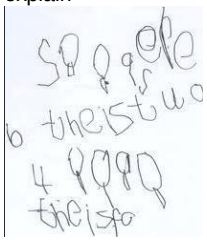
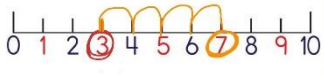
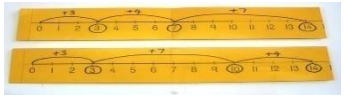
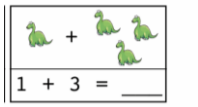
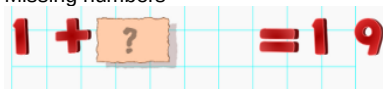
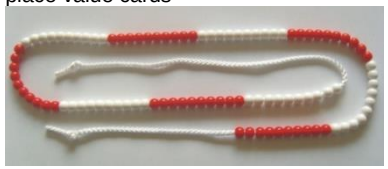
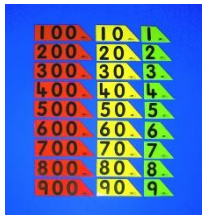
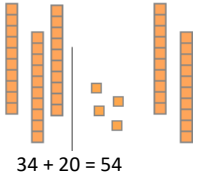
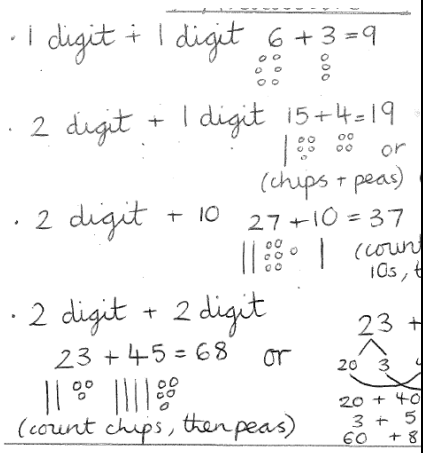
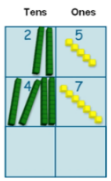
Year group	Addition Objective	Method	Practical methods	Pictorial/written methods	Vocabulary	Mental recall
EYFS	Add one more to a group of objects 0-5 then 0-10. Addition as 'combining 2 groups' using single digit numbers in range 0-5 then 0-10. Addition as 'counting on' in range 0-5 then 0-10 Real life problems in range 0-10	Practical / recorded using ICT (eg digital photos / pictures on IWB)	Frogs on logs, Toys, Books, Beads, Rhymes, Counters, Number tiles, objects (stationary and moving) number lines, stories, Role play, part/whole model, Numicon, ten frames.  Adding one more  Combining groups  Counting on	Drawings of problems  Begin to record using marks they can explain 	add, more than, equals, altogether, same as, plus, number bonds, number sentences,	What is one more than…? Number bonds in range 0-10
Y1	Consolidation of EYFS Read, write and interpret mathematical statements involving addition (+) and equals (=) signs Adding U+U (bridging 10) TU + U by counting on in range 0-20 TU + U (bridging 20) Concept of addition in any order Concept of addition and subtraction as inverse operations Solve real life/missing number 1 step problems in range 0-20	Practical / recorded using ICT Informal written methods Horizontal recording	Objects, Number lines, 100 squares, Multilink, Lego, beads, tape measures, bead strings, fingers, whiteboards, role play,    Counting on U+U TU+U 	Jumps along a number line in 1s  Jumps on a number line in bigger jumps  Horizontal layout  Missing numbers 	As previous. Total, equal to, most, least, put together, more than	Consolidation of EYFS Number bonds in range 0-20

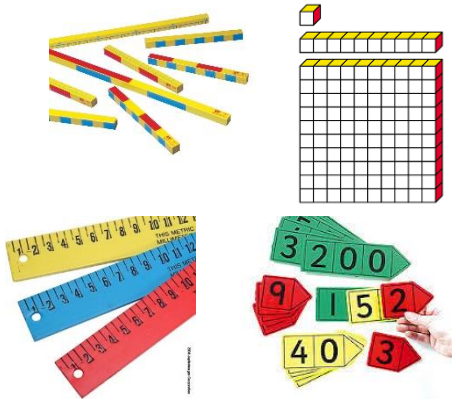
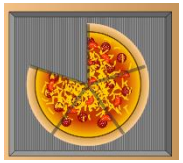
Saltford C of E Primary School – Progression in Addition, Subtraction, Multiplication and Division

Y2	Consolidation of Y1 TU+T TU + TU (bridging 10s / 100) U + U + U Add 9 and 11 by adding 10, then one less or one more Recognise addition and use in problem solving including numbers, quantities and measures	Practical Informal written methods Horizontal recording	bead strings, number lines, 100 squares, Dienes, place value cards    34 + 20 = 54	 Partition and recombine 33 + 42 40 + 30 = 70 3 + 2 = 5 70 + 5 = 75 Beginning to record in columns	As previous. inverse, sum, partition	Increase fluency of number bonds to 20 Derive and use related facts up to 100

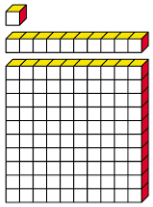
Saltford C of E Primary School – Progression in Addition, Subtraction, Multiplication and Division

