

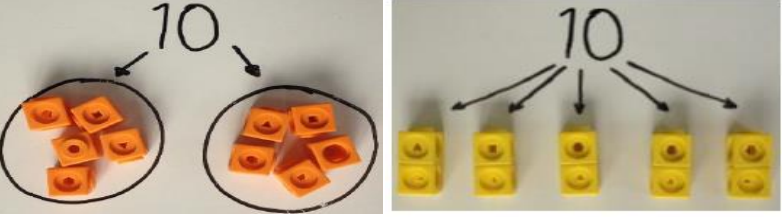
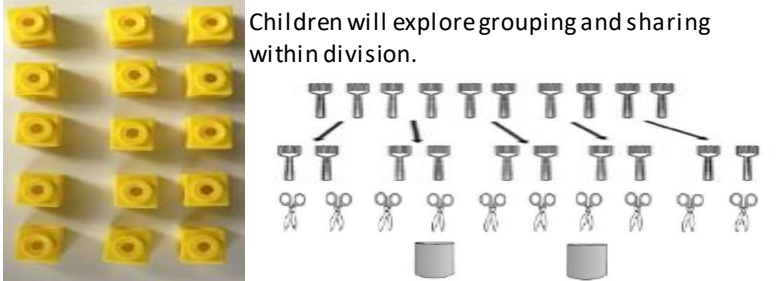


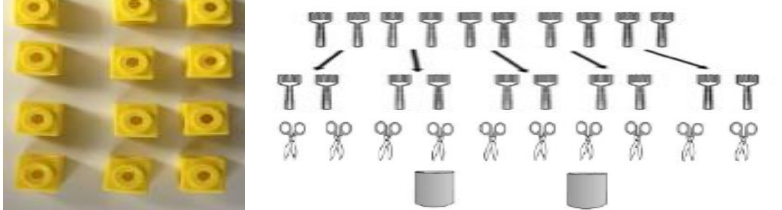
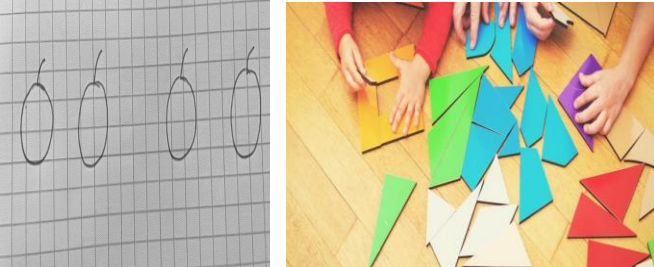

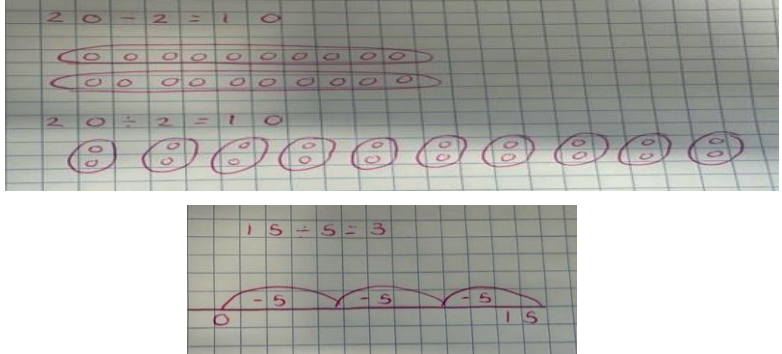


What I will be learning:	Reception	Year 1	Year 2
NC link	Solve problems, including halving and sharing.	Solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication Tables; Recognising odd and even numbers; ☑ Calculate mathematical statements for division within the multiplication tables and write them using the signs \div and $=$; Show that multiplication of two numbers is commutative but division is not; Solve problems involving division using materials, arrays, repeated addition, mental methods and division facts, including problems in contexts.
Using concrete			 <p>Children will explore grouping and sharing within division.</p> 
Using pictorial		<p>There are 10 sweets. Ring groups of 2.</p>  <p>There are _____ groups of 2.</p>	
Using abstract		<p>Draw an equal number of apples for each basket.</p>  <p>There are five apples in each basket.</p>	

