



Maths Policy

Introduction:

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

The national curriculum for mathematics aims to ensure that all pupils:

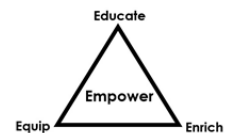
- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

(National Curriculum 2014).

Intent:

At Old Basford School we have created a curriculum and ethos that encourages all children enjoy mathematics whilst developing their fluency, mathematical reasoning and problem solving skills. As maths lead, I want to be able to support staff so that they feel confident within the teaching of Numeracy lessons and I strive to continue to ensure all staff are trained and updated with the latest information and techniques. It is important to staff at Old Basford School that children truly understand what they are learning and embed life-long strategies and skills; not becoming robotic and simply accepting tricks and rules but developing their 'maths sense'. Through quality teaching and learning, whole school events and extra opportunities, we aim to encourage the pupils to throw themselves into mathematics and be resilient in taking on the challenges the subject can create.

We intend to deliver a curriculum that is built upon 'The 4 Es':



At Old Basford School endeavour to empower our children to develop a lifelong love of maths. We **educate** our children and give them the knowledge that they need to become confident and fluent mathematicians, enabling them to develop a lifelong love of Numeracy. We **equip** our children with the mathematical skills and strategies that they require to tackle maths in all aspects of the primary curriculum and for life. We **enrich** our provision with mathematical opportunities that inspire and motivate our children to see

mathematics as a network of concepts and relationships that help them to make sense of the world. Through educating, equipping and enriching our children we will **empower** them with the desire and enthusiasm to be lifelong mathematicians with a fascination about the beauty and power of mathematics.

Implementation:

Planning:

Long term planning:

- Development Matters forms a guidance as to where children should be in relation to their age by months in the different areas of learning. This is used as an assessment and planning tool for each child for each area of learning. The ELG's are used to assess the children at the end of the academic year to see if they are at age related level for their learning according to the government guidelines. Old Basford has created their own 'F2 Maths Yearly Overview' to show the pace and progression of teaching and learning in Maths for F2 throughout the academic year in order for children to achieve the current ELG's in Maths.
- The National Curriculum (2014) is used for Mathematics across KS1 and KS2.

Medium term planning:

- The EYFS teach maths using the 'Early Number Sense Approach'. F2 have created their own Medium Term Planning for each half term focusing on the 'Three C'S- Composition, Comparison and Cardinality in relation to the numbers being taught each half term.
- Years 1-6 use the White Rose Maths Hub schemes of learning as their medium term planning documents. These schemes provide teachers with exemplification for maths objectives and are broken down into fluency, reasoning and problem solving, for the key aims of the National Curriculum. They support a mastery approach to teaching and learning.

Short term planning:

- Teachers in the EYFS ensure the children learn through a mixture of adult led activities and play based activities set up within the continuous provision in both the inside and outside classroom. During adult lead sessions, children are taught in small, mixed ability groups where teaching is carefully planned to ensure all children have the same opportunity to succeed with differentiated outcomes. Children's play is supported by adults in both their child-initiated learning or adult directed tasks within the continuous provision to ensure children's learning is supported and accelerated.
- Within KS1 and KS2, the White Rose Maths Hub schemes of learning support daily lesson planning. Lessons are planned using a consistent planning format.

Teaching:

Principles of good Maths teaching:

- Children's curiosity will be encouraged and valued; they will be excited and enthusiastic when participating in lessons.
- The children will be active participants in their learning.

- Children will be given lots of opportunities for talk to extend and challenge each other's understanding.
- Children will confidently use accurate mathematical vocabulary in context.
- Teachers will use a variety of assessment strategies during lessons.
- Lessons will be clearly linked to the national curriculum and they will have an element of 'using their maths sense' within them.
- The mastery approach incorporates objects, pictures, words, numbers and symbols to help children explore and demonstrate mathematical ideas, enrich their learning experience and deepen understanding. Together, these elements help cement knowledge so pupils truly understand what they've learnt. Pupils are encouraged to physically represent mathematical concepts.
- There is a clear focus on the use of manipulatives and visual images to support understanding. It is important that children have access to a wide range of manipulatives and, consequently, we encourage children to be independent in their use of manipulatives throughout the school.

