Mathematics Progression in Calculation (EYFS, Y1 and Y2)

INTRODUCTION

This document has been created to set out the progression of skills in mathematical calculations taught at Shalford Infant and Nursery School. The document shows the progression in two directions: horizontal progress is shown through the transition from use of concrete apparatus to pictorial diagrams, before moving in to abstract representations of mathematical learning. Vertical progress is charted in terms of matching taught strategies and skills to the requirements of the National Curriculum in the different year groups.

Concrete, pictorial and Abstract (CPA) approach

We recognise that the **Concrete Pictorial Abstract (CPA)** approach is highly effective in the teaching of Maths to develop conceptual understanding. This approach will vary between year groups and the individual abilities of children within each class.

Manipulatives (objects), pictorial representations, words, numbers and symbols are everywhere. The mastery approach incorporates all of these 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.

All pupils, when introduced to a key new concept, should have the opportunity to build competency in this topic by taking this approach. Pupils are encouraged to physically represent mathematical concepts. Objects (manipulatives) and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols.

Concrete – The doing stage

There is a clear focus on the use of manipulatives and visual images to support understanding in every year group. Each new concept or calculation strategy will be introduced using appropriate manipulatives.

Pictorial – The seeing stage

A child has sufficiently understood the hands-on experiences performed and can now relate them to representations, such as a diagram or a picture of the problem.

Abstract- The symbolic stage

A child is now capable of representing problems by using mathematical notation, for example $10 \div 2 = 5$

EARLY YEARS/ KEY STAGE 1

Children develop the core ideas that underpin all calculation. They begin by connecting calculation with counting on and counting back, but they should learn that understanding wholes and parts will enable them to calculate efficiently and accurately, and with greater flexibility. They learn how to use an understanding of 10s and 1s to develop their calculation strategies, especially in addition and subtraction.

Key language: whole, part, ones, ten, tens, number bond, add, addition, plus, total, altogether, subtract, subtraction, find the difference, take away, minus, less, more, group, share, equal, equals, is equal to, groups, equal groups, times, multiply, multiplied by, divide, share, shared equally, times-table

Addition and subtraction: Children first learn to connect addition and subtraction with counting, but they soon develop two very important skills: an understanding of parts and wholes, and an understanding of unitising 10s, to develop efficient and effective calculation strategies based on known number bonds and an increasing awareness of place value. Addition and subtraction are taught in a way that is interlinked to highlight the link between the two operations.

A key idea is that children will select methods and approaches based on their number sense. For example, in Year 1, when faced with 15 − 3 and 15 − 13, they will adapt their ways of approaching the calculation appropriately. The teaching should always emphasise the importance of mathematical thinking to ensure accuracy and flexibility of approach, and the importance of using known number facts to harness their recall of bonds within 20 to support both addition and subtraction methods.

In Year 2, they will start to see calculations presented in a column format, although this is not expected to be formalised until KS2. We show the column method in Year 2 as an option; teachers may not wish to include it until Year 3.

Multiplication and division: Children develop an awareness of equal groups and link this with counting in equal steps, starting with 2s, 5s and 10s. In Year 2, they learn to connect the language of equal groups with the mathematical symbols for multiplication and division.

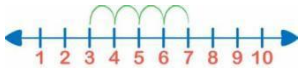
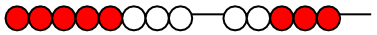
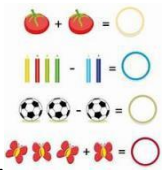
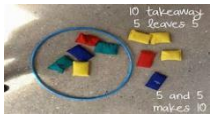
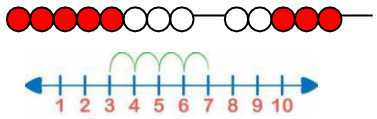
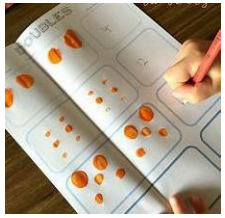
They learn how multiplication and division can be related to repeated addition and repeated subtraction to find the answer to the calculation. In this key stage, it is vital that children explore and experience a variety of strong images and manipulative representations of equal groups, including concrete experiences as well as abstract calculations.

Children begin to recall some key multiplication facts, including doubles, and an understanding of the 2, 5 and 10 times-tables and how they are related to counting.

Fractions: In Year 1, children encounter halves and quarters, and link this with their understanding of sharing. They experience key spatial representations of these fractions, and learn to recognise examples and non-examples, based on their awareness of equal parts of a whole.

In Year 2, they develop an awareness of unit fractions and experience non-unit fractions, and they learn to write them and read them in the common format of numerator and denominator.

Calculation Policy - EYFS (Nursery & Reception)

Addition	Subtraction	Multiplication	Division
Children are encouraged to gain a sense of the number system through the use of counting concrete objects.   They combine objects in practical ways and count all.  They understand addition as counting on and will count on in ones and twos using cubes,   objects, bead strings and number lines. They use concrete and pictorial representation to record their calculations. They begin to use + and =  They are encouraged to develop a mental picture of the number system in their heads to use for calculations. Higher attaining children may be able to represent their calculations using symbols and numbers within a written calculation.	Children are encouraged to gain a sense of the number system through the use of counting concrete objects.   They understand subtraction as counting out.  They begin to count back in ones and twos using objects, cubes, bead strings and number lines.  They use concrete and pictorial representation to record their calculations. They begin to use - and = They are encouraged to develop a mental picture of the number system in their heads to use for calculations. Higher attaining children may be able to represent their calculations using symbols and numbers within a written calculation.	Children use concrete objects to make and count equal groups of objects.  They will count on in twos using a bead string and number line. They understand doubling as repeated addition. 2 + 2 = 4 They use concrete and pictorial representation to record their calculations. Higher attaining children may be  able to represent their calculations using symbols and numbers within a written calculation.	Children use concrete objects to count and share equally into 2 groups. 6 cakes shared between 2 people each person gets 3 cakes. 6 ÷2 = 3   They count a set of objects and halve them by making two equal groups. They understand sharing and halving as dividing by 2. They will begin to use objects to make groups of 2 from a given amount. They use concrete and pictorial representation to record their calculations.  Higher attaining children may be able to represent their calculations using symbols and numbers within a written calculation.

