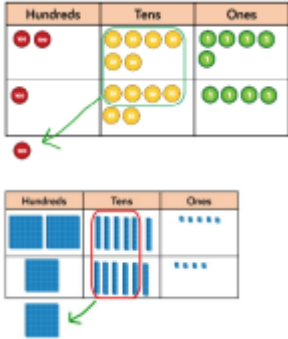
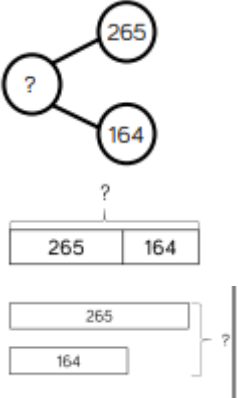
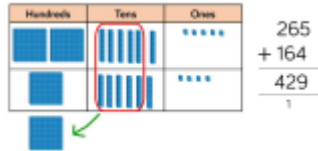
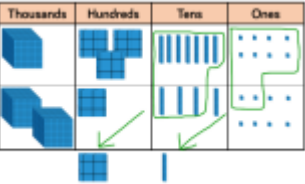
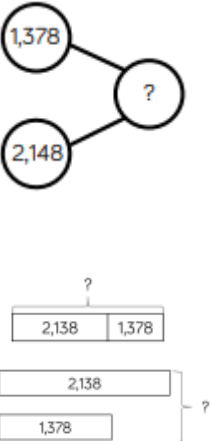
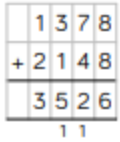


Willow Bank Junior School Calculation Guidance

Addition			
Vocabulary and glossary	Concrete	Pictorial	Abstract
Year 3			
<p>Addend - A number to be added to another</p> <p>Complement – in addition, a number and its complement make a total e.g. 300 is the complement to 700 to make 1,000</p> <p>Partitioning – Splitting a number into its component parts.</p> <p>Sum - The result of an addition.</p>	<p>Add numbers with up to 3 digits: Base 10 and place value counters are the most effective manipulatives when adding numbers with up to 3 digits.</p> 	<p>Add numbers with up to 3 digits:</p> 	<p>Add numbers with up to 3 digits: Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method.</p> 
Year 4			
<p>Addend - A number to be added to another</p> <p>Complement – in addition, a number and its complement make a total e.g. 300 is the complement to 700 to make 1,000</p> <p>Partitioning – Splitting a number into its component parts.</p> <p>Sum - The result of an addition.</p>	<p>Add numbers with up to 4 digits: Base 10 and place value counters are the most effective manipulatives when adding numbers with up to 4 digits.</p> 	<p>Add numbers with up to 4 digits:</p> 	<p>Add numbers with up to 4 digits: Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method.</p> 

Before moving on to a new method, it is important to check the year group before and ensure that children are secure with previous methods.

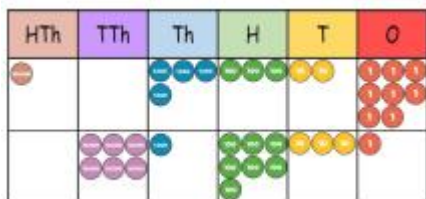
Willow Bank Junior School Calculation Guidance

Year 5 and 6

Addend - A number to be added to another
 Complement – in addition, a number and its complement make a total e.g. 300 is the complement to 700 to make 1,000
 Partitioning – Splitting a number into its component parts.
 Sum - The result of an addition.

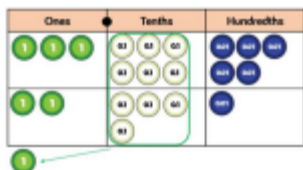
Add numbers with more than 4 digits:

Place value counters or plain counters on a place value grid are the most effective concrete resources when adding numbers with more than 4 digits.

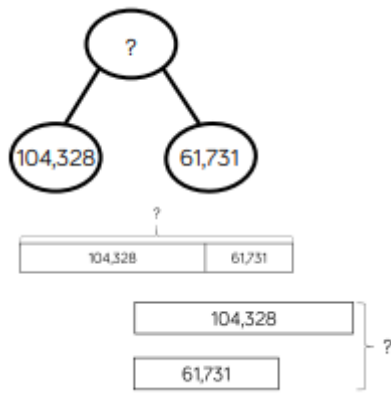


Add numbers up to 3 decimal places:

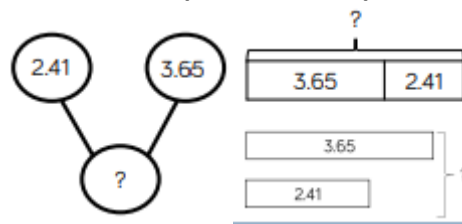
Place value counters and plain counters on a place value grid are the most effective manipulatives when adding decimals with 1, 2 and then 3 decimal places.



Add numbers with more than 4 digits:



Add numbers up to 3 decimal places:



Add numbers with more than 4 digits:

At this stage, children should be encouraged to work in the abstract, using the column method to add larger numbers efficiently.

