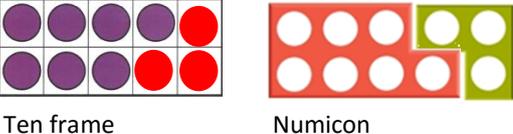
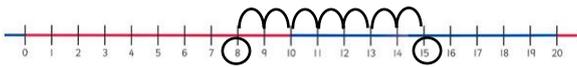
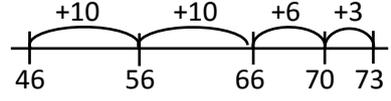
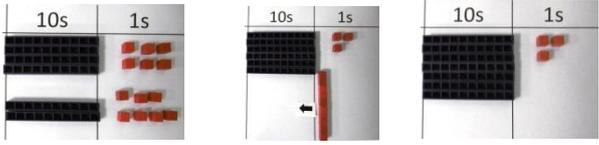
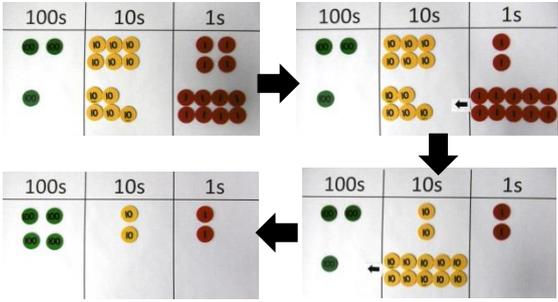


Addition Stage 1 and 2

Written Methods	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) sign	Add and subtract two two-digit numbers using concrete objects, pictorial representations progressing to formal written methods/ <div style="float: right; text-align: right;"> $\begin{array}{r} 46 \\ +27 \\ \hline 73 \\ \hline 1 \end{array}$ </div>																																																																																																																																																																																																								
Developing conceptual understanding	<p>Number bonds</p>  <p>Ten frame Numicon</p> <p>Use bonds of 10 to calculate bonds of 20</p>  <p>Count all</p>  <p>Count on</p>  <p>Count on number track in 1s</p>  <p>100 Square</p> <table border="1" style="font-size: small; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	<p>Number track / Number line – jumps of 1 then efficient jumps using number bonds</p> <p>$18 + 5 = 23$ Use Numicon as Stage 1</p>  <p>$46 + 27 = 73$ Count in 10s then bridge</p>  <p>$25 + 29$ by $+30$ then -1 (Round and adjust)</p> <table border="1" style="font-size: small; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </table> <p>Numicon</p>  <p>Partition and recombine</p> <p>$46 + 27 = 60 + 13 = 73$</p>  <p>Using Multibase, straw bundles or card place holders</p> <p>$24 + 30 = ?$</p> <p>$24 + 10$ $+ 10$ $+ 10 = 54$</p> 	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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With jottings or in your head	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems such as $7 = \square - 9$	Add and subtract numbers using concrete objects, pictorial representations, and mentally including: <ul style="list-style-type: none"> • a 2-digit number and ones • a two digit number and tens • two, two digit number • adding 3 one-digit numbers. 																																																																																																																																																																																																								
Just know it!	Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit numbers to 20, including zero	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.																																																																																																																																																																																																								
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	Number bonds 5, 6	Number bonds 20, 12, 13																																																																																																																																																																																																								
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	Number bonds 7,8	Add one digit to two digit numbers by bridging.																																																																																																																																																																																																								
	Add 10	Partition second number, add tens then ones.																																																																																																																																																																																																								
	Doubles up to 10	Add 10 and multiples.																																																																																																																																																																																																								
	Ten plus ones	Number bonds 16 and 17																																																																																																																																																																																																								
	Number bonds 9, 10	Doubles up to 20 and multiples of 5.																																																																																																																																																																																																								
Use number bonds of 10 to derive bonds of 11.	Add near multiples of 10. Number bonds 18 and 19 Partition and recombine.																																																																																																																																																																																																									

