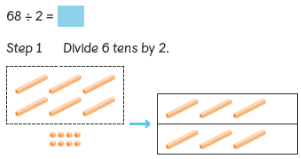
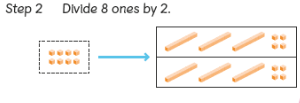
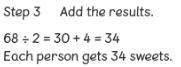
Division – Year 3

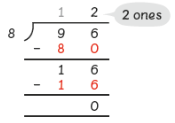
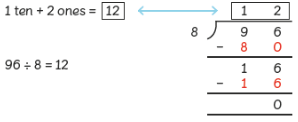
|  |  |  |
| --- | --- | --- |
| National Curriculum Key Skills | Key vocabulary | |
| * Recall and use multiplication and division facts for the 2, 3, 4, 5, 8 and 10 multiplication tables * Write and calculate mathematical statements for division using the multiplication tables that they know, **including for two-digit numbers divided by one-digit numbers**, using mental and progressing to formal written methods * solve problems, including missing number problems | group  groups of  equal  lots of  divide  divided by  divided into  division | grouping  left  left over  inverse  short division  remainder  tens  ones |

Pupils should first use manipulatives to understand division.

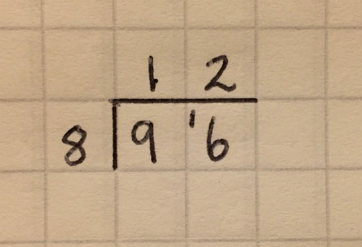


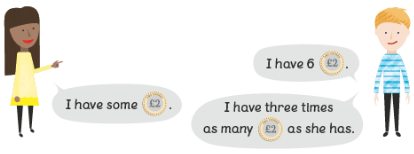
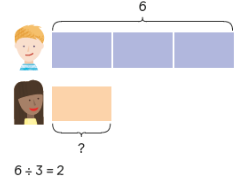
Pupils should be introduced to the chunking method for division by subtracting chunks – a multiple of the divisor. At this stage, pupils should be dividing a two-digit number by a one-digit number.

Pupils could also be shown the short division method and see how the two methods link.



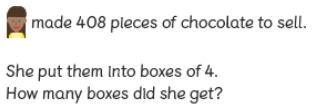
Continue to use bar modelling when problem solving.

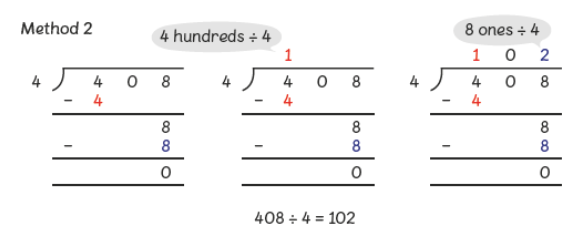
 

Division – Year 4

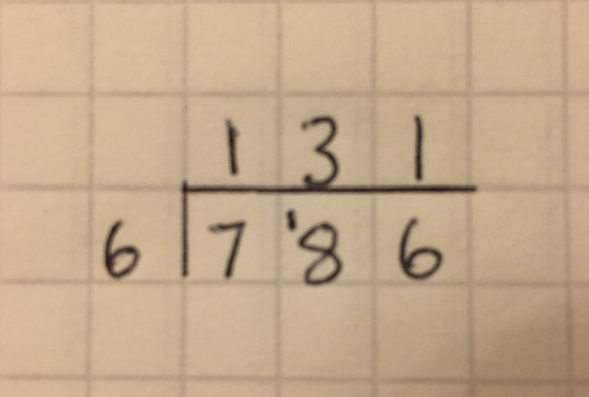
|  |  |  |
| --- | --- | --- |
| National Curriculum Key Skills | Key vocabulary | |
| * Recall and use multiplication and division facts for up to 12 x 12 * Children practise to become fluent in the formal method of short division with exact answers when dividing three-digit numbers by a one-digit number * Solve two-step problems in contexts, choosing the appropriate operation, working increasingly with harder numbers. | group  groups of  equal  lots of  divide  divided by  divided into  division  chunking | grouping  left  left over  inverse  short division  remainder  tens  ones  hundreds |

Pupils to continue dividing two-digit numbers by a one digit number and also three-digit numbers by a one digit number, including with remainders.





