# Brady Primary School

# Calculation Policy

'Inspiring teaching for ambitious learners'

# Mental Caulculcations

These are the main mental calculations that children will be taught at Brady Primary School. Children will be given opportunity to learn and apply these strategies throughout the school, moving onto larger numbers and decimals as they progress. Direct teaching of these methods is incorporated into our programmes of study.

| USE MATHS FACTS | PARTITION | MAKE IT HAPPY! |
|---|---|---|
| Once children know their maths facts they can use these with other calculations.<br><br>e.g.<br><br>14 + 6 = 20 (Number bonds)<br><br>100 − 35 = 65 (Number bonds)<br><br>24 ÷ 6 = 4 (Applying times tables knowledge)<br><br>40 x 6 = 240 (place value and times tables)<br><br>When referring to using knowledge or place value the children should refer to making the number 10 times, 100 times and 1000 times bigger or smaller and relate this to moving the digits to the left or the right.<br>***THE PHRASE 'ADD A ZERO' IS MATHEMATICALLY INACCURATE.*** | This should be used when partitioning makes the number easier to calculate. Both or just one of the numbers could be partitioned.<br><br>e.g.<br>23 + 45 = 20 + 40 + 5 + 3<br>        60 + 8 = 68<br><br>23 + 45 = 23 + 40 + 5<br>        63 + 5 = 68<br><br>68 − 32 = 68 − 30 − 2<br>        38 − 2 = 36<br><br>540 + 280 = 540 + 200 + 80<br>        740 + 80 = 820<br><br>276 − 153 = 276 − 100 − 50 − 3 =<br>        176 − 50 − 3 =<br>        126 − 3 = 123 | (Compensating near multiples of ten.)<br><br>Make it happy comes from making the number a multiple of 1, 10, 100 or 1000 (happy because they are easy to calculate with).<br><br>e.g.<br>34 + 9 = 43 (becomes 34 + 10 = 44 − 1 = 43)<br><br>58 + 71 = 129 (becomes 58 + 70 = 128 + 1 = 129)<br><br>5.7 + 3.9 = 9.6 (becomes 5.7 + 4 = 9.7 − 0.1 = 9.6)<br><br>39 x 6 = 234 (becomes 40 x 6 = 240 − 6 = 234) |
| **DODGY DOUBLES**<br>(Use near doubles)<br><br>When children know their doubles they can use these to help them with certain calculations. For example:<br><br>18 + 16 = 34    (double 16, add 2) | **BRIDGE IT!**<br>(Bridge through multiples of 1, 10, 100, 1000, minutes, hours and days.)<br><br>e.g.<br>6 + 7 = 13 (becomes 6 + 4 = 10 + 3 = 13)<br><br>23 − 9 = 14 (becomes 23 − 3 = 20 − 6 = 14)<br><br>49 + 32 = 81 (becomes 49 + 1 = 50 + 31 = 81)<br><br>3.7 + 2.8 = 6.5 (becomes 3.7 + 0.3 = 4 + 2.5 = 6.5)<br><br>3:45pm + 35 minutes = 4:20pm (becomes 3:45 + 15 minutes = 4:00pm, then + 20 minutes = 4:20pm) | **SMALL DIFFERENCE COUNT UP!**<br><br>If the children are subtracting and the numbers have a small difference they should count up from the smaller to the larger number.<br><br>e.g.<br>26 − 23 =<br><br>141 − 139 =<br><br>1001 − 999 = |

## REASONS FOR USING WRITTEN METHODS

- To aid mental calculation by writing down some of the numbers and answers involved
- To make clear a mental procedure for the pupil
- To help communicate methods and solutions
- To provide a record of work to be done
  - To aid calculation when the problem is too difficult to be done mentally
- To develop and refine a set of rules for calculations

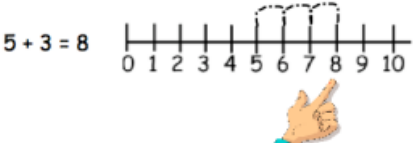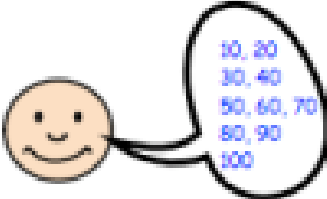### WHEN ARE CHILDREN READY FOR WRITTEN CALCULATIONS?

