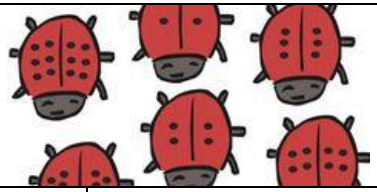
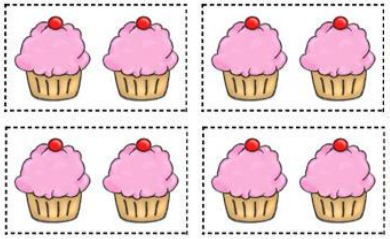
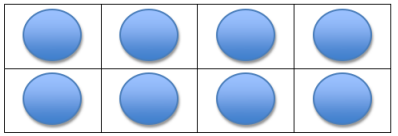
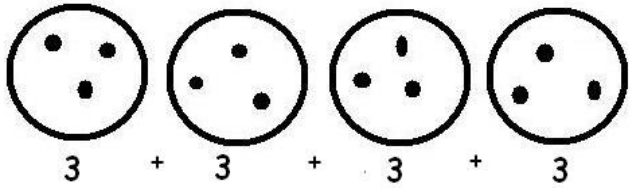
- This is the South Avenue Primary calculation policy that teachers use to plan. It reflects the Kent Scheme of Work. Our aim is to develop a deep understanding through clear steps of progression from Early years to Year Six. ***In addition to these written methods, teachers ensure children think –can I do it in my head, with some jottings or by using a written method?***

Multiplication

	Multiplication	**Examples**
Year R	I can double objects practically.	
Year 1	I can multiply using manipulatives and arrays to show 'groups of.'	 
Year 2	I can understand multiplication as repeated addition	

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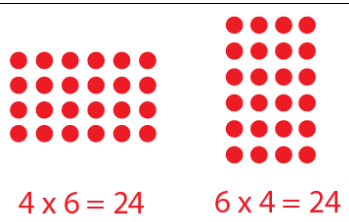
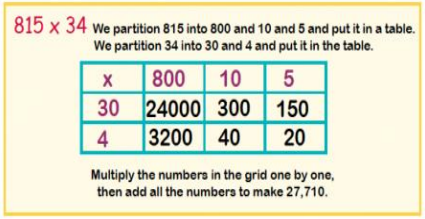
<table>
<tr>
<td>Year 3</td>
<td>I can multiply 2 digit numbers by 1 digit numbers using arrays.
I can partition a 2 digit number to multiply using an expanded written method.</td>
<td> 
4 x 6 = 24 6 x 4 = 24</td>
<td>Multiplying a 2 digit number by a 1 digit number by partitioning

32 x 2 = 30 x 2 and 2 x 2
= 60 and 4 = 64</td>
</tr>
<tr>
<td>Year 4</td>
<td>I can use expanded vertical method to multiply 2 digits numbers by 3 digits. I can multiply money to 2 decimal places.</td>
<td colspan="2">196
x9
54 (6 x 9)
810 (90 x 9)
900 (100 x 9)
1764</td>
</tr>
<tr>
<td>Year 5</td>
<td>I can use formal vertical method to multiply HTU, ThHTU and 2 decimal places.</td>
<td> 
</td>
<td>Long multiplication compact method with HTU x TU
235
X 53
705 x 3
11750 x 50
+ 705
11750
124 55</td>
</tr>
<tr>
<td>Year 6</td>
<td>As year 5 including using their knowledge of the order of operations (BODMAS) to solve problems involving a combination of addition, subtraction, multiplication and/or division

Algebra</td>
<td>235
X 53
705 x 3
11750 x 50
+ 705
11750
124 55</td>
<td>a x b = 36
What could the values of a and b be?</td>
</tr>
</table>