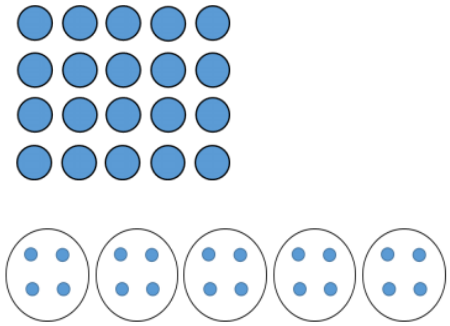
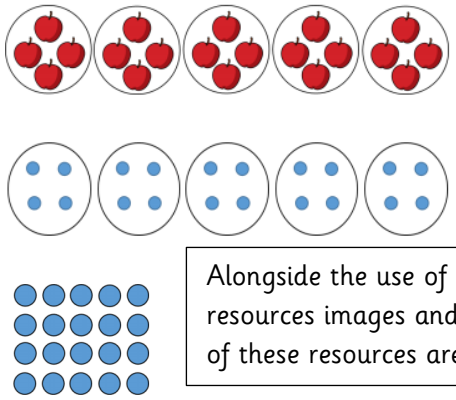
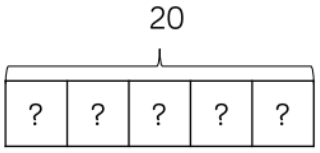
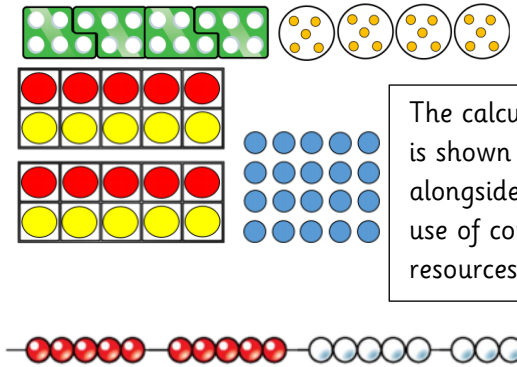
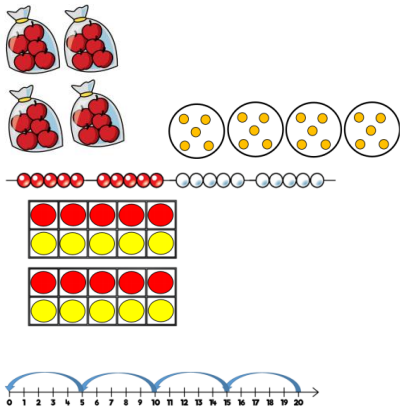
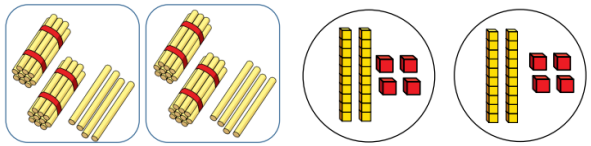
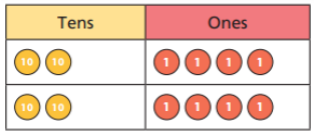
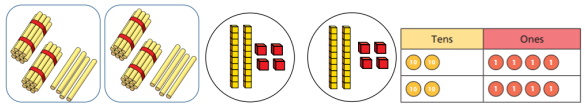
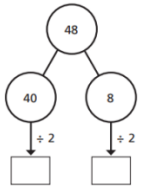
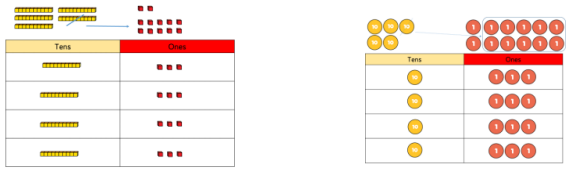
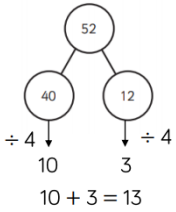
<table>
<tr><th>Year 1/2 - Division</th><th colspan="2">Solve 1-step problems using division (sharing)
Divide 2-digits by 1-digit (sharing with no exchange)</th></tr>
<tr><th>Concrete</th><th>Pictorial</th><th>Abstract</th></tr>
<tr><td>  </td><td> 
Alongside the use of concrete resources images and drawings of these resources are used.</td><td> 
$20 \div 5 = 4$
There are 20 apples altogether.
They are shared equally between 5 bags.
How many apples are in each bag?</td></tr>
<tr><td></td><td colspan="2"></td></tr>
<tr><td>Key skills and concepts</td><td colspan="2">When solving 1-step problems using division (sharing):

