



# Calculation Policy

October 2025

Version 3

Review date: October 2028

### **Version Control**

<b>Version</b>	<b>Date</b>	<b>Changes made / Comments</b>	<b>Changes made by</b>
1	March 2020	Original Policy	n/a
2	November 2022 November 2022	More information for each section. Monitor and review section added. Approved at Curriculum meeting 14.11.22 and circulated to all staff.	Josh Twyford Stephanie Croucher
2	July 2025	Equalities statement and sustainability statement added.	Stephanie Croucher
3	October 2025	Policy reviewed, cover page updated with school logo, White Rose scheme added.	Stephanie Croucher

### **Policy Aims**

This policy provides information on the methods, skills and concepts we teach the children in order to solve problems in the four operations. It is regularly reviewed through professional discussion from teachers.

### **Sustainability and the Curriculum**

We aim for our pupils to become passionate about their role in protecting the natural world. Our curriculum provides opportunities to develop a broad knowledge and understanding of nature, sustainability and climate change. We support pupils to translate this knowledge across all curriculum areas into positive action.

### **Equalities Statement**

At Park Hill Infant School, we continue to teach our children about what it means to be strong, positive and productive members of society. We have always taught our pupils about equality and this remains an important part of our curriculum. We ensure that we always celebrate diversity, promote equality, demonstrate respect and stand together to challenge all forms of discriminatory language and behaviour.

We recognise that education is a vital tool for powerful, permanent and informative change. Our continuously evolving curriculum demonstrates our determination to use education to tackle issues of racism and inequality. We strive to ensure our curriculum and supporting resources reflect values of inclusivity, diversity, equality and belonging. We do this by planning to meet the needs of all genders, of children with special educational needs, of children who are more able, of children with disabilities, of children from all socio-economic backgrounds, children from different ethnic groups, religion and cultural backgrounds, and of those from diverse linguistic backgrounds.


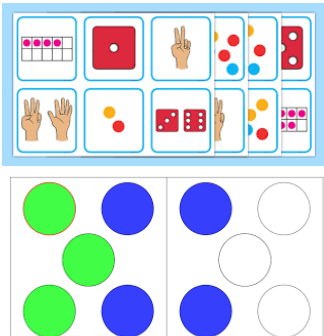
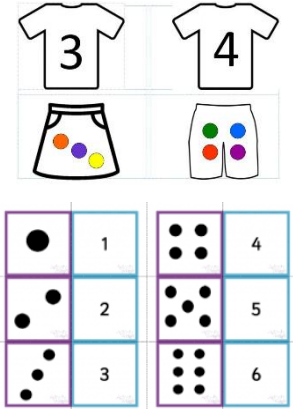
## Mathematics Intent


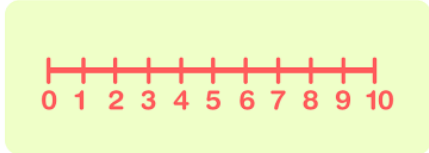
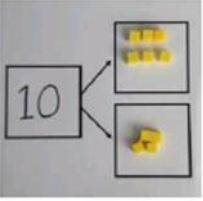

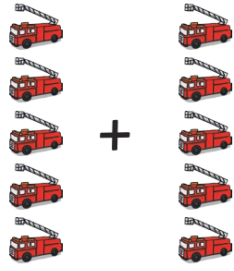
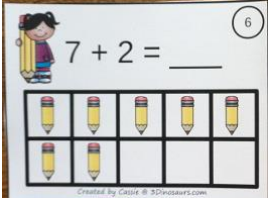
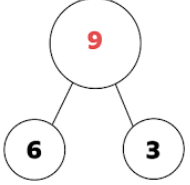
Our maths curriculum aims to equip pupils with the knowledge, understanding, skills and methods needed to solve mathematical problems, help them understand the importance of maths in the world; develop their ability to reason mathematically and to nurture a sense of enjoyment and curiosity in the subject.

Through varied and frequent practice with increasingly complex problems over time, our curriculum supports pupils to become fluent in the fundamentals of mathematics, number sense, place value and the four operations, and allows pupils to make clear connections across the subject. This enables pupils to develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

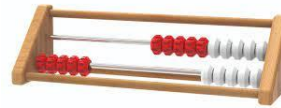
## White Rose Scheme

At Park Hill Infants, we follow the *White Rose Maths* scheme to support the delivery of our maths curriculum. White Rose provides a clear, structured progression of mathematical concepts from the Early Years through to Key Stage 1, ensuring full curriculum coverage and consistency across the school. It underpins our mastery approach by promoting small steps in learning, rich reasoning opportunities and practical, hands-on exploration. Teachers adapt and supplement White Rose resources to meet the needs of all learners, providing additional scaffolding and challenge where appropriate.

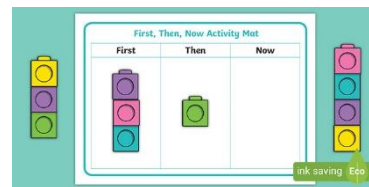
Reception - Addition			
Objective	Concrete	Pictorial	Abstract
1:1 Correspondence, stable order and cardinality	Children are taught how to count accurately and that the final amount counted is the total. These skills are embedded throughout the year and form the basis for more advanced learning. Children use a variety of resources and pictures to count and explore number.		
<p>Subitise</p> <p>Before teaching addition in Reception we subitise 1-6 and ask the children to show amounts using their fingers on two hands. We teach the children simple addition facts using subitising and finger discrimination.</p> <p>In the Summer term we begin to conceptually subitise using dice faces and Hungarian 10s frames.</p>	<p>Children use different size dice in their free play and are encouraged to subitise and explain 'how they know that it is 2?' "Because <math>2+2=4</math>"</p> <p>Children have access to two sided counters and are challenged to create patterns that they can subitise.</p> 	<p>Children match pictorial representations of amounts using 10 frames, dice faces, hands etc. Hungarian 10 frames are used with two sided counters and children are encouraged to investigate different</p> 	<p>Children will match the numeral to an amount they can subitise.</p> 

