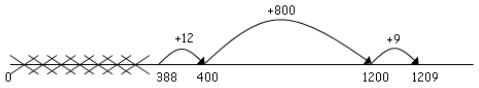
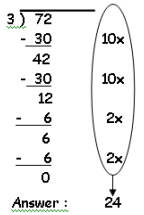
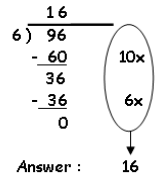
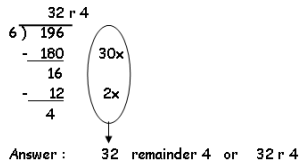
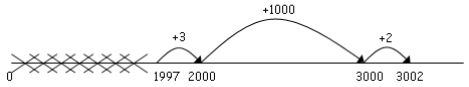
	Addition	Subtraction	Multiplication	Division
Y5	**Children should extend the carrying method to numbers with at least four digits.** 587 + 475 = 1062 (1 1) 3587 + 675 = 4262 (1 1 1) **Using similar methods, children will:** ✓ add several numbers with different numbers of digits; ✓ begin to add two or 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, e.g. 3.2 m – 280 cm.	**Partitioning and decomposition** Step 1: 754 = 700 + 50 + 4; − 286 = − 200 + 80 + 6 Step 2: 700 + 40 + 14 − 200 + 80 + 6 *(adjust from T to U)* Step 3: 600 + 140 + 14 − 200 + 80 + 6 = 400 + 60 + 8 = 468 *(adjust from H to T)* This would be recorded by the children as 600 140 7 ~~0~~ ~~0~~ + ~~5~~ ~~0~~ + 14 − 200 + 80 + 6 400 + 60 + 8 = 468 **Decomposition** 614 1 7 ~~8~~ 4 − 286 468 **Children should:** ✓ be able to subtract numbers with different numbers of digits; ✓ begin to find the difference between two decimal fractions with up to three digits and the same number of decimal places; ✓ know that decimal points should line up under each other **Where the numbers are involved in the calculation are close together or near to multiples of 10, 100 etc counting on using a number line should be used.** 1209 − 388 = 821  	**Grid method** **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** × 300 40 6 9 | 2700 | 360 | 54 2700 + 360 + 54 = 3114 (1 1) **TU x TU** **(Long multiplication – multiplication by more than a single digit)** **72 x 38** **Children will approximate first** **72 x 38 is approximately 70 x 40 = 2800** × 70 2 30 | 2100 | 60 8 | 560 | 16 2100 + 560 + 60 + 16 = 2736 (1) **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 x 3** **Children will approximate first** **4.9 x 3 is approximately 5 x 3 = 15** × 4 0.9 3 | 12 | 2.7 12 + 2.7 = 14.7	**Short division TU ÷ U** 72 ÷ 3  **Leading to subtraction of other multiples.** 96 ÷ 6  **Short division HTU ÷ U** 196 ÷ 6  **Any remainders should be shown as integers, i.e. 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.**

Children should not be made to go onto the next stage if they are not ready or if 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.

	Addition	Subtraction	Multiplication	Division
Y6	**Children should extend the carrying method to number with any number of digits.** 7648 + 1486 = 9134 (1 1 1) 6584 + 5848 = 12432 (1 1 1) 42 + 6432 + 786 + 3 + 4681 = 11944 (1 2 1) **Using similar methods, children will** ✓ **add several numbers with different numbers of digits;** ✓ **begin to add two or more decimal fractions with up to four digits and either one or two decimal places;** ✓ **know that decimal points should line up under each other, particularly when adding or subtracting mixed amounts, e.g. 401.2 + 26.85 + 0.71.**	**Decomposition** 5 13 1 6467 - 2684 3783 **Children should:** ✓ **be able to subtract numbers with different numbers 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.** **Where the numbers are involved in the calculation are close together or near to multiples of 10, 100 etc counting on using a number line should be used.** 3002 – 1997 = 1005  	**ThHTU x U** **(Short multiplication – multiplication by a single digit) 4346 x 8** **Children will approximate first** **4346 x 8 is approximately 4346 x 10 = 43460** x 4000 300 40 6 8 32000 2400 320 48 32000 + 2400 + 320 + 48 = 34768 **HTU x TU** **(Long multiplication – multiplication by more than a single digit) 372 x 24** **Children will approximate first** **372 x 24 is approximately 400 x 25 = 10000** x 300 70 2 20 6000 1400 40 4 1200 280 8 6000 + 1400 + 1200 + 280 + 40 + 8 = 8928 **Using similar methods, they will be able to multiply decimals with up to two decimal places by a single digit number and then two digit numbers, approximating first. They should know that the decimal points line up under each other.** **For example: 4.92 x 3** **Children will approximate first** **4.92 x 3 is approximately 5 x 3 = 15** x 4 0.9 0.02 3 12 2.7 0.06 12 + 0.7 + 0.06 = 12.76	**Children will continue to use written methods to solve short division TU ÷ U and HTU ÷ U.** **Long division HTU ÷ TU** 972 ÷ 36 27 36) 972 - 720 (20x) 252 - 252 (7x) 0 Answer: 27 **Any remainders should be shown as fractions, i.e. if the children were dividing 32 by 10, the answer should be shown as 3 $^{2}/_{10}$ which could then be written as 3 $^{1}/_{5}$ in it's lowest terms.** **Extend to decimals with up to two decimal places. Children should know that decimal points line up under each other.** 87.5 ÷ 7 12.5 7) 87.5 - 70.0 (10x) 17.5 - 14.0 (2x) 3.5 - 3.5 (0.5x) 0 Answer : 12.5

Children should not be made to go onto the next stage if they are not ready or if 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.