
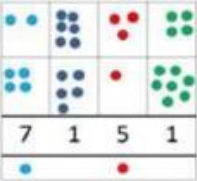
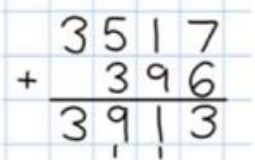
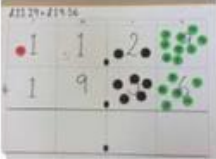
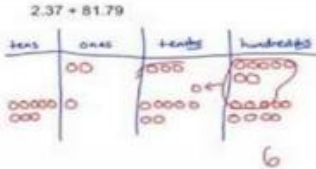
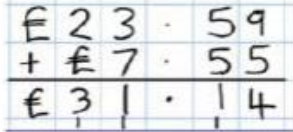
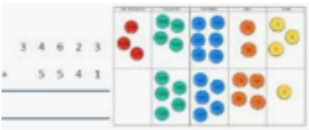
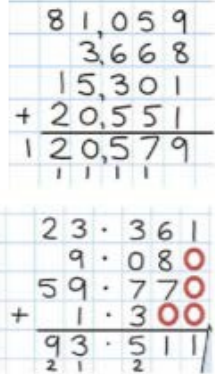


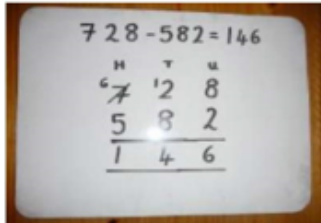
Addition - Year 4

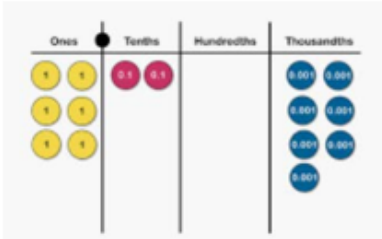
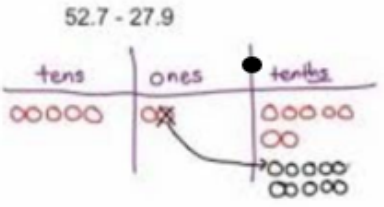
Objective and Strategy	Concrete	Pictorial	Abstract								
<p><i>Using formal written methods of columnar addition where appropriate</i></p> <p>add numbers with up to 4 digits (with exchange)</p>	<p>Children continue to use dienes or place value counters to add, exchanging ten ones for <u>a ten and ten tens</u> for a hundred and ten hundreds for a thousand.</p>  <p>The calculation will be shown alongside the model used to see the connection.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Model</th> <th>Calculation</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </tbody> </table>	Model	Calculation			 <p>Children can draw a pictorial representation of the columns and place value counters to further support their learning and understanding.</p> <p>The calculation will be shown alongside the model used to see the connection.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Model</th> <th>Calculation</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </tbody> </table>	Model	Calculation			 <p>Continue from previous work to carry hundreds as well as tens.</p>
Model	Calculation										
Model	Calculation										
<p>Add decimals with 2 decimal places, including money.</p>	 <p>Introduce decimal place value <u>counters</u> and model exchange for addition.</p>		 <p>As the children move on, introduce decimals with the same number of decimal places and different. Money can be <u>used</u> here.</p>								
<p>Vocabulary</p>	<p>addition add, more, and make, sum, total, altogether, double, near double, half, halve, tens boundary, hundreds boundary, decimal, decimal point</p>										