Assessment:

We measure the impact of our curriculum through the following methods:

- EYFS:
 - Ongoing, daily informal assessments are gathered from observations taken from adult lead sessions and learning observed within the continuous provision. These are collated on 'Tapestry' and are assessed against the current 'Development Matters' statements. If appropriate staff members give children immediate oral feedback to ensure misconceptions are addressed and next steps can be achieved.
 - Tracking of individual children's knowledge takes place through objective trackers used within all directed sessions.
 - Termly assessments are completed for each child. These are assessment sheets designed by the EYFS team at OBS to track individual's progression in specific areas in Maths and Literacy throughout the academic year.
 - Children are tracked and levelled on SIMs on a termly basis using the 'Development Matters Statements'.
 - EYFS moderate their levels internally to ensure all class teachers are levelling the children accurately.
 - EYFS participate in annual Nottingham City moderation events to ensure our judgements are accurate.
- KS1/KS2:
 - Marking and responding to feedback
 - Tracking of individual children's knowledge takes place daily through trackers and then this is supplemented by an objective tracker.
 - Summative assessment - assessment weeks throughout the year
 - Moderation of work throughout phases of school and alongside AHT
 - Data chat meetings alongside SLT
 - We formally assess the children at the end of KS1 (year 2) and KS2 (year 6) in their SATS, in line with national requirements.
 - KS1 moderation

Special educational needs & disabilities (SEND)

- Daily mathematics lessons are inclusive for all pupils including pupils with special educational needs and disabilities. Teachers differentiate, scaffold and resource lessons according to the needs of their pupils. There are ability groups for mathematics where appropriate.
- All staff have access to maths manipulatives across EYFS, KS1 and KS2 (for example Numicon and cuisenaire) to support teaching and learning.
- Maths interventions created from our assessments in school help children with gaps in their learning and mathematical understanding. These are delivered by support staff and overseen by the SENCO and the class teacher.
- Where necessary, teachers will use PIVATS to track and assess SEND children's progress.

Impact:

We strive to ensure that pupils will leave Old Basford School prepared for the next stage in their lives with:

- ✓ End of year expectations in terms of attainment and progress
- ✓ Fluent recall of facts and procedures, this includes the recollection of the times tables
- ✓ The flexibility and fluidity to move between different contexts and representations of mathematics
- ✓ A strong 'maths sense' that can be justified and pulls upon all of their previous knowledge
- ✓ The ability to explain and expand their answers using mathematical language
- ✓ The ability to recognise relationships and make connections in mathematics
- ✓ Confidence and belief that they can achieve
- ✓ A love of mathematics and the resilience to tackle the challenge it can sometimes provide
- ✓ The ability to independently tackle real life problems by applying their mathematical knowledge and problem solving strategies.
- ✓ The knowledge that maths underpins most of our daily lives
- ✓ Skills and concepts that have been mastered and are embedded and can be shown and represented in multiple ways
- ✓ A positive and inquisitive attitude towards mathematics as an interesting and powerful subject

Monitoring:

Monitoring for Maths is carried out by the curriculum leader alongside the senior leadership team each year to evaluate the quality of teaching and learning within Mathematics across the school. This is to ensure the continuity and coverage of the subject as well as to ensure the curriculum progress. It is conducted through: book scrutiny, planning scrutiny, lesson observations, data analysis, pupil voice, staff discussions and audits of resources. The subject leader will undertake any relevant training and keep abreast of current initiatives which includes co-ordinating with other leaders in our group of schools (P6P). From this, best practice is identified and shared amongst practitioners in termly 'teach meet' style staff meetings. The subject leader will also liaise with the school's

link governor for the subject area and keep them informed of the yearly progress made with regards to attainment, targets and current initiatives.

Resources:

Each class and teaching area has a bank of Maths resources. There is also a central resource area which is located outside the Year 5 classrooms (11 & 12). Resources are clearly labelled and they are replenished or purchased according to staff needs.



