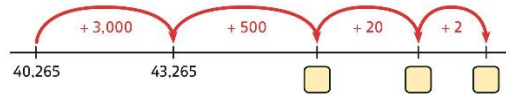
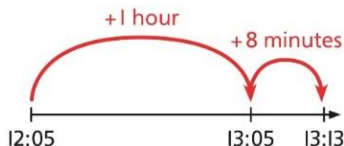


## Year 6

	Concrete	Pictorial	Abstract																																																																																																																																													
Year 6 Addition																																																																																																																																																
Comparing and selecting efficient methods	<p>Represent 7-digit numbers on a place value grid, and use this to support thinking and mental methods.</p> <table><tr><td>M</td><td>HTh</td><td>TTh</td><td>Th</td><td>H</td><td>T</td><td>O</td></tr><tr><td>●●</td><td>●●●●</td><td>●</td><td>●</td><td>●●●</td><td></td><td>●</td></tr></table>	M	HTh	TTh	Th	H	T	O	●●	●●●●	●	●	●●●		●	<p>Discuss similarities and differences between methods, and choose efficient methods based on the specific calculation. Compare written and mental methods alongside place value representations.</p> <div><table><tr><th>TTh</th><th>Th</th><th>H</th><th>T</th><th>O</th></tr><tr><td>●●●●</td><td></td><td>●●</td><td>●●●●●</td><td>●●●●●</td></tr><tr><td></td><td>●●●●</td><td>●●●●●</td><td>●●</td><td>●●</td></tr></table><table><tr><td>TTh</td><td>Th</td><td>H</td><td>T</td><td>O</td></tr><tr><td>4</td><td>0</td><td>2</td><td>6</td><td>5</td></tr><tr><td>+</td><td>3</td><td>5</td><td>2</td><td>2</td></tr><tr><td colspan="5"><hr/></td></tr></table></div> <p>Use bar model and number line representations to model addition in problem-solving and measure contexts.</p> <div></div>	TTh	Th	H	T	O	●●●●		●●	●●●●●	●●●●●		●●●●	●●●●●	●●	●●	TTh	Th	H	T	O	4	0	2	6	5	+	3	5	2	2	<hr/>					<p>Use column addition where mental methods are not efficient. Recognise common errors with column addition.</p> <p>32,145 + 4,302 = ?</p> <div><table><tr><td>TTh</td><td>Th</td><td>H</td><td>T</td><td>O</td></tr><tr><td>3</td><td>2</td><td>1</td><td>4</td><td>5</td></tr><tr><td>+</td><td>4</td><td>3</td><td>0</td><td>2</td></tr><tr><td colspan="5"><hr/></td></tr><tr><td>3</td><td>6</td><td>4</td><td>4</td><td>7</td></tr></table><table><tr><td>TTh</td><td>Th</td><td>H</td><td>T</td><td>O</td></tr><tr><td>3</td><td>2</td><td>1</td><td>4</td><td>5</td></tr><tr><td>+</td><td>4</td><td>3</td><td>0</td><td>2</td></tr><tr><td colspan="5"><hr/></td></tr><tr><td>7</td><td>5</td><td>1</td><td>6</td><td>5</td></tr></table></div> <p>Which method has been completed accurately?</p> <p>What mistake has been made?</p> <p>Column methods are also used for decimal additions where mental methods are not efficient.</p> <div><table><tr><td>H</td><td>T</td><td>O</td><td>·</td><td>Tth</td><td>Hth</td></tr><tr><td>1</td><td>4</td><td>0</td><td>·</td><td>0</td><td>9</td></tr><tr><td>+</td><td>4</td><td>9</td><td>·</td><td>8</td><td>9</td></tr><tr><td colspan="6"><hr/></td></tr><tr><td>1</td><td>8</td><td>9</td><td>·</td><td>9</td><td>8</td></tr><tr><td colspan="6"><hr/></td></tr><tr><td colspan="6">1</td></tr></table></div>	TTh	Th	H	T	O	3	2	1	4	5	+	4	3	0	2	<hr/>					3	6	4	4	7	TTh	Th	H	T	O	3	2	1	4	5	+	4	3	0	2	<hr/>					7	5	1	6	5	H	T	O	·	Tth	Hth	1	4	0	·	0	9	+	4	9	·	8	9	<hr/>						1	8	9	·	9	8	<hr/>						1					
M	HTh	TTh	Th	H	T	O																																																																																																																																										
●●	●●●●	●	●	●●●		●																																																																																																																																										
TTh	Th	H	T	O																																																																																																																																												
●●●●		●●	●●●●●	●●●●●																																																																																																																																												
	●●●●	●●●●●	●●	●●																																																																																																																																												
TTh	Th	H	T	O																																																																																																																																												
4	0	2	6	5																																																																																																																																												
+	3	5	2	2																																																																																																																																												
<hr/>																																																																																																																																																
TTh	Th	H	T	O																																																																																																																																												
3	2	1	4	5																																																																																																																																												
+	4	3	0	2																																																																																																																																												
<hr/>																																																																																																																																																
3	6	4	4	7																																																																																																																																												
TTh	Th	H	T	O																																																																																																																																												
3	2	1	4	5																																																																																																																																												
+	4	3	0	2																																																																																																																																												
<hr/>																																																																																																																																																
7	5	1	6	5																																																																																																																																												
H	T	O	·	Tth	Hth																																																																																																																																											
1	4	0	·	0	9																																																																																																																																											
+	4	9	·	8	9																																																																																																																																											
<hr/>																																																																																																																																																
1	8	9	·	9	8																																																																																																																																											
<hr/>																																																																																																																																																
1																																																																																																																																																

