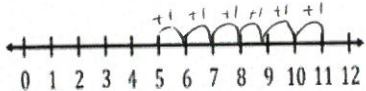


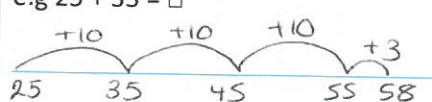


## West Lodge Calculation Policy



Please note, teachers and pupils refer to both Ones (O) and Units (U) when teaching and learning about place value, however the following document references Ones (O)

	<b>Addition</b>				
Year 1	<ul style="list-style-type: none"> <li>• Use of concrete and pictorial representations to add numbers</li> <li>• Counting and combining sets of objects</li> <li>• Read, write and understand mathematical statements involving + and = signs</li> <li>• Represent and use number bonds within 20</li> <li>• Add 1-digit and 2-digit numbers to 20, including 0</li> <li>• Solve problems involving addition, using concrete and pictorial representations.</li> <li>• Missing number problems in all possible places</li> </ul> $7 + 2 = \square \quad \square = 7 + 2$ $7 + \square = 9 \quad 9 = \square + 7$ <ul style="list-style-type: none"> <li>• Use the following strategies/equipment to support addition:</li> </ul> <div style="display: flex; justify-content: space-around;"> <div>Multi-link cubes Number lines</div> <div>Dienes</div> <div>100-square Bar modelling</div> </div> <p>e.g <math>5 + 6 = \square</math></p>  <p>e.g. <math>7 + \square = 9</math></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2" style="text-align: center;">9</td> </tr> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">?</td> </tr> </table> <p>Language: put together, add, altogether, total, distance between, difference between, more than</p>	9		7	?
9					
7	?				
Year 2	<ul style="list-style-type: none"> <li>• Recall and use addition facts to 20 fluently</li> <li>• Derive and use related facts up to 100</li> <li>• Add numbers using concrete objects, pictorial representations and mentally for: <ul style="list-style-type: none"> <li>TO + O</li> <li>TO + T</li> <li>TO+TO</li> <li>O+O+O</li> </ul> </li> <li>• Use partitioning to support the addition above, e.g.: <ul style="list-style-type: none"> <li><math>35 + 24</math></li> <li><math>30 + 20</math></li> <li><math>5 + 4</math></li> <li><math>50 + 9</math></li> </ul> </li> <li>• Understand and show addition of two numbers can be done in any order <ul style="list-style-type: none"> <li><math>13 + 4 = 17</math>      <math>4 + 13 = 17</math></li> </ul> </li> <li>• Solve problems involving addition, using concrete and pictorial representations.</li> <li>• Use the inverse operation (subtraction) to check calculations</li> <li>• Solve missing number problems <ul style="list-style-type: none"> <li><math>12 + 6 = 10 + \quad 32 + \quad + = 100 \quad 25 = 1 + \quad + 5</math></li> </ul> </li> <li>• Use the following strategies/equipment to support addition:</li> </ul> <div style="display: flex; justify-content: space-around;"> <div>Multi-link cubes</div> <div>Dienes</div> <div>100-square</div> </div>				

