Purpose of Study

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Aims

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

Girlington Primary School Mathematics Curriculum

Year 1

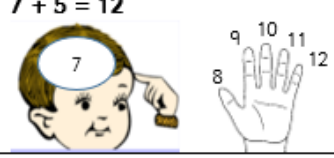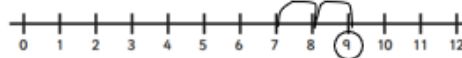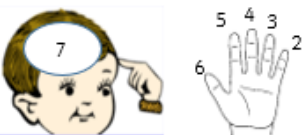| Term	Autumn 1			Autumn 2			Spring 1				Spring 2			Summer 1				Summ er 2
Concept	Place Value	Shape	Add and Subtract	Place Value	Add and Subtract	Shape and Time	Place Value	Add and Subtract	Shape and Time	Fractions	Place Value	Add and Subtract	Shape	Place Value	Multiplica tion and division	Fractions	Shape and Time	
Prior EYFS Learning	Count beyond 20. Children will link number symbols with its cardinal value up to 10. Children will recall number bonds for numbers up to 5, including subtraction facts. Children will compare numbers and give reasons. Children will understand the '1 more/1 less' for consecutive numbers.	Children will explore the composition of numbers up to 10. Children will recall number bonds for numbers up to 5, including subtraction facts. Children will be able to recall number facts for doubling and halving.	Children will be able to talk about and explore 2D and 3D shapes using informal and mathematic al language. Children will compose and decompose shapes so that they recognise a shape can have other shapes within it.	Children will use language to compare objects e.g. bigger and smaller. Children will compare length weight and capacity. Children will begin to use units to compare things.	Children will explore the composition of numbers up to 10. Children will recall number bonds for numbers up to 5, including subtraction facts. Children will be able to recall number facts for doubling and halving.	Children will begin to use time to sequence events. Children will begin to develop a sense of time though experiencin g time specific durations.	Count beyond 20. Children will link number symbols with its cardinal value up to 10. Children will compare numbers and give reasons. Children will understand the '1 more/1 less' for consecutive numbers.	Children will explore the composition of numbers up to 5. Children will recall number bonds for numbers up to 5, including subtraction facts. Children will be able to recall number facts for doubling and halving.	Children will be able to recall number facts for halving. **ELG:** Explore and represent patterns within numbers up to ten, including evens, odds, double facts and how quantities can be distributed equally.	Children will be able to recall number facts for doubling and halving.	Count beyond 20. Children will link number symbols with its cardinal value up to 10. Children will compare numbers and give reasons. Children will understand the '1 more/1 less' for consecutive numbers.	Children will explore the composition of numbers up to 10. Children will recall number bonds for numbers up to 5, including subtraction facts. Children will begin to use time to sequence events. Children will understand the '1 more/1 less' for consecutive numbers.	Children will be able to talk about and explore 2D and 3D shapes using informal and mathematic al language. Children will begin to develop a sense of time though experiencin g time specific durations	Count beyond 20. Children will link number symbols with its cardinal value up to 10. Children will compare numbers and give reasons. Children will understand the '1 more/1 less' for consecutive numbers.	Children will be able to recall number facts for doubling and halving. **ELG:** Explore and represent patterns within numbers up to ten, including evens, odds, double facts and how quantities can be distributed equally.	Children will be able to recall number facts for halving. **ELG:** Explore and represent patterns within numbers up to ten, including evens, odds, double facts and how quantities can be distributed equally.	Children will be able to talk about and explore 2D and 3D shapes using informal and mathematica l language. Children will begin to use time to sequence events. Children will begin to develop a sense of time though experiencing time specific durations	
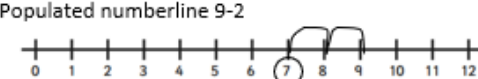
	National Curriculum Subject Content																	
Curriculum Objectives	Count to and across 30. Read numbers from 1 to 20 in numeral and words. Write and spell numbers 1 to 5 in words. Identify and represent numbers using objects, pictures. Count, read and write numbers to 30 in numerals. Order numbers by size and begin to use the language of equal to, more than, less than, fewer, most, least Identify 1 more and 1 less than a given number. Compare and describe Lengths and heights.	Recognis e 2D shapes in resource s, pictures and the environm ent. Describe the propertie s of 2D shapes. Make 2D shapes from resource s such as matchsti cks.	Use part-whole models to show addition. Read, write and interpret mathema tical statemen ts involving +, - and =. Add and subtract 1-digit numbers. Solve 1 step problem that involve addition and subtracti on using resource s and pictures.	Count to 50. Revise previous objective s in place value. Represent numbers to 20 using 10 frames. Order numbers using vocabula ry such as greatest, smallest, most and least. Compare , describe and solve practical problem for: Lengths and heights Mass/wei ght Capacity and volume Measure lengths with non-standard units.	Revise and consolida te objective s already taught. Represent addition problems with a bar model. Solve addition word problems . Represent and solve subtracti on problems .	Identify and describe basic 3D shapes. Recognis e and use language relating to dates, including days of the week, weeks, months and years.	Count in tens. Revise and consolidate objectives already taught. Write and spell numbers 1 to 20 in words. Represent 2-digit numbers using dienes blocks and other base 10 representati ons. Identify and represent numbers on number-lines. Measure and begin to record: lengths and heights mass/weigh t capacity and volume	Revise and consolida te objectives already taught. Add by counting on a populated number-line, putting the largest number first. Subtract by counting back on a populated number line, putting the largest number first.	Revise identifyin g 2D and 3D shapes. Tell the time to the hour and draw hands on the clock to show this. Sequenc e events in chronolog ical order using language. Recognis e and use language relating to dates, including days of the week, weeks, months and years	Recognis e, find and name half of an object, shape or quantity	Count to 100. Count in tens. Revise and consolida te place value objective s. Use dienes blocks to represent numbers up to 100. Use ordinal numbers.	Revise and consolidat e objectives already taught. Add 1-digit numbers and 2-digit numbers to 20 by counting on. Recognis e and know he value of coins and notes. Work out the total value of a selection of coins. Choose the correct coins to make a given amount. Subtract 1-digit numbers and 2-digit numbers to 20 by counting back.	Revise and consolida te objective s already taught. Use positional language to describe the moveme nt of an object.	Count across 100. Revise and consolidat e objectives already taught. Use multiple representa tions of numbers to explore the place value of 2-digit numbers.	Solve 1-sep problems involving multiplicat ion and division by calculatin g the answer using objects, pictures and arrays.	Revise halves. Recognis e, find and name a quarter of an object, shape or quantity. Describe position, direction and movemen t including whole, half, quarter and three-quarter turns.	Revise telling the time to the hour. Tell the time to the half hour. Measure and begin to record time.	**Addition and Subtract ion** Solve missing number problem e.g. 7= ?-9. Use AfL to decide what needs to be recapped and consolida ted.
Vocabulary	forward backward more less number line equal to more than less than fewer least most numeral words	add subtract vocabulary related to add and subtract word problems equals	rectangle square triangle circle oval pentagon hexagon cube cuboid pyramid sphere cone	long(er) short(er) tall double half heavy(ier) light(er) full empty half full quarter full	add subtract vocabulary related to add and subtract word problems equals	before after next first today tomorrow yesterday quicker slower earlier later hours seconds minutes	forward backward more less number line equal to more than less than fewer least most numeral words	add subtract vocabulary related to add and subtract word problems equals	half equal parts	hour o'clock big hand little hand	forward backward more less number line equal to more than less than fewer least most numeral words	number bonds coin note pound penny pence	rectangle square triangle circle oval pentagon hexagon cube cuboid pyramid sphere cone	forward backward more less number line equal to more than less than fewer least most numeral words	times multiply groups arrays pairs	quarter equal parts turn position direction movement	hour half hour half past big hand little hand	