The statutory requirements related to number for children at the expected level of development at the end of the EYFS are as follows:

Statutory ELG: Number

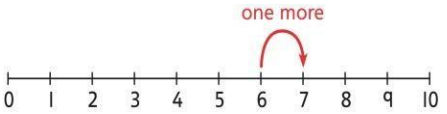
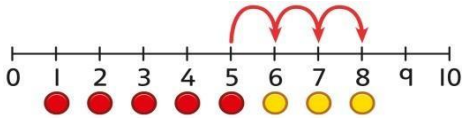
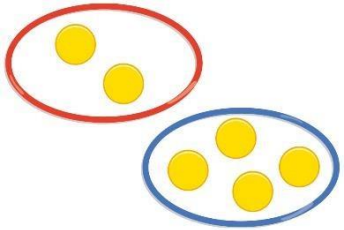
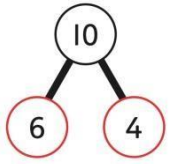
Children at the expected level of development will:

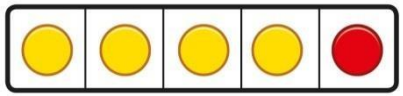
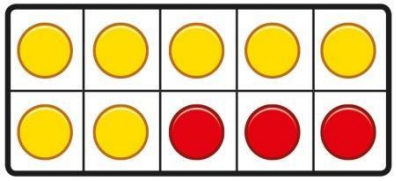
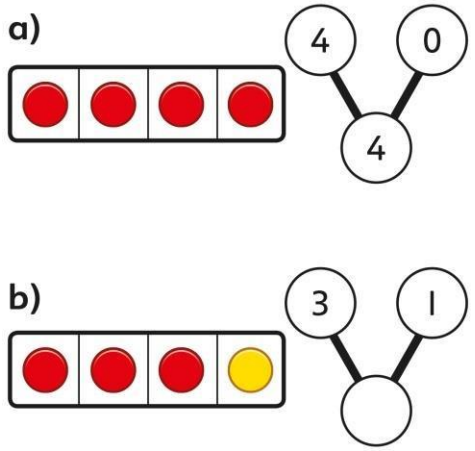
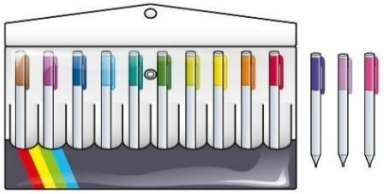
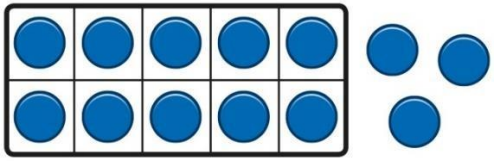
- Have a deep understanding of number to 10, including the composition of each number;- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

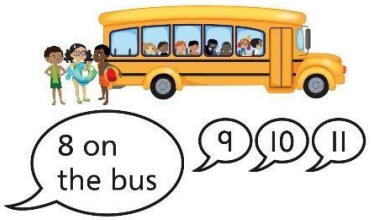
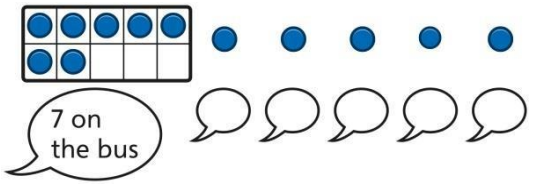
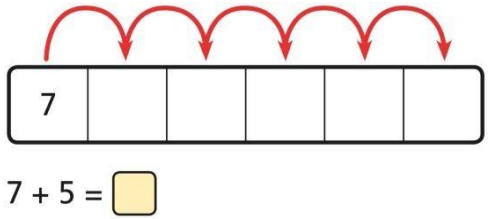
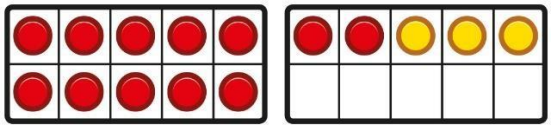
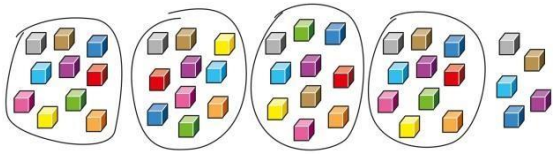
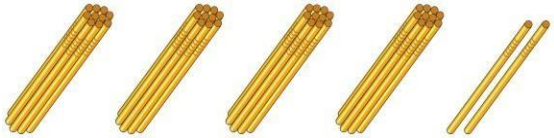
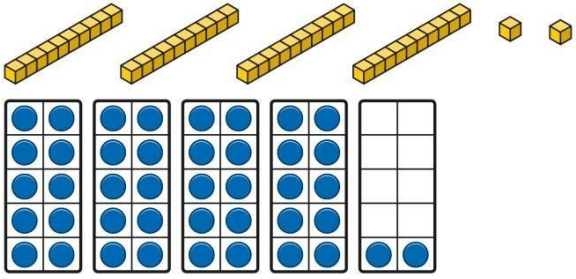
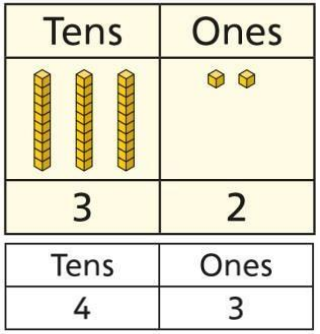
Statutory ELG: Numerical Patterns

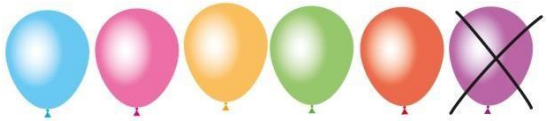
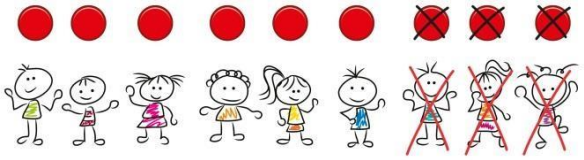
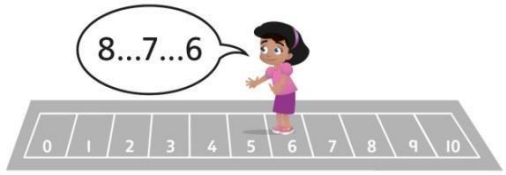
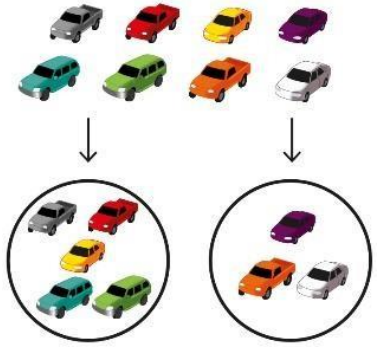
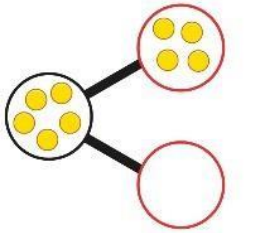
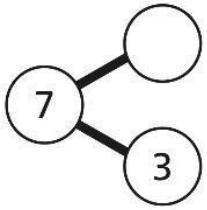
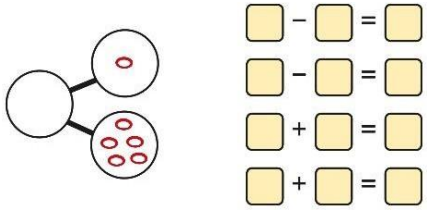
Children at the expected level of development will:

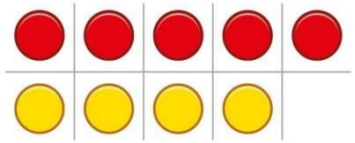
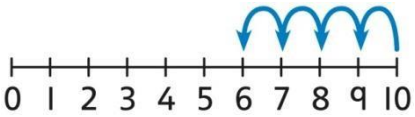
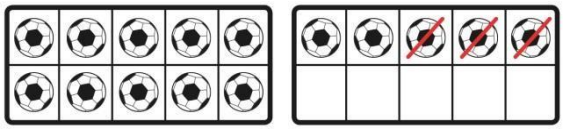
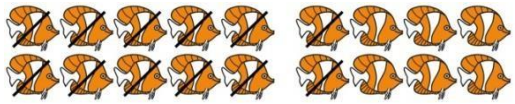
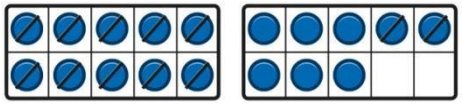
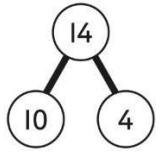
- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

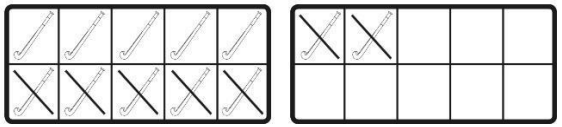
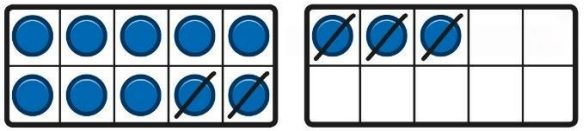
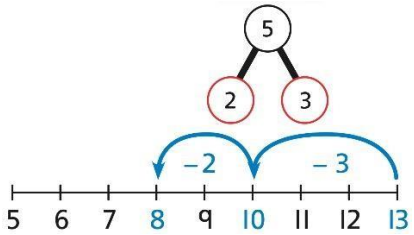
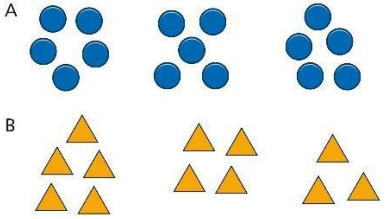
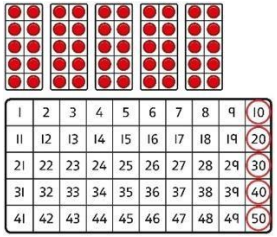
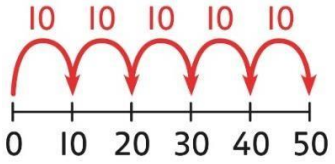
Year 1			
Year 1 Addition	**Concrete**	**Pictorial**	**Abstract**
Counting and adding more	Children add one more person or object to a group to find one more.	Children add one more cube or counter to a group to represent one more.  *One more than 4 is 5.*	Use a number line to understand how to link counting on with finding one more.  *One more than 6 is 7.* *7 is one more than 6.* Learn to link counting on with adding more than one.  *5 + 3 = 8*
Understanding part-part-whole relationship	Sort people and objects into parts and understand the relationship with the whole.  *The parts are 2 and 4. The whole is 6.*	Children draw to represent the parts and understand the relationship with the whole.  *The parts are 1 and 5. The whole is 6.*	Use a part-whole model to represent the numbers.   *6 + 4 = 10*

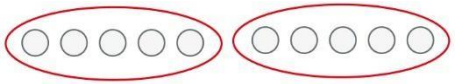
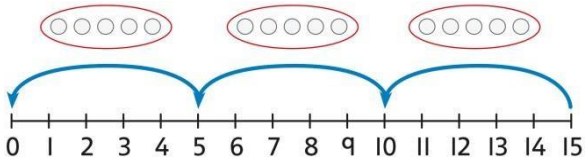
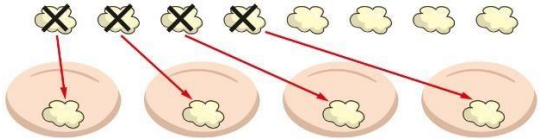
Knowing and finding number bonds within 10	Break apart a group and put back together to find and form number bonds.  *3 + 4 = 7*  *6 = 2 + 4*	Use five and ten frames to represent key number bonds.  *5 = 4 + 1*  *10 = 7 + 3*	Use a part-whole model alongside other representations to find number bonds. Make sure to include examples where one of the parts is zero.  *4 + 0 = 4* *3 + 1 = 4*
Understanding teen numbers as a complete 10 and some more	Complete a group of 10 objects and count more.  *13 is 10 and 3 more.*	Use a ten frame to support understanding of a complete 10 for teen numbers.  *13 is 10 and 3 more.*	*1 ten and 3 ones equal 13.* *10 + 3 = 13*

