



Sarum Hall School




## Mathematics Calculation Policy

Date: November 2020


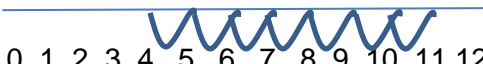




Review: Date: November 2021

- This policy contains the key mental and written procedures that are to be taught in KS1 and KS2 at Sarum Hall School. It has been written to ensure consistency and progression throughout the school. Procedures already introduced in the Early Years are also included.
- The main focus of this policy is on pencil and paper procedures however, it is important to recognise that the ability to calculate mentally lies at the heart of numeracy. Mental calculation is complimentary to written recording as every written method requires some mental processing.
- Each new method is specified for a particular year group however children should not be discouraged from using previously taught methods while they become secure with new concepts.
- Ultimately children should be able to select an efficient method that is appropriate for a given problem.
- This policy has been updated to reflect the changes required for the new National Curriculum maths programmes of study.

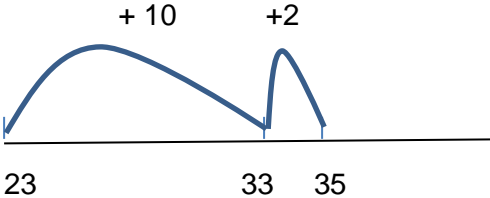
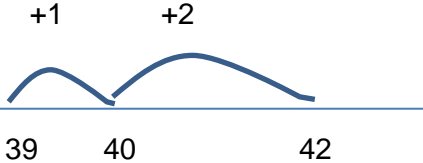
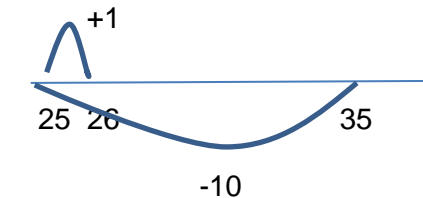



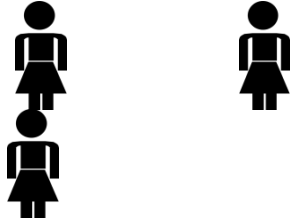
## Early Years

Addition	Subtraction	Multiplication	Division
<p><b><u>Number lines (numbered)</u></b>  <b>Nursery / Reception</b>  <math>5 + 2</math></p>  <p>0 1 2 3 4 5 6 7 8 9 10</p> <p>Recording by drawing jumps on prepared lines.</p> <p>Teacher models number lines with missing numbers.</p> <p><b><u>+ = signs and missing numbers</u></b>  <b>Reception</b></p> $3 + 4 =$ $3 + \quad = 7$ $\quad + 4 = 7$	<p><b><u>Number lines (numbered)</u></b>  <b>Reception</b>  <math>6 - 4</math>                      (Counting back)</p>  <p>0 1 2 3 4 5 6 7 8 9 10</p> <p><b><u>Pictures/Marks</u></b>  <b>Reception</b>                      Jessica spent 3p what change did she get from 10p?</p>  <p>.....</p>	<p><b>Nursery / Reception</b>                      Counting in 2s</p>	<p><b>Nursery / Reception</b>                      Sharing</p>

