

Wimborne Area Schools

# **Framework for Progression in Mathematical Calculation**

St John's First School, Merley First School, Pamphill First School, Wimborne First School, Witchampton First School, Allenbourn Middle School  
With thanks to: Henbury View First School and Sturminster Marshall First School

## Framework for Progression in Mathematical Calculation

### Introduction

This document and the progressions for developing effective methods of calculation have been compiled by a consortium of first and middle schools from the Wimborne area and adopted as the agreed route to efficient calculation.

This framework details the key written methods of mathematical calculation to be taught. Its purpose is to promote a consistent and progressive approach to the teaching of mathematical calculation skills, in line with the expectations of the 2014 Mathematics curriculum. Although the main focus of this policy is on the progression to pencil and paper procedures it is important to recognise that the ability to calculate mentally underpins all calculation. Written calculation methods are not a replacement for mental calculation but structures to enable more complex calculations to be carried out efficiently. In every written method there is an element of mental processing. Written recording both helps children to clarify their thinking and supports and extends the development of more fluent and sophisticated mental strategies.


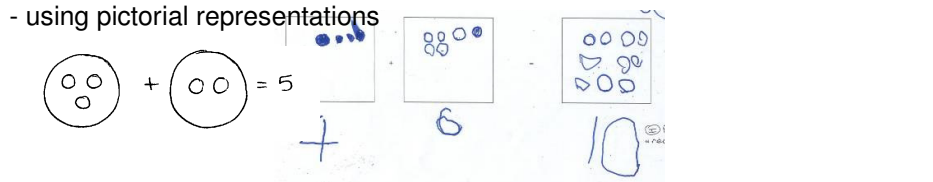
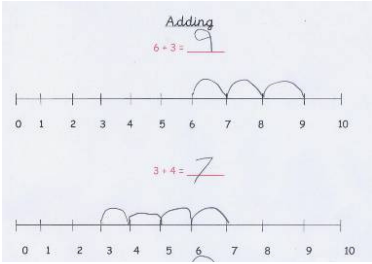
A sound understanding of the number system is essential for children to carry out calculations efficiently and accurately. Written methods of calculations are based on mental strategies. Each of the four operations builds on mental skills, learned in working with a range of manipulative equipment, which provide the foundation for jottings and informal written methods of recording. These mental skills lead on to more formal written methods of calculation. Strategies for calculation need to be supported by familiar models and images to reinforce understanding. When introducing a new strategy it is important to start with numbers that the child can easily manipulate so that they can understand the concept then, as competence increases, larger and more complex numbers can be tackled. Previous stages may need to be revisited to consolidate understanding when introducing a new strategy. The transition between years should not be hurried as not all children will be ready to move on to the next stage at the same time. Progression to the next stage should be made when mastery of the current stage is evident. Progression should be based on attainment across the mathematics curriculum and not just in the calculation processes. Judgements of mastery should be based on evidence gathered in routine classroom assessments and tasks of the pupils competence and accuracy in applying methods learned.


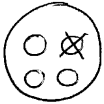

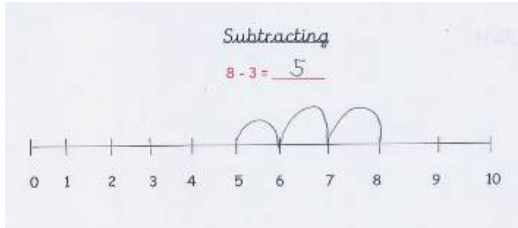
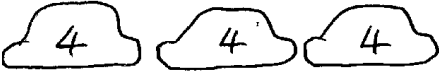
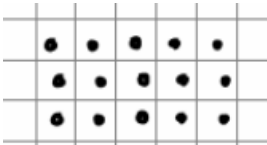
The long-term aim for our children is to have, and be able to select from, a variety of efficient (accurate, reliable and quick) methods of calculation that are appropriate to solve a range of calculation problems.

They should do this by always asking themselves:

- 'Can I do this in my head?'
- 'Can I do this in my head using drawings or jottings?'
- 'Do I need to use a written method?'