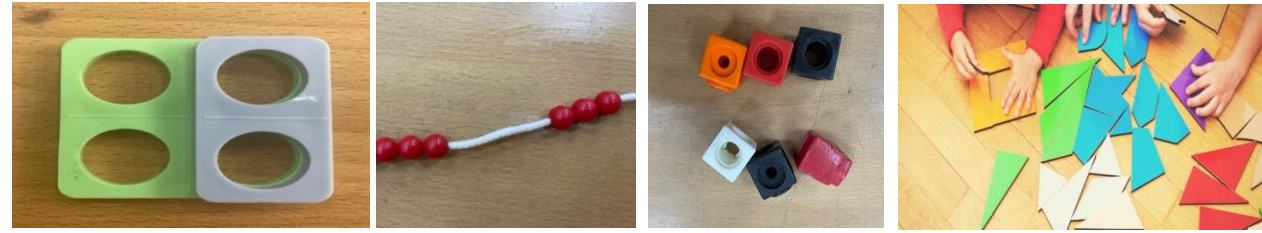
What I will be learning:	Year 2	Year 3	Year 4
NC link	<p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication Tables; Recognising odd and even numbers;</p> <p>Calculate mathematical statements for division within the multiplication tables and write them using the signs \div and $=$; Show that multiplication of two numbers is commutative but division is not; Solve problems involving division using materials, arrays, repeated addition, mental methods and division facts, including problems in contexts.</p>	<p>Recall and use multiplication and division facts for the 3, 4 and 8 x tables; Write and calculate mathematical statements for division using the multiplication tables they know, including 2-digit divided by 1-digit using mental and progressing to formal written methods;</p> <p>Solve problems, involving missing number problems, division, including positive number scaling problems and correspondence problems where n objects are connected to m objects.</p>	<p>Recall multiplication and division facts up to 12 x 12; Use place value, known and derived facts to divide mentally, including dividing by 1; Solve problems involving dividing a three-digit number by one-digit and number using a formal layout.</p>
Using concrete			
Using pictorial	<p>Children will explore grouping and sharing within division.</p>		
Using abstract			<p><i>With no regrouping</i></p> <p><i>With regrouping</i></p>

What I will be learning:	Year 4	Year 5	Year 6
NC link	Recall multiplication and division facts up to 12×12 ; Use place value, known and derived facts to divide mentally, including dividing by 1; Solve problems involving dividing a three-digit number by one-digit and number using a formal layout.	Identify multiples and factors; Multiply and divide numbers mentally drawing on known facts; Divide numbers up to 4 digits by a one digit number using a written method and interpret remainders appropriately for the context; Divide whole numbers and those involving decimals by 10, 100 and 1000.	Divide numbers up to 4 digits by a two –digit number using the formal written method of long division; Interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context; Divide numbers up to 4 digits by a two -digit number using the formal written method of short division as appropriate.
Using concrete			
Using pictorial			
Using abstract	<p><i>With no regrouping</i></p> $\begin{array}{r} 109 \\ 2 \overline{) 218} \end{array}$ <p><i>With regrouping</i></p> $\begin{array}{r} 072 \text{ r } 1 \\ 3 \overline{) 217} \end{array}$	<p><i>With no regrouping</i></p> $\begin{array}{r} 2053 \\ 48 \overline{) 2112} \end{array}$ <p><i>With regrouping (using remainders and fractions as remainders)</i></p> $\begin{array}{r} 2907 \text{ r } 2 \\ 3 \overline{) 8272} \end{array}$ $\begin{array}{r} 2907 \frac{2}{3} \\ 3 \overline{) 8272} \end{array}$	$\begin{array}{r} 6497 \div 8 \\ 8 \overline{) 6497} \end{array}$ $\begin{array}{r} 0812.125 \\ 8 \overline{) 6497.000} \end{array}$

Discuss it

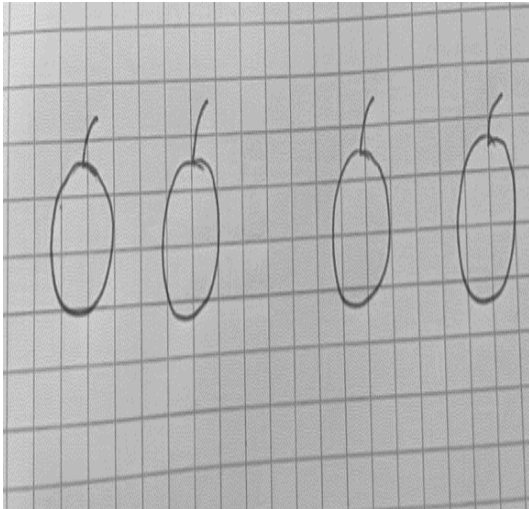
Halving is smaller / Doubling is larger, 2 equal parts, share, share equally

Create it



Reception

Solve problems, including halving
and sharing.



