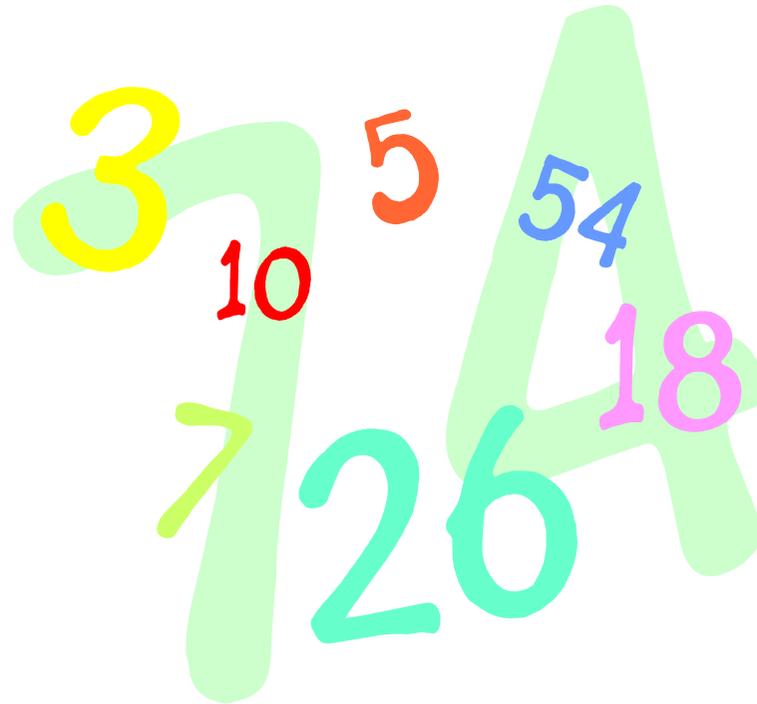
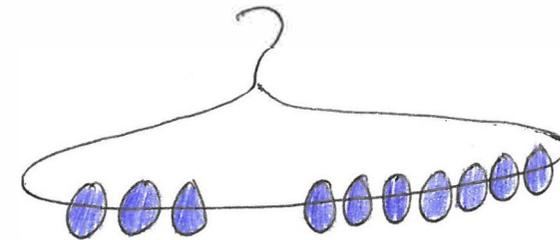
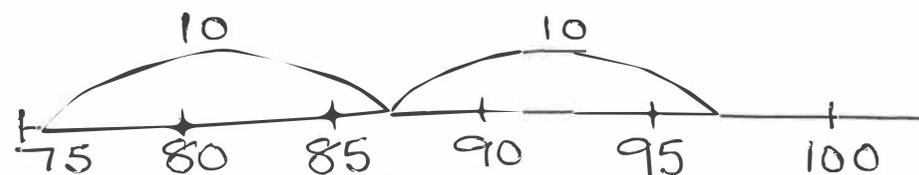
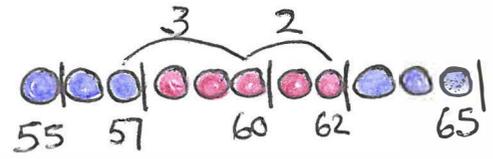


# Calculation Policy

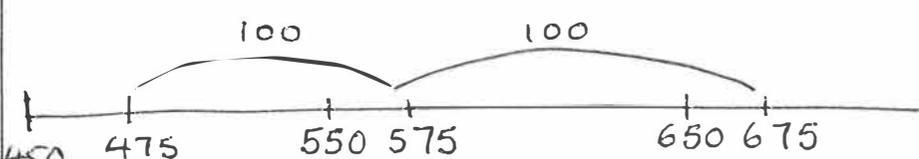
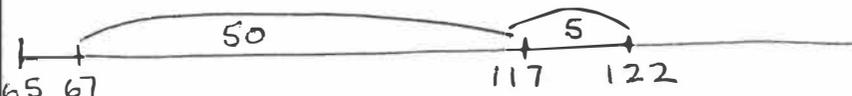
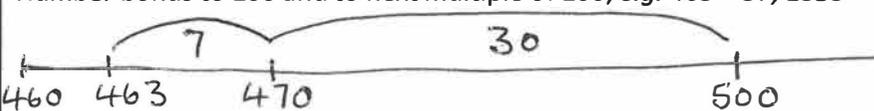
“Growing and learning together with God.”

Children at Fritwell Church of England School are confident and inspired.  
They achieve personal success and show love and respect for all.



	Year 1	Year 2																																
Mental Addition	<p><b>Using Place value</b> Count in ones / Counting in tens, e.g. knowing <math>45 + 1</math> or <math>45 + 10</math> without counting on in ones</p> <p><math>23 + 10</math></p> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td></td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td></td></tr> </table> <p><b>Counting on</b> Count on in ones, e.g. <math>11 + 2 =</math>    <math>7 + 4 =</math></p> <p>Count on in tens, e.g. <math>45 + 20</math> as 45, 55, 65</p> <p><b>Using number facts</b> 'Story' of 4, 5, 6, 7, 8 and 9, e.g. <math>7 = 7 + 0</math> or <math>6 + 1</math> or <math>5 + 2</math> or <math>4 + 3</math> Number bonds to 10, e.g. <math>5 + 5, 6 + 4, 7 + 3, 8 + 2, 9 + 1, 10 + 0</math></p>   <p>Patterns using known facts, e.g. <math>4 + 3 = 7</math> so we know <math>24 + 3, 44 + 3, 74 + 3,</math> etc.</p>	1	2	3	4	5	6	7	8	11	12	13	14	15	16	17	18	21	22	23	24	25	26	27		31	32	33	34	35	36	37		<p><b>Using Place value</b> Know 1 more or 10 more than any number, e.g. 1 more than 67 or 10 more than 85 Partitioning, e.g. <math>55 + 37</math> as <math>50 + 30</math> and <math>5 + 7</math> finally combining the two totals: <math>80 + 12</math></p> <p><math>\begin{array}{ c } \hline 50 \\ \hline \end{array} + \begin{array}{ c } \hline 30 \\ \hline \end{array} = 80</math> <math>\begin{array}{ c } \hline 5 \\ \hline \end{array} + \begin{array}{ c } \hline 7 \\ \hline \end{array} = 12</math> <math>80 + 12 = 92</math></p> <p><b>Counting on</b> Add ten and multiples of ten, e.g. <math>76 + 20</math> as 76, 86, 96 or in one hop <math>76 + 20</math> Add two 2-digit numbers by counting on in tens then in ones, e.g. <math>55 + 37</math> as 55 add 30 (85) add 7 (92)</p>  <p>Add near multiples, e.g. <math>46 + 19</math> or <math>63 + 21</math></p> <p><b>Using number facts</b> Know pairs of numbers which make the numbers up to and including 10, e.g. <math>8 = 4 + 4, 3 + 5, 2 + 6, 1 + 7</math> and <math>10 = 5 + 5, 4 + 6, 3 + 7, 2 + 8, 1 + 9, 0 + 10</math> Patterns of known facts, e.g. <math>6 + 3 = 9</math>, so we know <math>36 + 3 = 39, 66 + 3 = 69, 53 + 6 = 59</math> Bridging ten, e.g. <math>57 + 5</math> as 57 add 3 then add 2 more</p>  <p>Adding three or more single-digit numbers, spotting bonds to 10 or doubles, e.g. <math>6 + 7 + 4 + 2</math> as <math>10 + 7 + 2</math></p>
	1	2	3	4	5	6	7	8																										
11	12	13	14	15	16	17	18																											
21	22	23	24	25	26	27																												
31	32	33	34	35	36	37																												

