

Year 1 - 6

Calculation Policy

Multiplication and Division

#MathsEveryoneCan

Calculation Policy

Welcome to the White Rose Maths Calculation Policy.

This document is broken down into addition and subtraction, and multiplication and division.

At the start of each policy, there is an overview of the different models and images that can support the teaching of different concepts. These provide explanations of the benefits of using the models and show the links between different operations.

Each operation is then broken down into skills and each skill has a dedicated page showing the different models and images that could be used to effectively teach that concept.

Place Value Counters (Multiplication)

Hundreds	Tens	Ones
	3	4
	0	0
	0	0
	0	0
	0	0

$$\begin{array}{r} 34 \\ \times 5 \\ \hline 120 \\ 12 \end{array}$$

Hundreds	Tens	Ones
	4	4
	0	0
	0	0
	0	0
	0	0

$$\begin{array}{r} 44 \\ \times 32 \\ \hline 8 \\ 80 \\ 120 \\ + 1200 \\ \hline 1408 \\ 1 \end{array}$$

Benefits

Using place value counters is an effective way to support children's understanding of column multiplication. It is important that children write out their calculation alongside the equipment so they can see how the concrete and written match.

As numbers become larger in multiplication or the amounts of groups becomes higher, Base 10 / Dienes becomes less efficient due to the amount of equipment and number of exchanges needed. The counters should be used to support the understanding of the written method rather than support the arithmetic.

Place Value counters also support the area model of multiplication well. Children can see how to multiply 2-digit numbers by 2-digit numbers.

Skill: Multiply 2-digit numbers by 1-digit numbers

Year: 3/4

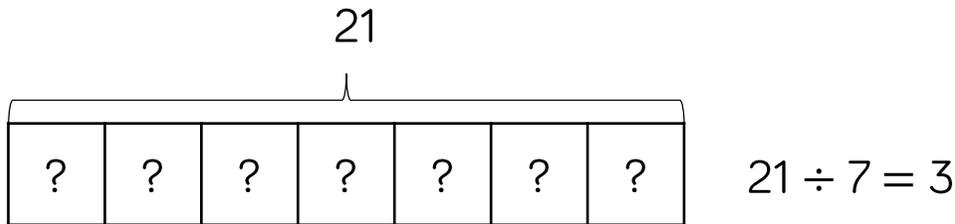
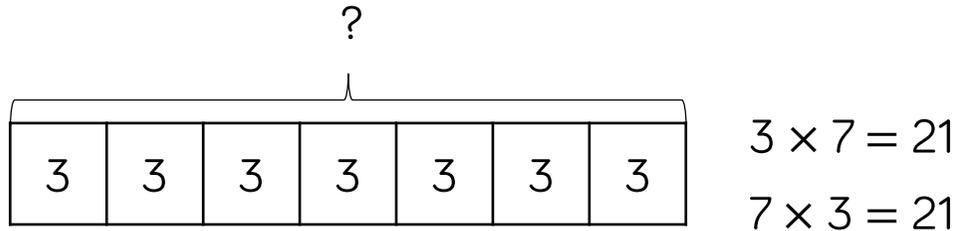
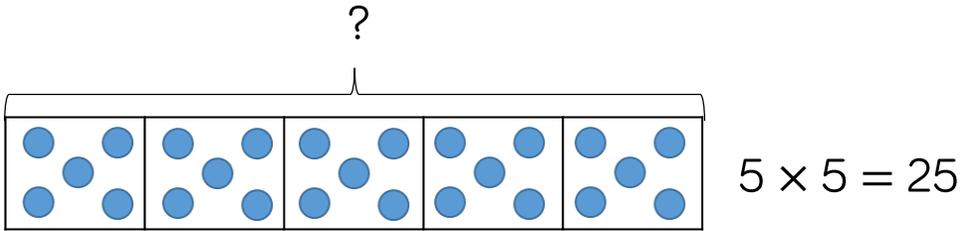
34 × 5 = 170

Teachers may decide to first look at the expanded column method before moving on to the short multiplication method.

The place value counters should be used to support the understanding of the method rather than supporting the multiplication as children should use times table knowledge.

There is an overview of skills linked to year groups to support consistency through out school. A glossary of terms is provided at the end of the calculation policy to support understanding of the key language used to teach the four operations.

Bar Model



Benefits

Children can use the single bar model to represent multiplication as repeated addition. They could use counters, cubes or dots within the bar model to support calculation before moving on to placing digits into the bar model to represent the multiplication.

Division can be represented by showing the total of the bar model and then dividing the bar model into equal groups.

It is important when solving word problems that the bar model represents the problem.

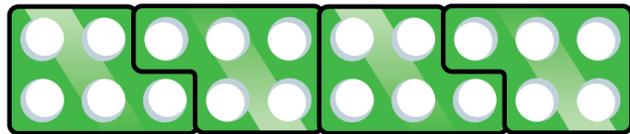
Sometimes, children may look at scaling problems. In this case, more than one bar model is useful to represent this type of problem, e.g. There are 3 girls in a group. There are 5 times more boys than girls. How many boys are there?

The multiple bar model provides an opportunity to compare the groups.