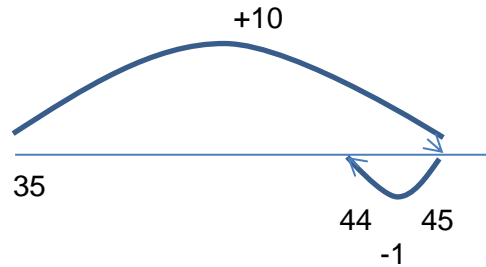
Year 1

Addition	Subtraction	Multiplication	Division
<p>Count to and across <b>100</b>, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p><b><u>Number lines (numbered)</u></b></p> <p>7 + 5</p>  <p>0 1 2 3 4 5 6 7 8 9 10 11 12</p> <p>Recording by drawing jumps on prepared lines.</p> <p>Teacher models number lines with missing numbers.</p> <p><b><u>+ = signs and missing numbers</u></b></p> <p>3 + 4 =            3 +    = 7              + 4 = 7              +    = 7</p> <p>Teacher models number lines with missing numbers</p> <p>(Teacher models jottings appropriate for larger numbers)</p>	<p><b><u>Number lines (numbered)</u></b></p> <p>11 – 7 (Counting back)</p>  <p>0 1 2 3 4 5 6 7 8 9 10 11 12</p> <p>The difference between 7 and 11 (Counting up)</p>  <p>0 1 2 3 4 5 6 7 8 9 10 11 12</p> <p>Recording by            - drawing jumps on prepared lines            - constructing own lines.</p> <p><b><u>Pictures/Marks</u></b></p> <p>Jessica spent 4p what change did she get from 10p?</p>  <p>.....</p> <p>(Teacher models jottings appropriate for larger numbers)</p>	<p>Counting in 2s, 5s, 10s</p> <p><b><u>Learning Tables</u></b></p> <p>2, 5 and 10 times tables reciting (using fingers) up to 12x.</p> <p><b><u>Pictures and symbols</u></b></p> <p>There are two sweets in one bag.            How many sweets are there in 5 bags?</p> <p>Use of objects, pictures, tables.</p> <p><b><u>Arrays</u></b></p>  <p>2 x 5 or 5 x 2</p>	<p><b><u>Pictures and symbols</u></b></p> <p>12 children get into teams of 2 to play a game. How many teams are there?</p>  <p>Halving even numbers to 10 by sharing.</p>

## Year 2

Addition	Subtraction	Multiplication	Division
<p>Use concrete objects and pictorial representations, as in Y1, to add <b><u>Partition into tens and ones and recombine</u></b></p> $12 + 23 = 10 + 2 + 20 + 3$ $= 30 + 5$ $= 35$ <p>(For the more able refine to partitioning the second number only and use a number line if necessary.)</p> $23 + 12 = 23 + 10 + 2$ $= 33 + 2$ $= 35$ 	<p>Use concrete objects and pictorial representations, as in Y1, to subtract <b><u>Find a small difference by counting up</u></b></p> $42 - 39 = 3$  <p>39      40                  42</p> <p>Subtract 9 or 11 by subtracting 10 and adjusting by 1</p> $35 - 9$  <p>25   26                                  35</p> <p style="text-align: center;">-10</p> <p>Similarly begin to subtract 19 or 21.</p> <p><b><u>Use known number facts and place value to subtract</u></b> (For the more able, partition second number only).</p> $37 - 12 = 37 - 10 - 2$ $= 27 - 2$ $= 25$	<p>Counting in 2s, 3s, 4s, 5s and 10s <b><u>Learning Tables</u></b> 2, 3, 4, 5 and 10 times tables</p> <p><b><u>x = signs and missing numbers</u></b></p> $7 \times 2 = \quad \quad = 2 \times 7$ $7 \times \quad = 14 \quad \quad 14 = \quad \times 7$ $\quad \times 2 = 14 \quad \quad 14 = 2 \times \quad$ $\quad \times \quad = 14 \quad \quad 14 = \quad \times \quad$ <p><b><u>Arrays and repeated addition</u></b></p>  <p><math>2 \times 4</math> or <math>4 \times 2</math> or <math>4 + 4</math> or <math>2 + 2 + 2 + 2</math></p> <p><b><u>Commutativity</u></b> Show that multiplication of two numbers can be done in any order (commutative) e.g. <math>2 \times 4 = 4 \times 2</math></p>	<p><b><u>Understand division as sharing and grouping</u></b></p> <p>Sharing: 6 sweets are shared between 2 people. How many do they have each?</p>  <p>Grouping: There are 6 sweets. How many people can have 2 each? (How many 2s make 6?)</p>   <p><b><u>÷ = signs and missing numbers</u></b></p> $6 \div 2 = \quad \quad = 6 \div 2$ $6 \div \quad = 3 \quad \quad 3 = 6 \div \quad$ $\quad \div 2 = 3 \quad \quad 3 = \quad \div 2$ $\quad \div \quad = 3 \quad \quad 3 = \quad \div \quad$

Add 9 or 11 by adding 10 and adjusting by 1  
 $35 + 9 = 44$



Similarly add 19 or 21 by adding 20 and adjusting.

