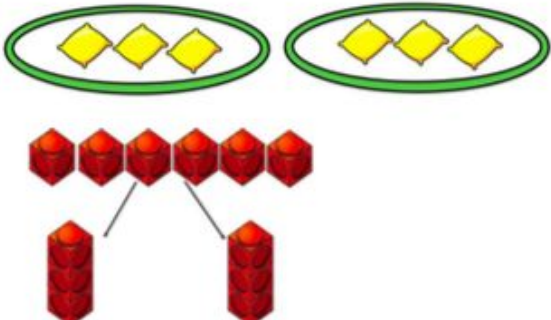
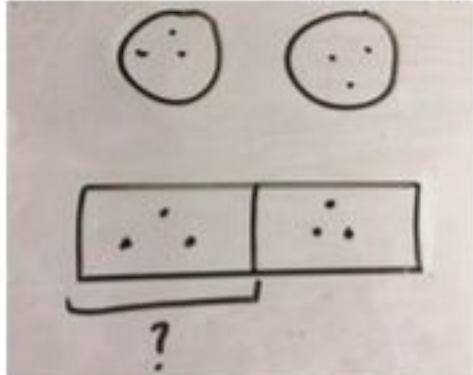
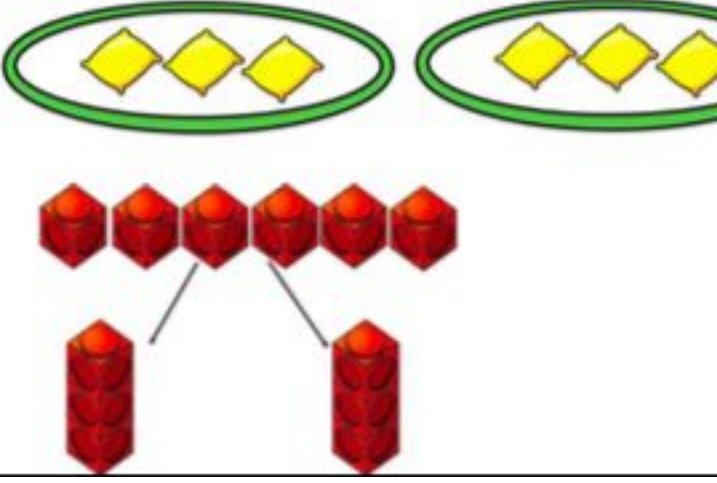
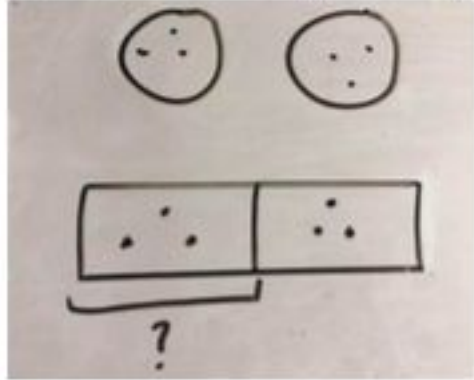
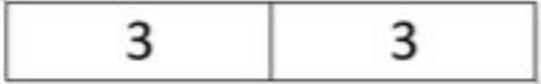
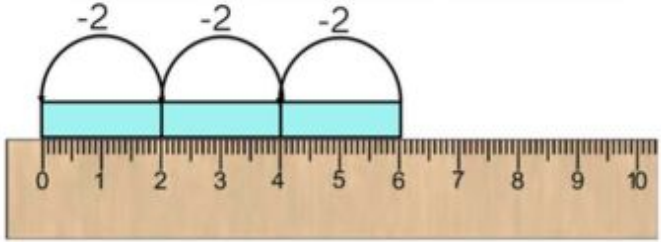
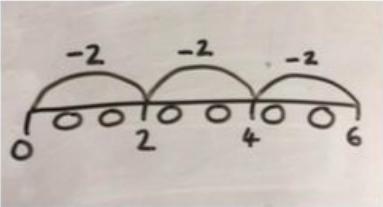
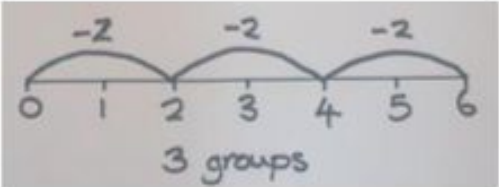