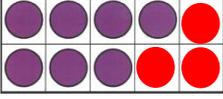
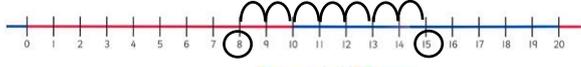
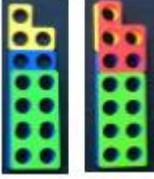
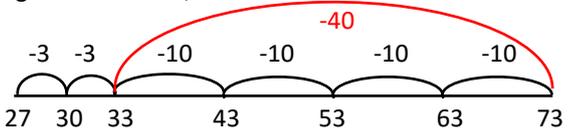
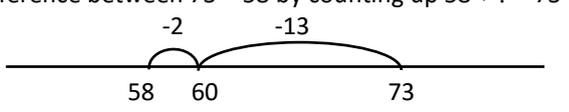
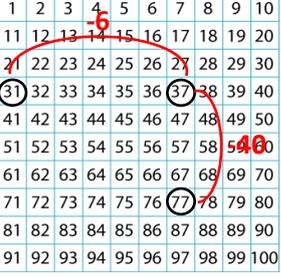
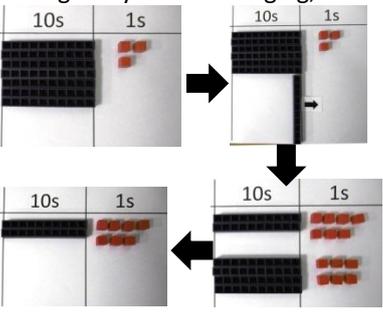
Addition Stage 3 and 4

<p>Written Methods</p>	<p>Add numbers with up to three digits, using formal written method of columnar addition.</p> $\begin{array}{r} 423 \\ + 88 \\ \hline 511 \\ \hline 11 \end{array}$	<p>Add numbers with up to 4 digits using the formal written method of columnar addition where appropriate</p> $\begin{array}{r} 2458 \\ + 596 \\ \hline 3054 \\ \hline 111 \end{array}$
<p>Developing conceptual understanding</p>	<p>Pairs that make 100</p> <p>23 + 77</p>  <p>Place value counters, 100s, 10s, 1s</p> <p>264 + 158</p>  <p>= 422 (Also with £, 10p and 1p)</p>	
<p>With jottings or in your head</p>	<p>Add numbers mentally including:</p> <ul style="list-style-type: none"> • A three digit number and ones • A three digit number and ones • A three digit number and hundreds 	<p>Solve addition two-step problems in context, deciding which operations and methods to use and why.</p>
<p>Just know it!</p>		
<p>Stage</p>	3	4
<p>Foundations</p>	Add multiples of 10, 100	Add multiples of 10, 100's and 1000's
	Add single digit bridging through boundaries.	Fluency of 2-digit + 2-digit
	Partition second number to add pairs to 100.	Partition second number to add decimal pairs of 10 and 1
	Use near doubles to add.	Use near doubles to add.
	Add near multiples of 10 and 100 by rounding and adjusting.	Adjust both numbers before adding. Add near multiples.
Partition and recombine.	Partition and recombine.	

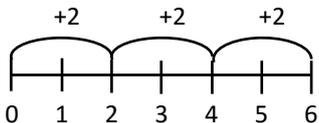
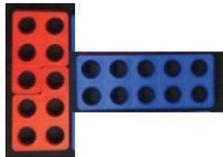
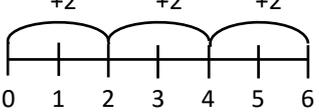
Addition Stage 5 and 6

Written Methods	<p>Add whole numbers with more than 4 digits, including formal written method of columnar addition.</p> $ \begin{array}{r} 23454 \\ \underline{596} + \\ \underline{24050} \\ 111 \end{array} $	<p>Solve addition multi-step problems in context, deciding which operations and methods to use and why.</p>
Developing conceptual understanding		
With jottings or in your head	Add numbers mentally with increasingly large numbers.	Perform mental calculations, including with mixed operations and large numbers.
Just know it!		
Stage	5	6
Foundations	Add multiples of 10s, 100s, 1000s and tenths	Add multiples of 10s, 100s, 1000s and tenths and hundredths.
	Fluency of 2-digit + 2-digit including with decimals.	Fluency of 2-digit + 2-digit including with decimals.
	Partition second number to add	Partition second number to add
	Use number facts, bridging and place value.	Use number facts, bridging and place value.
	Adjust numbers to add.	Adjust numbers to add.
Partition and recombine	Partition and recombine	

