St Ignatius RC Primary School
Calculation Policy
Division

St Ignatius
Catholic Primary School

In God's Hands

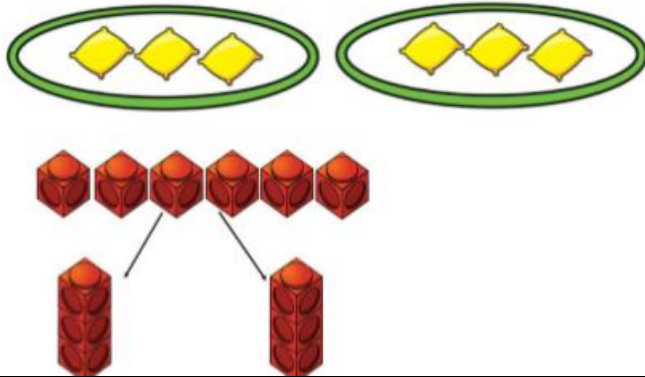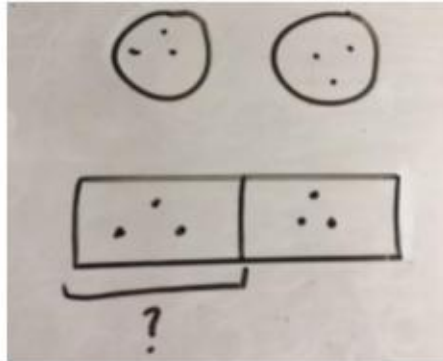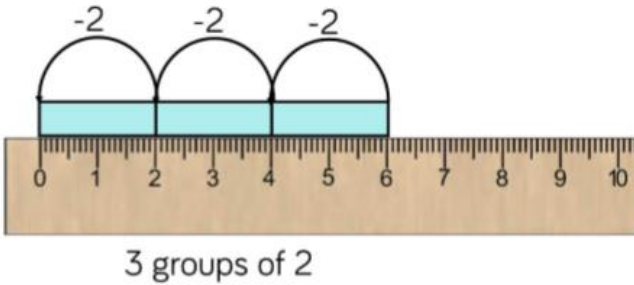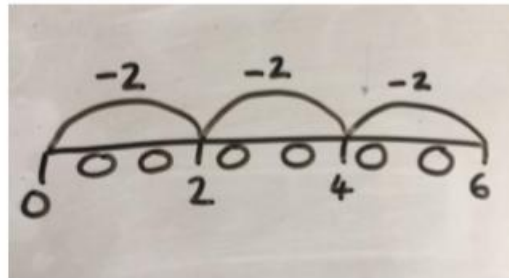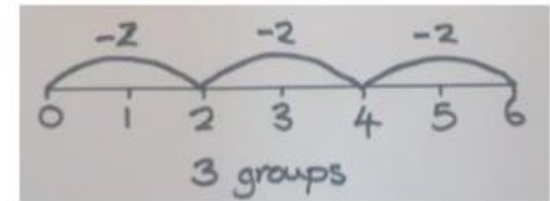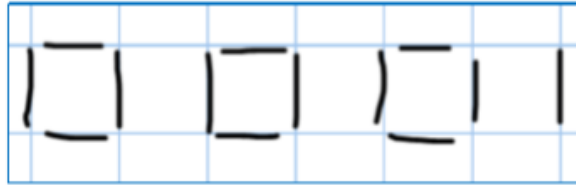|	Concrete	Pictorial	Abstract
Sharing	Sharing using a range of objects. $6 \div 2$ 	Represent the sharing pictorially. 	$6 \div 2 = 3$ | 3	3 | Children should also be encouraged to use their 2 times tables facts.
Repeated subtraction	Repeated subtraction using Cuisenaire rods above a ruler. $6 \div 2$ 3 groups of 2	Children to represent repeated subtraction pictorially. 	Abstract number line to represent the equal groups that have been subtracted. 3 groups

2d ÷ 1d with remainders using lollipop sticks. Cuisenaire rods, above a ruler can also be used.

$13 \div 4$

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.

