

Birdlip Primary School *Summarised Multiplication & Division Calculation Policy*

Year	Multiplication	Division
Y1	Repeated addition; equal groups; arrays; concrete and pictorial representations; bar models, number shapes, counters, ten frames, bead strings, number lines	Sharing and grouping; concrete and pictorial representations; bar models, real-life objects, arrays, counters, number shapes, bead strings, ten frames, number lines
Y2	Recall and use 2, 5 and 10 times-table facts; repeated addition; arrays; introduce $\times$ symbol; bar models, number shapes, counters, ten frames, bead strings, number lines	Sharing and grouping; repeated subtraction; recall related division facts; introduce $\div$ symbol; arrays, bar models, counters, number shapes, bead strings, number lines
Y3	3, 4 and 8 times tables; multiply 2-digit $\times$ 1-digit; informal and expanded written methods; place value counters, Dienes/Base 10; move towards short multiplication	Divide 2-digit $\div$ 1-digit using sharing, including exchange and remainders; straws, Dienes/Base 10, PV counters, bar models, part-whole models
Y4	6, 7, 9, 11 and 12 times tables; multiply 3-digit $\times$ 1-digit; short multiplication; place value counters and Dienes/Base 10 to support understanding	Divide 3-digit $\div$ 1-digit using sharing and grouping; move towards short division; PV counters, counters, place value grids, part-whole models
Y5	Multiply 4-digit $\times$ 1-digit; multiply 2-digit $\times$ 2-digit and 3-digit $\times$ 2-digit; grid/area model progressing to formal written multiplication; PV counters and multiplication grids to support fluency	Divide 2-, 3- and 4-digit numbers $\div$ 1-digit using grouping and short division; PV counters, place value grids and written short division; move away from concrete resources
Y6	Formal written multiplication of 4-digit $\times$ 2-digit numbers; use efficient formal methods; multiplication grids may support children with times-table difficulties	Divide multi-digit numbers by 2-digit numbers using short and long division; use multiples to support calculations; interpret remainders as appropriate, including fractions or rounded answers

