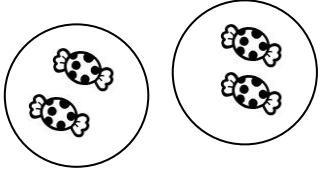

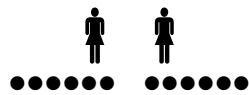
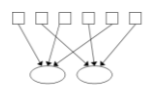
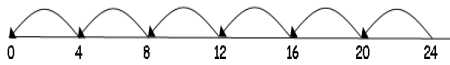

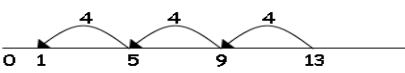
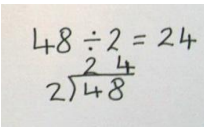
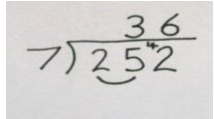
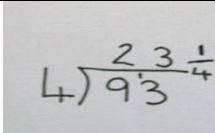
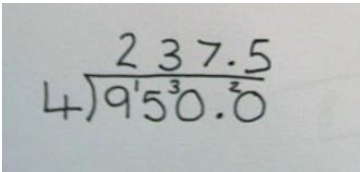


# Division

Year Group	Learning Intention	Strategy	Resources	End of year expectation
Early Years	<p>Introduce sharing</p> <p>Problem solving - applying knowledge</p>	 <p>We have <u>30</u> pieces of fruit. If we share them <u>equally</u> around the class, how many will each child have? Can you give the <u>same</u> amount to <u>each</u> child?</p>	<p>Real life situations - sweets</p> <p>Cooking (ingredients)</p> <p>Practical</p>	<p>Children count reliably with numbers from 1-20, place them in order and say which number is one more or one less than a given number.</p> <p>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>They solve problems, including doubling, halving and sharing.</p>
Year 1	<p>Sharing equally</p> <p>Problem solving - applying knowledge</p>	 <p>Sam had <u>12</u> sweets and he shared them <u>equally between</u> him and his friend. How many did they have <u>each</u>?</p> 	<p>Practical activities, objects, hoops related to real life situations</p>	<p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>
Year 2	<p>Introduce '÷' sign</p> <p>Sharing equally</p>		<p>Practical activities, objects,</p>	<p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</p>

	<p>Repeated subtraction - starting on the biggest number and counting back.</p> <p>Inverse of multiplication</p> <p>Using <math>\div =</math> signs for missing number sentences</p> <p>Problem solving - applying knowledge</p>	<p><math>24 \div 4 = 6</math></p>  <p><math>3 \times 5 = 15</math> so <math>15 \div 5 = 3</math> or <math>15 \div 3 = 5</math></p> <p><math>6 \div \square = 3</math>                      <math>3 = 6 \div \square</math>  <math>\square \div 2 = 3</math>                      <math>3 = \square \div 2</math>  <math>\square \div \nabla = 3</math>                      <math>3 = \square \div \nabla</math></p> <p>A shop has <u>30</u> bouncy balls. They need to be put in boxes of <u>5</u>. How many boxes will there be?</p> <p><u>8</u> children get into teams of <u>4</u> to play a game. How many teams are there?</p> 	<p>cubes, hoops Number line</p> <p>Times tables, mental strategies</p> <p>Mental strategies, images, diagrams</p>	<p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (<math>=</math>) signs.</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>
<p>Year 3</p>	<p>Repeated subtraction - begin to find remainders</p> <p>Introduce short division</p>	<p><math>13 \div 4 = 3 \text{ r } 1</math></p>   	<p>Images, counting, times tables, number line</p>	<p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p>

	Problem solving - applying knowledge	There are <u>36</u> sweets in the bag. We <u>share</u> them <u>equally</u> between <u>12</u> people. How many sweets do they <u>each</u> get?		
Year 4	Short division with remainders  Problem solving - applying knowledge	$\begin{array}{r} 137 \text{ r } 5 \\ 7 \overline{) 964} \end{array}$ <p>Mrs Plumb <u>shares 79</u> ice lollies between <u>6</u> classes. How many does <u>each class</u> get? How many are <u>left over</u>?</p> <p>Children to use inverse operation to check answers.</p>	Mental strategies, pencil and paper method  ↓	<p>Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> <p>Recognise and use factor pairs and commutativity in mental calculations.</p> <p>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</p> <p>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as 'n' objects are connected to 'm' objects.</p>
Year 5	Short division with fraction remainders  Division of 4 digit numbers by a 1 digit number.  Problem solving - applying knowledge	 $\begin{array}{r} 464 \\ 7 \overline{) 3248} \end{array}$ <p>Granny is making soup. She needs <u>one</u> pepper. Peppers come in packs of <u>3</u>, weighing <u>450g</u>. How much does <u>one</u> pepper weigh?</p>	Mental strategies, pencil and paper method	<p>Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.</p> <p>Multiply and divide numbers mentally drawing upon known facts 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.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>

<p><b>Year 6</b></p>	<p>Expressing remainders as fractions and decimals</p> <p>Problem solving - applying knowledge</p>	 <p>Kamran thought of a number and multiplied it by 7. The answer was 462. What was the number?</p>	<p>Mental strategies, pencil and paper method</p>	<p>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.</p> <p>Perform mental calculations, including with mixed operations and large numbers.</p> <p>Identify common factors, common multiples and prime numbers.</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations.</p> <p>Solve problems involving addition, subtraction, multiplication and division.</p> <p>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p>
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