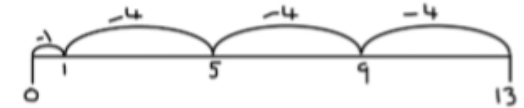Children to represent the lollipop sticks pictorially.

There are 3 whole squares, with 1 left over.
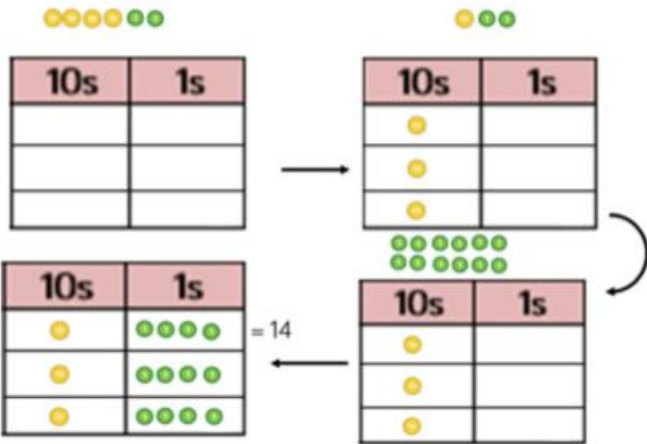
$13 \div 4 - 3$ remainder 1

Children should be encouraged to use their times table facts; they could also represent repeated addition on a number line.
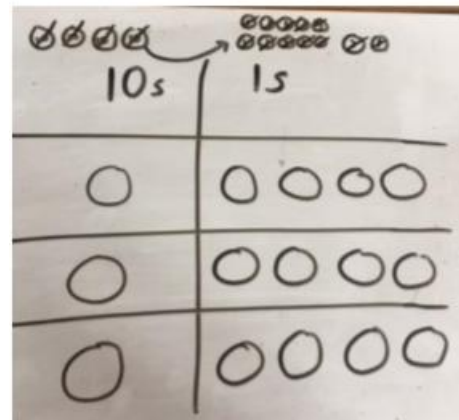
'3 groups of 4, with 1 left over'

Sharing using place value counters.

$42 \div 3 = 14$

$= 14$

Children to represent the place value counters pictorially.

Children to be able to make sense of the place value counters and write calculations to show the process.
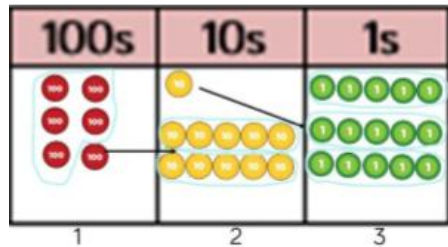
$42 \div 3$
$42 = 30 + 12$
$30 \div 3 = 10$
$12 \div 3 = 4$
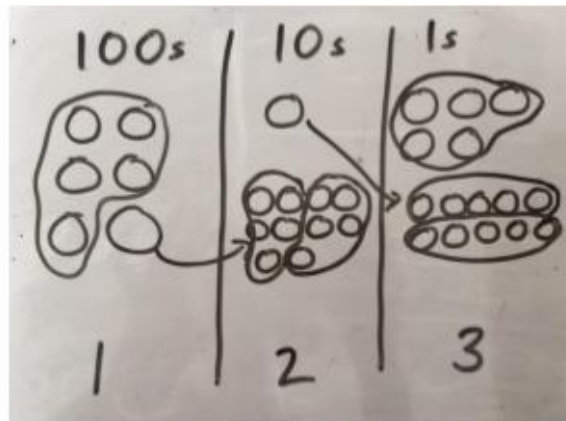$10 + 4 = 14$

Short Division

Short division using place value counters to group. $615 \div 5$	Represent the place value counters pictorially.

<table>
<tr><th>100s</th><th>10s</th><th>1s</th></tr>
</table>

1. Make 615 with place value counters.
2. How many groups of 5 hundreds can you make with 6 hundred counters?
3. Exchange 1 hundred for 10 tens.
4. How many groups of 5 tens can you make with 11 ten counters?
5. Exchange 1 ten for 10 ones.
6. How many groups of 5 ones can you make with 15 ones?

Children to the calculation using the short division scaffold.

$$5 \overline{)6^{1}1^{1}5} = 123$$