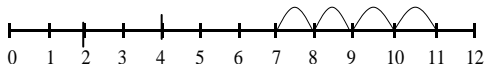
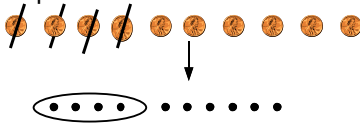
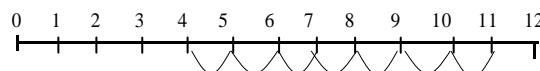
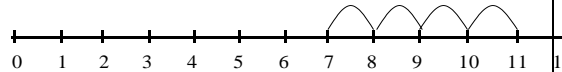
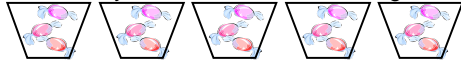
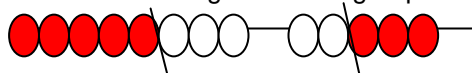



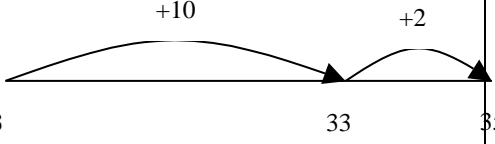
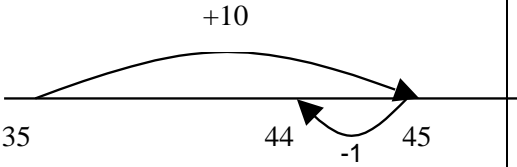
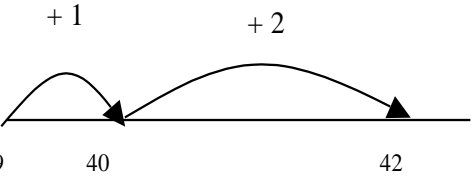
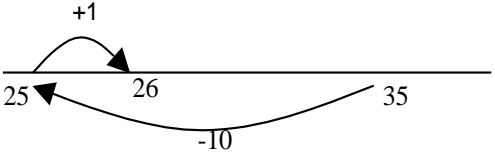
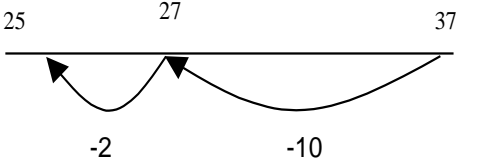
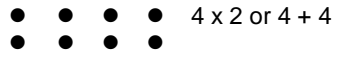
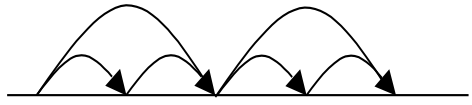
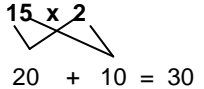
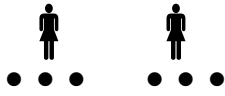
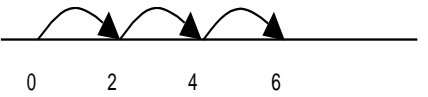
LITTLE BLOXWICH CE (VC) PRIMARY SCHOOL Calculation Policy Guidance