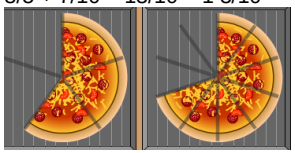
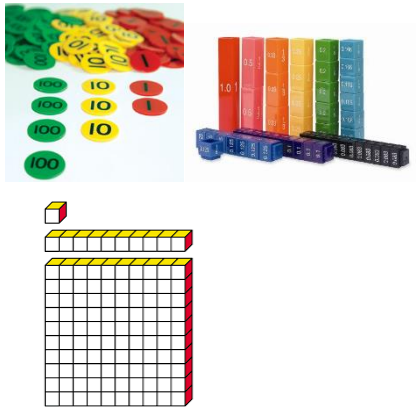
Saltford C of E Primary School – Progression in Addition, Subtraction, Multiplication and Division

Y3	Consolidation of Y2 Add up to 3 digit numbers using formal written methods (column) Add up to 3-digit numbers including bridging 100 (carrying 10s) Add fractions with the same denominator within one whole Estimate answers using approximation Using inverse to check Application into problem solving TU + TU including bridging 100, HTU + TU not bridging 1000, HTU + HTU not bridging 1000	Practical Informal written methods Horizontal recording Formal written method	Counting sticks, dienes, number lines, hundred square, tape measures, place value cards. 	Partitioning + 479 Column addition (no carrying) 243 +126 369 Adding fractions 3/5 + 1/5 = 4/5 	Column addition (with carrying) 458 937 1 1	As previous. column addition	HTU + O HTU + T HTU + H TU + near multiple of 10 Multiples of 50 and 100 that total 1000

Saltford C of E Primary School – Progression in Addition, Subtraction, Multiplication and Division

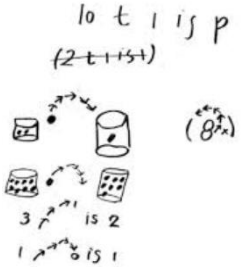
Y4	Consolidation of Y3 Add 4 digit numbers using formal written methods including bridging 1000 Add fractions with the same denominator Add decimals in the context of money Estimate using rounding and use inverse to check Solve 2 step problems including money and fractions	Practical Informal written methods Horizontal recording Formal written method	Dienes, tape measures, place value counters, coins, fraction cards/pictures    	Partitioning 1234 + 3472 1000 + 3000 = 4000 200 + 400 = 600 30 + 70 = 100 4 + 2 = 6 4000 + 600 + 100 + 6 = 4706 Column addition (with carrying) 2358 + 1874 = 4232 1 1 1 £3.48 + £2.41 = £5.89 Adding fractions 3/5 + 1/5 = 4/5 	As previous. Increase, decimal point, denominator, numerator	As previous with increasing fluency

Saltford C of E Primary School – Progression in Addition, Subtraction, Multiplication and Division

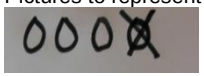
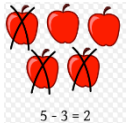
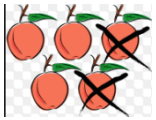
Y5	Consolidation of Y4 Add numbers of more than 4 digits using column addition Addition of numbers with up to 3 decimal places Add fractions with the same denominator, and denominators that are multiples of the same number where answer exceeds 1 Solve multi-step problems deciding on appropriate operation	Practical Informal written methods Horizontal recording Formal written method	Dienes, place value counters. coins. fraction cards/pictures 	Column addition (with carrying) 5.761 +3.725 9.486 1 Adding fractions 3/5 + 7/10 = 13/10 = 1 3/10 	As previous. tenths, hundreths, thousandths, partition, near multiples, denominator	Add mentally with increasingly large numbers Bonds up to 1 (one dp) U + U.t
Y6	Consolidation of Y5 Application of all prior skills learnt to increase fluency Solve multi-step problems deciding on appropriate operation Explore the order of operations using brackets Add fractions with different denominators/ mixed numbers	Practical Informal written methods Formal written method	Dienes, place value counters, fraction cards/cubes 	3/4 + 2/3 9/12 + 8/12 = 17/12 = 1 5/12	As previous. Common denominator	As previous with increasing fluency Add mentally with increasingly large numbers and mixed operations.

Saltford C of E Primary School – Progression in Addition, Subtraction, Multiplication and Division

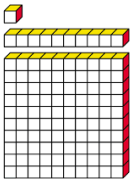
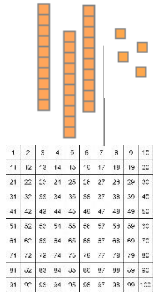
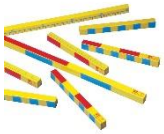
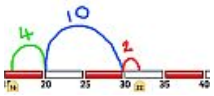
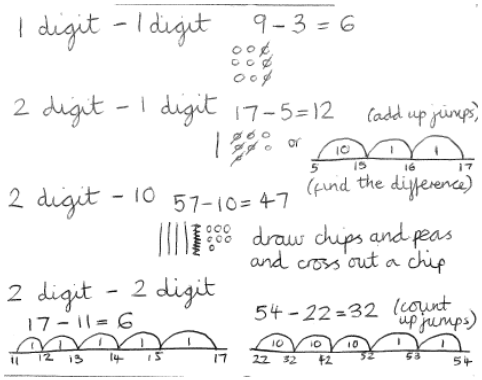
Saltford C of E Primary School – Progression in Addition, Subtraction, Multiplication and Division

Year group	Objective	Method	Practical methods	Pictorial/written methods	Vocabulary	Mental recall
EYFS	Compare sets of objects Remove objects from a set Say what is one less than a given number within 5 then 10 Use quantities and objects to subtract using single digit numbers	Practical / recorded using ICT (eg digital photos / pictures on IWB)	Frogs on logs, Toys, Books, Beads, Rhymes, Counters, Number tiles, objects (stationary and moving) number lines, stories, Role play part/whole model, Numicon, ten frames.   Taking away one Comparing groups   Counting back numbers Subtracting single digits	Drawings of problems  Begin to record using marks they can explain 	Take away, left, left over, gone, one less, fewer, difference between, count back(wards), find the difference, equals	What is one less than… (numbers up to 10)