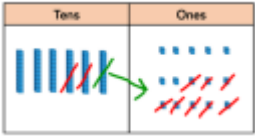

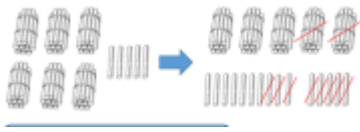
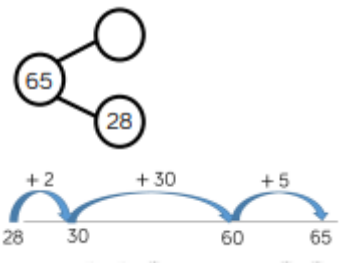
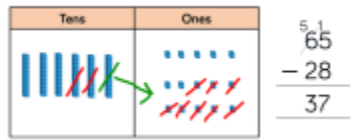
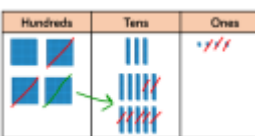

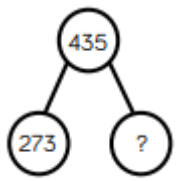

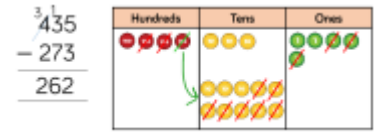
1	0	4	3	2	8
+	6	1	7	3	1
1					
1	6	6	0	5	9

Add numbers up to 3 decimal places:

$$\begin{array}{r} 3.65 \\ + 2.41 \\ \hline 6.06 \\ 1 \end{array}$$

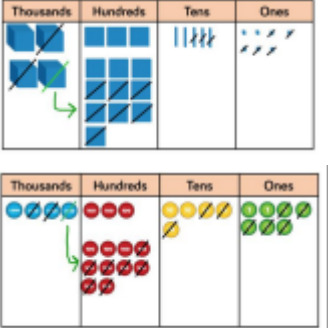
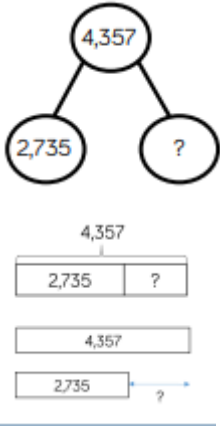
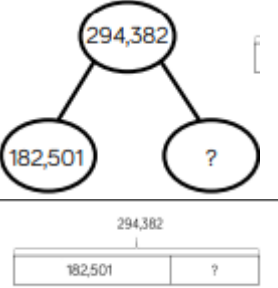
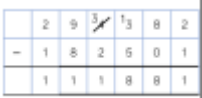
Before moving on to a new method, it is important to check the year group before and ensure that children are secure with previous methods.

✂ Willow Bank Junior School Calculation Guidance ✂

Subtraction			
Vocabulary	Concrete	Pictorial	Abstract
Year 3			
<p>Difference – the numerical difference between two numbers is found by comparing the quantity in each group.</p> <p>Exchange – Change a number or expression for another of an equal value.</p> <p>Minuend – A quantity or number from which another is subtracted.</p> <p>Partitioning – Splitting a number into its component parts.</p> <p>Subtrahend - A number to be subtracted from another.</p>	<p>Subtract 1 and 2-digit numbers to 100:</p>   	<p>Subtract 1 and 2-digit numbers to 100:</p>  <p>Children can also use a blank number line to count back to find the difference. Encourage them to jump to multiples of 10 to become more efficient.</p>	<p>Subtract 1 and 2-digit numbers to 100:</p> <p>From Year 3, encourage children to use the formal column method when calculating alongside straws, base 10 or place value counters. As numbers become larger, straws become less efficient.</p> 
	<p>Subtract numbers with up to 3 digits:</p> <p>Base 10 and place value counters are the most effective manipulative when subtracting numbers with up to 3 digits.</p>  	<p>Subtract numbers with up to 3 digits:</p>  	<p>Subtract numbers with up to 3 digits:</p> <p>Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method.</p> 

Before moving on to a new method, it is important to check the year group before and ensure that children are secure with previous methods.

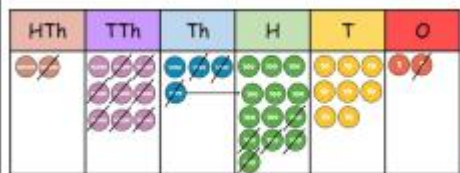
✂ Willow Bank Junior School Calculation Guidance ✂

Year 4			
<p>Difference – the numerical difference between two numbers is found by comparing the quantity in each group.</p> <p>Exchange – Change a number or expression for another of an equal value.</p> <p>Minuend – A quantity or number from which another is subtracted.</p> <p>Partitioning – Splitting a number into its component parts.</p> <p>Subtrahend - A number to be subtracted from another.</p>	<p>Subtract numbers with up to 4 digits:</p> <p>Base 10 and place value counters are the most effective manipulatives when subtracting numbers with up to 4 digits.</p> 	<p>Subtract numbers with up to 4 digits:</p> 	<p>Subtract numbers with up to 4 digits:</p> <p>Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method.</p> $\begin{array}{r} 31 \\ 4357 \\ - 2735 \\ \hline 1622 \end{array}$
Year 5 and 6			
<p>Difference – the numerical difference between two numbers is found by comparing the quantity in each group.</p> <p>Exchange – Change a number or expression for another of an equal</p>	<p>Subtract numbers with more than 4 digits:</p> <p>Place value counters or plain counters on a place value grid are the most effective concrete resource when subtracting numbers with more than 4 digits.</p>	<p>Subtract numbers with more than 4 digits:</p> 	<p>Subtract numbers with more than 4 digits:</p> <p>At this stage, children should be encouraged to work in the abstract, using column method to subtract larger numbers efficiently.</p> 

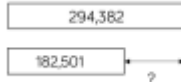
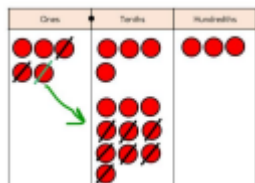
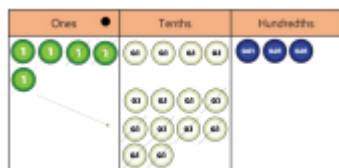
Before moving on to a new method, it is important to check the year group before and ensure that children are secure with previous methods.

