

The Federation of Sacred Heart and St Mary's RC Primary Schools

**Calculation Guidance** 





## Addition

Stem sentences	Concrete (Can we make it?)	Pictorial (Can we draw it?)	Abstract (Can we write the equation?)
Year R/1 is the whole, is a part, is a part = add add = There are in total.	3+4=7 7=3+4 4+3=7 7=4+3 5+3=8 8=5+3 3+5=8 8=3+5	3+2=5 2+3=5 5=3+2 5=2+3	$\begin{array}{c} 2 \\ 5 \\ 3 \end{array} \\ \begin{array}{c} 2 \\ 5 \\ 3 \end{array} \\ \begin{array}{c} 2 \\ 5 \\ 5 \\ 5 \\ 2 \\ 4 \\ 3 \end{array} \\ \begin{array}{c} 3 \\ 2 \\ 3 \\ 2 \end{array} \end{array}$
Year R/1 First Then Now e.g. First there were 4 children on the bus, then 3 children got on. Now there are 7 children on the bus.	Role play getting 'on the bus' or use a toy bus.	First Then Now $4 + 3 = 7$	First Then Now 4 + 3 = 7 4 + 3 = 7 4 + 2 = 6
Year 1/2 We can look for pairs of addends which sum to 10. add is equal to 10, then 10 add is equal to	3 + 5 + 7 = 5 + 10	7         6           1         2         3         4         5         6         7         8         9         10         11         12         13         14         15	3 + 5 + 7 = 3 + 7 + 5 = 10 + 5 = 15





Addition Facts												
A	dding I		Bonds 1	to I0	A	dding 10	)	Bridging/c	ompens	ating		YI facts
A	dding 2		Addir	ng O		Doubles		Near d	oubles			facts
+	0	I	2	3	4	5	6	7	8	9	10	
0	0 + 0	0 + 1	0 + 2	0 + 3	0 + 4	0 + 5	0 + 6	0 + 7	0 + 8	0 + 9	0 + 10	
Ι	I + 0	+	I + 2	+ 3	+ 4	+ 5	+ 6	I + 7	+ 8	+ 9	I + I0	
2	2 + 0	2 + 1	2 + 2	2 + 3	2 + 4	2 + 5	2 + 6	2 + 7	2 + 8	2 + 9	2 + 10	
3	3 + 0	3 + 1	3 + 2	3 + 3	3 + 4	3 + 5	3 + 6	3 + 7	3 + 8	3 + 9	3 + 10	
4	4 + 0	4 + 1	4 + 2	4 + 3	4 + 4	4 + 5	4 + 6	4 + 7	4 + 8	4 + 9	4 + 10	
5	5 + 0	5 + 1	5 + 2	5 + 3	5 + 4	5 + 5	5 + 6	5 + 7	5 + 8	5 + 9	5 + 10	
6	6 + 0	6 + 1	6 + 2	6 + 3	6 + 4	6 + 5	6 + 6	6 + 7	6 + 8	6 + 9	6 + 10	
7	7 + 0	7 + I	7 + 2	7 + 3	7 + 4	7 + 5	7 + 6	7 + 7	7 + 8	7 + 9	7 + 10	
8	8 + 0	8 + 1	8 + 2	8 + 3	8 + 4	8 + 5	8 + 6	8 + 7	8 + 8	8 + 9	8 + 10	
9	9 + 0	9 + 1	9 + 2	9 + 3	9 + 4	9 + 5	9+6	9 + 7	9 + 8	9 + 9	9 + 10	
10	10 + 0	10 + 1	10 + 2	10 + 3	10 + 4	10 + 5	10 + 6	10 + 7	10 + 8	10 + 9	10 + 10	