## Selecting mental methods for larger numbers where appropriate

Represent 7-digit numbers on a place value grid, and use this to support thinking and mental methods.



$$2,411,301 + 500,000 = ?$$

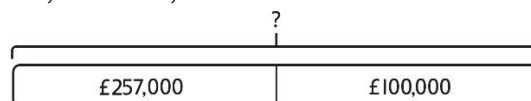
*This would be 5 more counters in the HTh place.*

*So, the total is 2,911,301.*

$$2,411,301 + 500,000 = 2,911,301$$

Use a bar model to support thinking in addition problems.

$$257,000 + 99,000 = ?$$



*I added 100 thousands then subtracted 1 thousand.*

*257 thousands + 100 thousands = 357 thousands*

$$257,000 + 100,000 = 357,000$$

$$357,000 - 1,000 = 356,000$$

$$\text{So, } 257,000 + 99,000 = 356,000$$

Use place value and unitising to support mental calculations with larger numbers.

$$195,000 + 6,000 = ?$$

$$195 + 5 + 1 = 201$$

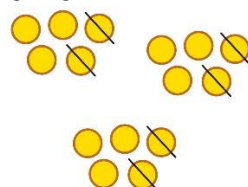
*195 thousands + 6 thousands = 201 thousands*

$$\text{So, } 195,000 + 6,000 = 201,000$$

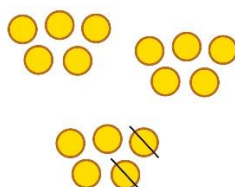
## Understanding order of operations in calculations

Use equipment to model different interpretations of a calculation with more than one operation. Explore different results.

$$3 \times 5 - 2 = ?$$

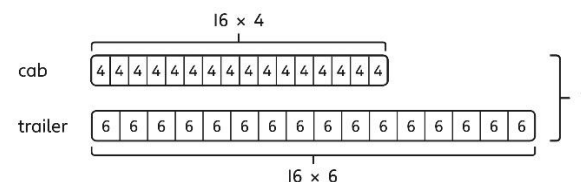


$$\begin{array}{l} 3 \times 5 - 2 \\ \downarrow \quad \downarrow \\ 3 \times 3 = 9 \end{array}$$



$$\begin{array}{l} 3 \times 5 - 2 \\ \downarrow \quad \downarrow \\ 15 - 2 = 13 \end{array}$$

Model calculations using a bar model to demonstrate the correct order of operations in multi-step calculations.