Girlington Primary School Mathematics Curriculum

Year 1

Term	Autumn 1			Autumn 2			Spring 1				Spring 2			Summer 1				Summer 2
Concept	Place Value	Add and Subtract	Shape	Place Value	Add and Subtract	Shape and Time	Place Value	Add and Subtract	Fractions	Shape and Time	Place Value	Add and Subtract	Shape	Place Value	Multiplication and division	Fractions	Shape and Time	

National Curriculum Subject Content

Learn by Heart	1 more to 30 2D shapes	1 less to 30 Count in twos	3D shapes Count in tens	Count in fives. Pairs that make 10.	1 more to 100 Recognise and name coins and notes.	Revise pairs to 10. Subtraction facts for pairs to 10. 1 less to 100.
Arithmetic	1 less than 1 more than Adding and subtracting 1-digit numbers		Adding and subtracting 1-digit numbers. Complements to 10. Doubles and halves.		Adding and subtracting numbers below 20. Complements to 10 – missing numbers. Doubles and halves.	

Problem Solving

Act it out
Draw a picture
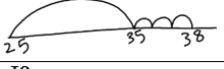
Calculations Policy

Addition

Physical resources/Drawing

Put the biggest number in your head.
Put the smallest number up on your fingers.
Count on from the biggest number.

$7 + 5 = 12$

Part/Whole Models

Populated Numberline 7+2

Subtraction

Physical resources/Drawing

Put the biggest number in your head.
Put the smallest number up on your fingers.
Count back from the biggest number.

$7 - 5 = 2$

Populated numberline 9-2

Multiplying

Arrays

3x2

Multiplying

Count on fingers

$3 \times 2 = 6$

Finding fractions of amounts - halving

$\frac{1}{2}$ of 6

Finding fractions of amounts – quartering

$\frac{1}{4}$ of 8

Girlington Primary School Mathematics Curriculum

Year 2

Term	Autumn 1				Autumn 2				Spring 1				Spring 2				Summer 1				Summer 2			
Concept	Addition and subtraction	Multiplication and Division	Place Value	Fractions	Place Value	Addition and Subtraction	Multiplication and Division	Shape	Place value	Addition and subtraction	Multiplication and division	Fractions	Place Value	Addition and subtractions	Multiplication and division	Fractions	Place Value	Addition and subtractions	Multiplication and division	Shape and time	Place Value	Addition and Subtraction	Multiplication and division with fractions	

National Curriculum Subject Content

Objectives

Autumn 1 – Addition and subtraction	Autumn 1 – Multiplication and Division	Autumn 1 – Place Value	Autumn 1 – Fractions
Recall and use addition facts to 10 and 20. Add and numbers using concrete objects and by counting on supported by using fingers. Recognised symbols for pence and combine amounts to make a particular value. Add 10 to a number using a hundred square for support. Add two-digit numbers with dienes to support combining tens and ones. No regrouping. Subtract using objects and counting on head and fingers. Subtract 10 from a number using a hundred square. Solve problems with addition and subtraction.	Count in 2s and 5s. 2- and 5-times table. Understand multiplication as repeated addition. Understand multiplication and solve problem using arrays.	Read and write numbers to 100 in numerals and words. Use dienes to make a given number. Identify, represent and estimate numbers in a variety of different ways. Recognise the place value of a 2-digit number. Count in tens from any number.	Recognise and find ½ of shapes, lengths, set of objects and quantities. Recognise and find ¼ of shapes, lengths, set of objects and quantities. Recognise the equivalence of ½ and ¼. Find ½ or ¼ of a quantity using bar models. Make o'clock and half past on clocks; draw and read times. Learn to read the times quarter past and quarter to.

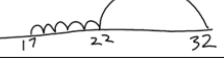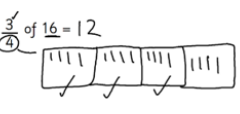| Autumn 2 – Place Value	Autumn 2 – Addition and Subtraction	Autumn 2 – Multiplication and Division	Autumn 2 – Shape
Revise the place value of digits in a 2-digit number. Partition numbers including into number sentences e.g. 72 = 70 + 2. Compare and order numbers to 100 using >, < and =. Recap finding one more/ one less and finding 10 more/ 10 less. Use place value and number facts to solve problem.	Derive pairs to 100 from pairs to 10 and use these to solve problems. Show that addition into number is commutative but subtraction is not. Add numbers using a populated number-line, including doing jumps of 10 to speed things up. Subtract multiples of 10. Subtract a 2-digit number on a populated number-line by subtracting the tens then the ones. Solve simple problems involving addition and subtraction of money including giving change. Interpret bar graphs and answer questions about them, including totalling and comparing.	Understanding division. Solve division problems with physical resources and pictures. Solve multiplication problems by drawing arrays.	Identify and describe properties of 2D shapes including the number of sides. Describe the symmetry of 2D shapes. Identify and describe the properties of 3D shapes, including the number of vertices, faces and edges. Identify 2D shapes on the surface of 3D shapes. Compare and sort common 2D and 3D shapes and everyday objects. Use left, right forwards and backwards to describe position and direction.

