SPRINGHILL
ACADEMY

Calculation Policy 2020-2021

EYFS - Addition

Maths for young children should be meaningful. Where possible, concepts should be taught in the context of real life.

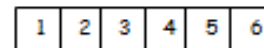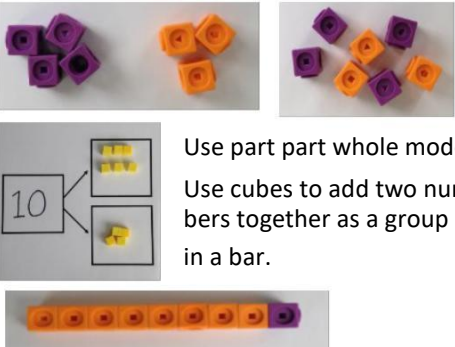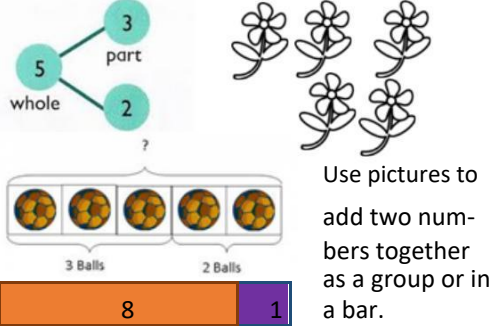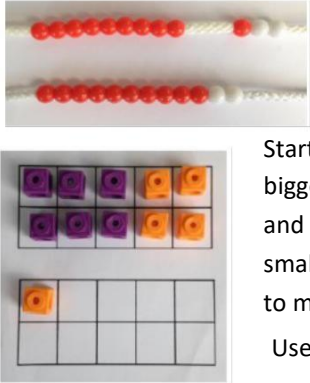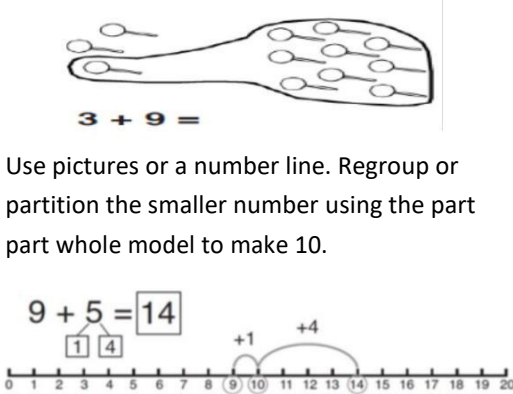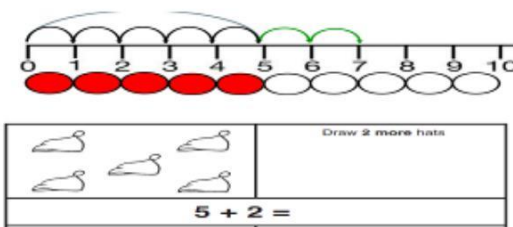| GUIDANCE / MODELS AND IMAGES	KEY VOCABULARY
If available, Numicon shapes are introduced straight away and can be used to: • identify 1 more/less • combine pieces to add. • find number bonds. • add without counting. Children can record this by printing or drawing around Numicon pieces. Children begin to combine groups of objects using concrete apparatus Construct number sentences verbally or using cards to go with practical activities. Children are encouraged to read number sentences aloud in different ways "Three add two equals 5" "5 is equal to three and two" Children make a record in pictures, words or symbols of addition activities already carried out. Solve simple problems using fingers 5 + 1 = 6 Number tracks can be introduced to count up on and to find one more: | 1 | 2 | 3 | 4 | 5 | 6 | What is 1 more than 4? 1 more than 13? Number lines can then be used alongside number tracks and practical apparatus to solve addition calculations and word problems. 5 + 3 = 8 **Children will need opportunities to look at and talk about different models and images as they move between representations.**	**Games and songs can be a useful way to begin using vocabulary involved in addition e.g. Alice the Camel** add more and make sum total altogether score double one more, two more, ten more… how many more to make…? how many more is… than…?
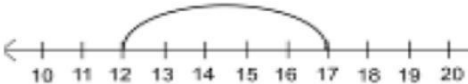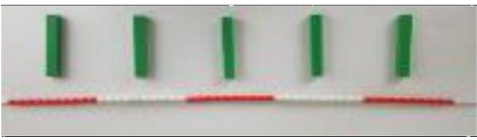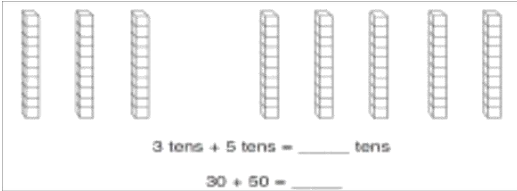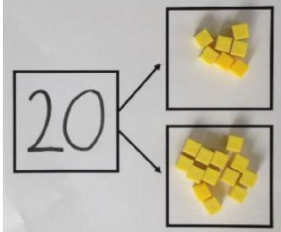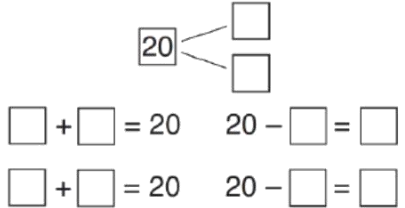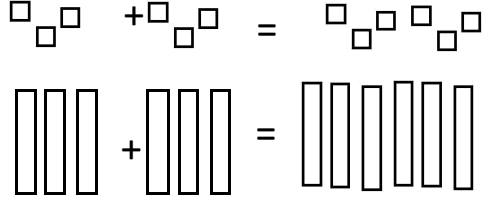
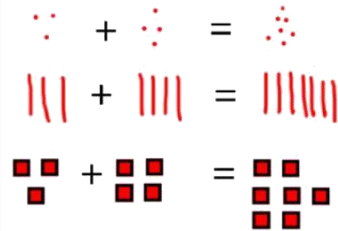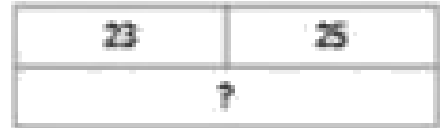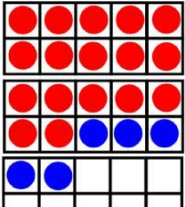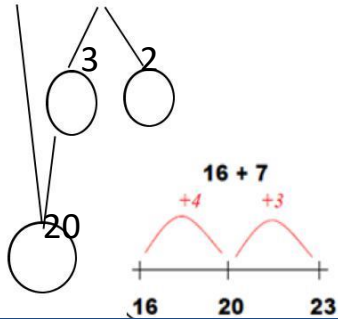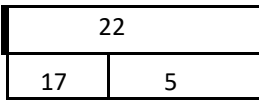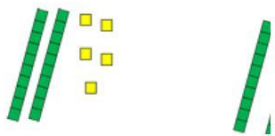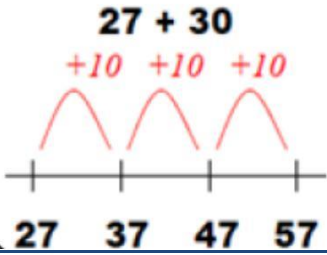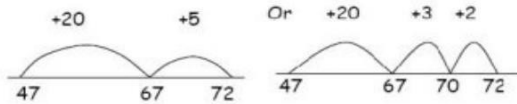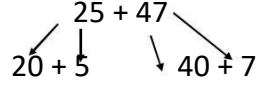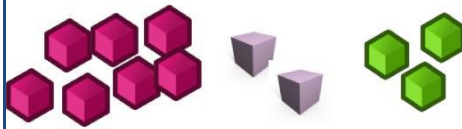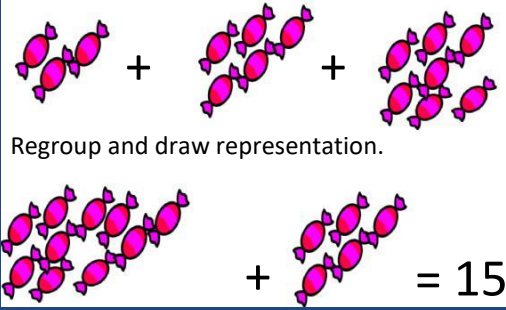| Objective & Strategy	Concrete	Pictorial	Abstract
Combining two parts to make a whole: part-whole model	Use part part whole model. Use cubes to add two numbers together as a group or in a bar.	Use pictures to add two numbers together as a group or in a bar.	$4 + 3 = 7$ $10 = 6 + 4$ Use the part-part whole diagram as shown above to move into the abstract.
Starting at the bigger number and counting on	Start with the larger number on the bead string and then count on to the smaller number 1 by 1 to find the answer.	$12 + 5 = 17$ Start at the larger number on the number line and count on in ones or in one jump to find the answer.	$5 + 12 = 17$ Place the larger number in your head and count on the smaller number to find your answer.
Regrouping to make 10. *This is an essential skill for column addition later.*	$6 + 5 = 11$ Start with the bigger number and use the smaller number to make 10. Use ten frames.	$3 + 9 =$ Use pictures or a number line. Regroup or partition the smaller number using the part part whole model to make 10. $9 + 5 = \boxed{14}$	$7 + 4 = 11$ If I am at seven, how many more do I need to make 10. How many more do I add on now?
Represent & use number bonds and related subtraction facts within 20	2 more than 5.	Draw 2 more hats $5 + 2 =$	Emphasis should be on the language '1 more than 5 is equal to 6.' '2 more than 5 is 7.' '8 is 3 more than 5.'