Level 1

Addition	Subtraction	Multiplication	Division
<p><u>+ = signs and missing numbers</u></p> <p> $3 + 4 = \square$ $\square = 3 + 4$ $3 + \square = 7$ $7 = \square + 4$ $\square + 4 = 7$ $7 = 3 + \square$ $\square + \nabla = 7$ $7 = \square + \nabla$ </p> <p>Promoting covering up of operations and numbers.</p> <p><u>Number lines (numbered)</u></p> <p>7 + 4 (SINGLE number steps)</p>  <p>Recording by - drawing jumps on prepared lines</p> <ul style="list-style-type: none"> ○ constructing own lines <p>(Teacher model number lines with missing numbers)</p> <p><i>(Teachers model jottings appropriate for larger numbers)</i></p> <p>COUNT ON ABOVE THE NUMBER LINE AND BACK BELOW THE NUMBER LINE.</p>	<p><u>Pictures / marks</u></p> <p>Sam spent 4p. What was his change from 10p?</p>  <p><u>- = signs and missing numbers</u></p> <p> $7 - 3 = \square$ $\square = 7 - 3$ $7 - \square = 4$ $4 = \square - 3$ $\square - 3 = 4$ $4 = 7 - \square$ $\square - \nabla = 4$ $4 = \square - \nabla$ </p> <p><u>Number lines (numbered)</u></p> <p>SINGLE number steps.</p> <p>11 - 7 (Counting back)</p>  <p>The difference between 7 and 11 (Counting on)</p>  <p>Recording by - drawing jumps on prepared lines - constructing own lines</p> <p>(Teachers model jottings appropriate for larger numbers)</p>	<p><u>Pictures and symbols</u></p> <p>There are 3 sweets in one bag. How many sweets are there in 5 bags?</p>  <p><i>(Recording on a number line modelled by the teacher when solving problems)</i></p> <p>Use of bead strings to model groups of.</p>  <p>INTRODUCE x sign (lots of and groups of)</p>	<p><u>Pictures / marks</u></p> <p>12 children get into 3 teams to play a game. How many children are in each team?</p>  <p>INTRODUCE division sign.</p>

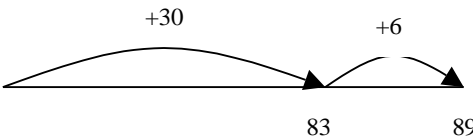
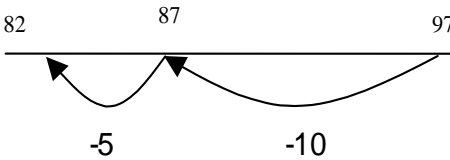
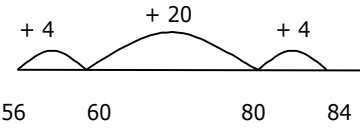
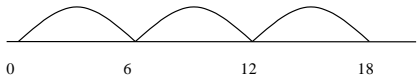
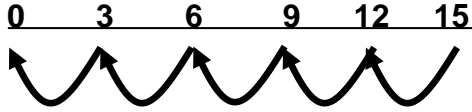

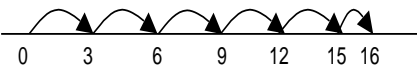
LITTLE BLOXWICH CE (VC) PRIMARY SCHOOL Calculation Policy Guidance

