



Church of England Academy

'Loving to Learn, Learning to Love'

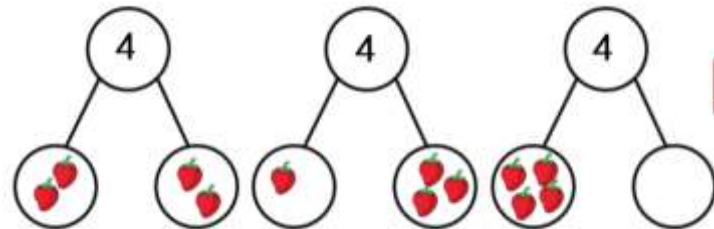
Calculation Progression

EYFS Key Representations

- 6
- 7
- 8
- 9
- 10



- 1
- 2
- 3
- 4
- 5



Addition

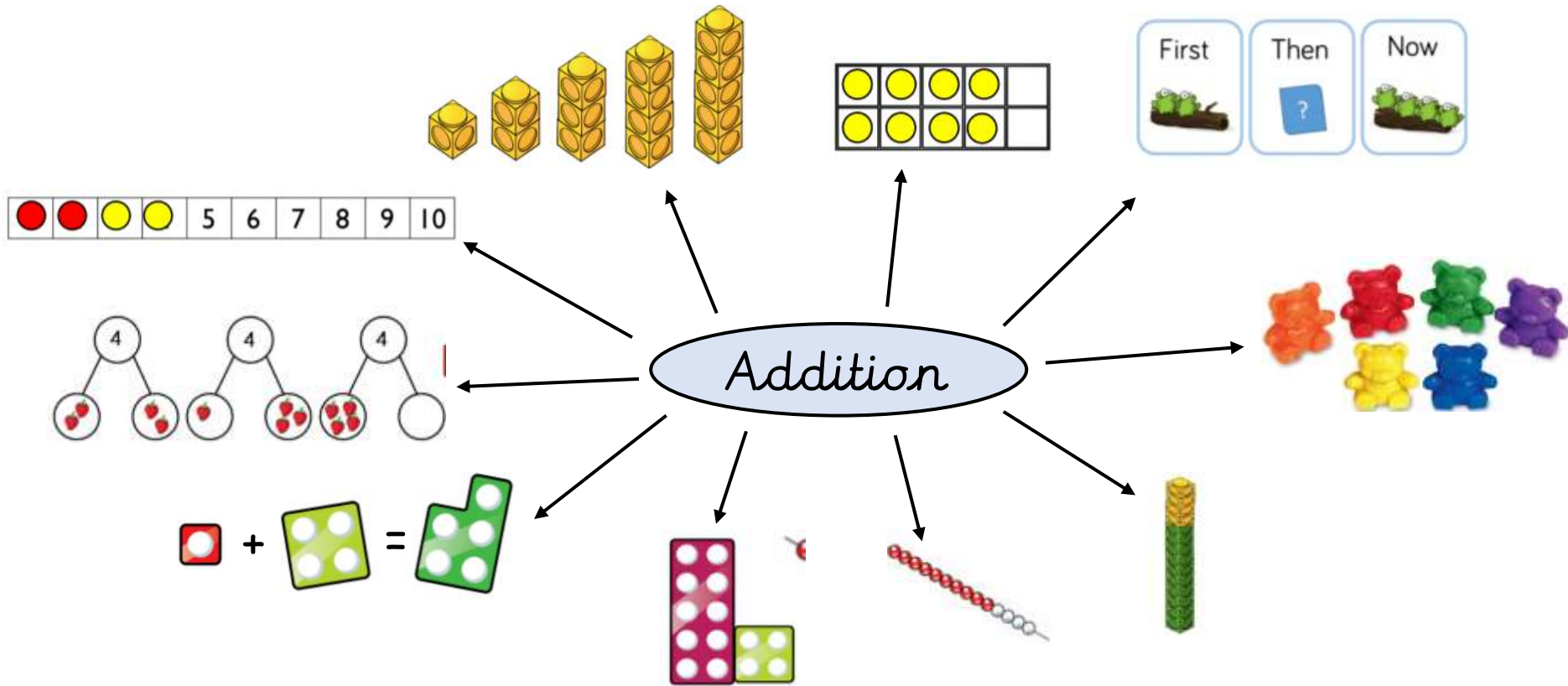
Curriculum Expectation

Number

- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.

Early Learning Goal

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.



