St George's Church of England Infant School

Calculation Policy

Non-statutory

Date of Policy: October 2026	**Review cycle:** Every 3 years	**Review date:** October 2029
Approved by: Head Teacher	**Approval date:** October 2026	**Policy lead:** Maths lead

Let your Light shine (Matthew 5v16)

The 6 Principles of Nurture:
These principles underpin all teaching and learning at St George's, ensuring that our classrooms are safe, inclusive and supportive spaces for every child to grow and thrive.

1. Children's learning is understood developmentally.
2. The classroom offers a safe and secure base.
3. Nurture is central to wellbeing and learning.
4. Language and communication are vital for connection and understanding.
5. All behaviour is communication.
6. Transitions are recognised and supported as significant moments in a child's life.

Purpose and Approach

This calculation policy has been adapted from the White Rose Maths Calculation Policy and reflects the approach to teaching calculation at St George's Church of England Infant School. It provides a consistent framework for developing children's understanding of number and calculation, supporting progression from practical, hands-on experiences towards increasingly efficient and abstract methods.

The policy is organised by mathematical domain, with each operation presented in a sequence from Preschool through to Year 2. White Rose Maths uses the term *Nursery* for its earliest stage of learning; throughout this policy, this stage should be understood as applying to our Preschool provision.

The policy illustrates a range of representations, models and calculation strategies to support children's conceptual understanding and to help them make connections between mathematical ideas. It is intended to guide teaching and promote consistency across the school, while allowing teachers to respond to children's individual starting points, needs and understanding.

Separate year-group calculation policies are also available on the relevant year-group pages of the school website. These provide a more focused reference for the methods, representations and strategies appropriate to each stage of learning.

Progression and Mastery

Progression through calculation methods is guided by children's developing understanding, rather than by the expectation that they should move quickly from one method to the next. Children need opportunities to explore mathematical concepts, revisit prior learning and apply their knowledge in increasingly varied and challenging contexts.

In line with a mastery approach, teaching prioritises secure foundations, fluency, reasoning and problem-solving. Practical resources, pictorial representations and abstract recording are used purposefully to deepen understanding and enable children to explain their mathematical thinking. Children should be appropriately supported and challenged, with teaching responsive to their readiness to progress.

Mental and Written Methods

Mental calculation is an essential part of mathematical development and should be encouraged alongside the teaching of written methods. Children should develop the ability to select an efficient strategy for a given calculation, drawing on their understanding of number relationships and known facts.

When approaching a calculation, children should be encouraged to consider:

- Can I solve this mentally using a known fact or an efficient strategy?
- Would jotting down my thinking help me to work it out?
- Do I need a formal written method to calculate accurately and explain my reasoning?

Written methods should build on secure conceptual understanding and should not replace opportunities to calculate mentally. Teachers should model and reinforce appropriate mathematical vocabulary so that children can describe their methods, explain their reasoning and communicate their understanding clearly.

Models, Images and Representations

The policy includes a range of models, images and representations to support the teaching of calculation. These are selected to make mathematical structures visible, develop conceptual understanding and help children recognise connections between different operations.

Teachers should use these representations purposefully, moving between practical equipment, pictorial models and abstract symbols as appropriate. Children should be supported in understanding not only how to carry out a calculation, but also why a method works and when it is useful.

Primary maths

Calculation policy

Updated September 2024

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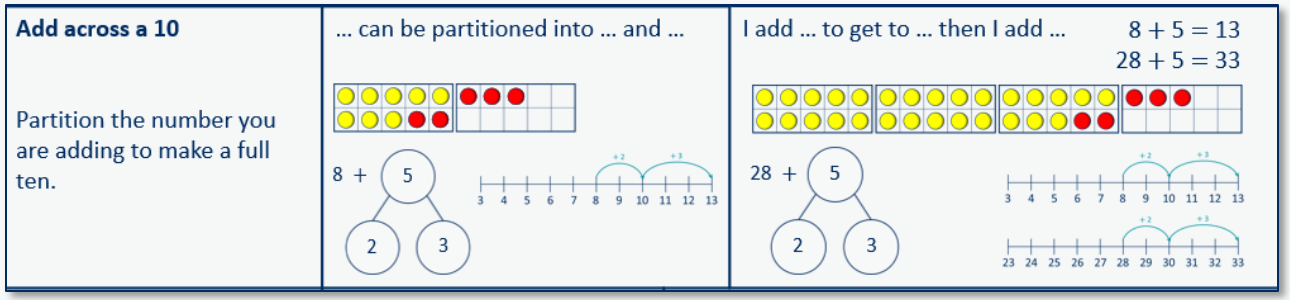
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Guidance for teachers

The calculation policy is divided into four sections: addition, subtraction, multiplication and division. At the start of each section, you will find an overview of the progression of skills. Calculations involving decimal numbers and fractions are included.

The calculation policy follows the same concrete, pictorial, abstract approach as our main schemes of learning. Where appropriate, sentence stems and key questions are included alongside the key representations.

Where skills are divided into more than one section across the page, there is a progression in the level of difficulty from left to right.
For example, when adding across a 10, children need to be able to add across 10 itself, before making links with related facts.



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Progression of skills - Addition

Year group	Skill
Nursery	• Subitise to 3 • Count how many • Make numbers to 5 • Add 1 more (through songs and rhymes)
Reception	• Conceptually subitise to 5 • 1 more • Notice the composition of numbers within 10 • Combine 2 groups • Add more
Year 1	• Add together • Add more • Bonds within 10 • Related facts within 20 • Missing numbers

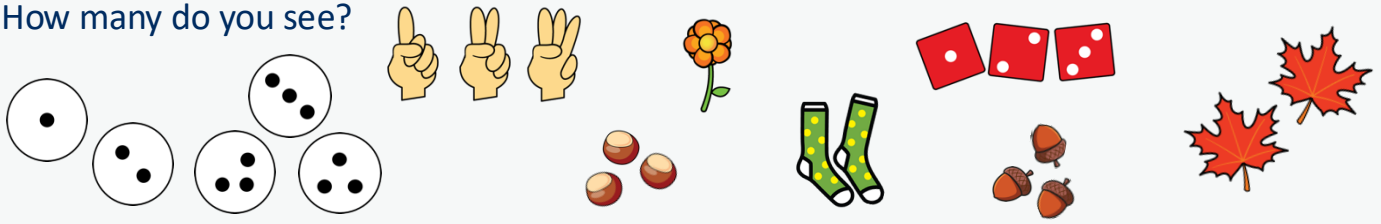
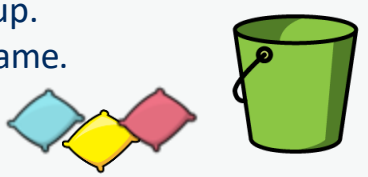
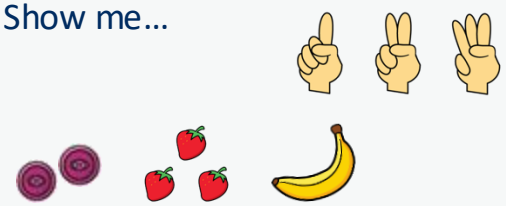
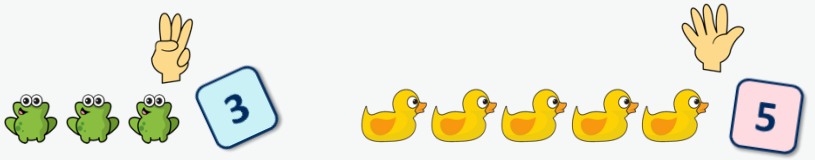
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Progression of skills - Addition

Year group	Skill
Year 2	• Add 1s to any number (related facts) • Add three 1-digit numbers • Add across a 10 • Add multiples of 10 • Add 10s to any number • Add two 2-digit numbers (not across a ten) • Add two 2-digit numbers (across a ten) • Missing numbers
Year 3	• Add 1s, 10s and 100s to a 3-digit number • Add two numbers (no exchange) • Add two numbers across a 10 or 100 • Complements to 100 • Add fractions with the same denominator within 1 whole • Calculate the duration of events

