



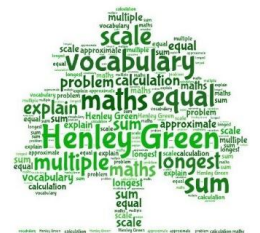
National Curriculum 2014

Progression in Written Calculation

Revised for Henley Green Summer 2026



Due for review Summer 2027



The 2014 National Curriculum highlights:

Aims

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 have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- **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.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.



Calculators should not be used as a substitute for good written and mental arithmetic. They should therefore only be introduced near the end of Key Stage 2 to support pupils' conceptual understanding and exploration of more complex number problems if written and mental arithmetic are secure.



5.2 Pupils should be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work.

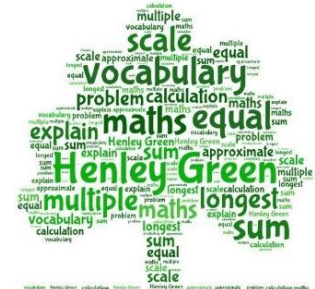
Lower Key Stage 2

The principal focus of mathematics teaching in lower Key Stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

Upper Key Stage 2

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation.

By the end of Year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.



A word cloud of math-related terms. The words are arranged in a circular pattern around the central text 'Henley Green'. The words include: multiple, scale, equal, vocabulary, problem, calculation, maths, explain, sum, approximate, longest, and sum. The words are in various sizes and orientations, creating a dynamic visual effect. The central text 'Henley Green' is in a large, bold, green font.

Hundreds	Tens	Ones
□		

$$50 + 5 = 55$$

See further details of progression for Year 3 on the following pages.

- Ensure emphasis is given to the place value of the digits

- know the place value of digits in whole numbers and decimals
- know by heart all addition facts for numbers up to 20
- add at least 3 single digits mentally
- understand zero as a place holder
- add a pair of two digit numbers mentally
- know the approximate size of the answer

- ◆ Can I do it in my head using a mental strategy?
- ◆ Could I use some jottings?
- ◆ Should I use a written method?

- Ensure emphasis is given to the place value of the digits

Year 3

- * add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

$$\begin{array}{r} \text{No exchanges} \\ 435 \\ + 213 \\ \hline 648 \end{array}$$

One exchange

$$\begin{array}{r} 435 \\ + 217 \\ \hline 652 \\ \hline 1 \end{array}$$

Two exchanges

$$\begin{array}{r} 435 \\ + 287 \\ \hline 722 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 251 \\ + 73 \\ \hline 324 \\ \hline 1 \end{array}$$

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate

No exchanges

$$\begin{array}{r} 3251 \\ + 5413 \\ \hline 8664 \end{array}$$

One exchange

	3	2	5	1
+	5	4	7	3
	8	7	2	4
			1	

Two exchanges

$$\begin{array}{r} 2938 \\ + 5423 \\ \hline 8361 \\ \hline \end{array}$$

Three exchanges

$$\begin{array}{r} 8958 \\ + 5873 \\ \hline 14831 \\ \hline 1 \quad 1 \quad 1 \end{array}$$

$$\begin{array}{r} 3758 \\ + 413 \\ \hline 4171 \\ \hline 1 \quad 1 \end{array} \qquad \begin{array}{r} 3778 \\ + 483 \\ \hline 4261 \\ \hline 1 \quad 1 \quad 1 \end{array}$$

$$\begin{array}{r} 351 \\ 234 \\ + 423 \\ \hline 1008 \\ \hline 1 \end{array}$$

Decimal addition in the context of money

Year 5

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)

	3	7	2	3	4
Various	+	7	5	4	7
exchanges		1	1	2	7
		1	3	1	3

Also include:

$$\begin{array}{r} 2318 \\ 53 \\ + 925 \\ \hline 3296 \\ \hline 1 \quad 1 \end{array} \qquad \begin{array}{r} 23.14 \\ 560.83 \\ + 46.71 \\ \hline 630.68 \\ \hline 1 \quad 1 \quad 1 \end{array}$$

Decimal addition in the context of money and measures to 3 d.p

- ✳ Pupils practise addition, subtraction ... for larger numbers, using the efficient written methods of columnar addition and subtraction

$$\begin{array}{r} 76259 \\ 68068 \\ + \quad 7514 \\ \hline 151841 \\ \hline \quad 2 \quad 1 \quad 2 \end{array}$$

Numbers with different decimal places

$$5,234 + 43.19 + 387.3$$

$$\begin{array}{r} 5.234 \\ 43.190 \\ + 387.300 \\ \hline 435.724 \\ \hline \end{array}$$

Across Key Stage 2, provide plenty of opportunities to use and apply written methods in a range of contexts.