Subtraction

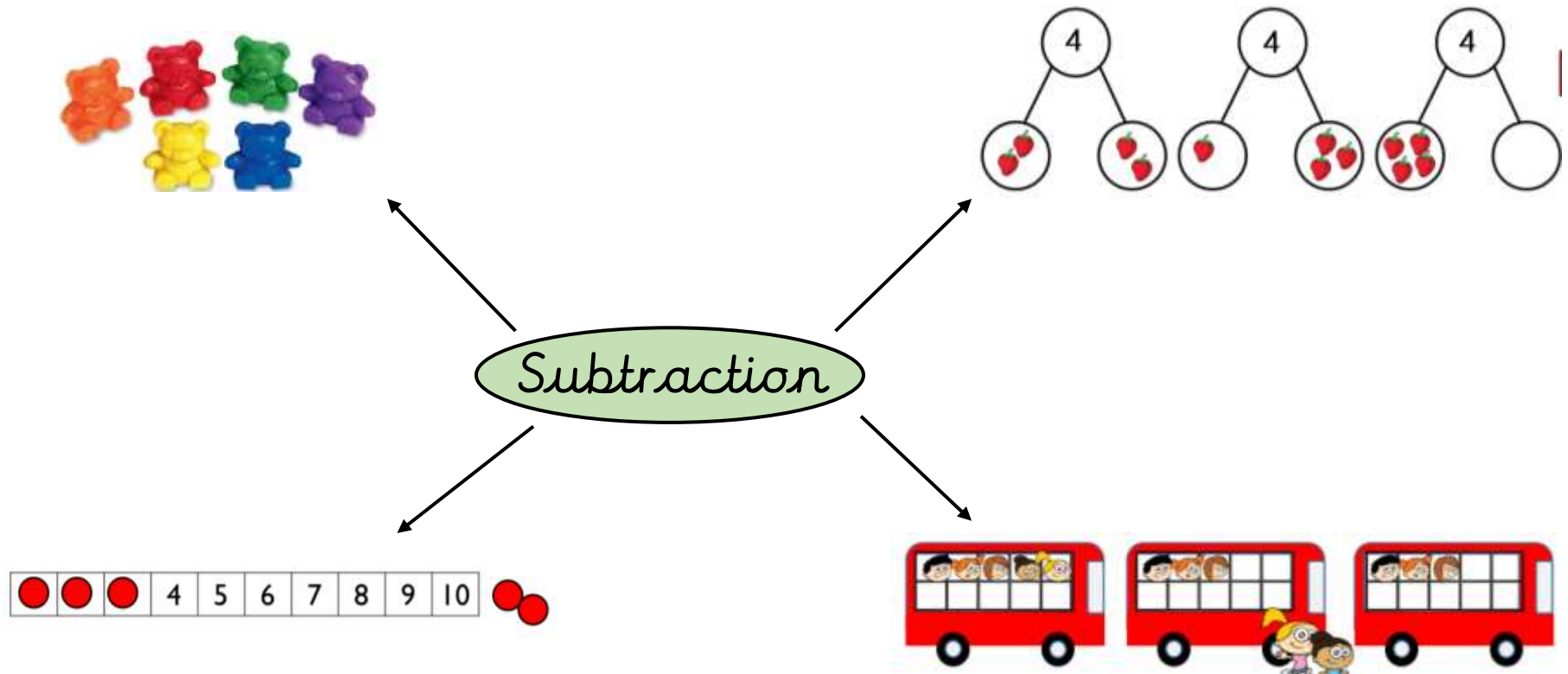
Curriculum Expectation

Number

- Uses the language of 'more' and 'fewer' to compare two sets of objects
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.

Early Learning Goal

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.

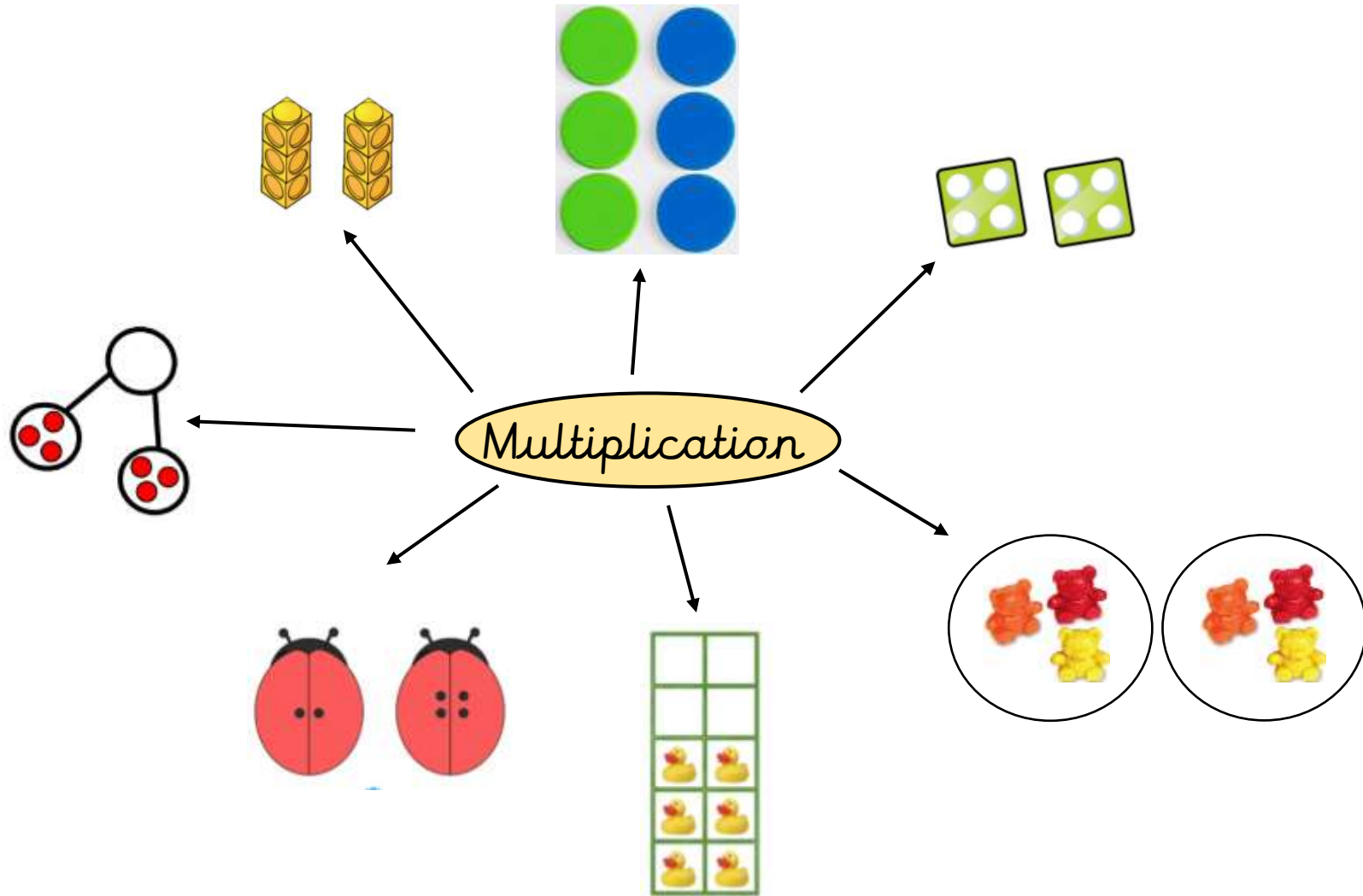


Multiplication

Curriculum Expectation

Early Learning Goal

They solve problems, including doubling, halving and sharing.

