
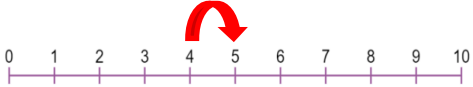
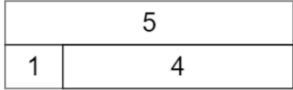

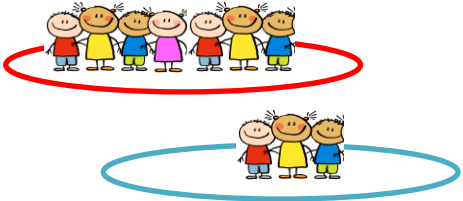
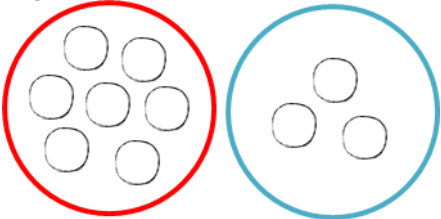
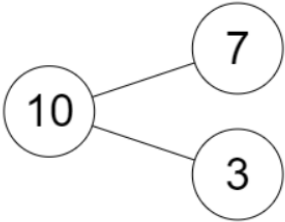




Calculation Policy for KS1

This calculation policy highlights the progression of the calculations in KS1. Throughout the policy, a key thread of the consistent use of the CPA (concrete, pictorial, abstract) approach across Maths helps children develop mastery across all the operations in an efficient and reliable way.

Year 1

	Concrete	Pictorial	Abstract
Year 1 Addition	<p><u>Counting and adding more</u> Adding one more physical object, whether that is a person or an actual object, to a group of objects to show one more. Lead this on to substituting the actual object for a manipulative such as Numicon.</p>	<p><u>Counting and adding more</u> Adding one more pictorial image of an object, to a group of pictorial objects to show one more.</p>  <p><i>One more than 4 is 5.</i> <i>5 is one more than 4.</i></p>	<p><u>Counting and adding more</u> Link counting on and adding one more by using examples such as number lines and number tracks or bar models. Extend this to adding more than one too.</p>   <p>Learn to link counting on with adding more than one.</p>  <p> $2 + 4 = 6$ $6 = 2 + 4$ $4 + 2 = 6$ $6 = 4 + 2$ </p>
	<p><u>Understanding part-part-whole relationship</u> Sorting physical objects into two parts (into a hoop or a box) and understand how together it makes a whole.</p> 	<p><u>Understanding part-part-whole relationship</u> Drawing or using pictures of objects to represent the parts and understand how together it makes a whole.</p>  <p>7 is a part. 3 is a part. The whole is 10.</p>	<p><u>Understanding part-part-whole relationship</u> Use a part-whole model to represent the numbers.</p>  <p> $7 + 3 = 10$ $3 + 7 = 10$ $10 = 7 + 3$ $10 = 3 + 7$ </p>

Knowing and finding number bonds within 10

Break a group apart to find two parts to find and form number bonds.



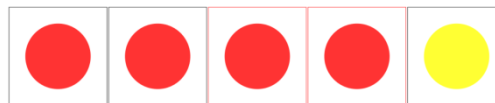
$$4 + 3 = 7; 3 + 4 = 7$$



$$5 = 3 + 2; 5 = 2 + 3$$

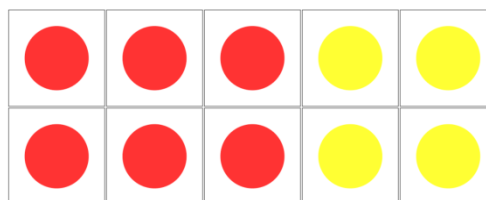
Knowing and finding number bonds within 10

Use 5 and 10s frames to show and represent number bonds.



$$5 = 4 + 1$$

$$5 = 1 + 4$$

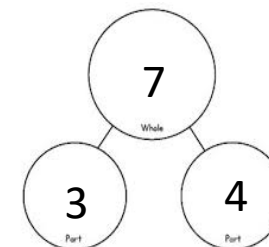
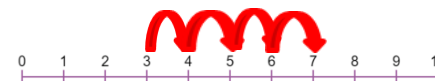


$$10 = 6 + 4$$

$$10 = 4 + 6$$

Knowing and finding number bonds within 10

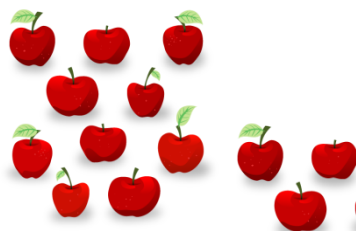
Using part-whole models and number lines to show number bonds and include zero as a part too.



$$3 + 4 = 7; 4 + 3 = 7; 7 = 3 + 4; 7 = 4 + 3$$

10 and a bit. Teen numbers.

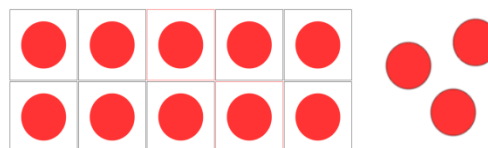
Count out a group of 10 objects and add more to it.



13 is 10 and 3 more.

10 and a bit. Teen numbers.

Using tens frames to support making ten and adding on ones to make a teen number.



13 is 10 and 3 more.

10 and a bit. Teen numbers.

Worded forms and using number sentences to represent.

1 ten and 6 ones is equal to sixteen.

16 is made up of 1 ten and 6 ones.

$$10 + 6 = 16$$

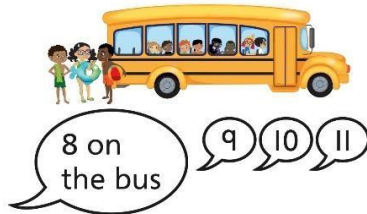
$$6 + 10 = 16$$

$$16 = 10 + 6$$

$$16 = 6 + 10$$

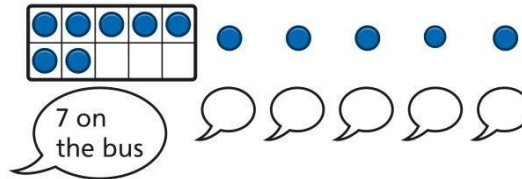
Adding by counting on

Children use knowledge of counting to find a total by counting on using people or objects.



