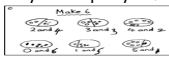


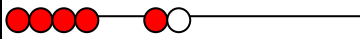


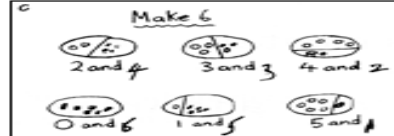
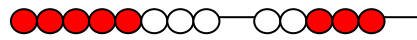
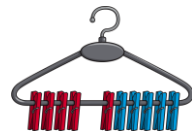
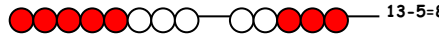
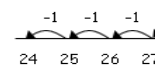
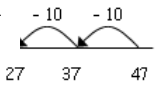

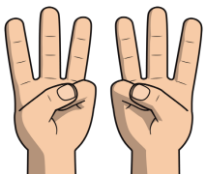
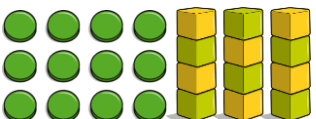

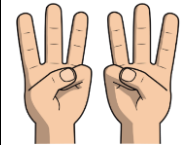

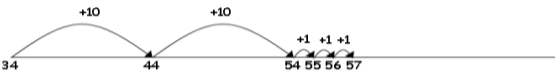
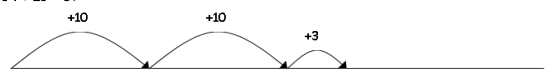
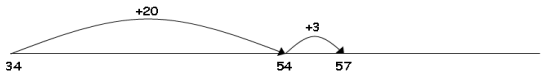
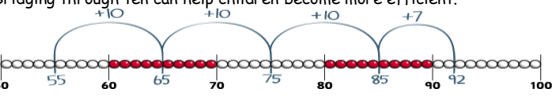
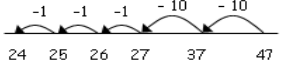
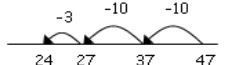
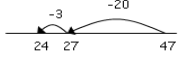

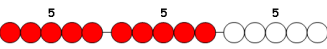
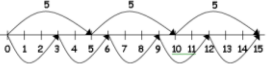
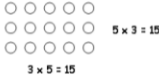
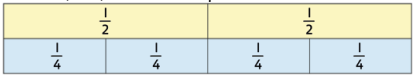
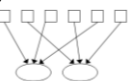