#### Addition and subtraction

Do they know addition and subtraction facts to 20?

Do they understand place value and can they partition numbers?

Can they add three single digit numbers mentally?

Can they add and subtract any pair of two digit numbers mentally?

Can they explain their mental strategies orally and record them using informal jottings?

#### Multiplication and Division

Do they know the 2, 3, 4, 5 and 10 time table

Do they know the result of multiplying by 0 and 1?

Do they understand 0 as a place holder?

Can they multiply two and three digit numbers by 10 and 100?

Can they double and halve two digit numbers mentally?

Can they use multiplication facts they know to derive mentally other multiplication facts that they do not know?

Can they explain their mental strategies orally and record them using informal jottings?

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The above lists are not exhaustive but are a guide for the teacher to judge when a child is ready to move from informal to formal methods of calculation.
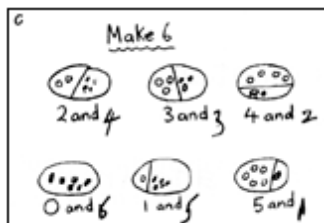
# Calculation guidelines for Foundation Stage

| ADDITION | SUBTRACTION | MULTIPLICATION | DIVISION |
|---|---|---|---|
| Children begin to record in the context of play or practical activities and problems. | | | |

Children begin to record in the context of play or practical activities and problems.

| ADDITION | SUBTRACTION | MULTIPLICATION | DIVISION |
|---|---|---|---|
| Begin to relate addition to combining two groups of objects | Begin to relate subtraction to 'taking away'. | Real life contexts and use of practical equipment to count in repeated groups of the same size: | Share objects into equal groups Use related vocabulary |

**ADDITION**

Begin to relate addition to combining two groups of objects

☐ Make a record in pictures, words or symbols of addition activities already carried out.
☐ Construct number sentences to go with practical activities
☐ Use of games, songs and practical activities to begin using vocabulary.
☐ Solve simple word problems using their fingers.
☐ Finding number bonds to 10. Extend with number bonds to 20.

$5 + 1 = 6$

Start with five fingers / cubes / etc. Can you show me one more?

More able children progress to using a number line. They jump forwards along the number line using finger.

$5 + 3 = 8$

Early Learning Goal 'Using Quantities and Objects'. Children add and subtract two single digit numbers, and count on or back to find the answer.

**SUBTRACTION**

Begin to relate subtraction to 'taking away'.

☐ Make a record in pictures, words or symbols of subtraction activities already carried out.
☐ Use of games, songs and practical activities to begin using vocabulary.
☐ Construct number sentences to go with practical activities.
☐ Relate subtraction to taking away and counting how many objects are left.

$5 - 1$         $= 4$

$5 - 1 = 4$

Start with five fingers / cubes / etc. Can you show me one less?

More able progression:

$8 - 3 = 5$

Counting backwards along a number line using finger.

**MULTIPLICATION**

Real life contexts and use of practical equipment to count in repeated groups of the same size:

☐ Count in twos; fives; tens

☐ Also chanting in 2s, 5s and 10s.

☐ Finding number doubles to 10 and then to 20 through practical activities.

**DIVISION**

Share objects into equal groups
Use related vocabulary

☐ Activities might include:
☐ Sharing of milk at break time
☐ Sharing sweets on a child's birthday
☐ Sharing activities in the home corner
☐ Count in tens/twos
☐ Separate a given number of objects into two groups (addition and subtraction objective in reception being preliminary to multiplication and division)

Count in twos, tens
How many times?
How many are left?
Group
Answer
Right, wrong
What could we try next?
How did you work it out?
Share out
Half, halve

# Addition guidelines

| Band 1 | Band 2 |
|---|---|

**Band 1**

Using pictures:



Children need to use practical resources alongside pictures to support their calculation of addition problems.

