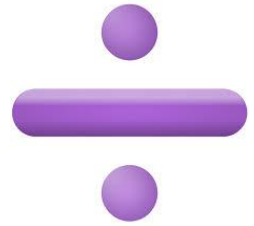
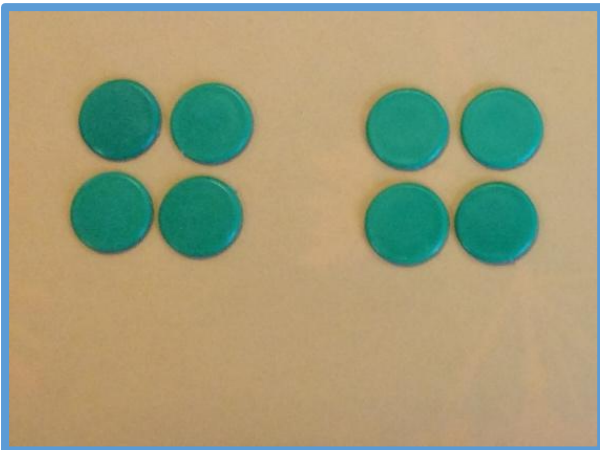


# Foundation Stage

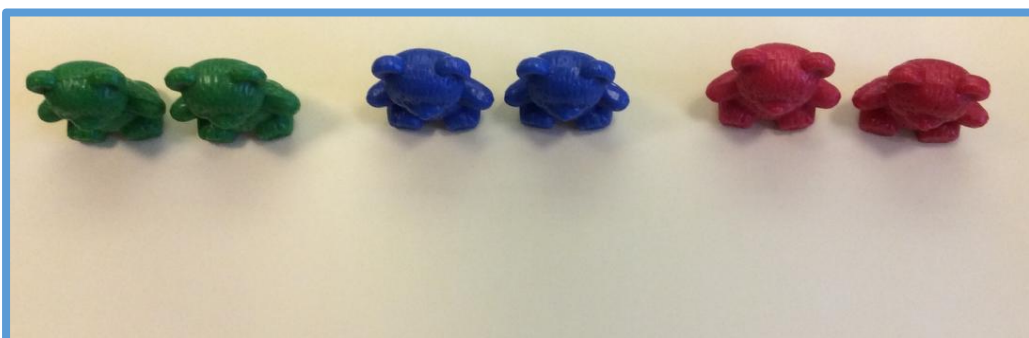


Divide objects into equal groups of two  
or two equal groups

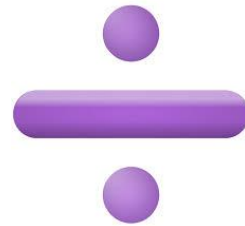


