



Calculation Policy

Normanton Junior Academy

The following calculation policy has been devised to meet requirements of the National Curriculum 2014 for the teaching and learning of mathematics, and is also designed to give pupils a consistent and smooth progression of learning in calculations across the school.

Year group expectations

The calculation policy is organised according to age stage expectations as set out in the National Curriculum 2014, **however it is vital that pupils are taught according to the stage that they are currently working at**, being moved onto the next stage of objectives as soon as they are ready, or work at a lower stage until they are secure enough to move on. At the end of the calculation policy are the methods for pupils who require methods from prior learning, in order to ensure that pupils, who need to work at a lower year group's expectations, have appropriate methods to use.

Providing a context for calculation

It is important that any type of calculation is given a real life context or problem solving approach to help build children's understanding of the purpose of calculation, and to help them recognise when to use certain operations and methods when faced with problems. This must be a priority within calculation lessons.

Choosing a calculation method

Children need to be taught and encouraged to use the following processes in deciding what approach they will take to a calculation, to ensure they select the most appropriate and efficient method for the numbers involved:

YEAR 3

Addition

The + and = signs and missing numbers

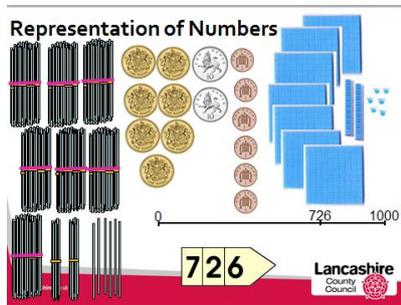
Continue using a range of equations as in Year 1 and Year 2 but with appropriate larger numbers specified in the Year 3 standards.

Progression in mental calculations with larger numbers:

- Calculate HTO + O
- Calculate HTO + TO
- Calculate HTO + HTO

Progress from no crossing of boundaries to crossing of boundary.

Partition into tens and ones and recombine:



Represent numbers in different ways ready for refining partitioning.

Refine to partitioning the second number only:

$$\begin{array}{r}
 52 + 36 = 52 + \\
 30 + 6 \\
 = 83 + 6 \\
 = 89
 \end{array}$$

83 89

Add a near multiple of 10 to a two-digit number:

Continue work from Year 2 but with appropriate numbers: 235 + 19 is the same as 235 + 20 - 1.

Begin using formal methods of columnar addition to add numbers with up to three digits:

$$\begin{array}{r}
 285 \\
 + 73 \\
 \hline
 \end{array}
 \qquad
 \begin{array}{r}
 576 \\
 + 351 \\
 \hline
 \end{array}$$

Subtraction

The - and = signs and missing numbers:

Continue using a range of equations as in Year 1 and Year 2 but with appropriate larger numbers specified in the Year 3 standards.

Find a small difference by counting up:

Continue from Year 2 but with appropriate numbers, e.g. 102 - 97 = 5

Subtract mentally a 'near multiple of 10' to or from a two-digit number, extending to three digit numbers:

Continue as in Year 2 but with appropriate numbers e.g. 78 - 49 is the same as 78 - 50 + 1

Progression in mental calculations with larger numbers:

- Calculate HTO - O
- Calculate HTO - T
- Calculate HTO - H

Progress from no crossing of boundaries to crossing of boundary.

Complementary addition

$$\begin{array}{r}
 84 - 56 = 28 \\
 80 \quad 84
 \end{array}
 \quad \rightarrow \quad
 \begin{array}{c}
 \text{Number line from 56 to 84} \\
 \text{Jumps of 20 and 8 are shown}
 \end{array}$$

Formal methods of columnar subtraction to subtract numbers with up to three digits:

Children can support their own calculations by using jottings, e.g. 54 - 23

$$\begin{array}{r}
 70 \\
 80 \rightarrow 13 \\
 - 20 \rightarrow 6 \\
 \hline
 50 \rightarrow 7 = 5
 \end{array}
 \quad \rightarrow \quad
 \begin{array}{r}
 \text{HTU} \\
 \begin{array}{r}
 13 \\
 - 6 \\
 \hline
 7
 \end{array}
 \end{array}$$

Extend to decimals in the context of money:

$$\begin{array}{r}
 \text{HTU} \\
 \begin{array}{r}
 13 \\
 - 6 \\
 \hline
 7
 \end{array}
 \end{array}$$

Children should learn how the addition of two digit numbers using base 10 equipment and/or jottings can be recorded more formally.

