Calculation Policy 2021

Wheelwright Lane Primary School

Aims of this calculation policy in relation to mathematics curriculum 2014

Key Stage 1

The principal focus of mathematics teaching in Key Stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources (e.g. concrete objects and measuring tools).

By the end of Year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.

Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at Key Stage 1.

Lower Key Stage 2 – Years 3-4

The principal focus of mathematics teaching in lower Key Stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

By the end of Year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.

Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

Upper Key Stage 2 – Years 5-6

The principal focus of mathematics teaching in upper Key Stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation.

By the end of Year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Pupils should read, spell and pronounce mathematical vocabulary correctly.

Mathematics Programme of Study KS 1 & 2 (Feb 2013)

This policy is based on expected age related progress. This document is to support differentiation within your classroom. Therefore, it is purely guidance and should be used to support the stage at which each child within your class is working.

In the Mathematical Programme of Study there is an emphasis on vocabulary and it will be expected that all appropriate vocabulary is shared with the children both orally and in written form.

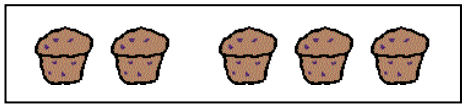
School overall aims:

- For children to become fluent in the formal written methods for addition, subtraction, multiplication and division.
- Children will apply their knowledge of taught methods for addition, subtraction, multiplication and division, therefore using these as a tool to problem solve.
- Children will gain a varied and established range of appropriate mathematical vocabulary, which they will confidently use when conjecturing and convincing during mathematical lessons.

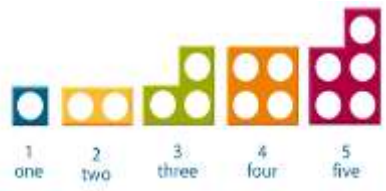
ADDITION

Children are taught to understand addition through the following methods:

<table>
<tr><th>Year Group</th><th>Examples</th><th>Chosen Methods</th><th>Numbers:
Working to at least 10</th></tr>
<tr><td>Reception</td><td>2 + 3 = ☐

At a party, I eat 2 cakes and my friend eats 3. How many cakes did we eat altogether?</td><td>Children use objects or counters to help them work out the answer.
  </td><td rowspan="2">Vocabulary:
Add,
counting on,
counting together,
how many?,
more,
1 more than.</td></tr>
<tr><td></td><td>8 + 4 = ☐

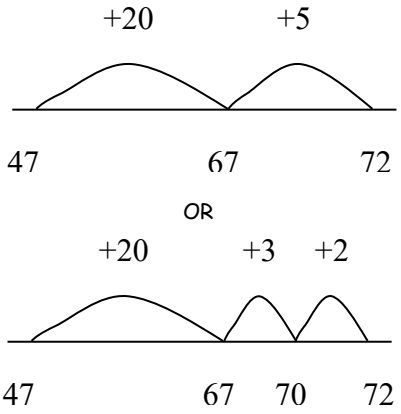
In my purse I have 8p. I find 4p. How much do I now have?</td><td>Children use a number line, starting with the largest number.

Children look for patterns using Numicon.
 
</td></tr>
<tr><td>Year 1 (expected)</td><td>20 + 4 = ☐

20 people are on the bus. 4 more get on at the next stop. How many people are on the bus?</td><td>Children use a hundred square to add multiples of 10 to a 1 or 2 digit number.</td><td>Numbers:
Working to at least 20</td></tr>
<tr><td></td><td>37 + 22 = ☐

In my piggy bank I have 37p. My gran gives me 22p to add to my savings. How much money do I now have?</td><td>Children partition the smallest number to add to the larger number.
37 + 20 = 57
57 + 2 = 59
With support from using the hundred square.</td><td>Vocabulary:
Altogether,
together,
make, total, sum,
addition, add, plus,
more than,
ten more,
how many more?,
double, near double.</td></tr>
</table>

<table>
<tr>
<td></td>
<td>47 + 25 = ☐

My sunflower is 47cm tall. It grows another 25cm. How tall is it now?</td>
<td>Children draw an empty number line to record their calculations.
 