**+ = signs and missing numbers**

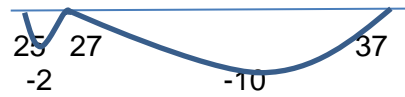
Continue using a range of equations as in Y1 but with appropriate larger numbers.

Extend to:

$$14 + 5 = 10 +$$

**Commutativity**

Show that addition of two numbers can be done in any order (commutative) e.g.  $3+5 = 5+3$



**- = signs and missing numbers**

Continue using a range of equations as in Y1 but with appropriate larger numbers.

Extend to

$$14 + 5 = 20 -$$

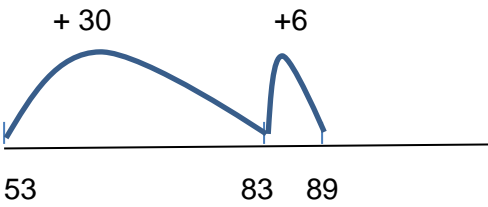
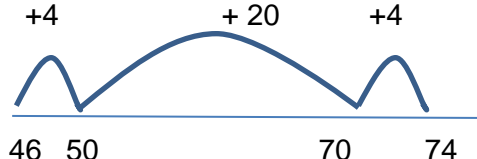
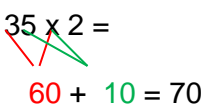
**Commutativity**

Show that order matters in subtraction (not commutative) e.g.  $5 - 3 \neq 3 - 5$

**Commutativity**

Show that order matters in division (not commutative) e.g.  $6 \div 3 \neq 3 \div 6$

**Year 3**

Addition	Subtraction	Multiplication	Division						
<p>Read and write numbers to at least 1000 in numerals and in words  <b><u>Partition into tens and ones and recombine</u></b>                      Partition both numbers and recombine.                      Refine to partitioning the second number only :</p> $36 + 53 = 53 + 30 + 6$ $= 83 + 6$ $= 89$  <p>53                      83    89</p> <p><b><u>Mental method</u></b>  <math>57 + 62 = 119</math></p> $\begin{array}{r} 50 + 7 \\ + 60 + 2 \\ \hline 110 + 9 = 119 \end{array}$ <p>Extend to 3digit + 3digit numbers</p>	<p><b><u>Find a small difference by counting up</u></b>                      Continue as in Y2 but with appropriate larger numbers.  <math>103 - 98 = 5</math></p> <p><b><u>Subtract mentally a near multiple of 10 and adjust.</u></b>                      Continue as in Y2 but with appropriate larger numbers:</p> $87 - 49 = 87 - 50 + 1$ $= 38$ <p><b><u>Use known number facts and place value to subtract</u></b>                      Continue as in Y2 but with appropriate larger numbers:  <math>87 - 15 = 87 - 10 - 5</math>  <math>= 77 - 5</math>  <math>= 72</math></p> <p>Use of number line if needed.</p> <p><b><u>Paper and pencil procedures</u></b>                      Complementary addition  <math>74 - 46 = 28</math></p>  <p>46   50                      70           74</p>	<p><b><u>Learning Tables</u></b>                      All times tables up to 12 x 12.</p> <p><b><u>x = signs and missing numbers</u></b>                      Continue as in Y2 but with appropriate numbers.</p> <p><b><u>Arrays</u></b>                      Continue as in Y2 but with appropriate numbers.</p> <p><b><u>Doubling multiples of 5 up to 50</u></b></p> $35 \times 2 = 70$ $35 \times 2 =$  $60 + 10 = 70$ <p>Or</p> <table border="1" data-bbox="1131 941 1388 1013"> <tr> <td>x</td> <td>30</td> <td>5</td> </tr> <tr> <td>2</td> <td>60</td> <td>10</td> </tr> </table> <p>70</p> <p><b><u>Use known number facts and place value to carry out simple multiplications</u></b></p> <p>Partitioning as above:  <math>42 \times 3 = 126</math></p>	x	30	5	2	60	10	<p><b><u>Understand division as sharing and grouping</u></b>                      Continue as in Y2 but with appropriate numbers.</p> <p><b><u>Remainders</u></b>  <math>16 \div 3 = 5r1</math>                      Sharing: 16 shared between 3, how many left over?                      Grouping: How many 3s make 16, how many left over?</p> <p><b><u>Paper and pencil procedures</u></b>                      Formal written method for short division with exact answer solution. (Divisor <math>\leq 12</math>, up to 3÷1 digit).  <math>64 \div 4</math></p> $\begin{array}{r} 16 \\ 4 \overline{) 64} \end{array}$ <p><b><u>÷ = signs and missing numbers</u></b>                      Continue as in Y2 but with appropriate numbers.                      Application of times tables facts to division.</p>
x	30	5							
2	60	10							