Addition- Year 5/6

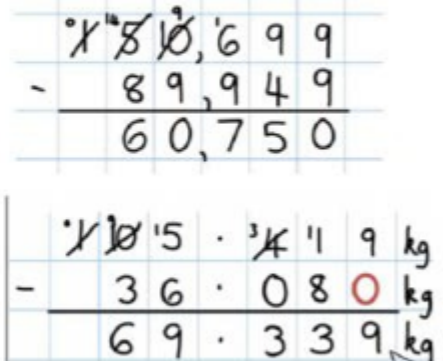
Objective and Strategy	Concrete	Pictorial	Abstract								
add numbers with more than 4 digits.	<p style="text-align: center;">See Year 4</p>  <p style="text-align: center;">The calculation will be shown alongside the model used to see the connection.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Model</th> <th style="text-align: center;">Calculation</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </tbody> </table>	Model	Calculation			<p style="text-align: center;">See Year 4</p> <p style="text-align: center;">The calculation will be shown alongside the model used to see the connection.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Model</th> <th style="text-align: center;">Calculation</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </tbody> </table>	Model	Calculation			<p style="text-align: center;">Children should have abstract supported by a pictorial or concrete initially until method is secure.</p>
Model	Calculation										
Model	Calculation										
add several numbers of increasing complexity, including adding money, measure and decimals with different numbers of decimal points.	<p style="text-align: center;">See Year 4 and extend to work with numbers of increasing value.</p>	<p style="text-align: center;">See Year 4</p>	 <p style="text-align: center;">Insert zeros for place holders.</p>								
Vocabulary	addition add, more, and make, sum, total, altogether, double, near double, half, halve, tens boundary, hundreds boundary, decimal, decimal point										

Subtraction- Year 4

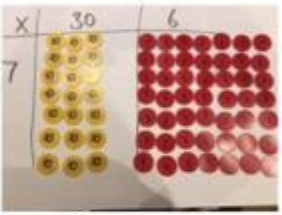

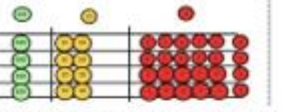
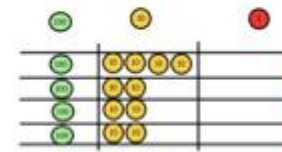

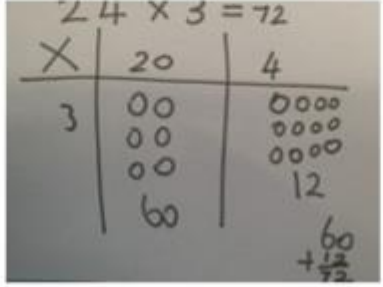
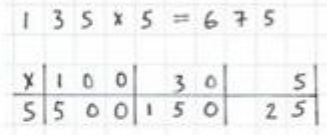
Objective and Strategy	Concrete	Pictorial	Abstract								
<p>Subtract numbers with up to 4 digits using the formal written methods appropriate of columnar subtraction where appropriate</p> <p>Year 4 subtraction with up to 4 digits.</p>	<p>Model process of exchange using Numicon, base ten and then move to PV counters. Use the term 'exchange' see Year 3.</p> <p>The calculation will be shown alongside the model chosen to see the connection</p> <table border="1" style="margin: 10px auto; width: 100px; height: 40px;"> <thead> <tr> <th style="width: 50%;">Model</th> <th style="width: 50%;">Calculation</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </tbody> </table>	Model	Calculation			<p>Children to draw PV counters and or base ten, show their exchange—see Y3</p> <p>The calculation will be shown alongside the model chosen to see the connection</p> <table border="1" style="margin: 10px auto; width: 100px; height: 40px;"> <thead> <tr> <th style="width: 50%;">Model</th> <th style="width: 50%;">Calculation</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </tbody> </table>	Model	Calculation			<div style="text-align: center;">  </div> <p style="text-align: center;">This will lead to an understanding of subtracting any number including decimals.</p>
Model	Calculation										
Model	Calculation										