Level 2

Addition	Subtraction	Multiplication	Division
<p><u>+ = signs and missing numbers</u> Continue using a range of equations as in Year 1 but with appropriate, larger numbers. Extend to $14 + 5 = 10 + \square$ and adding three numbers $32 + \square + \square = 100$ $35 = 1 + \square + 5$</p> <p><u>Partition into tens and ones and recombine</u> Partition smaller number add to larger number. $12 + 23 = 23 + 10 + 2$ $33 + 2 = 35$</p> <p>refine to partitioning the second number only:</p> <p>$23 + 12 = 23 + 10 + 2$ $= 33 + 2$ $= 35$</p>  <p>$23 \qquad \qquad \qquad 33 \qquad \qquad \qquad 35$</p> <p>Add 9 or 11 by adding 10 and adjusting by 1 $35 + 9 = 44$</p>  <p>$35 \qquad \qquad \qquad 44 \qquad \qquad \qquad 45$</p>	<p><u>- = signs and missing numbers</u> Continue using a range of equations as in Year 1 but with appropriate numbers. Extend to $14 + 5 = 20 - \square$</p> <p><u>Find a small difference by counting on</u></p> <p>Find the difference between 39 and 42.</p>  <p>$39 \qquad 40 \qquad \qquad \qquad 42$</p> <p>Subtract 9 or 11. Begin to add/subtract 19 or 21 $35 - 9 = 26$</p>  <p>$25 \qquad 26 \qquad \qquad \qquad 35$</p> <p><u>Use known number facts and place value to subtract</u> (partition second number only) $37 - 12 = 37 - 10 - 2$ $= 27 - 2$ $= 25$</p>  <p>$25 \qquad \qquad \qquad 27 \qquad \qquad \qquad 37$</p>	<p><u>x = signs and missing numbers</u> $7 \times 2 = \square$ $\square = 2 \times 7$ $7 \times \square = 14$ $14 = \square \times 7$ $\square \times 2 = 14$ $14 = 2 \times \square$ $\square \times \nabla = 14$ $14 = \square \times \nabla$</p> <p><u>Arrays and repeated addition</u></p>  <p>4×2 or $4 + 4$</p> <p>2×4 or repeated addition $2 + 2 + 2 + 2$</p>  <p>$0 \ 1 \ 2 \ 3 \ 4 \ 5 \ 6 \ 7 \ 8$</p> <p><u>Doubling multiples of 5 up to 50</u></p> <p>$15 \times 2 = 30$</p> <p>Partition</p> <p>15×2</p>  <p>$20 + 10 = 30$</p> <p>COUNT ON ABOVE THE NUMBER LINE AND BACK BELOW THE NUMBER LINE.</p>	<p><u>÷ = signs and missing numbers</u></p> <p>$6 \div 2 = \square$ $\square = 6 \div 2$ $6 \div \square = 3$ $3 = 6 \div \square$ $\square \div 2 = 3$ $3 = \square \div 2$ $\square \div \nabla = 3$ $3 = \square \div \nabla$</p> <p><u>Understand division as sharing and grouping</u></p> <p>Sharing – 6 sweets are shared between 2 people. How many do they have each?</p>  <p>$6 \div 2$ can be modelled as:</p> <p>Grouping – There are 6 sweets. How many people can have 2 each? (How many 2's make 6?)</p>  <p>$0 \ 2 \ 4 \ 6$</p> <p>Making groups – putting a circle around groups.</p>

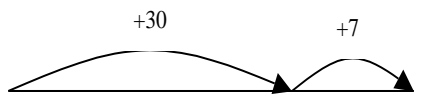
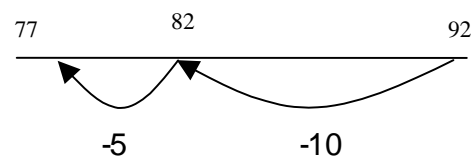
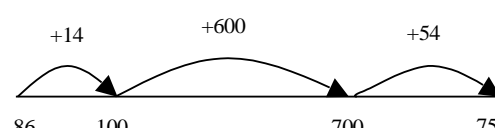
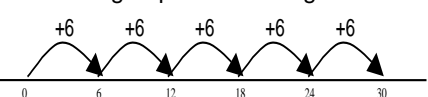
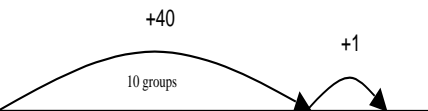
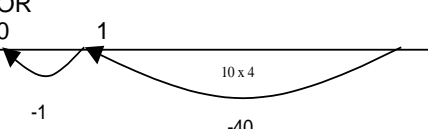
LITTLE BLOXWICH CE (VC) PRIMARY SCHOOL Calculation Policy Guidance

Level 3 (low)