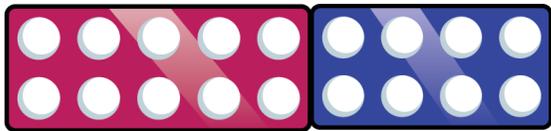
Number Shapes



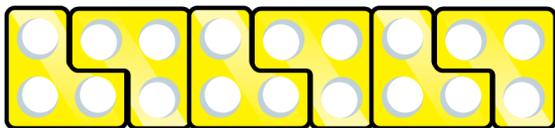
$$5 \times 4 = 20$$
$$4 \times 5 = 20$$



$$5 \times 4 = 20$$
$$4 \times 5 = 20$$



$$18 \div 3 = 6$$



Benefits

Number shapes support children's understanding of multiplication as repeated addition.

Children can build multiplications in a row using the number shapes. When using odd numbers, encourage children to interlock the shapes so there are no gaps in the row. They can then use the tens number shapes along with other necessary shapes over the top of the row to check the total. Using the number shapes in multiplication can support children in discovering patterns of multiplication e.g. odd \times odd = even, odd \times even = odd, even \times even = even.

When dividing, number shapes support children's understanding of division as grouping. Children make the number they are dividing and then place the number shape they are dividing by over the top of the number to find how many groups of the number there are altogether e.g. There are 6 groups of 3 in 18.

Bead Strings



$$5 \times 3 = 15$$

$$3 \times 5 = 15$$

$$15 \div 3 = 5$$



$$5 \times 3 = 15$$

$$3 \times 5 = 15$$

$$15 \div 5 = 3$$



$$4 \times 5 = 20$$

$$5 \times 4 = 20$$

$$20 \div 4 = 5$$

Benefits

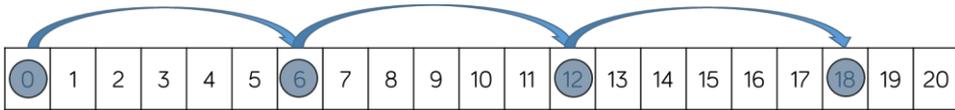
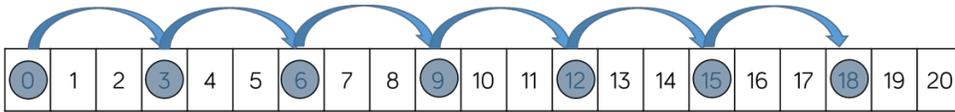
Bead strings to 100 can support children in their understanding of multiplication as repeated addition. Children can build the multiplication using the beads. The colour of beads supports children in seeing how many groups of 10 they have, to calculate the total more efficiently.

Encourage children to count in multiples as they build the number e.g. 4, 8, 12, 16, 20.

Children can also use the bead string to count forwards and backwards in multiples, moving the beads as they count.

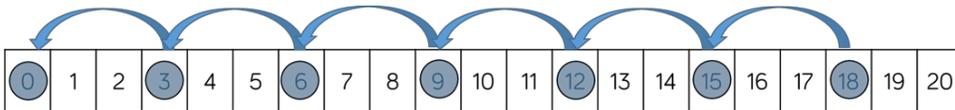
When dividing, children build the number they are dividing and then group the beads into the number they are dividing by e.g. 20 divided by 4 - Make 20 and then group the beads into groups of four. Count how many groups you have made to find the answer.

Number Tracks



$$6 \times 3 = 18$$

$$3 \times 6 = 18$$



$$18 \div 3 = 6$$

Benefits

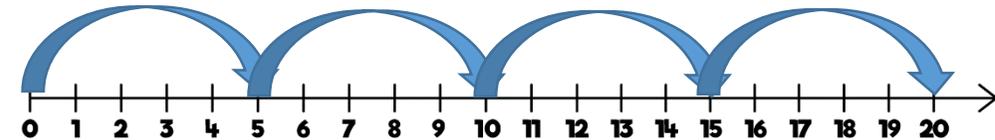
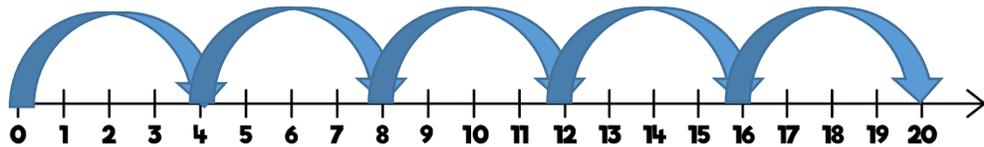
Number tracks are useful to support children to count in multiples, forwards and backwards. Moving counters or cubes along the number track can support children to keep track of their counting. Translucent counters help children to see the number they have landed on whilst counting.

When multiplying, children place their counter on 0 to start and then count on to find the product of the numbers.

When dividing, children place their counter on the number they are dividing and the count back in jumps of the number they are dividing by until they reach 0. Children record how many jumps they have made to find the answer to the division.

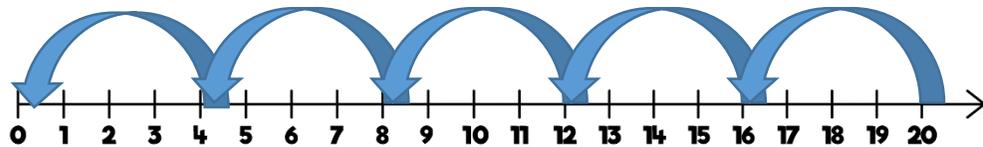
Number tracks can be useful with smaller multiples but when reaching larger numbers they can become less efficient.

Number Lines (labelled)



$$4 \times 5 = 20$$

$$5 \times 4 = 20$$



$$20 \div 4 = 5$$

Benefits

Labelled number lines are useful to support children to count in multiples, forwards and backwards as well as calculating single-digit multiplications.