This can be written as:  $16 \times 4 + 16 \times 6$

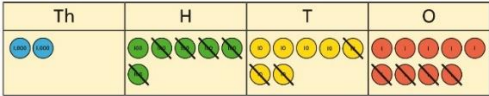
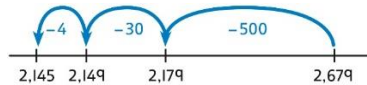

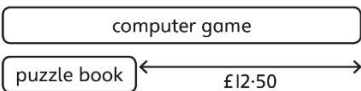
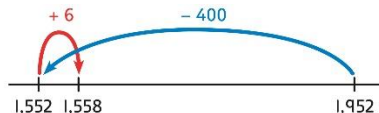
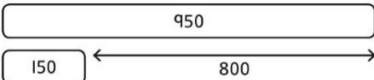
$$\begin{array}{r} 16 \times 4 + 16 \times 6 \\ 64 + 96 = 160 \end{array}$$

Understand the correct order of operations in calculations without brackets.

Understand how brackets affect the order of operations in a calculation.

$$\begin{array}{l} 4 + 6 \times 16 \\ 4 + 96 = 100 \end{array}$$

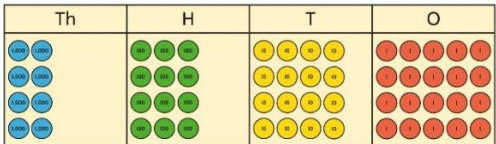
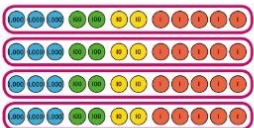
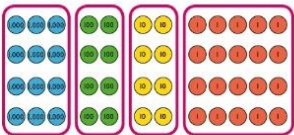
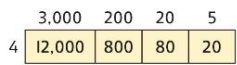

$$\begin{array}{l} (4 + 6) \times 16 \\ 10 \times 16 = 160 \end{array}$$

Year 6 Subtraction	Concrete	Pictorial	Abstract
<b>Comparing and selecting efficient methods</b>	<p>Use counters on a place value grid to represent subtractions of larger numbers.</p> 	<p>Compare subtraction methods alongside place value representations.</p>   $\begin{array}{r} \text{Th} \quad \text{H} \quad \text{T} \quad \text{O} \\ 2 \quad 6 \quad 7 \quad 9 \\ - \quad 2 \quad 1 \quad 4 \quad 9 \\ \hline 2 \quad 1 \quad 4 \quad 5 \end{array}$ <p>Use a bar model to represent calculations, including 'find the difference' with two bars as comparison.</p> 	<p>Compare and select methods. Use column subtraction when mental methods are not efficient. Use two different methods for one calculation as a checking strategy.</p>  $\begin{array}{r} \text{Th} \quad \text{H} \quad \text{T} \quad \text{O} \\ 1 \quad 9 \quad 5 \quad 2 \\ - 1 \quad 5 \quad 5 \quad 8 \\ \hline 3 \quad 9 \quad 4 \end{array}$ <p>Use column subtraction for decimal problems, including in the context of measure.</p> $\begin{array}{r} \text{H} \quad \text{T} \quad \text{O} \cdot \text{Tth} \quad \text{Hth} \\ 3 \quad 0 \quad 9 \cdot 6 \quad 0 \\ - 2 \quad 0 \quad 6 \cdot 4 \quad 0 \\ \hline 1 \quad 0 \quad 3 \cdot 2 \quad 0 \end{array}$
<b>Subtracting mentally with larger numbers</b>		<p>Use a bar model to show how unitising can support mental calculations.</p> <p><math>950,000 - 150,000</math> That is 950 thousands – 150 thousands</p>  <p>So, the difference is 800 thousands. <math>950,000 - 150,000 = 800,000</math></p>	<p>Subtract efficiently from powers of 10.</p> <p><math>10,000 - 500 = ?</math></p>