Beginning Column Addition
e.g. $54 + 27$

Adding Two Digit Numbers
Children can support their calculations by using jottings, e.g. $34 + 29$

If children are secure with exchanging 10 ones/units for 1 ten, it may be appropriate to miss out the expanded column method.

Efficient Column Addition

$932 - 457$ becomes

Answer: 475

Extend to decimals in the context of money:

$£ 2.50 + £ 1.75$

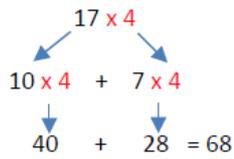
$£ 2.50$

$+ £ 1.75$

$£ 4.25$

The expanded method should be used if children experience persisting difficulties.

YEAR 3	
Multiplication	Division
<p>The \times and $=$ signs and missing numbers: Continue using a range of equations as in Year 2 but with appropriate numbers in relation to Year 3 standards.</p> <p>$TO \times O$ Use known facts $\times 3$, $\times 4$, $\times 8$ (Year 3 standards) and $\times 2$, $\times 5$ and $\times 10$ (Year 2 standards).</p> <p>$4 \times 16 = ?$</p> <div style="text-align: center;"> </div> <p>At Year 3, children progress to achieve fluency in the formal written method to multiply a 2-digit number by a 1-digit number. Children begin by partitioning numbers. Subsequently, they use the grid method to ensure sufficient conceptual understanding before moving onto expanded column method and the formal written method of columnar multiplication.</p>	<p>The \div and $=$ signs and missing numbers: Continue using a range of equations as in Year 2 but with appropriate numbers in relation to Year 3 standards.</p> <p>$TO \div O$</p> <p>Grouping: How many 3s make 18? 0 3</p> <p>6 9 12 15 18</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <p>How many groups of 4 did we subtract from 52? Answer 13 groups So $52 \div 4 = 13$</p> </div> <div style="text-align: center;"> <p>How many groups of 4 did we subtract from 52? Answer 10 groups and 3 groups which is 13 groups altogether So $52 \div 4 = 13$</p> </div> </div>



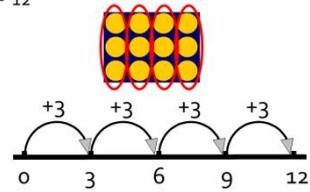
x	30	5
2	60	10

$$\begin{array}{r} 35 \\ \times 2 \\ \hline 10 \quad (5 \times 2) \\ 60 \quad (30 \times 2) \\ \hline 70 \end{array}$$

$$\begin{array}{r} 35 \\ \times 2 \\ \hline 70 \\ 1 \end{array}$$

Link arrays to counting on:

$4 \times 3 = 12$

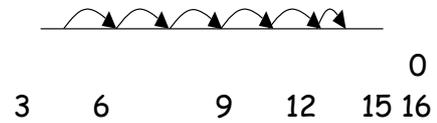


Remainders:

$16 \div 3 = 5 \text{ r}1$

Sharing - There are 16 sweets shared between 3, how many left over?

Grouping - How many 3s make 16, how many left over?



N.b Children should have a secure knowledge of the associated division facts for the 2, 3, 4, 5, 8 and 10 times tables.

YEAR 4

Addition

The + and = signs and missing numbers:

Continue using a range of equations as in Key Stage 1 and Year 3 but with appropriate numbers for Year 4 expectations.

Partition into hundreds, tens and ones and recombine:

Either partition both numbers and recombine or partition the second number only e.g.

$$358 + 73 = 358 + 70 + 3$$

$$= 428 + 3$$

$$= 431$$

Add or subtract the nearest multiple of 10 or 100, then adjust:

Continue as in Year 2, 3 and 4 but with appropriate numbers e.g. $458 + 79 =$ is the same as $458 + 80 - 1$

AS4.1 Addition of numbers with at least four digits using formal method of columnar addition

	358	3587
8273		
	<u>+ 73</u>	<u>+ 675</u>
493		
	<u>431</u>	<u>4262</u>
<u>+ 1736</u>		
	11	
111	<u>10502</u>	

1 2 1

The formal, efficient method of columnar addition will involve crossing of boundaries (at the tens, hundreds and/or thousands). Take a systematic approach to teaching this looking at crossing each boundary in turn before mixed practice.

Revert to expanded method if children experience difficulties.

