

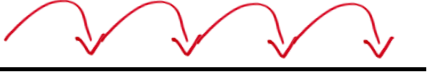
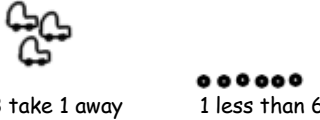


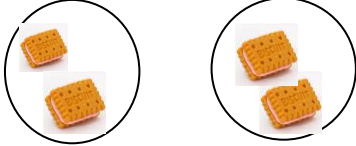
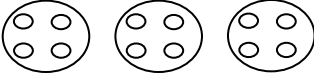


	Addition	Subtraction	Multiplication	Division
F2	<p>Children are encouraged to develop a mental picture of the number system in their heads to use for calculation. They develop ways of recording calculations using pictures etc.</p>  <p>3 and 2 4 add 3</p> <p>Bead strings or bead bars can be used to illustrate addition.</p>  <p>$4 + 2 = 6$</p> <p>They use number lines and practical resources to support calculation and teachers <i>demonstrate</i> the use of number lines.</p> 	<p>Children are encouraged to develop a mental picture of the number system in their heads to use for calculation. They develop ways of recording calculations using pictures etc.</p>  <p>3 take 1 away 1 less than 6</p> <p>Bead strings or bead bars can be used to illustrate subtraction including bridging through ten by counting back 2 then counting back 2.</p>  <p>$12 - 4 = 8$</p> <p>They use number lines and practical resources to support calculation and teachers <i>demonstrate</i> the use of number lines.</p> 	<p>Children will experience equal groups of objects.</p> <p>They will count in 2s and 10s and begin to count in 5s.</p> <p>They will work on practical problem solving activities involving equal sets or groups.</p> 	<p>Children will understand equal groups and share items out in play and problem solving. They will count in 2s and 10s and later in 5s.</p> 

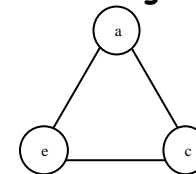
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- they are not ready
- they are not confident

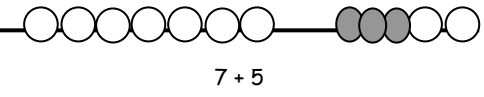

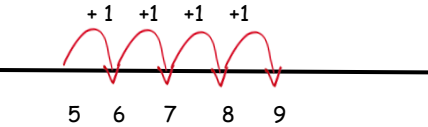
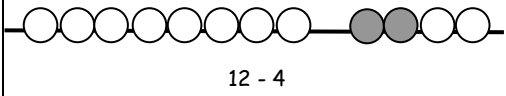
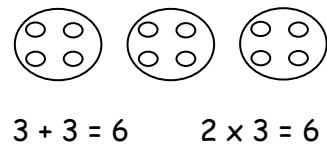
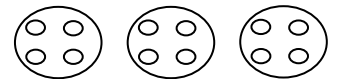
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Children should be encouraged to consider if a mental calculation would be appropriate before using written methods.

Each operation must be taught alongside its inverse.

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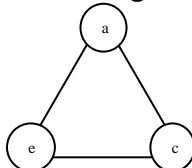
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Y1	<p>Using pictures (as for F2)</p> <p>Bead strings or bead bars can be used to illustrate addition including bridging through ten by counting on 3 then counting on 2</p>  <p style="text-align: center;">$7 + 5$</p> <p>The children use number lines and practical resources to support calculation and teachers <i>demonstrate</i> the use of the number line.</p>  <p>Children then begin to use numbered lines to support their own calculations using a numbered line to count on in ones.</p> 	<p>Using pictures (as for F2)</p> <p>Bead strings or bead bars can be used to illustrate subtraction including bridging through ten by counting back 2 then counting back 2</p>  <p style="text-align: center;">$12 - 4$</p> <p>Children then begin to use numbered lines to support their own calculations using a numbered line to count back in ones.</p> <p>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 they are apart</p> <p>Children should use empty number lines for subtraction.</p>	<p>Children will experience equal groups of objects. (as for F2)</p> <p>They will count in 2s and 10s and begin to count in 5s</p> <p>Children should use concrete objects to multiply as well as using pictorial representations and arrays.</p>  <p style="text-align: center;">$3 + 3 = 6$ $2 \times 3 = 6$</p>	<p>Children will understand equal groups and share items out in play and problem solving. They will count in 2s and 10s and later in 5s.</p>  <p>Children should be taught the difference between grouping and sharing.</p>