✂ Willow Bank Junior School Calculation Guidance ✂

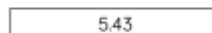
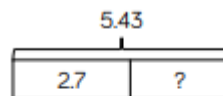
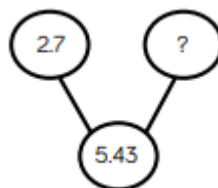
value.
 Minuend – A quantity or number from which another is subtracted.
 Partitioning – Splitting a number into its component parts.
 Subtrahend - A number to be subtracted from another.



Subtract up to 3 decimal places:
 Place value counters and plain counters on a place value grid are the most effective manipulative when subtracting decimals with 1, 2 and then 3 decimal places.



Subtract up to 3 decimal places:



Subtract up to 3 decimal places:

Ensure children have experience of subtracting decimals with a variety of decimal places. This includes putting this into context when subtracting money and other measures.

$$\begin{array}{r} 4 \quad 1 \\ \cancel{5} \cdot 43 \\ - 2.7 \\ \hline 2.73 \end{array}$$

Before moving on to a new method, it is important to check the year group before and ensure that children are secure with previous methods.

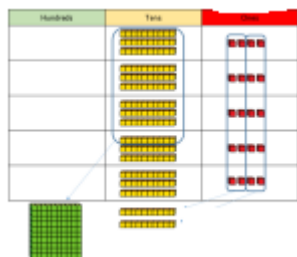
Willow Bank Junior School Calculation Guidance

Multiplication			
Vocabulary	Concrete	Pictorial	Abstract
Year 3			
<p>Array – An ordered collection of counters, cubes or other item in rows and columns.</p> <p>Factor – A number that multiplies with another to make a product.</p> <p>Multiplicand – In multiplication, a number to be multiplied by another.</p> <p>Partitioning – Splitting a number into its component parts.</p> <p>Product – The result of multiplying one number by another.</p>	<p>4, 8 and 3 times tables:</p>	<p>4, 8 and 3 times tables:</p>	<p>4, 8 and 3 times tables:</p> <p>Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.</p> <p>Look for patterns in the times table, using concrete manipulatives to support:</p> <ul style="list-style-type: none"> 4 times table: Make links to the 2 times table, seeing how each multiple is double the twos. Notice the pattern in the ones within each group of five multiples. Highlight that all the multiples are even. 8 times table: Make links to the 4 times table, seeing how each multiple is double the fours. Notice the pattern in the ones within each group of five multiples. 3 times table: Notice the odd, even, odd, even pattern.

Before moving on to a new method, it is important to check the year group before and ensure that children are secure with previous methods.

✂ Willow Bank Junior School Calculation Guidance ✂

Multiply 2-digit numbers by 1-digit numbers:



Multiply 2-digit numbers by 1-digit numbers:

Multiply 2-digit numbers by 1-digit numbers:

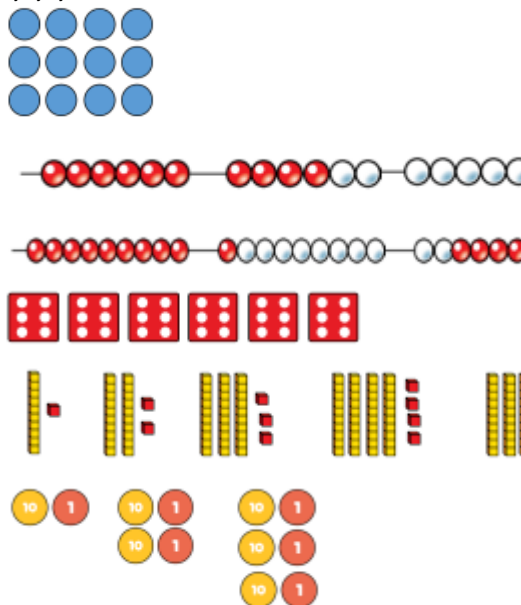
Informal methods and the expanded method are used in Year 3 before moving on to the short multiplication method in Year 4.

	H	T	O	
		3	4	
×			5	
		2	0	(5 × 4)
+	1	5	0	(5 × 30)
	1	7	0	

Year 4

Array – An ordered collection of counters, cubes or other item in rows and columns.
Factor – A number that multiplies with another to make a product.
Multiplicand – In multiplication, a number to be multiplied by another.
Partitioning – Splitting a number into its component parts.
Product – The result of multiplying one number by another.

6,7,9, 11 and 12 times tables:

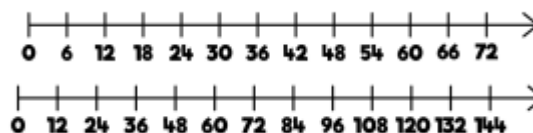


6,7,9, 11 and 12 times tables:

6	12	18	24	30
36	42	48	54	60
66	72	78	84	90



1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80	71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90	81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100	91	92	93	94	95	96	97	98	99	100



6,7,9, 11 and 12 times tables:


Encourage daily counting in multiples, supported by a number line or a hundred square.