<p>Understand the one more and one less relationship between consecutive numbers</p>	<p>Children are taught to take 1 more and 1 away from a group of objects. We teach the children to count them to check or subitise if they can then say it as a sentence and/or an equation, "1 more than 4 is 5" <math>4+1=5</math>.</p> 	<p>ways of making amounts linking to number bonds.</p> <p>Children create their own number lines to build their understanding of stable order principle. We teach the children how to find 1 more and 1 less using a number line.</p> 	<p>If the children are ready we will teach them how to interpret and begin to write 1 more and 1 less problems as equations.</p> $6+1=7$ $7-1=6$
<p>Solve addition problems up to 10.</p> <ul style="list-style-type: none"> <li>-Fingers</li> <li>-Counting all objects</li> <li>-First, then, now stories</li> <li>-Numberlines</li> <li>-Manipulatives (numicon, cubes, counters, bead strings, rekenreks)</li> <li>-10 frames</li> <li>-Counting on</li> <li>-Adding over 10 using 10 frames and beginning to make a 10</li> </ul> <p>When the children are ready we will teach them how to count on rather than count all. They keep the greater number in their head then count on the amount of the second number. This is supported by the methods above.</p>	<p>Children are taught to combine two groups and count them all to find the total. A variety of manipulatives are used. Whole part models are used to highlight the parts becoming a whole and develop children's understanding of the parts of an equation equalling a total.</p>  	<p>Children are taught the plus symbol and solve problems using pictorial representations.</p>  <p>Children solve addition problems using pictorial representations of 10s frames. They are taught to interpret the equation and corresponding image and check it is correct.</p> 	<p>Children are taught how to interpret simple addition equations and solve them.</p> <p>Children regularly take part in recall sessions using number bonds and mental recall is encouraged when solving number bond addition problems.</p> <p>Whole part part models are used to highlight the two parts becoming one.</p>  $6+3=9$

Children are taught to add using bead strings and rekenreks, beginning with oral problems (I have 4 cakes, then get 3 more, how many cakes do I have now?). Children are taught to create the first amount, add on the second then count the total.

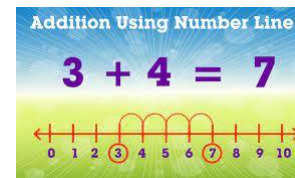


Children use first, then, now stories alongside concretes so they can physically see the process of adding amounts together.

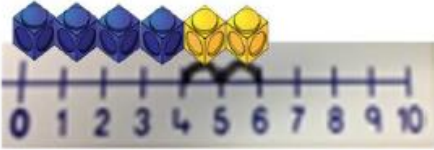
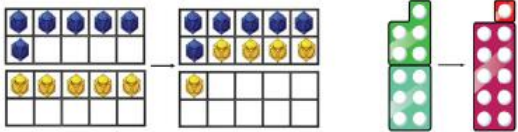
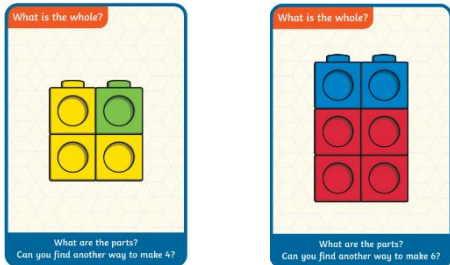
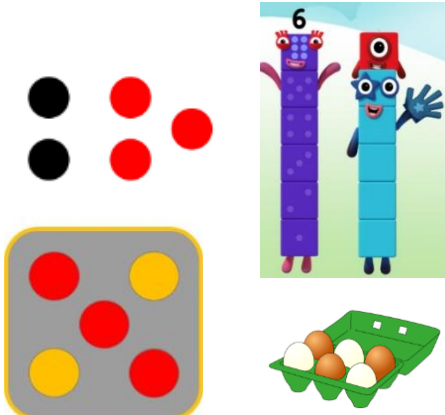



Children create their own number lines.

Having used cubes to support the number line, children are taught how to use a number line without


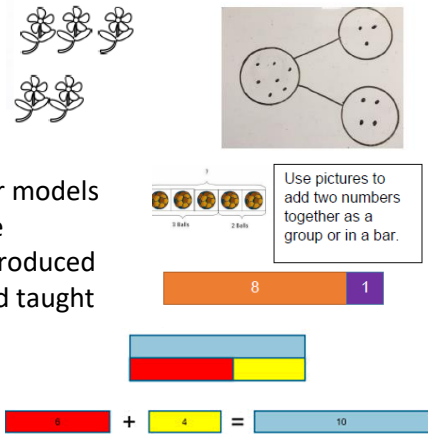
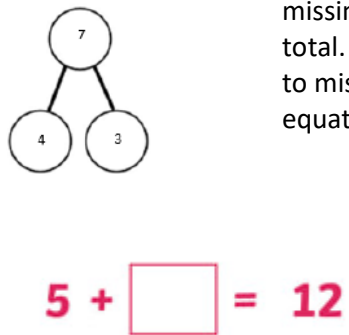
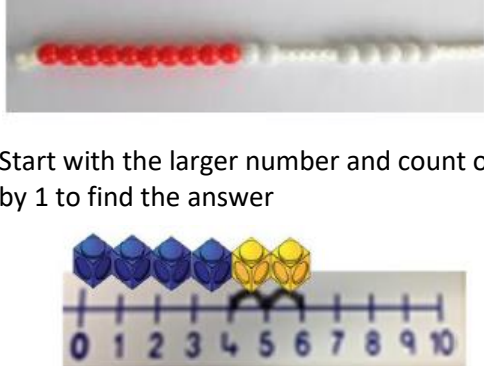
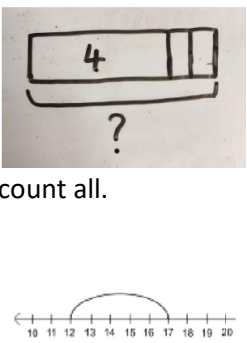