Draw it

Write it

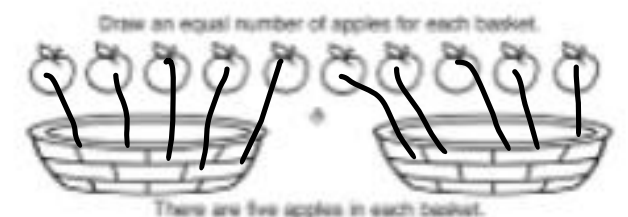
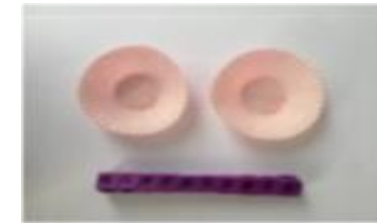
Discuss it

Share, share equally, one each, two each..., group, groups of, lots of, array

Year 1

Solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Create it



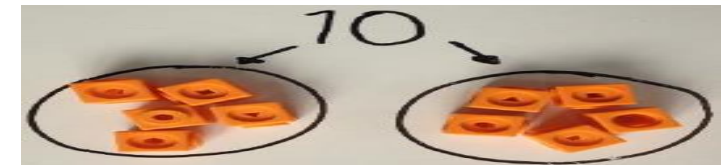
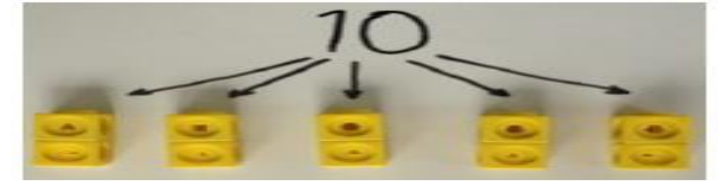
Draw it

Write it

Discuss it

Share, share equally, one each,
two each..., group, groups of,
lots of, array

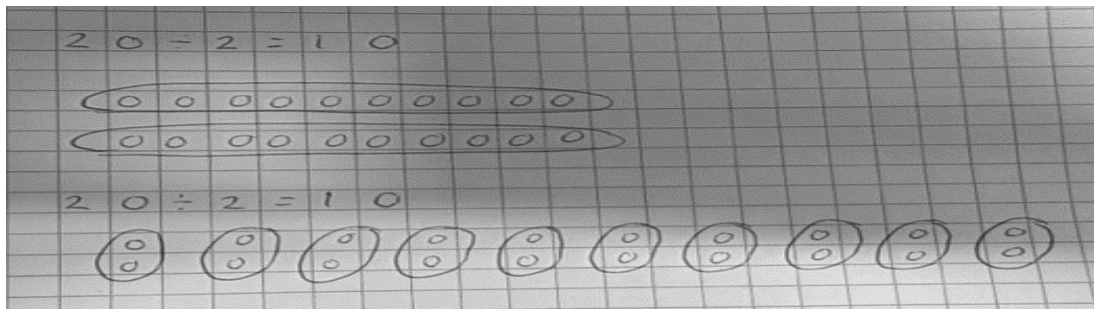
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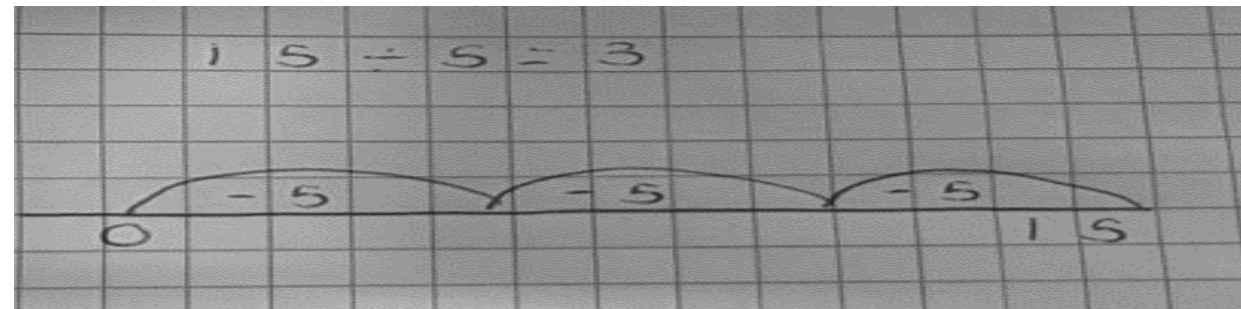
Year 2