Then children need to begin relating the use of practical resources to number lines when calculating addition problems.

**Bead strings or bead bars** can be used to illustrate addition, including bridging through ten. For example when calculating $8 + 5$ children can count on two and then count on three:

$8 + 5 =$
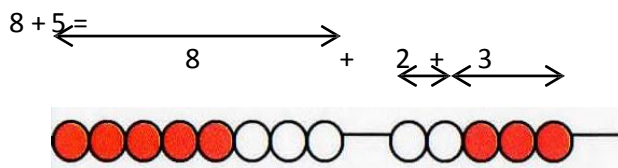


Children to begin using **number lines** to count on in ones.

$7 + 4 =$

0   1   2   3   4   5   6   7   8   9   10   11   12
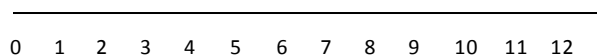
**Methods will need to be modelled by the class teacher.**

**Band 2**

**STAGE 1:  J10 method for addition**
*(Using an empty number line. Using jumps of 10 or jumps of a multiple of 10)*

When using a number line to support addition calculations children make 'jumps' at sizes which support place value. For example: jumping in tens, before progressing to jumps of multiples of ten.

Start with the larger number.  Count on in tens and then ones:
$34 + 23 = 57$
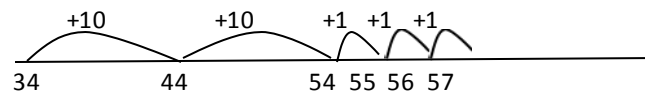


Children to be taught to become more efficient by adding units in one jump:
$34 + 23 = 57$
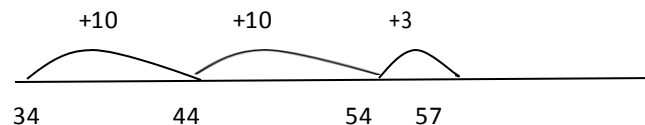


Next the children should begin to add the tens in one jump:
$34 + 23 = 57$
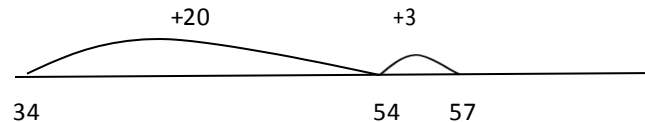


**STAGE 1 continued ...**
Children now need to be introduced to bridging through a multiple of 10:
$37 + 15 = 52$



**STAGE 2: Partitioning**
*(this will lead onto the column method)*

Partitioned numbers are then written under one another (remind children of the importance of lining up digits according to their place value)

```
   47    40 + 7
+ 76    70 + 6
        110 + 13 = 123
```
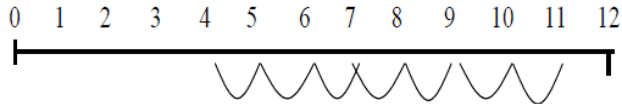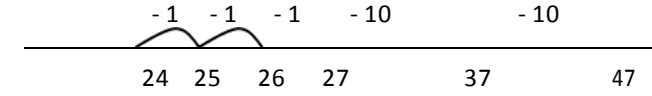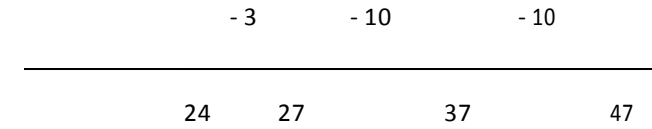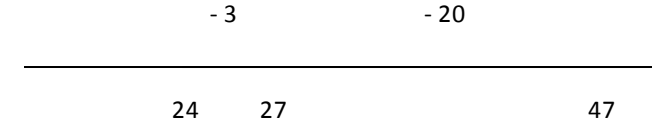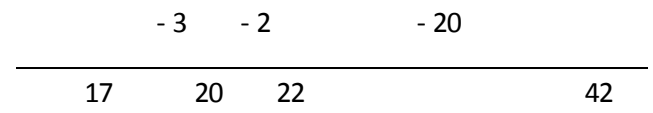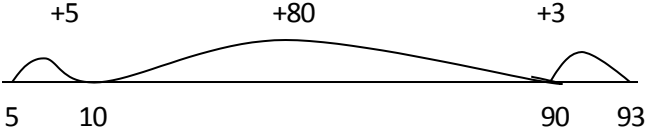
# Addition guidelines continued