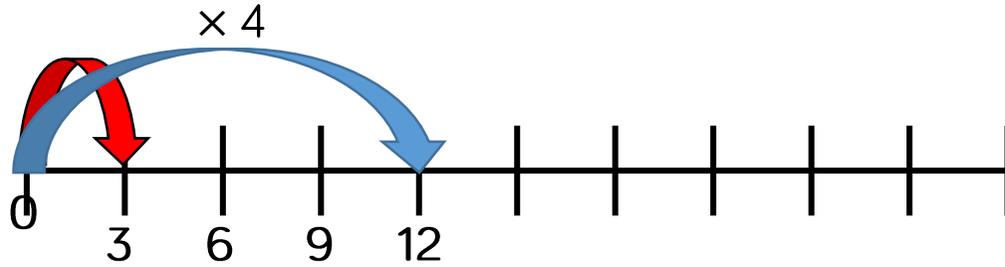
When multiplying, children start at 0 and then count on to find the product of the numbers.

When dividing, start at the number they are dividing and the count back in jumps of the number they are dividing by until they reach 0.

Children record how many jumps they have made to find the answer to the division.

Labelled number lines can be useful with smaller multiples, however they become inefficient as numbers become larger due to the required size of the number line.

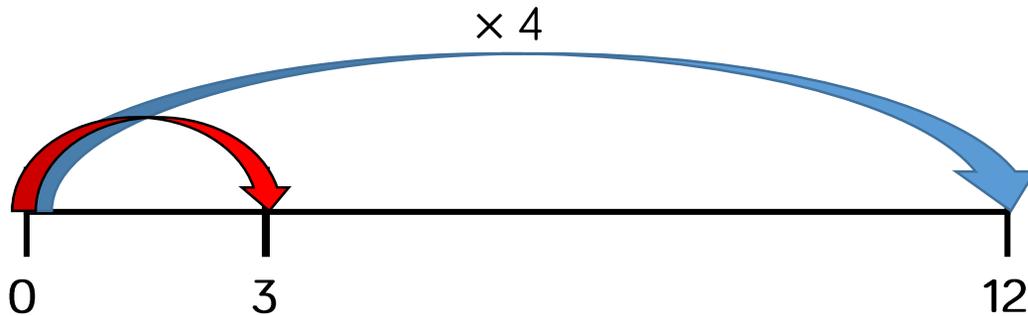
Number Lines (blank)



A red car travels 3 miles.

A blue car 4 times further.

How far does the blue car travel?



A blue car travels 12 miles.

A red car 4 times less.

How far does the red car travel?

Benefits

Children can use blank number lines to represent scaling as multiplication or division.

Blank number lines with intervals can support children to represent scaling accurately. Children can label intervals with multiples to calculate scaling problems.

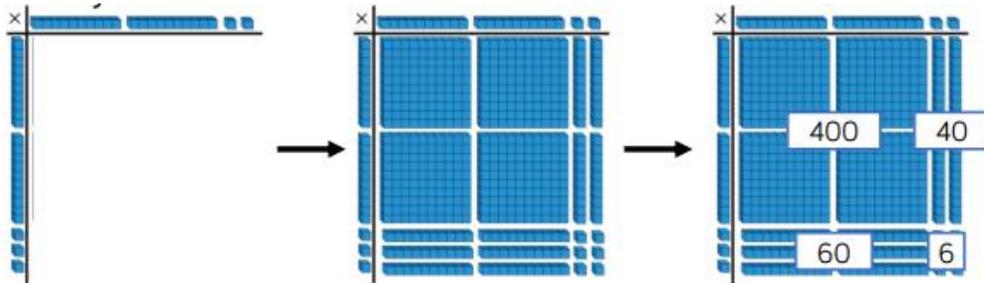
Blank number lines without intervals can also be used for children to represent scaling.

Base 10/Dienes (multiplication)

Hundreds	Tens	Ones
		□□□□
		□□□□
		□□□□

|

$$\begin{array}{r}
 24 \\
 \times 3 \\
 \hline
 72 \\
 \hline
 1
 \end{array}$$



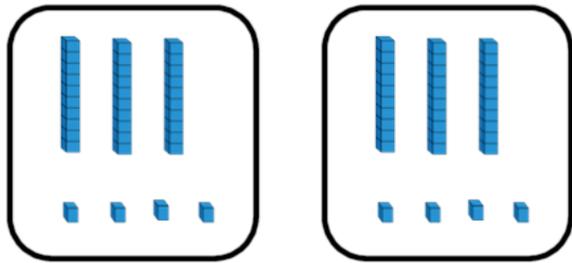
Benefits

Using Base 10 or Dienes is an effective way to support children's understanding of column multiplication. It is important that children write out their calculation alongside the equipment so they can see how the concrete and written representations match.

As numbers become larger in multiplication or the amounts of groups becomes higher, Base 10 / Dienes becomes less efficient due to the amount of equipment and number of exchanges needed.

Base 10 also supports the area model of multiplication well. Children use the equipment to build the number in a rectangular shape which they then find the area of by calculating the total value of the pieces. This area model can be linked to the grid method or the formal column method of multiplying 2-digits by 2-digits.

Base 10/Dienes (division)

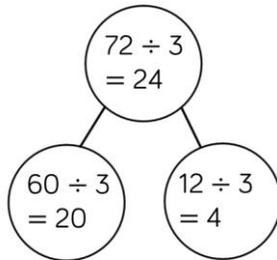


$$68 \div 2 = 34$$



Tens	Ones

$$72 \div 3 = 24$$



Benefits

Using Base 10 or Dienes is an effective way to support children's understanding of division.