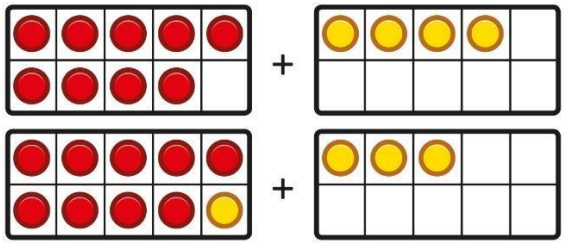
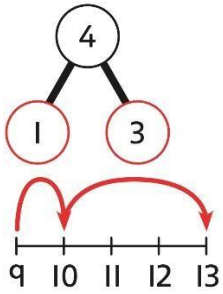
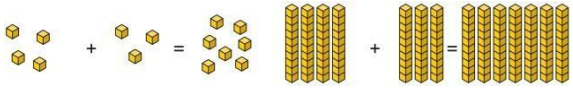
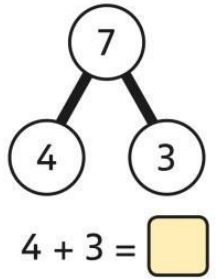
Adding by counting on	Children use knowledge of counting to 20 to find a total by counting on using people or objects. 	Children use counters to support and represent their counting on strategy. 	Children use number lines or number tracks to support their counting on strategy.  7 + 5 = ☐
Adding the 1s	Children use bead strings to recognise how to add the 1s to find the total efficiently.  *2 + 3 = 5* *12 + 3 = 15*	Children represent calculations using ten frames to add a teen and 1s.  *2 + 3 = 5* *12 + 3 = 15*	Children recognise that a teen is made from a 10 and some 1s and use their knowledge of addition within 10 to work efficiently. *3 + 5 = 8* *So, 13 + 5 = 18*
Understanding 10s and 1s	Group objects into 10s and 1s.  Bundle straws to understand unitising of 10s. 	Understand 10s and 1s equipment, and link with visual representations on ten frames. 	Represent numbers on a place value grid, using equipment or numerals. 

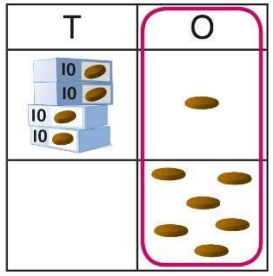
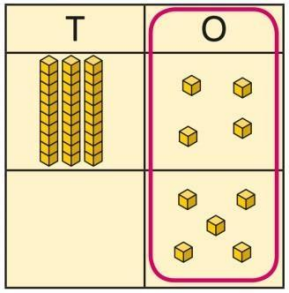
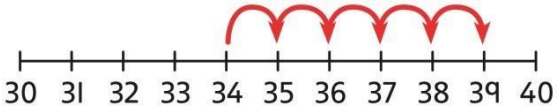
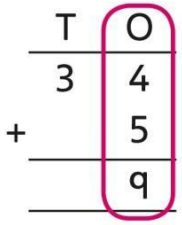
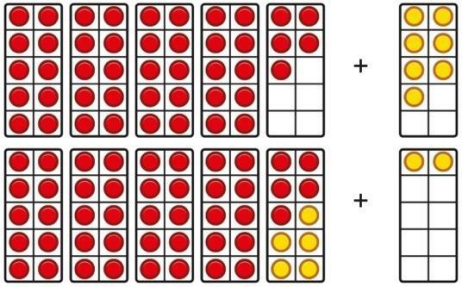
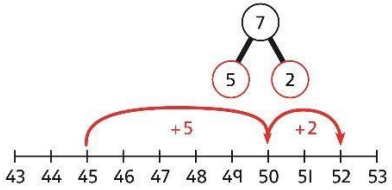
Year 1 Subtraction	Concrete	Pictorial	Abstract
Counting back and taking away	Children arrange objects and remove to find how many are left.  *1 less than 6 is 5.* *6 subtract 1 is 5.*	Children draw and cross out or use counters to represent objects from a problem.  9 – ☐ = ☐ There are ☐ children left.	Children count back to take away and use a number line or number track to support the method.  *9 – 3 = 6*
Finding a missing part, given a whole and a part	Children separate a whole into parts and understand how one part can be found by subtraction.  *8 – 5 = ?*	Children represent a whole and a part and understand how to find the missing part by subtraction.  5 – 4 = ☐	Children use a part-whole model to support the subtraction to find a missing part.  *7 – 3 = ?* Children develop an understanding of the relationship between addition and subtraction facts in a part-whole model. 

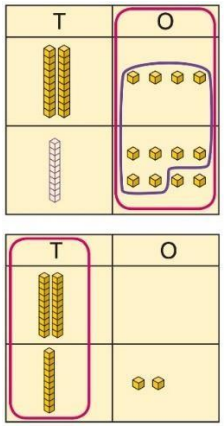
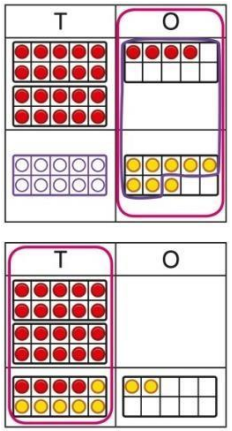
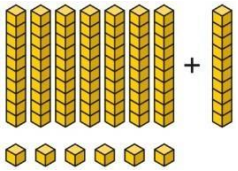
Finding the difference	Arrange two groups so that the difference between the groups can be worked out.  *8 is 2 more than 6.* *6 is 2 less than 8.* *The difference between 8 and 6 is 2.*	Represent objects using sketches or counters to support finding the difference.  *5 − 4 = 1* *The difference between 5 and 4 is 1.*	Children understand 'find the difference' as subtraction.  *10 − 4 = 6* *The difference between 10 and 6 is 4.*
Subtraction within 20	Understand when and how to subtract 1s efficiently. Use a bead string to subtract 1s efficiently.  *5 − 3 = 2* *15 − 3 = 12*	Understand when and how to subtract 1s efficiently.  *5 − 3 = 2* *15 − 3 = 12*	Understand how to use knowledge of bonds within 10 to subtract efficiently. *5 − 3 = 2* *15 − 3 = 12*
Subtracting 10s and 1s	For example: 18 − 12 Subtract 12 by first subtracting the 10, then the remaining 2.  *First subtract the 10, then take away 2.*	For example: 18 − 12 Use ten frames to represent the efficient method of subtracting 12.  *First subtract the 10, then subtract 2.*	Use a part-whole model to support the calculation.  *19 − 14* *19 − 10 = 9* *9 − 4 = 5* *So, 19 − 14 = 5*