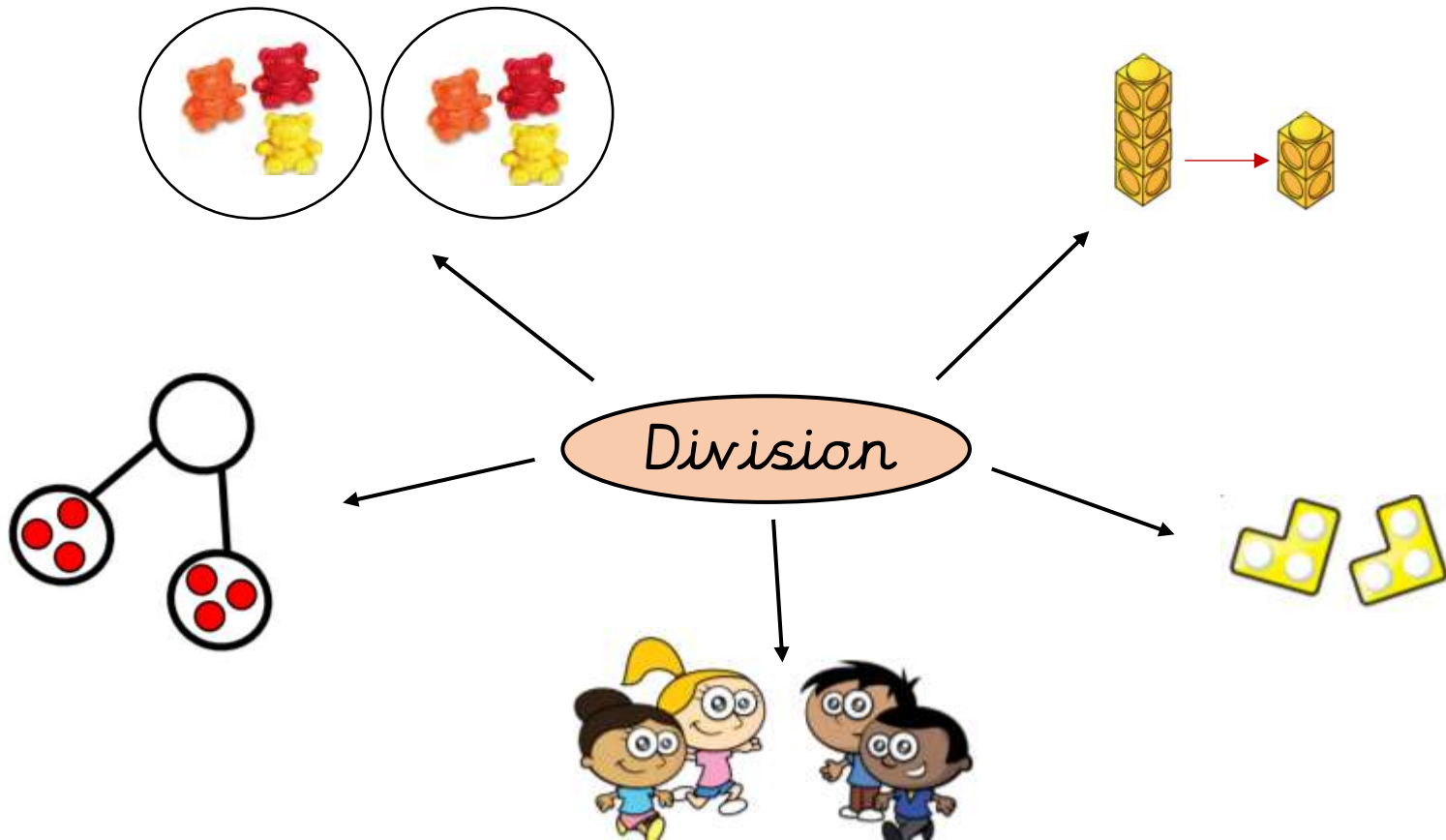


Division

Curriculum Expectation

Early Learning Goal

They solve problems, including doubling, halving and sharing.



Year 1 to Year 6 Calculations

		Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Addition	Pitch	<p>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>represent and use number bonds and related subtraction facts within 20</p> <p>add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.</p>	<p>Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>Applying their increasing knowledge of mental and written methods</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: \clubsuit a two-digit number and ones \clubsuit a two-digit number and tens \clubsuit two two-digit numbers \clubsuit adding three one-digit numbers</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>	<p>Add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p>	<p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p>	<p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>Add and subtract numbers mentally with increasingly large numbers</p>	<p>Continue to embed year 5 addition and subtraction</p>

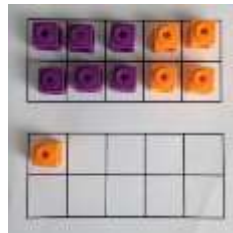
Pictures

6+5 =



Tens frames

6 + 5 =

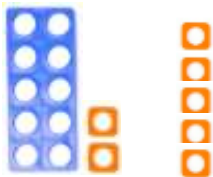


Numicon

6 + 5 =

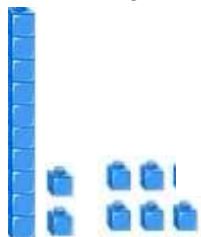


12 + 5



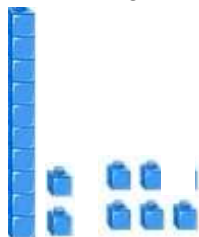
Base 10

12 + 5



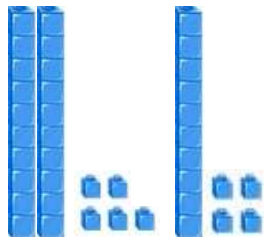
Base 10

12 + 5



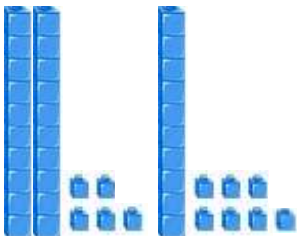
Count the tens and count on in ones

25 + 14 =



Count the tens then count on in the ones.

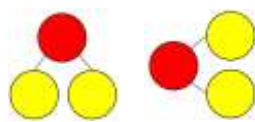
25 + 17 =



Count the tens then count on in the ones.

Model exchanging the ones for a ten and 2 ones.

Part Part Whole

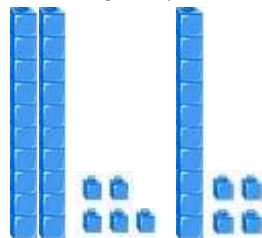


Part + Part = Whole

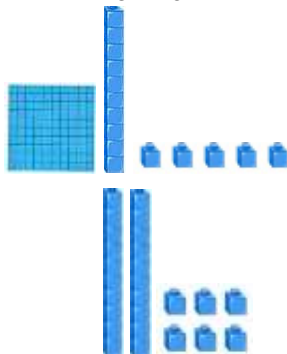
Whole - Part = Part

Base 10

25 + 14 =



115 + 26 =



Column Addition with Partitioning (preferred alongside previous tens and ones drawing/place value counters for those needing the conceptual understanding still)

1	5	7	+	2	3	8	=	
1	0	0	+	5	0	+	7	
+	2	0	0	+	3	0	+	8
				1	0			
3	0	0	+	8	0	+	5	

3	6	7	4	+	1	5	8	9	+	5	2	6	3												
3	0	0	0	+	5	0	0	+	7	0	4	+	1	0	0	0	+	2	0	0	+	8	0	+	5