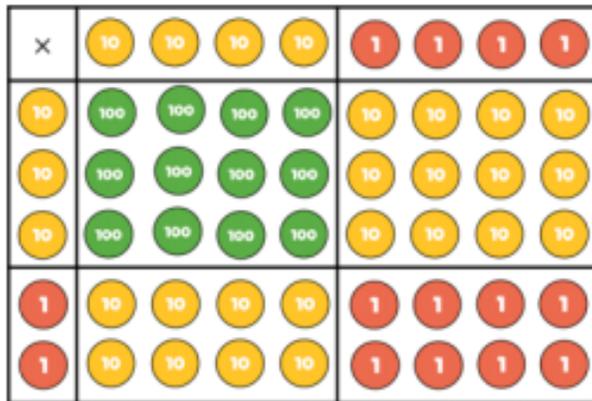
When numbers become larger, it can be an effective way to move children from representing numbers as ones towards representing them as tens and ones in order to divide. Children can then share the Base 10/ Dienes between different groups e.g. by drawing circles or by rows on a place value grid.

When they are sharing, children start with the larger place value and work from left to right. If there are any left in a column, they exchange e.g. one ten for ten ones. When recording, encourage children to use the part-whole model so they can consider how the number has been partitioned in order to divide. This will support them with mental methods.

Place Value Counters (multiplication)



$$\begin{array}{r}
 34 \\
 \times 5 \\
 \hline
 120 \\
 \hline
 12
 \end{array}$$



$$\begin{array}{r}
 44 \\
 \times 32 \\
 \hline
 88 \\
 800 \\
 1200 \\
 \hline
 1408 \\
 \hline
 1
 \end{array}$$

Benefits

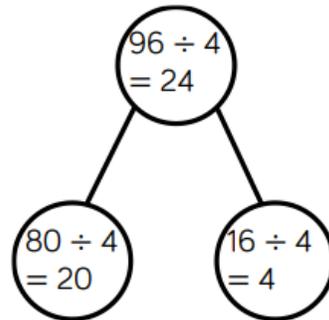
Using place value counters is an effective way to support children's understanding of column multiplication. It is important that children write out their calculation alongside the equipment so they can see how the concrete and written match.

As numbers become larger in multiplication or the amounts of groups becomes higher, Base 10 / Dienes becomes less efficient due to the amount of equipment and number of exchanges needed. The counters should be used to support the understanding of the written method rather than support the arithmetic.

Place value counters also support the area model of multiplication well. Children can see how to multiply 2-digit numbers by 2-digit numbers.

Place Value Counters (division)

Tens	Ones
10 10	1 1 1 1
10 10	1 1 1 1
10 10	1 1 1 1
10 10	1 1 1 1



Thousands	Hundreds	Tens	Ones
1000 1000 1000 1000	100 100 100 100	10 10 10 10 10 10	1 1 1 1 1 1 1 1

$$\begin{array}{r}
 1223 \\
 4 \overline{) 4892}
 \end{array}$$

Benefits

Using place value counters is an effective way to support children's understanding of division.

When working with smaller numbers, children can use place value counters to share between groups. They start by sharing the larger place value column and work from left to right. If there are any counters left over once they have been shared, they exchange the counter e.g. exchange one ten for ten ones. This method can be linked to the part-whole model to support children to show their thinking.

Place value counters also support children's understanding of short division by grouping the counters rather than sharing them. Children work from left to right through the place value columns and group the counters in the number they are dividing by. If there are any counters left over after they have been grouped, they exchange the counter e.g. exchange one hundred for ten tens.

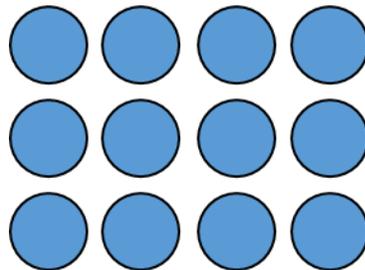
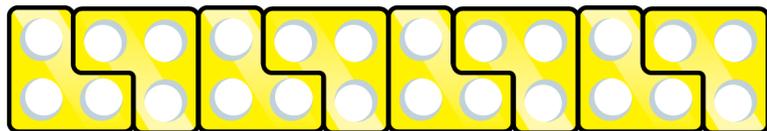
Times Tables

Skill	Year	Representations and models	
Recall and use multiplication and division facts for the 3-times table	3	Hundred square Number shapes Counters	Bead strings Number lines Everyday objects
Recall and use multiplication and division facts for the 4-times table	3	Hundred square Number shapes Counters	Bead strings Number lines Everyday objects
Recall and use multiplication and division facts for the 8-times table	3	Hundred square Number shapes	Bead strings Number tracks Everyday objects
Recall and use multiplication and division facts for the 6-times table	4	Hundred square Number shapes	Bead strings Number tracks Everyday objects

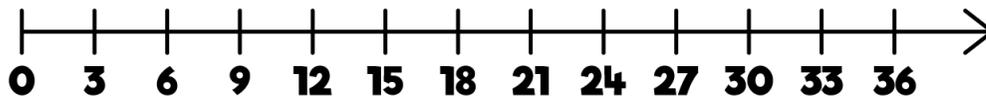
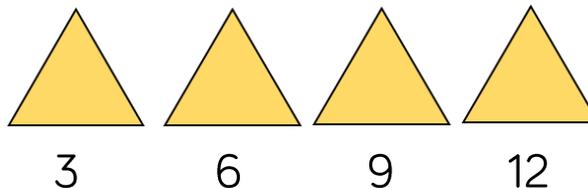
Skill	Year	Representations and models	
Recall and use multiplication and division facts for the 7-times table	4	Hundred square Number shapes	Bead strings Number lines
Recall and use multiplication and division facts for the 9-times table	4	Hundred square Number shapes	Bead strings Number lines
Recall and use multiplication and division facts for the 11-times table	4	Hundred square Base 10	Place value counters Number lines
Recall and use multiplication and division facts for the 12-times table	4	Hundred square Base 10	Place value counters Number lines