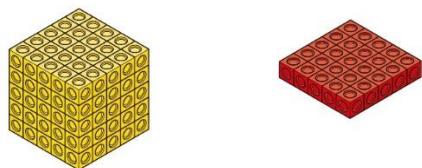
# Calculation Policy – Year 6



Year 6 Multiplication	Concrete	Pictorial	Abstract
<b>Multiplying up to a 4-digit number by a single digit number</b>	<p>Use equipment to explore multiplications.</p>  <p>4 groups of 2,345</p> <p><i>This is a multiplication:</i></p> $4 \times 2,345$ $2,345 \times 4$	<p>Use place value equipment to compare methods.</p> <p><b>Method 1</b></p>  $\begin{array}{r} 3 \ 2 \ 2 \ 5 \\ 3 \ 2 \ 2 \ 5 \\ 3 \ 2 \ 2 \ 5 \\ + 3 \ 2 \ 2 \ 5 \\ \hline 1 \ 2 \ 9 \ 0 \ 0 \\ \hline 1 \quad 1 \ 2 \end{array}$ <p><b>Method 2</b></p>  $4 \times 3,000 \ 4 \times 200 \ 4 \times 20 \ 4 \times 5$ $12,000 + 800 + 80 + 20 = 12,900$	<p>Understand area model and short multiplication.</p> <p>Compare and select appropriate methods for specific multiplications.</p> <p><b>Method 3</b></p>  $12,000 + 800 + 80 + 20 = 12,900$ <p><b>Method 4</b></p> $\begin{array}{r} 3 \ 2 \ 2 \ 5 \\ \times \quad \quad 4 \\ \hline 1 \ 2 \ 9 \ 0 \ 0 \\ \hline 1 \ 2 \end{array}$
<b>Multiplying up to a 4-digit number by a 2-digit number</b>		<p>Use an area model alongside written multiplication.</p> <p><b>Method 1</b></p>  $\begin{array}{r} 1 \ 2 \ 3 \ 5 \\ \times \quad 2 \ 1 \\ \hline 5 \\ 3 \ 0 \\ 2 \ 0 \ 0 \\ 1 \ 0 \ 0 \ 0 \\ 1 \ 0 \ 0 \\ 6 \ 0 \ 0 \\ 4 \ 0 \ 0 \ 0 \\ 2 \ 0 \ 0 \ 0 \ 0 \\ \hline 2 \ 5 \ 9 \ 3 \ 5 \end{array}$ $21 \times 1,235$	<p>Use compact column multiplication with understanding of place value at all stages.</p> $\begin{array}{r} 1 \ 2 \ 3 \ 5 \\ \times \quad 2 \ 1 \\ \hline 1 \ 2 \ 3 \ 5 \\ 2 \ 4 \ 7 \ 0 \ 0 \\ \hline 2 \ 5 \ 9 \ 3 \ 5 \end{array}$ $21 \times 1,235$

**Using knowledge of factors and partitions to compare methods for multiplications**

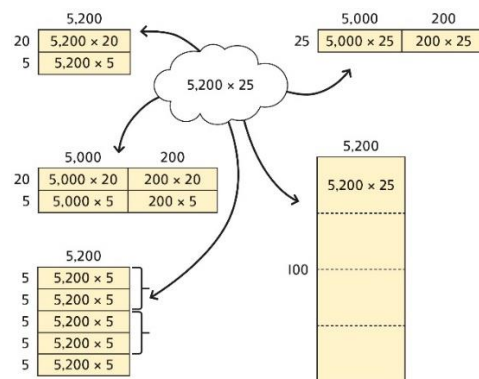
Use equipment to understand square numbers and cube numbers.



$$5 \times 5 = 5^2 = 25$$

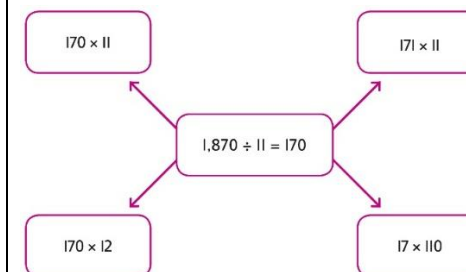
$$5 \times 5 \times 5 = 5^3 = 25 \times 5 = 125$$

Compare methods visually using an area model. Understand that multiple approaches will produce the same answer if completed accurately.



Represent and compare methods using a bar model.

Use a known fact to generate families of related facts.