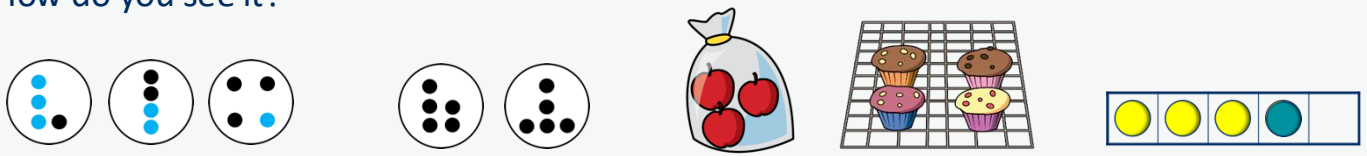
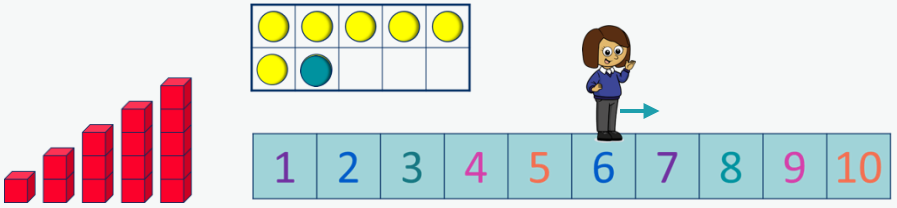
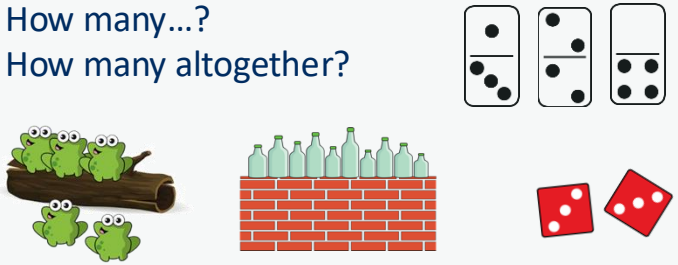
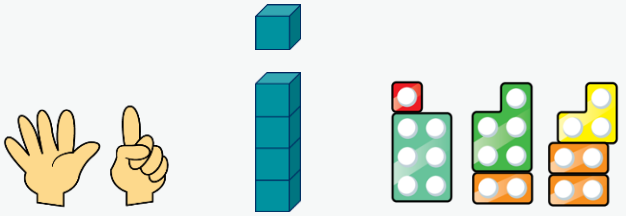
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Addition

Nursery	• Begin to have an understanding of numbers to 5 • We recommend focusing on noticing and representing small quantities, perceptual subitising and counting.
Progression of skills	**Key representations**
Subitise to 3 Instantly see how many.	How many do you see? 
Count how many Begin to count objects using 1-1 correspondence.	How many are there?  Count out … from a larger group. E.g. Collect 3 beanbags for a game. 
Make numbers to 5 Start by showing 1, 2 and 3 using fingers.	Show me…  Begin to link numerals to quantities. 
Add 1 more Through stories, songs and rhymes.	How many do I have now? 

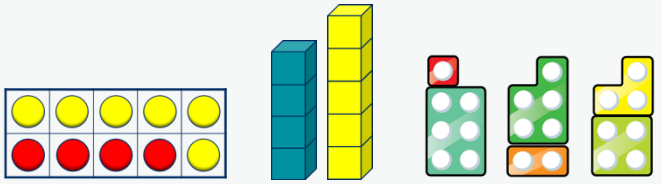
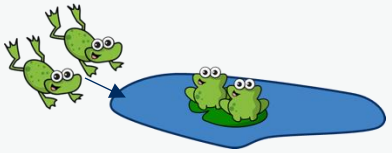
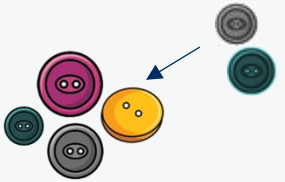
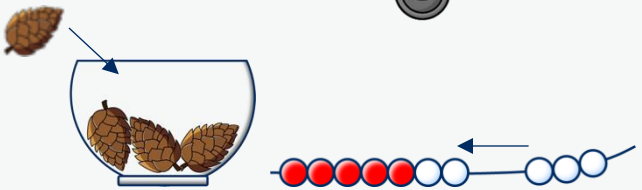
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Reception	• Have a deep understanding of numbers to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10, including double facts.
Progression of skills	**Key representations**
Conceptually subitise to 5 Notice the parts that make up the whole.	What do you see? How do you see it? 
1 more Continue to link to stories, songs and rhymes.	1 more than … is … 
Notice the composition of numbers within 10 Link to stories, songs and rhymes.	How many…? How many…? How many altogether?  How many ways can you make…? 

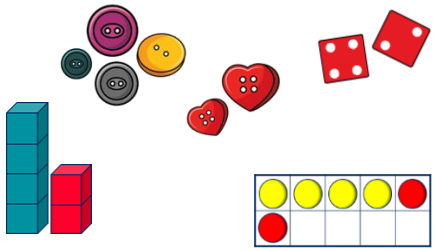
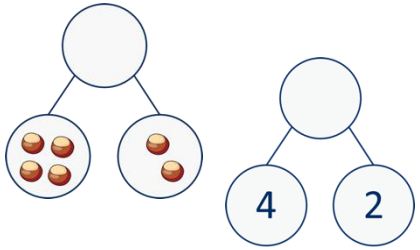
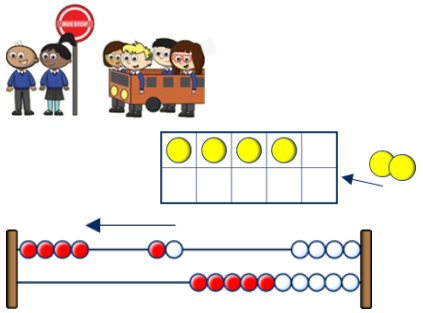
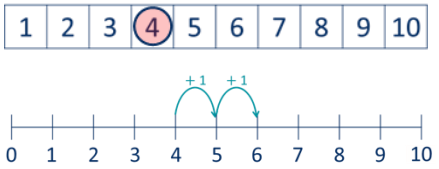
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Progression of skills	Key representations	
Combine 2 groups 2 groups are combined to find the total.	There are …. There are …. There are …. altogether.   	…. and …. make …. 
Add more A quantity is increased.	First… Then…. Now….  	I have …. I add …. more. Now I have….  

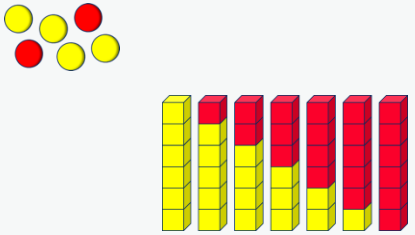
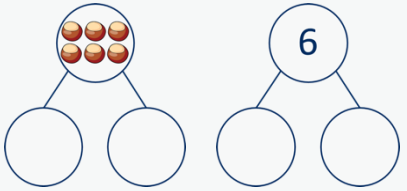
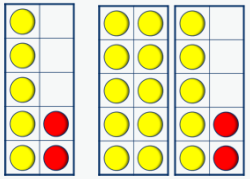
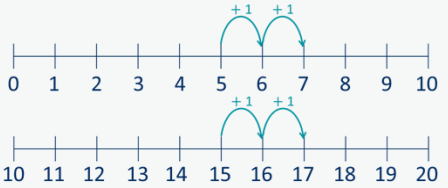
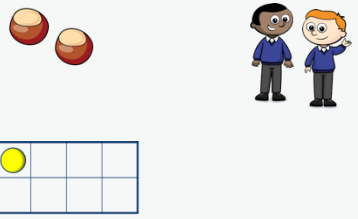
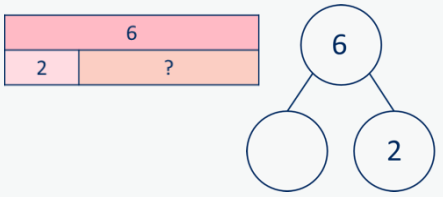
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Addition

Year 1	• Read, write and interpret mathematical statements involving addition (+) and equals (=) signs. • Represent and use number bonds within 20 • Add 1-digit and 2-digit numbers to 20, including zero. • Solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems such as $7 = \square + 2$		
Progression of skills	**Key representations**		
Add together (aggregation) 2 quantities are combined to find the total.	There are … There are … There are … altogether. 	… is a part. … is a part. … is the whole. 	… plus … is equal to … … is equal to …. + … 4 + 2 = 6 2 + 4 = 6 6 = 4 + 2 6 = 2 + 4
Add more (augmentation) A quantity is increased.	First… Then… Now… 	I start at … I jump on … I land on … 	… plus … is equal to … is equal to … + … 4 + 2 = 6 2 + 4 = 6 6 = 4 + 2 6 = 2 + 4

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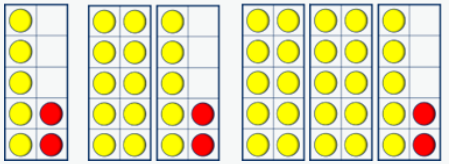
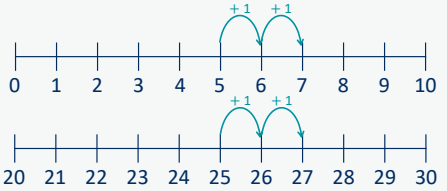
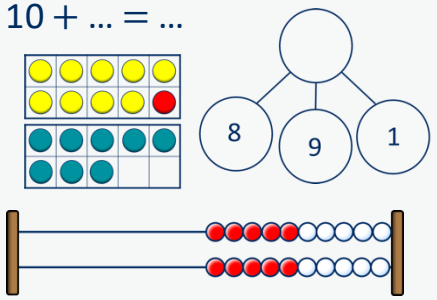
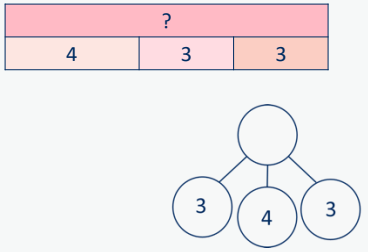
Addition