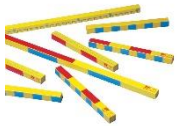
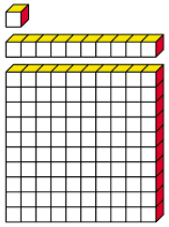
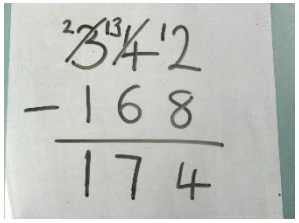
Saltford C of E Primary School – Progression in Addition, Subtraction, Multiplication and Division

Y1	Consolidation of EYFS Use subtraction (-) and equals (=) signs Represent and use subtraction facts within 20 Subtract one-digit and two-digit numbers to 20, including 0 Solve one-step problems that involve subtraction and missing number problems Concept of addition and subtraction as inverse operations	Practical / recorded using ICT Informal written methods Horizontal recording	Counting sticks, 100 Squares, Dienes, coins, cubes, bead strings, dominoes, dice, peg boards  Counting back  Finding the difference   TU - U	Pictures to represent working out  Jumps along a number line in 1s  Horizontal layout  5 - 3 = 2 Missing numbers  5 - ? = 3	As previous. Subtract, minus, leave, how much/many less,	Consolidation of EYFS Subtraction facts linked to number bonds to 20, e.g. 10-7=3

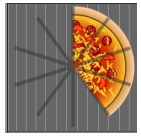
Saltford C of E Primary School – Progression in Addition, Subtraction, Multiplication and Division

Y2	Consolidation of Y1 Solve problems with subtraction, including those involving numbers, quantities and measures TU – U TU – T TU – TU Know that subtraction cannot be done in any order Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	Practical Informal written methods Horizontal recording	Counting sticks, bead strings, number lines, 100 squares, Dienes,    34 - 20 = 14 	Number line progressing to efficient jumps 32-16=16  	As previous. inverse, partition	Increase fluency of subtraction facts to 10 then 20 Derive and use related facts up to 100

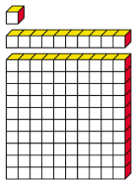
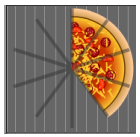
Saltford C of E Primary School – Progression in Addition, Subtraction, Multiplication and Division

Y3	Consolidation of Y2 Subtract numbers with up to 3 digits, using formal written method (column) without decomposition Subtract numbers with up to 3 digits, using formal written method (column) with decomposition using term EXCHANGE Estimate the answer to a calculation and use inverse operations to check answers Subtract fractions with the same denominator within one whole Solve problems, including missing number problems, using number facts, place value, and more complex subtraction	Practical Informal written methods Horizontal recording Formal written method	Counting sticks, dienes, number lines, hundred square, tape measures, fraction pictures     	Partitioning 573 - 261 500 - 200 = 300 70 - 60 = 10 3 - 1 = 2 300+10+2=312 Column subtraction (no decomposition) 243 - 122 121 Column subtraction (with decomposition)  Subtract fractions	As previous. column subtraction, exchange, common denominators, decomposition	HTO - O HTU - T HTU - H TU - near multiple of 10

Saltford C of E Primary School – Progression in Addition, Subtraction, Multiplication and Division

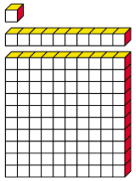
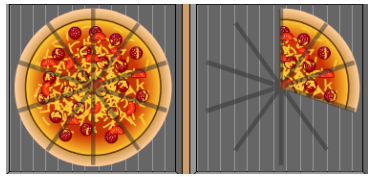
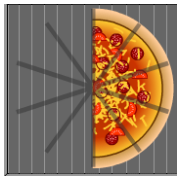
				7/10 – 3/10 = 4/10  - 3/10 = 		

Saltford C of E Primary School – Progression in Addition, Subtraction, Multiplication and Division

Y4	Consolidation of Y3 Subtract numbers with up to 4 digits using the formal written methods (column) Subtract decimals in context of money Estimate and use inverse operations to check answers to a calculation Solve subtraction two-step problems in contexts, deciding which operations and methods to use and why Subtract fractions with the same denominator	Practical Informal written methods Horizontal recording Formal written method	Dienes, tape measures, place value counters, coins, fraction cards, pizzas    	Partitioning 5678 - 3462 5000 - 3000 = 2000 600 - 400 = 200 70 - 60 = 10 8 - 2 = 6 2000 + 200 + 10 + 6 = 2216 Column subtraction (with decomposition) 2 3 1 4 5 6 – 1 3 8 5 = 1 0 7 1 £ 6 • 3 1 5 - £ 4 • 1 7 = £ 2 • 2 8 Subtract fractions 7/10 – 3/10 = 4/10  - 3/10 = 	As previous. Increase, decimal point, denominator, numerator	As previous with increasing fluency Subtract mentally with increasingly large numbers

Saltford C of E Primary School – Progression in Addition, Subtraction, Multiplication and Division

Saltford C of E Primary School – Progression in Addition, Subtraction, Multiplication and Division