Use different objects

Begin to recognise how multiplication  
tables can help them



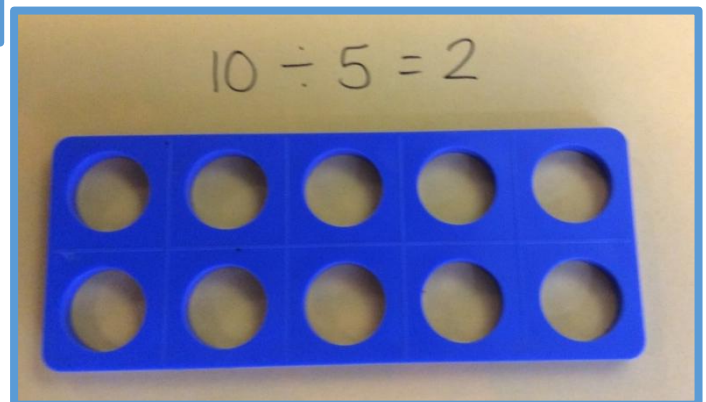
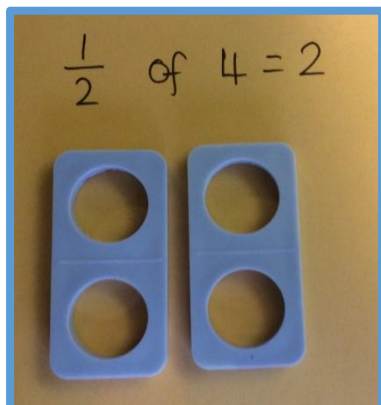
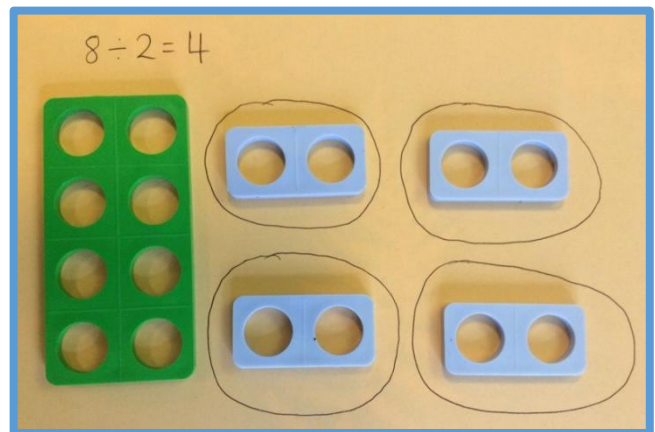
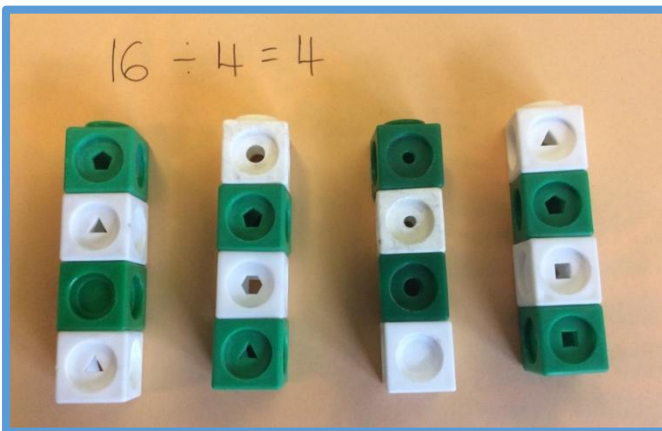
# Year One