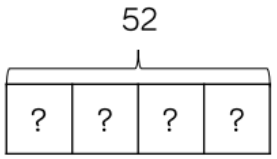
• Children solve problems by sharing amounts into equal groups
• In Year 1 use concrete & pictorial representations to solve problems. Children are not expected to record division formally.
• In Year 2 children are introduced to the division symbol</td></tr>
</table>

Year 1/2 - Division	Solve 1-step problems using division (grouping)	
Concrete	**Pictorial**	**Abstract**
 The calculation is shown alongside the use of concrete resources	 Alongside the use of concrete resources images and drawings of these resources are used.	There are 20 apples altogether. They are put in bags of 5. How many bags are there? $20 \div 5 = 4$
Key skills and concepts	When solving 1-step problems using division (grouping): • Children **solve problems by grouping** & counting the number of groups • Grouping encourages **counting in multiples** and links to repeated subtraction • **Use concrete representations** in fixed groups to show the link between multiplication & division.	

Year 2/3 - Division	Divide 2-digits by 1-digit (sharing with no exchange)	
Concrete	**Pictorial**	**Abstract**
 Use Base 10 	 Use Base 10  Alongside the use of concrete resources images and drawings of these resources are used.	$48 \div 2 = 24$
Key skills and concepts	When dividing 2-digits by 1-digit (sharing with no exchange): • **Use manipulatives** which allow children to partition into tens and ones • **Base 10 & place value counters** can be used to share numbers into equal groups • **Use part-whole models** to show a clear written method that matches the concrete representation	

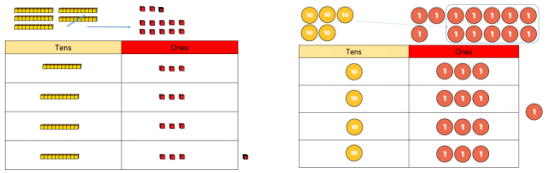
<table>
<tr><th colspan="2">Year 3/4 - Division</th><th colspan="2">Divide 2-digits by 1-digit (sharing with exchange)</th></tr>
<tr><th>Concrete</th><th colspan="2">Pictorial</th><th>Abstract</th></tr>
<tr><td> 

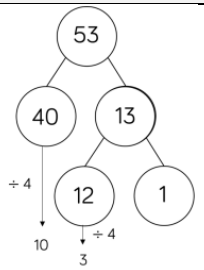
52 ÷ 4 = 13
The calculation is shown alongside the use of concrete resources</td><td colspan="2"> 

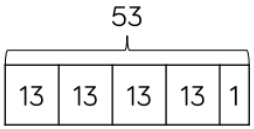


Alongside the use of concrete resources images and drawings of these resources are used.</td><td>52 ÷ 4 = 13</td></tr>
<tr><td></td><td colspan="3"></td></tr>
<tr><td>Key skills and concepts</td><td colspan="3">When dividing 2-digits by 1-digit (sharing with exchange):

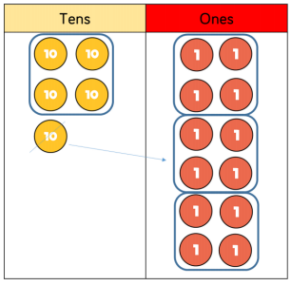
• Use place value counters or Base 10 to exchange one ten for ten ones when dividing numbers involving an exchange
• Start with the equipment outside the place value grid before sharing the tens and ones equally between the rows
• Flexible partitioning in a part-whole model supports this method</td></tr>
</table>

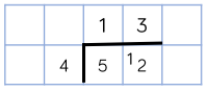
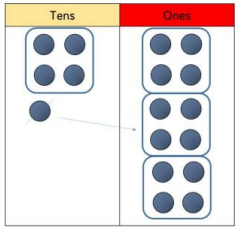
<table>
<tr><th colspan="2">Year 3/4 - Division</th><th colspan="2">Divide 2-digits by 1-digit (sharing with remainders)</th></tr>
<tr><th>Concrete</th><th>Pictorial</th><th colspan="2">Abstract</th></tr>
<tr>
<td> 

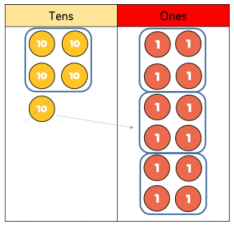
53 ÷ 4 = 13 r1
The calculation is shown alongside the use of concrete resources</td>
<td> 

