5	Year 6
Mental Subtraction	**Taking away** Use place value to subtract decimals e.g. *4·58 – 0·08* e.g. *6·26 – 0·2* Take away multiples of powers of 10 e.g. *15 672 – 300* e.g. *4·82 – 2* e.g. *2·71 – 0·5* e.g. *4·68 – 0·02* Partitioning or counting back e.g. *3964 – 1051* e.g. *5·72 – 2·01* Subtract near multiples of 1, 10, 100, 1000, 10 000 or £1 e.g. *86 456 – 9999* e.g. *3·58 – 1·99* **Counting up** Find a difference between two numbers by counting up from the smaller to the larger e.g. *£12·05 − £9·59* e.g. *2009 – 869* 	**Taking away** Use place value to subtract decimals e.g. *7·782 – 0·08* e.g. *16·263 – 0·2* Take away multiples of powers of 10 e.g. *132 956 – 400* e.g. *686 109 – 40 000* e.g. *7·823 – 0·5* Partitioning or counting back e.g. *3964 – 1051* e.g. *5·72 – 2·01* Subtract near multiples of powers of 10 e.g. *360 078 – 99 998* e.g. *12·831 – 0·99*
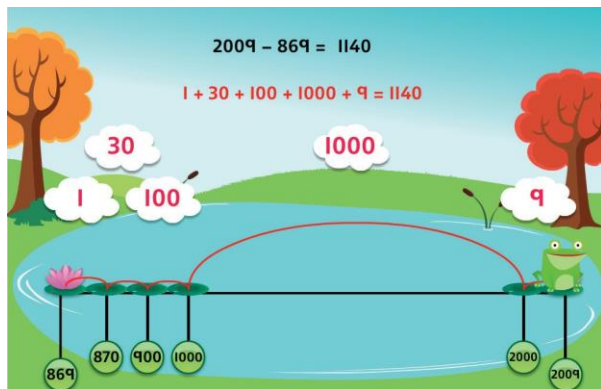
Year 5	**Year 6**

Mental Subtraction

Find change using shopkeepers' addition

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

£10·00 – £6·89 = £3·11

1p + 10p + £3·00 = £3·11

10p

1p

£3·00

£6·90 £7·00

£6·89

£10·00
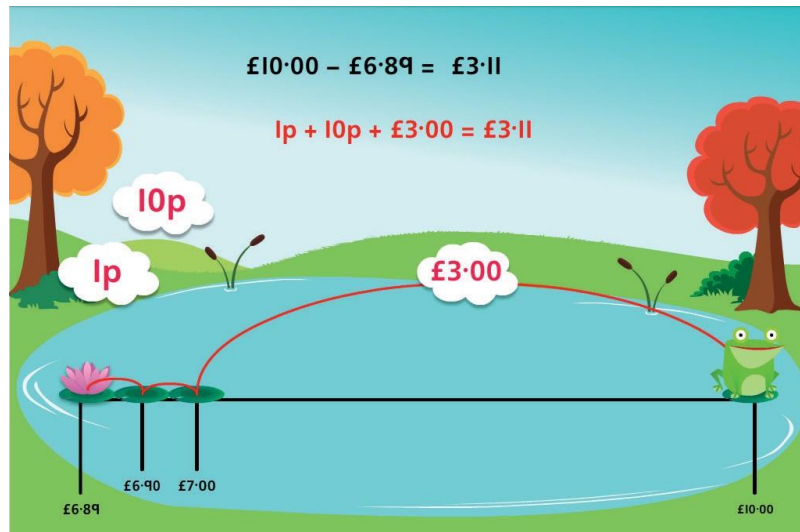
Find a difference between two amounts of money by counting up

Using number facts

Derived facts from number bonds to 10 and 100

e.g. *2 – 0·45 using 45 + 55 = 100*

e.g. *3 – 0·86 using 86 + 14 = 100*

0.14

2

0·86   1   3
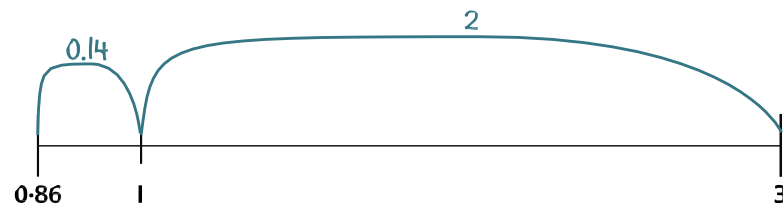
Number bonds to £1, £10 and £100