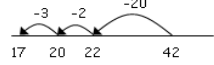

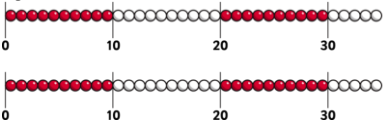



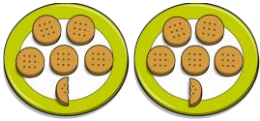


	Addition	Subtraction	Multiplication	Division
Rec	<p>Children are encouraged to develop a mental picture of the number system in their heads to use for calculation. They develop ways of recording calculations using pictures, etc.</p>  <p>Bead strings or bead bars can be used to illustrate addition</p>  <p><math>8+2=10</math></p> <p>They use numberlines and practical resources to support calculation and teachers demonstrate the use of the number line.</p> <p>Children then begin to use numbered lines to support their own calculations using a numbered line to count on in ones.</p>	<p>Children are encouraged to develop a mental picture of the number system in their heads to use for calculation. They develop ways of recording calculations using pictures etc.</p>  <p>Bead strings or bead bars can be used to illustrate subtraction.</p>  <p><math>6-2=4</math></p> <p>They use numberlines and practical resources to support calculation. Teachers demonstrate the use of the numberline.</p> <p>Children then begin to use numbered lines to support their own calculations - using a numbered line to count back in ones.</p>	<p>Children will experience equal groups of objects.</p> <p>They will count in 2s and 10s and begin to count in 5s.</p> <p>They will work on practical problem solving activities involving equal sets or groups.</p> 	<p>Children will understand equal groups and share items out in play and problem solving. They will count in 2s and 10s and later in 5s.</p> 
Y1	<p>using pictures</p>  <p>Bead strings or bead bars can be used to illustrate addition including bridging through ten by counting on 2 then counting on 3.</p>  <p>They use numberlines and practical resources to support calculation and teachers demonstrate the use of the number line.</p> <ul style="list-style-type: none"> <li>Children will continue to use 'empty number lines themselves starting with the larger number and counting in ones.</li> <li>And then progress to counting in tens</li> </ul> <p><math>34+20</math></p> <ul style="list-style-type: none"> <li>They will then use empty number lines to support calculation and teachers demonstrate the use of the number line.</li> </ul>  <p><b>Using number facts</b></p> <p>'Story' of 4, 5, 6, 7, 8 and 9 e.g. <math>7=7+0</math>, <math>6+1</math>, <math>5+2</math>, <math>4+3</math></p>	<ul style="list-style-type: none"> <li>Children will continue to use pictures.</li> <li>Bead strings or bead bars can be used to illustrate subtraction including bridging through ten by counting back 3 then counting back 2.</li> </ul>  <p><math>13-5=8</math></p> <p>The number line should also be used to show that 6 - 3 means the 'difference between 6 and 3' or 'the difference between 3 and 6' and how many jumps they are apart.</p> <p><b>Counting back:</b> Children will begin to use empty number lines to support calculations.</p> <ul style="list-style-type: none"> <li>First counting back in ones.</li> </ul>  <ul style="list-style-type: none"> <li>And then in tens.</li> </ul>  <p><b>Using number facts</b></p> <p>'Story' of 4, 5, 6, 7, 8 and 9 e.g. 'Story' of 7 is <math>7-1=6</math>, <math>7-2=5</math>, <math>7-3=4</math> Number bonds to 10 e.g. <math>10-1=9</math>, <math>10-2=8</math>, <math>10-3=7</math></p>	<p>Children will experience equal groups of objects.</p> <p>They will count in 2s and 10s and begin to count in 5s.</p> <p>They will work on practical problem solving activities involving equal sets or groups.</p>  <p><b>Doubling and halving</b></p> <p>Find doubles to double 5 using fingers e.g. double 3</p>  <p><b>Grouping</b></p> <p>Begin to use visual and concrete arrays and sets of objects to find the answers to 'three lots of four' or 'two lots of five' e.g. three lots of four</p> 	<p>Children will understand equal groups and share items out in play and problem solving. They will count in 2s and 10s and later in 5s.</p>  <p><b>Doubling and halving</b></p> <p>Find half of even numbers up to 12, including realising that it is hard to halve an odd number</p>  <p><b>Grouping</b></p> <p>Begin to use visual and concrete arrays and 'sets of' objects to find the answers to questions such as 'How many towers of three can I make with twelve cubes?'</p> <p><b>Sharing</b></p> <p>Begin to find half of a quantity using sharing e.g. find half of 16 cubes by giving one each repeatedly to two children</p>

