

Stages of Division

In developing a written method for division, it is important that children understand the concept of division, in that it is:

- repeated subtraction
- sharing into equal amounts

They also need to understand and work with certain principles, i.e. that it is:

- the inverse of multiplication
- not commutative i.e. $15 \div 3$ is not the same as $3 \div 15$
- not associative i.e. $30 \div (5 \div 2)$ is not the same as $(30 \div 5) \div 2$

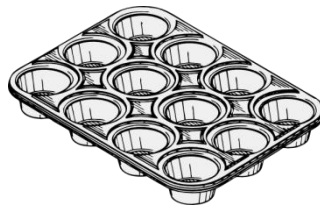
YR

Early Learning Goal:

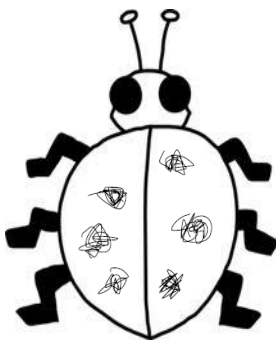
Children solve problems, including halving and sharing.

Children are encouraged to develop a mental picture of the number system in their heads to use for calculation. They should experience practical calculation opportunities using a wide variety of equipment, including small world play, role play, counters, cubes etc.

Children may also investigate sharing items or putting items into groups using items such as egg boxes, ice cube trays and baking tins which are arrays.



They may develop ways of recording calculations using pictures, etc.



A child's jotting showing halving six spots between two sides of a ladybird.



A child's jotting showing how they shared the apples at snack time between two groups.



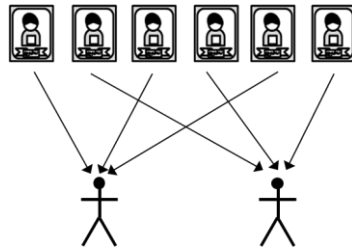
Y1

End of Year Objective:

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

In year one, children will continue to solve division problems using practical equipment and jottings. They should use the equipment to share objects and separate them into groups, answering questions such as 'If we share these six apples between the three of you, how many will you each have? How do you know?' or 'If six football stickers are shared between two people, how many do they each get?'

They may solve both of these types of question by using a 'one for you, one for me' strategy until all of the objects have been given out.



Children should be introduced to the concept of simple remainders in their calculations at this practical stage, being able to identify that the groups are not equal and should refer to the remainder as '... left over'.

Y2

End of Year Objective:

Calculate mathematical statements for division within the multiplication tables and write them using the division (\div) and equals (=) signs.

Children will utilise practical equipment to represent division calculations as grouping (repeated subtraction) and use jottings to support their calculation, e.g.

$$12 \div 3 =$$



Children need to understand that this calculation reads as 'How many groups of 3 are there in 12?'

They should also continue to develop their knowledge of division with remainders, e.g.

$$13 \div 4 =$$



$$13 \div 4 = 3 \text{ remainder } 1$$

Children need to be able to make decisions about what to do with remainders after division and round up or down accordingly. In the calculation $13 \div 4$, the answer is 3 remainder 1, but whether the answer should be rounded up to 4 or rounded down to 3 depends on the context, as in the examples below:

I have £13. Books are £4 each. How many can I buy?

Answer: 3 (the remaining £1 is not enough to buy another book)

Apples are packed into boxes of 4. There are 13 apples. How many boxes are needed?

Answer: 4 (the remaining 1 apple still needs to be placed into a box)

Y3

End of Year Objective:

Write and calculate mathematical statements for division using the multiplication tables that they know, including for two-digit numbers divided by one-digit numbers, progressing to formal written methods.*

**Although the objective suggests that children should be using formal written methods, the National Curriculum document states "The programmes of study for mathematics are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study." p4*

Initially, children will continue to use division by grouping (including those with remainders), where appropriate linked to the multiplication tables that they know (2, 3, 4, 5, 8 and 10), e.g.

$$43 \div 8 =$$



$$43 \div 8 = 5 \text{ remainder } 3$$

Pupils need to have a solid grasp of their tables and related division facts.

Pupils will move on to the division of a 2 digit number by a 1 digit number using the bus stop method. Pupils record the answer above the line.

Short division

98 ÷ 7 becomes

$$\begin{array}{r} 14 \\ 7 \overline{) 98} \end{array}$$

Answer: 14

Children should be able to solve real life problems including those with money and measures. They need to be able to make decisions about what to do with remainders after division and round up or down accordingly.

Y4

End of Year Objective:

Divide numbers up to 3 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.

Pupils continue to use the bus stop method and need to know that some calculations have a remainder.

432 ÷ 5 becomes

$$\begin{array}{r} 86 \text{ r}2 \\ 5 \overline{) 432} \end{array}$$

Answer: 86 remainder 2

They need to be able to make decisions about what to do with remainders after division and round up or down accordingly particularly in word problems.

Children should be able to solve real life problems including those with money and measures.

Eg Mr Smith is putting eggs in boxes. Each box holds 6 eggs. He has 80 eggs altogether. How many complete boxes can Mr Smith fill? How many eggs are left over?

Y5

End of Year Objective:

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.

Pupils will work through some harder examples including dividing 4 digit numbers by a 1 digit number.

$$\begin{array}{r} 864 \text{ r}4 \\ 5 \overline{) 4324} \end{array}$$

Ensure children have a solid grasp of what they are doing and have a rough estimate about whether their final answer is reasonable or not.

They need to be able to make decisions about what to do with remainders after division and round up or down accordingly.

Children should be able to solve real life problems including those with money and measures.

Y6

End of Year Objective:

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.

Use written division methods in cases where the answer has up to two decimal places.

Once secure with short division, Pupils will move on to long division.

To develop division further, it should be extended to include dividing a four-digit number by a two-digit number.

432 ÷ 15 becomes

$$\begin{array}{r} 28.8 \\ 15 \overline{) 432.0} \\ \underline{30} \\ 132 \\ \underline{120} \\ 120 \\ \underline{120} \\ 0 \end{array}$$

Answer: 28.8

Children should be able to solve real life problems including those with money and measures. They need to be able to make decisions about what to do with remainders after division and round up or down accordingly.