	<div> <div> Empty number lines  e.g. <math>25 + 33 = \square</math>  </div> <div> Bar modelling  e.g. <math>17 + \square = 39</math> <table border="1" data-bbox="850 255 1129 333"> <tr><td colspan="2">39</td></tr> <tr><td>27</td><td>?</td></tr> </table> </div> </div>	39		27	?						
39											
27	?										
Year 3	<ul style="list-style-type: none"> <li>Mentally add (with the aid of empty number lines/partitioning if needed) <div> HTO + O  HTO + T  HTO + H </div> </li> <li>Count on by partitioning the second number only e.g.  <math>247 + 125 = 247 + 100 + 20 + 5</math>  <math>= 347 + 20 + 5</math>  <math>= 367 + 5</math>  <math>= 372</math> </li> <li>Add up to 3-digit numbers by expanded method:  <div> example, 241 <table border="1" data-bbox="485 703 660 904"> <tr><td>241</td></tr> <tr><td>+ 157</td></tr> <tr><td>8</td></tr> <tr><td>90</td></tr> <tr><td>300</td></tr> <tr><td>398</td></tr> </table> </div> </li> <li>Use formal column addition to add numbers up to 3 digits, including exchanging:  <div> <table border="1" data-bbox="499 994 644 1173"> <tr><td>428</td></tr> <tr><td>+ 356</td></tr> <tr><td>784</td></tr> <tr><td>1</td></tr> </table> </div> </li> <li>Estimate the answer to a calculation and use inverse operations to check</li> <li>Solve problems, including missing number problems, using complex addition.</li> </ul>	241	+ 157	8	90	300	398	428	+ 356	784	1
241											
+ 157											
8											
90											
300											
398											
428											
+ 356											
784											
1											
Year 4	<ul style="list-style-type: none"> <li>Continue to practice mental methods for addition with increasingly large numbers to aid fluency (with the use of empty number lines/partitioning):</li> <li>Mentally add through use of empty number lines/partitioning, including crossing a boundary <div> ThHTO + T  ThHTO + H  ThHTO + TO  ThHTO + HTO </div> </li> </ul> <p>e.g. <math>1345 + 374</math>  <math>1345 + 300 = 1645</math>  <math>1645 + 70 = 1715</math>  <math>1715 + 4 = 1719</math></p> <ul style="list-style-type: none"> <li>Use formal column addition to add numbers up to 4 digits, including exchanging:  <div> <table border="1" data-bbox="475 1800 603 1957"> <tr><td>2647</td></tr> <tr><td>+ 1739</td></tr> <tr><td>4386</td></tr> <tr><td>11</td></tr> </table> </div> </li> <li>Estimate and use inverse operations to check answers to a calculation</li> </ul>	2647	+ 1739	4386	11						
2647											
+ 1739											
4386											
11											

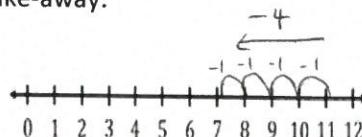
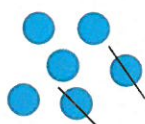
	<ul style="list-style-type: none"> <li>Solve addition two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Add numbers mentally with increasingly large numbers</li> <li>Add whole numbers with more than 4 digits, including using formal column method (As Year 4 for the methods)</li> <li>Add decimal numbers mentally and using formal column method, including those with different numbers of decimal places</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p><b>Line up the decimal points</b></p> <p>↓</p> <math display="block">\begin{array}{r} 22.3 \\ + 34.1 \\ \hline 56.4 \end{array}</math> </div> <div style="text-align: center;"> <p><b>Line up the decimal points</b></p> <p>↓</p> <math display="block">\begin{array}{r} 1.234 \\ + 4.1 \\ \hline 5.334 \end{array}</math> </div> </div> <ul style="list-style-type: none"> <li>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> <li>Solve addition multi-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Perform mental calculations, including with mixed operations and large numbers</li> <li>Consolidate and secure formal written methods learnt prior, progressing to larger numbers</li> <li>Multiply single digit decimals</li> <li>Solve addition multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</li> <li>Explore the order of operations using brackets; for example, <math>2 + 1 \times 3 =</math> and <math>(2 + 1) \times 3 =</math></li> </ul>



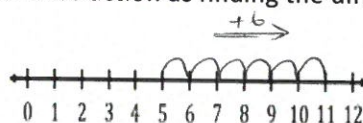
## Subtraction

Year 1

- Use of concrete and pictorial representations to subtract numbers
- Read, write and understand mathematical statements involving - and = signs
- Solve problems involving subtraction, using concrete and pictorial representations.
- Represent and use number bonds and related subtraction facts within 20
- Subtract 1-digit and 2-digit numbers to 20, including zero
- Understand subtraction as take-away:



- Understand subtraction as finding the difference:



- Solve one-step problems that involve subtraction, using concrete objects and pictorial representations
- Missing number problems  
e.g.  $7 = \square - 9$ .

- Use the following strategies/equipment to support subtraction:

Multi-link cubes

Dienes

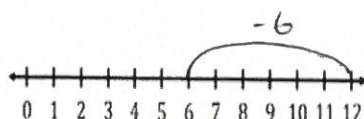
100-square

Number lines

Bar modelling

e.g.  $12 - 6 = \square$

e.g.  $9 - 3 = \square$



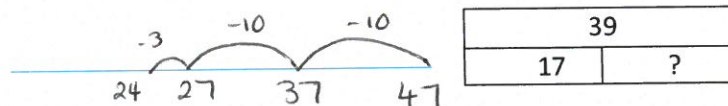
9	
3	?