e.g. *£4·00 – £3·86*

e.g. *£100 – £66 using 66 + 34 = 100*

Counting up

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

e.g. *1·2 – 0·87*

1·2 – 0·87 = 0·33

0·03 + 0·1 + 0·2 = 0·33

0·1

0·03

0·2

0·87   0·9   1   1·2
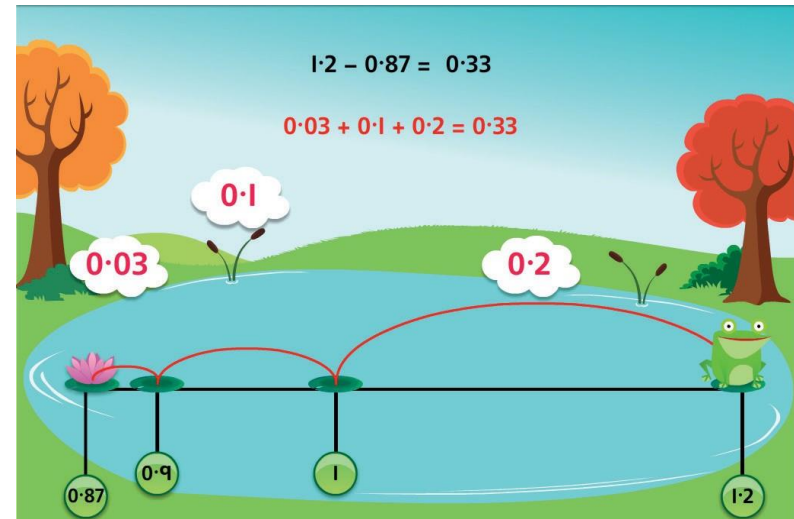
Using number facts

Derived facts from number bonds to 10 and 100

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

e.g. *5 – 0·65 using 65 + 35 = 100*

0·35

4

0·65   1   5
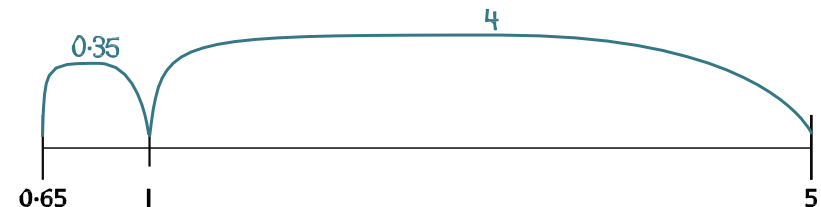
Number bonds to £1, £10 and £100

e.g. *£7·00 – £4·37*

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

Year 5	Year 6

Written Subtraction

Year 5

Compact column subtraction for numbers with up to 5 digits
e.g. *16 324 – 8516*

```
  0  15 13  1  14
  1   6  3  2  4
-      8  5  1  6
  ─────────────────
      7  8  0  8
```

Continue to use counting up subtraction for subtractions involving money, including finding change
e.g. *£50 − £28·76*

£28·76 £28·80 £29 £30 £50
4p 20p £1 £20

Use counting up subtraction to subtract decimal numbers

4·2 − 1·74 = 2·46

0·06 + 0·2 + 2 + 0·2 = 2·46

0·2   0·2
0·06   2

1·74 1·8 2   4   4·2
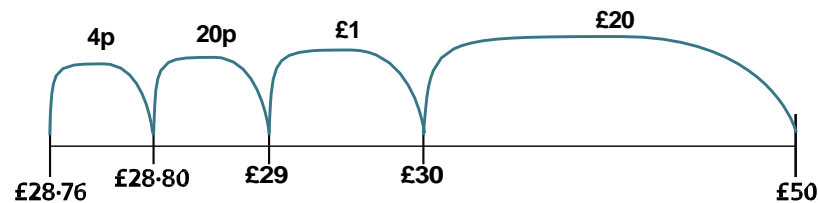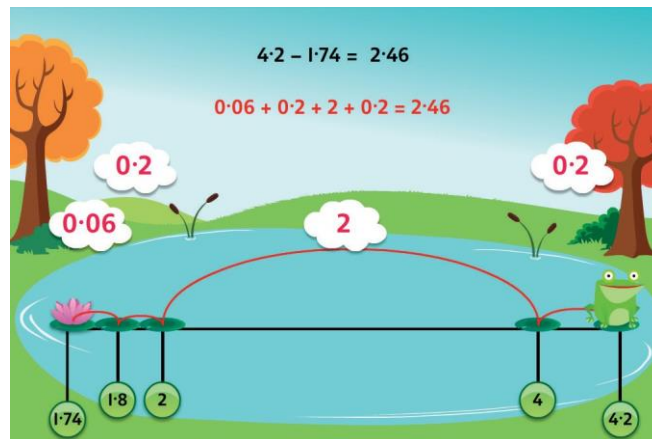
e.g. *4·2 − 1·74*