Addition	Subtraction	Multiplication	Division															
<p><u>+ = signs and missing numbers</u> Continue using a range of equations as in Level 1 and 2 but with appropriate, larger numbers.</p> <p><u>Partition into tens and ones and recombine</u> Partition smaller numbers and recombine. Refine to partitioning the second number only e.g. $36 + 53 = 53 + 30 + 6$ $= 83 + 6$ $= 89$</p>  <p><u>Add a near multiple of 10 to a two-digit number</u> Continue as in Level 2 but with appropriate numbers e.g. $35 + 19$ is the same as $35 + 20 - 1$.</p> <p><u>pencil and paper procedures</u> $83 + 42 = 125$</p> <table style="border-collapse: collapse; margin-left: 20px;"> <tr> <td style="padding-right: 20px;">$80 + 3$</td> <td style="padding-right: 20px;">83</td> <td>83</td> </tr> <tr> <td>$+40 + 2$</td> <td>$+ 42$</td> <td>$+ 42$</td> </tr> <tr> <td>$120 + 5 = 125$</td> <td>120</td> <td>5</td> </tr> <tr> <td></td> <td>5</td> <td>120</td> </tr> <tr> <td></td> <td>125</td> <td>125</td> </tr> </table>	$80 + 3$	83	83	$+40 + 2$	$+ 42$	$+ 42$	$120 + 5 = 125$	120	5		5	120		125	125	<p><u>- = signs and missing numbers</u> Continue using a range of equations as in Level 2 but with appropriate numbers.</p> <p><u>Find a small difference by counting on</u> Continue as in Level 2 but with appropriate numbers e.g. $102 - 97 = 5$</p> <p><u>Subtract mentally a 'near multiple of 10' to or from a two-digit number</u> Continue as in Level 2 but with appropriate numbers e.g. $78 - 49$ is the same as $78 - 50 + 1$</p> <p><u>Use known number facts and place value to subtract</u> Continue as in Level 2 but with appropriate numbers e.g. $97 - 15 = 72$</p>  <p><u>Pencil and paper procedures</u> Complementary addition $84 - 56 = 28$</p> 	<p><u>x = signs and missing numbers</u> Continue using a range of equations as in Level 2 but with appropriate numbers.</p> <p>Number lines 6×3</p>  <p>Arrays and repeated addition Continue to understand multiplication as repeated addition and continue to use arrays (as in Level 2).</p> <p>Doubling multiples of 5 up to 50 $35 \times 2 = 70$</p> <p><u>Partition</u> $23 \times 4 = 92$</p> $23 \times 4 = (20 \times 4) + (3 \times 4)$ $= (80) + (12)$ $= 92$	<p><u>÷ = signs and missing numbers</u> Continue using a range of equations as in Level 2 but with appropriate numbers.</p> <p><u>Understand division as sharing and grouping</u> $15 \div 3$ can be modelled as: Sharing – 15 shared between 3 (see Level 2 diagram) OR</p>  <p>Or $18 \div 3$ can be modelled as: Sharing – 18 shared between 3 (see Level 2 diagram)</p> <p>Grouping - How many 3's make 18?</p>  <p>Remainders $16 \div 3 = 5 \text{ r}1$ Sharing - 16 shared between 3, how many left over? Grouping – How many 3's make 16, how many left over? e.g.</p> 
$80 + 3$	83	83																
$+40 + 2$	$+ 42$	$+ 42$																
$120 + 5 = 125$	120	5																
	5	120																
	125	125																


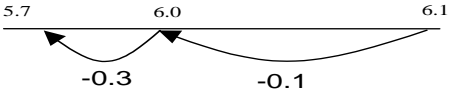

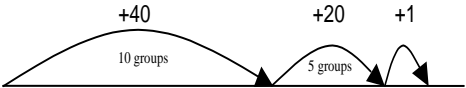
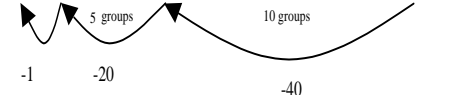
LITTLE BLOXWICH CE (VC) PRIMARY SCHOOL Calculation Policy Guidance

Level 3 (secure)