Progression of skills	Key representations		
Bonds within 10 Include bonds for each number within 10 Encourage children to notice patterns.	… is made of … and … … and … make … 	… can be partitioned into … and … 	… plus … is equal to … $6 + 0 = 6$ $5 + 1 = 6$ $4 + 2 = 6$ $3 + 3 = 6$ $2 + 4 = 6$ $1 + 5 = 6$ $0 + 6 = 6$
Related facts within 20 Make links to known facts.	I know that … and … = … so … and … = … 	… more than … is … so … more than … is … 	What patterns do you notice? $5 + 2 = 7$ $15 + 2 = 17$ $7 = 5 + 2$ $17 = 15 + 2$
Missing numbers Make links to known facts.	How many more do you need to make …? 	If … is the whole and … is a part, the other part must be… 	… plus … is equal to … $2 + \square = 6$ $6 = 2 + \square$ 

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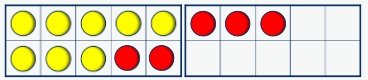
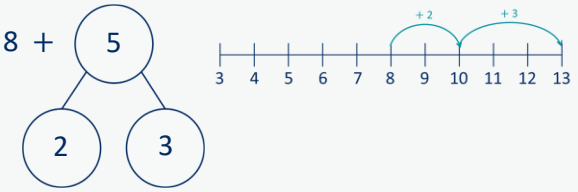
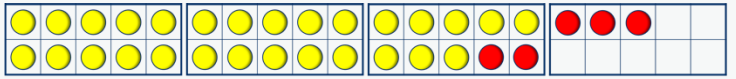
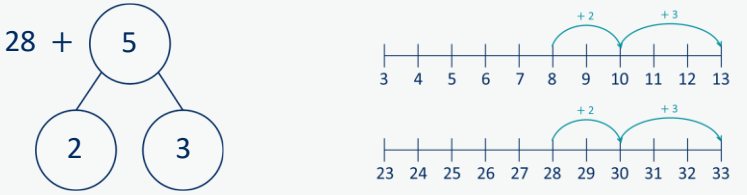
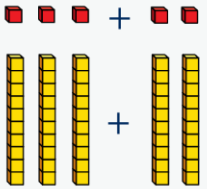
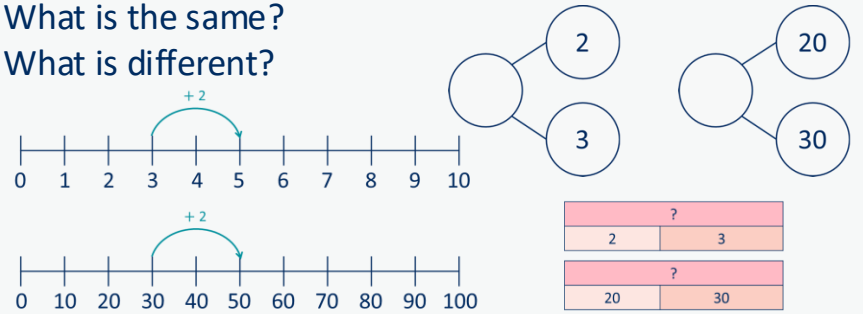
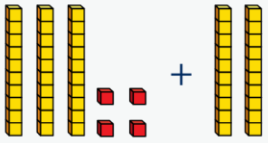
Year 2	• Recall and use addition facts to 20 fluently, and derive and use related facts up to 100
	• Add numbers using concrete objects, pictorial representations, and mentally, including:
	  • a two-digit number and 1s
	  • a two-digit number and 10s
	  • 2 two-digit numbers
	  • adding 3 one-digit numbers
	• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.		

Progression of skills	**Key representations**		
Add ones to any number (related facts) Make links to known facts.	I know that … and … = … so … and … = … 	… more than … is … so … more than … is … 	What do you notice? Can you continue the pattern? 5 + 2 = 7 15 + 2 = 17 25 + 2 = 27…
Add three 1-digit numbers Prompt children to understand that addition can be done in any order and to make links to known facts.	… and … are a bond to 10 10 + … = … 	Double … + … = … 	What do you notice? Which addition is the easiest to calculate? 8 + 9 + 1 = 8 + 1 + 9 = 9 + 1 + 8 =

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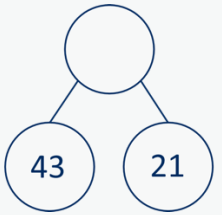
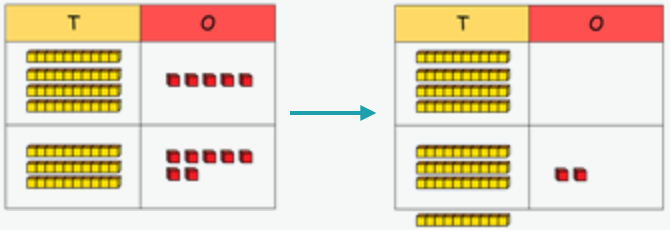
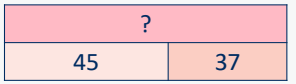
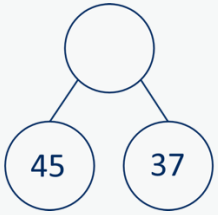
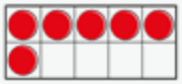
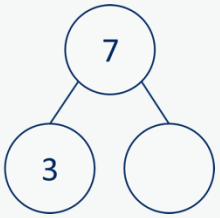
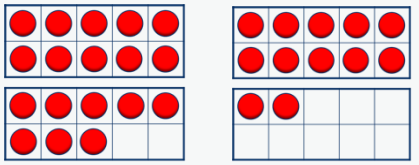
Addition

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Progression of skills	Key representations	
Add across a 10 Partition the number being added to make a full ten.	… can be partitioned into … and …  	I add … to get to … then I add … $8 + 5 = 13$ $28 + 5 = 33$  
Add multiples of 10 Make links to known facts within ten.	… ones + … ones = … ones so … tens + … tens = … tens  $3 + 2 = 5$ $30 + 20 = 50$	What is the same? What is different? 
Add 10s to any number Make links to known facts.	… tens + … tens = … tens … tens and … ones = … 	To add … I need to add 10 … times. 
		I know that … and … = … so … and … = … $30 + 20 = 50$ $34 + 20 = 54$

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Addition

Progression of skills	Key representations
Add 2-digit numbers (not across a ten) Lining up ones and tens in columns will support with later written methods.	… ones + … ones = … ones … tens + … tens = … tens   3 ones + 1 one = 4 ones 4 tens + 2 tens = 6 tens 6 tens + 4 ones = 64 
Add 2-digit numbers (across a ten) Begin to exchange 10 ones for 1 ten.	There are …. ones, so I do/do not need to make an exchange. … ones = … ten and … ones    5 ones + 7 ones = 12 ones 12 ones = 1 ten and 2 ones 4 tens + 3 tens + 1 ten = 8 tens 8 tens and 2 ones = 82
Missing numbers Solve missing number problems and use the inverse to check.	How many more do you need to make …?  6 + □ = 10 10 − □ = 6
	If … is a whole and … is a part, then … is the other part. □ + 3 = 7 7 − 3 = □ 
	… can be partitioned into … and … 10 + 8 = 12 + □ 

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Progression of skills - Subtraction

Year group	Skill
Nursery	• Subitise to 3 • Count how many • Make numbers to 5 • Take 1 away (through songs and rhymes)
Reception	• Conceptually subitise to 5 • 1 less • Notice the composition of numbers within 10 • Partition • Take away
Year 1	• Find a part • Take away • Bonds within 10 • Related facts within 20 • Missing numbers

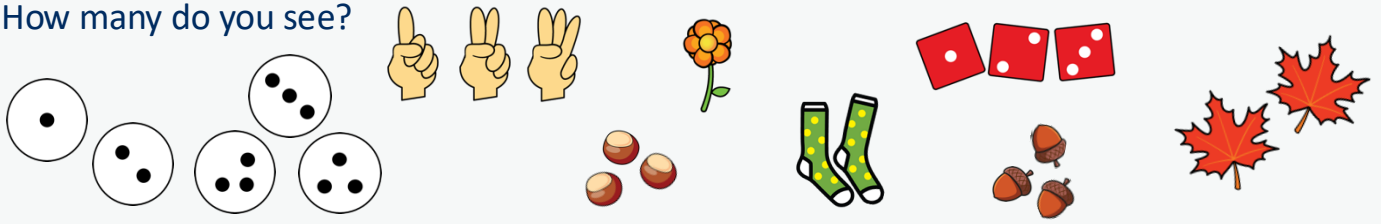
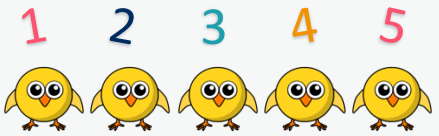
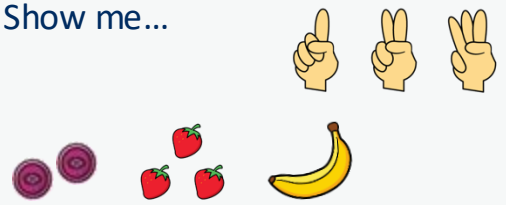
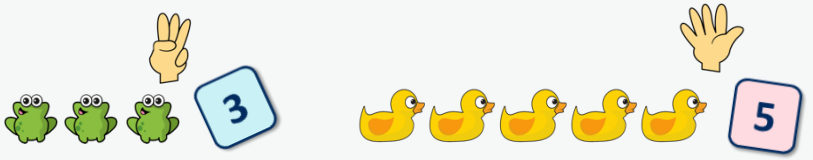
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Progression of skills - Subtraction

