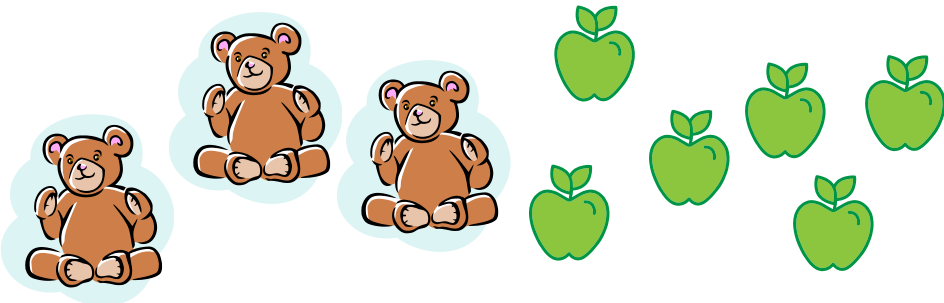
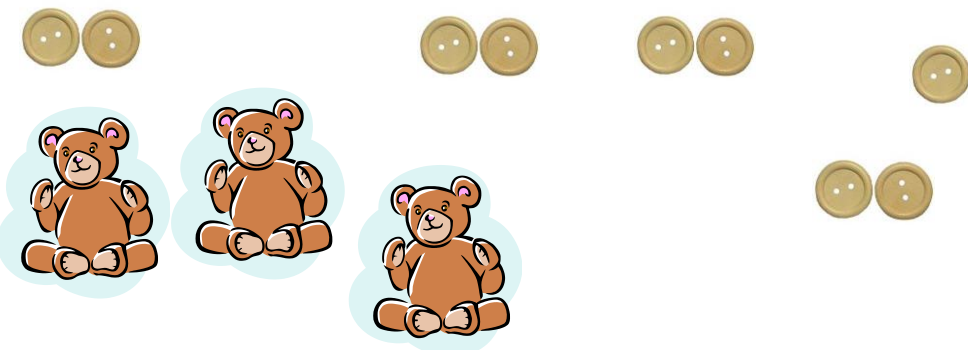


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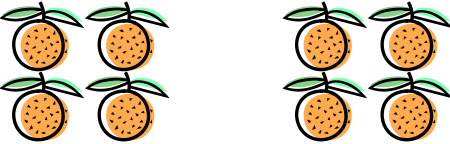

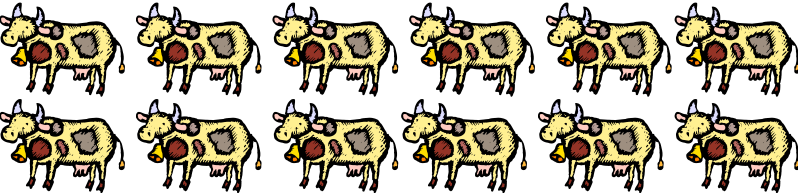
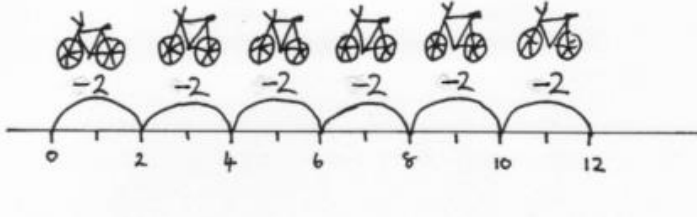
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| Strategy | Examples | Vocabulary |
|--|--|---|
| <p>Sharing with concrete materials Practical examples and use of role play</p> | <p style="text-align: right;">Year 1</p> <p>Share the fruit between the teddy bears equally.</p>  <p>Can you share 6 apples out between the 3 bears fairly? How many apples does each bear have?</p> | <p>Share, fair, each, same</p> |
| <p>Sharing with concrete materials and recording using pictures</p> | <p style="text-align: right;">Year 1</p> <p>Share the buttons between the teddy bears equally.</p>  <p>Can you share the 9 buttons out between the 3 bears fairly? Draw the buttons onto the pictures of three bears? How many buttons does each bear have?</p> | <p>Share, fair, each, same, equal(ly)</p> |

