Castle Batch Community Primary School Progression in written calculation strategies for division

Foundation Stage

Statutory Guidance

Solve problems including halving and sharing

Sharing
Sharing objects and toys into groups.

Finding half of a set of objects.

Adults modelling mathematical language

Year 1

Statutory Guidance

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

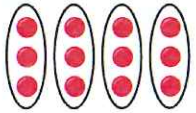
Concrete Objects
Sharing objects practically.

10 ÷ 2 = 5

12 ÷ 2 = 6

Share 12 teddies in 2 baskets.

Pictorial Representations



12 ÷ 3 = 4

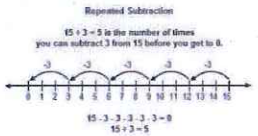
Year 2

Statutory Guidance

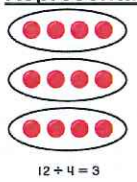
Solve problems involving division, using materials, arrays, repeated subtraction, mental methods, and division facts, including problems in contexts.

Concrete Objects
Sharing objects practically.

Repeated Subtraction



Pictorial Representations



12 ÷ 4 = 3

Arrays

12 ÷ 4 = 3

Division facts include: 2,5 & 10

Year 3

Statutory Guidance

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

Bus Stop Method

63 ÷ 3 = 21

$$\begin{array}{r} 21 \\ 3\overline{)63} \end{array}$$

64 ÷ 4 = 16

$$\begin{array}{r} 16 \\ 4\overline{)6^{2}4} \end{array}$$

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

Year 4

Statutory Guidance

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

$$\begin{array}{r} 14 \\ 7\overline{)9^{2}8} \end{array}$$

$$\begin{array}{r} 132 \\ 3\overline{)396} \end{array}$$

Division facts up to 12 x 12

Year 5

Statutory Guidance

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 =

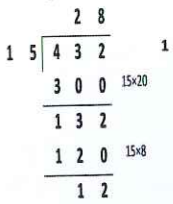
$$\begin{array}{r} 1046\ r1 \\ 8\overline{)8369} \end{array}$$

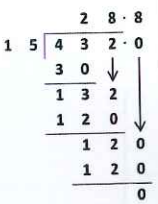
Year 6

Statutory Guidance

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.

Long division e.g. 432 ÷ 15 =





And short division are statutory requirements

$$\begin{array}{r} 45\ r1 \\ 11\overline{)496} \end{array}$$

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