Language: subtract, minus, take away, distance between, difference between, and less than

Year 2

- Recall and use subtraction facts to 20 fluently
- Derive and use related facts up to 100
- Relate subtraction facts to addition facts  
 $13 + 4 = 17$        $4 + 13 = 17$   
 $17 - 4 = 13$        $17 - 13 = 4$
- Subtract numbers using concrete objects, pictorial representations and mentally for:  
 TO - O  
 TO - T  
 TO - TO
- Use partitioning to support the subtraction above, e.g.:  
 $35 - 14$   
 $35 - 10 = 25$   
 $25 - 4$
- Solve problems involving subtraction, using concrete and pictorial representations.
- Use the inverse operation (addition) to check calculations
- Solve missing number problems  
 $56 - 9 =$        $- 30 = 25$        $23 = - 11$        $1 + + 5 = 11$

- Use the following strategies/equipment to model take-away and difference:  
 Multi-link cubes      Dienes      100-square  
 Empty number lines      Bar modelling  
 e.g.  $47 - 23 = \square$       e.g.  $39 - 17 = \square$



Year 3

- Mentally subtract (with the aid of empty number lines/partitioning if needed)  
 HTO - O  
 HTO - T  
 HTO - H
- Subtract by partitioning the second number only e.g.  
 $247 - 125$   
 $247 - 100 = 147$   
 $147 - 20 = 127$   
 $127 - 5 = 122$
- Subtract up to 3-digit numbers by expanded method (decomposition):  
 e.g.  $767 - 323$   

$$\begin{array}{r} 700 \quad 60 \quad 7 \\ - 300 \quad 20 \quad 3 \\ \hline 400 \quad 40 \quad 4 \end{array}$$
- Use formal column subtraction to subtract numbers up to 3 digits, including exchanging:

$$\begin{array}{r} 41 \\ 546 \\ - 271 \\ \hline 275 \end{array}$$

444

- Estimate the answer to a calculation and use inverse operations to check
- Solve problems, including missing number problems, using complex subtraction.

Year 4

- Continue to practice mental methods for subtraction with increasingly large numbers to aid fluency (with the use of empty number lines/partitioning):
- Mentally subtract through use of empty number lines/partitioning, including crossing a boundary  
 ThHTO - T  
 ThHTO - H  
 ThHTO - TO  
 ThHTO - HTO



e.g.  $1762 - 487$   
 $1762 - 400 = 1362$   
 $1362 - 80 = 1282$   
 $1282 - 7 = 1275$

- Use formal column subtraction to subtract numbers up to 4 digits, including exchanging:

$$\begin{array}{r} 714 \\ 847 \\ - 572 \\ \hline 275 \end{array}$$

	<ul style="list-style-type: none"> <li>Estimate and use inverse operations to check answers to a calculation</li> <li>Solve subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Subtract numbers mentally with increasingly large numbers</li> <li>subtract whole numbers with more than 4 digits, including using formal column method (As Year 4 for the methods)</li> <li>Subtract decimal numbers using formal column method, including those with different numbers of decimal places</li> </ul> $  \begin{array}{r}  \overset{10}{21}.\overset{15}{6}25 \\  - 11.75 \\  \hline  9.875  \end{array}  $ <ul style="list-style-type: none"> <li>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> <li>Solve subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Perform mental calculations, including with mixed operations and large numbers</li> <li>Consolidate and secure formal written methods learnt prior, progressing to larger numbers</li> <li>Continue subtraction of decimals, including those with different numbers of decimals places</li> <li>Solve subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</li> <li>Explore the order of operations using brackets; for example, <math>7 - 1 \times 3 =</math> and <math>(7 - 1) \times 3 =</math></li> </ul>