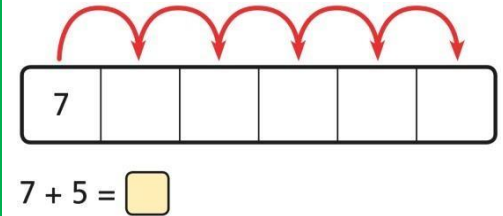
Adding by counting on

Children use counters to support and represent their counting on strategy.



Adding by counting on

Children use number lines or number tracks to support their counting on strategy.



Adding the 1s

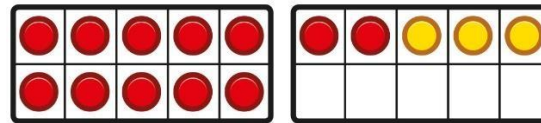
Children use bead strings or rekenrek to recognise how to add the 1s to find the total efficiently.



$2 + 3 = 5$
 $12 + 3 = 15$

Adding the 1s

Children represent calculations using ten frames to add a teen and 1s.



$2 + 3 = 5$
 $12 + 3 = 15$

Adding the 1s

Children recognise that a teen is made from a 10 and some 1s and use their knowledge of addition within 10 to work efficiently.

$3 + 5 = 8$
So, $13 + 5 = 18$

Note that White Rose Maths for Year 1 has taken this out the small steps but it is still key for Y1 to learn.

Bridging the 10 using number bonds

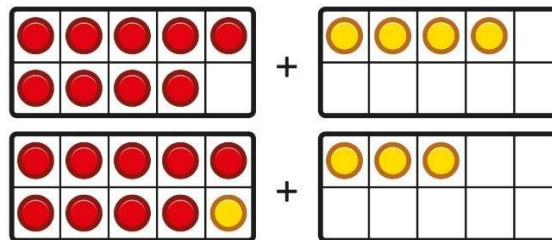
Children use a bead string to complete a 10 and understand how this relates to the addition.



$7 \text{ add } 3 \text{ makes } 10.$
So, $7 \text{ add } 5 \text{ is } 10 \text{ and } 2 \text{ more.}$

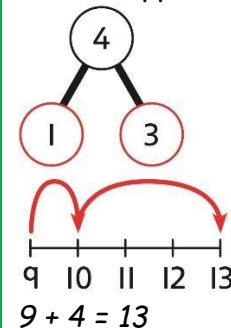
Bridging the 10 using number bonds

Children use counters to complete a ten frame and understand how they can add using knowledge of number bonds to 10.



Bridging the 10 using number bonds

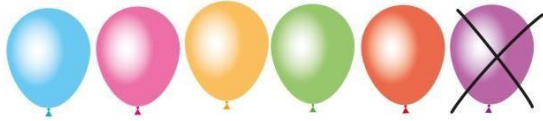
Use a part-whole model and a number line to support the calculation.



**Year 1
Subtraction**

Counting back and taking away

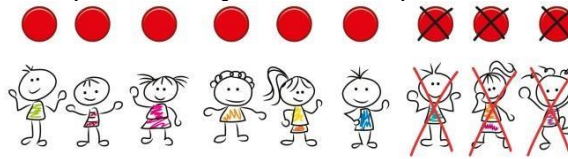
Children arrange objects and remove to find how many are left.



1 less than 6 is 5.
6 subtract 1 is 5.

Counting back and taking away

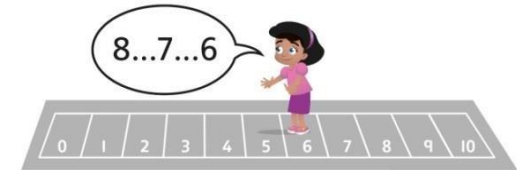
Children draw and cross out or use counters to represent objects from a problem.



9 - =
There are children left.

Counting back and taking away

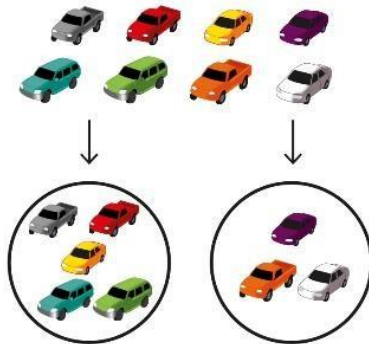
Children count back to take away and use a number line or number track to support the method.



$9 - 3 = 6$

Finding a missing part, given a whole and a part

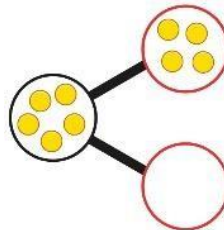
Children separate a whole into parts and understand how one part can be found by subtraction.



$8 - 5 = ?$

Finding a missing part, given a whole and a part

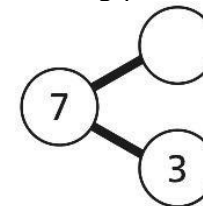
Children represent a whole and a part and understand how to find the missing part by subtraction.



$5 - 4 = \square$

Finding a missing part, given a whole and a part

Children use a part-whole model to support the subtraction to find a missing part.



$7 - 3 = ?$

Children develop an understanding of the relationship between addition and subtraction facts in a part-whole model.

$\square - \square = \square$
 $\square - \square = \square$
 $\square + \square = \square$
 $\square + \square = \square$

Finding the difference

Arrange two groups so that the difference between the groups can be worked out.



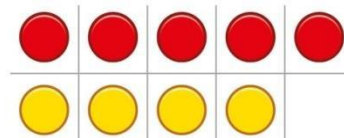
8 is 2 more than 6.