## Calculation Framework (NC 2014)

	Addition Mentally (Including Jottings)	Addition Written
<b>Year 1</b>	<ul style="list-style-type: none"> <li>represent and use number bonds within 20</li> <li>represent number pairs to = 10</li> <li>use number pairs to = 10 to work out number pairs to = 20</li> <li>represent doubles up to double 10</li> <li>represent number bonds to make 3, 4, 5, 6, 7, 8, 9 in all ways using addition</li> <li>use number bonds to make 3, 4, 5, 6, 7, 8, 9</li> <li>add one-digit and two-digit numbers to 20, including zero</li> <li>using concrete objects (including exchanging Tens &amp; Ones)</li> </ul>	<ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+) and equals (=) signs</li> </ul> $5 + 7 =$  <ul style="list-style-type: none"> <li>solve missing number problems (using numbers up to 20)</li> </ul> $7 = \_ + 2$
	<p>- using pictorial representations</p> 	

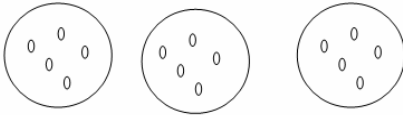
	<p align="center"><b>Subtraction Mentally (Including Jottings)</b></p> <ul style="list-style-type: none"> <li>represent and use subtraction facts within 20, relating them to the corresponding addition facts (see addition)</li> <li>represent halves of even numbers up to 20</li> <li>subtract one-digit and two-digit numbers to 20, including zero</li> <li>using concrete objects (including exchanging Tens &amp; Ones)</li> </ul> <p>- using pictorial representations</p>   	<p align="center"><b>Subtraction Written</b></p> <ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs</li> </ul> <p>15 - 5 =</p> <ul style="list-style-type: none"> <li>solve missing number problems (using numbers up to 20)</li> </ul> <p>7 = ___ - 9</p> 
<p><b>Year 1</b></p>	<p align="center"><b>Multiplication Mentally (Including Jottings)</b></p> <ul style="list-style-type: none"> <li>calculate the answer to multiplication problems (with the support of the teacher) (using numbers up to 20)</li> <li>using concrete objects</li> </ul> <p>- using pictorial representations</p>   <p>- using arrays 5 x 3 = 15</p>	<p align="center"><b>Multiplication Written</b></p> <p>(mental with jottings only)</p>

### Division Mentally (Including Jottings)

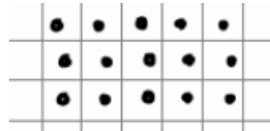
- calculate the answer to division problems (with the support of the teacher) (using numbers up to 20)
- using concrete objects



- using pictorial representations



- using arrays



$$15 \div 3 = 5$$

### Division Written

(mental with jottings only)

# Calculation Framework (NC 2014)

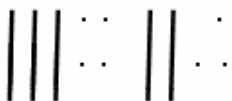
**Year 2**

## Addition Mentally (Including Jottings)

- recall and use addition facts to 20 fluently, and derive and use related facts up to 100
- recall number pairs to = 10
- recall number pairs to = 20
- derive number pairs to = 100 in multiples of 10
- derive number pairs to = 100 e.g.  $43 + ? = 100$
- recall doubles up to double 10
- recall number bonds to make 3, 4, 5, 6, 7, 8, 9 in all ways using addition
- derive additions of multiples of 10
- add a two-digit number and ones (using numbers up to 100)
- add a two-digit number and tens (using numbers up to 100)
- add two two-digit numbers (using numbers up to 100)
- add three one-digit numbers
- using concrete objects (including exchanging Tens & Ones)



- using pictorial representations



- mentally (with jottings)

$$\begin{array}{r} 24 + 36 = 60 \\ 20 + 30 = 50 \\ 4 + 6 = 10 \end{array}$$

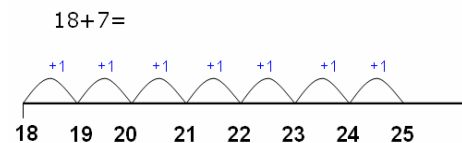
$$\begin{array}{r} 50 \quad 10 \\ \curvearrowright \quad \curvearrowright \\ 24 + 36 = 60 \end{array}$$

$$\begin{array}{r} 56 \\ \curvearrowright \quad \curvearrowright \\ 36 + 24 = 60 \end{array}$$

$$\begin{array}{r} 40 + 20 \\ \curvearrowright \quad \curvearrowright \\ 36 + 24 = 60 \end{array}$$

