Aqueduct Primary School Maths Calculation Policy

This policy has been largely adapted from the White Rose Maths Hub Calculation Policy with further material added. It is a working document and will be revised and amended, as necessary. This is particularly important as we progress through our Teaching for Mastery journey. Different variations have been included to provide teachers with a range of tools to support pupils in their grasp of number and calculation. To ensure consistency for pupils, it is important that that the mathematical language used in maths lessons reflects the vocabulary used throughout this policy.

Our Strapline
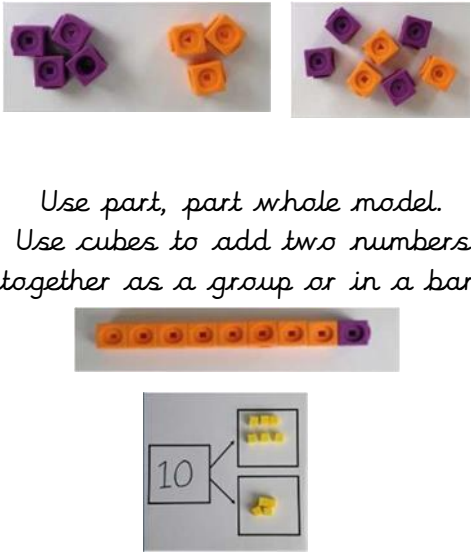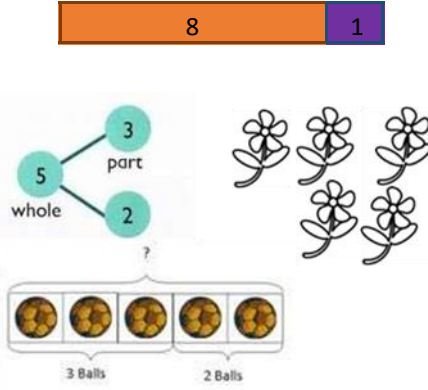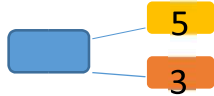*Building tomorrow, Leading the way.*

Our Values
Positivity, happiness, learning, kindness, safety & respect.

Addition

[Year 1](#)

[Year 2](#)

[Year 3](#)

[Year 4+](#)

Multiplication

[Year 1](#)

[Year 2](#)

[Year 3](#)

[Year 4+](#)

Subtraction

[Year 1](#)

[Year 2](#)

[Year 3](#)

[Year 4+](#)

Division

[Year 1](#)

[Year 2](#)

[Year 3](#)

[Year 4+](#)
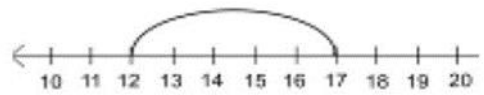
Addition

+

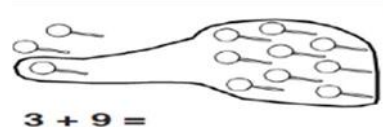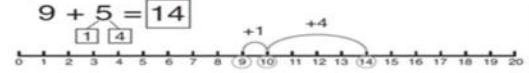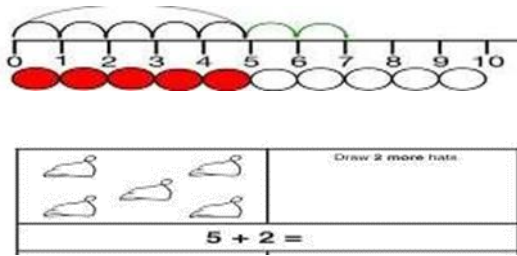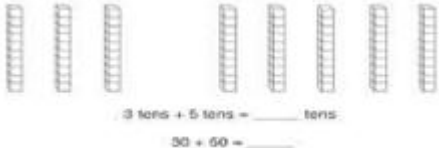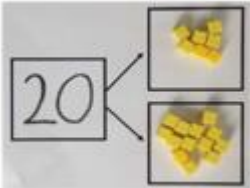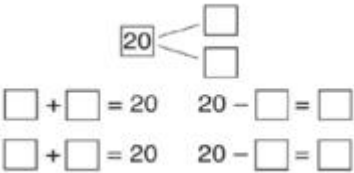| Addition Year 1			
Objective / Strategy	Concrete	Pictorial	Abstract
Combining two parts to make a whole: part-whole model	Use part, part whole model. Use cubes to add two numbers together as a group or in a bar.	Use pictures to add two numbers together as a group or in a bar.	$8 = 5 + 3$ $\qquad$ $5 + 3 = 8$ Use the part-part-whole diagram as shown above to move into the abstract. Include missing number questions to support varied fluency: $8 = ? + 3$ $5 + ? = 8$

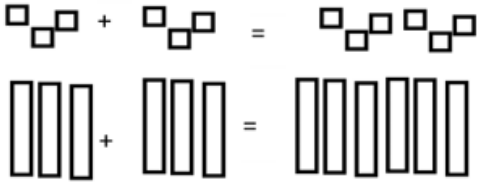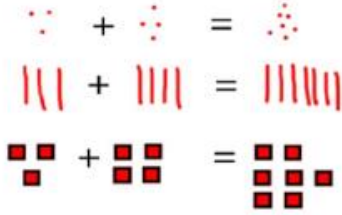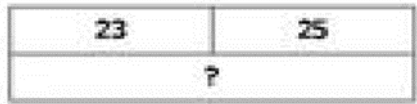|	Addition Year 1		
Objective / Strategy	**Concrete**	**Pictorial**	**Abstract**
Starting at the bigger number and counting on	 Start with the larger number on the bead string and then count on to the smaller number 1 by 1 to find the answer.	 12 + 5 = 17 Start at the larger number on the number line and count on in ones or in one jump to find the answer.	5 + 12 = 17 Place the larger number in your head and count on the smaller number to find your answer.
Regrouping to make 10. This is an essential skill for column addition later.	6 + 5 = 11 Start with the bigger number and use the smaller number to make 10. Use ten frames. Use Rekenreks. 	 3 + 9 = Use pictures or a number line. Regroup or partition the smaller number using the part, part whole model to make 10. 9 + 5 = 14 	7 + 4= 11 If I am at seven, how many more do I need to make 10? How many more do I add on now?
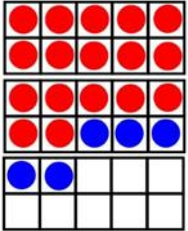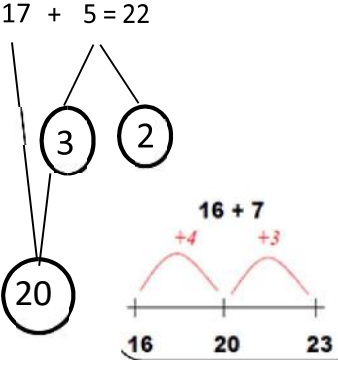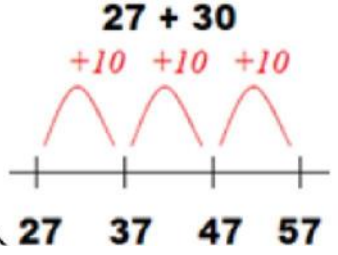
Addition Year 1			
Objective / Strategy	**Concrete**	**Pictorial**	**Abstract**
Represent & use number bonds and related subtraction facts within 20	 2 more than 5.		Include missing number questions: 8 = ? + 3 5 + ? = 8 Emphasis should be on the language '1 more than 5 is equal to 6.' '2 more than 5 is 7.' '8 is 3 more than 5.'