# Fritwell C of E Primary School - Calculation Policy October 2015

	Year 3	Year 4																																															
<b>Mental Addition</b>	<p><b>Using Place value</b> Count in hundreds, e.g. knowing <math>475 + 200</math> as 475, 575, 675</p>  <p>450 475 550 575 650 675</p> <p>Add multiples of 10, 100 and £1, e.g. <math>746 + 200</math> or <math>746 + 40</math> or <math>£6.34 + £5</math> as <math>£6 + £5</math> and 34p Partitioning, e.g. <math>68 + 74</math> as <math>60 + 70</math> and <math>8 + 4</math> and combine the totals: <math>130 + 12 = 142</math> or <math>£8.50 + £3.70</math> as <math>£8 + £3</math> and 50p + 70p and combine: <math>£11 + £1.20</math></p> <p><b>Counting on</b> Add two 2-digit numbers by adding the multiple of ten then the ones, e.g. <math>67 + 55</math> as 67 add 50 (117) add 5 (122) Add near multiples of 10 and 100, e.g. <math>67 + 39</math> or <math>364 + 199</math> Count on from 3-digit nos, e.g. <math>247 + 34</math> as <math>247 + 30</math> (277) then <math>277 + 4 = 281</math></p> <p><b>Using number facts</b> Number bonds to 100, e.g. <math>35 + 65</math>, <math>46 + 54</math>, <math>73 + 27</math>, etc. Add to next ten and next hundred, e.g. <math>176 + 4 = 180</math>, <math>435 + 65 = 500</math>, etc.</p>	<p><b>Using Place value</b> Count in thousands, e.g. knowing <math>745 + 200</math> as 745, 575, 675 Partitioning, e.g. <math>746 + 203</math> as <math>700 + 200</math> and <math>46 + 3</math> or <math>134 + 707</math> as <math>130 + 700</math> and <math>4 + 7</math></p> <p><b>Counting on</b> Add two 2-digit numbers by adding the multiple of ten then the ones, e.g. <math>67 + 55</math> as 67 add 50 (117) add 5 (122) Add near multiples of 10, 100 and 1000, e.g. <math>467 + 199</math> or <math>3462 + 2999</math></p>  <p>65 67 117 122</p> <p>Count on to add 3-digit numbers and money, e.g. <math>463 + 124</math> as <math>463 + 100</math> (563) + 20 (583) + 4 = 587 or <math>£4.67 + £5.30</math> as <math>£9.67</math> add 30p</p> <p><b>Using number facts</b> Number bonds to 100 and to next multiple of 100, e.g. <math>463 + 37</math>, <math>1353 + 47</math></p>  <p>460 467 470 500</p> <p>Number bonds to £1 and to the next whole pound, e.g. <math>£3.45 + 55p</math> Add to next whole number, e.g. <math>4.6 + 0.4</math>, <math>7.2 + 0.8</math></p>																																															
<b>Written Addition</b>	<p>Build on partitioning to develop expanded column addition with two 3-digit numbers</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>400</td><td>60</td><td>6</td></tr> <tr><td>+ 300</td><td>50</td><td>8</td></tr> <tr><td>700</td><td>110</td><td>14</td></tr> </table> <p>Expanded column addition with 'carrying'</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>400</td><td>60</td><td>6</td></tr> <tr><td>+ 300</td><td>50</td><td>8</td></tr> <tr><td>100</td><td>10</td><td></td></tr> <tr><td>800</td><td>20</td><td>4</td></tr> </table> <p>Compact column addition with two or more 3-digit numbers or towers of 2-digit numbers</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>347</td></tr> <tr><td>286</td></tr> <tr><td>495</td></tr> <tr><td>21</td></tr> <tr><td>1128</td></tr> </table> <p>Compact column addition with 3-digit and 4-digit numbers</p> <p>Recognise fractions which add to 1, e.g. <math>\frac{1}{4} + \frac{3}{4}</math> or <math>\frac{2}{5} + \frac{3}{5}</math></p>	400	60	6	+ 300	50	8	700	110	14	400	60	6	+ 300	50	8	100	10		800	20	4	347	286	495	21	1128	<p>Build on expanded column addition to develop compact column addition with larger numbers.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>1000</td><td>400</td><td>60</td><td>6</td></tr> <tr><td>+ 4000</td><td>800</td><td>60</td><td>8</td></tr> <tr><td>1000</td><td>100</td><td>10</td><td></td></tr> <tr><td>6000</td><td>300</td><td>30</td><td>4</td></tr> </table> <p>Compact column addition with larger numbers.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>5347</td></tr> <tr><td>2286</td></tr> <tr><td>+ 1495</td></tr> <tr><td>121</td></tr> <tr><td>9128</td></tr> </table> <p>Use expanded and compact column addition to add amounts of money.</p> <p>Add like fractions, e.g. <math>\frac{3}{8} + \frac{1}{8} + \frac{1}{8}</math></p>	1000	400	60	6	+ 4000	800	60	8	1000	100	10		6000	300	30	4	5347	2286	+ 1495	121	9128
400	60	6																																															
+ 300	50	8																																															
700	110	14																																															
400	60	6																																															
+ 300	50	8																																															
100	10																																																
800	20	4																																															
347																																																	
286																																																	
495																																																	
21																																																	
1128																																																	
1000	400	60	6																																														
+ 4000	800	60	8																																														
1000	100	10																																															
6000	300	30	4																																														
5347																																																	
2286																																																	
+ 1495																																																	
121																																																	
9128																																																	

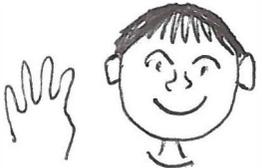
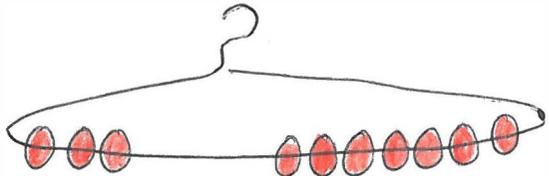
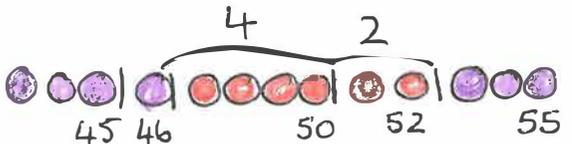
# Fritwell C of E Primary School - Calculation Policy October 2015