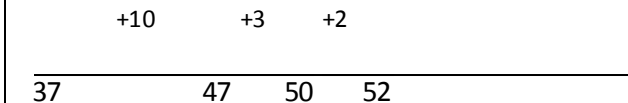| Band 3 | Band 4 | Band 5 |
|---|---|---|
| **STAGE 3: Expanded method in columns**<br><br>Adding the tens first:<br><br>  47<br>+ 76<br>  110  (40 + 70)<br>   13  ( 7 + 6)<br>  123<br><br><br>Adding the ones first:<br><br>  47<br>+ 76<br>  13  (7 + 6)<br> 110  (40 + 70)<br> 123<br><br><br>**STAGE 4:  Column method**<br><br>Condensed to:<br><br>    47      258     366<br>  + 76    + 87    +458<br>  123     345     824<br>  11      11       11<br><br><br>**Extend to decimals in the context of money.** | **STAGE  4: Column method continued  …**<br><br>Extend to numbers with at least four digits:<br><br>  3587 + 675 = 4262<br><br>  3587<br>+ 675<br> 4262<br> 1 1  1<br><br><br>Extend to decimals with the same number of decimal places:<br><br>  13.6 + 4.7 =<br><br>  13.6<br>+ 4.7<br> 18.3<br>  1<br><br><br>Addition of decimals: *You may want to use the 'expanded method' (as per Band 3).  However, when teaching addition involving decimals  you should always start  by adding the least significant digit first, as this will support children in their understanding of place value.*<br><br><br>Opportunities should be provided for children to add several numbers with varying digits:<br><br>  1202 + 45 + 367 = | Extend children's experiences of addition to include numbers with any number of digits, including decimals to one or two places.<br><br>e.g.<br>  124.9 + 117.25 = 242.15<br><br>  124.9<br>+ 117.25<br> 242.15<br>  1 1 |

# Subtraction guidelines

| Band 1 | Band 2 |
|---|---|

**Band 1**

Using pictures:



Children should use practical resources to support calculation. Teachers need to demonstrate / model use of resources.

Bead strings and bead bars can be used to illustrate subtraction, including bridging through ten by counting down to 10 and then down beyond (below) ten.
For example when calculating 13 – 5 you can count down 3 to 10 and then counting down 2 more to 8.

Children should now begin to use number lines to support their own calculations – using a numberline to count back in ones.

11 – 7 = 4



The number line should also be used to show that 6 – 3 means **'the difference between 6 and 3'** or 'the difference between 3 and 6,' and how many jumps apart they are.

**Band 2**

**STAGE 1: J10 method for subtraction**
*(Using an empty number line. Using jumps of 10 or jumps of a multiple of 10)*

When using a number line to support addition calculations children make 'jumps' at sizes which support place value.
For example: jumping in tens, before progressing to jumps of multiples of ten.

Counting back:
First count back in tens and ones.