	Addition	Subtraction	Multiplication	Division
	<p>Number bonds to 10 e.g. <math>5 + 5</math>, <math>6 + 2</math>, <math>7 + 3</math>, <math>8 + 2</math>, <math>9 + 1</math>, <math>10 + 0</math></p>	 <p><math>10 - 7 = 3</math> Subtract using patterns of known facts e.g. <math>7 - 3 = 4</math> so we know <math>27 - 3 = 24</math>, <math>47 - 3 = 44</math>, <math>77 - 3 = 74</math></p>		
<p><b>Y2</b></p>	<p>Children will continue to use 'empty number lines' themselves starting with the larger number and counting on.</p> <p><math>34 + 23 = 57</math></p>  <p>✓ Then helping children to become more efficient by adding the units in one jump (by using the known fact <math>4 + 3 = 7</math>).</p> <p><math>34 + 23 = 57</math></p>  <p>✓ Followed by adding the tens in one jump and the units in one jump.</p> <p><math>34 + 23 = 57</math></p>  <p>Bridging through ten can help children become more efficient.</p> 	<p><b>Counting back:</b></p> <p>✓ First counting back in tens <u>and</u> ones.</p> <p><math>47 - 23 = 24</math></p>  <p>✓ Then helping children to become more efficient by subtracting the units in one jump (by using the known fact. <math>7 - 3 = 4</math>).</p> <p><math>47 - 23 = 24</math></p>  <p>✓ Subtracting the tens in one jump and the units in one jump.</p> <p><math>47 - 23 = 24</math></p>  <p>Children will continue to use empty number lines with increasingly large numbers.</p> <p>✓ Bridging through ten can help children become more efficient.</p>	<p><b>Repeated addition</b></p> <p>3 times 5 is <math>5 + 5 + 5 = 15</math> or 3 lots of 5 or <math>5 \times 3</math></p> <p>Repeated addition can be shown easily on a number line:</p> <p><math>5 \times 3 = 5 + 5 + 5</math></p>  <p>and on a bead bar:</p> <p><math>5 \times 3 = 5 + 5 + 5</math></p>  <p>✓ <b>Commutativity</b></p> <p>Children should know that <math>3 \times 5</math> has the same answer as <math>5 \times 3</math>. This can also be shown on the number line.</p>  <p>✓ <b>Arrays</b></p> <p>Children should be able to model a multiplication calculation using an array. This knowledge will support with the development of the grid method.</p>  <p><math>3 \times 5 = 15</math></p> <p>✓ <b>Scaling</b></p> <p>e.g. Find a ribbon that is 4 times as long as the blue ribbon</p>	<p><b>Sharing</b></p> <p>Begin to find half or a quarter of a quantity using sharing e.g. find a quarter of 16 cubes by sorting the cubes into four piles</p> <p>Find <math>1/4</math>, <math>1/2</math>, <math>3/4</math> of small quantities</p>  <p>6 sweets shared between 2 people, how many do they each get?</p>  <p><b>Grouping or repeated subtraction</b></p> <p>There are 6 sweets, how many people can have 2 sweets each?</p>  <p>Relate division to multiplication by using arrays or towers of cubes to find answers to division e.g. 'How many towers of five cubes can I make from twenty cubes?' as <math>4 \times 5 = 20</math> and also as <math>20 \div 5 = 4</math></p>  <p>Relate division to 'clever' counting and hence to multiplication e.g. 'How many fives do I count to get to twenty?'</p> <p><b>Repeated subtraction using a bead bar or number line</b></p>

	Addition	Subtraction	Multiplication	Division
	<p><math>37 + 15 = 52</math></p>  <p>And with increasingly large numbers, including compensation where appropriate.</p> <p>✓ Count on from the largest number irrespective of the order of the calculation.</p> <p><math>98 + 86 = 124</math></p>  <p>✓ Compensation</p> <p><math>49 + 73 = 122</math></p>  <p>Step 1: Expand the number  <math>32 \rightarrow 30 + 2</math>  <math>+ 41 \rightarrow 40 + 1</math>  <math>73 \leftarrow 70 + 3</math>  Step 2: Add  Step 3: Collapse the number</p> <p>Children will begin to use pencil and paper methods and partition the numbers in order to start adding in a column.</p>	<p><math>42 - 25 = 17</math></p>  <p>Counting on:  The number line should still show 0 so children can cross out the section from 0 to the smallest number. They then associate this method with 'taking away'. Children should be encouraged to count on or back deciding which is more efficient.</p> <p>Children will begin to use informal pencil and paper methods (jottings).</p> <p>✓ <b>Partitioning and decomposition</b></p> <ul style="list-style-type: none"> <li>• Partitioning - demonstrated using arrow cards</li> <li>• Decomposition - base 10 materials</li> </ul> <p><b>NOTE</b> When solving the calculation <math>89 - 57</math>, children should know that 57 <b>does NOT EXIST AS AN AMOUNT</b> it is what you are subtracting from the other number. Therefore, when using base 10 materials, children would need to count out only the 89.</p> $\begin{array}{r} 89 = 80 + 9 \\ - 57 = 50 + 7 \\ \hline 30 + 2 = 32 \end{array}$ <p><b>NB:</b> Rather than writing a + sign, the teacher may use an arrow sign to avoid confusion in the subtraction.</p>	<p>5 cm      20 cm</p> <p>Children will know 2, 5 and 10 times tables relating these to 'clever' counting in 2s, 5s, and 10s e.g. <math>5 \times 10 = 50</math>, and five steps in the 10s count = 10, 20, 30, 40, 50. <i>Begin to know <math>\times 3</math> facts</i></p>  <p><b>Doubling and halving</b>  Begin to know doubles of multiples of 5 to 100 e.g. double 35 is 70</p>  <p>Begin to double 2-digit numbers less than 50 with 1s digits of 1, 2, 3, 4 or 5</p> <p><b>Using number facts</b> Know doubles to double 20 e.g. double 7 is 14</p> 	<p><math>12 \div 3 = 4</math></p>   <p>The bead bar will help children with interpreting division calculations such as <math>10 \div 5</math> as 'how many 5s make 10?'</p> <p><b>Doubling and halving</b>  Find half of numbers up to 40, including realising that half of an odd number gives a remainder of 1 or an answer containing a <math>\frac{1}{2}</math> e.g. <math>\frac{1}{2}</math> of 11 = <math>5\frac{1}{2}</math></p>  <p>Begin to know half of multiples of 10 to 100 e.g. <math>\frac{1}{2}</math> of 70</p> <p><b>Using number facts</b>  Know half of even numbers to 24. Begin to know <math>\times 3</math> division facts</p> <p><b>Using symbols to stand for unknown numbers</b>  These will be solved using concrete apparatus and pictures. Problems will be selected from number facts known to the children.</p> <p><math>\square \div 2 = 4</math>      <math>20 \div \triangle = 4</math>      <math>\square \div \triangle = 4</math></p>