	Th H T O
Extend addition to decimals to 2dp (same number of decimal places) and adding	1 3 2 5
	<u>+ 2 5 5</u>
	<u>1 5 8 0</u>
	1

Subtraction

The - and = signs and missing numbers:

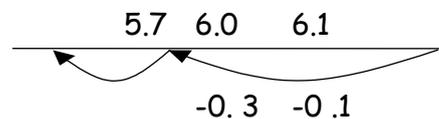
Continue using a range of equations as in Key Stage 1 and Year 3 but with appropriate numbers.

Differences

Find a difference by counting up, e.g. $8006 - 2993 = 5013$. This can be modelled on an empty number line.

Use known number facts and place value to subtract:

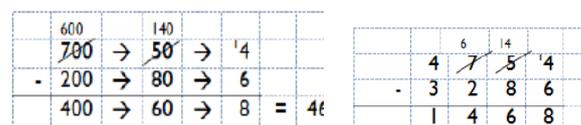
$$6.1 - 0.4 = 5.7$$



Subtraction with at least four digits using formal method of columnar subtraction:

For instance, $6467 - 2684 = 3783$

Using expanded column subtraction where children experience difficulty with decomposition and need to 'see' this.



Extend subtraction to decimals (same number of decimal places) and subtracting several numbers (with different numbers of digits):

$$£68.35 - £39.42 =$$

5 17 1
£ 68.35
<u>- £ 39.42</u>
<u>£ 28.93</u>

Formal short division:

$$1.39 \div 3$$

YEAR 5

Addition

Column method for numbers up to 1,000,000 and decimals up to 2 decimal places.

Children should continue to use the carrying method to solve calculations such as:

$$\begin{array}{r} 3364 \\ + 247 \\ \hline 3611 \\ \hline \end{array}$$

$$\begin{array}{r} 3121 \\ 37 \\ + 148 \\ \hline 3306 \\ \hline \end{array}$$

$$\begin{array}{r} 3.56 \\ + 2.47 \\ \hline 6.03 \\ \hline \end{array}$$

They will also be adding:

- several numbers with different numbers of digits, understanding the place value;
- *decimals with up to two decimal places (with each number having the same number of decimal places), knowing that the decimal points line up under one another.*
- amounts of money and measures, including those where they have to initially convert from one unit to another.

Subtraction

Column method for numbers up to 1,000,000 and decimals up to 2 decimal places.

Children should continue to use the exchange method to solve calculations such as:

$$\begin{array}{r} \overset{6}{\cancel{7}}0 \overset{6}{\cancel{7}}12 \\ - 3226 \\ \hline 3846 \end{array}$$

$$\begin{array}{r} \overset{2}{\cancel{3}} \overset{13}{\cancel{4}}12 \\ - 1.76 \\ \hline 1.66 \end{array}$$

They will also be subtracting:

- numbers with different numbers of digits, understanding the place value;
- *decimals with up to two decimal places (with each number having the same number of decimal places), knowing that the decimal points line up under one another.*
- amounts of money and measures, including those where they have to initially convert from one unit to another.

Year 5

Multiplication

The \times and $=$ signs and missing numbers:
Continue using a range of equations but with appropriate numbers for Year 5.

THTO \times O and THTO \times TO (Introduced in Year 5 expected standards):

Children use the expanded formal multiplication method to ensure conceptual understanding before moving onto the formal columnar method.

Children should only be expected to move towards this next method if they have a secure understanding of place value. It is difficult to explain the compact method without a deep understanding of place value.

The example shown should be explained as:
"Starting with the least significant digit... 3 multiplied by 4 is 12; put 2 in the units and carry 1 ten (10). 9 tens multiplied by 4 are 36 tens. Add the 1 ten carried over to give 37 tens (which is the same as 3 hundreds and 7 tens). Put 7 in the tens place of the answer and carry 3 hundreds. 6 hundreds multiplied by 4 are 24 hundreds. Add the 3 hundreds carried over to give 27 hundreds (which is the same as 2 thousands and 7 hundreds). Write 7 in the hundreds place of the answer and 2 in the thousands place of the answer. We have now found the answer to 693×4 . Step 1 is complete so to avoid confusion later, we will cross out the carried digits 3 and 1."

Notice this answer can clearly be seen in the grid method example.

