Short Multiplication – UKS2

Selected National Curriculum Programme of Study	The Big Ideas (NCTEM)
Selected National Curriculum Programme of Study Year 5 Pupils should be taught to: • multiply numbers up to four digits by a 1 or 2-digit number using a formal written method, including long multiplication for 2-digit numbers. Year 6 Pupils should be taught to: • multiply multi-digit numbers up to four digits by a 2-digit whole number using the formal written method of long multiplication.	**The Big Ideas (NCTEM)** . Pupils have a firm understanding of what multiplication and division mean and have a range of strategies for dealing with large numbers, including both mental and standard written methods. They see the idea of factors, multiples and prime numbers as connected and not separate ideas to learn. They recognise how to use their skills of multiplying and dividing in new problem solving situations.

Stage 1	Stage 2	End of year expectation
Multiply up to four digits by a 1-digit number, 2 x 1 formal method of short multiplication, e.g: 13 x 6 = □	Multiply up to four digits by a 1-digit number. 3 x 1 formal method of short multiplication, e.g: 231 x 3 = □	Multiply up to four digits by a 1-digit number. 4 x 1 formal method of short multiplication, e.g : 2731 x 4 = □

HIAS Progression in Calculation

Short Division – UKS2

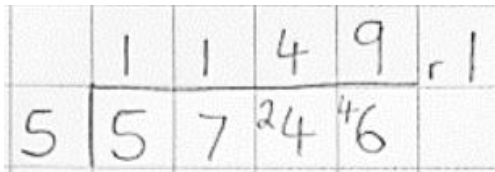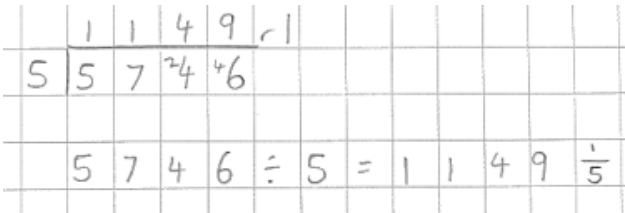| Selected National Curriculum Programme of Study Statements	The Big Ideas (NCETM)
Year 5 Pupils should be taught to: • divide numbers up to four digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context. Year 6 Pupils should be taught to: • divide numbers up to four digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.	. Pupils have a firm understanding of what multiplication and division mean and have a range of strategies for dealing with large numbers, including both mental and standard written methods. They see the idea of factors, multiples and prime numbers as connected and not separate ideas to learn. They recognise how to use their skills of multiplying and dividing in new problem solving situations.

Stage 1	Stage 2	End of year expectation
Short division (up to 4-digit by 1-digit). Including remainders, e.g: 5746 ÷ 5 = □	Short division (up to 4-digit by 1-digit). Remainders as fractions, e.g: 5746 ÷ 5 = □	Short division (up to 4-digit by 1-digit). Remainders as decimals, e.g: 5746 ÷ 5 = □