	Year 5	Year 6																																				
Mental Addition	<p><b>Using Place value</b> Count in 0.1s, 0.01s, e.g. knowing what 0.1 more than 0.51 is</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px;">100s</td> <td style="border-right: 1px solid black; padding: 5px;">10s</td> <td style="border-right: 1px solid black; padding: 5px;">1s</td> <td style="border-right: 1px solid black; padding: 5px;">0.1s</td> <td style="border-right: 1px solid black; padding: 5px;">0.01s</td> <td style="padding: 5px;">0.001s</td> </tr> <tr> <td></td> <td></td> <td></td> <td style="text-align: center;">.5 .1</td> <td style="text-align: center;">1</td> <td></td> </tr> <tr> <td colspan="3" style="border-top: 1px solid black;"></td> <td style="text-align: center;">.6</td> <td style="text-align: center;">1</td> <td></td> </tr> </table> <p>Partitioning, e.g. <math>2.4 + 5.8</math> as <math>2 + 5</math> and <math>0.4 + 0.8</math> and combine the totals: <math>7 + 1.2 = 8.2</math></p> <div style="text-align: center;"> <math display="block">\begin{array}{r} 2.4 + 5.8 \\ \hline 7 + 1.2 = 8.2 \end{array}</math> </div> <p><b>Counting on</b> Add two decimal numbers by adding the ones then the tenths/hundredths, e.g. <math>5.72 + 3.05</math> as <math>5.72</math> add <math>3</math> (<math>8.72</math>) then add <math>0.05</math> (<math>8.77</math>) Add near multiples of 1, e.g. <math>6.34 + 0.99</math> or <math>5.63 + 0.9</math> Count on from large numbers, e.g. <math>6834 + 3005</math> as <math>9834 + 5</math></p> <p><b>Using number facts</b> Number bonds to 1 and to the next whole number, e.g. <math>0.4 + 0.6</math> or <math>5.7 + 0.3</math></p> <p>Add to next ten from a decimal number, e.g. <math>7.8 + 2.2 = 10</math></p>	100s	10s	1s	0.1s	0.01s	0.001s				.5 .1	1					.6	1		<p><b>Using Place value</b> Count in 0.1s, 0.01s, 0.001s, e.g. knowing what 0.001 more than 6.725 is</p> <p>Partitioning, e.g. <math>9.54 + 3.25</math> as <math>9 + 3</math> and <math>0.5 + 0.2</math> and <math>0.04 + 0.05</math> to get 12.79</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px;">100s</td> <td style="border-right: 1px solid black; padding: 5px;">10s</td> <td style="border-right: 1px solid black; padding: 5px;">1s</td> <td style="border-right: 1px solid black; padding: 5px;">0.1s</td> <td style="border-right: 1px solid black; padding: 5px;">0.01s</td> <td style="padding: 5px;">0.001s</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">6 .</td> <td style="text-align: center;">7</td> <td style="text-align: center;">2</td> <td style="text-align: center;">5</td> </tr> <tr> <td colspan="3" style="border-top: 1px solid black;"></td> <td style="text-align: center;">6 .</td> <td style="text-align: center;">7</td> <td style="text-align: center;">2 6</td> </tr> </table> <p><b>Counting on</b> Add two decimal numbers by adding the ones then the tenths/hundredths or thousandths, e.g. <math>6.314 + 3.006</math> as <math>6.314</math> add <math>3</math> (<math>9.314</math>) then add <math>0.006</math> (<math>9.32</math>) Add near multiples of 1, e.g. <math>6.345 + 0.999</math> or <math>5.673 + 0.9</math> Count on from large numbers, e.g. <math>16,375 + 12,003</math></p> <p><b>Using number facts</b> Number bonds to 1 and to next multiple of 1, e.g. <math>0.63 + 0.37</math> or <math>2.355 + 0.645</math> Add to next ten, e.g. <math>4.62 + 0.38</math></p> <div style="text-align: center;"> </div>	100s	10s	1s	0.1s	0.01s	0.001s			6 .	7	2	5				6 .	7	2 6
100s	10s	1s	0.1s	0.01s	0.001s																																	
			.5 .1	1																																		
			.6	1																																		
100s	10s	1s	0.1s	0.01s	0.001s																																	
		6 .	7	2	5																																	
			6 .	7	2 6																																	

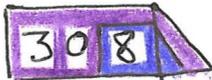
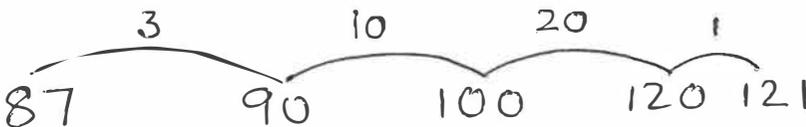
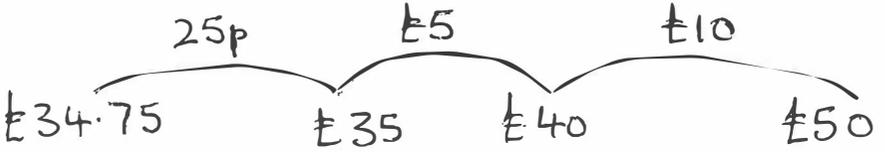
# Fritwell C of E Primary School - Calculation Policy October 2015

	<b>Year 5</b>	<b>Year 6</b>
<b>Written Addition</b>	<p>Expanded column addition for money leading to compact column addition for adding several amounts of money</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <math display="block">\begin{array}{r} \pounds 14 \quad 60\text{p} \quad 4\text{p} \\ \pounds 28 \quad 70\text{p} \quad 8\text{p} \\ + \pounds 12 \quad 20\text{p} \quad 6\text{p} \\ \hline \pounds 1 \quad 10\text{p} \\ \hline \pounds 55 \quad 60\text{p} \quad 8\text{p} \end{array}</math> </div> <p>Compact column addition to add Pairs of 5-digit numbers</p> <p>Continue to use column addition to add towers of several larger numbers.</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <math display="block">\begin{array}{r} 15.68 \\ + 27.86 \\ \hline 11.1 \\ \hline 43.54 \end{array}</math> </div> <p>Use compact addition to add decimal numbers with up to two places</p> <p>Adding fractions with related denominators, e.g. <math>\frac{1}{4} + \frac{3}{8} = \frac{5}{8}</math></p>	<p>Compact column addition for adding several large numbers and decimal numbers with up to two places</p> <div style="text-align: right; padding-right: 20px;"> <math display="block">\begin{array}{r} \pounds 14.64 \\ + \pounds 28.78 \\ \hline \pounds 12.26 \\ + 11.1 \\ \hline \pounds 55.68 \end{array}</math> </div> <p>Compact column addition with money</p> <p>Add fractions with unlike denominators, e.g. <math>\frac{3}{4} + \frac{1}{3} = 1 \frac{1}{12}</math> or <math>\frac{13}{12}</math>  <math>2 \frac{1}{4} + 1 \frac{1}{3} = 3 \frac{7}{12}</math></p>