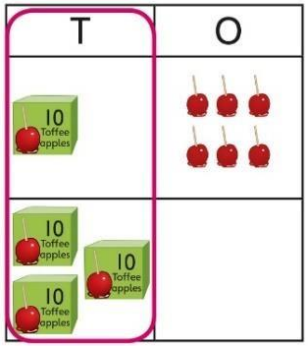
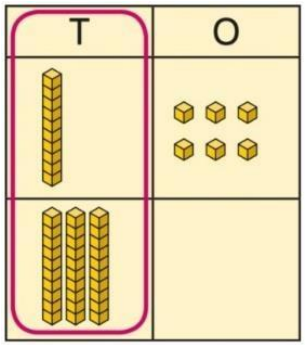
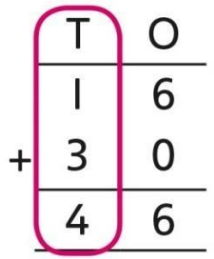
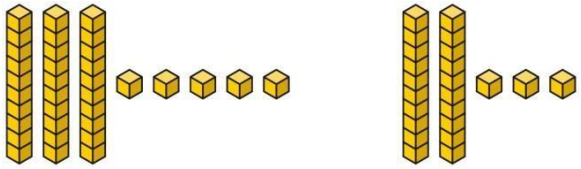
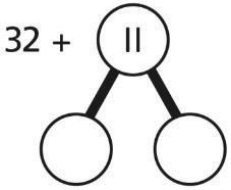
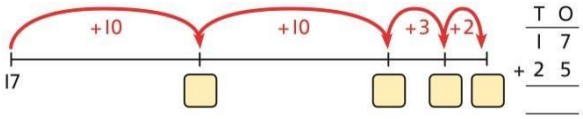
Subtraction bridging 10 using number bonds	For example: 12 − 7 Arrange objects into a 10 and some 1s, then decide on how to split the 7 into parts.  *7 is 2 and 5, so I take away the 2 and then the 5.*	Represent the use of bonds using ten frames.  *For 13 – 5, I take away 3 to make 10, then take away 2 to make 8.*	Use a number line and a part-whole model to support the method. *13 − 5* 
Year 1 Multiplication	**Concrete**	**Pictorial**	**Abstract**
Describe equal groups using words	Children arrange objects in equal and unequal groups and understand how to recognise whether they are equal. 	Children draw and represent equal and unequal groups. 	*Three equal groups of 4*. *Four equal groups of 3*.
Finding the total of equal groups by counting in 2s, 5s and 10s	 There are 5 pens in each pack … 5…10…15…20…25…30…35…40…	100 squares and ten frames support counting in 2s, 5s and 10s. 	Use a number line to support repeated addition through counting in 2s, 5s and 10s. 

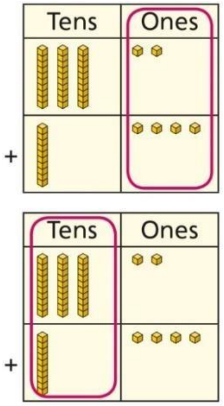
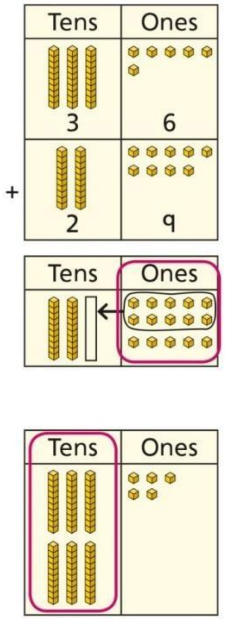
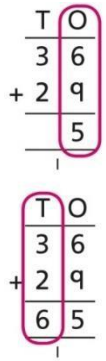
Year 1 Division	Concrete	Pictorial	Abstract
Grouping	Learn to make equal groups from a whole and find how many equal groups of a certain size can be made. Sort a whole set people and objects into equal groups.  *There are 10 children altogether.* *There are 2 in each group.* *There are 5 groups.*	Represent a whole and work out how many equal groups.  *There are 10 in total.* *There are 5 in each group.* *There are 2 groups.*	Children may relate this to counting back in steps of 2, 5 or 10. 
Sharing	Share a set of objects into equal parts and work out how many are in each part**.** 	Sketch or draw to represent sharing into equal parts. This may be related to fractions. 	*10 shared into 2 equal groups gives 5 in each group.*

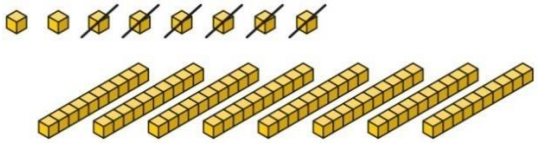
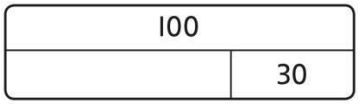
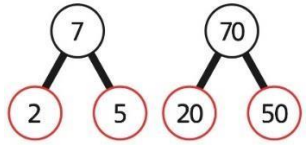
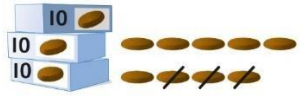
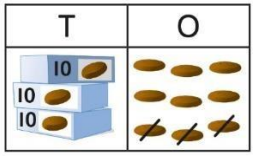
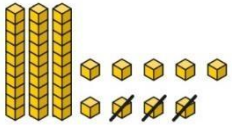
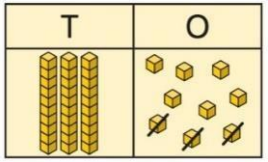
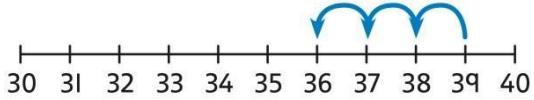
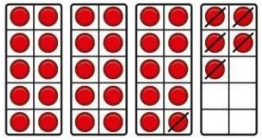
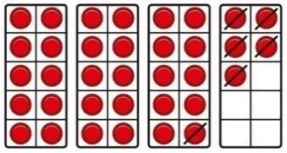
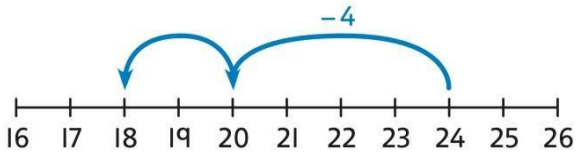
Year 2			
Year 2 Addition	**Concrete**	**Pictorial**	**Abstract**
Bridging	**Bridging the 10 using number bonds** Children use a bead string to complete a 10 and understand how this relates to the addition.  *7 add 3 makes 10.* *So, 7 add 5 is 10 and 2 more.*	**Bridging the 10 using number bonds** Children use counters to complete a ten frame and understand how they can add using knowledge of number bonds to 10.  .	**Bridging the 10 using number bonds** Use a part-whole model and a number line to support the calculation.  *9 + 4 = 13*
Adding 10s	Use known bonds and unitising to add 10s.  *I know that 4 + 3 = 7.* *So, I know that 4 tens add 3 tens is 7 tens.*	Use known bonds and unitising to add 10s.  *I know that 4 + 3 = 7.* *So, I know that 4 tens add 3 tens is 7 tens.*	Use known bonds and unitising to add 10s.  *4 + 3 = 7* *4 tens + 3 tens = 7 tens* *40 + 30 = 70*