Skill: 3 times table

Year: 3



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

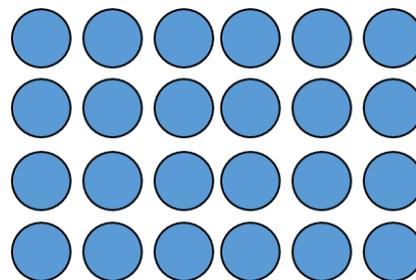


Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

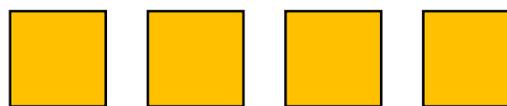
Look for patterns in the three times table, using concrete manipulatives to support. Notice the odd, even, odd, even pattern using number shapes to support. Highlight the pattern in the ones using a hundred square.

Skill: 4 times table

Year: 3

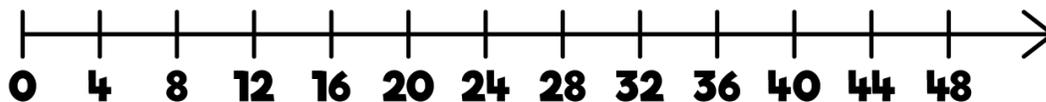


1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50



4 8 12 16

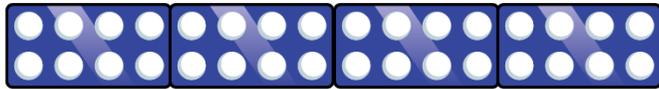
4	8	12	16	20
24	28	32	36	40
44	48	52	56	60



Encourage daily counting in multiples, supported by a number line or a hundred square. Look for patterns in the four times table, using manipulatives to support. 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 using number shapes to support.

Skill: 8 times table

Year: 3



8

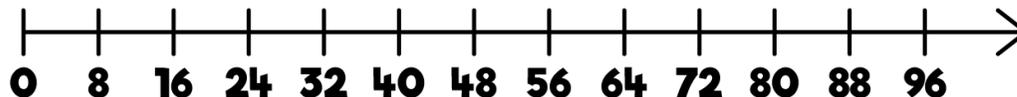
16

24

32

8	16	24	32	40
48	56	64	72	80

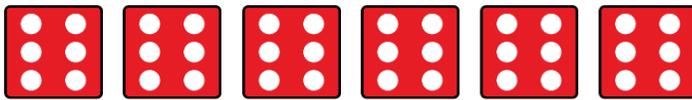
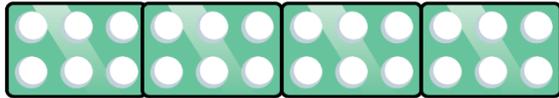
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Encourage daily counting in multiples, supported by a number line or a hundred square. Look for patterns in the eight times table, using manipulatives to support. 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. Highlight that all the multiples are even using number shapes to support.

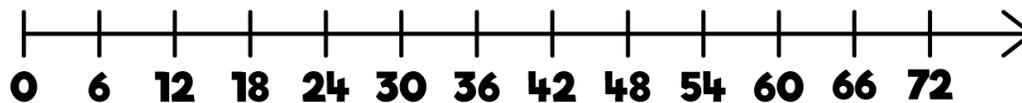
Skill: 6 times table

Year: 4



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



Encourage daily counting in multiples, supported by a number line or a hundred square. Look for patterns in the six times table, using manipulatives to support. 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.

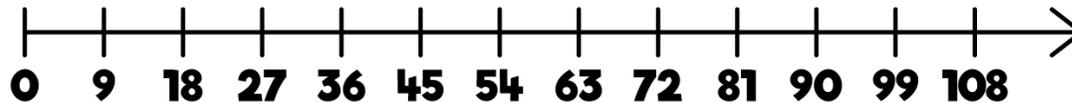
Skill: 9 times table

Year: 4



9	18	27	36	45
54	63	72	81	90

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



Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square. Look for patterns in the nine times table, using concrete manipulatives to support. Notice the pattern in the tens and ones using the hundred square to support as well as noting the odd, even pattern within the multiples.