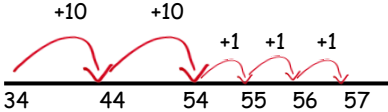
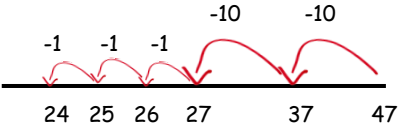
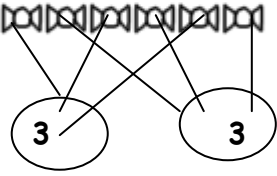
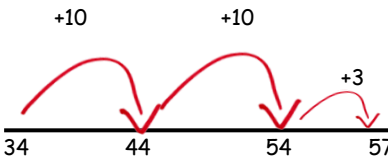
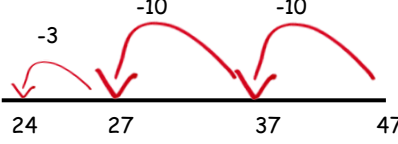
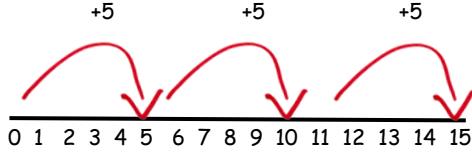

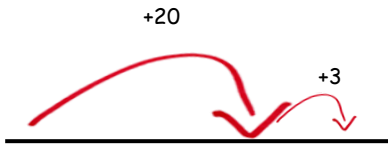
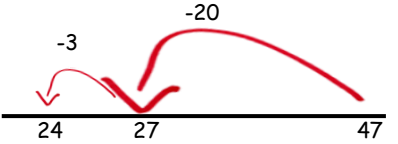
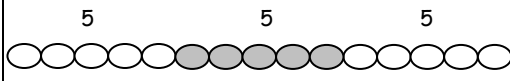
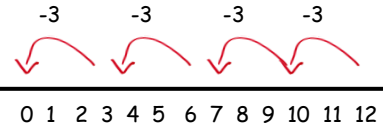
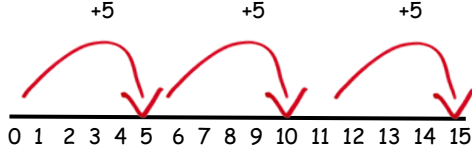
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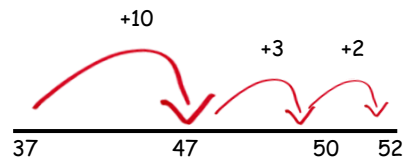
Each operation must be taught alongside its inverse.