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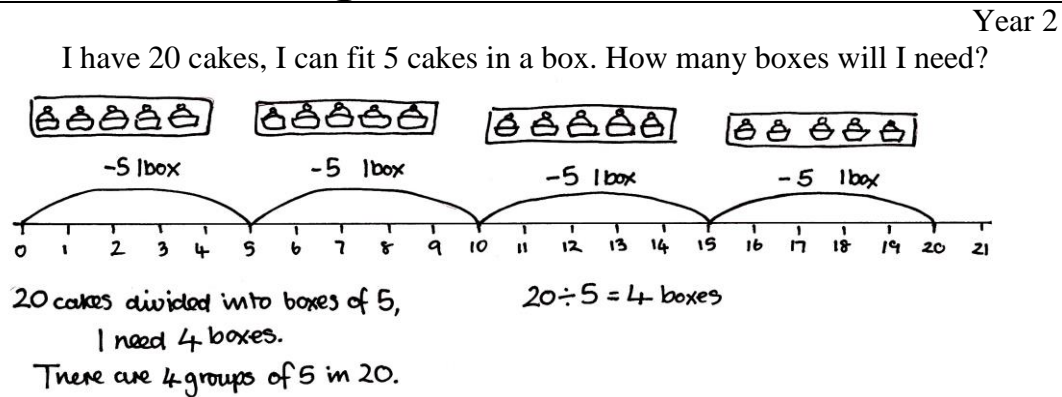
| | | |
|--|---|---|
| <p>Sharing into equal sets.</p> <p>Practical examples and use of role play</p> |  | <p>Year 1</p> <p>Share, fair, each, same, equal(ly)</p> |
| <p>Grouping with concrete materials</p> <p>Practical examples and use of role play</p> | <p>Group these socks in pairs. How many pairs do we have altogether?</p>  | <p>Year 1</p> <p>Group, lots of, how many groups of</p> |
| <p>Grouping with concrete materials and record using pictures.</p> |  <p>Can you group these cows so there are four in each field?</p> | <p>Year 1</p> <p>Group, lots of, how many groups of</p> |
| <p>Pre-multiplication/division</p> <p>Understand counting backwards in equal steps or jumps</p> <p>$12 - 2 - 2 - 2 - 2 - 2 - 2$</p> | <p>There are twelve wheels, how many bicycles?</p>  <p>$12 - 2 - 2 - 2 - 2 - 2 - 2$</p> <p>There are six bicycles.</p> | <p>Year 1</p> <p>Jump backwards in groups of ..., how many,</p> |

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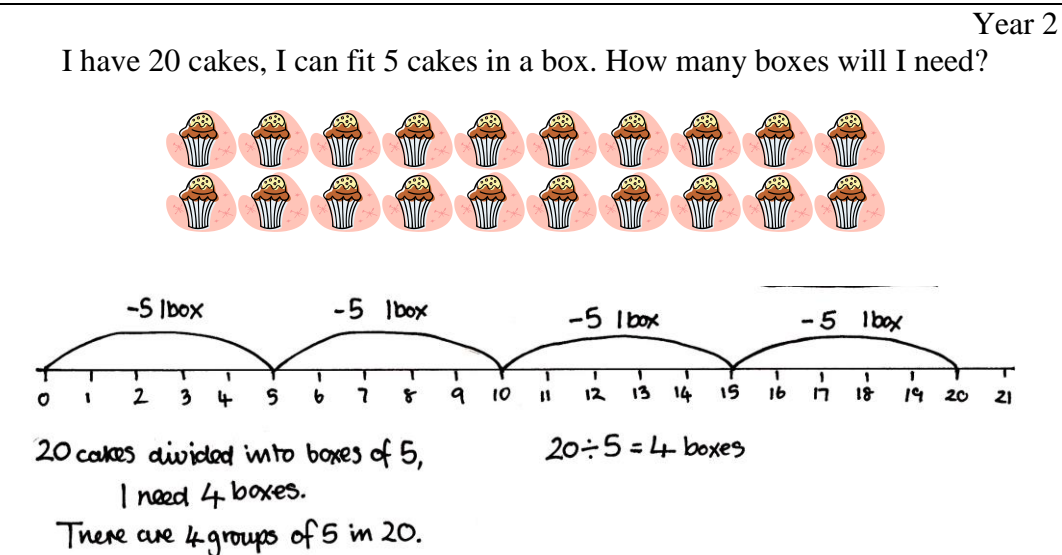
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Grouping using structured numberline using pictures to represent jumping back in equal steps to zero (no remainders)