Spring 1 – Place value	Spring 1 – Addition and subtraction	Spring 1 – Multiplication and division	Spring 1 – Fractions
Choose and use appropriate units to measure using a variety of measuring equipment. Estimate, measure, draw and order lengths, weights and capacity. Solve word problems involving length, weight and capacity.	Adding and subtracting on a blank number-line. Solving problems involving change from a pound. Adding money. Money word problems involving addition and subtraction.	Count in 3s. Know 2-, 4-, 5- and 10-times tables and corresponding division facts. Solve multiplication and division problems.	Find any number of quarters of a shape or number. Find a third and two thirds of shapes and numbers. Revise telling the time (o'clock, quarter past, half past, quarter to). Tell the time to the nearest 5 minutes.

Spring 2 – Place Value	Spring 2 – Addition and subtractions	Spring 2 – Multiplication and division	Spring 2 – Fractions
Odd and even numbers. Develop place value knowledge through solving problems such as "Use the digit cards to make an odd number which is greater than 20." Describe and generate number sequences and spot mistakes in sequences. Use greater than and less than within number sentences e.g. 4+7>6 -2.	Revise adding and subtracting on a blank number-line and apply this skill to word problems, counting in multiples, bar models or times table knowledge. Solve two step word problems. Accurately add and subtract numbers mentally. Choose the most appropriate subtraction method for the questions. Understand the inverse and generate families of facts for addition and subtraction number sentences. Solve problems involving missing numbers in subtraction number sentences. Adding three numbers, including large numbers, on a number-line.	Solve multiplication word problems using arrays, counting in multiples, bar models or times table knowledge. Solve division word problems using bar models, counting in multiples or times table knowledge. Choose the correct operation for a mixture of multiplication and division problems. Understand the inverse and create families of facts for multiplication and division number sentences. Understand that multiplication is commutative but division is not.	Solve problems involving halves, any number of quarters and any number of thirds of a shape or number. Colour a fraction of an amount. Solve word problems involving fractions.

Summer 1 – Place Value	Summer 1 – Addition and subtractions	Summer 1 – Multiplication and division	Summer 1 – Shape and time
Revise and consolidate place value knowledge. Partition numbers.	Add and subtract money involving problem involving change. Solve problems involving missing number, including using the inverse. Check answers using the inverse. Extend knowledge of mental methods to add and subtract.	Interpret, construct and answer question about pictograms and tally charts. Solve multiplication and division word problems. Consolidate understanding of multiplication and division as inverses and creating families of facts.	Understand and use rotations (half, quarter, three quarter and full turns; clockwise and anti-clockwise). Order and arrange combinations of mathematical objects into patterns and sequences. Compare and sequence intervals of time, including knowing that 15mins = ¼ of an hour. Know the number of minutes in an hour and hours in a day.

Summer 2 – Place Value	Summer 2 – Addition and Subtraction	Summer 2 – Multiplication and division with fractions	(Final column)
Count in 2s, 5s, 10s and 100s. Accurately place a number on a number-line. Read scales involved in measurements.	Revise, consolidate and extend previous addition and subtraction objectives. Use these to solve problems involving addition and subtraction word problems, including choosing the correct operation. Solve two step addition and subtraction problems with larger numbers.	Revise, consolidate and extend previous multiplication and fraction knowledge. Use this to solve problems involving multiplication and division including picking the correct operation. Compare fractions of amount using greater than and less than symbols.	Use AfL to decide which objectives should be revised and consolidated.

Vocabulary

Autumn 1 – Addition and subtraction	Autumn 1 – Multiplication and Division	Autumn 1 – Place Value	Autumn 1 – Fractions
tens ones 2-digit combine addition and vocabulary from addition word problems subtraction and vocabulary from subtraction word problems	multiplication repeated addition arrays	numerals words digit tens ones place value represent estimate	half quarter length quantity equivalence bar model

Autumn 2 – Place Value	Autumn 2 – Addition and Subtraction	Autumn 2 – Multiplication and Division	Autumn 2 – Shape
place value partition compare order greater than less than equal to	change bar graph total compare how much more how many more	divide equal groups arrays rows column vocabulary involved in x and ÷ word problems	2D 3D symmetry sides corners/vertices edges faces surface left right forward backwards position direction

Spring 1 – Place value	Spring 1 – Addition and subtraction	Spring 1 – Multiplication and division	Spring 1 – Fractions
measure equipment ruler measuring jug thermometer weighing scales estimate	blank number line change	vocabulary involved in x and ÷ word problems	quarter thirds o'clock quarter past quarter to minutes

Spring 2 – Place Value	Spring 2 – Addition and subtractions	Spring 2 – Multiplication and division	Spring 2 – Fractions
odd even digits sequence	mental method inverse	vocabulary involved in x and ÷ word problems	halves thirds, quarters and vocabulary associated with word problems

Summer 1 – Place Value	Summer 1 – Addition and subtractions	Summer 1 – Multiplication and division	Summer 1 – Shape and time
partition tens ones	vocabulary from addition and subtraction word problems	pictogram tally inverse families of facts	rotation turn full quarter half clockwise anti-clockwise minutes hours days

Summer 2 – Place Value	Summer 2 – Addition and Subtraction	Summer 2 – Multiplication and division with fractions
accurately scales intervals measures	vocabulary from addition and subtraction word problems	vocabulary involved in x and ÷ word problems

Girlington Primary School Mathematics Curriculum

Year 2

Term	Autumn 1				Autumn 2				Spring 1				Spring 2				Summer 1				Summer 2		
Concept	Addition and subtraction	Multiplication and Division	Place Value	Fractions	Place Value	Addition and Subtraction	Multiplication and Division	Shape	Place value	Addition and subtraction	Multiplication and division	Fractions	Place Value	Addition and subtractions	Multiplication and division	Fractions Shape	Place Value	Addition and subtractions	Multiplication and division	Shape and time	Place Value	Addition and Subtraction	Multiplication and division with fractions