	Multiplication
Year 1	<ul style="list-style-type: none"> <li>• Use of x and = sign</li> <li>• Understand multiplication is related to doubling and repeated addition</li> <li>• Use concrete objects, pictures and arrays e.g. <math>5 \times 2 = 10</math></li> </ul> <p> <math>2 \times 5 = 10</math>     <math>5 \times 2 = 10</math>     <math>2 + 2 + 2 + 2 + 2 = 10</math>     <math>5 + 5 = 10</math> </p>  <ul style="list-style-type: none"> <li>• Count in twos, fives and tens</li> <li>• Understand multiplication can be done in any order</li> <li>• Solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Expressing multiplication as a number sentence using x and =</li> <li>• Recall and use multiplication facts for the 2, 5 and 10 multiplication tables</li> <li>• Begin to use other multiplication tables and recall facts</li> <li>• Show that multiplication of two numbers can be done in any order (commutative) <math>4 \times 5 = 20</math>     <math>5 \times 4 = 20</math></li> <li>• Use the inverse and practical resources to solve missing number problems</li> </ul> <p> <math>8 \times 2 =</math>     <math>= 2 \times 8</math>  <math>8 \times = 16</math>     <math>16 = \times 8</math>  <math>\times 2 = 16</math>     <math>16 = 2 \times</math>  <math>\times \bigcirc = 16</math>     <math>16 = \times \bigcirc</math> </p> <ul style="list-style-type: none"> <li>• Solve problems using materials, arrays, repeated addition, mental methods and multiplication facts  <math>2 \times 5 = 10</math>     <math>5 \times 2 = 10</math>     <math>2 + 2 + 2 + 2 + 2 = 10</math>     <math>5 + 5 = 10</math> </li> </ul> 
Year 3	<ul style="list-style-type: none"> <li>• Recall and use multiplication facts for the 3, 4 and 8 multiplication tables (Use doubling to connect the 2, 4 and 8 multiplication tables)</li> <li>• Write and calculate mathematical statements for multiplication using the multiplication tables that they know</li> <li>• Using mental strategies for two-digit numbers times one-digit numbers and progress to formal written methods</li> <li>• Multiplying TO x O using partitioning</li> </ul> <p> <math>63 \times 5</math>  <math>= (60 \times 5) + (3 \times 5)</math>  <math>= 300 + 15</math>  <math>= 315</math> </p> <ul style="list-style-type: none"> <li>• Multiplying TO x O using grid method e.g. <math>63 \times 8</math></li> </ul> <p> <math>\begin{array}{r} \times \quad 60 \quad 3 \\ 8 \quad \boxed{480} \quad \boxed{24} \end{array} = 504</math> </p>

- Multiplying TO x O using expanded method

$$\begin{array}{r}
 \text{H T O} \\
 63 \\
 \times 8 \\
 \hline
 24 \quad (3 \times 8) \\
 480 \quad (60 \times 8) \\
 \hline
 504 \\
 \text{1}
 \end{array}$$

- Multiplying TO x O using formal column method  
e.g.  $68 \times 3$

$$\begin{array}{r}
 \text{H T O} \\
 68 \\
 \times 3 \\
 \hline
 204
 \end{array}$$

- Solve problems, including missing number problems, involving multiplication

Year 4

- Recall multiplication facts for multiplication tables up to  $12 \times 12$
- Use place value, known and derived facts, to multiply mentally, including multiplying by 0 and 1 and multiplying together three numbers
- Use place value, known and derived facts, to multiply mentally by 10 and 100  
e.g.  $6 \times 4 = 24$     $60 \times 4 = 240$     $600 \times 4 = 2400$

- Multiply HTO x O using partitioning

$$\begin{aligned}
 &323 \times 3 \\
 &= (300 \times 3) + (20 \times 3) + (3 \times 3) \\
 &= 900 + 60 + 9 \\
 &= 969
 \end{aligned}$$

- Multiplying HTO x O using grid method

$$\begin{array}{r}
 463 \times 8 \\
 \times \quad 400 \quad 60 \quad 3 \\
 8 \quad \boxed{3200} \quad \boxed{480} \quad \boxed{24} = 3704
 \end{array}$$

- Multiplying HTO x O using expanded method

$$\begin{array}{r}
 \text{Th H T O} \\
 463 \\
 \times 8 \\
 \hline
 24 \quad (3 \times 8) \\
 480 \quad (60 \times 8) \\
 3200 \quad (400 \times 8) \\
 \hline
 3704 \\
 \text{1}
 \end{array}$$

- Multiplying HTO x O using formal column method

$$\begin{array}{r}
 \text{Th H T O} \\
 463 \\
 \times 8 \\
 \hline
 3704
 \end{array}$$

- Solve two step problems in context, including missing number problems, involving multiplication