Calculation Policy

White Rose Calculation Policy Guidance:

	EYFS/Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition	<p>Combining two parts to make a whole: part whole model.</p> <p>Starting at the bigger number and counting on- using cubes.</p> <p>Regrouping to make 10 using ten frame.</p>	<p>Adding three single digits.</p> <p>Use of base 10 to combine two numbers.</p>	<p>Column method- regrouping.</p> <p>Using place value counters (up to 3 digits).</p>	<p>Column method- regrouping.</p> <p>(up to 4 digits)</p>	<p>Column method- regrouping.</p> <p>Use of place value counters for adding decimals.</p>	<p>Column method- regrouping.</p> <p>Abstract methods.</p> <p>Place value counters to be used for adding decimal numbers.</p>
Subtraction	<p>Taking away ones</p> <p>Counting back</p> <p>Find the difference</p> <p>Part whole model</p> <p>Make 10 using the ten frame</p>	<p>Counting back</p> <p>Find the difference</p> <p>Part whole model</p> <p>Make 10</p> <p>Use of base 10</p>	<p>Column method with regrouping.</p> <p>(up to 3 digits using place value counters)</p>	<p>Column method with regrouping.</p> <p>(up to 4 digits)</p>	<p>Column method with regrouping.</p> <p>Abstract for whole numbers.</p> <p>Start with place value counters for decimals- with the same amount of decimal places.</p>	<p>Column method with regrouping.</p> <p>Abstract methods.</p> <p>Place value counters for decimals- with different amounts of decimal places.</p>

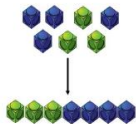

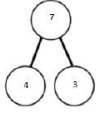
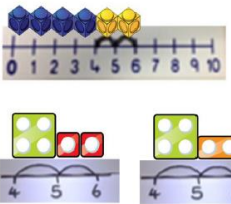
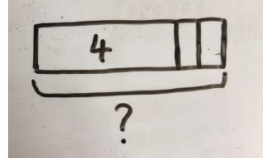

Multiplication	<p>Recognising and making equal groups.</p> <p>Doubling</p> <p>Counting in multiples</p> <p>Use cubes, Numicon and other objects in the classroom</p>	<p>Arrays- showing commutative multiplication</p>	<p>Arrays</p> <p>2d x 1d using base 10</p>	<p>Column multiplication- introduced with place value counters.</p> <p>(2 and 3 digit multiplied by 1 digit)</p>	<p>Column multiplication</p> <p>Abstract only but might need a repeat of year 4 first (up to 4 digit numbers multiplied by 1 or 2 digits)</p>	<p>Column multiplication</p> <p>Abstract methods (multi-digit up to 4 digits by a 2 digit number)</p>
Division	<p>Sharing objects into groups</p> <p>Division as grouping e.g. I have 12 sweets and put them in groups of 3, how many groups?</p> <p>Use cubes and draw round 3 cubes at a time.</p>	<p>Division as grouping</p> <p>Division within arrays- linking to multiplication</p> <p>Repeated subtraction</p>	<p>Division with a remainder- using lollipop sticks, times tables facts and repeated subtraction.</p> <p>2d divided by 1d using base 10 or place value counters</p>	<p>Division with a remainder</p> <p>Short division (up to 3 digits by 1 digit- concrete and pictorial)</p>	<p>Short division</p> <p>(up to 4 digits by a 1 digit number including remainders)</p>	<p>Short division</p> <p>Long division with place value counters (up to 4 digits by a 2 digit number)</p> <p>Children should exchange into the tenths and hundredths column too</p>

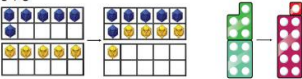
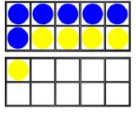
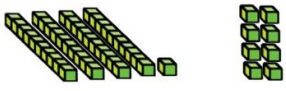
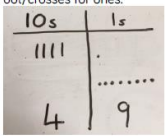
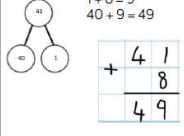
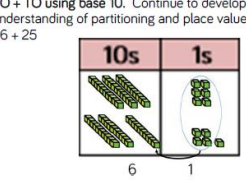
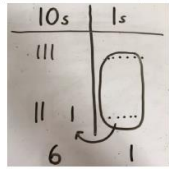
White Rose Calculation Policy:

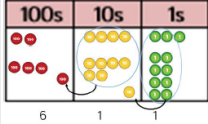
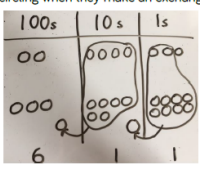
ADDITION

Calculation policy: Addition

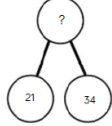
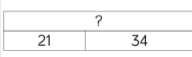

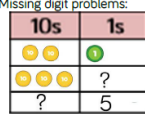
Key language: sum, total, parts and wholes, plus, add, altogether, more, 'is equal to' 'is the same as'.