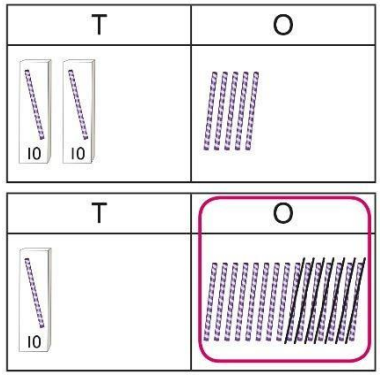
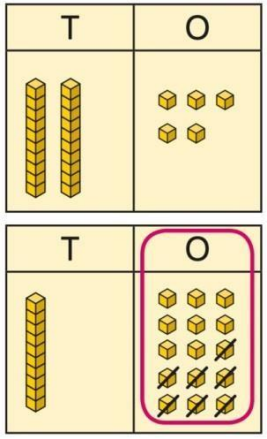
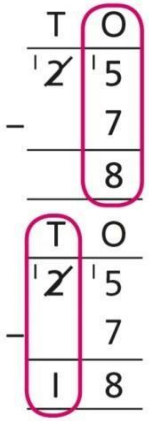
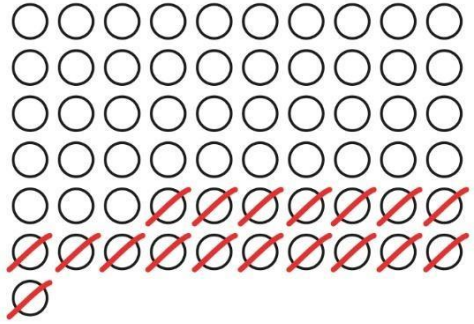
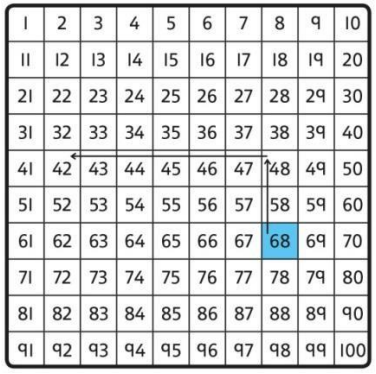
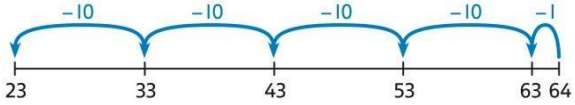
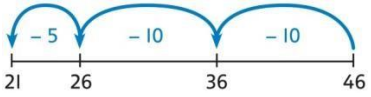
Adding a 1-digit number to a 2-digit number not bridging a 10	Add the 1s to find the total. Use known bonds within 10.  *41 is 4 tens and 1 one.* *41 add 6 ones is 4 tens and 7 ones.* This can also be done in a place value grid.  	Add the 1s.  *34 is 3 tens and 4 ones.* *4 ones and 5 ones are 9 ones.* *The total is 3 tens and 9 ones.*  	Add the 1s. Understand the link between counting on and using known number facts. Children should be encouraged to use known number bonds to improve efficiency and accuracy.  This can be represented horizontally or vertically. *34 + 5 = 39* *or* 
Adding a 1-digit number to a 2-digit number bridging 10	Complete a 10 using number bonds.  *There are 4 tens and 5 ones.* *I need to add 7. I will use 5 to complete a 10, then add 2 more.*	Complete a 10 using number bonds.  	Complete a 10 using number bonds.  *7 = 5 + 2* *45 + 5 + 2 = 52*

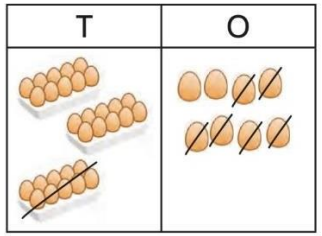
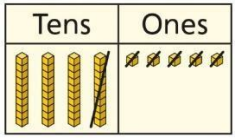
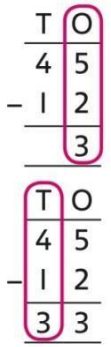
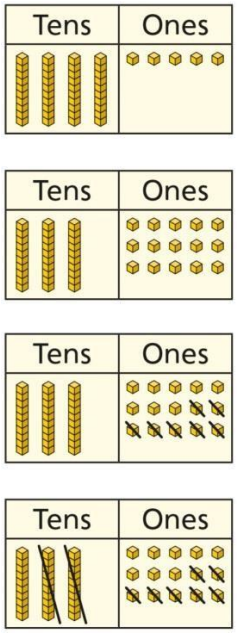
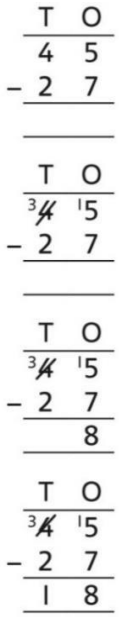
Adding a 1-digit number to a 2-digit number using exchange	Exchange 10 ones for 1 ten. 	Exchange 10 ones for 1 ten. 	Exchange 10 ones for 1 ten. 
Adding a multiple of 10 to a 2-digit number	Add the 10s and then recombine.  *27 is 2 tens and 7 ones.* *50 is 5 tens.* *There are 7 tens in total and 7 ones.* *So, 27 + 50 is 7 tens and 7 ones.*	Add the 10s and then recombine.  *66 is 6 tens and 6 ones.* *66 + 10 = 76* A 100 square can support this understanding. 	Add the 10s and then recombine. *37 + 20 = ?* *30 + 20 = 50* *50 + 7 = 57* *37 + 20 = 57*