# Year 5

- Commit all multiplication tables to memory and use them confidently to make larger calculations
- Multiply numbers mentally drawing upon known facts
- Multiply by 10, 100 and 1000 including decimals
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- Know and use the vocabulary of prime numbers and primary factors
- Multiplying ThHTO by O using formal column method  
e.g.  $479 \times 5$

	Th	H	T	O
		4	7	9
x		3	4	5
	2	3	9	5

- Multiplying HTO by TO using grid method  
e.g.  $264 \times 38$

	x	200	60	4	
30		6000	1800	120	7920
8		1600	480	32	+ 2112
					<u>10032</u>

- Multiplying up to ThHTO x TO using formal column long multiplication

	TTh	Th	H	T	O
			2	6	4
x				3	8
	2	1 <sup>5</sup>	1 <sup>3</sup>	2	(264 x 8)
	7 <sup>1</sup>	9 <sup>1</sup>	2	0	(264 x 30)
	1	0	0	3	2
		1			

- Solve problems involving multiplication including using their knowledge of factors and multiples, squares and cubes

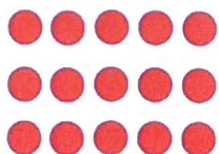
# Year 6

- Perform mental calculations, including with mixed operations, with increasingly large numbers
- Continue to use all the multiplication tables to calculate mathematical statements in order to maintain fluency
- Identify common factors, common multiples and prime numbers
- Continue to use short and long multiplication for larger numbers
- Revise multiplying up to ThHTO x TO using formal column long multiplication (see Year 5 for method)
- Solve multi-step problems involving multiplication in context, and use estimation to check answers to calculations

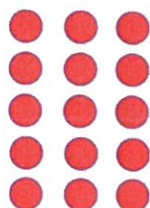
## Division

Year 1

- Use of  $\div$  and  $=$  sign
- Use arrays as a pictorial representation for division:

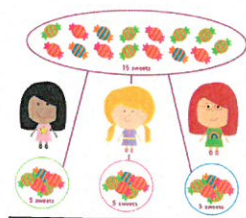


e.g.  $15 \div 5 = 3$  There are 3 groups of 5



e.g.  $15 \div 3 = 5$  There are 5 groups of 3

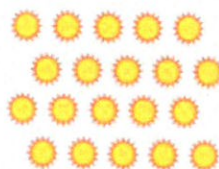
- Use concrete objects, pictures and arrays to share small quantities:



- Use concrete objects, pictures and arrays to group small quantities:

Put the suns into **groups of 5**.

**How many groups** can you make?



$$20 \div 5 = \underline{\quad}$$

- Find  $\frac{1}{2}$  and  $\frac{1}{4}$  of objects, numbers and quantities
- Solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Year 2

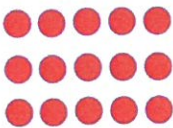
- Expressing division as a number sentence using  $\div$  and  $=$
- Recall and use division facts for the 2, 5 and 10 multiplication tables
- Begin to use other multiplication tables and recall related division facts
- Understand how multiplication and division are inverse operations