Concrete	Pictorial	Abstract
<p>Combining two parts to make a whole (use other resources too e.g. eggs, shells, teddy bears, cars).</p> 	<p>Children to represent the cubes using dots or crosses. They could put each part on a part whole model too.</p> 	<p>$4 + 3 = 7$ Four is a part, 3 is a part and the whole is seven.</p> 
<p>Counting on using number lines using cubes or Numicon.</p> 	<p>A bar model which encourages the children to count on, rather than count all.</p> 	<p>The abstract number line: What is 2 more than 4? What is the sum of 2 and 4? What is the total of 4 and 2? $4 + 2$</p> 

<p>Regrouping to make 10; using ten frames and counters/cubes or using Numicon. $6 + 5$</p> 	<p>Children to draw the ten frame and counters/cubes.</p> 	<p>Children to develop an understanding of equality e.g.</p> $6 + \square = 11$ $6 + 5 = 5 + \square$ $6 + 5 = \square + 4$
<p>TO + 0 using base 10. Continue to develop understanding of partitioning and place value. $41 + 8$</p> 	<p>Children to represent the base 10 e.g. lines for tens and dot/crosses for ones.</p> 	<p>$41 + 8$</p> $1 + 8 = 9$ $40 + 9 = 49$ 
<p>TO + TO using base 10. Continue to develop understanding of partitioning and place value. $36 + 25$</p> 	<p>Children to represent the base 10 in a place value chart.</p> 	<p>Looking for ways to make 10.</p> $36 + 25 =$ $30 + 20 = 50$ $5 + 5 = 10$ $50 + 10 + 1 = 61$ <p>Formal method:</p> $\begin{array}{r} 36 \\ +25 \\ \hline 61 \end{array}$

<p>Use of place value counters to add HTO + TO, HTO + HTO etc. When there are 10 ones in the 1s column - we exchange for 1 ten, when there are 10 tens in the 10s column - we exchange for 1 hundred.</p> 	<p>Children to represent the counters in a place value chart, circling when they make an exchange.</p> 	$\begin{array}{r} 243 \\ +368 \\ \hline 611 \\ 1 \quad 1 \end{array}$
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Conceptual variation; different ways to ask children to solve $21 + 34$

 	<p>Word problems: In year 3, there are 21 children and in year 4, there are 34 children. How many children in total?</p> <p>$21 + 34 = 55$. Prove it</p>	$\begin{array}{r} 21 \\ +34 \\ \hline \end{array}$ <p>$21 + 34 =$</p> $\square = 21 + 34$ <p>Calculate the sum of twenty-one and thirty-four.</p>	 <p>Missing digit problems:</p> 
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SUBTRACTION

Calculation policy: Subtraction

Key language: take away, less than, the difference, subtract, minus, fewer, decrease.

Concrete	Pictorial	Abstract
<p>Physically taking away and removing objects from a whole (ten frames, Numicon, cubes and other items such as beanbags could be used).</p> <p>$4 - 3 = 1$</p>	<p>Children to draw the concrete resources they are using and cross out the correct amount. The bar model can also be used.</p>	<p>$4 - 3 =$</p> <p>$\square = 4 - 3$</p>
<p>Counting back (using number lines or number tracks) children start with 6 and count back 2.</p> <p>$6 - 2 = 4$</p>	<p>Children to represent what they see pictorially e.g.</p>	<p>Children to represent the calculation on a number line or number track and show their jumps. Encourage children to use an empty number line</p>