# Fritwell C of E Primary School - Calculation Policy October 2015

	Year 1	Year 2																								
Mental Subtraction	<p><b>Using Place value</b> Count back in ones / Count back in tens, e.g. knowing <math>53 - 1</math> or <math>53 - 10</math> without counting back in ones</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"><math>33 - 10</math></div> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td></td></tr> </table> </div> <p><b>Taking away</b> Count back in ones, e.g. <math>11 - 3 =</math>    <math>15 - 4 =</math></p> <div style="text-align: center; margin-top: 20px;">  </div> <p>Count back in tens, e.g. <math>53 - 20</math> as 53, 43, 33</p> <p><b>Using number facts</b> 'Story' of 4, 5, 6, 7, 8 and 9, e.g. <math>7 - 1 = 6</math>, <math>7 - 2 = 5</math>, <math>7 - 3 = 4</math>, etc. Number bonds to 10, e.g. <math>10 - 1 = 9</math>, <math>10 - 2 = 8</math>, <math>10 - 3 = 7</math>, etc.</p> <div style="text-align: center; margin-top: 20px;">  </div> <p>Patterns using known facts, e.g. <math>7 - 3 = 4</math> so we know <math>27 - 3 =</math>, <math>47 - 3 =</math>, <math>77 - 4 =</math>, etc.</p>	1	2	3	4	5	6	11	12	13	14	15	16	21	22	23	24	25	26	31	32	33	34	35		<p><b>Using Place value</b> Know 1 less or 10 less than any number, e.g. 1 less than 74 or 10 less than 82 Partitioning, e.g. <math>55 - 32</math> as <math>50 - 30</math> and <math>5 - 2</math> combining the answers: <math>20 + 3</math></p> <div style="display: flex; align-items: center; justify-content: center; margin-top: 20px;"> <div style="margin-right: 20px;"> <math display="block">\begin{array}{r} 50 \\ - 30 \\ \hline 20 \end{array}</math> </div> <div style="margin-right: 20px;"> <math display="block">\begin{array}{r} 5 \\ - 2 \\ \hline 3 \end{array}</math> </div> <div style="margin-right: 20px;"> <math>= 20</math> </div> <div style="margin-right: 20px;"> <math>= 3</math> </div> <div style="margin-right: 20px;"> <math>= 23</math> </div> </div> <p><b>Taking away</b> Subtract ten and multiples of ten, e.g. <math>76 - 20</math> as 76, 66, 56 or in one hop <math>76 - 20 = 56</math> Subtract two 2-digit numbers by counting back in tens then in ones, e.g. <math>67 - 33</math> as 67 subtract 30 (37) then count back 3 (34) Subtracting near multiples, e.g. <math>74 - 21</math> or <math>57 - 19</math></p> <p><b>Using number facts</b> Know pairs of numbers which make the numbers up to and including 10, e.g. <math>10 - 6 = 4</math>, <math>8 - 3 = 5</math>, <math>5 - 2 = 3</math>, etc. Patterns of known facts, e.g. <math>9 - 6 = 3</math>, so we know <math>39 - 6 = 33</math>, <math>69 - 6 = 63</math>, <math>89 - 6 = 83</math> Bridge ten, e.g. <math>52 - 6</math> as 52 subtract 2 then subtract 4 more</p> <div style="text-align: center; margin-top: 20px;">  </div> <p><b>Counting up</b> Find a difference between two numbers on a line, e.g. <math>51 - 47</math></p>
1	2	3	4	5	6																					
11	12	13	14	15	16																					
21	22	23	24	25	26																					
31	32	33	34	35																						

# Fritwell C of E Primary School - Calculation Policy October 2015

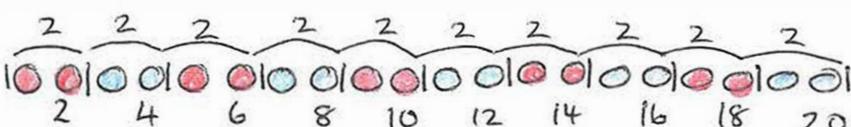
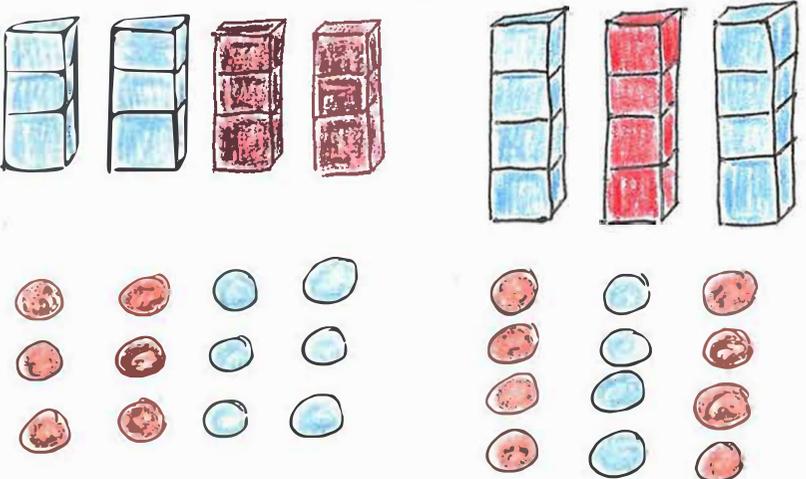
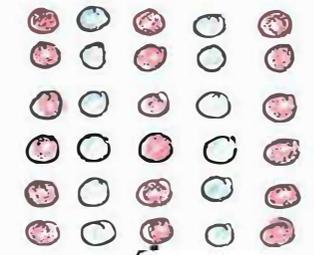
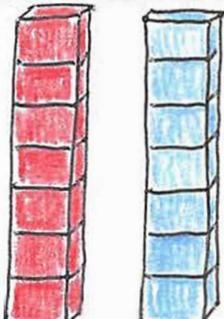
	Year 3	Year 4		
Mental Subtraction	<p><b>Taking away</b>                      Use place value to subtract, e.g. <math>348 - 300</math> or <math>348 - 40</math> or <math>348 - 8</math>                      Taking away multiples of 10, 100 and £1, e.g. <math>476 - 40 = 436</math>, <math>476 - 300 = 176</math>, <math>£4.76 - £2 = £2.76</math>                      Partitioning, e.g. <math>68 - 42</math> as <math>60 - 40</math> and <math>8 - 2</math> or <math>£6.84 - £2.40</math> as <math>£6 - £2</math> and <math>80p - 40p</math>                      Count back in hundreds, tens then ones, e.g. <math>763 - 121</math> as <math>763 - 100</math> (663) then subtract 20 (643) then subtract 1 (642)                      Subtract near multiples, e.g. <math>648 - 199</math> or <math>86 - 39</math></p> <p><b>Counting up</b>                        Find a difference between two numbers by counting up from the smaller to the larger, e.g. <math>121 - 87</math></p> <p style="text-align: center;">  </p> <p><b>Using number facts</b>                      Number bonds to 100, e.g. <math>100 - 35 = 65</math>, <math>100 - 48 = 52</math>, etc.</p>	<p><b>Taking away</b>                      Use place value to subtract, e.g. <math>4748 - 4000</math> or <math>4748 - 8</math>, etc.                      Take away multiples of 10, 100, 1000, £1, 10p or 0.1, e.g. <math>8392 - 50</math> or <math>6723 - 3000</math> or <math>£3.74 - 30p</math> or <math>5.6 - 0.2</math>                      Partitioning, e.g. <math>£5.87 - £3.04</math> as <math>£5 - £3</math> and <math>7p - 4p</math> or <math>7493 - 2020</math> as <math>7000 - 2000</math> and <math>90 - 20</math>                      Count back, e.g. <math>6482 - 1301</math> as <math>6482 - 1000</math> then <math>- 300</math> then <math>- 1</math> (5181)                      Subtract near multiples, e.g. <math>3522 - 1999</math> or <math>£34.86 - £19.99</math></p> <p><b>Counting up</b>                      Find a difference between two numbers by counting up from the smaller to the larger, e.g. <math>506 - 387</math></p> <p style="text-align: center;">  </p> <p><b>Using number facts</b>                      Number bonds to 10, 100 and derived facts, e.g. <math>100 - 76 = 24</math>, <math>1.0 - 0.6 = 0.4</math>                      Number bonds to £1 and £10, e.g. <math>£1.00 - 86p = 14p</math> or <math>£10 - £3.40 = £6.60</math></p>		
Written Subtraction	<p>Develop counting up subtraction</p> <p style="text-align: center;">  </p> <p>Use counting up subtraction to find change from £1 and £10</p> <p style="text-align: center;">  </p> <p>Recognise complements of any fraction to 1, e.g. <math>1 - \frac{1}{4} = \frac{3}{4}</math> or <math>1 - \frac{2}{3} = \frac{1}{3}</math></p>	<p>Expanded column subtraction      Begin to use compact column subtraction</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right; padding-right: 20px;"> <math display="block">\begin{array}{r} 600 \quad 110 \quad 16 \\ \cancel{700} \quad 20 \quad \cancel{8} \\ - 300 \quad 50 \quad 8 \\ \hline 300 \quad 60 \quad 8 \end{array}</math> </td> <td> <math display="block">\begin{array}{r} 6 \quad 11 \quad 16 \\ \cancel{7} \quad \cancel{2} \quad \cancel{8} \\ - 3 \quad 5 \quad 8 \\ \hline 3 \quad 6 \quad 8 \end{array}</math> </td> </tr> </table> <p>Use counting up subtraction to find change from £10, £20, £50 and £100</p> <p style="text-align: center;">  </p> <p>Subtract like fractions, e.g. <math>\frac{3}{8} - \frac{1}{8} = \frac{2}{8}</math></p>	$\begin{array}{r} 600 \quad 110 \quad 16 \\ \cancel{700} \quad 20 \quad \cancel{8} \\ - 300 \quad 50 \quad 8 \\ \hline 300 \quad 60 \quad 8 \end{array}$	$\begin{array}{r} 6 \quad 11 \quad 16 \\ \cancel{7} \quad \cancel{2} \quad \cancel{8} \\ - 3 \quad 5 \quad 8 \\ \hline 3 \quad 6 \quad 8 \end{array}$
$\begin{array}{r} 600 \quad 110 \quad 16 \\ \cancel{700} \quad 20 \quad \cancel{8} \\ - 300 \quad 50 \quad 8 \\ \hline 300 \quad 60 \quad 8 \end{array}$	$\begin{array}{r} 6 \quad 11 \quad 16 \\ \cancel{7} \quad \cancel{2} \quad \cancel{8} \\ - 3 \quad 5 \quad 8 \\ \hline 3 \quad 6 \quad 8 \end{array}$			