Subtract related fractions
e.g. *3/4 − 1/8 = 5/8*

NB Counting up subtraction provides a default method for ALL children

Year 6

Compact column subtraction for large numbers
e.g. *34 685 – 16 458*

```
  2  14     7  15
  3   4  6  8  5
- 1   6  4  5  8
  ─────────────────
  1   8  2  2  7
```

Use counting up for subtractions where the larger number is a multiple or near multiple of 1000 or 10 000
Use counting up subtraction when dealing with money
e.g. *£100 – £78·56*
e.g. *£45·23 – £27·57*

£27·57 £27·60 £28 £30   £40 £45 £45·23
3p 40p £2   £10   £5 23p
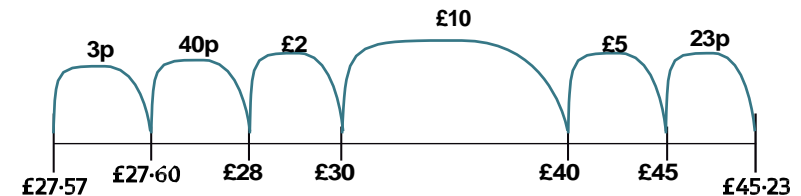
Use counting up subtraction to subtract decimal numbers
e.g. *13·1 – 2·37*

2·37 2·4 3   13 13·1
0·03 0·6   10   0·1
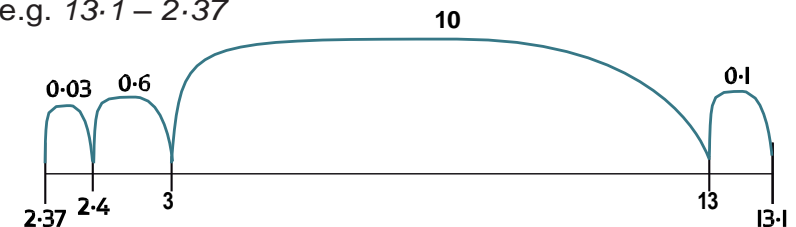
Subtract unlike fractions, including mixed numbers
e.g. *3/4 – 1/3 = 5/12*
e.g. *2 3/4 – 1 1/3 = 1 5/12*

NB Counting up subtraction provides a default method for ALL children

Year 3	Year 4

Mental Multiplication

Counting in steps ('clever' counting)

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

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

Counting in steps (sequences)

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

Doubling and halving

Find doubles to double 100 and beyond using partitioning

e.g. *double 126*

126
200   52
252
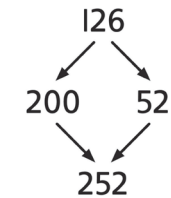
Begin to double amounts of money

e.g. *£3·50 doubled is £7*

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

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

Year 3	Year 4

Mental Multiplication

Year 3

Doubling and halving

Find doubles of numbers to 50 using partitioning

  e.g. *double 48*

```
        48
       ↙   ↘
    80       16
       ↘   ↙
        96
```
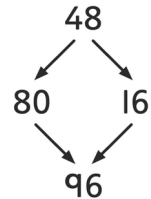
Use doubling as a strategy in multiplying by 2

  e.g. *18 × 2 is double 18 = 36*

Grouping

Recognise that multiplication is commutative

  e.g. *4 × 8 = 8 × 4*

Multiply multiples of 10 by 1-digit numbers

  e.g. *30 × 8 = 240*

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

  e.g. *13 × 4*

Using number facts

Know doubles to double 20

  e.g. *double 15 is 30*

Know doubles of multiples of 5 to 100

  e.g. *double 85 is 170*

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

Year 4

Grouping

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

  e.g. *24 × 5*

```
        24
    ×5 ↙   ↘ ×5
  100       20
       ↘   ↙
       120
```
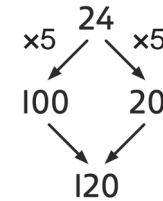
Multiply multiples of 100 and 1000 by 1-digit numbers using tables facts

  e.g. *400 × 8 = 3200*

Multiply near multiples by rounding e.g.