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication Tables; Recognising odd and even numbers;

□ Calculate mathematical statements for division within the multiplication tables and write them using the signs \div and $=$; Show that multiplication of two numbers is commutative but division is not; Solve problems involving division using materials, arrays, repeated addition, mental methods and division facts, including problems in contexts.



Draw it

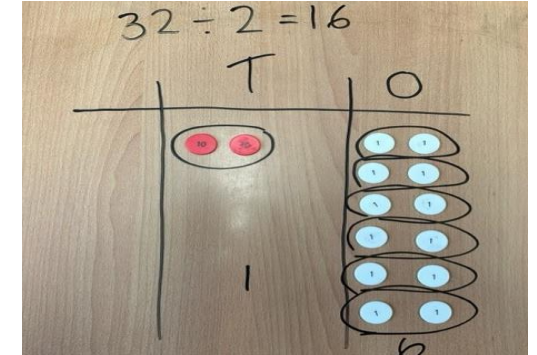
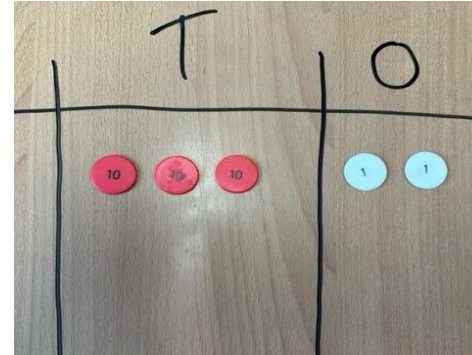


Write it

Discuss it

Share, share equally, one each,
two each..., group, groups of,
lots of, array, divide, divided by,
divided into, division, grouping,
number line, left, left over,
inverse, short division, carry,
remainder, multiple

Create it

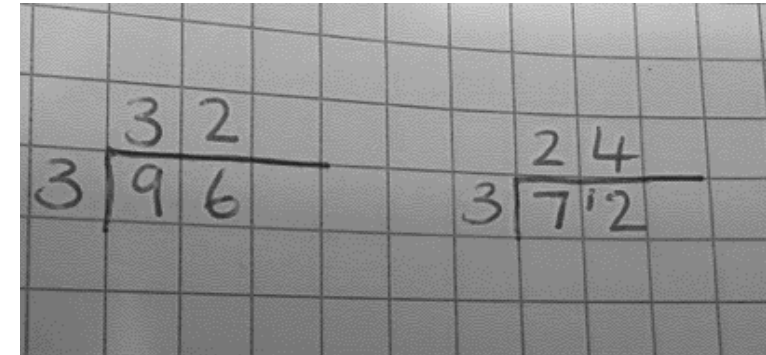
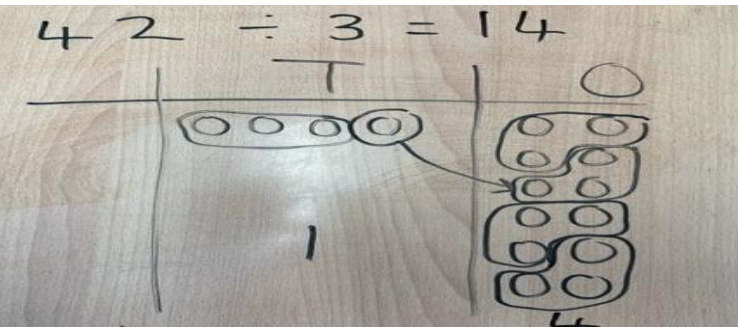


Year 3

Recall and use multiplication and division facts for the 3, 4 and 8 x tables;
Write and calculate mathematical statements for division using the
multiplication tables they know, including 2- digit divided by 1-digit using
mental and progressing to formal written methods; Solve problems,
involving missing number problems, division, including positive number
scaling problems and correspondence problems where n objects are
connected to m objects.