6 is 2 less than 8.

The difference between 8 and 6 is 2.

Finding the difference

Represent objects using sketches or counters to support finding the difference.

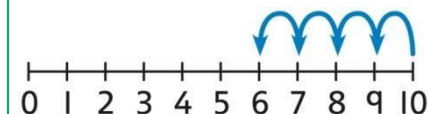


$$5 - 4 = 1$$

The difference between 5 and 4 is 1.

Finding the difference

Children understand 'find the difference' as subtraction.



$$10 - 4 = 6$$

The difference between 10 and 6 is 4.

Subtraction within 20

Understand when and how to subtract 1s efficiently.

Use a bead string to subtract 1s efficiently.

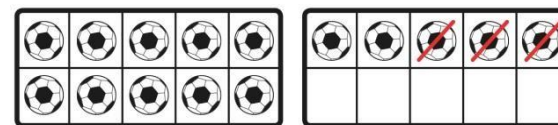


$$5 - 3 = 2$$

$$15 - 3 = 12$$

Subtraction within 20

Understand when and how to subtract 1s efficiently.



$$5 - 3 = 2$$

$$15 - 3 = 12$$

Subtraction within 20

Understand how to use knowledge of bonds within 10 to subtract efficiently.

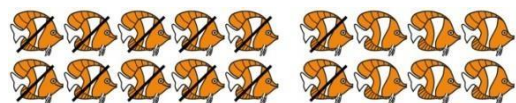
$$5 - 3 = 2$$

$$15 - 3 = 12$$

Subtracting 10s and 1s

For example: $18 - 12$

Subtract 12 by first subtracting the 10, then the remaining 2.



First subtract the 10, then take away 2.

Subtracting 10s and 1s

For example: $18 - 12$

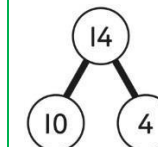
Use ten frames to represent the efficient method of subtracting 12.



First subtract the 10, then subtract 2.

Subtracting 10s and 1s

Use a part-whole model to support the calculation.



$$19 - 14$$

$$19 - 10 = 9$$

$$9 - 4 = 5$$

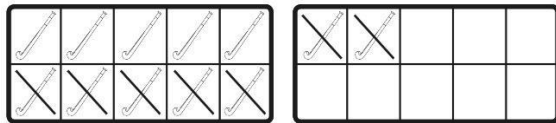
$$\text{So, } 19 - 14 = 5$$

Note that White Rose Maths for Year 1 has taken this out the small steps but it is still key for Y1 to learn in preparation for Y2.

Subtraction bridging 10 using number bonds

For example: $12 - 7$

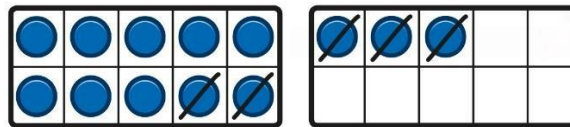
Arrange objects into a 10 and some 1s, then decide on how to split the 7 into parts.



7 is 2 and 5, so I take away the 2 and then the 5.

Subtraction bridging 10 using number bonds

Represent the use of bonds using ten frames.

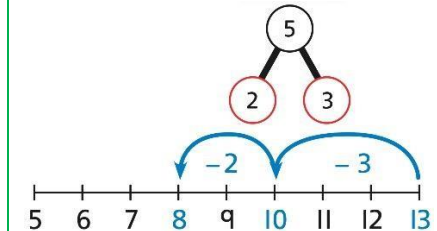


For $13 - 5$, I take away 3 to make 10, then take away 2 to make 8.

Subtraction bridging 10 using number bonds

Use a number line and a part-whole model to support the method.

$13 - 5$



Year 1 Multiplication

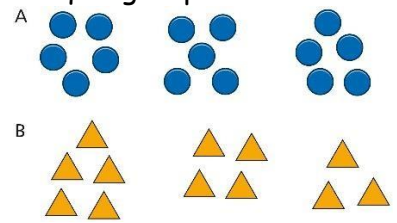
Recognising and making equal groups

Children arrange objects in equal and unequal groups and understand how to recognise whether they are equal.



Recognising and making equal groups

Children draw and represent equal and unequal groups.



Describe equal groups using words

Three *equal* groups of 4.
FOUR *equal* groups of 3.

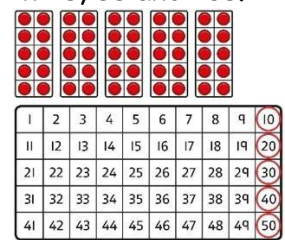
Finding the total of equal groups by counting in 2s, 5s and 10s



There are 5 pens in each pack ...
5...10...15...20...25...30...35...40...

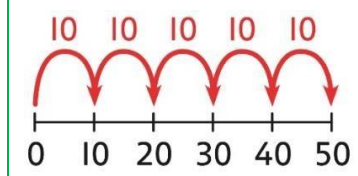
Finding the total of equal groups by counting in 2s, 5s and 10s

100 squares and ten frames support counting in 2s, 5s and 10s.



Finding the total of equal groups by counting in 2s, 5s and 10s

Use a number line to support repeated addition through counting in 2s, 5s and 10s.



**Year 1
Division**

Grouping

Learn to make equal groups from a whole and find how many equal groups of a certain size can be made.

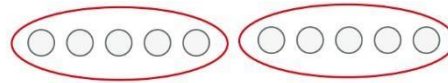
Sort a whole set people and objects into equal groups.



*There are 10 children altogether.
There are 2 in each group.
There are 5 groups.*

Grouping

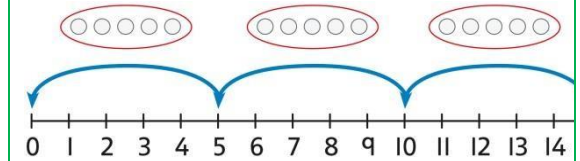
Represent a whole and work out how many equal groups.