Year group	Skill
Year 2	• Subtract 1s from any number (related facts) • Subtract across a 10 • Subtract multiples of 10 • Subtract 10s from any number • Subtract two 2-digit numbers (not across a ten) • Subtract two 2-digit numbers (across a ten) • Missing numbers
Year 3	• Subtract 1s, 10s and 100s from a 3-digit number • Subtract two numbers (no exchange) • Subtract two numbers across a 10 or 100 • Complements to 100 • Subtract fractions with the same denominator within 1 whole

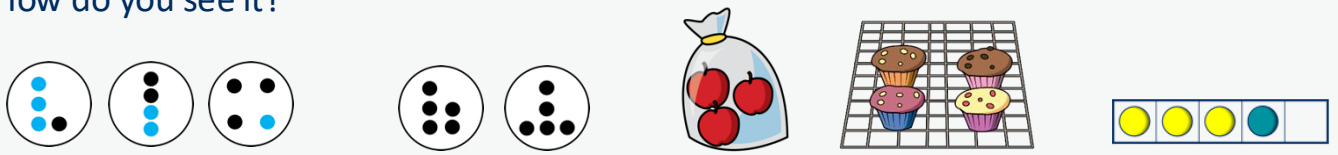
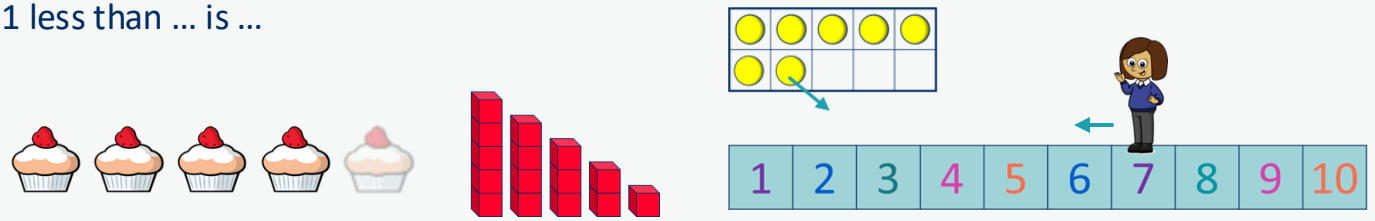
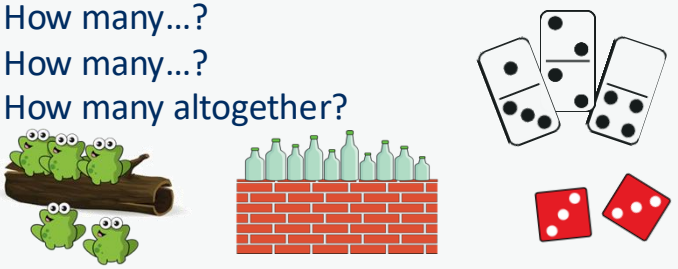
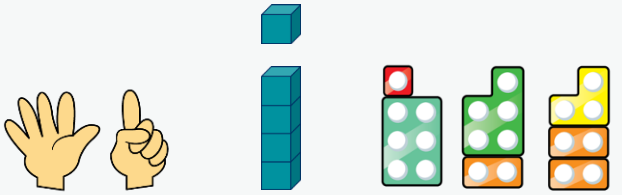
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Subtraction

Nursery	• Begin to have an understanding of numbers to 5 • We recommend focusing on noticing and representing small quantities, perceptual subitising and counting.
Progression of skills	**Key representations**
Subitise to 3 Instantly see how many.	How many do you see? 
Count how many Begin to count objects using 1-1 correspondence.	How many are there?  Count out … from a larger group. E.g. Collect a cup for everyone at the table. 
Make numbers to 5 Start by showing 1, 2 and 3 using fingers.	Show me…  Begin to link numerals to quantities. 
Take 1 away Through stories, songs and rhymes.	How many do we have now? 

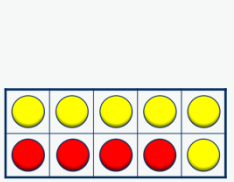
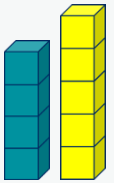
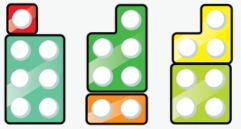
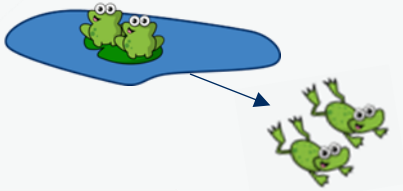
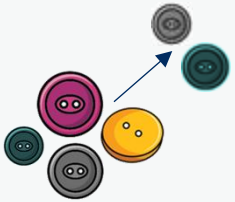
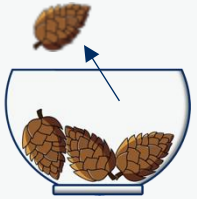
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Subtraction

Reception	• Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (and some subtraction facts) and some number bonds to 10, including double facts.
Progression of skills	**Key representations**
Conceptually subitise to 5 Notice the parts that make up the whole.	What do you see? How do you see it? 
1 less Continue to link to stories, songs and rhymes.	1 less than … is … 
Notice the composition of numbers within 10 Link to stories, songs and rhymes.	How many…? How many…? How many altogether?  How many ways can you make…? 

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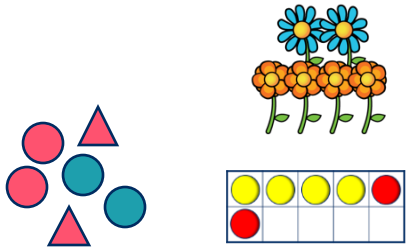
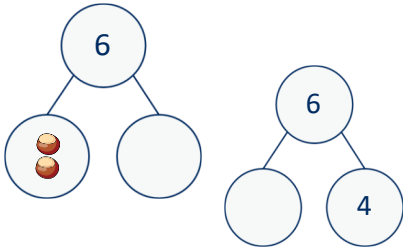
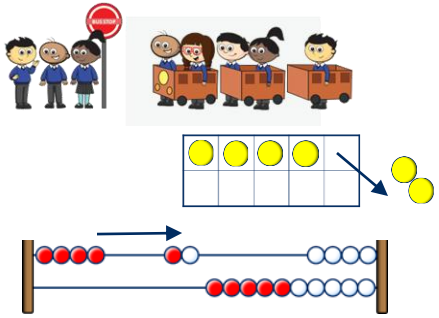
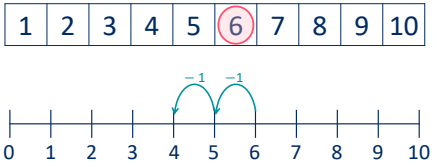
Subtraction

Progression of skills	Key representations	
Partition Using objects, explore different ways to partition a number into 2 or more parts.	There are … altogether. I can see … here and … there.   	… and … make …   
Take away A quantity is reduced.	First… Then… Now…   	I have … I take … away Now I have …   

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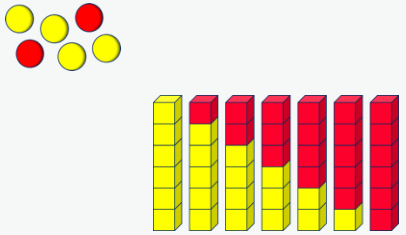
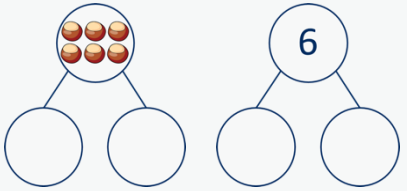
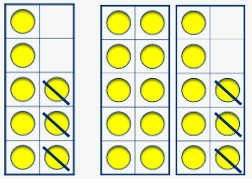
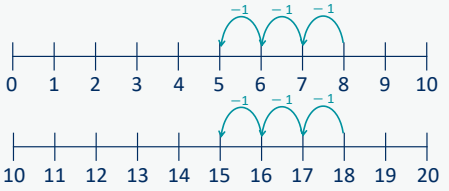
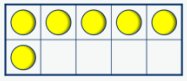
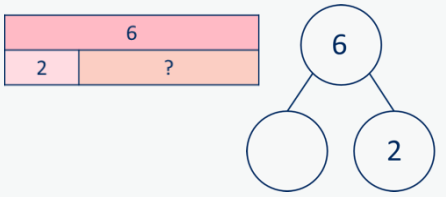
Subtraction