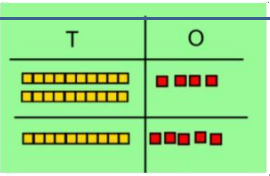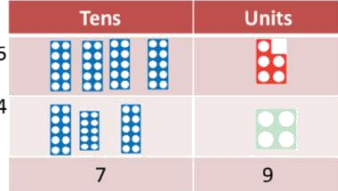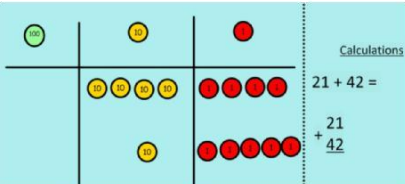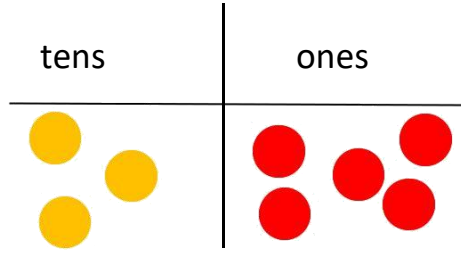| Objective & Strategy	Concrete	Pictorial	Abstract
Adding multiples of Ten.	50= 30 = 20 Model using dienes and bead strings.	3 tens + 5 tens = _____ tens 30 + 50 = _____ Use representations for base ten.	$20 + 30 = 50$ $70 = 50 + 20$ $40 + \square = 60$
Use known number Facts. Part whole.	20 Children explore ways of making numbers within 20.	20 $\square + \square = 20$ $\quad$ $20 - \square = \square$ $\square + \square = 20$ $\quad$ $20 - \square = \square$	$\square + 1 = 16$ $\quad$ $16 - 1 = \square$ $1 + \square = 16$ $\quad$ $16 - \square = 1$
Using known facts.	$\square + \square = \square \square$ (base ten rods) + (base ten rods) = (base ten rods)	(dot patterns) + (dot patterns) = (dot patterns) ||| + |||| = ||||||| (square patterns) + (square patterns) = (square patterns) Children draw representations of H,T and O	$3 + 4 = 7$ *leads to* $30 + 40 = 70$ *leads to* $300 + 400 = 700$
Bar model.	$3 + 4 = 7$	$7 + 3 = 10$	23 $\quad$ 25 ? $23 + 25 = 48$
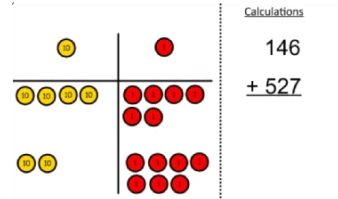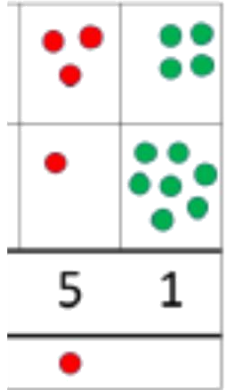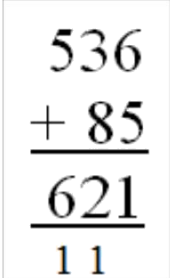
Y2 Addition

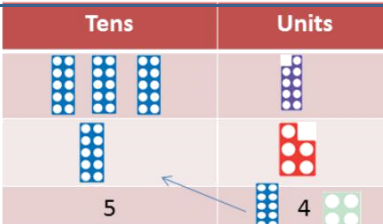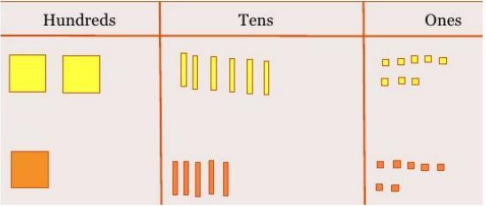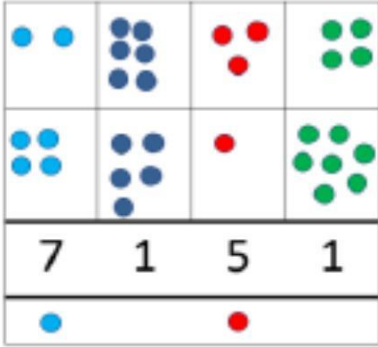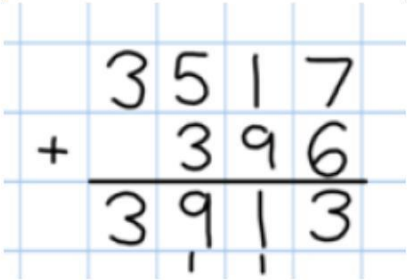| Objective & Strategy	Concrete	Pictorial	Abstract
Add a two digit number and ones.	17 + 5 = 22 Use ten frame to make 'magic ten' Children explore the pattern. 17 + 5 = 22 27 + 5 = 32	17 + 5 = 22 Use part part whole and number line to model. 3 2 20 16 + 7 +4 +3 16 20 23	17 + 5 = 22 Explore related facts 17 + 5 = 22 5 + 17 = 22 22—17 = 5 22—5 = 17 22 / 17 / 5
Add a 2-digit numbers and tens.	25 + 10 = 35 Explore that the ones digit does not change	27 + 30 +10 +10 +10 27 37 47 57	27 + 10 = 37 27 + 20 = 47 27 + □ = 57
Add two 2-digit Numbers.	Model using dienes, place value counters and numicon	+20 +5 Or +20 +3 +2 47 67 72 47 67 70 72 Use number line and bridge ten using part whole if necessary.	25 + 47 20 + 5 40 + 7 20 + 40 = 60 5 + 7 = 12 60 + 12 = 72
Add three 1-digit numbers.	Combine to make 10 first if possible, or bridge 1o then add third digit	+ + Regroup and draw representation. + = 15	4 + 7 + 6 = 10 + 7 10 = 17 Combine the two numbers that make/ bridge ten then add on the third.