Compact Column Addition

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

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

Column Addition

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

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

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

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

Adding more than 2 numbers

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

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

Column Addition

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

8	9	6	5	4	2			
+	1	3	2	7	3	7		
		1	0	2	9	2	7	9

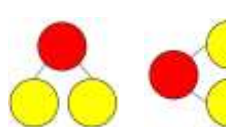
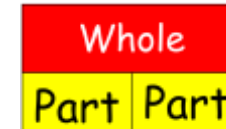
Decimals and different place values

2	3	0	5	6	7				
5	6	1	0	2	5	6			
+	4	5	2	6	8				
		2	9	1	1	8	6	3	6

Adding more than 2 numbers

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

Part Part Whole

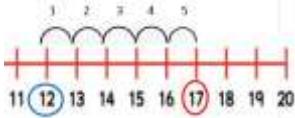


Part + Part = Whole

Whole - Part = Part

Number lines

$12 + 5$



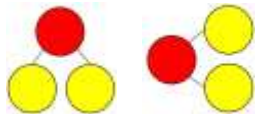
$7 + 8$



Number Bonds



Part Part Whole



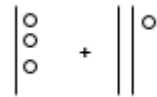
$Part + Part = Whole$

$Whole - Part = Part$

Chips and Peas

Chips represent the tens. Peas represent the ones. Talk about the number of chips and peas in each of the numbers. Draw the chips and peas. Peas then count in 10s.

$13 + 21 = 34$



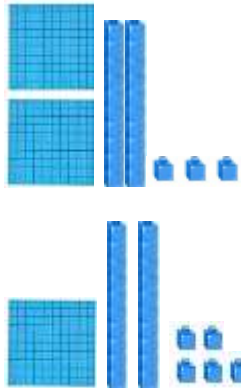
$25 + 17 = 42$

The children then progress into laying their chips and peas out in a column layout to prepare for column addition.

$15 + 21 = 36$



$223 + 125 =$



Place Value Counters

$134 + 23 =$

100s	10s	1s
100	10 10	1 1
	10	1 1
	10 10	1 1
		1

$145 + 127 =$

100s	10s	1s
100	10 10	1 1
	10 10	1 1
100	10 10	1 1
	10	1 1
		1 1
		1

Place value counters also used to add multiples of 10 and 100.

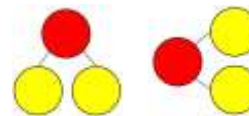
$$\begin{array}{r} 2566 \\ + 5282 \\ \hline 7848 \end{array}$$

$$\begin{array}{r} 3566 \\ + 5196 \\ \hline 8762 \end{array}$$

Adding More than 2 numbers

$$\begin{array}{r} 2343 \\ 5415 \\ + 5631 \\ \hline 13789 \end{array}$$

Part Part Whole



$Part + Part = Whole$

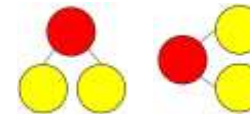
$Whole - Part = Part$

Adding Decimals

$$\begin{array}{r} £ 25.67 \\ + £ 32.72 \\ \hline £ 58.39 \end{array}$$

$$\begin{array}{r} £ 256.25 \\ £ 25.17 \\ + £ 34.35 \\ \hline 315.77 \end{array}$$

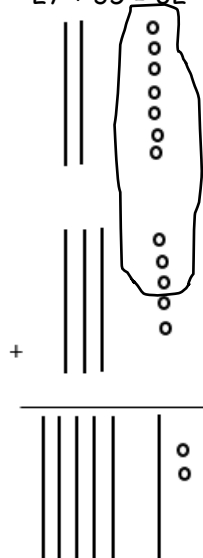
Part Part Whole



$Part + Part = Whole$

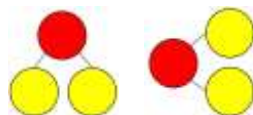
$Whole - Part = Part$

$$27 + 35 = 62$$



Start counting the ones as you would with column addition. When you get to ten model place the chip underneath the line and add any remaining peas. Place the chips below. Add up the total

Part Part Whole



$$\text{Part} + \text{Part} = \text{Whole}$$

$$\text{Whole} - \text{Part} = \text{Part}$$

Column Addition with Partitioning

3	5	+	4	2	=
3	0	+	5		
+	4	0	+	2	
7	0	+	7		

1	2	5	+	4	3	=	
1	0	0	+	2	0	+	5
+			+	4	0	+	3
1	0	0	+	6	0	+	8

1	2	5	+	2	3	2	=	
1	0	0	+	2	0	+	5	
+	2	0	0	+	3	0	+	2
3	0	0	+	5	0	+	7	


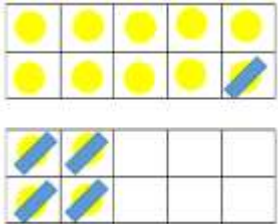
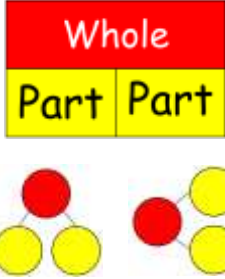
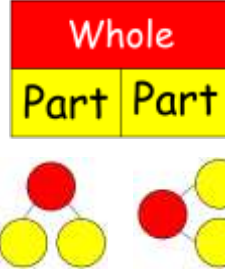
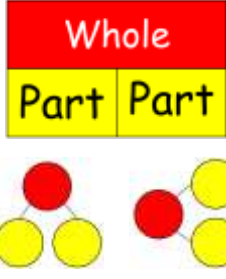
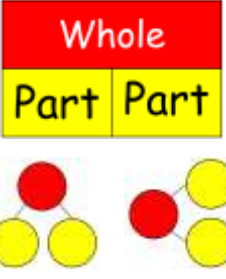
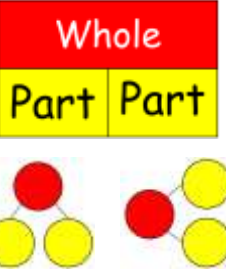
1	5	7	+	2	3	8	=	
1	0	0	+	5	0	+	7	
+	2	0	0	+	3	0	+	8
				1	0			
3	0	0	+	8	0	+	5	

Compact Column Addition

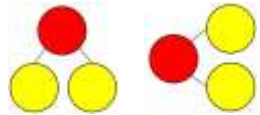
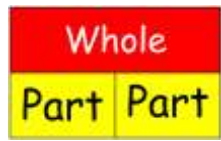
	5	2
+	2	6
	7	8