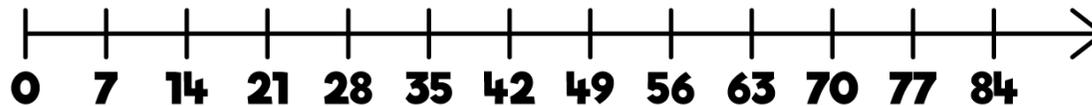
Skill: 7 times table

Year: 4



7	14	21	28	35
42	49	56	63	70

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



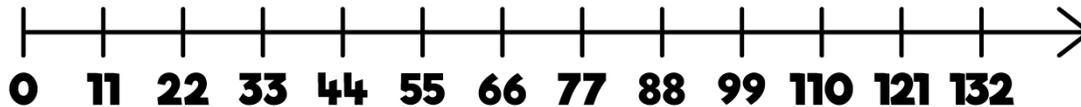
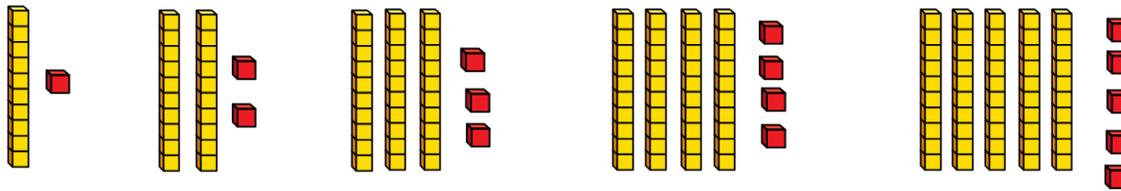
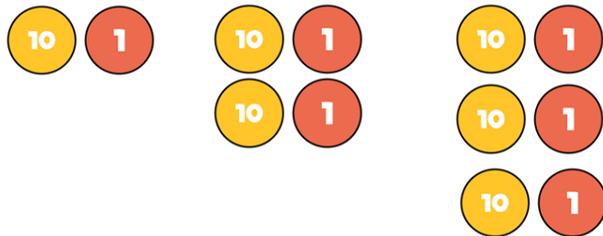
Encourage daily counting in multiples both forwards and backwards, supported by a number line or a hundred square. The seven times table can be trickier to learn due to the lack of obvious pattern in the numbers, however they already know several facts due to commutativity. Children can still see the odd, even pattern in the multiples using number shapes to support.

Skill: 11 times table

Year: 4

11	22	33	44	55	66
77	88	99	110	121	132

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



Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

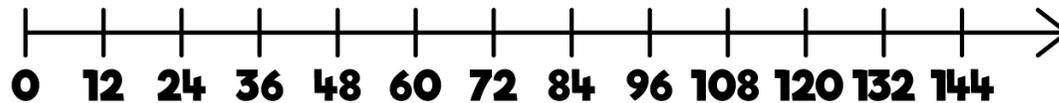
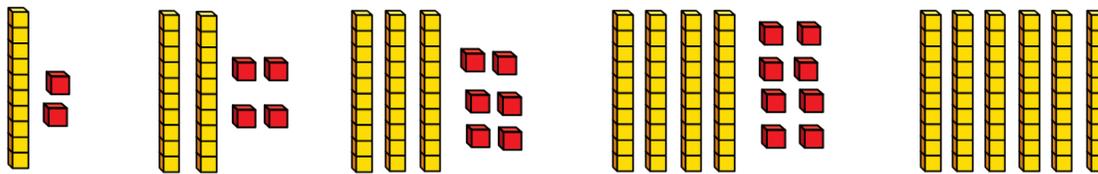
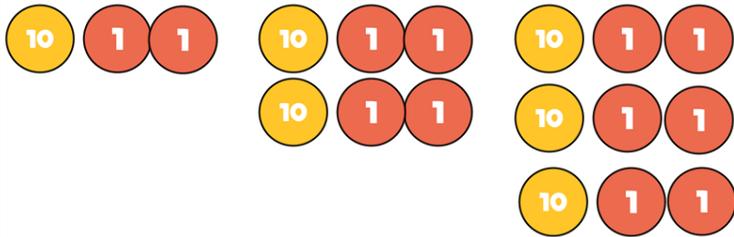
Look for patterns in the eleven times table, using concrete manipulatives to support. Notice the pattern in the tens and ones using the hundred square to support. Also consider the pattern after crossing 100

Skill: 12 times table

Year: 4

12	24	36	48	60
72	84	96	108	120
132	144			

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



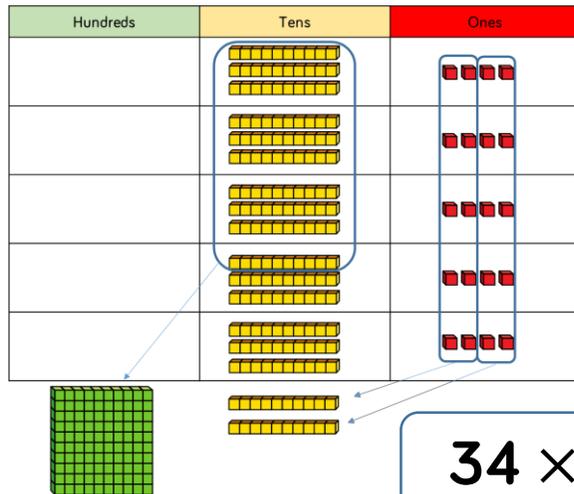
Encourage daily counting in multiples, supported by a number line or a hundred square. Look for patterns in the 12 times table, using manipulatives to support. Make links to the 6 times table, seeing how each multiple is double the sixes. Notice the pattern in the ones within each group of five multiples. The hundred square can support in highlighting this pattern.