</td>
<td></td>
</tr>
<tr>
<td>Year 2 (expected)</td>
<td>45 + 34 = ☐

There are 45 children in one class and 34 children in another. How many children are there altogether?</td>
<td>Children will use expanded column addition, initially with no carrying. The language used is important: 5+4, 40+30. Children will start with the smallest digit first, e.g. units

<table>
<tr><th>T</th><th>U</th></tr>
<tr><td>4</td><td>5</td></tr>
<tr><td>+ 3</td><td>4</td></tr>
<tr><td></td><td>9</td></tr>
<tr><td>7</td><td>0</td></tr>
<tr><td>7</td><td>9</td></tr>
</table></td>
<td>Numbers:
Working to at least 100

Vocabulary:
Addition, sum, one hundred more, tens boundary, commutative law.</td>
</tr>
<tr>
<td></td>
<td>487 + 546 = ☐

There are 487 boys and 546 girls in a school. How many children are there altogether?</td>
<td>Children will use expanded column addition, with carrying. Children will start with the smallest digit first, e.g. units.

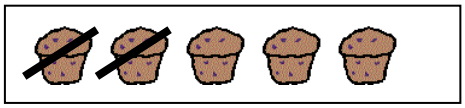
<table>
<tr><td>4</td><td>8</td><td>7</td></tr>
<tr><td>+ 5</td><td>4</td><td>6</td></tr>
<tr><td></td><td>1</td><td>3</td></tr>
<tr><td>1</td><td>2</td><td>0</td></tr>
<tr><td>9</td><td>0</td><td>0</td></tr>
<tr><td>1</td><td>0</td><td>3</td><td>3</td></tr>
</table></td>
<td></td>
</tr>
</table>

Year 3 (expected)	487 + 546 = ☐ There are 487 boys and 546 girls in a school. How many children are there altogether?	Children will use formal written method of columnar addition, with carrying. Children will start with the smallest digit first, e.g. units. 4 8 7 + 5 4 6 1 0 3 3 1 1	*Numbers:* Working to at least **1000** *Vocabulary:* Hundred more, associative law.
Year 4 (expected)	2786 + 2568 = ☐ 2786 people visit the museum last year. The number increased by 2568 this year. How many people altogether visited this year?	When children are confident using compact method they can start to use larger numbers accurately and confidently. 2 7 8 6 + 2 5 6 8 5 3 5 4 1 1 1	*Numbers:* Working beyond **1000** *Vocabulary:* Increase.
Year 5 (expected)	12786 + 2568 = ☐ 12786 people visit the museum last year. The number increased by 2568 this year. How many people altogether visited this year?	When children are confident, they can move onto larger numbers. 1 2 7 8 6 + 2 5 6 8 1 5 3 5 4 1 1 1	*Numbers:* Working up to **1,000,000** *Vocabulary:* Unit boundary, decimals.
Year 6 (expected)	5.45 + 2.86 = ☐ 5.45m of string is added to another piece of string which is 2.86m. How long is the piece of string now?	Children use the traditional compact method to complete problems involving decimals. Ensure they add the least significant digit first. Ensure they remember place value.	*Numbers:* Working beyond **10,000,000** *Vocabulary:*

SUBTRACTION

Children are taught to understand subtraction through the following methods:

<table>
<tr><th>Year Group</th><th>Examples</th><th>Chosen Method</th><th>Numbers:
Working to at least 10</th></tr>
<tr><td>Reception</td><td>5 - 2 = ☐

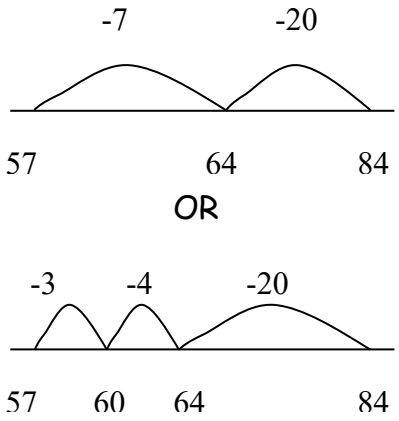
At a party there is 5 cakes, I eat 2 cakes. How many cakes are left?</td><td>Children use objects or counters to physically take away.
  </td><td rowspan="3">Vocabulary:
Subtract, take away, counting back, fewer, fewer than, less, 1 less than.</td></tr>
<tr><td></td><td>5 - 2 = ☐

A teddy bear costs £5 and a doll costs £2. How much more does the bear cost?</td><td>Children hide Numicon.
 