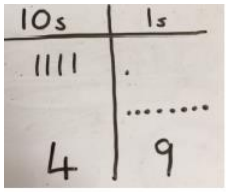
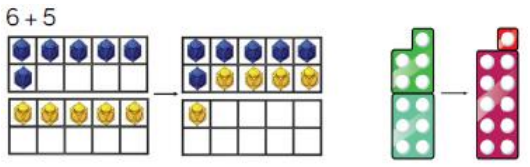
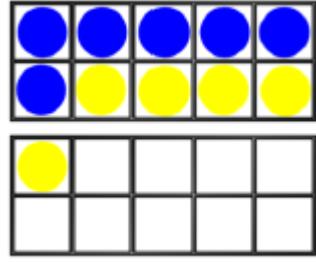
manipulatives. They find the first amount, count on the second and land on the answer.

	<p>They are taught to add two amounts using a numberline by finding the first amount or creating it with cubes, jumping forward the second amount and landing on their answer.</p>  <p>Children are taught to add numbers that go over 10 using 10 frames and numicon so they can begin to create a 10.</p> <p>6 + 5</p> 		
<p>Explore the composition of numbers to 10</p>	<p>Children explore the composition of numbers to 10 using multilink cubes. They watch Numberblocks then attempt to make different combinations of cubes and say the make up, "3+1=4" etc. Different colour counters are used to teach children that an amount can be made up in different ways. We link this to subitising.</p> 	<p>Children investigate images of different combinations of making the same amount.</p> 	<p>Children are shown number bond equations and are taught how to use a systematic approach to write them themselves.</p> <p>0+5=5  1+4=5  2+3=5  3+2=5  4+1=5  5+0=5</p> 

Year 1 - Addition

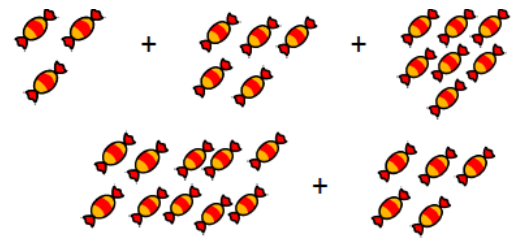
In Year 1 children build on the strategies taught in Reception. They also learn the strategies below. Mental methods are encouraged if the children are ready and teachers focus on ensuring the children are using the most efficient method.

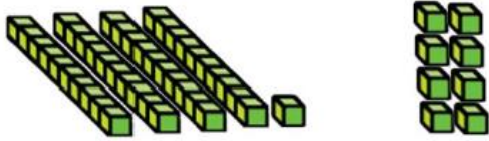
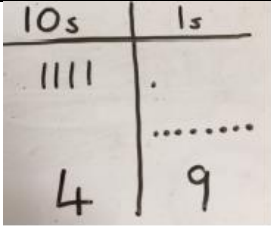
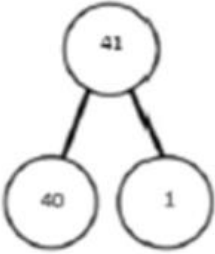
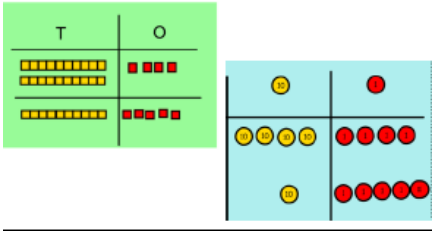
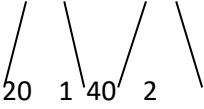
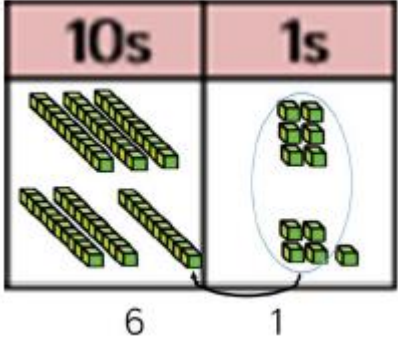
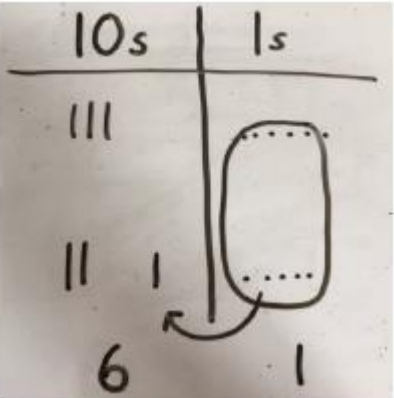
Objective	Concrete	Pictorial	Abstract
<p><b>Combining 2 parts to make a whole</b> Use a variety of resources e.g. shells, teddy bears, cars. Part-whole models</p>	<p>Base 10 resources are introduced (10s and 1s) and children are taught how to add amounts of them together. Children are taught to count 10s first and ensure they do not count the 1s as 10 and vice versa.</p> 	<p>Pictorial</p>  <p>Bar models are introduced and taught alongside whole part models to highlight two parts making the total.</p>	<p>Abstract</p> <p><math>4 + 3 = 7</math> Four is a part, 3 is a part and the whole is seven.</p>  <p>Children use whole part models to find missing parts/the total. These are linked to missing number equations.</p>
<p><b>Counting on</b> Children are taught to count on using their fingers, putting a number in their head, lines and dots number lines, bead strings and bar models.</p>	 <p>Start with the larger number and count on 1 by 1 to find the answer</p>	 <p>Bar models are used to encourage children to count on rather than count all.</p> <p>Start at the larger number and count on in ones/jump of 10 then ones to find the answer.</p> <p>Children are taught that a line =10 and a dot=1. They are taught to draw amounts using lines and dots then use these to solve addition equations and problems.</p>	 <p>The abstract number line: What is 2 more than 4? What is the total of 4 and 2? <math>4+2=</math> Place the larger number in your head and count on the smaller number</p>

