

Calculation Policy

St Michael's Federation
2021

Addition – EYFS

Nursery

Before addition can be introduced, children need to have a secure knowledge of number. In Nursery, children are introduced to the concept of counting, number order and number recognition through practical activities and games. This is taught through child initiated games such as hide and seek and I spy. Children also learn how to count 1-1 (pointing to each object as they count) and that anything can be counted, for example, claps, steps and jumps. This is reinforced by opportunities provided in the outdoor area for the children to count e.g. counting building blocks, twigs etc.

Reception

Before addition can be introduced, children in Reception build on concepts taught in Nursery by working through the number objectives in the 40 – 60 month band of Development Matters. Children need to have a secure knowledge of number in order to begin addition. Children are then introduced to the concept of addition through practical games and activities. Children act out addition sums to physically add two groups of objects together and use arm gestures to represent the signs + and =.

This is reinforced by opportunities provided in the outdoor area for the children to use addition e.g. adding together groups of building blocks, twigs etc. Children build on their previous knowledge of 'more' by learning that adding two groups of objects together gives them a larger number (more objects). Adults model addition vocabulary supported by age appropriate definition. An example of this is "addition means we add two groups together / we put 2 lots of objects together. Equals means we find out how many we have got altogether. 3 add 2 equals 5! We have got 5 altogether". Adults support children in recording their addition sums in the written form on whiteboards and on paper.



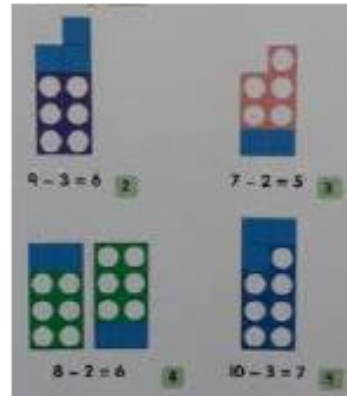
Subtraction – EYFS

Nursery

Before subtraction can be introduced, children need to have a secure knowledge of number. In Nursery, children are introduced to the concept of counting backwards. This is taught through child initiated games indoors and outdoors such as acting out counting songs and running races (children shouting “5,4,3,2,1,0 - GO!”).

Reception

Before subtraction can be introduced, children in Reception build on concepts taught in Nursery by working through the number objectives in the 40 – 60 month band of Development Matters. Children need to have a secure knowledge of number in order to begin subtraction. Children are then introduced to the concept of subtraction through practical games and activities. Children act out subtractions to physically subtract a number of objects from a group. Children use arm gestures to represent the signs - and =. This is reinforced by opportunities provided in the outdoor area for the children to count e.g. counting building blocks, twigs etc. Children build on their previous knowledge of ‘less’ by learning that subtracting means taking away a certain number of objects from a group (leaving them with less objects). Adults model subtraction vocabulary supported by age appropriate definition. An example of this is “subtraction means we take away objects from a group / we have 11 got less objects now. Equals means we find out how many we have got left. Wow! We have only got 3 left!” Adults support children in recording their subtractions in the written form on whiteboards and on paper.



Multiplication – EYFS

Nursery and Reception

By the end of Reception, children are expected to understand the concept of doubling and to be able to double a number up to 10. Before doubling can be introduced, children need to have a secure knowledge of counting, number facts and addition in order to double. Children are then introduced to the concept of doubling through practical games and activities, including the use of the outdoor areas. Children act out 'doubling' by physically add two equal groups together to find out the 'doubles' answer.



Division and Fractions – EYFS

Nursery and Reception

By the end of Reception, children are expected to understand the concept of halving and sharing. Before this can be introduced, children need to have a secure knowledge of counting backwards, number facts and subtraction in order to halve and share. Children are then introduced to the concept of halving and sharing through practical games and activities. They act out 'halving and sharing' through activities such as

sharing food for their Teddy Bear's Picnic, sharing resources equally to play a game. This is reinforced by opportunities provided in the outdoor area for the children to halve and share out objects such as building blocks, twigs etc.

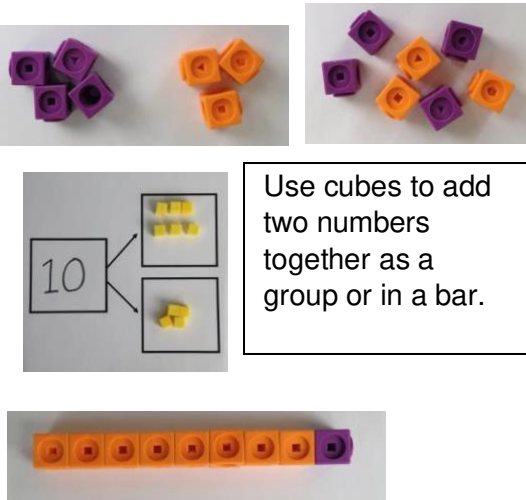
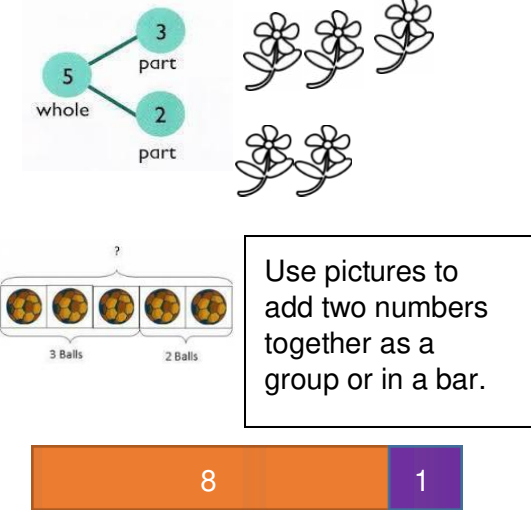
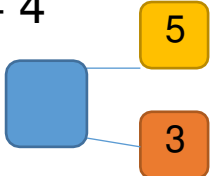