## Addition Written

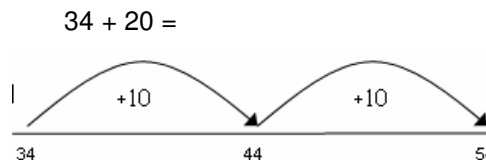
- add a two-digit number and ones (using numbers up to 100) (no bridging the tens, bridging the tens)



$$\begin{array}{r} 18 \\ + 7 \\ \hline 25 \end{array}$$

Calculation to be set out in columns to support the understanding of place value. However, this should be solved using a range of strategies, not standard column method. e.g. Number line, Dienes, Numicon, diagrams and jottings. Partitioning & exchanging should be included.

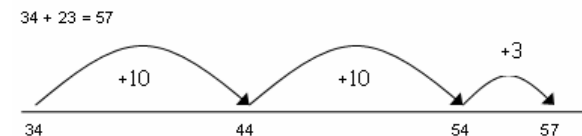
- add a two-digit number and tens (using numbers up to 100)



$$\begin{array}{r} 34 \\ + 20 \\ \hline \end{array}$$

NOTE: See text box above.

- add two two-digit numbers (using numbers up to 100) (no bridging the tens, bridging the tens)



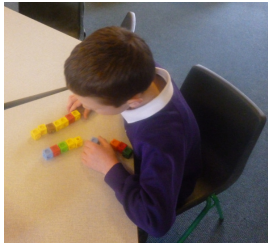
$$\begin{array}{r} 34 \\ + 23 \\ \hline \end{array} \quad \begin{array}{r} 67 \\ + 29 \\ \hline \end{array}$$

NOTE: See text box above.

**Year  
2**

**Subtraction Mentally (Including Jottings)**

- recall and use subtraction facts to 20 fluently, and derive and use related facts up to 100
- use number bonds to make 3, 4, 5, 6, 7, 8, 9 to work out subtractions i.e. use reversals.
- represent  $5 + 3 = 8$ , therefore  $8 - 3 = 5$
- recall halves of even numbers up to 20
- subtract a two-digit number and ones
- subtract a two-digit number and tens
- subtract two two-digit numbers
- subtract three one-digit numbers
- using concrete objects (including exchanging Tens & Units)



- using pictorial representations

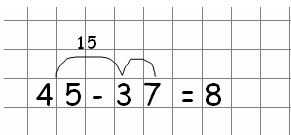


- mentally (with jottings)

$$54 - 27 \qquad 54 - 20 = 34$$

$$\qquad \qquad \qquad - 4 = 30$$

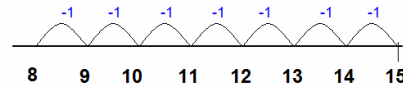
$$\qquad \qquad \qquad - 3 = 27$$



**Subtraction Written**

- subtract a two-digit number and ones (no bridging the tens, bridging the tens)

15-7=

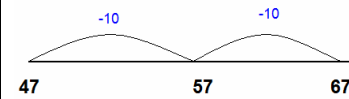


$$\begin{array}{r} 15 \\ - 7 \\ \hline \end{array}$$

Calculation to be set out in columns to support the understanding of place value. However, this should be solved using a range of strategies, not standard column method. e.g. Number line, Dienes, Numicon, diagrams and jottings. Partitioning & exchanging should be included.

- subtract a two-digit number and tens

67 - 20 =

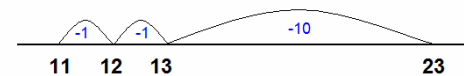


$$\begin{array}{r} 67 \\ - 20 \\ \hline \end{array}$$

NOTE: See text box above.

- subtract two two-digit numbers (no bridging the tens, bridging the tens)

23 - 12 =



$$\begin{array}{r} 23 \\ - 12 \\ \hline \end{array}$$

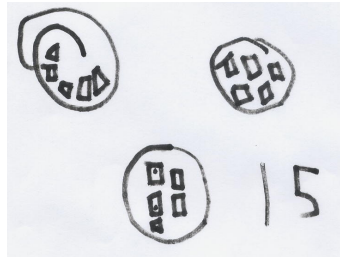
$$\begin{array}{r} 43 \\ - 27 \\ \hline \end{array}$$

NOTE: See text box above.