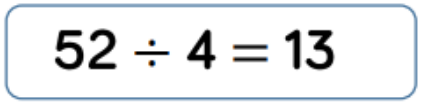


Alongside the use of concrete resources images and drawings of these resources are used.</td>
<td colspan="2">53 ÷ 4 = 13 r1</td>
</tr>
<tr><td></td><td colspan="2"></td></tr>
<tr>
<td>Key skills and concepts</td>
<td colspan="2">When dividing 2-digits by 1-digit (sharing with remainders):
• Use place value counters or Base 10 to exchange one ten for ten ones when dividing numbers involving an exchange
• Starting with the equipment outside the place value grid will highlight the remainders as they will be left outside the grid once the equal groups have been made
• Flexible partitioning in a part-whole model supports this method</td>
</tr>
</table>

<table>
<tr><th colspan="3">Year 5 - Division</th><th colspan="2">Divide 2-digits by 1-digit (grouping)</th></tr>
<tr><th>Concrete</th><th colspan="2">Pictorial</th><th>Abstract</th></tr>
<tr><td> 

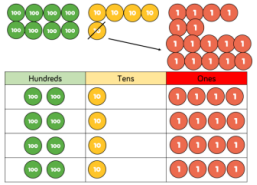
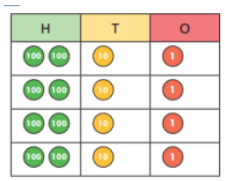
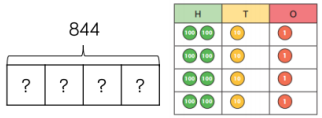
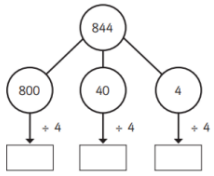
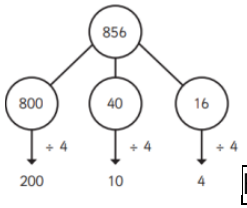
The calculation is shown alongside the use of any concrete resources

</td><td colspan="2"> 



Alongside the use of concrete resources images and drawings of these resources are used.</td><td> 


</td></tr>
<tr><td></td><td colspan="3"></td></tr>
<tr><td>Key skills and concepts</td><td colspan="3">When dividing 2-digits by 1-digit (grouping):

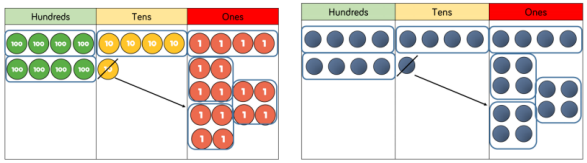
• When using the short division method, use grouping. Starting with the largest place value, group by the divisor
• Language is important. Children consider ‘How many groups of 4 tens can we make?’ and ‘How many groups of 4 ones can we make?’
• Remainders can be seen clearly as they are left ungrouped</td></tr>
</table>

Year 4 - Division	Divide 3-digits by 1-digit (sharing)	
Concrete	**Pictorial**	**Abstract**
  844 ÷ 4 = 211 The calculation can be shown alongside the use of place value counters to link to previous learning.	844 ÷ 4 = 211    Flexible partitioning	844 ÷ 4 = 211
Key skills and concepts	When dividing 3-digits by 1-digit (sharing) • **Place value counters** can be used to share 3-digit numbers into groups • **Start with the equipment outside the place value grid** before sharing the hundreds, tens and ones equally between the rows. This will also help highlight remainders • **Flexible partitioning** in a part-whole model supports this method	

Year 5 - Division

Divide 3-digits by 1-digit (grouping)

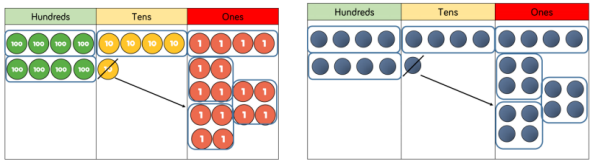
Concrete



		2	1	4
	4	8	5	16

The calculation can be shown alongside the use of place value counters to link to previous learning.

Pictorial



Alongside the use of concrete resources images and drawings of these resources are used.