# Fritwell C of E Primary School - Calculation Policy October 2015

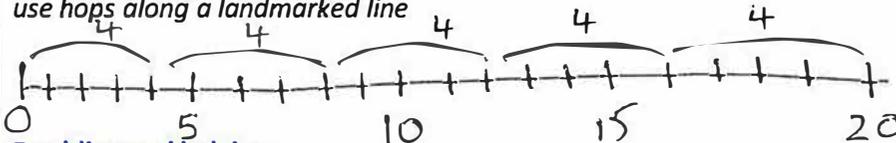
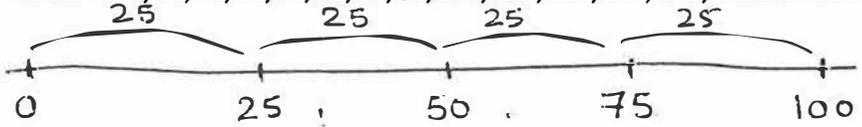
	Year 5	Year 6
Mental Subtraction	<p><b>Taking away</b>                      Use place value to subtract decimals, e.g. <math>4.58 - 0.08</math> or <math>6.26 - 0.2</math>, etc.                      Take away multiples of powers of 10, e.g. <math>15,672 - 300</math> or <math>4.82 - 2</math> or <math>2.71 - 0.5</math> or <math>4.68 - 0.02</math>                      Partition or count back, e.g. <math>3964 - 1051</math> or <math>5.72 - 2.01</math>                      Subtract near multiples, e.g. <math>86,456 - 9999</math> or <math>3.58 - 1.99</math></p>	<p><b>Taking away</b>                      Use place value to subtract decimals, e.g. <math>7.782 - 0.08</math> or <math>16.263 - 0.2</math>, etc.                      Take away multiples of powers of 10, e.g. <math>132,956 - 400</math> or <math>686,109 - 40,000</math> or <math>7.823 - 0.5</math>                      Partition or count back, e.g. <math>3964 - 1051</math> or <math>5.72 - 2.01</math>                      Subtract near multiples, e.g. <math>360,078 - 99,998</math> or <math>12.831 - 0.99</math></p>
	<p><b>Counting up</b>                      Find a difference between two numbers by counting up from the smaller to the larger, e.g. <math>2009 - 869</math></p> <div style="text-align: center;"> </div> <p>Find change using shopkeepers' addition, e.g. buy toy for £6.89 using £10</p> <div style="text-align: center;"> </div>	<p><b>Counting up</b>                      Count up to subtract numbers from multiples of 10, 100, 1000, 10,000                      Find a difference between two decimal numbers by counting up from the smaller to the larger, e.g. <math>1.2 - 0.87</math></p> <div style="text-align: center;"> </div>
	<p><b>Using number facts</b>                      Derived facts from number bonds to 10 and 100, e.g. <math>2 - 0.45</math> using <math>45 + 55 = 100</math> or <math>3.00 - 0.86</math> using <math>86 + 14 = 100</math></p> <div style="text-align: center;"> </div> <p>Number bonds to £1, £10 and £100, e.g. <math>£4.00 - £3.86p = 14p</math> or <math>£100 - £66</math> using <math>66 + 34 = £100</math></p>	<p><b>Using number facts</b>                      Derived facts from number bonds to 10 and 100, e.g. <math>0.1 - 0.075</math> using <math>75 + 25 = 100</math> or <math>5 - 0.65</math> using <math>65 + 35 = 100</math></p> <div style="text-align: center;"> </div> <p>Number bonds to £1, £10 and £100, e.g. <math>£7.00 - £4.37</math> or <math>£100 - £66.20</math> using <math>20p + 80p = £1</math> and <math>£67 + £33 = £100</math>.</p>

