CORPUS CHRISTI CATHOLIC PRIMARY SCHOOL

Progression in written calculation strategies for division

(Examples indicate end of year expectations)

Learning Exchange

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Year 1

<u>Statutory Guidance</u>

Solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

<u>Possible representations</u>

e.g. 6 ÷ 3 =

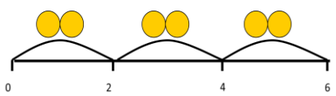
How many apples are in each bowl if I share 6 apples between three bowls?





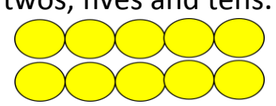
Grouping





<u>Non- statutory guidance</u>

They make connections between arrays, number patterns, and counting in twos, fives and tens.



(With support of the teacher)

Year 2

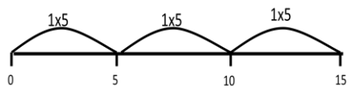
<u>Statutory Guidance</u>

Solve problems involving division, using materials, arrays, repeated addition, mental methods, and division facts, including problems in contexts.

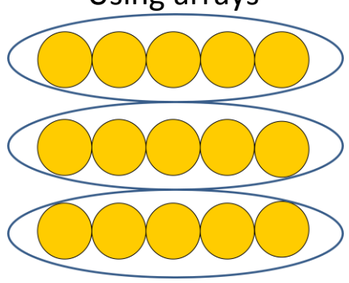
<u>Possible representations</u>

e.g. 15 ÷ 5 =

Counting up on a number line.



Using arrays



Division facts: 2,5 & 10

<u>Non- statutory guidance</u>

They connect unit fractions to equal sharing and grouping, to numbers when they can be calculated, and to measures, finding fractions of lengths, quantities, sets of objects or shapes.

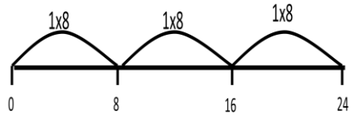
Year 3

<u>Statutory Guidance</u>

Write and calculate mathematical statements for division using the multiplication tables that they know, progressing to formal written methods

e.g. 24 ÷ 8 =

Counting up on a number line.



Division facts include: 2,3,4,5,8 and 10

Year 4

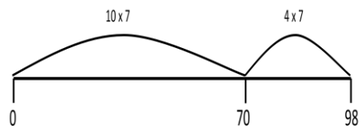
<u>Statutory Guidance</u>

No reference written division calculations.

North Somerset example:

e.g. 98 ÷ 7 =

Counting up on a number line.



<u>Non- statutory guidance</u>

Pupils practise to become fluent in the formal written method of short division with exact answers

$$7\overline{)9^{2}8}\quad 14$$

Division facts up to 12 x 12

Year 5

<u>Statutory Guidance</u>

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

Divide whole numbers and those involving decimals by 10, 100 and 1000

e.g. 8369 ÷ 8 =

$$8\overline{)8\,3\,6^{4}9}\quad 1046\ r1$$

<u>Non- statutory guidance</u>

Interpret non integer answers to division by expressing results in different ways

e.g.

$98 \div 4 = \frac{98}{4} = 24r2 = 24\frac{1}{2} = 24.5$

Year 6

<u>Statutory Guidance</u>

Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.

Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.

Long division e.g. 432 ÷ 15 =

$$15\overline{)432.0}\quad 28.8$$

30 ↓

132

120 ↓

120

120

0

And short division are statutory requiremnts

$$11\overline{)496}\quad 45\ r1$$

Answer $45\frac{1}{11}$