*There are 10 in total.
There are 5 in each group.
There are 2 groups.*

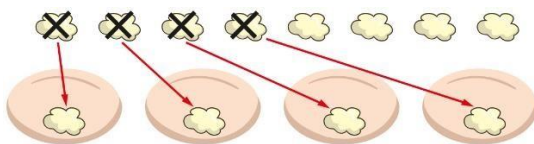
Grouping

Children may relate this to counting back in steps of 2, 5 or 10.



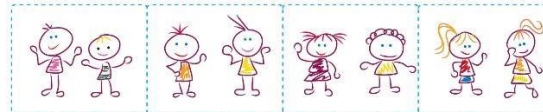
Sharing

Share a set of objects into equal parts and work out how many are in each part.



Sharing

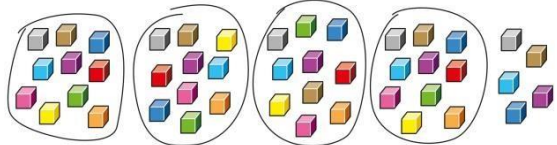
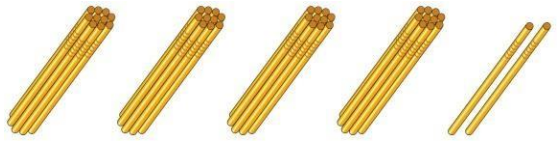
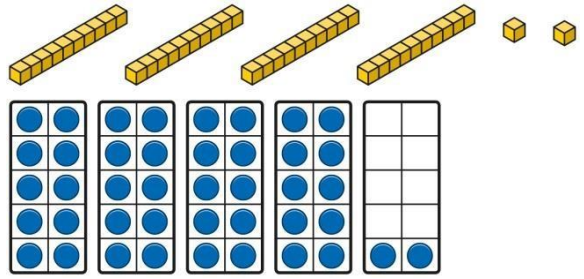
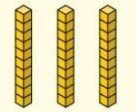

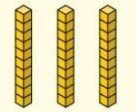

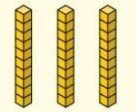


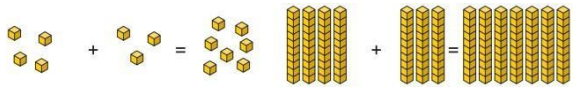
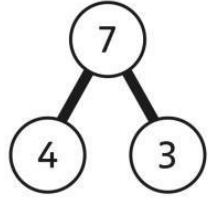
Sketch or draw to represent sharing into equal parts. This may be related to fractions.



Sharing

10 shared into 2 equal groups gives 5 in each group.

Year 2

	Concrete	Pictorial	Abstract						
Year 2 Addition									
<u>Understanding 10s and 1s</u>	<p>Group objects into 10s and 1s.</p>  <p>Bundle straws to understand unitising of 10s.</p> 	<p>Understand 10s and 1s equipment, and link with visual representations on ten frames.</p> 	<p>Represent numbers on a place value grid, using equipment or numerals.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Tens</th> <th style="text-align: center;">Ones</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> </tr> </tbody> </table>	Tens	Ones			3	2
Tens	Ones								
									
3	2								
<u>Adding 10s</u>	<p>Use known bonds and unitising to add 10s.</p>  <p><i>I know that $4 + 3 = 7$. So, I know that 4 tens add 3 tens is 7 tens.</i></p>	<p>Use known bonds and unitising to add 10s.</p>  <p><i>I know that $4 + 3 = 7$. So, I know that 4 tens add 3 tens is 7 tens.</i></p>	<p>Use known bonds and unitising to add 10s.</p>  <p>$4 + 3 = \square$</p> <p>$4 + 3 = 7$ $4 \text{ tens} + 3 \text{ tens} = 7 \text{ tens}$ $40 + 30 = 70$</p>						

Adding a 1-digit number to a 2-digit number not bridging a 10

Add the 1s to find the total. Use known bonds within 10.

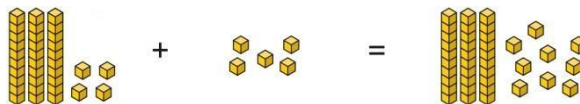


41 is 4 tens and 1 one.
41 add 6 ones is 4 tens and 7 ones.

This can also be done in a place value grid.

T	O

Add the 1s.

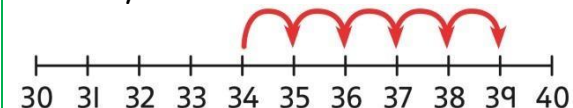


34 is 3 tens and 4 ones.
4 ones and 5 ones are 9 ones.
The total is 3 tens and 9 ones.

T	O

Add the 1s.

Understand the link between counting on and using known number facts. Children should be encouraged to use known number bonds to improve efficiency and accuracy.



This can be represented horizontally or vertically.

$$34 + 5 = 39$$

or

T	O
3	4
+	5
	9

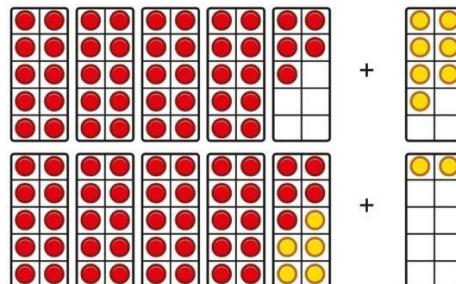
Adding a 1-digit number to a 2-digit number bridging 10

Complete a 10 using number bonds.

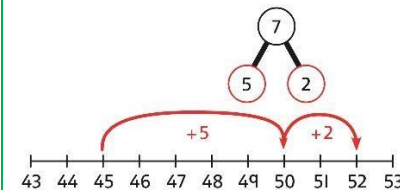


There are 4 tens and 5 ones.
I need to add 7. I will use 5 to complete a 10, then add 2 more.

Complete a 10 using number bonds.