**Year  
2**

**Multiplication Mentally (Including Jottings)**

- recall and use multiplication facts for the 2, 5 and 10 multiplication tables
  - recognise odd and even numbers
  - calculate mathematical statements for multiplication within the multiplication tables
- using materials

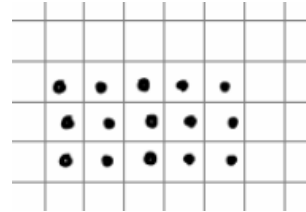


- using mental methods (with jottings)  
5, 10, 15, 20, 25

**Multiplication Written**

- write calculations using the multiplication ( $\times$ ) and equals ( $=$ ) signs
  - calculate mathematical statements for multiplication within the multiplication tables
- using arrays

$3 \times 5 = 15$



- using repeated addition:

$4 \times 5 =$

$5 + 5 + 5 + 5 = 20$

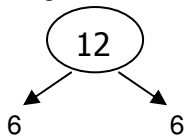
This can be done on a number line.

**Division Mentally (Including Jottings)**

- recall and use division facts for the 2, 5 and 10 multiplication tables
  - use 2x table to divide by 2, counting in multiples or reversing the calculation
  - use 10x table to divide by 10, counting in multiples or reversing the calculation
  - use 5x table to divide by 5, counting in multiples or reversing the calculation
  - calculate mathematical statements for division within the multiplication tables
- using materials



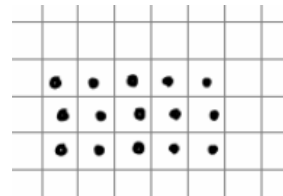
- using mental methods (with jottings)



**Division Written**

- write calculations using the division ( $\div$ ) and equals ( $=$ ) signs
  - calculate mathematical statements for division within the multiplication tables (i.e. no remainders)
- using arrays

$15 \div 5 = 3$



- using repeated addition

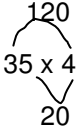
$15 \div 5 =$   
5 10 15

This can be done on a number line.



## Calculation Framework (NC 2014)

	<b>Addition Mentally (Including Jottings)</b>	<b>Addition Written</b>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>add a three-digit number and ones (using numbers up to 1000)</li> <li>add a three-digit number and tens (using numbers up to 1000)</li> <li>add a three-digit number and hundreds (using numbers up to 1000)</li> </ul> <p>(no bridging the hundreds, bridging the hundreds)</p>	<ul style="list-style-type: none"> <li>add numbers with up to three digits, using formal written methods of columnar addition</li> </ul> <p>(No exchanging, exchanging ones to tens, exchanging tens to hundreds)</p> $  \begin{array}{r} 45 \\ + 22 \\ \hline 67 \end{array}  $ $  \begin{array}{r} 48 \\ + 3 \\ \hline 51 \\ 1 \end{array}  $ $  \begin{array}{r} 48 \\ + 93 \\ \hline 141 \\ 1 \ 1 \end{array}  $ $  \begin{array}{r} 748 \\ + 93 \\ \hline 841 \\ 1 \ 1 \end{array}  $ $  \begin{array}{r} 658 \\ + 169 \\ \hline 827 \\ 1 \ 1 \end{array}  $ <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto;">                     Apparatus should be available to support children's standard method calculations                 </div>
	<b>Subtraction Mentally (Including Jottings)</b>	<b>Subtraction Written</b>
	<ul style="list-style-type: none"> <li>subtract a three-digit number and ones</li> <li>subtract a three-digit number and tens</li> <li>subtract a three-digit number and hundreds</li> </ul> <p>(no bridging the hundreds, bridging the hundreds)</p>	<ul style="list-style-type: none"> <li>subtract numbers with up to three digits, using formal written methods of columnar subtraction</li> </ul> <p>(No exchanging, exchanging tens to ones, exchanging hundreds to tens)</p> $  \begin{array}{r} 48 \\ - 27 \\ \hline 21 \end{array}  $ $  \begin{array}{r} 3 \ 1 \\ \cancel{4}8 \\ - \quad 9 \\ \hline 39 \end{array}  $ $  \begin{array}{r} 3 \ 1 \\ \cancel{4}8 \\ - \quad 29 \\ \hline 19 \end{array}  $ $  \begin{array}{r} 3 \ 1 \\ 3 \ \cancel{4}8 \\ - \quad 29 \\ \hline 319 \end{array}  $ $  \begin{array}{r} 2 \ 13 \ 1 \\ \cancel{8} \ \cancel{4}8 \\ - \quad 269 \\ \hline 79 \end{array}  $ <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto;">                     Apparatus should be available to support children's standard method calculations                 </div>