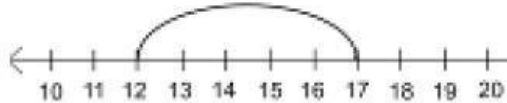


KS1 & KS2

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition	Combining two parts to make a whole: part whole model. Starting at the bigger number and counting on. Regrouping to make 10.	Adding three single digits. Column method – no regrouping.	Column method- regrouping. (up to 3 digits)	Column method- regrouping. (up to 4 digits)	Column method- regrouping. (with more than 4 digits) (Decimals- with the same quantity of decimal places)	Column method- regrouping. (Decimals- with different amounts of decimal places)
Subtraction	Taking away ones Counting back Find the difference Part whole model Make 10	Counting back Find the difference Part whole model Make 10 Column method- no regrouping	Column method with regrouping. (up to 3 digits)	Column method with regrouping. (up to 4 digits)	Column method with regrouping. (with more than 4 digits) (Decimals- with the same quantity of decimal places)	Column method with regrouping. (Decimals- with different amounts of decimal places)
Multiplication	Doubling Counting in multiples Arrays (with support)	Doubling Counting in multiples Repeated addition Arrays- showing commutative multiplication	Counting in multiples Repeated addition Arrays- showing commutative multiplication Grid method	Column multiplication (2 and 3-digit multiplied by 1 digit)	Column multiplication (up to 4-digit numbers multiplied by 1 or 2 digits)	Column multiplication (multi digit up to 4 digits by a 2-digit number)
Division	Sharing objects into groups Division as grouping	Division as grouping Division within arrays	Division within arrays Division with a remainder Short division (2 digits by 1 digit- concrete and pictorial)	Division within arrays Division with a remainder Short division (up to 3 digits by 1 digit- concrete and pictorial)	Short division (up to 4 digits by a 1-digit number interpret remainders appropriately for the context)	Short division Long division (up to 4 digits by a 2-digit number- interpret remainders as whole numbers, fractions or round)

Progression in Calculations

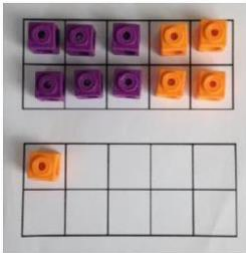
Addition

Objective and Strategies	Concrete	Pictorial	Abstract
<p>Combining two parts to make a whole: part-whole model</p>	 <p>Use cubes to add two numbers together as a group or in a bar.</p>	 <p>Use pictures to add two numbers together as a group or in a bar.</p>	<p>$4 + 3 = 7$</p> <p>$10 = 6 + 4$</p>  <p>Use the part-part whole diagram as shown above to move into the abstract.</p>
<p>Starting at the bigger number and counting on</p>	 <p>Start with the larger number on the bead string and then count on to the smaller number 1 by 1 to find the answer.</p>	<p>$12 + 5 = 17$</p>  <p>Start at the larger number on the number line and count on in ones or in one jump to find the answer.</p>	<p>$5 + 12 = 17$</p> <p>Place the larger number in your head and count on the smaller number to find your answer.</p>

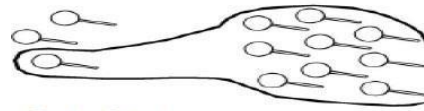
Regrouping to make 10.



$$6 + 5 = 11$$

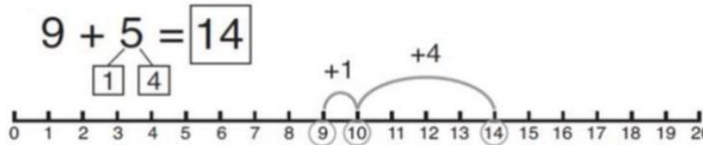


Start with the bigger number and use the smaller number to make 10.



$$3 + 9 =$$

Use pictures or a number line. Regroup or partition the smaller number to make 10.



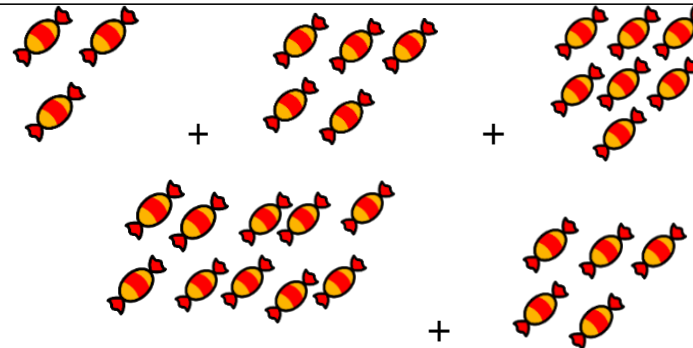
$$7 + 4 = 11$$

If I am at seven, how many more do I need to make 10. How many more do I add on now?

Adding three single digits

$$4 + 7 + 6 = 17$$

Put 4 and 6 together to make 10. Add on 7.



Add together three groups of objects. Draw a picture to recombine the groups to make 10.

$$\begin{aligned} (4 + 7) + 6 &= 10 + 7 \\ &= 17 \end{aligned}$$

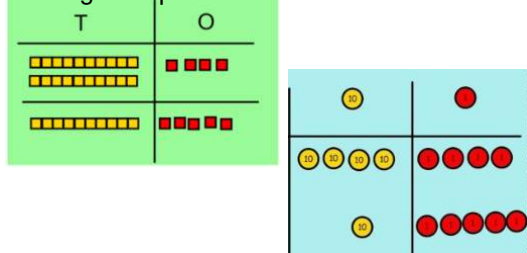
Combine the two numbers that make 10 and then add on the remainder.