Use factors to calculate efficiently.

$$15 \times 16$$

$$= 3 \times 5 \times 2 \times 8$$

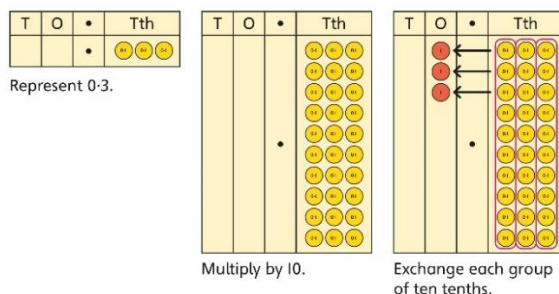
$$= 3 \times 8 \times 2 \times 5$$

$$= 24 \times 10$$

$$= 240$$

**Multiplying by 10, 100 and 1,000**

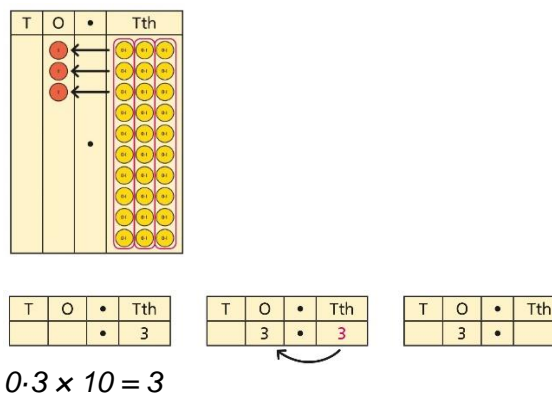
Use place value equipment to explore exchange in decimal multiplication.



$$0.3 \times 10 = ?$$

*0.3 is 3 tenths.*  
*10 x 3 tenths are 30 tenths.*  
*30 tenths are equivalent to 3 ones.*

Understand how the exchange affects decimal numbers on a place value grid.



Use knowledge of multiplying by 10, 100 and 1,000 to multiply by multiples of 10, 100 and 1,000.

$$8 \times 100 = 800$$

$$8 \times 300 = 800 \times 3$$

$$= 2,400$$

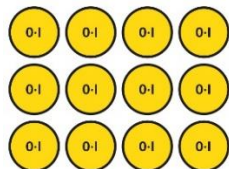
$$2.5 \times 10 = 25$$

$$2.5 \times 20 = 2.5 \times 10 \times 2$$

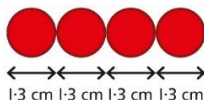
$$= 50$$

## Multiplying decimals

Explore decimal multiplications using place value equipment and in the context of measures.



3 groups of 4 tenths is 12 tenths.  
4 groups of 3 tenths is 12 tenths.



$$4 \times 1 \text{ cm} = 4 \text{ cm}$$

$$4 \times 0.3 \text{ cm} = 1.2 \text{ cm}$$

$$4 \times 1.3 = 4 + 1.2 = 5.2 \text{ cm}$$

Represent calculations on a place value grid.

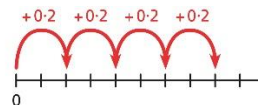
$$3 \times 3 = 9$$

$$3 \times 0.3 = 0.9$$

T	O	•	Tth

Understand the link between multiplying decimals and repeated addition.

T	O	•	Tth



Use known facts to multiply decimals.

$$4 \times 3 = 12$$

$$4 \times 0.3 = 1.2$$

$$4 \times 0.03 = 0.12$$

$$20 \times 5 = 100$$

$$20 \times 0.5 = 10$$

$$20 \times 0.05 = 1$$

Find families of facts from a known multiplication.

*I know that  $18 \times 4 = 72$ .*

*This can help me work out:*

$$1.8 \times 4 = ?$$

$$18 \times 0.4 = ?$$

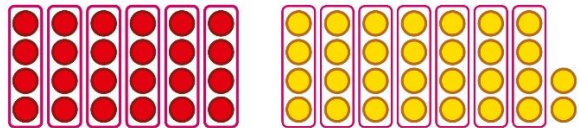
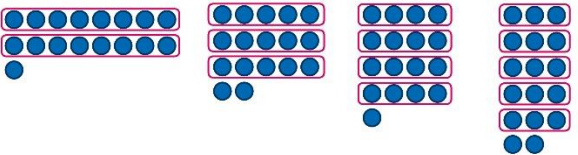
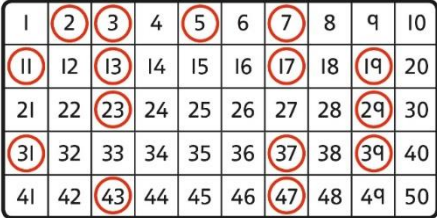
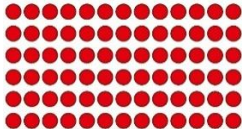
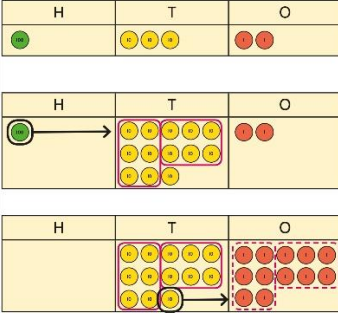
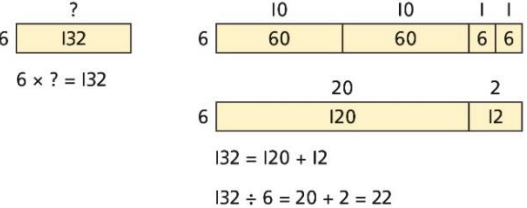
$$180 \times 0.4 = ?$$