</td></tr>
<tr><td></td><td>8 – 3 = ☐

Lisa has 8 felt tips and Tim has 3. How many more does Lisa have?</td><td>Children use a number line, counting back.</td></tr>
<tr><td>Year 1 (expected)</td><td>21 - 4 = ☐

21 people are on the bus. 4 people get off at the next stop. How many people are on the bus?</td><td>Children use a hundred square to subtract from a two digit number.</td><td>Numbers:
Working to at least 20

Vocabulary:
Take away, minus, Ten less, less than, How many less?, differencee between, half, halves.</td></tr>
</table>

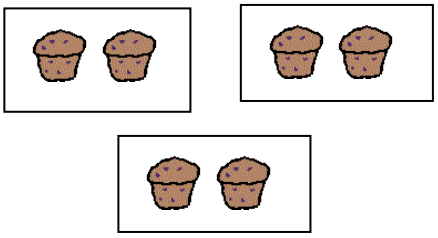
	84 - 27 = ☐ I cut 27cm off a ribbon measuring 84cm. How much is left?	Children draw an empty number line to record their calculations.  OR 	
Year 2 (expected)	78 - 34 = ☐ There are 78 children in year 2 and 34 children go on a trip. How many children are left in year 2?	Children will use columnar subtraction, initially with no exchanging. They will partition TU to help with place value. The language used is important: 8-4 and 70-30. Children will start with the smallest digit first, e.g. units. 70 8 - 30 4 40 4 = 44	*Numbers:* Working to at least **100** *Vocabulary:* Subtraction, difference, partition, one hundred less, tens boundary, inverse.
	754 - 86 = ☐ The library own 754 books. 86 are out on loan. How many are on the shelves?	Children will use columnar subtraction. Initially children will use the expanded method to clearly show decomposition (steps of exchange). 754 - 86 700 50 4 - 80 6 = 700 40 14 - 80 6 = 600 140 14 - 80 6 600 60 8 = 668	

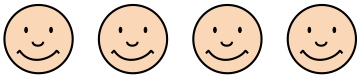
Year 3 (expected)	736 - 268 = ☐ 736 computer games are in a shop. On the first day 268 games are sold. How many games are still to be sold?	Children will use formal written method of columnar subtraction, with exchanging. Children will start with the smallest digit first, e.g. units 6 12 1 ~~7~~ ~~3~~ 6 - 2 6 8 4 6 8	*Numbers:* Working to at least **1000** *Vocabulary:* Hundred less, decrease.
Year 6	5.45 - 2.86 = ☐ 2.86m of rope is cut from a piece which is 5.45m. How much rope is left?	Children use the traditional compact method to complete problems involving decimals. Ensure they subtract the least significant digit first. Ensure they remember place value.	*Numbers:* Working beyond **10,000,000** *Vocabulary:*

MULTIPLICATION

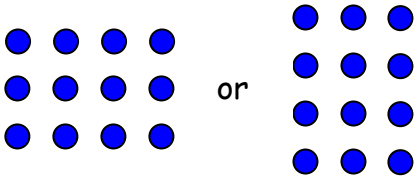
Children are taught to understand multiplication through the following methods:

<table>
<tr><th>Year Group</th><th>Examples</th><th>Chosen Method</th><th>Multiplication tables:
2 & 10</th></tr>
<tr><td>Reception</td><td>2 x 3 = ☐

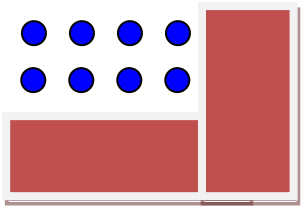
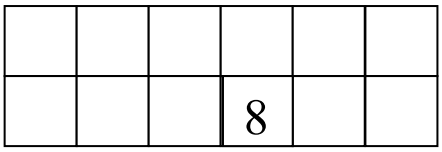
At a party, there are 3 children. Each child eats 2 cakes. How many cakes do the 3 children eat altogether?</td><td>Children practically count out the cakes using objects.
  </td><td rowspan="2">Vocabulary:
Double (up to 10)</td></tr>
<tr><td></td><td>2 x 4 = ☐