<p><b><u>Paper and pencil procedures</u></b>  <math>57 + 62 = 119</math></p> $\begin{array}{r} 57 \\ + 62 \\ \hline 119 \\ 1 \end{array}$ <p><b><u>Add a near multiple of 10 to a two-digit number</u></b>  Continue as in Y2 but with appropriate numbers  <math>64 + 19 = 64 + 20 - 1</math>  <math>= 84 - 1</math>  <math>= 83</math></p> <p><b><u>+ = signs and missing numbers</u></b>  Continue using a range of equations as in Y1 and Y2 but with appropriate larger numbers.</p>	<p>Column method</p> $\begin{array}{r} 75 \\ - 57 \\ \hline 18 \end{array}$ <p><b><u>- = signs and missing numbers</u></b>  Continue using a range of equations as in Y1 and Y2 but with appropriate larger numbers.</p>	<table border="1" data-bbox="1131 98 1391 172"> <tr> <td>X</td> <td>40</td> <td>2</td> </tr> <tr> <td>3</td> <td>120</td> <td>6</td> </tr> </table> <p><math>42 \times 3 = 120 + 6</math>  <math>= 126</math></p> <p><b><u>Paper and pencil procedures</u></b>  2x1 digit multiplication</p> $\begin{array}{r} 42 \\ \times 3 \\ \hline 6 \text{ (2x3)} \\ + 120 \text{ (40x3)} \\ \hline 126 \end{array}$ <p>Later in the year  Prep for Short multiplication  <math>53 \times 7</math></p> $\begin{array}{r} 53 \\ \times 7 \\ \hline 371 \\ 2 \end{array}$	X	40	2	3	120	6	
X	40	2							
3	120	6							

## Year 4

Addition	Subtraction	Multiplication	Division
<p><b><u>Partition into hundreds, tens and ones and recombine</u></b> Continue/extend method from Y3. Mostly a mental method by Y4.</p> <p><b><u>Add a near multiple of 10 or 100 then adjust</u></b> Continue/extend method from Y3. Mostly a mental method by Y4.</p> <p><b><u>+ = signs and missing numbers</u></b> Continue using a range of equations as in Y1 to Y3 but with appropriate numbers.</p> <p><b><u>Paper and pencil procedures</u></b> 478 + 83</p> <p>Partitioning as above or compact column method</p> $  \begin{array}{r}  478 \\  + \quad 83 \\  \hline  561 \\  11  \end{array}  $ <p>(Or carries underneath see below.) Extend to 4 digit numbers.</p> <p>Extend to decimals in the context of money.</p>	<p>Count backwards through zero to include negative numbers</p> <p><b><u>Find a small difference by counting up</u></b> Continue as in Y3 but with appropriate larger numbers. Mostly a mental method by Y4. 4003 – 3997 = 6</p> <p><b><u>Subtract a near multiple of 10 or 100 then adjust</u></b> Continue/extend method from Y3. Mostly a mental method by Y4.</p> <p><b><u>Use known number facts and place value to subtract</u></b> Continue as in Y3 but with appropriate larger numbers: 387 – 135 = 387 – 100 – 30 – 5 = 287 – 30 – 5 = 257 – 5 = 252</p> <p>Use of number line if needed.</p> <p><b><u>Paper and pencil procedures</u></b> Complementary addition 754 – 76 = 678</p> <p>76 100 700 754</p>	<p><b><u>Learning Tables</u></b> Continue to practise all times tables up to 12 x 12.</p> <p><b><u>Extending multiplication</u></b> Use factor pairs and commutative law as in Y3. Multiply together three numbers e.g. 4x3x2 = 12 x2 =24</p> <p><b><u>x = signs and missing numbers</u></b> Continue as in Y3 but with appropriate numbers.</p> <p><b><u>Paper and pencil procedures</u></b> Long multiplication Beginning 2x1 digit multiplication 42 x 3</p> $  \begin{array}{r}  42 \\  \times \quad 3 \\  \hline  126  \end{array}  $ <p>Later introduction to 2x2 digit multiplication</p> $  \begin{array}{r}  24 \\  \times \quad 13 \\  \hline  72 \\  + 240 \\  \hline  312  \end{array}  $	<p><b><u>Understand division as sharing and grouping</u></b> Continue as in Y3 but with appropriate numbers.</p> <p><b><u>Remainders</u></b> 16 ÷ 3 = 5r1 Sharing: 16 shared between 3, how many left over? Grouping: How many 3s make 16, how many left over?</p> <p><b><u>÷ = signs and missing numbers</u></b> Continue as in Y3 but with appropriate numbers. Application of times tables facts to division.</p> <p><b><u>Paper and pencil procedures</u></b> Formal written method for short division with no remainders. (Divisor ≤ 12 upto 4÷1 digit). 464 ÷ 4</p> $  \begin{array}{r}  116 \\  4 \overline{) 464}  \end{array}  $