National Curriculum Subject Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learn By Heart	Pairs to 10 and 20 2 x table 5x table	10x tables Counting in 4s.	Counting in 3s Doubling up to 24, and doubling multiples of ten.	10 more and 10 less. Halving up to 24 and halving multiples of ten.	2x table and division facts 5x table and division facts	10x table and division facts. Spelling names of days and months. Spelling numbers up to 20.
Arithmetic	Head and fingers adding and subtracting. Missing box questions in addition problems. Multiplication within known times tables. Introduction to the ÷ symbol and division by drawing dots on bar models.	Adding 3 1-digit numbers. Questions with the = sign in a different position e.g. ☐ = 4+9. Multiplication within known times tables or by drawing arrays. Division by drawing or counting in 2s, 5s and 10s. Using a populated number-line to add and subtract, including making big jumps of 10.	Find ¾ of a number. Adding and subtracting on a blank number-line.	Consolidate blank number-line for adding and subtracting. Find any number of quarters or thirds of an amount. Missing box questions for subtraction.	Mentally adding and subtracting two 2-digit numbers by counting in tens and ones. Consolidate and practise missing box questions.	Explore a variety of mental methods for adding and subtracting.
Problem Solving	Act it out	Act it out	Draw a diagram Make a list or table (new strategy)	Draw a diagram Make a list or table (new strategy)	Draw a diagram Make a list or table (new strategy)	Draw a diagram Make a list or table (new strategy)

Calculations

Adding 1 digit numbers mentally	Put the biggest number in your head. Put the smallest number up on your fingers. Count on from the biggest number.	23 + 5 = 28
Adding TO + TO using a blank number line	Circle the biggest number and put T and O on the other number. Write the biggest number at the start of the number line. Draw the Ten jumps and the One jumps. Write the numbers you land on for the ten jumps. Write your answer at the end.	25 + 13 = 38
Adding TO + TO mentally	Put the biggest number in your head. Put T and O on the other number. Look at the tens in the other number and put up that many fingers. Count on in tens. Then look at the ones number and put up that many fingers. Count on in ones.	56 + 32 = 88 Add the tens: Then add the ones:
Missing numbers in addition	Count from the smallest number to the biggest number.	☐ + 18 = 26 14 + ☐ = 22
Adding 3 numbers	Choose two numbers to add first. Then add the last number.	6 + 4 + 2 = 12
Subtracting 1 digit numbers mentally	Put the biggest number in your head. Put the smallest number up on your fingers. Count back from the biggest number.	23 – 5 = 18
Subtracting TO + TO using a blank number line	Circle the biggest number and write T and O on the other number. Write the biggest number at the end of the number line. Draw the Ten jumps and the One jumps. Write the numbers you land on for the Ten jumps. Write your answer at the end.	32 – 15 = 17

Subtracting TO – TO mentally	Put the biggest number in your head. Put T and O on the other number. Look at the tens in the other number and put up that many fingers. Count back in tens. Then look at the ones number and put up that many fingers. Count back in ones.	56 – 32 = Subtract the tens: Then subtract the ones:
Missing numbers in subtraction	If the biggest number is missing, add the other two numbers. If the middle number is missing, do a subtraction with the other numbers.	23 - 15 = 8 15 + 8 = 23 35 - 28 = 7 35 – 7 = 28
Multiplying 2, 3, 4, 5 and 10 x tables.	The first number tells you how many fingers to put up. The second number tells you what to count in. If you don't know how to count in the second number, remember you can swap the numbers round.	3 x 2 = 6 5 x 7 → can't count in 7s → swap the sum around and do 7 x 5
Dividing 2, 3, 4, 5 and 10 x tables	The first number tells you what you need to count to. The second number tells you what to count in. Count in that times table until you reach the first number. Look at your fingers – this is the answer. **OR** The second number tells you how many boxes to draw in your bar model. The first number is how many you need to give out. Share out the number and then see how many is in each section.	14 ÷ 2 = 7 Count in 2s until you say 14. 7 fingers up so the answer is 7 14 ÷ 2 = 7

Finding fractions of amounts	The bottom number of the fraction is how many boxes you need in your bar model. The big number tells you how many you need to share out. Share out the number equally. The top number of the fraction tells you how many boxes you need to tick. Count how many you have drawn altogether in all of the boxes you have ticked.	¾ of 16 = 12