# Fritwell C of E Primary School - Calculation Policy October 2015

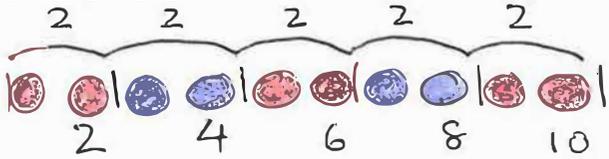
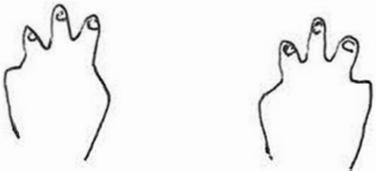
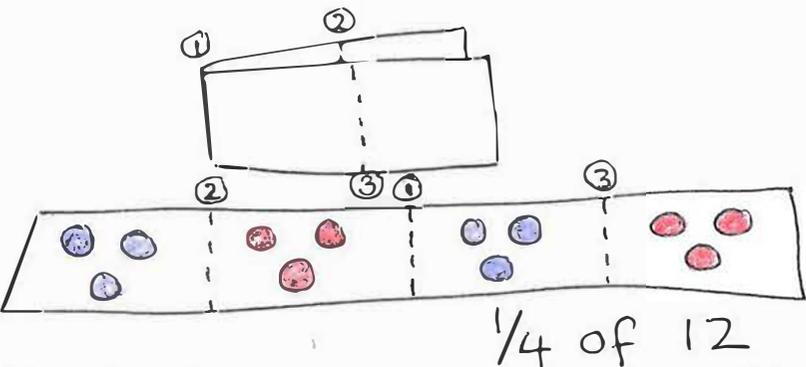
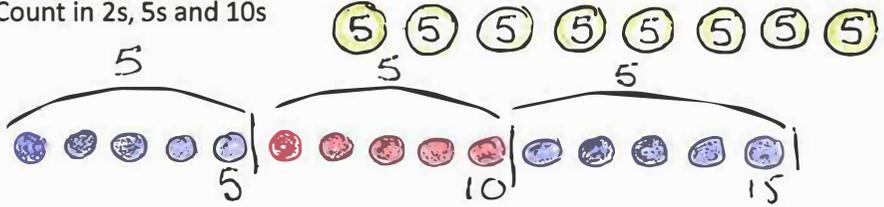
	Year 5	Year 6
Written Subtraction	<p>Compact column subtraction for numbers with up to 5 digits</p> $  \begin{array}{r}  01513114 \\  \cancel{1} \cancel{8} \cancel{3} \cancel{2} \cancel{4} \\  - \quad 8516 \\  \hline  7808  \end{array}  $	<p>Compact column subtraction for large numbers</p> $  \begin{array}{r}  214715 \\  \cancel{3} \cancel{4} \cancel{6} \cancel{8} \cancel{8} \\  - 16458 \\  \hline  18227  \end{array}  $
	<p>Continue to use counting up subtraction for subtractions involving money, including finding change or, e.g. £50 - £28.76</p> <p style="text-align: center;"> <math>\overset{24p}{\curvearrowright}</math>    <math>\overset{£1}{\curvearrowright}</math>    <math>\overset{£20}{\curvearrowright}</math>            £28.76    £29    £30    £50         </p>	<p>Use counting up subtraction when dealing with money, e.g. £100 - £78.56 or £45.23 - £27.57</p> <p style="text-align: center;"> <math>\overset{44p}{\curvearrowright}</math>    <math>\overset{£1}{\curvearrowright}</math>    <math>\overset{£20}{\curvearrowright}</math>            £78.56    £79    £80    £100         </p>
	<p>Use counting up subtraction to subtract decimal numbers, e.g. 4.2 - 1.74</p> <p style="text-align: center;"> <math>\overset{0.06}{\curvearrowright}</math>    <math>\overset{0.2}{\curvearrowright}</math>    <math>\overset{2.2}{\curvearrowright}</math>            1.74    1.80    2.0    4.2         </p>	<p>Use counting up subtraction to subtract decimal numbers, e.g. 13.1 - 2.37</p> <p style="text-align: center;"> <math>\overset{0.13}{\curvearrowright}</math>    <math>\overset{0.50}{\curvearrowright}</math>    <math>\overset{10.1}{\curvearrowright}</math>            2.37    2.50    3.00    13.1         </p>
	<p>Subtracting fractions with like denominators, e.g. <math>1\frac{1}{8} - \frac{3}{8}</math> as <math>1\frac{2}{8} - \frac{3}{8}</math> or <math>\frac{10}{8} - \frac{3}{8} = \frac{7}{8}</math></p>	<p>Subtracting fractions with unlike denominators, e.g. <math>1\frac{1}{3} - \frac{2}{3}</math> as <math>1\frac{3}{12} - \frac{8}{12}</math> or <math>\frac{15}{12} - \frac{8}{12} = \frac{7}{12}</math></p>

	Year 1	Year 2
Mental Multiplication	<p><b>Counting in steps ('Clever' counting)</b> Count in 2s and 10s</p>  <p><b>Doubling and halving</b> Find doubles to double 6 using fingers</p>  <p><b>Grouping</b> Begin to use visual and concrete arrays and 'sets of' objects to find the answers to '3 lots of 4' or '2 lots of 5', etc.</p> 	<p><b>Counting in steps ('Clever' counting)</b> Count in 2s, 5s and 10s</p>  <p>Begin to count in 3s</p> <p><b>Doubling and halving</b> Begin to know doubles of multiples of 5 to 100, e.g. double 35 is 70</p> <p><b>Grouping</b> Use arrays to find answers to multiplication and relate to 'clever' counting, e.g. <math>3 \times 4</math> as three lots of four things and <math>6 \times 5</math> as six steps in the 5s count as well as six lots of five</p>  <p>Understand that <math>5 \times 3</math> can be worked out as three 5s or five 3s</p> <p><b>Using number facts</b> Know doubles to double 20</p> <p>Double 7 = 14</p>  <p>Start learning 2x, 5x, 10x tables, relating these to 'Clever counting' in 2s, 5s, and 10s, e.g. <math>5 \times 10 = 50</math>, and 10, 20, 30, 40, 50 is five steps in the tens count</p>

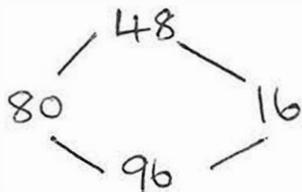
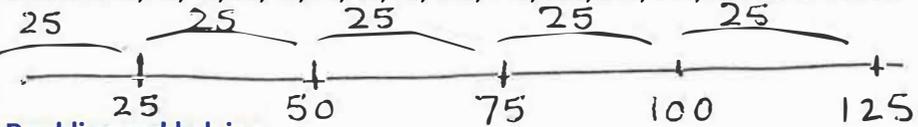
# Fritwell C of E Primary School - Calculation Policy October 2015

	Year 3	Year 4																							
Mental Multiplication	<p><b>Counting in steps ('Clever' counting)</b> Count in 2s, 3s, 4s, 5s, 8s and 10s, e.g. colour the multiples on a 1-100 grid or use hops along a landmarked line</p>  <p><b>Doubling and halving</b> Find doubles to double 50 using partitioning Use doubling as a strategy in multiplying by 2 E.g. <math>18 \times 2</math> is double 18 (36)</p> <div style="display: flex; align-items: center; justify-content: center;"> <math>40 \times 2 = 80</math> <div style="margin: 0 20px;"> <math>\begin{array}{c} 48 \\ / \quad \backslash \\ 8 \times 2 = 16 \\ \backslash \quad / \\ 96 \end{array}</math> </div> </div> <p><b>Grouping</b> Recognise that multiplication is commutative, e.g. <math>4 \times 8 \equiv 8 \times 4</math> Multiply multiples of 10 by single digit numbers, e.g. <math>30 \times 8 = 240</math> Multiply friendly 2-digit numbers by single digit numbers, e.g. <math>13 \times 4</math></p> <p><b>Using number facts</b> Know doubles to 20 and doubles of multiples of 5 to 100, e.g. double 45 is 90 Know doubles of multiples of 5 to 100, e.g. double 85 is 170 Know 2x, 3x, 4x, 5x, 8x, 10x tables facts</p>	<p><b>Counting in steps – sequences</b> Count in 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 10s, 11s, 12s, 25s, 50s, 100s and 1000s</p>  <p><b>Doubling and halving</b> Find doubles to double 100 and beyond using partitioning Begin to double amounts of money. E.g. £3.50 doubled is £7 Use doubling as a strategy in multiplying by 2, 4 and 8, e.g. <math>34 \times 4 =</math> double 34 (68) doubled again (136)</p> <div style="display: flex; align-items: center; justify-content: center;"> <math>200</math> <div style="margin: 0 20px;"> <math>\begin{array}{c} 126 \\ / \quad \backslash \\ 252 \\ \backslash \quad / \\ 52 \end{array}</math> </div> </div> <p><b>Grouping</b> Use partitioning to multiply 2-digit numbers by single-digit numbers Multiply multiples of 100 by single digit numbers using tables facts, e.g. <math>400 \times 8 = 3200</math> Multiply using near multiples by rounding, e.g. <math>24 \times 19</math> as <math>(24 \times 20) - 24</math></p> <p><b>Using number facts -</b> Know times tables up to <math>12 \times 12</math></p>																							
Written Multiplication	<p>Build on partitioning to develop grid multiplication</p> <table border="1" style="display: inline-table; margin-right: 10px;"> <tr><td>x</td><td>20</td><td>3</td></tr> <tr><td>4</td><td>80</td><td>12</td></tr> </table> <p>= 92</p>	x	20	3	4	80	12	<p>Use grid multiplication to multiply 3-digit by 1-digit numbers</p> <table border="1" style="display: inline-table; margin-right: 10px;"> <tr><td>x</td><td>200</td><td>50</td><td>3</td></tr> <tr><td>6</td><td>1200</td><td>300</td><td>18</td></tr> </table> <p>= 1518</p> <p>Use a vertical written algorithm (ladder) to multiply 3-digit numbers by 1-digit numbers</p> $\begin{array}{r} 253 \\ \times 6 \\ \hline 1200 \\ 300 \\ 18 \\ \hline 1518 \end{array}$ <p>Use grid multiplication to multiply 2-digit numbers by 2-digit numbers</p> <table border="1" style="display: inline-table; margin-right: 10px;"> <tr><td>x</td><td>40</td><td>6</td></tr> <tr><td>10</td><td>400</td><td>60</td></tr> <tr><td>8</td><td>320</td><td>48</td></tr> </table> <p style="text-align: right;">720    108 = 828</p>	x	200	50	3	6	1200	300	18	x	40	6	10	400	60	8	320	48
x	20	3																							
4	80	12																							
x	200	50	3																						
6	1200	300	18																						
x	40	6																							
10	400	60																							
8	320	48																							