$e + c = a$ $c + e = a$ $a - e = c$ $a - c = e$		$e \times c = a$ $c \times e = a$ $a \div e = c$ $a \div c = e$
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	Addition	Subtraction	Multiplication	Division
Y2	<p>Children will begin to use 'empty number lines' themselves starting with the larger number and counting on.</p> <p>✓ First counting on in tens and ones $34 + 23 = 57$</p> 	<p>Children will begin to use 'empty number lines' to support calculations.</p> <p>Counting back:</p> <p>✓ First counting back in tens and ones $47 - 23 = 24$</p> 	<p>Children will develop their understanding of multiplications and use jottings to support calculations.</p> <p>Repeated addition: 3 times 5 is $5 + 5 + 5 = 15$ or 3 lots of 5 or 5×3</p>	<p>Children will develop their understanding of division and use jottings to support calculations.</p> <p>Sharing equally: 6 sweets shared between 2 people, how many do they each get?</p> 
	<p>✓ Then helping children to become more efficient by adding the units in one jump (by using known facts $4 + 3 = 7$) $34 + 23 = 57$</p> 	<p>✓ Then helping children to become more efficient by subtracting the units in one jump (by using known facts $7 - 4 = 3$) $47 - 23 = 24$</p> 	<p>Repeated addition can be shown easily on a number line $5 \times 3 = 5 + 5 + 5$</p> 	<p>Grouping or repeated subtraction: There are 6 sweets, how many people can have 2 sweets each?</p> 
	<p>✓ Followed by adding the tens in one jump and the units in one jump $34 + 23 = 57$</p> 	<p>✓ Followed by subtracting the tens in one jump and the units in one jump $47 - 23 = 24$</p> 	<p>And on a bead bar $5 \times 3 = 5 + 5 + 5$</p> 	<p>Repeated subtraction using a number line or bead bar $12 \div 3 = 4$</p> 
			<p>Commutativity: Children should know that 3×5 has the same answer as 5×3. This can also be shown on the number line.</p> 	<p>Using symbols to stand for unknown numbers to complete equations using inverse operations:</p> <p>$\square \div 2 = 4$ $20 \div \bigcirc = 4$</p>

✓ Then bridging through ten to help the children become more efficient

$$37 + 15 = 52$$



Introduce column addition without regrouping:

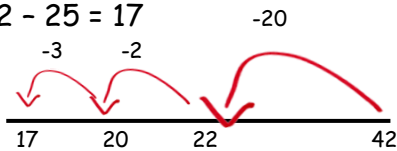
$$\begin{array}{r} 56 + 43 \\ + 43 \\ \hline 99 = 99 \end{array}$$

Extend to column addition with regrouping:

$$\begin{array}{r} 36 + 25 \\ + 25 \\ \hline 61 \\ 1 \end{array}$$

✓ Then bridging through ten to help the children become more efficient

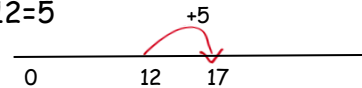
$$42 - 25 = 17$$



Counting on (for numbers close together)

The number line should still show zero.

$$17 - 12 = 5$$



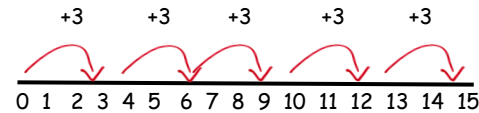
Introduce column subtraction without regrouping:

$$\begin{array}{r} 45 - 13 \\ - 13 \\ \hline 32 \end{array}$$

Extend to column subtraction with regrouping:

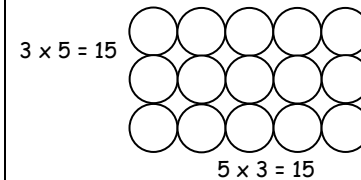
$$\begin{array}{r} 42 - 16 \\ ^3 \\ - 16 \\ \hline 26 \end{array}$$

is the same as



Arrays:

Children should be able to model a multiplication calculation using an array. This knowledge will support with the grid method.



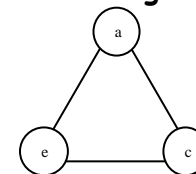
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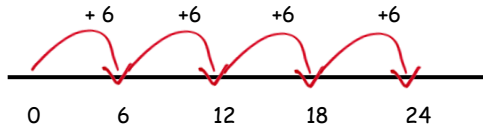
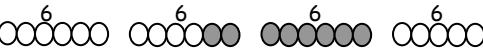
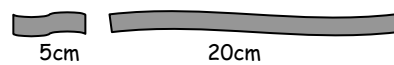
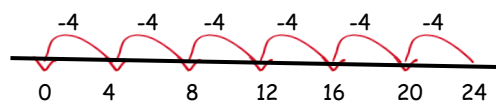
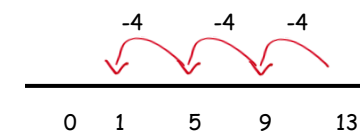
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Each operation must be taught alongside its inverse.