  24 × 19 as (24 × 20) – 24 = 456

Using number facts

Know times-tables up to 12 × 12

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

Overview of Strategies and Methods – Multiplication

Year 3	Year 4
Build on partitioning to develop grid multiplication e.g. *23 × 4* 	×	20	3
---	---	---
4	80	12	= 92	Use grid multiplication to multiply 3-digit numbers by 1-digit numbers e.g. *253 × 6* | ×	200	50	3
---	---	---	---
6	1200	300	18	= 1518 Use a vertical written algorithm (ladder) to multiply 3-digit numbers by 1-digit numbers e.g. *253 × 6* $$\begin{array}{r} 2\ 5\ 3 \\ \times \qquad 6 \\ \hline 1\ 2\ 0\ 0 \leftarrow 6\times200 \\ 3\ 0\ 0 \leftarrow 6\times50 \\ +\qquad 1\ 8 \leftarrow 6\times3 \\ \hline 1\ 5\ 1\ 8 \end{array}$$ Use grid multiplication to multiply 2-digit numbers by 2-digit numbers e.g. *16 × 48* | ×	10	6	
---	---	---	---
40	400	240	= 640
8	80	48	= 128
			768	
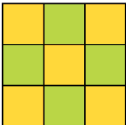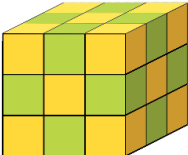
Written Multiplication

Overview of Strategies and Methods – Multiplication

Year 5	Year 6

Mental Multiplication

Year 5

Doubling and halving

Double amounts of money using partitioning

e.g. *double £6·73*

£6·73

£12   £1·46

£13·46

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

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

Grouping

Multiply whole numbers and decimals by 10, 100, 1000

e.g. *3·4 × 100 = 340*

Use partitioning to multiply 'friendly' 2- and 3-digit numbers by 1-digit numbers

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

402

×6   ×6

2400   12

2412

Use partitioning to multiply decimal numbers by 1-digit numbers

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

Multiply near multiples by rounding e.g.

32 × 29 as (32 × 30) − 32 = 928

Year 6

Doubling and halving

Double decimal numbers with up to 2 places using partitioning

e.g. *double 36·73*

36·73

72   1·46

73·46

Use doubling and halving as strategies in mental multiplication

Grouping

Use partitioning as a strategy in mental multiplication, as appropriate

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

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

Use factors in mental multiplication

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

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

Multiply decimal numbers using near multiples by rounding

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

Overview of Strategies and Methods – Multiplication

	Year 5	Year 6

Mental Multiplication	**Using number facts**
	Use times-tables facts up to 12 × 12 to multiply multiples of 10/100 of the multiplier
	  e.g. *4 × 6 = 24 so 40 × 6 = 240 and 400 × 6 = 2400*
	Use knowledge of factors and multiples in multiplication
	  e.g. *43 × 6 is double 43 × 3*
	  e.g. *28 × 50 is half of 28 × 100 (2800) = 1400*
	Know square numbers and cube numbers
		Using number facts
		Use times-tables facts up to 12 × 12 in mental multiplication of large numbers or numbers with up to 2 decimal places
		  e.g. *6 × 4 = 24 and 0·06 × 4 = 0·24*

Written Multiplication	Short multiplication of 2-, 3- and 4-digit numbers by 1-digit numbers
	  e.g. *435 × 8*
	
	    4 3 5
	  × 8
	    2 4
	3 4 8 0
	
	Long multiplication of 2-, 3-and 4-digit numbers by 'teen' numbers
	  e.g. *48 × 16*
	
	    4 8
	  × 1 6
	  4 8 0
	  2 8 8
	  1
	  7 6 8
		Short multiplication of 2-, 3- and 4-digit numbers by 1-digit numbers
		  e.g. *3743 × 6*
		