	Year 5	Year 6
<b>Mental Multiplication</b>	<p><b>Doubling and halving</b> Double amounts of money using partitioning, e.g. £6.73 doubled is double £6 (£12) plus double 73p (£1.46) Use doubling and halving as a strategy in multiplying by 2, 4, 8, 5 and 20. E.g. <math>58 \times 5 = \frac{1}{2}</math> of 58 (29) <math>\times 10</math> (290)</p> <p><b>Grouping</b> Multiply decimals by 10, 100, 1000, e.g. <math>3.4 \times 100 = 340</math> Use partitioning to multiply friendly 2-digit and 3-digit numbers by single-digit numbers. E.g. <math>402 \times 6</math> as <math>400 \times 6</math> (2400) and <math>2 \times 6</math> (12)</p> <p>Use partitioning to multiply decimal numbers by single-digit numbers, e.g. <math>4.5 \times 3</math> as <math>(4 \times 3) + (4 \times 0.5)</math> Multiply using near multiples by rounding, e.g. <math>32 \times 29</math> as <math>(32 \times 30) - 32</math></p> <p><b>Using number facts</b> Use times tables facts up to <math>12 \times 12</math> to multiply multiples of the multiplier, e.g. <math>4 \times 6 = 24</math> so <math>40 \times 6 = 240</math> and <math>400 \times 6 = 2400</math> Know square numbers and cube numbers</p>	<p><b>Doubling and halving</b> Double decimal numbers with up to 2-places using partitioning, e.g. 36.73 doubled is double 36 (72) plus double 0.73 (1.46)</p> <p>Use doubling and halving as strategies in mental multiplication</p> <p><b>Grouping</b> Use partitioning as a strategy in mental multiplication, as appropriate, e.g. <math>3060 \times 4</math> as <math>(3000 \times 4) + (60 \times 4)</math> or <math>8.4 \times 8</math> as <math>8 \times 8</math> (64) and <math>0.4 \times 8</math> (3.2) Use factors in mental multiplication, e.g. <math>421 \times 6</math> as <math>421 \times 3</math> (1263) doubled (2526) or <math>3.42 \times 5</math> as half of <math>(3.42 \times 10)</math> Multiply decimal numbers using near multiples by rounding, e.g. <math>4.3 \times 19</math> as <math>4.3 \times 20</math> (86 - 4.3)</p> <p><b>Using number facts</b> Use times tables facts up to <math>12 \times 12</math> in mental multiplication of large numbers or numbers with up to two decimal places, e.g. <math>6 \times 4 = 24</math> and <math>0.06 \times 4 = 0.24</math></p>
	<p><b>Short multiplication of 2-digit, 3-digit and 4-digit numbers by 1-digit numbers</b></p> $\begin{array}{r} 387 \\ \times 6 \\ \hline 54 \end{array}$ <p><b>Long multiplication of 2-digit, 3-digit and 4-digit numbers by teen numbers</b></p> $\begin{array}{r} 387 \\ \times 14 \\ \hline 3870 \\ 15^3 4^2 8 \\ \hline 5418 \end{array}$ <p><b>Multiplying fractions by single digit numbers</b> E.g. <math>\frac{3}{4} \times 6 = \frac{18}{4}</math> which is <math>4 \frac{2}{4} = 4 \frac{1}{2}</math></p>	<p><b>Short multiplication of 2-digit, 3-digit and 4-digit numbers by 1-digit numbers</b></p> $\begin{array}{r} 3875 \\ \times 6 \\ \hline 543 \end{array}$ <p><b>Long multiplication of 2-digit, 3-digit and 4-digit numbers by 2-digit numbers</b></p> $\begin{array}{r} 23250 \\ \times 23 \\ \hline 23250 \\ 46500 \\ \hline 534750 \end{array}$ <p><b>Short multiplication of decimal numbers using <math>\times 100</math> and <math>\div 100</math>, e.g. <math>13.72 \times 6</math> as <math>1372 \times 6 \div 100</math></b></p> <p><b>Short multiplication of money, £13.72 <math>\times 6</math></b></p> <p><b>Grid multiplication of numbers with up to 2 decimal places by single digit numbers</b></p> <p><b>Multiplying proper and improper fractions, e.g. <math>\frac{3}{4} \times \frac{2}{3}</math></b></p>
	<p><b>NB Grid multiplication provides a default method for ALL children</b></p>	<p><b>NB Grid multiplication provides a default method for ALL children</b></p>

	Year 1	Year 2
Mental Division	<p><b>Counting in steps ('Clever' counting)</b> Count in 2s and 10s</p>  <p><b>Doubling and halving</b> Find half of even numbers up to 12 including realising that it is hard to halve an odd number</p>  <p><b>Grouping</b> Begin to use visual and concrete arrays and 'sets of' objects to find the answers to 'how many towers of 3 can I make with 12 cubes?'</p> <p><b>Sharing</b> Begin to find half of a quantity using sharing, e.g. half of 16 cubes by giving one each repeatedly to two children</p> 	<p><b>Counting in steps ('Clever' counting)</b> Count in 2s, 5s and 10s</p>  <p><b>Doubling and halving</b> Find half of numbers up to 40, including realising that half of an odd number gives a remainder of 1 or an answer containing a 1/2 Begin to know half of multiples of 10 to 100, e.g. half of 70 is 35</p> <p><b>Grouping</b> Relate division to multiplication by using arrays or towers of cubes to find answers to division, e.g. how many towers of five cubes can I make from 20 cubes as <math>\square \times 5 = 20</math> and also as <math>20 \div 5 = ?</math></p>  <p>Relate to division to 'clever' counting and hence to multiplication, e.g. how many 5s do I count to get to 20?</p> <p><b>Sharing</b> Begin to find half or a quarter of a quantity using sharing, e.g. 1/4 of 16 cubes by sorting the cubes into four piles Find 1/4, 1/2, 3/4 of small quantities</p> <p><b>Using number facts</b> Know halves of even numbers to 24 Know 2x, 5x and 10x division facts Begin to know 3x division facts</p>