<p>Finding the difference (using cubes, Numicon or Cuisenaire rods, other objects can also be used).</p> <p>Calculate the difference between 8 and 5.</p>	<p>Children to draw the cubes/other concrete objects which they have used or use the bar model to illustrate what they need to calculate.</p>	<p>Find the difference between 8 and 5.</p> <p>$8 - 5$, the difference is \square</p> <p>Children to explore why $9 - 6 = 8 - 5 = 7 - 4$ have the same difference.</p>
<p>Making 10 using ten frames.</p> <p>$14 - 5$</p>	<p>Children to present the ten frame pictorially and discuss what they did to make 10.</p>	<p>Children to show how they can make 10 by partitioning the subtrahend.</p> <p>$14 - 5 = 9$</p> <p>$14 - 4 = 10$ $10 - 1 = 9$</p>
<p>Column method using base 10.</p> <p>$48 - 7$</p>	<p>Children to represent the base 10 pictorially.</p>	<p>Column method or children could count back 7.</p>

<p>Column method using base 10 and having to exchange.</p> <p>$41 - 26$</p>	<p>Represent the base 10 pictorially, remembering to show the exchange.</p>	<p>Formal column method. Children must understand that when they have exchanged the 10 they still have 41 because $41 = 30 + 11$.</p>
<p>Column method using place value counters.</p> <p>$234 - 88$</p>	<p>Represent the place value counters pictorially; remembering to show what has been exchanged.</p>	<p>Formal column method. Children must understand what has happened when they have crossed out digits.</p>

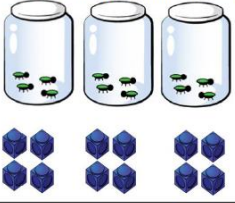
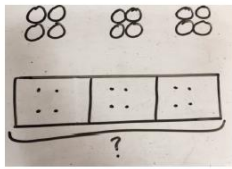

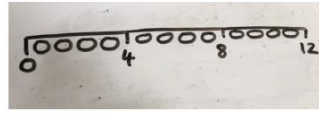
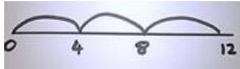
Conceptual variation; different ways to ask children to solve $391 - 186$

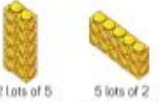
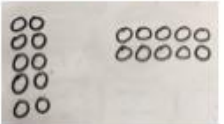
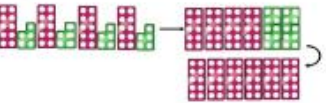
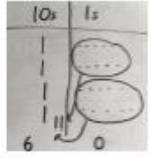
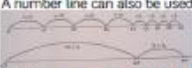

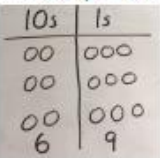
<p>391</p> <p>186 ?</p>	<p>Raj spent £391, Timmy spent £186. How much more did Raj spend?</p> <p>Calculate the difference between 391 and 186.</p>	<p>$\square = 391 - 186$</p> <p>391</p> <p><u>-186</u></p> <p>_____</p> <p>What is 186 less than 391?</p>	<p>Missing digit calculations</p>
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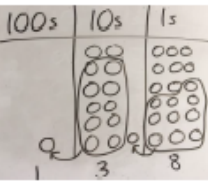
MULTIPLICATION

Calculation policy: Multiplication

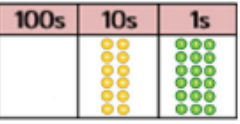
Key language: double, times, multiplied by, the product of, groups of, lots of, equal groups.

Concrete	Pictorial	Abstract
<p>Repeated grouping/repeated addition 3×4 $4 + 4 + 4$ There are 3 equal groups, with 4 in each group.</p> 	<p>Children to represent the practical resources in a picture and use a bar model.</p> 	<p>$3 \times 4 = 12$ $4 + 4 + 4 = 12$</p>
<p>Number lines to show repeated groups- 3×4</p>  <p>Cuisenaire rods can be used too.</p>	<p>Represent this pictorially alongside a number line e.g.:</p> 	<p>Abstract number line showing three jumps of four.</p>  <p>$3 \times 4 = 12$</p>

