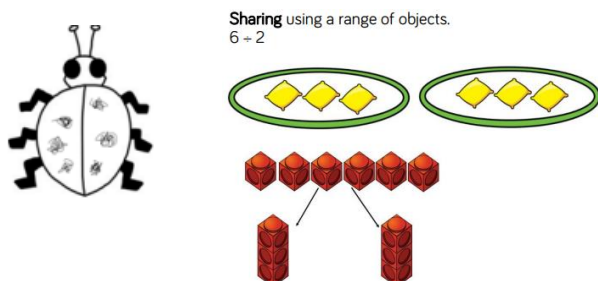


Calculation Policy - Division

EYFS/Year 1:

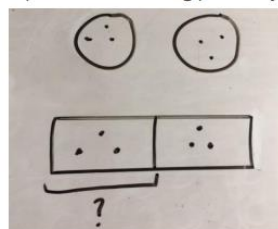
Children understand that division is equal grouping or sharing of a number. Children use drawings and objects to share into equal groups.



Year 2:

Children understand that division means to share and group equally. They also understand that division is repeated subtraction. They use objects, arrays and pictures to share and group equally.

Represent the sharing pictorially.



Year 3:

Children continue to use practical equipment to represent division calculations as grouping (repeated subtraction) and use jottings to support their calculations. Children are then introduced to division questions with remainders.

Use of lollipop sticks to form wholes - squares are made because we are dividing by 4.



There are 3 whole squares, with 1 left over.

Year 4:

Children use their knowledge of multiples and their times tables to secure their understanding of division facts. Children make links across times tables to further support their work on division.

The 6s times tables is double the 3s times tables.

Year 5:

Children are introduced to short division using the bus stop method at first with no remainders and then with whole remainders.

$$\begin{array}{r} 234 \\ 2 \overline{)468} \end{array}$$

$$\begin{array}{r} 513 \\ 5 \overline{)2565} \end{array}$$

Year 6:

Children continue to use short division and begin to interpret the remainder in different ways using decimals and fractions. The children are introduced to long division to divide whole numbers by 2 or more digits.

After exchanging the hundred, we have 14 tens. We can group 12 tens into a group of 12, which leaves 2 tens.

$$\begin{array}{r} 021 \\ 12 \overline{)2544} \\ \underline{24} \\ 14 \\ \underline{12} \\ 2 \end{array}$$

After exchanging the 2 tens, we have 24 ones. We can group 24 ones into 2 group of 12, which leaves no remainder.

$$\begin{array}{r} 0212 \\ 12 \overline{)2544} \\ \underline{24} \\ 14 \\ \underline{12} \\ 24 \\ \underline{24} \\ 0 \end{array}$$