

**Addition – EYFS**

Finding the total, or sum, by combining two or more numbers.

Example:  $5 + 11 + 3 = 19$  is an addition

Addition:

$8 + 3 = 11$

Addend      Addend      Sum or Total

*“Using quantities and objects, they add two single-digit numbers and count on or back to find the answer.”*

<b><u>Key Language</u></b>	Concrete, pictorial, abstract, Addend, sum, total tens, ones Digit, add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, tens and ones, near numbers, before, after, base 10, whole part-part, estimate, how many more? Ten Frame, Numicon, greater than, less than tens frames, five frames
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**Addition Year 1**

*“Add and subtract 1 digit and 2 digit numbers to 20 including 0.”*

<b><u>Mental</u></b>	Addend, sum, total Number bonds (‘story of’ 5, 6, 7, 8, 9 and 10) Count on in ones from a given 2-digit number Add two single-digit numbers Add three single-digit numbers spotting doubles or pairs to 10 Count on in tens from any given 2-digit number Add 10 to any given 2-digit number Use number facts to add single-digit numbers to two-digit numbers, e.g. use $4 + 3$ to work out $24 + 3$ , $34 + 3$ ... Add by putting the larger number first
<b><u>Key Language</u></b>	Concrete, pictorial, abstract tens, ones, Digit, add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, tens and ones, near numbers, before, after, base 10, exchange, whole part-part, numicon, inverse, tens frames

**Addition Year 2**

*“Add and subtract mentally...  
2 digit number and ones (  
2 digit number and tens  
2, 2 digit numbers  
Add three one digit numbers mentally  
Apply increasing knowledge of written methods”*

<b><u>Key Language</u></b>	Addend, sum, total Concrete, pictorial, abstract, equation Regrouping (describes the process of exchanging ones into tens to make + - easier.) Hundreds, tens, ones, add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, calculation, tens, ones, partition, addition, column, base 10 regroup, group exchange, whole part-part, tens frames
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**Addition Year 3**

*“Add and subtract mentally..  
 3 digit and ones (145 + 4)  
 3 digit and tens (145 + 20)  
 3 digit and hundreds (145 + 200)  
 (2 digit beyond 100)  
 Add and subtract numbers with up to 3 digits using the formal written methods of columnar addition and subtraction”*

<b><u>Key Language</u></b>	Concrete, pictorial, abstract, Addend, sum, total Regrouping (describes the process of exchanging ones into tens to make + - easier.) Hundreds, tens, ones, add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, calculations, tens, ones, partition, plus, addition, column, increase, vertical, regroup, group, expanded, compact, base 10, exchange, whole part-part
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**Addition Year 4**

*“Practise mental methods  
 Add and subtract numbers with up to 4 digits using the formal written methods of columnar + and – where appropriate.”*

<b><u>Key Language</u></b>	Addend, sum, total Regrouping (describes the process of exchanging ones into tens etc to make + - easier.) Concrete, pictorial, abstract, add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, calculation, tens, ones, partition, plus, addition, column, tens boundary, hundreds boundary, increase, „carry“, expanded, compact, vertical, thousands, hundreds, digits, inverse & decimal places, decimal point, tenths, hundredths, thousandths, base 10 exchange, trade, whole part-part
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**Addition Year 5**

*“Add and subtract numbers mentally with increasingly large numbers  
 Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)”*

<b><u>Key Language</u></b>	Addend, sum, total Regrouping (describes the process of exchanging ones into tens etc to make + - easier.) Concrete, pictorial, abstract, add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, calculation, tens, ones, partition, plus, addition, column, tens boundary, hundreds boundary, increase, „carry“, expanded, compact, vertical, thousands, hundreds, digits, inverse & decimal places, decimal point, tenths, hundredths, thousandths, base 10 exchange, whole part-part
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**Addition Year 6**

