

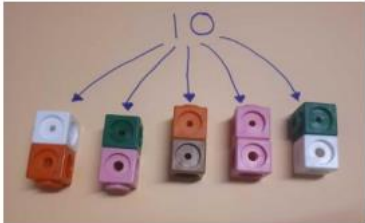
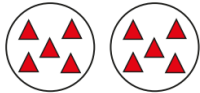




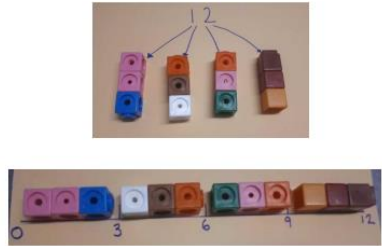
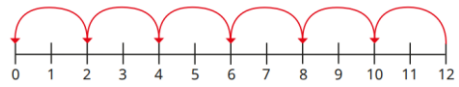
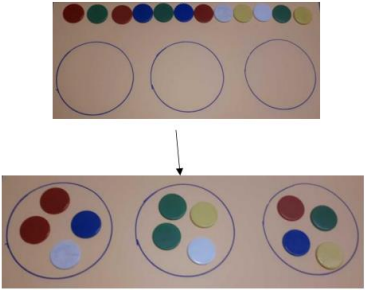
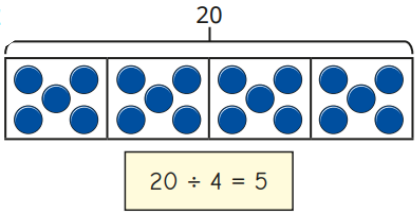
Calculation Policy


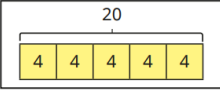
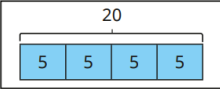
Division

January 2024

EYFS:			
Vocabulary:	Odd Even Halve Share Share equally Equal groups of Divide	Manipulatives & scaffolds:	
Small step:	Concrete:	Pictorial:	Abstract:
Explore sharing	March 2024		
Sharing			
Explore grouping			
Grouping			
Even and odd sharing			

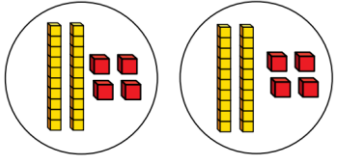
<p>Y1</p>			
<p>Vocabulary:</p>	<p>Odd Even Halve Share Share equally Equal groups of Divide Divided by Left over</p>	<p>Manipulatives & scaffolds:</p>	<p>Cubes Counters</p>
<p>Small step:</p>	<p>Concrete:</p>	<p>Pictorial:</p>	<p>Abstract:</p>
<p>Make equal groups – grouping</p>	 <p>A photograph showing five stacks of colorful cubes (orange, pink, grey, purple, green) on a table. A small circle is drawn above them with five arrows pointing to each stack, illustrating the process of grouping.</p>	 <p>Two circles, each containing five red triangles. Below the circles, the text reads: "There are ____ altogether." and "There are ____ equal groups of ____".</p>	<p>There are ____ altogether. There are ____ equal groups of ____</p>
<p>Make equal groups – sharing</p>	 <p>Two photographs illustrating sharing. The top one shows ten colorful counters and two empty circles drawn on a surface. The bottom one shows the same ten counters distributed into two circles, with five counters in each, demonstrating equal sharing.</p>	<p>Share the apples equally between the 3 boxes.</p>  <p>Two rows of red apples (ten in total) and three empty square boxes. Below, the text reads: "Complete the sentences." and "____ apples are shared equally between ____ boxes." and "There are ____ in each group."</p>	<p>__ are shared equally into __ groups. There are __ in each group.</p>

<p>Y2</p> <p>Vocabulary:</p>	<p>Odd Even Halve Share Share equally Equal groups of Divide Divided by Left over ÷</p>	<p>Manipulatives & scaffolds:</p>	<p>Counters Number line Bar models Part whole models</p>
<p>Small step:</p>	<p>Concrete:</p>	<p>Pictorial:</p>	<p>Abstract:</p>
<p>Make equal groups – grouping</p>	 <p>4 groups of 3</p>	 <p>▶ Complete the sentences. 12 is made up of _____ equal groups of _____ 12 ÷ 2 = _____</p> <p>6 groups of 2</p>	<p>15 ÷ 5 =</p> <p>5 groups of 3 =</p>
<p>Make equal groups – sharing</p>	<p>I have 12 cubes, can you share them equally into 3 groups?</p>  <p>3 groups of 4 : 12 shared by 3 equals 4.</p>	 <p>20 shared by 4 : 4 groups of 5.</p>	<p>___ ÷ ___ = ___</p>