	Addition Year 2		
Objective / Strategy	Concrete	Pictorial	Abstract
Adding multiples of ten.	50 = 30 = 20 Model using dienes and bead strings.	Use representations for base ten. 3 tens + 5 tens = _____ tens 30 + 50 = _____	20 + 30 = 50 70 = 50 + 20 40 + __ = 60
Use known number facts. Part-part-whole	Children explore ways of making numbers within 20.	20 ☐ + ☐ = 20 20 − ☐ = ☐ ☐ + ☐ = 20 20 − ☐ = ☐	Explore commutativity of addition by swapping addends to build a fact family. Explore the concept of the inverse relationship of addition and subtraction and use this to check calculations, ☐ + 1 = 16 16 − 1 = ☐ 1 + ☐ = 16 16 − ☐ = 1
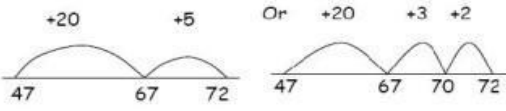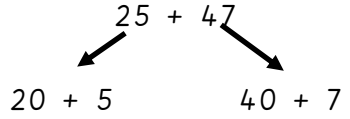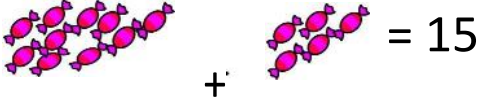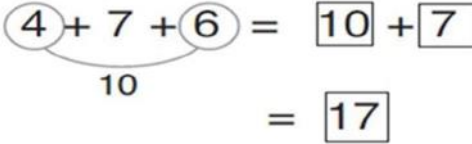
	Addition Year 2		
Objective / Strategy	Concrete	Pictorial	Abstract
Using known facts.		Children draw representations of H,T and O	3 + 4 = 7 Leads to 30 + 40 = 70 Leads to 300 + 400 = 700
Bar Model	3 + 4 = 7	7 + 3 = 10	23 + 25 = 48
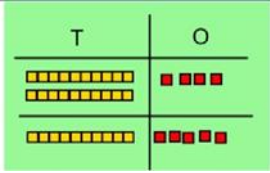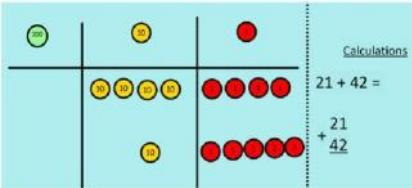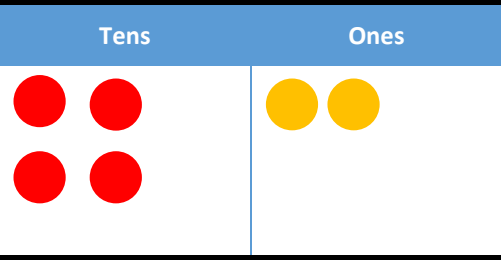
Addition
Year 2

Objective / Strategy	Concrete	Pictorial	Abstract
Add a two-digit number and ones	17 + 5 = 22 Use tens frames to make ten. Children explore patterns. 17 + 5 = 22 27 + 5 = 32 	17 + 5 = 22 16 + 7 +4 +3 16 20 23 Use part-part whole and number line to model. Other variations of the above accepted.	17 + 5 = 22 Explore related facts. 17 + 5 = 22 5 + 17 = 22 22 − 17 = 5 22 − 5 = 17 | 22	
17	5	 Lead into recording in column format to reinforce place value and prepare children for formal written methods with larger values
Add a two-digit number and tens	 25 + 10 = 35 Explore that the ones digit does not change.	27 + 30 +10 +10 +10 27 37 47 57	27 + 10 = 37 27 + 20 = 47 27 + ___ = 57
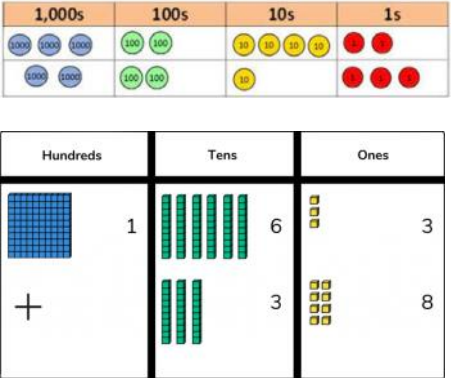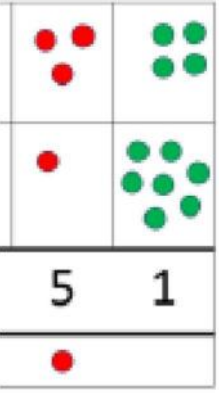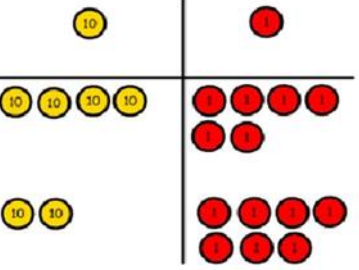
Addition
Year 2

Objective / Strategy	Concrete	Pictorial	Abstract
Add two two-digit numbers	Model using dienes, place value counters and numicon.	Use number line and bridge ten using part whole if necessary.	25 + 47 → 20 + 5 40 + 7 20 + 40 = 60 5 + 7 = 12 60 + 12 = 72
			Lead into recording in column format, to reinforce place value and prepare children for formal written methods with larger values.
Add three one-digit numbers	Combine to make 10 first if possible or bridge 10 then add third digit.	Regroup and draw representation. = 15	4 + 7 + 6 = 10 + 7 = 17 Combine the two numbers that make/bridge ten then add on the third.

	Addition Year 3		
Objective / Strategy	**Concrete**	**Pictorial**	**Abstract**
Column addition (No regrouping) Add two or three two or three-digit numbers.	Using dienes. Add together the ones first, then the tens. Move to using place value counters either alongside or afterwards.	Children move to drawing the counters using a place value frame or using equivalent practical equipment. **Tens** · **Ones** Other objects and equipment may be used to reinforce objective.	237 + 114 = 2 3 7 + 1 1 4 Add the ones (or equivalent smallest place value) first, then the tens, then the hundreds.
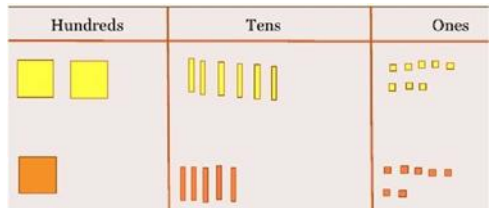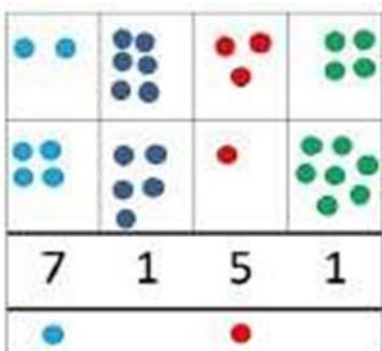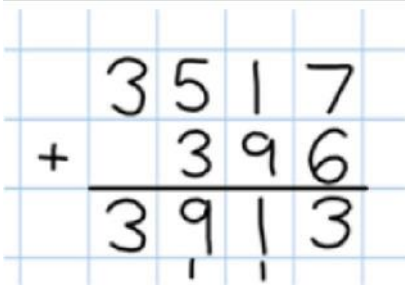
	Addition Year 3		
Objective / Strategy	Concrete	Pictorial	Abstract
Column addition with regrouping.	 Exchange ten ones for a ten. Model using place value counters and dienes.	Children can draw a representation of the grid to further support their understanding, carrying the ten underneath 3 4 +1 7	$20 + 5$ $40 + 8$ $60 + 13 =$ $\begin{array}{r} 536 \\ + 85 \\ \hline 621 \\ \hline 1\ 1 \end{array}$ Start by partitioning the numbers before formal column to show the exchange..
	  46 + 27 = 73		
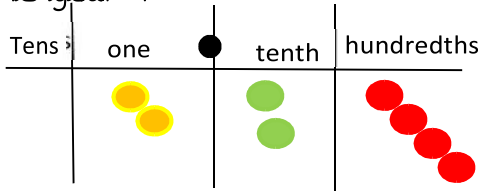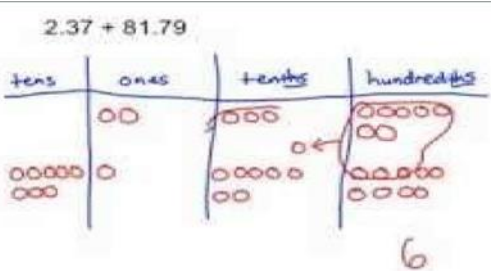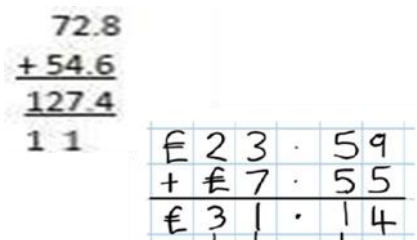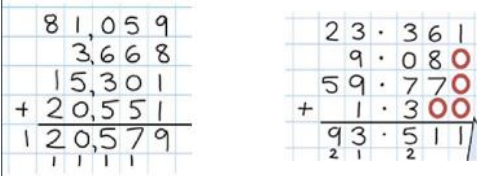
	Addition Year 3		
Objective / Strategy	Concrete	Pictorial	Abstract
Estimate the answers to questions and use inverse operations to check answers	Estimating 98 + 17 = ? 100 + 20 = 120	Use number lines to illustrate estimation.	Building up known facts and using them to illustrate the inverse and to check answers. 98 + 18 = 116 116 − 18 = 98 18 + 98 = 116 116 − 98 = 18