Column method- no regrouping

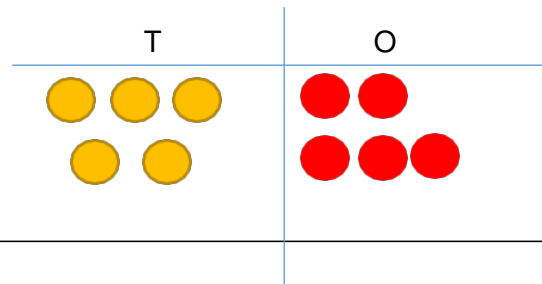
Following on from making 10, make 10 with 2 of the digits (if possible) then add on the third digit.

$$24 + 15 =$$

Add together the ones first then add the tens. Use the Base 10 blocks first before moving onto place value counters.



After practically using the base 10 blocks and place value counters, children can draw the counters to help them to solve additions.



Calculations

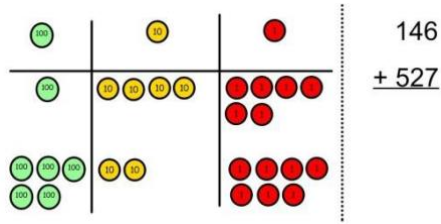
$$21 + 42 =$$

$$\begin{array}{r} 21 \\ + 42 \\ \hline \end{array}$$

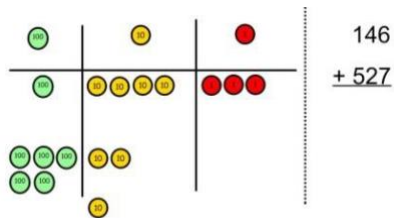
$$\begin{array}{r} 536 \\ + 85 \\ \hline 621 \\ 11 \end{array}$$

Column method- regrouping

Make both numbers on a place value grid.



Add up the units and exchange 10 ones for one 10.

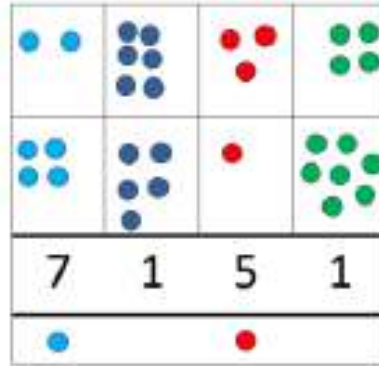


Add up the rest of the columns, exchanging the 10 counters from one column for the next place value column until every column has been added.

This can also be done with Base 10 to help children clearly see that 10 ones equal 1 ten and 10 tens equal 100.

As children move on to decimals, money and decimal place value counters can be used to support learning.

Children can draw a pictorial representation of the columns and place value counters to further support their learning and understanding.



Start by partitioning the numbers before moving on to clearly show the exchange below the addition.

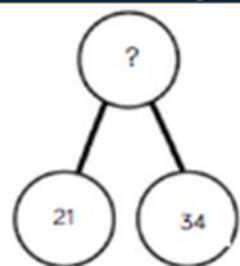
$$\begin{array}{r} 20 + 5 \\ 40 + 8 \\ \hline 60 + 13 = 73 \end{array}$$

As the children move on, introduce decimals with the same number of decimal places and different. Money can be used here.

$$\begin{array}{r} 72.8 \\ + 54.6 \\ \hline 127.4 \end{array} \quad \begin{array}{r} \pounds 23.59 \\ + \pounds 7.55 \\ \hline \pounds 31.14 \end{array}$$

$$\begin{array}{r} 23.361 \\ 9.080 \\ 59.770 \\ + 1.300 \\ \hline 93.511 \\ 212 \end{array}$$

Conceptual variation; different ways to ask children to solve $21 + 34$



?	
21	34

Word problems:

In year 3, there are 21 children and in year 4, there are 34 children. How many children in total?

$21 + 34 = 55$. Prove it

21

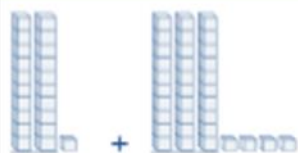
+34

—

$21 + 34 =$

= $21 + 34$

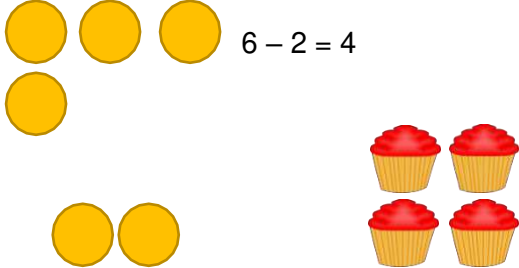
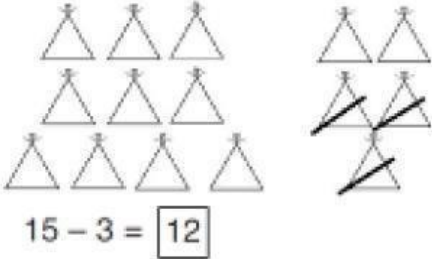


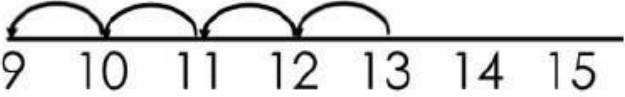
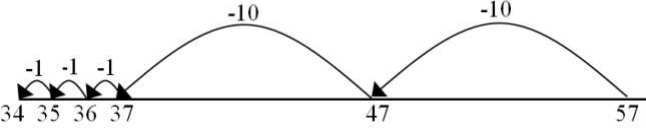
Calculate the sum of twenty-one and thirty-four.