Girlington Primary School Mathematics Curriculum

Year 3

Term	Autumn 1				Autumn 2				Spring 1			Spring 2		Summer 1		Summer 2
Concept	Place Value	Addition and Subtraction	Fractions	Shape	Addition and subtraction	multiply and divide	Fractions	Shape	Addition and Subtraction	Fractions	Time	Addition and Subtraction	Multiplication and Division	Time	Addition and Subtraction	Fractions	Recap and apply.
Objectives	Read and write numbers up to 1000. Count in 10s, 100s, 50s starting at 0. Representing numbers in different ways. Recognise the value of a digit. Partitioning numbers. Estimate the position and write numbers on a number-line. Compare numbers to 1000. 100 more or less than a number.	Use varied representations to add and subtract. Use a number-line to support mental adding – 3-digit and 1-digit, crossing 10. Add and subtract multiples of 10. Subtract a 1- digit number or a multiple of 10 from a 3- digit number, crossing 1/100.	Recognise, find and write fractions. Recognise and use fractions as numbers. Add and subtract fractions with the same denominator.	Understand what angles are. Identify right angles and explore their relationship to half turns and full turns. Compare angles to a right angle and say whether they are bigger or smaller.	Use the inverse to check answers. Solve problems including more complex addition and subtraction. Add and subtract money, including to find change.	Use arrays to represent multiplication problems. Match number sentences to the correct picture. Multiplying by multiples 10 using visual representations. Introduce and use the grid method.	Counting in tenths. Understanding tenths. Revise adding fractions with the same denominators.	Draw and identify 2D shapes. Make 3D shapes using modelling materials. Describe 3D shapes. Recognise 3D shapes in different orientations.	Introduce column addition, first without regrouping then with. Apply to problems. Introduce column subtraction, first without exchange then with. Solve a mixture of addition and subtraction problems. Measure, add and subtract lengths. Measure the perimeter of a 2D shape. Solve problems involving perimeter.	Revise previous fractions learning. Compare and order unit fractions and fractions with the same denominator.	Tell the time from an analogue clock. Use 12- and 24-hour clock. Know the number of seconds in a minute, the number of days in each month, a year and a leap year. Record and compare times.	Understand and find the difference, and difference question such as how many more. Model with cuisinaire rods and unifix. Interpret and present data using bar charts, pictograms and tables. Solve one step and two step questions using information in bar graphs, pictograms and tables.	Revise previous multiplication and division learning. Solve problems involving scaling and correspondence problems.	Read Roman numerals to 12. Revise time objectives. Calculate the duration of events using a vertical number-line. Compare the durations of events.	Estimate the answer to calculations. Measure, compare, add and subtract mass and capacity.	Revise all previous fractions knowledge. Recognise and show equivalent fractions with diagrams. Solve problems involving fractions.	Use AfL to decide what needs to be recapped and consolidated.
Vocabulary	smaller larger greater digit less more	add, subtract and associated word problem vocabulary multiples of 10	fraction half quarter denominator numerator	angle turn half turn right angle greater smaller horizontal vertical perpendicular parallel	money change pounds pennies	arrays rows columns multiples of 10 grid method	tenths fractions denominator numerator	sides corners vertices edges faces quadrilateral triangle	column addition regrouping column subtraction exchange measure cm m ruler tape measure metre stick trundle wheel perimeter	unit fractions compare order bigger larger smaller less more equal	analogue digital am/pm 12/24 hour clock evening morning second minute hour	find the difference, how many more, how much less, how much taller and other associated vocabulary bar chart pictogram table one-step two-step	Vocabulary associated with multiplication and division words problems scaling	Roman Numerals duration how long vertical number-line	estimate mass capacity g/kg ml/l measuring jug measuring cylinder scales heavier lighter	equivalent fraction numerator denominator	

Girlington Primary School Mathematics Curriculum

Year 3

Term	Autumn 1				Autumn 2				Spring 1			Spring 2		Summer 1	Summer 2	
Concept	Place Value	Addition and Subtraction	Fractions	Shape	Addition and subtraction	Multiplication and Division	Fractions	Shape	Addition and Subtraction	Fractions	Time	Addition and Subtraction	Multiplication and Division	Time	Addition and Subtraction	Fractions	Recap and apply.

National Curriculum Subject Content

Learn By Heart	3 x table 6 x table	4 x table 8 x table	Pairs to 100 in 5s Pairs to 1000 in 50s	Division facts for 3x table Division facts for 6x table	Division facts for 4x table Division facts for 8x table	Revise and consolidate previous targets.
Arithmetic	Revise adding and subtracting 2-digit numbers mentally and on a number-line and mentally. Missing box questions. Fractions of a number. Adding fractions with the same denominator. + and - 10, 100 and 1000 to any number.	Grid method Division by partitioning.	Grid method Column addition and subtraction.	Revise and consolidate all previous objectives.		
Problem Solving	Act it out	Draw a diagram	Make a table/list	Trial and Improvement (new strategy)	Applying problem solving strategies to a variety of problems.	

Girlington Primary School Mathematics Curriculum

Year 4

Term	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Concept	Place Value	Addition and Subtraction	Addition and Subtraction	Multiplication and Division	Place value	Fractions	Fractions	Place Value	Time	Addition and Subtraction	Shape	Place Value
National Curriculum Subject Contentp												
Objectives	How big is 10,000? Identify and represent numbers in different ways. Round numbers to the nearest 10 and 100. Recognise the place value of each digit and partition numbers with four digits. Compare and order numbers beyond 1000. Round to the nearest 1000. Count backwards through 0 to include negative numbers. Read Roman numerals (I to C) and explain how the number system changed.	Addition and subtraction with 4-digit numbers, including using column addition and subtraction. Using bar models to represent addition, subtraction and difference problems. Estimate and use the inverse to check answers. Solve adding, subtracting and find the difference problems involving negative numbers by counting forwards and backwards through zero.	Solve addition, subtraction and find the difference two-step problems in contexts, deciding which operations and methods to use and why. Use bar models to represent these problems. Measure and calculate the perimeter of a rectilinear figure.	What is multiplication? Recognise, find and use factor pairs (factor rainbow jotting). Find the area of rectilinear shapes by counting squares – counting in rows. Multiply 2- and 3-digit numbers by a 1-digit number (short multiplication). What is division? Understanding grouping and sharing. Answer questions like "How many 7s in 36?" Use the partition method for division to aid mental division.	Revise place value objectives. Divide by 10 and 100. Convert between different units of measure.	Recognise and show families of common equivalent fractions. Count in hundredths; recognise that dividing by 100 and dividing tenths by 100 to make hundredths. Recognise and write decimal equivalents of any number of tenths or hundredths.	Revise dividing by 10 and 100. Compare numbers with the same number of decimal places. Round decimals to nearest whole number using a number line jotting. Recognise and write decimal equivalents of ½, ¼ and ¾.	Estimate, compare and calculate different measures. Solve simple measure and money problems involving fractions and decimals.	Revise telling the time objectives from Y3. Write and convert time between analogue and digital. 12- and 24-hour clock Solve problems involving converting from hours to minutes, minutes to seconds, years to months and weeks to days. Revise using a vertical number line to find the duration of events from information presented on time graphs.	Consolidate and revise all previous addition and subtraction objectives. Interpret and present information on bar graphs, pictograms and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	Identify lines of symmetry. Complete a symmetric picture. Identify acute and obtuse angles. Compare and order angles. Compare and classify geometric shapes. Co-ordinates. Plot points to complete a polygon. Translations.	Consolidate and revise all previous place value objectives.
Vocabulary	round nearest multiple compare order partition ten times bigger ten times smaller negative Roman numerals	column estimate inverse difference vocabulary associated with addition, subtraction and difference word problems.	perimeter rectilinear figure	Multiplication, grouping, sharing and associated vocabulary in word problems. partitioning remainder	convert cm, m, km	numerator denominator equivalent ones tenths hundredths	decimal places round	compare classify triangles (equilateral, isosceles, scalene) quadrilateral angle obtuse acute right angle symmetry symmetrical	estimate compare	co-ordinates polygon translate analogue digital 24-hour 12-hour	bar chart time graph duration pictogram table	convert