Addition	Subtraction	Multiplication	Division																													
<p>+ = signs and missing numbers Continue using a range of equations as in Levels 1 and 2 but with appropriate numbers.</p> <p>Partition into tens and ones and recombine Partition the smaller number and add to the larger number e.g. $55 + 37 = 55 + 30 + 7$ $= 85 + 7$ $= 92$</p>  <p>55 85 92</p> <p>Add the nearest multiple of 10, then adjust Continue as in Levels 2 and 3 but with appropriate numbers e.g. $63 + 29$ is the same as $63 + 30 - 1$</p> <p>Pencil and paper procedures $358 + 73 = 431$ either or</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: left;"> $\begin{array}{r} 300+50+8 \\ + 70+3 \\ \hline 300+120+11 = 431 \end{array}$ </td> <td style="width: 50%; text-align: right;"> $\begin{array}{r} 358 \\ + 73 \\ \hline 11 \\ 120 \\ \hline 300 \\ 431 \end{array}$ </td> </tr> </table> <p>Extend to decimals in the context of money (vertically) $\pounds 2.50 + \pounds 1.75 = \pounds 4.25$ $\pounds 2.50$ $+ \pounds 1.75$ $\hline \pounds 4.25$</p> <p>(Revert to expanded methods if the children experience any difficulty.)</p>	$\begin{array}{r} 300+50+8 \\ + 70+3 \\ \hline 300+120+11 = 431 \end{array}$	$\begin{array}{r} 358 \\ + 73 \\ \hline 11 \\ 120 \\ \hline 300 \\ 431 \end{array}$	<p>- = signs and missing numbers Continue using a range of equations as in Level 1 and 2 but with appropriate numbers.</p> <p>Find a small difference by counting on e.g. $5003 - 4996 = 7$ This can be modelled on an empty number line (see complementary addition below).</p> <p>Subtract the nearest multiple of 10, then adjust. Continue as in Level 2 and lower 3 but with appropriate numbers.</p> <p>Use known number facts and place value to subtract $92 - 15 = 77$</p>  <p>77 82 92</p> <p style="text-align: center;">-5 -10</p> <p>Pencil and paper procedures Complementary addition $754 - 86 = 668$</p>  <p>86 100 700 754</p>	<p>x = signs and missing numbers Continue using a range of equations as in Level 2 but with appropriate numbers</p> <p>Partition $23 \times 4 = 92$</p> <p>$23 \times 4 = (20 \times 4) + (3 \times 4)$ $= (80) + (12)$ $= 92$</p> <p>OR</p> <p>Use the grid method of multiplication (as below)</p> <p>Pencil and paper procedures Grid method 23×7 is approximately $20 \times 10 = 200$</p> <table style="border-collapse: collapse; margin: 10px auto;"> <tr> <td style="border-right: 1px solid black; padding: 5px;">x</td> <td style="border-right: 1px solid black; padding: 5px;">20</td> <td