Count back in 2s, 5s and 10s

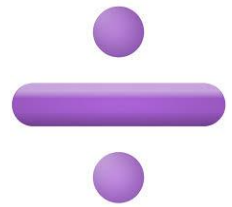
Divide objects into equal groups

Use arrays to solve division problems



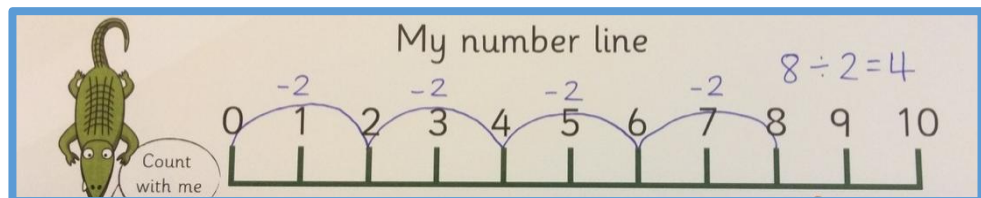
Know halves of even numbers to 20

# Year Two



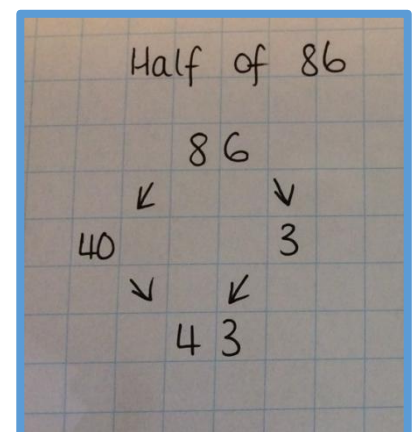
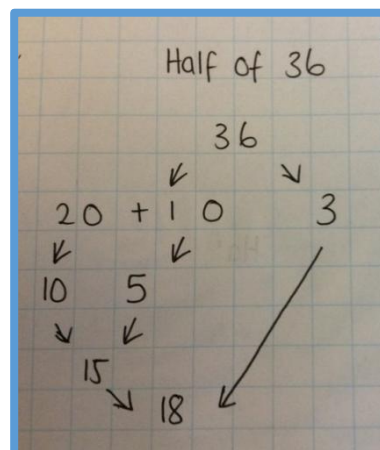
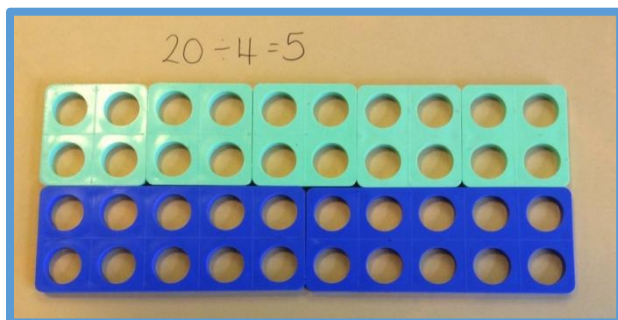
Understand that division is non-commutative

Use a number line to show repeated subtraction

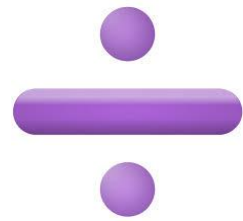


Use arrays to solve division problems

Know halves of even numbers to 40 and understand how to find halves of more difficult numbers



# Year Three



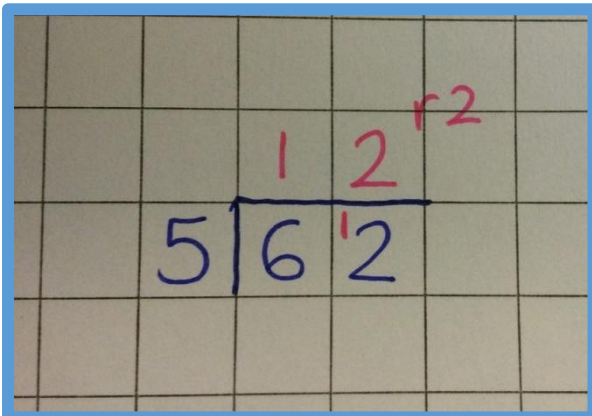
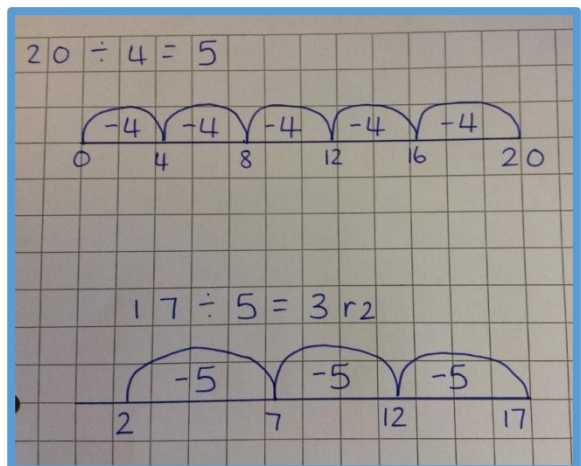
2-digit ÷ 1-digit

Begin to use remainders

Use a number line to show repeated subtraction

Chunking on a number line

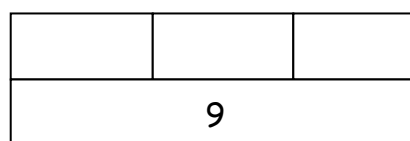
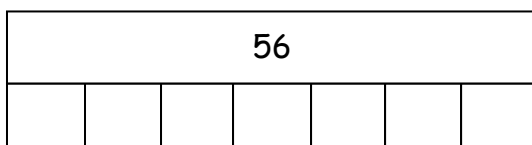
Begin to use short division



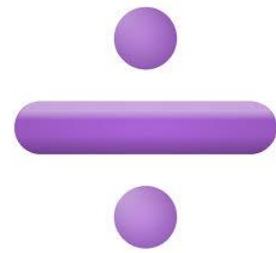
Use the bar method to solve division problems

