

Frimley C of E School
Progression in Calculations
÷ Division ÷

DON'T FORGET - A 'SO WHAT BOX' MIGHT HELP!
 For larger numbers, create a 'so what do I already know' box.

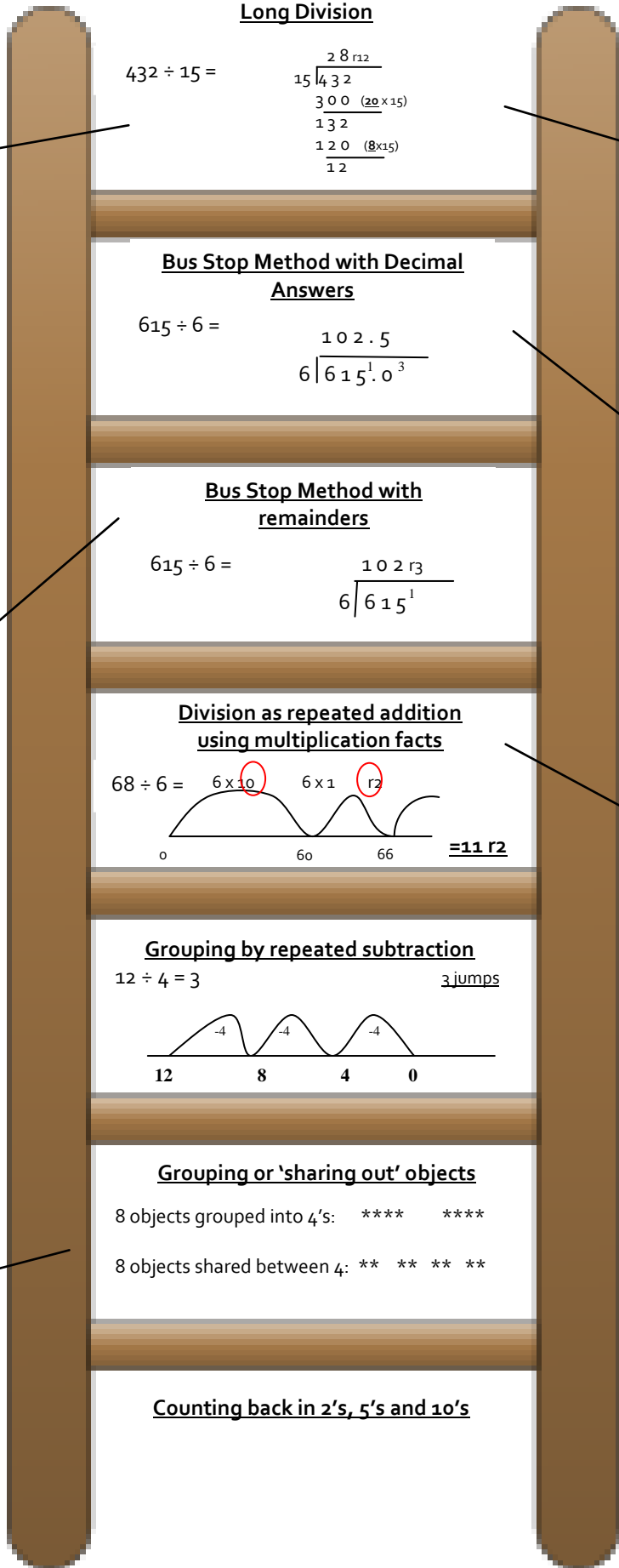
$1 \times 15 = 15$
 $2 \times 15 = 30$
 $3 \times 15 = 45$
 $5 \times 15 = 75$
 $10 \times 15 = 150$

This box ensures that children are using their multiplication knowledge to assist their division.

When put into a 'Bus Stop Method' digits do not retain their place value.
 Keep reinforcing to the children that the 2 in 213 is representing 200.

PROGRESSION
 -Start with 2, 3, 4 and 5 ÷ TU
 -U ÷ TU
 -U ÷ HTU
 -TU ÷ TU

Children should be taught the difference between grouping objects and sharing them between a certain number.



Long Division

$432 \div 15 =$

$$\begin{array}{r} 28 \text{ r}12 \\ 15 \overline{) 432} \\ \underline{300} \quad (20 \times 15) \\ 132 \\ \underline{120} \quad (8 \times 15) \\ 12 \end{array}$$

Bus Stop Method with Decimal Answers

$615 \div 6 =$

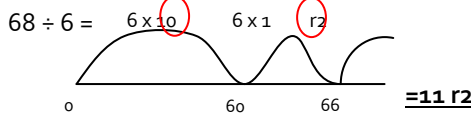
$$6 \overline{) 615.0^3}$$

Bus Stop Method with remainders

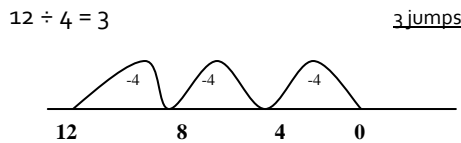
$615 \div 6 =$

$$6 \overline{) 615} \text{ r}3$$

Division as repeated addition using multiplication facts



Grouping by repeated subtraction



Grouping or 'sharing out' objects

8 objects grouped into 4's: **** ****

8 objects shared between 4: ** ** ** **

Counting back in 2's, 5's and 10's

The long division method is to be used when the children are dealing with numbers outside their times table knowledge.

PROGRESSION
 -Decimals

Move onto giving decimal answers or dividing decimals by whole numbers.

The method stays the same!

Children will need to use both of these methods dependent on the content of the problem

Make sure children create a 'so what do I already know' box to help them!

See top of the ladder for more information.

Associated vocabulary

Repeated subtraction
 Sharing
 Grouping
 Lots of
 Divide
 Remainder
 Inverse
 Factors
 Divison