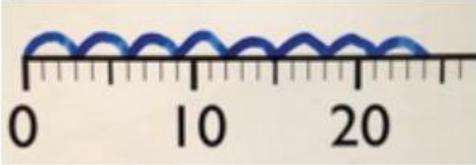
Subtraction Stage 1 and 2

Written Methods	Read, write and interpret mathematical statements involving subtraction (-), addition (+) and equals (=) sign	Add and subtract two two-digit numbers using concrete objects, pictorial representations progressing to formal written methods.																																																																																																				
		$\begin{array}{r} 6 \ 1 \\ 7 \ 3 \\ - 4 \ 6 \\ \hline 2 \ 7 \end{array}$																																																																																																				
Developing conceptual understanding	<p>Number bonds</p>   <p>Ten frame Numicon – Difference between 7 and 10</p> <p>6 less than 10 is 4</p>  <p>Count out then count how many are left $7 - 7 = 3$</p>  <p>Count back on a number track, then number line $15 - 7 = 8$</p>  <p>Difference between 13 and 8 $13 - 8 = ?$ $8 + ? = 13$</p>  <p>100 square</p> <table border="1" style="font-size: small; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	<p>Number track / Number line – jumps of 1 then efficient jumps using number bonds.</p> <p>$23 - 5 = 18$ Use Numicon as Stage 1</p>  <p>Using a number line, $73 - 46 = 26$</p>  <p>Difference between $73 - 58$ by counting up $58 + ? = 73$</p>  <p>100 square</p> <p>$77 - 46 = ?$</p> <p>$77 - 40 = 37$</p> <p>$37 - 6 = 31$</p>  <p>Taking away and exchanging, $73 - 46$ using multibase</p> 
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With jottings or in your head	Solve one-step problems that involve subtraction, using concrete objects and pictorial representations and missing number problems such as $7 = \square - 9$	<p>Subtract numbers using concrete objects, pictorial representations, and mentally including:</p> <ul style="list-style-type: none"> • a 2-digit number and ones • a two digit number and tens • two, two digit number • subtracting 3 one-digit numbers. 																																																																																																				
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	Difference between	Subtract near multiples of 10																																																																																																				
		Difference between Number bonds, subtraction 18 and 19																																																																																																				

Multiplication Stage 1 and 2

Written Methods		Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign																																																																																																																																																																				
<p>Developing conceptual understanding</p>	 <p style="text-align: center;">Counting Hoop</p>  <p style="text-align: center;">+2 +2 +2</p>  <p>100 Square</p> <table border="1" style="font-size: small; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	<p>5 frogs on each lily pad $5 \times 3 = 15$</p>  <table border="1" style="font-size: x-small; text-align: center;"> <tr><th>X</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th></tr> <tr><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>  <p style="text-align: center;">$5 \times 2 = 2 \times 5$</p>  <p style="text-align: center;">Counting Hoop</p>  <p style="text-align: center;">Link to repeated addition</p> <p style="text-align: center;">+2 +2 +2</p>  <p> $2 \times 4 = 8$ $4 \times 2 = 8$ $8 \div 2 = 4$ $8 \div 4 = 2$ </p>	X	1	2	3	4	5	6	7	1								2								3								4								5								6								7							
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<p>With jottings or in your head</p>	<p>Solve one-step problems that involve multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>	<p>Show that multiples of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in context.</p>																																																																																																																																																																				
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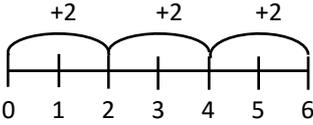
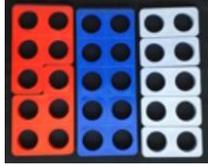
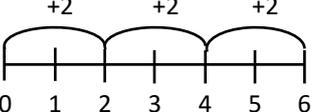
Multiplication Stage 3 and 4