<p>£2.50 + £1.75</p> $\begin{array}{r} \text{£}2.50 \\ + \text{£}1.75 \\ \hline \text{£}4.25 \\ 1 \end{array}$ <p><b><u>+ = signs and missing numbers</u></b> Continue using a range of equations as in Y1 to Y3 but with appropriate larger numbers.</p>	<p>Compact column method 754 – 86</p> $\begin{array}{r} \phantom{0}6\phantom{0}6\phantom{0}1 \\ \phantom{0}7\phantom{0}5\phantom{0}4 \\ - \phantom{0}8\phantom{0}6 \\ \hline \phantom{0}6\phantom{0}6\phantom{0}8 \end{array}$ <p>Extend to 4 digit numbers. Extend to decimals in the context of money.</p> <p>As in the case for zeros:</p> <p>4000 – 2344</p> $\begin{array}{r} \phantom{0}3\phantom{0}9\phantom{0}9\phantom{0}1 \\ \phantom{0}4\phantom{0}0\phantom{0}0 \\ - \phantom{0}2\phantom{0}3\phantom{0}4\phantom{0}4 \\ \hline \phantom{0}1\phantom{0}6\phantom{0}5\phantom{0}6 \end{array}$ <p><b><u>- = signs and missing numbers</u></b> Continue using a range of equations as in Y1 to Y3 but with appropriate larger numbers.</p>	<p>Short multiplication 153 x 7</p> $\begin{array}{r} 153 \\ \times \phantom{0}7 \\ \hline 1071 \\ \phantom{0}32 \end{array}$ <p>Extend to decimal x 1-digit whole (up to 3dp) 28.6 x 3</p> $\begin{array}{r} 28.6 \\ \times \phantom{0}3 \\ \hline 85.8 \\ \phantom{0}21 \end{array}$	
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## Year 5