Year 4

Term	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Concept	Place Value	Addition and Subtraction	Addition and Subtraction	Multiplication and Division	Place Value	Fractions	Fractions	Shape	Place value	Shape and Time	Addition and Subtraction	Multiplication and Division
					National Curriculum Subject Content							
Learn By Heart	Times tables. Value of I, V, X, L and C in Roman Numerals.	Number pairs to 20 (revision) Times tables.	Times tables	Times tables.	Conversions mm to cm and cm to mm. Times tables.	Times tables.	Know Fraction and decimal equivalences for ½, ¼, ¾, $^1/_{10}$.	Times tables. Converting units of time.	Division Facts. Revise times tables for children who need it.	Division Facts. Revise times tables for children who need it.	Division Facts. Revise times tables for children who need it.	Division Facts. Revise times tables for children who need it.
Arithmetic	Find 1000 more or less than an given number. Column addition and subtraction. Efficient subtraction calculations. Using estimation to check answers. Using the inverse to answer missing box questions.		Recap partitioning. Continue to practise column addition and subtraction. Dividing by 10 and 100 Add and subtract fractions with the same denominator Multiplying 3 numbers. Multiplying by 10 and 100. Multiplying and dividing by 1 and multiplying by 0. Division by partitioning. "How many 7s in 36?" Foundation for bus stop method.		Multiplying and dividing by 10 and 100.	Revise all arithmetic methods.						
Problem Solving	Act it out.	Make a list or a table.	Draw a diagram.		Trial and Improvement		Find a pattern. (New strategy)				Draw a diagram.	Make a list.

Calculations

Rounding

For understanding:
Round 213 to the nearest 10.

210 215 220
10 before middle 10 after

An efficient procedure:
Round 618 to the nearest 100.
H T O
⑥18
↓

Circle the number that could change. Draw an arrow pointing to the deciding digit. Underlined digits will be zero in the answer.

Column headings

Thousands	Hundreds	Tens	Ones •	tenths	hundredths	thousandths
Th	H	T	O •	t	h	th

Converting units jottings

Length ÷10 ÷100
mm cm m
×10 ×100

Mass ÷1000
g kg
×1000

Capacity ÷1000
ml l
×1000

x and ÷ by 10, 100

52.1 ÷ 100
Write the column headings. Place the number in the correct columns. Move the digits.
H T O . t h th
5 2 . 7
0 . 5 2 7

Short multiplication
①
7 8
x 2
1 5 6

Factor Rainbow
20
1 2 4 5 10 20

Division – Preparation for the bus stop method
How many 7s in 46?
6 with 4 left over
7
14
21
28
35
42 ●●●●
49

Division – Partitioning
96÷4
96÷4
80÷4 =20
16÷4 =4
20+4 = 24

Girlington Primary School Mathematics Curriculum

Year 5

Term	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Concept	Place Value	Addition and Subtraction	Fractions	Multiplication and division	Addition and Subtraction	Multiplication and division	Place Value	Fractions	Addition and Subtraction	Multiplication and Division	Fractions	Revision

							National Curriculum Subject Content					
Objectives	Read, write and represent numbers to 1 million. Order and compare numbers to 1 million. Count forwards and backwards in steps of powers of 10. Rounding to the nearest 10, 100, 1000, 10 000 using a number-line jotting. Introduce efficient jotting. Interpret negative numbers in context. Count forwards and backwards with positive and negative whole numbers including through 0. Solve problems using these skills.	Add and subtract numbers mentally with increasingly large numbers. Solve addition and subtraction multi-step problems in contexts, deciding which operations to use and why.	Revise previous fractions knowledge. Identify equivalent fractions with visual representations. Move on to the jotting for equivalent fractions. Compare and order fractions whose denominators are multiples of the same number. Add and subtract fractions with the same denominator. Recognise mixed and improper fractions and convert from one to the other.	Recognise and use square and cube numbers. Find all the factors of a number using the factor rainbow jotting. Identify multiples of a number. Find common factors and multiples. Use the vocabulary of prime numbers, prime factors and composite numbers. Recall all primes up to 19 and establish whether a number up to 100 is prime.	Solve comparison, sum and difference problems using information presented in a line graph. Complete, read, interpret and answer questions about information in tables including timetables. Use a vertical number-line to work out time problems. Use adding and subtracting skills to solve problems involving measure. Use the properties of rectangles to deduce related facts. Measure and calculate the perimeter of composite rectilinear shapes.	Interpret remainders appropriately for the context when solving division problems. Solve problems, including multistep problems, involving all four operations and understand the meaning of the equals sign. Solve problems involving multiplication and division including scaling by simple fractions and problems involving rates. Solve problems involving converting between different units of time.	Convert between different units of metric measurement. Solve problems involving conversions. Recognise and read Roman numerals to 1000 and recognise years written in Roman Numerals. Recognised and use thousandths and relate this to tenth, hundredths and decimal notation. Read, write, order and compare numbers with up to 3 decimal places. Solve problems involving decimals up to 3dp. Round a decimal to the required number of decimal places.	Add fraction with denominators that are multiples of the same number. Multiply fractions and mixed numbers by whole numbers (with support from equipment and diagrams). Recognise and understand the % symbol. Write percentages as a fraction with denominator 100 and as a decimal. Convert fractions with denominators of 2, 4, 5, 10 and 25 to a fraction with a denominator of 100 and then a percentage. Solve problems involving a knowledge of percentage and decimal equivalents of fractions with the denominators 2,4,5, 10 or 25.	Know angles are measured in degrees. Estimate and compare acute, obtuse and reflex angles. Draw and measure angles using a protractor. Identify: Angles at a point, one whole turn, on a straight line, half a turn and other multiples of 90º.	Understand and use approximate equivalences between metric and imperial units (e.g. inches, pounds and pints). Distinguish between regular and irregular polygons based on reasoning about sides and angles. Calculate and compare the area of rectangles (including squares) using standard units (cm² and m²). Estimate the area of irregular shapes. Identify 3D shapes from 2D representations. Estimate volume (e.g. by using 1cm³ blocks to build cubes and cuboids). Estimate capacity (e.g. by using water).	Revise, consolidate and extend all fractions learning.	Use AFL to determine which subjects need to be revised and consolidated.
Vocabulary	compare value round nearest multiple of 10, 100, 1000 negative positive	mentally estimate levels of accuracy vocabulary associated with addition, subtraction and difference problems	numerator denominator equivalent mixed numbers improper fractions convert	multiples factors common multiple common factor prime composite prime factor square number cube number	length mass volume perimeter rectilinear comparison line graph timetable vertical	remainders vocabulary associated with multiplication and division word problems scaling rates	metric units convert Roman numerals thousandths decimal places equivalents	percent parts per hundred denominator equivalence vocabulary associated with fractions and percentage word problems.	angle degrees obtuse acute reflex whole turn; half turn; quarter of a turn around a point; straight line; right angle	imperial metric pints pounds (lb) inches polygons regular irregular area length width volume capacity	Revise and consolidate all vocabulary.	