47 – 23 = 24



Children to be taught to become more efficient by subtracting units in one jump:
47 – 23 = 24



Next the children should begin to subtract the tens in one jump:
47 – 23 = 24



**STAGE 1 continued …**

Children now need to be introduced to bridging through a multiple of 10 as this will help them become more efficient:

42 – 25 = 17



**STAGE 3: COUNTING ON**

Understand when it is sensible to 'count back' and when it is sensible to 'count on'. For example:

93 – 5 = 88

# Subtraction guidelines continued

| Band 3 | | Band 4 |
|---|---|---|
| **STAGE 3: Expanded method leading to the column method**<br><br>No adjustment or decomposition is needed.<br><br>The Expanded Method:<br><br>$563 - 241 = 322$<br><br>$\begin{array}{r} 500 + 60 + 3 \\ - \underline{200 + 40 + 1} \\ \underline{300 + 20 + 2} = 322 \end{array}$<br><br>This leads to …<br><br>$\begin{array}{r} 563 \\ - \underline{241} \\ \underline{322} \end{array}$<br><br>**The Adjustment method**<br>*(i.e. from the hundreds to the tens or partitioning the hundreds):*<br><br>$\begin{array}{r} 500 + 60 + 3 \\ - \underline{200 + 70 + 1} \end{array}$ Leads to …<br><br>$\begin{array}{r} 400 + 160 + 3 \\ - \underline{200 + 70 + 1} \end{array}$ Leads to …<br><br>$\begin{array}{r} \overset{400}{\cancel{500}} + \overset{160}{\cancel{60}} + 3 \\ - \underline{200 + 70 + 1} \end{array}$ Leads to … | **STAGE 3: The Adjustment method continued …**<br><br>$\begin{array}{r} \overset{4}{\cancel{5}}\overset{16}{6}3 \\ - \underline{271} \\ \underline{292} \end{array}$<br><br>Example:<br>$563 - 278$ (adjustment from the hundreds to the tens, and from the tens to the units).<br><br>$\begin{array}{r} 500 + 60 + 3 \\ - \underline{200 + 70 + 8} \end{array}$ leads to $\begin{array}{r} 400 + 150 + 13 \\ - \underline{200 + 70 + 8} \\ \underline{200 + 80 + 5} \end{array}$<br><br>$\begin{array}{r} \overset{400}{\cancel{500}} + \overset{150}{\cancel{60}} + \overset{13}{\cancel{3}} \\ - \underline{200 + 70 + 8} \\ \underline{200 + 80 + 5} \end{array}$ leads to $\begin{array}{r} \overset{4}{\cancel{5}}\overset{15}{\cancel{6}}\overset{13}{3} \\ - \underline{278} \\ \underline{285} \end{array}$<br><br>Example:<br>$503 - 278$ (dealing with zeros when adjusting).<br><br>$\begin{array}{r} 500 + 0 + 3 \\ - \underline{200 + 70 + 8} \end{array}$ leads to $\begin{array}{r} 400 + 90 + 13 \\ - \underline{200 + 70 + 8} \\ \underline{200 + 20 + 5} \end{array}$<br><br>$\begin{array}{r} \overset{400}{\cancel{500}} + \overset{90}{\cancel{0}} + \overset{13}{\cancel{3}} \\ - \underline{200 + 70 + 8} \\ \underline{200 + 20 + 5} \end{array}$ leads to $\begin{array}{r} \overset{4}{\cancel{5}}\overset{9}{\cancel{0}}\overset{13}{3} \\ - \underline{278} \\ \underline{225} \end{array}$ | Continue to develop compact decomposition with larger numbers, each containing different numbers of digits.<br><br>Once secure with the above children need to be introduced to calculating subtractions that include decimals, initially only use decimals with the same number of digits.<br><br>***Important note**: Some children will need to progress through the number line, onto the expanded method before using the compact method for decomposition. This will enable them to understand the place value of digits involved in the calculation.*<br><br>When using the column method children must understand the importance of lining up digits so they are over / under corresponding digits:<br><br>$\begin{array}{r} \overset{4}{\cancel{5}}7\overset{3}{\cancel{6}}\overset{1}{4}.0 \\ - \underline{\ 821.6} \\ \underline{4942.4} \end{array}$ |
| | | **Band 5** |
| | | Continue to develop compact decomposition with larger numbers with varying amounts of digits, and decimals with differing numbers of digits. |

# Multiplication guidelines

| Band 1 | Band 2 | Band 3 |
|---|---|---|

Children will experience equal groups of objects and will count in twos and tens. They will begin to count in fives too.