Y5	Consolidation of Y4 Subtract whole numbers with more than 4 digits, using formal written methods (column) Subtract numbers with up to 3 decimal places using formal written methods (column) Solve subtraction multi-step problems in contexts, deciding which operation and methods to use and why Subtract fractions with the same denominator, and denominators that are multiples of the same number	Practical Informal written methods Horizontal recording Formal written method	Dienes, place value counters, fraction cards   	Column subtraction (with decomposition) As in Year 4 but with 3 decimal places Subtract fractions 13/10 – 4/5 = 5/10 = 1/2  TAKE AWAY 4/5 = 	As previous. tenths, hundreths, thousandths, partition, near multiples	Subtract mentally with increasingly large numbers Subtraction facts linked to bonds up to 1 (one dp) eg 1.0 – 0.7 = 0.3 U - U.t

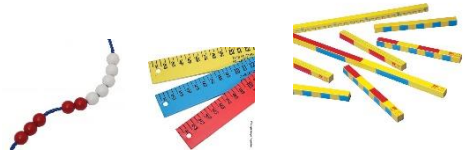
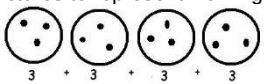
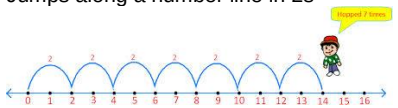
Saltford C of E Primary School – Progression in Addition, Subtraction, Multiplication and Division

Y6	Consolidation of Y5 Application of all prior skills learnt to increase fluency Solve multi-step problems deciding on appropriate operation Pupils explore the order of operations using brackets Subtract fractions with different denominators/ mixed numbers	Practical Informal written methods Formal written method	Dienes, place value counters, fraction cards/cubes 	3/4 - 2/3 ↓ ↓ 9/12 - 8/12 = 1/12	As previous. Common denominator	As previous with increasing fluency Subtract mentally with increasingly large numbers and mixed operations.

Saltford C of E Primary School – Progression in Addition, Subtraction, Multiplication and Division

Year group	Multiplication Objective	Method	Practical methods	Pictorial/written methods	Vocabulary	Mental recall
EYFS	Repeated grouping Counting in pairs Doubling	Practical / recorded using ICT (eg digital photos / pictures on IWB)	Toys, Beads, Rhymes, Counters, objects, number lines, stories, role play, number lines- hopping on, ten frames  Counting pairs	Drawings of problems  Begin to record using marks they can explain 	Double, pair, twos, fives, tens, group, set	Chanting of counting in 2s

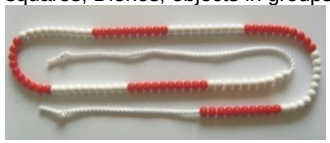
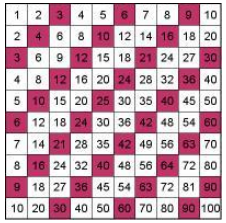
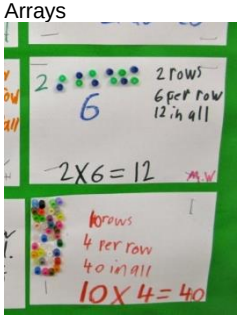
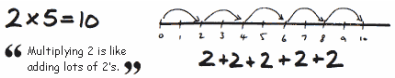
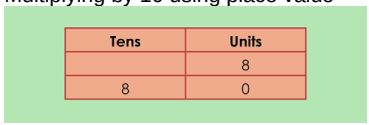
Saltford C of E Primary School – Progression in Addition, Subtraction, Multiplication and Division

Y1	Consolidation of EYFS Begin to understand multiplication through grouping small quantities, Solve one-step problems involving multiplication Make connections between arrays and number patterns Double numbers and quantities Count in multiples of twos, fives and tens	Practical / recorded using ICT Informal written methods Horizontal recording	long number lines, tapes, 100 square, counting sticks, Dienes, coins, cubes, bead strings, peg boards  counting on in groups of…   counting groups of objects	Pictures to represent working out  Jumps along a number line in 2s 	As previous. Count on in…, lots of, groups of pattern,	Consolidation of EYFS Chanting of counting in 2s, 5s 10s Double pairs to 10, then 20

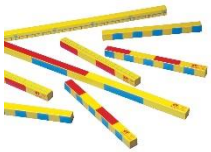
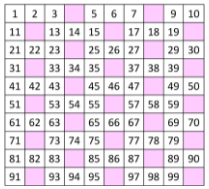
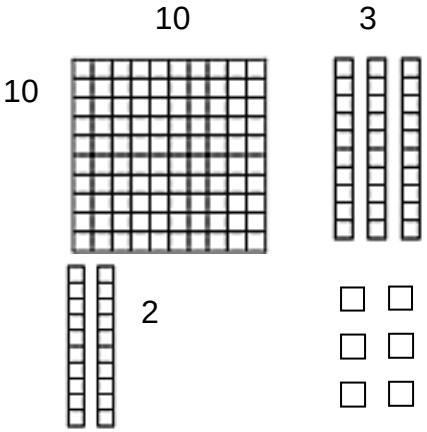
Saltford C of E Primary School – Progression in Addition, Subtraction, Multiplication and Division

			 arranging objects in arrays			

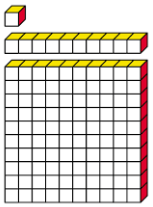
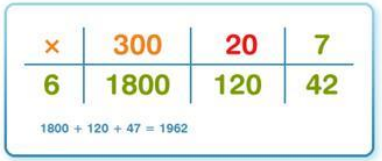
Saltford C of E Primary School – Progression in Addition, Subtraction, Multiplication and Division

