

Updated Spring 2023

Marazion School

Mathematics

Calculation Policy

MMXXIII



Introduction

The purpose of this document is provide information and clarity about the calculations which are required to be learnt by primary aged children as part of the primary mathematics curriculum.

This policy aims to model and explain key mathematical principles and methods taught on a daily basis at Marazion school. The policy also demonstrates progression as students move through different year groups and classes throughout their school life and ensures consistency when teaching mathematics.

The main focus of this policy is the four mathematical operations (addition, subtraction, multiplication and division) particularly written strategies requiring workings. The policy also makes links to mental calculation, it is crucial that these strategies are discretely taught and linked to written strategies and not limited to starter or arithmetic lessons.

One key intention of this calculation policy is to provide detail and ease of access for its readers. The methods in the policy are detailed with:

- The relevant year group,
- Pictorial examples,
- Written teaching/advice points,
- A video example by a pupil accessible via a QR code.

Note: In order to access a video example, a QR code reader is required. A QR code reader can be downloaded via an app onto any mobile device. Once downloaded, the app can be used to scan the QR code either from the screen of a computer or from a printed example of the document.

Marazion Maths

Mission Statement

Teach, Learn, Confuse, Understand

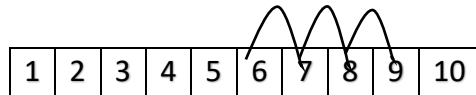
At Marazion School we aim to:

- To relentlessly teach mathematics through the fundamentals of fluency, problem solving and reasoning which permits children to develop a clearer and deeper understanding of the rules, methods, variations and anomalies of mathematics.
- To also allow pupils an opportunity of becoming mathematically literate through knowledge of number facts, the four operations, relevant methods and the best strategy to use and be able to apply these to everyday-life problems.
- To finally give pupils an opportunity to develop their mathematical thinking and creativity capacity through enhancing opportunities for problem solving and reasoning, which will give students a mindset to solve problems of the present and the future and potentially make a difference in the world.

ADDITION

Foundation Stage

Foundation
Stage
Addition



$$6 + 3 = ?$$



Counting
objects in and
around our
environment.



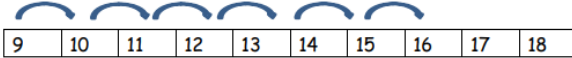
Using fingers to
count on from a
number.

Teaching Points

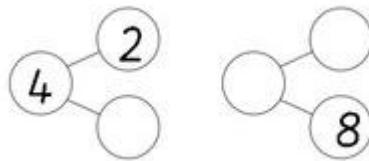
- Introduce doubling and halving concepts using real life objects such as dice,
- Begin to add single digit numbers on a number line.

Year 1

Year 1
Addition



Jumping along a number line starting from different numbers varying in difficulty, working towards 20.



Using part whole models as variation, progressing with larger numbers up to 20 and beyond.

Teaching Points:

- Ensure jumps are drawn above number line,
- Use part whole model with increasingly larger numbers,
- Use part whole models in conjunction with base ten materials e.g. lines drawn in model gaps.



Year 2

Year 2
Addition

Use of partitioning to add numbers.

$$\begin{array}{r} 34 + 13 \\ \hline 30 + 10 = 40 \\ 4 + 3 = 7 \\ \hline \end{array}$$


$$40 + 7 = 47$$

Base ten resources to support.

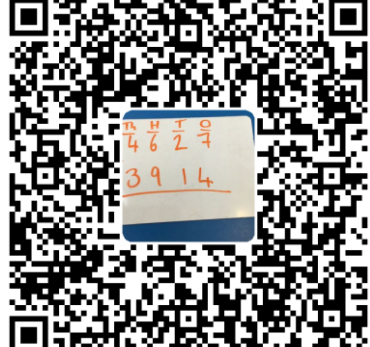


	<p>Working towards using an expanded column method.</p> <p>34 = 30 and 4 13 = 10 and 3</p> $ \begin{array}{r} \text{T} \quad \text{O} \\ 30 \quad 4 \\ + \quad 10 \quad 3 \\ \hline 40 \quad 7 \\ 40 + 7 = 47 \end{array} $	
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Year 3