$$\begin{array}{l} e + c = a \\ c + e = a \\ a - e = c \\ a - c = e \end{array}$$



$$\begin{array}{l} e \times c = a \\ c \times e = a \\ a \div e = c \\ a \div c = e \end{array}$$

	Addition	Subtraction	Multiplication	Division
Y3	<p>Column addition Including regrouping (carrying below the line):</p> $\begin{array}{r} 625 \\ + 48 \\ \hline 673 \\ 1 \end{array}$ $\begin{array}{r} 783 \\ + 42 \\ \hline 825 \\ 1 \end{array}$ $\begin{array}{r} 367 \\ + 85 \\ \hline 452 \\ 1 \end{array}$ <p>Using similar methods, children will:</p> <ul style="list-style-type: none"> ✓ Add several numbers with different numbers of digits ✓ Begin to add two or more three-digit sums of money, with or without adjustment from the pence to the pounds <p>Know that the decimal points should line up under each other, particularly when adding or subtracting mixed amounts, eg. £3.59 + 78p</p>	<p>Begin to exchange (not borrow):</p> $\begin{array}{r} 71 \\ - 46 \\ \hline \end{array}$ <p>Step 1 $70 + 1$ $- 40 + 6$</p> <p>step 2 $60 + 11$ $- 40 + 6$ $20 + 5 = 25$</p> <p>this would be recorded by the children as</p> $\begin{array}{r} 60 & 1 \\ \cancel{7}0 & + 1 \\ \hline 40 & + 6 \\ 20 & + 5 = 25 \end{array}$ <p>Partitioning and decomposition:</p> $\begin{array}{r} 754 \\ - 86 \\ \hline \end{array} =$ <p>Step 1 $700 + 50 + 4$ $- 80 + 6$</p> <p>Step 2 $700 + 40 + 14$ (adjust from T to U) $- 80 + 6$</p> <p>Step 3 $600 + 140 + 14$ (adjust from H to T) $- 80 + 6$ $600 + 60 + 8 = 668$</p> <p>this would be recorded by the children as</p> $\begin{array}{r} 600 & 140 & 1 \\ \cancel{7}00 & + \cancel{5}0 & + 4 \\ \hline & 80 & + 6 \end{array}$	<p>Children will continue to use:</p> <p>Repeated addition: 4 times 6 is $6 + 6 + 6 + 6 = 24$ or 4 lots of 6 or 6×4 Children should use number lines or bead bars to support their understanding.</p>   <p>Arrays: Children should be able to model a multiplication calculation using an array. This knowledge will support with the development of the grid method.</p> $\begin{array}{ c c c c c c } \hline \square & \square & \square & \square & \square & \square \\ \hline \end{array}$ $3 \times 7 = 21 \begin{array}{ c c c c c c } \hline \square & \square & \square & \square & \square & \square \\ \hline \end{array}$ $\begin{array}{ c c c c c } \hline \square & \square & \square & \square & \square \\ \hline \end{array}$ $7 \times 3 = 21$ <p>Scaling: Find a ribbon that is 4 times as long as the blue ribbon</p> 	<p>Ensure that the emphases in Y3 is on grouping rather than sharing</p> <p>Children will continue to use</p> <p>Repeated subtraction using a number line: Children will use a empty number line to support their calculation. $24 \div 4 = 6$</p>  <p>Children should also move onto calculations involving remainders. $13 \div 4 = 3 \text{ r } 1$</p>  <p>Using symbols to stand for unknown numbers to complete equations using inverse operations:</p> $26 \div 2 = \square \quad 20 \div \bigcirc = 5$

$$600 + 60 + 8 = 668$$

Decomposition:

$$\begin{array}{r} 6 \text{ } 14 \text{ } 1 \\ 774 \\ - 86 \\ \hline 668 \end{array}$$