<p>Introduce decimal subtraction through context of money</p>	<p>Children to be encouraged to use counters to represent numbers and take counters away to subtract.</p> 	<p style="text-align: center;">52.7 - 27.9</p>  <p style="text-align: center;">When confident, children can find their own way to record the exchange/regrouping</p>	<p>45.7 - 34.8 =</p> $\begin{array}{r} 4 \\ 45.7 \\ - 34.8 \\ \hline 10.9 \end{array}$ $\begin{array}{r} 6 \\ 85.70 \\ - 43.05 \\ \hline 42.65 \end{array}$
<p>Vocabulary</p>	<p>equal to, take, take-away, less, minus, subtract, leaves, distance between, how many more, how many fewer/less than, most, least count back, <u>how</u> many left, how much less is...difference, count on, strategy, partition, thousands, hundreds, tens, ones, exchange, decimal, tenths, hundredths</p>		

Subtraction- Year 5/6

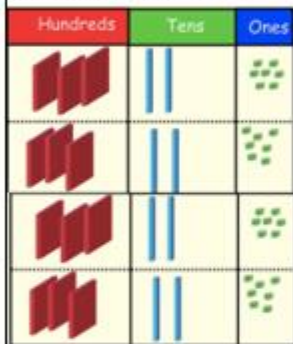
Objective and Strategy	Concrete	Pictorial	Abstract
<p>Subtract with at least 4 digits, including money and measures.</p> <p>Subtract with increasingly large and more complex numbers and decimal values (up to 3 decimal place).</p>	<p>See Year 3 and 4</p>	<p>See Year 3 and 4</p>	
<p>Vocabulary</p>	<p>equal to, take, take-away, less, minus, subtract, leaves, distance between, how many more, how many fewer/less than, most, least count back, <u>how</u> many left, how much less is...difference, count on, strategy, partition, thousands, hundreds, tens, ones, exchange, decimal, tenths, hundredths</p>		

Multiplication- Year 4

Objective and Strategy	Concrete	Pictorial	Abstract
<p>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>Grid method recap from year 3 for 2 digits x 1 digit</p> <p>Multiplying numbers by 1 digit (year 4 expectation)</p>	 <p>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.</p>  <p>Calculations 4×126</p> <p>Fill each row with 126.</p>  <p>Calculations 4×126</p> <p>Add up each column, starting with the ones making any exchanges needed.</p>  <p>Then you have your answer.</p> 	<p>Children can represent their work with place value counters in a way that they understand.</p> <p>They can draw the counters using colours to show different amounts or just use the circles in the different columns to show their thinking as shown below.</p> 	<p>HTO x O</p>  <p>Children to add up each column to find the answer.</p>

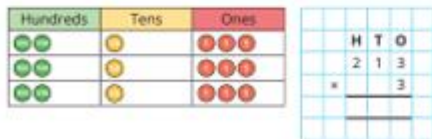
Column multiplication Expanded column multiplication leading to short multiplication.

Children can continue to be supported by place value counters at the stage of multiplication. This initially done where there is no regrouping. $321 \times 2 = 642$



It is important at this stage that they always multiply the ones first.

The calculation will be shown alongside the model chosen to see the connection

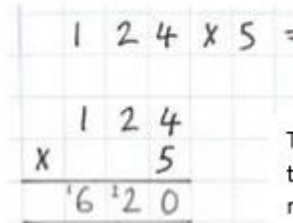
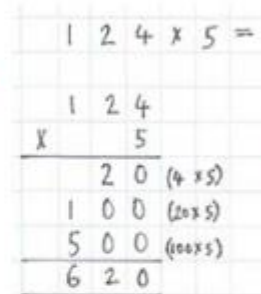
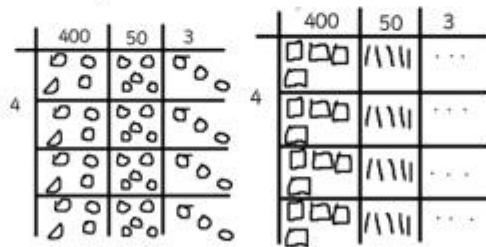


This grid method may be used to show how this relates to a formal written method.