- Divide into the number, one digit at a time, starting from the left
- $6 \div 5 = 1$  (gets written on the top of the calculation) remainder 1 (gets written next to the 2)
- $12 \div 5 = 2$  (gets written at the top of the calculation)
- As this is the last calculation, there is a remainder of 2

Complete the bar models



# Year Four



Solve two-step problems

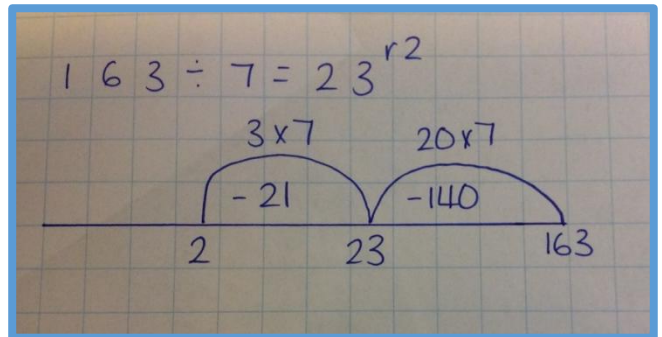
4-digit ÷ 1-digit

3-digit ÷ 1-digit

Use short division

$$\begin{array}{r} 23 \text{ r}2 \\ 7 \overline{) 163} \\ \underline{14} \phantom{0} \\ 23 \\ \underline{21} \\ 2 \end{array}$$

Chunking on a number line - using key facts and subtracting bigger chunks



Use remainders confidently

Use the bar method to solve division problems

- Divide into the number, one digit at a time, starting from the left
- $1 \div 7$  - you cannot do
- $16 \div 7 = 2$  (gets written on the top of the calculation) remainder 2 (gets written next to the 3)
- $23 \div 7 = 3$  (gets written at the top of the calculation)
- As this is the last calculation, there is a remainder of 2

Choose the correct bar model for the worded question:

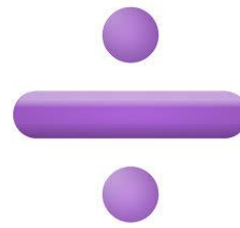
Patsy had £4 in total. She gives away £4 at a time to her friends. How many friends receive £4?

£4			
£1	£1	£1	£1

£4
£4



# Year Five



3-digit ÷ 2-digit

4-digit ÷ 1-digit

Chunking on a number line - using key facts and subtracting bigger chunks

Find remainders as fractions and decimals

$$\begin{array}{r} 65 \text{ r}2 \\ 6 \overline{) 392} \\ \underline{- 36} \phantom{0} \\ 32 \\ \underline{- 30} \\ 2 \end{array} \quad \frac{2}{6} = \frac{1}{3} = 0.3333$$

Use short division

$$\begin{array}{r} 37 \text{ r}6 \\ 8 \overline{) 296} \\ \underline{- 24} \phantom{0} \\ 56 \\ \underline{- 56} \\ 0 \end{array}$$

Use long division

$$\begin{array}{r} 37 \text{ r}6 \\ 8 \overline{) 296} \\ \underline{- 16} \phantom{0} \\ 77 \\ \underline{- 72} \phantom{0} \\ 54 \\ \underline{- 48} \\ 6 \end{array}$$

- Divide into the number, one digit at a time, starting from the left
- $2 \div 8$  you cannot do
- $23 \div 8 = 2$  (gets written on the top of the calculation)
- $8 \times 2 = 16$  (gets written under the 23 and subtracted = 7)
- The next number (7) gets dropped down
- $77 \div 8 = 9$  (gets written on the top of the calculation)
- $9 \times 8 = 72$  (gets written under the 77 and subtracted = 5)
- The next number (4) gets dropped down
- $54 \div 8 = 6$  (gets written on the top of the calculation)
- $6 \times 8 = 48$  (gets written under the 54 and subtracted = 6)
- As this is the last calculation, there is a remainder of 6

Use the bar method to solve division problems

All the children in the school are going on a residential trip to the outdoor activity centre. They will be divided into 6 equal groups. If there are 246 children in the school how many will be in each group?

246					
?	?	?	?	?	?