<p>Expanded Column Addition Method</p>	$ \begin{array}{r} \text{H} \quad \text{T} \quad \text{O} \\ 300 \quad 10 \quad 5 \\ + \quad 200 \quad 20 \quad 3 \\ \hline 500 \quad 30 \quad 8 \\ \hline = 538 \end{array} $ <p style="text-align: center;"><u>Teaching Points</u></p> <ul style="list-style-type: none"> • Calculate from ones column, • Label H T O etc in columns, • One digit per square. 	
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Year 4



<p>Introduce Column Addition Method</p>	$ \begin{array}{r} \text{Th} \quad \text{H} \quad \text{T} \quad \text{O} \\ 3 \quad 7 \quad 3 \quad 9 \\ + \quad 4 \quad 2 \quad 2 \quad 3 \\ \hline 7 \quad 9 \quad 6 \quad 2 \end{array} $ <p style="text-align: center;"><u>Teaching Points</u></p>	
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	<ul style="list-style-type: none"> • Progression from expanded to compact method (modelled alongside expanded method) • Calculate from ones column, • Label H T O etc in columns, • One digit per square. 	
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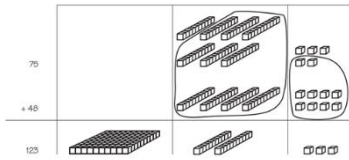
Year 5

<p>Column Addition Method</p>	<table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;"><u>H</u></td> <td style="text-align: center;"><u>t</u></td> <td style="text-align: center;"><u>T</u></td> <td style="text-align: center;"><u>H</u></td> <td style="text-align: center;"><u>T</u></td> <td style="text-align: center;"><u>O</u></td> </tr> <tr> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">0,</td> <td style="text-align: center;">5</td> <td style="text-align: center;">3</td> <td style="text-align: center;">7</td> </tr> <tr> <td style="text-align: right;">+</td> <td></td> <td style="text-align: center;">3</td> <td style="text-align: center;">1,</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td></td> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>5</u></td> <td style="text-align: center;"><u>1,</u></td> <td style="text-align: center;"><u>8</u></td> <td style="text-align: center;"><u>5</u></td> <td style="text-align: center;"><u>8</u></td> </tr> </table> <p style="text-align: center;"><u>Teaching Points</u></p> <ul style="list-style-type: none"> • Moving on from year 4 to numbers up to one million, • Use rounding to estimate, • Calculate from ones column, • Label H T O etc in columns, • One digit per square, • Optional use of comma in final answer. 		<u>H</u>	<u>t</u>	<u>T</u>	<u>H</u>	<u>T</u>	<u>O</u>		1	2	0,	5	3	7	+		3	1,	3	2	1		<u>1</u>	<u>5</u>	<u>1,</u>	<u>8</u>	<u>5</u>	<u>8</u>	
	<u>H</u>	<u>t</u>	<u>T</u>	<u>H</u>	<u>T</u>	<u>O</u>																								
	1	2	0,	5	3	7																								
+		3	1,	3	2	1																								
	<u>1</u>	<u>5</u>	<u>1,</u>	<u>8</u>	<u>5</u>	<u>8</u>																								
<p>Column Addition Method up to 2 decimal places</p>	<table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;">£132.52</td> </tr> <tr> <td style="text-align: right;">+</td> <td style="text-align: center;"><u>£213.83</u></td> </tr> <tr> <td></td> <td style="text-align: center;"><u>£346.35</u></td> </tr> </table> <p style="text-align: center;"><u>Teaching Points</u></p> <ul style="list-style-type: none"> • Progressing to addition of numbers with two decimal places within a given context, • Use rounding to estimate e.g. £130 + £210 = £340 • Calculate from ones column, • One digit per square. 		£132.52	+	<u>£213.83</u>		<u>£346.35</u>																							
	£132.52																													
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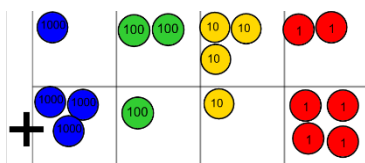
Year 6

