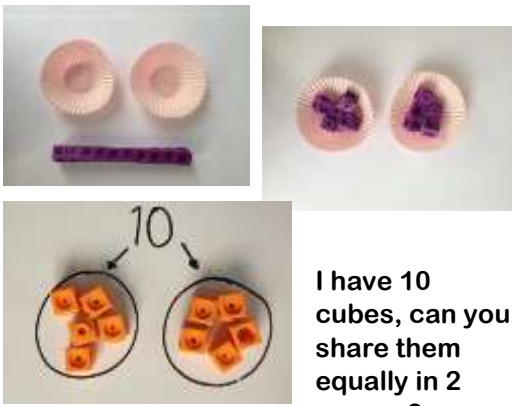

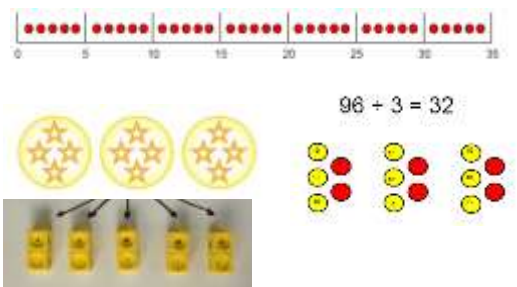
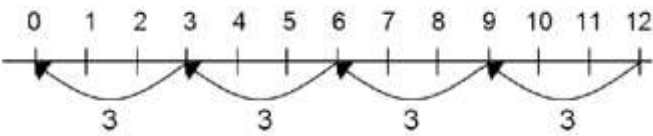



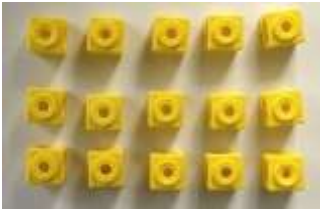
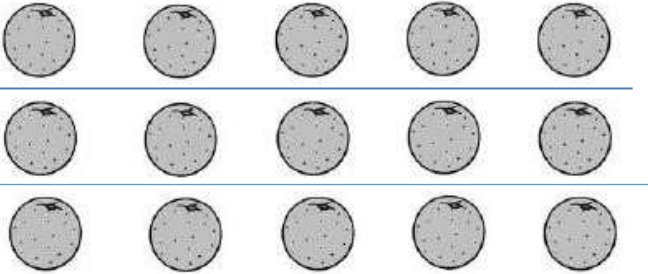


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| | Concrete | Pictorial | Abstract |
|--|---|---|--|
| <p>Stage 1 (Expectation by the end of EYFS)</p> <p>Children need to understand division as grouping and sharing.</p> |  <p>I have 10 cubes, can you share them equally in 2 groups?</p> | <p>Children use pictures or shapes to share quantities.</p>  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> $8 \div 2 = 4$ </div> | <p>Share 9 buns between three people.</p> <p style="text-align: center;">$9 \div 3 = 3$</p> |
| <p>Stage 2 (Expectation by end of KS1)</p> <p>Children will develop their understanding of division and use jottings to support calculation</p> <ul style="list-style-type: none"> - Sharing equally - Grouping or repeated subtraction | <p>Divide quantities into equal groups.</p> <p>Use cubes, counters, objects or place value counters to aid understanding.</p>  <p>$96 \div 3 = 32$</p> <p>$20 \div 5 = 4$</p> <p>$5 \times 4 = 20$</p> | <p>Use a number line to show jumps in groups. The number of jumps equals the number of groups.</p>  <p>of jumps equals the number of groups.</p> <p>Think of the bar as a whole. Split it into the number of groups</p>  <p>$20 \div 5 = ?$ $5 \times ? = 20$</p> | <p>$28 \div 7 = 4$</p> <p>Divide 28 into 7 groups. How many are in each group?</p> |

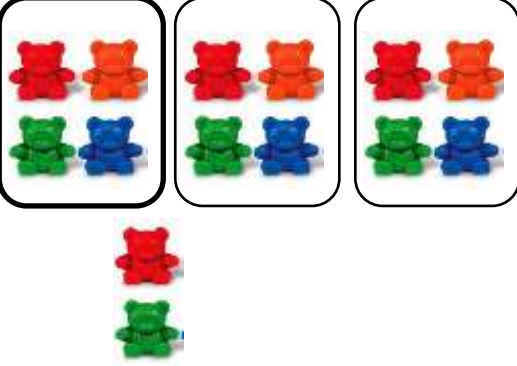
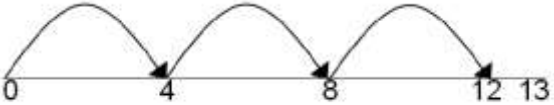