Multiplication Mentally (Including Jottings)	Multiplication Written
<ul style="list-style-type: none"> <li>recall and use multiplication facts for the 3, 4 and 8 multiplication tables</li> <li>write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental strategies</li> </ul> <p> <math>35 \times 4</math>  <math>70 \times 2 = 140</math> </p>  <p> <math>35 \times 4</math>  <math>3 \times 4 = 12</math>  <math>5 \times 4 = 20</math>  <math>140</math> </p> <p> <math>12 \times 10 = 120</math> </p>	<ul style="list-style-type: none"> <li>write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers progressing to formal written methods (No exchanging, exchanging ones to tens, exchanging tens to hundreds)</li> </ul> <p> <math>13</math>  <math>\times 3</math>  <math>\hline 39</math> </p> <p> <math>28</math>  <math>\times 3</math>  <math>\hline 84</math>  <math>2</math> </p> <p> <math>24</math>  <math>\times 8</math>  <math>\hline 192</math>  <math>3</math> </p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <p>Children should be secure on mental methods of multiplication with jottings before moving on to this standard written method</p> </div>
Division Mentally (Including Jottings)	Division Written
<ul style="list-style-type: none"> <li>recall and use division facts for the 3, 4 and 8 multiplication tables</li> </ul> <p> <math>27 \div 3</math>      3, 6, 9, 12, 15, 18, 21, 24, 27      <math>9 \times 3 = 27</math> </p>	<ul style="list-style-type: none"> <li>write and calculate mathematical statements for division using the multiplication tables that they know, including for two-digit numbers divided by one-digit numbers (no remainders, remainders)</li> </ul> <p> <math>64 \div 4 = 16</math>      <math>64 \div 4 = 16</math>  <math>- 40</math>      <math>10 \times 4</math>      <math>- 40</math>      <math>10 \times 4</math>  <math>24</math>                                      <math>- 24</math>      <math>6 \times 4</math>  <math>- 24</math>      <math>6 \times 4</math> </p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <p>Children should be secure on mental methods of division with jottings before moving on to this chunking method</p> </div>