Y2 Addition
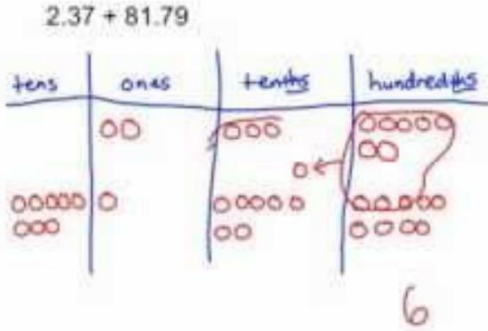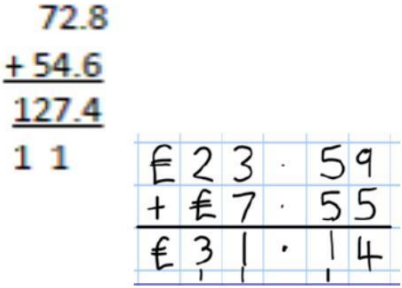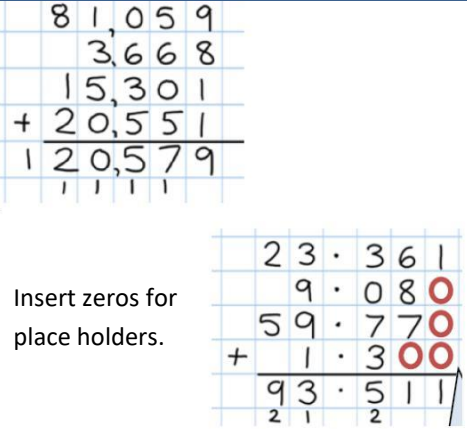
Objective & Strategy	Concrete	Pictorial	Abstract
Column Addition—no regrouping (friendly numbers) Add two or three 2 or 3-digit numbers.	Model using Dienes or numicon Add together the ones first, then the tens. Move to using place value counters	Children move to drawing the counters using a tens and one frame. tens | ones 	2 2 3 + 1 1 4 ——— 3 3 7 Add the ones first, then the tens, then the hundreds.
Column Addition with regrouping.	 Exchange ten ones for a ten. Model using numicon and pv counters. 146 + 527 	Children can draw a representation of the grid to further support their understanding, carrying the ten **underneath** the line	$20 + 5$ $40 + 8$ ——— $60 + 13 = 73$ Start by partitioning the numbers before formal column to show the exchange. 536 + 85 ——— 621 1 1

Y3

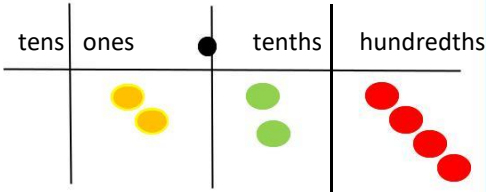Addition
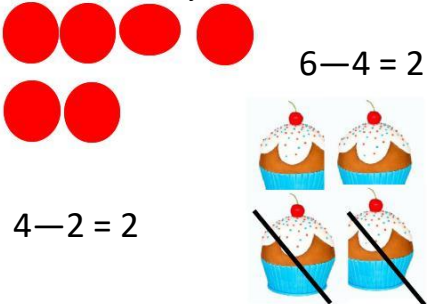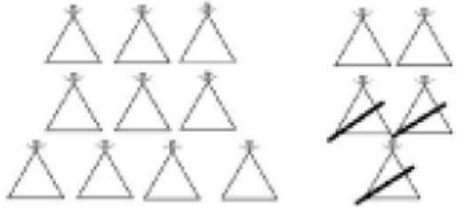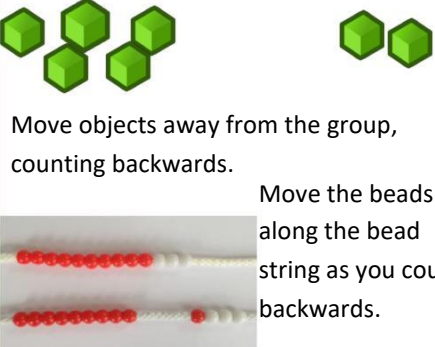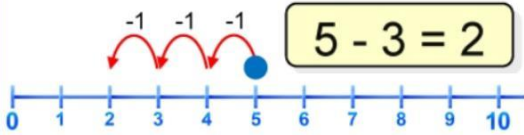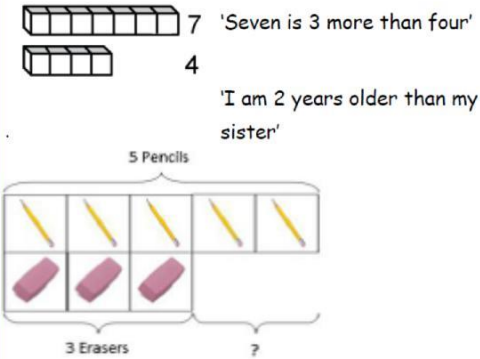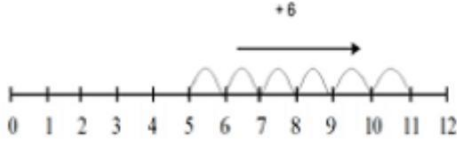
Objective & Strategy	Concrete	Pictorial	Abstract
Y4—add numbers with up to 4 digits	Children continue to use dienes or pv counters to add, exchanging ten ones for a ten and ten tens for a hundred and ten hundreds for a thousand.	Draw representations using pv grid.	Continue from previous work to carry hundreds as well as tens. Relate to money and measures.
Y5—add numbers with more than 4 digits. Add decimals with 2 decimal places, including money.	As year 4 Introduce decimal place value counters and model exchange for addition.		
Y6—add several numbers of increasing complexity Including adding money, measure and decimals with different numbers of decimal points.	As Y5	As Y5	Insert zeros for place holders.
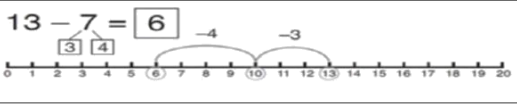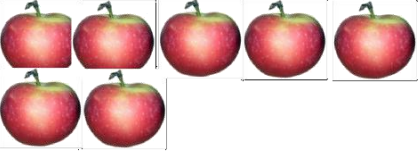
Y4-6

Addition

EYFS - Subtraction

Maths for young children should be meaningful. Where possible, concepts should be taught in the context of real life.