x	100	20	4
5	500	100	20



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





























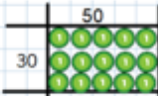
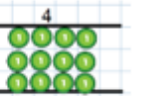
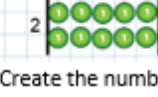
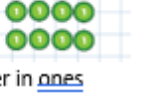
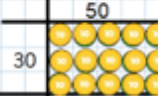
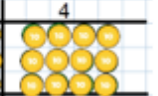
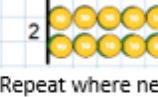

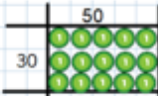
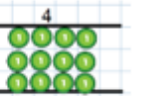
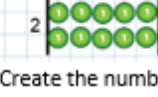
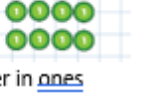
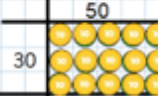
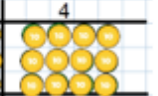
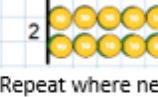

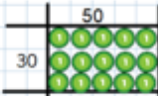
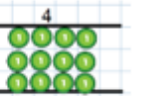
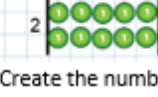
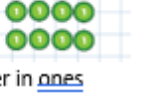
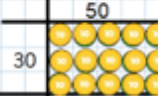
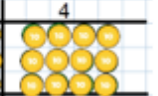
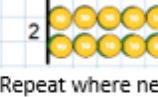



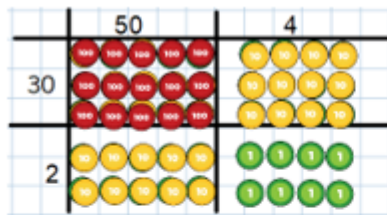
This may lead to a compact method.

Vocabulary

Groups of, lots of, times, array, altogether, multiply, multiplied by, repeated addition, sets of, equal groups, times as big as, commutative, product, multiples of, scale up, inverse, derive