Y2	Consolidation of Y1 Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward Recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (×) and equals (=) signs Show that multiplication of two numbers can be done in any order (**commutativity**) Solve problems involving multiplication using materials, arrays, repeated addition, mental methods, and multiplication facts, including problems in contexts. Connect the 10 x multiplication table to place value Relate multiplication to grouping discrete and continuous quantities, to arrays and to repeated addition. Use **commutativity** and inverse relations to develop multiplicative reasoning (for example, 4 × 5 = 20 and 20 ÷ 5 = 4).	Practical Informal written methods Horizontal recording	Counting sticks, bead strings, number lines, 100 squares, Dienes, objects in groups and arrays  Counting groups of…  Counting on in…  Arranging objects in arrays	Arrays  Repeated addition in groups  Horizontal recording as repeat addition and using x and =  Multiplying by 10 using place value  	As previous. odd, even, every other, how many times, multiple of, sequence, times, multiply, multiplied by, multiple of, once, twice, three times, four times, five times… ten times… as (big, long, wide and so on), repeated addition, array, row, column, double	Consolidation of Y1 Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward Recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

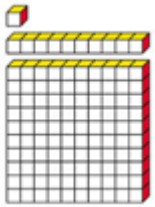
Saltford C of E Primary School – Progression in Addition, Subtraction, Multiplication and Division

Y3	Consolidation of Y2 Count from 0 in multiples of 4, 8, 50 and 100 Connect the 2, 4 and 8 multiplication tables through doubling. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Multiply TU x U using mental methods and progressing to formal written methods Solve problems, including missing number problems, involving multiplication including positive integer **scaling** problems and **correspondence** problems in which n objects are connected to m objects Pupils develop efficient mental methods, for example, using commutativity and **associativity** (for example, 4 × 12 × 5 = 4 × 5 × 12 = 20 × 12 = 240) and multiplication facts to derive related facts (for example, 3 x 2 = 6, 30 × 2 = 60).	Practical Informal written methods Horizontal recording Formal written method	Counting sticks, dienes, number lines, hundred square, tape measures,    13 x 12 =  	Partitioning 32 x 6 = 30 x 6 = 180 2 x 6 = 12 180 + 12 = 192 Written method: grid method  210 + 35 = 245 Introduce formal written method (expanded form): 36 x 5 30 150 180	As previous. Count on in hundreds, multiplication, product	Count from 0 in multiples of 4, 8, 50 and 100 Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Multiply TU x U using mental methods

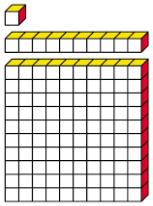
Saltford C of E Primary School – Progression in Addition, Subtraction, Multiplication and Division

Y4	Consolidation of Y3 Count in multiples of 6, 7, 9, 25 and 1000 Recall multiplication facts for multiplication tables up to 12 × 12 Use place value, known and derived facts to multiply mentally, including: multiplying by 0 and 1 and multiplying together three numbers Recognise and use factor pairs and **commutativity** in mental calculations Multiply TU x U using formal written layout Multiply HTU x U using formal written layout Solve problems involving multiplying and adding, including using the **distributive law** to multiply two digit numbers by one digit, integer scaling problems and harder **correspondence** problems such as n objects are connected to m objects.	Practical Informal written methods Formal written method	Dienes, place value counters, coins   	Written method: grid method (to be used when introducing)  Formal written method (expanded form) 327 x 6 42 120 1800 1962 Formal written method (compact form) 327 x 6 1962 1 4	As previous. factor	As previous with increasing fluency Count in multiples of 6, 7, 9, 25 and 1000 Recall multiplication facts for multiplication tables up to 12 × 12 Use place value, known and derived facts to multiply mentally, including: multiplying by 0 and 1 and multiplying together three numbers Recognise and use factor pairs and commutativity in mental calculations

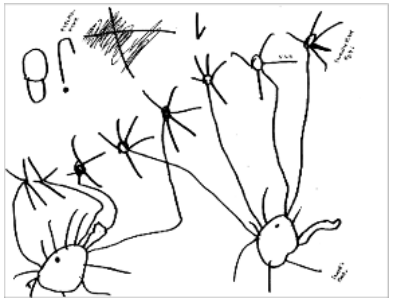
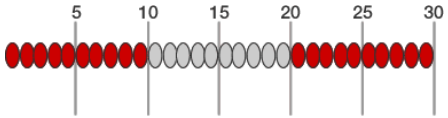
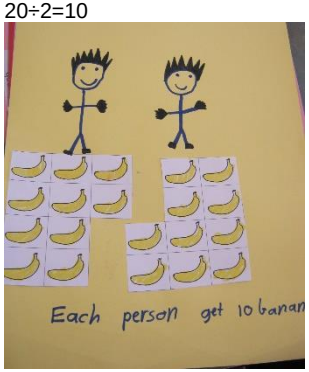
Saltford C of E Primary School – Progression in Addition, Subtraction, Multiplication and Division

Y5	Consolidation of Y4 Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers Know and use the vocabulary of prime numbers, prime factors and composite (non- prime) numbers Establish whether a number up to 100 is prime and recall prime numbers up to 19 ThHTU x U using a formal written method ThHTU x TU using a formal written method, including long multiplication for two-digit numbers Multiply numbers mentally drawing upon known facts Multiply whole numbers and those involving decimals by 10, 100 and 1000 Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) Solve problems involving multiplication including using their knowledge of factors and multiples, squares and cubes Solve problems involving multiplication.	Practical Informal written methods Formal written method	Dienes, place value counters, coins   	Formal written method (expanded form) 1624 x 6 = 24 + 120 + 3600 + 6000 = 9744 1624 x 26 = 24 + 120 + 3600 + 6000 + 80 + 400 + 12000 + 20000 = 42224 1 1 1 Formal written method (compact form) 1624 x 6 = 9744 3 1 2 1624 x 26 = 9744 + 32480 = 42224 1 1 1	As previous. Factorise, prime, prime factor	As previous with increasing fluency Multiply numbers mentally drawing upon known facts eg 300 x 6 = 1800