	2	3	4
+	1	2	1
<hr/>			
	3	5	5

	5	2	7
+	2	6	5
<hr/>			
	7	9	2

Subtraction	Pitch	<p>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>represent and use number bonds and related subtraction facts within 20</p> <p>add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$.</p>	<p>Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>Applying their increasing knowledge of mental and written methods</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: ♣ a two-digit number and ones ♣ a two-digit number and tens ♣ two two-digit numbers ♣ adding three one-digit numbers</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>	<p>Add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p>	<p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p>	<p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>Add and subtract numbers mentally with increasingly large numbers</p>	<p>Continue to embed year 5 addition and subtraction</p>
	Methods	<p>Finding Difference</p>  <p>Tens Frames 14 - 5</p> 	<p>Part Part Whole</p>  <p>Part + Part = Whole</p> <p>Whole - Part = Part</p>	<p>Part Part Whole</p>  <p>Part + Part = Whole</p> <p>Whole - Part = Part</p>	<p>Part Part Whole</p>  <p>Part + Part = Whole</p> <p>Whole - Part = Part</p>	<p>Part Part Whole</p>  <p>Part + Part = Whole</p> <p>Whole - Part = Part</p>	<p>Part Part Whole</p>  <p>Part + Part = Whole</p> <p>Whole - Part = Part</p>

Part Part Whole

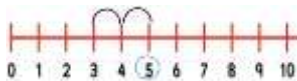


Part + Part = Whole

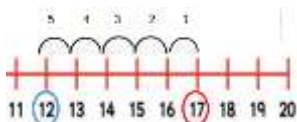
Whole - Part = Part

Number lines

5 - 2

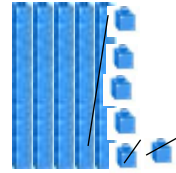


17 - 5

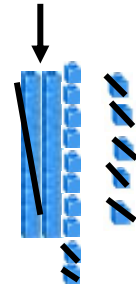
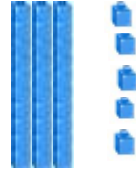


Base 10

56 - 12 =

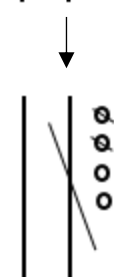
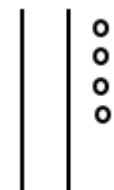


35 - 17 =



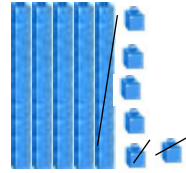
Chips and Peas

24 - 12 =

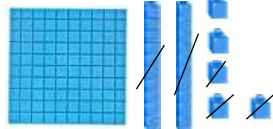


Base 10

56 - 12 =

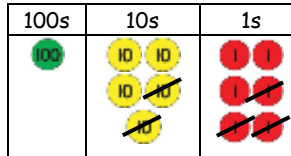


125 - 23 =

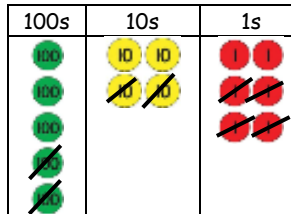


Place Value Counters

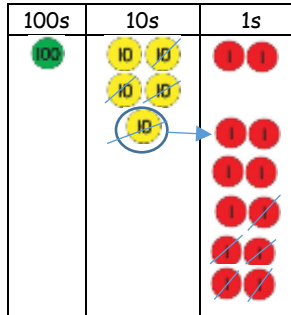
156 - 23 =



546 - 224 =

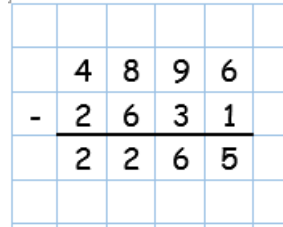


152 - 35 =

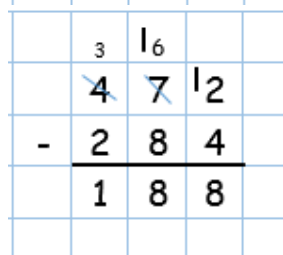
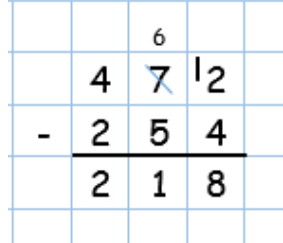


Column Subtraction

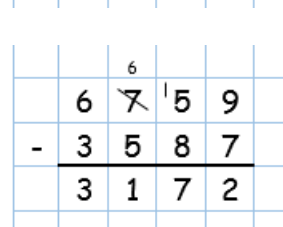
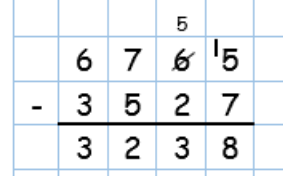
4 digit no exchange



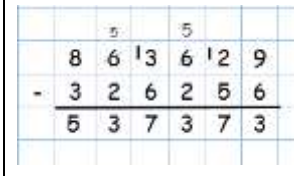
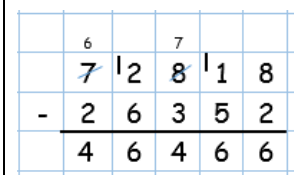
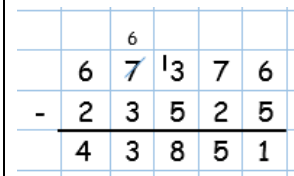
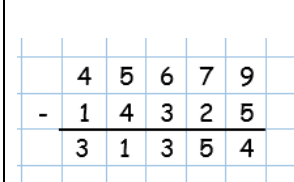
Recap 3 digit with exchange



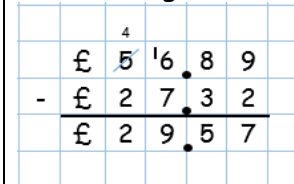
Four digit 1 exchange



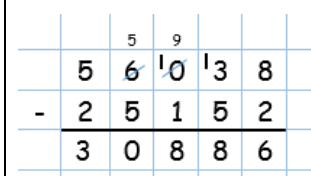
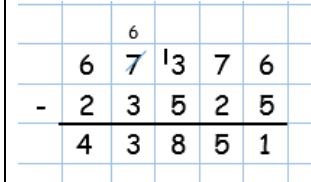
Column Subtraction



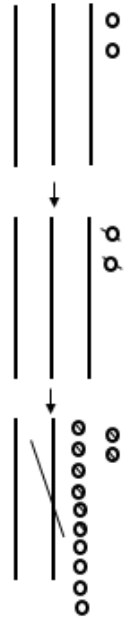
Subtracting Decimals



Column Subtraction



$32 - 18 =$



Column Subtraction with Partitioning

No exchanging

$$\begin{array}{r} 68 - 25 = 43 \\ 60 + 8 \\ - 20 + 5 \\ \hline 40 + 3 \end{array}$$

$$\begin{array}{r} 568 - 233 \\ 500 + 60 + 8 \\ - 200 + 30 + 3 \\ \hline 300 + 30 + 5 \end{array}$$