Complete a 10 using number bonds.

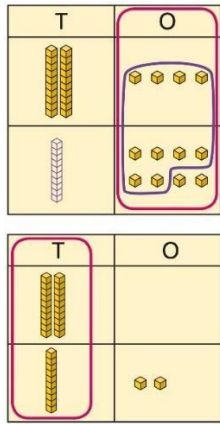


$$7 = 5 + 2$$

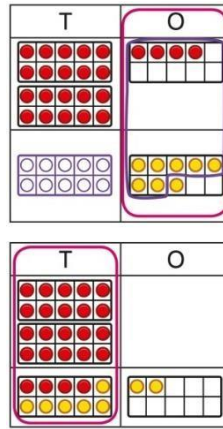
$$45 + 5 + 2 = 52$$

Adding a 1-digit number to a 2-digit number using exchange

Exchange 10 ones for 1 ten.



Exchange 10 ones for 1 ten.



Exchange 10 ones for 1 ten.



Adding a multiple of 10 to a 2-digit number

Add the 10s and then recombine.



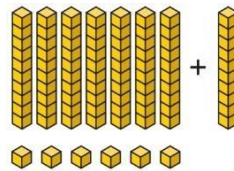
27 is 2 tens and 7 ones.

50 is 5 tens.

There are 7 tens in total and 7 ones.

So, $27 + 50$ is 7 tens and 7 ones.

Add the 10s and then recombine.



66 is 6 tens and 6 ones.

$66 + 10 = 76$

A 100 square can support this understanding.

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

Add the 10s and then recombine.

$37 + 20 = ?$

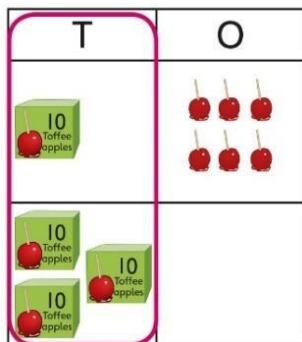
$30 + 20 = 50$

$50 + 7 = 57$

$37 + 20 = 57$

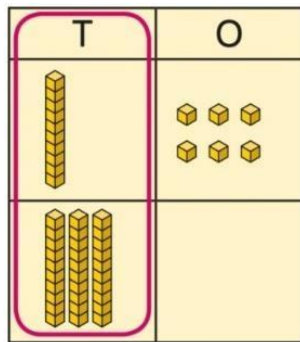
Adding a multiple of 10 to a 2-digit number using columns

Add the 10s using a place value grid to support.



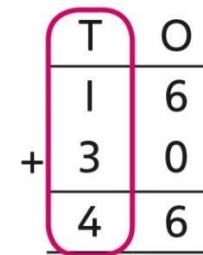
16 is 1 ten and 6 ones.
30 is 3 tens.
There are 4 tens and 6 ones in total.

Add the 10s using a place value grid to support.



16 is 1 ten and 6 ones.
30 is 3 tens.
There are 4 tens and 6 ones in total.

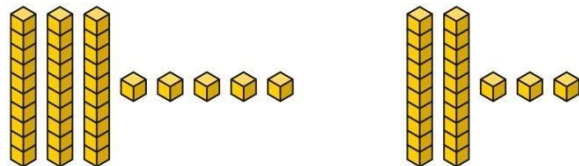
Add the 10s represented vertically. Children must understand how the method relates to unitising of 10s and place value.



$1 + 3 = 4$
 $1 \text{ ten} + 3 \text{ tens} = 4 \text{ tens}$
 $16 + 30 = 46$

Adding two 2-digit numbers

Add the 10s and 1s separately.

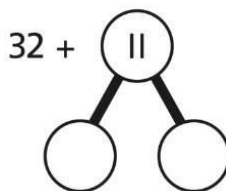


$5 + 3 = 8$
There are 8 ones in total.

$3 + 2 = 5$
There are 5 tens in total.

$35 + 23 = 58$

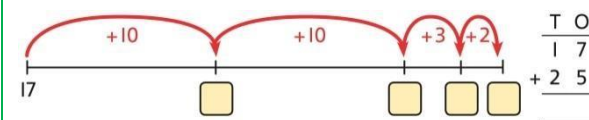
Add the 10s and 1s separately. Use a part-whole model to support.



$11 = 10 + 1$
 $32 + 10 = 42$
 $42 + 1 = 43$

$32 + 11 = 43$

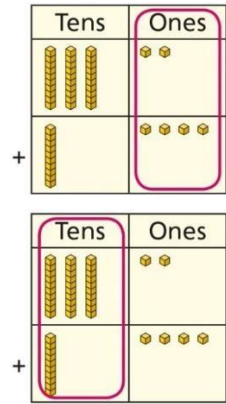
Add the 10s and the 1s separately, bridging 10s where required. A number line can support the calculations.



$17 + 25$

Adding two 2-digit numbers using a place value grid

Add the 1s. Then add the 10s.

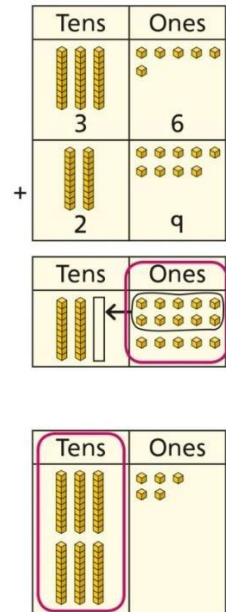


Add the 1s. Then add the 10s.