Draw it

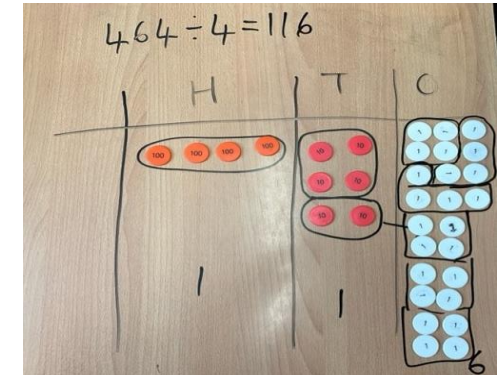
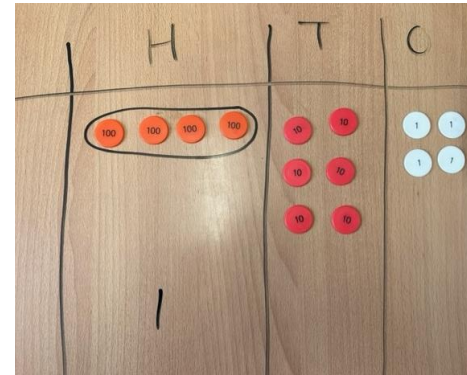
Write it



Discuss it

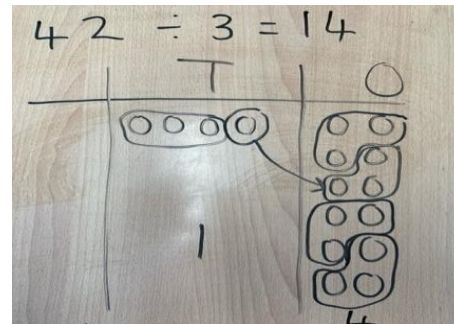
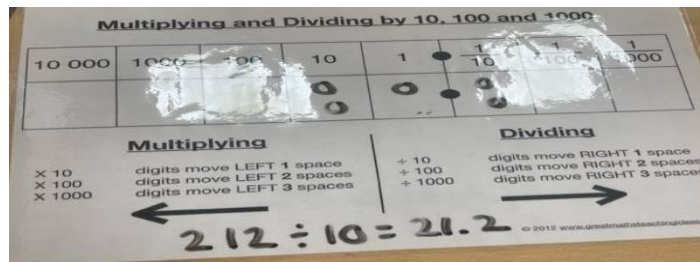
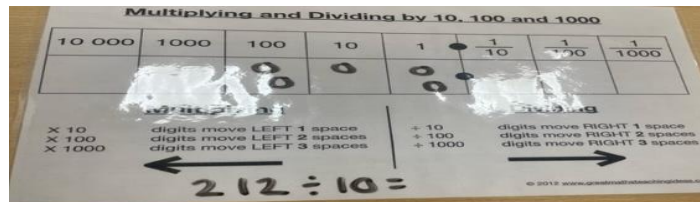
Share, share equally, one each,
two each..., group, groups of, lots
of, array, divide, divided by,
divided into, division, grouping,
number line, left, left over,
inverse, short division, carry,
remainder, multiple, divisible by,
factor

Create it



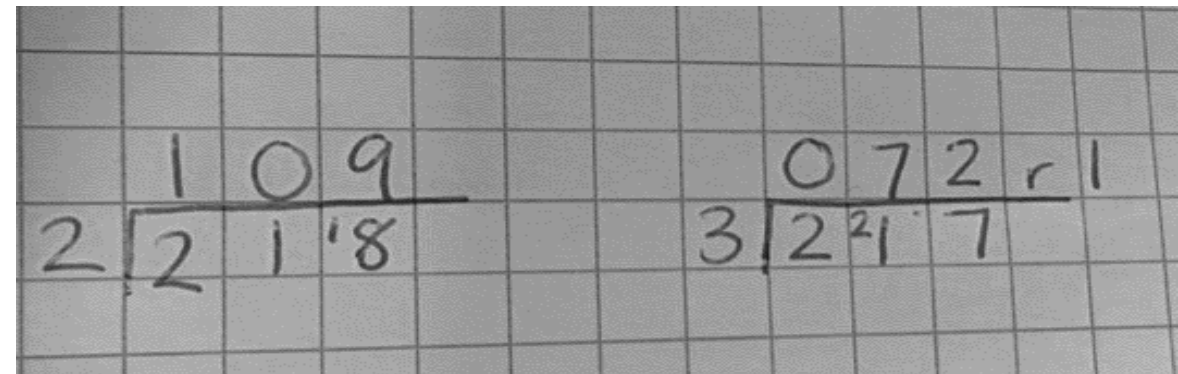
Year 4

Recall multiplication and division facts up to 12×12 ; Use place value, known and derived facts to divide mentally, including dividing by 1; Solve problems involving dividing a three-digit number by one-digit and number using a formal layout.