Children will work on practical problem solving activities involving equal sets or groups. For example:



| Looking at columns | Looking at rows |
|---|---|
| 2 + 2 + 2 | 3 + 3 |
| 3 groups of 2 | 2 groups of 3 |

There are 3 sweets in one bag.
How many sweets are there in 5 bags?



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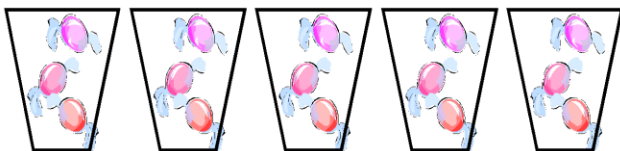
**STAGE 1: Repeated addition and using arrays.**

Class teachers should use a number line to model / illustrate repeated addition:
5 x 3 = 5 + 5 + 5
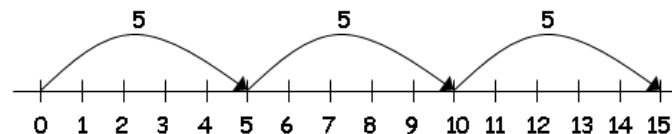


This can also be illustrated / modelled using a bead bar or bead string:
5 x 3 = 5 + 5 + 5
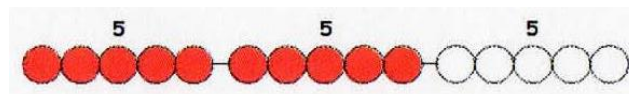


Children should be able to model multiplication using an array. Knowledge of this will support with children as they move onto using the grid method.



$5 \times 3 = 15$

$3 \times 5 = 15$

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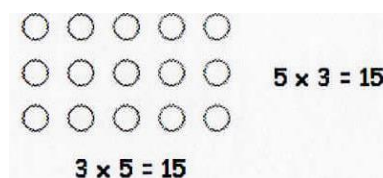
**STAGE 1 continued ...**
Children will continue to use arrays, where appropriate these should lead to them using the grid method:
6 x 14 = 84
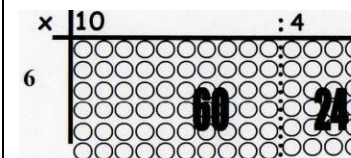


(6 x 10)    +    (6 x 4)
60        +      24   = 84

**STAGE 2: The grid method**
*(initially 2-digit by 1- digit, leading to 3-digit by 1-digit numbers)*
The grid method may be the main method used by children whose projected attainment at the end of Key Stage 2 is towards the lower end of Band 4.

38 x 7 = (30 x 7) + (8 x 7) = 210 + 56 =266

| x | 7 |
|---|---|
| 30 | 210 |
| 8 | 56 |
| | 266 |

**STAGE 3: Expanded short multiplication**

| 30 + 8 | | 38 |
|---|---|---|
| x     7 | | x 7 |
| 210 | 30 x 7 = 210 | 210 |
| 56 | 8 x 7 =  56 | 56 |
| 266 | | 266 |

**STAGE 4: Short multiplication**

38
x 7
266
5

# Multiplication guidelines continued

| Band 4 | Band 5 |
|---|---|
| **STAGE 5: Two - digit by two -digit multiplication** | **STAGE 6: Two - digit by three - digit multipication** |

**Band 4**

**STAGE 5: Two - digit by two -digit multiplication**

```
x    20    7
50  1000  350  1350
6   120    42   162
                1512
                 1
```

This progresses to …

```
   56
 x 27
1000  (50 x 20 = 1000)
 120  ( 6 x 20 = 120)
 350  (50 x 7 = 350)
  42  ( 6 x 7 = 42)
1512
  1
```

This progresses to …

```
   56
 x 27
1120  (56 x 20)
 392  (56 x  7)
1512
  1
```

In the final method children will need to apply knowledge of factorising 20 into 2 and 10; initially they will calculate 56 x 2 = 112 and then they will calculate 112 x 10. For the second part of the calculation, 56 x 7 = 392 (50 x 7 = 350 + 6 x 7 = 42) children may need to make some jottings for support.