Multiplication

Skill	Year	Representations and models	
Solve one-step problems with multiplication	1/2	Bar model Number shapes Counters	Ten frames Bead strings Number lines
Multiply 2-digit by 1-digit numbers	3/4	Place value counters Base 10	Short written method Expanded written method
Multiply 3-digit by 1-digit numbers	4	Place value counters Base 10	Short written method
Multiply 4-digit by 1-digit numbers	5	Place value counters	Short written method

Skill: Multiply 2-digit numbers by 1-digit numbers

Year: 3/4



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

$$34 \times 5 = 170$$

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

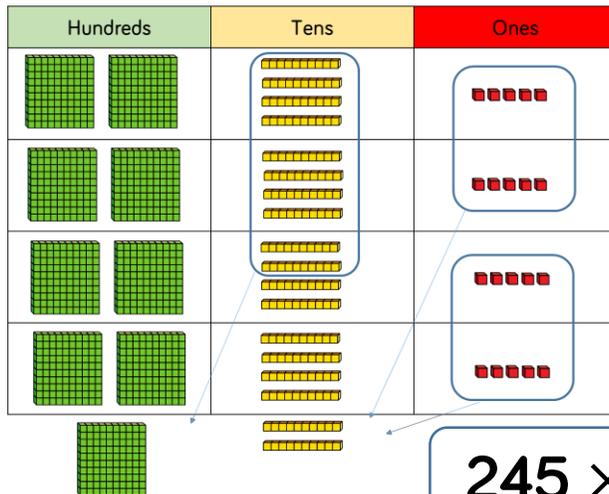


Teachers may decide to first look at the expanded column method before moving on to the short multiplication method.

The place value counters should be used to support the understanding of the method rather than supporting the multiplication, as children should use times table knowledge.

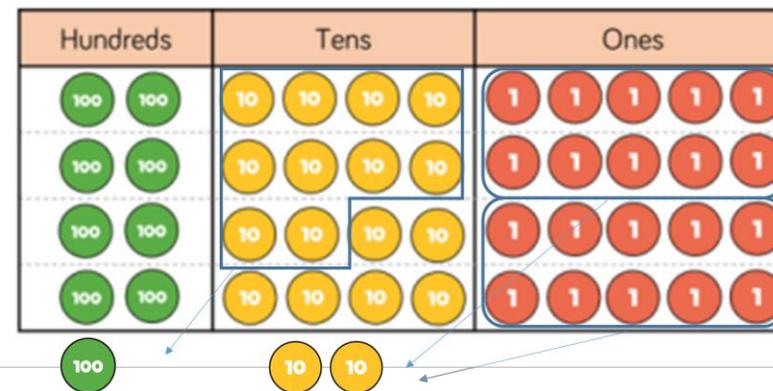
Skill: Multiply 3-digit numbers by 1-digit numbers

Year: 3/4



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

$$245 \times 4 = 980$$



When moving to 3-digit by 1-digit multiplication, encourage children to move towards the short, formal written method.

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.

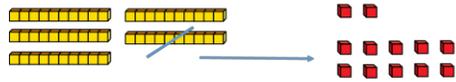
Division

Skill	Year	Representations and models	
Solve one-step problems with division (sharing)	1/2	Bar model Real life objects	Arrays Counters
Solve one-step problems with division (grouping)	1/2	Real life objects Number shapes Bead strings Ten frames	Number lines Arrays Counters
Divide 2-digits by 1-digit (no exchange sharing)	3	Straws Base 10 Bar model	Place value counters Part-whole model
Divide 2-digits by 1-digit (sharing with exchange)	3	Straws Base 10 Bar model	Place value counters Part-whole model

Skill	Year	Representations and models	
Divide 2-digits by 1-digit (sharing with remainders)	3/4	Straws Base 10 Bar model	Place value counters Part-whole model
Divide 2-digits by 1-digit (grouping)	4/5	Place value counters Counters	Place value grid Written short division
Divide 3-digits by 1-digit (sharing with exchange)	4	Base 10 Bar model	Place value counters Part-whole model
Divide 3-digits by 1-digit (grouping)	4/5	Place value counters Counters	Place value grid Written short division

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

Year: 3/4

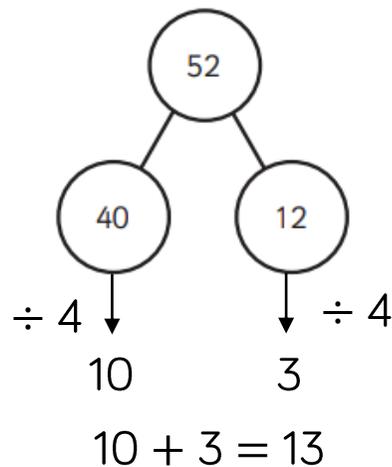


Tens	Ones

52

52			
?	?	?	?

$$52 \div 4 = 13$$



Tens	Ones

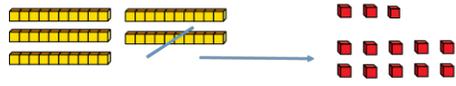
When dividing numbers involving an exchange, children can use Base 10 and place value counters to exchange one ten for ten ones.

Children should start with the equipment outside the place value grid before sharing the tens and ones equally between the rows.

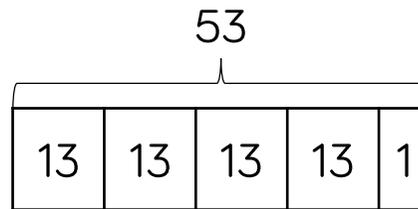
Flexible partitioning in a part-whole model supports this method.