With no regrouping

With regrouping



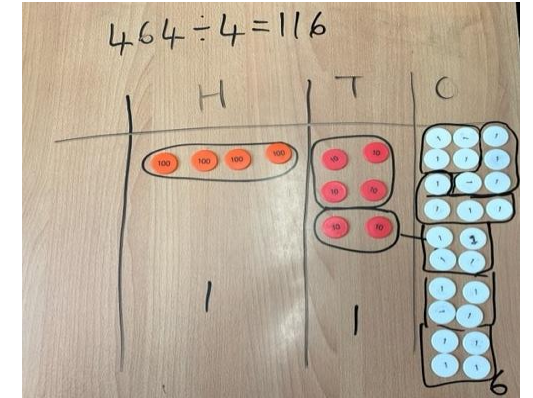
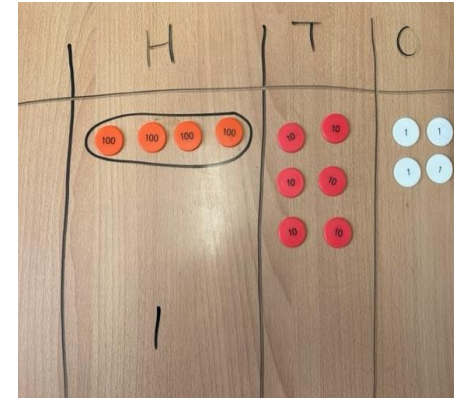
Draw it

Write it

Discuss it

Share, share equally, one each, two each, group, groups of, lots of, array, divide, divided by, divided into, division, grouping, number line, left, left over, inverse, short division, carry, remainder, multiple, divisible by, factor, quotient, prime number, prime factors, composite number (non-prime)

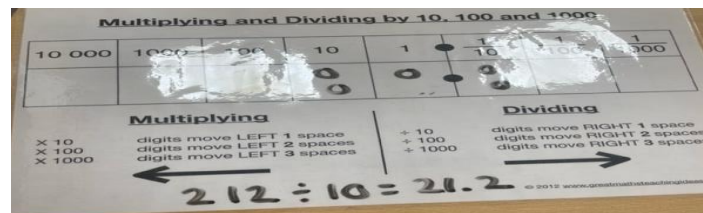
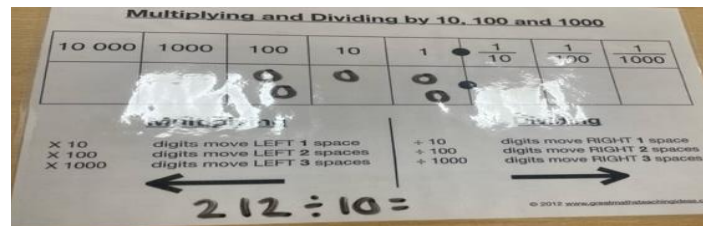
Create it