Column Addition Method	$\begin{array}{r} 3, 6 4 3, 1 2 4 \\ + 3, 2 2 7, 7 3 1 \\ \hline 6, 8 7 0, 8 5 5 \end{array}$ <p><u>Teaching Points</u></p> <ul style="list-style-type: none">• Progressing to addition of numbers up to ten million,• Initially when dealing with numbers of this size avoid calculations which involve multiple 'carrying',• Reiterate the value of each digit when modelling,• Use of rounding to estimate.	 <p>A QR code with a small image of a whiteboard showing the addition of 3,643,124 and 3,227,731. The whiteboard shows the numbers aligned in columns, with a horizontal line under the second number, and the result 6,870,855 written below.</p>
Column Addition Method up to 3 decimal places	$\begin{array}{r} 0.557 \\ + 1.211 \\ 0.202 \\ \hline 1.970 \end{array}$ <p><u>Teaching Points</u></p> <ul style="list-style-type: none">• Progressing to addition of numbers up to ten million,• Initially when dealing with numbers of this size avoid calculations which involve multiple 'carrying',• Reiterate the value of each digit when modelling,• Reiterate the importance of 0's as place holders where appropriate.	 <p>A QR code with a small image of a whiteboard showing the addition of 0.557, 1.211, and 0.202. The numbers are aligned by their decimal points, with a horizontal line under the third number, and the result 1.970 written below.</p>


Resources to support learning throughout all year groups:



- Base ten materials,
- Numicon,
- Place value counters,
- Arrow cards.



$$999 = 900 + 90 + 9$$

 Ben is using arrow cards to make

SUBTRACTION

Foundation Stage

Foundation
Stage
Subtraction



Use of practical/concrete materials to subtract.



Use fingers and counting skills to



My number line



count
back from

any number.

$$8 - 3 = 5$$

Use number lines to begin to jump back from a particular number. Jumps underneath the line.

Year 1

Year 1
Subtraction

Sam spent 7p. What was his change from 20p?



Use practical resources to work systematically crossing out to subtract. Ensure real example of taking away.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Continue usage of number lines, promoting increase of jumps and more than one number at a time.

Working towards finding the difference between numbers nearer the end of the year.

Variation activities through missing number problems.

$$\square = 7 - 3$$

$$4 = \square - 3$$

$$4 = 7 - \square$$



Year 2

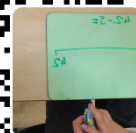
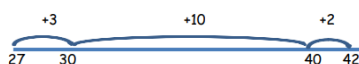
Year 2
Subtraction



Continue use of number lines, increasing initial starting number. Begin with calculations which cross tens barrier. E.g. $42 - 5$, before increasing difficulty to subtracting tens and then ones.

Develop problems to finding the difference and introduce counting on strategy, using a number line.

$$42 - 27 = 25$$



Year 3

Expanded
Subtraction
Method


$$\begin{array}{r}
 \text{H} \quad \text{T} \quad \text{O} \\
 \hline
 200 \quad 90 \quad 8 \\
 - 100 \quad 70 \quad 6 \\
 \hline
 100 \quad 20 \quad 2 \\
 \hline
 \end{array}$$


$$100 + 20 + 2 = 122$$

Teaching Points

- Calculating subtractions with numbers up to 1000,
- No exchanging at this stage,
- Begin subtraction from ones digit,



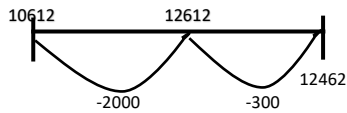
	<ul style="list-style-type: none"> • Introduce use of inverse to check calculation, • One digit per square. 	
Introduce Column Subtraction Method	$\begin{array}{r} \text{H T O} \\ 925 \\ - 211 \\ \hline 714 \end{array}$ <p><u>Teaching Points</u></p> <ul style="list-style-type: none"> • Calculating subtractions with numbers up to 1000, • No exchanging at this stage, • Begin subtraction from ones column, • Introduce use of inverse to check calculation, • One digit per square. 	