<i>"Perform mental calculations, including with mixed operations and large numbers."</i>	
<b><u>Mental</u></b>	<p>Know by heart number bonds to 100 and use these to derive related facts. (E.g. <math>3.46 + 0.54 = 4</math>)</p> <p>Derive quickly and without difficulty, number bonds to 1000</p> <p>Add small and large whole numbers where the use of place value or number facts makes the calculation do-able 'in our heads'. (E.g. <math>34,000 + 8000</math>.)</p> <p>Add multiples of powers of ten and near multiples of the same. (E.g. <math>6345 + 199</math>.)</p> <p>Add negative numbers in a context such as temperature where the numbers make sense.</p> <p>Add two 1-place decimal numbers or two 2-place decimal numbers less than 1 (E.g. <math>4.5 + 6.3</math> or <math>0.74 + 0.33</math>)</p> <p>Add positive numbers to negative numbers, e.g. calculate a rise in temperature, or continue a sequence beginning with a negative number</p>
<b><u>Key Language</u></b>	<p>Addend, sum, total</p> <p>Regrouping (describes the process of exchanging ones into tens etc to make + - easier.)</p> <p>Concrete, pictorial, abstract, add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, calculation, tens, ones, partition, plus, addition, column, tens boundary, hundreds boundary, increase, „carry”, expanded, compact, vertical, thousands, hundreds, digits, inverse, decimal places, decimal point, tenths, hundredths, thousandths, base 10, exchange, trade, whole part-part</p>

**Subtraction EYFS**

minuend – subtrahend = difference

Subtraction:



The first number in a subtraction equation is a **Minuend**. Example: in  $8 - 3 = 5$ , 8 is the **minuend**.

The **Subtrahend** is the number to be subtracted. Example: in  $8 - 3 = 5$ , 3 is the **subtrahend**

The **difference** is the result of subtracting one number from another. How much one number differs from another.

<i>“Using quantities and objects, they add two single-digit numbers and count on or back to find the answer.”</i>	
<b>Key Language</b>	Minuend, subtrahend, difference Regrouping (describes the process of exchanging ones into tens etc to make + - easier.) Concrete, pictorial, abstract, fewer, less, take away, subtract, how many fewer, less, count back, how many left? Whole- part, tens frame, numicon, greater than, less than

**Subtraction Year 1**

<i>“Add and subtract 1 digit and 2 digit numbers to 20 including 0.”</i>	
<b>Key Language</b>	Minuend, subtrahend, difference Regrouping (describes the process of exchanging ones into tens etc to make + - easier.) Concrete, pictorial, abstract, equal to, take, take away, less, minus, subtract, leaves, distance between, how many more, how many fewer / less than, most, least, count back , how many left, how much less is_? exchange, trade, whole part-part, froggy (when counting back or forward on a number line)

**Subtraction Year 2**

<i>“Add and subtract mentally... 2 digit number and ones ( ) 2 digit number and tens ( ) 2, 2 digit numbers ( ) Add three one digit numbers mentally Apply increasing knowledge of written methods”</i>	
<b>Key Language</b>	Minuend, subtrahend, difference Regrouping (describes the process of exchanging ones into tens etc to make + - easier.) Concrete, pictorial, abstract, equal to, take, take away, less, minus, subtract, leaves, distance between, how many more, how many fewer / less than, most, least, count back , how many left, how much less is_? difference, count on, strategy, partition, tens, ones, exchange, tens frames whole part-part <u>‘froggy’</u> * will check(when counting back or forward on a number line)

**Subtraction Year 3**

*“Add and subtract mentally..  
 3 digit and ones (145 + 4)  
 3 digit and tens (145 + 20)  
 3 digit and hundreds (145 + 200)  
 (2 digit beyond 100)  
 Add and subtract numbers with up to 3 digits using the formal written methods of columnar addition and subtraction”*