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Year 1	• Read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20 • Subtract one-digit and two-digit numbers to 20, including zero. • Solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$		
Progression of skills	**Key representations**		
Find a part Link to number bonds and known facts. E.g. $2 + 4 = 6$ so if 6 is the whole and 4 is a part, the other part must be 2	There are … in total. … are … How many are **not** …? 	… is the whole. … is a part. … is a part. 	… subtract … is equal to … … is equal to … – … $6 - 2 = 4$ $6 - 4 = 2$ $4 = 6 - 2$ $2 = 6 - 4$
Take away A quantity is decreased.	First… Then… Now… 	I start at … I jump back … I land on … 	… minus … is equal to … … is equal to … – … $6 - 2 = 4$ $6 - 4 = 2$ $4 = 6 - 2$ $2 = 6 - 4$

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Subtraction

Progression of skills	Key representations		
Bonds within 10 Focus on subtraction facts. Encourage children to notice patterns.	… is made of … and … … and … make … 	… can be partitioned into … and … 	… minus … is equal to … $6 - 0 = 6$ $6 - 1 = 5$ $6 - 2 = 4$ $6 - 3 = 3$ $6 - 4 = 2$ $6 - 5 = 1$ $6 - 6 = 0$
Related facts within 20 Make links to known facts.	I know that … minus … = … so … minus … = … 	… less than … is … so … less than … is … 	What patterns do you notice? $8 - 3 = 5$ $18 - 3 = 15$ $5 = 8 - 3$ $15 = 18 - 3$
Missing numbers Make links to known facts.	How many do you need to subtract to make …?   	If … is the whole and … is a part, the other part must be… 	… minus … is equal to … $6 - \square = 2$ $2 = 6 - \square$ 

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Subtraction

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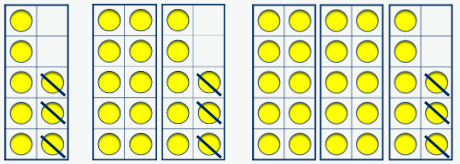
	• Recall and use subtraction facts to 20 fluently, and derive and use related facts up to 100
	• Subtract numbers using concrete objects, pictorial representations, and mentally, including:
	  • a two-digit number and 1s
	  • a two-digit number and 10s
	  • 2 two-digit numbers
	• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Progression of skills	**Key representations**

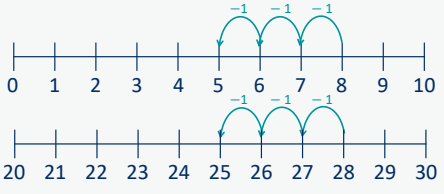
Subtract ones from any number
(related facts)

Make links to known facts.

I know that … minus … = …
so … minus … = …



… less than … is …
so … less than … is …



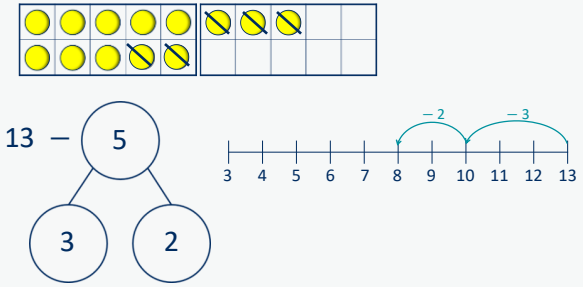
What do you notice?
Can you continue the pattern?

$8 - 3 = 5$
$18 - 3 = 15$
$28 - 3 = 25$…

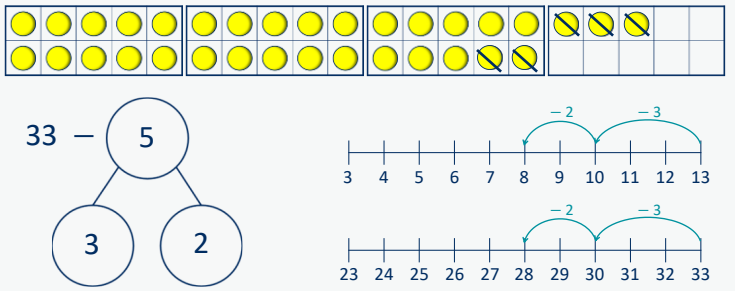
Subtract across a 10

Partition the number being subtracted to bridge through a ten.

… can be partitioned into … and …



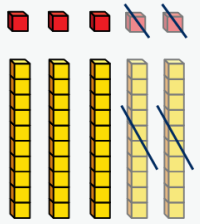
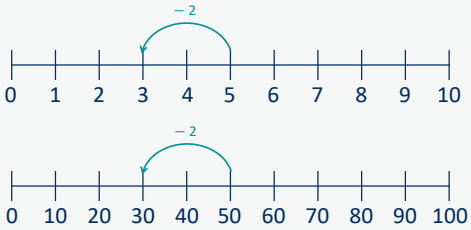
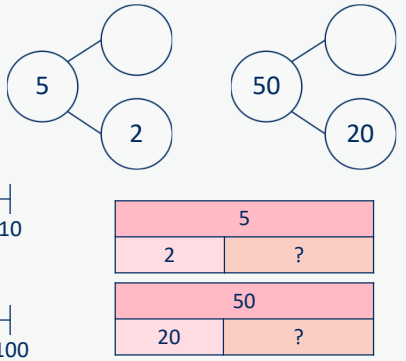
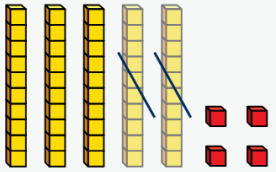
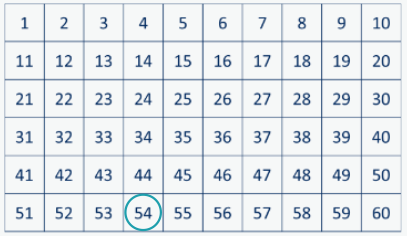
Make links with related facts.



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Subtraction

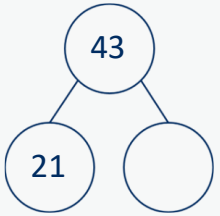
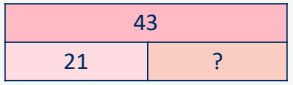
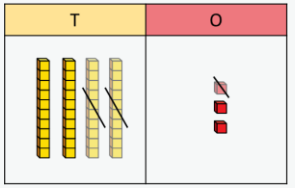
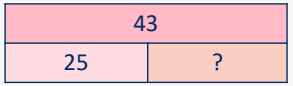
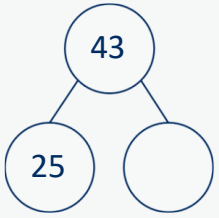
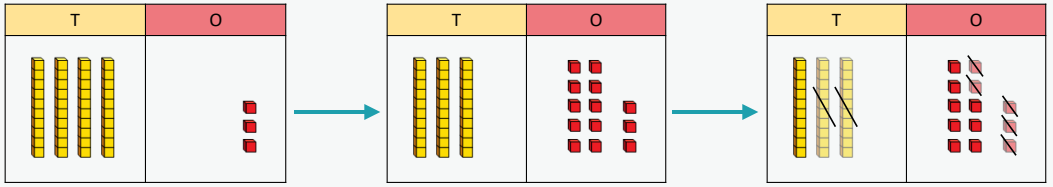
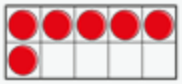
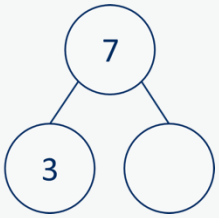
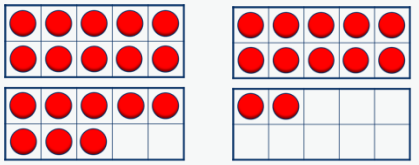
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Progression of skills	Key representations		
Subtract multiples of 10 Make links to known facts within ten.	… ones − … ones = … ones so … tens − … tens = … tens  5 − 2 = 3 50 − 20 = 30	What is the same? What is different?   	
Subtract 10s from any number Make links to known facts.	… tens − … tens = … tens … tens and … ones = … 	To subtract … I need to subtract 10 … times. 	I know that … minus … = … so … minus … = … 50 − 20 = 30 54 − 20 = 34

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Subtraction

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Progression of skills	Key representations
Subtract two 2-digit numbers (not across a ten)	… ones − … ones = … ones … tens − … tens = … tens    3 ones − 1 one = 2 ones 4 tens − 2 tens = 2 tens 2 tens and 2 ones = 22
Subtract two 2-digit numbers (across a ten) Begin to exchange 1 ten for 10 ones.	I need to make an exchange because I do not have enough ones to subtract … ones.    3 ones − 5 ones (I need to exchange 1 ten for 10 ones) 13 ones − 5 ones = 8 ones 3 tens − 2 tens = 1 ten 1 ten and 8 ones = 18
Missing numbers Solve missing number problems and use the inverse to check.	How many do you need to subtract to make …?  10 − □ = 6 6 + □ = 10 If … is a whole and … is a part, then … is the other part. 7 − 3 = □ □ + 3 = 7  … can be partitioned into … and … 18 − □ = 12 + 2 