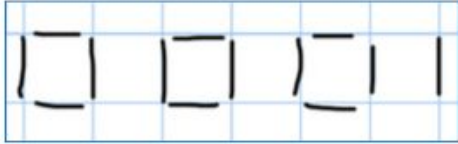
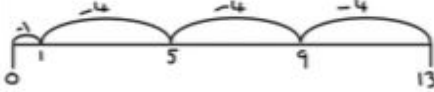
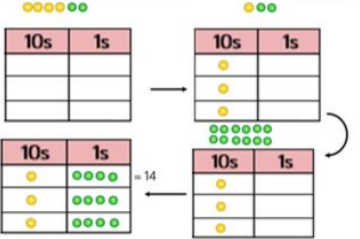
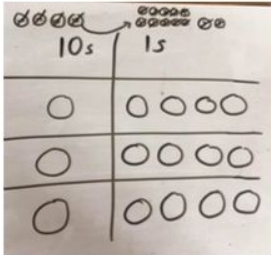


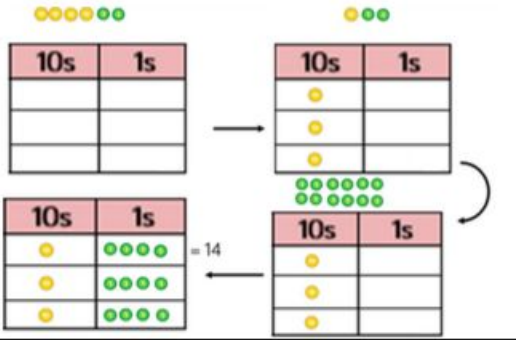
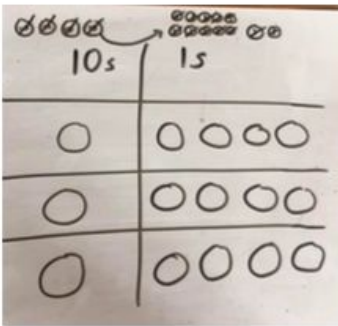
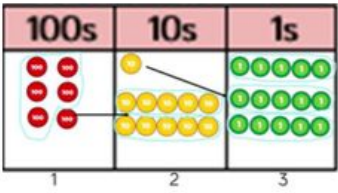
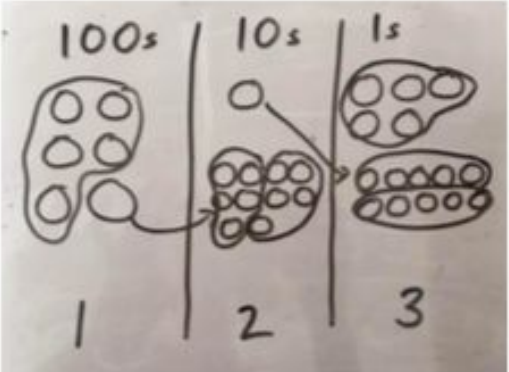
Year 1 Division					
National Curriculum objective	Concrete	Pictorial	Abstract		
solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	<p><b>Sharing</b> using a range of objects.  <math>6 \div 2</math></p> 	<p>Represent the sharing pictorially.</p> 	<p><math>6 \div 2 = 3</math></p> <table border="1" data-bbox="1556 391 1892 438"> <tr> <td>3</td> <td>3</td> </tr> </table> <p>Children should also be encouraged to use their 2 times tables facts.</p>	3	3
	3	3			

Year 2 Division (+ refer to previous year group expectations)

National Curriculum objective	Concrete	Pictorial	Abstract
solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	<p><b>Sharing</b> using a range of objects.  <math>6 \div 2</math></p> 	<p>Represent the sharing pictorially.</p> 	<p><math>6 \div 2 = 3</math></p>  <p>Children should also be encouraged to use their 2 times tables facts.</p>
	<p><b>Repeated subtraction</b> using Cuisenaire rods above a ruler.  <math>6 \div 2</math></p>  <p>3 groups of 2</p>	<p>Children to represent repeated subtraction pictorially.</p> 	<p>Abstract number line to represent the equal groups that have been subtracted.</p>  <p>3 groups</p>