<b><u>Key Language</u></b>	Minuend, subtrahend, difference Regrouping (describes the process of exchanging ones into tens etc to make + - easier.) Concrete, pictorial, abstract, equal to, take, take away, less, minus, subtract, leaves, distance between, how many more, how many fewer / less than, most, least, count back , how many left, how much less is_? difference, count on, strategy, partition, tens, ones, exchange, trade, whole part-part, froggy (when counting back or forward on a number line)
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**Subtraction Year 4**

*“Practise mental methods  
 Add and subtract numbers with up to 4 digits using the formal written methods of columnar + and – where appropriate.”*

<b><u>Key language</u></b>	Minuend, subtrahend, difference Regrouping (describes the process of exchanging ones into tens etc to make + - easier.) Concrete, pictorial, abstract, equal to, take, take away, less, minus, subtract, leaves, distance between, how many more, how many fewer / less than, most, least, count back , how many left, how much less is_? difference, count on, strategy, partition, tens, ones exchange, decrease, hundreds, value, digit, exchange, trade, whole part-part, froggy (when counting back or forward on a number line)
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**Subtraction Year 5**

*“Add and subtract numbers mentally with increasingly large numbers  
 Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)”*

<b><u>Key Language</u></b>	Minuend, subtrahend, difference Regrouping (describes the process of exchanging ones into tens etc to make + - easier.) Concrete, pictorial, abstract, equal to, take, take away, less, minus, subtract, leaves, distance between, how many more, how many fewer / less than, most, least, count back , how many left, how much less is_? difference, count on, strategy, partition, tens, ones exchange, decrease, hundreds, value, digit, inverse, tenths, hundredths, decimal point, decimal compact column subtraction, exchange, trade, whole part-part, froggy (when counting back or forward on a number line)
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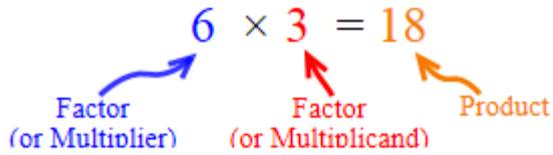
**Subtraction Year 6**

*"Perform mental calculations, including with mixed operations and large numbers."*

<b><u>Key Language</u></b>	Minuend, subtrahend, difference Regrouping (describes the process of exchanging ones into tens etc to make + - easier.) Concrete, pictorial, abstract, equal to, take, take away, less, minus, subtract, leaves, dis-tance between, how many more, how many fewer / less than, most, least, count back , how many left, how much less is_? difference, count on, strategy, partition, tens, ones exchange, decrease, hundreds, value, digit, inverse, tenths, hundredths, decimal point, decimal, exchange, trade, whole part-part, froggy (when counting back or forward on a number line)
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**Multiplication EYFS**

Multiplication:



Multiplier x multiplicand = product

*“They solve problems, including doubling, halving and sharing.”*

<b>Key Language</b>	Concrete, pictorial, abstract, Same as, fairly sharing, equal, double, groups of, lots of, begin to count in 2’s, 5’s and 10’s, altogether, greater than, less than, groups of, lots of,
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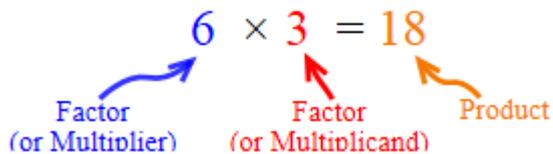
**Multiplication Year 1**

*“Solve one step problems using concrete objects, pictorial reps and arrays with support (of teacher).”*

<b>Mental</b>	Begin to count in 2s, 5s and 10s Begin to say what three 5s are by counting in 5s or what four 2s are by counting in 2s, etc. Double numbers to 10
<b>Key Language</b>	Concrete, pictorial, abstract, groups of, lots of, times by, array, altogether, count, double, bar model, groups of, lots of, multiply, whole part-part

**Multiplication Year 2**

Multiplication:



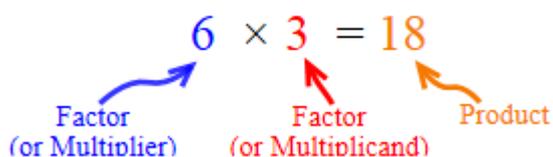
*“Calculate mathematical statements for x and ÷ within the multiplication tables and write them using x, ÷ and =”*

St Michael's Junior Church School, Mathematical language progression 2019/20.