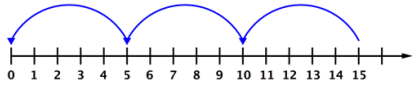
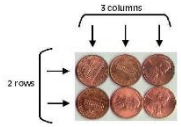
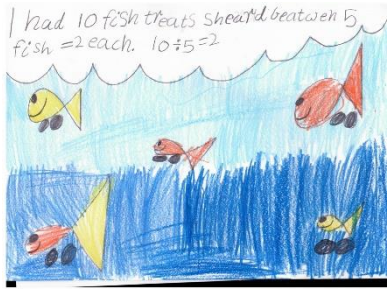
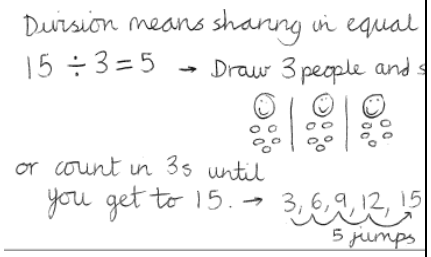
Saltford C of E Primary School – Progression in Addition, Subtraction, Multiplication and Division

Y6	Consolidation of Y5 ThHTU x TU using the formal written method of long multiplication Identify common factors, common multiples and prime numbers Explore the order of operations using brackets; for example, 2 + 1 x 3 = 5 and (2 + 1) x 3 = 9. Use common factors to find equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form (1/2 x 2/4 = 2/8 = 1/4)	Practical Informal written methods Formal written method	Dienes, place value counters,  	As Year 5 Equivalent Fractions: 3 (x3) = 9 5 (x3) =15 Multiplying fractions 1 3 3 (multiply numerators) 2 x 8 = 16 (multiply denominators)	As previous. Common denominator	As previous with increasing fluency Subtract mentally with increasingly large numbers and mixed operations.

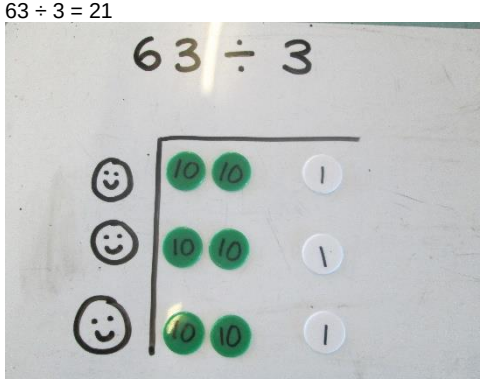
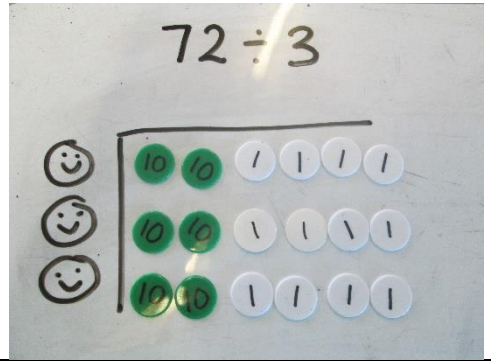
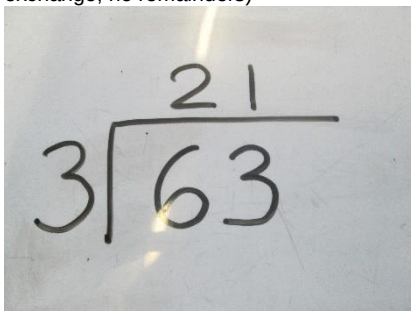
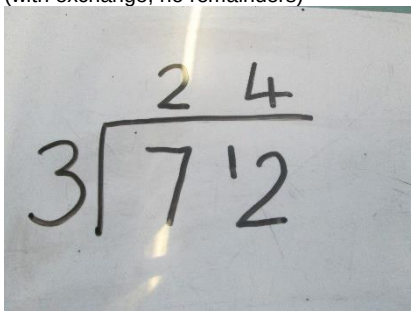
Saltford C of E Primary School – Progression in Addition, Subtraction, Multiplication and Division

Year group	Division Objective	Method	Practical methods	Pictorial/written methods	Vocabulary	Mental recall
EYFS	Division as sharing – one for me, one for you… Halving	Practical / recorded using ICT (eg digital photos / pictures on IWB)	Concrete materials – counters, teddies etc… Real life situations - sharing out the milk, fruit, pencils. 	Drawings of problems  Begin to record using marks they can explain 	Group, pairs, left over, share, equal, half/halve, same, count out, share out, left, left over	Chanting of counting in 2s
Y1	Consolidation of EYFS Solve one-step problems involving division in practical contexts Concept of division as both grouping and sharing Find simple fractions of objects, numbers and quantities in practical contexts.	Practical / recorded using ICT Informal written methods Horizontal recording	Objects, Multilink, Lego, beads, bead strings, whiteboards, role play. Sharing objects  Grouping objects  	Pictorial representations 20÷2=10 	As previous.	Consolidation of EYFS Chanting of counting in 2s, 5s and 10s