Stem sentences	Concrete (Can we make it?)	Pictorial (Can we draw it?)	Abstract (Can we write the equation?)
Year 3 I know that add is equal to (single-digit addends) So tens add tens is equal to tens. (multiple-of-ten addends) add is equal to one hundred and	+ + + + + + + + + +	$\begin{array}{c} +30 +20 \\ \hline & & & \\ 70 + 50 = \\ 70 + 30 = 100 \\ 100 + 20 = 120 \end{array}$	$70^{\circ} + 50 = 120$ $30^{\circ} 20$ $100$ $70 + 50 = 70 + 30 + 20$ $= 100 + 20$ $= 120$
Year 3 I know that add is equal to (single-digit addends) So tens add tens is equal to tens. (multiple-of-ten addends) add is equal to one hundred and	87 + 30 = 110 + 7 = 117	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	87 + 30 = 117 $7 + 30 = 117$ $7 + 30 = 117$ $110$ $87 + 30 = 80 + 7 + 30$ $= 110 + 7$ $= 117$
Year 3 First, we add: add is equal to then we adjust: subtract is equal to	35 + 49 = 34 + 50 = 84	$\begin{array}{r} +300 \\ \hline \\ 520 \\ 520 + 299 = \\ 520 + 300 = 820 \\ 820 - 1 = 819 \end{array}$	$\begin{array}{cccccccccccccccccccccccccccccccccccc$

Year 3 We line up the ones; ones add ones. We line up the tens: tens add tens. The is in the ones column – it represents ones. The is in the ones column – it represents ones. ones add ones is equal to ones. The is in the tens column – it represents tens. The is in the tens column – it represents tens. tens add tens is equal to tens. In column addition we start at the right-hand side.	Start with two-digit numbers to exemplify lining up the columns.	Children could draw place value counters.	Start with two-digit numbers to exemplify lining up the columns. 4 3 + 2 5 462 + 205
Year 3	Start with two-digit numbers to	Children could draw place value counters.	Start with two-digit numbers to
If the column sum is equal to ten or more, we	exemplify the regrouping.		exemplify the regrouping.
must regroup.	Step 1 Step 2		2 5 2 5 $+ 4 7 + 4 7$ $- 2 2 7 2$ $1 7 2$ $1 $ $567$ $+ 233$ $800$ $1 1$

	Step 3	Step 4		
	0			
Year 4	See Year 3 example	S	See Year 3 examples	6,584
If the column sum is equal to ten or more, we must regroup.				$ \begin{array}{c} + & 2, 7 & 3 & 9 \\ \hline 9, 3 & 2 & 3 \\ \hline 1 & 1 & 1 \\ \hline £ & 2 & 4 & . & 5 & 5 \\ + & \underline{f} & 1 & 7 & . & 8 & 2 \\ \hline \underline{f} & 4 & 2 & . & 3 & 7 \\ \hline 1 & 1 \end{array} $
Years 5 and 6 If the column sum is equal to ten or more, we must regroup.	See Year 3 example	S	See Year 3 examples	As in Year 4 but using numbers with more than 4 digits

## Addition – Key Mental Strategies for Key Stage 2



#### **Subtraction**

Stem sentences	Concrete (Can we make it?)	Pictorial (Can we draw it?)	Abstract (Can we write the equation?)
Year R/1	I have 8 counters. 5 counters are red.	There are 6 children. 2 have their coat	There are 8 flowers. 2 are red and the
	How many are blue?	on. How many do not have their coat on?	rest are yellow. How many are yellow?
is the whole, is a part, is a part.		🍨 🍷 🍷 🦉 🦻 🦻	8 8 2 = 6
= subtract and subtract =			
Year R/1	Role play 'getting out of a car'.	First Then Now 4 - 1 = 3	First Then Now
First Then Now e.g. <b>First</b> there were 4 children in the car, <b>then</b> 1 child got out. <b>Now</b> there are 3 children in the car.	First     Then     Now	3 = 4 - 1	$\frac{4 \qquad -1 \qquad 3}{4-1=3}$
Year 2	-4	First there were 12 children on the ride.	-2 -2
		Then 4 got off. Now there are 8 children	
First we subtract the from to get to 10	12 - 2 = 10 10 - 2 - 8	on the ride.	12 – 4 =
Then we subtract the remaining from 10.	8 10-2-8		12 – 2 = 10
We know 10 subtract is equal to	$\begin{array}{c} 12 - 4 \\ 2 2 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\$		10 - 2 = 4
Year 2		3	5 red cars
There are more than		0 1 2 3 4 5 6 7 8 9 10	3 blue cars
There are fewer than .	2 cars	The difference between 4 and 7 is 3.	
The difference between and is	The difference between 2 and 5 is 3. The difference between 5 and 2 is 3.	The difference between 7 and 4 is 3.	<sup>2 cars</sup> 5 - 3 = 2