Year 3 Division (+ refer to previous year group expectations)			
National Curriculum objective	Concrete	Pictorial	Abstract
<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.</p> <p>Using mental and progressing to formal written methods, including objects are connected to m objects.</p>	<p><b>2d + 1d with remainders</b> using lollipop sticks. Cuisenaire rods, above a ruler can also be used.  <math>13 \div 4</math></p> <p>Use of lollipop sticks to form wholes- squares are made because we are dividing by 4.</p>  <p>There are 3 whole squares, with 1 left over.</p>	<p>Children to represent the lollipop sticks pictorially.</p>  <p>There are 3 whole squares, with 1 left over.</p>	<p><math>13 \div 4 = 3</math> remainder 1</p> <p>Children should be encouraged to use their times table facts; they could also represent repeated addition on a number line.</p> <p>'3 groups of 4, with 1 left over'</p> 
	<p>Sharing using place value counters.  <math>42 \div 3 = 14</math></p> 	<p>Children to represent the place value counters pictorially.</p> 	<p>Children to be able to make sense of the place value counters and write calculations to show the process.</p> <p> <math>42 \div 3</math>  <math>42 = 30 + 12</math>  <math>30 \div 3 = 10</math>  <math>12 \div 3 = 4</math>  <math>10 + 4 = 14</math> </p>

Year 4 Division (+ refer to previous year group expectations)

National Curriculum objective	Concrete	Pictorial	Abstract
<p>recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></p> <p>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p>	<p><b>Sharing using place value counters.</b>  <math>42 \div 3 = 14</math></p> 	<p>Children to represent the place value counters pictorially.</p> 	<p>Children to be able to make sense of the place value counters and write calculations to show the process.</p> <p><math>42 \div 3</math>  <math>42 = 30 + 12</math>  <math>30 \div 3 = 10</math>  <math>12 \div 3 = 4</math>  <math>10 + 4 = 14</math></p>
	<p><b>Short division</b> using place value counters to group.  <math>615 \div 5</math></p>  <ol style="list-style-type: none"> <li>1. Make 615 with place value counters.</li> <li>2. How many groups of 5 hundreds can you make with 6 hundred counters?</li> <li>3. Exchange 1 hundred for 10 tens.</li> <li>4. How many groups of 5 tens can you make with 11 ten counters?</li> <li>5. Exchange 1 ten for 10 ones.</li> <li>6. How many groups of 5 ones can you make with 15 ones?</li> </ol>	<p>Represent the place value counters pictorially.</p> 	<p>Children to the calculation using the short division scaffold.</p> $  \begin{array}{r}  123 \\  5 \overline{) 615} \\  \underline{5 \phantom{00}} \\  11 \phantom{0} \\  \underline{10 \phantom{0}} \\  15 \\  \underline{15} \\  0  \end{array}  $

Year 5 – Division (+ refer to previous year group expectations)

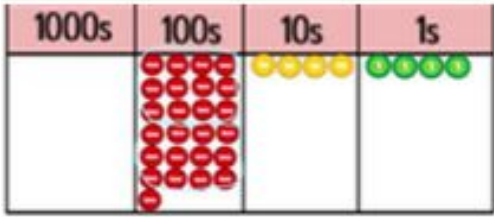
National Curriculum objective	Concrete	Pictorial	Abstract
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divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context

**Long division using place value counters**  
2544 ÷ 12



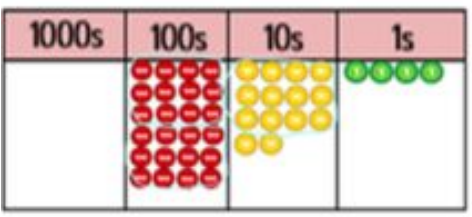
We can't group 2 thousands into groups of 12 so will exchange them.



We can group 24 hundreds into groups of 12 which leaves with 1 hundred.

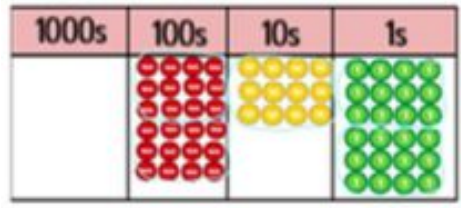
$$\begin{array}{r} 02 \\ 12 \overline{) 2544} \\ \underline{24} \\ 1 \end{array}$$

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



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 groups of 12, which leaves no remainder.

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