<p>Y3</p> <p>Vocabulary:</p>	<p>Odd Even Halve Share Share equally Equal groups of Divide Divided by Left over ÷ Remainders 2-digit number Partitioning Flexible partitioning</p>	<p>Manipulatives & scaffolds:</p>	<p>Counters Lolly sticks Bar models Part whole models Place value counters Place value charts</p>
<p>Small step:</p>	<p>Concrete:</p>	<p>Pictorial:</p>	<p>Abstract:</p>
<p>Sharing and grouping</p>	<p>Here are 14 counters.</p>  <p>► Share the counters equally into 2 groups. Complete the sentences. There are ____ counters altogether. There are ____ groups. There are ____ counters in each group. $14 \div \underline{\quad} = \underline{\quad}$</p>	<p>20 pencils are shared equally between 5 people.</p>  <p>20 pencils are grouped into packs of 5</p> 	<p>$27 \div 3 =$</p>

Divide a 2-digit number by a 1-digit number - no exchange

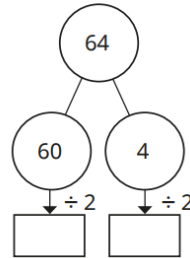
$48 \div 2 = 24$



Tens	Ones
10	1 1 1 1
10	1 1 1 1
10	1 1 1 1

$39 + 3 = 13$

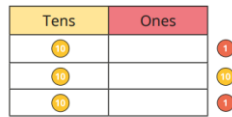
$64 \div 2 = \underline{\quad}$



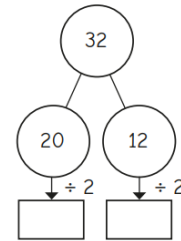
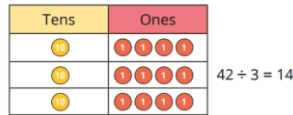
$48 \div 4 =$

Divide a 2-digit number by a 1-digit number - flexible partitioning

Ron uses place value counters to work out $42 \div 3$. First, he shares the tens into 3 equal groups. He has 1 ten and 2 ones left over.



Ron exchanges the remaining ten for 10 ones. Then he shares the ones into 3 equal groups.




$32 \div 2 = \underline{\quad}$

$96 \div 6 =$

Divide a 2-digit number by a 1-digit number -

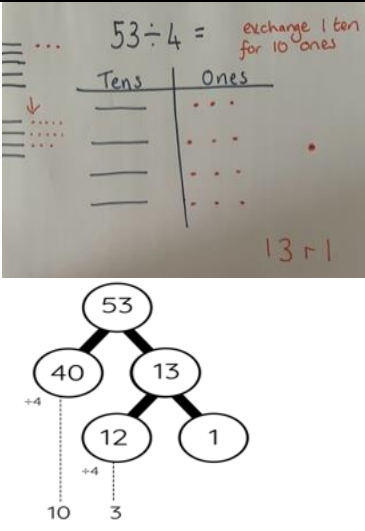
Esther has 13 lolly sticks. She uses them to make squares. Complete the sentences.

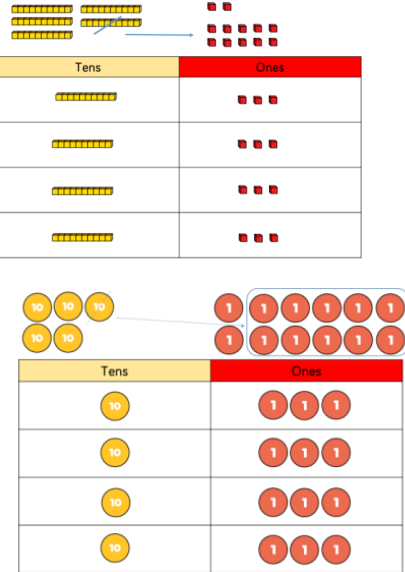
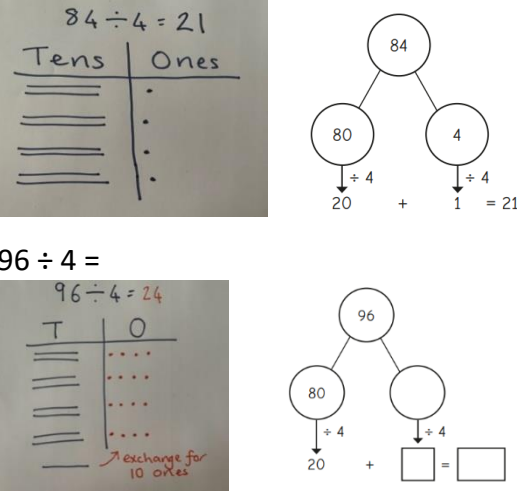
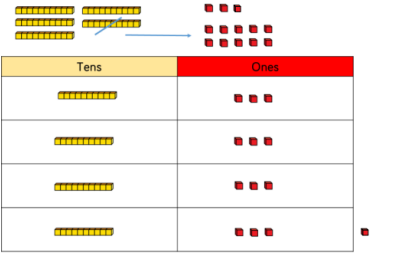
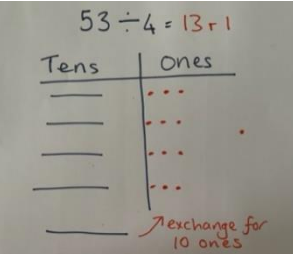