Children should:

- ✓ Be able to subtract numbers with different numbers of digits
- ✓ Using this method, children should also begin to find the difference between two three-digit sums of money, with or without 'adjustment' from pence to the pounds
- ✓ Know that decimal points should line up under each other

$$\begin{array}{r} \text{£}8.95 \\ - \text{£}4.38 \\ \hline \end{array} = 8 + 0.9 + 0.05$$

$$\begin{array}{r} - 4 + 0.3 + 0.08 \end{array}$$

$$\begin{array}{r} 8 + 0.8 + 0.15 \\ - 4 + 0.3 + 0.08 \\ \hline 4 + 0.5 + 0.07 = \text{£}4.57 \end{array}$$

Leading to

$$\begin{array}{r} 8.95 \\ - 4.38 \\ \hline 4.57 \end{array}$$

Using symbols to stand for unknown numbers to complete equations using inverse operations:

$$\square \times 2 = 4 \quad \bigcirc \times \triangle = 32$$

Partitioning:

$$\begin{aligned} 38 \times 5 &= (30 \times 5) + (8 \times 5) \\ &= 150 + 40 \\ &= 90 \end{aligned}$$

Grid method:

TU x U
(short multiplication - multiplication by a single digit)
23 x 8
Children will approximate first
23 x 8 is approximately 25 x 8=200

$$\begin{array}{r} \times \quad 20 \quad 3 \\ 8 \quad \hline 160 \quad 24 \\ \hline 160 \\ + 24 \\ \hline 184 \end{array}$$

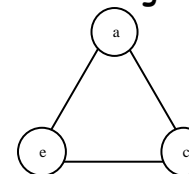
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Addition

Y4 Continue using Year 3 methods with up to 4 digit numbers.

Subtraction

Continue using Year 3 methods with up to 4 digit numbers.

Multiplication

Children will continue to use arrays where appropriate leading into the grid method of multiplication

X	10	4
6	0000000000	0000
	0000000000	0000
	0000000000	0000
	0000000000	0000
	0000000000	0000
	0000000000	0000
	0000000000	0000

60 24

$$(6 \times 10) + (6 \times 4) = 60 + 24 = 84$$

Grid method:

TU x U and HTU x U
(short multiplication - multiplication by a single digit)

346 x 9
Children will approximate first
346 x 9 is approximately
350 x 10 = 3500

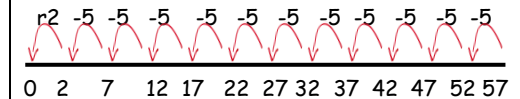
X	300	40	6
9	2700	360	54

$$\begin{array}{r}
 2700 \\
 + 360 \\
 \hline
 54 \\
 \hline
 3114 \\
 11
 \end{array}$$

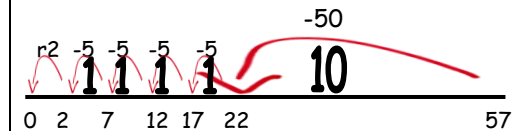
Division

Children will develop their use of repeated subtraction to be able to subtract multiples of the divisor. Initially, these should be multiples of 10s, 5s, 2s using numbers with which the children are familiar.

57 ÷ 5



Moving onto:



Then move onto the vertical method.