		  3 7 4 3
		  × 6
		   4 2 1
		2 2 4 5 8
		
		Long multiplication of 2-, 3- and 4-digit numbers by 2-digit numbers
		
		    4 5 6
		  × 3 8
		1 3 6 8 0
		  3 6 4 8
		  1 1
		1 7 3 2 8
		  e.g. *456 × 38*

Overview of Strategies and Methods – Multiplication

Year 5	Year 6

Written Multiplication

Year 5

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

e.g. *1·34 × 6*

×	I	0·3	0·04
6	6	I·8	0·24	= 8·04

Multiply fractions by 1-digit numbers
e.g. *3/4 × 6 = 18/4 = 4 2/4 = 4 1/2*
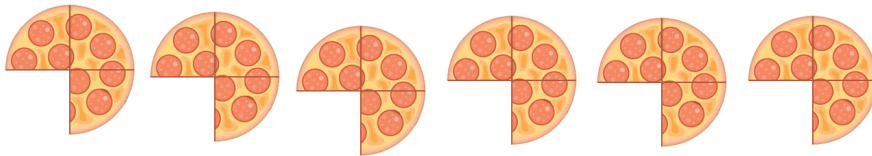
NB Grid multiplication provides a default method for ALL children

Year 6

Short multiplication of decimal numbers using × 100 and ÷ 100
   e.g. *13·72 × 6 as (1372 × 6) ÷ 100 = 82·32*
Short multiplication of money
   e.g. *£13·72 × 6*

```
    £  1  3 . 7  2
  ×              6
       2  4  1
    £  8  2 . 3  2
```

Grid multiplication of numbers with up to 2 decimal places by 1-digit numbers
   e.g. *6·76 × 4*

×	6	0·7	0·06
4	24	2·8	0·24	= 27·04

Multiply simple pairs of proper fractions
e.g. 1/2 × 1/4 = 1/8

NB Grid multiplication provides a default method for ALL children

Year 3	Year 4

Mental Division

Year 3

Counting in steps ('clever' counting)

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

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

Year 4

Counting in steps (sequences)

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

Overview of Strategies and Methods – Division

Year 3	Year 4
Doubling and halving	**Doubling and halving**
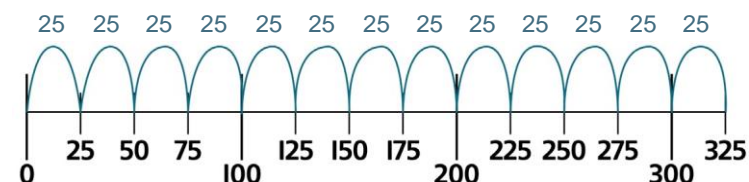
Mental Division

Year 3

Doubling and halving

Find half of even numbers to 100 using partitioning

e.g. *find half of 48*

```
        48
       ↙  ↘
     20    4
       ↘  ↙
        24
```
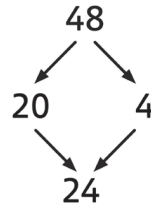
Use halving as a strategy in dividing by 2

e.g. *36 ÷ 2 is half of 36 = 18*

Find half of odd numbers

Year 4

Doubling and halving

Find half of even numbers to 200 and beyond using partitioning

e.g. *find half of 258*

```
        258
       ↙  ↘
     100    29
       ↘  ↙
        129
```
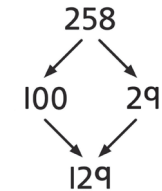
Begin to halve amounts of money

e.g. *£9 halved is £4·50*

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

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

Year 3	Year 4
Grouping	**Grouping**

Mental Division

Year 3

Grouping

Recognise that division is not commutative

e.g. *16 ÷ 8 does not equal 8 ÷ 16*

Relate division to multiplications 'with holes in'

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

_ × £5 = £30

Divide multiples of 10 by 1-digit numbers

e.g. *240 ÷ 8 = 30*

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

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

Year 4

Grouping

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

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

$$45 \div 3 = \boxed{}$$

$$\boxed{} \times 3 = 45 \qquad 45 \div 3 = 15$$
$$10 \times 3 = 30$$
$$\underline{15}$$
$$5 \times 3 = 15$$
$$\underline{0}$$
$$15$$

