



Perton First School



Concrete Pictorial Abstract

Progression

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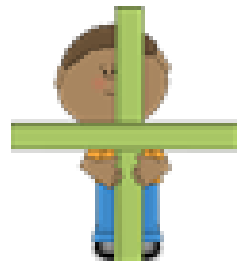
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This policy has been largely adapted from the White Rose Maths Hub Calculation Policy with further material added. It is a working document and will be revised and amended as necessary.

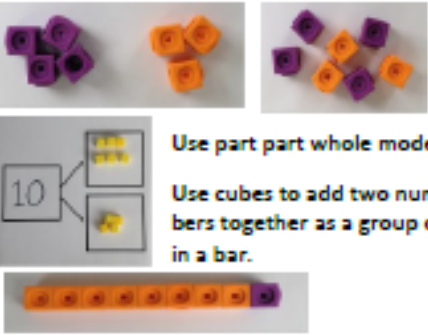
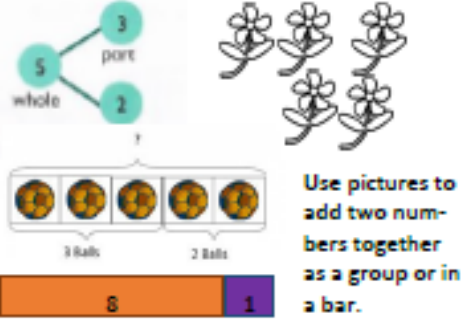


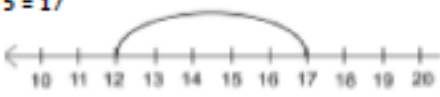
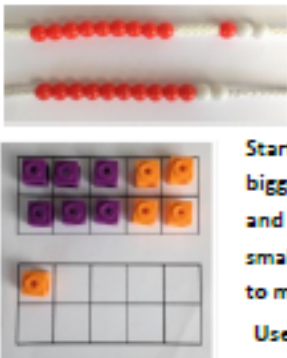
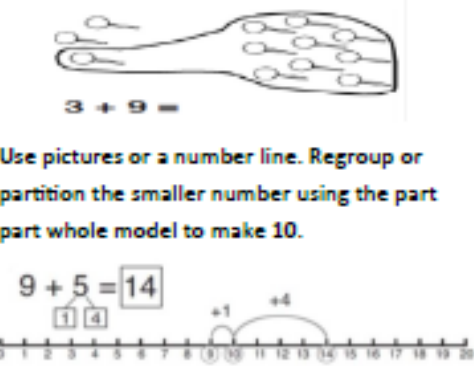

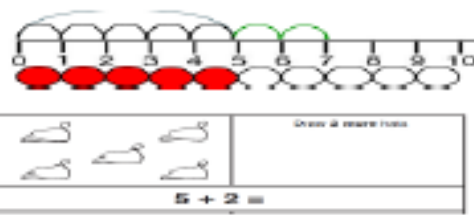
PERTON FIRST SCHOOL



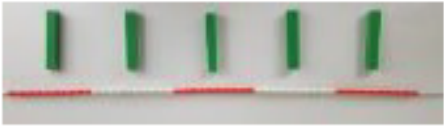

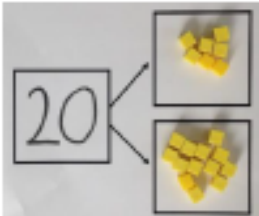
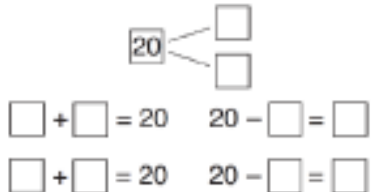
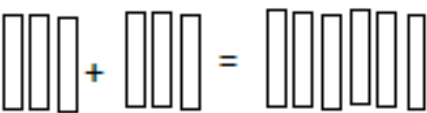
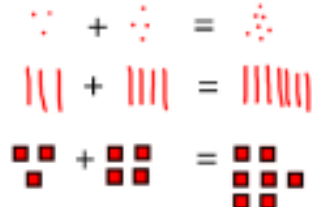


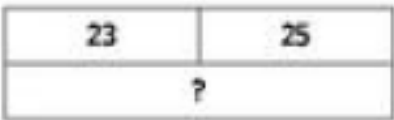
Concrete Pictorial Abstract
Progression in Addition



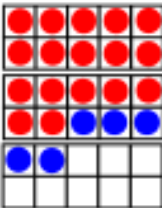
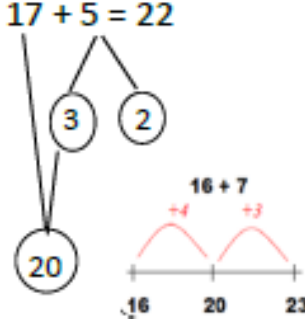

