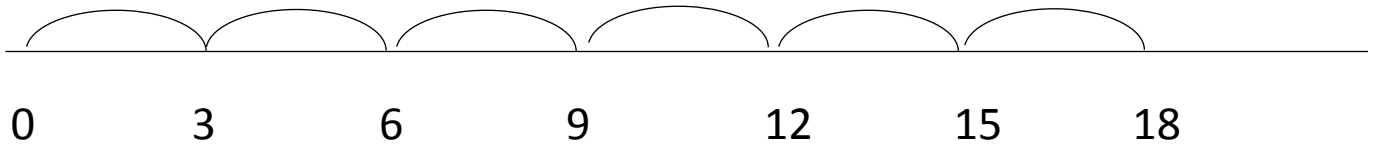


Division

Year 3

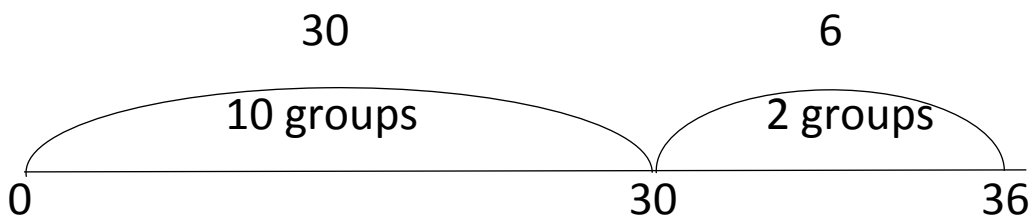
No formal written methods. Children work with counters then on the number line:

e.g. $18 \div 3 = 6$



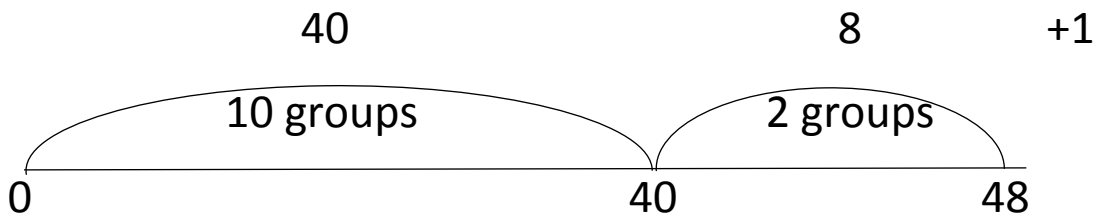
Becoming more efficient:

$36 \div 3 = 12$



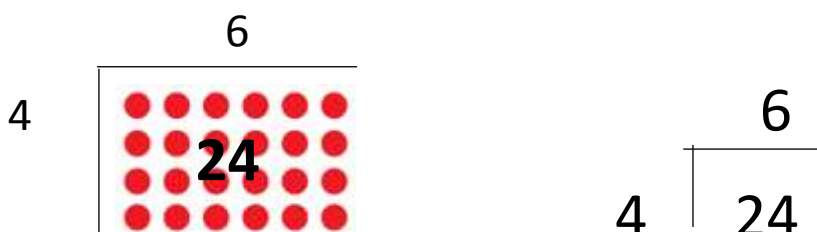
Remainders:

$49 \div 4 = 12 \text{ r}1$



Year 4

Alongside pictorial representations, children progress onto short division "bus stop" method.



$$\begin{array}{r} 123 \\ 3 \overline{) 369} \end{array}$$

progressing onto carrying remainders onto the next digit:

$$\begin{array}{r} 114 \\ 3 \overline{) 342} \end{array}$$

Year 5

Continue as shown in Year 4.

e.g. $1415 \div 6 = 235 \text{ r}5$

$$\begin{array}{r} 0235 \text{ r}5 \\ 6 \overline{) 14^2 1^3 5} \end{array}$$

Year 6

As year 5, progressing to more challenging calculations:

e.g. $1824 \div 15 =$

$$\begin{array}{r} 0121 \text{ r}9 \\ 15 \overline{) 18^3 2^2 4} \end{array}$$

Answers are expressed in fractions and decimals

i.e. $1824 \div 15 = 121 \frac{9}{15}$ or, 121.6