Look for patterns in times table, using manipulatives to support:

- 6 times table: Make links to the 3 times table, seeing how each multiple is double the threes. Notice the pattern in the ones within each group of five multiples. Highlight that all the multiples are even using number shapes to support.
- 9 times table: Notice the pattern in the tens and

Before moving on to a new method, it is important to check the year group before and ensure that children are secure with previous methods.

✂ Willow Bank Junior School Calculation Guidance ✂

			<p>ones using the hundred square to support as well as noting the odd, even pattern within the multiples.</p> <ul style="list-style-type: none">• 7 times table: The seven times table can be trickier to learn due to the lack of obvious pattern in the numbers, however they already know several facts due to commutativity. Children can still see the odd, even pattern in the multiples using number shapes to support.• 11 times table: Notice the pattern in the tens and ones using the hundred square to support. Also consider the pattern after crossing 100.• 12 times table: Make links to the 6 times table, seeing how each multiple is double the sixes. Notice the pattern in the ones within each group of five multiples. The hundred square can support in highlighting this pattern.
--	---	--	---

Before moving on to a new method, it is important to check the year group before and ensure that children are secure with previous methods.

✂ Willow Bank Junior School Calculation Guidance ✂

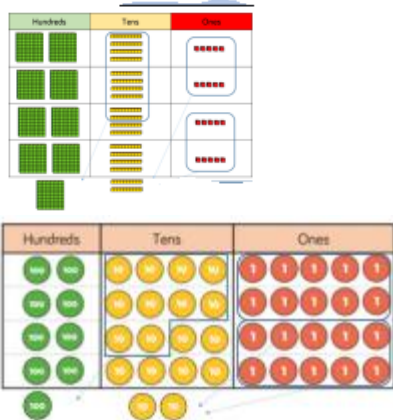
Multiply 2-digit numbers by 1-digit numbers:

Place value counters and base 10 should be used to support the understanding of the method rather than supporting the multiplication, as children should use times table knowledge.



Multiply 3-digit numbers by 1-digit numbers:

Base 10 and place value counters continue to support the understanding of the written method. Limit the number of exchanges needed in the questions and move children away from resources when multiplying larger numbers.



Multiply 2-digit numbers by 1-digit numbers:

Bar models cannot help with the method of multiplication but they can be used to help children visualize that multiplication is the operation needed at the time.

Multiply 3-digit numbers by 1-digit numbers:

Bar models cannot help with the method of multiplication but they can be used to help children visualize that multiplication is the operation needed at the time.

Multiply 2-digit numbers by 1-digit numbers:

	H	T	O
		3	4
x			5
	1	7	0
	1	2	

Multiply 3-digit numbers by 1-digit numbers:

	H	T	O
	2	4	5
x			4
	9	8	0
	1	2	

Before moving on to a new method, it is important to check the year group before and ensure that children are secure with previous methods.

Willow Bank Junior School Calculation Guidance

Year 5

Factor – A number that multiplies with another to make a product.
 Multiplicand – In multiplication, a number to be multiplied by another.
 Partitioning – Splitting a number into its component parts.
 Product – The result of multiplying one number by another.

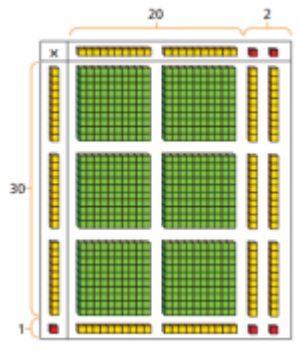
Multiply 4-digit numbers by 1-digit numbers:

When multiplying 4-digit numbers, place value counters are the best manipulative to use to support children in their understanding of the formal written method.



Multiply 2-digit numbers by 2-digit numbers:

When multiplying a multi-digit number by 2-digits, use the area model to help children understand the size of the numbers they are using. This links to finding the area of a rectangle by finding the space covered by the Base 10.



Multiply 4-digit numbers by 1-digit numbers:

Bar models cannot help with the method of multiplication but they can be used to help children visualize that multiplication is the operation needed at the time.

Multiply 4-digit numbers by 1-digit numbers:

	Th	H	T	O
	1	8	2	6
x				3
	5	4	7	8
	2		1	

Multiply 2-digit numbers by 2-digit numbers:

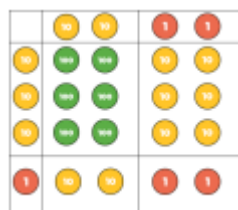
The grid method matches the area model as an initial written method before moving on to the formal written multiplication method

x	20	2
30	600	60
1	20	2

	H	T	O
		2	2
x		3	1
		2	2
	6	6	0
	6	8	2

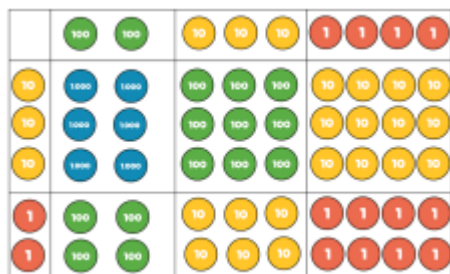
Before moving on to a new method, it is important to check the year group before and ensure that children are secure with previous methods.

✂ Willow Bank Junior School Calculation Guidance ✂



Multiply 3-digit numbers by 2-digit numbers:

Children can continue to use the area model when multiplying 3- digits by 2- digits. Place value counters become more efficient to use but Base 10 can be used to highlight the size of numbers.