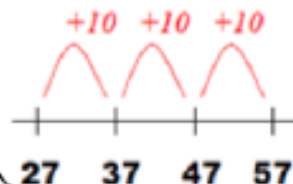

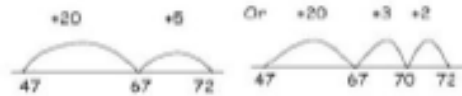

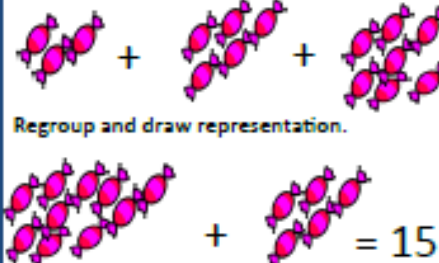
ADDITION +

Objective & Strategy	Concrete	Pictorial	Abstract
Combining two parts to make a whole: part- whole model	 <p>Use part part whole model.</p> <p>Use cubes to add two numbers together as a group or in a bar.</p>	 <p>Use pictures to add two numbers together as a group or in a bar.</p>	$4 + 3 = 7$  <p>Use the part-part whole diagram as shown above to move into the abstract.</p> $10 = 6 + 4$
Starting at the bigger number and counting on	 <p>Start with the larger number on the bead string and then count on to the smaller number 1 by 1 to find the answer.</p>	$12 + 5 = 17$  <p>Start at the larger number on the number line and count on in ones or in one jump to find the answer.</p>	$5 + 12 = 17$ <p>Place the larger number in your head and count on the smaller number to find your answer.</p>
Regrouping to make 10. <i>This is an essential skill for column addition later.</i>	 <p>Start with the bigger number and use the smaller number to make 10.</p> <p>Use ten frames.</p>	 <p>Use pictures or a number line. Regroup or partition the smaller number using the part part whole model to make 10.</p>	$7 + 4 = 11$ <p>If I am at seven, how many more do I need to make 10. How many more do I add on now?</p>
Represent & use number bonds and related subtraction facts within 20	 <p>2 more than 5.</p>	 <p>5 + 2 = 7</p>	<p>Emphasis should be on the language</p> <p>'1 more than 5 is equal to 6.'</p> <p>'2 more than 5 is 7.'</p> <p>'8 is 3 more than 5.'</p>

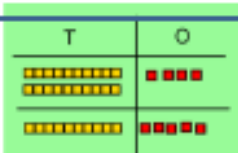



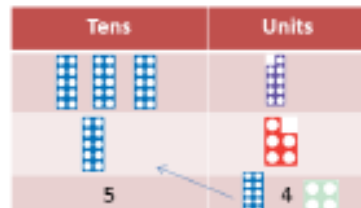
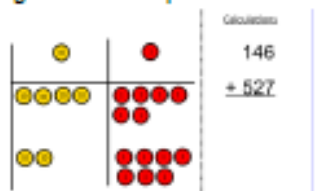
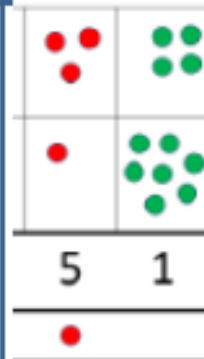
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









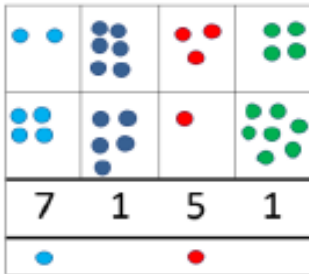
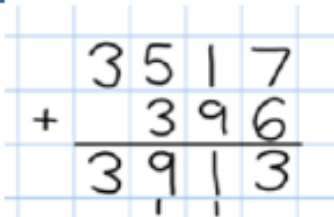






Objective & Strategy	Concrete	Pictorial	Abstract
Adding multiples of ten	$50 = 30 + 20$  Model using dienes and bead strings	 $2 \text{ tens} + 3 \text{ tens} = \underline{\hspace{2cm}} \text{ tens}$ $30 + 30 = \underline{\hspace{2cm}}$ Use representations for base ten.	$20 + 30 = 50$ $70 = 50 + 20$ $40 + \square = 60$
Use known number facts Part part whole	 Children explore ways of making numbers within 20	 $\square + \square = 20$ $20 - \square = \square$ $\square + \square = 20$ $20 - \square = \square$	$\square + 1 = 16$ $16 - 1 = \square$ $1 + \square = 16$ $16 - \square = 1$
Using known facts	$\square\square + \square\square = \square\square\square\square$ 	 Children draw representations of H, T and O	$3 + 4 = 7$ <i>leads to</i> $30 + 40 = 70$ <i>leads to</i> $300 + 400 = 700$
Bar model	 $3 + 4 = 7$	 $7 + 3 = 10$	 $23 + 25 = 48$

ADDITION +













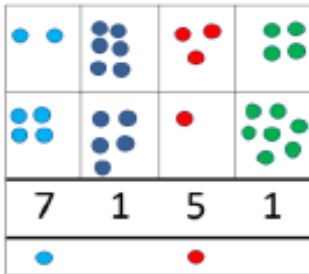
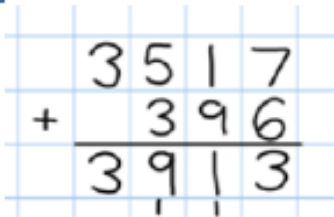