Year 3 We partition the into and First, we subtract the from to get to a multiple of 10. Then we subtract the remaining from the multiple of 10. We know 10 subtract is equal to so subtract is equal to	544 - 16 $-2 - 4 - 10$ $528 530 534 544$	Count back to multiples of 10/100
Year 3 We partition the into and First, we add the to to get to 100. Then we add the remaining to 100. We know 100 add is equal to	+3 $+23$	Count on to multiples of 10/100

Year 3 We line up the ones; ones add ones. We line up the tens: tens add tens. The is in the ones column – it represents ones. ones subtract ones is equal to ones. The is in the tens column – it represents tens. tens subtract tens is equal to tens. In column subtraction we start at the right- hand side.	Children could draw place value counters.	$ \begin{array}{r} 6 & 5 \\ - & 2 & 3 \\ \hline 4 & 2 \\ - & 2 & 5 & 1 \\ \end{array} $
Year 3 If there is an insufficient number to subtract from in a given column, we must exchange from the column to the left.	Children could draw place value counters.	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$

Year 4	See Year 3 examples	See Year 3 examples	x <sup>5</sup> x <sup>4</sup> x <sup>2</sup> x
If there is an insufficient number to subtract			Q, X X 0
from in a given column, we must exchange			- 2,7 8 9
from the column to the left.			3,749
			$f 2 9^8 \cdot 5^{14} \cdot 10^{10}$
			- £ 1 8.9 4
			£ 1 0 . 5 6
If there is an insufficient number to subtract	See Year 3 examples	See Year 3 examples	As in Year 4 but using numbers with
from in a given column, we must exchange from the column to the left.			more than 4 digits
Years 5 and 6			

# Subtraction – Key Mental Strategies for Key Stage 2

Strategy	Concrete (Can we make it?)	Pictorial (Can we draw it?)	Abstract (Can we write the equation?)
Years 3, 4, 5 and 6 Bridging through a multiple of 10, 100, etc	$\begin{array}{c} -4 \\ 12 - 4 = \\ 12 - 2 = 10 \\ 10 - 2 = 8 \end{array}$		$120^{\circ} - 30 = 90$ 20) 10 100
	12 – 4	120 – 30 =	120 – 30 =
		120 – 20 = 100	120 – 20 = 100
	2 2	100 – 10 = 90	100 - 10 = 90
Years 3, 4, 5 and 6 Compensating – rounding to the nearest multiple 10, 100, etc and adjusting	152 – 29		152 - 30 = 122 122 + 1 = 123

# **Multiplication**

Stem sentences	Concrete (Can we make it?)	Pictorial (Can we draw it?)	Abstract (Can we write the equation?)
Year R/1 One group of two, two groups of two, three groups of 2, Ten, twenty, thirty, One five, two fives, three fives,	two four six eight ten 10	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	10, 20, 30,
Year 1 There are coins. Each coin has a value ofp. This isp.	Representing each group by one object	$(\cdot) (\cdot) (\cdot) (\cdot) (\cdot) (\cdot) (\cdot) (\cdot) (\cdot) (\cdot) $	Five 2p coins = 10p
Year 2 There are in each group. There are groups. There are in a group and groups.		5 5 5	2 + 2 + 2 + 2 = 8 2 x 4 = 8 5 + 5 + 5 = 15 5 x 3 = 15
Year 2 Factor times factor is equal to the product. The product is equal to factor times factor.	2 2 2 Unitising equal groups – representing each group by one object	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	2 x 3 = 6 6 = 2 x 3



Year 4	1,000s 100s 10s 1s	1,000s 100s 10s 1s	6 x 10 = 60
To multiply a whole number by 10, place a zero after the final digit of that number.	$\begin{array}{ c c c c c c c c c c c c c c c c c c c$	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	12 x 10 = 120
Year 4	Sector Sector	1,000s 100s 10s 1s	2 x 100 = 200
		6 V×100	There are 100 times as many people as
All multiples of 100 have both a tens and			before.
ones digit of 0. When a number is multiplied by 100, the		100 times the size	
product is a multiple of 100.			
		1,000s     100s     10s     1s       1     5     0     0       100 times the size     100 times the size     100 times the size	15 x 100 = 1500
Year 4		2 × (3) = (6)	4 x 3 = 12 so 4 x 30 = 120
		× 10 × 10	
If one factor is made ten times the size, the product will be ten times the size		$2 \times (30) = (60)$	