Use five of these numbers
to make the calculation

correct

4, 4, 4, 9, 9, 9

$$\begin{array}{r} \square \square \square \\ + \quad \square \square \\ \hline 548 \end{array}$$

What's the mistake?

$$\begin{array}{r} 12.3 \\ + 9.8 \\ \hline 21.1 \end{array}$$

What's the missing number?

$$\begin{array}{r} 548 \\ + 7\boxed{}7 \\ \hline 1325 \end{array}$$

- ◆ Find two 3-digit numbers with a sum of 465.
- ◆ Beth has made a necklace with 123 pink beads and 238 purple beads. How many beads are on the necklace altogether?
- ◆ Find the different totals you can make by using any three of these numbers:
1.07, 0.3, 37.03, 17.73, 31.7

Progression for WRITTEN SUBTRACTION



Readiness for formal written methods

- know the place value of digits in whole numbers and decimals
- know by heart all subtraction facts for numbers up to 20
- subtract a single digit from a 'teens' number or a single digit
- subtract a pair of two digit numbers mentally
- partition numbers
- understand zero as a place holder
- know the approximate size of the answer

Ask yourself:

- Can I do it in my head using a mental strategy?
- Could I use some jottings?
- Should I use a written method?

- Ensure emphasis is given to the place value of the digits

Don't forget counting up on the number line for calculations like:

- 307 - 198
- 2003 - 279
- 2006 - 1998

Lower Key Stage 2

Year 3

- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

Columnar subtraction

$$\begin{array}{r} \text{No} \\ \text{exchanges} \end{array} \quad \begin{array}{r} 536 \\ - 321 \\ \hline 215 \end{array}$$

↓↓↓ ↓↓↓

$$\begin{array}{r} \text{One} \\ \text{exchange} \end{array} \quad \begin{array}{r} 784 \\ - 237 \\ \hline 547 \end{array}$$

↓↓↓ ↓↓↓

$$\begin{array}{r} \text{Two} \\ \text{exchanges} \end{array} \quad \begin{array}{r} 6125 \\ - 278 \\ \hline 457 \end{array}$$

↓↓↓ ↓↓↓

$$\begin{array}{r} \text{Including} \\ \text{zero} \end{array} \quad \begin{array}{r} 5913 \\ - 247 \\ \hline 356 \end{array}$$

Also include:

$$\begin{array}{r} 583 \\ - 32 \\ \hline 551 \end{array} \quad \begin{array}{r} 3614 \\ - 474 \\ \hline 385 \end{array}$$

Year 4

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate

Columnar subtraction

$$\begin{array}{r} \text{No} \\ \text{exchanges} \end{array} \quad \begin{array}{r} 5837 \\ - 1324 \\ \hline 4513 \end{array}$$

↓↓↓ ↓↓↓

$$\begin{array}{r} \text{One} \\ \text{exchange} \end{array} \quad \begin{array}{r} 4611 \\ - 2392 \\ \hline 2375 \end{array}$$

↓↓↓ ↓↓↓

$$\begin{array}{r} \text{Two} \\ \text{exchanges} \end{array} \quad \begin{array}{r} 6141 \\ - 3728 \\ \hline 3825 \end{array}$$

↓↓↓ ↓↓↓

$$\begin{array}{r} \text{Three} \\ \text{exchanges} \end{array} \quad \begin{array}{r} 51215 \\ - 1536 \\ \hline 4789 \end{array}$$

↓↓↓ ↓↓↓

$$\begin{array}{r} \text{Including} \\ \text{zero} \end{array} \quad \begin{array}{r} 59143 \\ - 4781 \\ \hline 1262 \end{array}$$

Also include:

$$\begin{array}{r} 1534 \\ - 254 \\ \hline 1280 \end{array} \quad \begin{array}{r} 2155 \\ - 536 \\ \hline 2619 \end{array}$$

Decimal subtraction in the context of money

Upper Key Stage 2

Year 5

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)

Formal written method

$$\begin{array}{r} \text{Various} \\ \text{carries} \end{array} \quad \begin{array}{r} 75365 \\ - 32539 \\ \hline 42826 \end{array}$$