Progress to multiplying decimals to 1 decimal place. For example 45.3 x 6

**Band 5**

**STAGE 6: Two - digit by three - digit multipication**

Estimating should be encouraged as it will allow children to check the reasonableness of their answer.

289 x 29 is approximately …
300 x 30 = 9000

```
x    20    9
200 4000 1800 5800
80  1600  720 2320
6   120    54  174
                8294
                 1
```

This leads to …

```
   286
 x 29
4000  (200 x 20)
1600  ( 80 x 20)
 120  (  6 x 20)
1800  (200 x 9)
 720  ( 80 x 9)
  54  (  6 x 9)
8294
  2
```

This leads to …

```
   286
 x 29
5720  (286 x 20)
2574  (286 x  9)
8294
  1
```

# Division guidelines

| Band 1 | Band 3 |
|---|---|

## Band 1

Children will:
- understand groups
- share items out
- experience division through play and problem solving activities (*appropriate to Band expectations*)
- count in groups of twos and tens, later they should move onto groups of fives.

## Band 2

### Sharing Equally

Children need to have secure counting skills before they begin to use this method.
6 sweets are shared equally between 2 people. How many do they each get?

Should participate in practical activities involving sharing, distributing cards when playing a game, putting objects onto plates / cups / hoops, etc.

### Grouping or Repeated Subtraction

How many pairs of socks are there?

There are 6 sweets. How many people can have 2 sweets each?

### Repeated Subtraction and Addition using a number line or a bead bar

$12 \div 3 = 4$

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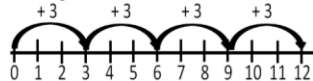
Expanded Number line Chunking and Estimating to find a suitable multiple to subtract

$-7 \times 4 = 28$     $-10 \times 4 = 40$

0          28          68
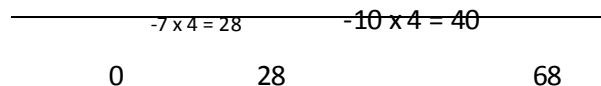
Answer: $68 \div 4 = 17$ $(10 + 7)$

Children may need to return to this method when attempting to divide larger numbers at Band 4 before they move onto vertical recording.

### STAGE 1: Mental division using partitioning

To use this method children must have a secure understanding of the times tables facts related to the division they are working work. Additionally they must have a good understanding of partitioning.

Recording mental division using partitioning:

$64 \div 4 = (40 + 24) \div 4$
$= (40 \div 4) + (24 \div 4)$
$= 10 + 6 = 16$

---

## Band 3

### STAGE 1 continued ...

$87 \div 3 = (60 + 27) \div 3$
$= (60 \div 3) + (27 \div 3)$
$= 20 + 9 = 29$

Remainders after division can be recorded in a similar manner:

$96 \div 7 = (70 + 26) \div 7$
$= (70 \div 7) + (26 \div 7)$
$= 10 + 3 \text{ r5} = 13 \text{ r5}$

### STAGE 2: Short division of TU ÷ U

$81 \div 3 = (60 + 21) \div 3$
$= (60 \div 3) + (21 \div 3)$
$= 20 + 7$
$= 27$

The short division method is recorded like this:

$$\begin{array}{r} 20 + \phantom{0}7 \\ \hline 3)\overline{60 + 21} \end{array}$$

This is then shortened to:

$$\begin{array}{r} 27 \\ \hline 3)\overline{8^2 1} \end{array}$$

# Division guidelines continued

| Band 4 | Band 5 |
|---|---|

## Band 4

### STAGE 3: Expanded method for HTU ÷ U (chunking)

For children to use this method efficiently and effectively they must be secure in their times tables.