Year 4 If there are ten or more ones, we must regroup the ones into tens and ones. If there are ten or more tens, we must regroup the tens into hundreds and tens. Multiplication is distributive.	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	$ \begin{array}{rcl} 84 \times 6 &= 80 \times 6 + 4 \times 6 \\ &= 480 &+ 24 \\ &= 504 \end{array} $
Year 4 We work from the least significant digit, on the right, to the most significant digit, on the left. Multiplication is distributive.	10   10   10   1   1   1   1   1   1   1	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$

Year 4 If there are ten or more ones, we must regroup the ones into tens and ones. If there are ten or more tens, we must regroup the tens into hundreds and tens. Multiplication is distributive.		$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$
Year 4 If there are ten or more ones, we must regroup the ones into tens and ones. If there are ten or more tens, we must regroup the tens into hundreds and tens. If there are ten or more hundreds, we must regroup the hundreds into thousands and hundred. Multiplication is distributive.	321 x 3 = 963	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$

Year 5 and 6 If there is a multiplicative increase in one factor and a multiplicative decrease in the other, the product remains the same. If I multiply one factor by, I must divide the other factor by for the product to remain the same.	$\begin{array}{c} 6 \\ 2 \\ 3 \\ 4 \\ 6 \\ 6 \\ 6 \\ 6 \\ 6 \\ 6 \\ 6 \\ 3 \\ 4 \\ 6 \\ 3 \\ 4 \\ 6 \\ 3 \\ 4 \\ 6 \\ 12 \\ 6 \\ 12 \\ 12 \\ 12 \\ 12 \\ 12 \\$	5 eighteens +18 $+18$ $+18$ $+18$ $+18$ $+18$ $+18$ $+18$ $+19$ $+10$ nines	$\begin{array}{c} 2 \times 9 = 18 \\ \times 3 & \div 3 \\ 6 \times 3 = 18 \end{array}$
Year 5 If one factor is made one tenth of the size, the product will be one tenth of the size. If one factor is made one hundredth of the size, the product will be one hundredth of the size. I move the digits of the number I am multiplying places to the left until I get a whole number; then I multiply; then I move the digits of the product places to the right.	$\begin{array}{c} 1 \\ 1 \\ 1 \\ 1 \\ 1 \\ 1 \\ 1 \\ 1 \\ 1 \\ 1 $	$\begin{array}{c} +4 \\ +4 \\ 0 \\ +4 \\ +4 \\ +4 \\ +4 \\ +4 \\ $	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$
Year 5 Numbers that have more than two factors are composite numbers.	Factors of 6 are 1, 2, 3 and 6.	1 12 Factor bugs 2 6 3 4	Factors of 6 are 1, 2, 3 and 6.



# **Multiplication – Key Mental Strategies for Key Stage 2**

Strategy	Concrete (Can we make it?)	Pictorial (Can we draw it?)	Abstract (Can we write the equation?)
Year 3 onwards Adjacent multiples of have a difference of 		+4 -4 -4 -4 -4 -4 -4 -4 -4 -4 -	4 x 6 = 4 x 5 + 4 4 x 9 = 4 x 10 - 4
Year 3 onwards Products in the 10 times table are double the products in the 5 times table. Products in the 5 times table are half of the products in the 10 times table. (NCETM Year 2 unit 2.5)	5 5 5 5 5 5 5 10 10 10	4 fives 0 5 10 15 20 2 tens	5 x 4 = 10 x 2
Year 3 onwards Products in the 4 times table are double the products in the 2 times table. Products in the 2 times table are half of the products in the 4 times table.	2     2     2     2     2     2       4     4     4       2     2     2     2     2       4     4     4	6  twos $+2 +2 +2 +2 +2 +2 +2$ $0 + 4 + 4 + 4 + 4$ $3  fours$	2 x 6 = 4 x 3
Year 3 onwards Products in the 8 times table are double the products in the 4 times table. Products in the 4 times table are half of the products in the 8 times table.	4       4       4       4       4       4       4         8       8       8       8       8       8         4       4       4       4       4       4         8       8       8       8       8         4       4       4       4       4       4         8       8       8       8       8	$ \begin{array}{c}             6 \text{ fours} \\             +4 +4 +4 +4 +4 +4 +4 +4 \\           $	4 x 6 = 8 x 3