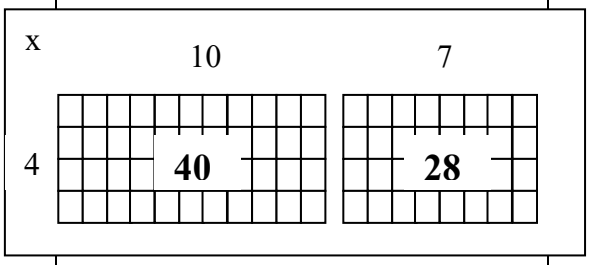
Each child has two eyes. How many eyes do four children have?</td><td>Children draw pictures, allowing them to count up. Concentrating on the 2, 5 and 10 times tables.
 
2 + 2 + 2 + 2</td></tr>
<tr><td></td><td>5 x 3 = ☐

There are 5 cakes in a pack. How many cakes in 3 packs?</td><td>Children use dots or tally marks to group items together.
 
5 + 5 + 5</td><td></td></tr>
<tr><td>Year 1 (expected)</td><td>4 x 3 = ☐

A chew costs 4p. How much do 3 chews cost?</td><td>Children draw arrays. It allows children to visualise the answer and understand that multiplication can be done in any order.
  </td><td>Multiplication tables:
2, 5 & 10

Vocabulary:
Multiplication, doubling, repeated addition, arrays, row, columns number patterns.</td></tr>
</table>

<table>
<tr>
<td>Year 2 (expected)</td>
<td>Introduce the multiplication grid.</td>
<td> 
4 lots of 2 = 8
On a 10 x 10 grid put in 8 in correct place to build up the multipcation grid.
 
</td>
<td>Multiplication tables:
2, 4, 5 & 10

Vocabulary:
Multiplication, product, arrays, repeated addition, commutative law, multiplicative reasoning.</td>
</tr>
<tr>
<td></td>
<td>17 x 4 = ☐
There are 17 biscuits in a packet. How many biscuits in 4 packets?</td>
<td>Children continue to use their knowledge of arrays to support their transition of using the grid method.
 
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<td></td>
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</table>

<table>
<tr>
<td>Year 3
(expected)</td>
<td>6 x 24 = ☐

24 books were sold. Each book cost £6. How much money was taken?</td>
<td>Children will use the grid method, partitioning numbers and multiplying each number in the grid.

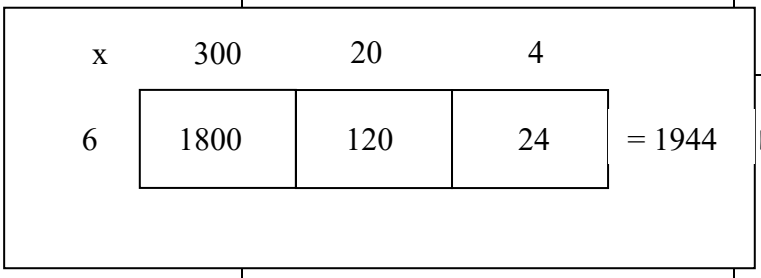
<table>
<tr><td>x</td><td>20</td><td>4</td><td></td></tr>
<tr><td>6</td><td>120</td><td>24</td><td>= 144</td></tr>
</table>
</td>
<td>Multiplication tables:
3, 4, 6 & 8

Numbers:
2 digit number times one digit number.

Vocabulary:
Multiplication, arrays, repeated addition, factor, commutative law, grid method.</td>
</tr>
</table>

<table>
<tr>
<td>Year 4
(expected)</td>
<td>6 x 324 = ☐

324 books were sold. Each book cost £6. How much money was taken?

 
</td>
<td>Children will use the grid method, partitioning numbers and multiplying each number in the grid.</td>
<td>Multiplication tables:
7, 9, 11 & 12

Numbers:
2 digit/3 digit number times one digit number.

Vocabulary:
Distributative law, associative law</td>
</tr>
<tr>
<td></td>
<td>6 x 324 = ☐
324 books were sold. Each book cost £6. How much money was taken?</td>
<td>Children will begin to become fluent in the formal written method of long multiplication.