GUIDANCE / MODELS AND IMAGES	KEY VOCABULARY
Children begin with mostly pictorial representations X X X \[X X\] Concrete apparatus is used to relate subtraction to taking away and counting how many objects are left. Concrete apparatus models the subtraction of 2 objects from a set of 5. $5 - 1 = 4$ Construct number sentences verbally or using cards to go with practical activities. Children are encouraged to read number sentences aloud in different ways "five subtract one leaves four" "four is equal to five subtract one" Children make a record in pictures, words or symbols of subtraction activities already carried out. Solve simple problems using fingers $5 - 1 = 4$ Number tracks can be introduced to count back and to find one less: | 1 | 2 | 3 | 4 | 5 | 6 | What is 1 less than 9? 1 less than 20? Number lines can then be used alongside number tracks and practical apparatus to solve subtraction calculations and word problems. Children count back under the number line. $8 - 3 = 5$ 0 1 2 3 4 5 6 7 8 9 10 **Children will need opportunities to look at and talk about different models and images as they move between representations.**	Games and songs can be a useful way to begin using vocabulary involved in subtraction e.g. Five little men in a flying saucer take (away) leave how many are left/left over? how many have gone? one less, two less... ten less... how many fewer is... than...? difference between is the same as
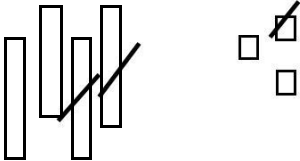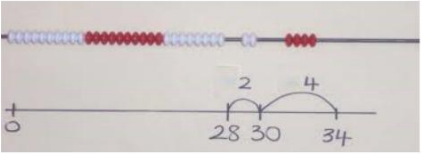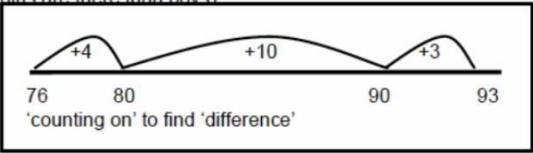
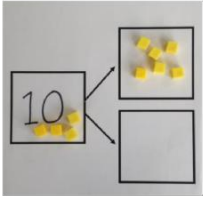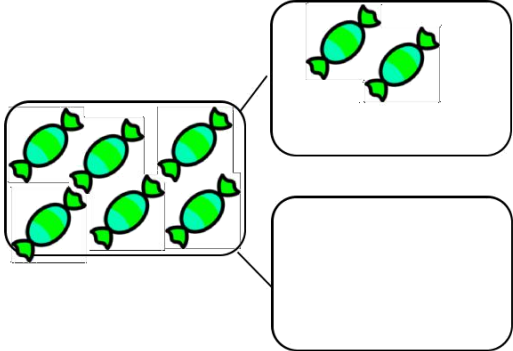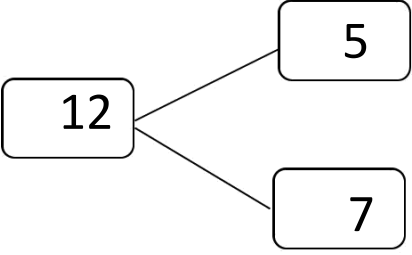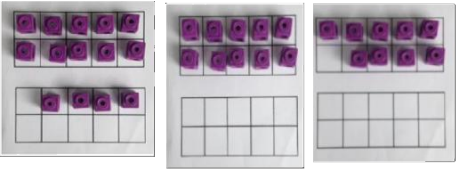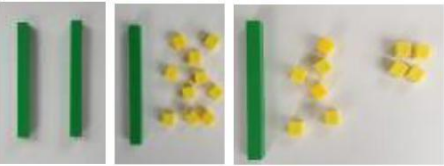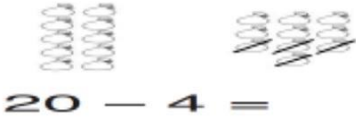| Objective & Strategy	Concrete	Pictorial	Abstract
Taking away ones.	Use physical objects, counters , cubes etc to show how objects can be taken away. 6—4 = 2 4—2 = 2	Cross out drawn objects to show what has been taken away. 15 – 3 = 12	7—4 = 3 16—9 = 7
Counting back	Move objects away from the group, counting backwards. Move the beads along the bead string as you count backwards.	-1 -1 -1 5 - 3 = 2 0 1 2 3 4 5 6 7 8 9 10 Count back in ones using a number line.	Put 13 in your head, count back 4. What number are you at?
Find the Difference	Compare objects and amounts 7 'Seven is 3 more than four' 4 'I am 2 years older than my sister' 5 Pencils 3 Erasers ?	Count on using a number line to find the difference. +6 0 1 2 3 4 5 6 7 8 9 10 11 12	Hannah has12 sweets and her sister has 5. How many more does Hannah have than her sister.?
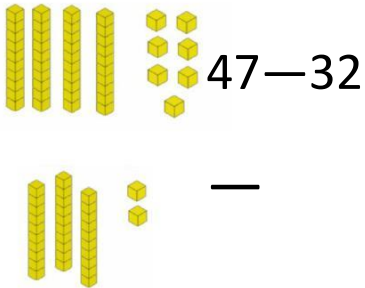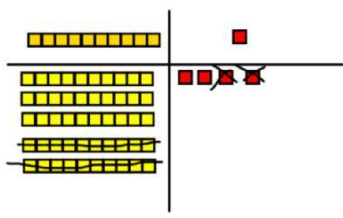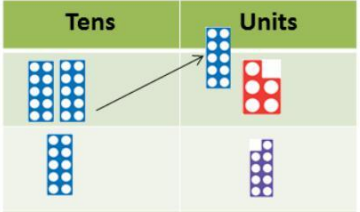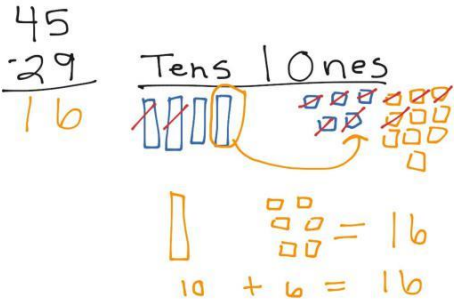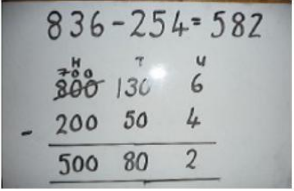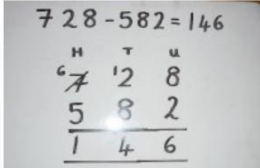
Y1 SUBTRACTION

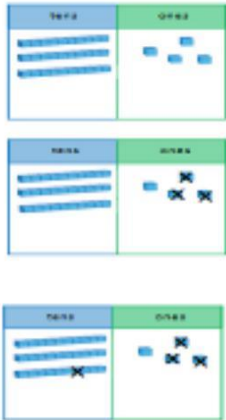| Objective & Strategy	Concrete	Pictorial	Abstract
Represent and use number bonds and related subtraction facts within 20 Part Part Whole model	Link to addition. Use PPW model to model the inverse. If 10 is the whole and 6 is one of the arts, what s the other part? 10—6 = 4	 Use pictorial representations to show the part.	Move to using numbers within the part whole model. 12 5 7
Make 10	14—9 Make 14 on the ten frame. Take 4 away to make ten, then take one more away so that you have taken 5.	13—7 13 − 7 = 6 3 4 −4 −3 Jump back 3 first, then another 4. Use ten as the stopping point.	16—8 How many do we take off first to get to 10? How many left to take off?
Bar model	 5—2 = 3		8 2 10 = 8 + 2 10 = 2 + 8 10—2 = 8 10—8 = 2
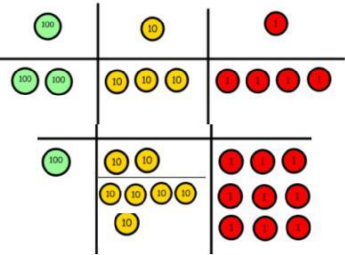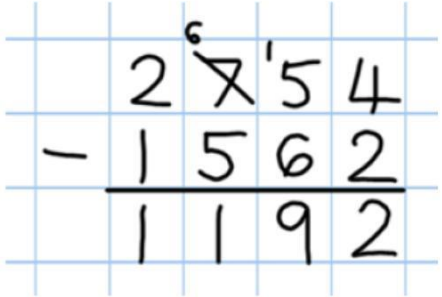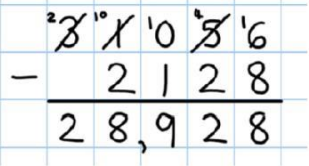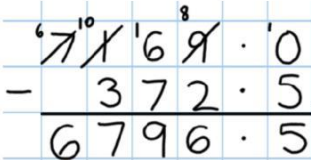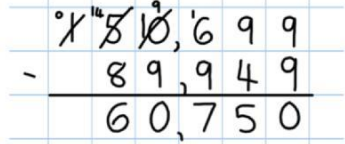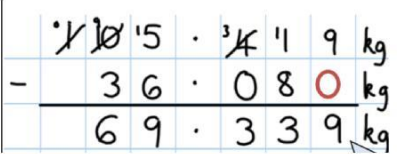
Y1 SUBTRACTION -

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

SUBTRACTION - Y2

Objective & Strategy	Concrete	Pictorial	Abstract
Column subtraction without regrouping (friendly numbers)	47—32 Use base 10 or Numicon to model	 Darw representations to support under-standing	$47-24=23$ Intermediate step may be needed to lead to clear subtraction under-standing.
Column subtraction with regrouping	 Begin with base 10 or Numicon. Move to pv counters, modelling the exchange of a ten into tten ones. Use the phrase 'take and make' for exchange.	 Children may draw base ten or PV counters and cross off.	$836-254=582$ Begin by parti-tioning into pv columns $728-582=146$ Then move to formal method.

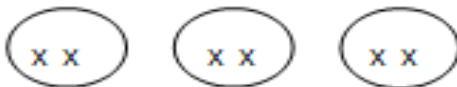| Objective & Strategy	Concrete	Pictorial	Abstract
Subtracting tens and ones Year 4 subtract with up to 4 digits. *Introduce decimal subtraction through context of money*	234 - 179 Model process of exchange using Numicon, base ten and then move to PV counters.	Children to draw pv counters and show their exchange—see Y3	 Use the phrase 'take and make' for exchange
Year 5- Subtract with at least 4 digits, including money and measures. *Subtract with decimal values, including mixtures of integers and decimals and aligning the decimal*	As Year 4	Children to draw pv counters and show their exchange—see Y3	 Use zeros for place-holders.
Year 6—Subtract with increasingly large and more complex numbers and decimal values.			

EYFS - Multiplication

Maths for young children should be meaningful. Where possible, concepts should be taught in the context of real life.