<u>Mental</u>	<p>Count in 2s, 5s and 10s                  Begin to count in 3s.                  Begin to understand that multiplication is repeated addition and to use arrays (E.g. 3 x 4 is three rows of 4 dots)                  Begin to learn the 2x, 3x, 5x and 10x tables, seeing these as 'lots of', e.g. 5 lots of 2, 6 lots of 2, 7 lots of 2, etc.                  Double numbers up to 20                  Begin to double multiples of 5 to 100                  Begin to double two-digit numbers less than 50 with 1s digits of 1, 2, 3 4 or 5</p>
<u>Key Language</u>	<p>Concrete, pictorial, abstract, exchange, trade groups of, lots of, times, array, altogether, multiply, count, multiplied by, repeated addition, column, row, commutative, sets of, equal groups, time tables not times! groups of, lots of, s as big as, once, twice, three times... bar model, multiplicand, multiplier Multiplier x multiplicand = product                  whole part-part</p>

**Multiplication Year 3**

Multiplication:

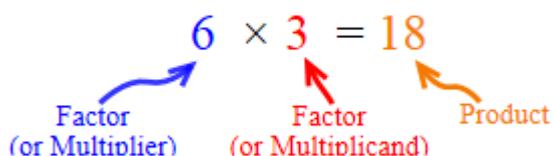


*“Write and calculate mathematical statements for x and ÷ using the x tables they know including 2 digit x 1 digit mentally...  
 ... progressing to formal written methods.”*

<u>Mental</u>	<p>Know by heart all the multiplication facts in the 2x, 3x, 4x, 5x, 8x and 10x tables                  Multiply whole numbers by 10 and 100                  Recognise that multiplication is <b>commutative</b>                  Use place value and number facts in mental multiplication. (E.g. 30 x 5 is 15 x 10)                  Partition teen numbers to multiply by a single-digit number. (E.g. 3 x 14 as 3 x 10 and 3 x 4)                  Double numbers up to 50,</p>
<u>Key Language</u>	<p>Concrete, pictorial, abstract, exchange, groups of, lots of, times by, array, altogether, multiply, count, multiplied by, repeated addition, column, row, commutative, sets of, equal groups, times, _times as big as, once, twice, three times..., partition, , multiple, product, tens, ones, value, bar model, multiplicand, multiplier Multiplier x multiplicand = product</p>

**Multiplication Year 4**

Multiplication:

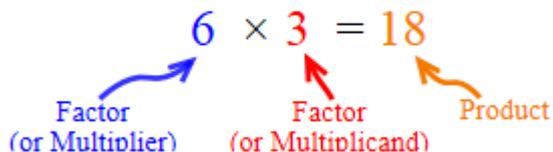


**St Michael's Junior Church School, Mathematical language progression 2019/20.**

<p><i>"Use place value known and derived facts to multiply and divide mentally including multiplying by 0 and 1, divide by 1, multiply 3 numbers.</i></p> <p><i>-Recognise and use factor pairs and commutativity in mental calculations</i></p> <p><i>-Distributive law for 2 digit x 1 digit</i></p> <p><i>-Multiply (and divide) 2 digit and 3 digit numbers by a 1 digit number using a formal written layout. (short division by 1 digit with exact answers.)"</i></p>	
<b>Mental</b>	<p>Know by heart all the multiplication facts up to 12 x 12.</p> <p>Recognise factors up to 12 of two-digit numbers.</p> <p>Multiply whole numbers and one-place decimals by 10, 100, 1000</p> <p>Multiply multiples of 10, 100, 1000 by single digit numbers. (E.g. 300 x 6 or 4000 x 8)</p> <p>Use understanding of place value and number facts in mental multiplication. (E.g. 36 x 5 is half of 36 x 10 and 50 x 60 = 3000)</p> <p>Partition 2-digit numbers to multiply by a single-digit number mentally. (E.g. 4 x 24 as 4 x 20 and 4 x 4)</p> <p>Multiply near multiples using rounding. (E.g. 33 x 19 as 33 x 20 – 33)</p> <p>Find doubles to double 100 and beyond using partitioning</p> <p>Begin to double amounts of money. (E.g. £35.60 doubled = £71.20.)</p>
<b>Key Language</b>	<p>Concrete, pictorial, abstract, exchange, groups of, lots of, times by, array, altogether, multiply, count, multiplied by, repeated addition, array, column, row, commutative, groups of, sets of, lots of, equal groups, times, multiply, times as big as, once, twice, partition, grid method, total, multiple, product, sets of, inverse, bar model, time tables not times! Groups of, lots of, multiplicand, multiplier Multiplier x multiplicand = product</p>

**Multiplication Year 5**

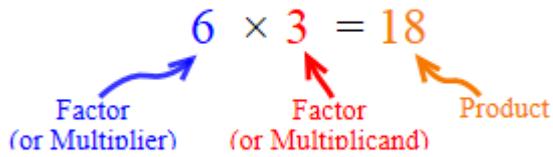
Multiplication:



<p><i>"-Multiply and divide numbers mentally drawing upon known facts.</i></p> <p><i>-Multiply numbers up to 4 digits by a 1 or 2 digit numbers using an formal written method, including long multiplication for two-digit numbers."</i></p>	
<b>Mental</b>	<p>Know by heart all the multiplication facts up to 12 x 12.</p> <p>Multiply whole numbers and one-and two-place decimals by 10, 100, 1000, 10,000</p> <p>Use knowledge of factors and multiples in multiplication. (E.g. 43 x 6 is double 43 x 3, and 28 x 50 is ½ of 28 x 100 = 1400)</p> <p>Use knowledge of place value and rounding in mental multiplication. (E.g. 67 x 199 as 67 x 200 – 67)</p> <p>Use doubling and halving as a strategy in mental multiplication. (E.g. 58 x 5 = half of 58 x 10, and 34 x 4 is 34 doubled twice)</p> <p>Partition 2-digit numbers, including decimals, to multiply by a single-digit number mentally. (E.g. 6 x 27 as 6 x 20 (120) plus 6 x 7 (42) making 162 or 6.3 x 7 as 6 x 7 plus 0.3 x 7)</p> <p>Double amounts of money by partitioning. (E.g. £37.45 doubled = £37 doubled (£74) plus 45p doubled (90p) £74.90)</p>
<b>Key Language</b>	<p>Concrete, pictorial, abstract, exchange, groups of, lots of, time tables = times by, Groups of lots of, array, altogether, multiply, count, multiplied by, repeated addition, column, row, commutative, sets of, equal groups, _times as big as, once, twice, three times..., partition, grid method, total, multiple, product, inverse, square, factor, integer, decimal, short/long multiplication, _carry', bar model, multiplicand, multiplier Multiplier x multiplicand = product</p>

**Multiplication Year 6**

Multiplication:



*“-Perform mental calculations, including with mixed operations and large numbers  
-Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the efficient written method of long multiplication.  
-Divide numbers up to 4 digits by a two-digit whole number using the efficient written method of short & long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context”*

<b>Key Language</b>	Concrete, pictorial, abstract, exchange, groups of, lots of, times tables = times by, groups of, lots of, array, altogether, multiply, count, multiplied by, repeated addition, array, column, row, commutative, sets of, equal groups, times as big as, once, twice, three times... partition, grid method, total, multiple, product, inverse, square, factor, integer, decimal, short / long multiplication, „carry“, tenths, hundredths, decimal, bar model, multiplicand, multiplier Multiplier x multiplicand = product
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**Division EYFS.**