<p>Use arrays to illustrate commutativity counters and other objects can also be used. $2 \times 5 = 5 \times 2$</p>  <p>2 lots of 5 5 lots of 2</p>	<p>Children to represent the arrays pictorially.</p> 	<p>Children to be able to use an array to write a range of calculations e.g.</p> <p>$10 = 2 \times 5$ $5 \times 2 = 10$ $2 + 2 + 2 + 2 + 2 = 10$ $10 = 5 + 5$</p>
<p>Partition to multiply using Numicon, base 10 or Cuisenaire rods. 4×15</p> 	<p>Children to represent the concrete manipulatives pictorially.</p> 	<p>Children to be encouraged to show the steps they have taken.</p> <p>4×15 $4 \times 10 = 40$ $4 \times 5 = 20$ $40 + 20 = 60$</p> <p>A number line can also be used</p> 
<p>Formal column method with place value counters (base 10 can also be used.) 3×23</p> 	<p>Children to represent the counters pictorially.</p> 	<p>Children to record what it is they are doing to show understanding.</p> <p>3×23 $3 \times 20 = 60$ $20 \quad 3$ $3 \times 3 = 9$ $60 + 9 = 69$</p> <p>23 $\times 3$ 69</p>

<p>Formal column method with place value counters. 6×23</p> 	<p>Children to represent the counters/base 10, pictorially e.g. the image below.</p> 	<p>Formal written method</p> <p>$6 \times 23 =$</p> <p>23 $\times 6$ 138 11</p>
<p>When children start to multiply $3d \times 3d$ and $4d \times 2d$ etc., they should be confident with the abstract:</p> <p>To get 744 children have solved 6×124. To get 2480 they have solved 20×124.</p>	<p>When children start to multiply $3d \times 3d$ and $4d \times 2d$ etc., they should be confident with the abstract:</p> <p>To get 744 children have solved 6×124. To get 2480 they have solved 20×124.</p>	<p>124 $\times 26$ 744 2480 3224 11</p> <p>Answer: 3224</p>

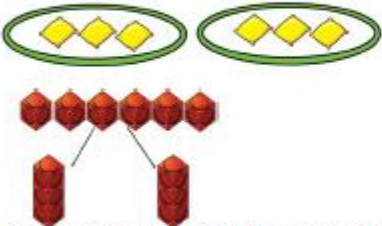
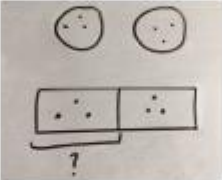

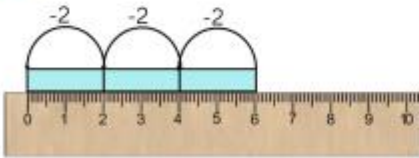
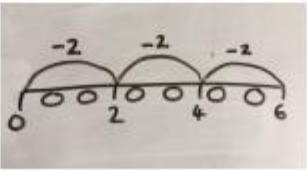
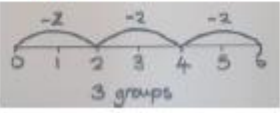

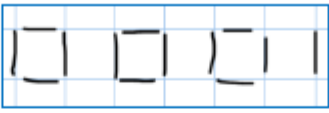

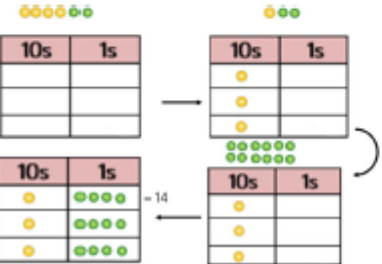
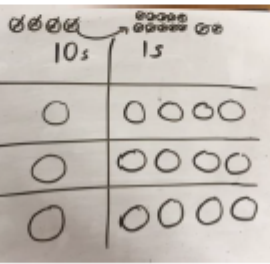
Conceptual variation; different ways to ask children to solve 6×23

<p>$23 \quad 23 \quad 23 \quad 23 \quad 23 \quad 23$</p> <p>?</p>	<p>Mai had to swim 23 lengths, 6 times a week. How many lengths did she swim in one week?</p> <p>With the counters, prove that $6 \times 23 = 138$</p>	<p>Find the product of 6 and 23</p> <p>$6 \times 23 =$</p> <p>$\square = 6 \times 23$</p> <p>$6 \quad 23$ $\times 23 \quad \times 6$</p>	<p>What is the calculation? What is the product?</p> 
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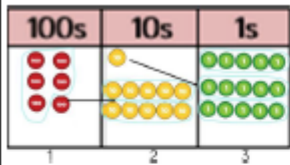
Division

Calculation policy: Division

Key language: share, group, divide, divided by, half.

