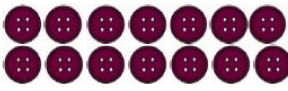
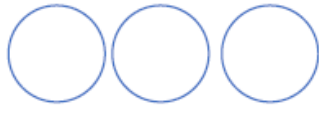
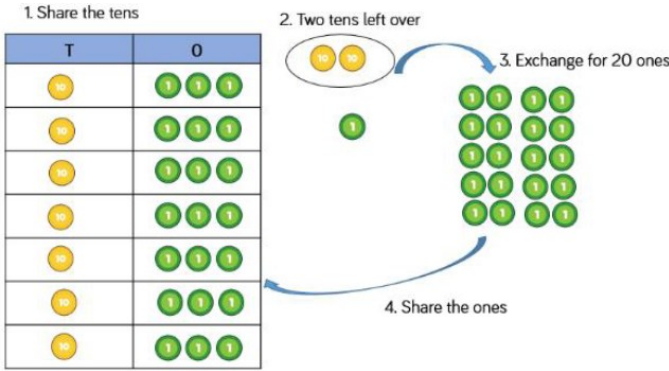
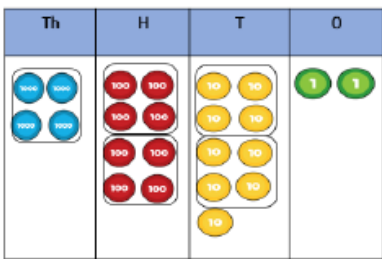
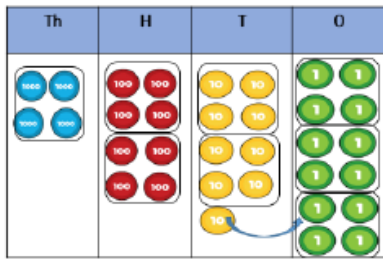
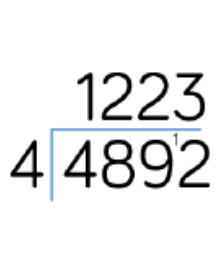
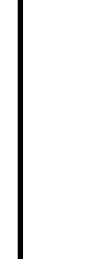


# Chaucer Junior School Calculation Policy—Division

(based on the White Rose curriculum)

Year 3	<p>In Year 3, the concept of division is explored primarily through a wide range of concrete and visual representations. These should include circling arrays, sharing objects and use of the bar method.</p>						
Year 3	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%; border: 1px solid black; padding: 5px;"> <p>Circle the buttons in groups of 4</p>  </div> <div style="width: 50%; padding: 5px;"> <p>There are 15 pieces of fruit. They are shared between 3 bowls equally. How many pieces of fruit in each bowl? Children use cubes to represent fruit and share between bowls.</p>  </div> </div> <div style="margin-top: 10px; display: flex; justify-content: space-between; align-items: center;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td colspan="3" style="padding: 5px;">18</td></tr> <tr><td style="padding: 5px;">6</td><td style="padding: 5px;">6</td><td style="padding: 5px;">6</td></tr> </table> <div style="margin-left: 20px;"> <math>15 \div 3 = \underline{\quad}</math> </div> </div>	18			6	6	6
18							
6	6	6					
	<p>Later, division of larger two-digit numbers by a one-digit number is explored through the use of place value cards, sharing and partitioning.</p>						
Year 4	<p>Division by 10 and 100 is explored practically by swapping e.g. £1 coin for 100 pennies to share, or swapping a tens card for ten ones. Division facts of the 6, 9 and 7 times table are also explored alongside their times tables.</p> <p>Children continue exploring dividing 2 digit numbers (and later 3 digit numbers) by 1 digit through practical sharing, e.g. with place value cards. Use of examples with no remainders evolves into examples that include remainders. Children should also explore exchanging tens where necessary.</p>						
Year 4	<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <math>91 \div 7 = 13</math> </div> <div>  </div> </div>						
Year 5	<p>Children learn to divide by 10, 100 &amp; 1000 using place value mats, learning that the digits move to the right.</p> <p>Children learn to divide 4 digits by 1 digit.</p> <p>Place value counters are used to model sharing and grouping.</p> <p>Children become fluent in practically exchanging 1000s, 100s or 10s when necessary.</p> <p>This practical knowledge is then applied to the short division method; without remainders then with.</p>						
Year 5	<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <p>The grouping method for</p> <math>4892 \div 4</math> </div> <div style="margin-right: 20px;">  </div> <div style="margin-right: 20px;">  </div> <div style="margin-right: 20px;">  </div> <div style="margin-right: 20px;">  </div> <div style="margin-right: 20px;"> <math>4 \overline{) 4892}</math> </div> </div>						

Year 6

After consolidating the short method for dividing numbers by one digit, children learn to divide by two digit numbers using the long division method.

$$7335 \div 15 = 489$$

$$\begin{array}{r} 15 \overline{) 7335} \\ \underline{6000} \quad (\times 400) \\ 1335 \\ \underline{1200} \quad (\times 80) \\ 135 \\ \underline{135} \quad (\times 9) \\ 0 \end{array}$$

Once confident with this method, children then move onto answers that have remainders, interpreting them appropriately.

Year 6

After consolidating the short method for dividing numbers by one digit, children learn to divide by two digit numbers using the long division method.

$$7335 \div 15 = 489$$

$$\begin{array}{r} 15 \overline{) 7335} \\ \underline{6000} \quad (\times 400) \\ 1335 \\ \underline{1200} \quad (\times 80) \\ 135 \\ \underline{135} \quad (\times 9) \\ 0 \end{array}$$

Once confident with this method, children then move onto answers that have remainders, interpreting them appropriately.

Year 6

After consolidating the short method for dividing numbers by one digit, children learn to divide by two digit numbers using the long division method.

$$7335 \div 15 = 489$$

$$\begin{array}{r} 15 \overline{) 7335} \\ \underline{6000} \quad (\times 400) \\ 1335 \\ \underline{1200} \quad (\times 80) \\ 135 \\ \underline{135} \quad (\times 9) \\ 0 \end{array}$$

Once confident with this method, children then move onto answers that have remainders, interpreting them appropriately.