style="padding: 5px;">3</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">7</td> <td style="border-right: 1px solid black; padding: 5px;">140</td> <td style="padding: 5px;">21</td> </tr> </table> <table style="border-collapse: collapse; margin: 10px auto;"> <tr> <td style="border-right: 1px solid black; padding: 5px;">x</td> <td style="border-right: 1px solid black; padding: 5px;">70</td> <td style="padding: 5px;">2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">30</td> <td style="border-right: 1px solid black; padding: 5px;">2100</td> <td style="padding: 5px;">60</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">8</td> <td style="border-right: 1px solid black; padding: 5px;">560</td> <td style="padding: 5px;">16</td> </tr> </table>	x	20	3	7	140	21	x	70	2	30	2100	60	8	560	16	<p>÷ = signs and missing numbers Continue using a range of equations as in Year 2 but with appropriate numbers.</p> <p>Sharing and grouping $30 \div 6$ can be modelled as: grouping – groups of 6 taken away and the number of groups counted e.g.</p>  <p>0 6 12 18 24 30</p> <p>sharing – sharing among 6, the number given to each person</p> <p>Remainders $41 \div 4 = 10 \text{ r}1$</p>  <p>OR</p>  <p>0 1 41</p> <p>OR $41 = (10 \times 4) + 1$</p> <p>Pencil and paper procedures $72 \div 5$ lies between $50 \div 5 = 10$ and $100 \div 5 = 20$</p> <table style="margin-left: 20px;"> <tr> <td style="padding-right: 10px;">-</td> <td style="padding-right: 10px;">50</td> <td style="padding-right: 10px;">(10 groups) or (10 x 5)</td> </tr> <tr> <td></td> <td style="padding-right: 10px;">22</td> <td></td> </tr> <tr> <td style="padding-right: 10px;">-</td> <td style="padding-right: 10px;">20</td> <td style="padding-right: 10px;">(4 groups) or (4 x 5)</td> </tr> <tr> <td></td> <td style="padding-right: 10px;">2</td> <td></td> </tr> </table> <p>Answer : 14 remainder 2</p>	-	50	(10 groups) or (10 x 5)		22		-	20	(4 groups) or (4 x 5)		2	
$\begin{array}{r} 300+50+8 \\ + 70+3 \\ \hline 300+120+11 = 431 \end{array}$	$\begin{array}{r} 358 \\ + 73 \\ \hline 11 \\ 120 \\ \hline 300 \\ 431 \end{array}$																															
x	20	3																														
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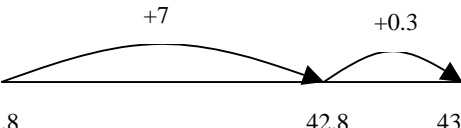
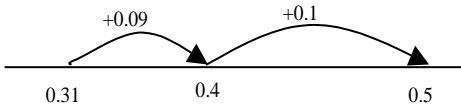
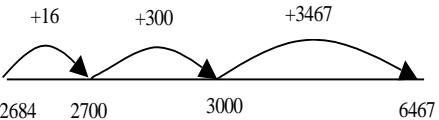
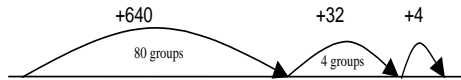
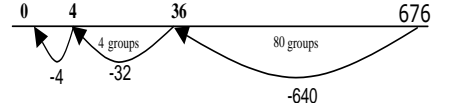
LITTLE BLOXWICH CE (VC) PRIMARY SCHOOL Calculation Policy Guidance