	Addition	Subtraction	Multiplication	Division
Y3	<p>✓ Carry below the line.</p> $\begin{array}{r} 625 \\ + 48 \\ \hline 673 \\ 1 \end{array}$ $\begin{array}{r} 783 \\ + 42 \\ \hline 825 \\ 1 \end{array}$ $\begin{array}{r} 367 \\ + 85 \\ \hline 452 \\ 11 \end{array}$ <p>Using similar methods, children will:</p> <ul style="list-style-type: none"> <li>✓ add several numbers with up to 3 digits;</li> <li>✓ begin to add two or more three-digit sums of money, without adjustment from the pence to the pounds;</li> <li>✓ know that the decimal points should line up under each other, particularly when adding or subtracting mixed amounts, e.g. £3.59 + 78p.</li> </ul>	<p>✓ <b>Partitioning and decomposition</b></p> <ul style="list-style-type: none"> <li>• Partitioning - demonstrated using arrow cards</li> <li>• Decomposition - base 10 materials</li> </ul> <p>Children will continue to use empty number lines with increasingly large numbers.</p> <p>✓ <b>Begin to exchange.</b></p> $\begin{array}{r} 71 \\ - 46 \\ \hline \end{array}$ <p>Step 1 <math>\begin{array}{r} 70 + 1 \\ - 40 + 6 \\ \hline \end{array}</math></p> <p>Step 2 <math>\begin{array}{r} 60 + 11 \\ - 40 + 6 \\ \hline 20 + 5 = 25 \end{array}</math></p> <p>The calculation should be read as e.g. take 6 from 1.</p> <p>This would be recorded by the children as</p> $\begin{array}{r} 70 + 1 \\ - 40 + 6 \\ \hline 20 + 5 = 25 \end{array}$ <p><b>NB: Rather than writing a + sign, the teacher will use an arrow sign to avoid confusion in the subtraction.</b></p> <p>✓ The children will then move on to a standard method of recording HTU - HTU with decomposition.</p> <p>Where the numbers are involved in the calculation are close together or near to multiples of 10, 100 etc counting on using a number line should be used.</p> $102 - 89 = 13$	<p>Children will continue to use:</p> <p>✓ <b>Repeated addition</b></p> <p>4 times 6 is <math>6 + 6 + 6 + 6 = 24</math> or 4 lots of 6 or <math>6 \times 4</math></p> <p>Children should use number lines or bead bars to support their understanding.</p> <p>✓ <b>Arrays</b></p> <p>Children should be able to model a multiplication calculation using an array. This knowledge will support with the development of the grid method.</p> $9 \times 4 = 36$ <p>✓ <b>Partitioning</b></p> $(6 \times 10) + (6 \times 4) = 60 + 24 = 84$ <p>✓ <b>Using symbols to stand for unknown numbers to complete equations using inverse operations</b></p> $\square \times 5 = 20 \quad 3 \times \triangle = 18 \quad \square \times \blacksquare = 32$ <p>✓ <b>Children will know 2, 3, 4, 5, 8 and 10 times tables</b></p> <p><b>Grid method</b></p> <p>HTU x U (2, 3, 4, 5, 8)</p> <p>(Short multiplication - multiplication by a single digit)</p> $346 \times 9$ <p>Children will approximate first</p> <p><math>346 \times 9</math> is approximately <math>350 \times 10 = 3500</math></p> $\begin{array}{r} \times \quad 300 \quad 40 \quad 6 \\ 9 \quad \boxed{2700} \quad \boxed{360} \quad \boxed{54} \\ \hline 2700 \\ + 360 \\ + 54 \\ \hline 3114 \\ 11 \end{array}$	<p>Ensure that the emphasis in Y3 is on grouping rather than sharing.</p> <p>Children will continue to use:</p> <p>✓ <b>Repeated subtraction using a number line</b></p> <p>Children will use an empty number line to support their calculation.</p> $24 - 4 = 6$ <p>Children should also move onto calculations involving remainders.</p> $13 - 4 = 3 \text{ r } 1$ <p>Children will develop their use of repeated subtraction to be able to subtract multiples of the divisor. Initially, these should be multiples of 10s, 5s, 2s and 1s - numbers with which the children are more familiar.</p> $72 \div 5$ <p>Moving onto:</p> <p>Link to multiplication tables made explicit</p> <p>✓ <b>Using symbols to stand for unknown numbers to complete equations using inverse operations</b></p> $26 \div 2 = \square \quad 24 \div \triangle = 12 \quad \square \div 10 = 8$