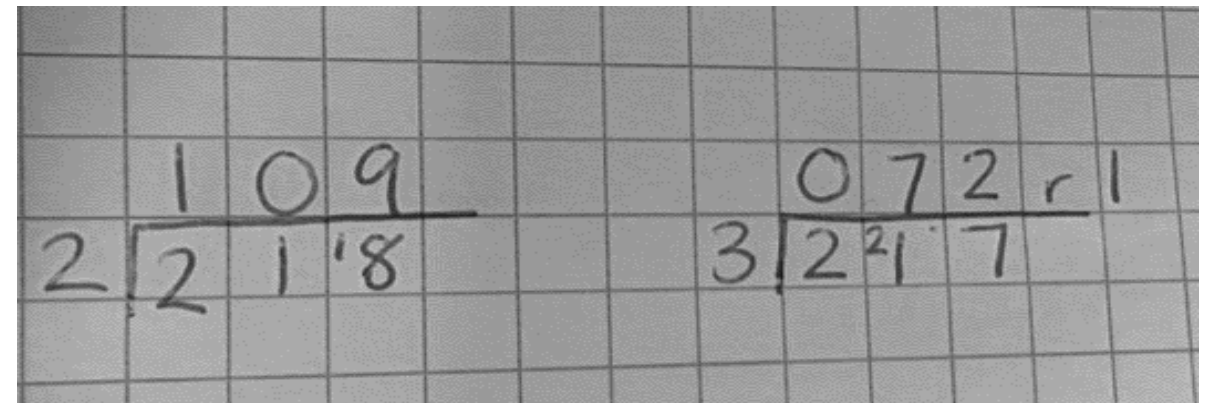
Year 5

Identify multiples and factors; Multiply and divide numbers mentally drawing on known facts; Divide numbers up to 4 digits by a one digit number using a written method and interpret remainders appropriately for the context; Divide whole numbers and those involving decimals by 10, 100 and 1000.

thousands	hundreds	tens	ones
			3
		3	0
3	0	0	0



Draw it

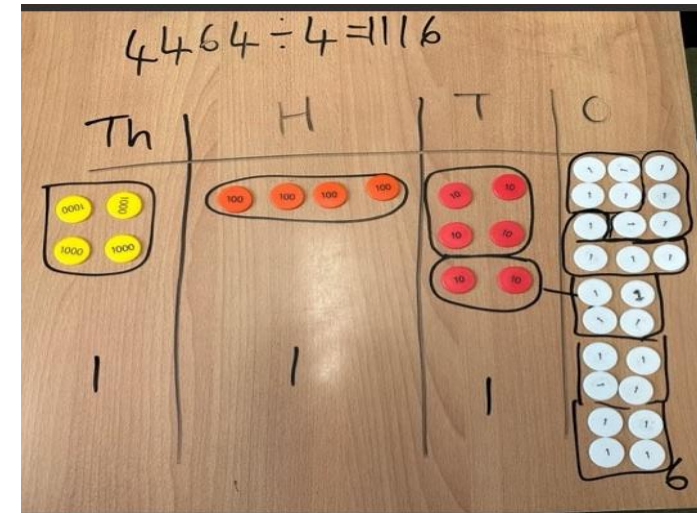


Write it

Discuss it

Share, share equally, one each, two each, group, groups of, lots of, array, divide, divided by, divided into, division, grouping, number line, left, left over, inverse, short division, carry, remainder, multiple, divisible by, factor, quotient, prime number, prime factors, composite number (non-prime)

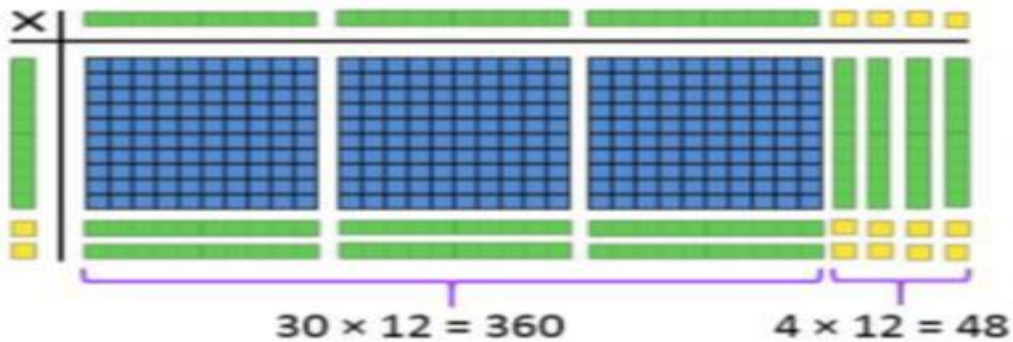
Create it



Year 6

Divide numbers up to 4 digits by a two-digit number using the formal written method of long division; Interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context; Divide numbers up to 4 digits by a two-digit number using the formal written method of short division as appropriate.

$$408 \div 12$$



Draw it

Handwritten long division on grid paper: $6497 \div 8$. The quotient is 812.125 . The work shows $8 \overline{) 6497.000}$ with the quotient 812.125 written above the line.

Handwritten short division on grid paper: $258 \div 15$. The quotient is 17.2 . The work shows $15 \overline{) 258.0}$ with the quotient 17.2 written above the line.

Write it