Long division TU ÷ U

72 ÷ 3 = 24

Use a comfort blanket Eg. 2x3=6 5x3=15 10x3=30	$ \begin{array}{r} 3 \overline{) 72} \\ - 30 \\ \hline 42 \\ - 30 \\ \hline 12 \\ - 6 \\ \hline 6 \\ - 6 \\ \hline 0 \end{array} $	<div style="border: 1px solid black; border-radius: 50%; padding: 10px; display: inline-block;"> 10x 10x 2x 2x </div>
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Answer: 24

Introduce short multiplication for **TU x U**

$$\begin{array}{r} 2 \\ 24 \\ \times 6 \\ \hline 144 \end{array}$$

Extend short multiplication method to **HTU x U**

$$\begin{array}{r} 21 \\ 342 \\ \times 7 \\ \hline 2394 \end{array}$$

Leading to subtraction of other multiples.

$$96 \div 6$$

$$\begin{array}{r} 16 \\ 6 \overline{) 96} \\ \underline{-60} \quad 10x \\ 36 \\ \underline{-36} \quad 6x \\ 0 \end{array}$$

Answer: 16

Any remainders should be shown as integers, ie. 14 remainder 2 or 14 r 2.

Children need to be able to decide what to do after division and round up or down accordingly. They should make sensible decisions about rounding up or down after division.

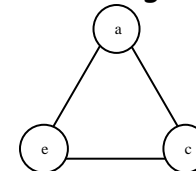
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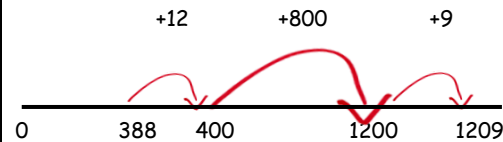
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Y5	<p>Children should extend the carrying method to numbers with at least four digits.</p> $\begin{array}{r} 587 \\ + 475 \\ \hline 1062 \\ 11 \end{array}$ $\begin{array}{r} 3587 \\ + 675 \\ \hline 4262 \\ 111 \end{array}$ <p>Using similar methods, children will:</p> <ul style="list-style-type: none"> ✓ Add several numbers with different numbers of digits ✓ Begin to add two or more decimal fractions with up to three digits and the same number of decimal places ✓ Know that decimal points should line up under each other, particularly when adding or subtracting mixed amounts, eg. 3.2m - 280cm 	<p>Partitioning and decomposition:</p> $\begin{array}{r} 754 \\ - 286 \\ \hline \end{array} =$ <p>Step 1 $700 + 50 + 4$ $- 200 + 80 + 6$</p> <p>Step 2 $700 + 40 + 14$ (adjust from T to U) $- 200 + 80 + 6$</p> <p>Step 3 $600 + 140 + 14$ (adjust from H to T) $- 200 + 80 + 6$ $400 + 60 + 8 = 468$</p> <p>this would be recorded by the children as</p> $\begin{array}{r} 600 \quad 140 \quad 1 \\ \cancel{700} + \cancel{50} + 4 \\ - 200 + 80 + 6 \\ \hline 400 + 60 + 8 = 468 \end{array}$ <p>Decomposition:</p> $\begin{array}{r} 6 \quad 14 \quad 1 \\ \cancel{754} \\ - 286 \\ \hline 468 \end{array}$ <p>Children should:</p> <ul style="list-style-type: none"> ✓ Be able to subtract numbers with different numbers of digits ✓ Begin to find the difference between two decimal 	<p>ThHTU × U or TU (short multiplication- multiplication by a single digit)</p> 4346×8 <p>Children will approximate first 4346×8 is approximately $4346 \times 10 = 43460$</p> <table border="1"> <tr> <td>X</td> <td>4000</td> <td>300</td> <td>40</td> <td>6</td> </tr> <tr> <td>8</td> <td>32000</td> <td>2400</td> <td>320</td> <td>48</td> </tr> </table> $\begin{array}{r} 32000 \\ 2400 \\ + 320 \\ \hline 48 \\ \hline 34768 \end{array}$ <p>TU × TU (long multiplication - multiplication by more than a single digit)</p> 72×38 <p>Children will approximate first 72×38 is approximately $70 \times 40 = 2800$</p> <table border="1"> <tr> <td>X</td> <td>70</td> <td>2</td> </tr> <tr> <td>30</td> <td>2100</td> <td>60</td> </tr> <tr> <td>8</td> <td>560</td> <td>16</td> </tr> </table> <table border="1"> <tr> <td>2100</td> </tr> <tr> <td>560</td> </tr> <tr> <td>+ 60</td> </tr> <tr> <td><u>16</u></td> </tr> <tr> <td>2736</td> </tr> <tr> <td>1</td> </tr> </table>	X	4000	300	40	6	8	32000	2400	320	48	X	70	2	30	2100	60	8	560	16	2100	560	+ 60	<u>16</u>	2736	1	<p>Children will continue to use written methods to solve division of $TU \div U$.</p> <p>Children can start to subtract larger multiples of the divisor e.g. 30x.</p> <p>Long division HTU÷U</p> $196 \div 6$ <table border="1"> <tr> <td>Use a comfort blanket E.g.</td> <td> $\begin{array}{r} 32 \text{ r } 4 \\ 6 \overline{) 196} \\ \underline{-180} \\ 16 \\ \underline{-12} \\ 4 \end{array}$ </td> <td> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;">30x</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;">2x</div> </td> </tr> </table> <p>Answer: 32 remainder 4 or 32 r 4</p> <p>Remainders should be shown as integers, i.e. 14 remainder 2 or 14 r 2.</p> <p>Children need to be able to decide what to do after division and round up or down accordingly. They should make sensible decisions about rounding up or down.</p>	Use a comfort blanket E.g.	$\begin{array}{r} 32 \text{ r } 4 \\ 6 \overline{) 196} \\ \underline{-180} \\ 16 \\ \underline{-12} \\ 4 \end{array}$	<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;">30x</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;">2x</div>
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fractions with up to three digits and the same number of decimal places