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Progression of skills - Multiplication

Year group	Skill
Nursery	• Continue with counting and subitising skills as a foundation for later work on equal groups. (see addition and subtraction sections)
Reception	• Double to 10 • Make equal groups
Year 1	• Count in 2s, 5s and 10s • Add equal groups • Make arrays • Make doubles

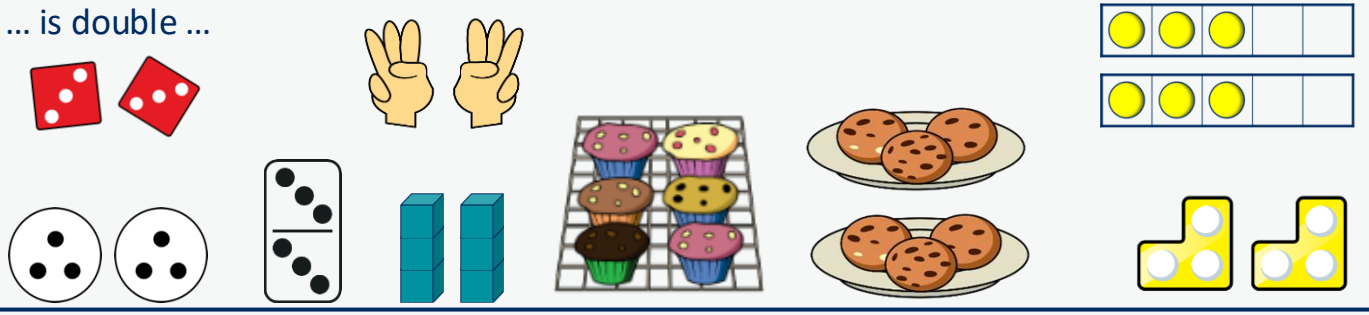
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Progression of skills - Multiplication

Year group	Skill
Year 2	• Link repeated addition and multiplication • Use arrays • Double • The 2 times-table • The 10 times-table • The 5 times-table • Missing numbers
Year 3	• The 3 times-table • The 4 times-table • The 8 times-table • Related facts • Multiply a 2-digit number by a 1-digit number - no exchange • Multiply a 2-digit number by a 1-digit number - with exchange • Scaling • Correspondence problems

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Multiplication

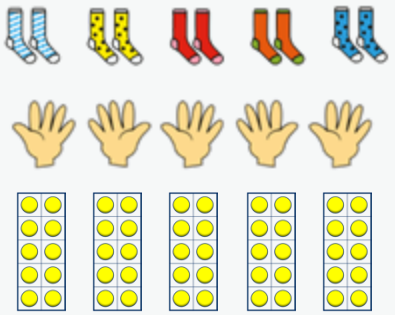
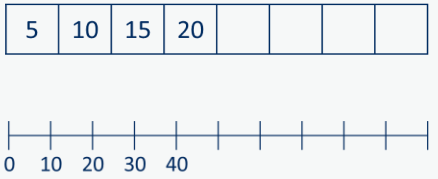
Reception	• Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10, including double facts. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Progression of skills	**Key representations**
Double to 10 Prompt children to notice that double means twice as many and to notice that there are two equal groups.	Double … is … … is double … 
Make equal groups Provide opportunities to make equal groups when tidying up or during snack time. Encourage children to check that each group has the same amount.	There are … groups of … There are … altogether. 

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Multiplication

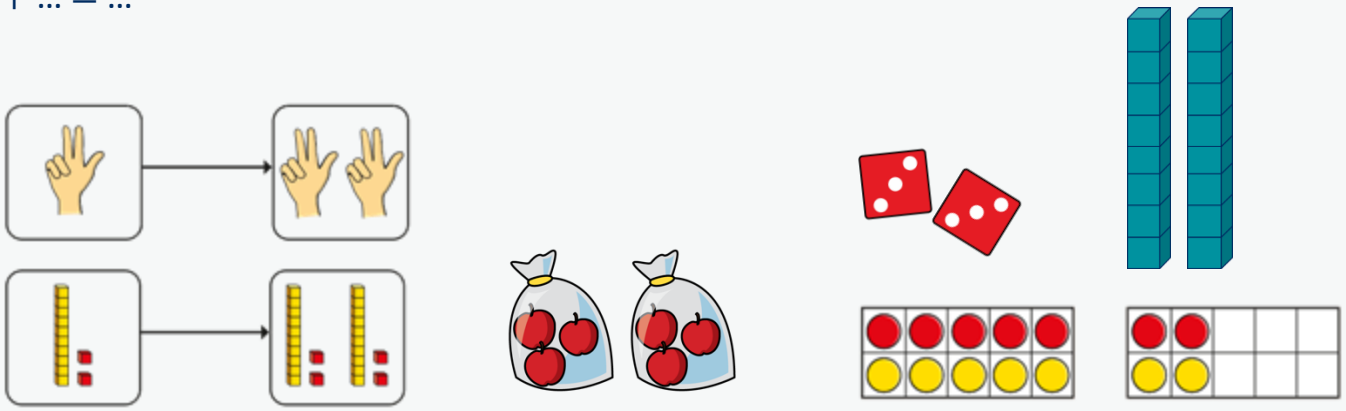
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Year 1	• Count in multiples of twos, fives and tens. • Solve one-step problems involving multiplication, using concrete objects, pictorial representations and arrays with the support of the teacher.

Progression of skills	Key representations		
Count in 2s, 5s and 10s Begin by counting objects that naturally come in 2s, 5s and 10s, for example pairs of socks or fingers.	There are … equal groups of … There are … altogether. 	Continue to colour in …s What do you notice?  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	Complete the number track/number line by counting in …s.  5 10 15 20 0 10 20 30 40
Add equal groups (repeated addition) Children should be able to write a repeated addition to represent equal groups and to draw pictures or use objects to represent a repeated addition.	There are … groups of … There are … altogether.  $10 + 10 + 10 = 30$  $5 + 5 + 5 + 5 = 20$	What is the same? What is different? $2 + 2 + 2 =$ $5 + 5 + 5 =$ $10 + 10 + 10 =$ Use objects or a drawing to represent the equal groups and find how many in total.	

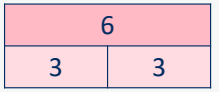
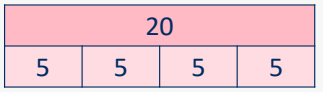
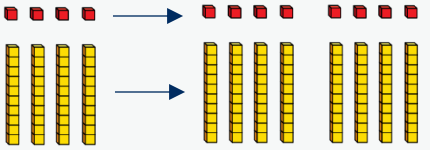
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Multiplication

Progression of skills	Key representations
Make arrays Children use their knowledge of adding equal groups to arrange objects in columns and rows.	There are … rows of … There are … altogether. There are … columns of … There are … altogether. 
Make doubles Children understand that doubles are two equal groups. Children may begin to explore doubles beyond 20 using base 10	Double … is … … + … = … 