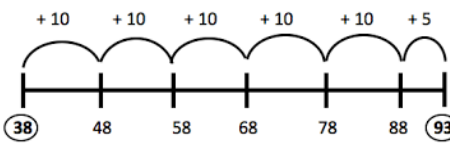
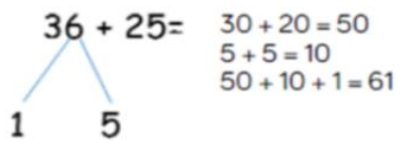
			
<p><b>Regrouping to make 10</b></p> <p>Using a ten frames and counters/cubes or numicon.</p>	<p>6 + 5</p>  <p>Children begin to explore converting using base 10 resources. They focus on developing their place value knowledge in order to recognise when an equation goes over a 10.</p>	 <p>Children to draw the tens frames and counters/cubes</p>	$6 + \square = 11$ $6 + 5 = 5 + \square$ $6 + 5 = \square + 4$ <p>Children regularly review and revise number facts, especially number bonds for amounts to 10. They are taught to move the equation round using what they know. They are taught that the = can move.</p>

**Year 2 - Addition**

Children in Year 2 continue to refine the methods taught in Reception and Year 1. They use the same models and visuals (whole part, bar models, lines and dots, 10 frames, Hungarian 10s frames). Teachers focus on ensuring the children are using the most efficient methods, with more emphasis being put on mental maths if possible. During the Summer term, if they are ready, the children begin to learn column method to prepare for Year 3.

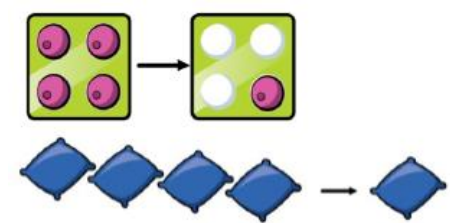
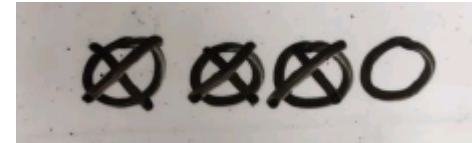
Objective	Concrete	Pictorial	Abstract
<p><b>Adding 3 single digits</b></p>	<p>4+7+6=17</p> <p>Using concretes such as cubes, numicon etc.</p> <p>Find 10 by adding 4 + 6 = 10 then add 7.</p>	 <p>Add together three groups of objects. Draw a picture to recombine the groups to make 10.</p>	$\textcircled{4} + 7 + \textcircled{6} = \boxed{10} + \boxed{7}$ $= \boxed{17}$ <p>Combine the two numbers that make 10 and then add on the remainder.</p>



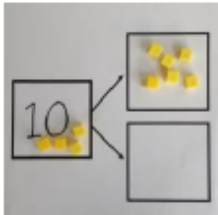
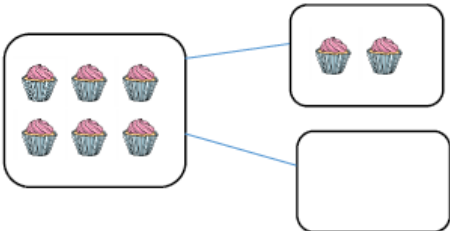
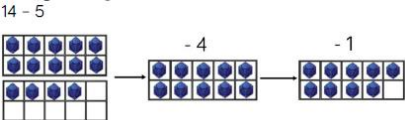
<p><b>Use of base 10 to combine two numbers</b> Two digit + 1 digit</p>	<p>41 + 8</p> 	 <p>Children are taught to use lines and dots to draw and represent amounts. They are encouraged to mentally visualise the amount as 10s and 1s.</p>	<p>41 + 8</p>  <p>1 + 8 = 9 40 + 9 = 49</p>
<p><b>Use of base 10 to combine two numbers</b> Two digit + 2 digit</p>	 <p>Children are taught to add using 10s and 1s. They are taught to add the 10s first but if they find the other way round more efficient they are not made to change.</p>	<p>Children represent the base 10 in a place value chart with lines and dots as before.</p>	<p>21 + 42</p>  <p>20 + 40 = 60 2 + 1 = 3 60 + 3 = 63</p> <p>Children are taught to use their knowledge of place value to break down an equation, then add the 10s/1s.</p>
<p>Two digit and 2 digit with regrouping</p>	<p>36 + 25 =</p> 	<p>Children to represent the base 10 using lines and dots.</p> 	<p>Looking for ways to make 10. Or breaking down into 10s and 1s then adding through steps.</p>

	<p>Children are taught to interpret an equation first. Using base 10 resources highlights how the ones are greater than 10.</p>	<p>Children are taught to add using a number line. They are taught to add in jumps of 10 first, then 1s.</p> 	 <p> <math>36 + 25 =</math>    <math>30 + 20 = 50</math>  <math>5 + 5 = 10</math>  <math>50 + 10 + 1 = 61</math> </p> <p> <math>36 + 25 =</math>    <math>30 + 20 = 50</math>  <math>6 + 5 = 11</math>  <math>50 + 11 = 61</math> </p>
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**Reception – Subtraction**