Missing digit problems:

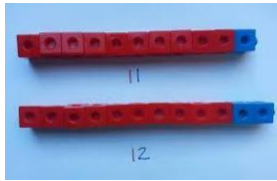
10s	1s
	?
?	5

Subtraction

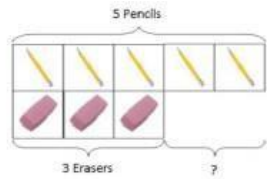
Objective and Strategies	Concrete	Pictorial	Abstract
<p>Taking away ones</p>	<p>Use physical objects, counters, cubes etc to show how objects can be taken away.</p>  <p>$6 - 2 = 4$</p> <p>$6 - 2 = 4$</p>	<p>Cross out drawn objects to show what has been taken away.</p>  <p>$15 - 3 = 12$</p>	<p>$18 - 3 = 15$</p> <p>$8 - 2 = 6$</p>
<p>Counting back</p>	<p>Make the larger number in your subtraction. Move the beads along your bead string as you count backwards in ones.</p>  <p>$13 - 4$</p> <p>Use counters and move them away from the group as you take them away counting backwards as you go.</p> 	<p>Count back on a number line or number track</p>  <p>Start at the bigger number and count back the smaller number showing the jumps on the number line.</p>  <p>This can progress all the way to counting back using two 2-digit numbers.</p>	<p>Put 13 in your head, count back 4. What number are you at? Use your fingers to help.</p>

Find the difference

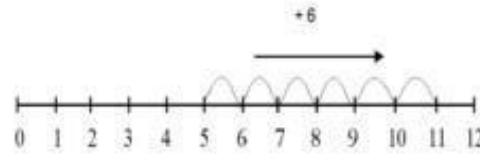
Compare amounts and objects to find the difference.



Use cubes to build towers or make bars to find the difference



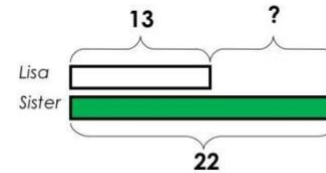
Use basic bar models with items to find the difference



Count on to find the difference.

Comparison Bar Models

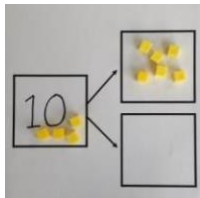
Lisa is 13 years old. Her sister is 22 years old. Find the difference in age between them.



Draw bars to find the difference between 2 numbers.

Hannah has 23 sandwiches, Helen has 15 sandwiches. Find the difference between the number of sandwiches.

Part Part Whole Model

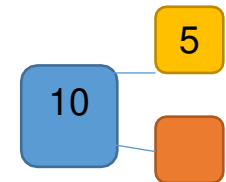
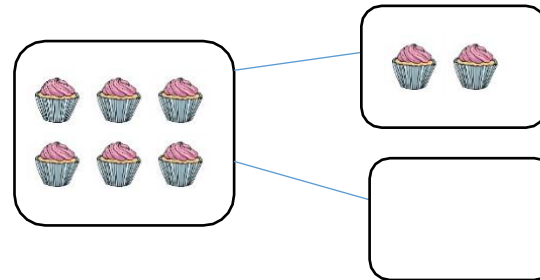


Link to addition- use the part whole model to help explain the inverse between addition and subtraction.

If 10 is the whole and 6 is one of the parts. What is the other part?

$$10 - 6 =$$

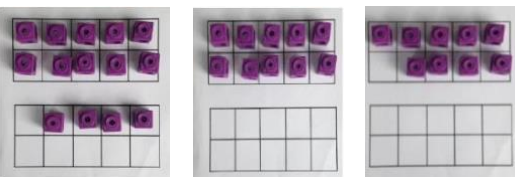
Use a pictorial representation of objects to show the part part whole model.



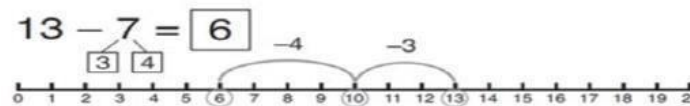
Move to using numbers within the part whole model.

Make 10

$$14 - 9 =$$



Make 14 on the ten frame. Take away the four first to make 10 and then take away one more so you have taken away 5. You are left with the answer of 9.



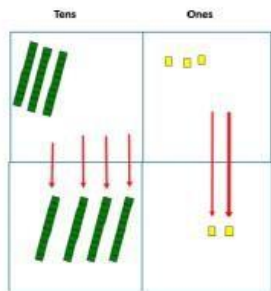
Start at 13. Take away 3 to reach 10. Then take away the remaining 4 so you have taken away 7 altogether. You have reached your answer.

$$16 - 8 =$$

How many do we take off to reach the next 10?

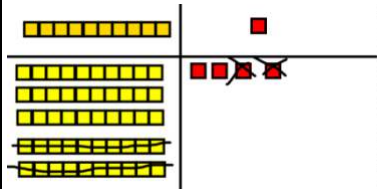
How many do we have left to take off?

Column method without regrouping



Use Base 10 to make the bigger number then take the smaller number away.

Show how you partition numbers to subtract. Again, make the larger number first.



Calculations

$$\begin{array}{r} 54 \\ - 22 \\ \hline 32 \end{array}$$

Draw the Base 10 or place value counters alongside the written calculation to help to show working.

$$47 - 24 = 23$$

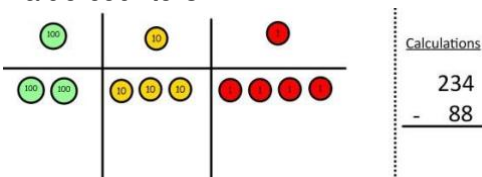
$$\begin{array}{r} 40 + 7 \\ - 20 + 4 \\ \hline 20 + 3 \end{array}$$

This will lead to a clear written column subtraction.

Column method with regrouping

Use Base 10 to start with before moving on to place value counters. Start with one exchange before moving onto subtractions with 2 exchanges.