Multiplication Year 5

Objective and Strategy	Concrete	Pictorial	Abstract																																																			
<p><i>Multiply numbers up to 4-digits by a one-digit number using the format written method, including long multiplication for 2-digit numbers</i></p> <p>Column multiplication for 3 and 4 digits x 1 digit</p>	<p>Children can continue to be supported by place value counters at the stage of multiplication. This initially done where there is no regrouping. $321 \times 2 = 642$</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td style="background-color: #f44336;">Hundreds</td> <td style="background-color: #4caf50;">Tens</td> <td style="background-color: #ffc107;">Ones</td> </tr> <tr> <td style="text-align: center;">    </td> <td style="text-align: center;">    </td> <td style="text-align: center;">    </td> </tr> </table> <p style="font-size: small;">It is important at this stage that they always multiply the ones first.</p> <p style="font-size: small;">The corresponding long multiplication is modelled alongside</p> <p>See strategies for Year 3 and 4 for ideas.</p>	Hundreds	Tens	Ones	  	  	  	<table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td>x</td> <td>300</td> <td>20</td> <td>7</td> </tr> <tr> <td>4</td> <td>1200</td> <td>80</td> <td>28</td> </tr> </table> <p>See Year 3 and 4 for ideas.</p>	x	300	20	7	4	1200	80	28	<div style="text-align: right;"> $\begin{array}{r} 327 \\ \times 4 \\ \hline 28 \\ 80 \\ \hline 1200 \\ \hline 1308 \end{array}$ </div> <div style="text-align: center; margin: 10px 0;">  </div> <div style="text-align: center;"> <table border="1" style="border-collapse: collapse;"> <tr> <td></td> <td>3</td> <td>2</td> <td>7</td> </tr> <tr> <td>x</td> <td></td> <td></td> <td>4</td> </tr> <tr> <td></td> <td>1</td> <td>3</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td>2</td> <td>8</td> </tr> </table> </div> <p style="text-align: right; font-size: small;">This may lead to a compact method.</p>		3	2	7	x			4		1	3	0			2	8																					
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<p>Column <u>multiplication</u> - multiplying 2 digit numbers x 2 digit numbers and 2 digit x 3 digit and 2 digit by 4 digit.</p>	<p>Manipulatives <u>may</u> still be used with the corresponding long multiplication modelled alongside.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">50</td> <td style="text-align: center;">4</td> </tr> <tr> <td style="text-align: center;">30</td> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> </tr> </table> <p>Create the number in <u>ones</u> Then multiply by 10 where required by replacing each one with a 10.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">50</td> <td style="text-align: center;">4</td> </tr> <tr> <td style="text-align: center;">30</td> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> </tr> </table> <p>Repeat where needed to multiply by 10 again (so that you have multiplied by 100).</p>		50	4	30			2				50	4	30			2			<p>Moving forward, multiply by a 2 digit number showing the different rows within the grid method.</p> $24 \times 16 = 384$ <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td>x</td> <td>20</td> <td>4</td> </tr> <tr> <td>10</td> <td>200</td> <td>40</td> </tr> <tr> <td>6</td> <td>120</td> <td>24</td> </tr> </table> <p>The calculation will be shown alongside the model chosen to see the connection.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Model</th> <th style="width: 50%;">Calculation</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> </tr> </tbody> </table>	x	20	4	10	200	40	6	120	24	Model	Calculation			<p>Expanded long multiplication (1)</p> $23 \times 13 = 299$ <table style="margin: 10px auto;"> <tr> <td style="text-align: right;">23</td> <td></td> </tr> <tr> <td style="text-align: right;">x 13</td> <td></td> </tr> <tr> <td style="text-align: right;">9</td> <td style="font-size: small;">(3 x 3)</td> </tr> <tr> <td style="text-align: right;">60</td> <td style="font-size: small;">(3 x 20)</td> </tr> <tr> <td style="text-align: right;">+ 30</td> <td style="font-size: small;">(10 x 3)</td> </tr> <tr> <td style="text-align: right; border-top: 1px solid black;">299</td> <td style="font-size: small; border-top: 1px solid black;">(10 x 20)</td> </tr> </table> <p>This then leads to:</p> <p>Compact long multiplication (1)</p> $23 \times 13 = 299$ <table style="margin: 10px auto;"> <tr> <td style="text-align: right;">23</td> <td></td> </tr> <tr> <td style="text-align: right;">x 13</td> <td></td> </tr> <tr> <td style="text-align: right;">+ 69</td> <td style="font-size: small;">(3 x 23)</td> </tr> <tr> <td style="text-align: right; border-top: 1px solid black;">299</td> <td style="font-size: small; border-top: 1px solid black;">(10 x 23)</td> </tr> </table>	23		x 13		9	(3 x 3)	60	(3 x 20)	+ 30	(10 x 3)	299	(10 x 20)	23		x 13		+ 69	(3 x 23)	299	(10 x 23)
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Then add them altogether making any exchanges needed.

The calculation will be shown alongside the model chosen to see the connection.

Model	Calculation

Once children are secure in this method, they then are extended to larger 2 digit calculations and 2 digit x 3 digit calculations.

$$124 \times 26 = 3224$$

$$\begin{array}{r}
 124 \\
 \times 26 \\
 \hline
 744 \quad (6 \times 124) \\
 + 2480 \quad (20 \times 124) \\
 \hline
 3224 \\
 \hline
 \end{array}$$

The prompts in brackets can be omitted if children no longer need them.