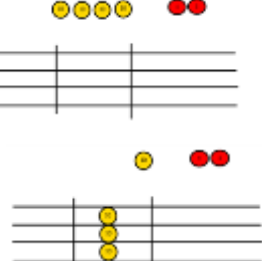



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| | | | |
|------------------------------------|---|---|--|
| <p>- Link division with arrays</p> | | <p>you are dividing by and work out how many would be within each group</p> | |
| |  <p>Link division to multiplication by creating an array and thinking about the number sentences that can be created.</p> <p>Eg $15 \div 3 = 5$ $5 \times 3 = 15$ $15 \div 5 = 3$ $3 \times 5 = 15$</p> |  <p>Draw an array and use lines to split the array into groups to make multiplication and division sentences.</p> | <p>Find the inverse of multiplication and division sentences by creating four linking number sentences.</p> <p>$7 \times 4 = 28$ $4 \times 7 = 28$ $28 \div 7 = 4$ $28 \div 4 = 7$</p> |



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| | | | |
|--|---|--|--|
| <p>Division with a remainder</p> | <p>$14 \div 3 =$</p> <p>Divide objects between groups and see how much is left over</p>  | <p>Jump forward in equal jumps on a number line then see how many more you need to jump to find a remainder.</p>  <p>Draw dots and group them to divide an amount and clearly show a remainder.</p>  | <p>Complete written divisions and show the remainder using r.</p> $29 \div 8 = 3 \text{ REMAINDER } 5$ <p style="text-align: center;"> <small>↑ ↑ ↑ ↑</small> <small>dividend divisor quotient remainder</small> </p> |
| <p>Stage 3</p> <p>(Expectation by the end of lower KS2)</p> <p>Short division $TO \div O$</p> <p>Children need to be able to use known facts and recall multiplication facts 12×12 and to understand the</p> | <p>Use place value counters to divide using the bus stop method alongside</p> <p>$42 \div 3 =$</p>  <p>Start with the biggest place value, we are</p> | <p>Students can continue to use drawn diagrams with dots or circles to help them divide numbers into equal groups.</p> <p>Encourage them to move towards counting in multiples to divide more efficiently.</p>  | <p>Begin with divisions that divide equally with no remainder.</p> <p>Move onto divisions with a remainder.</p> |

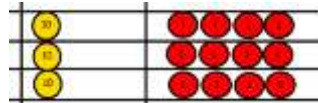


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inverse.

sharing 40 into three groups. We can put 1 ten in each group and we have 1 ten left over.

We exchange this ten for ten ones and then share the ones equally among the groups.



We look how much in 1 group so the answer is 14.

$$\begin{array}{r} 218 \\ 3 \overline{) 872} \\ \underline{48} \\ 392 \\ \underline{360} \\ 32 \end{array}$$

Move onto divisions with a remainder.

$$\begin{array}{r} 86 \text{ r } 2 \\ 3 \overline{) 432} \\ \underline{12} \\ 312 \\ \underline{300} \\ 12 \end{array}$$

Finally move into decimal places to divide the total accurately.

$$\begin{array}{r} 14.6 \\ 35 \overline{) 511.0} \\ \underline{35} \\ 161 \\ \underline{140} \\ 210 \\ \underline{210} \\ 0 \end{array}$$



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Stage 4
 (Expectation by the end of KS2)
 Short division
 HTO ÷ O / HTO ÷ TO
 More able children, once secure can use long division.

2544 ÷ 12
 How many groups of 12 thousands do we have?
 None

Exchange 2 thousand for 20 hundreds.

$$\begin{array}{r} 0 \\ 12 \overline{) 2544} \end{array}$$

How many groups of 12 are in 25 hundreds? 2 groups. Circle them. We have grouped 24 hundreds so can take them off and we are left with one.

$$\begin{array}{r} 02 \\ 12 \overline{) 2544} \\ \underline{24} \\ 1 \end{array}$$

Exchange the one hundred for ten tens so now we have 14 tens. How many groups of 12 are in 14? 1 remainder 2

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

Exchange the two tens for twenty ones so now we have 24 ones. How many groups of 12 are in 24? 2

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

Instead of using physical counters, students can draw the counters and circle the groups on a whiteboard or in their books.

Use this method to explain what is happening and as soon as they have understood what move on to the abstract method as this can be a time consuming process.

Children will need to write their remainder as a fraction, decimal and decide whether to round up or down.

$$\begin{array}{r} 0318 \text{ r}5 \\ 20 \overline{) 6365} \\ \underline{60} \\ 36 \\ \underline{30} \\ 65 \\ \underline{60} \\ 5 \end{array}$$



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