$$4 \times 5 = 20$$

$$5 \times 4 = 20$$

$$20 \div 4 = 5$$

$$20 \div 5 = 4$$

	<ul style="list-style-type: none"> <li>Use the inverse and practical resources to solve missing number problems</li> <li>Solve problems involving division, using materials, arrays, mental methods and division facts.</li> </ul> 
Year 3	<ul style="list-style-type: none"> <li>Recall and use division facts for the 3, 4 and 8 multiplication tables</li> <li>Write and calculate mathematical statements for division using the multiplication tables that they know</li> <li>Using mental strategies for <math>TO \div O</math> and progress to formal written methods</li> <li>Dividing <math>TO \div O</math> using partitioning e.g. <math>69 \div 3 = (60 + 9) \div 3</math> <math>= 20 + 3</math> <math>= 23</math></li> <li>Dividing <math>TO \div O</math> using expanded written method (chunking) e.g. <math>92 \div 4</math> <math display="block">\begin{array}{r} 23 \\ 4 \overline{) 92} \\ \underline{80} \quad 20 \times 4 \\ 12 \quad 3 \times 4 \\ \underline{12} \\ 0 \end{array}</math> </li> <li>Dividing <math>TO \div O</math> using short written method (bus stop) with no remainders e.g. <math>72 \div 3</math> <math display="block">\begin{array}{r} \text{T} \quad \text{O} \\ 2 \quad 4 \\ 3 \overline{) 72} \end{array}</math> </li> <li>Solve problems, including missing number problems, involving division</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Recall division facts for multiplication tables up to <math>12 \times 12</math></li> <li>Use place value, known and derived facts, to divide mentally, including dividing by 1</li> <li>Use place value, known and derived facts, to divide mentally by 10 and 100 e.g. <math>24 \div 6 = 4</math>   <math>240 \div 6 = 40</math>   <math>2400 \div 6 = 400</math></li> <li>Revise dividing <math>TO \div O</math> using partitioning (See Year 3 for method)</li> <li>Dividing <math>HTO \div O</math> using expanded written method (chunking) e.g. <math>486 \div 9</math> <math display="block">\begin{array}{r} 54 \\ 9 \overline{) 486} \\ \underline{450} \quad 50 \times 9 \\ 36 \quad 4 \times 9 \\ \underline{36} \\ 0 \end{array}</math> </li> <li>Dividing <math>HTO \div O</math> using short written method (bus stop) with no remainders e.g. <math>276 \div 6</math> <math display="block">\begin{array}{r} \text{H} \quad \text{T} \quad \text{O} \\ 4 \quad 6 \\ 6 \overline{) 276} \end{array}</math> </li> <li>Solve two step problems in context, including missing number problems, involving division</li> </ul>

# Year 5

- Commit all multiplication tables and the related division facts to memory, and use them confidently to make larger calculations
- Divide numbers mentally drawing upon known facts
- Divide by 10, 100 and 1000 including decimals
- Divide numbers up to ThHTO  $\div$  O using formal short division (bus stop), including with remainders as fractions, as decimals or by rounding

Th H T O	Th H T O $\div$ t	Th H T O
$\begin{array}{r} 495 \text{ r}4 \\ 5 \overline{) 2479} \end{array}$	$\begin{array}{r} 495 \cdot 8 \\ 5 \overline{) 2479 \cdot 0} \end{array}$	$\begin{array}{r} 869 \text{ r}1 = 869\frac{1}{4} \\ 4 \overline{) 3477} \end{array}$

- Solve problems involving division including using their knowledge of factors and multiples, squares and cubes

Note that some children in Year 5 will also begin to look at the following Year 6 expectations:

- Divide numbers up to ThHTO  $\div$  TO using formal long division

$$\begin{array}{r} \text{1 5 2} \\ 31 \overline{) 4712} \\ \underline{- 31} \phantom{00} \\ 16 \phantom{00} \\ \underline{- 155} \phantom{00} \\ 62 \end{array}$$

- Divide numbers up to ThHTO  $\div$  TO using "chunking"

$$\begin{array}{r} 13 \overline{) 1937} \\ \underline{- 1300} \phantom{00} \\ 637 \\ \underline{- 520} \phantom{00} \\ 117 \\ \underline{- 117} \phantom{00} \\ 0 \end{array} \quad \begin{array}{l} 13 \times 100 \\ 13 \times 40 \\ 13 \times 9 \end{array}$$

# Year 6

- Perform mental calculations, including with mixed operations, with increasingly large numbers
- Continue to use all the multiplication tables and the related division facts to calculate mathematical statements in order to maintain fluency
- Divide numbers up to ThTHO  $\div$  TO using formal short division where appropriate, interpreting remainders according to context

$$\begin{array}{r} 0423 \\ 17 \overline{) 71951} \end{array}$$

$$\begin{array}{r} 0423 \text{ r}7 \\ 17 \overline{) 71958} \end{array}$$



- Divide numbers up to ThHTO  $\div$  TO using formal long division

$$\begin{array}{r}
 \text{1 5 2} \\
 31 \overline{) 4712} \\
 \underline{- 31} \phantom{00} \\
 16 \phantom{00} \\
 \underline{- 155} \phantom{0} \\
 62
 \end{array}$$

- Divide numbers up to ThHTO  $\div$  TO using "chunking"

$$\begin{array}{r}
 13 \overline{) 1937} \\
 \underline{- 1300} \quad 13 \times 100 \\
 637 \\
 \underline{- 520} \quad 13 \times 40 \\
 117 \\
 \underline{- 117} \quad 13 \times 9 \\
 0
 \end{array}$$

- Interpret remainders as whole number remainders, fractions, or by rounding
- Solve multi-step problems involving division in context, and use estimation to check answers to calculations

