





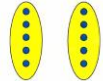

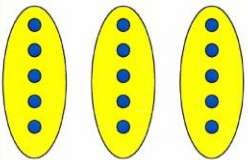

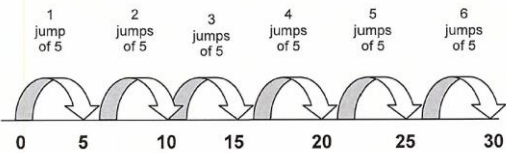
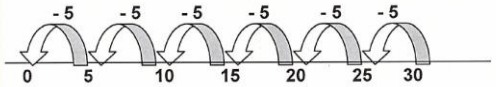
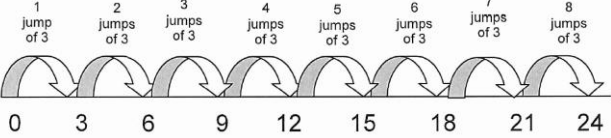


Division stages by half term - use Calculation Policy for further support

	Autumn	Spring	Summer (EXS)
R	 <p>Share the apples between two people. 'Half of the apples for you and half of the apples for me.'</p>	 <p>Share the apples between two people. 'Half of the apples for you and half of the apples for me.'</p>	 <p>Share the apples between two people. 'Half of the apples for you and half of the apples for me.'</p>
1	<p><b>Concrete and pictorial representations- sharing</b></p> <p><small>'Share these eight apples equally between two children. How many apples will each child have?'</small></p>  <p><b>Grouping</b></p>  <p><small>'Put 20 crayons into groups of 10. How many pots do we need?'</small></p>	<p><b>Arrays</b></p>  <p><small>'How many faces altogether? How many groups of two?'</small></p>	<p><b>Arrays</b></p>  <p><small>'How many groups of 5?' '10 shared equally between 2 people' 'Half of ten is five'</small></p>
2	<p><b>Represent division as sharing, grouping and arrays</b></p>  <p><small>'30 crayons shared equally between three pots.' (Sharing) 'We have 30 crayons and put ten crayons in each pot. How many pots do we need?' (Grouping)</small></p> <p><small>'30 divided by 10 = 3' '30 divided by 3 = 10'</small></p> <p><math>30 \div 10 = 3</math> <math>30 \div 3 = 10</math></p>  <p><small>'How many groups of 5?' '15 shared equally between 3 people is...?'</small></p> <p><small>'15 divided by 3 equals 5' '15 divided by 5 equals 3'</small></p> <p><math>15 \div 5 = 3</math> <math>15 \div 3 = 5</math></p>	<p><b>Consolidate division as sharing, grouping and/or arrays</b></p> <p><math>15 \div 5 = 3</math> <math>15 \div 3 = 5</math></p>  <p><small>How many groups of 3? How many groups of 5? 15 shared between 3 people is...? 15 shared between 5 people is...?</small></p> <p><small>15 divided by 5 = 3 15 divided by 3 = 5</small></p>	<p><b>Represent division using an empty number line</b></p> <p><math>30 \div 5 = 6</math></p> <p><small>'How many jumps of five make thirty?'</small></p>  <p><small>1 jump of 5    2 jumps of 5    3 jumps of 5    4 jumps of 5    5 jumps of 5    6 jumps of 5</small></p> <p><b>Also jump back to make the link with repeated subtraction:</b></p> <p><math>30 \div 5 = 6</math></p> <p><small>'How many groups of five?'</small></p>  <p><small>-5    -5    -5    -5    -5    -5</small></p>
3	informal methods (see year 2)	Introduce the <b>formal layout</b>	Consolidate the formal written layout for division

	<p><b><math>24 \div 3 = 8</math></b></p> <p>'How many threes in 24?'</p> 	<p><b><math>24 \div 3 = 8</math></b></p> <p>This can also be recorded as...</p> $\begin{array}{r} 8 \\ 3 \overline{) 24} \end{array}$	<p><b><math>24 \div 3 = 8</math></b></p> <p>This can also be recorded as...</p> $\begin{array}{r} 8 \\ 3 \overline{) 24} \end{array}$
4	<p>Consolidate formal written layout (with remainders)</p> <p><b><math>24 \div 3 = 8</math></b>      <b><math>25 \div 3 = 8 \text{ r}1</math></b></p> <p>This can also be recorded as...</p> $\begin{array}{r} 8 \\ 3 \overline{) 24} \end{array}$ $\begin{array}{r} 8 \text{ r}1 \\ 3 \overline{) 25} \end{array}$	<p>Introduce the <b>formal layout for short division</b></p> <p><b><math>98 \div 7 = 14</math></b></p> $\begin{array}{r} 14 \\ 7 \overline{) 98} \end{array}$	<p>Use formal method</p> <p><b><math>24 \div 3 = 8</math></b></p> <p>This can also be recorded as...</p> $\begin{array}{r} 8 \\ 3 \overline{) 24} \end{array}$
5	<p>Consolidate the <b>formal method of short division</b></p> <p><b><math>184 \div 8 = 23</math></b>      <b><math>432 \div 5 = 86 \text{ r}2</math></b></p> $\begin{array}{r} 23 \\ 8 \overline{) 184} \end{array}$ $\begin{array}{r} 86 \text{ r}2 \\ 5 \overline{) 432} \end{array}$	<p>Consolidate the <b>formal method of short division</b></p> <p><b><math>184 \div 8 = 23</math></b>      <b><math>432 \div 5 = 86 \text{ r}2</math></b></p> $\begin{array}{r} 23 \\ 8 \overline{) 184} \end{array}$ $\begin{array}{r} 86 \text{ r}2 \\ 5 \overline{) 432} \end{array}$	<p>Consolidate the <b>formal method of short division</b></p> <p><b><math>184 \div 8 = 23</math></b>      <b><math>432 \div 5 = 86 \text{ r}2</math></b></p> $\begin{array}{r} 23 \\ 8 \overline{) 184} \end{array}$ $\begin{array}{r} 86 \text{ r}2 \\ 5 \overline{) 432} \end{array}$
6	<p>Consolidate the <b>formal method of short division</b></p> <p><b><math>496 \div 11 = 45 \text{ r}1</math></b></p> $\begin{array}{r} 45 \text{ r}1 \\ 11 \overline{) 496} \\ -440 \quad (40 \times 11) \\ \hline 56 \\ -55 \quad (5 \times 11) \\ \hline 1 \text{ (remainder)} \end{array}$	<p>Consolidate the <b>formal method of short division</b></p> <p><b><math>496 \div 11 = 45 \text{ r}1</math></b></p> $\begin{array}{r} 45 \text{ r}1 \\ 11 \overline{) 496} \\ -440 \quad (40 \times 11) \\ \hline 56 \\ -55 \quad (5 \times 11) \\ \hline 1 \text{ (remainder)} \end{array}$	<p>Consolidate the <b>formal method of short division</b></p> <p><b><math>496 \div 11 = 45 \text{ r}1</math></b></p> $\begin{array}{r} 45 \text{ r}1 \\ 11 \overline{) 496} \\ -440 \quad (40 \times 11) \\ \hline 56 \\ -55 \quad (5 \times 11) \\ \hline 1 \text{ (remainder)} \end{array}$

