

Division ÷

Stage 1

Begin to understand the concept of 'division' as **'sharing'**, and recognise the '÷' symbol. Use a range of model and images to show 'sharing' an amount equally.



6 shared equally by 3

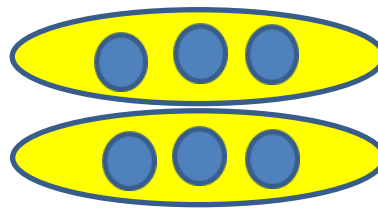


Use numicon to show
 $6 \div 2 = 3$

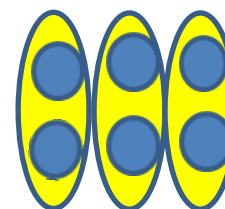
Stage 2

To understand division as **'sharing'** and **'grouping'**

Children will begin to use multiplication facts when grouping.



6 shared by 2
 $6 \div 2 = 3$



6 grouped into 2's
 $6 \div 2 = 3$
 $6 \div 3 = 2$

Children can use place value counters to represent division as both grouping and sharing and understand the answer will be the same. They should use the ÷ sign.

Recommended by year 2

Stage 3

To use the short division method to divide numbers, including decimals. Identify remainders. Show as sharing first but quickly move onto grouping.

$9 \div 3 = 3$

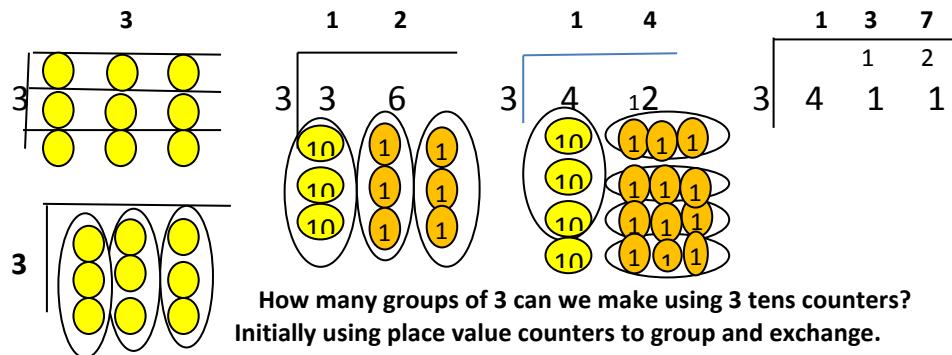
$36 \div 3$

$42 \div 3$

$137 \div 3$

Sharing and grouping

leading to grouping



How many groups of 3 can we make using 3 tens counters?

Initially using place value counters to group and exchange.

Children will begin to work without counters once understanding is secure.

Recommended by the end of year 4

Stage 4

To use long division method to divide 3 and 4 digit numbers by 2 digit numbers.

$432 \div 15$

$$\begin{array}{r} 28 \text{ r } 12 \\ 15 \overline{) 432} \\ \underline{- 30} \\ 132 \\ \underline{- 120} \\ 12 \end{array}$$

$8640 \div 15$

$$\begin{array}{r} 576 \\ 15 \overline{) 8640} \\ \underline{- 75} \\ 114 \\ \underline{- 105} \\ 90 \end{array}$$

To practise and secure short and long division in years 5 and 6.