## Calculation Framework (NC 2014)

	Addition Mentally (Including Jottings)	Addition Written
<b>Year 4</b>	<p>It would be helpful if children could begin to add 4 digit numbers mentally where appropriate, as Yr 3 add 3 digit and Yr 5 add 5 digit. (no bridging, bridging) (include jottings where necessary)</p> <p>4 digit + 1s 4 digit + 10s 4 digit + 100s</p>	<ul style="list-style-type: none"> <li>add numbers with up to 4 digits using the formal written methods of columnar addition where appropriate</li> </ul> <p>(Exchanging ones to tens, exchanging tens to hundreds, exchanging hundreds to thousands)</p> $\begin{array}{r} 2345 \\ + 46 \\ \hline 2391 \\ \hline 1 \end{array}$ $\begin{array}{r} 2355 \\ + 456 \\ \hline 2811 \\ \hline 11 \end{array}$ $\begin{array}{r} 2855 \\ + 3766 \\ \hline 6621 \\ \hline 111 \end{array}$ <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto;">                     Apparatus should be available to support children's standard method calculations                 </div>
	<p><b>Subtraction Mentally (Including Jottings)</b></p> <p>It would be helpful if children could begin to subtract 4 digit numbers mentally where appropriate, as Yr 3 subtract 3 digit and Yr 5 subtract 5 digit. (no bridging, bridging) (include jottings where necessary)</p> <p>4 digit - 1s 4 digit - 10s 4 digit - 100s</p> <p>Finding the difference between 2 larger numbers close together can be taught by counting/jumping up from the lowest. <math>1000 - 998 = 2</math></p>	<p><b>Subtraction Written</b></p> <ul style="list-style-type: none"> <li>subtract numbers with up to 4 digits using the formal written methods of columnar and subtraction where appropriate</li> </ul> <p>(Exchanging tens to ones, exchanging hundreds to tens, exchanging thousands to hundreds)</p> $\begin{array}{r} 31 \\ 2345 \\ - 127 \\ \hline 2218 \end{array}$ $\begin{array}{r} 21 \\ 2345 \\ - 163 \\ \hline 2182 \end{array}$ $\begin{array}{r} 11 \\ 2345 \\ - 1523 \\ \hline 0822 \end{array}$
	<p><b>Multiplication Mentally (Including Jottings)</b></p> <ul style="list-style-type: none"> <li>recall multiplication facts for multiplication tables up to <math>12 \times 12</math> (6,7,9,11,12)</li> <li>use place value, known and derived facts to multiply mentally, including: multiplying by 0 and 1; multiplying together three numbers</li> </ul> $\begin{array}{r} 180 \\ 35 \times 6 \\ \hline 30 \end{array}$ $35 \times 6$ $3 \times 6 = 18$ $5 \times 6 = 30$ $210$ $18 \times 10 = 180$	<p><b>Multiplication Written</b></p> <ul style="list-style-type: none"> <li>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> </ul> $\begin{array}{r} 24 \\ \times 6 \\ \hline 144 \\ \hline 2 \end{array}$

Division Mentally (Including Jottings)	Division Written
<ul style="list-style-type: none"> <li>recall division facts for multiplication tables up to <math>12 \times 12</math></li> <li>use place value, known and derived facts to divide mentally</li> </ul> $240 \div 6 =$ $24 \div 6 = 4$ $240 \div 6 = 40$ <ul style="list-style-type: none"> <li>divide by 1</li> </ul> <p style="text-align: center;">multiply together three numbers</p>	<ul style="list-style-type: none"> <li>write and calculate mathematical statements for division using the multiplication tables that they know including a 3 digit number divided by a 2 digit number. (no remainders, remainders)</li> </ul> $846 \div 6 =$ $- 600$ $100 \times 6$ $- 60$ $10 \times 6$ $- 60$ $10 \times 6$ $- 60$ $10 \times 6$ $- 60$ $10 \times 6$ <p style="text-align: right;">- 6                              1 x 6</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <p>Answer to each subtraction can be added in to the calculation if required. See Yr3.</p> </div>

## Calculation Framework (NC 2014)

	<b>Addition Mentally (Including Jottings)</b>	<b>Addition Written</b>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>add numbers mentally with increasingly large numbers <math>10573 + 3200 = 13773</math></li> <li>add numbers to 2 decimal places <math>9.58 + 3.08 = 12.66</math></li> </ul>	<ul style="list-style-type: none"> <li>add whole numbers with more than 4 digits, including using efficient written methods (columnar addition)  <math display="block">\begin{array}{r} 44388 \\ + 5896 \\ \hline 50284 \\ \small{1\ 1\ 1\ 1} \end{array}</math> </li> <li>add numbers to 3 decimal places  <math display="block">\begin{array}{r} 32.148 \\ + 9.738 \\ \hline 41.886 \\ \small{1\ \ \ 1} \end{array}</math> </li> </ul>
	<b>Subtraction Mentally (Including Jottings)</b>	<b>Subtraction Written</b>
	<ul style="list-style-type: none"> <li>subtract numbers mentally with increasingly large numbers <math>64501 - 4300 = 60201</math></li> <li>subtract numbers to 2 decimal place <math>7.47 - 3.15 = 4.32</math></li> </ul>	<ul style="list-style-type: none"> <li>subtract whole numbers with more than 4 digits, including using efficient written methods (columnar subtraction)  <math display="block">\begin{array}{r} \small{5\ 13\ 1} \\ 6467 \\ - 2684 \\ \hline 3783 \end{array}</math> </li> <li>subtract numbers to 3 decimal places  <math display="block">\begin{array}{r} \small{2\ 1\ 1} \\ 32.148 \\ - 9.738 \\ \hline 22.410 \end{array}</math> </li> </ul>