Abstract

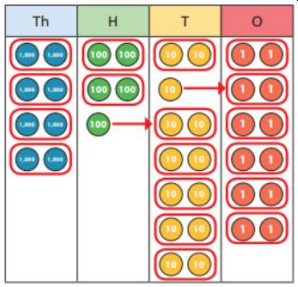
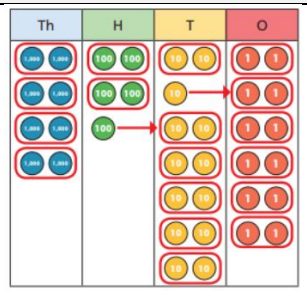
		2	1	4
	4	8	5	16

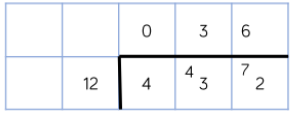
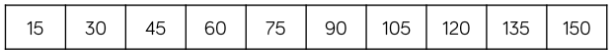
$$856 \div 4 = 214$$

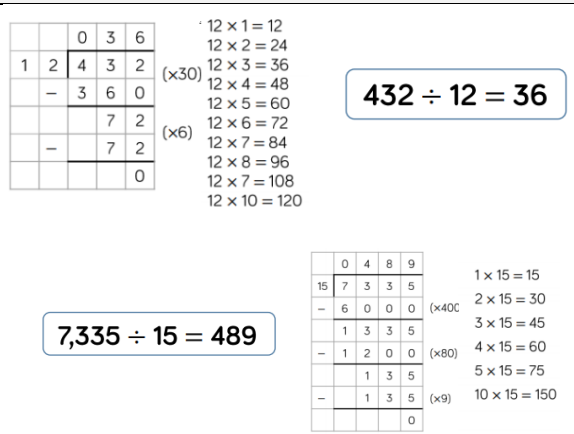
Key skills and concepts

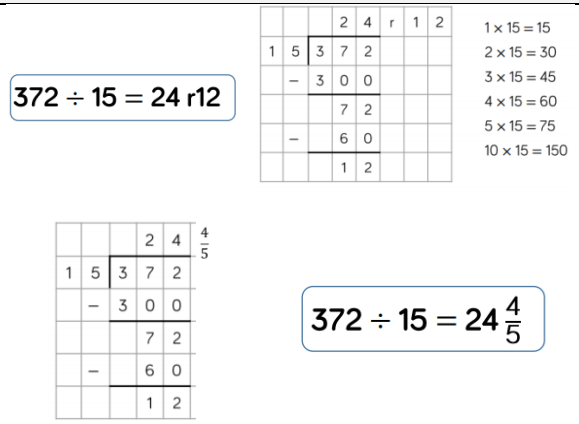
When dividing 3-digits by 1-digit (grouping)

- Children can **continue to use grouping to support their understanding** of short division
- **Place value counters and plain counters** can be used on a place value grid to support understanding
- Children can **draw their own counters** & group them through a more pictorial approach

Year 5 - Division	Divide 4-digits by 1-digit (grouping)	
Concrete	**Pictorial**	**Abstract**
 The calculation is shown alongside the use of any concrete resources	 Alongside the use of concrete resources images and drawings of these resources are used.	 $8{,}532 \div 2 = 4{,}266$
Key skills and concepts	When dividing 4-digits by 1-digit (grouping): • **Place value counters and plain counters** can be used on a place value grid to support understanding • Children can **draw their own counters** & group them through a more pictorial approach • Encourage children to **move away from the concrete & pictorial when dividing numbers with multiple exchanges**	

Year 6 - Division	Divide multi-digits by 2-digits (short division)	
Concrete	**Pictorial**	**Abstract**
		 $432 \div 12 = 36$ $7{,}335 \div 15 = 489$  
Key skills and concepts	When dividing multi-digits by 2-digits (short division): • **Written methods are the most accurate & efficient** as concrete and pictorial representations become less effective • Children can **write out multiples** to support calculations with larger remainders • Children can **solve problems** with remainders where the **quotient can be rounded** as appropriate	

Year 6 - Division	Divide multi-digits by 2-digits (long division)	
Concrete	**Pictorial**	**Abstract**
		
Key skills and concepts	When dividing multi-digits by 2-digits (long division): • **Written methods are the most accurate & efficient** as concrete and pictorial representations become less effective • Children can also **divide by 2-digit** numbers using **long division** • Children can **write out multiples** to support calculations with larger remainders • Children can **solve problems** with remainders where the **quotient can be rounded** as appropriate	

Year 6 - Division	Divide multi-digits by 2-digits (long division with remainders)	
Concrete	**Pictorial**	**Abstract**
		
Key skills and concepts	When dividing multi-digits by 2-digits (long division with remainders): • **Written methods are the most accurate & efficient** as concrete and pictorial representations become less effective • When a remainder is left at the end of the calculation, **either leave it as a remainder or convert it to a fraction**. This will depend on the context of the question • Questions can be answered where the **quotient needs to be rounded** according to the context.	

Mount Hawke Calculation Policy