Objective & Strategy	Concrete	Pictorial	Abstract				
Add a two digit number and ones	<div></div> <div>$17 + 5 = 22$</div> <div>Use ten frame to make 'magic ten'</div> <div>Children explore the pattern.</div> <div>$17 + 5 = 22$</div> <div>$27 + 5 = 32$</div>	<div>Use part part whole and number line to model.</div> <div>$17 + 5 = 22$</div> <div></div>	<div>$17 + 5 = 22$</div> <div>Explore related facts</div> <div>$17 + 5 = 22$</div> <div>$5 + 17 = 22$</div> <div>$22 - 17 = 5$</div> <div>$22 - 5 = 17$</div> <div><table border="1" data-bbox="1588 469 1823 549"><tr><td colspan="2">22</td></tr><tr><td>17</td><td>5</td></tr></table></div>	22		17	5
22							
17	5						
Add a 2 digit number and tens	<div></div> <div>$25 + 10 = 35$</div> <div>Explore that the ones digit does not change</div>	<div>$27 + 30$</div> <div></div>	<div>$27 + 10 = 37$</div> <div>$27 + 20 = 47$</div> <div>$27 + 30 = 57$</div>				
Add two 2-digit numbers	<div></div> <div>Model using dienes, place value counters and numicon</div>	<div></div> <div>Use number line and bridge ten using part whole if necessary.</div>	<div>$25 + 47$</div> <div>$20 + 40 = 60$</div> <div>$5 + 7 = 12$</div> <div>$60 + 12 = 72$</div>				
Add three 1-digit numbers	<div></div> <div>Combine to make 10 first if possible, or bridge 10 then add third digit</div>	<div>Regroup and draw representation.</div> <div></div> <div>$10 + 7 + 6 = 23$</div>	<div>$4 + 7 + 6 = 10 + 7 = 17$</div> <div>Combine the two numbers that make/ bridge ten then add on the third.</div>				

ADDITION +

Objective & Strategy	Concrete	Pictorial	Abstract
<p>Column Addition—no regrouping (friendly numbers)</p> <p>Add two or three 2 or 3-digit numbers.</p>	<p>Model using Dienes or numicon</p>  <p>Add together the ones first, then the tens.</p>   <p>Move to using place value counters</p>	<p>Children move to drawing the counters using a tens and one frame.</p> 	$\begin{array}{r} 223 \\ + 114 \\ \hline 337 \end{array}$ <p>Add the ones first, then the tens, then the hundreds.</p>
<p>Column Addition with regrouping.</p>	 <p>Exchange ten ones for a ten. Model using numicon and pv counters.</p> 	 <p>Children can draw a representation of the grid to further support their understanding, carrying the ten <u>underneath</u> the line</p>	$\begin{array}{r} 20 + 5 \\ 40 + 8 \\ 60 + 13 = 73 \end{array}$ <p>Start by partitioning the numbers before formal column to show the exchange.</p> $\begin{array}{r} 536 \\ + 85 \\ \hline 621 \\ 11 \end{array}$

Objective & Strategy	Concrete	Pictorial	Abstract									
Y4—add numbers with up to 4 digits	<p>Children continue to use dienes or pv counters to add, exchanging ten ones for a ten and ten tens for a hundred and ten hundreds for a thousand.</p> <table><thead><tr><th>Hundreds</th><th>Tens</th><th>Ones</th></tr></thead><tbody><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></tbody></table>	Hundreds	Tens	Ones							 <p>Draw representations using pv grid.</p>	 <p>Continue from previous work to carry hundreds as well as tens. Relate to money and measures.</p>
Hundreds	Tens	Ones										
												
												

ADDITION +

Objective & Strategy	Concrete	Pictorial	Abstract									
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Hundreds	Tens	Ones										
												
												

ADDITION +


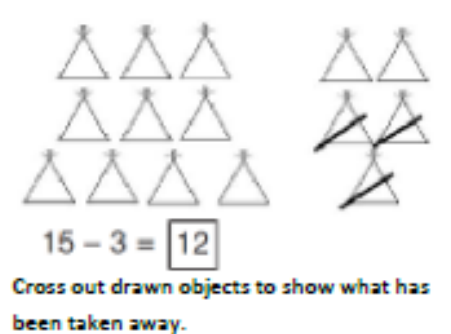
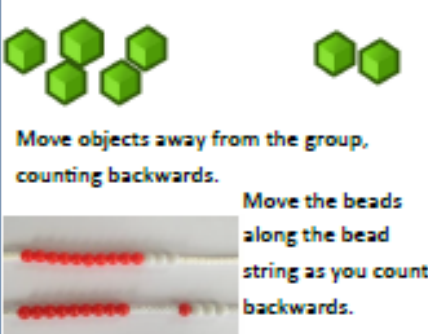
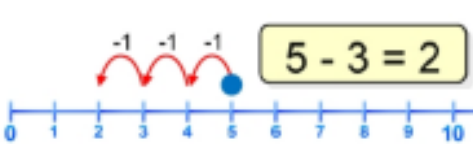
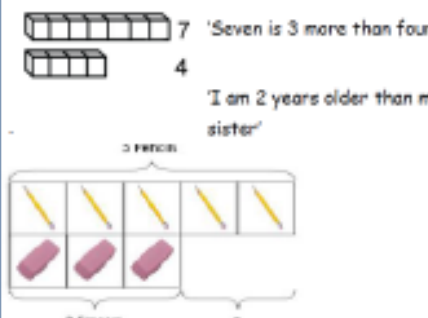
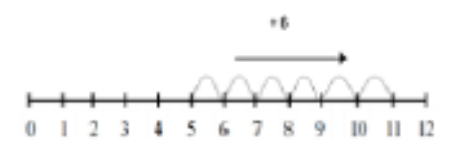
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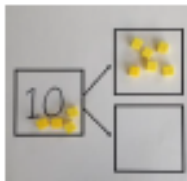
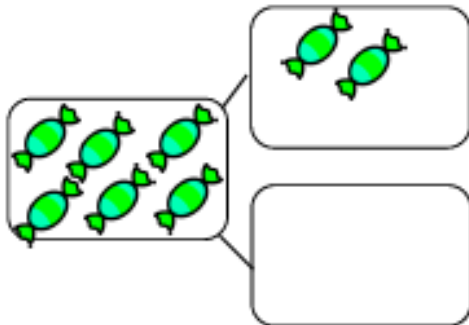