<table>
<tr><td></td><td>3</td><td>2</td><td>4</td></tr>
<tr><td>X</td><td></td><td></td><td>6</td></tr>
<tr><td></td><td></td><td>2</td><td>4</td></tr>
<tr><td></td><td>1</td><td>2</td><td>0</td></tr>
<tr><td></td><td>1</td><td>8</td><td>0</td><td>0</td></tr>
<tr><td></td><td>1</td><td>9</td><td>4</td><td>4</td></tr>
</table>

When introducing long multiplication, initially show both equations side by side and ask:
'What's the same?
What's different?'</td>
<td></td>
</tr>
</table>

<table>
<tr>
<td>Year 5
(expected)</td>
<td>Reference
72 x 34 = ☐

A cat is 72cm long. A tiger is 34 times longer. How long is the tiger?

<table>
<tr><td>x</td><td>30</td><td>4</td><td></td></tr>
<tr><td>70</td><td>2100</td><td>280</td><td>= 2380</td></tr>
<tr><td>2</td><td>60</td><td>8</td><td>= 68</td></tr>
<tr><td></td><td></td><td></td><td>2448</td></tr>
</table>
</td>
<td>Children to use the grid method for TU x TU, moving onto HTU x TU, to support their mathematical understanding.</td>
<td>Multiplication tables:
12 x 12

Numbers:
Up to 4 digit number times one/two digit numbers.

Vocabulary:
Multilple, factor, common factors, prime numbers, prime factors, composite numbers, square numbers, cube numbers.</td>
</tr>
<tr>
<td></td>
<td>72 x 34 = ☐

A cat is 72cm long. A tiger is 34 times longer. How long is the tiger?</td>
<td>Children will begin to become fluent in the formal written method of long multiplication.
<table>
<tr><td></td><td>3</td><td>4</td></tr>
<tr><td>X</td><td>7</td><td>2</td></tr>
<tr><td></td><td>6</td><td>8</td></tr>
<tr><td>2</td><td>3</td><td>8</td><td>0</td></tr>
<tr><td>2</td><td>4</td><td>4</td><td>8</td></tr>
</table>
</td>
<td></td>
</tr>
<tr>
<td>Year 6
(expected)</td>
<td>373 x 35 = ☐</td>
<td>Children will continue to become fluent in the formal written method of long multiplication, moving up to 4 digit numbers by 2 digit numbers.
<table>
<tr><td></td><td>3</td><td>7</td><td>3</td></tr>
<tr><td>X</td><td></td><td>3</td><td>5</td></tr>
<tr><td></td><td>1</td><td>8</td><td>6</td><td>5</td></tr>
<tr><td>1</td><td>1</td><td>1</td><td>9</td><td>0</td></tr>
<tr><td>1</td><td>3</td><td>0</td><td>5</td><td>5</td></tr>
</table>
</td>
<td>Multiplication tables:
12 x 12

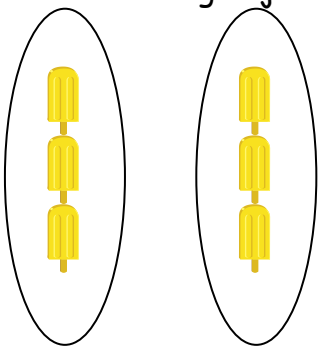
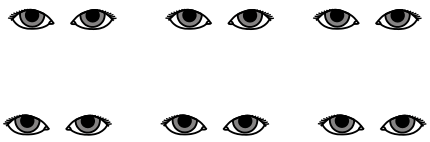
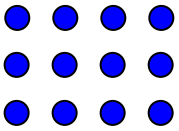
Numbers:
4 digit number times two digit numbers.

Vocabulary:
Fcatorise, common factors. common multplies</td>
</tr>
</table>

Throughout Key Stage 2.	3.2 x 4.6 = ☐ An athlete jumps 4.6m. His opponent jumps 3.2 times further than him. How far does his opponent jump?	Children encouraged to use known fact to ensure place value, therefore making links to what they already know. 20 x 60 = 1200 20 x 6 = 120 2 x 6 = 12 0.2 x 6 = 1.2 0.2 x 0.6 = 0.12	

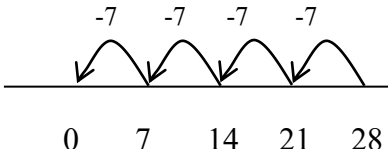
DIVISION

Children are taught to understand division through the following methods:

Year Group	Examples	Chosen Method	*Multiplication tables:* 2 & 10
Reception	6 ÷ 2 = ☐ 6 lollies are shared between 2 children. How many lollies does each child get?	Children practically count out the lollies using objects. 	*Vocabulary:* Share, halving.
	12 ÷ 2 = ☐ There are 12 eyes. Each person has two eyes. How many people are there?	Children draw pictures. Concentrating on the 2, 5 and 10 times tables. 	
	12 ÷ 3 = ☐ 12 apples are shared equally between 3 baskets. How many apples are in each basket?	Children use dots or tally marks to share items into equal groups.  Grouping in 4s.	
Year 1 (expected)	Starting to recall number facts, using relationship between multiplcation and division. 12 ÷ 4 = ☐	Children draw arrays. It allows children to visualise the relationship between multiplication facts and division facts. 	*Multiplication tables:* 2, 5 & 10 *Vocabulary:* Divison, grouping, share equally, left, left over.

<table>
<tr>
<td>Year 2
(expected)</td>
<td></td>
<td>Children will recall multiplication facts and related division facts, supported by their understanding of arrays.</td>
<td>Multiplication tables:
2, 4, 5 & 10

Vocabulary:
Divison, divide, divided by, divided into, remainder.</td>
</tr>
<tr>
<td></td>
<td>28 ÷ 7 = ☐

A chew bar costs 7p. How many can I buy with 28p?</td>
<td>Children draw an empty number line to record their calculations. Children then count back in equal jumps, recording each jump.
 

When children are ready they can move onto numbers with remainders.</td>
<td></td>
</tr>
<tr>
<td>Year 3
(expected)</td>
<td>86 ÷ 3 = ☐

86 books are sold. The shop sold 3 books a day. How many days did it take to sell all the books?</td>
<td>Children will use long division, using their knowledge of multiplication to take known chunks away. Encouraging children to take chunks of 2, 5 and 10 initially.

3 | 86
60 (20)
26
15 (5)
11
9 (3)
2

86 ÷ 3 = 28r2
So it took 29 days to sell the books.

Children round up or down appropriate to the answer.</td>
<td>Multiplication tables:
3, 4, 6 & 8

Numbers:
2 digit number divided by one digit number.

Vocabulary:
Quotient.</td>
</tr>
</table>

<table>
<tr>
<td>Year 4
(expected)</td>
<td>184 ÷ 7 = ☐

I need 184 chairs for a concert. I arrange them in rows of 7. How many rows do I need?</td>
<td>Same as above, but encouraging chunks of multiples of 10, e.g. chunks of 20, 30, etc…</td>
<td>Multiplication tables:
7, 9, 11 & 12

Numbers:
2 digit/3 digit number divided by one digit number.

Vocabulary:</td>
</tr>
<tr>
<td>Year 5
(expected)</td>
<td>432 ÷ 5 = ☐

432 books are sold. The shop sold 5 books a day. How many days did it take to sell all the books?</td>
<td>Children will use the long division.

8 6 r 2
5 ⟌ 4 3 2
4 0 ↓
3 2
3 0
2

Support children with recording remainders appropriately. E.g.

86 r 2
86 2/5
86.4</td>
<td>Multiplication tables:
12 x 12

Numbers:
4 digit number divided by one digit number.

Vocabulary:</td>
</tr>
<tr>
<td>Year 6
(expected)</td>
<td>432 ÷ 15 = ☐</td>
<td>Children to use long division to divide 4 digit numbers by 2 digit numbers.

2 8 . 8
15 ⟌ 4 3 2 . 0
3 0 ↓
1 3 2
1 2 0 ↓
1 2 . 0
1 2 . 0
0</td>
<td>Multiplication tables:
12 x 12

Numbers:
4 digit number divided by two digit number.