✓ *Know that decimal points should line up with each other*

Where the numbers involved in the calculations are close together or near to multiples of 10, 100 etc counting on using a number line should be used.

$$1209 - 388 = 821$$



Using similar methods, they will be able to multiply decimals with one decimal place by a single digit number, approximating first. They should know that the decimal points line up under each other.

E.g. 4.9×3

Children will approximate first 4.9×3 is approximately $5 \times 3 = 15$.

X	4	0.9
3	12	2.7

$12 + 2.7 = 14.7$
Approximation is 15 so the answer should be correct.

Extend short multiplication to **HTU x TU**

124×26

1	2		
1	2	4	

	2	6	
2	4	8	0

	7	4	4
3	2	2	4
1	1		

$4 \times 6 = 24$ - write 4 underneath and carry 2 above
 $6 \times 2 = 12$ - add the 2 that was carried (=14) and write 4 underneath and 1 above
 $6 \times 1 = 6$ - add the 1 that was carried (=7) and write 7 underneath

$124 \times 2 = 248$
 $124 \times 20 = 2480$
It does not matter which set of calculations are completed first!

Introduce **short division** for: **TU ÷ U** and **HTU ÷ U**

$$136 \div 5$$

$$5 \overline{) 136} \begin{array}{l} 27 \\ \underline{133} \\ 36 \end{array} r 1$$

Children should not be made to go onto the next stage if:

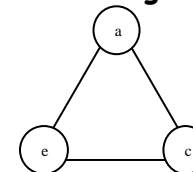
-they are not ready or they are not confident

Children should be encouraged to approximate their answers before calculating.

Children should be encouraged to consider if a mental calculation would be appropriate before using written methods.

Each operation must be taught alongside its inverse.