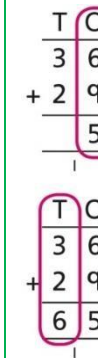


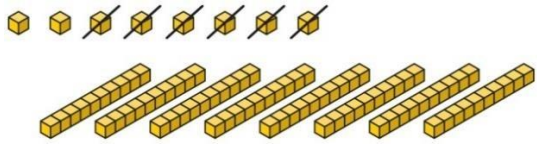
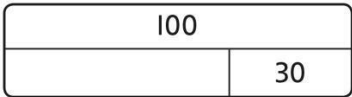
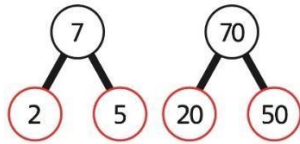
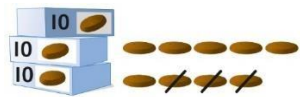
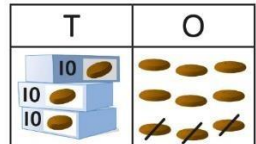
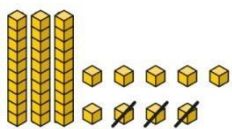
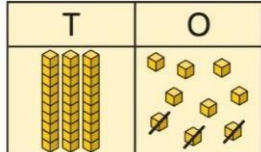

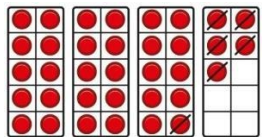
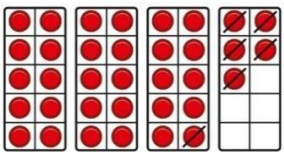
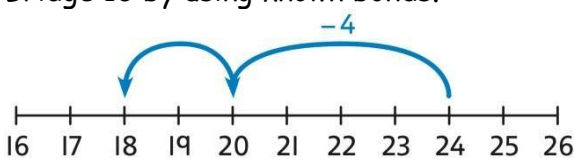
Adding two 2-digit numbers with exchange

Add the 1s. Exchange 10 ones for a ten. Then add the 10s.



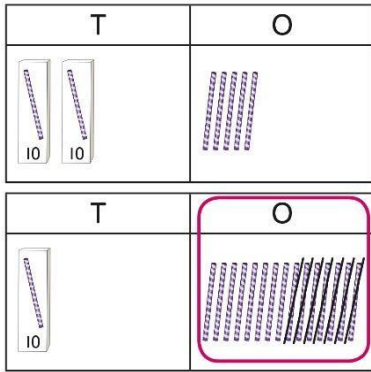
Add the 1s. Exchange 10 ones for a ten. Then add the 10s.



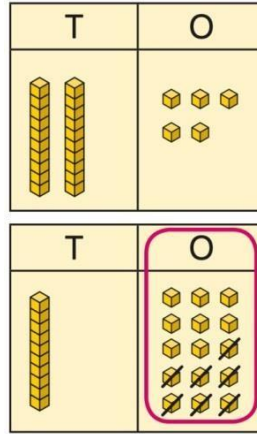
<p>Year 2 Subtraction</p>																			
<p><u>Subtracting multiples of 10</u></p>	<p>Use known number bonds and unitising to subtract multiples of 10.</p>  <p><i>8 subtract 6 is 2. So, 8 tens subtract 6 tens is 2 tens.</i></p>	<p>Use known number bonds and unitising to subtract multiples of 10.</p>  <p><i>10 - 3 = 7 So, 10 tens subtract 3 tens is 7 tens.</i></p>	<p>Use known number bonds and unitising to subtract multiples of 10.</p>  <p><i>7 tens subtract 5 tens is 2 tens. 70 - 50 = 20</i></p>																
<p><u>Subtracting a single-digit number</u></p>	<p>Subtract the 1s. This may be done in or out of a place value grid.</p>  	<p>Subtract the 1s. This may be done in or out of a place value grid.</p>  	<p>Subtract the 1s. Understand the link between counting back and subtracting the 1s using known bonds.</p>  <table border="0" data-bbox="1556 895 1883 1054"> <tr><td></td><td>T</td><td>O</td><td></td></tr> <tr><td></td><td>3</td><td>9</td><td></td></tr> <tr><td>-</td><td></td><td>3</td><td></td></tr> <tr><td></td><td>3</td><td>6</td><td></td></tr> </table> <p><i>9 - 3 = 6 39 - 3 = 36</i></p>		T	O			3	9		-		3			3	6	
	T	O																	
	3	9																	
-		3																	
	3	6																	
<p><u>Subtracting a single-digit number bridging 10</u></p>	<p>Bridge 10 by using known bonds.</p>  <p><i>35 - 6 I took away 5 counters, then 1 more.</i></p>	<p>Bridge 10 by using known bonds.</p>  <p><i>35 - 6 First, I will subtract 5, then 1.</i></p>	<p>Bridge 10 by using known bonds.</p>  <p><i>24 - 6 = ? 24 - 4 - 2 = ?</i></p>																

Subtracting a single-digit number using exchange

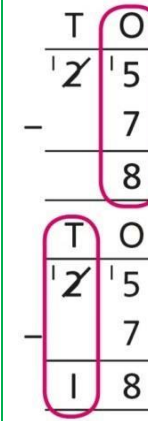
Exchange 1 ten for 10 ones. This may be done in or out of a place value grid.



Exchange 1 ten for 10 ones.



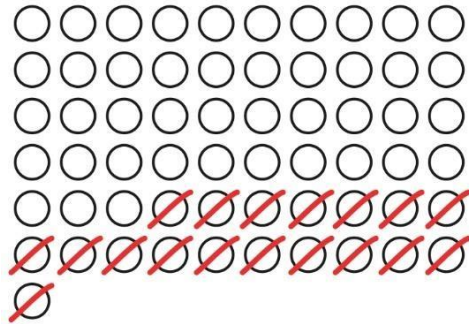
Exchange 1 ten for 10 ones.



$25 - 7 = 18$

Subtracting a 2-digit number

Subtract by taking away.



$61 - 18$

I took away 1 ten and 8 ones.

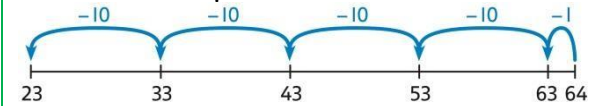
Subtract the 10s and the 1s.

This can be represented on a 100 square.