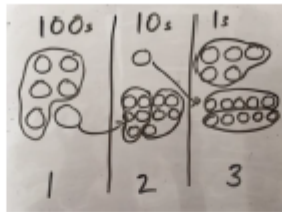
Concrete	Pictorial	Abstract
<p>Sharing using a range of objects. $6 \div 2$</p> 	<p>Represent the sharing pictorially.</p> 	<p>$6 \div 2 = 3$</p>  <p>Children should also be encouraged to use their 2 times tables facts.</p>
<p>Repeated subtraction using Cuisenaire rods above a ruler. $6 \div 2$</p>  <p>3 groups of 2</p>	<p>Children to represent repeated subtraction pictorially.</p> 	<p>Abstract number line to represent the equal groups that have been subtracted.</p>  <p>3 groups</p>
<p>$2d + 1d$ with remainders using lollipop sticks. Cuisenaire rods, above a ruler can also be used. $13 \div 4$</p> <p>Use of lollipop sticks to form wholes- squares are made because we are dividing by 4.</p>  <p>There are 3 whole squares, with 1 left over.</p>	<p>Children to represent the lollipop sticks pictorially.</p>  <p>There are 3 whole squares, with 1 left over.</p>	<p>$13 \div 4 = 3$ remainder 1</p> <p>Children should be encouraged to use their times table facts; they could also represent repeated addition on a number line.</p> <p>'3 groups of 4, with 1 left over'</p> 
<p>Sharing using place value counters. $42 \div 3 = 14$</p> 	<p>Children to represent the place value counters pictorially.</p> 	<p>Children to be able to make sense of the place value counters and write calculations to show the process.</p> <p>$42 \div 3$ $42 = 30 + 12$ $30 \div 3 = 10$ $12 \div 3 = 4$ $10 + 4 = 14$</p>

Short division using place value counters to group.
 $615 \div 5$



1. Make 615 with place value counters.
2. How many groups of 5 hundreds can you make with 6 hundred counters?
3. Exchange 1 hundred for 10 tens.
4. How many groups of 5 tens can you make with 11 ten counters?
5. Exchange 1 ten for 10 ones.
6. How many groups of 5 ones can you make with 15 ones?

Represent the place value counters pictorially.



Children to the calculation using the short division scaffold.

$$5 \overline{) 615}$$

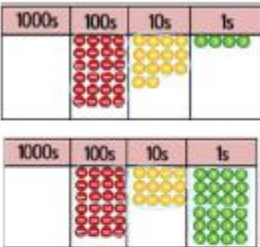
Long division using place value counters
 $2544 \div 12$



We can't group 2 thousands into groups of 12 so will exchange them.

We can group 24 hundreds into groups of 12 which leaves with 1 hundred.

$$\begin{array}{r} 02 \\ 12 \overline{) 2544} \\ \underline{24} \\ 1 \end{array}$$



After exchanging the hundred, we have 14 tens. We can group 12 tens into a group of 12, which leaves 2 tens.

$$\begin{array}{r} 021 \\ 12 \overline{) 2544} \\ \underline{24} \\ 14 \\ \underline{12} \\ 2 \end{array}$$

After exchanging the 2 tens, we have 24 ones. We can group 24 ones into 2 groups of 12, which leaves no remainder.

$$\begin{array}{r} 0212 \\ 12 \overline{) 2544} \\ \underline{24} \\ 14 \\ \underline{12} \\ 24 \\ \underline{24} \\ 0 \end{array}$$

Conceptual variation; different ways to ask children to solve $615 \div 5$

Using the part whole model below, how can you divide 615 by 5 without using short division?



I have £615 and share it equally between 5 bank accounts. How much will be in each account?

615 pupils need to be put into 5 groups. How many will be in each group?

$$5 \overline{) 615}$$

$$615 \div 5 =$$

$$\square = 615 \div 5$$

What is the calculation?
 What is the answer?

