

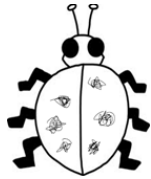
Stage 1

Children are encouraged to develop a mental image of the number system in their heads to use for calculation. They should experience practical calculation opportunities involving **equal** groups and **equal** sharing.



They may develop ways of recording calculations using pictures.

A child's jotting spots between two



showing halving six sides of a ladybird.

A child's jotting showing how they shared the apples at snack time between two groups.

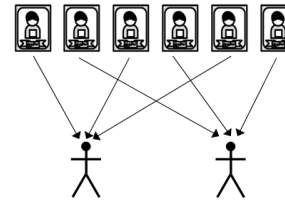


Stage 2

Children explore practical contexts where they share equally and group equally. $6 \div 2 = ?$

Equal sharing (6 shared equally between 2)

6 football stickers are shared equally between 2 people, how many do they each get? Children may solve this by using a 'one for you, one for me' strategy until all of the stickers have been given out.



Equal grouping (How many groups of 2 are there in 6?)

There are 6 football stickers, how many people can have 2 stickers each?



Stage 3

Children continue to use practical equipment to represent division calculations as grouping (repeated subtraction) and use jottings to support their calculation.

$12 \div 3 = ?$ Children begin to read this calculation as, 'How many groups of 3 are there in 12?'



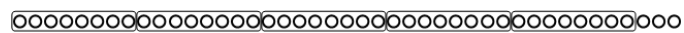
At this stage, children will also be introduced to division calculations that result in remainders.

$13 \div 4 = 3$ remainder 1



Stage 4

$43 \div 8$



$43 \div 8 = 5$ remainder 3

At this stage, children also learn if the remainder should be rounded up or down e.g. $62 \div 8 = 7$ remainder 6

I have 62p. Sweets are 8p each. How many can I buy?
 Answer: 7 (the remaining 6p is not enough for another sweet)
 Apples are packed into boxes of 8. There are 62 apples. How many boxes do I need?
 Answer: 8 (the remaining 6 apples still need to be placed into a box)

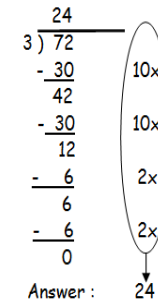
Stage 5

The previous method of repeated subtraction on a number line is continued, but using a vertical number line alongside practical equipment. The repeated subtraction is made more efficient by subtracting 'chunks' of the divisor.

Stage 6

This is the 'chunking' method of division in which children use key facts of the multiplication tables of the divisor.

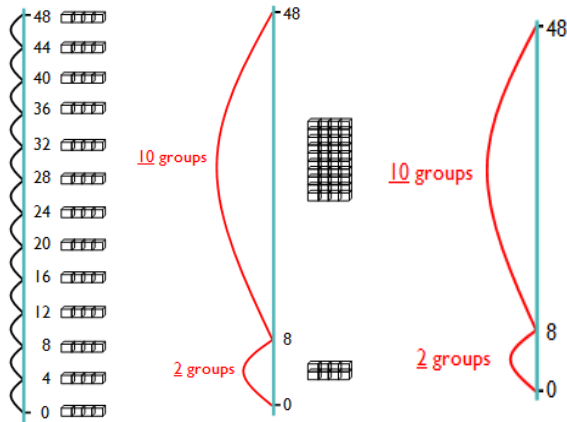
$72 \div 3$



1x	3
2x	6
5x	15
10x	30

Children should write key facts in a menu box. This will help them in identifying the largest group they can subtract in one chunk.

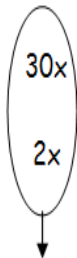
Answer: 24



Stage 7 During this stage children should become more efficient when using the chunking method by not having any subtraction steps that repeat a previous step. For example, when performing $196 \div 6$ an initial subtraction of 60 (10×6) and two further subtractions of 60 (10×6 each) should be changed to a single subtraction of 180 (30×6).

$$196 \div 6$$

$$\begin{array}{r} 32 \text{ r } 4 \\ 6 \overline{) 196} \\ - 180 \\ \hline 16 \\ - 12 \\ \hline 4 \end{array}$$



1x	6
2x	12
4x	24
5x	30
10x	60
20x	120

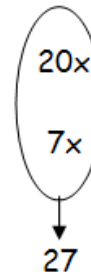
The key facts in the menu box should be extended to include $4x$ and $20x$.

Answer: 32 remainder 4 or 32 r 4

Stage 7 continued

$$972 \div 36$$

$$\begin{array}{r} 27 \\ 36 \overline{) 972} \\ - 720 \\ \hline 252 \\ - 252 \\ \hline 0 \end{array}$$



Answer: 27

Progression in Written Division

Children should not be made to go onto the next stage if:

- 1) they are not ready.
- 2) they are not confident.

Children should be encouraged to consider if a mental calculation would be appropriate before using written methods.