Begin every question by asking children to record their known facts ('**Best Friends**' – called this as they will help you solve your division problem)

$97 \div 9 =$

$$9\overline{)97}$$
$$\underset{7}{\underline{-90}} \quad 9 \times 10$$

$$\begin{array}{r} 10 \\ \end{array}$$

Answer: 10 r7

**Best Friends**
9 x 1 = 9
9 x 2 = 18
9 x 5 = 45
9 x 10 = 90

$196 \div 6 =$

$$\begin{array}{r} 6\,\overline{)196} \\ -\,60 \quad 6 \times \mathbf{10} \\ \hline 136 \\ -\,60 \quad 6 \times \mathbf{10} \\ \hline 76 \\ -\,60 \quad 6 \times \mathbf{10} \\ \hline 16 \\ -\,12 \quad 6 \times \mathbf{2} \\ \hline 4 \qquad 32 \quad (10 + 10 + 10 + 2 = 32) \end{array}$$

Answer: 32 r4

**Best Friends**
6 x 1 = 6
6 x 2 = 12
6 x 5 = 30
6 x 10 = 60

Children should be taught to take larger chunks to make them more efficient.

### STAGE 3 continued …

$196 \div 6 =$

$$\begin{array}{r} 6\,\overline{)196} \\ -\,180 \quad 6 \times \mathbf{30} \\ \hline 16 \\ -\,14 \quad 6 \times \mathbf{2} \\ \hline 32 \quad (30 + 2 = 32) \end{array}$$

Answer: 32 r4

**Best Friends**
6 x 1 = 6
6 x 2 = 12
6 x 5 = 30
6 x 10 = 60
6 x 20 = 120
6 x 30 = 180

### STAGE 4: Short division of HTU ÷ U

$291 \div 3 = (270 + 21) \div 3$
$= (270 \div 3) + (21 \div 3)$
$= 90 + 7$
$= 97$

The short method for the above division is recorded like this:

$$3\,\overline{)291} \quad = \quad 3\,\overline{)270 + 21}^{\,90 \;+\; 7}$$

This is then shortened to:

$$3\,\overline{)29^21}^{\,97}$$

## Band 5

### STAGE 5: Long division

There are two methods for long division; one uses '**chunking**' and the other is known as the '**traditional method**'.

### Chunking Method

$748 \div 51 =$

$$\begin{array}{r} 51\,\overline{)748} \\ -\,510 \quad 51 \times \mathbf{10} \\ \hline 238 \\ -\,204 \quad 51 \times \mathbf{4} \\ \hline 34 \qquad 14 \end{array}$$

Answer: 14 r34

**Best Friends**
51 x 1 = 51
51 x 2 = 102
51 x 5 = 255
51 x 10 = 510

### Traditional Method

| $748 \div 51 =$ | |
|---|---|
| $$\begin{array}{r} 14 \\ 51\,\overline{)748} \\ -\,51 \\ \hline 238 \\ -\,204 \\ \hline 34 \end{array}$$ Answer: 14 r34 | 1) Work out 74 ÷ 51<br>2) Write the answer 1 above the 4 in 748<br>3) So you write 51 under the 7 and the 4 of 748<br>4) If you subtract 51 from 74 you get a remainder of 23<br>5) Bring down the next digit from the 748 which is the 8<br>6) Place the 8 to the right of the 3 (in the units column)<br>7) Now work 238 ÷ 51<br>8) Use estimation skills here: 51 is roughly 50 and 4 × 50 = 200. Work out 51 × 4 = 204 separately.<br>9) Write the answer 4 above the 8 in 748<br>10) Write 204 underneath the 238 and subtract to find the remainder.<br>11) There are no more digits from the 748 to bring down so we have our answer. |

Review

This policy will be reviewed …………………………. ….by ………………………………………. Any alterations that come from this review will be discussed with the Headteacher and ratified by the teaching staff and appropriate governing body sub-committee.

Chair of Governors ………………………………………………………… Date …………………………….

Headteacher ……………………………………………………………………. Date …………………………….