Multiply 3-digit numbers by 2-digit numbers:

Children should now move towards the formal written method, seeing the links with the grid method.

	Th	H	T	O
		2	3	4
x			3	2
		4	6	8
17	1	0	2	0
	7	4	8	8

Year 6

Array – An ordered collection of counters, cubes or other item in rows and columns.
Factor – A number that multiplies with another to make a product.
Multiplicand – In

Multiply 4-digit numbers by 2-digit numbers:

Refer back to year 5 concrete representation if children are still struggling with how to use the formal written method.

Multiply 4-digit numbers by 2-digit numbers:

Bar models cannot help with the method of multiplication but they can be used to help children visualize that multiplication is the operation needed at the time.

Multiply 4-digit numbers by 2-digit numbers:

When multiplying 4- digits by 2-digits, children should be confident in using the formal written method.

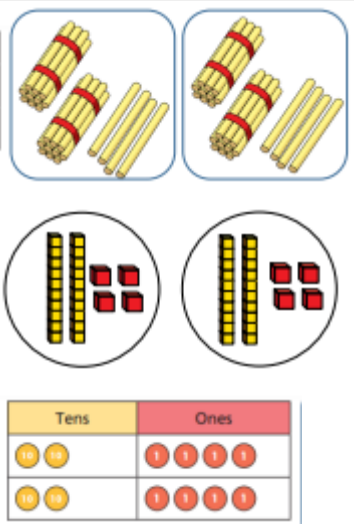
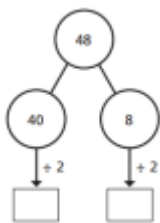
Before moving on to a new method, it is important to check the year group before and ensure that children are secure with previous methods.

✂ Willow Bank Junior School Calculation Guidance ✂

<p>multiplication, a number to be multiplied by another.</p> <p>Partitioning – Splitting a number into its component parts.</p> <p>Product – The result of multiplying one number by another.</p>			<table border="1"> <thead> <tr> <th>TTh</th> <th>Th</th> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td></td> <td>2</td> <td>7</td> <td>3</td> <td>9</td> </tr> <tr> <td>x</td> <td></td> <td></td> <td>2</td> <td>8</td> </tr> <tr> <td>2</td> <td>1</td> <td>9</td> <td>1</td> <td>2</td> </tr> <tr> <td>₂</td> <td>₅</td> <td>₃</td> <td>₇</td> <td></td> </tr> <tr> <td>5</td> <td>4</td> <td>7</td> <td>8</td> <td>0</td> </tr> <tr> <td>₁</td> <td></td> <td>₁</td> <td></td> <td></td> </tr> <tr> <td>7</td> <td>6</td> <td>6</td> <td>9</td> <td>2</td> </tr> </tbody> </table> <p style="text-align: center;">1</p>	TTh	Th	H	T	O		2	7	3	9	x			2	8	2	1	9	1	2	₂	₅	₃	₇		5	4	7	8	0	₁		₁			7	6	6	9	2
TTh	Th	H	T	O																																							
	2	7	3	9																																							
x			2	8																																							
2	1	9	1	2																																							
₂	₅	₃	₇																																								
5	4	7	8	0																																							
₁		₁																																									
7	6	6	9	2																																							

Before moving on to a new method, it is important to check the year group before and ensure that children are secure with previous methods.

✂ Willow Bank Junior School Calculation Guidance ✂

Division			
Vocabulary	Concrete	Pictorial	Abstract
Year 3			
<p>Dividend – In division, the number that is divided.</p> <p>Divisor – In division, the number by which another is divided.</p> <p>Quotient – The result of a division.</p> <p>Factor – A number that multiplies with another to make a product.</p>	<p>Divide 2-digits by 1-digit (linked to times-tables)</p> <p>When dividing larger numbers, children can use manipulatives that allow them to partition into tens and ones.</p> <div style="text-align: center;">  </div>	<p>Divide 2-digits by 1-digit (linked to times-tables)</p> <p>Part-whole models can provide children with a clear written method that matches the concrete representation.</p> <div style="text-align: center;">  </div>	<p>Divide 2-digits by 1-digit (linked to times-tables)</p> <p>$4 \times 8 = 32$, therefore $32 \div 8 = 4$.</p>
Year 4			
<p>Dividend – In division, the number that is divided.</p> <p>Divisor – In division, the number by which another is divided.</p> <p>Quotient – The result of a division.</p> <p>Factor – A number</p>	<p>Divide 2-digits by 1-digit (sharing with exchanging):</p> <p>When dividing numbers involving an exchange, children can use Base 10 and place value counters to exchange one ten for ten ones. Children should start with the equipment outside the place value grid before sharing the tens and ones</p>	<p>Divide 2-digits by 1-digit (sharing with exchanging):</p> <p>Flexible partitioning in a part-whole model supports this method.</p>	<p>Divide 2-digits by 1-digit (sharing with exchanging):</p> <p>$52 \div 4 = 13$</p>

Before moving on to a new method, it is important to check the year group before and ensure that children are secure with previous methods.