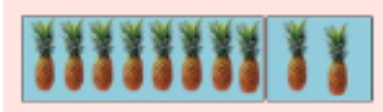


Concrete Pictorial Abstract
Progression in Subtraction

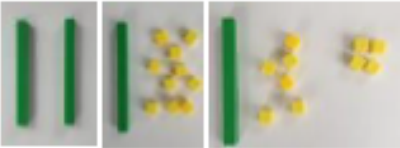


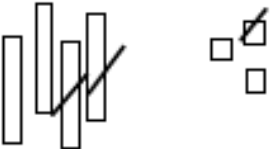
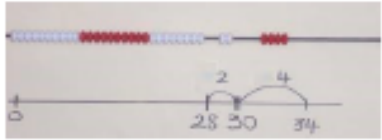
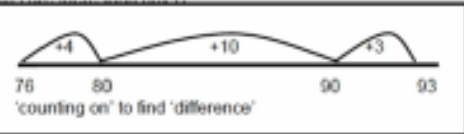


SUBTRACTION -

Objective & Strategy	Concrete	Pictorial	Abstract
Taking away ones.	<p>Use physical objects, counters, cubes etc to show how objects can be taken away.</p>  <p>$6 - 4 = 2$</p> <p>$4 - 2 = 2$</p>	 <p>$15 - 3 = 12$</p> <p>Cross out drawn objects to show what has been taken away.</p>	<p>$7 - 4 = 3$</p> <p>$16 - 9 = 7$</p>
Counting back	 <p>Move objects away from the group, counting backwards.</p> <p>Move the beads along the bead string as you count backwards.</p>	 <p>$5 - 3 = 2$</p> <p>Count back in ones using a number line.</p>	<p>Put 13 in your head, count back 4. What number are you at?</p>
Find the Difference	<p>Compare objects and amounts</p>  <p>'Seven is 3 more than four'</p> <p>4</p> <p>'I am 2 years older than my sister'</p> <p>3 pencils</p> <p>3 Erasers</p> <p>?</p> <p>Lay objects to represent bar model.</p>	<p>Count on using a number line to find the difference.</p>  <p>+6</p>	<p>Hannah has 12 sweets and her sister has 5. How many more does Hannah have than her sister.?</p>

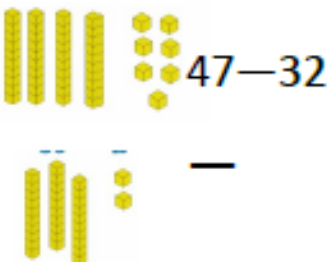
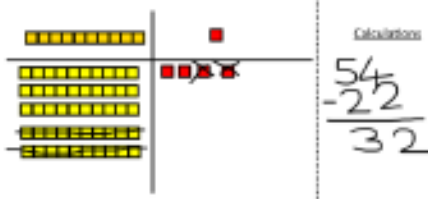
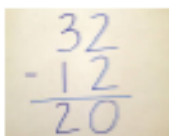
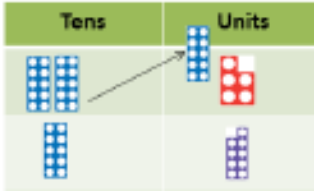
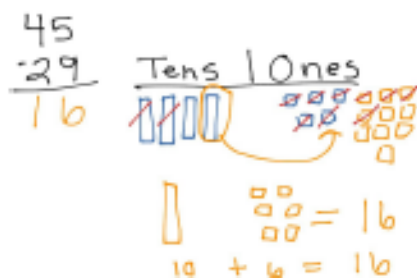
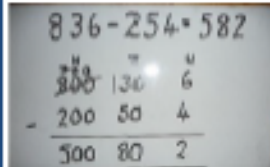
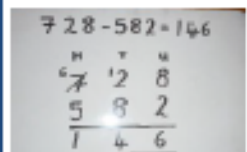
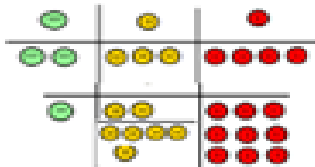
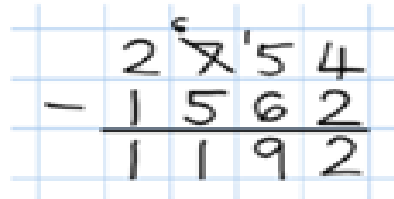
Objective & Strategy	Concrete	Pictorial	Abstract		
Represent and use number bonds and related subtraction facts within 20 Part Part Whole model	 <p>Link to addition. Use PPW model to model the inverse.</p> <p>If 10 is the whole and 6 is one of the parts, what's the other part?</p> $10-6=4$	 <p>Use pictorial representations to show the part.</p>	Move to using numbers within the part whole model. 		
Make 10	$14-9$  <p>Make 14 on the ten frame. Take 4 away to make ten, then take one more away so that you have taken 5.</p>	$13-7$  <p>Jump back 3 first, then another 4. Use ten as the stopping point.</p>	$16-8$ <p>How many do we take off first to get to 10? How many left to take off?</p>		
Bar model	 $5-2=3$		<table border="1" data-bbox="1426 1064 1852 1149"><tr><td>8</td><td>2</td></tr></table> $10=8+2$ $10=2+8$ $10-2=8$ $10-8=2$	8	2
8	2				