Addition Year 4-6			
Objective / Strategy	Concrete	Pictorial	Abstract
Estimate and use inverse operations to check answers to a calculation	As per Year 3		
Y4—Add numbers with up to 4-digits	Children continue to use dienes or place value counters to add, exchanging ten ones for a ten and ten tens for a hundred and ten hundreds for a thousand.	Draw representations using place value grid.	Continue from previous work to carry hundreds as well as tens. Relate to money and measures.
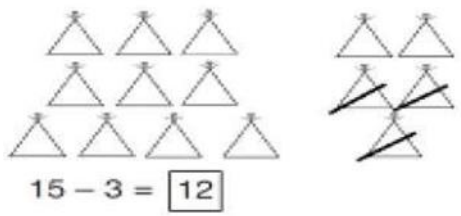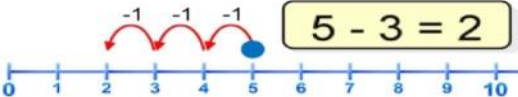
	Addition Year 4-6		
Objective / Strategy	**Concrete**	**Pictorial**	**Abstract**
Y5—add numbers with more than 4 digits. Add decimals with 2 decimal places, including money.	As year 4 Tens | one ● tenth | hundredths Introduce decimal place value counters and model exchange for addition.	2.37 + 81.79	72.8 + 54.6 127.4 1 1 £23.59 + £7.55 £31.14 Decimal place to be laid out in its own square to ensure clarity.
Y6—add several numbers of increasing complexity, including adding money, measure and decimals with different numbers of decimal points.	As per Year 5	As per Year 5	Insert 0 for place holders. 81,059 3,668 15,301 + 20,551 120,579 23.361 9.080 59.770 + 1.300 93.511
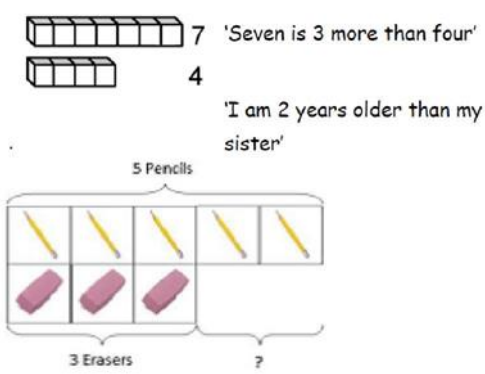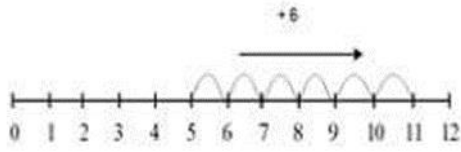
Subtraction