Level 4

Addition	Subtraction	Multiplication	Division																																			
<p>+ = signs and missing numbers Continue using a range of equations as in Year 1 and 2 but with appropriate numbers.</p> <p>Partition into hundreds, tens and ones and recombine Partition the smaller number and add to the larger number e.g. $358 + 73 = 358 + 70 + 3$ $= 428 + 3$ $= 431$</p>  <p>Add or subtract the nearest multiple of 10 or 100, then adjust Continue as in Level 2 and 4 but with appropriate numbers e.g. $458 + 79 =$ is the same as $458 + 80 - 1$</p> <p>Pencil and paper procedures Leading to formal method, showing numbers carried underneath.</p> $\begin{array}{r} 358 \\ + 73 \\ \hline 431 \\ \hline \end{array}$ <p>Extend to numbers with at least four digits $3587 + 675 = 4262$</p> $\begin{array}{r} 3587 \\ + 675 \\ \hline 4262 \\ \hline \end{array}$ <p>Revert to expanded methods if the children experience any difficulty. Extend to decimals (same number of decimal places) and adding several numbers (with different numbers of digits). <i>Model negative numbers using a number line.</i></p>	<p>- = signs and missing numbers Continue using a range of equations as in Level 1 and 2 but with appropriate numbers.</p> <p>Find a difference by counting on e.g. $8006 - 2993 = 5013$ This can be modelled on an empty number line (see complementary addition below).</p> <p>Subtract the nearest multiple of 10 or 100, then adjust. Continue as in Levels 2 and 3 but with appropriate numbers.</p> <p>Use known number facts and place value to subtract $6.1 - 0.4 = 5.7$</p>  <p>Pencil and paper procedures Complementary addition $754 - 286 = 468$</p>  <p>OR</p> <table border="0"> <tr> <td>$14 (300)$</td> <td>can be refined to</td> <td>$14 (300)$</td> </tr> <tr> <td>$400 (700)$</td> <td></td> <td>$454 (754)$</td> </tr> <tr> <td>$\underline{54 (754)}$</td> <td></td> <td>468</td> </tr> <tr> <td>468</td> <td></td> <td></td> </tr> </table>	$14 (300)$	can be refined to	$14 (300)$	$400 (700)$		$454 (754)$	$\underline{54 (754)}$		468	468			<p>x = signs and missing numbers Continue using a range of equations as in Level 2 but with appropriate numbers</p> <p>Partition $47 \times 6 = 92$</p> $47 \times 6 = (40 \times 6) + (7 \times 6)$ $= (240) + (42)$ $= 282$ <p>OR</p> <p>Use the grid method of multiplication (as below)</p> <p>Pencil and paper procedures Grid method 72×38 is approximately $70 \times 40 = 2800$</p> <table border="1" data-bbox="1205 790 1534 933"> <tr> <td>x</td> <td>70</td> <td>2</td> </tr> <tr> <td>30</td> <td>2100</td> <td>60</td> </tr> <tr> <td>8</td> <td>560</td> <td>16</td> </tr> </table> <p>Extend to simple decimals with one decimal place.</p> 12.5 $\times 2$ $1.0 (2.0 \times 0.5)$ $4.0 (2.0 \times 2.0)$ $\underline{20.0} (2.0 \times 10.0)$ 25.0 <p>Moving to formal methods of multiplication for decimals. Carrying numbers underneath.</p>	x	70	2	30	2100	60	8	560	16	<p>÷ = signs and missing numbers Continue using a range of equations as in Year 2 but with appropriate numbers.</p> <p>Sharing and grouping Continue to understand division as both sharing and grouping (repeated subtraction).</p> <p>Remainders Quotients expressed as fractions or decimal fractions $61 \div 4 = 15 \frac{1}{4}$ or 15.25</p>  <p>OR</p>  <p>Pencil and paper procedures $256 \div 7$ lies between $210 \div 7 = 30$ and $280 \div 7 = 40$</p> <table border="0"> <tr> <td>256</td> <td></td> </tr> <tr> <td>- <u>70</u></td> <td>(10 groups) or (10 x 7)</td> </tr> <tr> <td>186</td> <td></td> </tr> <tr> <td>- <u>140</u></td> <td>(20 groups) or (20 x 7)</td> </tr> <tr> <td>46</td> <td></td> </tr> <tr> <td>- <u>42</u></td> <td>(6 groups) or (6 x 7)</td> </tr> <tr> <td>4</td> <td>(36 groups) or (36)</td> </tr> </table> <p>Answer: 36 remainder 4</p> <p>COMPACT SHORT METHOD 6 66</p>	256		- <u>70</u>	(10 groups) or (10 x 7)	186		- <u>140</u>	(20 groups) or (20 x 7)	46		- <u>42</u>	(6 groups) or (6 x 7)	4	(36 groups) or (36)
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LITTLE BLOXWICH CE (VC) PRIMARY SCHOOL Calculation Policy Guidance