Year 3 onwards Products in the 6 times table are double the products in the 3 times table. Products in the 3 times table are half of the products in the 6 times table.	3       3       3       3       3       3         6       6       6       6       6         3       3       3       3       3       3         6       6       6       6       6         6       6       6       6       6	4 threes +3 +3 +3 +3 	3 x 4 = 6 x 2
Year 3 onwards When both factors are odd, the product is odd. When one factor is odd and the other factor is even, the product is even. (NCETM Year 3 unit 2.9)	1x7=7x1=7oddoddoddoddoddoddodd2x7=147x2=14evenoddevenoddeveneveneven3x7=217x3=21oddoddoddoddoddoddoddodd4x7=287x4=28evenoddevenoddoddeveneveneven		odd x odd = odd odd x even = even even x odd = even even x even = even
Year 4 onwards Products in the 9 times table are triple the products in the 3 times table.	9 x 4 1 x 4	12 threes	3 x 12 = 9 x 4

Products in the 10 times table can be used to find products in the 9 times table. (NCETM Year 3 unit 2.8)	10 x 4		9 x 4 = 10 x 4 - 1 x 4
Year 4 onwards Products in the 10 times table can be used to find products in the 11 times table and 12 times table.		3 30 6	$12 \times 3 = 10 \times 3 + 2 \times 3$ = 30 + 6 = 36

## **Division**

Stem sentences	Concrete (Can we make it?)	Pictorial (Can we draw it?)	Abstract (Can we write the equation?)
Year R/1 One group of two, two groups of two, three groups of 2, Ten, twenty, thirty, One five, two fives, three fives,			6 biscuits shared between 2 children gives 3 biscuits each.
Year 1 The costsp. Each coin has a value ofp. So, I need coins.	Easer 10p		Five 2p coins = 10p
Year 2 is divided into groups of There aregroups. We can skip count using the divisor to find the quotient.	RRRR		5 + 5 + 5 = 15 15 ÷ 5 = 3
Year 2 divided betweenis equal toeach. We can skip count using the divisor to find the quotient.	Team A	$ \begin{array}{c} 4 \text{ frees} \\ \hline \bullet & \bullet & \bullet \\ \bullet \\ \bullet & \bullet \\ \bullet \\$	One 5 is 1 each. That's 5. Two 5s is 2 each. That's 10. 10 ÷ 5 = 2

Year 2			$10 \times 3 = 30$
Ten multiplied by is equal to so divided into groups of ten is If the divisor is we can use thetimes			$3 \times 10 = 30$ $30 \div 10 = 3$
table to find the quotient.	30 represents the total number of		
	10 represents the number in each group. 3 represents the number of groups.		
Year 3	00000000	4 4 4	$14 = 4 \times 3 + 2$
is divided into groups of There are groups and a remainder of	00 00 00 0	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14	14 ÷ 4 = 3 r 2
(NCETM Year 4 unit 2.12)			
Year 3 and 4		3 fours	17 ÷ 5 = 2 r 7 is incorrect because 7 is
is a multiple of so when it is divided into groups of, there is no remainder.		++++++++++++++++++++++++++++++++++++++	greater than 5. 17 ÷ 5 = 3 r 2
The remainder is always less than the divisor.		+4 +4 +4 +4 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (16) multiple of 4	
(NCETM Year 4 unit 2.12)			
Year 4		1,000s 100s 10s 1s	90 ÷ 10 = 9
To divide a multiple of ten by 10, move the digits one place to the right.	4 tens ÷ 10 = 4 ones 40 ÷ 10 = 4	$\begin{array}{c c c c c c c c c c c c c c c c c c c $	
		ATTNE STRUCKE - ATTNE STRUCKE - ATTNE STRUCKE	150 ÷ 10 = 15