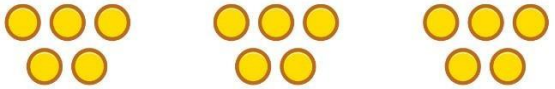
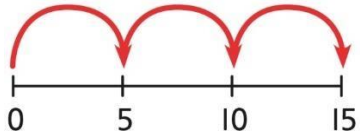
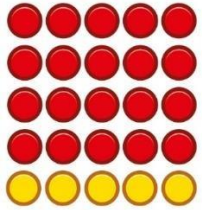
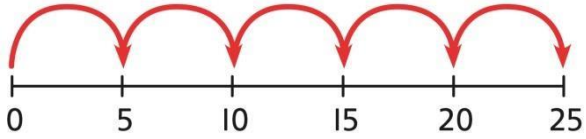
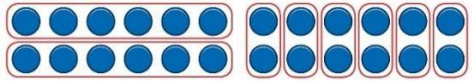
Adding a multiple of 10 to a 2-digit number using columns	Add the 10s using a place value grid to support.  *16 is 1 ten and 6 ones.* *30 is 3 tens.* *There are 4 tens and 6 ones in total.*	Add the 10s using a place value grid to support.  *16 is 1 ten and 6 ones.* *30 is 3 tens.* *There are 4 tens and 6 ones in total.*	Add the 10s represented vertically. Children must understand how the method relates to unitising of 10s and place value.  *1 + 3 = 4* *1 ten + 3 tens = 4 tens* *16 + 30 = 46*
Adding two 2-digit numbers	Add the 10s and 1s separately.  *5 + 3 = 8* *There are 8 ones in total.* *3 + 2 = 5* *There are 5 tens in total.* *35 + 23 = 58*	Add the 10s and 1s separately. Use a part-whole model to support.  *11 = 10 + 1* *32 + 10 = 42* *42 + 1 = 43* *32 + 11 = 43*	Add the 10s and the 1s separately, bridging 10s where required. A number line can support the calculations.  *17 + 25*

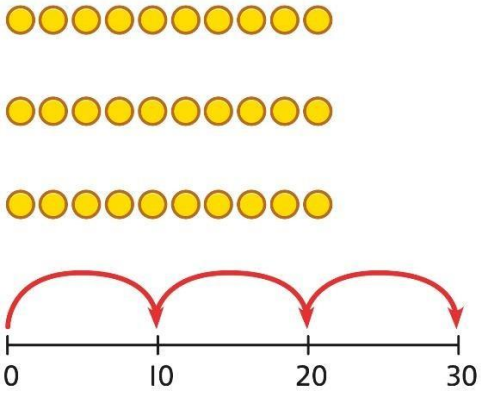
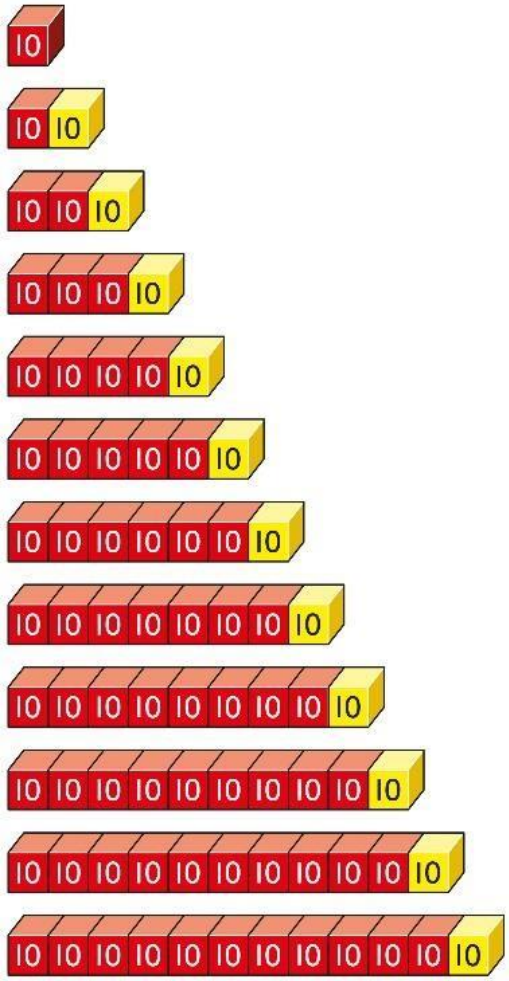
Adding two 2-digit numbers using a place value grid	Add the 1s. Then add the 10s.  		Add the 1s. Then add the 10s. 
Adding two 2-digit numbers with exchange	Add the 1s. Exchange 10 ones for a ten. Then add the 10s.  		Add the 1s. Exchange 10 ones for a ten. Then add the 10s. 

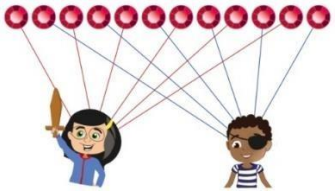
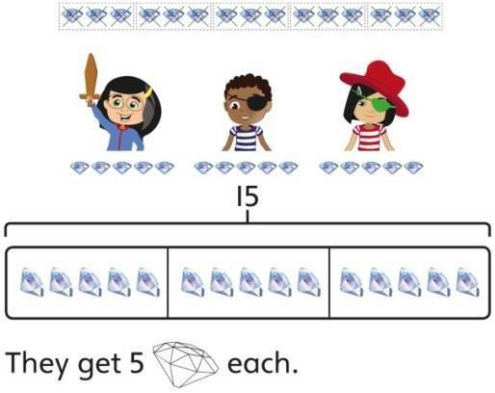
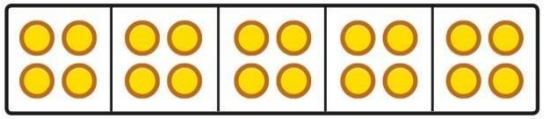
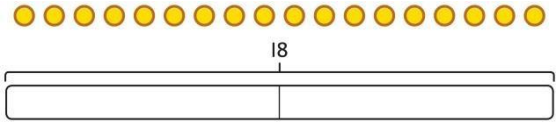
Year 2 Subtraction	Concrete	Pictorial	Abstract
Subtracting multiples of 10	Use known number bonds and unitising to subtract multiples of 10.  *8 subtract 6 is 2.* *So, 8 tens subtract 6 tens is 2 tens.*	Use known number bonds and unitising to subtract multiples of 10.  *10 – 3 = 7* *So, 10 tens subtract 3 tens is 7 tens.*	Use known number bonds and unitising to subtract multiples of 10.  *7 tens subtract 5 tens is 2 tens.* *70 – 50 = 20*
Subtracting a single-digit number	Subtract the 1s. This may be done in or out of a place value grid.   	Subtract the 1s. This may be done in or out of a place value grid.   	Subtract the 1s. Understand the link between counting back and subtracting the 1s using known bonds.  T O 3 9 – 3 3 6 *9 – 3 = 6* *39 – 3 = 36*
Subtracting a single-digit number bridging 10	Bridge 10 by using known bonds.  *35 – 6* *I took away 5 counters, then 1 more.*	Bridge 10 by using known bonds.  *35 – 6* *First, I will subtract 5, then 1.*	Bridge 10 by using known bonds.  *24 – 6 = ?* *24 – 4 – 2 = ?*