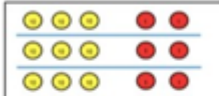


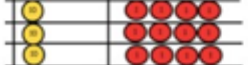
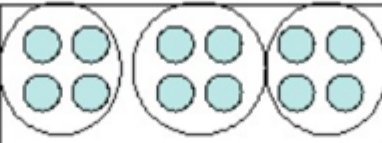
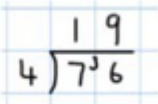
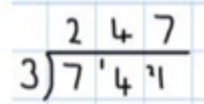
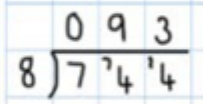
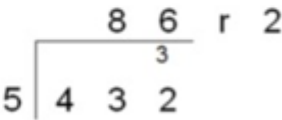
Vocabulary

Groups of, lots of, times, array, altogether, multiply, multiplied by, repeated addition, sets of, equal groups, times as big as, commutative, product, multiples of, scale up, inverse, derive, factor pairs, composite numbers, prime number, factors, squared, cubed

Multiplication- Year 6

Objective and Strategy	Concrete	Pictorial	Abstract																																				
<p>Multiply decimal up to 2 decimal <u>place</u> by a single digit.</p>	<div style="text-align: center;"> <p>$6 \times 2 = 12$ $6 \times 0.2 = 1.2$</p> </div> <p>Create the calculation using ones then make the calculation 10 times smaller by replacing the ones with tenths.</p> <div style="text-align: center;"> <p>$3.3 \times 3 =$</p> <table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #FFD700;"> <th style="width: 20%;">Tens</th> <th style="width: 20%;">Ones</th> <th style="width: 20%;">Tenths</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td style="text-align: center;">1 1 1</td> <td style="text-align: center;">0 0 0</td> </tr> <tr> <td style="height: 20px;"></td> <td style="text-align: center;">1 1 1</td> <td style="text-align: center;">0 0 0</td> </tr> <tr> <td style="height: 20px;"></td> <td style="text-align: center;">1 1 1</td> <td style="text-align: center;">0 0 0</td> </tr> </tbody> </table> </div> <p>Use the grid method to layout the calculation. Then add together, making any exchanges needed.</p> <p>3×1.212</p> <table border="1" style="margin: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #FFD700;"> <th style="width: 15%;">T</th> <th style="width: 15%;">O</th> <th style="width: 15%;">Tth</th> <th style="width: 15%;">Hth</th> <th style="width: 15%;">Thth</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td style="text-align: center;">1</td> <td style="text-align: center;">0.1 0.1</td> <td style="text-align: center;">0.01</td> <td style="text-align: center;">0.001</td> </tr> <tr> <td style="height: 20px;"></td> <td style="text-align: center;">1</td> <td style="text-align: center;">0.1 0.1</td> <td style="text-align: center;">0.01</td> <td style="text-align: center;">0.001</td> </tr> <tr> <td style="height: 20px;"></td> <td style="text-align: center;">1</td> <td style="text-align: center;">0.1 0.1</td> <td style="text-align: center;">0.01</td> <td style="text-align: center;">0.001</td> </tr> </tbody> </table>	Tens	Ones	Tenths		1 1 1	0 0 0		1 1 1	0 0 0		1 1 1	0 0 0	T	O	Tth	Hth	Thth		1	0.1 0.1	0.01	0.001		1	0.1 0.1	0.01	0.001		1	0.1 0.1	0.01	0.001	<div style="text-align: center;"> <p style="margin-left: 100px;">7.29</p> </div> <p>The calculation will be shown alongside the model chosen to see the connection.</p> <table border="1" style="margin: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ADD8E6;"> <th style="width: 50%;">Model</th> <th style="width: 50%;">Calculation</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </tbody> </table>	Model	Calculation			<p>Remind children that the single digit belongs in the units column. Line up the decimal points in the question and the answer.</p> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> <p style="text-align: center;">2</p> <p>3 multiplied by 3 hundredths = 9 hundredths</p> <p>3 multiplied by 8 tenths = 24 tenths</p> <p>20 tenths can be exchanged for 2 ones</p> <p>3 multiplied by 2 ones = 6 ones</p>
Tens	Ones	Tenths																																					
	1 1 1	0 0 0																																					
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Division- Year 4