$dividend \div divisor = quotient$

Example: in  $12 \div 3 = 4$ :

- 12 is the dividend
- 3 is the divisor
- 4 is the quotient

*"They solve problems, including doubling, halving and sharing."*

Children are encouraged to develop a mental picture of the number system in their heads to use for calculation. They develop ways of recording calculations using pictures, etc. Exceeding – counting in 2's, 5's + 10's

<b>Key Langua ge</b>	Fairly, sharing, same as, equal halves
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**Division Year 1**

$dividend \div divisor = quotient$

Example: in  $12 \div 3 = 4$ :

- 12 is the dividend
- 3 is the divisor
- 4 is the quotient

*"Solve one step problems using concrete objects, pictorial reps and arrays with support (of teacher)."*

<b>Mental</b>	Begin to count in 2s, 5s and 10s Find half of even numbers to 12 and know it is hard to halve odd numbers Find half of even numbers by sharing Begin to use visual and concrete arrays or 'sets of' to find how many sets of a small number make a larger number.
<b>Key Langua ge</b>	Concrete, pictorial, abstract, exchange, share, share equally, one each, two each..., group, groups of, lots of, array, bar model whole part part

**Division Year 2**

$$\text{dividend} \div \text{divisor} = \text{quotient}$$

Example: in  $12 \div 3 = 4$ :

- 12 is the dividend
- 3 is the divisor
- 4 is the quotient

*"Calculate mathematical statements for  $\times$  and  $\div$  within the multiplication tables and write them using  $\times$ ,  $\div$  and  $=$ "*

<b>Mental</b>	<p>Count in 2s, 5s and 10s                  Begin to count in 3s                  Using fingers, say where a given number is in the 2s, 5s or 10s count. (E.g. 8 is the fourth number when I count in twos.)                  Relate division to grouping. (E.g. how many groups of five in fifteen?)                  Halve numbers to 20                  Begin to halve numbers to 40 and multiples of 10 to 100                  Find <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math> and <math>\frac{3}{4}</math> of a quantity of objects and of amounts (whole number answers)</p>
<b>Key Language</b>	<p>Concrete, pictorial, abstract, exchange, share, share equally, one each, two each..., group, equal groups of, lots of, array, divide, divided by, divided into, division, grouping, number line, left, left over, bar model, average, divisor, dividend, quotient, whole part part</p>

### Division Year 3

$$\text{dividend} \div \text{divisor} = \text{quotient}$$

Example: in  $12 \div 3 = 4$ :

- 12 is the dividend
- 3 is the divisor
- 4 is the quotient

*"Write and calculate mathematical statements for  $\times$  and  $\div$  using the  $\times$  tables they know including 2 digit  $\times$  1 digit mentally...  
 ... progressing to formal written methods."*

<b>Mental</b>	<p>Know by heart all the division facts derived from the 2x, 3x, 4x, 5x, 8x and 10x tables.                  Divide whole numbers by 10 or 100 to give whole number answers                  Recognise that division is not commutative.                  Use place value and number facts in mental division. (E.g. <math>84 \div 4</math> is half of 42)                  Divide larger numbers mentally by subtracting the tenth multiple, including those with remainders. (E.g. <math>57 \div 3</math> is <math>10 + 9</math> as <math>10 \times 3 = 30</math> and <math>9 \times 3 = 27</math>)                  Halve even numbers to 100, halve odd numbers to 20</p>
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<b>Key Language ge</b>	Concrete, pictorial, abstract, exchange, share, share equally, one each, two each..., group, equal groups of, lots of, array, divide, divided by, divided into, division, grouping, number line, left, left over, inverse, short division, „carry“, remainder, multiple, bar model average, divisor, dividend, quotient, whole part part
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**Division Year 4**