	Addition	Subtraction	Multiplication	Division
Y4	<p>✓ Carry below the line.</p> $\begin{array}{r} 625 \\ + 48 \\ \hline 673 \\ 1 \end{array}$ $\begin{array}{r} 783 \\ + 42 \\ \hline 825 \\ 1 \end{array}$ $\begin{array}{r} 367 \\ + 85 \\ \hline 452 \\ 11 \end{array}$ <p>Using similar methods, children will:</p> <ul style="list-style-type: none"> <li>✓ add several numbers with up to 4 digits <i>including those with the same numbers of decimal places</i>;</li> <li>✓ add two or more sums of money, with different numbers of digits, adjusting from the pence to the pounds;</li> <li>✓ know that the decimal points should line up under each other, particularly when adding or subtracting mixed amounts of lengths, weights or capacities. E.g. £3.58 + 78p or 2.15 m + 35cm</li> </ul>	<p>✓ <b>Partitioning and decomposition</b> Demonstrated by the teacher as:</p> $\begin{array}{r} 754 \\ - 86 \\ \hline \end{array}$ <p>Step 1 <math>700 + 50 + 4</math> <math>- 80 + 6</math></p> <p>Step 2 <math>700 + 40 + 14</math> (adjust from T to U) <math>- 80 + 6</math></p> <p>Step 3 <math>600 + 140 + 14</math> (adjust from H to T) <math>- 80 + 6</math></p> $\begin{array}{r} 6141 \\ - 86 \\ \hline 6068 \end{array}$ <p><b>Decomposition</b> Recorded by the children using the standard method of decomposition:</p> $\begin{array}{r} 6141 \\ - 86 \\ \hline 6068 \end{array}$ <p>Children should:</p> <ul style="list-style-type: none"> <li>✓ be able to subtract numbers with up to 4 digits;</li> <li>✓ using this method, children should also begin to find the difference between two three-digit sums of money, with or without 'adjustment' from the pence to the pounds;</li> <li>✓ know that decimal points should line up under each other.</li> </ul> <p>Where the numbers are involved in the calculation are close together or near to multiples of 10, 100, 1000 etc counting on using a number line should be used.</p> $1209 - 388 = 821$	<p>Children will continue to use arrays where appropriate leading into the grid method of multiplication.</p> <p><b>Partitioning</b> <math>38 \times 5 = (30 \times 5) + (8 \times 5)</math> <math>= 150 + 40</math> <math>= 190</math></p> <p><b>Grid method</b></p> <p><b>TU x TU</b> (Long multiplication - multiplication by more than a single digit) <math>72 \times 38</math> Children will approximate first <math>72 \times 38</math> is approximately <math>70 \times 40 = 2800</math></p> $\begin{array}{r} \times \quad 70 \quad 2 \\ 30 \quad \begin{array}{ c c } \hline 2100 & 60 \\ \hline \end{array} \\ 8 \quad \begin{array}{ c c } \hline 560 & 16 \\ \hline \end{array} \\ \hline 2100 \\ + 560 \\ + 60 \\ + 16 \\ \hline 2736 \\ 1 \end{array}$ <p><b>HTU x U</b> (Short multiplication - multiplication by a single digit) <math>346 \times 9</math> Children will approximate first <math>346 \times 9</math> is approximately <math>350 \times 10 = 3500</math></p> <p>✓ <b>Children will know all times tables to 12 x 12</b></p>	<p>Children should be able to:</p> <p>Use the vertical method: <b>Short division TU ÷ U</b> <math>72 \div 3</math></p> <p>Children can start to subtract larger multiples of the divisor, e.g. 30x</p> <p><b>Short division HTU ÷ U</b> <math>196 \div 6</math></p> <p>Any remainders should be shown as integers, i.e. 14 remainder 2 or 14 r 2.</p> <p>✓ Children need to be able to decide what to do after division and round up or down accordingly. They should make sensible decisions about rounding up or down after division.</p>