Year 5

Term	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Concept	Place Value	Addition and Subtraction	Fractions	Multiplication and division	Addition and Subtraction	Multiplication and division	Place Value	Fractions	Addition and Subtraction	Multiplication and Division	Fractions	Revision
National Curriculum Subject Content												
Learn By Heart	Name all column headings from millions to ones.	All times tables and division facts. (revision)		Square numbers up to 12^2 Primes up to 19.	Fraction and decimal equivalents for halves and quarters.	Key time facts e.g. 60 minutes = 1hr; 365 days = 1 year	Column headings from tenths to millionths. Convert between different units of measurement.	Write a percentage as a fraction with a denominator of 100 and as a decimal.	Angle facts e.g. straight line = 180° Identify 3D shapes from their nets.	Fraction, decimal and percentage equivalents for halves and quarters.	Fraction, decimal and percentage equivalents for tenths.	Fraction, decimal and percentage equivalents for fifths.
Arithmetic	Multiply and divide by 10, 100 and 1000. Add and subtract numbers with more than 4 digits including using column addition and subtraction.		Multiply numbers up to 4 digits by 1 digit number using short multiplication. Use long multiplication to multiply a 4 digit by a 2 digit number. Use bus stop division to divide. Convert between improper fractions and mixed numbers. Add and subtract fractions with the same denominator.		Use column addition and subtraction to add and subtract decimals, including question of the form 5-3.43. Multiply and divide numbers mentally, drawing on known facts. Find a fraction of a number.		Multiplying a fraction by a whole number. Add two fractions with different denominators.		Revise and consolidate all arithmetic methods.			
Problem Solving	Act it out. Draw a picture. Trial by improvement.		Make a list or table. Find a pattern.		Act it out. Trial by improvement.		Working backwards (new strategy for Y5)		Draw a picture. Find a pattern.		Working backwards.	

Calculations

Rounding

For understanding:
Round 213,523 to the nearest 1000.

213,000 — 213,500 — (214,000)
1000 before — middle — 1000 after

An efficient procedure:
Round 213,523 to the nearest 1000.
HTh TTh Th H T O
2 1 ③ 5 2 3

Circle the number that could change. Draw an arrow pointing to the deciding digit. Underlined digits will be zero in the answer.

Column headings

Millions | Hundred Thousands | Ten Thousands | Thousands | Hundreds | Tens | Ones • tenths | hundredths | thousandths | ten thousandths | hundred thousandths | millionths
M | HTh | TTh | Th | H | T | O • t | h | th | tth | hth | m

Long Multiplication

① ③
7 8
x 2 4
3 1 2
1 5 6 0
1 8 7 2

Bus Stop Division

2 3 6 4
3) 7 ¹0 ¹9 ¹2

Equivalent fractions jotting

x5
$\frac{3}{4} = \frac{15}{20}$
x5

Fractions of a Number

¾ of 240
÷4 → 60
x 3 → 180

Convert between mixed numbers and improper fractions.

Mixed number to improper fraction
$1\frac{2}{5} = \frac{7}{5}$

Improper fraction to mixed number
How many 5s in 7?
$\frac{7}{5} = 1\frac{2}{5}$
7÷5 = 1 with 2 left over

Use a vertical numberline to answer questions about timetables.

A journey starts at 1:20pm and lasts 12 minutes. When does it end?
(1:32pm) +2mins
1:30pm
+10min
1:20pm

A journey starts at 3:30pm and finishes at 5:59pm. How long does it last?
5:59pm +29min
5:30pm
1hr + 1hr + 29min = 2hr 29 min
4:30pm +1 hour
3:30pm +1 hour