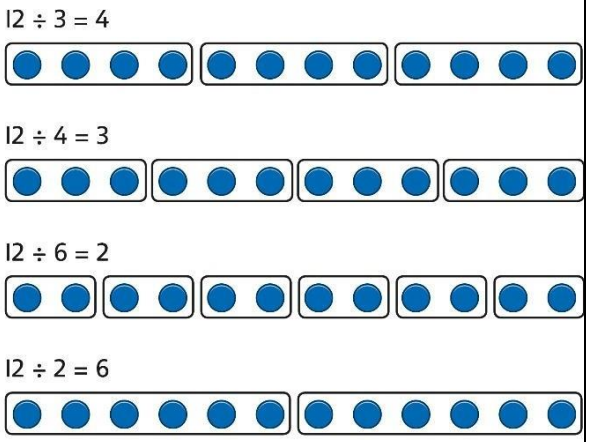
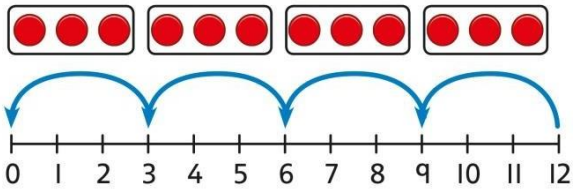
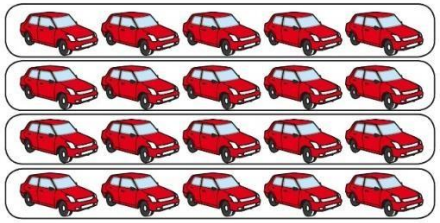
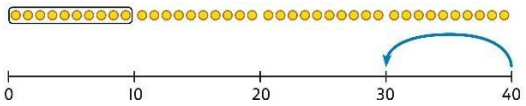
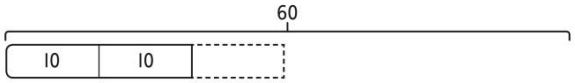
Subtracting a single-digit number using exchange	Exchange 1 ten for 10 ones. This may be done in or out of a place value grid. 	Exchange 1 ten for 10 ones. 	Exchange 1 ten for 10 ones.  *25 – 7 = 18*
Subtracting a 2-digit number	Subtract by taking away.  *61 – 18* *I took away 1 ten and 8 ones.*	Subtract the 10s and the 1s. This can be represented on a 100 square. 	Subtract the 10s and the 1s. This can be represented on a number line.  *64 – 41 = ?* *64 – 1 = 63* *63 – 40 = 23* *64 – 41 = 23*  *46 – 20 = 26* *26 – 5 = 21* *46 – 25 = 21*

Subtracting a 2-digit number using place value and columns	Subtract the 1s. Then subtract the 10s. This may be done in or out of a place value grid.  *38 − 16 = 22*	Subtract the 1s. Then subtract the 10s.  	Using column subtraction, subtract the 1s. Then subtract the 10s. 
Subtracting a 2-digit number with exchange		Exchange 1 ten for 10 ones. Then subtract the 1s. Then subtract the 10s.  	Using column subtraction, exchange 1 ten for 10 ones. Then subtract the 1s. Then subtract the 10s. 

Year 2 Multiplication	Concrete	Pictorial	Abstract
Equal groups and repeated addition	Recognise equal groups and write as repeated addition and as multiplication.  *3 groups of 5 chairs* *15 chairs altogether*	Recognise equal groups using standard objects such as counters and write as repeated addition and multiplication.  *3 groups of 5* *15 in total*	Use a number line and write as repeated addition and as multiplication.  *5 + 5 + 5 = 15* *3 × 5 = 15*
Using arrays to represent multiplication and support understanding	Understand the relationship between arrays, multiplication and repeated addition.  *4 groups of 5*	Understand the relationship between arrays, multiplication and repeated addition.  *4 groups of 5 … 5 groups of 5*	Understand the relationship between arrays, multiplication and repeated addition.  *5 × 5 = 25*
Understanding commutativity	Use arrays to visualise commutativity.  *I can see 6 groups of 3.* *I can see 3 groups of 6.*	Form arrays using counters to visualise commutativity. Rotate the array to show that orientation does not change the multiplication.  *This is 2 groups of 6 and also 6 groups of 2.*	Use arrays to visualise commutativity.  *4 + 4 + 4 + 4 + 4 = 20* *5 + 5 + 5 + 5 = 20* *4 × 5 = 20 and 5 × 4 = 20*

Learning ×2, ×5 and ×10 table facts	Develop an understanding of how to unitise groups of 2, 5 and 10 and learn corresponding times-table facts.  *3 groups of 10 … 10, 20, 30* *3 × 10 = 30*	Understand how to relate counting in unitised groups and repeated addition with knowing key times-table facts.  *10 + 10 + 10 = 30* *3 × 10 = 30*	Understand how the times-tables increase and contain patterns.  *5 × 10 = 50* *6 × 10 = 60*

Year 2 Division	Concrete	Pictorial	Abstract
Sharing equally	Start with a whole and share into equal parts, one at a time.  *12 shared equally between 2.* *They get 6 each.* Start to understand how this also relates to grouping. To share equally between 3 people, take a group of 3 and give 1 to each person. Keep going until all the objects have been shared  *15 shared equally between 3.* *They get 5 each.*	Represent the objects shared into equal parts using a bar model.  *20 shared into 5 equal parts.* *There are 4 in each part.*	Use a bar model to support understanding of the division.  *18 ÷ 2 = 9*

Grouping equally	Understand how to make equal groups from a whole.  *8 divided into 4 equal groups.* *There are 2 in each group.*	Understand the relationship between grouping and the division statements. 	Understand how to relate division by grouping to repeated subtraction.  There are 4 groups now. *12 divided into groups of 3.* *12 ÷ 3 = 4* *There are 4 groups.*
Using known times-tables to solve divisions	Understand the relationship between multiplication facts and division.  *4 groups of 5 cars is 20 cars in total.* *20 divided by 4 is 5.*	Link equal grouping with repeated subtraction and known times-table facts to support division.  *40 divided by 4 is 10.* Use a bar model to support understanding of the link between times-table knowledge and division. 	Relate times-table knowledge directly to division. 1 × 10 = 10 2 × 10 = 20 3 × 10 = 30 4 × 10 = 40 5 × 10 = 50 6 × 10 = 60 7 × 10 = 70 8 × 10 = 80 I used the 10 times-table to help me. 3 × 10 = 30. *I know that 3 groups of 10 makes 30, so I know that 30 divided by 10 is 3.* *3 × 10 = 30 so 30 ÷ 10 = 3*