Step 1

T	Th	H	T	U
		6	9	3
		<u>x</u>	2	4
		2	7	2
		<u>2</u>	<u>7</u>	<u>2</u>

(693 \times 4)

Step 2

T	Th	H	T	U
		6	9	3
		<u>x</u>	2	4
		2	7	2
		<u>2</u>	<u>7</u>	<u>2</u>
		1	3	8
		<u>1</u>	<u>3</u>	<u>8</u>

(693 \times 4)
(693 \times 20)

Step 3

T	Th	H	T	U
		6	9	3
		<u>x</u>	2	4
		2	7	2
		<u>2</u>	<u>7</u>	<u>2</u>
		1	3	8
		<u>1</u>	<u>3</u>	<u>8</u>
		1	6	3
		<u>1</u>	<u>6</u>	<u>3</u>

(693 \times 4)
(693 \times 20)

The final step is to total both answers using efficient columnar addition.

Expanded formal multiplication method: Formal column method:

First we multiply each of the digits 351 by 3.
 $3 \times 1 = 3$
 $3 \times 5 = 15$ (put the 5 down, carry the 1)
 $3 \times 3 = 9$ (plus the 1 which makes 10)

Now we multiply each of the digits 391 by 3. Because it is actually 39, not 3, we put a zero down first.
 $3 \times 1 = 3$
 $3 \times 9 = 27$ (put the 7 down and carry the 2)
 $3 \times 3 = 9$ (plus the 2 which makes 11)

Last of all, we add the results of our calculations to get the answer.
 $3519 + 11730 = 15249$

Division

Divide numbers up to 4 digits by one digit:

Children may continue to use the key facts box for as long as they find it useful. Using their knowledge of linked tables facts, children should be encouraged to use higher multiples of the divisor. During Year 5, children should be encouraged to be efficient when using the formal expanded method and not have any subtraction steps that repeat a previous step. For example, when performing $347 \div 8$ an initial subtraction of 160 (20×8) and a further subtraction of 160 (20×8) should be changed to a single subtraction of 320 (40×8). Also, any remainders should be shown as integers, e.g.

$$523 \div 8$$

		6	5	r	3
8)	5	2	3	
		-	3	2	0
			2	0	3
			-	1	6
				4	3
				-	4
					0
					3

By the end of year 5, children should be able to use short division to divide 4-digit numbers by a 1-digit number. Children consolidate their conceptual

		3	5	r	1
7)	2	4	5	8
		-	2	1	0
			3	5	8
			-	3	5
				8	
				-	7
					1

understanding of the formal expanded method before using short division.

Formal expanded method:

$$2458 \div 7$$

Short division:

$$6039 \div 4 =$$

$$\begin{array}{r} 1509 \text{ r}3 \\ 4 \overline{) 62039} \end{array}$$

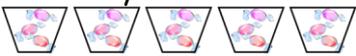
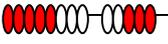
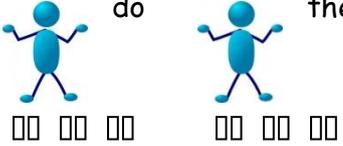
Children should be able to solve real life problems including those with money and measures. They need to be able to make decisions about what to do with remainders after division and round up or down accordingly.

Year 6	
Addition	Subtraction
<p>Column method for numbers up to 10,000,000 and decimals of any number of places. Children should continue to use the carrying method to solve calculations such as:</p>	<p>Column method for numbers up to 10,000,000 and decimals of any number of places. Children should extend the decomposition method and use it to subtract whole numbers and decimals with any number of digits:</p>
<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;"> $\begin{array}{r} 42 \\ 6432 \\ 786 \\ 3 \\ + 4681 \\ \hline 11944 \\ \hline 1121 \end{array}$ </div> <div style="margin-right: 20px;"> $\begin{array}{r} 401.20 \\ 26.85 \\ + 0.71 \\ \hline 428.76 \\ \hline 1 \end{array}$ </div> <div style="border: 1px solid black; padding: 5px; font-size: small;"> <p>When adding decimals with different numbers of decimal places, children should be taught and encouraged to make them the same through identification that 2 tenths is the same as 20 hundredths, therefore, 0.2 is the same value as 0.20.</p> </div> </div> <p>They will also be adding:</p> <ul style="list-style-type: none"> • several numbers with different numbers of digits, understanding the place value; • <i>decimals with up to two decimal places (with mixed numbers of decimal places), knowing that the decimal points line up under one another.</i> • amounts of money and measures, including those where they have to initially convert from one unit to another. 	<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;"> $\begin{array}{r} 5 \quad 13 \\ \cancel{6} \cancel{4} \quad 13 \quad 2 \\ - 4681 \\ \hline 1751 \end{array}$ </div> <div> $\begin{array}{r} 3 \quad 11 \quad 6 \quad 11 \\ \cancel{4} \quad \cancel{1} \quad \cancel{7} \quad \cancel{2} \quad 10 \\ - 34.71 \\ \hline 382.49 \end{array}$ </div> </div> <p>They will also be subtracting:</p> <ul style="list-style-type: none"> • numbers with different numbers of digits, understanding the place value; • <i>decimals with up to two decimal places (with mixed numbers of decimal places), knowing that the decimal points line up under one another.</i> • amounts of money and measures, including those where they have