SUBTRACTION -

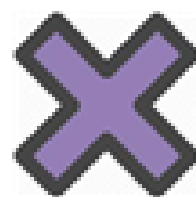
Objective & Strategy	Concrete	Pictorial	Abstract
Regroup a ten into ten ones	 <p>Use a PV chart to show how to change a ten into ten ones, use the term 'take and make'</p>	 $20 - 4 =$	$20 - 4 = 16$
Partitioning to subtract without regrouping. <i>'Friendly numbers'</i>	$34 - 13 = 21$  <p>Use Dienes to show how to partition the number when subtracting without regrouping.</p>	<p>Children draw representations of Dienes and cross off.</p>  $43 - 21 = 22$	$43 - 21 = 22$
Make ten strategy <i>Progression should be crossing one ten, crossing more than one ten, crossing the hundreds.</i>	 $34 - 28$ <p>Use a bead bar or bead strings to model counting to next ten and the rest.</p>	 <p>Use a number line to count on to next ten and then the rest.</p>	$93 - 76 = 17$

SUBTRACTION -

SUBTRACTION-

Objective & Strategy	Concrete	Pictorial	Abstract
Column subtraction without regrouping (friendly numbers)	 <p>Use base 10 or Numicon to model</p>	 <p>Draw representations to support understanding</p>	$47 - 24 = 23$ $\begin{array}{r} 40 + 7 \\ - 20 + 4 \\ \hline 20 + 3 \end{array}$ <p>Intermediate step may be needed to lead to clear subtraction understanding.</p> 
Column subtraction with regrouping	 <p>Begin with base 10 or Numicon. Move to pv counters, modelling the exchange of a ten into ten ones. Use the phrase 'take and make' for exchange.</p>	 <p>Children may draw base ten or PV counters and cross off.</p>	 <p>Begin by partitioning into pv columns</p>  <p>Then move to formal method.</p>
Subtracting tens and ones Year 4 subtract with up to 4 digits. Introduce decimal subtraction through context of money	 <p>Model process of exchange using Numicon, base ten and then move to PV counters.</p>	<p>Children to draw pv counters and show their exchange — see Y3</p>	 <p>Use the phrase 'take and make' for exchange</p>

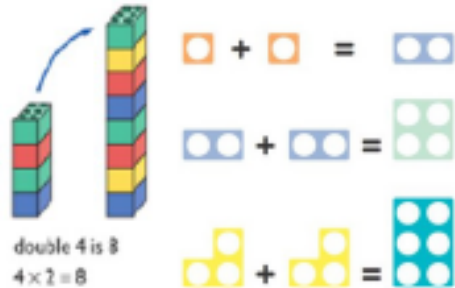

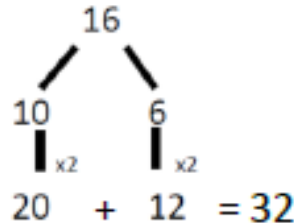
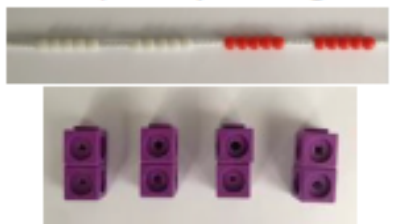





PERTON FIRST SCHOOL



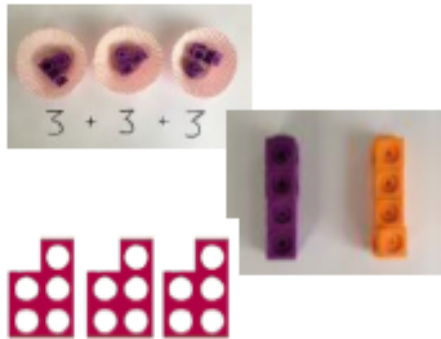
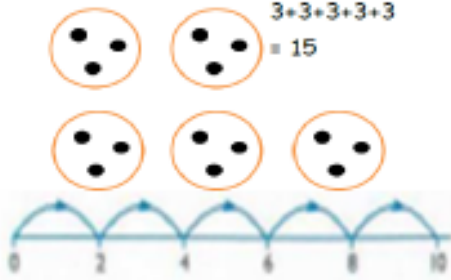

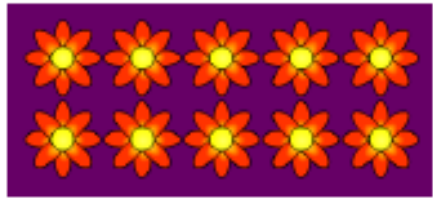
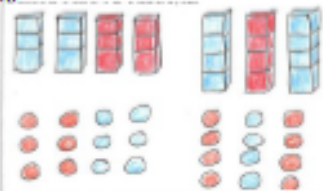
Concrete Pictorial Abstract
Progression in Multiplication



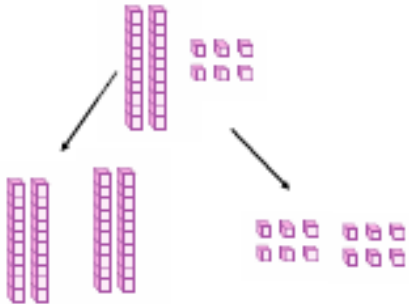
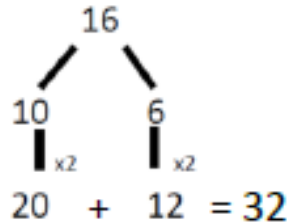