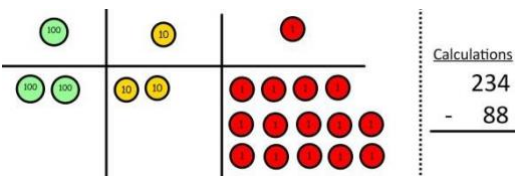
Make the larger number with the place value counters



Calculations

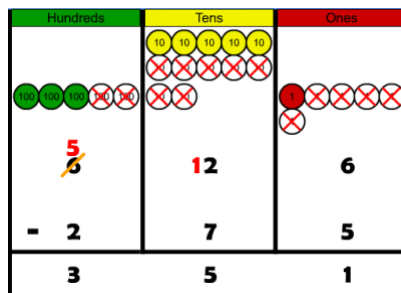
$$\begin{array}{r} 234 \\ - 88 \\ \hline \end{array}$$

Start with the ones, can I take away 8 from 4 easily? I need to exchange one of my tens for ten ones.

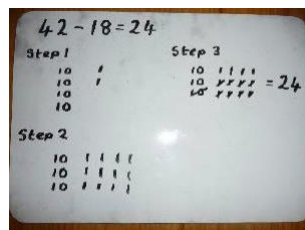


Calculations

$$\begin{array}{r} 234 \\ - 88 \\ \hline \end{array}$$



Draw the counters onto a place value grid and show what you have taken away by crossing the counters out as well as clearly showing the exchanges you make.



When confident, children can find their own way to record the exchange/regrouping.

and knows when to exchange/regroup.

Just writing the numbers as shown here shows that the child understands the method

Children can start their formal written method by partitioning the number into clear place value columns.

Moving forward the children use a more compact method.

Now I can subtract my ones.

Calculations

$$\begin{array}{r} 234 \\ - 88 \\ \hline \end{array}$$

Now look at the tens, can I take away 8 tens easily? I need to exchange one hundred for ten tens.

Calculations

$$\begin{array}{r} 234 \\ - 88 \\ \hline \end{array}$$

Now I can take away eight tens and complete my subtraction

Calculations

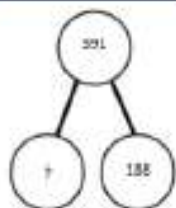
$$\begin{array}{r} \cancel{2} \cancel{3} 4 \\ - 88 \\ \hline 146 \end{array}$$

Show children how the concrete method links to the written method alongside your working. Cross out the numbers when exchanging and show where we write our new amount.

This will lead to an understanding of subtracting any number including decimals.

$$\begin{array}{r} 5 \quad 12 \quad 1 \\ 2 \quad \cancel{6} \quad \cancel{3} \quad . \quad 0 \\ - 2 \quad 6 \quad . \quad 5 \\ \hline 2 \quad 3 \quad 6 \quad . \quad 5 \end{array}$$

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



391	
186	?

Raj spent £391, Timmy spent £186.
How much more did Raj spend?

Calculate the difference between 391 and 186.

$$\square = 391 - 186$$

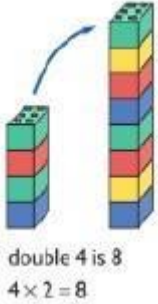

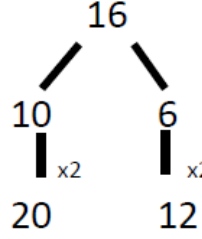

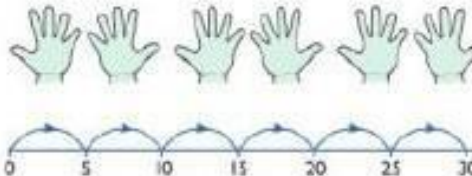
$$\begin{array}{r} 391 \\ -186 \\ \hline \end{array}$$

What is 186 less than 391?

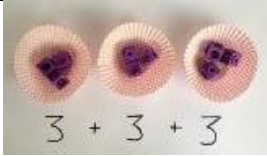
Missing digit calculations

$$\begin{array}{r} 39\square \\ -\square\square 6 \\ \hline \square 0 5 \end{array}$$

Multiplication

Objective and Strategies	Concrete	Pictorial	Abstract
<p>Doubling</p>	<p>Use practical activities to show how to</p>  <p>double 4 is 8 $4 \times 2 = 8$</p>	<p>Draw pictures to show how to double a number.</p> <p>Double 4 is 8</p> 	 <p>Partition a number and then double each part before recombining it back together.</p>
<p>Counting in multiples</p>	 <p>Count in multiples supported by concrete objects in equal groups.</p>	 <p>Use a number line or pictures to continue support in counting in multiples.</p>	<p>Count in multiples of a number aloud.</p> <p>Write sequences with multiples of numbers.</p> <p>2, 4, 6, 8, 10</p> <p>5, 10, 15, 20, 25, 30</p>

Repeated addition

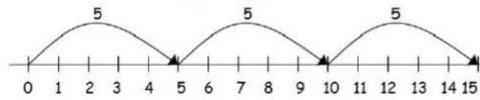


Use different objects to add equal groups.

There are 3 plates. Each plate has 2 star biscuits on. How many biscuits are there?



2 add 2 add 2 equals 6



$$5 + 5 + 5 = 15$$

Write addition sentences to describe objects and pictures.



$$2 + 2 + 2 + 2 + 2 = 10$$

Arrays- showing commutative multiplication

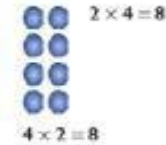
Create arrays using counters/ cubes to show multiplication sentences.



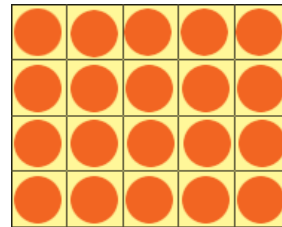
Draw arrays in different rotations to find **commutative** multiplication sentences.



$$2 \times 4 = 8$$



$$4 \times 2 = 8$$



to area of rectangles.