to initially convert from one unit to another.

YEAR 6						
Multiplication	Division					
<p>Multiplication methods from year 5 with the addition of:</p> <p>By the end of year 6, children should be able to use formal written methods to multiply any 4-digit number by a 2-digit number, and decimal numbers up to 2dp.</p> <p>4.92 x 3</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right; padding-right: 20px;"> $\begin{array}{r} \text{T U . t h} \\ 4.92 \\ \times \quad 3 \\ \hline 0.06 \text{ (} 0.02 \times 3 \text{)} \\ 2.7 \text{ (} 0.9 \times 3 \text{)} \\ + 12 \text{ (} 4 \times 3 \text{)} \\ \hline 14.76 \end{array}$ </td> <td style="text-align: center; vertical-align: middle;">becomes</td> <td style="text-align: left;"> $\begin{array}{r} \text{T U . t h} \\ 4.92 \\ \times \quad 3 \\ \hline 14.76 \end{array}$ </td> </tr> </table> <p>Children should also be using this method to solve problems and multiply numbers, including those with decimals, in the context of money or measures, e.g. to calculate the cost of 7 items at £8.63 each, or the total length of six pieces of ribbon of 2.28m each.</p>	$\begin{array}{r} \text{T U . t h} \\ 4.92 \\ \times \quad 3 \\ \hline 0.06 \text{ (} 0.02 \times 3 \text{)} \\ 2.7 \text{ (} 0.9 \times 3 \text{)} \\ + 12 \text{ (} 4 \times 3 \text{)} \\ \hline 14.76 \end{array}$	becomes	$\begin{array}{r} \text{T U . t h} \\ 4.92 \\ \times \quad 3 \\ \hline 14.76 \end{array}$	<p>Use both the formal methods of short and long division to divide up to 4-digit numbers by 2-digit numbers</p> <p>Short division:</p> $496 \div 11 = 45 \text{ r } 1$ $\begin{array}{r} 45 \text{ r } 1 \\ 11 \overline{) 496} \\ \underline{44} \\ 56 \\ \underline{55} \\ 1 \end{array}$ <p>Long division:</p> <p>Dividing by a two-digit number using a formal method of long division:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right; padding-right: 20px;"> $\begin{array}{r} 45 \text{ r } 1 \\ 11 \overline{) 496} \\ \underline{-440} \text{ (} 40 \times 11 \text{)} \\ 56 \\ \underline{-55} \text{ (} 5 \times 11 \text{)} \\ 1 \text{ (remainder)} \end{array}$ </td> <td style="vertical-align: top;"> <p>Multiples of the divisor (11) have been subtracted from the dividend (496)</p> <p>'40 (lots of 11) + 5 (lots of 11) = 45 (lots of 11)</p> <p>'1 is the remainder'</p> <p>Answer: $45\frac{1}{11}$</p> </td> </tr> </table>	$\begin{array}{r} 45 \text{ r } 1 \\ 11 \overline{) 496} \\ \underline{-440} \text{ (} 40 \times 11 \text{)} \\ 56 \\ \underline{-55} \text{ (} 5 \times 11 \text{)} \\ 1 \text{ (remainder)} \end{array}$	<p>Multiples of the divisor (11) have been subtracted from the dividend (496)</p> <p>'40 (lots of 11) + 5 (lots of 11) = 45 (lots of 11)</p> <p>'1 is the remainder'</p> <p>Answer: $45\frac{1}{11}$</p>
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Methods needed for prior learning