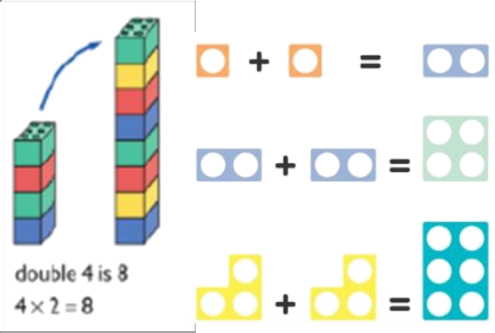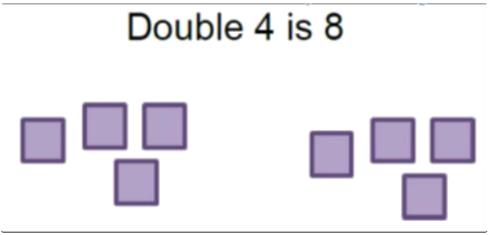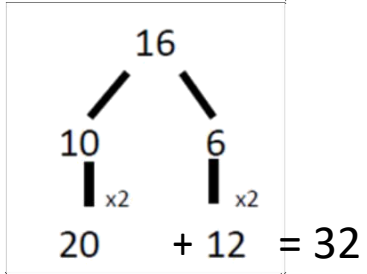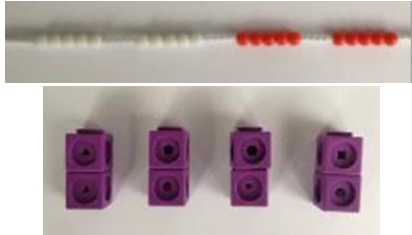| GUIDANCE / MODELS AND IMAGES	KEY VOCABULARY
The link between addition and multiplication can be introduced through doubling. If available, Numicon is used to visualise the repeated adding of the same number. These can then be drawn around or printed as a way of recording. Children begin with mostly pictorial representations: How many groups of 2 are there? Real life contexts and use of practical equipment to count in repeated groups of the same size: How many wheels are there altogether? How much money do I have? Count in twos; fives; tens both aloud and with objects Children are given multiplication problems set in a real life context. Children are encouraged to visualise the problem. How many fingers on two hands? How many sides on three triangles? How many legs on four ducks? Children are encouraged to read number sentences aloud in different ways "five times two makes ten" "ten is equal to five multiplied by two"	lots of groups of times multiply multiplied by multiple of once, twice, three times... ten times... ...times as (big, long, wide... and so on) repeated addition double
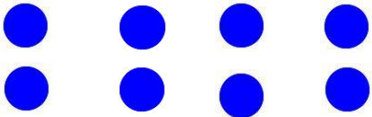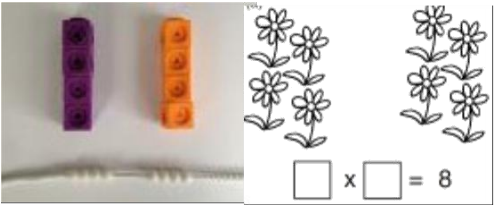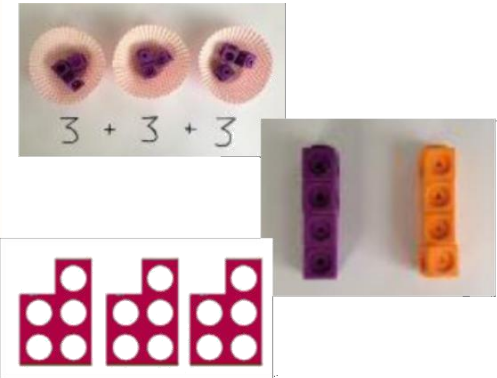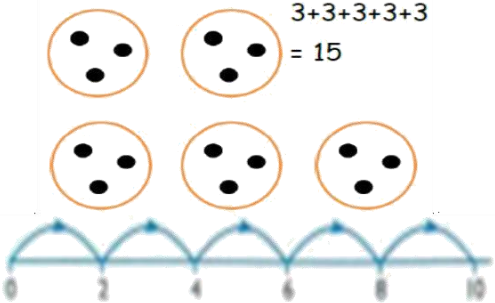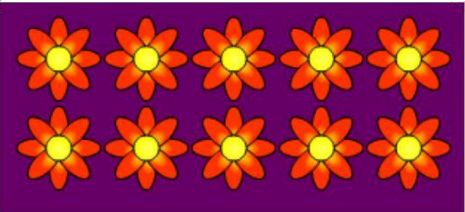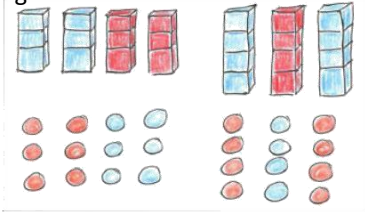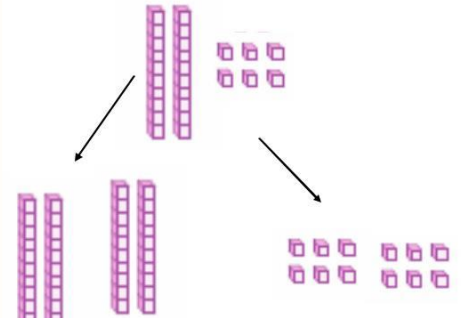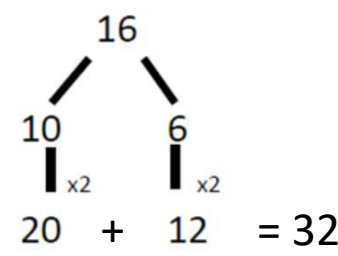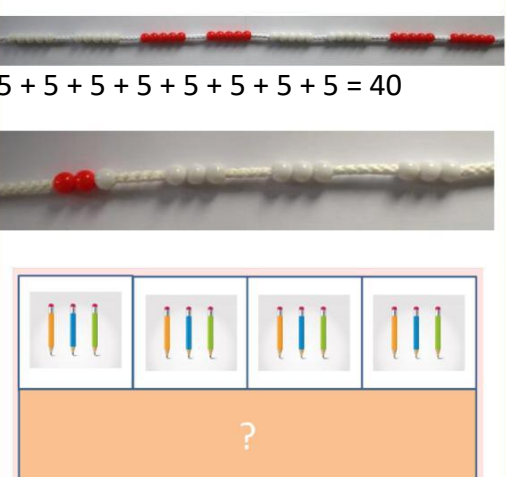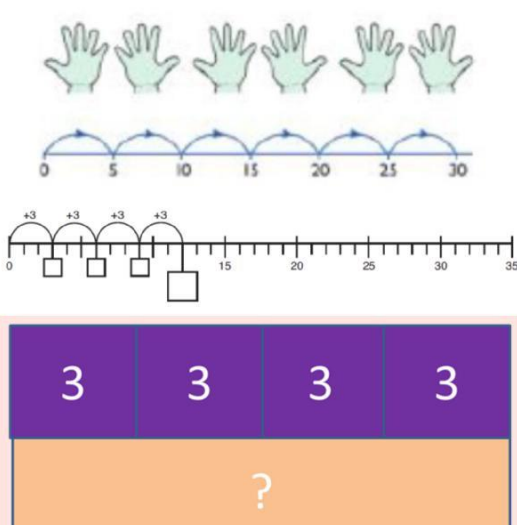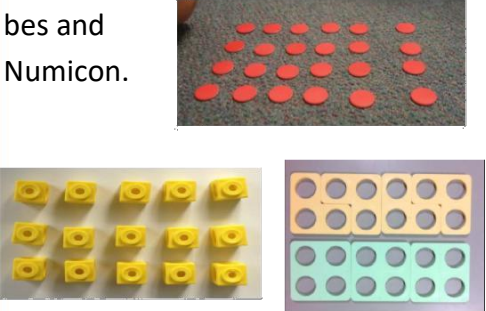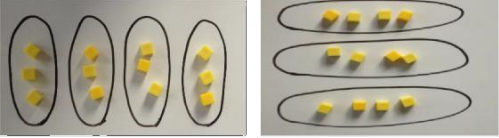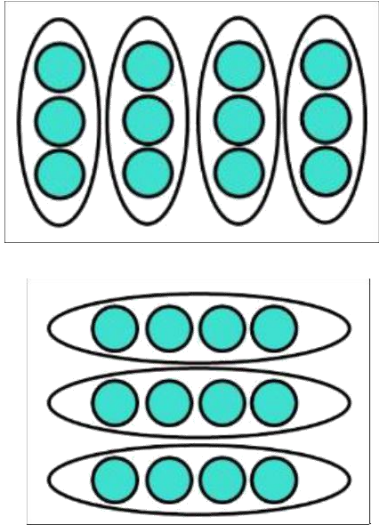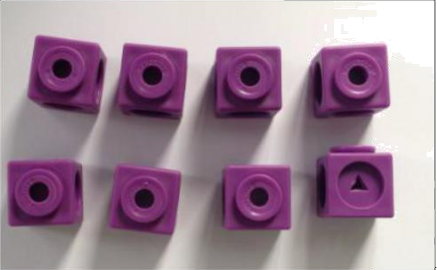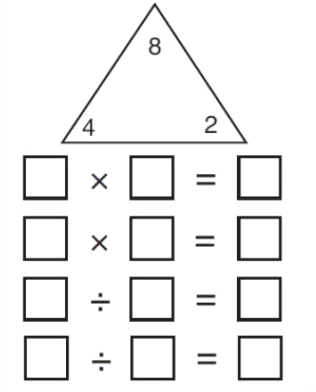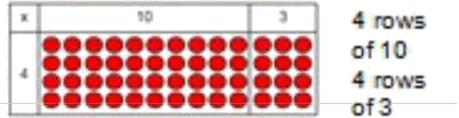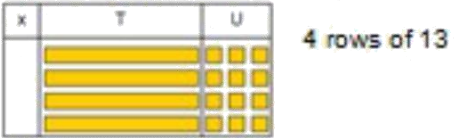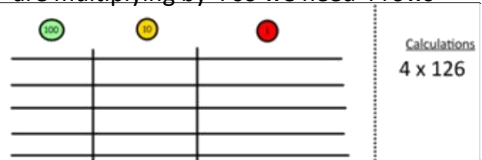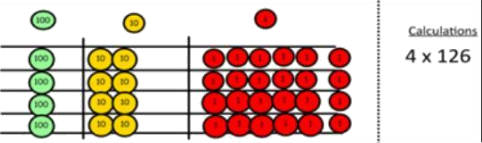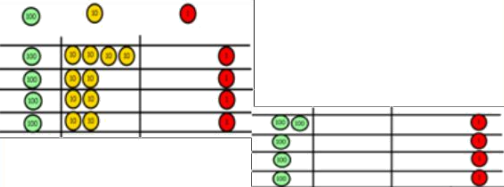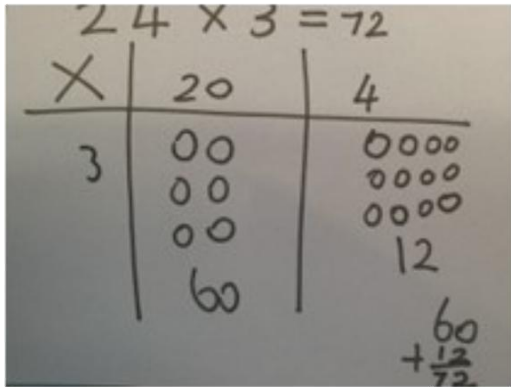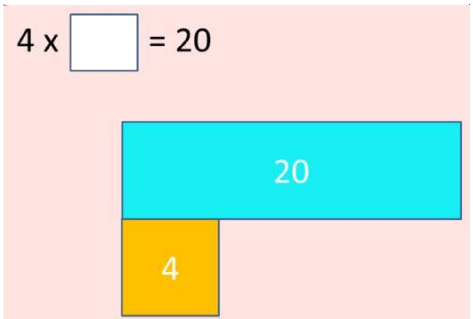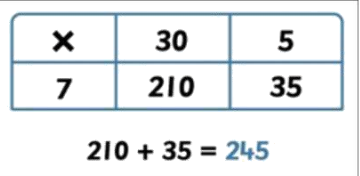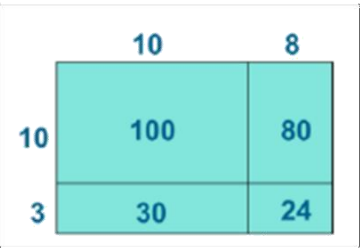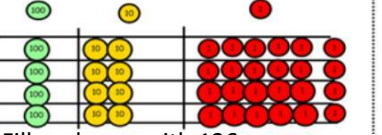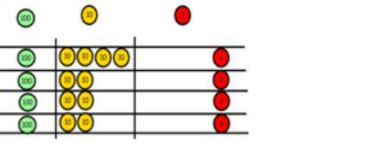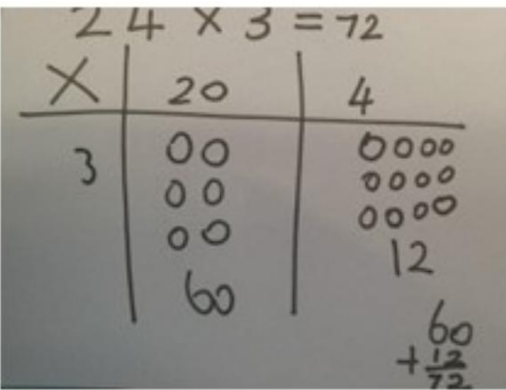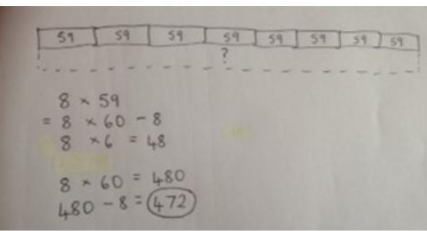
Objective & Strategy	Concrete	Pictorial	Abstract
Doubling	Use practical activities using manipultives including cubes and Numicon to demonstrate doubling □ + □ = ⬭ ⬭ + ⬭ = ⬜ ⬜ + ⬜ = ⬜ double 4 is 8 4 × 2 = 8	Draw pictures to show how to double numbers Double 4 is 8	Partition a number and then double each part before recombining it back together. 16 10 6 x2 x2 20 + 12 = 32
Counting in multiples	Count the groups as children are skip counting, children may use their fingers as they are skip counting. Use manipulatives to create equal groups.	● ● ● ● ● ● ● ● Children make representations to show counting in multiples. 2 2 2 2 2 2 2 2 2 2 4 6 8 10 12 14 16 18 20	Count in multiples of a number aloud. Write sequences with multiples of numbers. 2, 4, 6, 8, 10 5, 10, 15, 20, 25 , 30
Making equal groups and counting the total	 ☐ x ☐ = 8 Use manipulatives to create equal groups.	Draw 🐟 to show 2 x 3 = 6 Draw and make representations	2 x 4 = 8