Addition	Subtraction	Multiplication	Division
<p>Numbers to 1 000 000 Continue using partitioning and near multiples of 10, 100 etc. as in previous years, mostly as mental methods. Extend to adding 0.9, 2.9 etc.</p> <p>Mental method to add several small (1 or 2 digit) numbers using pairs to make 10, doubles or near doubles, multiples of numbers etc.</p> <p><b><u>+ = signs and missing numbers</u></b> Continue using a range of equations as in previous years but with appropriate numbers.</p> <p><b><u>Paper and pencil procedures</u></b> Compact column method: Extended to large numbers up to millions.</p> $45867 + 32192$ $\begin{array}{r} 45867 \\ + 32192 \\ \hline 78059 \\ 11 \end{array}$ <p>Extended to sum of three or more numbers.</p>	<p>Numbers to 1,000,000 Continue using small differences, near multiples, place value and complementary addition as in previous years, mostly as mental methods.</p> <p><b><u>Paper and pencil procedures</u></b> Compact column method: Extended to large numbers up to millions. Extended to decimals up to 3 d.p with the same number of decimal places.</p> $148.42 - 32.713$ $\begin{array}{r} 7111 \\ 148.420 \\ - 32.713 \\ \hline 115.707 \end{array}$ <p><b><u>- = signs and missing numbers</u></b> Continue using a range of equations as in previous years but with appropriate numbers.</p>	<p><b><u>x = signs and missing numbers</u></b> Continue as in previous years but with appropriate numbers.</p> <p><b>Multiply</b> numbers by 10, 100 and 1000 giving answers up to three decimal places</p> <p><b><u>Arrays</u></b> Continue as in Y4 but with appropriate numbers. Application to factors.</p> <p><b><u>Near multiples</u></b> <math>£3.99 \times 4</math> Round to nearest pound and adjust. <math>£3.99 \times 4 = £4.00 \times 4 - £0.04</math> <math>= £16.00 - £0.04</math> <math>= £15.96</math></p> <p><b><u>Partition</u></b> Mental method as in Y4.</p> <p><b><u>Paper and pencil procedures</u></b> Short multiplication as in Y4.</p> $1153 \times 7$ $\begin{array}{r} 1153 \\ \times 7 \\ \hline 2071 \\ 132 \end{array}$	<p><b><u>Understand division as sharing and grouping</u></b> Continue as in Y4 with appropriate numbers and including remainders. <b>Divide</b> numbers by 10, 100 and 1000 giving answers up to three decimal places</p> <p><b><u>÷ = signs and missing numbers</u></b> Continue as in Y4 with appropriate numbers. Application of times tables facts to division.</p> <p><b><u>Paper and pencil procedures</u></b> Formal written method for short division. Extend to division of a 4-digit number by a 1 digit number. Extend to division by a 2-digit integer greater than 12.</p> $164 \div 13$ $\begin{array}{r} 12 \text{ r } 7 \\ \underline{13 \overline{) 164}} \\ 131 \quad 63 \end{array}$ <p>Extension of short division to division of a decimal number by an integer.</p> <p>£135 is shared equally between 4 people. How much does each person receive?</p>

<p>Add numbers up to three decimal places (3d.p.) 28.65 + 12.172</p> $\begin{array}{r} 28.650 \text{ (0 as a place holder)} \\ + 12.172 \\ \hline 40.822 \end{array}$ <p>Model use of number line to add negative numbers.</p>		<p><b>Long multiplication</b> Ensure children are writing one digit per square. Carrying is kept separate from the question but crossed out as the carrying is being added (up to 3 x 2 digits – Term 1)</p> $\begin{array}{r} 132 \times 24 \\ \hline 528 \\ + 2640 \\ \hline 3168 \end{array}$ <p>Extend to long multiplication involving decimals. Same technique as above, however at the end of the calculation count how many numbers to the right of the 2 decimal points in the questions and count back in the final answer to place decimal point (up to 3 x 2 digits- Term 1)</p> <p>e.g <math>4.32 \times 3.2 = 13.824</math></p> $\begin{array}{r} 4.32 \text{ (2 d.p.)} \\ \times 3.2 \text{ (1 d.p.)} \\ \hline 864 \\ + 12960 \\ \hline 13.824 \text{ (3 d.p.)} \end{array}$	$\begin{array}{r} 033.75 \\ \hline 41135.00 \end{array}$ <p>£33.75 each Rounding up or down in context. Extend to three decimal places (3d.p.) Model method for long division.</p>
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## Year 6