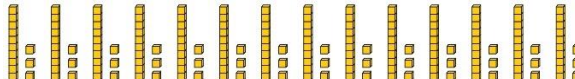
$$18 \times 0.04 = ?$$

Use a place value grid to understand the effects of multiplying decimals.

	H	T	O	•	Tth	Hth
$2 \times 3$			6	•		
$0.2 \times 3$			0	•	6	
$0.02 \times 3$				•		



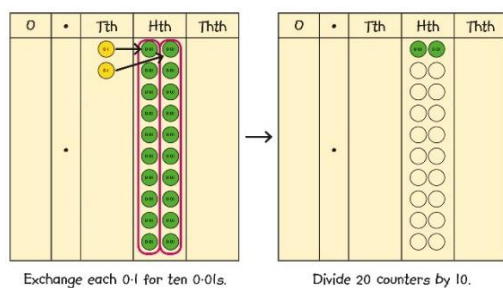
Year 6 Division	Concrete	Pictorial	Abstract
<b>Understanding factors</b>	<p>Use equipment to explore different factors of a number.</p>  <p><math>24 \div 4 = 6</math>      <math>30 \div 4 = 7 \text{ remainder } 2</math></p> <p><i>4 is a factor of 24 but is not a factor of 30.</i></p>	<p>Recognise prime numbers as numbers having exactly two factors. Understand the link with division and remainders.</p>  <p><math>17 \div 2 = 8 \text{ r } 1</math>      <math>17 \div 3 = 5 \text{ r } 2</math>      <math>17 \div 4 = 4 \text{ r } 1</math>      <math>17 \div 5 = 3 \text{ r } 2</math></p>	<p>Recognise and know primes up to 100. Understand that 2 is the only even prime, and that 1 is not a prime number.</p> 
<b>Dividing by a single digit</b>	<p>Use equipment to make groups from a total.</p>  <p><i>There are 78 in total. There are 6 groups of 13. There are 13 groups of 6.</i></p>	 <p>How many groups of 6 are in 100? <math>6 \overline{) 132}</math></p> <p>How many groups of 6 are in 13 tens? <math>6 \overline{) 132}</math></p> <p>How many groups of 6 are in 12 ones? <math>6 \overline{) 132}</math></p>	<p>Use short division to divide by a single digit.</p> $\begin{array}{r} 0 \\ 6 \overline{) 132} \end{array}$ $\begin{array}{r} 0 \quad 2 \\ 6 \overline{) 132} \end{array}$ $\begin{array}{r} 0 \quad 2 \quad 2 \\ 6 \overline{) 132} \end{array}$ <p>Use an area model to link multiplication and division.</p>  <p><math>6 \times ? = 132</math></p> <p><math>132 = 120 + 12</math></p> <p><math>132 \div 6 = 20 + 2 = 22</math></p>