<h1>Year 4</h1>		
Column Subtraction Method	$\begin{array}{r} 21 \\ \cancel{3}46 \\ - 163 \\ \hline 183 \end{array}$ <p><u>Teaching Points</u></p> <ul style="list-style-type: none"> • Calculating subtractions with numbers up to 10,000, • Vocabulary use of exchange rather than borrow, • Use resources to practically model exchange until secure, • Begin subtraction from ones column, • Begin formal method by only using one exchange per calculation until secure, • Introduce use of inverse to check calculation, • One digit per square. 	

Year 5

Subtraction
using a
number
line

$$12462 - 2300 = 10,612$$



Teaching Points

- Calculating subtractions with numbers up to 10,000,
- Use of number line drawn with ruler a promoted strategy,
- Can subtract or count on, ensure if subtracting jumps occur beneath line, if counting on jumps above line,
- Begin subtraction from ones column.



Column
Subtraction
Method

$$\begin{array}{r}
 7, \cancel{8} \cancel{9} \cancel{0} 16 \\
 - 2, 5 9 8 \\
 \hline
 5, 3 0 8
 \end{array}$$

Teaching Points

- Introduce subtraction with larger numbers up to one million,
- Vocabulary use of exchange rather than borrow,
- Progress to calculations with multiple exchanges,
- Estimation of answer promoted e.g. $7900 - 2600 = 5300$
- Use of inverse to check calculation.



Year 6

Column
Subtraction
Method

$$\begin{array}{r}
 6121 \\
 9,743,332 \\
 - 7,351,140 \\
 \hline
 2,392,192
 \end{array}$$

Teaching Points

- Introduce subtraction with larger numbers up to ten million,
- Multiple exchanges in calculations,
- Estimation of answers promoted,
- Use of inverse to check calculation.



Column
Subtraction
up to 3
decimal
places

$$\begin{array}{r}
 315.6712 \\
 - 8.653 \\
 \hline
 27.0182
 \end{array}$$

Teaching Points

- Introduce subtraction with numbers up to 3 decimal places,
- Multiple exchanges in calculations,
- Introduce calculations with 0's as place value holders.

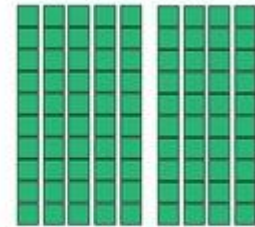


Resources to support learning throughout all year groups:



$$7 - 5 = 2$$

- Base ten materials,
- Numicon,
- Place value counters,
- Arrow cards.



$$90 - 30 = \underline{\quad}$$

$$1523 - 411 =$$

Th	H	T	1s
1	5	2	3
-	4	1	1
1	1	1	2

What's the same, what's different?

Th	H	T	1s
1	5	2	3
-	4	1	1
1	1	1	2

Expanded Column Subtraction

200	30	4	
-	20	2	
<hr/>			
200	10	2	or 212
<hr/>			

MULTIPLICATION

Foundation Stage

Foundation Stage
Multiplication

Focus on doubling

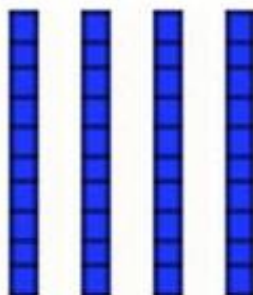


$$6 + 6 = 12$$

Ensure children must use same number.



Use symmetry to embed doubling.