Level 5

Addition	Subtraction	Multiplication	Division																																																
<p>+ = signs and missing numbers Continue using a range of equations as in previous levels but with appropriate numbers.</p> <p>Partition into hundreds, tens, ones and decimal fractions and recombine Either partition both numbers and recombine or partition the second number only e.g. $35.8 + 7.3 = 35.8 + 7 + 0.3$ $= 42.8 + 0.3$ $= 43.1$</p>  <p>Add the nearest multiple of 10, 100 or 1000, then adjust Continue as in levels 2, 3 and 4 but with appropriate numbers including extending to adding 0.9, 1.9, 2.9 etc</p> <p>Pencil and paper procedures Extend to numbers with any number of digits and decimals with 1 and 2 decimal places. $124.9 + 117.25 = 242.15$</p> $\begin{array}{r} 124.9 \\ + 117.25 \\ \hline 242.15 \end{array}$ <p>Revert to expanded methods if the children experience any difficulty. Extend to decimals (either one or two decimal places).</p>	<p>- = signs and missing numbers Continue using a range of equations as in previous levels but with appropriate numbers Find a difference by counting on. e.g. $0.5 - 0.31 = 0.19$ This can be modelled on an empty number line (see complementary addition below).</p>  <p>Subtract the nearest multiple of 10, 100 or 1000, then adjust Continue as in Levels 2,3 and 4 but with appropriate numbers. Use known number facts and place value to subtract</p> <p>Pencil and paper procedures Complementary addition $6467 - 2684 = 3783$</p>  <p>OR $6467 - 2684 = 3783$</p> <p>16 (2700) can be refined to 316 (3000) 300 (3000) 3467 (6467) 3467 (6467) <hr/> 3783 3783</p>	<p>x = signs and missing numbers Continue using a range of equations as in previous levels but with appropriate numbers</p> <p>Partition $87 \times 6 = 522$</p> $87 \times 6 = (80 \times 6) + (7 \times 6)$ $= (480) + (42)$ $= 522$ <p>OR 87 $\times 6$ 42 (6 x 7) 480 (6 x 80) 522 (units, then tens, hundreds etc)</p> <p>OR Use the grid method of multiplication (as below)</p> <p>Pencil and paper procedures Grid method 372×24 is approximately $400 \times 20 = 8000$</p> <table border="1" data-bbox="1198 853 1579 981"> <tr> <td>x</td> <td>300</td> <td>70</td> <td>2</td> </tr> <tr> <td>20</td> <td>6000</td> <td>1400</td> <td>40</td> </tr> <tr> <td>4</td> <td>1200</td> <td>280</td> <td>8</td> </tr> </table> <p>Extend to decimals with up to two decimal places. 12.5 $\times 2.5$ 1.25 (2.5×0.5) 5.0 (2.5×2.0) 25.0 (2.5×10.0) 31.25</p> <p>Moving to formal methods of multiplication for decimals. Carrying numbers underneath.</p>	x	300	70	2	20	6000	1400	40	4	1200	280	8	<p>÷ = signs and missing numbers Continue using a range of equations as in previous levels but with appropriate numbers</p> <p>Sharing and grouping Continue to understand division as both sharing and grouping (repeated subtraction).</p> <p>Remainders Quotients expressed as fractions or decimal fractions $676 \div 8 = 84.5$</p>  <p>OR</p>  <p>Pencil and paper procedures $977 \div 36$ is approximately $1000 \div 40 = 25$</p> <table data-bbox="1691 925 2150 1252"> <tr> <td>977</td> <td></td> <td>977</td> </tr> <tr> <td>- 360 (10 groups)</td> <td></td> <td>- 720</td> </tr> <tr> <td>(20 groups)</td> <td></td> <td></td> </tr> <tr> <td>617</td> <td></td> <td>257</td> </tr> <tr> <td>- 360 (10 groups)</td> <td>refine</td> <td>- 180</td> </tr> <tr> <td>(5 groups)</td> <td></td> <td></td> </tr> <tr> <td>257</td> <td>to</td> <td>77</td> </tr> <tr> <td>- 180 (5 groups)</td> <td></td> <td>- 72</td> </tr> <tr> <td>(2 groups)</td> <td></td> <td></td> </tr> <tr> <td>77</td> <td></td> <td>5</td> </tr> <tr> <td>- 72 (2 groups)</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> </tr> </table> <p>Answer: $27 \frac{5}{36}$</p>	977		977	- 360 (10 groups)		- 720	(20 groups)			617		257	- 360 (10 groups)	refine	- 180	(5 groups)			257	to	77	- 180 (5 groups)		- 72	(2 groups)			77		5	- 72 (2 groups)			5		
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