Pupils must also practise using the short method for division with up to three-digit numbers.

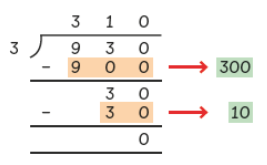


Division – Year 5

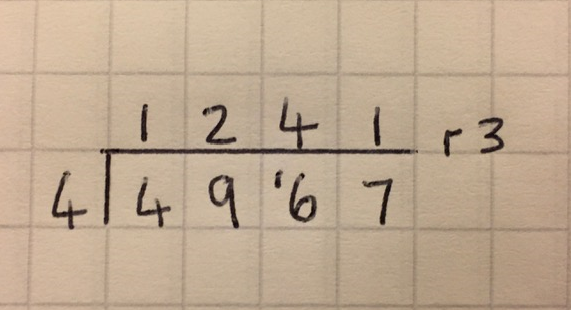
|  |  |  |
| --- | --- | --- |
| National Curriculum Key Skills | Key vocabulary | |
| * Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context * Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000  |  | | --- | |  | | group  groups of  equal  lots of  divide  divided by  divided into  division  chunking | grouping  left  left over  inverse  short division  remainder  tens  ones  hundreds  thousands |

Pupils will use the chunking method for dividing three and four-digit numbers by a one-digit number.





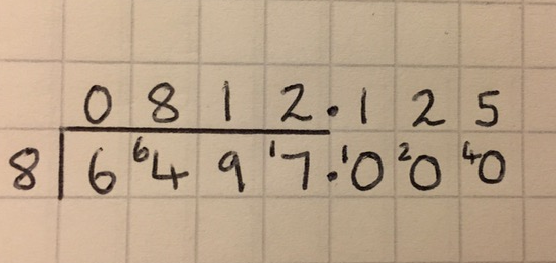
Pupils must also use the formal short method for division, including with remainders.



Division – Year 6

|  |  |  |
| --- | --- | --- |
| National Curriculum Key Skills | Key vocabulary | |
| * 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 * Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context  |  | | --- | |  | | group  groups of  equal  lots of  divide  divided by  divided into  division  chunking | grouping  left  left over  inverse  short division  remainder  tens  ones  hundreds  thousands  decimal  fraction |

Pupils should continue to use the short method for division but with numbers to at least 4 digits, and understand how to express remainders as fractions, decimals, whole number remainders, or rounded numbers.

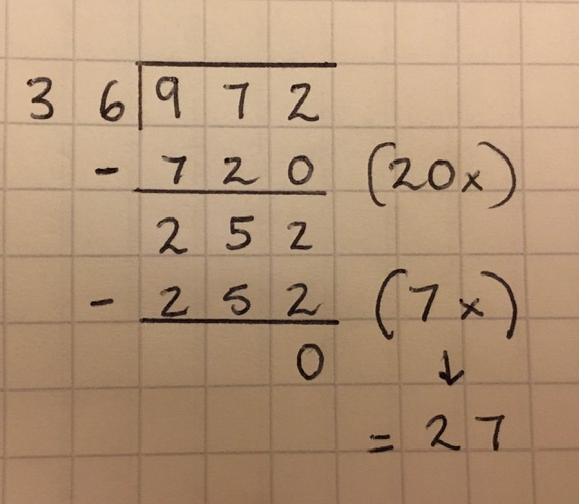


Pupils can use either of the methods below when dividing by two-digit numbers.

**The chunking method:**

Pupils must subtract the largest chunks possible. In the example below, discourage pupils from subtracting 10x36 and then another 10x36.

Pupils should be encouraged to write a ‘Useful Box’ e.g. 1x36=36, 2x36=72, 5x36=180, 10x36=360



**Short division:**

Pupils can also use the short method for division when dividing by a two-digit number. Encourage pupils to write a ‘Useful Box’.