Use

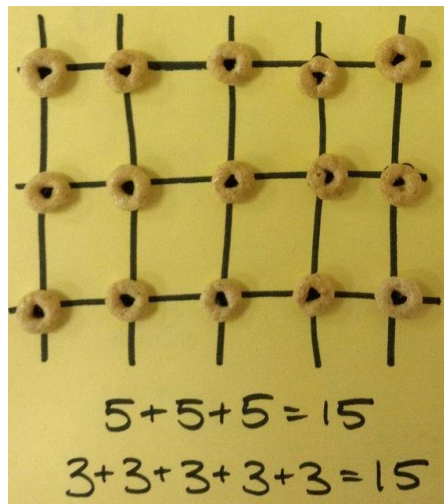
concrete objects such as base ten and counters to visually demonstrate doubling.

Year 1

Year 1 Multiplication

Ensure embedded understanding on concept of doubling before advancing further.

Use concrete objects, image representations and arrays to show repeated addition.



$$3 + 3 + 3 + 3 = 12$$



How many cupcakes can we bake?

$$3 + 3 + 3 + 3 = 12$$



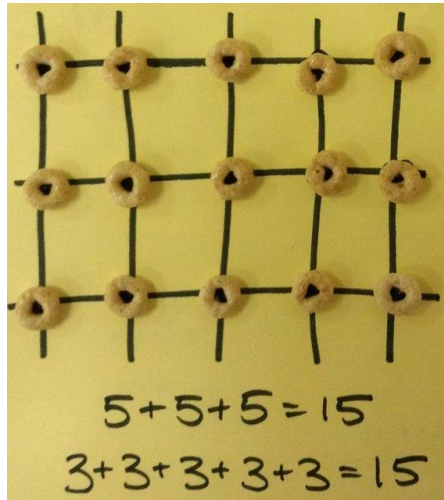
Begin to count in 2's, 5's and 10's linking to times tables recall.

Year 2

Year 2
Multiplication

Pupils begin to learn and recite X2, X5 and X10. Use doubling to find X4 where appropriate.

Recap repeated addition and use of arrays.



Combine repeated addition steps to write calculation as 5×3 and demonstrate how this is equivalent to 3×5 .



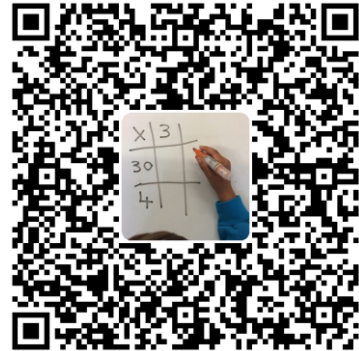
Also demonstrate multiplication on a number line. E.g. $3 \times 4 = 12$



Year 3

Year 3 Grid Method

x	3
30	90
4	12
	102



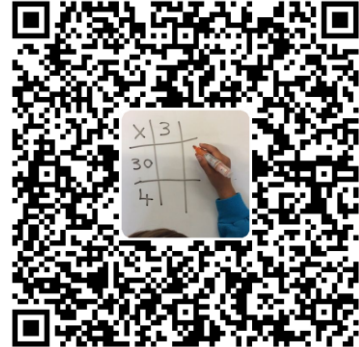
Teaching Points

- Practise times tables (2x, 5x, 10x, 3x, 4x, 6x, 8x, 9x) on daily basis,
- Apply times tables to grid method,
- Promote listing of tables to assist calculations,
- Use doubling to assist calculations e.g. double 2x to find 4x tables.

Year 4

Year 4 Grid Method

x	3
30	90
4	12
	102



Teaching Points

- Practise times tables (up to 12x) on daily basis,
- Apply times tables to grid method,
- Promote listing of tables to assist calculations,
- Use doubling to assist calculations e.g. double 2x to find 4x tables.

Year 4 Expanded Column Method

$$\begin{array}{r}
 \text{H T O} \\
 1 \quad 4 \quad 2 \\
 \times \quad \quad 4 \\
 \hline
 \quad \quad \quad 8 \quad (4 \times 2) \\
 \quad 1 \quad 6 \quad 0 \quad (4 \times 40) \\
 4 \quad 0 \quad 0 \quad (4 \times 100) \\
 \hline
 5 \quad 6 \quad 8
 \end{array}$$



Teaching Points

- Practise times tables (up to 12x) on daily basis,
- Ensure lining up of columns,
- Promote listing of tables to assist calculations,
- Use doubling to assist calculations e.g. double 2x to find 4x tables,
- One number per square.