Written Methods	Write and calculate mathematical statements for x using the tables they know progressing to formal written methods.	Multiply two-digit and three digit numbers by a one-digit number using formal written layout.																																																																																																																																																																									
Developing conceptual understanding	<p>If I know $10 \times 8 = 80$ then</p> <p style="text-align: center;">Multiplication 12 X 12 Blank Table</p> <table border="1" style="border-collapse: collapse; text-align: center; width: 100%;"> <tr> <th>X</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> <th>12</th> </tr> <tr><th>1</th><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><th>2</th><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><th>3</th><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><th>4</th><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><th>5</th><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><th>6</th><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><th>7</th><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><th>8</th><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><th>9</th><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><th>10</th><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><th>11</th><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><th>12</th><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>So $13 \times 4 = 10 \times 4 + 3 \times 4$</p>   <p>Build tables on counting stick</p>  <p>Link to repeated addition $8 \times 3 = 24$</p>  <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> $\begin{array}{r} \text{T U} \\ 5 \\ \times 3 \\ \hline 15 \\ \hline \end{array}$ </div> <div style="text-align: center;"> $\begin{array}{r} \text{T U} \\ 24 \\ \times 3 \\ \hline 72 \\ \hline \end{array}$ </div> </div>	X	1	2	3	4	5	6	7	8	9	10	11	12	1													2													3													4													5													6													7													8													9													10													11													12													<p>Building on from Year 3</p> $\begin{array}{r} 24 \\ \times 3 \\ \hline 72 \\ \hline \end{array}$ $\begin{array}{r} 112 \\ \times 6 \\ \hline 672 \\ \hline \end{array}$ $\begin{array}{r} 245 \\ \times 3 \\ \hline 735 \\ \hline \end{array}$
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Stage	3	4																																																																																																																																																																									
Foundations	Review 2x, 5x and 10x	4x, 8x tables 10 times bigger																																																																																																																																																																									
	4x tables	3x, 6x and 12x tables																																																																																																																																																																									
	Double 2-digit numbers	Double larger numbers and decimals																																																																																																																																																																									
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	6x table or review others	6x, 12x tables																																																																																																																																																																									

Multiplication Stage 5 and 6

Written Methods	Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.	Multiply multi-digit numbers up to 4 digits by a 2-digit whole number using the formal written method of long multiplication.
Developing conceptual understanding	$\begin{array}{r} 243 \\ \times 36 \\ \hline 7290 \\ 1458 \\ \hline 8748 \\ 1 \end{array}$	$\begin{array}{r} 5172 \\ \times 38 \\ \hline 155160 \\ 41376 \\ \hline 196536 \\ 1 \end{array}$
With jottings or in your head	<p>Multiply and divide numbers mentally drawing upon known facts.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers.</p> <p>Establish whether a number up to 100 is prime.</p>	Perform mental calculations, including with mixed operations and large numbers.
Just know it!	<p>Recall prime numbers up to 19 know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</p> <p>Recognise and use square numbers and cube numbers and notations for squared and cubed.</p>	
Stage	5	6
Foundations	4x, 8x tables 100, 1000 times bigger	Multiplication facts up to 12 x 12
	3x, 6x, and 12x tables 10, 100, 1000 times smaller	Partition to multiply mentally
	Double larger numbers and decimals.	Double larger numbers and decimals
	3x, 9x tables	
	11x, 7x tables Partition to multiply mentally.	
	6x, 12x tables	

Division Stage 1 and 2

Written Methods	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign																																																																	
<p style="text-align: center;">Developing conceptual understanding</p>	<p>$6 \div 2 = 3$ by sharing into 2 groups and by grabbing groups of 2</p>    <p>How many 2s?</p> 	<p>$15 \div 3 = 5$ in each group (sharing)</p>  <table border="1" data-bbox="1040 497 1311 667"> <tr><td>X</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>$15 \div 5 = 3$ groups of 3 (grouping)</p>  <p>$10 \div 2 = 5$ $10 \div 5 = 2$</p>   <p style="text-align: center;">Counting Hoop</p> <p>Use language of division linked to tables</p>  <p>How many 2s</p> 	X	1	2	3	4	5	6	7	1								2								3								4								5								6								7							
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<p style="text-align: center;">With jottings or in your head</p>	<p>Solve one---step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>																																																																	
<p style="text-align: center;">Just know it!</p>	<p>Count in multiples of twos, fives and tens</p> <p>Recall and use x and ÷ facts for the 2, 5 and 10 x tables, including recognising odd and even numbers.</p>																																																																	
Stage	1	2																																																																
Foundations	Count back in 2s	Division facts (2 x table)																																																																
	Count back in 10s	Division facts (10 x table)																																																																
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	Count back in 5s	Division facts (5 x table)																																																																
	Halve multiples of 10	Count back in 3s																																																																
	How many 2s? 5s? 10s?	Review division facts (2x, 5x, 10x table)																																																																