Girlington Primary School Mathematics Curriculum

Year 6

Term	Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1		Summer 2	
Concept	Place Value (3 weeks)	Fractions (3-4 weeks)	Addition and Subtraction (3 weeks)	Multiplication and Division (3-4 weeks)	Shape (3 – 4 weeks)	Fractions (2-3 weeks)	SATs Revision	Place Value (2 weeks)	Multiplication and Division (2 weeks)	Fractions (2 weeks)	Problem Solving- Make an equation (3-4 weeks)
National Curriculum Subject Content											
Objectives	Read, write, order and compare numbers up to 10,000,000. Determine the value of each digit. Round any whole number to any degree of accuracy. Solve problems involving the calculation and conversion of units of measure. Use, read, write and convert between standard units.	Identify the value of each digit in decimals. Recall and use equivalences between simple fractions, decimals and percentages. Convert between fractions, decimals and percentages. Reason about which fraction/decimal/percentage is greater using knowledge of equivalents. Use percentage equivalents to compare fractions and decimals. Associate a fraction with division and calculate decimal fraction equivalents.	Solve addition, subtraction and find the difference multi-step problems, deciding which operations and methods to use and why. Find unknown angles in any triangles, quadrilaterals, and regular polygons. Find missing angles around a point, on a straight line, or when vertically opposite. Interpret and construct line graphs and answer questions about them. Use negative numbers in context, and calculate intervals across 0 – related to line graphs of temperature.	Solve problems involving all operations. Identify common factors, common multiples and prime numbers. Know and apply formulae for area and volume. Calculate, estimate and compare volume of cubes and cuboids. Recognise that shapes with the same area can have different perimeters and vice versa. Calculate and interpret the mean as an average. Convert between miles and km.	Describe positions on the full coordinate grid (all 4 quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. Compare and classify geometric shapes based on their properties. Investigate simple formula (Euler's law f+v-e=2). Recognise, describe and build simple 3-D shapes, including making nets. Draw 2-D shapes using given dimensions and angles. Solve problems involving scale factors.	Recall and use equivalences between simple fractions, decimals and percentages. Use common factors to simplify fractions. Use common multiples to express fractions in the same denomination Compare and order fractions, including fractions >1 Understand and solve word problems involving fractions. Solve problems involving the calculation of percentages. Interpret and construct pie charts.	Objectives to be covered determined by AfL.	Round fluently and automatically to any degree of accuracy. Estimate answers to calculations. Solve problems that involve answers being rounded to a specified degree of accuracy. Determine an appropriate degree of accuracy given the context of a problem.	Solve problems involving unequal sharing. Solve problems involving the relative size of two quantities. Solve problems involving scales and maps.	Use equivalent fractions and FDP equivalences fluently and accurately. Use common multiples to express fractions with a common denominator. Reason about the size of fractions, decimals and percentages using knowledge of equivalence.	Use simple formulae. Expressing missing number problems algebraically. Use substitution to solve problems using algebraic equations.
Vocabulary	value round degree of accuracy convert standard units multiple of 10 nearest	equivalent	triangles quadrilaterals regular polygons point straight line vertically opposite negative	common factors multiples primes composite area volume perimeter mean average miles km	co-ordinates quadrant translate reflect classify formula vertices edges faces curved flat scale factors	common factors multiples denominator percentages improper fractions pie chart		round accuracy appropriate multiple of 10 nearest	unequal sharing scale scale factor	equivalent common multiples compare	formula formulae express equations
Subsequent KS3 Learning	Understand and use place value for decimals, measures and integers of any size.	Work interchangeably decimals fractions Define percentage as 'number of parts per hundred', interpret percentages as a fraction or a decimal.	Use the four operations, including formal written methods, applied to integers, decimals, proper and improper fractions, and mixed numbers, all both positive and negative.	Use the concepts and vocabulary of prime numbers, factors, multiples, common factors and multiples, highest common factor, lowest common multiple and prime factorisation. Derive and apply formulae to calculate area and perimeter.	Construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data.	Use approximation through rounding to estimate.		Answers and calculate possible resulting errors expressed using inequality notation a<x≤b. Round numbers and measures to an appropriate degree of accuracy.	Use ratio notation, including reduction to simplest form. Understand that a multiplicative relationship between two quantities can be expressed as a ratio or a fraction. Use scale factors, scale diagrams and maps.	Work interchangeably with terminating decimals and their corresponding fractions.	Model situations or procedures by translating them into algebraic expressions or formulae and by using graphs.

Year 6

Term	Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1		Summer 2	
Concept	Place Value (3 weeks)	Fractions (3-4 weeks)	Addition and Subtraction (3 weeks)	Multiplication and Division (3-4 weeks)	Shape (3 – 4 weeks)	Fractions (2-3 weeks)	SATs Revision	Place Value (2 weeks)	Multiplication and Division (2 weeks)	Fractions (2 weeks)	Problem Solving- Make an equation (3-4 weeks)
	National Curriculum Subject Content										
Learn By Heart	Place Value Headings Length Conversions	Fraction, Decimal and Percentage Equivalents – Quarters/Fifths	Angle Facts	Prime Numbers Area Facts	Names of polygons. Name parts of a circle; diameter= 2x radius.	Revise FDP equivalences – mixed types.	Revise LBH as needed.	Revise LBH as needed.	Square numbers Cube numbers	Further FDP equivalences.	Revise LBH as needed.
Arithmetic	Multiply and divide numbers by 10, 100 and 1,000.	Multiply two fractions. Divide a fraction by whole numbers. Add and subtract fractions.	Adding and subtracting with decimals (link to place value).	Long Multiplication Long Division BODMAS	Give answers to division questions with up to 2 decimal places. Multiply decimals by a whole number.	Percentage of a number. Adding mixed numbers.	Use knowledge of fractions and decimals equivalents to be flexible with calculations.	Revise and apply all arithmetic methods learned.			
Problem Solving	**Act it out/Draw a diagram** Solve problems involving unequal sharing. Solve problems involving the relative size of two quantities.		**Draw a diagram/ Make a list or table** Use bar models to solve problems Use tree diagrams to enumerate all possible combinations of variables.		**Make an Equation** (New Y6 Learning) Learn to solve algebraic equations. Apply this skill to solving problems.		**Working Backwards**	**Trial and Improvement** Develop mathematical resilience and determination.		**Find a Pattern**	

Calculations

+ fractions butterfly method

$$\frac{1}{2} + \frac{2}{3} = \frac{7}{6}$$

x fractions equals method

$$\frac{1}{2} \times \frac{2}{3} = \frac{2}{6}$$

÷ fractions half a butterfly

$$\frac{1}{2} \div 5 = \frac{1}{10}$$

- fractions butterfly method

$$\frac{4}{5} - \frac{2}{3} = \frac{2}{15}$$

+ mixed numbers

$$1\frac{1}{2} + 2\frac{2}{3} = \frac{3}{2} \times \frac{8}{3} = \frac{25}{6}$$

finding a % of a number

30% of 450
Replace % with a fraction.
$\frac{3}{10}$ of 450
45 ÷ 10
135 x 3

52% of 4300
Replace % with a fraction.
$\frac{52}{100}$ of 4500
45 ÷ 100
2340 x 52

Long division

2132 ÷ 41
1. Write the 41 times table by adding the 40 times table to the 1 times table

```
 40 + 1 = 41
 80 + 2 = 82
120 + 3 = 123
160 + 4 = 164
200 + 5 = 205
240 + 6 = 246
280 + 7 = 287
320 + 8 = 328
360 + 9 = 369
```

2. Use the normal bus stop method to divide.

```
      0 0 5 2
41 | 2 ³1 ²¹3 ⁸2
```

Find remainders using column subtraction if needed.
```
 213
-205
   8
```