Willow Bank Junior School Calculation Guidance

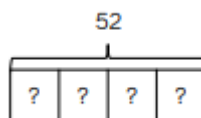
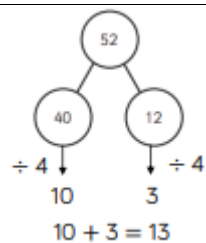
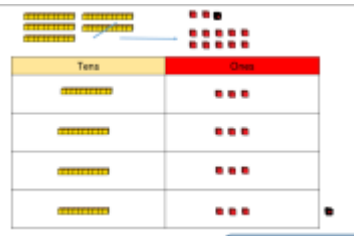
that multiplies with another to make a product.
 Remainder – The amount left over after a division when the divisor is not a factor of the dividend.

equally between the rows.



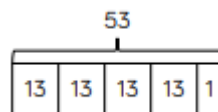
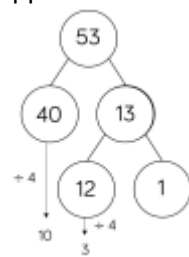
Divide 2-digits by 1-digit (sharing with remainders):

When dividing numbers with remainders, children can use Base 10 and place value counters to exchange one ten for ten ones. Starting with the equipment outside the place value grid will highlight remainders, as they will be left outside the grid once the equal groups have been made



Divide 2-digits by 1-digit (sharing with remainders):

Flexible partitioning in a part-whole model supports this method.



Divide 2-digits by 1-digit (sharing with remainders):

$$53 \div 4 = 13r1$$

Before moving on to a new method, it is important to check the year group before and ensure that children are secure with previous methods.

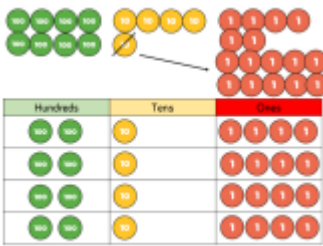
✂ Willow Bank Junior School Calculation Guidance ✂



Divide 3-digits by 1-digit (sharing):

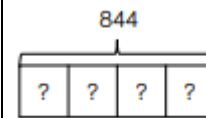
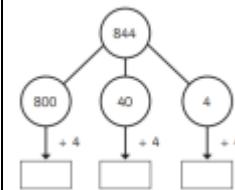
Children can continue to use place value counters to share 3-digit numbers into equal groups. Children should start with the equipment outside the place value grid before sharing the hundreds, tens and ones equally between the rows. This method can also help to highlight remainders.

H	T	O
100	40	8
100	40	8
100	40	8
100	40	8



Divide 3-digits by 1-digit (sharing):

Flexible partitioning in a part-whole model supports this method.

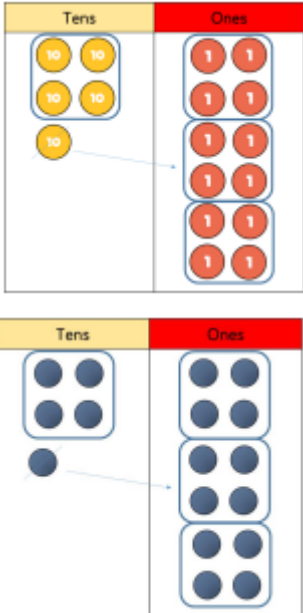
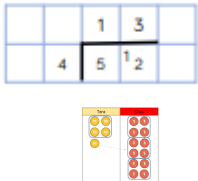


Divide 3-digits by 1-digit (sharing):

Children should not be using the formal written methods in year 4.

Before moving on to a new method, it is important to check the year group before and ensure that children are secure with previous methods.

✂ Willow Bank Junior School Calculation Guidance ✂

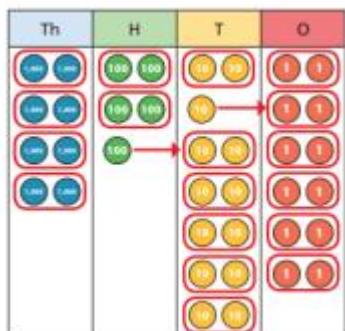
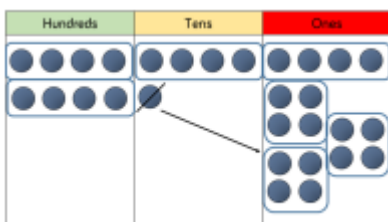
Year 5			
<p>Dividend – In division, the number that is divided.</p> <p>Divisor – In division, the number by which another is divided.</p> <p>Quotient – The result of a division.</p> <p>Factor – A number that multiplies with another to make a product.</p> <p>Remainder – The amount left over after a division when the divisor is not a factor of the dividend.</p>	<p>Divide 2-digits by 1-digit (grouping):</p> 	<p>Divide 2-digits by 1-digit (grouping):</p>	<p>Divide 2-digits by 1-digit (grouping):</p> <p>When using the short division method, children use grouping. Starting with the largest place value, they group by the divisor. Language is important here. Children should consider 'How many groups of 4 tens can we make?' and 'How many groups of 4 ones can we make?' Place value counters should be used alongside written abstract methods so that children understand how the method works. Remainders can also be seen as they are left ungrouped.</p>
			

Before moving on to a new method, it is important to check the year group before and ensure that children are secure with previous methods.

Willow Bank Junior School Calculation Guidance

Divide 3-digits/4-digits by 1-digit (grouping):

Place value counters or plain counters can be used on a place value grid to support this understanding.



Divide 3-digits/4-digits by 1-digit (grouping):

Children can also draw their own counters and group them through a more pictorial method.