	<u>г</u>		
Year 4 To divide a multiple of 100 by 100, move the digits two places to the right.	? 100 times as many × 100 × 100 × 100 × 100 × 100	↓ ÷ 100 1,000s 100s 10s 1s 9 0 0 9 0 0 0 9 0 0 9 0 0 9 0 0 9 0 0 9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	900 ÷ 100 = 9
			1500 ÷ 100 = 15
Year 4 If the dividend is made ten times the size, the quotient will be ten times the size.	8÷4=2	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	$12 \div 3 = 4$ $\times 10 \downarrow \qquad $
	80 ÷ 4 = 20	(-20) (-20)	

Year 4		10 10 1	8 tens	÷	4	=	2 tens
			4 ones	÷	4	=	1 one
If dividing the tens gives a remainder of one or more tens, we must exchange the remaining tens for ones.		▲         10         10           ▲         10         10           ▲         10         10	84	÷	4	=	21
			6 tens 21 opes	÷	3	=	2 tens 7 opes
	84 ÷ 4 = 21		81	÷	3	=	27
Year 4	â Ø Ø /	2 1	10s	1s 1	0.4		2.4
If dividing the tens gives a remainder of one or more tens, we must exchange the remaining tens for ones		$\left(\begin{array}{cccccccccccccccccccccccccccccccccccc$	4) 8	4	8 tens 4 one:	$\div 4 = .$ $5 \div 4 = .$	1 one
remaining tens for ones.			2 4) 8	1			
		72 ÷ 3 = 24	., -				
		$\begin{array}{c} 2 \\ 3 \overline{\smash{\big)}} 10 10 \\ 10 10 \\ 10 10 \\ 10 10 \\ 1 \end{array}$	$\frac{2}{3} 7^{1}$	<u>4</u> 2			
		$\begin{array}{cccccccccccccccccccccccccccccccccccc$					
		$73 \div 3 = 24 r 1$ $2 4 r 1$ $3) 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0$	$\frac{2}{3} \frac{4}{7}$	4r1 3			





Year 5 onwards If the dividend is made one tenth of the size, the quotient will be one tenth of the size. If the dividend is made one hundredth of the size, the quotient will be one hundredth of the size. I move the digits of the dividend places to the left until I get a whole number; then I divide; then I move the digits of the quotient places to the right.	$2 \int_{1}^{1} \frac{2}{1} \frac{1}{1} $	(a)	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
Year 6 Any two-, three- or four-digit dividend can be divided by a two-digit divisor using skip- counting in multiples of the divisor, or by short division or long division.	Partitioning $\begin{array}{c} 434\\ 310\\ 124\\ 310 \div 31 = 10\\ 124 \div 31 = 4\\ 434 \div 31 = 14\\ \end{array}$	Short division $ \begin{array}{r} 0 & 1 & 4 \\ 31 \overline{\smash{\big)}4} & {}^43 & {}^{12}4 \end{array} $	Long division $ \begin{array}{r} 0 & 1 & 4 \\ 31)4 & 3 & 4 \\ \frac{3}{1} & (1 \text{ten} \times 31 = 31 \text{tens}) \\ 1 & 2 & 4 \\ \frac{1}{2} & 2 & 4 \\ 0 & (4 \text{ ones} \times 31 = 124 \text{ ones}) \end{array} $

Year 6 Where there is a remainder, the result can	354 ÷ 15 = ?	9		
be expressed as a whole-number quotient with a whole-number remainder, a whole- number quotient with a proper-fraction remainder, or as a decimal-fraction quotient.	$ \begin{array}{r} 2 & 3 & r \\ 15)3 & 5 & 4 \\                                  $	$ \begin{array}{r} 2 & 3 & \frac{2}{15} \\ 15)3 & 5 & 4 \\  & \frac{3 & 0}{5} & 4 \\  & \frac{4 & 5}{9} \\ \end{array} $	$ \begin{array}{rrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrr$	
		$\frac{9}{15} = \frac{3}{5}$		
	So, 354 ÷ 15 = 23 r 9	So, $354 \div 15 = 23\frac{3}{5}$	So, 354 ÷ 15 = 23.6	