Division Stage 3 and 4

Written Methods	Write and calculate mathematical statements for \div using the x tables they know progressing to formal written methods.	
Developing conceptual understanding	<p>Use language of division linked to tables</p>  <p>e.g. how many 3s in 42 $42 \div 3 = 14$</p> $\begin{array}{r} 14 \\ 3 \overline{)42} \end{array}$ <p>Division with remainders $42 \div 8 = 5r2$</p>	$369 \div 3 = 123$ $\begin{array}{r} 123 \\ 3 \overline{)369} \end{array}$ $847 \div 7 = 121$ $\begin{array}{r} 121 \\ 7 \overline{)847} \end{array}$
With jottings or in your head	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two- -digit numbers times one- -digit numbers, using mental methods	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers Recognise and use factor pairs and commutativity in mental calculations
Just know it!	Recall and use x and \div facts for the 3, 4 and 8 times tables.	Recall x and \div facts for x tables up to 12×12 .
Stage	3	4
Foundations	Review division facts (2x, 5x, 10x table)	Division facts (4x, 8x tables) 10 times smaller
	Division facts (4 x table)	Division facts (3x, 6 x, 12x tables)
	Halve two digit numbers	Halve larger numbers and decimals
	Division facts (8 x table)	Division facts (3x, 9x tables)
	Division facts (3 x table)	Division facts (11x, 7x tables)
	Division facts (6 x table) or review others	Division facts (6x, 12x tables)

Division Stage 5 and 6

<p>Written Methods</p>	<p>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</p> $192 \div 6 = 32$ $\begin{array}{r} 32 \\ 6 \overline{) 192} \end{array}$	<p>Divide numbers up to 4-digits by a 2-digit whole number using the formal written method of short division where appropriate for the context</p> $564 \div 13$ $\begin{array}{r} 43 \text{ r } 5 \\ 13 \overline{) 564} \end{array}$ <p>Known multiplication facts: 13. 26. 39, 52, 63..... 10x13=130, 20x13=260</p> $564 \div 13 = 43 \text{ r } 5 = 43\frac{5}{13}$ <p>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</p> $564 \div 13$ $\begin{array}{r} 43.38 \dots \\ 13 \overline{) 564.00} \\ \underline{-52} \\ 44 \\ \underline{-39} \\ 50 \\ \underline{-39} \\ 110 \\ \underline{-104} \\ 6 \end{array}$ $= 43 \text{ r } 5 = 43\frac{5}{13} = 43.4 \text{ (to 1dp)}$
<p>Developing conceptual understanding</p>		
<p>With jottings or in your head</p>	<p>Multiply and divide numbers mentally drawing upon known facts Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p>	<p>Perform mental calculations, including with mixed operations and large numbers</p>
<p>Just know it!</p>	<p>Recall prime numbers up to 19 know and use the vocabulary of prime numbers, prime factors and composite (non---prime) numbers</p>	
<p>Stage</p>	5	6
<p>Foundations</p>	<p>Division facts (4x, 8x tables) 100, 1000 times smaller</p>	<p>Division facts (up to 12 x 12)</p>
	<p>Division facts (3x, 6 x, 12x tables) Partition to divide mentally</p>	<p>Partition to divide mentally</p>
	<p>Halve larger numbers and decimals</p>	<p>Halve larger numbers and decimals</p>
	<p>Division facts (3x, 9x tables) 100, 1000 times smaller</p>	
	<p>Review division facts (11x, 7x tables) Partition decimals to divide mentally</p>	
	<p>Review division facts (6x, 12x tables) Halve larger numbers and decimals</p>	