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

Subtract the 10s and the 1s.

This can be represented on a number line.

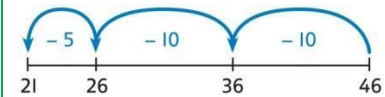


$64 - 41 = ?$

$64 - 1 = 63$

$63 - 40 = 23$

$64 - 41 = 23$



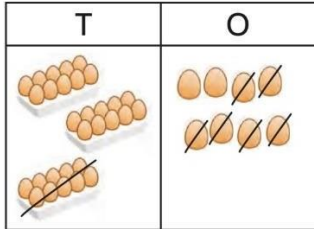
$46 - 20 = 26$

$26 - 5 = 21$

$46 - 25 = 21$

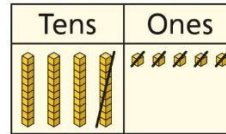
Subtracting a 2-digit number using place value and columns

Subtract the 1s. Then subtract the 10s. This may be done in or out of a place value grid.



$$38 - 16 = 22$$

Subtract the 1s. Then subtract the 10s.



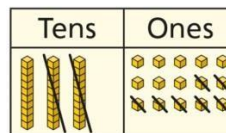
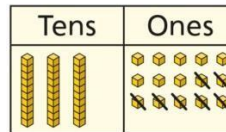
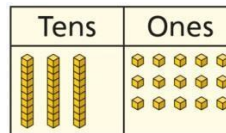
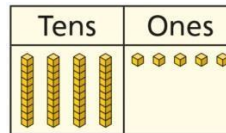
Using column subtraction, subtract the 1s. Then subtract the 10s.

$$\begin{array}{r} \text{T} \quad \text{O} \\ 4 \quad 5 \\ - 1 \quad 2 \\ \hline 3 \quad 3 \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 4 \quad 5 \\ - 1 \quad 2 \\ \hline 3 \quad 3 \end{array}$$

Subtracting a 2-digit number with exchange

Exchange 1 ten for 10 ones. Then subtract the 1s. Then subtract the 10s.




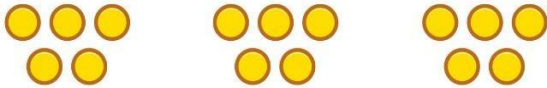
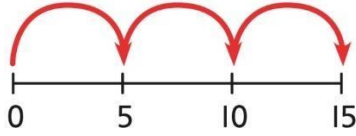

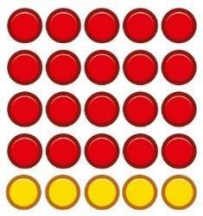
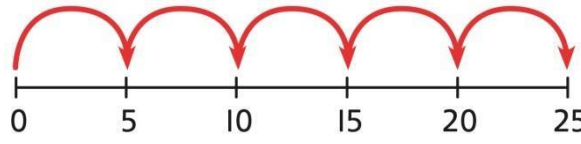

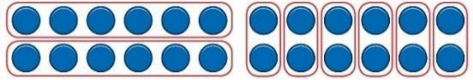

Using column subtraction, exchange 1 ten for 10 ones. Then subtract the 1s. Then subtract the 10s.

$$\begin{array}{r} \text{T} \quad \text{O} \\ 4 \quad 5 \\ - 2 \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 3 \cancel{4} \quad 15 \\ - 2 \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 3 \cancel{4} \quad 15 \\ - 2 \quad 7 \\ \hline 1 \quad 8 \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 3 \cancel{4} \quad 15 \\ - 2 \quad 7 \\ \hline 1 \quad 8 \end{array}$$

<p>Year 2 Multiplication</p>			
<p><u>Equal groups and repeated addition</u></p>	<p>Recognise equal groups and write as repeated addition and as multiplication.</p>  <p><i>3 groups of 5 chairs 15 chairs altogether</i></p>	<p>Recognise equal groups using standard objects such as counters and write as repeated addition and multiplication.</p>  <p><i>3 groups of 5 15 in total</i></p>	<p>Use a number line and write as repeated addition and as multiplication.</p>  <p>$5 + 5 + 5 = 15$ $3 \times 5 = 15$</p>
<p><u>Using arrays to represent multiplication and support understanding</u></p>	<p>Understand the relationship between arrays, multiplication and repeated addition.</p>  <p><i>4 groups of 5</i></p>	<p>Understand the relationship between arrays, multiplication and repeated addition.</p>  <p><i>4 groups of 5 ... 5 groups of 5</i></p>	<p>Understand the relationship between arrays, multiplication and repeated addition.</p>  <p>$5 \times 5 = 25$</p>
<p><u>Understanding commutativity</u></p>	<p>Use arrays to visualise commutativity.</p>  <p><i>I can see 6 groups of 3. I can see 3 groups of 6.</i></p>	<p>Form arrays using counters to visualise commutativity. Rotate the array to show that orientation does not change the multiplication.</p>  <p><i>This is 2 groups of 6 and also 6 groups of 2.</i></p>	<p>Use arrays to visualise commutativity.</p>  <p>$4 + 4 + 4 + 4 + 4 = 20$ $5 + 5 + 5 + 5 = 20$ $4 \times 5 = 20$ and $5 \times 4 = 20$</p>

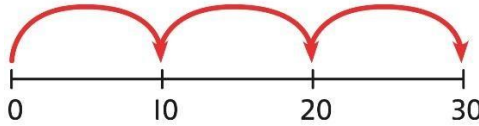
**Learning ×2,
×5 and ×10
table facts**

Develop an understanding of how to unitise groups of 2, 5 and 10 and learn corresponding times-table facts.