Use an array to write multiplication sentences and reinforce repeated addition.



$$5 + 5 + 5 = 15$$

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

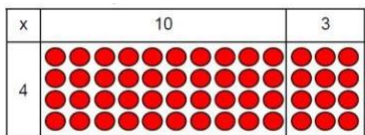
$$5 \times 3 = 15$$

$$3 \times 5 = 15$$

Link arrays

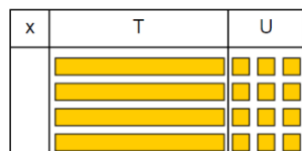
Grid Method

Show the link with arrays to first introduce the grid method.



4 rows of 10
4 rows of 3

Move on to using Base 10 to move towards a more compact method.

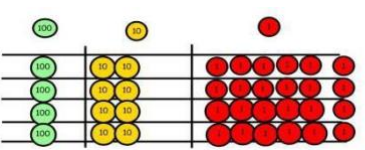


4 rows of 13 Move on to place value counters to show how we are finding groups of a number. We are multiplying by 4 so we need 4 rows.



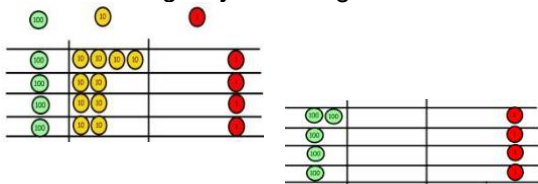
Calculations
4 x 126

Fill each row with 126.



Calculations
4 x 126

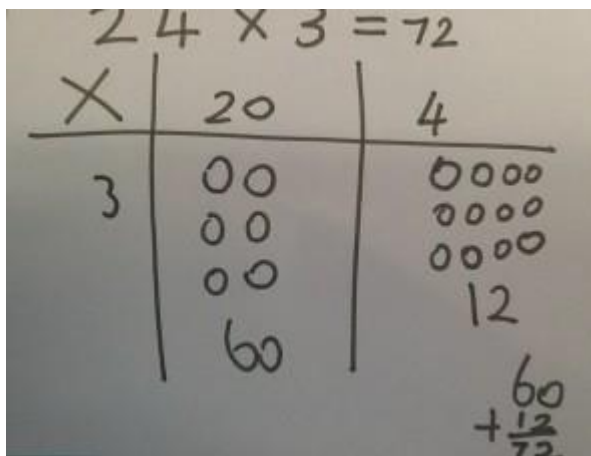
Add up each column, starting with the ones making any exchanges needed.



Then you have your answer.

Children can represent the work they have done with place value counters in a way that they understand.

They can draw the counters, using colours to show different amounts or just use circles in the different columns to show their thinking as shown below.



Start with multiplying by one-digit numbers and showing the clear addition alongside the grid.

x	30	5
7	210	35

$$210 + 35 = 245$$

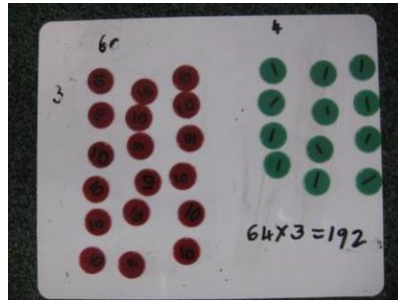
Moving forward, multiply by a 2-digit number showing the different rows within the grid method.

	10	8
10	100	80
3	30	24

x	1000	300	40	2
10	10000	3000	400	20
8	8000	2400	320	16

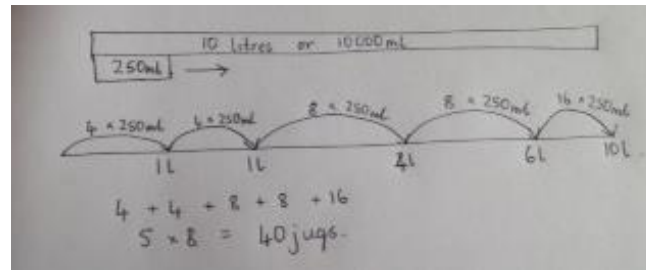
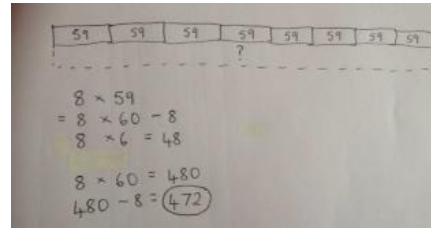
Column multiplication

Children can continue to be supported by place value counters at the stage of multiplication.



It is important at this stage that they always multiply the ones first and note down their answer followed by the tens which they note below.

Bar modelling and number lines can support learners when solving problems with multiplication alongside the formal written methods.



Start with long multiplication, reminding the children about lining up their numbers clearly in columns.

If it helps, children can write out what they are solving next to their answer.

$$\begin{array}{r} 32 \\ \times 24 \\ \hline 8 \quad (4 \times 2) \\ 120 \quad (4 \times 30) \\ 40 \quad (20 \times 2) \\ 600 \quad (20 \times 30) \\ \hline 768 \end{array}$$

$$\begin{array}{r} 7 \ 4 \\ \times 6 \ 3 \\ \hline 1 \ 2 \\ 2 \ 1 \ 0 \\ 2 \ 4 \ 0 \\ + 4 \ 2 \ 0 \ 0 \\ \hline 4 \ 6 \ 6 \ 2 \end{array}$$

This moves to the more compact method.

$$\begin{array}{r} 2 \ 3 \ 1 \\ 1 \ 3 \ 4 \ 2 \\ \times 1 \ 8 \\ \hline 1 \ 3 \ 4 \ 2 \ 0 \\ 1 \ 0 \ 7 \ 3 \ 6 \\ \hline 2 \ 4 \ 1 \ 5 \ 6 \\ \hline 1 \end{array}$$

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

23	23	23	23	23	23
----	----	----	----	----	----

?