Divide 3-digits/4-digits by 1-digit (grouping):

Children can continue to use grouping to support their understanding of short division when dividing a 3-digit number by a 1-digit number. Children must understand how the method works with counters before use abstract methods alone (the counter method will support their learning in year six when using decimal remainders).

		2	1	4
4	8	5	¹ 6	

	4	2	6	6
2	8	5	¹ 3	¹ 2

Before moving on to a new method, it is important to check the year group before and ensure that children are secure with previous methods.

✂ Willow Bank Junior School Calculation Guidance ✂

Year 6

Dividend – In division, the number that is divided.
 Divisor – In division, the number by which another is divided.
 Quotient – The result of a division.
 Factor – A number that multiplies with another to make a product.
 Remainder – The amount left over after a division when the divisor is not a factor of the dividend.

Divide multi-digits by 1 digit (short division with decimal remainders):



Divide multi-digits by 2-digits (short division):

Divide multi-digits by 1 digit (short division with decimal remainders):

Children can also draw their own counters and group them through a more pictorial method.



Divide multi-digits by 2-digits (short division):

15	30	45	60	75	90	105	120	135	150
----	----	----	----	----	----	-----	-----	-----	-----

Divide multi-digits by 1 digit (short division with decimal remainders):

Children should complete the calculation with place value counters below the abstract method until they are confident to do it without.



Divide multi-digits by 2-digits (short division):

When children begin to divide up to 4- digits by 2-digits, written methods become the most accurate as concrete and pictorial representations become less effective.

		0	3	6
	12	4	4	7
		3	3	2

		0	4	8	9
	15	7	7	13	13
		3	3	3	5

Before moving on to a new method, it is important to check the year group before and ensure that children are secure with previous methods.