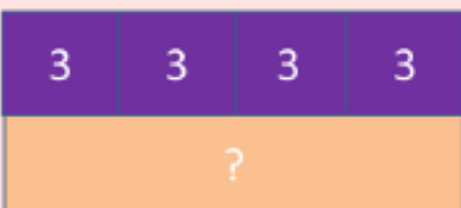
MULTIPLICATION X

Objective & Strategy	Concrete	Pictorial	Abstract
Doubling	<p>Use practical activities using manipulatives including cubes and Numicon to demonstrate doubling</p>  <p>double 4 is 8 $4 \times 2 = 8$</p>	<p>Draw pictures to show how to double numbers</p> <p>Double 4 is 8</p> 	<p>Partition a number and then double each part before recombining it back together.</p>  <p>16 $10 \times 2 = 20$ $6 \times 2 = 12$ $20 + 12 = 32$</p>
Counting in multiples	<p>Count the groups as children are skip counting, children may use their fingers as they are skip counting.</p> 	 <p>Children make representations to show counting in multiples.</p> 	<p>Count in multiples of a number aloud.</p> <p>Write sequences with multiples of numbers.</p> <p>2, 4, 6, 8, 10</p> <p>5, 10, 15, 20, 25, 30</p>
Making equal groups and counting the total	  <p>$\square \times \square = 8$</p> <p>Use manipulatives to create equal groups.</p>	<p>Draw  to show $2 \times 3 = 6$</p> <p>Draw and make representations</p>	<p>$2 \times 4 = 8$</p>

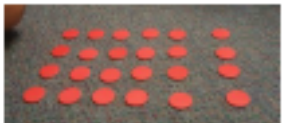


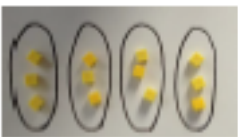

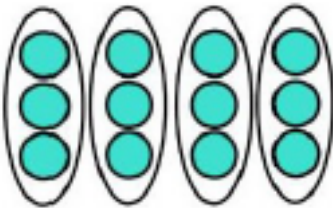
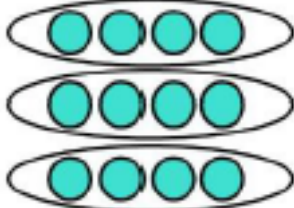


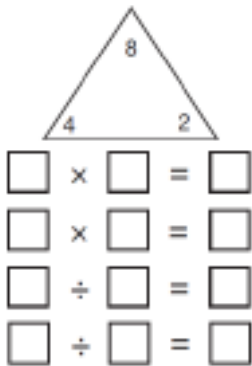
MULTIPLICATION X

Objective & Strategy	Concrete	Pictorial	Abstract
Repeated addition	 <p>Use different objects to add equal groups</p>	<p>Use pictorial including number lines to solve prob</p> <p>There are 3 sweets in one bag. How many sweets are in 5 bags altogether?</p> <p>$3+3+3+3+3 = 15$</p> 	<p>Write addition sentences to describe objects and pictures.</p>  <p>$2+2+2+2+2 = 10$</p>
Understanding arrays	<p>Use objects laid out in arrays to find the answers to 2 lots 5, 3 lots of 2 etc.</p> 	<p>Draw representations of arrays to show understanding</p> 	<p>$3 \times 2 = 6$</p> <p>$2 \times 5 = 10$</p>

MULTIPLICATION X

Objective & Strategy	Concrete	Pictorial	Abstract
Doubling	<p>Model doubling using dienes and PV counters.</p>  $40 + 12 = 52$	<p>Draw pictures and representations to show how to double numbers</p>	<p>Partition a number and then double each part before recombining it back together.</p>  $20 + 12 = 32$
Counting in multiples of 2, 3, 5, 10 from 0 (repeated addition)	<p>Count the groups as children are skip counting, children may use their fingers as they are skip counting. Use bar models.</p>  $5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = 40$  	<p>Number lines, counting sticks and bar models should be used to show representation of counting in multiples.</p>    	<p>Count in multiples of a number aloud.</p> <p>Write sequences with multiples of numbers.</p> <p>0, 2, 4, 6, 8, 10</p> <p>0, 3, 6, 9, 12, 15</p> <p>0, 5, 10, 15, 20, 25, 30</p> $4 \times 3 = \square$

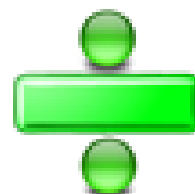
MULTIPLICATION X

Objective & Strategy	Concrete	Pictorial	Abstract
<p>Multiplication is commutative</p>	<p>Create arrays using counters and cubes and Numicon.</p>    <p>Pupils should understand that an array can represent different equations and that, as multiplication is commutative, the order of the multiplication does not affect the answer.</p>  	<p>Use representations of arrays to show different calculations and explore commutativity.</p>  	<p>$12 = 3 \times 4$</p> <p>$12 = 4 \times 3$</p> <p>Use an array to write multiplication sentences and reinforce repeated addition.</p>  <p>$5 + 5 + 5 = 15$</p> <p>$3 + 3 + 3 + 3 + 3 = 15$</p> <p>$5 \times 3 = 15$</p> <p>$3 \times 5 = 15$</p>
<p>Using the Inverse</p> <p><i>This should be taught alongside division, so pupils learn how they work alongside each other.</i></p>			<p>$2 \times 4 = 8$</p> <p>$4 \times 2 = 8$</p> <p>$8 \div 2 = 4$</p> <p>$8 \div 4 = 2$</p> <p>$8 = 2 \times 4$</p> <p>$8 = 4 \times 2$</p> <p>$2 = 8 \div 4$</p> <p>$4 = 8 \div 2$</p> <p>Show all 8 related fact family sentences.</p>