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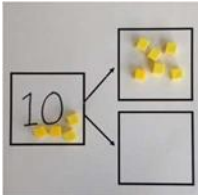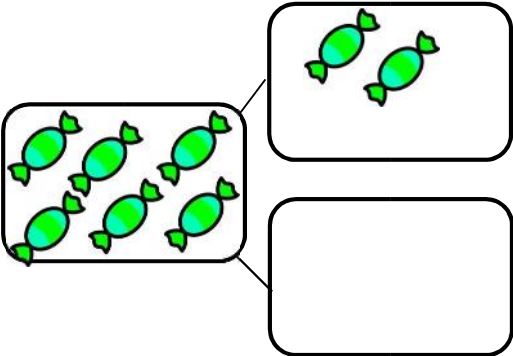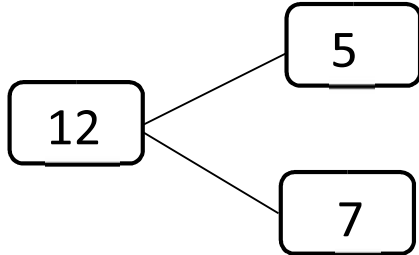
	Subtraction Year 1		
Objective / Strategy	Concrete	Pictorial	Abstract
Taking away ones.	Use physical objects, counters, cubes etc. to show how objects can be taken away. 4 - 2 = 2 6 - 4 = 2 	Cross out drawn objects to show what has been taken away. 15 - 3 = 12 Stories will also be used to represent subtraction in different contexts.	7 - 4 = 3 16 - 9 = 7
Counting back	 Move objects away from the group, counting backwards. Move the beads along the bead string as you count backwards. Use of Rekenreks. 	Count back in ones using a number line. 5 - 3 = 2	Put 13 in your head, count back 4. What number are you at?
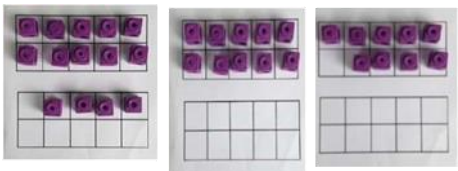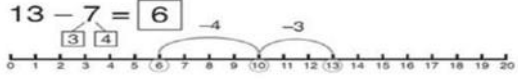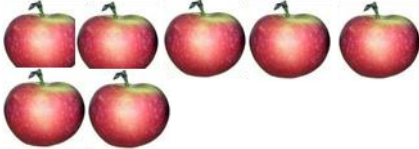
Subtraction Year 1			
Objective / Strategy	**Concrete**	**Pictorial**	**Abstract**
Find the Difference	Compare objects and amounts 7 'Seven is 3 more than four' 4 'I am 2 years older than my sister' 5 Pencils 3 Erasers ? Lay objects to represent bar model.	Count on using a number line to find the difference. +6 0 1 2 3 4 5 6 7 8 9 10 11 12	Hannah has 12 sweets and her sister has 5. How many more does Hannah have than her sister.?
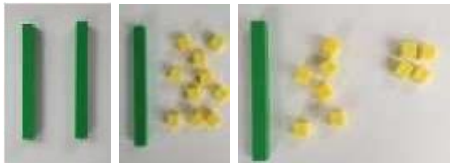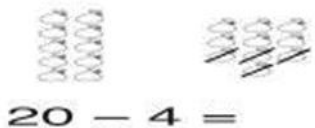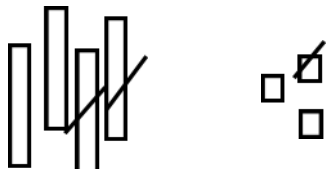
Subtraction Year 1			
Objective / Strategy	Concrete	Pictorial	Abstract
Represent and use number bonds and related subtraction facts within 20 Include subtracting zero **Part Part Whole model**	 Link to addition. Use PPW model to model the inverse. If 10 is the whole and 6 is one of the arts, what s the other part? 10 - 6 = 4	 Use pictorial representations to show the part.	Move to using numbers within the part whole model. Include missing number problems: 12 - ? = 5 7 = 12 - ?
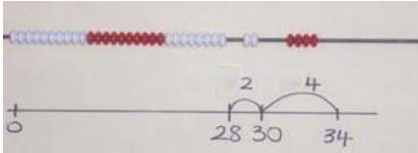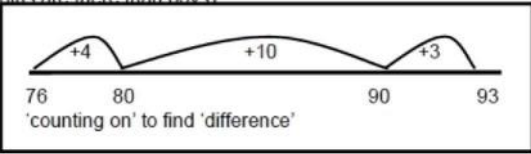
	Subtraction Year 1		
Objective / Strategy	Concrete	Pictorial	Abstract
Make 10.	14—9 Make 14 on the ten frame. Take 4 away to make ten, then take one more away so that you have taken 5.	13 - 7 = 6 13 - 7 Jump back 3 first, then another 4. Use ten as the stopping point.	16 - 8 How many do we take off first to get to 10? How many left to take off?
Bar model Including the inverse operations.	5 - 2 = 3		8 | 2 10 = 8 + 2 10 = 2 + 8 10 - 2 = 8 10 - 8 = 2
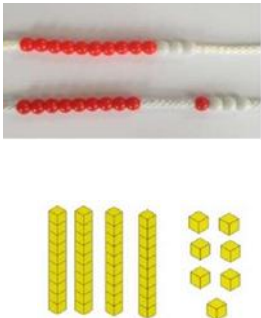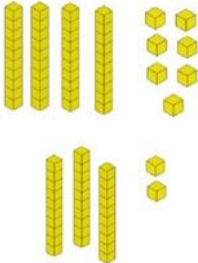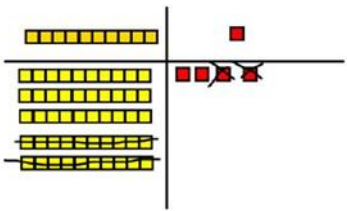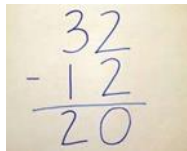
Subtraction Year 2			
Objective / Strategy	Concrete	Pictorial	Abstract
Regroup a ten into ten ones	Use a PV chart to show how to change a ten into ten ones, use the term 'take and make'	$20 - 4 =$	$20 - 4 = 16$
Partitioning to subtract without regrouping. 'Friendly numbers'	$34 - 13 = 21$ Use Dienes to show how to partition the number when subtracting without regrouping.	Children draw representations of Dienes and cross off. $43 - 21 = 22$ $13 - 7 =$ 3 4 $13 - 3 = 10$ $10 - 4 = 6$	$43 - 21 = 22$
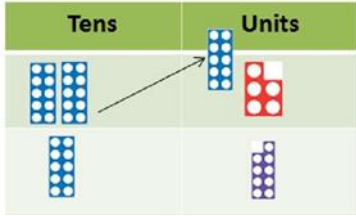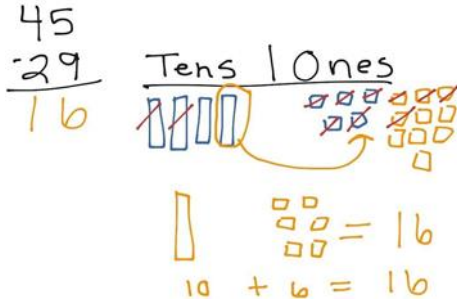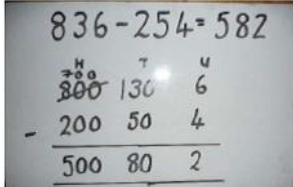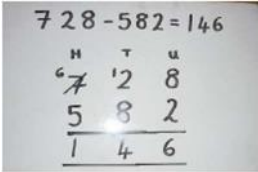
	Subtraction Year 2		
Objective / Strategy	Concrete	Pictorial	Abstract
Make ten strategy Progression should be crossing one ten, crossing more than one ten, crossing the hundreds.	 34 – 28 Use a bead bar or bead strings to model counting to next ten and the rest.	 'counting on' to find 'difference' Use a number line to count on to next ten and then the rest.	93 – 76 = 17
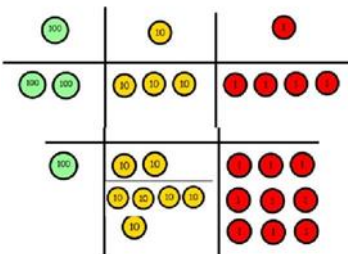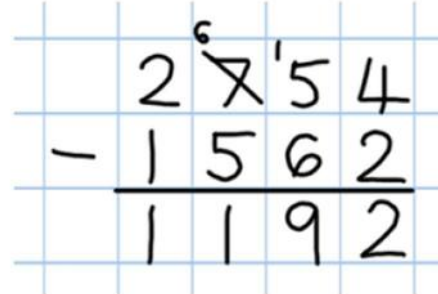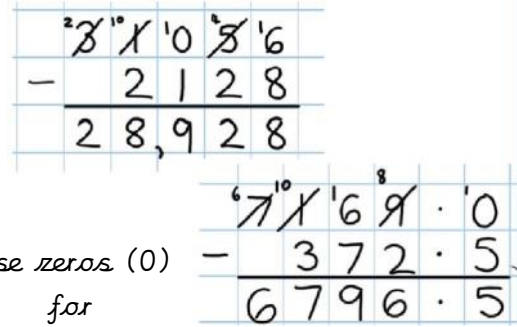
Subtraction Year 3			
Objective / Strategy	**Concrete**	**Pictorial**	**Abstract**
Subtract numbers mentally, including: three digit number + ones three digit number + tens three digit number + hundreds			Vary the position of the answer and question. Expose children to missing number questions and vary the missing part of the calculation. 678 = ? - 1 688 – 10 = ? 678 = ? – 100
Column subtraction without regrouping (friendly numbers)	 47—32 Use base 10 or Numicon to model	 Draw representations to support understanding	$47-24=23$ Intermediate step may be needed to lead to clear subtraction understanding.
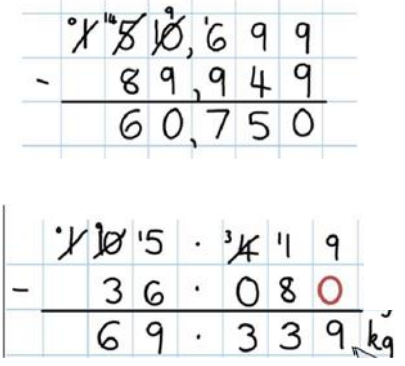
Subtraction Year 3			
Objective / Strategy	Concrete	Pictorial	Abstract
Column subtraction with regrouping	 Begin with base 10 or Numicon. Move to pv counters, modelling the exchange of a ten into ten ones. Use the phrase 'exchange' for exchange.	 Children may draw base ten or PV counters and cross off.	Begin by partitioning into PV columns $836 - 254 = 582$ Then move to formal method. $728 - 582 = 146$