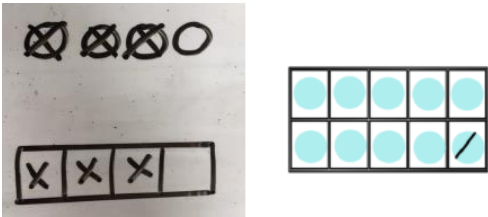
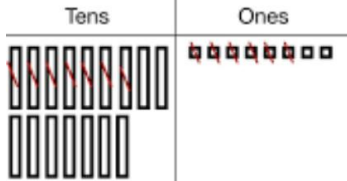

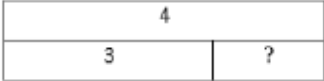
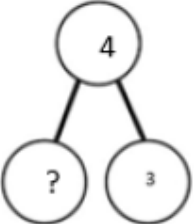


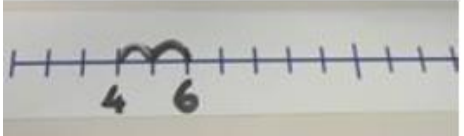
Children are introduced to subtraction as the opposite of addition. In Reception the children use a variety of concretes to physically take items away, highlighting how the total is decreasing.

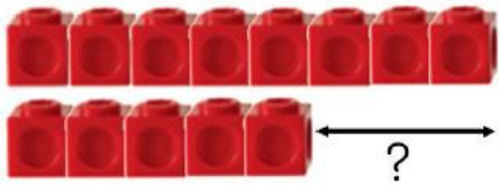
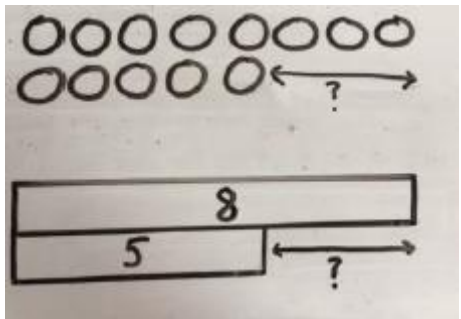
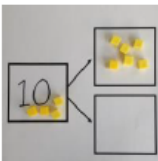
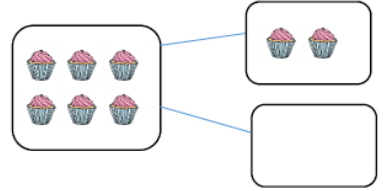

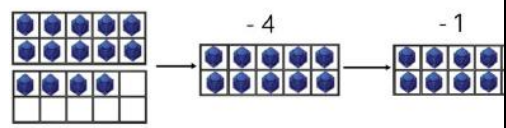
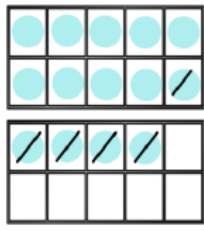
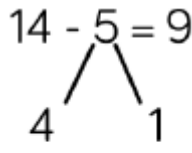
Objective	Concrete	Pictorial	Abstract
<p><b>Taking away ones</b></p>	 <p>Physically taking away and away and removing objects from a whole (ten frames, Numicon, cubes and other items should be used)</p>	 <p>Children will use drawings to visualise the equation then cross out to represent subtraction.</p>	<p>Children are introduced to the – symbol and shown simple equations. They are linked to known number facts and decomposition of numbers to 10.</p>

<p><b>Counting back</b></p>	<p>Using number lines or number tracks children, children start with 6 and count back 2.</p> <p><math>6 - 2 = 4</math></p> 	<p>Children to represent what they see pictorially e.g.</p> 	
<p><b>Part whole model</b></p>	<p>Link to addition- use the part whole model to help explain the inverse between addition and subtraction.</p>  <p>If 10 is the whole and 6 is one of the parts. What is the other part?</p> <p><math>10 - 6 =</math></p>	<p>Use a pictorial representation of objects to show the part whole model.</p> 	
<p><b>Making 10</b></p> <p>Using a ten frame Children are taught to find a 10 by subtracting an amount.</p>	<p><math>14 - 5 =</math></p> 	<p>This objective is only taught using concrete manipulatives unless pupils are ready to use a pictorial 10 frame where they draw their own pictures to represent amounts.</p>	

Year 1 - Subtraction

Children in Year 1 continue to develop their understanding and skills when using base 10 resources, number lines, 10s frames and bead strings. They use whole part models and bar models to find missing numbers and use lines and dots to solve subtraction equations and problems. Children use their mental maths where possible and count backwards.

Objective	Concrete	Pictorial	Abstract
<p><b>Taking away ones</b> Taking objects away, crossing pictures out, counting backwards, counting backwards, fingers.</p>	<p>Creating a total then using manipulatives to physically take away and remove objects from a whole (ten frames, Numicon, cubes and other items should be used).</p>	<p>Children draw the concrete resources they are using and cross out the correct amount. The bar model can also be used.</p>  <p>Children are taught to use lines and dots to represent 10s and 1s. They cross these out to show the amount subtracted.</p> 	<p><math>4 - 3 =</math></p> <p> <math>= 4 - 3</math></p>  
<p><b>Counting back</b></p>	<p>Using number lines or number tracks children, children start with 6 and count back 2.</p>	<p>Children to represent what they see pictorially e.g.</p> 	<p>Children to represent the calculation on a number line or number track and show the jumps. Encourage children to use an empty number line.</p>  