Two digit exchanging

$$\begin{array}{r} 62 - 27 = 35 \\ 50 \\ \cancel{6}0 + 2 \\ - 20 + 7 \\ \hline 30 + 5 \end{array}$$

Three digit with one exchange

$$\begin{array}{r} 568 - 283 \\ 400 \\ \cancel{5}00 + 60 + 8 \\ - 200 + 80 + 3 \\ \hline 200 + 80 + 5 \end{array}$$

Three digit with two exchanges

$$\begin{array}{r} 825 - 167 = 658 \\ 700 \\ 800 + 20 + 5 \\ - 100 + 60 + 7 \\ \hline 600 + 50 + 8 \end{array}$$

Four digit 2 or more exchanges

$$\begin{array}{r} 6865 \\ - 3577 \\ \hline 3288 \end{array}$$

$$\begin{array}{r} 7613 \\ - 1235 \\ \hline 6368 \end{array}$$

Subtracting Decimals

$$\begin{array}{r} £ 56.89 \\ - £ 27.32 \\ \hline £ 29.57 \end{array}$$

$$\begin{array}{r} £ 837.59 \\ - £ 261.63 \\ \hline £ 575.96 \end{array}$$

Three digits with a 0

$$\begin{array}{r} 609 - 235 = 374 \\ \hline 500 \\ 600 + 00 + 9 \\ - 200 + 30 + 5 \\ \hline 300 + 70 + 4 \end{array}$$

Column Subtraction

No exchange

$$\begin{array}{r} 475 \\ - 254 \\ \hline 221 \end{array}$$

One Exchange

$$\begin{array}{r} 6 \\ 47 \overline{)2} \\ - 254 \\ \hline 218 \end{array}$$

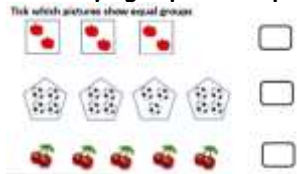
Two exchanges

$$\begin{array}{r} 3 \quad 6 \\ 47 \overline{)2} \\ - 284 \\ \hline 188 \end{array}$$

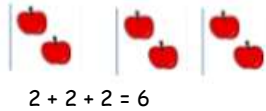
				<p>Two exchanges with a 0</p> <table border="1"> <tr> <td></td> <td>4</td> <td>9</td> <td></td> <td></td> </tr> <tr> <td></td> <td>5</td> <td>10</td> <td>12</td> <td></td> </tr> <tr> <td>-</td> <td>1</td> <td>5</td> <td>4</td> <td></td> </tr> <tr> <td></td> <td>3</td> <td>4</td> <td>8</td> <td></td> </tr> </table>		4	9				5	10	12		-	1	5	4			3	4	8				
	4	9																									
	5	10	12																								
-	1	5	4																								
	3	4	8																								
<p style="text-align: center;">Multiplication</p>	<p style="text-align: center;">Pitch</p>	<p>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p>	<p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p>	<p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p>	<p>recall multiplication and division facts for multiplication tables up to 12×12</p> <p>use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</p> <p>recognise and use factor pairs and commutativity in mental calculations</p> <p>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p>	<p>Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</p> <p>Multiply and divide numbers mentally drawing upon known facts</p> <p>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p>	<p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <p>Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</p>																				

All Using 2s, 5s and 10 times tables

Identifying Equal Groups

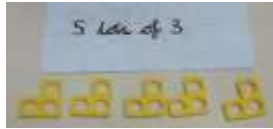


Repeated Addition Linked to Picture

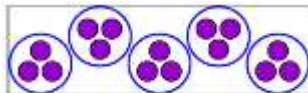


All Using 2s, 3s, 5s and 10 times tables

Numicon



Models and Images



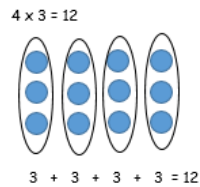
There are ___ equal groups with ___ in each group. I have five ___.



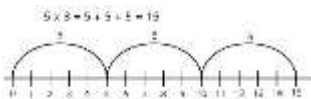
Drawing Pictures



Arrays

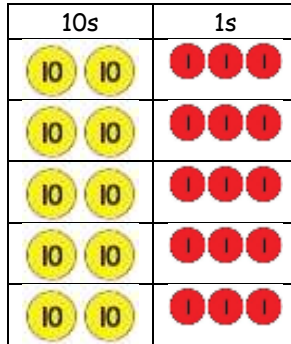


Repeated addition



Place Value Counters

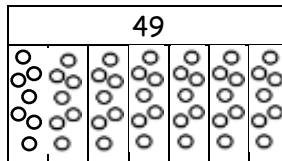
$23 \times 5 =$



$100 + 15 = 115$

Bar Model

$7 \times 7 = 49$



Partitioning

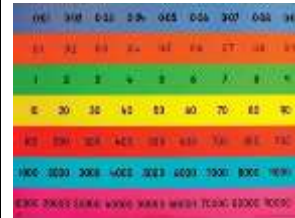
$24 \times 3 =$

x	20	4
3	60	12

$$\begin{array}{r} 60 \\ + 12 \\ \hline 72 \end{array}$$

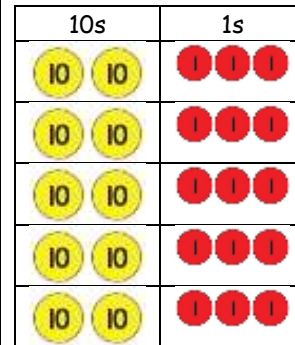
Multiply by 10, 100 and 1000

Use a place value grid to multiply by 10, 100 and 1000. Children should understand that the numbers move places - they don't add zeros.



