

Step 1

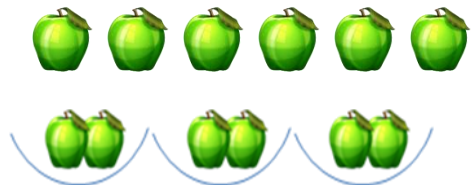
Statutory Guidance

Solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

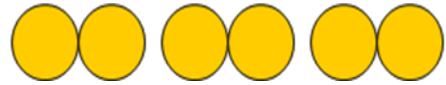
Possible representations

e.g. $6 \div 3 =$

How many apples are in each bowl if I share 6 apples between three bowls?

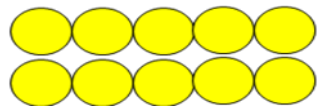


Grouping



Non- statutory guidance

They make connections between arrays, number patterns, and counting in twos, fives and tens.



(With support of the teacher)

Step 2

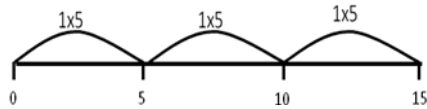
Statutory Guidance

Solve problems involving division, using materials, arrays, repeated addition, mental methods, and division facts, including problems in contexts.

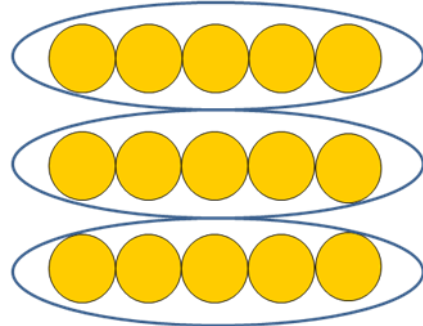
Possible representations

e.g. $15 \div 5 =$

Counting up on a number line.



Using arrays



Division facts: 2,5 & 10

Non- statutory guidance

They connect unit fractions to equal sharing and grouping, to numbers when they can be calculated, and to measures, finding fractions of lengths, quantities, sets of objects or shapes.

Step 4

Statutory Guidance

No reference written division calculations.

North Somerset example:
e.g. $98 \div 7 =$
Counting up on a number line.



Non- statutory guidance

Pupils practise to become fluent in the formal written method of short division with exact answers

$$\begin{array}{r} 14 \\ 7 \overline{) 98} \end{array}$$

Division facts up to 12×12

Step 4

Statutory Guidance

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.

Divide whole numbers and those involving decimals by 10, 100 and 1000

e.g. $8369 \div 8 =$

$$\begin{array}{r} 1046 \text{ r}1 \\ 8 \overline{) 8369} \end{array}$$

Non- statutory guidance

Interpret non integer answers to division by expressing results in different ways

e.g.

$$98 \div 4 = \frac{98}{4} = 24\text{r}2 = 24\frac{1}{2} = 24.5$$

Step 5

Statutory Guidance

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.

Long division e.g. $432 \div 15 =$

$$\begin{array}{r} 28.8 \\ 15 \overline{) 432.0} \\ \underline{30} \\ 132 \\ \underline{120} \\ 120 \\ \underline{120} \\ 0 \end{array}$$

And short division are statutory requirements

$$\begin{array}{r} 45 \text{ r}1 \\ 11 \overline{) 496} \\ \underline{44} \\ 56 \\ \underline{55} \\ 1 \end{array}$$

Answer $45 \frac{1}{11}$

Step 6

Statutory Guidance

Divide numbers by one or two-digit numbers and represent the remainder as a decimal.

$142 \div 4 = 35.5$

$$\begin{array}{r} 035.5 \\ 4 \overline{) 142.0} \\ \underline{4} \\ 0 \\ \underline{0} \\ 0 \\ \underline{0} \\ 0 \end{array}$$

r2
 $\frac{2}{4} = \frac{1}{2} = 0.5$

Understand related calculations

e.g:

$5 \div 0.2 = 25$

$50 \div 2 = 25$

$500 \div 20 = 25$

Understand and explain that the line in $4/5$ means divide and that $4/5$ is the same as 4 divided by 5.

Understand how to adapt by dividing by decimals.

Eg $4 \div 0.2 = 4/0.2 \times 10 = 40/2$