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

Y1 MULTIPLICATION X

Objective & Strategy	Concrete	Pictorial	Abstract
Doubling	Model doubling using dienes and PV counters. 40 + 12 = 52	Draw pictures and representations to show how to double numbers	Partition a number and then double each part before recombining it back together. 16 10 6 x2 x2 20 + 12 = 32
Counting in multiples of 2, 3, 4, 5, 10 from 0 (repeated addition)	Count the groups as children are skip counting, children may use their fingers as they are skip counting. Use bar models. 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = 40 ?	Number lines, counting sticks and bar models should be used to show representation of counting in multiples. +3 +3 +3 +3 0 15 20 25 30 35 3 3 3 3 ?	Count in multiples of a number aloud. Write sequences with multiples of numbers. 0, 2, 4, 6, 8, 10 0, 3, 6, 9, 12, 15 0, 5, 10, 15, 20, 25 , 30 $4 \times 3 = \square$

Y2

MULTIPLICATION X

Objective & Strategy	Concrete	Pictorial	Abstract
Multiplication is commutative	Create arrays using counters and cubes and Numicon. 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.	Use representations of arrays to show different calculations and explore commutativity.	$12 = 3 \times 4$ $12 = 4 \times 3$ Use an array to write multiplication sentences and reinforce repeated addition. $5 + 5 + 5 = 15$ $3 + 3 + 3 + 3 + 3 = 15$ $5 \times 3 = 15$ $3 \times 5 = 15$
Using the Inverse *This should be taught alongside division, so pupils learn how they work alongside each other.*			$2 \times 4 = 8$ $4 \times 2 = 8$ $8 \div 2 = 4$ $8 \div 4 = 2$ $8 = 2 \times 4$ $8 = 4 \times 2$ $2 = 8 \div 4$ $4 = 8 \div 2$ Show all 8 related fact family sentences.