$e + c = a$
$c + e = a$
$a - e = c$
$a - c = e$



$e \times c = a$
$c \times e = a$
$a \div e = c$
$a \div c = e$

	Addition	Subtraction	Multiplication	Division
Y6	<p>Children should extend the carrying method to number with any number of digits.</p> $\begin{array}{r} 7648 \\ + 1486 \\ \hline 9134 \\ 111 \end{array} \qquad \begin{array}{r} 6584 \\ + 5848 \\ \hline 12432 \\ 111 \end{array}$ <p>Using similar methods, children will:</p> <ul style="list-style-type: none"> ✓ Add several numbers with different number of digits ✓ Begin to add two or more decimal fractions with up to four digits and either one or two decimal places ✓ Know that the decimal points should line up under each other, particularly when adding or subtracting mixed amounts, eg. 	<p>Decomposition:</p> $\begin{array}{r} 5 \ 13 \ 1 \\ 6467 \\ - 2684 \\ \hline 3783 \end{array}$ <p>Children should:</p> <ul style="list-style-type: none"> ✓ Be able to subtract numbers with different amounts of digits ✓ Be able to subtract two or more decimal fractions with up to three digits and either one or two decimal places ✓ Know that decimal points should line up under each other <p>Where the numbers are involved in the calculations are close together or near to multiples of 10, 100 etc counting on using a number line should be used.</p> <p>$3002 - 1997 = 1005$</p>	<p>Extend short multiplication to ThHTU x TU</p> 3124×26 $\begin{array}{r} 1 \ 2 \\ 3 \ 1 \ 2 \ 4 \\ \hline 2 \ 6 \\ 6 \ 2 \ 4 \ 8 \ 0 \\ 1 \ 8 \ 7 \ 4 \ 4 \\ \hline 8 \ 1 \ 2 \ 2 \ 4 \\ 1 \ 1 \ 1 \end{array}$ <p>When multiplying decimals, teach children to approximate the answer then 'hide' the decimal and treat the multiplication as a whole number. Then replace the decimal (using the approximation)</p> <p>For example:</p> 12.4×6 $\begin{array}{r} 1 \ 2 \\ 1 \ 2 \ 4 \\ \times \quad 6 \\ \hline 7 \ 4 \ 4 \end{array}$ <p>Approximation first: $12 \times 6 = 72$</p> <p>Using the approximation, the decimal point must go after the 74, so the answer is 74.4.</p>	<p>Children will continue to use written methods of long or short division to solve up to ThHTU ÷ TU</p> <p>Long division ThHTU ÷ U or TU $1137 \div 27$</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>Use a comfort blanket E.g. $2 \times 27 = 54$ $5 \times 27 = 135$ $10 \times 27 = 270$ $20 \times 27 = 540$</p> </div> $\begin{array}{r} 27 \overline{) 1137} \\ - 540 \quad 20 \times \\ \hline 597 \\ - 540 \quad 20 \times \\ \hline 57 \\ - 54 \quad 2 \times \\ \hline 3 \end{array}$ <p>Answer: 42 r 3</p> <p>Short division ThHTU ÷ TU</p> $1239 \div 6 \qquad \begin{array}{r} 206 \text{ r } 3 \\ 6 \overline{) 1239} \end{array}$ <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>With the 3 remainder, it is expected children cancel 3/6 into 1/2 (see below).</p> </div> <p>Any remainders should be shown as fractions - if the children were dividing 32 by 10, the answer should be shown as $3 \frac{2}{10}$ which could then be written as $3 \frac{1}{5}$ in its lowest term.</p>

Extend to decimals with up to two decimal places. Children should know that decimal points line up under each other.

$$87.5 \div 7$$

$$\begin{array}{r}
 7 \overline{) 87.5} \\
 \underline{-70.0} \quad 10x \\
 17.5 \\
 \underline{-14.0} \quad 2x \\
 3.5 \\
 \underline{-3.5} \quad 0.5x \\
 0
 \end{array}$$

Use a comfort blanket
E.g.
 $2 \times 7 = 14$
 $5 \times 7 = 35$
 $10 \times 7 = 70$

Answer: 12.5

By the end of year 6, children will have a range of calculation methods, mental and written. Selection will depend upon the numbers involved.

Children should not be made to go onto the next stage if:

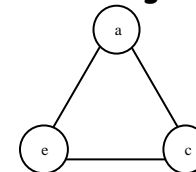
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$$\begin{array}{l}
 e \times c = a \\
 c \times e = a \\
 a \div e = c \\
 a \div c = e
 \end{array}$$