Mai had to swim 23 lengths, 6 times a week.
How many lengths did she swim in one week?

With the counters, prove that $6 \times 23 = 138$



Find the product of 6 and 23

$$6 \times 23 =$$

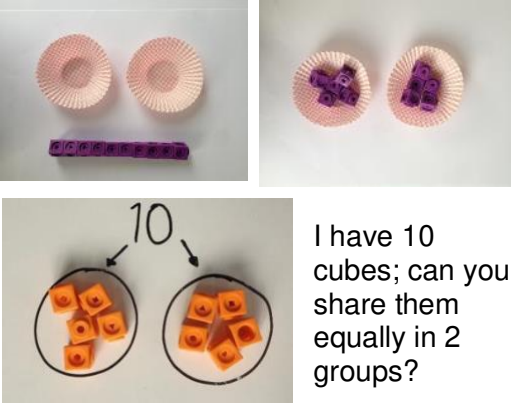
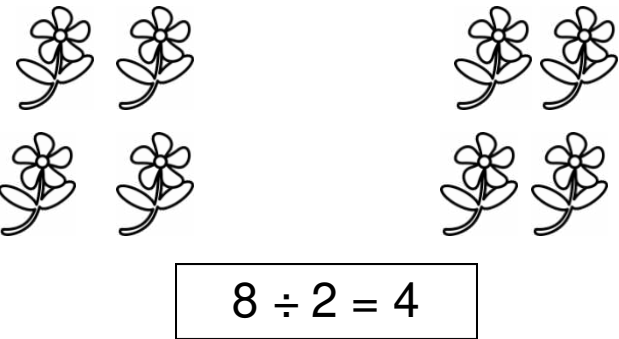
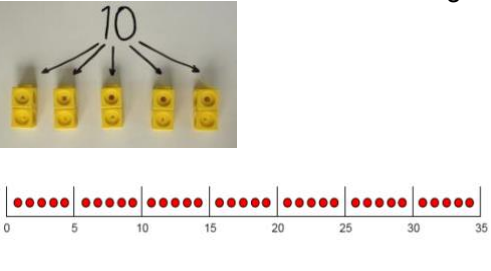
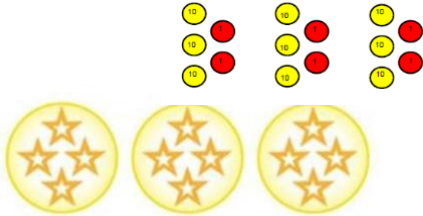
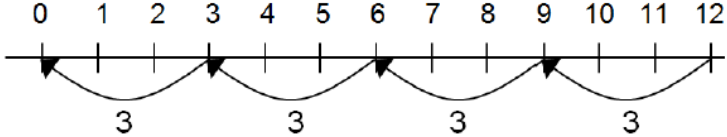

$$\square = 6 \times 23$$

$$\begin{array}{r} 6 \quad 23 \\ \times \quad 23 \\ \hline \end{array} \quad \begin{array}{r} \quad 23 \\ \times \quad 6 \\ \hline \end{array}$$

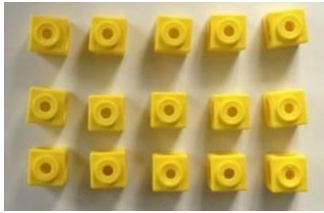
What is the calculation?
What is the product?

100s	10s	1s
		

Division

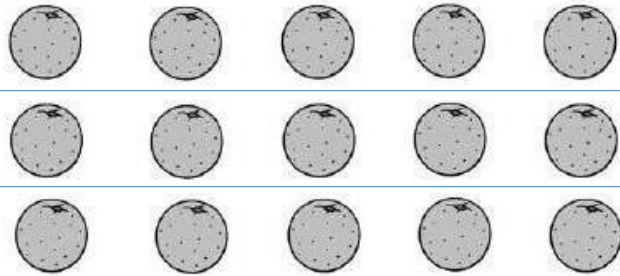
Objective and Strategies	Concrete	Pictorial	Abstract
<p>Sharing objects into groups</p>	 <p>I have 10 cubes; can you share them equally in 2 groups?</p>	<p>Children use pictures or shapes to share quantities.</p> 	<p>Share 9 buns between three people.</p> $9 \div 3 = 3$
<p>Division as grouping</p>	<p>Divide quantities into equal groups. Use cubes, counters, objects or place value counters to aid understanding.</p>  <p>$96 \div 3 = 32$</p> 	<p>Use a number line to show jumps in groups. The number of jumps equals the number of groups.</p>  <p>Think of the bar as a whole. Split it into the number of groups you are dividing by and work out how many would be within each group.</p>  <p>$20 \div 5 = ?$ $5 \times ? = 20$</p>	<p>$28 \div 7 = 4$</p> <p>Divide 28 into 7 groups. How many are in each group?</p>

Division within arrays



Link division to multiplication by creating an array and thinking about the number sentences that can be created.

E.g. $15 \div 3 = 5$ $5 \times 3 = 15$
 $15 \div 5 = 3$ $3 \times 5 = 15$



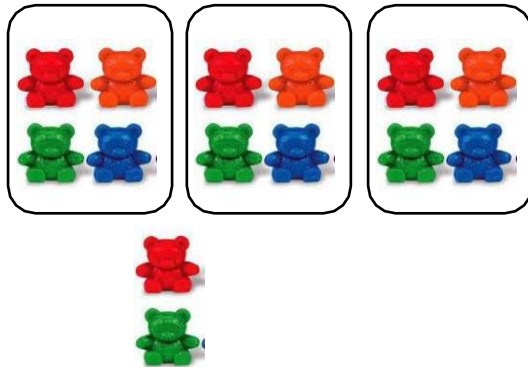
Draw an array and use lines to split the array into groups to make multiplication and division sentences.

Find the inverse of multiplication and division sentences by creating four linking number sentences.