Objective and Strategy	Concrete	Pictorial	Abstract				
<p>Divide up to 3 <u>digit</u> numbers by 1 digit.</p> <p>Short Division</p>	<p>$96 \div 3$</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Tens</td> <td style="text-align: center;">Units</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> </tr> </table>  <p>Use place value counters to divide using the bus stop method alongside</p>  <p style="font-size: small;">Calculations $42 \div 3$</p> <p>$42 \div 3 =$</p> <p>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.</p>  <p>We exchange this ten for ten ones and then share the ones equally among the groups.</p>  <p>We look how much in 1 group so the answer is 14.</p>	Tens	Units	3	2	<p>Students can continue to use drawn diagrams with dots or circles to help them divide numbers into equal groups.</p>  <p>Encourage them to move towards counting in multiples to divide more efficiently.</p>	<p>Begin with divisions that divide equally with no remainder</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <p>Children should be aware that a 0 is used to keep place value, if the number is not divisible.</p> <div style="text-align: center;">  </div> <p>Move onto divisions with a remainder.</p> <div style="text-align: center;">  </div>
Tens	Units						
3	2						
<p>Vocabulary</p>	<p>share, share equally, one each, two each..., group, groups of, lots of, array, divide, divided by, divided into, division, grouping, number line, left, left over, product, division facts, inverse, derive</p>						

Division- Year 5

Objective and Strategy	Concrete	Pictorial	Abstract				
<p><i>Divide at least 4 digit numbers by 1 digit.</i></p> <p><i>Interpret remainders appropriately for the context</i></p> <p>Short Division</p>	<p>$96 \div 3$</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Tens</td> <td style="text-align: center;">Units</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> </tr> </table> <p>Use place value counters to divide using the bus stop method alongside</p> <p style="text-align: right; font-size: small;">Calculations $42 \div 3$</p> <p>$42 \div 3 =$</p> <p>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.</p> <p>We exchange this ten for ten ones and then share the ones equally among the groups.</p> <p>We look how much in 1 group so the answer is 14.</p>	Tens	Units	3	2	<p>Students can continue to use drawn diagrams with dots or circles to help them divide numbers into equal groups.</p> <p>Encourage them to move towards counting in multiples to divide more efficiently.</p>	<p>Finally move into decimal places to divide the total accurately.</p>
Tens	Units						
3	2						
Vocabulary	share, share equally, one each, two each..., group, groups of, lots of, array, divide, divided by, divided into, division, grouping, number line, left, left over, product, division facts, inverse, derive, formal written method.						

Division-Year 6

Objective and Strategy

Abstract

Long Division

Step 1 – a remainder in the ones

$$\begin{array}{r} \text{h t o} \\ 041\text{R}1 \\ 4 \overline{) 165} \end{array}$$

4 does not go into 1 (hundred). So combine the 1 hundred with the 6 tens (160).

4 goes into 16 four times.

4 goes into 5 once, leaving a remainder of 1.

$$\begin{array}{r} \text{th h t o} \\ 0400\text{R}7 \\ 8 \overline{) 3207} \end{array}$$

8 does not go into 3 of the thousands. So combine the 3 thousands with the 2 hundreds (3,200).

8 goes into 32 four times ($3,200 \div 8 = 400$)

8 goes into 0 zero times (tens).

8 goes into 7 zero times, and leaves a remainder of 7.

$$\begin{array}{r} \text{h t o} \\ 061 \\ 4 \overline{) 247} \\ \underline{-4} \\ 3 \end{array}$$

When dividing the ones, 4 goes into 7 one time. Multiply $1 \times 4 = 4$, write that four under the 7, and subtract. This finds us the remainder of 3.

Check: $4 \times 61 + 3 = 247$

$$\begin{array}{r} \text{th h t o} \\ 0402 \\ 4 \overline{) 1609} \\ \underline{-8} \\ 1 \end{array}$$

When dividing the ones, 4 goes into 9 two times. Multiply $2 \times 4 = 8$, write that eight under the 9, and subtract. This finds us the remainder of 1.

Check: $4 \times 402 + 1 = 1,609$

Step 2 – a remainder in the tens