✂ Willow Bank Junior School Calculation Guidance ✂

	<p>Divide multi-digits by 2-digits (long division):</p>	<p>Divide multi-digits by 2-digits (long division):</p>	<p>Divide multi-digits by 2-digits (long division):</p> <table border="0" style="width: 100%;"> <tr> <td style="border-collapse: collapse;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td></td><td></td><td>0</td><td>3</td><td>6</td></tr> <tr><td>1</td><td>2</td><td>4</td><td>3</td><td>2</td></tr> <tr><td></td><td>-</td><td>3</td><td>6</td><td>0</td></tr> <tr><td></td><td></td><td></td><td>7</td><td>2</td></tr> <tr><td></td><td>-</td><td></td><td>7</td><td>2</td></tr> <tr><td></td><td></td><td></td><td></td><td>0</td></tr> </table> </td> <td style="padding-left: 10px; vertical-align: middle;"> $(\times 30)$ $(\times 6)$ </td> <td style="padding-left: 10px; vertical-align: top;"> $12 \times 1 = 12$ $12 \times 2 = 24$ $12 \times 3 = 36$ $12 \times 4 = 48$ $12 \times 5 = 60$ $12 \times 6 = 72$ $12 \times 7 = 84$ $12 \times 8 = 96$ $12 \times 9 = 108$ $12 \times 10 = 120$ </td> </tr> <tr> <td style="border-collapse: collapse;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td></td><td>0</td><td>4</td><td>8</td><td>9</td></tr> <tr><td>15</td><td>7</td><td>3</td><td>3</td><td>5</td></tr> <tr><td></td><td>-</td><td>6</td><td>0</td><td>0</td></tr> <tr><td></td><td></td><td>1</td><td>3</td><td>3</td></tr> <tr><td></td><td>-</td><td>1</td><td>2</td><td>0</td></tr> <tr><td></td><td></td><td></td><td>1</td><td>3</td></tr> <tr><td></td><td>-</td><td></td><td>1</td><td>3</td></tr> <tr><td></td><td></td><td></td><td></td><td>0</td></tr> </table> </td> <td style="padding-left: 10px; vertical-align: middle;"> $(\times 400)$ $(\times 80)$ $(\times 9)$ </td> <td style="padding-left: 10px; vertical-align: top;"> $1 \times 15 = 15$ $2 \times 15 = 30$ $3 \times 15 = 45$ $4 \times 15 = 60$ $5 \times 15 = 75$ $10 \times 15 = 150$ </td> </tr> </table> <hr/> <table border="0" style="width: 100%;"> <tr> <td style="border-collapse: collapse;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td></td><td></td><td></td><td>2</td><td>4</td></tr> <tr><td>1</td><td>5</td><td>3</td><td>7</td><td>2</td></tr> <tr><td></td><td>-</td><td>3</td><td>0</td><td>0</td></tr> <tr><td></td><td></td><td></td><td>7</td><td>2</td></tr> <tr><td></td><td>-</td><td></td><td>6</td><td>0</td></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td></tr> </table> </td> <td style="padding-left: 10px; vertical-align: middle;"> $\frac{4}{5}$ </td> </tr> </table>	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td></td><td></td><td>0</td><td>3</td><td>6</td></tr> <tr><td>1</td><td>2</td><td>4</td><td>3</td><td>2</td></tr> <tr><td></td><td>-</td><td>3</td><td>6</td><td>0</td></tr> <tr><td></td><td></td><td></td><td>7</td><td>2</td></tr> <tr><td></td><td>-</td><td></td><td>7</td><td>2</td></tr> <tr><td></td><td></td><td></td><td></td><td>0</td></tr> </table>			0	3	6	1	2	4	3	2		-	3	6	0				7	2		-		7	2					0	$(\times 30)$ $(\times 6)$	$12 \times 1 = 12$ $12 \times 2 = 24$ $12 \times 3 = 36$ $12 \times 4 = 48$ $12 \times 5 = 60$ $12 \times 6 = 72$ $12 \times 7 = 84$ $12 \times 8 = 96$ $12 \times 9 = 108$ $12 \times 10 = 120$	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td></td><td>0</td><td>4</td><td>8</td><td>9</td></tr> <tr><td>15</td><td>7</td><td>3</td><td>3</td><td>5</td></tr> <tr><td></td><td>-</td><td>6</td><td>0</td><td>0</td></tr> <tr><td></td><td></td><td>1</td><td>3</td><td>3</td></tr> <tr><td></td><td>-</td><td>1</td><td>2</td><td>0</td></tr> <tr><td></td><td></td><td></td><td>1</td><td>3</td></tr> <tr><td></td><td>-</td><td></td><td>1</td><td>3</td></tr> <tr><td></td><td></td><td></td><td></td><td>0</td></tr> </table>		0	4	8	9	15	7	3	3	5		-	6	0	0			1	3	3		-	1	2	0				1	3		-		1	3					0	$(\times 400)$ $(\times 80)$ $(\times 9)$	$1 \times 15 = 15$ $2 \times 15 = 30$ $3 \times 15 = 45$ $4 \times 15 = 60$ $5 \times 15 = 75$ $10 \times 15 = 150$	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td></td><td></td><td></td><td>2</td><td>4</td></tr> <tr><td>1</td><td>5</td><td>3</td><td>7</td><td>2</td></tr> <tr><td></td><td>-</td><td>3</td><td>0</td><td>0</td></tr> <tr><td></td><td></td><td></td><td>7</td><td>2</td></tr> <tr><td></td><td>-</td><td></td><td>6</td><td>0</td></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td></tr> </table>				2	4	1	5	3	7	2		-	3	0	0				7	2		-		6	0				1	2	$\frac{4}{5}$
<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td></td><td></td><td>0</td><td>3</td><td>6</td></tr> <tr><td>1</td><td>2</td><td>4</td><td>3</td><td>2</td></tr> <tr><td></td><td>-</td><td>3</td><td>6</td><td>0</td></tr> <tr><td></td><td></td><td></td><td>7</td><td>2</td></tr> <tr><td></td><td>-</td><td></td><td>7</td><td>2</td></tr> <tr><td></td><td></td><td></td><td></td><td>0</td></tr> </table>			0	3	6	1	2	4	3	2		-	3	6	0				7	2		-		7	2					0	$(\times 30)$ $(\times 6)$	$12 \times 1 = 12$ $12 \times 2 = 24$ $12 \times 3 = 36$ $12 \times 4 = 48$ $12 \times 5 = 60$ $12 \times 6 = 72$ $12 \times 7 = 84$ $12 \times 8 = 96$ $12 \times 9 = 108$ $12 \times 10 = 120$																																																																															
		0	3	6																																																																																																											
1	2	4	3	2																																																																																																											
	-	3	6	0																																																																																																											
			7	2																																																																																																											
	-		7	2																																																																																																											
				0																																																																																																											
<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td></td><td>0</td><td>4</td><td>8</td><td>9</td></tr> <tr><td>15</td><td>7</td><td>3</td><td>3</td><td>5</td></tr> <tr><td></td><td>-</td><td>6</td><td>0</td><td>0</td></tr> <tr><td></td><td></td><td>1</td><td>3</td><td>3</td></tr> <tr><td></td><td>-</td><td>1</td><td>2</td><td>0</td></tr> <tr><td></td><td></td><td></td><td>1</td><td>3</td></tr> <tr><td></td><td>-</td><td></td><td>1</td><td>3</td></tr> <tr><td></td><td></td><td></td><td></td><td>0</td></tr> </table>		0	4	8	9	15	7	3	3	5		-	6	0	0			1	3	3		-	1	2	0				1	3		-		1	3					0	$(\times 400)$ $(\times 80)$ $(\times 9)$	$1 \times 15 = 15$ $2 \times 15 = 30$ $3 \times 15 = 45$ $4 \times 15 = 60$ $5 \times 15 = 75$ $10 \times 15 = 150$																																																																					
	0	4	8	9																																																																																																											
15	7	3	3	5																																																																																																											
	-	6	0	0																																																																																																											
		1	3	3																																																																																																											
	-	1	2	0																																																																																																											
			1	3																																																																																																											
	-		1	3																																																																																																											
				0																																																																																																											
<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td></td><td></td><td></td><td>2</td><td>4</td></tr> <tr><td>1</td><td>5</td><td>3</td><td>7</td><td>2</td></tr> <tr><td></td><td>-</td><td>3</td><td>0</td><td>0</td></tr> <tr><td></td><td></td><td></td><td>7</td><td>2</td></tr> <tr><td></td><td>-</td><td></td><td>6</td><td>0</td></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td></tr> </table>				2	4	1	5	3	7	2		-	3	0	0				7	2		-		6	0				1	2	$\frac{4}{5}$																																																																																
			2	4																																																																																																											
1	5	3	7	2																																																																																																											
	-	3	0	0																																																																																																											
			7	2																																																																																																											
	-		6	0																																																																																																											
			1	2																																																																																																											

Before moving on to a new method, it is important to check the year group before and ensure that children are secure with previous methods.