Also include:

$$\begin{array}{r} 75366 \\ - 627 \\ \hline 74739 \end{array} \quad \begin{array}{r} 10439 \\ - 5247 \\ \hline 15192 \end{array}$$

Decimal subtraction in the context of money and measures to 3 d.p

Year 6

- Pupils practise addition, subtraction ... for larger numbers, using the efficient written methods of columnar addition and subtraction

Efficient written method

Numbers with different decimal places

$$327.5 - 62.63$$

$$\begin{array}{r} 327.50 \\ - 62.63 \\ \hline 264.87 \end{array}$$

$$645.27 - 351.8$$

$$\begin{array}{r} 645.27 \\ - 351.80 \\ \hline 293.47 \end{array}$$

Decimal subtraction in the context of money and measures to 3 d.p

Across Key Stage 2, provide plenty of opportunities to use and apply written methods in a range of contexts.

What are the missing digits?

$$\begin{array}{r} \square 3 \\ - 5 \square \\ \hline 25 \end{array}$$

Use the digits 1, 2, 3, 4, 6, 9 to make the calculation correct

$$\begin{array}{r} \square \square \\ - \square \square \\ \hline \square \square \end{array}$$

- The Smith family has saved £675 towards their summer holiday. The cost of the holiday is £2019. How much more do they need to save?
- At the beginning of a cricket match there were 742 people watching. At tea-time 218 people went home. How many were left?
- Two numbers have a difference of 1.58. One of the numbers is 4.72. What is the other? Is this the only answer?
- Gordon won £363 630 on the lottery and Betty won £4387, how much more did Gordon win?
- After a sale, Boots cost £55.23 and trainers cost £34.78. How much less do the trainers cost?

Progression for WRITTEN MULTIPLICATION



Readiness for formal written methods

- know the place value of digits in whole numbers and decimals
- know by heart all addition facts for numbers up to 20
- add a pair of two digit numbers mentally
- partition a number in different ways
- confident using written addition
- recall and use appropriate multiplication facts
- multiply any positive integer by 10 or a multiple of 10
- understand zero as a place holder
- know the approximate size of the answer

Ask yourself:

- Can I do it in my head using a mental strategy?
- Could I use some jottings?
- Should I use a written method?

Ensure emphasis is given to the place value of the digits

Lower Key Stage 2

Year 3

- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

Grid method

$$\begin{array}{r} 23 \times 3 \\ \times 20 \quad 3 \\ \hline 3 \quad 60 \quad 9 = 69 \end{array}$$

↓↓↓ ↓↓↓

$$\begin{array}{r} 16 \times 4 \\ \times 10 \quad 6 \\ \hline 4 \quad 40 \quad 24 = 64 \end{array}$$

↓↓↓ ↓↓↓

$$\begin{array}{r} 32 \times 8 \\ \times 30 \quad 2 \\ \hline 8 \quad 240 \quad 16 = 256 \end{array}$$

Year 4

- multiply two-digit and three-digit numbers by a one-digit number using formal written layout

Grid method

$$\begin{array}{r} 135 \times 6 \\ \times 100 \quad 30 \quad 5 \\ \hline 6 \quad 600 \quad 180 \quad 30 = 810 \end{array}$$

Expanded method to enable conceptual understanding

↓↓↓ leading quickly to ↓↓↓

Formal written layout

$$\begin{array}{r} 42 \\ \times 3 \\ \hline 126 \end{array} \quad \begin{array}{r} 36 \\ \times 4 \\ \hline 144 \end{array}$$

↓↓↓ ↓↓↓

$$\begin{array}{r} 312 \\ \times 6 \\ \hline 1872 \end{array} \quad \begin{array}{r} 273 \\ \times 7 \\ \hline 1911 \end{array}$$

Upper Key Stage 2

Year 5

- multiply numbers up to 4 digits by a one- or two-digit number using an formal written method, including long multiplication for two-digit numbers

Formal written method

$$\begin{array}{r} 2513 \\ \times 7 \\ \hline 17591 \end{array} \quad \begin{array}{r} 6579 \\ \times 8 \\ \hline 52632 \end{array}$$

Long Multiplication

$$\begin{array}{r} 27 \\ \times 34 \\ \hline 108 \\ 810 \\ \hline 918 \end{array} \quad \begin{array}{r} 78 \\ \times 64 \\ \hline 312 \\ 4680 \\ \hline 4992 \end{array}$$