Vocabulary:</td>
</tr>
</table>

	511 ÷ 35 = ☐	For those children that are ready move to the short method. 1 4. 6 3 5 ⟌ 5 1 1. 0 16 21 511 ÷ 35 = 14.6	

FRACTIONS

Children are taught fractions from Reception.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
½ is one out of two equal parts. ¼ is one out of four equal part. Children will represent these through concrete and pictorial.	To represent **1/3, ¼, 2/4 and ¾** through concrete and pictorial representations.	To represent **1/5, 1/6 , 1/7, 1/8, 1/9 & 1/10** through concrete and pictorial representations.	To find common equivalence and represent these through concrete and pictorial representations.		
		Children will know that whole numbers are made when the numerator and denominator are the same numbers.	Children will know that you make fractions which are bigger than a whole.	Children will write fractions as mixed fractions and improper fractions.	Children will write fraction in their simplest form.
		Children to compare and order unit fractions.	Children to compare equivalent fractions.	Children to compare and order fractions in the same family.	Children to compare and order fractions by finding the common denominator.
		5/7 + 1/7 = 6/7 Children add fractions with the same denominator.	**5/7 + 4/7 = 9/7** Children add fractions with the same denominator going beyond 1, record as improper fraction.	**2/5+4/5=6/5=1 1/5** Children add fractions writing >1 as a mixed number.	
				½ + 3/8=7/8=1 1/8 **4/8 + 3/8 = 7/8** Children add fractions with denominators which are multiples of the same number.	**4/3 + 3/4 =2 1/12** **16/12+9/12=25/12** Children add fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
		5/7 - 1/7 = 4/7 Children subtract fractions with the same denominator.	**9/7 - 4/7 = 5/7** Children subtract fractions with the same denominator going beyond 1.	**1 1/5-3/5=3/5** **6/5 – 3/5 = 3/5** Children add fractions writing >1 as a mixed number.	
				½ - 3/8 = 1/8 **4/8 - 3/8 = 1/8** Children subtract fractions with denominators which are multiples of the same number.	**4/3 - 3/4 =7/12** **16/12-9/12=7/12** Children subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
½ of 6 = 3 Children find unit fractions of amounts, through sharing.	**¾ of 8 = 6** Children find unit fractions of amounts, through sharing and grouping.	**1/5 of 30 = 6** Children understand the relation between unit fractions as operators (fractions of), and division by integers. **30 ÷ 5 = 6** **3/5 of 30 = 18** **6 x 3 = 18**	**Sarah ate 4/5 of a box of chocolates. There were 20 chocolates in the box. How many chocolates did Sarah eat?** Children will solve problems involving increasingly harder fractions to calculate quantities.	**3/5 of 30 = 18** **3/5 x 30 = 18** Children will multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	
					¼ x ½ = 1/8 Children multiply simple pairs of proper fractions, writing the answer in its simplest form.
					1/3 ÷ 2 = 1/6 Children divide proper fractions by whole numbers.
	Children use a blank number line to count on and back in halves.	Children count on and back in tenths (1/10 & 0.1).	Children count on and back in tenths and hundredths (1/100 & 0.01).		

DECIMALS

Children are taught decimals from Reception.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		1/10=1÷10=0.1 Children know what happens to single digit when dividing by 10.	**1/100=1÷100=0.01** Children know what happens to single digit when dividing by 100.	**1/1000=1÷1000=0.001** Children know what happens to single digit when dividing by 1000.	
			3/10=0.3 **54/100=0.54** Children know decimal equivalence for 1/10 & 1/100.	**0.31=31/100** Children read and write decimal fractions as fractions.	**1/8=0.125** Children know decimal equivalence for any fractions.
			¼, ½ & ¾ Children know the decimal equivalence for the above fractions.		
			Children round to the nearest whole number.	Children round to the nearest whole and 1dp.	Children round to the nearest degree of accuracy.
			Children order numbers up to 2dp.	Children order numbers up to 3dp.	
				0.83 +0.17 = 1 Adding decimal numbers to complemets of 1.	
				2.3+1.23= 3.53 Adding numbers with different number of dp.	
			Money/measurement problems Calculate in £ & p, Numbers up to 2dp.	**2.3-1.23= 1.07** subtracting numbers with different number of dp.	
					7.35 x 8 = Multiply numbers less the 10, with 2dp by a whole number.
				98 ÷ 4 = 24r2 = 24.5 Expressing quotient as fraction and equivalent decimal.	**13 ÷ 4 = 3.25** Divide when the quoitent has 2dp.
					7.35 ÷ 8 = Divide numbers with up to 2dp by whole numbers.
				Problems Solve problems involving numbers up to 3dp.	