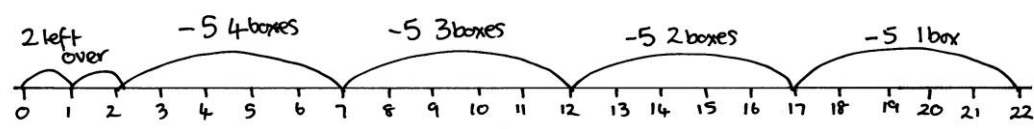


Jump backwards in groups of ..., how many,

Grouping using structured numberline to represent jumping back in equal steps to zero (no remainders)



Jump backwards in groups of ..., how many,

| | | |
|---|---|---|
| <p>Grouping using structured numberline to represent jumping back in equal steps to zero with remainders.</p> | <p style="text-align: right;">Year 3</p> <p>I have 22 cakes, I can fit 5 cakes in a box. How many boxes will I need? How many cakes left over?</p>   <p style="text-align: center;">$22 \div 5 = 4 \text{ boxes, with } 2 \text{ cakes left over.}$</p> | <p>Left over, remainder (Matrix ITPs)</p> |
|---|---|---|

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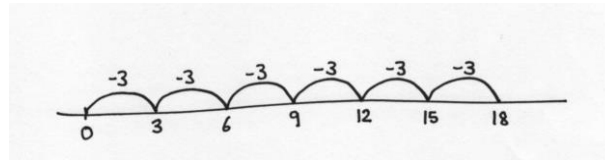
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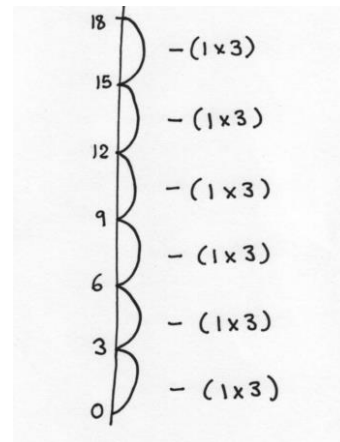
Understand the link between jumping along the number line in equal groups and rotating the number line through 90° and chunking in equal groups.

A cat has eighteen treats.

If he is given three treats each day, how many days will the treats last?



$$18 - 3 - 3 - 3 - 3 - 3 - 3$$



$$18 - 3 - 3 - 3 - 3 - 3 - 3$$

The treats will last 6 days.

$$\begin{array}{r} 3 \overline{) 18} \\ \underline{-3} \\ 15 \\ \underline{-3} \\ 12 \\ \underline{-3} \\ 9 \\ \underline{-3} \\ 6 \\ \underline{-3} \\ 3 \\ \underline{-3} \\ 0 \end{array}$$

Answer is 6 as we have taken away 3, 6 times

Year 3 to 4

Numberline, vertical numberline, chunking

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| <p>Chunking method dividing by single digit number</p> | <p style="text-align: right;">Year 4</p> <p>Eighty one stickers are divided equally between three friends. How many stickers do they get each?</p> $81 \div 3 =$ $\begin{array}{r} 81 \\ - 30 \quad (10 \times 3) \\ \hline 51 \\ - 30 \quad (10 \times 3) \\ \hline 21 \\ - 21 \quad (7 \times 3) \\ \hline 0 \end{array}$ <p>So $27 \times 3 = 81$ or $81 \div 3 = 27$</p> <p>Each person gets 27 stickers.</p> <p>Checking $81 \div 27 = 3 \checkmark$</p> | <p>Chunking, multiples, lots of, times tables, use what you know</p> |
| <p>Chunking method Children look for larger 'chunks' to subtract</p> | <p style="text-align: right;">Year 4</p> <p>Eighty one stickers are divided equally between three friends. How many stickers do they get each?</p> $81 \div 3 =$ $\begin{array}{r} 81 \\ - 60 \quad (20 \times 3) \\ \hline 21 \\ - 21 \quad (7 \times 3) \\ \hline 0 \end{array}$ <p>So $27 \times 3 = 81$ or $81 \div 3 = 27$</p> <p>Each person gets 27 stickers.</p> <p>Checking $81 \div 27 = 3 \checkmark$</p> | <p>Efficient, less steps, use what you know</p> |

