



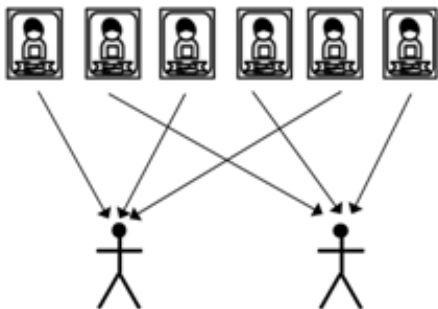
## Reception:

Children will look at sharina and may draw a picture or jotting to show this.



## Year 1:

Children will look at sharing and may draw a picture or jottings to show this.



## Year 2:

Children will use grouping to divide.

$$12 \div 3 =$$



They will then be able to find answers with remainders.

$$13 \div 4 =$$

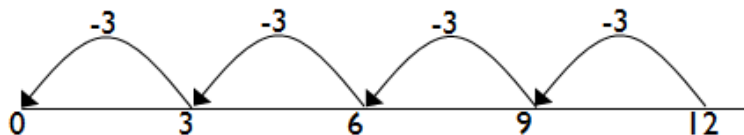


$$13 \div 4 = 3 \text{ remainder } 1$$

Children can also draw a number line to show the grouping (repeated subtraction).

$$12 \div 3 = 12 \text{ shared into groups of } 3$$

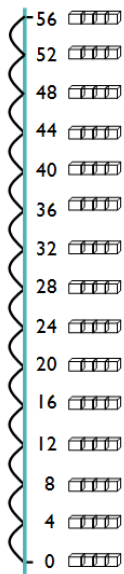
$$12 \div 3 = 4$$



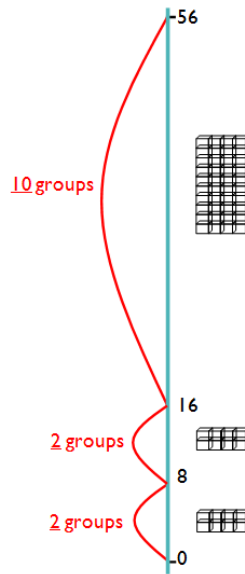
# Year 3:

Children use repeated subtraction or 'chunking' to divide.

Stage 1  
 $56 \div 4 = 14$  (groups of 4)



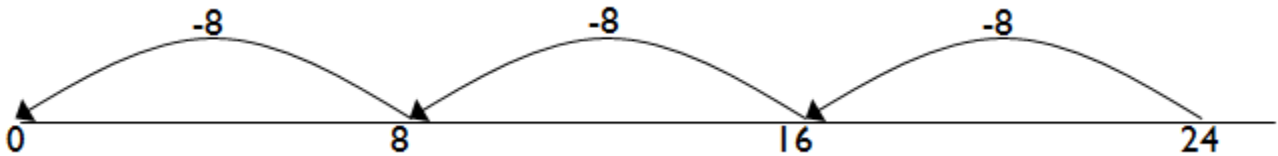
Stage 2  
 $56 \div 4 = 10(\text{groups of } 4) + 2(\text{groups of } 4) + 2(\text{groups of } 4)$   
 $= 14(\text{groups of } 4)$



Children can also draw a number line to show the grouping (repeated subtraction).

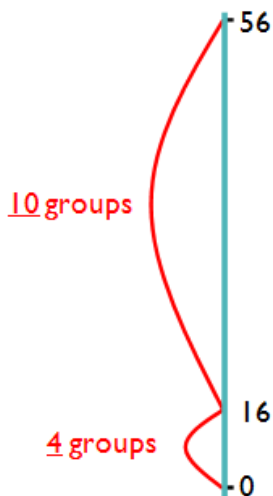
$24 \div 8 = 24$  shared into groups of 8

$24 \div 8 = 3$



# Year 4:

Children will continue to use the 'chunking' (repeated subtraction) method on a number line and through the 'bus stop' method.



$$\begin{array}{r}
 14 \\
 4 \overline{) 56} \\
 \underline{- 40} \\
 16 \\
 \underline{- 16} \\
 0
 \end{array}$$

Children should write their answer above the calculation to make it easy for them and the teacher to distinguish.

Answer: 14

The number line method used in year 3 can be linked to the chunking method to enable children to make links in their understanding.

## Year 5:

Children continue to use the 'chunking' method as part of the 'bus stop' method.

$$523 \div 8$$

$$\begin{array}{r} 65r3 \\ 8 \overline{) 523} \\ - 320 \quad 40x \\ \hline 203 \\ - 160 \quad 20x \\ \hline 43 \\ - 40 \quad 5x \\ \hline 3 \end{array}$$

## Year 6:

Children continue to use the 'chunking' method as part of the 'bus stop' method.

$$362 \div 17$$

$$\begin{array}{r} 21.29 \\ 17 \overline{) 362} \\ - 340 \quad 20x \\ \hline 22 \quad 1x \\ - 17 \\ \hline 5.0 \\ - 3.4 \quad 0.2x \\ \hline 1.60 \\ - 1.53 \quad 0.09x \\ \hline 0.07 \end{array}$$

To enable children to continue the calculation, they need to understand that 5 is the same as 5.0

When recalling and deriving multiplication and division facts, children should also identify decimal equivalents of times tables,  
e.g. if  $2 \times 17 = 34$ , I know that  $0.2 \times 17 = 3.4$   
if  $9 \times 17 = 153$ ,  $0.9 \times 17 = 15.3$   
so  $0.09 \times 17 = 1.53$