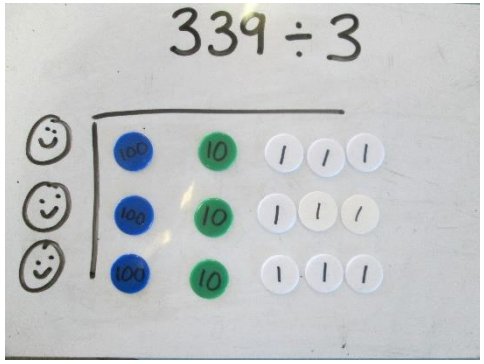
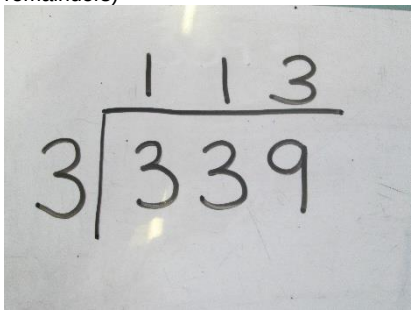
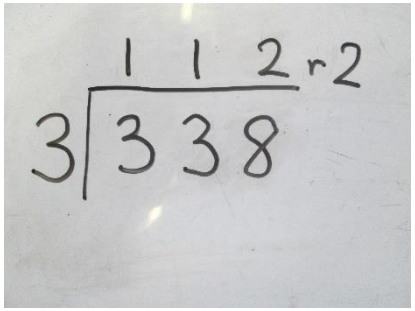
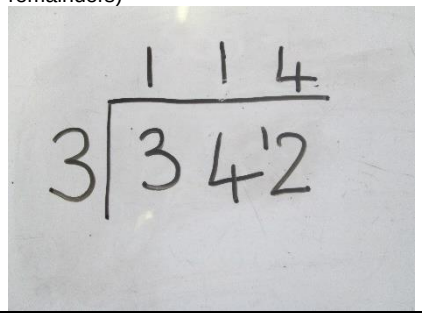
Saltford C of E Primary School – Progression in Addition, Subtraction, Multiplication and Division

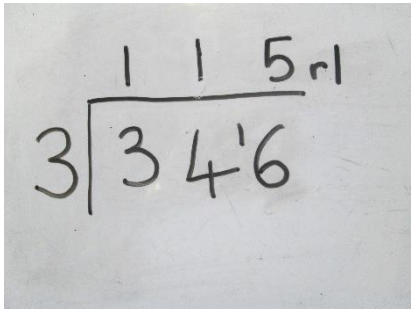
Y2	Consolidation of Y1 Recall and use division facts for the 2, 5 and 10 tables, including recognising odd and even numbers Calculate mathematical statements for division within the multiplication tables and write them using the division (÷) and equals (=) signs Know that division is not commutative i.e. cannot be done in any order. Solve problems involving division, using materials, arrays, mental methods, and division facts, including problems in contexts Recognise, find, name and write fractions 1/4, 1/3, 1/2 and 3/4 of a set of objects or quantity	Practical Informal written methods Horizontal recording	Number lines, hundred squares, multilink, counters, bead strings 15 ÷ 3 = 5  6 ÷ 3 = 2  Find quarter of a quantity 	Pictorial representations   Using multiplction facts Countings in 2s, 3s, 5s, 10s.	As previous. Groups of, times smaller, shorter etc, repeated subtraction, array, row, column, halve share, share equally, one each, two each, three each… group in pairs, threes… tens, equal groups of, divide, divided by, divided into, left, left over	Know division facts for 2, 5 and 10 times tables

Saltford C of E Primary School – Progression in Addition, Subtraction, Multiplication and Division

Y3	Consolidation of Y2 Recall and use division facts for the 3, 4 and 8 multiplication tables Write and calculate mathematical statements for division using the multiplication tables that they know using mental and progressing to formal written methods Solve problems, including missing number problems, involving division, including positive integer scaling problems Recognise that tenths arise from dividing one-digit numbers or quantities by 10	Practical Informal written methods Horizontal recording Formal written method	Number line, hundred square, tape measures, dienes, place value counters  Practical division using place value counters or dienes 63 ÷ 3 = 21  	TU ÷ U Horizontal recording 63 ÷ 3 = 21 Formal written method – short division (no, exchange, no remainders)  Formal written method – short division (with exchange, no remainders) 	As previous. Division, remainder, divisor, dividend, quotient	As previous with increasing fluency Know division facts for 3, 4 and 8 multiplication tables

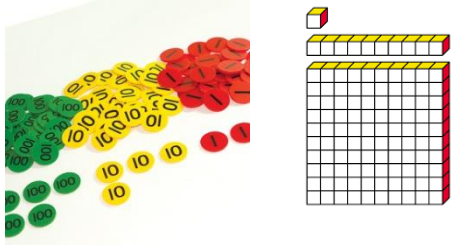
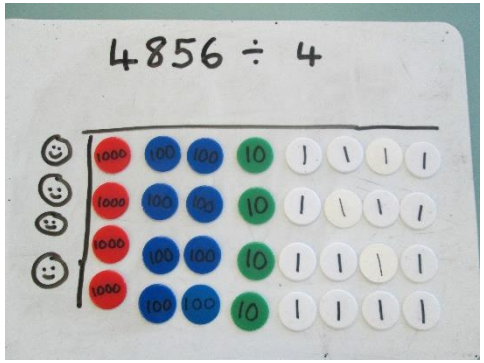
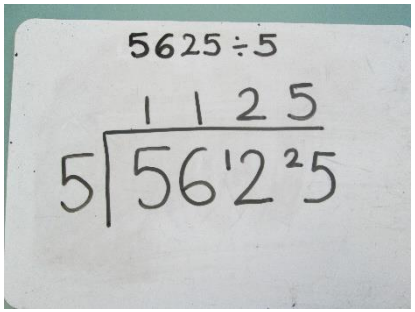
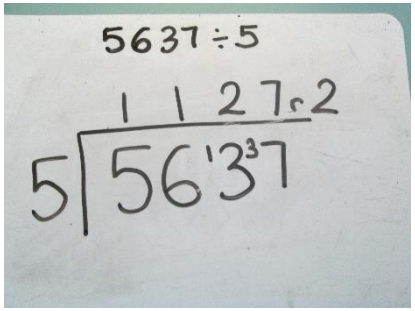
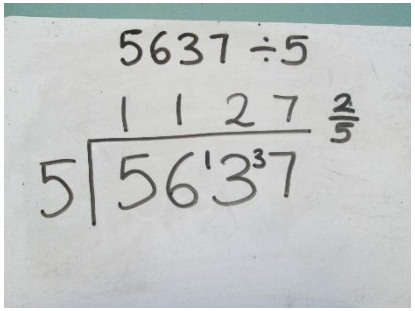
Saltford C of E Primary School – Progression in Addition, Subtraction, Multiplication and Division