Subtraction Year 4-6			
Objective / Strategy	Concrete	Pictorial	Abstract
Subtracting tens and ones Year 4 - subtract with up to 4 digits. Introduce decimal subtraction through context of money	234 - 179 Model process of exchange using Numicon, base ten and then move to PV counters.	Children to draw pv counters and show their exchange—see Y3	 Use the phrase 'exchange' for exchange
Year 5- Subtract with at least 4 digits, including money and measures. Subtract with decimal values, including mixtures of integers and decimals and aligning the decimal Up to 3	As per year 4.	Children to draw pv counters and show their exchange—see Y3	 Use zeros (0) for placeholders.
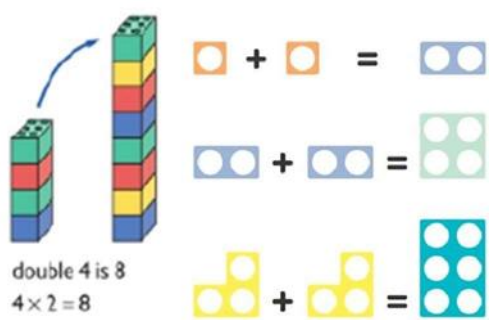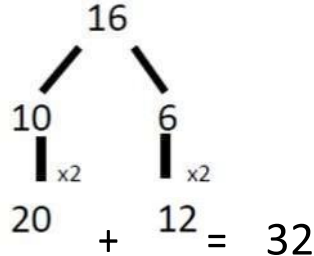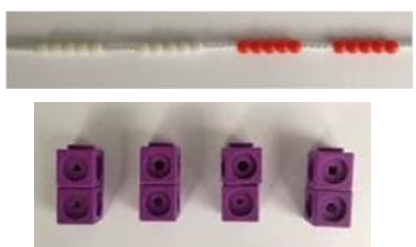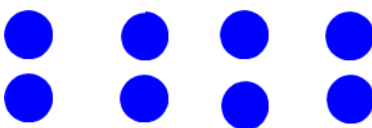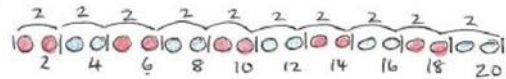
Subtraction Year 4-6			
Objective / Strategy	Concrete	Pictorial	Abstract
Year 6— Subtract with increasingly large and more complex numbers and decimal values (up to 3 decimal place).	As per year 4.	Children to draw pv counters and show their exchange—see Y3 (If needed)	
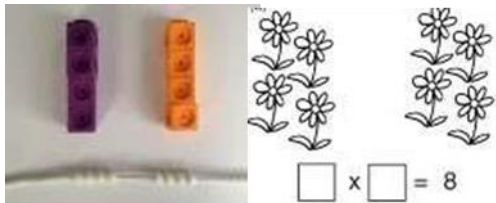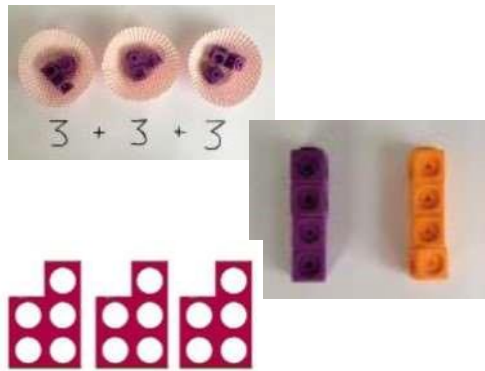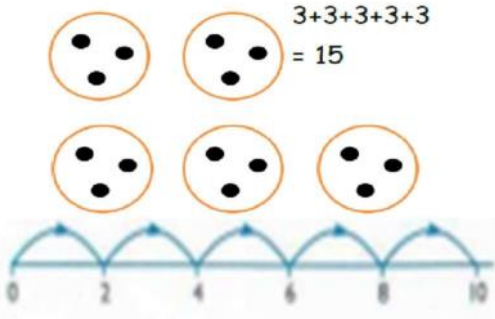
Multiplication

X
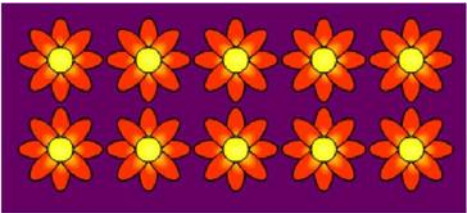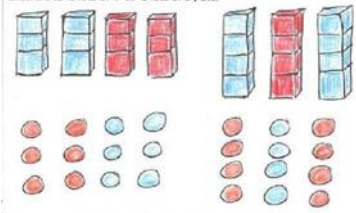
Multiplication Year 1			
Objective / Strategy	**Concrete**	**Pictorial**	**Abstract**
Doubling	Use practical activities using manipulatives including cubes and Numicon to demonstrate doubling double 4 is 8 $4 \times 2 = 8$	Draw pictures to show how to double numbers Double 4 is 8	Partition a number and then double each part before recombining it back together. 16 10 6 x2 x2 20 + 12 = 32
Counting in multiples (2s, 5s, 10s)	Count the groups as children are skip counting, children may use their fingers as they are skip counting.	Children make representations to show counting in multiples.	Count in multiples of a number aloud. Write sequences with multiples of numbers. 2, 4, 6, 8, 10 5, 10, 15, 20, 25 , 30

Programme of Study specifies the following objectives, however it does not require the explicit teaching of the mathematical symbol of multiplication
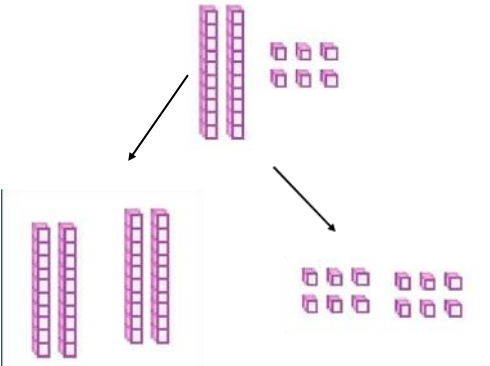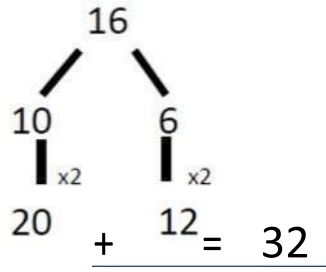
Multiplication Year 1			
Objective / Strategy	**Concrete**	**Pictorial**	**Abstract**
Making equal groups and counting the total	Use manipulatives to create equal groups.	Draw 🐟 to show 2 x 3 = 6 Draw and make representations	2 x 4 = 8
Repeated addition	3 + 3 + 3 Use different objects to add equal groups	Use pictorial including number lines to solve problems. prob There are 3 sweets in one bag. How many sweets are in 5 bags altogether? 3+3+3+3+3 = 15	2 + 2 + 2 + 2 + 2 = 10 Write addition sentences to describe objects and pictures.
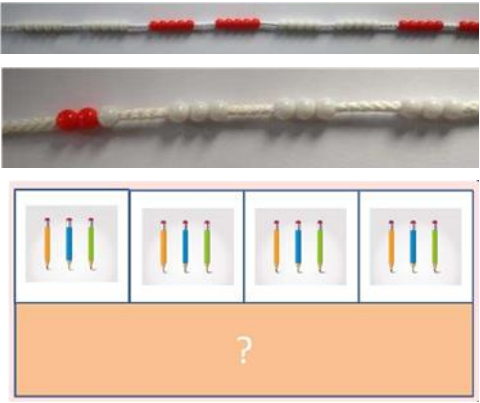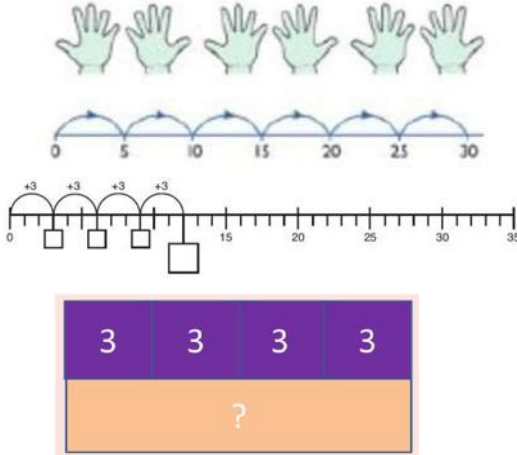
Multiplication Year 1			
Objective / Strategy	Concrete	Pictorial	Abstract
Understanding arrays	Use objects laid out in arrays to find the answers to 2 lots 5, 3 lots of 2 etc.	Draw representations of arrays to show understanding	3 x 2 = 6 2 x 5 = 10
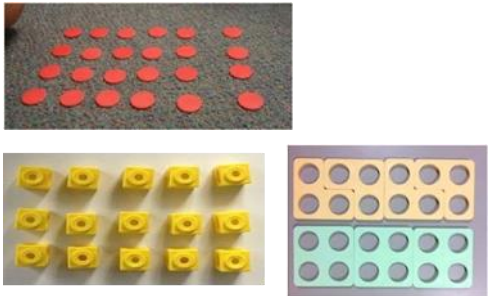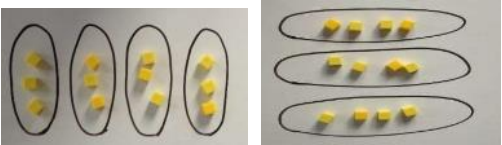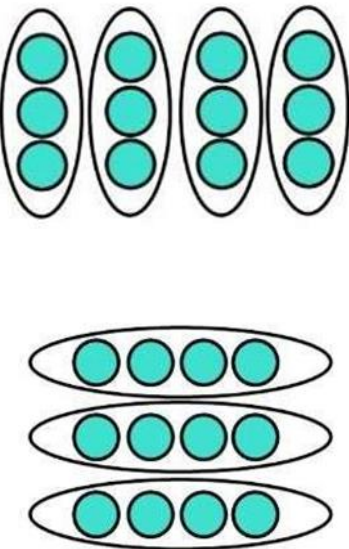
	Multiplication Year 2		
Objective / Strategy	**Concrete**	**Pictorial**	**Abstract**
Doubling	Model doubling using dienes and PV counters. 40 + 12 = 52	Draw pictures and representations to show how to double numbers	Partition a number and then double each part before recombining it back together.