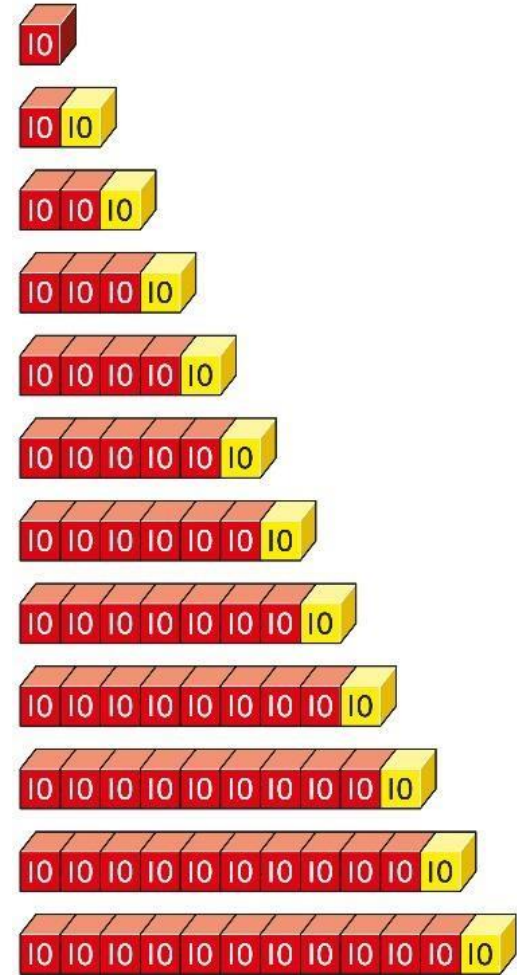
3 groups of 10 ... 10, 20, 30
 $3 \times 10 = 30$

Understand how to relate counting in unitised groups and repeated addition with knowing key times-table facts.



$10 + 10 + 10 = 30$
 $3 \times 10 = 30$

Understand how the times-tables increase and contain patterns.

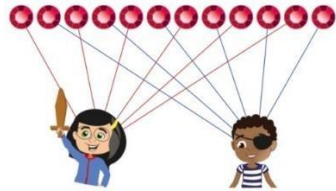


$5 \times 10 = 50$
 $6 \times 10 = 60$

Year 2
Division

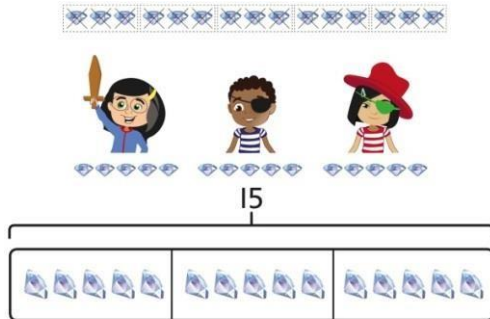
Sharing
equally

Start with a whole and share into equal parts, one at a time.



12 shared *equally* between 2.
They get 6 each.

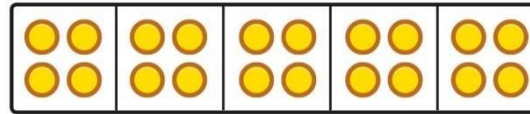
Start to understand how this also relates to grouping. To share equally between 3 people, take a group of 3 and give 1 to each person. Keep going until all the objects have been shared



They get 5  each.

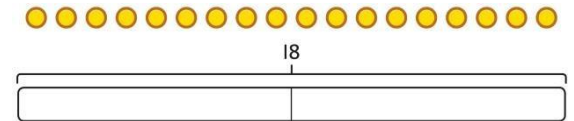
15 shared *equally* between 3.
They get 5 each.

Represent the objects shared into equal parts using a bar model.



20 shared into 5 *equal* parts.
There are 4 in each part.

Use a bar model to support understanding of the division.



$$18 \div 2 = 9$$

Grouping equally

Understand how to make equal groups from a whole.



8 divided into 4 equal groups.
There are 2 in each group.

Understand the relationship between grouping and the division statements.

$$12 \div 3 = 4$$



$$12 \div 4 = 3$$



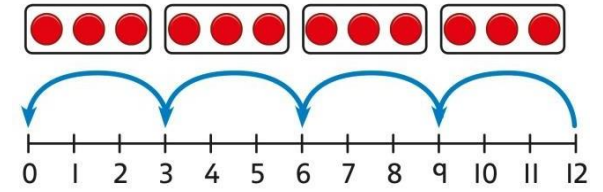
$$12 \div 6 = 2$$



$$12 \div 2 = 6$$



Understand how to relate division by grouping to repeated subtraction.



There are 4 groups now.

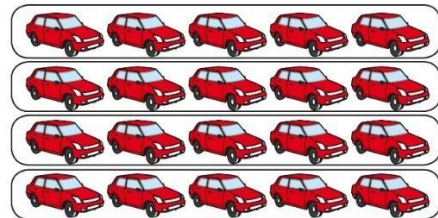
12 divided into groups of 3.

$$12 \div 3 = 4$$

There are 4 groups.

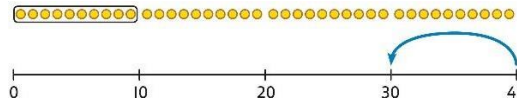
Using known times-tables to solve divisions

Understand the relationship between multiplication facts and division.



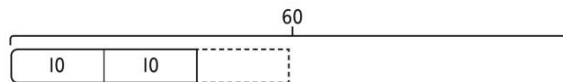
4 groups of 5 cars is 20 cars in total.
20 divided by 4 is 5.

Link equal grouping with repeated subtraction and known times-table facts to support division.



40 divided by 4 is 10.

Use a bar model to support understanding of the link between times-table knowledge and division.



Relate times-table knowledge directly to division.

- $1 \times 10 = 10$
- $2 \times 10 = 20$
- $3 \times 10 = 30$**
- $4 \times 10 = 40$
- $5 \times 10 = 50$
- $6 \times 10 = 60$
- $7 \times 10 = 70$
- $8 \times 10 = 80$



I know that 3 groups of 10 makes 30, so I know that 30 divided by 10 is 3.

$$3 \times 10 = 30 \quad \text{so} \quad 30 \div 10 = 3$$