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

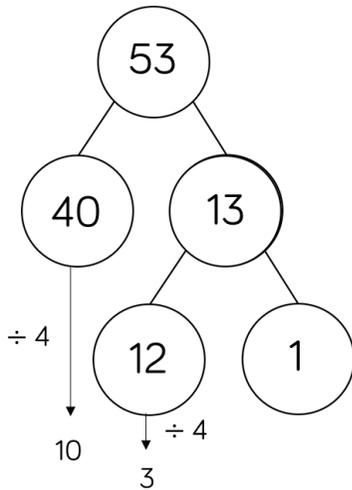
Year: 3/4



Tens	Ones
	
	
	
	



$$53 \div 4 = 13 \text{ r}1$$

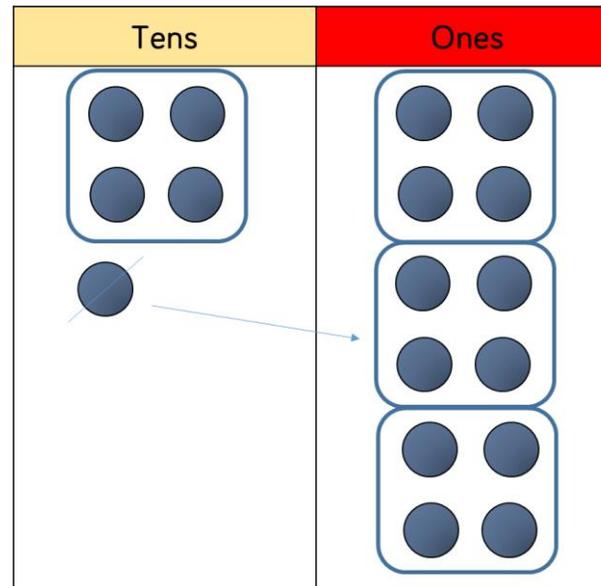
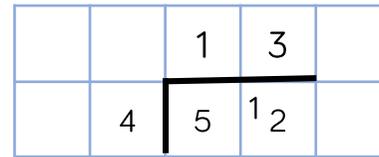
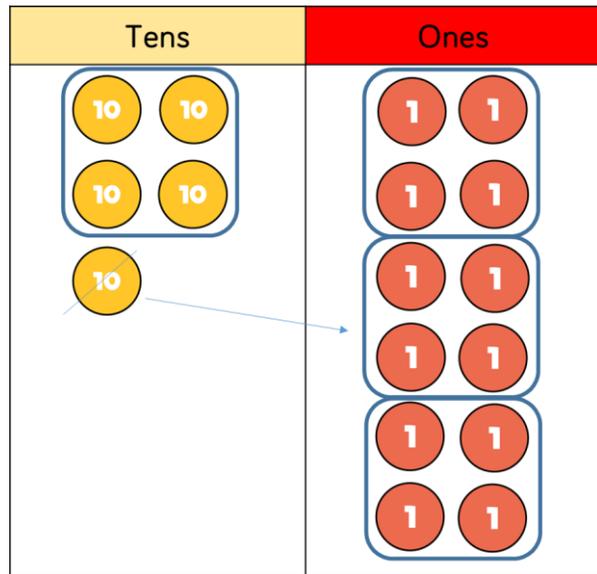


Tens	Ones
	
	
	
	

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

Skill: Divide 2-digits by 1-digit (grouping)

Year: 4/5



$$52 \div 4 = 13$$

When using the short division method, children use grouping. Starting with the largest place value, they group by the divisor.

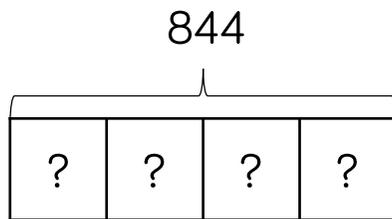
Language is important here. Children should consider 'How many groups of 4 tens can we make?' and 'How many groups of 4 ones can we make?'

Remainders can also be seen as they are left ungrouped.

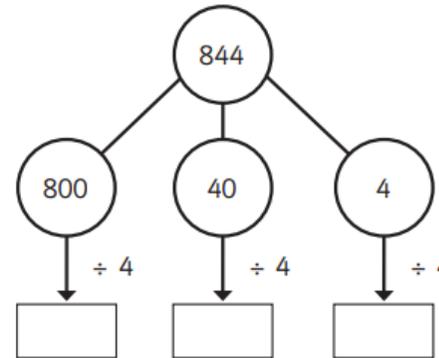
Skill: Divide 3-digits by 1-digit (sharing)

Year: 4

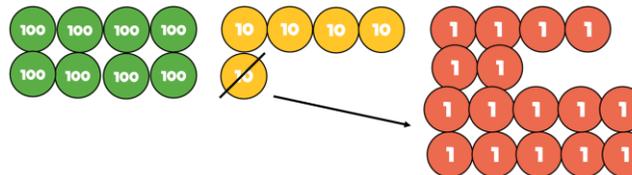
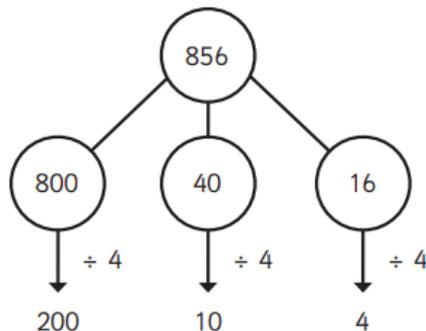
$$844 \div 4 = 122$$



H	T	O
 		
 		
 		
 		



$$844 \div 4 = 122$$



Hundreds	Tens	Ones
 		   
 		   
 		   
 		   

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

Glossary

Array – An ordered collection of counters, cubes or other item in rows and columns.

Commutative – Numbers can be multiplied in any order.

Dividend – In division, the number that is divided.

Divisor – In division, the number by which another is divided.

Exchange – Change a number or expression for another of an equal value.

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.

Quotient – The result of a division

Remainder – The amount left over after a division when the divisor is not a factor of the dividend.

Scaling – Enlarging or reducing a number by a given amount, called the scale factor