Y2 MULTIPLICATION X

Objective & Strategy	Concrete	Pictorial	Abstract
Grid method	Show the links with arrays to first introduce the grid method. 4 rows of 10 4 rows of 3 Move onto base ten to move towards a more compact method. 4 rows of 13 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 Calculations 4 x 126 Fill each row with 126 Calculations 4 x 126 Add up each column, starting with the ones making any exchanges needed Then you have your answer.	Children can represent their work with place value counters in a way that they understand. 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. Bar model are used to explore missing numbers 4 x ☐ = 20 	Start with multiplying by one digit numbers and showing the clear addition alongside the grid. | ×	30	5
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7	210	35	 210 + 35 = 245 Moving forward, multiply by a 2 digit number showing the different rows within the grid method.
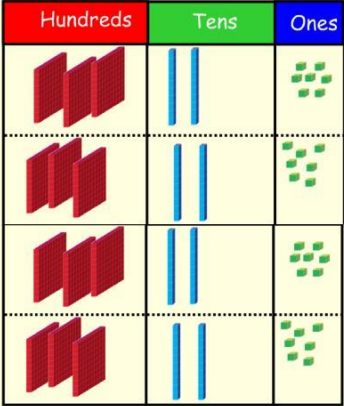
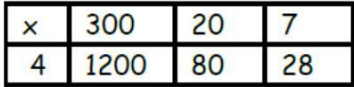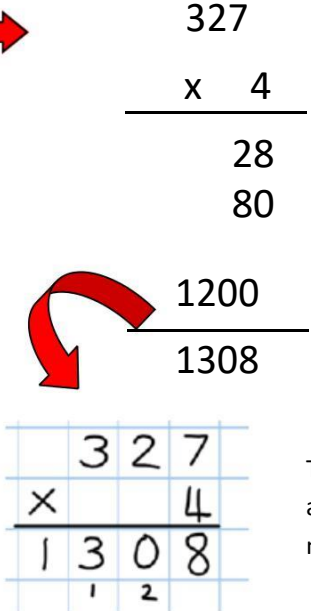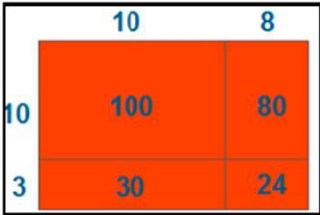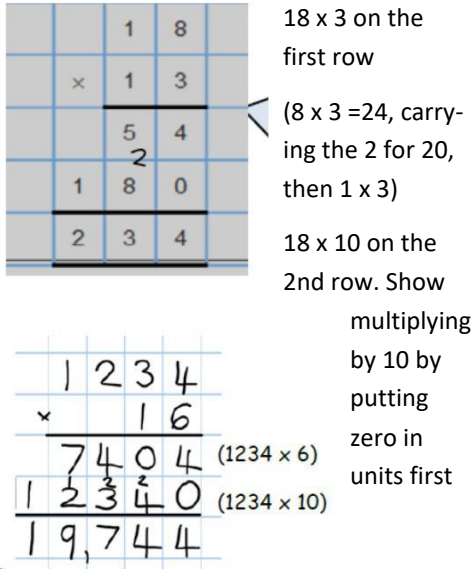| Objective & Strategy	Concrete	Pictorial	Abstract
Grid method recap from year 3 for 2 digits x 1 digit Move to multiplying 3 digit numbers by 1 digit. (year 4 expectation)	Use place value counters to show how we are finding groups of a number. We are multiplying by 4 so we need 4 rows Calculations 4 x 126 Fill each row with 126 Add up each column, starting with the ones making any exchanges needed	Children can represent their work with place value counters in a way that they understand. 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. 	Start with multiplying by one digit numbers and showing the clear addition alongside the grid. 	×	30	5
---	---	---
7	210	35	 210 + 35 = 245
Column multiplication	Children can continue to be supported by place value counters at the stage of multiplication. This initially done where there is no regrouping. 321 x 2 = 642 It is important at this stage that they always multiply the ones first. The corresponding long multiplication is modelled alongside		×	300	20	7
4	1200	80	28	 The grid method my be used to show how this relates to a formal written method. 8 × 59 = 8 × 60 − 8 8 × 6 = 48 8 × 60 = 480 480 − 8 = (472) Bar modelling and number lines can support learners when solving problems with multiplication alongside the formal written methods.	327 x 4 _____ 28 80 1200 _____ 1308 This may lead to a compact method.

Objective & Strategy	Concrete	Pictorial	Abstract
Column Multiplication for 3 and 4 digits x 1 digit.	It is important at this stage that they always multiply the ones first. Children can continue to be supported by place value counters at the stage of multiplication. This initially done where there is no regrouping. 321 x 2 = 642		327 x 4 28 80 1200 1308 This will lead to a compact method.
Column multiplication	Manipulatives may still be used with the corresponding long multiplication modelled alongside.	Continue to use bar modelling to support problem solving	18 x 3 on the first row (8 x 3 =24, carrying the 2 for 20, then 1 x 3) 18 x 10 on the 2nd row. Show multiplying by 10 by putting zero in units first

Objective & Strategy	Concrete	Pictorial	Abstract
Multiplying decimals up to 2 decimal places by a single digit.			Remind children that the single digit belongs in the units column. Line up the decimal points in the question and the answer. $$\begin{array}{r} 3.19 \\ \times\ 8 \\ \hline 25.52 \end{array}$$
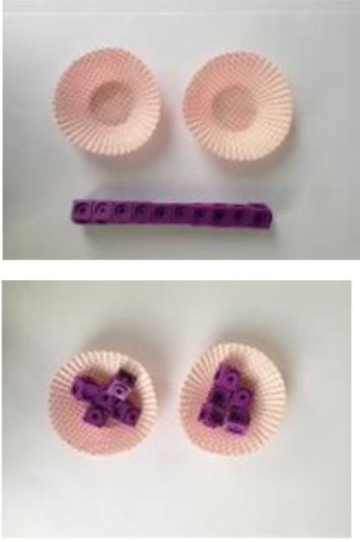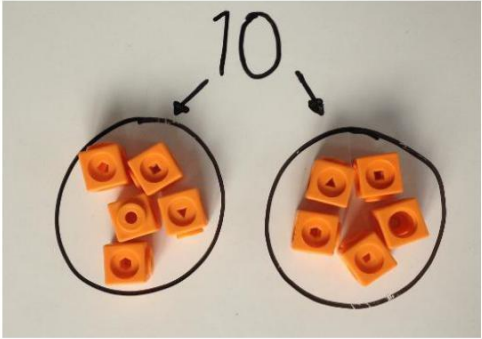
EYFS - Division and fractions