↓↓↓ ↓↓↓

$$\begin{array}{r} 124 \\ \times 26 \\ \hline 744 \\ 2480 \\ \hline 3224 \end{array} \quad \begin{array}{r} 2374 \\ \times 32 \\ \hline 4748 \\ 7220 \\ \hline 75968 \end{array}$$

Year 6

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- multiply one-digit numbers with up to two decimal places by whole numbers

Formal written method

$$\begin{array}{r} 6027 \\ \times 34 \\ \hline 24108 \\ 180810 \\ \hline 204918 \end{array} \quad \begin{array}{r} 4378 \\ \times 73 \\ \hline 13134 \\ 306460 \\ \hline 319594 \end{array}$$

$$\begin{array}{r} 8.7 \\ \times 6 \\ \hline 52.2 \end{array} \quad \begin{array}{r} 8.68 \\ \times 7 \\ \hline 60.76 \end{array}$$

Also include:

$$\begin{array}{r} 784.9 \\ \times 6 \\ \hline 4709.4 \end{array} \quad \begin{array}{r} 41.68 \\ \times 7 \\ \hline 291.76 \end{array}$$

$$\begin{array}{r} 47.3 \\ \times 62 \\ \hline 94.6 \\ 2838.0 \\ \hline 2932.6 \end{array} \quad \begin{array}{r} 31.56 \\ \times 23 \\ \hline 94.68 \\ 631.20 \\ \hline 725.88 \end{array}$$

Decimal multiplication in the context of money and measures

Across Key Stage 2, provide plenty of opportunities to use and apply written methods in a range of contexts.

- There is space in the car park for 17 rows of 32 cars. How many cars can park?
- How many hours are there in one year?
- What is the total mass of 235 screws each weighing 6g?
- Find the area of a swimming pool which is 25m long and 7.5m wide.
- I buy 1.6 kg of apples. They cost 65p per kg. how much do I pay?
- An exercise book is 15mm thick. How thick will a pile of 5 exercise books be?
- How many different answers can be made by using the digits 2, 3 and 4 in this calculation? $\square \square \times \square =$
- Organise the digits 9, 7, 5 and 3 into this calculation to give the greatest possible product $\square. \square \square \times \square =$
- Which is closer to 100: 5.2×17 or 7.2×15 ? Use written methods to prove your answer
- Abbie says that 23.4×5 will be bigger than 53.4×2 . Is she correct?
- A can of drink contains 0.33 litres. How many litres are in 15 cans?

$$\begin{array}{r} \square \square \\ \times \quad 6 \\ \hline 2052 \end{array}$$

- Ensure emphasis is given to the place value of the digits.

$$\begin{array}{r} 72 \div 3 \\ 3 \overline{) 60 + 12} \\ \underline{20 + 4} 24 \end{array}$$
$$\begin{array}{r} 14 \\ 6 \overline{) 84} \end{array}$$

206 tickets were sold for a concert; there are 7 seats per row, how many rows are needed?

$$\begin{array}{r} 29 \text{ r } 3 \\ 7 \overline{) 206} \end{array} = 30 \text{ rows}$$
$$\begin{array}{r} 0 \ 3 \ 1 \ 8 \ r5 \\ 20 \overline{) 6 \ 3 \ 6 \ 5} \\ \underline{- 6 \ 0} \downarrow \\ 3 \ 6 \downarrow \\ \underline{- 2 \ 0} \downarrow \\ 1 \ 6 \ 5 \\ \underline{- 1 \ 6 \ 0} \\ 5 \end{array}$$
$$\begin{array}{r} \cdot 8 \\ 1\ 5 \overline{) 4\ 3\ 2\ 0} \\ \underline{3\ 0} \downarrow \downarrow \\ 1\ 3\ 2 \\ \underline{1\ 2\ 0} \\ 1\ 2\ 0\ 0 \\ \underline{1\ 2\ 0\ 0} \\ 0\ 0\ 0\ 0\ 0 \end{array}$$
$$\begin{array}{r} 57.26 \\ 6 \overline{) 343.156} \end{array}$$

- ◆ Work out what the missing digit for $37\square \div 17$, when there is a remainder of 5.
- ◆ I bought some pencils that cost 15p each. I paid £5.85. How many pencils did I buy?
- ◆ Four children collected £19 for charity. They each collected the same amount. How much was this?
- ◆ Rupert saves the same amount of money each month. He saved £149.40 in a year. How much money does he save each month?
- ◆ Three bags of crisps weigh 130.5g, how much does one bag weigh?