MULTIPLICATION X

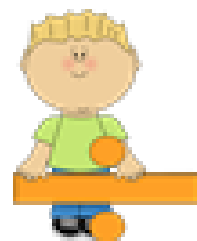
Objective & Strategy	Concrete	Pictorial	Abstract																																																																			
Grid method	<p>Show the links with arrays to first introduce the grid method</p> <div><table><tr><td>10</td><td>3</td></tr><tr><td colspan="2"></td></tr></table><p>4 ROWS of 10 4 ROWS of 3</p></div> <p>Move onto base ten to move towards a more compact method.</p> <div><table><tr><td>10</td><td>3</td></tr><tr><td colspan="2"></td></tr></table><p>4 rows of 13</p></div> <p>Move on to place value counters to show how we are finding groups of a number. We are multiplying by 4 so we need 4 rows</p> <div><table><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table><p>Calculations 4×126</p></div> <p>Fill each row with 126</p> <div><table><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table><p>Calculations 4×126</p></div> <p>Add up each column, starting with the ones making any exchanges needed</p> <div><table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table><p>Then you have your answer.</p></div>	10	3			10	3																																															<p>Children can represent their work with place value counters in a way that they understand.</p> <p>They can draw the counters using colours to show different amounts or just use the circles in the different columns to show their thinking as shown below.</p> <div></div> <p>Bar model are used to explore missing numbers</p> <div></div>	<p>Start with multiplying by one digit numbers and showing the clear addition alongside the grid.</p> <table><tr><td>X</td><td>30</td><td>5</td></tr><tr><td>7</td><td>210</td><td>35</td></tr></table> <p>$210 + 35 = 245$</p> <p>Moving forward, multiply by a 2 digit number showing the different rows within the grid method.</p> <table><tr><td></td><td>10</td><td>8</td></tr><tr><td>10</td><td>100</td><td>80</td></tr><tr><td>3</td><td>30</td><td>24</td></tr></table>	X	30	5	7	210	35		10	8	10	100	80	3	30	24
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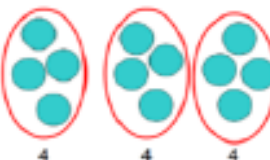
PERTON FIRST SCHOOL



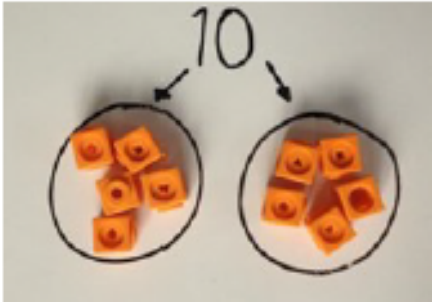

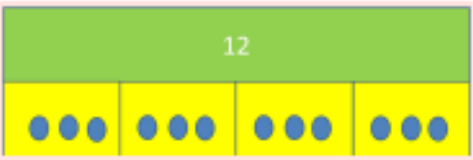
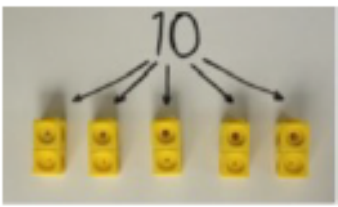
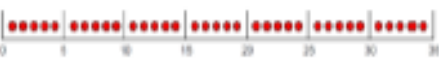
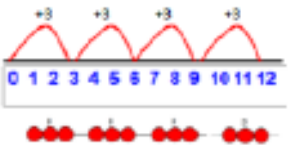
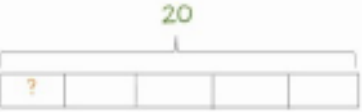
Concrete Pictorial Abstract

Progression in Division

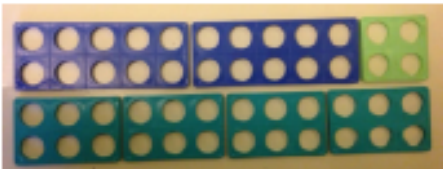

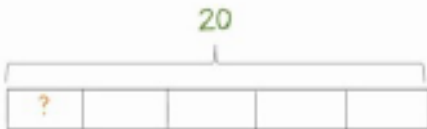

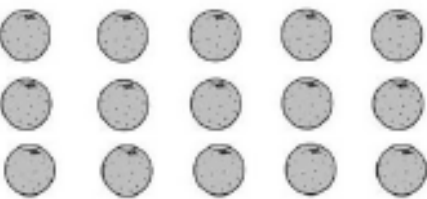


Objective & Strategy	Concrete	Pictorial	Abstract
<p>Division as sharing</p> <p><i>Use Gordon ITPs for modelling</i></p>	 <p>I have 10 cubes, can you share them equally in 2 groups?</p>	<p>Children use pictures or shapes to share quantities.</p>  <p>8 shared between 2 is 4</p> <p>Sharing:</p>  <p>12 shared between 3 is 4</p>	<p>12 shared between 3 is</p> <p>4</p>