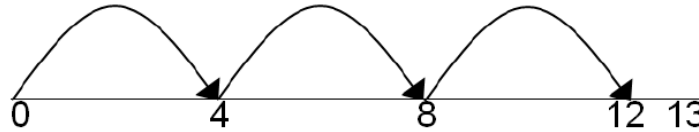
$7 \times 4 = 28$
 $4 \times 7 = 28$
 $28 \div 7 = 4$
 $28 \div 4 = 7$

Division with a remainder

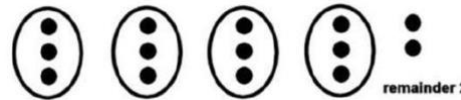
$14 \div 3 =$
 Divide objects between groups and see how much is left over



Jump forward in equal jumps on a number line then see how many more you need to jump to find a remainder.



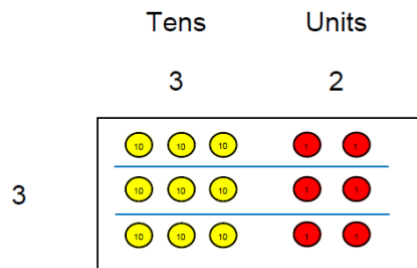
Draw dots and group them to divide an amount and clearly show a remainder.



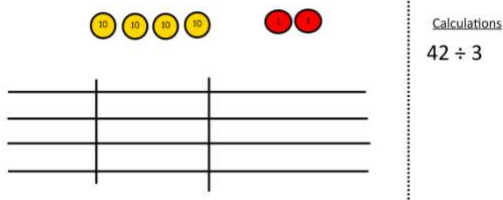
Complete written divisions and show the remainder using r.

$29 \div 8 = 3 \text{ REMAINDER } 5$
↑ ↑ ↑ ↑
dividend divisor quotient remainder

Short division

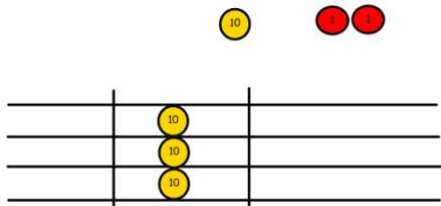


Use place value counters to divide using the bus stop method alongside

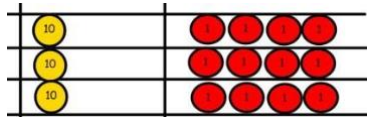


$$42 \div 3 =$$

Start with the biggest place value, we are sharing 40 into three groups. We can put 1 ten in each group and we have 1 ten left over.

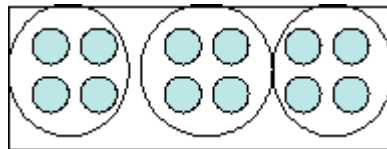


We exchange this ten for ten ones and then share the ones equally among the groups.



We look how much in 1 group so the answer is 14.

Students can continue to use drawn diagrams with dots or circles to help them divide numbers into equal groups.



Encourage them to move towards counting in multiples to divide more efficiently.

Begin with divisions that divide equally with no remainder.

$$\begin{array}{r} 218 \\ 3 \overline{) 4872} \end{array}$$

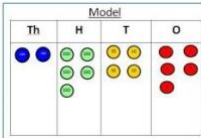
Move onto divisions with a remainder.

$$\begin{array}{r} 86 \text{ r } 2 \\ 5 \overline{) 432} \end{array}$$

Finally move into decimal places to divide the total accurately.

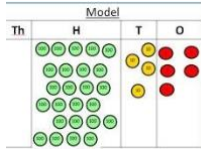
$$\begin{array}{r} 14.6 \\ 35 \overline{) 511.0} \end{array}$$

Long division



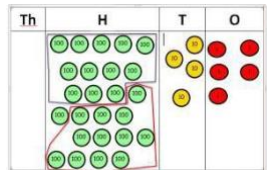
$2544 \div 12$
 How many groups of 12 thousands do we have?
 None

Exchange 2 thousand for 20 hundreds.



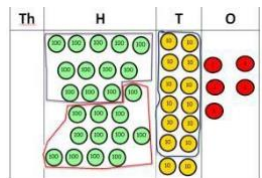
$$12 \overline{) 2544} \begin{array}{r} 0 \\ \end{array}$$

How many groups of 12 are in 25 hundreds? 2 groups. Circle them.
 We have grouped 24 hundreds so can take them off and we are left with one.



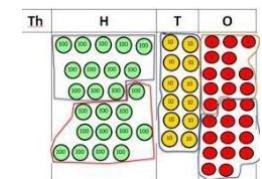
$$12 \overline{) 2544} \begin{array}{r} 02 \\ \underline{24} \\ 1 \end{array}$$

Exchange the one hundred for ten tens so now we have 14 tens. How many groups of 12 are in 14? 1 remainder 2



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

Exchange the two tens for twenty ones so now we have 24 ones. How many groups of 12 are in 24? 2



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

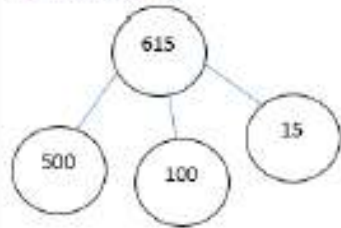
Instead of using physical counters, students can draw the counters and circle the groups on a whiteboard or in their books.

Use this method to explain what is happening and as soon as they have understood what move on to the abstract method as this can be a time consuming process.

$$\begin{array}{r} 0318r5 \\ 20 \overline{) 6365} \\ \underline{-60} \\ 36 \\ \underline{-20} \\ 165 \\ \underline{-160} \\ 5 \end{array}$$

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

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



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

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

$$5 \overline{)615}$$

$$615 \div 5 =$$

$$\square = 615 \div 5$$

What is the calculation?

What is the answer?

100s	10s	1s