<p><b>Find the difference</b> Using cubes, Numicon and other objects</p>	<p>Calculate the difference between 8 and 5.</p> 	<p>Children to draw the cubes/concrete objects that they have used. Use the bar model to illustrate what they need to calculate.</p> 	<p>Find the difference between 8 and 5. <math>8 - 5</math>, the difference is?</p> <p>Hannah has 23 sandwiches. Helen has 15 sandwiches. Find the difference between the number of sandwiches.</p>
<p><b>Part whole model</b></p>	<p>Link to addition- use the part whole model to help explain the inverse between addition and subtraction.</p>  <p>If 10 is the whole and 6 is one of the parts. What is the other part?</p> <p><math>10 - 6 =</math></p>	<p>Use a pictorial representation of objects to show the part whole model.</p> 	 <p>Move to using numbers within the part whole model.</p>
<p><b>Making 10</b> Using a ten frame</p>	<p><math>14 - 5</math></p> 	<p>Children to present the ten frame pictorially and discuss what they did to make 10.</p> 	<p>Children to show how they can make 10 by partitioning.</p> $14 - 5 = 9$  <p><math>14 - 4 = 10</math> <math>10 - 1 = 9</math></p>

Year 2 - Subtraction

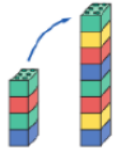

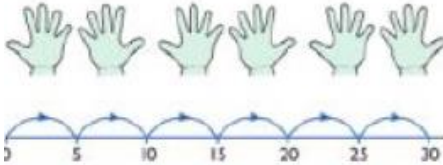


In Year 2 children are encouraged to use the most efficient method. They use lines and dots to visualise base 10 resources and cross out the amount being subtracted. When ready children are taught to convert 1s into 10s in order to make the equation easier to do.

Objective	Concrete	Pictorial	Abstract
<b>Use of base 10</b> 2 digit subtract 1 digit and 2 digit subtract 2 digit without an exchange.	Use base 10 resources to physically take items away.  	Children to represent the base 10 pictorially.  	Children are taught to count backwards in 1s and 10s or vice versa.  $48-7=41$  $8-7=1$
<b>Use of base 10</b> With an exchange	Children are taught to investigate equations and interpret them. Teachers highlight the amount of 1s and teach the children how to convert 10 1s into a 10.  	Represent the base 10 pictorially, remembering to show the exchange.  	Subtract either the 10s or 1s first then the other. Break the number down and count backwards bridging 10.  $43-15=28$  $43-5=38$  $38-10=28$

Reception – Multiplication

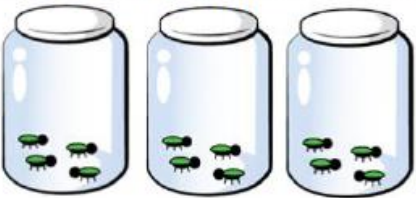


In Reception children use concrete objects to explore equal and non-equal groups. We teach the children how to identify equal groups by moving objects and making familiar patterns. The children manipulate objects and move them to create equal groups from larger amounts.

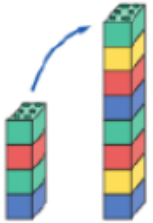

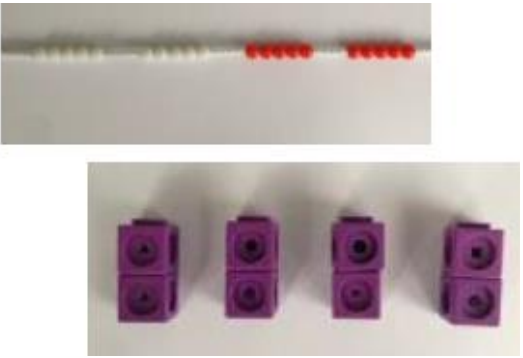
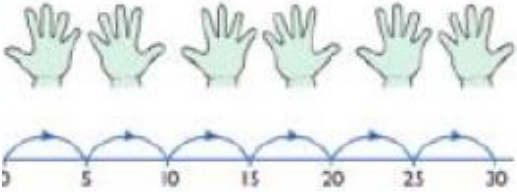
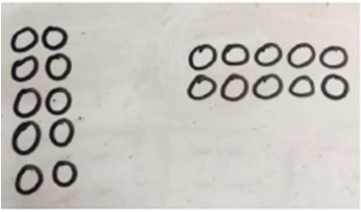
Objective	Concrete	Pictorial
<b>Recognising                      and making                      equal groups.</b> Only in 2's, 5's and 10's.	There are 4 equal groups with 2 in each group. 2,4,6,8 There are 8 altogether  	Children to represent the practical resources in a picture. Counting in 2's, 5's and 10's.  

<p><b>Doubling</b></p>	 <p>Use practical activities to show how to double a number.</p>	<p>Draw pictures to show how to double a number.</p> <p>Double 4 is 8</p>  <p>Teachers show the children simple double equations if they are ready.</p> <p>Use a number line or pictures to continue support when counting in multiples of 2, 5 and 10.</p> 
<p><b>Counting in multiples.</b></p> <p>Use cubes, Numicon and other objects in the classroom. Only in 2's, 5's and 10's.</p>	<p>Count in multiples supported by concrete objects in equal groups</p>  	

**Year 1 – Multiplication**

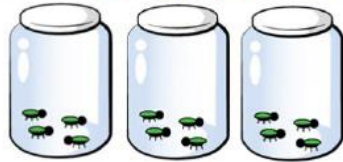
In Year 1 children are introduced to the x symbol and equations. They focus on using concrete resources still and continue to develop their understanding of equal groups. In addition they learn repeated addition and simple arrays. Children are taught what a multiple is and how to count in 2s, 5s and 10s.