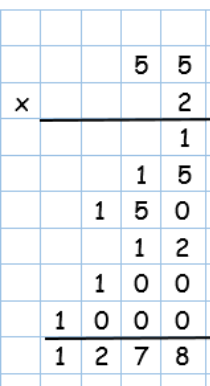
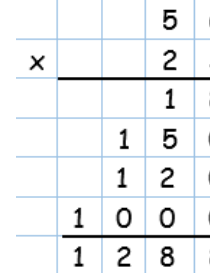
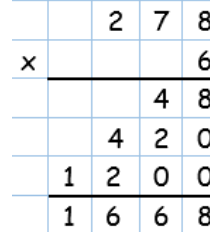
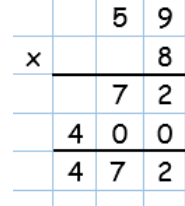
Place Value Counters

$23 \times 5 =$

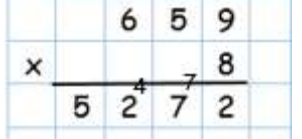


$100 + 15 = 115$

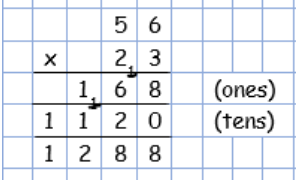
Expanded Multiplication



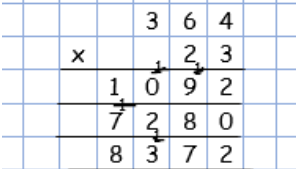
Short Multiplication



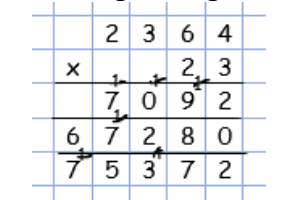
Long Multiplication 2dig x 2dig



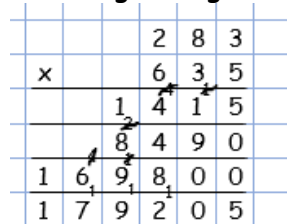
3dig x 2dig



4dig x 2dig



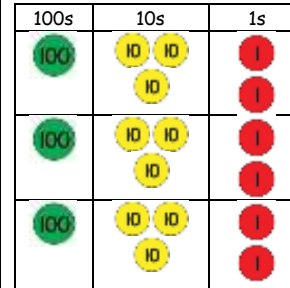
3dig x 3dig



Bar Models

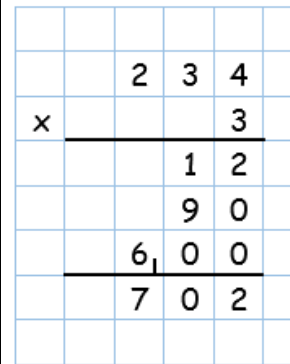
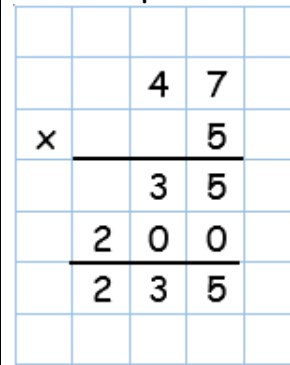


$132 \times 3 =$

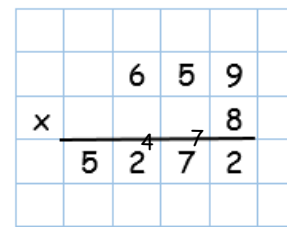
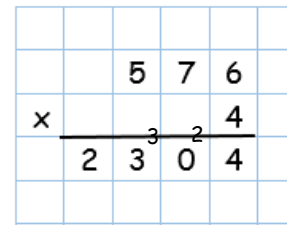
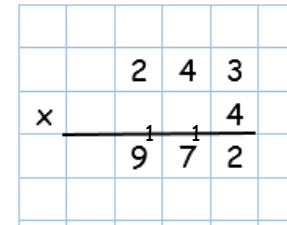


$300 + 90 + 6 = 396$

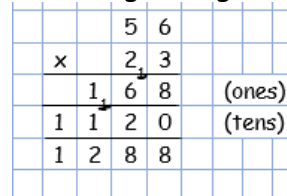
Expanded Column Multiplication



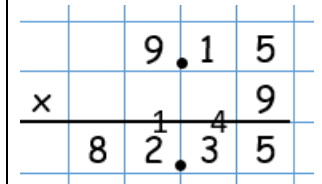
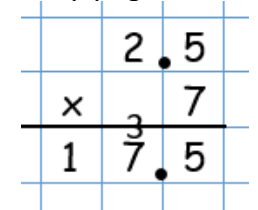
Short Multiplication (2/3digit x 1 digit only)



Long Multiplication 2dig x 2dig



Multiplying Decimals



$$\begin{array}{r}
 875 \\
 \times \quad 6 \\
 \hline
 30 \\
 420 \\
 \hline
 4800 \\
 \hline
 5250
 \end{array}$$

**Compact Column
Multiplication**

$$\begin{array}{r}
 87 \\
 \times \quad 3 \\
 \hline
 261
 \end{array}$$

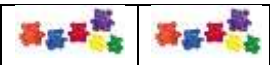
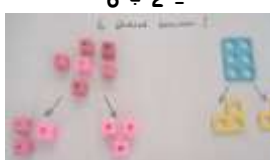


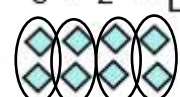
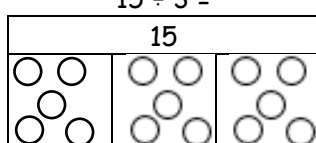
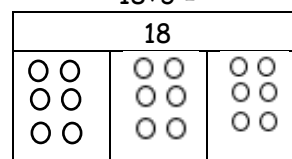
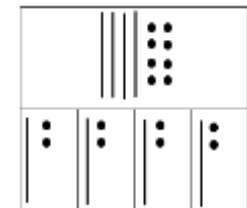
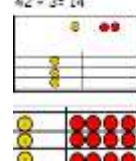
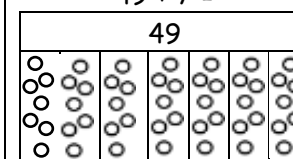

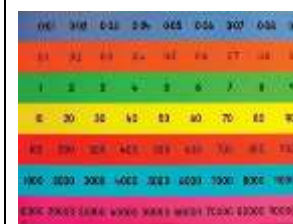

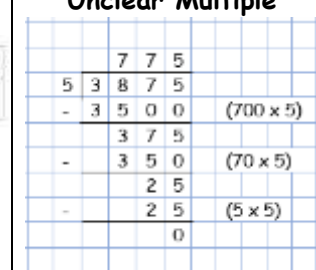
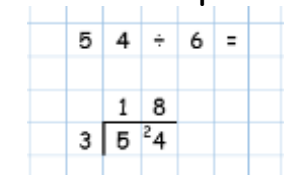
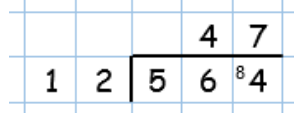
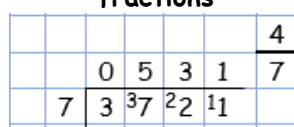
$7 \times 3 = 21$ - place the 1 in the ones column and place the 2 in the tens column.
 $3 \times 8 = 24$ - add the 2 that had been brought up to 24 to make this 26 and place this in the columns.

