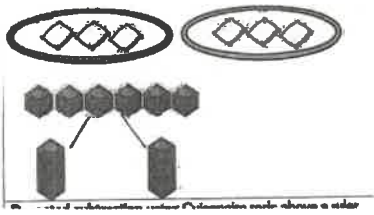
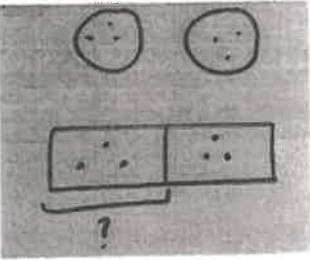
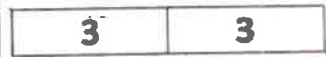


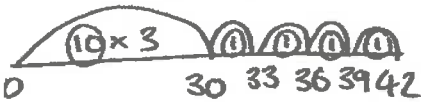
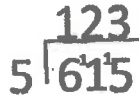


Progression in Division

<p>Year 1</p>	<p>Sharing using a range of objects.</p>		
<p>Concrete</p> <p>Sharing using a range of objects. $6 \div 2 =$</p> 	<p>Pictorial</p> <p>Represent the sharing pictorially.</p> 	<p>Abstract</p> <p>$6 \div 2 = 3$</p>  <p>Children should also be encouraged to use their 2 X table.</p>	
<p>Year 2</p>	<p>Use arrays to group and count groups.</p>		
<p>Concrete</p> <p>Use counters and other objects to create arrays and then count the groups. $12 \div 4 =$</p>	<p>Pictorial</p> <p>Draw arrays and then circle the number of groups. $12 \div 4 =$</p>	<p>Abstract</p> <p>$12 \div 4 = 3$ Count on in 4s in head and using fingers.</p>	
<p>Year 3</p>	<p>Counting up</p>		
<p>Concrete</p> <p>$24 \div 3$ Placing groups of 3 counters on a number line.</p>	<p>Pictorial</p> <p>$24 \div 3$ Numberline drawing counters and count the jumps.</p> 	<p>Abstract</p> <p>Use a number line to count up. $24 \div 3$</p> 	

Progression in Division

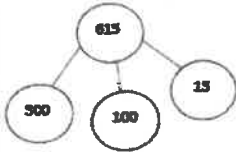
Year 4	Chunking		
	Concrete	Pictorial	Abstract
	Chunking with concrete apparatus like base ten or place value counters. E.g. $42 \div 3$	Chunking on a numberline or jottings using times table knowledge. $42 \div 3 =$ 	$42 \div 3$ $\underline{10} \times 3 = 30$ $\underline{4} \times 3 = 12$ \downarrow 14 lots of 3
Year 4 -5	Bus stop method - with and without remainders.		
	Concrete	Pictorial	Abstract
	Use place value counters or base ten to demonstrate how the bus stop method works.	Draw the concrete apparatus.	 Bus stop method.

Progression in Division

Year 6	Long division through chunking		
	Concrete	Pictorial	Abstract
			$5462 \div 25$ $\begin{array}{r} 218 \text{ r } 12 \\ 25 \overline{) 5462} \\ \underline{- 500} \\ 462 \\ \underline{- 250} \\ 212 \\ \underline{- 125} \\ 87 \\ \underline{- 50} \\ 37 \\ \underline{- 25} \\ 12 \end{array}$ <p> $1 \times 25 = 25$ $2 \times 25 = 50$ $5 \times 25 = 125$ $10 \times 25 = 250$ $20 \times 25 = 500$ $100 \times 25 = 2500$ $200 \times 25 = 5000$ </p>

Conceptual variation; different ways to ask children to solve $615 \div 5$

Using the part whole model below, how can you divide 615 by 5 without using short division?



I have £615 and share it equally between 5 bank accounts. How much will be in each account?

615 pupils need to be put into 5 groups. How many will be in each group?

$$5 \overline{) 615}$$

$$615 \div 5 =$$

$$\square = 615 \div 5$$

What is the calculation?
What is the answer?