**dividend ÷ divisor = quotient**

**Example: in  $12 \div 3 = 4$ :**

- 12 is the dividend
- 3 is the divisor
- 4 is the quotient

*“Use place value known and derived facts to multiply and divide mentally including multiplying by 0 and 1, divide by 1, multiply 3 numbers.  
 -Recognise and use factor pairs and commutativity in mental calculations  
 -Distributive law for 2 digit x 1 digit  
 -Multiply (and divide) 2 digit and 3 digit numbers by a 1 digit number using a formal written layout.  
 (short division by 1 digit with exact answers.)”*

<b>Key Language ge</b>	Concrete, pictorial, abstract, share, share equally, one each, two each..., group, equal groups of, lots of, array, divide, divided by, divided into, division, grouping, number line, left, left over, inverse, short division, „carry“, remainder, multiple, divisible by, factor, bar model, average, divisor, dividend, quotient, whole part part
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**Division Year 5**

$$\text{dividend} \div \text{divisor} = \text{quotient}$$

Example: in  $12 \div 3 = 4$ :

- 12 is the dividend
- 3 is the divisor
- 4 is the quotient

*"-Multiply and divide numbers mentally drawing upon known facts.*

*- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context."*

<b><u>Mental</u></b>	<p>Know by heart all the division facts up to <math>144 \div 12</math>.</p> <p>Divide whole numbers by 10, 100, 1000, 10,000 to give whole number answers or answers with 1, 2 or 3 decimal places</p> <p>Use doubling and halving as mental division strategies. (E.g. <math>34 \div 5</math> is <math>(34 \div 10) \times 2</math>)</p> <p>Use knowledge of multiples and factors, also tests for divisibility, in mental division. (E.g. <math>246 \div 6</math> is <math>123 \div 3</math> and we know that 525 divides by 25 and by 3)</p> <p>Halve amounts of money by partitioning. (E.g. Half of £75.40 = half of £75 (37.50) plus half of 40p (20p) which is £37.70)</p> <p>Divide larger numbers mentally by subtracting the 10th or 100th multiple as appropriate. (E.g. <math>96 \div 6</math> is <math>10 + 6</math>, as <math>10 \times 6 = 60</math> and <math>6 \times 6 = 36</math>; <math>312 \div 3</math> is <math>100 + 4</math> as <math>100 \times 3 = 300</math> and <math>4 \times 3 = 12</math>)</p> <p>Reduce fractions to their simplest form.</p>
<b><u>Key Language</u></b>	<p>Concrete, pictorial, abstract, exchange, share, share equally, one each, two each..., group, equal groups of, lots of, array, divide, divided by, divided into, division, grouping, number line, left, left over, inverse, short division, „carry“, remainder, multiple, divisible by, factor, inverse, quotient, prime number, prime factors, composite number (non-prime), bar model</p>

**Division Year 6**

$$\text{dividend} \div \text{divisor} = \text{quotient}$$

Example: in  $12 \div 3 = 4$ :

- 12 is the dividend
- 3 is the divisor
- 4 is the quotient

**St Michael's Junior Church School, Mathematical language progression 2019/20.**

*“-Perform mental calculations, including with mixed operations and large numbers  
-Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the efficient written method of long multiplication.  
-Divide numbers up to 4 digits by a two-digit whole number using the efficient written method of short & long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context”* average, divisor, dividend, quotient

**Key  
Language**

Concrete, pictorial, abstract, exchange, trade, share, share equally, one each, two each..., group, equal groups of, lots of, array, divide, divided by, divided into, division, grouping, number line, left, left over, inverse, short division, „carry“, remainder, multiple, divisible by, factor, inverse, quotient, prime number, prime factors, composite number (non-prime), common factor, bar model, average, divisor, dividend, quotient

**K.Warlow**