<p><b>Dividing by a 2-digit number using factors</b></p>	<p>Understand that division by factors can be used when dividing by a number that is not prime.</p>	<p>Use factors and repeated division.</p> <p><math>1,260 \div 14 = ?</math></p> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">1,260</div> <div style="border: 1px solid black; width: 60px; height: 40px; margin-right: 10px; position: relative;"> <div style="position: absolute; top: 0; left: 0; width: 100%; height: 100%; border-bottom: 1px solid black;"></div> </div> <div style="border: 1px solid black; width: 60px; height: 40px; position: relative;"> <div style="position: absolute; top: 0; left: 0; width: 100%; height: 100%; border-bottom: 1px solid black;"></div> </div> </div> <p><math>1,260 \div 2 = 630</math></p> <p><math>630 \div 7 = 90</math></p> <p><math>1,260 \div 14 = 90</math></p>	<p>Use factors and repeated division where appropriate.</p> <p><math>2,100 \div 12 = ?</math></p> <p> <math>2,100 \rightarrow \boxed{\div 2} \rightarrow \boxed{\div 6} \rightarrow</math>  <math>2,100 \rightarrow \boxed{\div 6} \rightarrow \boxed{\div 2} \rightarrow</math>  <math>2,100 \rightarrow \boxed{\div 3} \rightarrow \boxed{\div 4} \rightarrow</math>  <math>2,100 \rightarrow \boxed{\div 4} \rightarrow \boxed{\div 3} \rightarrow</math>  <math>2,100 \rightarrow \boxed{\div 3} \rightarrow \boxed{\div 2} \rightarrow \boxed{\div 2} \rightarrow</math> </p>
<p><b>Dividing by a 2-digit number using long division</b></p>	<p>Use equipment to build numbers from groups.</p>  <p><i>182 divided into groups of 13. There are 14 groups.</i></p>	<p>Use an area model alongside written division to model the process.</p> <p><math>377 \div 13 = ?</math></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <div style="display: flex; justify-content: space-between;"> <span>13</span> <span>?</span> </div> <div style="border: 1px solid black; width: 100%; height: 20px; position: relative;"> <div style="position: absolute; top: 0; left: 0; width: 100%; height: 100%; background-color: #fff9c4;"></div> </div> </div> <div style="display: flex; justify-content: space-between;"> <span>13</span> <span>10</span> <span>?</span> </div> <div style="border: 1px solid black; width: 100%; height: 20px; position: relative;"> <div style="position: absolute; top: 0; left: 0; width: 100%; height: 100%; background-color: #fff9c4;"></div> </div> <div style="display: flex; justify-content: space-between;"> <span>13</span> <span>10</span> <span>10</span> <span>?</span> </div> <div style="border: 1px solid black; width: 100%; height: 20px; position: relative;"> <div style="position: absolute; top: 0; left: 0; width: 100%; height: 100%; background-color: #fff9c4;"></div> </div> <div style="display: flex; justify-content: space-between;"> <span>13</span> <span>10</span> <span>10</span> <span>9</span> </div> <div style="border: 1px solid black; width: 100%; height: 20px; position: relative;"> <div style="position: absolute; top: 0; left: 0; width: 100%; height: 100%; background-color: #fff9c4;"></div> </div> <p><math>377 \div 13 = 29</math></p>	<p>Use long division where factors are not useful (for example, when dividing by a 2-digit prime number). Write the required multiples to support the division process.</p> <p><math>377 \div 13 = ?</math></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <div style="display: flex; justify-content: space-between;"> <span>0</span> <span>13</span> <span>26</span> <span>39</span> <span>52</span> <span>65</span> <span>78</span> <span>91</span> <span>104</span> <span>117</span> <span>130</span> </div> <div style="display: flex; justify-content: space-between;"> <span><math>0 \times 13</math></span> <span><math>1 \times 13</math></span> <span><math>2 \times 13</math></span> <span><math>3 \times 13</math></span> <span><math>4 \times 13</math></span> <span><math>5 \times 13</math></span> <span><math>6 \times 13</math></span> <span><math>7 \times 13</math></span> <span><math>8 \times 13</math></span> <span><math>9 \times 13</math></span> <span><math>10 \times 13</math></span> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <div style="display: flex; justify-content: space-between;"> <span>13</span> <span>3</span> <span>7</span> <span>7</span> </div> <div style="border: 1px solid black; width: 100%; height: 20px; position: relative;"> <div style="position: absolute; top: 0; left: 0; width: 100%; height: 100%; background-color: #fff9c4;"></div> </div> <div style="display: flex; justify-content: space-between;"> <span>-</span> <span>1</span> <span>3</span> <span>0</span> <span>10</span> </div> <div style="border: 1px solid black; width: 100%; height: 20px; position: relative;"> <div style="position: absolute; top: 0; left: 0; width: 100%; height: 100%; background-color: #fff9c4;"></div> </div> <div style="display: flex; justify-content: space-between;"> <span>-</span> <span>1</span> <span>3</span> <span>0</span> <span>10</span> </div> <div style="border: 1px solid black; width: 100%; height: 20px; position: relative;"> <div style="position: absolute; top: 0; left: 0; width: 100%; height: 100%; background-color: #fff9c4;"></div> </div> <div style="display: flex; justify-content: space-between;"> <span>-</span> <span>1</span> <span>1</span> <span>7</span> <span>9</span> </div> <div style="border: 1px solid black; width: 100%; height: 20px; position: relative;"> <div style="position: absolute; top: 0; left: 0; width: 100%; height: 100%; background-color: #fff9c4;"></div> </div> <div style="display: flex; justify-content: space-between;"> <span></span> <span>0</span> <span>29</span> </div> </div> <p><math>377 \div 13 = 29</math></p> <p>A slightly different layout may be used, with the division completed above rather than at the side.</p>