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

e.g. *3200 ÷ 8 = 400*

Overview of Strategies and Methods – Division

|	Year 3	Year 4
Mental Division	**Using number facts** Know half of even numbers to 40 Know half of multiples of 10 to 200 e.g. *half of 170 is 85* Know ×2, ×3, ×4, ×5, ×8, ×10 division facts	**Using number facts** Know times-tables up to 12 × 12 and all related division facts
Written Division	Perform divisions just above the 10th multiple using written jottings, understanding how to give a remainder as a whole number Use division facts to find unit and simple non-unit fractions of amounts within the times-tables – e.g. *3/4 of 48 is 3 × (48 ÷ 4) = 36*	Use a written version of a mental method to divide 2- and 3-digit numbers by 1-digit numbers e.g. *86 ÷ 3 as 20 × 3 (60) and 8 × 3 (24), remainder 2* 86 ÷ 3 = ☐ ☐ × 3 = 8 6 86 ÷ 3 = **2 8 r2** **2 0** × 3 = 6 0 2 6 **8** × 3 = 2 4 **2** **2 8** Use division facts to find unit and non-unit fractions of amounts within the times-tables – e.g. *7/8 of 56 is 7 × (56 ÷ 8) = 48*

Multiplication grid (× 1 to 12):

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

Year 5	Year 6

Mental Division

Year 5

Doubling and halving

Halve amounts of money using partitioning

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

£14·84

£7   42p

£7·42
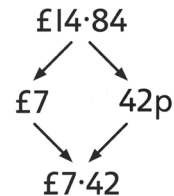
Use doubling and halving as a strategy in dividing by 2, 4, 8, 5 and 20

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

Grouping

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

e.g. *340 ÷ 100 = 3·4*

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

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

1 8 6 ÷ 6 = ☐

☐ × 6 = 1 8 6   1 8 6 ÷ 6 = **3 1**
3 0 × 6 = 1 8 0
6
1 × 6 =   6
0
3 1

Year 6

Doubling and halving

Halve decimal numbers with up to 2 places using partitioning

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

36·86

18   0·43

18·43
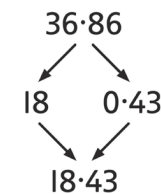
Use doubling and halving as strategies in mental division

Grouping

Use the 10th, 20th, 30th, … or 100th, 200th, 300th … multiples of the divisor to divide large numbers
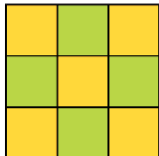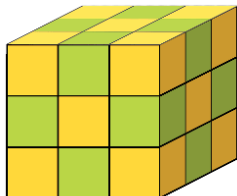
e.g. *378 ÷ 9 as 40 × 9 (360) and 2 × 9 (18), remainder 2*

3 7 8 ÷ 9 = ☐

☐ × 9 = 3 7 8   3 7 8 ÷ 9 = **42 r2**
4 0 × 9 = 3 6 0
1 8
2 × 9 =   1 8
2
4 2

Use tests for divisibility

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

Overview of Strategies and Methods – Division

	Year 5	Year 6

Mental Division	**Using number facts**
	Use division facts from the times-tables up to 12 × 12 to divide multiples of powers of 10 of the divisor
	
	  e.g. *3600 ÷ 9 using 36 ÷ 9*
	Know square numbers and cube numbers
	
		Using number facts
		Use division facts from the times-tables up to 12 × 12 to divide decimal numbers by 1-digit numbers
		
		  e.g. *1·17 ÷ 3 is 1/100 of 117 ÷ 3 (39)*
		Know tests of divisibility for numbers divisible by 2, 3, 4, 5, 9, 10 and 25

Written Division	Use a written version of a mental strategy to divide 3-digit numbers by 1-digit numbers
	
	  e.g. *326 ÷ 6 as 50 × 6 (300) and 4 × 6 (24), remainder 2*
	
		Short division of 3- and 4-digit numbers by 1-digit numbers
		  e.g. *139 ÷ 3*
		
		Long division of 3- and 4-digit numbers by 2-digit numbers
		  e.g. *4176 ÷ 13*

Overview of Strategies and Methods – Division

	Year 5	Year 6
Written Division	Short division of 3- and 4-digit numbers by 1-digit numbers e.g. *139 ÷ 3* $$\begin{array}{r} 4\ 6\ \text{r 1} \\ \hline 3\ \big|\ 1\ 3\ {}^19 \end{array}$$ Give remainders as whole numbers or as fractions Find unit and non-unit fractions of large amounts 　　– 　　e.g. *3/5 of 265 is 3 × (265 ÷ 5) = 159* Turn improper fractions into mixed numbers and vice versa	Give remainders as whole numbers, fractions or decimals Use place value to divide 1- and 2-place decimals by numbers ≤ 12 　e.g. *3.65 ÷ 5 as (365 ÷ 5) ÷ 100 = 0·73* Divide proper fractions by whole numbers