Prior learning - STEP 1	
Multiplication	Division
<p>Use of pictures and objects: There are 3 sweets in one bag. How many sweets are there in 5 bags?</p> 	<p>Use of pictures and objects or marks: 12 children get into teams of 4 to play a game. How many teams are there?</p> 
<p>Count in multiples of one, two, five and ten: Count in steps using bead strings and on prepared number lines.</p>  <p>Counting in multiples using a range of objects, e.g. pairs of legs on animals; fingers in gloves etc.</p>	<p>Sharing: 6 sweets are shared between 2 people. How many do they have each?</p> 
<p>Use of arrays: Counting in rows and columns</p>  <p>Two groups of three is six Three groups of two is six</p> <p>So: $6 = 2 + 2 + 2$ or $6 = 3 + 3$</p>	<p>Make use of practical activities involving sharing, e.g. distributing cards when playing a game, putting objects onto plates, into cups and hoops etc.</p>

Prior learning - STEP 2**Addition****The + and = signs and missing numbers:**

Continue using a range of equations (See Year 1) but with appropriate, larger numbers as specified in Year 2 expected standards, i.e. extend to $14 + 5 = 10 + 9$ and $32 + 25 + 33 = 100$ $35 = 1 + 29 + 5$.

Partition into tens and ones and recombine:

$$\begin{aligned} 12 + 23 &= 10 + 2 + 20 + 3 \\ &= 30 + 5 \\ &= 35 \end{aligned}$$

Partitioning the second number only:

$$\begin{aligned} 23 + 12 &= 23 + 10 + 2 \\ &= 33 + 2 \\ &= 35 \end{aligned}$$


Adding 9 or 11:

Example: Add 9 or 11 by adding 10 and adjusting by 1 e.g.

$$35 + 9 = 44$$

Begin to add 19 and 21:

Example: Add 19 or 21 by adding 20 and adjusting by 1 e.g.

$$24 + 19 = (24 + 20) - 1 = 43$$

$$24 + 21 = (24 + 20) + 1 = 45$$

Subtraction**The - and = signs and missing numbers:**

Continue using a range of equations (See Year 1) but with appropriate numbers in relation to Year 2 expected standards, i.e. extend to $14 + 5 = 20 - ?$.

Find a small difference by counting up

$$42 - 39 = 3 \quad +1 \quad +2$$

**Subtracting 9 or 11 & begin to add/subtract 19 or 21**

$$35 - 9 = (35 - 10) + 1 = 26$$

+1

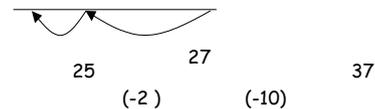


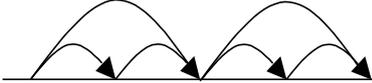
-10

Use known number facts and place value to subtract

(Partition second number only)

$$37 - 12 = (37 - 10) - 2$$



Prior learning - STEP 2	
Multiplication	Division
<p>The x and = signs and missing numbers:</p> $7 \times 2 = 14$ $14 = 2 \times 7$ $2 \times \square = 14$ $14 = 7 \times 2$ <p>Use materials, arrays, repeated addition: (including solving problems in context)</p> <p>  4×2  $4 + 4$ or 2×4 </p> <p>Or repeated addition</p> <p>  </p> <p> $4 \quad 5 \quad 6 \quad 7 \quad 8$ $2 + 2 + 2 + 2$ </p> <p>Partitioning:</p> <p> 15×2 $\begin{array}{r l l} \times & 10 & 5 \\ 2 & 20 & 10 \end{array}$ OR </p> <p><u>$20 + 10 = 30$</u></p>	<p>The ÷ and = signs and missing numbers:</p> $6 \div 2 = 3$ $3 = 6 \div 2$ $6 \div \square = 3$ $\square = 6 \div$ $\square \div 2 = 3$ $\square = \quad \div 2$ <p>Use materials, arrays and repeated addition : (including solving problems in context) Use of sharing and grouping</p> <p>Sharing 6 sweets are shared between 3 people. How many do they have each?</p> <p>  </p> <p>    </p> <p>Grouping There are 6 sweets. How many people can have 2 each? (How many 2's make 6?)</p> <p>  2's make 6? </p> <p> $0 \quad 2 \quad 4 \quad 6$ </p> <p>Find and name fractions of length, shape and sets of objects and quantities Use of diagrams - count all equal parts to determine denominator. Link to division into equal groups/parts.</p>

This policy was agreed by the Governing Body on: **January 2017.**

Signed: _____ (Chair of Governors)

Signed: _____ (Headteacher)

Policy due for renewal: January 2018