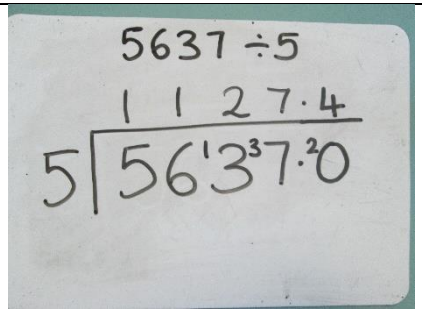
Y4	Consolidation of Y3 Recall division facts for multiplication tables up to 12 × 12 Use place value and known and derived facts to divide mentally for example 600 ÷ 3 = 200 can be derived from 2 x 3 = 6 Practise to become fluent in the formal written method of short division with exact answers Recognise that hundredths arise when dividing a one- or two-digit number by 100 and dividing by dividing tenths by 10 Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number eg 4/5 of 25 = 20	Practical Formal written method	Number line, hundred square, tape measures, dienes, place value counters  Practical division using place value counters or dienes 339 ÷ 3 = 113 	TU ÷ U, then HTU ÷ U Formal written method – short division (no exchange, first without, then with remainders)   Formal written method – short division (with exchange, first without, then with remainders) 	As previous. Exchange, factor, inverse, divisible by	As previous with increasing fluency Use know division facts to derive linked facts eg 600 ÷ 3 = 200

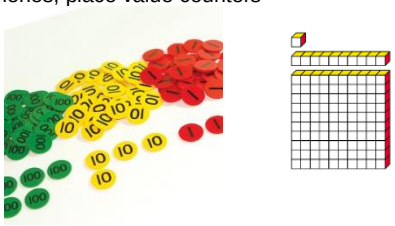
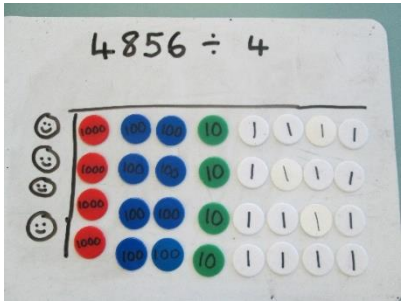
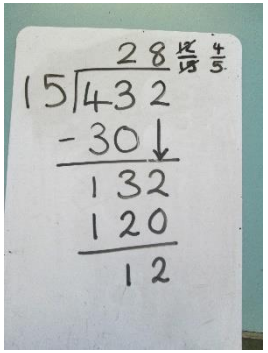
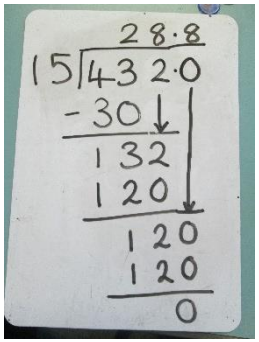
1 1 5 r1
3 3 4 6

Saltford C of E Primary School – Progression in Addition, Subtraction, Multiplication and Division

Y5	Consolidation of Y4 Multiply and divide numbers mentally, drawing upon known facts Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context Divide whole numbers and those involving decimals by 10, 100 and 1,000 Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers Establish whether a number up to 100 is prime and recall prime numbers up to 19 Solve problems involving division, and a combination of all 4 operations, including understanding the meaning of the equals sign Solve problems involving division, including scaling by simple fractions and problems involving simple rates Interpret non-integer answers to division by expressing results in different ways according to the context, including with remainders, as fractions, as decimals or by rounding (for example, 98 ÷ 4 = 98/4 = 24 r 2 = 24 ½ = 24.5 ≈ 25).	Practical Formal written method	Dienes, place value counters  Practical division using place value counters or dienes 	ThHTU ÷ U with and without remainders expressed as fractions and decimals   	As previous. Divisibility	As previous with increasing fluency Divide whole numbers by 10, 100 and 1000

				 5637 ÷ 5 1 1 2 7 · 4 5 | 5 6 3 3 7 · 2 0		

Saltford C of E Primary School – Progression in Addition, Subtraction, Multiplication and Division

Y6	Consolidation of Y5 Application of all prior skills learnt to increase fluency Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context Use written division methods in cases where the answer has up to 2 decimal places Divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6] Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375 = 3/8]	Practical Informal written methods Formal written method	Dienes, place value counters  Practical division using place value counters or dienes 	ThHTU ÷ TU with remainders expressed as fractions and decimals Formal written method – long division  	As previous.	As previous with increasing fluency