<p align="center"><b>Multiplication Mentally (Including Jottings)</b></p>	<p align="center"><b>• Multiplication Written</b></p>
<ul style="list-style-type: none"> <li>multiply and divide numbers mentally drawing upon known facts  <math>45 \times 6 =</math>  <math>45 \times 2 = 90, 90 \times 3 (9 \times 3 \times 10)</math>  <math>= 270</math>  <math>38 \times 15 =</math>  <math>38 \times 10 = 380 + 190 (1/2 \text{ of } 380)</math>  <math>= 570</math></li> <li>solve problems involving multiplication where larger numbers are used by decomposing them into their factors  <math>350 \times 25 = 7 \times 5 \times 10 \times 5 \times 5</math></li> <li>multiply whole numbers and those involving decimals by 10, 100 and 1000  <math>234.7 \times 10</math> becomes  <math>2347.0</math>  <math>9067.43 \times 100</math> becomes  <math>906743.0</math></li> </ul> <div data-bbox="622 544 1115 679" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>When multiplying by 10 and multiples of 10, the decimal point remains fixed and the number moves 1 place to the left for each multiple of 10</p> </div>	<ul style="list-style-type: none"> <li>multiply numbers up to 4 digits by a one-digit number using an efficient written method  <math display="block">\begin{array}{r} 4346 \\ \times 8 \\ \hline 34768 \\ 234 \end{array}</math></li> <li>multiply numbers up to 4 digits by a two-digit number using long multiplication <math>4115 \times 25</math>  <math display="block">\begin{array}{r} 4115 \\ \times 25 \\ \hline 20575 \\ 82300 \\ \hline 102875 \end{array}</math> <p>(x10, x2)</p> </li> <li>recognise and use square numbers and cube numbers, and the notation for squared (<sup>2</sup>) and cubed (<sup>3</sup>)  <math>2^2 = 2 \times 2 = 4</math>  <math>3^3 = 3 \times 3 \times 3 = 27</math></li> </ul>
<p align="center"><b>Division Mentally (Including Jottings)</b></p>	<p align="center"><b>Division Written</b></p>
<ul style="list-style-type: none"> <li>divide numbers mentally drawing upon known facts</li> <li>multiply and divide whole numbers involving decimals by 10, 100 and 1000  <math>234.7 \div 10</math> becomes  <math>23.47</math>    <math>9067.43 \div 100</math>  becomes  <math>90.6743</math></li> </ul> <div data-bbox="622 938 1115 1074" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>When dividing by 10 and multiples of 10, the decimal point remains fixed and the number moves 1 place to the right for each multiple of 10</p> </div>	<ul style="list-style-type: none"> <li>divide numbers up to 4 digits by a one-digit number using the efficient written method of short division and interpret remainders appropriately for the context  <math>72 \div 5</math> <math display="block">\begin{array}{r} 14 \text{ r } 2 \\ 5 \overline{) 72} \\ \underline{50} \phantom{0} \\ 22 \\ \underline{20} \\ 2 \end{array}</math></li> <li><math>1368 \div 9</math> <math display="block">\begin{array}{r} 152 \\ 9 \overline{) 1368} \\ \underline{45} \phantom{00} \\ 136 \phantom{0} \\ \underline{135} \phantom{0} \\ 18 \\ \underline{18} \\ 0 \end{array}</math></li> </ul>

