

Reception Sharing and making equal groups

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.

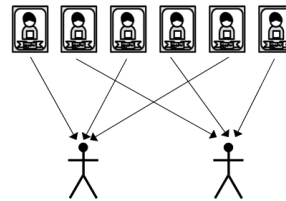


Year 1 Division by sharing and grouping

Children explore practical contexts where they share equally and group equally. $6 \div 2 = ?$

Equal sharing (6 shared equally between 2)

6 football stickers are shared equally between 2 people, how many do they each get? Children may solve this by using a 'one for you, one for me' strategy until all of the stickers have been given out.



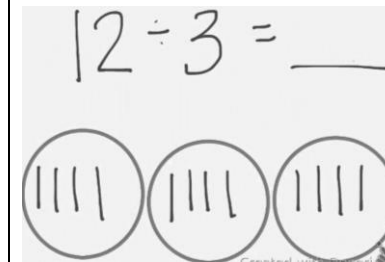
Equal grouping (How many groups of 2 are there in 6?)

There are 6 football stickers, how many people can have 2 stickers each?



Year 2 Division by grouping

Children continue to use practical equipment to represent division calculations as grouping (repeated subtraction) and use jottings to support their calculation.



Year 3

Chunking

Chunking method of division in which children create a fact box to encourage efficient grouping e.g. not always groups of 10 - 1x, 2x, 5x, 10x, 20x, 50x, 100x.

$$\begin{array}{r} 13 \\ 5 \overline{) 65} \\ \underline{- 50} \quad (5 \times 10) \\ 15 \\ \underline{- 15} \quad (5 \times 3) \\ 0 \end{array}$$

Introduce short division with exact answers.

$$\begin{array}{r} 32 \\ 3 \overline{) 96} \end{array}$$

Progress to short division involving carrying with exact answers.

Year 4

Continue with short division with carrying and exact answers.

$$\begin{array}{r} 037 \\ 5 \overline{) 185} \end{array}$$

Progress on to short division with carrying and integer remainders.

$$\begin{array}{r} 141r1 \\ 3 \overline{) 424} \end{array}$$

Year 5

Continue with short division with carrying and remainders.

$$\begin{array}{r} 0663r5 \\ 8 \overline{) 5309} \end{array}$$

Year 6

Short division with 2 digit numbers

$$\begin{array}{r} 07.125 \\ 8 \overline{) 57.000} \end{array}$$