	Addition	Subtraction	Multiplication	Division
	Addition	Subtraction	Multiplication	Division

	Addition	Subtraction	Multiplication	Division												
Y5	<p>Use column addition to add two or three whole numbers with up to 5 digits Ensure 'carry overs' go under the answer line.</p> $\begin{array}{r} 587 \\ + 475 \\ \hline 1062 \\ 11 \end{array}$ $\begin{array}{r} 3587 \\ + 675 \\ \hline 4262 \\ 111 \end{array}$ <p>Using similar methods, children will:</p> <ul style="list-style-type: none"> <li>Use column addition to add any pair of 2-place decimal numbers, including amounts of money <u>including those with different numbers of decimal places</u>;</li> <li>know that decimal points should line up under each other, particularly when adding mixed amounts, e.g. 3.2 m - 280 cm.</li> </ul>	<p><b>Decomposition</b></p> $\begin{array}{r} 6141 \\ 764 \\ - 286 \\ \hline 468 \end{array}$ <p>Children should:</p> <ul style="list-style-type: none"> <li>Confidently be able to subtract numbers using decomposition, inc from numbers incorporating a zero.</li> <li>be able to subtract numbers with up to 5 digits;</li> <li>begin to find the difference between two decimal fractions with up to three digits and same number of decimal places;</li> <li>know decimal points should line up under each other</li> </ul>	<ul style="list-style-type: none"> <li>Children will learn to use the standard method of short multiplication to ThHTU x U <b>and</b> TU.th x U in the context of money.</li> <li>Ensure 'carry overs' go under the answer line.</li> </ul> $\begin{array}{cccc} & \text{Th} & \text{H} & \text{T} & \text{U} \\ & 6 & 4 & 8 & 1 \\ \times & & & & 9 \\ \hline 5 & 8 & 3 & 2 & 9 \\ \hline & 4 & 7 & & \end{array} \leftarrow \text{Answer}$ <p>Children will develop the Grid method for long multiplication as below, <u>moving on to the standard method of long multiplication when ready (see year 6)</u>:</p> <p>ThHTU x TU 372 x 24</p> <p>Children will approximate first 372 x 24 is approximately 400 x 25 = 10000</p> <table border="1"> <tr> <td>x</td> <td>300</td> <td>70</td> <td>2</td> </tr> <tr> <td>20</td> <td>6000</td> <td>1400</td> <td>40</td> </tr> <tr> <td>4</td> <td>1200</td> <td>280</td> <td>8</td> </tr> </table> $\begin{array}{r} 6000 \\ + 1400 \\ + 1200 \\ + 280 \\ + 40 \\ + 8 \\ \hline 8928 \\ 1 \end{array}$	x	300	70	2	20	6000	1400	40	4	1200	280	8	<ul style="list-style-type: none"> <li>Children will use the standard written method of short division to solve short division ThHTU ÷ ≤ 12.</li> </ul> <p>Remainders could be shown as integers, i.e. 14 remainder 2 or 14 r 2 or as fractions</p> <p>Children need to be able to decide what to do after division and round up or down accordingly. They should make sensible decisions about rounding up or down after division.</p> <p>Long division ThHTU ÷ TU</p> <p>972 ÷ 36</p> $\begin{array}{r} 27 \\ 36 \overline{) 972} \\ \underline{- 720} \\ 252 \\ \underline{- 252} \\ 0 \end{array}$ <p>Answer: 27</p> <p>Remainders could be shown as fractions, i.e. if the children were dividing 32 by 10; the answer should be shown as 3 <sup>2</sup>/<sub>10</sub> which could then be written as 3 <sup>1</sup>/<sub>5</sub> in its lowest terms.</p>
x	300	70	2													
20	6000	1400	40													
4	1200	280	8													