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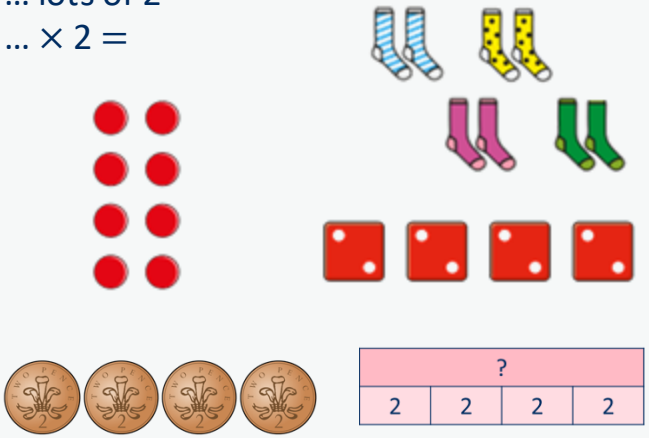
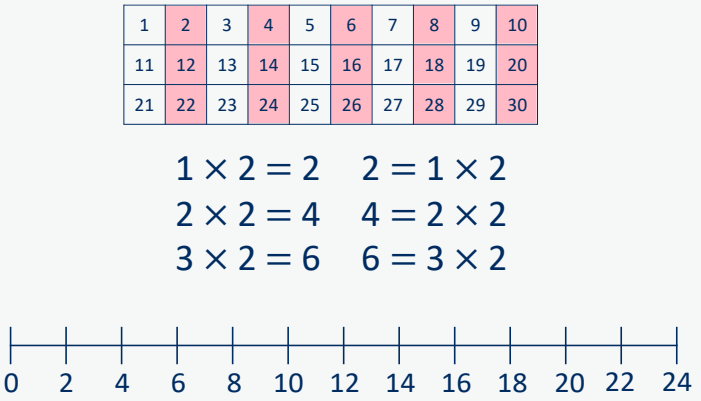
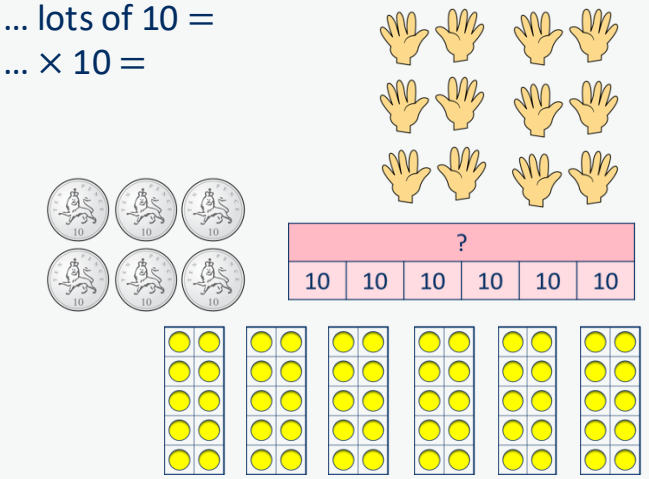
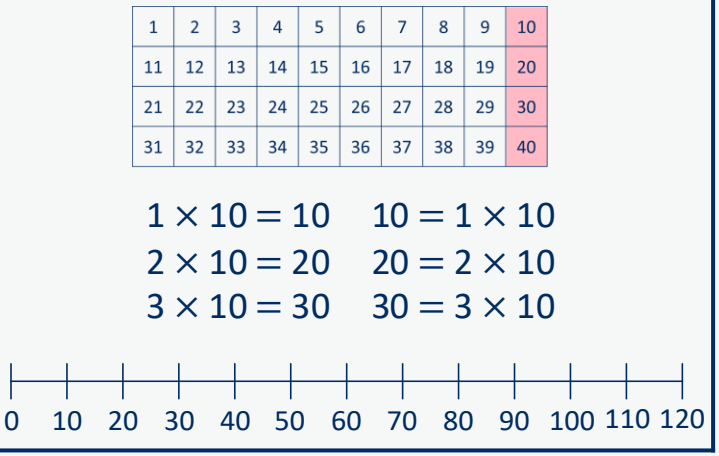
Multiplication

Year 2	• Recall and use multiplication facts for the 2, 5 and 10 multiplication tables. • Calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (×) and equals (=) signs. • Show that multiplication of two numbers can be done in any order (commutative).
Progression of skills	**Key representations**
Link repeated addition and multiplication Encourage children to make the link between repeated addition and multiplication.	There are … equal groups with … in each group. There are … altogether.   $3 + 3 = 6$ $2 \times 3 = 6$   $5 + 5 + 5 + 5 = 20$ $4 \times 5 = 20$
Use arrays Encourage children to see that multiplication is commutative.	There are … rows with … in each row. There are … columns with … in each column.  3 lots of 5 = 15 5 + 5 + 5 = 15 5 lots of 3 = 15 3 + 3 + 3 + 3 + 3 = 15
	I can see … × … and … ×… $3 \times 5 = 15$ $5 \times 3 = 15$ $3 \times 5 = 5 \times 3$
Double Encourage children to make links with related facts.	Double … is …  Double 4 = 4 + 4 Double 4 is 8
	Double … is … so double … is …  Double 4 is 8 Double 40 is 80

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Multiplication

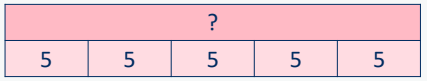
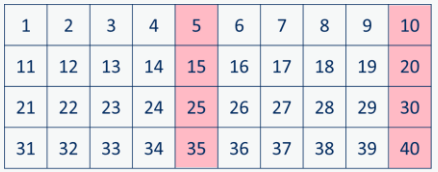
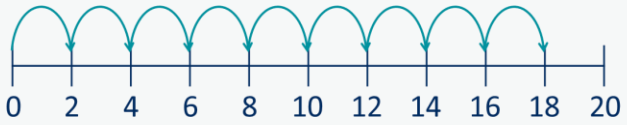
White Rose MATHS

Progression of skills	Key representations	
The 2 times-table Encourage daily counting in multiples both forwards and back. Notice that all multiples of 2 are even numbers.	… lots of 2 = … × 2 = 	… times 2 is equal to … 
The 10 times-table Encourage daily counting in multiples both forwards and back. Notice the pattern in the numbers.	… lots of 10 = … × 10 = 	… times 10 is equal to … 

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Multiplication

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Progression of skills	Key representations	
The 5 times-table Encourage daily counting in multiples both forwards and back. Notice the pattern in the numbers.	… lots of 5 = … × 5 =     ? | 5 | 5 | 5 | 5 | 5	… times 5 is equal to …  1 × 5 = 5 5 = 1 × 5 2 × 5 = 10 10 = 2 × 5 3 × 5 = 15 15 = 3 × 5  0 5 10 15 20 25 30 35 40 45 50 55 60
Missing numbers Make links to known facts.	… is equal to … groups of … 18 socks, how many pairs?   0 2 4 6 8 10 12 14 16 18 20	… times … is equal to … □ × 2 = 18 18 = 2 × □

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Progression of skills - Division

Year group	Skill
Nursery	• Continue with counting and subitising skills as a foundation for later work on equal groups. (see addition and subtraction sections)
Reception	• Sharing • Grouping
Year 1	• Make equal groups – grouping • Make equal groups – sharing • Find a half • Find a quarter

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Progression of skills - Division

Year group	Skill
Year 2	• Divide by 2 • Divide by 10 • Divide by 5 • Missing numbers • Unit fractions • Non-unit fractions
Year 3	• Divide by 3 • Divide by 4 • Divide by 8 • Related facts • Divide a 2-digit number by a 1-digit number - no exchange • Divide a 2-digit number by a 1-digit number - with remainders • Unit fractions of a set of objects • Non-unit fractions of a set of objects

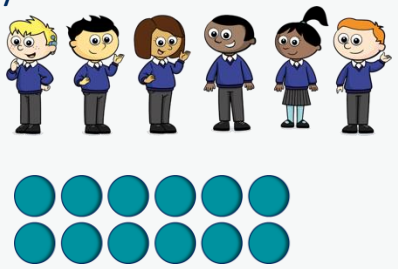
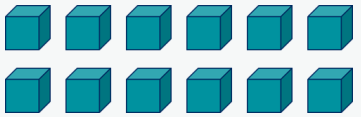
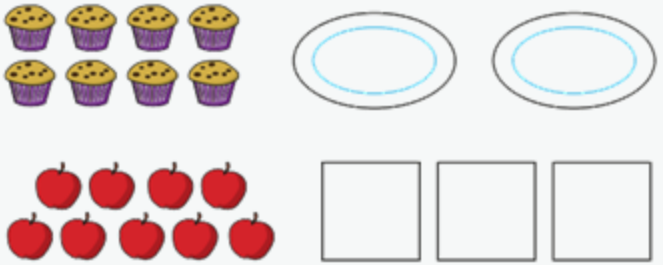
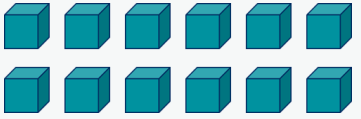
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Division

Reception	• Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10, including double facts. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Progression of skills	**Key representations**
Sharing Provide practical activities such as sharing items during snack time. Encourage children to check whether items have been shared fairly (equally).	There are … altogether. They are shared equally between … groups. 
Grouping Provide opportunities to make equal groups when tidying up or during snack time. Encourage children to check that each group has the same amount.	There are … groups of … There are … altogether. 

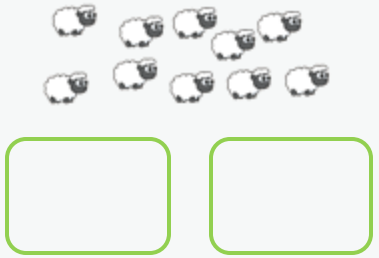
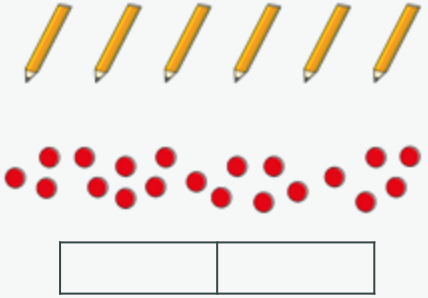
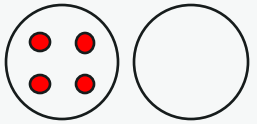
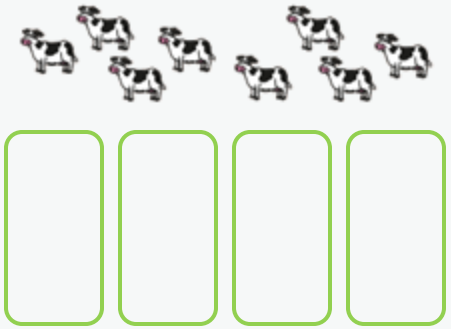
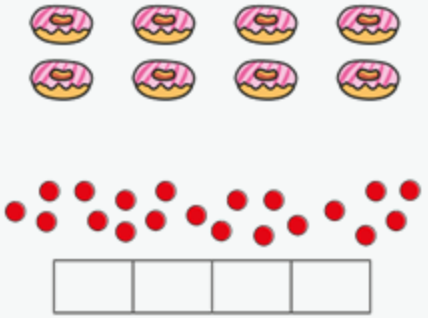
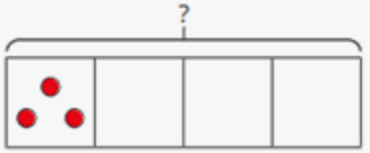
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Division