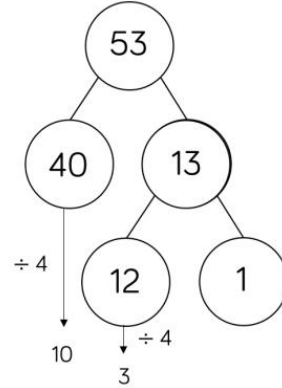
There are _____ lolly sticks.
There are _____ groups of 4
There is _____ lolly stick remaining.
 $13 \div 4 =$ _____ remainder _____
Esther can make _____ squares.

$53 \div 4 =$

$38 \div 3 = 12 \text{ r } 2$

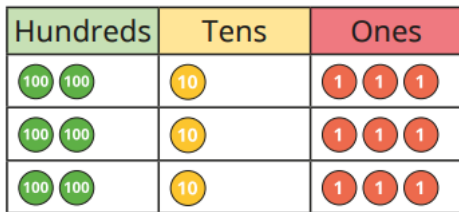
<p>with remainders</p>		 <p>The image shows a handwritten division problem $53 \div 4 =$ with a note "exchange 1 ten for 10 ones". Below it is a place value chart with columns for Tens and Ones. The Tens column has four lines, and the Ones column has three lines and one dot. Below the chart is a tree diagram showing 53 branching into 40 and 13, and 13 branching into 12 and 1. Dotted lines with "+4" indicate the subtraction of 4 from 40 to get 10, and from 12 to get 8, and another "+4" from 8 to get 4.</p>	
<p>Y4</p>			
<p>Vocabulary:</p>	<p>Odd Even Halve Share Share equally Equal groups of Divide Divided by Left over ÷ Remainders 2-digit number Partitioning Flexible partitioning</p>	<p>Manipulatives & scaffolds:</p>	<p>Part whole models Place value counters Place value charts</p>

Small step:	Concrete:	Pictorial:	Abstract:
<p>Divide a 2-digit number by a 1-digit number (no remainders)</p>	<p>$52 \div 4 = 13$</p> 	<p>$84 \div 4 =$</p>  <p>$96 \div 4 =$</p>	<p>$78 \div 6 =$</p>
<p>Divide a 2-digit number by a 1-digit number (with remainders)</p>	<p>$53 \div 4 = 13 \text{ r}1$</p> 	<p>$53 \div 4 = 13 \text{ r}1$</p> 	<p>$53 \div 4 =$</p>

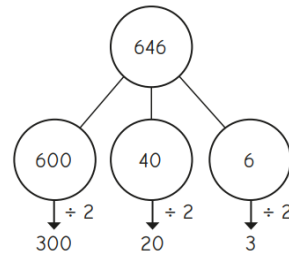
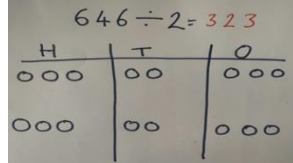
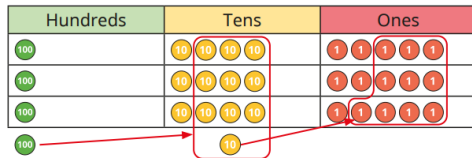