	Addition	Subtraction	Multiplication	Division
Y6	<p>Children should extend the carrying method to number with any number of digits.</p> $\begin{array}{r} 7648 \\ + 1486 \\ \hline 9134 \\ 111 \end{array}$ $\begin{array}{r} 6584 \\ + 5848 \\ \hline 12432 \\ 111 \end{array}$ $\begin{array}{r} 42 \\ 6432 \\ 786 \\ 3 \\ + 4681 \\ \hline 11944 \\ 121 \end{array}$ <p>Using similar methods, children will</p> <ul style="list-style-type: none"> <li>✓ add several numbers with up to 6 digits including those without a whole number component;</li> <li>✓ know that decimal points should line up under each other, particularly when adding or subtracting mixed amounts, e.g. <math>401.2 + 26.85 + 0.71</math>.</li> <li>✓ Be able to check additions by their knowledge of inverse operations.</li> </ul>	<p><b>Decomposition</b></p> $\begin{array}{r} 3131 \\ 6467 \\ - 2684 \\ \hline 3783 \end{array}$ <p>Children should:</p> <ul style="list-style-type: none"> <li>✓ be able to subtract numbers with up to 6 of digits;</li> <li>✓ Be able to check answers by using an inverse operation</li> <li>✓ be able to subtract two or more decimal fractions with up to three digits and up to 3 decimal places;</li> <li>✓ know decimal points should line up under each other.</li> <li>✓ Find the difference between a pair of numbers with different numbers of decimal places</li> </ul> <p>Where the numbers are involved in the calculation are close together or near to multiples of 10, 100 etc counting on using a number line should be used.</p> <p><math>3002 - 1997 = 1005</math></p>	<p><b>Standard method</b></p> <p>Children should:</p> <ul style="list-style-type: none"> <li>✓ Be able to use the standard method of long multiplication to ThHTU x TU as below</li> </ul> $\begin{array}{r} 327 \\ \times 53 \\ \hline 981 \\ 16350 \\ \hline 17331 \end{array}$ <p>← <math>327 \times 3</math></p> <p>← <math>327 \times 50</math></p> <ul style="list-style-type: none"> <li>✓ Be able to check answers by using an inverse operation</li> </ul> <ul style="list-style-type: none"> <li>✓ Through their developing knowledge of decimal facts associated with multiplication tables they should progress to multiplying TU.t x U.t by long multiplication and adjustment. E.g. change it to HTU x TU by multiplying both by 10, then using the standard method and finally dividing the answer by 10 to compensate.</li> </ul>	<p><b>Standard method for short division</b></p> <p>Children should:</p> <ul style="list-style-type: none"> <li>✓ Continue to use written methods to solve short division ThHTU ÷ TU (bus stop method)</li> <li>✓ Children should know that decimal points line up under each other.</li> <li>✓ Know how to decompose and divide the remainder using further columns of decimals.</li> </ul> $\begin{array}{r} 01.375 \\ 8 \overline{) 11.000} \\ \underline{8} \phantom{000} \\ 3 \phantom{000} \\ \underline{3} \phantom{000} \\ 0 \phantom{000} \\ \underline{0} \phantom{000} \\ 0 \phantom{000} \\ \underline{0} \phantom{000} \\ 0 \phantom{000} \end{array}$ <ul style="list-style-type: none"> <li>✓ Know when to give an exact answer and how to round to an appropriate degree of accuracy.</li> <li>✓ Be able to check answers by using an inverse operation</li> </ul> <p><b>Standard method for Long division HTU ÷ TU</b></p> <p>Children should:</p> <ul style="list-style-type: none"> <li>✓ Know how to use the standard method for long division</li> <li>✓ Through their developing knowledge of decimal facts associated with multiplication tables they should progress to dividing TU.t ÷ U.t by adjustment and long division.</li> </ul>