Year 5

Year 5 Grid
Multiplication
Method

x	50	2
20	1000	40
4	200	8
	1200	48

$$= 1200$$

$$\begin{array}{r} + \quad 48 \\ \hline 1248 \end{array}$$

Teaching Points

- Practise times tables (up to 12x) on daily basis,
- Apply times tables to grid method,
- Promote listing of tables to assist calculations,
- Grid method still appropriate until confidence with formal multiplication gained.



Year 5
Introducing
Column
Multiplication
Method

$$\begin{array}{r} \quad 143 \\ X \quad 6 \\ \hline \quad 858 \\ \hline \quad \end{array}$$

Teaching Points

- Practise times tables (up to 12x) on daily basis,
- Begin learning column multiplication method,
- Emphasis value of each digit when modelling,
- Promote listing of tables to assist calculations,



- Escalate difficulty of calculation to two digit multiplied by digit multiplication.

Year 6

Year 6 Column Multiplication Method

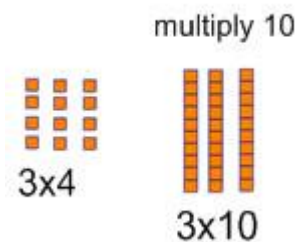
$$\begin{array}{r}
 1514 \\
 \times 23 \\
 \hline
 4542 \\
 \hline
 30280 \\
 \hline
 34822
 \end{array}$$



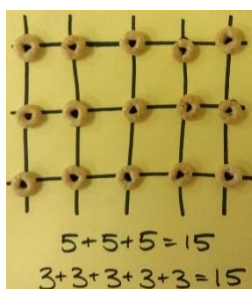
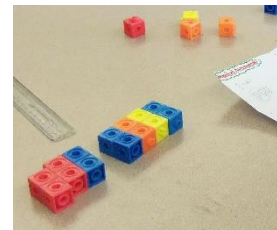
Teaching Points

- Practise times tables (up to 12x) on daily basis,
- Progress to example 4 digit multiplied by 2 digit,
- Explanation of 10's rule and 0 applied,
- Begin by reinforcing 2 digits by 2 digits multiplication from year 5.

Resources to support learning throughout all year groups:



- Base ten,
- Cubes,
- Bar models,
- Concrete objects.



25

25 25 25

DIVISION

Foundation Stage

Foundation
Stage
Division

Focus on halving using concrete objects. Use play dough as equipment to cut into half. Use of number stories for understanding.

Repeated focus:
doubling = bigger
halving = smaller



Year 1

Year 1
Division

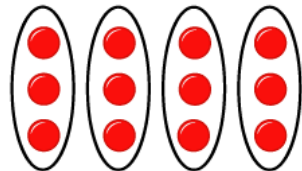
One step division problems to be introduced. Reinforce concept and focus that doubling = bigger and halving = smaller.

Develop halving through understanding of halving shapes moving onto halving numbers.





Introduce method of arrays to put different numbers into groups.



$$12 \div 3 = 4$$

Begin to stretch pupils by investigating different division facts, have mathematical discussions related to finding the inverse.

$$6 \div 2 = \square$$

$$\square = 6 \div 2$$

$$6 \div \square = 3$$

$$3 = 6 \div \square$$

$$\square \div 2 = 3$$

$$3 = \square \div 2$$

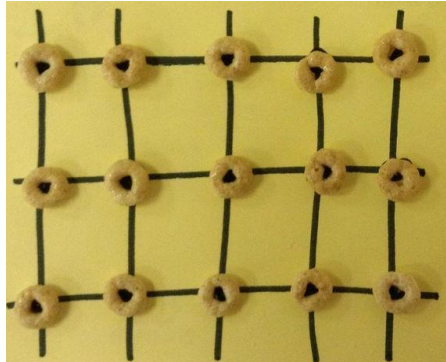
$$\square \div \nabla = 3$$

$$3 = \square \div \nabla$$

Year 2

Year 2
Division

Division problems are approached using multiplication facts particularly multiplication tables (x2, x5 and x10).