<b>Objective</b>	Concrete	Pictorial	Abstract
<p><b>Recognising and making equal groups.</b></p>	<p>There are 3 equal groups, with 4 in each group.</p>  	 <p>Children to represent the practical resources in a picture.</p> <p>Children are taught what arrays are and how they can be made.</p>	<p><math>4+4+4=12</math></p>

<p><b>Doubling</b></p>	 <p>Use practical activities to show how to double a number.</p>	<p>Double 4 is 8</p>  <p>Draw pictures to show how to double a number.</p>	<p>Learn double facts and record as equations.</p> $4+4=8$ $3+3=6$
<p><b>Counting in multiples.</b> Use cubes, Numicon and other objects in the classroom.</p>	 <p>Count in multiples supported by concrete objects in equal groups.</p> <p>Children use counters and cubes to make arrays. These are also linked to numicon to show groups of the same amount.</p>	<p>Use a number line or pictures to continue support when counting in multiples.</p>   <p>Children make arrays and link them to multiplication equations.</p>	<p>Count multiples of a number aloud.</p> <p>Write sequences with multiples of numbers.</p> $2,4,6,8,10$ $5,10,15,20,25$

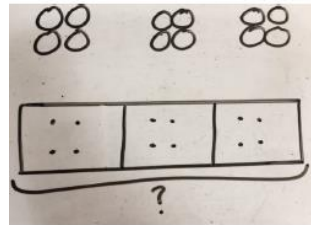
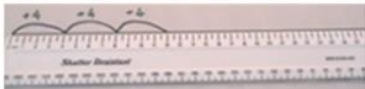
**Repeated grouping/ repeated addition**

$3 \times 4$   
 $4 + 4 + 4$   
 There are 3 equal groups, with 4 in each group.



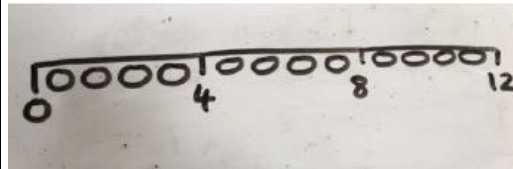
Number lines to show repeated groups

$3 \times 4$



Children represent the practical resources in a picture and use a bar model.

Represent this pictorially alongside a numberline.

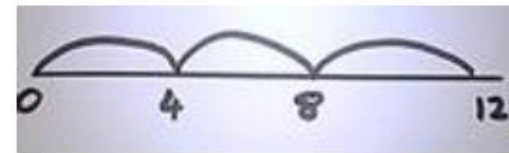


$3 \times 4 = 12$

$4 + 4 + 4 = 12$

Abstract number line showing 3 groups of 4

$3 \times 4 = 12$



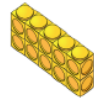
**Arrays showing commutative multiplication**



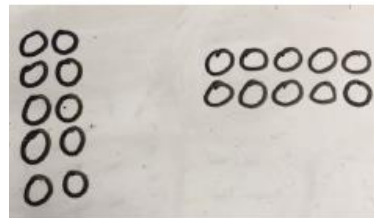
$2 \times 5 = 5 \times 2$



2 lots of 5



5 lots of 2



Children to represent the arrays pictorially.

Children to be able to use an array to write a range of calculations e.g.

$10 = 2 \times 5$

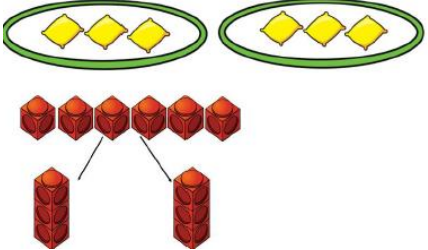
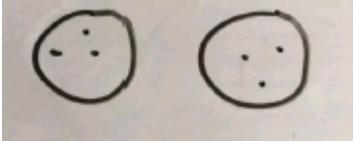

$5 \times 2 = 10$

$2 + 2 + 2 + 2 = 10$

$10 = 5 + 5$

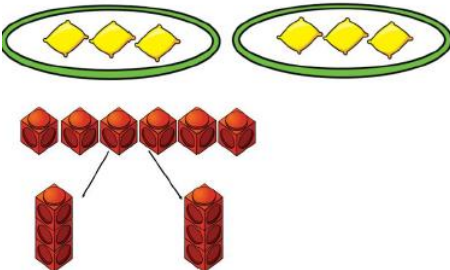
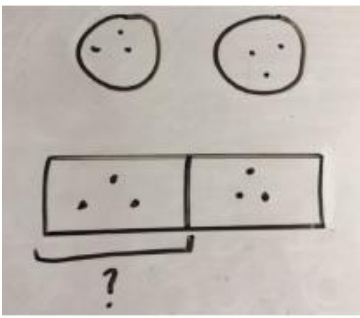

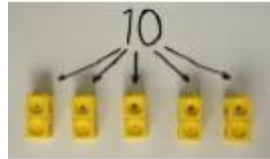
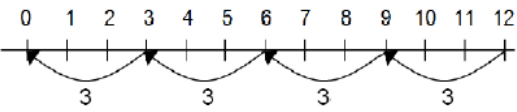
Division- EYFS

In Reception children use practical problems and situations to equally share an amount into equal groups. They are taught to use 1 for you, 1 for you to accurately share. When ready the children are taught to use circles and dots to represent sharing.

	Concrete	Pictorial
<p><b>Sharing objects into groups.</b></p>	 <p>Sharing using a range of objects.</p>	 <p>Represent the sharing pictorially.</p>
<p><b>Division as grouping</b></p>	<p>Divide quantities into equal groups. Use cubes, counters and other objects.</p> 	<p>This objective is only taught using concrete manipulatives unless pupils are ready.</p>

Division- Year 1

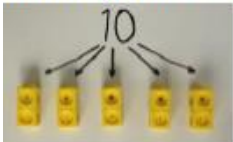
In Year 1 children continue to share using concretes. Children are taught the circle and dot method. They are introduced to the division symbol and record and solve division equations using objects, lines and dots and counting in multiples when ready.