Children should be able to recall and use multiplication and division facts for the 2, 5 and 10 times times-tables.
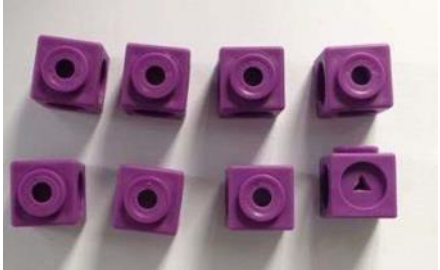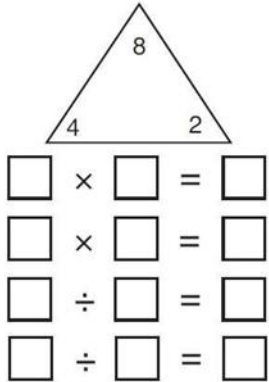
Multiplication Year 2			
Objective / Strategy	Concrete	Pictorial	Abstract
Counting in multiples of 2, 3, 4, 5, 10 from 0 (repeated addition)	Count the groups as children are skip counting, children may use their fingers as they are skip counting. Use bar models. 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = 40	Number lines, counting sticks and bar models should be used to show representation of counting in multiples. 3 3 3 3 ?	Count in multiples of a number aloud. Write sequences with multiples of numbers. 0, 2, 4, 6, 8, 10 0, 3, 6, 9, 12, 15 0, 5, 10, 15, 20, 25, 30 $4 \times 3 = \square$
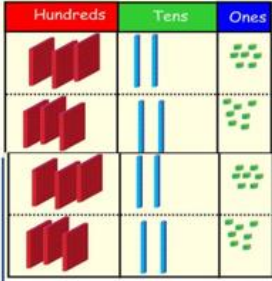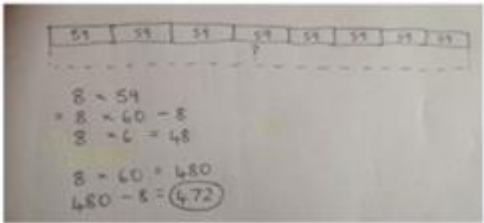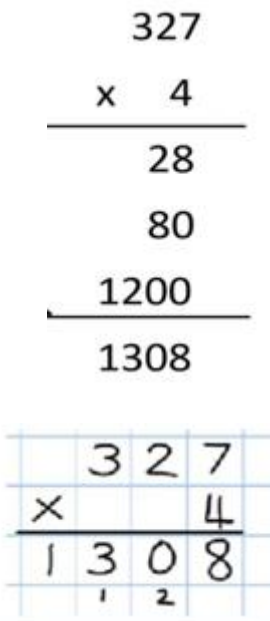
Multiplication Year 2			
Objective / Strategy	Concrete	Pictorial	Abstract
Multiplication is commutative	Create arrays using counters and cubes and Numicon. Pupils should understand that an array can represent different equations and that, as multiplication is commutative, the order of the multiplication does not affect the answer.	Use representations of arrays to show different calculations and explore commutativity.	$12 = 3 \times 4$ $12 = 4 \times 3$ Use an array to write multiplication sentences and reinforce repeated addition. 5 + 5 + 5 = 15 3 + 3 + 3 + 3 + 3 = 15 5 x 3 = 15 3 x 5 = 15
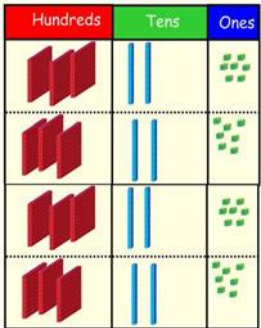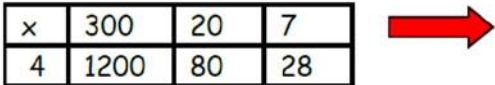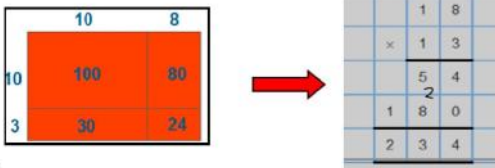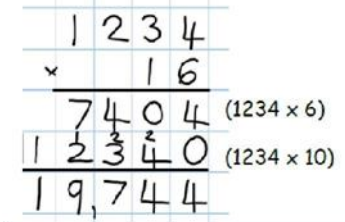
Multiplication Year 2			
Objective / Strategy	**Concrete**	**Pictorial**	**Abstract**
Using the Inverse This should be taught alongside division, so pupils learn how they work alongside each other.			$2 \times 4 = 8$ $4 \times 2 = 8$ $8 \div 2 = 4$ $8 \div 4 = 2$ $8 = 2 \times 4$ $8 = 4 \times 2$ $2 = 8 \div 4$ $4 = 8 \div 2$ Show all 8 related fact family sentences.