3dig x 2dig

$$\begin{array}{r}
 364 \\
 \times \quad 23 \\
 \hline
 1092 \\
 7280 \\
 \hline
 8372
 \end{array}$$

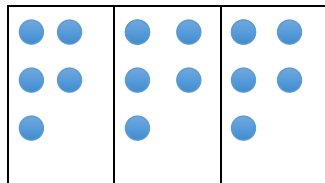
4dig x 2dig

$$\begin{array}{r}
 2364 \\
 \times \quad 23 \\
 \hline
 7092 \\
 67280 \\
 \hline
 75372
 \end{array}$$

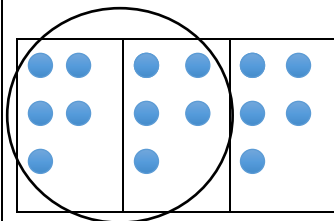
	<p style="text-align: center;">Pitch</p> <p>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>recall multiplication and division facts for multiplication tables up to 12×12</p> <p>use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</p> <p>recognise and use factor pairs and commutativity in mental calculations</p> <p>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</p> <p>Multiply and divide numbers mentally drawing upon known facts</p> <p>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> <p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders, fractions, or by rounding, as appropriate for the context</p> <p>Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</p>
<p style="text-align: center;">Division</p>	<p style="text-align: center;">Method</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 15%;"> <p>Halving $10 \div 2 = 5$</p>  <p>Sharing $6 \div 2 =$</p>  <p>Grouping $6 \div 2$</p>  </div> <div style="width: 15%;"> <p>Sharing Objects $15 \div 3 = 5$</p>  <p>Grouping Objects $8 \div 2 = \square$</p>  <p>Bar Model $15 \div 3 =$</p>  <p>Inverse Use of times table knowledge and the inverse. Eg. $5 \times 4 = 20$ so $20 \div 4 = 5$ $20 \div 5 = 4$</p> </div> <div style="width: 15%;"> <p>Sharing (Bar Model) $18 \div 3 =$</p>  <p>$48 \div 4 = 12$</p>  <p>Place Value Counters $42 \div 3 = 14$</p>  <p>1. Make 42. Share the 4 tens between 3. Can we make an exchange with the extra 2? Exchange the ten for 10 ones and share out 12 ones.</p> </div> <div style="width: 15%;"> <p>Sharing (Bar Model) $49 \div 7 =$</p>  <p>Dividing by 10, 100 and 1000 Use of place value grid.</p>   </div> </div> <div style="width: 15%;"> <p>Expanded Method - Clear Multiple</p>  <p>Expanded Method - Unclear Multiple</p>  </div> <div style="width: 15%;"> <p>Bus Stop</p>   <p>Bus Stop converting Remainder to fractions</p>  </div>

Finding Fractions of Amounts

$1/3$ of 15 = 5



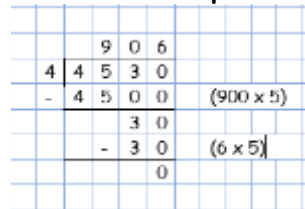
$2/3$ of 15 = 10



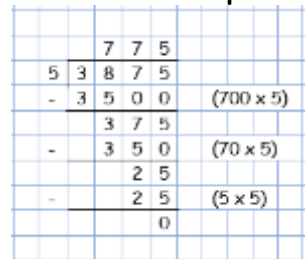
Related Division Facts

$45 \div 5 = 9$
 $450 \div 5 = 90$
 $4500 \div 5 = 900$

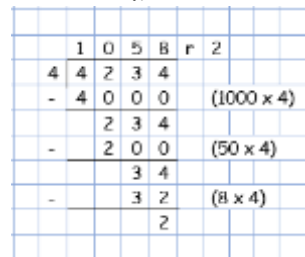
Expanded Method - Clear Multiple



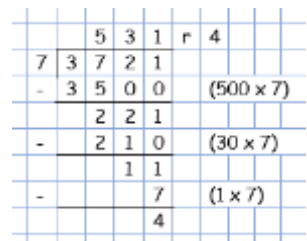
Expanded Method - Unclear Multiple



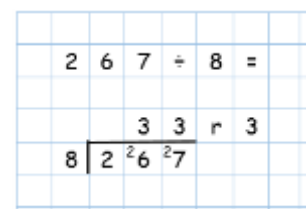
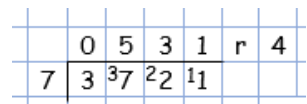
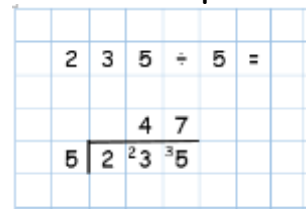
Expanded Method - Unclear Multiple with Remainder



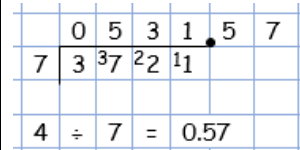
Expanded Method - Unclear Multiple



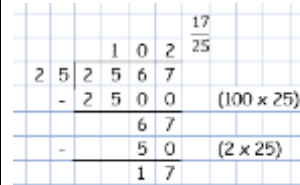
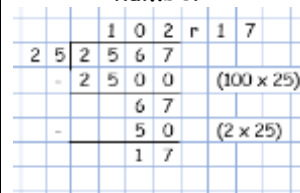
Bus Stop



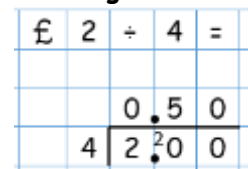
Bus Stop converting Remainder to decimal



Long Division - Dividing by a 2 digit number



Dividing Decimals



Bus Stop

$$54 \div 3 =$$

$$\begin{array}{r} 18 \\ 3 \overline{) 54} \end{array}$$

$$85 \div 5 =$$

$$\begin{array}{r} 17 \\ 5 \overline{) 85} \end{array}$$

$$74 \div 5 =$$

$$\begin{array}{r} 14 \text{ r } 4 \\ 5 \overline{) 74} \end{array}$$

$$235 \div 5 =$$

$$\begin{array}{r} 47 \\ 5 \overline{) 235} \end{array}$$

$$267 \div 8 =$$

$$\begin{array}{r} 33 \text{ r } 3 \\ 8 \overline{) 267} \end{array}$$