Divide a 3-digit number by a 1-digit number

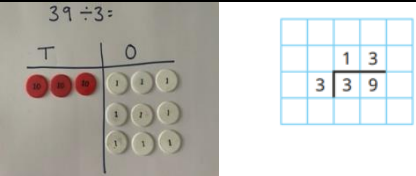
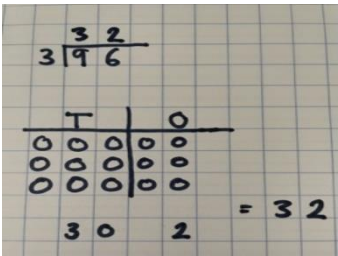
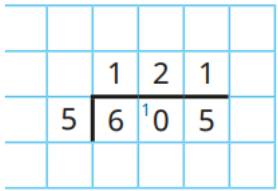
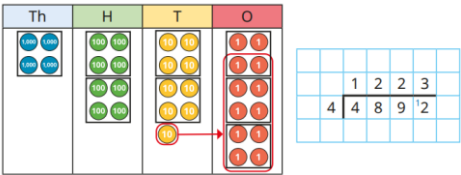
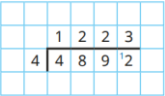
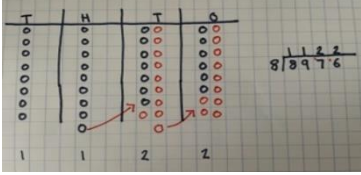
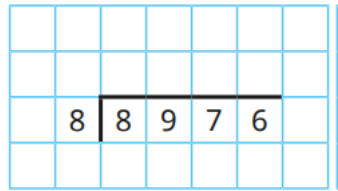
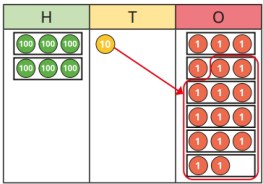
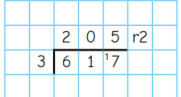
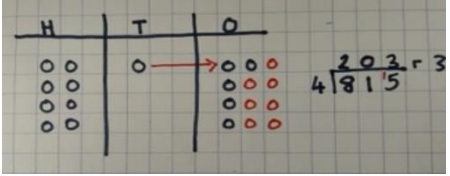
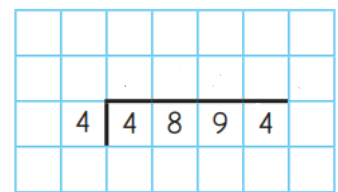
$639 \div 3 =$

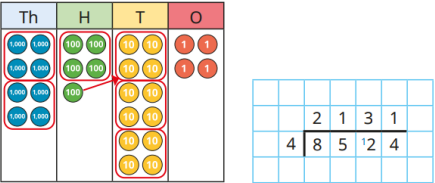
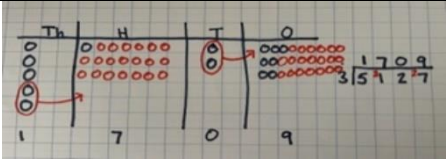
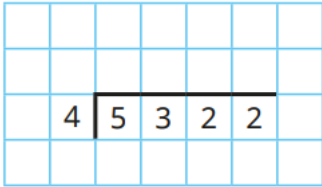
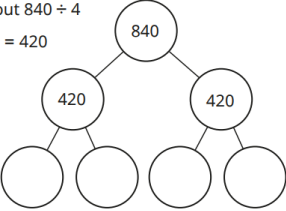
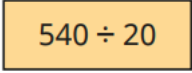



$435 \div 3 =$



$428 \div 2 =$

Y5			
Vocabulary:	Odd Even Halve Share Share equally Equal groups of Divide ÷ Divided by Left over Remainders Partitioning Flexible partitioning 2/3/4-digit number Short division	Manipulatives & scaffolds:	Place value counters Place value charts 'Bus stop'
Small step:	Concrete:	Pictorial:	Abstract:
Short division	$39 \div 3 =$  We are dividing by 3. There is 1 group of 3 tens. There are 3 groups of 3 ones. $39 \div 3 = 10$ and $3 = 13$	$96 \div 3 =$ 	
Divide a 4-digit number by a 1-digit number	 		
Divide with remainders	 		

<p>Y6</p> <p>Vocabulary:</p>	<p>Odd Even</p> <p>Halve</p> <p>Share Share equally</p> <p>Equal groups of</p> <p>Divide ÷ Divided by</p> <p>Left over</p> <p>Remainders</p> <p>Partitioning Flexible partitioning</p> <p>2/3/4-digit number Short division</p> <p>Factors Long division</p>	<p>Manipulatives & scaffolds:</p>	<p>Place value counters</p> <p>Place value charts</p> <p>‘Bus stop’</p>
<p>Small step:</p>	<p>Concrete:</p>	<p>Pictorial:</p>	<p>Abstract:</p>
<p>Short division</p>			
<p>Division using factors</p>		<p>Esther is working out $840 \div 4$</p> <p>She knows $840 \div 2 = 420$</p>  <p>How can Esther use this fact to help find $840 \div 4$?</p>	
<p>Long division</p>	<p>When children begin to divide larger numbers, written methods become more efficient; concrete and pictorial methods are less effective</p>		

Long
 division
 with
 remainders

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		0	2	4	r	12			
	15	3	7	2					
		3	0	0					
			7	2					
			6	0					
			1	2					

Multiples of 15: $15 \times 1 = 15$
 $15 \times 2 = 30$
 $15 \times 3 = 45$
 $15 \times 4 = 60$

(15 × 20)
 (15 × 4)