Multiplication Year 3			
Objective / Strategy	Concrete	Pictorial	Abstract
Grid method, progressing to the formal method Multiply 2 digit numbers by 1 digit numbers	Show the links with arrays to first introduce the grid method. 4 rows of 10 4 rows of 3 Move onto base ten to move towards a more compact method. 4 rows of 13 Move on to place value counters to show how we are finding groups of a number. We are multiplying by 4 so we need 4 rows Calculations 4 x 126 Calculations 4 x 126 Fill each row with 126. Add up each column, starting with the ones making any exchanges needed Then you have your answer.	Children can represent their work with place value counters in a way that they understand. They can draw the counters using colours to show different amounts or just use the circles in the different columns to show their thinking as shown below. 24 X 3 = 72 Bar model are used to explore missing numbers 4 x ☐ = 20	Start with multiplying by one digit numbers and showing the clear addition alongside the grid. | ✗	30	5
7	210	35	 210 + 35 = 245 Move forward to the formal written method: 35 X 7 — 2 4 5 ₃

Multiplication **Year 3**			
Objective / Strategy	**Concrete**	**Pictorial**	**Abstract**
Solve problems, including missing number problems, integer scaling problems,			Three times as high, eight times as long ? x 5 = 20 20 ÷ ? = 5 3 hats and 4 coats, how many different outfits?

Multiplication Year 4-6			
Objective / Strategy	**Concrete**	**Pictorial**	**Abstract**
Grid method recap from year 3 for 2-digits x 1-digit. Move to multiplying 3-digit numbers by 1-digit. (Year 4)	As per year 3.	As per year 3.	As per year 3.
Column multiplication.	Children can continue to be supported by place value counters at this stage of multiplication. This is initially done where there is no regrouping. $321 \times 2 = 642$ It is important at this stage that they always multiply the ones first. The corresponding long multiplication is modelled alongside.	 The grid method may be used to show how this relates to a formal written method. Bar modelling and number lines can support learners when solving problems with multiplication alongside the formal written methods.	

	Multiplication Year 4-6		
Objective / Strategy	Concrete	Pictorial	Abstract
Column Multiplication for 3 and 4 digits x 1 digit.	It is important at this stage that they always Multiply the ones first. Children can continue to be supported by place value counters at the stage of multiplication. This initially done where there is no regrouping. 321 x 2 = 642		As per previous.
Column multiplication	Manipulatives may still be used with the corresponding long multiplication modelled alongside.		
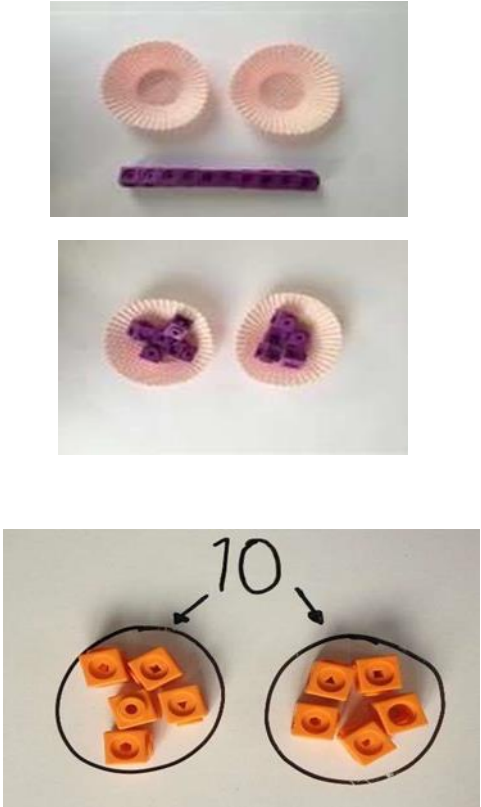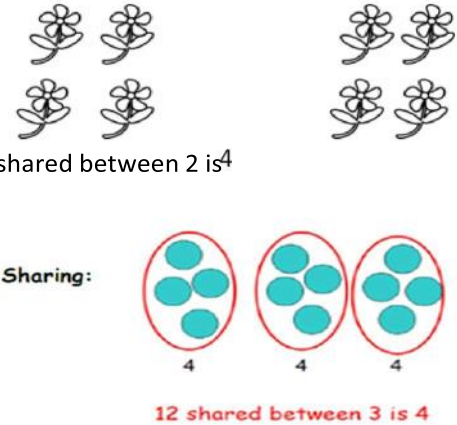
Multiplication Year 4-6			
Objective / Strategy	Concrete	Pictorial	Abstract
Multiplying decimals up to 2 decimal places by a single digit.			Remind children that the single digit belongs in the units column. Line up the decimal points in the question and the answer.
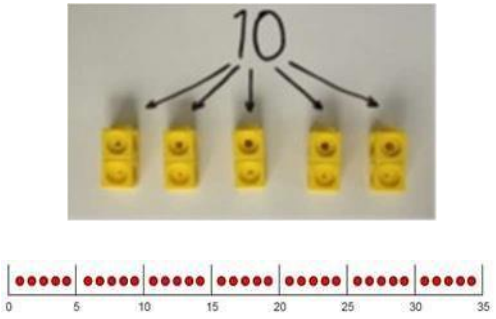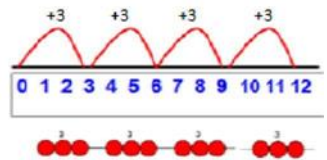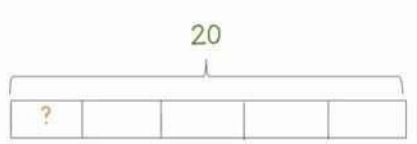
Division

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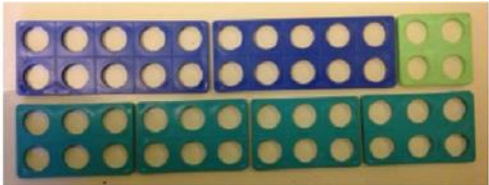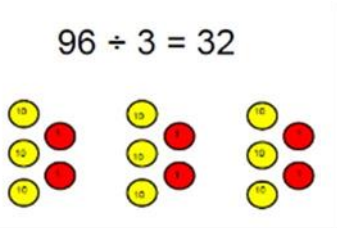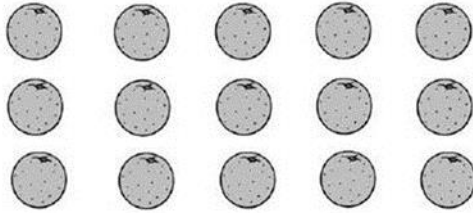
Division			
Year 1			
Objective / Strategy	Concrete	Pictorial	Abstract
Division as sharing.	 I have 10 cubes, can you share them equally in 2 groups?	Children use pictures or shapes to share quantities. 8 shared between 2 is 4 Sharing: 4 4 4 12 shared between 3 is 4	12 shared between 3 is 4. $12 \div 3 = 4$
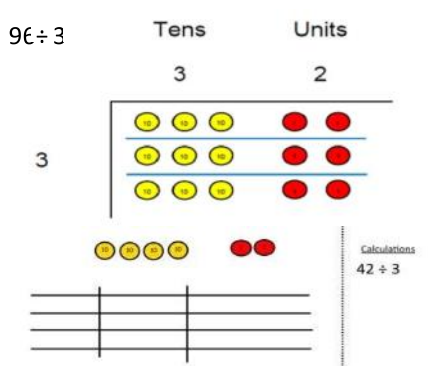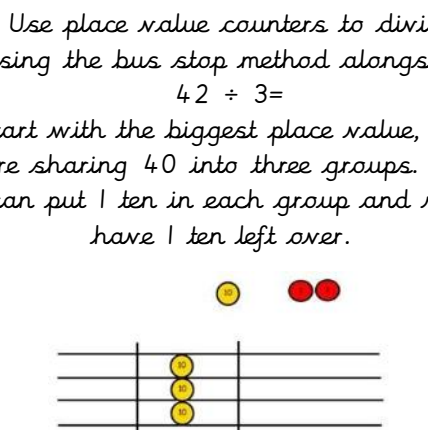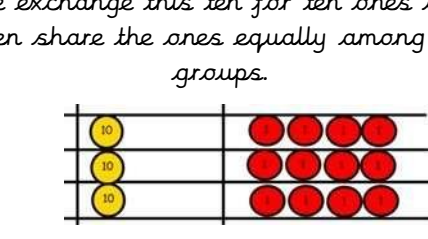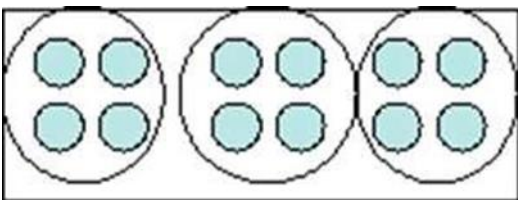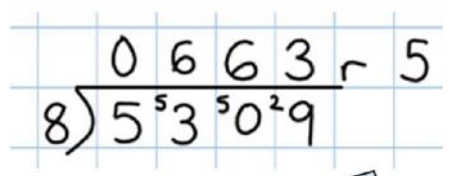
	Division Year 1		
Objective / Strategy	Concrete	Pictorial	Abstract
Division as grouping	Divide quantities into equal groups. Use cubes, counters, objects or place value counters to aid understanding.	Use number lines for grouping **12 ÷ 3 = 4** Think of the bar as a whole. Split it into the number of groups you are dividing by and work out how many would be within each group. 20 ÷ 5 = ? 5 x ? = 20	28 ÷ 7 = 4 Divide 28 into 7 groups. How many are in each group?

