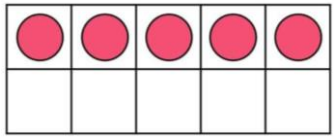
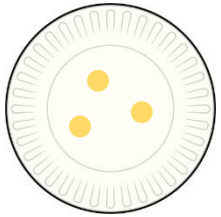
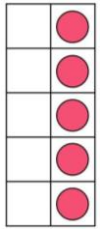
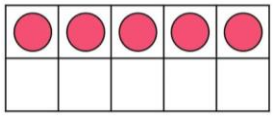
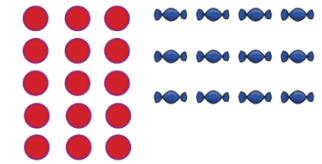
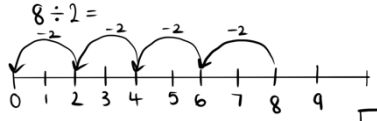
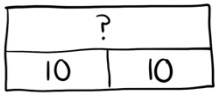
St. Paul's CE Primary School

Calculation Policy - Division

Division - EYFS		
Objectives Sharing between groups. Exploring grouping.	Key Vocab even odd sharing groups	Example Questions How many are there altogether? How many are there in each group? How many groups can you make?
Concrete Representation Songs, stories and nursery rhymes and children to share and make groups.     	Pictorial Representation Use pictures, songs and mark making to make groups.   	Abstract Representation

St. Paul's CE Primary School

Calculation Policy - Division

Division KS1 (Year 1 and 2)		
Objectives Finding equal groups through grouping/ sharing. Divide by 2, 10 and 5. (Y2) Find missing numbers.	**Key Vocab** share equal groups	**Example Questions** There are ____ ladybirds. Each ladybird has _____ spots. There are _____ spots in total. How many rows are there? How many columns are there?
Concrete Representation Use counters and objects to make groups.    	**Pictorial Representation** Use mark making to represent arrays and create groups by crossing them out. Children can use number lines to count back in groups and bar models to find multiples.    	**Abstract Representation** Children to answer calculations using the division symbol and the equal sign. 10 ÷ 5 = 2 20 ÷ 10 = 2 □ ÷ 2 = 10

St. Paul's CE Primary School

Calculation Policy - Division

Division Lower KS2 (Year 3 + 4)

Objectives

Dive by 3, 4 and 8. (Y3)
Divide a 2-digit number by a 1-digit number.

Divide by 1, 10 and 100. (Y4)
Division facts to 12 x 12.
Divide a 3-digit number by a 1-digit number.

Key Vocab

divide
share
grouping
inverse operation
array
fact family

Example Questions

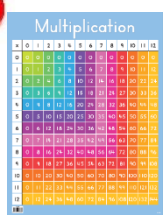
What is 12 sweets shared equally between 3 children.
12 ÷ 3 =4

345 ÷ 3 =

Concrete Representation

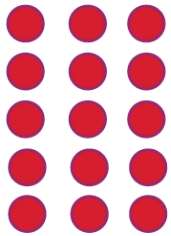
Use counters and cubes to share and make groups. Hoops can be used to get children to get into equal groups.





Pictorial Representation

Children to use mark making to make arrays. Place value grids can be used to draw in tens and ones.

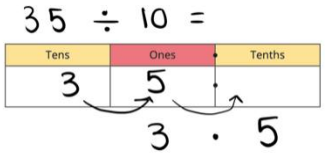


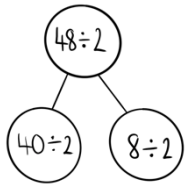

84 ÷ 4 =

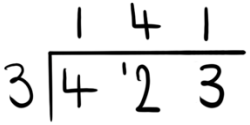
Tens	Ones
11	•
11	•
11	•
11	•

Abstract Representation

Children can use place value grids to divide by 10 and 100. The bus stop method is taught in Y4 and remainders are carried over.







St. Paul's CE Primary School

Calculation Policy - Division

Division Upper KS2 (Year 5 + 6)

Objectives

Divide a 4-digit number by a 1-digit number. (Y5)
Divide by 10, 100 and 1,000.

Divide decimals by integers. (Y6)
Divide a 4-digit number by a 2-digit number.

Key Vocab

share
divide
equal groups
parts
groups of
odd / even
place holder
bus stop
multiples
remainder
factors
divisor
carry

Example Questions

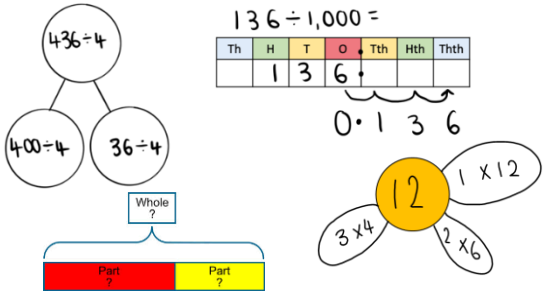
How many ___ go into ___?
3,427 ÷ 3 =

Concrete Representation

Multiplication squares can be used to aid recall.

Pictorial Representation

Part whole model can be used to partition numbers into known factors. Place value grids are used to divide by 10, 100 and 1,000.



Abstract Representation

The formal bus stop method is used, remainders are moved to the next column and displayed at the end. The formal method can be used by listing factors and multiples.
Children use knowledge of factors and multiples to divide.