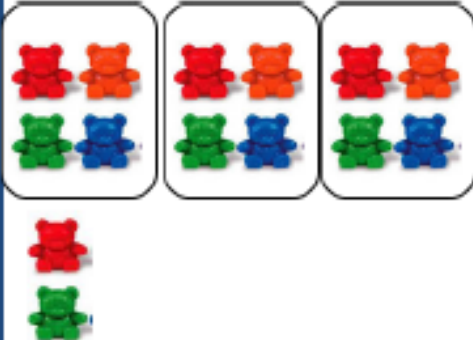


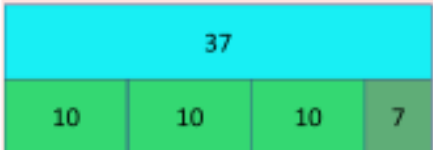
DIVISION ÷

Objective & Strategy	Concrete	Pictorial	Abstract
Division as sharing	 <p>I have 10 cubes, can you share them equally in 2 groups?</p>	<p>Children use pictures or shapes to share quantities.</p>  $8 \div 2 = 4$ <p>Children use bar modelling to show and support understanding.</p>  $12 \div 4 = 3$	$12 \div 3 = 4$
Division as grouping	<p>Divide quantities into equal groups.</p> <p>Use cubes, counters, objects or place value counters to aid understanding.</p>  	<p>Use number lines for grouping</p>  <p>Think of the sum as a whole. Split it into the number of groups you are dividing by and work out how many would be within each group.</p> $12 \div 3 = 4$  $20 \div 5 = ?$ $5 \times ? = 20$	$28 \div 7 = 4$ <p>Divide 28 into 7 groups. How many are in each group?</p>

DIVISION ÷

Objective & Strategy	Concrete	Pictorial	Abstract
Division as grouping	<p>Use cubes, counters, objects or place value counters to aid understanding.</p>  <p>24 divided into groups of 6 = 4</p> $96 \div 3 = 32$ 	<p>Continue to use bar modelling to aid solving division problems.</p>  $20 \div 5 = ?$ $5 \times ? = 20$	<p>How many groups of 6 in 24?</p> $24 \div 6 = 4$
Division with arrays	 <p>Link division to multiplication by creating an array and thinking about the number sentences that can be created.</p> <p>Eg $15 \div 3 = 5$ $5 \times 3 = 15$ $15 \div 5 = 3$ $3 \times 5 = 15$</p>	<p>Draw an array and use lines to split the array into groups to make multiplication and division sentences</p> 	<p>Find the inverse of multiplication and division sentences by creating eight linking number sentences.</p> $7 \times 4 = 28$ $4 \times 7 = 28$ $28 \div 7 = 4$ $28 \div 4 = 7$ $28 = 7 \times 4$ $28 = 4 \times 7$ $4 = 28 \div 7$ $7 = 28 \div 4$

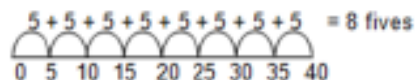
DIVISION ÷

Objective & Strategy	Concrete	Pictorial	Abstract
Division with remainders.	<p>$14 \div 3 =$</p> <p>Divide objects between groups and see how much is left over</p> 	<p>Jump forward in equal jumps on a number line then see how many more you need to jump to find a remainder.</p>  <p>Draw dots and group them to divide an amount and clearly show a remainder.</p>  <p>Use bar models to show division with remainders.</p> 	<p>Complete written divisions and show the remainder using r.</p> <p>$29 \div 8 = 3 \text{ REMAINDER } 5$</p> <p>↑ ↑ ↑ ↑</p> <p>dividend divisor quotient remainder</p>

Example without remainder:

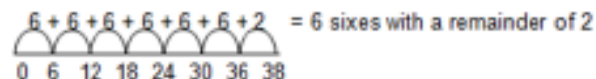
$40 \div 5$

Ask "How many 5s in 40?"



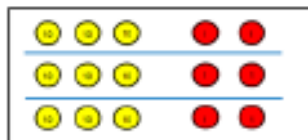



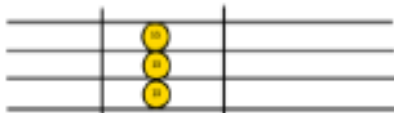

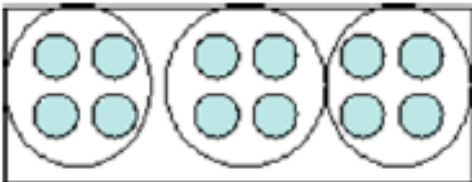
Example with remainder:

$38 \div 6$



For larger numbers, when it becomes inefficient to count in single multiples, bigger jumps can be recorded using known facts.

DIVISION ÷

Objective & Strategy	Concrete	Pictorial	Abstract						
Divide at least 3 digit numbers by 1 digit. Short Division	<p>$96 \div 3$</p> <table><thead><tr><th></th><th>Tens</th><th>Units</th></tr></thead><tbody><tr><td></td><td>3</td><td>2</td></tr></tbody></table>  <p>Use place value counters to divide using the bus stop method alongside</p>  <p>Calculations $42 \div 3$</p>  <p>$42 \div 3 =$</p> <p>Start with the biggest place value, we are sharing 40 into three groups. We can put 1 ten in each group and we have 1 ten left over.</p>   <p>We exchange this ten for ten ones and then share the ones equally among the groups.</p>  <p>We look how much in 1 group so the answer is 14.</p>		Tens	Units		3	2	<p>Students can continue to use drawn diagrams with dots or circles to help them divide numbers into equal groups.</p>  <p>Encourage them to move towards counting in multiples to divide more efficiently.</p>	<p>Begin with divisions that divide equally with no remainder.</p> $\begin{array}{r} 218 \\ 3 \overline{) 654} \end{array}$ <p>Move onto divisions with a remainder.</p> $\begin{array}{r} 86 \text{ r } 2 \\ 3 \overline{) 258} \end{array}$ <p>Finally move into decimal places to divide the total accurately.</p> $\begin{array}{r} 14.6 \\ 35 \overline{) 511.0} \end{array}$ $\begin{array}{r} 0663 \text{ r } 5 \\ 8 \overline{) 53029} \end{array}$
	Tens	Units							
	3	2							

DIVISION ÷