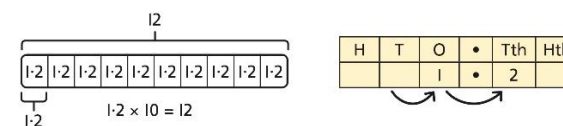
## Dividing by 10, 100 and 1,000

Use place value equipment to explore division as exchange.

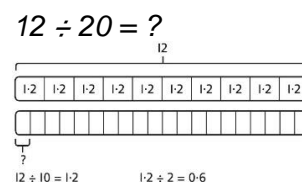


$0.2$  is 2 tenths.  
2 tenths is equivalent to 20 hundredths.  
20 hundredths divided by 10 is 2 hundredths.

Represent division to show the relationship with multiplication. Understand the effect of dividing by 10, 100 and 1,000 on the digits on a place value grid.



Understand how to divide using division by 10, 100 and 1,000.



$$\begin{array}{r} 3 \\ 21 \overline{) 798} \\ - 630 \\ \hline 168 \end{array}$$

$$\begin{array}{r} 38 \\ 21 \overline{) 798} \\ - 630 \\ \hline 168 \\ - 168 \\ \hline 0 \end{array}$$

Divisions with a remainder explored in problem-solving contexts.

Use knowledge of factors to divide by multiples of 10, 100 and 1,000.

$$40 \div 50 = \boxed{\phantom{0.8}}$$

$$40 \rightarrow \boxed{\div 10} \rightarrow \boxed{\div 5} \rightarrow ?$$

$$40 \rightarrow \boxed{\div 5} \rightarrow \boxed{\div 10} \rightarrow ?$$

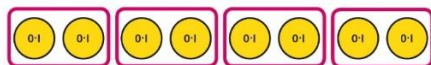
$$40 \div 5 = 8$$

$$8 \div 10 = 0.8$$

$$\text{So, } 40 \div 50 = 0.8$$

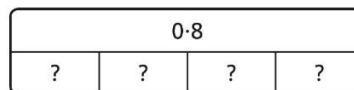
## Dividing decimals

Use place value equipment to explore division of decimals.



*8 tenths divided into 4 groups. 2 tenths in each group.*

Use a bar model to represent divisions.



$$4 \times 2 = 8$$

$$8 \div 4 = 2$$

$$\text{So, } 4 \times 0.2 = 0.8$$

$$0.8 \div 4 = 0.2$$

Use short division to divide decimals with up to 2 decimal places.

$$\begin{array}{r} 0.2 \\ 8 \overline{) 4.24} \end{array}$$

$$\begin{array}{r} 0.2 \\ 8 \overline{) 4.24} \end{array}$$

$$\begin{array}{r} 0.2 \\ 8 \overline{) 4.24} \end{array}$$

$$\begin{array}{r} 0.25 \\ 8 \overline{) 4.24} \end{array}$$

$$\begin{array}{r} 0.25 \\ 8 \overline{) 4.24} \end{array}$$

$$\begin{array}{r} 0.253 \\ 8 \overline{) 4.24} \end{array}$$

$$\begin{array}{r} 0.253 \\ 8 \overline{) 4.24} \end{array}$$