# Fritwell C of E Primary School - Calculation Policy October 2015

	Year 3	Year 4
<b>Mental Division</b>	<p><b>Counting in steps ('Clever' counting)</b> Count in 2s, 3s, 4s, 5s, 8s and 10s by colouring numbers on the 1-100 grid or using a landmarked line</p>  <p><b>Doubling and halving</b> Find half of even numbers to 100 using partitioning. Use halving as a strategy in dividing by 2. <i>E.g. <math>36 \div 2</math> is half of 36</i></p>  <p><b>Grouping</b> Recognise that division is not commutative, <i>e.g. <math>16 \div 8</math> does not equal <math>8 \div 16</math></i> Relate division to multiplications 'with holes in', <i>e.g. <math>\square \times 5 = 30</math> is the same calculation as <math>30 \div 5 = ?</math> thus we can count in 5s to find the answer</i> Divide multiples of 10 by single digit numbers, <i>e.g. <math>240 \div 8 = 30</math></i></p> <p><b>Using number facts</b> Know halves of even numbers to 40 Know halves of multiples of 10 to 200, <i>e.g. half of 170 is 85</i> Know 2x, 3x, 4x, 5x, 8x, 10x division facts Use division facts to find unit and simple non-unit fractions of amounts within the times tables, <i>e.g. <math>\frac{3}{4}</math> of 48 is <math>3 \times (48 \div 4)</math></i></p>	<p><b>Counting in steps – sequences</b> Count in 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 10s, 11s, 12s, 25s, 50s, 100s and 1000s</p>  <p><b>Doubling and halving</b> Find halves of even numbers to 200 and beyond using partitioning. Begin to half amounts of money. <i>E.g. £9 halved is £4.50</i> Use halving as a strategy in dividing by 2, 4 and 8, <i>e.g. <math>164 \div 4</math> is half of 164 (<math>82</math>) halved again (<math>41</math>)</i></p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <p><math>45 \div 3 = \square</math></p> <p><math>\square \times 3 = 45</math></p> <p><math>10 \times 3 = \underline{30}</math></p> <p style="text-align: right;">15</p> <p><math>5 \times 3 = 15</math></p> </div> <p><b>Grouping</b> Use multiples of 10 times the divisor to divide by number <math>\leq 9</math> above the tables facts, <i>e.g. <math>45 \div 3</math></i> Divide multiples of 100 by single digit numbers using division facts, <i>e.g. <math>3200 \div 8 = 400</math></i></p> <p><b>Using number facts</b> Know times tables up to <math>12 \times 12</math> and all related division facts Use division facts to find unit and non-unit fractions of amounts within the times tables, <i>e.g. <math>\frac{7}{8}</math> of 56 is <math>7 \times (56 \div 8)</math></i></p>
<b>Written Division</b>		<p>Written version of a mental method</p> <div style="border: 1px solid black; padding: 10px; width: fit-content; margin-left: auto; margin-right: auto;"> <p><math>\square \times 3 = 86</math>                      <math>84 \div 3 = 28 \text{ r}2</math></p> <p><math>20 \times 3 = \underline{60}</math></p> <p style="text-align: right;">26</p> <p><math>8 \times 3 = \underline{24}</math></p> <p style="text-align: right;">2</p> </div>

# Fritwell C of E Primary School - Calculation Policy October 2015

	Year 5	Year 6												
Mental Division	<p><b>Doubling and halving</b> Halve amounts of money using partitioning, e.g. half of £14.84 as half of £14 and half of 84p</p> <div style="text-align: center;"> </div> <p>Use doubling and halving as a strategy in dividing by 2, 4, 8, 5 and 20, e.g. <math>115 \div 5</math> as double 115 (230) <math>\div 10</math></p> <p><b>Grouping</b> Divide numbers by 10, 100, 1000 to obtain decimal answers with up to three places, e.g. <math>340 \div 100 = 3.4</math>. Use the 10<sup>th</sup>, 20<sup>th</sup>, 30<sup>th</sup>... multiple of the divisor to divide friendly 2-digit and 3-digit numbers by single-digit numbers, e.g. <math>186 \div 6</math> as <math>30 \times 6</math> (180) and <math>1 \times 6</math> (6) Find unit &amp; non-unit fractions of large amounts, e.g. <math>\frac{3}{5}</math> of 265 is <math>3 \times (265 \div 5)</math></p> <p><b>Using number facts</b> Use division facts from the times tables up to 12 x 12 to divide multiples of powers of ten of the divisor, e.g. <math>3600 \div 9</math> using <math>36 \div 9</math> Know square numbers and cube numbers</p>	<p><b>Doubling and halving</b> Halve decimal numbers with up to 2-places using partitioning, e.g. half of 36.86 is half of 36 (18) plus half of 0.86 (0.43)</p> <div style="text-align: center;"> </div> <p>Use doubling and halving as strategies in mental division, e.g. <math>216 \div 4</math> is half of 216 (108) and half of 108 (54)</p> <p><b>Grouping</b> Use 10<sup>th</sup>, 20<sup>th</sup>, 30<sup>th</sup>, ... or 100<sup>th</sup>, 200<sup>th</sup>, 300<sup>th</sup>.... multiples of the divisor to divide large numbers, e.g. <math>378 \div 9</math> as <math>40 \times 9 = 360</math> and <math>2 \times 9 = 18</math> so the answer is 42 Use tests for divisibility, e.g. 135 divides by 3 as <math>1 + 3 + 5 = 9</math> and 9 is in the 3x table</p> <p><b>Using number facts</b> Use division facts from the times tables up to 12 x 12 to divide decimal numbers by single-digit numbers, e.g. <math>1.17 \div 3</math> is <math>\frac{1}{100}</math> of <math>117 \div 3</math> (0.39)</p>												
Written Division	<p>Written version of a mental strategy for 3-digit <math>\div</math> 1 digit numbers</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <math display="block">\begin{array}{r} \square \times 6 = 326 \\ 50 \times 6 = \underline{300} \\ 26 \\ 4 \times 6 = \underline{24} \\ 2 \\ 54 \text{ r}2 \end{array}</math> </div> <p>Short division of 3-digit and 4-digit numbers by single-digit numbers</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-top: 10px;"> <math display="block">\begin{array}{r} 1264 \\ 6 \overline{) 7153824} \end{array}</math> </div>	<p>Short division of 3-digit and 4-digit numbers by single-digit numbers</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-top: 10px;"> <math display="block">\begin{array}{r} 1264 \\ 6 \overline{) 7153824} \end{array}</math> </div> <p>Long division of 3-digit and 4-digit numbers by two-digit numbers</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-top: 10px;"> <table style="border-collapse: collapse;"> <tr> <td style="padding-right: 10px;"><math>200 + 50 + 1</math></td> <td style="border-left: 1px solid black; padding-left: 10px;">15</td> </tr> <tr> <td><math>15 \overline{) 3765}</math></td> <td style="border-left: 1px solid black; padding-left: 10px;">30</td> </tr> <tr> <td><math>\underline{3000}</math></td> <td style="border-left: 1px solid black; padding-left: 10px;">45</td> </tr> <tr> <td><math>765</math></td> <td style="border-left: 1px solid black; padding-left: 10px;">60</td> </tr> <tr> <td><math>\underline{750}</math></td> <td style="border-left: 1px solid black; padding-left: 10px;">75</td> </tr> <tr> <td><math>15</math></td> <td style="border-left: 1px solid black; padding-left: 10px;">90</td> </tr> </table> </div> <p>Divide fractions by whole numbers, e.g. <math>\frac{1}{4} \div 3 = \frac{1}{12}</math></p>	$200 + 50 + 1$	15	$15 \overline{) 3765}$	30	$\underline{3000}$	45	$765$	60	$\underline{750}$	75	$15$	90
$200 + 50 + 1$	15													
$15 \overline{) 3765}$	30													
$\underline{3000}$	45													
$765$	60													
$\underline{750}$	75													
$15$	90													