## Calculation Framework (NC 2014)

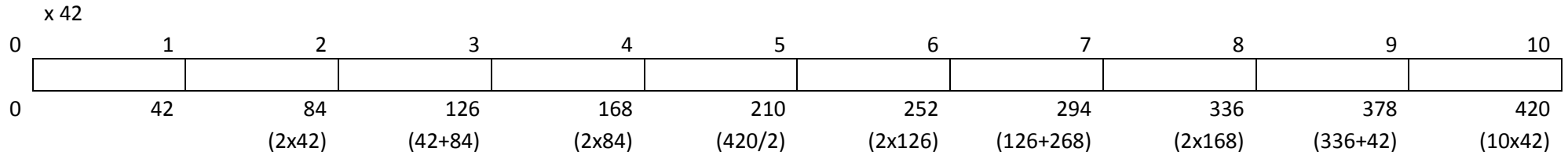
<b>Year 6</b>	<b>Addition Mentally (Including Jottings)</b>	<b>Addition Written</b>
	<ul style="list-style-type: none"><li>add numbers mentally with increasingly large numbers</li></ul>	<ul style="list-style-type: none"><li>add whole numbers with more than 4 digits, including using efficient written methods (columnar addition) (See Year 5 for examples)</li></ul>
	<b>Subtraction Mentally (Including Jottings)</b>	<b>Subtraction Written</b>
	<ul style="list-style-type: none"><li>subtract numbers mentally with increasingly large numbers</li></ul>	<ul style="list-style-type: none"><li>subtract whole numbers with more than 4 digits, including using efficient written methods (columnar subtraction) (See Year 5 for examples)</li></ul>
	<b>Multiplication Mentally (Including Jottings)</b>	<b>Multiplication Written</b>
	<ul style="list-style-type: none"><li>perform mental calculations, including with mixed operations and large numbers</li></ul>	<ul style="list-style-type: none"><li>multiply multi-digit numbers up to 4 digits by a two-digit whole number using the efficient written method of long multiplication</li></ul>

Division Mentally (Including Jottings)	Division Written
<ul style="list-style-type: none"> <li>perform mental calculations, including with mixed operations and large numbers</li> </ul>	<ul style="list-style-type: none"> <li>divide numbers up to 4 digits by a two-digit whole number using the efficient written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</li> </ul> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 45%;"> <p>2666 ÷ 42</p> <p>Remainder</p> <math display="block">  \begin{array}{r}  \underline{63} \quad r20 \\  42 \overline{)2666} \\  \underline{252} \\  146 \\  \underline{126} \\  20  \end{array}  </math> <p>Fraction</p> <math display="block">  \begin{array}{r}  \underline{63} \quad 20/42 \\  42 \overline{)2666} \\  \underline{252} \\  146 \\  \underline{126} \\  20  \end{array}  </math> <p>Decimal</p> <math display="block">  \begin{array}{r}  \underline{63.47} \\  42 \overline{)266600} \\  \underline{-252} \\  146 \\  \underline{-126} \\  200 \\  \underline{-168} \\  320 \\  \underline{-294} \\  26  \end{array}  </math> </div> <div style="width: 45%; text-align: right;"> <p> <math>10 \times 42 = 420</math>  <math>2 \times 42 = 84</math>  <math>4 \times 42 = 168</math>  <math>5 \times 42 = 210</math>  <math>6 \times 42 = 252</math> </p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Use doubling/halving to find other multiples.</p> <p><b>See Appendix 1</b> for Bar and Double Number Line representations</p> </div> </div> </div>

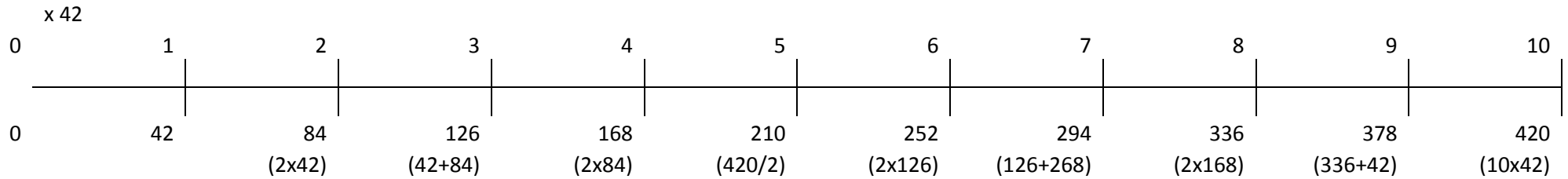


**Tools to aid multiplication in division calculations**

**Bar Method**



**Double Number Line Method**



This method of multiplication uses know or easily computable facts, by doubling and halving or addition, to construct the data needed to carry out the calculation. There is no need to calculate all values from 1 times to 10 times, only those needed.