Multiplication arrays can be used to demonstrate a range of number sentences.

E.g.

$$3 + 3 + 3 + 3 + 3 = 15$$

$$5 + 5 + 5 = 15$$

$$\begin{array}{ll} \text{Eg } 15 \div 3 = 5 & 5 \times 3 = 15 \\ 15 \div 5 = 3 & 3 \times 5 = 15 \end{array}$$


Begin to share numbers using a number line method. E.g. Share 18 into 3 groups.

Sharing




Differentiate between sharing and grouping.



	<p>Grouping - E.g. How many 3's make 18?</p> <p><u>Grouping</u></p>  <p>Ensure sharing uses jumps beneath line and grouping uses jumps below the line.</p>	
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Year 3

<p>Introduce Chunking Division Method</p>	$ \begin{array}{r} 13 \\ 4 \overline{)52} \\ \underline{40} \\ 12 \\ \underline{12} \\ 0 \end{array} $ <p> $(4 \times 10 = 40) - 40$ $(4 \times 3 = 12) - 12$ </p> <p><u>Teaching points</u></p> <ul style="list-style-type: none"> • Clear and frequent modelling of layout, • Begin chunking with 2x, 3x and 5x tables before moving onto more complex, • Use remainder instead of decimal answers at this stage, • First question is 'can I take a chunk of 10', • Check answers using inverse. 	
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Year 4

Chunking
Division
Method

$$\begin{array}{r}
 13 \text{ r } 1 \\
 4 \overline{)53} \\
 \underline{40} \\
 12 \\
 \underline{12} \\
 1
 \end{array}$$

$(4 \times 10 = 40) - 40$
 $(4 \times 3 = 12) - 12$

remainder

Teaching points

- Clear and frequent modelling of layout,
- Develop to eventually divide 3 digit numbers by 1 and 2 digits,
- Use remainder instead of decimal answers at this stage,
- First question is 'can I take a chunk of 10',
- Check answers using inverse.



Year 5

Short
Division (bus
stop)
Method

$$\begin{array}{r}
 0196 \text{ r } 3/6 \\
 6 \overline{)1179} \\
 \underline{6} \quad 30 \\
 \underline{12} \quad 36 \\
 \underline{18} \quad 42 \\
 \underline{24} \quad 48
 \end{array}$$

Teaching points

- Still use chunking method if required,

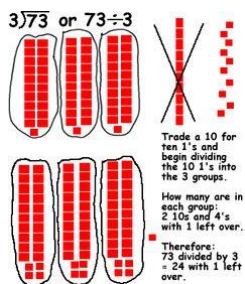
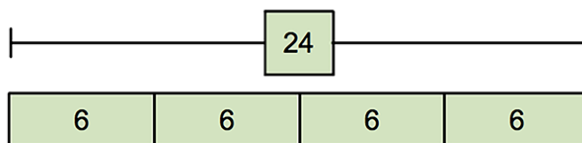


Teaching points

- Use chunking method for larger number questions,
- Progress to work efficiently and at speed by taking away larger initial chunks e.g. 20x, 30x etc.
- Introduce remainders and begin to solve using decimals.

Resources to support learning throughout all year groups:

- Concrete objects,
- Bar models,
- Grouping and sharing numberlines,
- Base ten.

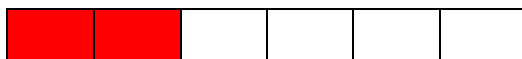


FRACTIONS

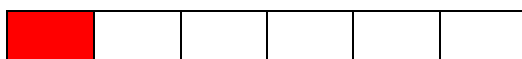
Year 3

Add and subtract fractions with numbers of the same denomination up to a whole.

$$2/6 + 1/6 = 3/6$$



+



=



Teaching points

- Verbalisation of fraction rules (numerators change, denominator stays the same)
- Ensure children recognize what a whole looks like,
- Compare and order fractions with same denomination.