Addition	Subtraction	Multiplication	Division
<p>Numbers to 10 000 000 Continue using partitioning and near multiples of 10, 100 etc. as in previous years, mostly as mental methods.</p> <p>Mental method to add several small (1 or 2 digit) numbers using pairs to make 10, doubles or near doubles, multiples of numbers etc.</p> <p><b><u>+ , - , x , ÷ , = signs and missing numbers</u></b> Continue using a range of equations as in previous years but with mixed operations, e.g. (4 + ) x 3 = 5 x 8 - 10 BODMAS</p> <p><b><u>Paper and pencil procedures</u></b> Compact column method: Extended to large numbers up to tens of millions. Extended to decimals up to 3d.p. Extended to sum of three or more numbers.</p> <p>45867 + 32192</p> $\begin{array}{r} 45867 \\ + 32192 \\ \hline 78059 \\ 11 \end{array}$	<p>Continue using small differences, near multiples, place value and complementary addition as in previous years applied to larger numbers, mostly as mental methods.</p> <p><b><u>+ , - , x , ÷ , = signs and missing numbers</u></b> Continue using a range of equations as in previous years with mixed operations, e.g. (4 + ) x 3 = 5 x 8 - 10 BODMAS</p> <p><b><u>Paper and pencil procedures</u></b> Compact column method: Extended to large numbers up to millions. Extended to decimals up to 3d.p.</p> <p>148.42 - 32.713</p> $\begin{array}{r} 7111 \\ 148.420 \\ - 32.713 \\ \hline 115.707 \end{array}$	<p><b><u>Partition and near multiples</u></b> Mental methods as in Y5.</p> <p><b><u>+ , - , x , ÷ , = signs and missing numbers</u></b> Continue using a range of equations as in previous years with mixed operations, e.g. (4 + ) x 3 = 5 x 8 - 10 BODMAS</p> <p><b><u>Paper and pencil procedures</u></b> Short multiplication as in Y5. 153 x 7</p> $\begin{array}{r} 153 \\ \times 7 \\ \hline 1071 \\ 32 \end{array}$ <p>Formal method for long multiplication as in Y5. 132 x 24</p> $\begin{array}{r} 132 \\ \times 24 \\ \hline 528 \\ + 2640 \\ \hline 3168 \\ 1 \end{array}$ <p>Decimal x decimal as in Y5. e.g 4.32 x 3.2 = 13.824</p>	<p><b><u>+ , - , x , ÷ , = signs and missing numbers</u></b> Continue using a range of equations as in previous years with mixed operations, e.g. (4 + ) x 3 = 5 x 8 - 10 BODMAS</p> <p><b><u>Paper and pencil procedures</u></b> Continue using all methods from Y5. Extend to formal method of long division using division of a four-digit whole number by a two-digit whole number.</p> <p>1092 ÷ 28</p> $\begin{array}{r} 39r3 \\ 28 \overline{) 1095} \\ \underline{840} \phantom{0} \\ 255 \\ \underline{252} \\ 3 \end{array}$ <p>Remainders to be treated in context as in Y5</p> <p>Use of improper fraction and cancelling to simplify division by large numbers in context. e.g. A box holds 36 jars of coffee. How many boxes would be needed to hold 4833 jars? <math>\frac{4833}{36}</math> (cancel by 9) = <math>\frac{537}{4}</math> = 134r1</p>

<p>Model use of number line to add negative numbers.</p>		$  \begin{array}{r}  4.32 \text{ ('2 d.p.')} \\  \times \underline{3.2} \text{ ('1 d.p.')} \\  864 \\  + \underline{12960} \\  \hline  13.824 \text{ ('3 d.p.')} \\  \phantom{1} \phantom{1}  \end{array}  $	<p>135 boxes</p> <p>Associate a fraction with division and calculate decimal fraction equivalents e.g. <math>3/8</math></p> $  \begin{array}{r}  0.375 \\  \hline  8 \overline{) 3.000} \\  \phantom{0} \phantom{0} \phantom{0} \phantom{0} \\  \phantom{0} \phantom{0} \phantom{0} \phantom{0} \\  \phantom{0} \phantom{0} \phantom{0} \phantom{0} \\  \phantom{0} \phantom{0} \phantom{0} \phantom{0}  \end{array}  $ <p><math>3/8 = 0.375</math></p>
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**Linked guidance, policies and procedures:**

[Keeping Children Safe in Education \(KCSIE\) statutory guidance](#)

[Working together to safeguard children.pdf](#)

Relevant school policies:

Keeping Children Safe in Education, Child protection Policy and Code of Conduct.

**Mathematics policy**