Year 1	• Solve simple one-step problems involving division, using concrete objects, pictorial representations and arrays with the support of the teacher. • Recognise, find and name a half as one of two equal parts of a quantity. • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.		
Progression of skills	**Key representations**		
Make equal groups - grouping Encourage children to physically move objects into equal groups. They can also circle equal groups when using pictures.	There are … altogether. How many groups of … can you make? 	Circle groups of 2 There are … groups of 2 	Take … cubes. Make equal groups.  There are … groups of …
Make equal groups – sharing Encourage children to check that the objects have been shared fairly and each group is the same.	… have been shared equally between… There are … on/in each … 	Take … cubes. Share them between …  12 shared between … is …	

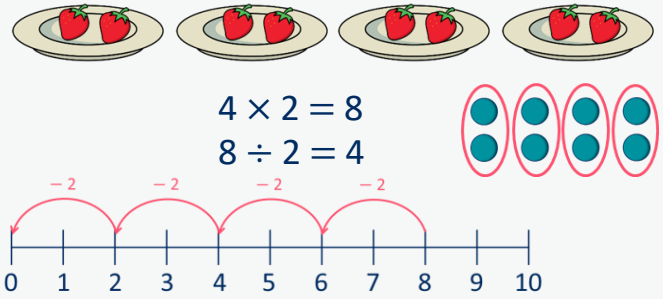
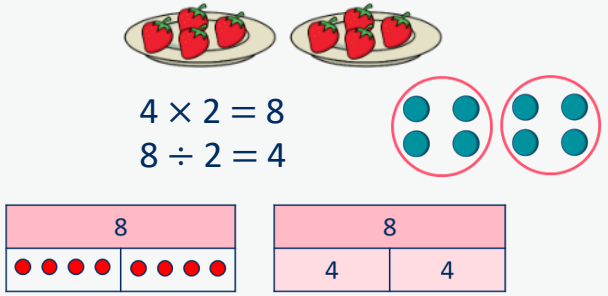
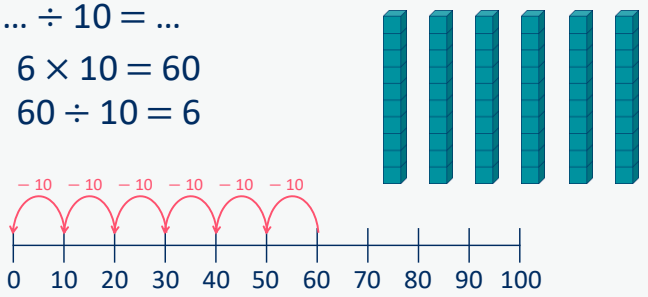
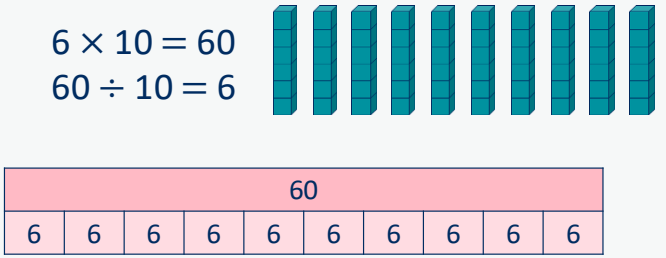
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Division

Progression of skills	Key representations		
Find a half Start with practical opportunities to share a quantity into 2 groups. Progress to circling half of the objects in a picture and then to finding the whole from a given half.	To find half, I need to share into 2 equal groups.  There are … in each group.	Half of … is … 	If … is half, what is the whole?  4 is half of …
Find a quarter Start with practical opportunities to share a quantity into 4 groups. Progress to using pictures or bar models to find a quarter and then to finding the whole from a given quarter.	To find a quarter, I need to share into 4 equal groups.  There are … in each group.	A quarter of … is … 	If … is one quarter, what is the whole?  3 is one quarter of …

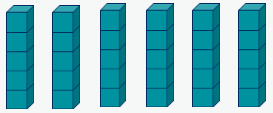
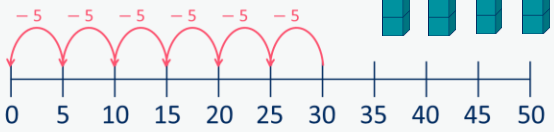
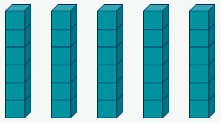
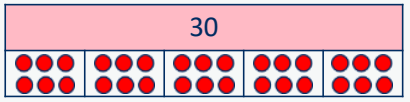
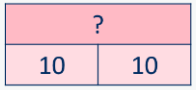
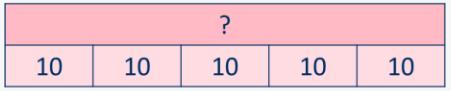
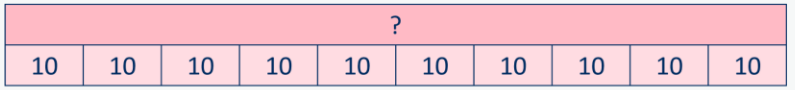
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Division

Year 2	• Recall and use division facts for the 2, 5 and 10 multiplication tables. • Calculate mathematical statements for division within the multiplication tables and write them using the division (÷) and equals (=) signs. • Recognise, find, name and write fractions $\frac{1}{3}, \frac{1}{4}, \frac{2}{4}$ and $\frac{3}{4}$ of a quantity.	
Progression of skills	**Key representations**	
Divide by 2 Encourage children to compare the grouping and sharing structures of division and to make links with times-table facts and halving.	There are … equal groups of 2 … ÷ 2 = … 	… shared equally between 2 is … Half of … is … … ÷ 2 = … 
Divide by 10 Encourage children to compare the grouping and sharing structures of division and to make links with times-table facts.	There are … equal groups of 10 … ÷ 10 = … 	… shared equally between 10 is … … ÷ 10 = … 

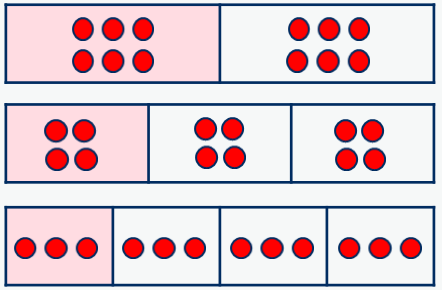
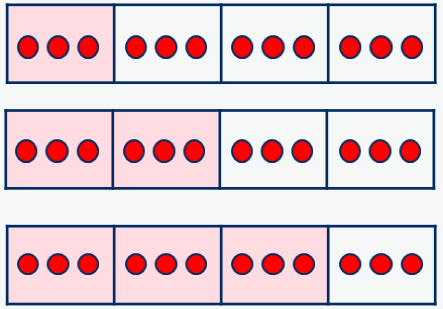
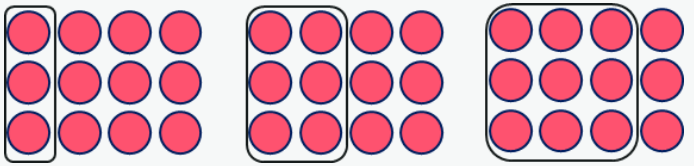
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Division

Progression of skills	Key representations	
Divide by 5 Encourage children to compare the grouping and sharing structures of division and to make links with times-table facts.	There are … equal groups of 5 … ÷ 5 = …  6 × 5 = 30 30 ÷ 5 = 6   	… shared equally between 5 is … … ÷ 5 = …  6 × 5 = 30 30 ÷ 5 = 6  
Missing numbers Bar models are useful to show the link between multiplication and division.	… divided by 2/5/10 is equal to …  □ ÷ 2 = 10  □ ÷ 5 = 10  □ ÷ 10 = 10	

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Division

Progression of skills	Key representations	
Unit fractions In Y2 the focus is on finding $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$ Bar models are useful to show the link between division and finding a fraction.	The objects have been shared fairly into … groups. $\frac{1}{\square}$ of … is … 	There are … equal parts. There is … part circled. $\frac{1}{\square}$ is circled. 
Non-unit fractions In Y2 the focus is on finding $\frac{2}{4}$ and $\frac{3}{4}$ Prompt children to notice that $\frac{2}{4}$ is equivalent to $\frac{1}{2}$	The objects have been shared fairly into … groups. $\frac{\square}{\square}$ of … is … 	There are … equal parts. There are … parts circled. $\frac{\square}{\square}$ is circled. 

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