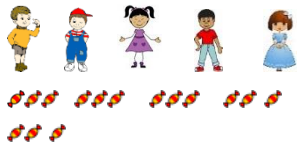
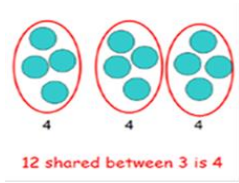
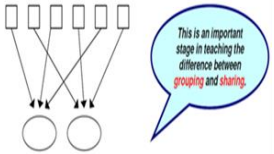
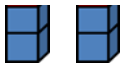
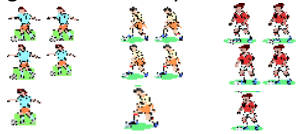
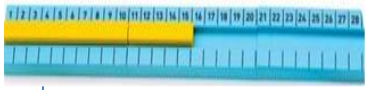
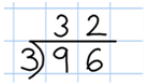
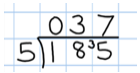
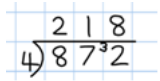
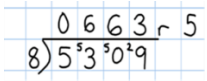
DIVISION

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Some practical sharing activities.	Through practical activities in meaningful contexts. Division as sharing. Emphasise the importance of sharing equally. Share a bag of 15 sweets between 5 children – one for you, one for you, one for you, one for you, one for me.    Introduce halving even numbers up to 10 **Half of 4**  **National Curriculum requirements:** Solve 1-step problems using division, by calculating answers using concrete object, pictorial images and arrays with teacher support.	Through practical activities in meaningful contexts. Recall and use division facts for 2, 5 and 10 times tables. Continue to use division as sharing. Division as grouping.  15 children get into teams of 5 to play a game. How many teams are there?  How many groups of 5 in 15? How many 5's have been counted?  **How many 2's in 10?** Understand '÷ 2' as 'half of'. Understand that division is not commutative. Recognise relationship between x and ÷ Record using division (÷) and equals (=) signs. Use number lines to answer questions such as 20 ÷ 2=  20 18 16 14 12 10 8 6 4 2 0 **National Curriculum requirements:** Solve problems involving division using materials, mental methods and division facts	Recall and use division facts for 3, 4 and 8 times tables. Continue with repeated subtraction on a vertical number line. Write and calculate mathematical statements for division using the tables they know. Introduce grouping method before short division, encourage children to estimate answers before attempting calculation. Create fact box to encourage efficient grouping e.g. not always groups of 10 - 1x, 2x, 5x, 10x, 20x, 50x, 100x. 13 5) 65 - 50 (5x 10) 15 - 15 (5x 3) 0 Introduce short ÷, exact answers  Progress to short ÷ involving carrying, exact answers. **National Curriculum requirements:** Division questions based on multiplication tables they know. Divide 2 digits by 1 digit, progressing to formal written method.	Recall and use all division facts for all tables up to 12 (Including dividing by 1). Continue with short division method.    Progressing to short division with remainders. 2 0 4 4)8 1 1 6 1 4 1 r1 3)4 1 2 4 **National Curriculum requirements:** Divide 2 digits by 1 digit and 3 digits by 1 digit becoming fluent in formal written methods of short division with exact answers and progressing to remainders.	Consolidate the use of the formal written method of short division.  **National Curriculum requirements:** Divide 2 digits by 1 digit. Divide 3 digits by 1 digit. Divide 4 digits by 1 digit. Children interpret the remainders appropriately for the context. e.g. as fractions, decimals or by rounding 98÷4 = 98/4 = 24r2 = 24 ½ = 24.5 rounded to 25 Divide whole numbers and those involving decimals by 10, 100 and 1000.	Consolidate short division. Children should be able to interpret remainders as whole number remainders, fractions or by rounding, as appropriate for the context. 98 ÷ 7 becomes 1 4 7 | 9 8 2 Answer: 14 432 ÷ 5 becomes 8 6 r2 5 | 4 3 2 3 Answer: 86 remainder 2 496 ÷ 11 becomes 4 5 r1 1 1 | 4 9 6 5 Answer: $45\frac{1}{11}$ Introduce long division: 333 ÷ 36 H T O . t h 9. 2 5 36) 3 3 3 . 0 0 - 3 2 4. 9 0 -7 2 1 8 0 - 1 8 0 0 **Continue to follow formal written method until long division is written as a decimal fraction.** **National Curriculum requirements:** Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division where appropriate. Divide up to 4 digits by a 2 digits whole number using the formal written method of long division.