	Division Year 2		
Objective / Strategy	**Concrete**	**Pictorial**	**Abstract**
Division as grouping	Use cubes, counters, objects or place value counters to aid understanding. 24 divided into groups of 6 = 4 96 ÷ 3 = 32 	Continue to use bar modelling to aid solving division problems. 20 ÷ 5 = ? 5 x ? = 20	How many groups of 6 in 24? 24 ÷ 6 = 4
Division with arrays	 Link division to multiplication by creating an array and thinking about the number sentences that can be created. Eg 15 ÷ 3 = 5 5 x 3 = 15 15 ÷ 5 = 3 3 x 5 = 15	Draw an array and use lines to split the array into groups to make multiplication and division sentences 	Find the inverse of multiplication and division sentences by creating eight linking number sentences. 7 x 4 = 28 4 x 7 = 28 28 ÷ 7 = 4 28 ÷ 4 = 7 28 = 7 x 4 28 = 4 x 7 4 = 28 ÷ 7 7 = 28 ÷ 4

	Division Year 3		
Objective / Strategy	Concrete	Pictorial	Abstract
Division with remainders.	14 ÷ 3 = Divide objects between groups and see how much is left over	Jump forward in equal jumps on a number line then see how many more you need to jump to find a remainder. Draw dots and group them to divide an amount and clearly show a remainder. remainder: 5s in 40?" 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = 8 fi 0 5 10 15 20 25 30 35 40 mainder: 6 + 6 + 6 + 6 + 6 + 6 + 2 = 6 sixes with 0 6 12 18 24 30 36 38 rs, when it becomes inefficient to count in single mu orded using known facts.	Complete written divisions and show the remainder using r. 29 ÷ 8 = 3 REMAINDER 5 ↑ ↑ ↑ ↑ dividend divisor quotient remainder

	Division Year 4-6		
Objective / Strategy	**Concrete**	**Pictorial**	**Abstract**
Divide at least 3 digit numbers by 1 digit.

Short Division | $96 \div 3$

Use place value counters to divide using the bus stop method alongside $42 \div 3=$
Start with the biggest place value, we are sharing 40 into three groups. We can put 1 ten in each group and we have 1 ten left over.

We exchange this ten for ten ones and then share the ones equally among the groups.

We look how much in 1 group so the answer is 14. | Students can continue to use drawn diagrams with dots or circles to help them divide numbers into equal groups.

Encourage them to move towards counting in multiples to divide more efficiently. | Begin with divisions that divide equally with no remainder.

Move onto divisions with a remainder.

Finally move into decimal places to divide the total accurately.

 |

Division
Year 4-6

Objective / Strategy	Concrete	Pictorial	Abstract
Long Division Divide Multiply Subtract Bring Down		$$425 \div 25$$ dividend divisor	
	25⟌425	4 ÷ 25 = 0 remainder 4	The first digit of the dividend (4) is divided by the divisor.
	0 25⟌425		The whole number result is placed at the top. Any remainders are ignored at this point.
	0 25⟌425 0	25 × 0 = 0	The answer from the first operation is **multiplied** by the divisor. The result is placed under the number divided into.
	0 25⟌425 0 4	4 − 0 = 4	Now we **subtract** the bottom number from the top number.
	0 25⟌425 0↓ 42		Bring down the next digit of the dividend.
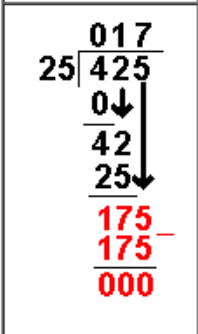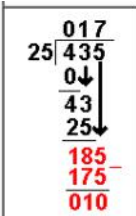
Division Year 4-6			
Objective / Strategy	Concrete	Pictorial	Abstract
Long Division Divide Multiply Subtract Bring Down	$\begin{array}{r} 0 \\ 25\overline{\smash{\big)}425} \\ 0\downarrow \\ \hline 42 \end{array}$	$42 \div 25 = 1$ remainder 17	**Divide** this number by the divisor.
	$\begin{array}{r} 01 \\ 25\overline{\smash{\big)}425} \\ 0\downarrow \\ \hline 42 \end{array}$		The whole number result is placed at the top. Any remainders are ignored at this point.
	$\begin{array}{r} 01 \\ 25\overline{\smash{\big)}425} \\ 0\downarrow \\ \hline 42 \\ 25 \end{array}$	$25 \times 1 = 25$	The answer from the above operation is **multiplied** by the divisor. The result is placed under the last number divided into.
	$\begin{array}{r} 01 \\ 25\overline{\smash{\big)}425} \\ 0\downarrow \\ \hline 42 \\ 25 \\ \hline 17 \end{array}$	$42 - 25 = 17$	Now we **subtract** the bottom number from the top number.

Division Year 4-6			
Objective / Strategy	**Concrete**	**Pictorial**	**Abstract**
Long Division Divide Multiply Subtract Bring Down	01 25⟌425 0↓ 42 25↓ 175		Bring down the next digit of the dividend.
	01 25⟌425 0↓ 42 25↓ 175	175 ÷ 25 = 7 remainder 0	**Divide** this number by the divisor.
	017 25⟌425 0↓ 42 25↓ 175		The whole number result is placed at the top. Any remainders are ignored at this point.
	017 25⟌425 0↓ 42 25↓ 175 175	25 × 7 = 175	The answer from the above operation is **multiplied** by the divisor. The result is placed under the number divided into.

Division **Year 4-6**			
Objective / **Strategy**	**Concrete**	**Pictorial**	**Abstract**

Long Division

Divide

Multiply

Subtract

Bring Down

017 25⟌425 0↓ 42↓ 25↓ 175 175 − 000	175 − 175 = 0	Now we **subtract** the bottom number from the top number.
		There are no more digits to bring down. The answer must be 17

Long division with remainders.

Any value left over would be the remainder.

E.g. 435 ÷ 25 where we skip to the final step.

017 25⟌435 0↓ 43↓ 25↓ 185 175 − 010	185 − 175 = 10	Now we **take away** the bottom number from the top number.
		There is still 10 left over but no more numbers to bring down.
017ᵣ10 25⟌435 0↓ 43↓ 25↓ 185 175 010		With a long division with remainders the answer is expressed as **17 remainder 10** as shown in the diagram Answer: 435 ÷ 25 = **17 R 10**