<p><b>Sharing objects into groups.</b></p>	 <p>Sharing using a range of objects</p>	 <p>Children use pictorials to represent equal groups. They are taught how to use circles and dots to solve division problems.</p>	 <p>Children use bar models to show equal groups of a number.</p> <p>Children are taught to interpret and solve division equations.</p>
<p><b>Division as grouping</b></p>	 <p>Divide quantities into equal groups. Use cubes, counters and other objects.</p>	 <p>Teachers use a number line to highlight equal groups.</p>	<p>I have 12 toys and I put them into groups of 3. How many groups?</p> <p><math>6 \div 2 =</math></p> <p>Children who are ready are taught to count in multiples, lifting a finger each time they say a multiple.</p>

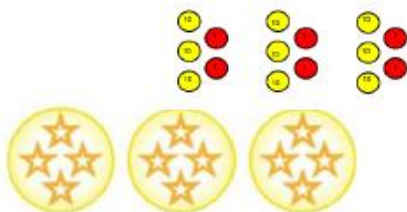
In Year 2 children continue to refine their methods of solving division problems and equations. Circles and dots continue to be taught alongside counting in multiples. Children learn how to solve division problems that involve remainders using concretes such as sticks/cubes.

**Division as grouping**

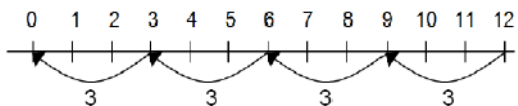
Divide quantities into equal groups. Use cubes, counters, objects or place value counters to aid understanding.



$$96 \div 3 = 32$$



Use a number line to show jumps in groups.



Think of the bar as a whole. Split it into the number of groups you are dividing by and work out how many would be in each group.



$$20 \div 5 = ?$$

$$5 \times ? = 20$$

$$28 \div 7 = 4$$

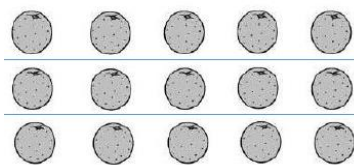
Divide 28 into 7 equal groups. How many are in each group?

**Division linked to arrays**  
Counting in multiples

Link division to multiplication by creating an array and thinking about the number sentences that can be created.



E.g.  $15 \div 3 = 5$ ,  $15 \div 5 = 3$ ,  $5 \times 3 = 15$ ,  $3 \times 5 = 15$



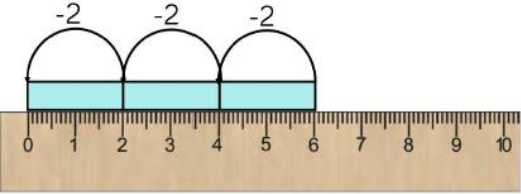
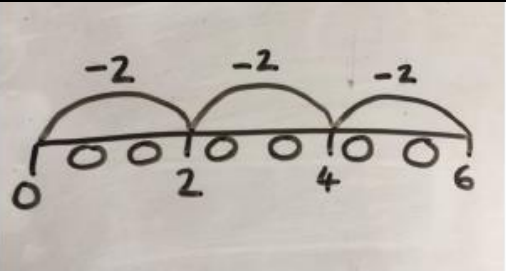
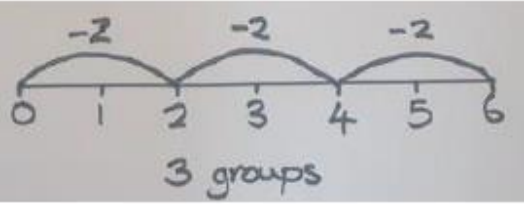

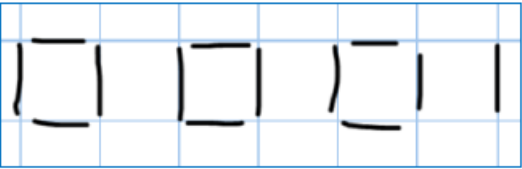
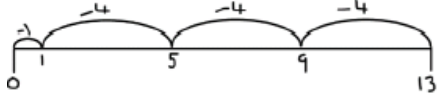
Draw an array and use it to make multiplication and division equations.

Find the inverse of multiplication and division sentences by creating 4 linking number sentences.

- $2 \times 5 = 10$
- $5 \times 2 = 10$
- $10 \div 5 = 2$
- $10 \div 2 = 5$

Children are taught to use their multiplication knowledge and count in multiples to solve division problems/equations.

$10 \div 2 = 2, 4, 6, 8, 10$  – Lifting a finger each time they say an amount.

<p><b>Repeated subtraction</b></p>	 <p>3 groups of 2</p> <p><math>6 \div 2 = 3</math></p>	 <p>Children are taught to use number lines to represent repeated subtraction.</p>	<p>Abstract number line to represent the equal groups that have been subtracted.</p>  <p>3 groups</p>
<p><b>Division with a remainder</b> 2 digit <math>\div</math> 1 digit</p>	<p><math>13 \div 4 =</math></p> <p>Use of lollipop sticks to form wholes- squares are made because we are dividing by 4.</p>  <p>There are 3 whole squares, with 1 left over.</p>	<p>Children are taught to use drawings to represent objects. They</p> 	<p><math>13 \div 4 = 3</math> remainder 1</p> <p>Children are taught to use their timestable facts and can also represent this on a numberline.</p> 

**Monitoring and review**

This policy is monitored by the governing body, and will be reviewed in three years, or earlier if necessary.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Print Name: \_\_\_\_\_