Year 4

Add and subtract fractions with numbers of the same denomination up to a whole.

$$4/6 + 2/6 = 6/6$$

$$7/9 - 2/9 = 5/9$$

Teaching points

- Verbalisation of fraction rules (numerators change, denominator stays the same)
- Ensure children recognize what a whole looks like,
- Compare and order fractions with same denomination.



Year 5

Add and subtract fractions beyond a whole and with dominators that are


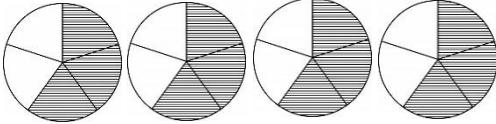


$$2/6 + 5/6 = 7/6 = 1 \frac{1}{6}$$

$$3/4 + 1/8$$

(x2)

$$6/8 + 1/8 = 7/8$$



<p>multiples of the same number.</p>	<p><u>Teaching points</u></p> <ul style="list-style-type: none"> • Use questions with answers larger than a whole, • Introduce conversion of improper fractions (6/7) to mixed number ($1 \frac{1}{6}$), • Use knowledge of times tables for quick and efficient conversion, • Ensure when making fractions larger both the numerator and denominator are multiplied. 	
<p>Multiply proper fractions by whole numbers.</p>	<p>$\frac{1}{5} \times 3 = \frac{3}{5}$</p> <p>$\frac{3}{5} \times 4 = \frac{12}{5} = 2 \frac{2}{5}$</p>  <p>2 wholes and $\frac{2}{5}$ left over.</p> <p><u>Teaching points</u></p> <ul style="list-style-type: none"> • Use questions with answers larger than a whole, • Introduce conversion of improper fractions (6/7) to mixed number ($1 \frac{1}{6}$), • Use knowledge of times tables for quick and efficient conversion, 	 

- Model using diagrams and encourage use of drawn diagrams.

Year 6

Add and subtract fractions with different dominators.

$$2/7 - 1/9$$

$$7 \times 9 = 63$$

$$2 \times 9 = 18$$

$$1 \times 7 = 7$$

$$18/63 - 7/63 = 11/63$$

Teaching points



- Remind children to multiply the denominator – denominator needs to be the same for adding and subtracting.
- Multiply each numerator by the number the child multiplied the denominator
- If mixed number see Year 5 converting method



Multiply

$$4/5 \times 400$$

$$4 \times 400 = 1,600$$

<p>Multiply a fraction by a whole number</p>	<p>$1,600 / 5 = 320$</p> <p><u>Teaching points</u></p> <ul style="list-style-type: none"> • Remind children the denominator is how many parts the whole is cut into • Multiply the nominator by the whole number giving the child an improper fraction • Child to convert the improper fraction to a mixed number – or in the above case, a whole number • If mixed number see Year 5 converting method 	
<p>Divide a fraction by a whole number</p>	<p>$6 / 3/2$</p> <p>$6/1 / 3/2$</p> <p>$6/1 \times 2/3$</p> <p>$6 \times 2 = 12$</p> <p>$1 \times 3 = 3$</p> <p>$= 12/3$ or 4</p> <p><u>Teaching points</u></p> <ul style="list-style-type: none"> • Children need to write the whole number as a fraction • To divide a fraction you need to multiply the 	

	<p>reciprocal of the second fraction – flip the fraction</p> <ul style="list-style-type: none"> • Multiply the numerator by the numerator and the denominator by the denominator • Simplify the fraction where needed • If mixed number see Year 5 converting method 	
<p>Find a fraction of a whole number</p>	<p>$7/10$ of 30</p> <p>$30 / 10 = 3$</p> <p>$7 \times 3 = 21$</p> <p>Teaching points</p> <ul style="list-style-type: none"> • Divide the whole number by the denominator • Multiply that answer by the numerator • If mixed number see Year 5 converting method 	