Maths for young children should be meaningful. Where possible, concepts should be taught in the context of real life.
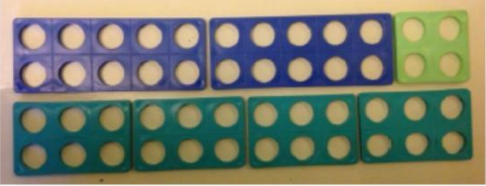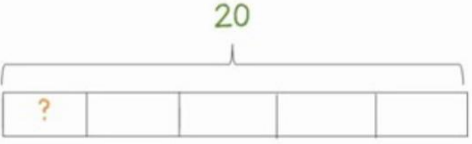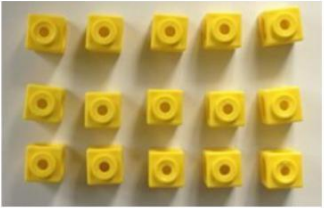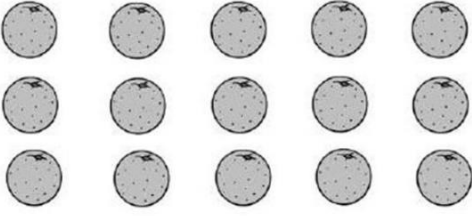
GUIDANCE / MODELS AND IMAGES	KEY VOCABULARY
The ELG states that children **solve problems, including doubling, halving and sharing.** Children need to see and hear representations of division as both grouping and sharing. Division can be introduced through halving. Children begin with mostly pictorial representations linked to real life contexts: **Grouping model** Mum has 6 socks. She grouped them into pairs – how many pairs did she make? **Sharing model** I have 10 sweets. I want to share them with my friend. How many will we have each? Children have a go at recording the calculation that has been carried out.	halve share, share equally one each, two each, three each... group in pairs, threes... tens equal groups of divide divided by divided into left, left over
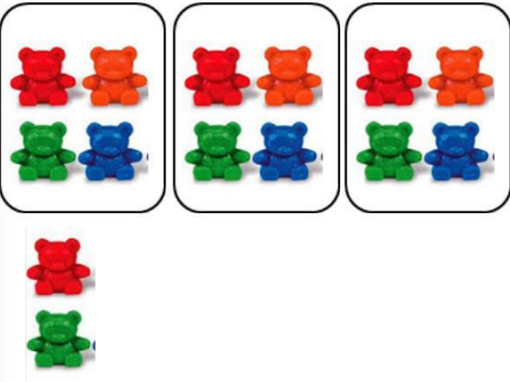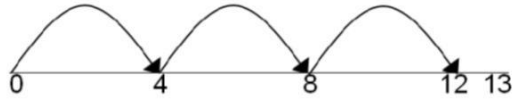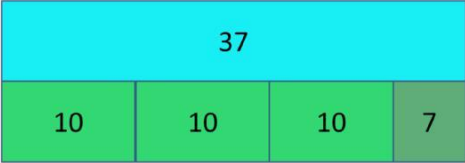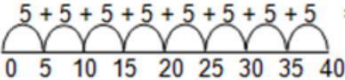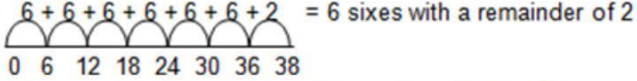
FRACTIONS

GUIDANCE / MODELS AND IMAGES	KEY VOCABULARY
Although not explicit in the Development Matters document, the sharing model is a useful way of introducing young children to fractions and calculating with fractions. Setting the problems in real life context and solving them with <u>concrete apparatus</u> will support children's understanding. "I have got 5 bones to share between my two dogs. How many bones will they get each?" Children have a go at recording the calculation that has been carried out. $2\frac{1}{2} \quad + \quad 2\frac{1}{2} = 5$	As division vocabulary plus: fraction half halves third thirds

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

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

Y2 DIVISION ÷

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

Y3

DIVISION ÷

Objective & Strategy	Concrete	Pictorial	Abstract	
Division with remainders.	14 ÷ 3 = Divide objects between groups and see how much is left over 	Jump forward in equal jumps on a number line then see how many more you need to jump to find a remainder. 0 4 8 12 13 Draw dots and group them to divide an amount and clearly show a remainder. remainder 2 Use bar models to show division with remainders. 	37	| 	10	10	10	7		Complete written divisions and show the remainder using r. $29 \div 8 = 3$ REMAINDER 5 ↑ ↑ ↑ ↑ dividend divisor quotient remainder	**Y3** **DIVISION ÷**

Example without remainder:
40 ÷ 5
Ask "How many 5s in 40?"

5 + 5 + 5 + 5 + 5 + 5 + 5 + 5   = 8 fives
0 5 10 15 20 25 30 35 40

Example with remainder:
38 ÷ 6

6 + 6 + 6 + 6 + 6 + 6 + 2   = 6 sixes with a remainder of 2
0 6 12 18 24 30 36 38

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

Objective & Strategy	Concrete	Pictorial	Abstract
Divide at least 3 digit numbers by 1 digit. Short Division	$96 \div 3$ Use place value counters to divide using the bus stop method alongside $42 \div 3=$ 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. We exchange this ten for ten ones and then share the ones equally among the groups. We look how much in 1 group so the answer is 14.	Students can continue to use drawn diagrams with dots or circles to help them divide numbers into equal groups. Encourage them to move towards counting in multiples to divide more efficiently.	Begin with divisions that divide equally with no remainder. Move onto divisions with a remainder. Finally move into decimal places to divide the total accurately.

Y4-6

DIVISION ÷

Long Division

Step 1—a remainder in the ones

```
          h  t  o
          0  4  1 R1
      4 ) 1  6  5
```

4 does not go into 1 (hundred). So combine the 1 hundred with the 6 tens (160).

4 goes into 16 four times.

4 goes into 5 once, leaving a remainder of 1.

```
       th h  t  o
          0  4  0  0 R7
      8 ) 3  2  0  7
```

8 does not go into 3 of the thousands. So combine the 3 thousands with the 2 hundreds (3,200).

8 goes into 32 four times (3,200 ÷ 8 = 400)
8 goes into 0 zero times (tens).
8 goes into 7 zero times, and leaves a remainder of 7.

Long Division

Step 1 continued...

```
        h  t  o
       0  6  1
  4 ) 2  4  7
          - 4
             3
```

When dividing the ones, 4 goes into 7 one time. Multiply 1 × 4 = 4, write that four under the 7, and subract. This finds us the remainder of 3.

Check: 4 × 61 + 3 = 247

```
      th  h  t  o
       0  4  0  2
  4 ) 1  6  0  9
             - 8
                1
```

When dividing the ones, 4 goes into 9 two times. Multiply 2 × 4 = 8, write that eight under the 9, and subract. This finds us the remainder of 1.

Check: 4 × 402 + 1 = 1,609

Long Division

Step 2—a remainder in the tens

1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
t o 2 2)5 8	t o 2 2)5 8 - 4 1	t o 2 9 2)5 8 - 4 ↓ 1 8
Two goes into 5 two times, or 5 tens ÷ 2 = 2 whole tens -- but there is a remainder!	To find it, multiply 2 × 2 = 4, write that 4 under the five, and subtract to find the remainder of 1 ten.	Next, drop down the 8 of the ones next to the leftover 1 ten. You combine the remainder ten with 8 ones, and get 18.

1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
t o 2 9 2)5 8 - 4 1 8	t o 2 9 2)5 8 - 4 1 8 - 1 8 0	t o 2 9 2)5 8 - 4 1 8 - 1 8 0
Divide 2 into 18. Place 9 into the quotient.	Multiply 9 × 2 = 18, write that 18 under the 18, and subtract.	The division is over since there are no more digits in the dividend. The quotient is 29.

Long Division

Step 2—a remainder in any of the place values

1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
h t o **1** 2)**2**78 Two goes into 2 one time, or 2 hundreds ÷ 2 = 1 hundred.	h t o 1 2)2**78** **-2** **0** Multiply 1 × 2 = 2, write that 2 under the two, and subtract to find the remainder of zero.	h t o 18 2)2**7**8 -2↓ 0**7** Next, drop down the 7 of the tens next to the zero.

Divide.	Multiply & subtract.	Drop down the next digit.
h t o 1**3** **2**)278 -2 **07** Divide 2 into 7. Place 3 into the quotient.	h t o 13 2)278 -2 07 **- 6** **1** Multiply 3 × 2 = 6, write that 6 under the 7, and subtract to find the remainder of 1 ten.	h t o 13 2)27**8** -2 07 - 6 1**8** Next, drop down the 8 of the ones next to the 1 leftover ten.

1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
h t o 13**9** **2**)278 -2 07 - 6 **18** Divide 2 into 18. Place 9 into the quotient.	h t o 139 2)278 -2 07 - 6 **18** **-18** **0** Multiply 9 × 2 = 18, write that 18 under the 18, and subtract to find the remainder of zero.	h t o **139** 2)278 -2 07 - 6 18 -18 0 There are no more digits to drop down. The quotient is 139.