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| <p>Chunking method with remainders</p> | <p style="text-align: right;">Year 5</p> <p>560 bananas are ordered for 24 monkeys. The monkeys only eat whole bananas. How many bananas do they get each? Are there any left over?</p> $560 \div 24 =$ $\begin{array}{r} 560 \\ - \underline{240} \quad (10 \times 24) \\ 320 \\ - \underline{240} \quad (10 \times 24) \\ 80 \\ - \underline{48} \quad (2 \times 24) \\ 32 \\ - \underline{24} \quad (1 \times 24) \\ 8 \end{array}$ <p>So $560 \div 24 = 23 \text{ r } 8$ Each monkey gets 23 bananas. There are 8 bananas left over.</p> <p>Checking $552 \div 23 = 24$ and 8 left over \checkmark</p> | <p>Remainder</p> |
| <p>Traditional short division – divide numbers up to 4 digits by a one-digit number and interpret remainders appropriately for the context</p> | <p style="text-align: right;">Year 5</p> <p>£265 is to be shared equally between five friends. How much does each person get?</p> $265 \div 5$ $\begin{array}{r} \overline{53} \\ 5 \overline{) 265} \\ \underline{25} \\ 15 \\ \underline{15} \\ 0 \end{array}$ <p>Each person will get £53</p> <p>679g of flour is to be divided up to make three cakes. How much flour will be used for each cake?</p> $679 \div 3$ $\begin{array}{r} \underline{228 \text{ r } 1} \\ 3 \overline{) 679} \\ \underline{6} \\ 7 \\ \underline{6} \\ 9 \\ \underline{9} \\ 0 \end{array}$ <p>Each cake will have 228g of flour in it, with 1g left over</p> | |

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| | | Year 6 |
|---|---|---|
| <p>Traditional long division – divide numbers up to 4 digits by a two-digit whole number and interpret remainders as whole number remainders, fractions or by rounding, as appropriate for the context.</p> <p>Use written division methods in cases where the answer has two decimal places.</p> | <p>There are 552 biscuits altogether in a catering pack. How many packets of 24 biscuits can be made from the catering pack?</p> <p>Start dividing 24 into 552. 24 into 5 will not 'go'. 24 into 55 goes twice. Record the 2 on the top line above the second 5. Record the 48 underneath the 55 and subtract, giving 7. Bring the 2 down and record with the 7 giving 72. 24 into 72 goes three times. Record the 3 on the top line above the 2. Record the 72 underneath the 72 and subtract. Answer zero so no 'remainder'.</p> $ \begin{array}{r} 23 \\ 24 \overline{) 552} \\ \underline{- 48} \\ 72 \\ \underline{- 72} \\ 0 \end{array} $ <p>$552 \div 24 = 23$ There will be 23 packets of 24 biscuits.</p> <p>There are 558 biscuits. How many packets of 24?</p> $ \begin{array}{r} 23.25 \\ 24 \overline{) 558.00} \\ \underline{48} \\ 78 \\ \underline{72} \\ 60 \\ \underline{48} \\ 180 \\ \underline{180} \\ 0 \end{array} $ <p>There will be 23 packets with 0.25 of a packet left over or 6 biscuits left over or $6/24 = 1/4$ left over.</p> | <p>Long division, goes into, goes, remainder, fraction, decimal</p> |

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| Divide numbers with up to two decimal places by one-digit and then two-digit whole numbers | <p style="text-align: right;">Year 6</p> <p>A piece of wood measuring 6.75m is sawn into 5 equal sections. How long is each section?</p> $5 \overline{) 6.75} \begin{array}{r} 1.35 \\ \underline{5} \\ 17 \\ \underline{15} \\ 20 \\ \underline{15} \\ 50 \\ \underline{50} \\ 0 \end{array}$ <p>Each section will measure 1.35m.</p> | Long division, remainder |
|--|--|--------------------------|